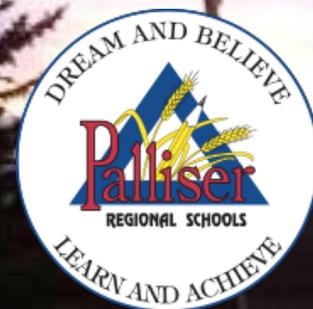


Calgary Christian School

Secondary
Campus



www.calgarychristianschool.com



1

Introduction

The purpose of this document is to help you navigate your way through high school. It can be a daunting task to choose the path that is right for each individual, unique student. Our commitment at Calgary Christian High School is to walk with you through the process. This document simply provides a road map by outlining the courses and options that are available to students; it offers a reference point when making choices.

At Calgary Christian High School, we emphasize academic, social, emotional, physical and artistic excellence. We believe that a focus on whole-child education allows students to shine in the gifts that God has given them and provides confidence for them when choosing a post secondary path. All of our courses strictly align with the outcomes provided by Alberta Education and are taught from a Christian perspective. We integrate faith in all subject areas as God is present in all that we learn. We also offer distinct faith-based courses such as Bible in the middle school and World Religions, Religious Ethics and an integrated Senior Project in the high school. All of these courses are required in order to qualify for participation in the graduation ceremony.

Calgary Christian High School runs a timetable that maximizes both core subject and options offerings. In our grade 7&8 program, we offer year-long core courses, band, language and physical education classes as well as options. In grade 9, we offer semestered core subjects as well as a variety of options. In the high school, all courses are semestered. In grades 10-12, core classes are worth 5 credits each and elective courses range from 1-5 credits.

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Mission & Vision

Calgary Christian Secondary Campus

Mission Statement

Calgary Christian School is a community, called and dedicated to integrate faith and learning, reaching for excellence in equipping responsive citizens of God's kingdom through a Christ-centered educational environment.

Vision

“God's children making the world a better place.”

Vision Statement

We believe that God is the Lord of all creation. As a community of Christians, together with the support of the home and encouragement of the church, we are dedicated to educating, from a biblical perspective, the children God has entrusted to us.

Within a Christian environment, the school seeks to shape its curriculum and methodology using Christian principles.

Children are unique image bearers of Christ. Therefore, we are committed to developing the gifts of each student. We wish to nurture all children so that they may be led to discover, celebrate and proclaim, both individually and communally, the restorative power of God's work in all areas of life.

We strive to provide knowledge, insight and skills to equip them for a life of faithful and joyous service to God and neighbour.

Christian Education

At Calgary Christian School, we offer both a compelling Bible curriculum for each grade and seek to integrate a thoughtful and active faith into the entire government mandated curriculum. We do this so that our students can connect with a living God, and be invited to love God with all their heart, soul, strength and mind, and to love all their neighbors as themselves (Luke 10:27). Our aim is that while at CCS, God will graft each student deeply into the biblical story. One student might understand that if God can use Esther for such a time as this, then God can also use him today. Another might come to comprehend God's grace on a much deeper and personal level saying something like; if God can forgive David then God can forgive me.

We partner with your home and church to fill your student's head with the knowledge of God and to provide curricular and extra-curricular activities so that students can practice living out their faith as God forms them into the image of Jesus in their own unique ways (Romans 8:29). A well-known quote articulates our teaching goals here at CCS: "It is nothing but a pious wish and a grossly unwarranted hope that students trained to be passive and non-creative in school will suddenly, upon graduation, actively contribute to the formation of Christian culture" (Dr. Nicholas Woltersdorff). We pray and partner with God so that our students will know and practice what they believe.

For us, a successful Bible program results in a school that is bursting with students who are hungry to connect their personal story to the Biblical story and seek to bless the world (Genesis 12:3). Classrooms are full of wonder as students sort out what they believe and do not merely say what they think a teacher wants to hear. We believe our students can articulate a faith that is deeply connected to the Bible, work hard to listen well and understand others with whom they disagree, and live in respectful relationships those who hold different views. We believe that practicing these things in school prepares students to worship God in all of life today, and after they leave CCS.

Resources

Calgary Christian Secondary School

Learning Support Centre (LRC)

We believe that all students can learn and reach their full potential given opportunity, effective teaching and appropriate resources. The LRC staff, comprised of a Learning Support Teacher and Learning Assistants, work in conjunction with students, teachers, and parents to create optimal learning experiences for each student. We do this by providing strategies, tools and learning and teaching resources to support meeting the diverse needs of our students. We aim to provide programming in an inclusive setting whenever possible. Our department offers assessment for students, counseling (study skills, time management, goal setting, organization skills, and test anxiety), support for IPP accommodations (quiet location, extra time, readers and scribes for tests), assistive technology, and resource support when needed.

Family School Liaison Counsellor (FSLC)

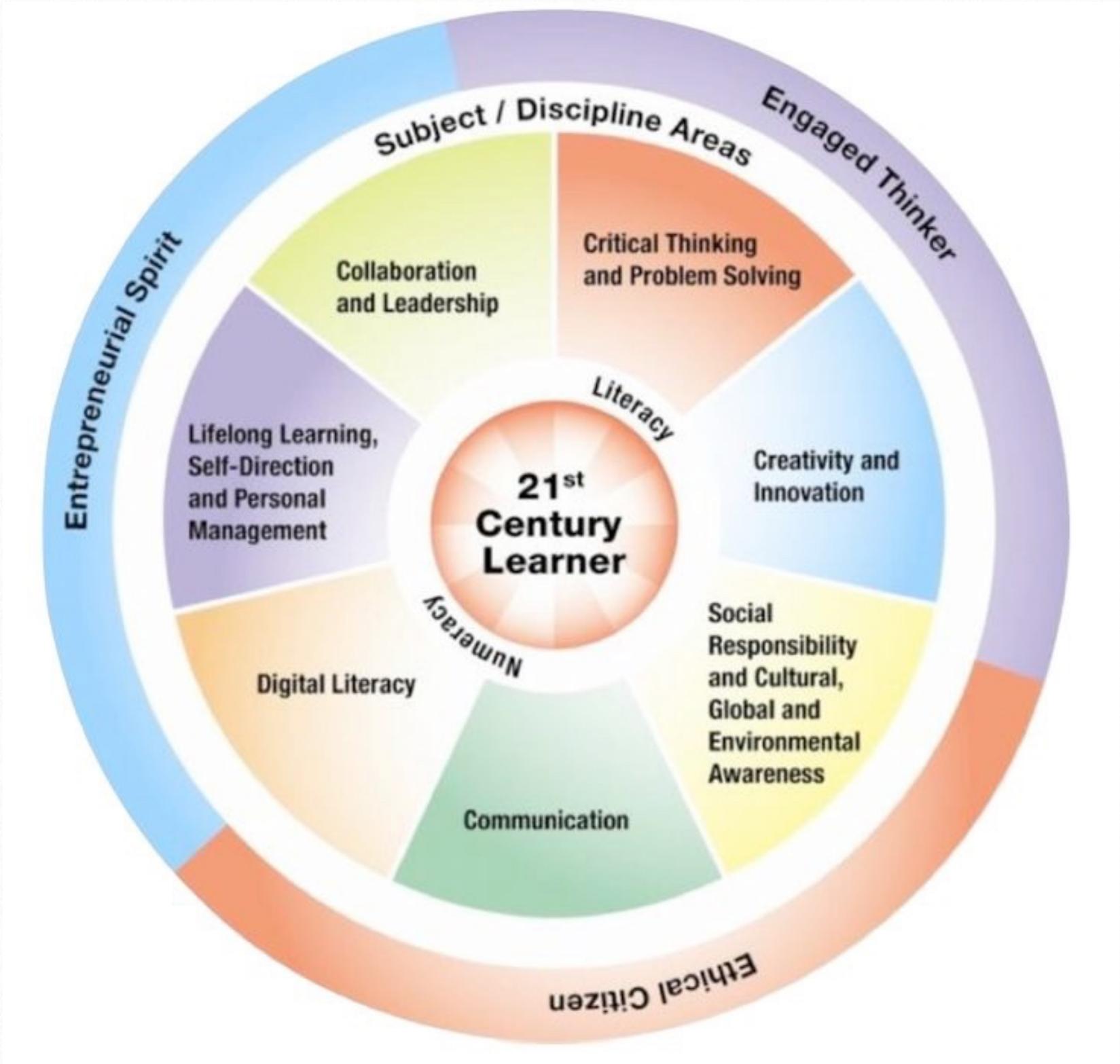
Kelly Schmaltz, the FSLC, is a Registered Social Worker with a background in working with families. She has been working with the students, families, and staff of CCS since September 2014. In addition to providing one-to-one counselling services, Tamara connects students and families to external resources and supports as needed, facilitates group work, offers educational class presentations, and works closely with the teachers and other school staff. As a Christian, Tamara's faith serves as a solid foundation and guide in all the work she does.

Some examples of ways she supports students and their families include:

- *Family Relationships*: separation/divorce, blended families, sibling conflict, grief & loss
- *Social Relationships*: peer pressure, social skills, bullying, friendship
- *Emotional concerns*: anxiety, stress, anger management, depression, self-esteem, substance abuse, emotional/physical/sexual abuse, suicidal thoughts
- *Spiritual concerns*: moral choices, questions about God or the Bible, feelings of guilt or shame, struggling with forgiveness

2

Planning for High School



Prerequisite Requirements

High School

For students entering Grade 10, the following marks in Grade 9 (Mathematics, Science, Language Arts and Social Studies) are *minimum* requirements for entry into the following classes:

Mathematics 9

Above 50% - Math 10C

Below 50% - Math 10-3*

Science 9

Above 50% - Science 10

Below 50% - Science 14*

Language Arts 9

Above 50% - English 10-1

Below 50% - English 10-2

Social Studies 9

Above 50% - Social Studies 10-1

Below 50% - Social Studies 10-2

* These courses will only be offered on-campus with sufficient enrollment. If these courses are not offered on-campus, teacher supported online learning options may be pursued.

**The progression into grade 11 and 12 courses varies from subject to subject.

Credit Values

Each subject has a certain credit value. Credit values are based on three factors:

1. Curriculum: to obtain high school credits, a student must demonstrate an understanding of all the curricular outcomes as defined by Alberta Education.
2. Attendance: A student must attend more than 50% of a class to receive credit. Partial credits cannot be granted.
3. Achievement: To obtain credits in any High School course, a student must achieve a mark of 50% or higher.

At Calgary Christian High School, students are required to get close to the following on-campus credit loads:

Grade 10 ~ 40 credits

Grade 11 ~ 38 credits

Grade 12 ~ 30 credits

Credits can only be earned once for any course. If a student takes a course more than once, the highest mark is noted on the transcript, but the credits are only counted once.

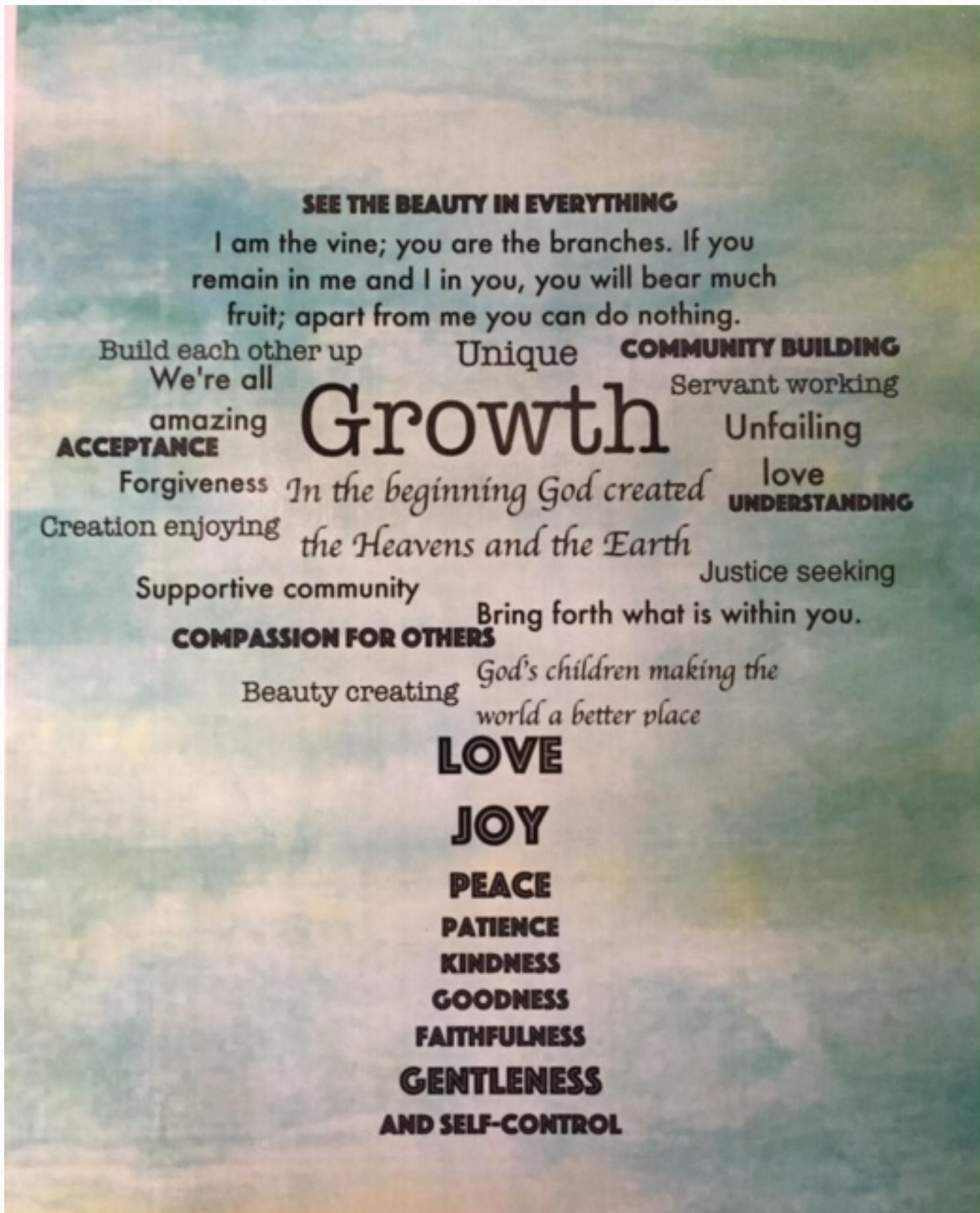
Calgary Christian High School students are also required to take Religious Studies courses. The three courses are: World Religions (usually taken in grade 10), Religious Ethics (usually taken in grade 11) and Senior Project (completed in their grade 12 year). Completion of these courses is required to be eligible to participate in the graduation ceremony upon finishing their high school program. Another course we strongly encourage students to take is Workplace Prep. Once students have completed the Workplace Prep course they are eligible to begin receiving high school credits for their part-time jobs.

Alberta Education

ALBERTA HIGH SCHOOL DIPLOMA MINIMUM REQUIREMENTS	100 CREDITS	ALBERTA CERTIFICATE OF HIGH SCHOOL ACHIEVEMENT MINIMUM REQUIREMENTS	80 CREDITS
<p>Earn a minimum of 100 credits. Successfully complete the following courses:</p> <ul style="list-style-type: none"> ▪ English 30-1 or 30-2; AND ▪ Social 30-1 or 30-2; AND ▪ Math 20-1 or 20-2 or 20-3; AND ▪ Science 20 or Science 24 or Biology 20 or Chemistry 20 or Physics 20 or Science 14 and 10; AND ▪ Physical Education (PE) 10; AND ▪ Career and Life Management (CALM); AND 		<p>Earn a minimum of 80 credits. Successfully complete the following courses:</p> <ul style="list-style-type: none"> ▪ English 20-2 or Knowledge & Employability (K&E) English 30-4; AND ▪ Math 10-3 or K&E Math 20-4; AND ▪ Science 14 or K&E Science 20-4; AND ▪ Social 10-2 or K&E Social 20-4; AND ▪ Physical Education 10; AND ▪ Career and Life Management (CALM); AND 	
<p>Earn 10 credits, in any combination:</p> <ul style="list-style-type: none"> ▪ Career and Technology Studies (CTS) courses ▪ Fine and Performing Arts courses ▪ Second Languages courses ▪ Physical Education 20 and/or 30 ▪ Knowledge & Employability (K&E) courses ▪ Registered Apprenticeship Program (RAP) courses ▪ Locally Developed and Authorized courses in CTS, fine arts, second languages or K&E occupational courses AND 		<p>Earn 5 credits in:</p> <ul style="list-style-type: none"> ▪ 30-level K&E occupational course, or ▪ 30-level Career and Technology Studies (CTS), [Advanced level–3000 series] or ▪ 30-level Locally Developed and Authorized course with an occupational focus <p>AND</p> <p>Earn 5 credits in:</p> <ul style="list-style-type: none"> ▪ 30-level K&E Workplace Practicum course, or ▪ 30-level Work Experience course, or ▪ 30-level Green Certificate Specialization course 	
<p>Earn 10 more credits, in any 30-level course (in addition to English 30-1 or 30-2 and Social 30-1 or 30-2) from:</p> <ul style="list-style-type: none"> ▪ 30-level Math, Science, Fine Arts, Second Languages, or PE ▪ Advanced Level (3000 series) CTS courses ▪ 30-level Locally Developed and Authorized courses ▪ 30-level Work Experience courses ▪ 30-level Registered Apprenticeship Program (RAP) courses ▪ 30-level K&E courses ▪ 30-level Green Certificate courses 		<p>OR instead of the 10 credits in the section immediately above</p> <p>Earn 5 credits in:</p> <ul style="list-style-type: none"> ▪ 30-level Registered Apprenticeship Program (RAP) course 	
<p>Important: You are encouraged to explore many options in high school; be sure to gain the prerequisites to complete the 10 credits in 30-level courses other than English and Social.</p> <p>Provincial diploma exams are required for: English 30-1 & 30-2; French Language Arts 30-1; Social 30-1 & 30-2; Math 30-1 & 30-2 (in English or French); Science 30, Biology 30, Chemistry 30, and Physics 30. Final marks in these courses are a blend of school marks and the Diploma Exam marks (your Diploma Exam is worth 30%; your school mark is worth 70%).</p>		<p>Important:</p> <p>A Certificate of Achievement is NOT a high school diploma. K&E courses align with other courses to maximize opportunities for your success, to support your completion of high school, and to easily allow you to transfer to other courses. Such flexibility makes it possible to work toward achieving a High School Diploma. Another semester or year of high school may be part of your plan to do this.</p> <ul style="list-style-type: none"> ▪ To qualify for a Certificate of High School Achievement, you successfully complete a minimum of 1 academic Knowledge & Employability (K&E) -4 course (English, Math, Science, or Social). ▪ A Certificate of High School Achievement can be earned in 2 - 4 years. ▪ Written consent is required to register in each K&E -4 course. <p style="text-align: right;">from cbe.ca</p>	

3

Middle School





God has called us to be his image bearers and to reflect His love. Language is one of the most valuable gifts God has given us to carry out that task. Oral language carries our stories, values, beliefs and traditions. Reading and writing are powerful means of communicating them while viewing and representing allow us to understand the ways in which images and language may be used to convey ideas, values and beliefs. In developing these gifts of communication we also learn and understand more fully our nature and relationship with God, His creation and our neighbor. It is the goal of Language Arts to cultivate those gifts and to develop those skills.

The aim of **Language Arts 7** is to develop the ability of each student to understand and appreciate language, to use it confidently and competently and to understand and express ideas in a variety of formats. Students will listen, speak, read, write, view and represent ideas, stories and information in order to explore, respond to, enhance and collaborate with others. Students will have opportunities to:

- present a personal passion and/or skill in Demonstration Speeches
- record a variety of ideas/entries/responses in a personal writer's notebook
- be involved in a novel study and engage in deep thinking, a variety of responses and compelling activities around the classic themes inherent in the novel
- view, confront and respond to poetry that is both subtle, challenging and eye-popping
- read, analyze, appreciate and respond to a compilation of fascinating short stories
- engage in fierce debate followed by surprising speeches and effective essay

In **Language Arts 8**, students will have many opportunities to develop their language arts literacy skills: reading, writing, speaking, listening, and viewing, both individually and collectively as a community of writers and learners. Students will have opportunities to:

- read and analyze interesting Grade 8 level short stories and poetry, for plot development, characters, literary devices, word choice, and themes.
- write a variety of writings in a personal writer's notebook, including short narratives, reflective responses, point of view writings, descriptive writings, and poems, amongst many other forms.
- be actively involved in literature, including a careful study of JRR Tolkien's novel The Hobbit, including plot development, characters, literary devices, word choice, and themes.
- speak publicly through small and large group presentations, speeches, and debates.
- participate in the writing, creating, acting, and producing of a cross curricular homeroom movie, which will be viewed, analyzed, and enjoyed.

Language Arts 9

1 Peter 4:11 instructs us that “If anyone speaks, they should do so as one who speaks the very words of God.” That is a high standard to live up to! What does this look like in the realm of our educational world? Language Arts 9 will involve the student’s ability to apply prior knowledge to new information; differentiate between fact and opinion; and to reinforce, explore or create personal opinion in a variety of situations. Together, students will have the opportunity to:

- develop empathy while exploring their impressions and opinions through the characters, worlds, and conflicts within pieces of fiction.
- strengthen their arguments with text evidence as they write, illustrate, and debate who the greatest Canadian is, amongst other topics.
- discover, analyze, and create poetic works to convey their perspectives of the world around us.

Social Studies



Social Studies in Middle School at Calgary Christian School provides opportunities for students to develop the attitudes, skills and knowledge that will enable them to become engaged, active, informed and responsible Christian citizens. Recognition and respect for individual and collective identity is essential in our pluralistic and democratic society and specifically what does that mean for us as Christians? Social Studies helps students develop their sense of self and community, both as Christians and citizens in an inclusive, democratic society.

- Students will understand the historical roots of our society and how it continues to affect our society.
- Students will continue to develop the ability to acknowledge and analyze multiple perspectives.
- Students will be able to apply knowledge appropriately to important issues.

In **Social Studies 7** we examine our role as biblical justice-seekers and image-reflectors in the context of our nation's history. As we study the roots of our country there are vital questions to consider. How was Canada formed? Why? Who was involved? How do we look at and understand the reasons for our diversity? What are the advantages and disadvantages of multiculturalism? What makes Canada so unique? How does our Biblical worldview shape how we understand those issues? Through lively simulation games, such as the "The Fur Trade Game", the "Confederation Conference", and the "Trial of Louis Riel", debate, investigation and presentation projects involving differing media formats, we seek to address those issues.

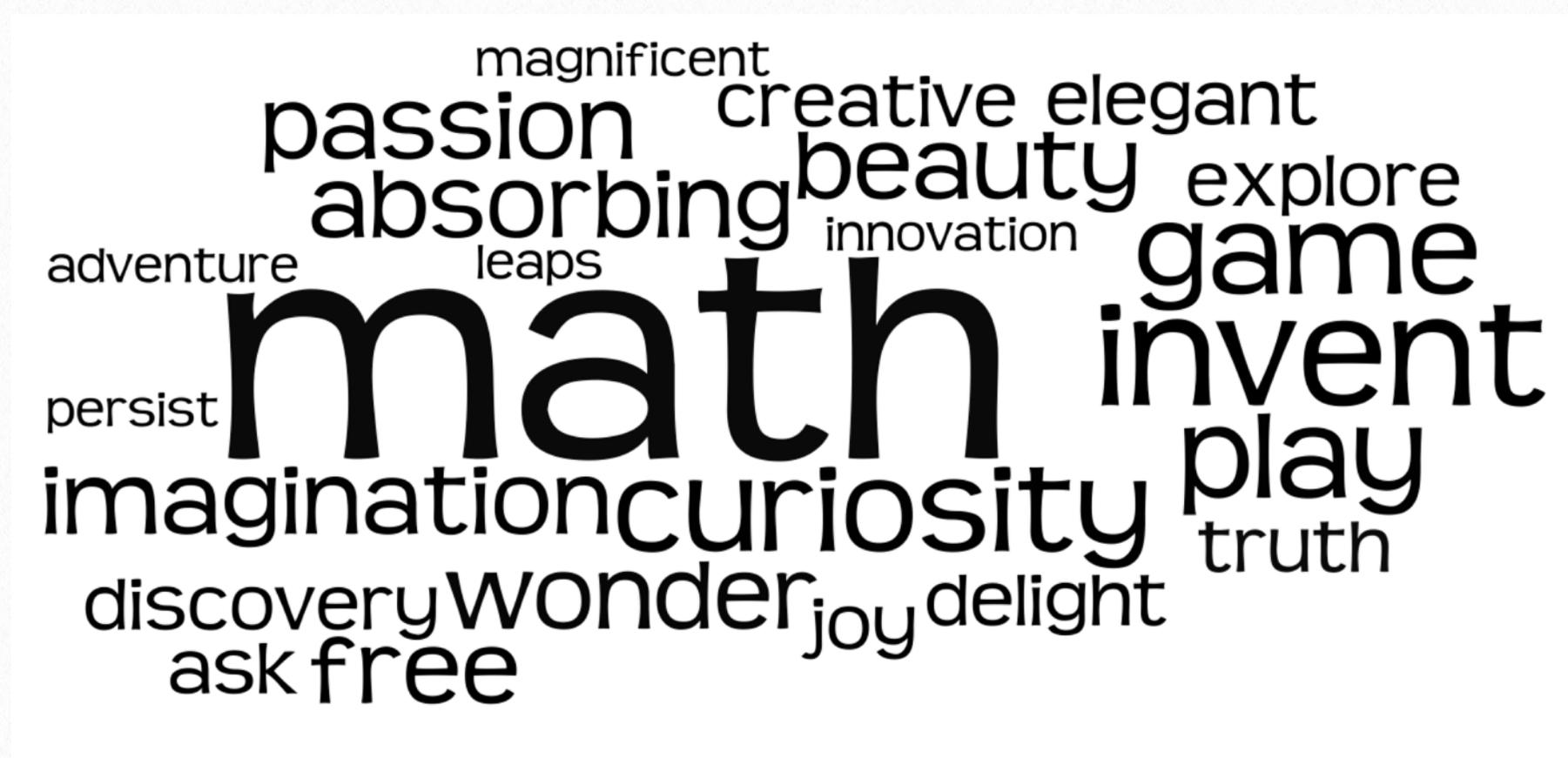
In **Social Studies 8**, students will be able to understand the importance of worldviews, including the western worldview that has shaped our global community. Students will also be challenged to consider a Christian worldview, especially through critical thinking on worldview issues.

Students will be able to understand:

- How Japan's homogenous worldview developed in isolation during its feudal and Edo periods. Students will understand the importance of bushido (samurai code) in Japan's worldview through an active samurai game, and the role it played through Japan's Meiji period and into the 20th century after Japan accepted the benefits of the western worldview.
- How today's western worldview developed after Europe's religious medieval Roman Catholic worldview was challenged by Europe's christian-humanistic worldview, and the benefits we enjoy today. Students will be creating and presenting museums and tours which highlight the accomplishments of the Renaissance.
- How contact between worldviews can lead to conflict, in the case study of the Spaniards ethnocentric worldview ("for God, glory, and gold") conflicting with the ethnocentric and religious worldview of the Aztecs. Students will experience this conflict of worldview through an active simulated game.

Social Studies 9 at Calgary Christian School helps prepare students for being informed, discerning citizens of Canada as well as being able to apply Christian principles and values to important societal issues. Starting with analysis of the structure of government we begin to delve into the decisions our leaders make and how that impacts our quality of life. Through lots of dialogue, thinking, questioning and reading, we will wrestle with our Canadian governance and economics as well as dealing with basic concepts of justice,

Mathematics



At CCS, the discipline of mathematics is seen as a creative field. It demands innovative thought and confidence in risk-taking. Yes, there may be one correct answer, but there are multiple ways to get there. CCS is committed to help the students be better problem solvers and have a deeper appreciation of mathematics. We seek to foster a positive, courageous approach to math that is not afraid of failures and learning from them. Even the world's best mathematicians spend most of their time not having the answer!

Activities that take place in the mathematics classroom should stem from a problem-solving approach, be based on mathematical processes and lead students to an understanding of the nature of mathematics through specific knowledge, skills and attitudes among and between strands. The strands, generally, are: Number, Patterns & Relations, Shape & Space, and Statistics & Probability. Learning mathematics includes a balance between understanding, recalling and applying mathematical concepts. Problem solving, reasoning and connections are vital to increasing mathematical fluency. There is a balance among mental mathematics and estimation, paper and pencil exercises, and the use of technology, including calculators and computers.

The **Math 7** program focuses on mathematical skills of gathering data, using mathematical thinking to solve problems, and effectively communicating one's thinking in order to prove a solution. Conceptually, many Math 7 skills overlap with what is introduced in upper elementary school; however, a critical shift happens. Students begin to move from concrete understanding to abstract skills. For example, a grade 6 student will be able to solve a simple equation containing a variable. In Math 7, however, the solution for x will require students to be flexible in thought- manipulating and rearranging the equation, while preserving equality. Students will demonstrate fluency with mental mathematics and estimation, as these skills provide a critical foundation for Math 8 and beyond.

In **Math 8**, the focus is on students developing a positive attitude toward mathematics in order to become confident in their ability to undertake the problems of a changing and complex world. Math 7 general outcomes are expanded upon as concepts are introduced within those outcomes. Also, students focus on mastering skills that will prepare them for Math 9 mathematics. Students are encouraged to view their calculator as a resource for certain topics and skills, as it is a means to solve calculation-heavy problems. However, mental math and number sense are necessary for any topics in which calculators are not needed. An appreciation for real-world applications of concepts is encouraged through an emphasis on project-based learning.

Math 9 demands the acquisition of new knowledge. The semester system allows us to move at a very quick pace such that we learn at least one new concept in each class. It is imperative to solidify the basic math concepts learned in Math 7 and Math 8 as there is very little in-class time to review these skills and concepts. The grade nine math curriculum is sure to challenge, and many find it a steep learning curve. Math 9 is a critical 'stepping stone' into high school mathematics.

Because of their experience in the Math 9 program, many new high school students will attest to the fact that they felt well-prepared for Math 10, and in most cases it helped them make a smoother, overall transition to high school.

Science

Middle School

Periodic table of the elements

Hydrogen
NAME: Hydrogen
SYMBOL: H
ATOMIC NUMBER: 1
ELECTRONIC CONFIGURATION: 1s¹
STANDARD ATOMIC WEIGHT: 1.00794

WHITE = SOLID
BLUE = LIQUID
PINK = GAS
YELLOW = SYNTHETIC

CHEMISTRY CONSTANTS:
PROTON REST MASS = 1.672 621 9 × 10⁻²⁷ kg
ATOMIC MASS UNIT = 1.660 539 × 10⁻²⁷ kg
ELECTRON REST MASS = 9.109 382 9 × 10⁻³¹ kg
ELEMENTARY CHARGE = 1.602 177 33 × 10⁻¹⁹ C
NEUTRON REST MASS = 1.674 928 6 × 10⁻²⁷ kg
AVOGADRO CONSTANT = 6.022 136 7 × 10²³ mol⁻¹
PLANCK CONSTANT = 6.626 070 15 × 10⁻³⁴ J s
MOLAR VOLUME = 22.413 83 L/mol
GAS CONSTANT = 8.314 472 J/mol K
SPEED OF LIGHT IN VACUUM = 2.997 924 58 × 10⁸ m/s
FARADAY CONSTANT = 9.648 456 × 10⁴ C/mol

Lanthanide series (rare earth elements)
Lanthanum (57), Cerium (58), Praseodymium (59), Neodymium (60), Promethium (61), Samarium (62), Europium (63), Gadolinium (64), Terbium (65), Dysprosium (66), Holmium (67), Erbium (68), Thulium (69), Ytterbium (70), Lutetium (71)

Actinide series
Actinium (89), Thorium (90), Protactinium (91), Uranium (92), Neptunium (93), Plutonium (94), Americium (95), Curium (96), Berkelium (97), Californium (98), Einsteinium (99), Fermium (100), Mendelevium (101), Nobelium (102), Lawrencium (103)

In order to apply their knowledge from science class, students will be expected to develop a thorough knowledge of science and its relationship to everyday life. They will need to develop skills necessary to identify and analyze problems; explore and test solutions; and to interpret and evaluate information. In the Middle School Science program, students will: be introduced to critical thinking and reading skills, develop their data analysis skills, and they will be expected to master their ability to make accurate measurements and apply the scientific method.

Science 7 fosters curiosity and exploration. We approach our scientific studies with a focus on the social, environmental and technological aspects of science. Through our study of science, students will realize how much there still is to wonder about and understand in the complexity of God's world. We will learn how our everyday actions affect the world around us, and how we can make choices that help to steward creation. Students develop skills to propose ideas and theories, then develop experiments to test them. As much as possible, students are actively involved in learning through labs and hands-on projects. They go beyond simply learning concepts, into using critical thinking skills to solve problems and interpret data.

Grade 8 Science uses a variety of classwork, activities, and projects through which students are challenged to develop critical thinking, observational, and data analysis skills. Students will be guided to see the injustice in global crises and to apply their knowledge to potential ways of restoring these situations, to discover the patterns that God has incorporated into the world around us, and to appreciate the beauty of the order and complexity of the human body.

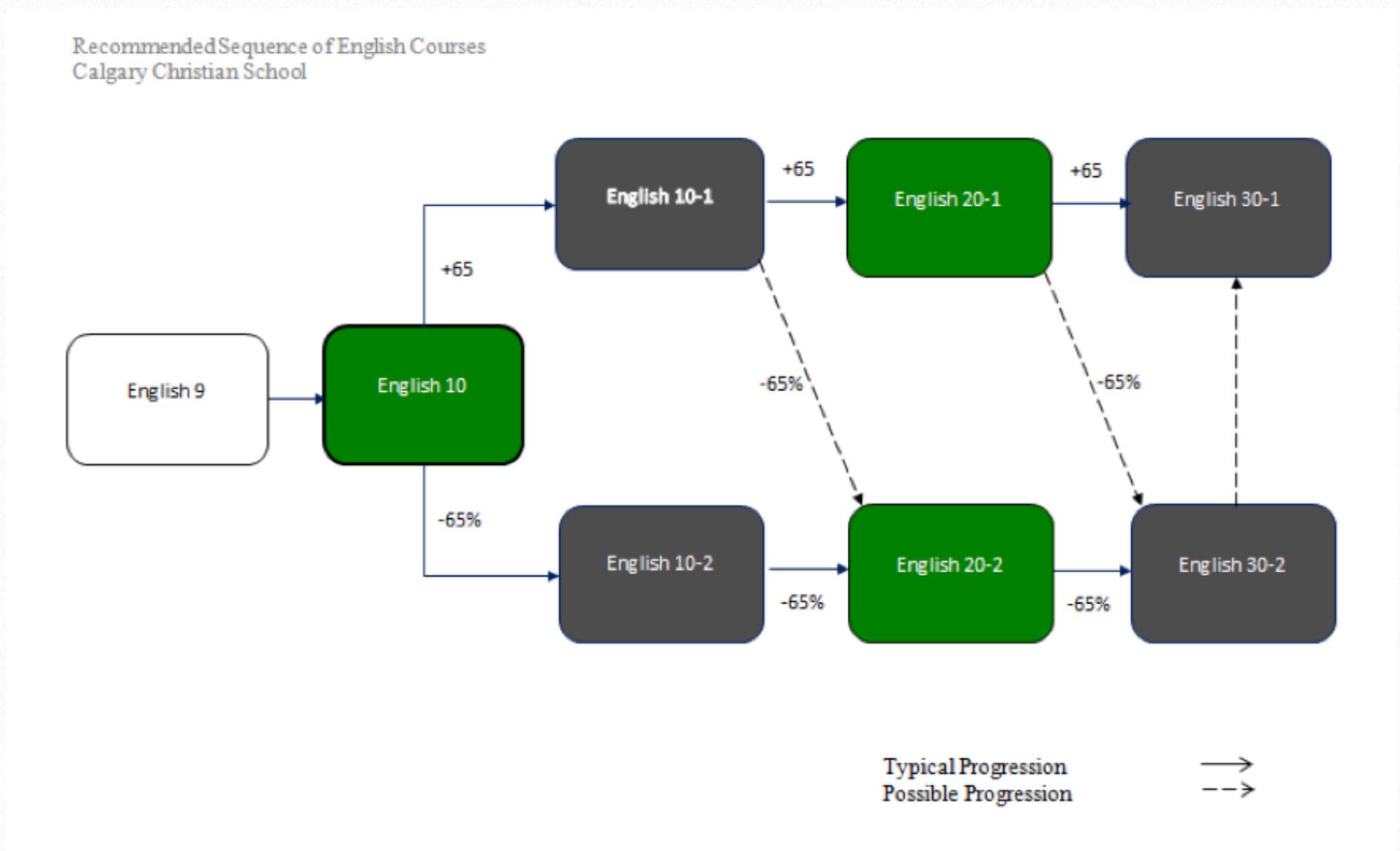
Grade 9 Science engages us in the process of understanding specific aspects of God's creation. Students understand essential concepts in biology, chemistry, earth and space science, and physics; develop skills in the processes of scientific inquiry; and relate science knowledge to technological, social and environmental knowledge. Through the study of these various concepts students will be able to explore the work of God's hands and develop an awareness of the relationship between humankind and the environment. It will also show the wonders of His creative hand and we will discuss our role in the world we live in.

4

High School Programming



English High School



The objective of High School English Language Arts is to develop the communication skills of reading, writing, talking, listening and creating in order to deepen our understanding of ourselves and others, and to broaden life experiences through texts. The aim of English Language Arts is to develop critical and creative thinking skills in order for students to be able to generate an informed understanding of their world. Students will increasingly learn to observe and notice details in texts at each level and their observations will lead to asking questions of the texts, themselves and each other with increasing effectiveness. Through their study of texts, students will learn to be responsible in the formulation of their opinions, to problem solve and to make decisions while developing correct and effective communication in a variety of formats.

English Courses

English 10

The two streams are taught in a blended classroom therefore both 10-1 and 10-2 students participate in discussions that address both concrete and abstract ideas. Students at this level are gaining cognitive ability to move from thinking primarily in terms of personal opinion to a frame of reference outside of themselves. A central focus is the concept of structure. The structures of sentences, stories in various forms, poems and essays are identified and made visible. This is the foundation for moving deeper into the skills of communication.

10-1

This stream is directed toward preparation for post-secondary study at university. The work is approached from a critical analytical perspective. Students go beyond concrete information to theme ideas and motivations and attitudes under characters' behaviour.

10-2

This stream is focused on student development of applied thinking, reading, and writing skills. The work emphasizes clear understanding of concrete information and the student's ability to explain their understanding.

English 20

20-1

English 20-1 students will explore the theme of ambition, both selfish and selfless, and our texts will center around our ability as individuals to set and attain positive goals in life. The focus of the course will be on developing skills in the six curriculum strands of reading, writing, listening, viewing, speaking and representing through the study of a variety of print and non-print texts. In order to be successful in English 20-1, students will be expected to read daily outside of class, set goals for their classroom achievement and demonstrate a willingness to take risks in their learning. Students in the 20-1 strand can expect a greater focus on critical analytical writing proficiency with an emphasis on developing competency in sentence and writing construction as well as an emphasis on improving analytical close reading skills.

20-2

The course theme for English 20-2 is the study of ambition in all its forms, both selfish and selfless, and our texts will center around our ability as individuals to set and attain positive goals in life. In English 20-2, there is a greater degree of emphasis on formulating ideas and opinions and presenting them in a clear and persuasive manner. Students will be expected to formulate informed ideas and opinions in response to a variety of print and non-print texts while engaging with the six curriculum strands of reading, writing, listening, viewing, speaking and representing through the study of a variety of print and non-print texts.

English 30

30-1

The course theme for English 30-1 will be the study of hope and how it affects our ability as individuals to respond to a variety of circumstances in life; our texts will center on looking at where our hope comes from and how our hopes affect our actions. The focus of the course will be on developing skills in the six curriculum strands of reading, writing, listening, viewing, speaking and representing through the study of a variety of print and non-print texts. In order to be successful in English 30-1, students will be expected to read daily outside of class, set goals for their classroom achievement and demonstrate a willingness to take risks in their learning. In preparation for the Diploma Exam students in the 30-1 strand can expect a greater focus on critical analytical writing proficiency with an emphasis on developing competency in sentence and writing construction as well as an emphasis on improving analytical close reading skills.

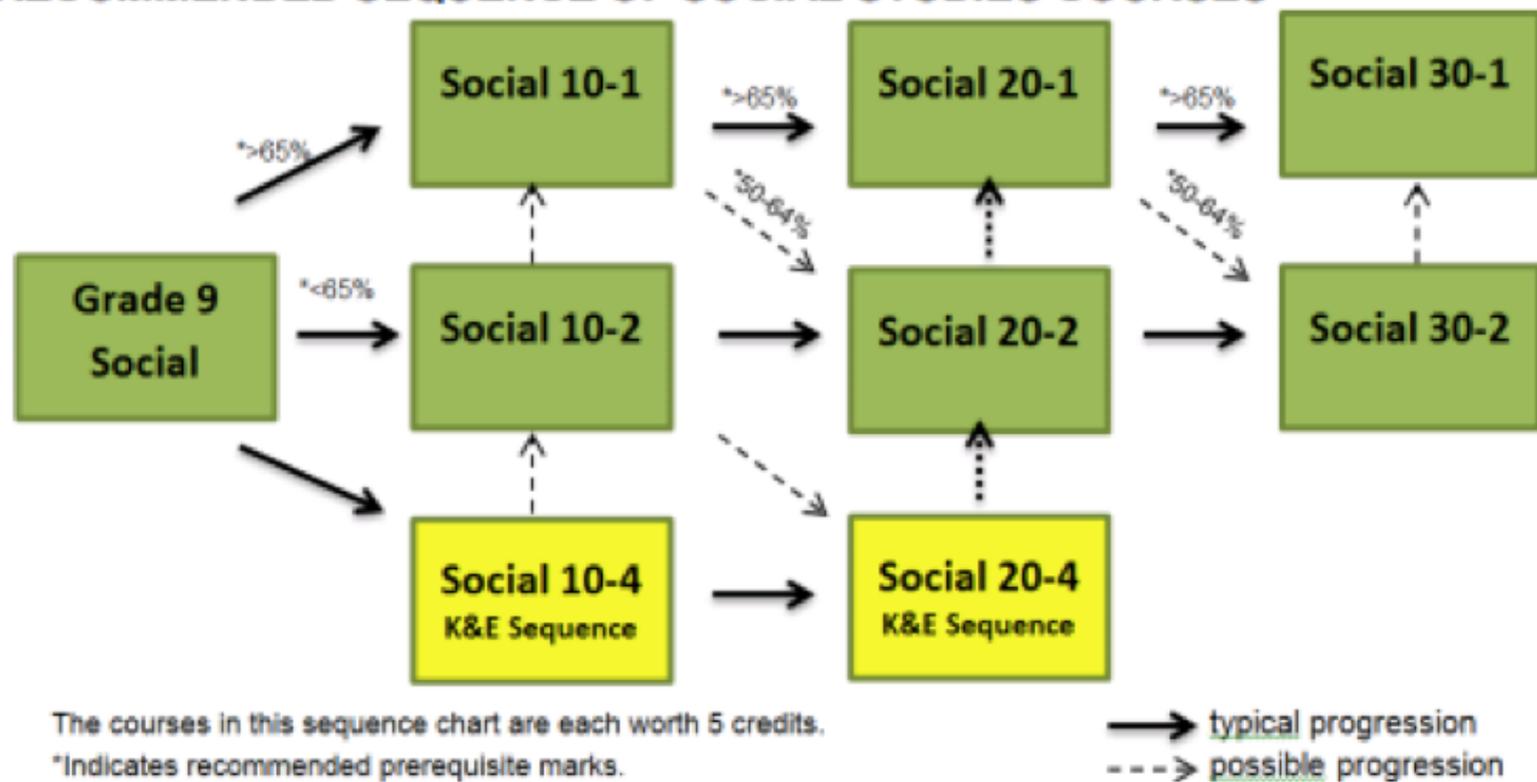
30-2

The course theme for English 30-2 will be the study of hope and how it affects our ability as individuals to respond to a variety of circumstances in life; our texts will center on looking at where our hope comes from and how our hopes affect our actions. In English 30-2, there is a greater degree of emphasis on formulating ideas and opinions and presenting them in a clear and persuasive manner. Students will be expected to formulate informed ideas and opinions in response to a variety of print and non-print texts while engaging with the six curriculum strands of reading, writing, listening, viewing, speaking and representing through the study of a variety of print and non-print texts.

Social Studies

High School

RECOMMENDED SEQUENCE OF SOCIAL STUDIES COURSES



Social Studies begins with the reality that this is God's world. We all live in our respective times and societies with this truth in mind. Social Studies therefore, is the exploration of the role of the individual in the world around them. The high school course sequence allows students to examine the relationships among globalization, nationalism, citizenship and identity by exploring the multiple perspectives of the various national and global stakeholders.

Primary Outcomes

- understand the commitment required to ensure the vitality and sustainability of changing communities at the local, provincial, national and global levels and understand how historic and contemporary issues have shaped the world we live in.
- demonstrate a global consciousness with respect to humanity and world issues and engage in problem solving and conflict resolution that promotes an awareness of the ethical consequences of decision making.
- engage in active inquiry that allows students to conduct research and organize, interpret and creatively defend their opinions.

Social Studies Courses

Social Studies 10

10-1

Globalization is a powerful force felt everywhere today. Cultures, languages and ways of living are being impacted by global forces today, raising questions of how far we should accept or resist these forces. Globalization has also had impact in creating colonial and imperialistic structures around the world. Our response to these legacies are also explored. Globalization's most compelling force is economic. The issue of economic sustainability and benefit is explored. Lastly we explore to what extent should I, as a citizen, respond to globalization?

10-2

The Social 10-2 program is very similar to Social 10-1 however, the subject matter is slightly different. Students will explore the impacts of globalization on their lives, they will understand the effects of historical globalization on Indigenous and non-Indigenous peoples, understand economic, environmental and other impacts of globalization and lastly examine their roles and responsibilities in a globalizing world. Other differences from 10-1 are that assessments are less abstract, require less analytical skill, and place more focus on descriptive rather than conceptual writing.

Social Studies 20

20-1

The course explores the complexities of nationalism in Canadian and international contexts and includes study of the origins of nationalism and the influence of nationalism on regional, international and global relations. Although nationalism has usually revolved around the relationship of its citizens and the state; modern nationalism involves the evolving individual, collective, national and states realities. In other words it is not just "me" that matters; but rather the whole country and the reaction to our position in an ever globalizing world that matters. The course explores these various perspectives and helps students to better develop their beliefs and values when it comes to nationalism and their citizenship.

20-2

The 20-2 course sequence covers many of the same topics as the 20-1 course, but focuses more on historical examples and the impact of nationalism in the world. The primary difference between the courses falls in assessment. In 20-2 assessments are less abstract, require less analytical skill, and place more focus on descriptive rather than conceptual writing skills.

Social Studies 30

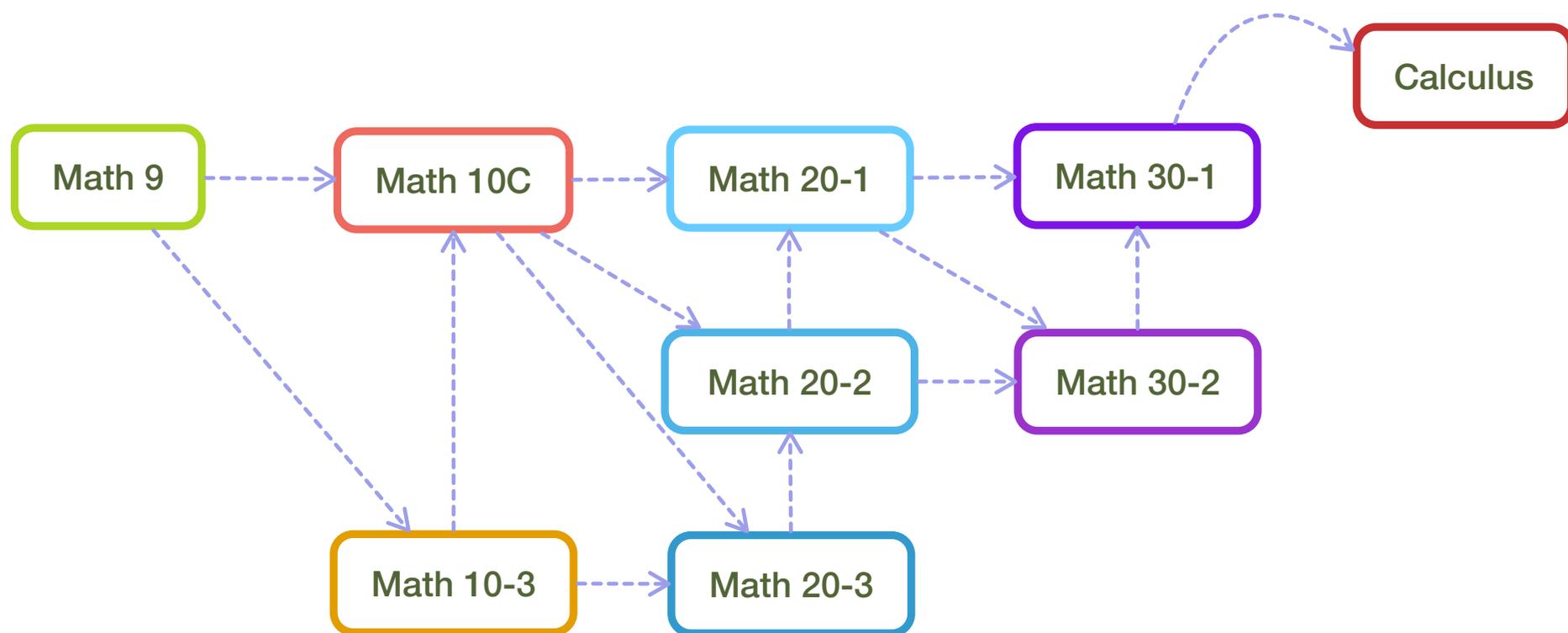
30-1

Students will explore the origins and complexities of ideologies and examine multiple perspectives regarding the principle of classical and modern liberalism. An analysis of various political and economic systems and their foundational values, will allow students to assess whether liberalism should be the basis for politics and economics. Key issues include: 1. To what extent should ideology be the foundation of identity? 2. To what extent is resistance to liberalism justified? 3. To what extent are the principles of liberalism viable? 4. To what extent should my actions as a citizen be shaped by an ideology?

30-2

Students will examine the origins, values and components of competing ideologies. They will explore multiple perspectives regarding relationships among individualism, liberalism, common good and collectivism. An examination of various political and economic systems will allow students to determine the viability of the values of liberalism. Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues. Assessments are different from 30-1 as they are less abstract, require less analytical skill, and place more focus on descriptive rather than conceptual writing.

Mathematics



Choosing the correct math stream is an important one. 65% is the recommended threshold when determining whether or not to stay in a stream or drop down. We want students to experience success but also want to ensure that students are equipped for their post-secondary goals. If students wish to attend a university, college, or technical institute after high school, but do not need calculus skills, the -2 program is well suited to preparing them for this route. If students wish to study mathematics or sciences at a university, college, or technical institute and go on to a related career, then the -1 (pre-calculus and calculus) program is suitable. If students are interested in learning the mathematics needed to enter most trades or if they want to enter the workforce after high school they may consider the -3 program while noting that this program may not be used for entry into most university programs. The -3 math courses will be offered when there is enough demand. Otherwise, a teacher supported online approach is available.

The high school math program at Calgary Christian High School incorporates the following interrelated mathematical processes:

1. use communication in order to learn and express their understanding using mathematical language
2. make connections and discover order among mathematical ideas, other concepts in mathematics, everyday experiences and other disciplines
3. demonstrate fluency with mental mathematics and estimation
4. develop and apply new mathematical knowledge through problem solving
5. develop mathematical reasoning
6. select and use technology as a tool for learning and for solving problems
7. develop visualization skills to assist in processing information, making connections, creating beauty, and solving problems

By using these processes, high school math provides an opportunity for students to develop the mathematical reasoning and the critical thinking skills they'll need in life.

HS Math Sequences

-1 Course Sequence-- This course sequence is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of calculus. Topics include algebra and number; measurement; relations and functions; trigonometry; and permutations, combinations and binomial theorem.

-2 Course Sequence-- This course sequence is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of calculus. Topics include geometry, measurement, number and logic, logical reasoning, relations and functions, statistics, and probability.

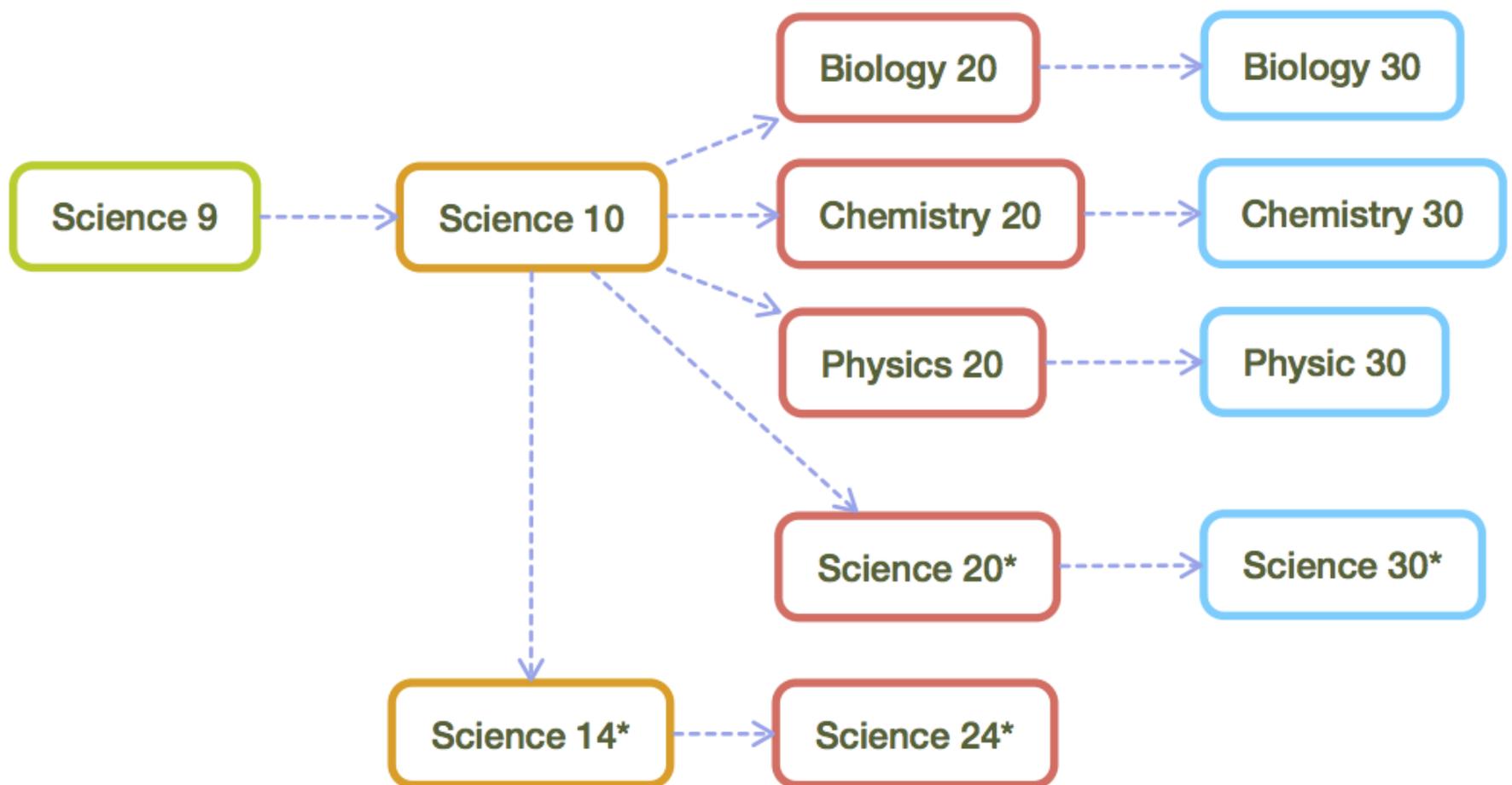
-3 Course Sequence-- This course sequence is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force. Topics include algebra, geometry, measurement, number, statistics and probability. The -3 math courses are available as in-class options when the demand exists.

Mathematics 31

The Mathematics 31 course is designed to introduce students to the mathematical methods of calculus. The course acts as a link between the outcomes of the Mathematics 10–20–30 program and the requirements of the mathematics encountered in post-secondary programs. The course builds on existing skills in working with functions and expands this knowledge to include a study of limits in preparation for a study of differential and integral calculus. The methods of calculus are applied to problems encountered in the areas of science, engineering, business and other relevant fields.

Sciences

High School



Science 10 covers Chemistry, Physics and Biology as individual units of study within the course. At this level, students now have the choice of selecting these disciplines individually for more concentrated study. At CCS we offer Biology, Chemistry and Physics as courses of study. Students at CCS often complete one of the 30 level sciences in grade 11. We offer this opportunity to allow students to move one Diploma exam out of grade 12. In order to graduate in Alberta students must take and achieve a passing mark (50%) in at least one 20 level Science. Many students will take all three Sciences to keep their post-secondary options open.

*For those students who struggle with Science, we offer Science 24, which presents the curricular material in straightforward and practical manner. The Science 14/24 stream will complete requirements for high school graduation, but cannot be used as options to pursue post-secondary programs. The science 14/24 stream and the science 20/30 stream are available online with teacher support although an in-class option may be available if student demand is high.

Science Courses

Biology 20

This course is designed to give an overview of multiple aspects of creation. The interactions that occur in cells, tissues and organs of living things are studied, as is the study of how energy flows in the Biosphere, and how living and non-living things interact within the Biosphere. Throughout this course, students are provided the opportunity to explore and proclaim the works of a mighty Creator.

Biology 30

The major science concepts developed in this course are regulation, homeostasis, reproduction and development in the human organism. These major concepts allow connections to be drawn among the four units of this course leading towards a Diploma Examination. It is a challenging, but richly rewarding course for students interested in the Biological sciences. There will be four major units of study involving: The Nervous System; Hormonal Regulation; Reproduction; Differentiation and Development in the Human Organism. Students in Biology 30 will be expected, and should be capable of, a higher level of performance and autonomy than in Biology 20.

Physics 20

Learning how the physical world operates is a beautiful means to better understanding God's wisdom and providence in creation. In Physics 20, students learn the foundational ideas relating to the physical world put forth by Isaac Newton and Johannes Kepler in the laws of motion, gravitational attraction, circular motion and wave movement. Acceleration, force, energy, frequency, work and power are core ideas carried forward into future studies in physics. Students explore these concepts with regular problem solving and scientific experiments. Strong mathematical skills are necessary to success in any physics program.

Physics 30

Students build on fundamental principles of physics and delve into the complexities of momentum, electromagnetic fields, light, quantum mechanics and atomic physics. The fundamentals put forth by Neils Bohr, Albert Einstein, Max Planck and many other pioneers in physics are explored throughout the course. Because of the nature of much of this course, online simulations are used to better understand many of the ideas. It is a fast paced, exciting, and rigorous course which gives students a taste of what university will be like.

Chemistry 20/30

The Chemistry 20/30 course will be a study of the various chemical reactions that take place naturally and those that are a result of human actions in our daily world. The course will focus on the tiny details of these reactions. Chemistry 20/30 provides an opportunity to see God through His creation and to discuss scientific advances with a Christian perspective. This course will allow students to study the very fine minute details of God's world in order to appreciate His creation more and to become more informed and discerning individuals of our society.

In both Chemistry 20 and 30, a major concept/theme is that of balance and harmony. In both courses, students will explore and understand laws of nature that illustrate how everything in the universe is connected and related to one another.

The **Chemistry 20** course consists of four unit of study; the diversity of matter and how chemical bonding influences that, the study of gases and the laws of nature that impact them, the study of solutions with special attention to acidic and basic solutions and the study of quantitative relationships in chemical reactions (commonly called stoichiometry).

The concepts that are studied in the Chemistry 20 course provide the foundation for concepts in the Chemistry 30 course. Students should only continue in Chemistry 30 if they have a solid understanding of the concepts in Chemistry 20. Concepts presented in both courses is done in a manner that prepares students for post-secondary programs.

The **Chemistry 30** course consists of four unit of study, the study of thermodynamics in chemical reactions, the study of electrochemical changes in chemical reactions, the study of the chemical changes in organic compounds and the refining and using of organic compounds and petrochemicals and the study of chemical equilibrium focusing on acid-base systems. Connections will be drawn among the four units of this course leading towards a Diploma Examination.

5

Course Descriptions Appendices



Possible Electives

High School & Middle School

RAP and Work Experience

RAP (Registered Apprenticeship Program) and Work Experience are opportunities for students to receive high school credit for paid or volunteer work. RAP students also earn hours toward their apprenticeship. See the Career and Academic Counsellor for more details on how to sign up. Prerequisite - HCS3000 (Workplace Safety Systems), which is part of the Workplace Prep course.

Workplace Prep - 3 credits

HCS 3000 Workplace Safety Systems, CTR 1010 and HCS 3010 involve workplace health and safety, relevant legislation required in the workplace job search skills and the development of a job search portfolio. Most of the work students do in these modules is independent where the teacher acts as a facilitator of the program. NB HCS 3000 is the prerequisite course for all off-campus learning experiences such as Work Experience.

Marketing- 3+ credits

The course focuses on the management, marketing strategies and use of electronic technologies to access, use and manipulate information within personal, family, workplace, community and global contexts. This hands on course challenges students to expand their confidence, experience and skills as innovators and leaders in a marketing context.

Business -3+ credits

Students explore foundational concepts of business world. The course primarily focuses on how to optimizing capital assets for maximum return on investments, approaches to information gathering and analyzing data to make informed decisions about the feasibility of ventures, and are introduced to basic accounting practices and terminology unique to financial accounting.

Speech and Debate - 3 Credits

Students examine effective communication, public speaking and presentation skills. Students develop and deliver a speech or presentation and apply the principles of effective communication to the evaluation of significant speeches.

Legal Studies - 3 credits

Legal Studies provides an introduction to public, private, and relationship law. The course will include debate, discussions and mock trials and is intended to be fun, informative and inspiring. The course is primarily for students who want to further their understanding of law and current affairs. Through analysis of actual cases, students will examine the criminal justice system, including the criminal process, and the roles and responsibilities of the participants.

Outdoor Pursuits- 3 credits

The course provides students with a practical and tangible experience to utilize outdoor pursuit training. The course fosters personal growth, promote cooperation and teamwork between students, and engage students in a way that is impossible in a conventional classroom setting. Students will learn survival skills, basic knot tying, shelter design. The trip is designed in such a manner that promotes reflective analysis of their time there and to better understand and appreciate the ecosystem and environment of Canada's West Coast.

Sociology 20 - 3 credits

Sociology is the study of our modern society. What is culturally acceptable in Canada may be cause for great concern in other countries. We as Christians have an awesome responsibility to be stewards of our planet and responsible implementers of the cultural mandate (fill the earth and subdue it). We live in a society that elevates materialism, individualism and personal success beyond most other values. Throughout this course, students will be challenged to critically think about our society, the world and to see it through the lens of biblical truth. Areas of study include Race and Racism, Poverty and Wealth both globally and domestically, Deviance, and Gender.

World Religions 30 - 3 Credits

The purpose of this course is to deepen our understanding of our own faith/worldview while taking an intelligent and informed look at other religions of the world. We can only engage in interfaith dialogue and articulate our faith to people with other beliefs, if we are knowledgeable about their values and beliefs. The only way to avoid being taken in by cult-like ideas and activities or worldly groups is to cement our own beliefs in biblical truth.

Learning Strategies

The purpose of this course is to help students develop as self-directed, confident, motivated, and effective learners. This locally developed course has been designed to assist high school students in gaining an in-depth understanding of tools, techniques, and strategies they can use to be successful learners. Students will have the opportunity to apply a wide range of strategies to maximize their learning and achievement in all courses. Class time includes time for reading, learning and practicing strategies, and time for homework. The teacher is available to help as needed.

Video Production

The overarching purpose of this course is to improve student's understanding of this form of text which is so prevalent in our world. We need to learn to "read" this form of visual text more critically and with more understanding so that we are aware of the influences at work on us, our society and our culture. The learning consists primarily of students taking on the roles of film makers. Students have their hands on cameras from the beginning of the course in order to learn how to compose a variety of shots, and then consider how framing, lighting and camera placement become part of the meaning of the visual result. They learn to storyboard, write scripts, and organize a crew of director, camera operator, lighting and sound tech and actors. The course time allows for three 1 credit modules to be completed in a semester. A number of modules are possible depending on the student's background and experience, as well as their desire and time availability to work hard.

Drama Program

Drama can develop the whole person by giving form and meaning to experience through "acting out". It fosters positive group interaction as students learn to make accommodations in order to pursue shared goals. The overall goal of drama is to foster a positive self-concept in students by encouraging them to explore life by the assumption of roles and by the acquisition of dramatic skills. At Calgary Christian School drama also contributes to deepening our relationship with God as we experience personal and relational growth as part of his transforming work in our lives.

Drama 10

The central objectives at this level are:

- To establish a safe and trusting classroom community in which we explore the human condition and experience through exercises and games including improvisation.
- To use movement and speech as key elements to introduce the student to the basic elements of theatre and acting skills.

Drama 20

The central objectives at the 20 level are:

- To continue building trust within the community of the class.
- To move more specifically into acting skills through character development.
- To increase understanding of the shaping of story for theatre through script writing and/or technical areas such as costume, makeup, set, and props.

Drama 30

The central objectives at the 30 level are:

- To still continue building trust within the community of the class
- To further hone character development and presence as actors.
- To introduce viewing performance from a director's perspective culminating in Directing Projects at the end of the semester.

Robotics

This program consists of 3 CTS Communication Technology courses. The program exposes students to a variety of elements within the Electrotechnology industry. The course provides hands-on experience using Lego Mindstorms and Tetrrix that helps prepare students for entry into the work world and further studies in technology based careers.

The Course consists of the following 3 CTS modules:

- Electro-assembly 1- Students apply basic fabricating and servicing techniques to construct and test electronic and electromagnetic devices and cables
- Robotics 1- Students apply the fundamentals of robotics systems and basic robotics functions.
- Robotics Applications - Students apply the fundamentals of robotics systems and basic robotics functions.

Students have the opportunity to be instructed in concepts as well as take on independent and group responsibility for their time and projects.

High School Leadership

This program consists of 3 CTS Communication Technology courses. The program exposes students to leadership models, event management, event promotion, communication, group dynamics, decision making, ethical decision making, conflict resolution and public speaking.

The Course consists of the following 3 CTS modules:

- Leadership Fundamentals 1- Students explore basic principles of leadership and evaluate their personal leadership characteristics and qualities.
- Leadership Fundamentals 2- Students analyze characteristics, qualities and styles of effective leadership. Students plan for personal and group leadership development and demonstrate effective team building skills.
- Leadership Fundamentals 3- Students plan for the development of an effective team and demonstrate leadership skills while leading a leadership team.

Students have the opportunity to be instructed in concepts as well as take on independent as well as group responsibility for their time and projects.

High School Drafting Overview

This program consists of CTS Communication Technology courses. The program exposes students to a great variety of elements within the design and communication industry. The course provides hands-on experience that helps prepare students for entry into the work world and further studies in technology based careers.

The Course consists of the following 3 CTS modules:

- Sketch, Draw & Model- Students are introduced to observational sketching, drawing and modeling, and to a selection of basic materials and tools and their uses. Students also develop skills that can be applied to the field of design.
- 2-D Design 1 - Students develop skills and techniques for 2-D design by using tools, materials and processes common to 2-D design to complete a variety of project activities.
- CAD 1- Students develop basic knowledge and skills in computer-aided design (CAD).

Students have the opportunity to be instructed in concepts as well as take on independent responsibility for their time and projects.

High School Construction Overview

This program consists of CTS Communication Technology courses. The program exposes students to a great variety of elements within the building construction industry. The course provides hands-on experience that helps prepare students for entry into the work world and further studies in technology based careers. Students need to have taken the High School Shop course first before taking this course.

200 level Course consists of the following 3 CTS modules:

- Framing Systems Floor- Students develop basic framing knowledge and skills associated with the construction of a floor and wall system.
- Framing Systems Wall - Students develop basic framing knowledge and skills associated with the construction of a wall system.
- Roof Structures 1 - Students develop basic knowledge and skills associated with framing and finishing a simple roof system.

3000 level courses build on the 2000 level courses. They explore more in depth concepts in single credit modules such as Doors & Windows, Stair Construction & Renovations

Students have the opportunity to be instructed in concepts as well as take on independent responsibility for their time and projects.

High School Shop Overview

This program consists of CTS Communication Technology courses. The program exposes students to a great variety of elements within woodworking. The course provides hands-on experience that helps prepare students for entry into the work world and further studies in technology based careers.

1000 level Course consists of the following 3 CTS modules:

- Construction Tools & Materials- Students develop basic hand tool and production skills to transform common building materials safely into useful products.
- Building Construction - Students examine common building systems and develop basic skills related to building a simple model or full-size system/structure
- Product Management - Students develop basic shop drawing and estimating skills and apply them to build a product.

2000 & 3000 level courses build on the 1000 level courses. They explore more in depth concepts in single credit modules such as Furniture, Cabinetmaking & Wood Turning,

Students have the opportunity to be instructed in concepts as well as take on independent responsibility for their time and projects.

High School Photography Overview

This program consists of CTS Communication Technology courses. The program exposes students to a great variety of elements within photography. Students will explore the many functions of a DSL camera and the integration of technology in the photography world. Students will learn the difference between a snapshot and a photograph, they will be encouraged to express their own perspective through their photo work.

100 level Course consists of the following 3 CTS modules:

- Introduction to Photography- Students develop essential skills in camera use with a focus on basic composition, set-up and examination of exposure.
- Visual Composition - Students learn to employ fundamental elements and principles of design.
- Exposure - Students learn the technical and creative uses of aperture, shutter speed and ISO.

2000 & 3000 level courses build on the 1000 level courses. They explore more in depth concepts in single credit modules such as Animation, Media Impact, Brand Identity, Colour & Black & White Techniques.

Students have the opportunity to be instructed in concepts as well as take on independent responsibility for their time and projects.

Sports Medicine

There are an increasing number of participants involved in physical activity in our society and an ever growing number of competitive sports in our schools, communities and club programs. It stands to reason then that an increasing number of injuries will likely follow. A course such as this helps to meet the need for students to become familiar with the many dimensions of wellness and the basic principles of anatomy and physiology in order to provide basic care to individuals in recreation settings. Our study of the human body will reveal God's amazing design and the intricacies of bone and musculature will also serve as the basis for understanding and applying medicine to sport. This course is designed as "basic training" for the student athletic trainer and enhances the knowledge of those hoping to pursue interests in health, recreation, and medical fields as they relate to sport.

Sports Performance

This course is designed to introduce student athletes to the many aspects of achieving higher levels of sport performance. The focus is on discovering the knowledge, skills and attitudes necessary for success, in a wide range of athletic performances, in a variety of sports. This course allows for a combination of theoretical and practical exposures to numerous in class and gym activities. Students will learn about and demonstrate outcomes related to; basic training principles, sports nutrition, sports psychology, goal setting and personal development within their sport of choice.

Physical Education 10 is a course that is similar in nature to the Junior High core program and is designed to develop and maintain physical fitness through a variety of activities. The emphasis of the course shifts however to that of refining basic skills and enhancing the student's knowledge of rules and game strategy along with team play ability.

Physical Education 20 includes some of the core activities in the PE 10 program as well as some off campus leisure pursuits. The emphasis of the course shifts to dual and individual sports in order to provide the student with the skills to stay active once high school is over and access to many team sports is limited. The students are expected to develop their own personal fitness program and establish priorities that will ensure the wise and enjoyable use of leisure time characteristic of a healthy lifestyle.

Physical Education 30 program does include some traditional team sports but with the emphasis squarely on dual and individual sports many off campus leisure pursuits are the focus. The aim is to provide the student with the skills to stay active once high school is over and access to many team sports is limited. The students plan and complete their own aerobic fitness and resistance training programs as a response to the expectation of maintaining a healthy lifestyle and prioritizing leisure time activities.

General Psychology 20 will give students a unique opportunity at the high school level – to learn about some of the ways the human mind develops and operates, both biologically and behaviourally. In this course we will explore topics including: how the brain functions, the roles hormones and chemicals play in our cognitive processes and human development, dreams, emotions, and ways of learning. In summary, we will try and gain a more complete understanding, as Christians, of people and their behaviour.

Cosmetology

This course is an introduction to beauty culture. Students work on CTS courses and upon completion of each module, earn one credit. Modules include topics such as personal and professional practices, long hair design and manicuring. Throughout the course the emphasis is on improving self-confidence and balancing inner beauty with outer beauty. We decipher the messages in the media about what is perceived as beautiful and learn what the Bible says about beauty. God tells us that we need to take a different approach to appearance than fitting into society's idea of beauty. The Bible tells us that God's focus is on developing our inner beauty so that it can be reflected in everything we do and who we are.

Foods 10

This introductory course is designed to provide you with a broad overview of the basic principles of nutrition and safe food preparation.

Emphasis is placed on safety, basic measurement, practical application and technique development. A key element of the course will be the preparation of recipes focusing on safe and sanitary food handling practices. Each course contains demonstrations, theory, practical labs and assessment components. The goal is for students to develop useful independent personal living skills that will benefit themselves and those around them.

Food 10 - Modules

Food basics - This module focuses on each of the food groups to teach students an understanding what each of the food groups offers to a nutritionally balanced diet helps students to prepare foods from each group using principles that preserve their nutrients. The challenge at the end of the module is for students to prepare an entire meal for three teachers that incorporates the 4 food groups.

Contemporary baking - This module focuses on precise measuring techniques for students to successfully prepare a variety of baked goods. Students will learn about the cost of homemade desserts versus store bought treats. Students will bake and decorate a 8 inch cake that they will be able to take home and share with parents. Students will also be in charge of hosting a tea party.

Snack and Appetizers - This module focuses on proper preparation of a variety snacks and appetizers. Students will evaluate the nutritional value of each recipe focusing on the health benefits provided. Students will finish the module with an appetizer party.

Foods 20

Prerequisite: Success in three 10 level Foods modules

In Foods 20, students will study more advanced techniques, theory and safe food preparation. Students will continue to learn about healthy eating and the value of a nutritional homemade meal in relation to servant-working, community-building and beauty-creating. Each course contains theory, practical labs and assessment components. The goal is for students to advance and develop their knowledge from Foods 10 in order to create more advanced recipes.

Foods 20 modules:

Food Nutrition and Health - This module takes an in-depth look at nutrition and what food does for you. Students will present and do a presentation on healthy eating and provide a healthy snack to their audience.

Cakes and Pastry - Students will be challenged to make more difficult desserts and a variety of pastries. Students final 8 inch cake product will be decorated with homemade marshmallow fondant.

Rush hour meals - Students will learn the skills required to make a quick and healthy meal. Comparisons between cost and nutritional value of homemade versus fast-food restaurant purchases will be made. Students will do a lunch and learn for students, teachers and/or parents.

Foods 30

Prerequisite: Success in three 20 level Foods courses

In Foods 30, students will study advanced techniques, theory and safe food preparation. Student will continue to learn about healthy eating and the value of a nutritional homemade meal in relation to our world as they become servant-workers, community-builders and beauty-creators. Each course contains theory, practical labs and assessment components. The goal is for students to advance and develop their knowledge from Foods 20 in order to create very advanced recipes.

Foods 30 modules:

Soups and Sauces - Students will start by making all of the "mother sauces" in a variety of recipes. Next, students will make many different soups using some of the mother sauces as a base. Students will use their skills and make a soup lunch for teachers.

Creative baking - Student will continue to develop baking techniques as they make some advanced recipes. Student will make and decorate a three layer cake with either buttercream or fondant (or both) as a final project.

Food Presentation - Students will learn the art of presenting food. This is where the creative juices come out as students work with fruit, chocolate and plating.

Typical Field Trips for Foods 10, 20, 30

1. Sait Culinary Campus tour
2. Professional Chef presentation on cake decorating
3. Co-op adventure
4. Sunterra Market Lunch and Learn (\$15 cost)

Art Program at CCHS

Through art education, a deeper understanding of God develops. Students are encouraged to study the details of life; to see lines and texture and the color and shape in the elements of life that surround them. They begin to recognize how small parts belong to a whole and that all parts matter. They see that God was immeasurably creative when designing this universe, and that they in turn are blessed with that creativity. Art helps to give voice to students, allowing for personal self-expression. Through the art program, from grade 7- 12, students are called to be beauty creators, and reflect God through their artistic gifts.

Art 7 The students are encouraged to use their imaginations and to develop their unique creativity. The expression of creativity is trained and practiced in order to be expressed naturally. Art is a combination of applying rules, such as the development of line, texture and value in a drawing, but it is also about having the freedom to be self-expressive. The students learn foundational principles as they explore their own creative voice.

Art 8 The students are taught to draw elements of the human body. They are challenged to study the face and correct facial proportions. They integrate the portrayal of emotion and facial expression into portrait studies. Principles such as value, form and shape are emphasized, as they are essential to the development of an art project.

Art 9 The students explore both 2D and 3D art forms. They experience the process within an art project, being involved in the step by step procedures that take them to a final product. The students also tackle the concept of illustration, the process of building story through the establishment of character, setting, detail and texture.

Art 10- 3 credit.

Students are given the opportunity to explore skills and concepts that ground and further their development in Art. Foundational principles and elements are reinforced and cemented. Students practice and refine drawing, sketching and composition skills. Line, value, space, contour and perspective are key elements addressed. Students will extend their knowledge and familiarity of a variety of mediums such as watercolor painting and oil pastel and collage.

Art 20- 5 credit

Students are challenged to push towards new mediums such as charcoal and acrylic paint. They explore art history and study specific artists and art movements, this allows for growth in their own development and artistic journey. Key art terms such as emphasis and unity are reinforced.

Art 30- 5 credit

Building on foundations learned through the prerequisite classes, students in Art 30 have the opportunity to further develop confidence in creative thinking and communicating visually. They are challenged to consider themes and symbolism, to go beyond just the technique and methods. Students will engage in self evaluation and peer critiquing. Sketchbooks and portfolios are integrated into course as a pathway to postsecondary art study options.

Professional Development in the Arts 35- 3 credit

This course is intended for any student who wishes to extend and demonstrate their understandings and growth as an artist. Students must be enrolled in or have completed a 30 level Fine Arts course in this chosen discipline. They are encouraged in their own independent thinking and exploratory learning. The course is designed to help students realistically balance their personal interests and abilities by looking at what it means to work as a professional artist.

Documenting artistic development is done through a variety of portfolios as well as independent art projects.

Junior High Music at CCHS

General Introduction

Music is language that communicates what we believe. It is therefore an important aspect of Calgary Christian High School. As well, each student is a unique image-bearer of Christ and is given a musical ability which makes up a portion of his or her intellectual design. Because of this, music is an essential part of a junior high student's education and physiological development. Finally each student will discover that their role in the ensemble is important, and they must produce in order for the whole group to improve and do its best. This is a valuable life skill. Music classes at CCS are compulsory from Grade 1 to Grade 7. Students in Grade 8 to Grade 12 can take music classes, focusing on higher levels of competency in band, choir or audio production and meeting the Fine Arts graduation requirements for CCHS and post-secondary studies. Extra curricular ensembles include jazz band, jazz choir and worship teams. The music classes in high school are open to all students who meet the requirements and receive credits for their efforts. All music classes are year long classes.

Music Classes from Grade 7 to 9

Grade 7: Students will choose band or choir this year.

Band 7

Students in this class will continue to work on the fundamentals of music reading and performing introduced in the elementary curriculum specifically on wind instruments. Students will choose which instrument they would like to play in consultation with the music teacher and then will learn the basics of that instrument, reinforce essential note reading and counting, and have fun performing music from a wide variety of styles at school concerts and local festivals. Practicing at home for 1 hour a week is essential for the success of this class.

Choral 7

Students in this class will continue to work on the fundamentals of music reading and performing introduced in the elementary curriculum through a choir format. This means that the students will be learning to sing the music score that will be in unison, rounds or 2 parts. Through various activities, each student will work on their own musicianship, develop good singing techniques and have fun performing music from a wide variety of styles at school concerts, senior homes, and local festivals. Spending time memorizing music and practicing parts is essential for success in this class.

Grade 8 and 9 students: This is an optional class.

Band 8/9

Students in this class are expected to work towards a higher proficiency on their instrument (full range) and a higher level of performance. Students will receive regular workshops with senior high students or professional musicians, reinforce essential note reading/counting while expanding to more complex music reading skills (rhythms, ear-training, sight reading), and have fun performing music from a wide variety of styles at school concerts, and local festivals. Most events happen during the school schedule but there may be performances outside of school time and students enrolled in this class will be expected to participate in these concerts. There will be monthly playing tests. Practicing at home for 1 hour a week is essential for the success of this class.

Prerequisites:

- Minimum of one year experience of playing in a band (or audition)
- A grade of 75% or higher is needed in Band 7 and Grade 8

Choral 8/9

Students in this class will continue to work on the fundamentals of music reading through Solfege and music scores that feature unison, 2 part and 3 part singing. Voice changes at this age will happen but contrary to popular belief, singing through the changes is most beneficial to the student. Through various activities, each student will work on their own musicianship, develop good singing techniques and have fun performing music from a wide variety of styles at school concerts, senior homes, and local festivals. Most events happen during the school schedule but there may be performances outside of school time and students enrolled in this class will be expected to participate in these concerts. Spending time memorizing music and practicing parts is essential for success in this class.

Prerequisites:

- Minimum of one year singing in a choir (or audition)
- A grade of 75% or higher is needed in Choral 7 or 8

Extra Curricular option:

CCS Junior Jazz Band

This ensemble meets outside of the school schedule (either early morning or lunches, depending on the students) and focuses on playing jazz, blues, rock and Christian contemporary music. The art of improvisation is also taught. This music is more demanding than music in class and students involved with this should be expected to play their part by themselves. It is a very rewarding option for those students looking for more chances to perform. This ensemble performs regularly at school functions.

Senior High Music at CCHS

Music is language that communicates what we believe. It is therefore an important aspect of Calgary Christian High School. As well, each student is a unique image-bearer of Christ and music is a God-given gift that we all have received. Each student will work on the knowledge, insight, and skills in music-making so that music can become an expressive of the student's faith and faithful, joyful service to God and neighbour. Each student will also discover that their role in the ensemble is important, and they must produce in order for the whole group to improve and do its best. This is a valuable life skill. Students taking music courses at CCS will discover, celebrate, and proclaim, both as an individual and as a group the restorative power of God's work through music.

Students in Grade 10 to Grade 12 can take music classes, focusing on higher levels of competency in band, choir or audio production to meet their interests, the Fine Arts graduation requirements for CCHS, and post-secondary studies. Extra curricular ensembles include jazz band, jazz choir and worship teams. The music classes in high school are open to all students who meet the requirements and receive credits for their efforts. All music classes are year long classes.

Choral 10, 20, 30

Senior choir (Grade 10, 11, 12) is open to all students who love to sing and who want to explore music through song. This class meets together all year and will work together to learn the skills for each level*. The choir will perform a wide variety of musical styles and will perform in schools, senior homes, concerts and festivals. Choral students will also have opportunity to mentor the choral students in Grade 7-9. The choir will also travel on the annual senior high music trip (a 3 year cycle of Canada, Western Canada, and Alberta destinations). Most of the work is done in class but performances may include time outside of class and students will be given lots of notice when these appearances will happen.

*Note: If you take this class for one semester only, you are expected to participate throughout the year (this will be determined by the student and the music teacher).

Choral 10 (3 or 5 credit)

- The concepts of good choral stance, breath control, tone quality and tone production and diction will be emphasized and tested.
- Sight-singing using 6 notes.
- Four-part singing with independence.
- Self-paced theory programs on computer and paper dealing with note reading/counting and scales.
- History of music through the lives of composers and the performance of their works in class.
- Concert project - prescribed questions.

Prerequisite:

- some choral experience from school, community, or church choirs
- 75% in Choral 9 or audition.

Choral 20 (3 or 5 credit)

- Good choral stance, breath control, tone quality and tone production and diction is used regularly without reminding. This will be tested regularly.
- Sight-singing using the entire diatonic scale.
- Four-part singing with confident independence.
- Self-paced theory programs on computer and paper dealing with diatonic scales and chords. Chromatic intervals are also included.
- History of music through the lives of composers and the performance of their works in class.
- Concert project - prescribed questions.

Prerequisites:

- some choral experience from school, community, or church choirs.
- 75% in Choral 10 or audition

Choral 30 (5 credit only)

- Leadership shown in class demonstrating good choral technique. This will be tested regularly.
- Sight-singing using the diatonic and chromatic scale. Modulation is also included.
- Four-part singing with confident independence
- Self-paced theory programs on computer and paper dealing with modes, chord progressions, harmonizing, composing and arranging.
- History of music through the lives of composers and the performance of their works in class.
- This class can be used as a 5 credit Fine Arts requirement for university entrance.
- Concert project - prescribed questions.

Prerequisites:

- some choral experience from school, community, or church choirs.
- 75% in Choral 20 or audition

Extra curricular option

HS Jazz Choir:

This ensemble meets outside of the school schedule (depending on the students) and focuses on singing jazz, blues, rock and Christian contemporary music. This music is more demanding than music in class and students involved with this should be expected to sing their part independently in 4 to 8 part harmonies . Choreography is also used for all songs. This is an auditioned group.

Instrumental 10, 20, 30

Senior High is open to students who have had three or more years of playing experience on their instrument and want to explore higher levels of music performance.

This class meets together all year and will work together to learn the skills for each level.* The students will perform a wide variety of pieces and will participate in school concerts and festivals. Band students will also have opportunity to mentor the band students in Grade 7-9. The band will also travel on the annual senior high music trip (a 3 year cycle of Canada, Western Canada, and Alberta destinations). Most of the work is done in class but performances may include time outside of class and students will be given lots of notice when these appearances will happen.

*Note: If you take this class for one semester only, you are expected to participate throughout the year (this will be determined by the student and the music teacher).

Instrumental 10 (3 or 5 credit)

- The concepts of good sound, breath control, tone quality and intonation, accuracy of notes and phrasing will be emphasized and tested.
- Sight-reading and ear-training.
- Small ensemble playing.
- Self-paced theory programs on computer and paper dealing with note reading/counting and scales.
- History of music through the lives of composers and the performance of their works in class.
- Concert project - prescribed questions.

Prerequisites:

- Three years experience on your instrument.
- 75% in Band 9 or audition.

Instrumental 20 (3 or 5 credit)

- The concepts of good sound, breath control, tone quality and intonation, accuracy of notes and phrasing are used regularly without reminding. This will be tested regularly.
- Sight-reading and ear-training.
- Small ensemble playing and soloing.
- Self-paced theory programs on computer and paper dealing with diatonic scales and chords. Chromatic intervals are also included.
- History of music through the lives of composers and the performance of their works in class
- Concert project - prescribed questions

Prerequisites:

- Four years experience on your instrument.
- 75% in Instrumental 10 or audition.

Instrumental 30 (5 credit only)

- Shown in class demonstrating good instrumental technique. This will be tested regularly.
- Sight-reading and ear-training.
- Small ensemble playing and soloing.
- Self-paced theory programs on computer and paper dealing with modes, chord progressions, harmonizing, composing and arranging.
- History of music through the lives of composers and the performance of their works in class
- Concert project - prescribed questions

Prerequisites:

- Five years experience on your instrument.
- 75% in Instrumental 20 or audition.

Extra Curricular Options**Senior Jazz Band**

This band is open to all students who have had at least three years of playing experience on their instrument. The students will be exploring jazz, blues, swing, Christian contemporary and rock music. Improvisation is also taught and expected in this group. This ensemble will participate in school concerts, school functions and festivals. The jazz band may also perform and travel on the planned senior music tours.

Students are expected to be able to learn the music on their own and come prepared to play twice a week outside of the school schedule (to be determined by the students). This ensemble meets all year and is auditioned.

General Music 10 and 20 (Audio Production)

As ease of accessing recording technology grows, students have greater opportunities to express themselves through music production. The audio production class seeks to develop a solid musical understanding of audio production by filling in the gaps in the student's experience and introduce the students to the industry's standard for hardware and software. Garageband on iPads, and two dedicated mobile music labs using Pro Tools 12 will be the platform used for this class. Students will be encouraged to create their own works, learn how to record music ensembles and to serve as the sound technicians for school events (assemblies and chapels).

General Music 10 (Audio Production) 3 credit

- The physics of sound.
- The concept of good acoustical sound production and recording (mixing)
- Mics and interfaces.
- Basic music reading and understanding of music manipulation.
- Audio production software.
- Simple recording projects.

General Music 20 (Audio Production) 3 credit

- Explore own software and hardware.
- Self recording projects and evaluations
- Recording school ensembles.

MS and HS LANGUAGES

The joy of building relationships is the essence of communication. Being able to communicate and understand French and Spanish culture provides the ability to build relationships with a greater number of people. CCS offers a 9-year program in French beginning in grade 4 and a 6-year program in Spanish beginning in grade 7. Students in middle school are given the choice to study Spanish or French as an option. They are expected to continue in the same language choice from grades 7-9 and are given the opportunity to continue their language studies in high school. CCS provides a fun context to explore ways of reading, speaking, writing and listening in a second language.

Spanish 7-9

In these courses we enjoy the richness of Spanish and Latin American culture by exploring the ability to communicate ideas by learning thematic vocabulary, verb conjugation, and singing songs. All of the middle school work is done in class though students are encouraged to review, practice and memorize occasionally at home in preparation for class and quizzes. Students move from very introductory language in grade 7 to being able to communicate their own ideas and understand others by grade 9.

French 7-9

Students should enter this course with experience studying French in elementary school. These courses provide a fun and practical learning experiences using a theme-based approach. Each year students will build on their previous knowledge in a variety of areas including: vocabulary, grammar, comprehension, spoken and culture through a variety of activities including, games, skits, French fun days and the celebration of French holidays.

French 10/20/30

Students must enter this course with French 4 - 9. Students who have only had a few course must see the French teacher before enrolling in the course. These courses cover a more in-depth and intensive study of the French language and culture. Students are given many opportunities to communicate in French inside and outside of the classroom as we do a variety of activities which include: games, skits, cooking/baking French food, field trips and community-building/cross grade activities. Focuses will be on speaking, understanding, and writing French.

Middle School Specific Options

7-9 Foods

Students will be challenged to develop safety and preparation skills in a climate of stewardship of time, energy, and resources in keeping with a Christ-pleasing lifestyle. They will explore the role of snacking in a healthy lifestyle according to the Canada Food Guide. Students will learn how to read a recipe, the proper preparation techniques and the vocabulary necessary for successful preparation. In these courses students will make a variety of nutritious, as well as delicious, snacks and simple meals. Each year will advance the student's knowledge and skill in food safety and preparation. The goal is that students are able to use the skills acquired in class to safely make favorite recipes at home.

Essential Outcomes:

- the ability to safely and effectively understand the steps and requirements to prepare a successful recipe of his/her choice
- the ability to evaluate food and be able to determine the health rating in order to understand and eat a healthy balanced diet
- the ability to understand and value the importance of food a. as service to others (servant-working); how can we use our gifts to help feed others? b. community-building; how does food bring people together c. presentation. Are aesthetics important when preparing food? (beauty-creating)

No prerequisite required. Allergy friendly recipes available for grade 7 and 8 only.

SHEL

Students learn skills essential for life. Opportunities to obtain first aid certificates, their learner's license, and other helpful achievements are available.

Outdoor Education 9

The Outdoor Education option in grade 9 serves as an introduction to several outdoor survival skills and activities that will get students outside and enjoying God's creation. There is also an environmental conservation aspect as we have been charged with being stewards of this Earth and we have a responsibility to ensure our activities have minimal impact on our natural spaces. Some of the activities include geocaching, fire building, knot tying and trip planning.

Computers 9

The Computers and design course in grade 9 provides students with opportunities to develop skills relating to coding, graphic design, web design and typing skills. We also explore some of the collaborative capabilities related to Google Apps for Education (GAFE) which will become increasingly important in our technology driven world.

7-9 Shop

Provides an exploratory experience with safety procedures using, wood, hand tools and some machines (sander, drill press, scroll saw, band saw, Miter saw) and to relate safety with proper work habits and procedures

- Students have the opportunity to build simple woodworking projects.
- Discussion and quiz of safety rules applicable to any woodworking lab
- To perform the six basic steps of building any wood project
- To learn the operation and safe use of some hand tools and some machinery
- To learn useful organizational skills and work habits
- (proper clamping and securing of work, clean up procedures, sequence of work steps)

Each student completes one compulsory project in the class and, time permitting, a second limited choice.

Triathlon 9

Students get the unique opportunity to spend time learning the strategies and techniques to properly perform the different elements involved in competing in a triathlon. The students spend a large portion of class time training off campus at a variety of different locations in each of the three disciplines. The course culminates with the students all competing in a sprint distance triathlon at the end of the semester. The result is that students will hopefully develop an awareness towards the importance of lifelong fitness and living a healthy lifestyle.

Leadership 9

Areas of Learner Expectations:

Character and Servant Leadership Skills, Initiative and effort, Commitment, responsibility and accountability, Demonstrating trustworthiness, and Deportment (behaviour/conduct)

Interpersonal / Facilitation Skills

Communication, Decision making/problem solving, Team building, Conflict management

Project Management / Action Skills

Visioning & Planning

Activities:

Working with Elementary Students

Service projects

Public Speaking/presentations

Study Skills 7 is designed to assist students with their organizational and study skills as well as supporting them in their core classes with individualized assistance for assignments and projects. Areas covered are time management, goal-setting, locker and binder organization, classroom skills such as note-taking, examining text-book formats, how to ask purposeful questions, test-taking and different approaches to studying and enhancing their performance on tests and quizzes. Reading comprehension and fluency is also part of the course..

Junior High PE

Physical education at Calgary Christian School is concerned with the development of the individual as a whole. The aim of PE program is to provide opportunities for the student understand the benefits of physical activity, and accept the responsibility of developing an active lifestyle before God.

The emphasis of each unit taught in our middle school physical education program is primarily “participation” in a wide variety of activities that develop: motor skills, physical fitness, cooperation, and encourage personal responsibility for a healthy, active lifestyle. At Calgary Christian School, there is a significant emphasis on sport specific skill development that starts with an introductory level in grade 7. In grade 8, many skills are reviewed and some more strategy is introduced. By grade nine, the students will be introduced into more advanced strategies and skills sets that will prepare them for high school athletics and hopefully, a love for life-long fitness pursuits.

Middle School Bible Classes

The goal of Middle School Bible classes is to guide students in maturing as believers and as individuals. Students are encouraged to go deeper than the surface level of Christianity and to understand what they believe, and why they believe it. Teachers long to see their students coming to understand how biblical events, principles (and even poetry!) can be applied personally to their lives.

Grade 7 Bible:

The grade 7 Bible curriculum focuses on the theme of identity. Through a series of assignments, projects, and memory verses, students examine their identity as individuals, as members of their family, and as parts of a community. The parables of Jesus are examined in depth, followed by a unit on heroes, where we examine who our heroes are; what makes them heroes; what makes Jesus a hero; and how each of us can be a hero to someone else.

Grade 8 Bible:

The grade 8 Bible curriculum focuses on understanding and developing a Christian worldview, primarily through a study of nine Biblical themes, each represented by a color(The Big Picture in Color) and relevant worldview questions and issues. The students are challenged to personally consider their own worldview and encouraged to discern God's voice in the students' world of distractions through a personal Bible study of Proverbs. Students are encouraged to keep their purpose and focus when making choices to make our Christian worldview integral to our lives. A Gospel study of Jesus' life and ministry, our role model and example, shows his purpose, focus, and integrity. Students also deeply consider Jesus' self sacrificing love on the cross.

Grade 9 Bible:

God's word is foundational to understanding our relationship to God, our neighbors and ourselves. In order to understand God's will for our lives, we must know what the Bible says. Through a series of projects and assignments, students will generate an overview of the entire Bible and of the information found therein. The middle of the year involves a study of Dangerous Journey, a paraphrase of John Bunyan's Pilgrim's Progress, in which students compare the Christian life to an adventure full of joys and trials, of triumphs and challenges. Our final unit deals with apologetics: what should we believe, and how do we support our beliefs, both to ourselves and to the world around us? Students are encouraged to discuss their questions openly as they seek to understand aspects of their personal faith.