

CANMORE COLLEGIATE

2025 – 2026



Fostering a Passion for Learning

**Grade 10/11/12
Student
Registration
Handbook**

CANMORE COLLEGIATE HIGH SCHOOL

MESSAGE FROM THE PRINCIPAL

The staff and I welcome you to Canmore Collegiate High School. We hope that the curricular program outlined in this booklet will contribute significantly to your success this year, and in the future. Canmore Collegiate offers the following programs:

1. Academic: Alberta High School Diploma
Alberta High School Certificate of Achievement
2. Career and Technology Studies
3. Inclusive Education
4. Workplace Transition: Work Experience, Registered Apprenticeship Program (RAP), Green Certificate, Dual Credit
5. Fine Arts
6. Physical and Outdoor Education

Choose courses which fit your goals and aspirations. A section at the end of this handbook has information pertaining to post-secondary institutions. This information may give you a general idea of the course routes, which you should consider for your program.

We encourage you to discuss your plans with your parents, counselor, teachers and/or administrators to ensure successful planning for your high school career.

We also hope that you will participate in the extra-curricular activities offered at CCHS. The more you put into your high school years, the more you will get out of them. We urge you to take care of your academic pursuits and enjoy the many opportunities and challenges high school will bring into your lives. Be curious, take smart risks, explore a rich variety of learning experiences and become involved in your school community.

Every effort will be made to ensure that you have a rewarding and enjoyable year.

Annabel Preece
Principal

Jody Keon
Assistant Principal

INTRODUCTION

Canmore Collegiate High School offers a full range of courses and programs for students from grades 9 to 12. All students have the opportunity to register in a program of studies, which will enhance learning and develop the necessary skills for the future.

Each individual who registers at CCHS is encouraged to pursue his or her personal interests by actively participating in a wide range of extracurricular activities and by choosing optional interest courses as part of their program of study. The variety of educational opportunities offered at CCHS can provide for the academic and personal growth, which is so vital to a well-rounded education.

Many Colleges and Universities are becoming increasingly more interested in attracting students who not only meet minimum entrance requirements, but also have a broad educational base. The staff at CCHS is committed to helping students meet this challenge and to provide the quality education that is expected in Canmore.

CANMORE COLLEGIATE MISSION STATEMENT

Our mission as a caring school community is to support and challenge our students to reach their individual potentials. We do this by teaching them new skills and sharing knowledge, while respecting them for who they are. We prepare students to meet challenges with confidence.

OUR VISION STATEMENT

Fostering a Passion for Learning.

REGISTRATION

The purpose of this booklet is to help you, the student, plan your high school program. You will spend three or four years at Canmore Collegiate. To obtain the most from the opportunities that the school offers, you should plan a program to cover all three years. Read the information carefully and follow the steps below. Make the best of those three years, and you will increase your chances of success in your personal endeavors and your chosen career.

HOW TO USE THIS BOOKLET ALL STUDENTS:

1. Read all the sections in this booklet.
2. Carefully read the course selection information.
3. Use the course planner worksheets to select your courses.
4. To find out about individual courses read the descriptions and discuss your selections with your parents and counselor. You are now ready for registration.

TABLE OF CONTENTS

General Information	Page 5
Diploma Requirements	Page 7
Course Planners (Grade 10)	Page 9
Course Planners (Grade 11)	Page 11
Course Descriptions	Page 13
Skill Development Centre	Page 14
English	Page 14
Social Studies	Page 15
Second Languages	Page 17
Mathematics	Page 18
Science	Page 21
Fine Arts	Page 24
Physical Education/WILD 15 (Outdoor Ed)	Page 26
Career and Technology Studies	Page 27
Social Sciences, Locally Developed	Page 30
Workplace Transition / Dual Credit	Page 30
Flex Learning/Out of Province Courses	Page 33
Post Secondary Planning	Page 34
Scholarships and Awards	Page 36

*** Note - course fees may be subject to change.

GENERAL INFORMATION

ATTENDANCE REQUIREMENTS

Regular attendance at school makes a student eligible to receive credits for a full year's work. Daily attendance is expected and is considered essential for all students to achieve success in their courses. Students who miss more than 10% of school days, approximately 2 school days a month, may experience difficulty in achieving their full potential. When attendance is affecting a student's achievement, support will be offered through student services, learning support or administration depending on the circumstances. We encourage families who have a student struggling with attendance to proactively reach out to administration to work with us to create a success plan.

SUMMER OPERATION

The Administration will be in the school beginning August 21, 2025 to prepare for school opening. Course changes must be made in May or June of the previous school year. Unless a course change is required for graduation or entry to post secondary school, changes will not be made to timetables in August, September (semester 1) or January, February (semester 2).

THE REGISTRATION/COURSE SELECTION PROCESS

1. We will send out course information to families in March.
2. Families and students are strongly encouraged to make an appointment with teachers during Parent Teacher Student Conferences to discuss appropriate course selections for the next school year.
3. Course registration forms will be available at that time.
4. Registration will occur online at Canmore Collegiate.
5. Timetables will be finalized by computer from the course requests made by students.
6. Parents are encouraged to call our counselor at the school at 403- 678–6192 to discuss student programs if they have any questions.

COURSE ORGANIZATION

Each high school course is assigned a course name and number, such as English 10-1, Science 14, Social Studies 20-1 or French 30. The name indicates the **subject area** while the number generally signifies the **grade level**.

Grade Ten courses have numbers 10-1, 10-2, 10-3, 10-4, 15, 10C

Grade Eleven courses have numbers 20-1, 20-2, 25, 20-3, 20-4, 25

Grade Twelve courses have numbers 30-1, 30-2, 30-3, 30-4, 31, 35

In each subject area at a particular grade level, there may be several different courses offered: e.g. Mathematics 20-1, Mathematics 20-2 and Mathematics 20-3.

In four subject areas—English, Social Studies, Mathematics and Science—there are different course series that are developed for a variety of purposes and have varying degrees of difficulty. The different course series are numbered accordingly.

Course series numbered 10-1/ 20-1/ 30-1 and 31 are designed primarily for students planning entry into university or certain programs in colleges and technical schools.

Course series numbered 10-2, 10-3, 20-2, 20-3 and 30-2 are generally designed for students planning entry into certain programs in colleges and technical schools, trade schools, or entry into employment.

Course series numbered 10-3, 10-4 and 20-3, 20-4 are designed primarily for students planning direct career entry into some areas of employment.

Courses numbered 15, 25, 35 are locally developed.

COURSE SEQUENCE

Courses in most subject areas are arranged in sequences: e.g., English 10-1, 20-1, 30-1. To proceed from one level to the next a student must have 50% or better. The course descriptions give the normal prerequisites and recommended marks in the major subject areas.

RETROACTIVE CREDITS

Students achieving a mark between 40% and 49% may continue at the next grade level in the lower program route, with the **approval of the School Principal**. In these cases, students successfully completing this next grade level course would earn credits for the course **and** for its normal prerequisite.

Example: If you achieved 40–49% in Social 10-1 and with **administrative approval** you may take Social 20-2. This is what would happen:

If you **pass** Social 20-2, you earn 5 credits for Social 20-2. However, you have now earned 10 credits in Social after two years of instruction, because by passing Social 20-2 you earn a pass in Social 10-2 and an additional 5 credits. These retroactive credits are awarded after the Principal reports the pass to Alberta Education.

If you **fail** Social 20-2 and earn 0 credits, you now have earned 0 credits in Social after two years of instruction. You should then consider enrolling in Social 10-2 the following semester.

Retroactive credits can be earned in English, Math, Social Studies, Science and French. **See the school counselors or school administration for details.**

COURSE SELECTION

Certain courses are compulsory for the Alberta High School Diploma. Most Grade 10 courses are the normal prerequisites for sequential advancement. Students and parents should become familiar with the guidelines in

Grade 10 in order to prevent difficulties in later high school years.

Select the courses compulsory to your diploma route. ***Students must choose grade appropriate courses only, unless they currently have or will have at the end of this school year the required prerequisite.**

Select your personal interest options. **NOTE: All course offerings are dependent on enrollment.**

We attempt to provide first choice timetabling to our students through computer scheduling. This requires clear decisions and accurate information from you.

1. **Ensure that your program meets credit and diploma requirements and satisfies your personal interests and objectives.**
2. **Be careful and realistic in your course selection.**

COURSE WITHDRAWAL, REPEATING COURSES

Course withdrawals can best be avoided through more **careful course selection**. Sometimes students will select a course and falsely assume that they can withdraw if it does not “work for them”. In other cases students will overload themselves because of unrealistic expectations. Whatever the case, careful course selection is extremely important for a successful program. **Permission to drop a course is only given to Grade 12 students – Grade 10 and 11 students MUST carry a full course load.** A student may not drop a course without first having a meeting with a counselor and subsequently obtaining permission from parents and an administrator. **The student must attend all classes while the request is being considered.** Students may forfeit their prerogative to register in the same course at CCHS if they choose to not attend classes and subsequently fail.

Course changes must be made in May or June of the previous school year. Unless a course change is required for graduation or entry to post secondary school, changes will not be made to timetables in August, September (semester 1) or January, February (semester 2).

It is expected that students who fail a particular course will complete that course via summer school to keep their diploma requirements on track at Canmore Collegiate. In rare circumstances, a student may be allowed to repeat a course already passed in order to improve a mark. A student wishing to do this must make a special case request. In most cases, a course repeat will not be allowed in the same academic year.

ALBERTA HIGH SCHOOL DIPLOMA GRADUATION REQUIREMENTS

The Alberta High School Diploma is awarded to students meeting the requirements outlined below.

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

Earn a minimum of 100 credits - A credit represents the specific knowledge, skills and attitudes that most students can achieve with approximately 25 hours of instruction.

Complete and meet the standards of the following courses:

English 30-1 or 30-2

Social Studies 30-1 or 30-2

Mathematics 20-1 or 20-2 or 20-3

Science 20 or 24 or Biology 20 or Chemistry 20 or Physics 20

Complete and meet the standards of the following:

Physical Education 10 (minimum 3 credits)

Career and Life Management (CALM) 20 (3 credits)

10 credits from career and technology studies (CTS) fine arts/second languages/physical education

10 credits in any 30–level courses (including locally developed) **in addition** to English 30-1 or 30-2 and Social Studies 30-1 or 30-2.

****Alberta Education has now provided students with a powerful new tool (myPass) to track their progress in completing their High School Diploma.**

myPass is an Alberta Education secure self-service website for high school students to:

1. View and print diploma exam results statements
2. Order transcripts
3. View progress towards a credential (diploma or certificate)
4. View and print detailed academic reports (DAR)

Visit myPass.alberta.ca to request access

HOW TO SELECT YOUR GRADE 10 COURSES (Worksheets)



Students must select 8 courses (40 credits) and have a full timetable.

Step 1: you must take **ONE ENGLISH** course

Check one:

☐ English Language Arts 10-1 (5 credits)

☐ English Language Arts 10-2 (5 credits)

Step 2: you must take **ONE SOCIAL STUDIES** course

Check one:

☐ Social Studies 10-1 (5 credits)

☐ Social Studies 10-2 (5 credits)

Step 3: you must take **ONE MATHEMATICS** course

Check one:

☐ Mathematics Common 10C (5 credits) (recommend 70% in math 9)

☐ Mathematics 15/10C (8 credits) (leads only to Math 20-2) (50-65 % in math 9)

☐ Mathematics 10-3 (5 credits) (50% or below in Math 9)

Step 4: you must take **ONE SCIENCE** course

Check one:

☐ Science 10 (5 credits) (recommend 70% in science 9)

☐ Science 14 (5 credits)

Step 5: You must choose **PHYSICAL EDUCATION 10** (this course is not offered at Flex Learning for CCHS students) and **CALM 20**.

Check:

_____ Physical Education 10 (3 credits)

_____ CALM 20 (3 credits)

Step 6: Former Grade 9 French Immersion students or students who speak, read and write French at home as a FIRST language may choose

_____ French Language Arts 10-1(5 credits)

Step 7: You must choose enough courses to fill your timetable from the following list:

Choose 4 courses from below by numbering 1-4 for preference.

Please Note: Course offerings are dependent upon enrollments and are subject to change.

_____ Aboriginal Studies 10 (5 credits)

_____ Art 10 (5 credits)

_____ Construction Technology (5 credits)

_____ Cosmetology (5 credits)

_____ Drama (Performance OR Technical)

_____ Entrepreneurship/Business (5 credits)

_____ Environmental Sustainability (5 credits)

_____ Fashion Design (located at BCHS) (5 credits)

_____ Foods (5 credits)

_____ French 10 (5 credits)

_____ General Music (no experience necessary) (5 credits)

_____ Makerspace (Design Tech OR Tech) (5 credits)

_____ Personal Fitness (5 credits)

_____ Social Sciences (World Geography/Anthropology) (6 credits)

_____ Synthetic Biology (5 credits)



HOW TO SELECT YOUR GRADE 11 COURSES (Worksheets)

Total credits for grade 11 are 40.

Step 1: you must take **ONE ENGLISH** course

Check one:

_____ English Language Arts 20-1 (5 credits)

_____ English Language Arts 20-2 (5 credits)

Step 2: you must take **ONE SOCIAL STUDIES** course

Check one:

_____ Social Studies 20-1 (5 credits)

_____ Social Studies 20-2 (5 credits)

Step 3: you must take **ONE MATHEMATICS** course

Check one:

_____ Mathematics 20-1 (5 credits)

_____ Mathematics 20-2 (5 credits)

_____ Mathematics 20-3 (5 credits)

Step 4: you must take at least **ONE SCIENCE** course. If you have Science 10 you may choose up to three science courses.

_____ Science 20 (5 credits)

_____ Biology 20 (5 credits)

_____ Physics 20 (5 credits)

_____Chemistry 20 (5 credits)

If you have taken Science 14 the next course in the progression is Science 24.

_____Science 24 (5 credits)

Step 5 Former Grade 9 French Immersion students or students who speak, read and write French at home as a FIRST language and who passed FLA 10-1 may choose. Otherwise, FLA 10-1 can be selected by qualified students in grade 11 or 12

_____ French Language Arts 10-1 (5 credits)

_____ French Language Arts 20-1 (5 credits - must have completed FLA 10-1)

Step 6 You must choose enough courses to fill your timetable (all eight blocks) from the following list. A course indicated “20” requires the “10” level course to be passed first.

Please Note: Course offerings are dependent upon enrollments and are subject to change.

- _____ Aboriginal Studies 20 (5 credits)
- _____ Art 20 (5 credits)
- _____ Construction Technology (5 credits)
- _____ Cosmetology (5 credits)
- _____ Drama (Performance OR Technical)
- _____ Dual Credit (SAIT/Olds College courses)
- _____ Entrepreneurship/Business (5 credits)
- _____ Environmental Sustainability (5 credits)
- _____ Fashion Design (located at BCHS) (5 credits)
- _____ Foods (5 credits)

<input type="checkbox"/>	General Music 20 (50%+ General Music 10) (5 credits)
<input type="checkbox"/>	Makerspace (Design Tech or Tech) (5 credits)
<input type="checkbox"/>	Personal Fitness (5 credits)
<input type="checkbox"/>	Psychology 20/30 (6 credits)
<input type="checkbox"/>	Social Sciences (World Geography/Anthropology) (6 credits)
<input type="checkbox"/>	Synthetic Biology (5 credits)
<input type="checkbox"/>	WILD 15 or 25 (13 credits)

Step 7 : Check that with Core and Complementary courses you have at least 8 courses. You could have more if you have chosen 3 credit courses.

HOW TO SELECT YOUR GRADE 12 COURSES (Worksheets)

Step 1: you must take **ONE ENGLISH** course

Check one:

☐ English Language Arts 30-1 (5 credits)

☐ English Language Arts 30-2 (5 credits)

Step 2: you must take **ONE SOCIAL STUDIES** course

Check one:

☐ Social Studies 30-1 (5 credits)

☐ Social Studies 30-2 (5 credits)

Step 3: you MAY take **ONE or TWO MATHEMATICS** courses

Check one:

☐ Mathematics 30-1 (5 credits)

☐ Mathematics 30-2 (5 credits)

☐ Mathematics 30-3 (5 credits)

_____Mathematics 31 (5 credits)

Step 4: you MAY take up to THREE **SCIENCE** courses.

_____Science 30 (5 credits) Prereq Sci 20 or any of Phys/Chem Bio 20

_____Biology 30 (5 credits) Prereq Bio 20

_____Physics 20 (5 credits) Prereq Phys 20

_____Chemistry 20 (5 credits) Prereq Chem 20

If you have taken Science 14 the next course in the progression is Science 24.

_____Science 24 (5 credits) Prereq Science 14 or Science 10

Step 5 Former Grade 9 French Immersion students or students who speak, read and write French at home as a FIRST language and who passed FLA 10-1 may choose FLA 20-1. Otherwise, FLA 10-1 can be selected by qualified students in grade 11 or 12

_____ French Language Arts 10-1 (5 credits) (Former French Immersion/Francophone student)

_____ French Language Arts 20-1 (5 credits - must have completed FLA 10-1)

Step 6 You must choose enough courses to fill your timetable (all eight blocks) from the following list. A course indicated “20” requires the “10” level course to be passed first.

Please Note: Course offerings are dependent upon enrollments and are subject to change.

_____ Aboriginal Studies 30 (5 credits)

_____ Art (5 credits)

_____ Construction Technology (5 credits)

_____ Cosmetology (5 credits)

_____	Drama (Performance OR Technical)
_____	Dual Credit (SAIT/Olds College courses)
_____	Entrepreneurship/Business (5 credits)
_____	Environmental Sustainability (5 credits)
_____	Fashion Design (located at BCHS) (5 credits)
_____	Foods (5 credits)
_____	General Music (5 credits)
_____	Makerspace (Design Tech or Tech) (5 credits)
_____	Personal Fitness (5 credits)
_____	Psychology 20/30 (6 credits)
_____	Personal Finance (3 credits) ¼ course only
_____	Social Sciences 30 (World Geography/Anthropology) (6 credits)
_____	Synthetic Biology (5 credits)
_____	WILD 15 or 25 (13 credits)

Step 7 - confirm that you have the correct credits to graduate.

COURSE DESCRIPTIONS

LEARNING SUPPORT CENTRE

The Learning Support Center provides academic, social and life skills training for students with development and learning delays. Work experience is an important component of the program. The time spent on the job increases each year so that by Grade 12 students may work 2 to 3 days a week. Transition planning is provided to help students join the work world or continue their education when they are finished high school.

In the classroom programs are developed to meet individual needs. Students are integrated with their peers when suitable and are encouraged to become involved in extracurricular activities.

Learning Strategies 15, 25 and 35

Credit will be offered to students with identified learning and cognitive challenges who need additional support with core curriculum and need to develop learning strategies, time management, organization and study skills. Learning Strategies will be offered for

Grade 11 and 12 students in a classroom with a classroom teacher. Students will receive 3 or 5 credits. Please speak with a counselor, learning support teacher or administrator to register in Learning Strategies.

HUMANITIES

ENGLISH

English, in both written and spoken form, is necessary for each of us to succeed in our personal and public lives. Its importance cannot be over emphasized.

There are two sequences available in English:

1. The English 10-1, 20-1, 30-1 route
2. The English 10-2, 20-2, 30-2 route

All students must achieve a minimum of 15 credits in English to obtain a High School Diploma. The 10-1, 20-1, 30-1 program is designed for students who plan on going to university.

The English 10-1, 20-1, 30-1 **Academic** route focuses on more student centered, out of school work. That is, students are expected to be able to work independently. The literature studies deal with an **interpretive**, in-depth reading approach. The English 10-2, 20-2, 30-2 **General** route focuses on a more teacher directed, in-class work approach. Literature studied at this level deals more with "plot" rather than with in depth interpretive readings.

It is recommended that students with less than 70% in grade 9 Language Arts enter the General Route (English 10-2). In addition, a student completing English 10-1 or 20-1, with a grade of 70% or better, is encouraged to continue the Academic route. However, should he/she have less than a 70% standing, he/she will be advised to consider the English 30-2 route.

Note: Students may be eligible for retroactive credits in English.

English 10-1

5 credits

Recommended: 70% in Language Arts 9, capable reading comprehension and writing skills

Students will study six or more short stories, poetry, one or more Shakespearean or modern plays and one or more novels. As well, students will be expected to complete a number of writing assignments, and essays.

English 10-2

5 credits

Recommended: 50% in Language Arts 9

Students will study one or more of each of the following: novels, plays, and short stories. In addition, students will complete written and oral assignments.

English 20-1

5 Credits

Recommended: 70% in English 10-1, strong reading comprehension and writing skills

Students will study six or more short stories, a Shakespearean play, one or more novels and poetry. Students are also expected to complete five or more writing assignments. Emphasis will be placed on essay writing.

English 20-2

5 credits

Prerequisite: 50% in English 10-2 or less than 70% in English 10-01

Students will be required to study at least one modern play, one or more novels, short stories and poetry. Completion of written and oral assignments is a mandatory part of the course.

English 30-1

5 Credits

Recommended: minimum of 70% in English 20-1, well-developed reading comprehension and analytical writing skills

By taking English 30-1 students will cultivate an appreciation for a diversity of literary genres, texts and writers in the English language and in translation from other countries. An assortment of short stories, essays, poems, popular non-fiction, visual and multimedia texts, along with one major novel or non-fiction book, one or more feature film and modern drama, and one Shakespearean play are studied. Through reading, writing, listening, speaking, viewing, and representing, critical/analytical responses to literary texts and personal responses to literary and other texts are emphasized.

Students are required to create narratives, informative and persuasive texts (essays, commentaries, articles, reviews), and oral/visual/multimedia presentations. At the completion of the course, students will write an Alberta Education Diploma Exam.

English 30-2

5 Credits

Prerequisite: 50% in English 20-2 or less than 70% in English 20-1

Students will study short stories, poetry, one or more novels as well as one Shakespearean or modern play. Emphasis is on oral and written skills. Students will write an Alberta Education Diploma Exam.

SOCIAL STUDIES

The Social Studies 10-1, 20-1, 30-1 program is a sequence designed for students who plan to go to university. The Social Studies 10-2, 20-2, 30-2 program is a sequence for students who may not plan to go to university or wish to plan an alternate route to Social Studies 30-1.

Note: Students may be eligible for retroactive credits in Social Studies

Social Studies 10-1

5 credits

Recommended: minimum of 70% in Social Studies 9, strong reading/writing skills

Social Studies 10-1 explores the historic origins of

globalization and the local, national and international impacts of globalization on lands, cultures, economies, human rights and quality of life. Students will examine the relationships among globalization, citizenship and identity to enhance skills for citizenship in a globalizing world. The infusion of multiple perspectives will allow students to examine the effects of globalization on peoples in Canada and throughout the world, including the impact on Aboriginal and Francophone communities

Globalization, the process by which the world's citizens are becoming increasingly connected and interdependent, demands that students explore responsibilities associated with local and global citizenship and formulate individual and collective responses to emergent issues related to globalization. In the process, students will develop process, communication, participation, and critical thinking skills.

Social Studies 10-2

5 credits

Recommended: 50% in Social Studies 9

Living in a Globalizing World

Students will explore historical aspects of globalization as well as the effects globalization has on lands, cultures, human rights and quality of life. Students will explore the relationships among globalization, citizenship and identity. The infusion of multiple perspectives will allow students to examine the effects of globalization on peoples in Canada and other locations, including the impact on Aboriginal and Francophone communities. Students will develop skills to respond to issues emerging in an increasingly globalized world.

By examining opportunities and challenges associated with globalization, the process by which the world is becoming increasingly connected and interdependent, students will develop awareness of the impacts of globalization. Recognizing and appreciating the influence of globalization will lead students to examine their roles as responsible and active citizens in a globalizing world.

Social Studies 20-1

5 credits

Recommended: minimum 70% in Social Studies 10-1, strong geography and writing skills

Social Studies 20-1 explores the complexities of nationalism in Canadian and international contexts. Students will study the origins of nationalism and the influence of nationalism on regional, international and global relations from the era of the French Revolution through World War Two. The study of a variety of perspectives will allow students to develop understandings of nationalism and how nationalism contributed to the citizenship and identities of peoples worldwide. Exploring the complexities of nationalism will contribute to an understanding and appreciation of the interrelationships among nations, nationalism, internationalism, globalization, and citizenship and identity.

In completing this course, students will expand skills related to critical, creative, geographic and historical thinking. As well, they will develop decision-making and problem-solving skills, and demonstrate skills of cooperation, conflict resolution, and consensus building vital to their future roles as active citizens. Students are required to demonstrate written, oral, visual, media and research literacy by creating persuasive essays, in-depth projects, current events commentaries and presentations.

Social Studies 20-2

5 credits

Prerequisite: 50% in Social Studies 10-2

Students will study historical and contemporary understandings of nationalism in Canada and the world. They will examine the origins of nationalism as well as the impact it has on individuals and communities. Multiple perspectives will be used to examine examples of nationalism. Ultimately, students will gain an appreciation and awareness of the interrelationships among nationalism, internationalism, citizenship and identity, as well as develop personal and civic responses to emergent issues related to nationalism.

Social Studies 30-1

5 credits

Recommended: minimum of 70% in Social Studies 20, strong reading comprehension and analytical writing skills

Social Studies 30-1 explores the origins and complexities of ideologies. Students will examine multiple perspectives regarding the principles of classical and modern liberalism. An analysis of various political and economic systems will allow students to assess the viability of the principles of liberalism.

In completing this course, students will continue to use and polish their skills related to critical, creative, geographic and historical thinking. This will allow them to develop a comprehensive understanding of the evolution of modern liberal thought and the tenets of competing ideologies important in the development of active, informed and responsible citizens who effectively investigate, analyze and evaluate government policies and are able to respond to global issues.

Students are required to demonstrate written, oral, visual, media and research literacy by analyzing primary documents and visuals, creating persuasive essays and position papers, completing in-depth projects, and developing current events commentaries and presentations. At the completion of the course, students will write an Alberta Education Diploma Exam.

Social Studies 30-2

5 credits

Recommended: 50% in Social Studies 20-2 or less than 70% in Social Studies 20-1

Social Studies 30-2 examines the origins, values and components of competing ideologies. Students will explore multiple perspectives regarding relationships among individualism, liberalism, common good and collectivism, allowing them to understand the roles and responsibilities associated with citizenship.

As democratic and capitalist societies are founded

upon the key values of individualism and liberalism, active and responsible citizenship requires citizens to have knowledge and skills to examine, analyze and evaluate a variety of political and economic systems. Students will demonstrate these skills through written, oral, visual, multimedia, and research assignments. At the completion of the course, students will write an Alberta Education Diploma Exam.

SECOND LANGUAGES

The focus of this second language program is on meaningful communication. It is our goal that the student becomes comfortable and confident in expressing his/her ideas in a second language, and that he/she acquires a desire to continue in the learning of the language.

Classroom activities are student centered and communicative. The ability to speak a second language opens the doors of post secondary institutions, the job market, and travel worldwide. The learning of language can in itself be enjoyable and rewarding.

Students coming in from immersion programs or out of province second language programs may wish to challenge exams in order to determine their appropriate course level – such arrangements must be made with the office at the start of the second semester, as per Alberta Learning’s challenge policy. Students who plan on entering the French 10, 20, 30 programs must demonstrate competency at the level of “Beginner 2” (as established by Alberta Learning). In order to display this competency, students may either complete the course “French 9”, or achieve a 65% or higher on the French 9 exam. Challenging of this exam may take place in June, arrangements to be made through the school office.

French 10 (FSL)

5 credits

Prerequisite: successful completion of French 9
French 10 takes the students from curriculum level "beginner 3" to "intermediate 4". Students will learn to express themselves in the present, future, and past tenses, discussing areas such as daily activities, school,

sports, friends, and themselves. Mastery of written elements is expected, as is a functional level of spoken language.

French 20 (FSL)

5 credits

Prerequisite: successful completion of French 10

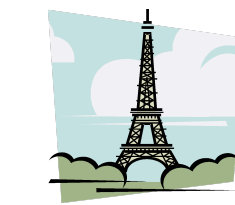
As a continuation of French 10, the French 20 course will develop fluency in the past tenses, and then move on to the future and conditional. Students will be able to write and speak about hypothetical situations, and will develop their ability to speak with ease in day-to-day activities.

French 30 (FSL)

5 credits

Prerequisite: successful completion of French 20

The overarching goal of this program of studies is that by the end of French 30-3Y, students can understand and express themselves in basic situations, provided the language they encounter is clear and based on familiar topics and structures, and can use the cultural and strategic knowledge they have gained to sustain their communication.



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

5 credits

Prerequisite: Former French Immersion students who were enrolled in Immersion up to grade 9 OR French as a FIRST language students with fluency in speaking, reading and writing in French

*This is a new course pathway being offered at CCHS in the 2024-2025 school year.

FLA 10-1, 20-1, 30-1 is a Language Arts course in which the language of instruction is French. Students will continue their study of French literature and composition in the same manner as in the required, similarly numbered English courses in grade 10, 11 and 12. This course is intended for students who wish to continue to enhance their academic French Language skills, pursue a program at a post secondary institute where French is the language of instruction or who wish to challenge themselves with an additional 30 level diploma exam course. English up to the 30 level is still required to graduate.

MATHEMATICS

In order to ensure that all Alberta students have the opportunity to graduate with the mathematical skills and knowledge necessary to succeed in the future, Alberta Education has revised the high school mathematics program of studies. The revised program has a number of benefits for students:

- Greater opportunity for conceptual understanding because there is less content – students can study topics in greater depth
- Course sequences are designed to prepare students for their future goals
- Students can transfer between the -1 and -2 course sequences at the Grade 11 and Grade 12 level if their career goals change

Students have a choice of three mathematics courses when entering Grade 10: 10C, 10-3 and 15/10C

- Students choosing 10C have two sequence options out of Grade 10: 20-1 and 20-2. These sequences are ideal for students considering post-secondary studies in most colleges and universities.
- Students choosing Math 15/10C typically have earned between 50% and 65% in Math 9. This sequence is ideal for students who would like to follow the Math '-2' route in grade 11 and 12.

Students can not enter Math 20-1 after this course. Math 15/10C is ideal for students seeking to improve their math skills and considering post secondary studies outside of STEM/STEAM.

- Students choosing 10-3 follow the 20-3 and 30-3 course sequence through Grade 11 and 12. This course sequence is ideal for students entering trades or the workforce immediately after high school.

Students who enroll in 10C don't need to choose their course sequence until Grade 11.

This gives students an extra year to decide which sequence best suits their interests and their future needs.

Students can transfer between the -1 and -2 course sequences in Grades 11 and 12, which allows them to change their mathematics program if their future goals change.

Math Pathways

Mathematics 10 Common

5 credits

Prerequisite: Pass in Grade 9 Mathematics (65% recommended)

Math 10C Course consists of the following topics:

- Measurement (SI and Imperial)
- Trigonometry
- Polynomial factoring and operations
- Systems of equations
- Linear relations and functions

A graphing calculator is required.

Mathematics 15/10C

5 credits

Prerequisite: Pass in Grade 9 Mathematics (65% recommended). Suggested 50%-65% in Math 9

This sequence is ideal for students who would like to follow the Math '-2' route in grade 11 and 12. Students can NOT enter Math 20-1 after this

course. Math 15/10C is ideal for students seeking to improve their math skills and considering post secondary studies outside of STEM/STEAM. This could be a choice for students only interested in Humanities routes in post secondary education. Please confirm that Math 20-2/30-2 are accepted in your program of choice.

Students first take Math 15 (5 credits) which is designed to close knowledge and skills gaps students may have. Then students cover essential outcomes in the Math 10C curriculum with a focus on the skills and knowledge needed to be successful in Math 20-2

Math 10C Course consists of the following topics:

- Measurement (SI and Imperial)
- Trigonometry
- Polynomial factoring and operations
- Systems of equations
- Linear relations and functions

A graphing calculator is required.

Mathematics 10-3

5 credits

Prerequisite: none

The Mathematics 10-3 course includes the following strands:

- Measurement (SI and Imperial), tolerance of instruments
- Trigonometry
- Geometry, transformation on 2-D shapes and 3-D objects
- Finance, credit options, buying and leasing small business options
- Logical and proportional reasoning

A combined course (Mathematics 10C) is the starting point for the -1 course sequence and the -2 course sequence. The goals of all three course sequences are to provide prerequisite attitudes, knowledge, skills and understandings for specific post-secondary programs or direct entry into the workforce. All three course sequences provide students with mathematical understandings and critical-thinking skills. When choosing a course sequence, students should consider

their interests, both current and future. Students, parents and educators are encouraged to research the admission requirements for post-secondary programs of study as they vary by institution and by year.

Mathematics 20-1

5 credits

Recommended: Math 10C (70%)

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

Mathematics 20-2

5 credits

Prerequisite: 50% in Math 10C

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.

Mathematics 20-3

5 credits

Prerequisite: 40%+ in Math 10C or 50% in Math 10-3

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 workforce. Topics include algebra, geometry, measurement, number, statistics and probability.

Mathematics 20-4

5 credits

Prerequisite: 40%+ in Math 10-3 or 50% in Math 10-4

This course sequence is designed to provide students

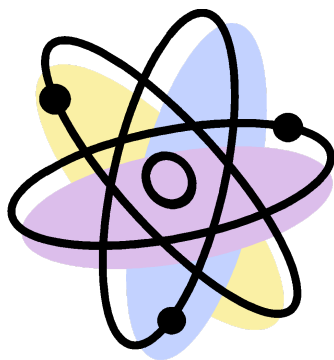
with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the workforce. Topics include algebra, geometry, measurement, number, statistics and probability.

Mathematics 31

5 credits

Prerequisite: Math 30 (50%) (70% is recommended)

Math 31 may be studied concurrently with Math 30. This course is designed specifically for those students who have an aptitude for Math and/or wish to pursue a faculty at university that is Mathematics intensive. The Mathematics 31 course consists of two major components, calculus and vectors. The calculus component includes an introduction to derivatives, integration, and their applications. In the vectors component, the concepts of geometric and algebraic vectors, and their applications are discussed.



SCIENCE

Science Grade 10-12

The Science program includes both general and specialized academic science courses. All courses include laboratory work, technology and societal issues related to the science content. The wide variety of courses offers something for everyone. The courses that you will take depend on your interests, ability, and career plans. Most students do not know in Grade 10 what they want to do. However, by Grade 11 it is very

useful to know the answers to the following questions:

Do I want to go to a university, technical school, or community college?
(If yes, 30 level courses are normally required)

Do I want to pursue a science related career? (If yes, two or all three of Biology 30, Chemistry 30 and Physics 30 are often required)

If you answered "yes" or "maybe" to the second question, you should plan ahead and take at least two sciences in Grade 11 and 12. Some students take all three of Biology, Chemistry and Physics to keep their options open. Be scientific – ask questions, collect information from books and people, analyze this information and evaluate. You might have to repeat this cycle several times as you find new information and develop new interests.

SCIENCE COURSE DESCRIPTIONS

Science 10

5 credits

Prerequisite: 50% in Science 9

Recommended: 70% in Grade 9 Science

Science 10 is an integrated academic course that focuses on the key themes in science – energy, matter, change, systems diversity and equilibrium. Science content from Biology, Chemistry, Earth Sciences and Physics is integrated with scientific and technological problem solving and social issues. Science 10 consists of four units of study: Energy from the Sun, Matter and Energy in Living Systems, Matter and Energy in Chemical Change, and Energy and Change. All units of study involve extensive laboratory work, as well as group discussions and independent research. **Science 10 is a prerequisite for all 20 level science courses. Science 10 is an academic program and is the prerequisite to placement in all 20 level science courses.**

Science 14

5 credits

Prerequisite: none

Science 14 is a general science course, which attempts to illustrate the science technology society connections in the following core topics: body systems, household science, environment and technology. Elective topics may include reproduction, drugs, astronomy, photography or other topics determined by the interests and needs of the class. The mathematical skills required for this course are minimal. Students should not take Science 14 if they are currently enrolled in or have credits in another high school science course.

Science 24

5 credits

Prerequisite: 50% in Science 14

Science 24 is a general Science course which covers the following core areas: Applications of Matter and Chemical Change, Understanding Common Energy Conversion Systems, Disease Defense & Human Health and Motion, Change & Transportation Safety.

Science 20

5 credits

Prerequisite: Science 10

Science 20 consists of four units of study:

- A. Chemical Changes
- B. Changes in Motion
- C. The Changing Earth
- D. Changes in Living Systems

This course is an excellent general Science choice for students who are interested in pursuing studies outside of STEM/STEAM at the post secondary level. Please confirm this course is accepted at your post secondary of choice.

Science 30

5 credits

Prerequisite: Science 20 or Bio 20, Chem 20, Physics 20

Science 30 consists of four units of study:

- A. Living Systems Respond to Their Environment B.

Chemistry and the Environment

C. Electromagnetic Energy

D. Energy and the Environment

This course is an excellent general Science choice for students who are interested in pursuing studies outside of STEM/STEAM at the post secondary level. Please confirm this course is accepted at your post secondary of choice.

Biology 20

5 credits

Prerequisite: 50% in Science 10

Recommended: 70% in Science 10

Biology 20 is a direct continuation of the concepts and skills developed in Unit II of Science 10. The key themes in Biology 20 are the concepts of Ecology and Human Physiology. Within the study of Ecology the students will explore the topics of environmental issues, the dynamic equilibrium of the biosphere, mechanisms of population change and cellular respiration / photosynthesis. The study of Human Physiology will examine the digestive, circulatory, respiratory, excretory and muscular systems.

Biology 30

5 credits

Prerequisite: Biology 20

Recommended: 70% in Biology 20

This final high school course in Biology covers human systems physiology. I.e. nervous, endocrine and reproductive systems. In addition it covers genetics, human genetics, population genetics and speciation. Students will be required to write the Alberta Education Diploma Exam.

CHEMISTRY

The Chemistry program emphasizes the development of the laws and theories, which modern chemists use to describe, predict and explain energy, matter, change, diversity and equilibrium in chemical systems. In order to make students aware of the relevance of the study of science, the interactions among science, technology

and society (STS) are emphasized. A high priority is placed on the development of communication and scientific problem-solving skills.

Chemistry 20

5 credits

Prerequisite: 50% in Science 10

Recommended: 70% in Science 10

Matter and chemical change are the themes common to all units of Chemistry 20. In addition, different units also integrate knowledge and skills about the nature of science, technology and STS issues. Scientific problem-solving skills are progressively developed along with the empirical and theoretical knowledge necessary to describe and understand chemical substances and their reactions. After a review of the chemistry from Science 10, the following topics are studied: Solutions, Gases, Reaction Calculations, Chemical Bonding and Organic Chemistry. Chemistry 20 is a prerequisite for Chemistry 30.

Chemistry 30

5 credits

Recommended: 70% in Chemistry 20

The scientific and technological knowledge and skills developed in previous chemistry courses are continued in the study of the Chemistry 30 core curriculum. The Alberta Education Diploma Examination tests this. Major topics include electrochemistry (technology emphasis), equilibrium, acid base chemistry (nature of science emphasis) and thermo chemistry (science and society emphasis). Many laboratory exercises are used to develop communication and problem-solving skills.

PHYSICS

Physics is the study of matter and energy and their interactions. The Physics 20–30 program focuses on the description and understanding of both natural and technological products and processes. Like the other science courses, Physics includes knowledge, skill and attitude components of the study of technology and society (STS) issues. Both mathematical and scientific communication and problem-solving skills are emphasized throughout the Physics program.

Physics 20

5 credits

Prerequisite: 50% in Science 10

Recommended: 70% in Science 10 and 70% in Math 10c.

This course in physics continues the study of motion and energy using the concepts and mathematical skills introduced in Science 10. The description of motion (kinematics) is extended to vector quantities and circular motion. The study of the causes of motion (dynamics) includes Newton's Laws and a formal introduction to mechanical energy, work and power. The themes of energy and change continue in the introduction to mechanical waves and oscillatory motion (Simple harmonic motion).

Some units of study include technological applications and all units include an emphasis on problem-solving skills.

Physics 30

5 credits

Prerequisite: 50% in Physics 20

Recommended: 70% in Mathematics 20-1 and Physics 20

The theories and laws presented in previous Physics courses are used extensively in the study of electrostatics, electric magnetic and gravitational fields, electric currents, dual nature of matter and energy, nuclear fission and fusion, and models of the atom including the Rutherford–Bohr model and electromagnetic radiation, nature of light, atomic theories, and relativity. The nature of science is well illustrated in the discussion of classical and modern physical theories. A study of a wide variety of technological applications is integrated with the core topics throughout the course. Communication and problem-solving skills are emphasized in order to prepare students for post-secondary programs and the Alberta Education Diploma Examination.



Synthetic Biology (SynBio)

1 credit modules, up to 5 credits may be earned

SynBio is a multidisciplinary area of research that seeks to create new biological parts, devices, and systems, or to redesign systems that are already found in nature.” [[Wikipedia Synthetic biology](#)]. This Synthetic Biology course is project-based where learners practice skills such as design thinking, problem solving, collaborating, and hands-on laboratory experiments. These skills are developed through a semester long project in which students identify a problem of interest, and build a solution to this problem using both technology in the biological sciences as well as the computer/design sciences. Students will be following the steps in the design process, from ideation and research to project design, iteration and lab experimentation, to sharing and communicating findings. All of these steps are to be documented in both a written log/journal and a digital website.

FINE ARTS

Art 10

5 credits

Prerequisite: none

Art 10 is a foundation course and the prerequisite for all other art courses. It is the intent of the foundation art program to give students the basic skills in art and a variety of learning experiences that will enable them to develop creative expression. Art 10 introduces the beginning art student to colour theory, composition and the basic elements and principles of art. There will

be a focus on observation from nature, still life, figure and portrait work, as well as imaginative work. Students are expected to develop a vocabulary of common art terms.

Every one of us can draw. From this moment on you need to drop any misconceptions that an artist is only a title given to someone famous who paints or someone dead who did. The key concept that I want you to explore in this class is PERCEPTION: how you see, how you interpret, and how you make sense of things.

Learning to draw is more than learning the skill itself; you will learn how to *see*. In other words, you will learn how to process visual information in the special way used by artists. That way is different from the way you usually process visual information and requires that you use your brain in a different way than you ordinarily use it.

Some of the things you may expect to do in this class:

- Drawing (LOTS of it!)
- Abstraction
- Perspective Drawings
- Printmaking
- Acrylic Painting
- Caricatures
- Pinhole Photography
- 3-D Work

Art 20

5 credits

Prerequisite: 50% in Art 10

In Art 20 you will work to discover just how serious you are about art and your work. It is a demanding course that pushes skill development and knowledge, expression and creativity, artistic judgments and behaviours. The goal of Art 20 is to have you become increasingly technically competent, investigative, critical and insightful. At this point in time, you should begin to develop your own style and ideas about art and the art-making process.

Art 30

5 credits

Prerequisite: 50% in Art 20

Art 30 is designed for students with a high interest in all aspects of art and serves as good preparation for post-secondary art school. Emphasis will be on deep exploration of compulsory projects; however, students will be expected to develop part of their own program. It is expected that students do some reading about art and artists and make regular visits to galleries on their own time.

Emphasis is placed on the use of imagination, technical skill and on developing original compositions and individual style. Critical thinking skills are encouraged. Students are required to keep a sketchbook in which to explore ideas and design concepts. It is necessary that students are highly self-motivated.



DRAMA

The goal of the Drama program is to foster a positive self-concept in students through the dramatic experience.

Drama 10

5 credits

Prerequisite: none

Drama 10 is an introductory course designed for the beginning drama student. Improvisation, speech, movement, and dance are integral parts of the program. Through daily participation in a variety of activities, students will be encouraged to explore their own creative potential in a supportive, yet challenging, learning environment. Students will also be introduced to the principles of stage lighting, sound, set and prop construction, makeup, and costuming. There will be no public performance in this class.

Drama 20

5 credits

Prerequisite: 50% in Drama 10

Drama 20 is an advanced course designed for the second-year drama students. The student will be afforded the opportunity to further develop basic skills through class work in movement, voice, improvisation, and scene study. Students will deepen their understanding of principles of stage lighting, sound, set and prop construction, makeup, and costuming.

Areas of interest may include collective creation and children's theatre. There will be no public performance in this class.

Drama 30

5 credits

Prerequisite: 50% in Drama 20

Drama 30 is an advanced course designed for the third year drama student. The students will continue to build their skills in the areas of movement, voice, and scene study but further work will be in the area of directing and stagecraft. Improvisation, oral communication, stagecraft, and scripted monologues, will be studied by the students. Students will also be managing and mentoring Drama 10/20 students in stage lighting, sound, set and prop construction, makeup, and costuming. There will be no public performance in this class.

Performing Arts 15/25/35 (5+ credits)

*Pre-requirement for 25 is Drama 10, Pre-requirement for 35 is Drama 20.

The performing arts courses are specialized classes for the student actor. Students wishing to perform a full-length production will have the opportunity through these courses. Students study auditioning techniques and develop vocal and physical skill to create commanding characters on stage. Students will have the opportunity to be a part of a skilled and enthusiastic group of actors who work cooperatively and respectfully with each other and with teacher/student directors, student managers, and a cast ensemble. Performing arts is a very practical course that challenges the student actor.

Extracurricular: One to two evening performances will be required

Technical Theatre 15/25/35

5 credit option course for the students wishing to **work behind the scenes** in a full-length production. Students will acquire knowledge of costume, make up, management (business/house/stage), properties, lighting, set and sound. There will be **mandatory after school and evening commitments** for the production.

Fashion Studies (10-20-30) (BCHS)

5 credits

Fashion studies refers to the creative process involved in designing and constructing apparel, a comprehensive overview of the fashion industry as it relates to the design process, and production of fashion.

MUSIC

Open to any student in the school. Discover how playing and learning about music can be fun! Students will discover, develop and evaluate their talents and abilities while playing a musical instrument or by singing. Everyone will be asked to play an instrument of their choice-either learning from scratch or continuing with an instrument they already know how to play. If they do not have their own instrument, some may be provided by the school or alternatively, you can just sing! No previous experience is necessary. This course is designed to develop an appreciation of music while making and composing music at the same time. Some of the topics covered are theory, listening, composition, history, different genres of music and current events.

General Music 10, 20, 30

no prior music experience required for General Music 10

5 credits

Prerequisite: General Music 20 - 50% in General

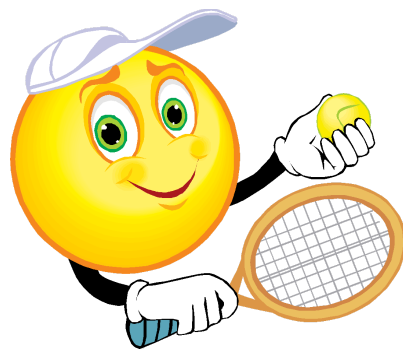
Music 10

General Music 30 - 50% in General Music 20

General Music emphasizes the enjoyment and understanding of music through the development of individual playing skills, group performance skills, aural skills, technical skills and interpretive skills. No experience on an instrument is necessary but a student must be willing to learn guitar or another instrument of their choice. Music 20 and 30 are a continuation of Music 10.

PHYSICAL EDUCATION

The Physical Education program at Canmore Collegiate provides students with the opportunity to develop in the areas of fitness, motor skills, social skills, and knowledge associated with physical activity and sport. The emphasis is on cooperation, participation, and the importance of individual fitness. Activities will be offered in co-education classes.



Physical Education 10

3 credits

Prerequisite: none

This course will give students the required credits for a High School Diploma. Course content will stress active participation, social skills, and a positive attitude toward lifelong fitness. This course often involves co-educational activities. Students in grade 10 will not be allowed to take PE 10 through Outreach unless there are special circumstances surrounding the reason. (Medical)

Personal Fitness 15

5-6 credits

Prerequisite: Physical Education 10 (65% is recommended)

In Personal Fitness 15 students will learn basic and advanced training principles to be able to design and implement their own fitness programs. Students will then have the opportunity to participate in regular individual and group fitness activities that will allow them improve and expand their current fitness level. Nutrition concepts will also be examined as they relate to exercise. If you want to learn more about keeping yourself fit and need the time to do it within the school day, then this course is for you.

Personal Fitness 25

5 credits

Prerequisite: Physical Education 15 (65% is recommended)

In Personal Fitness 25 students will expand on fitness theory and practice learned in Personal Fitness 15. The focus will be on applying learning into leadership opportunities in a fitness setting. Students will be given the freedom to explore new learning in areas of fitness that they are particularly interested in as well as new areas such as Speed, Agility, and Quickness training and year-long periodization of sport-specific and general fitness plans. The core element of the course will be to engage in regular fitness training, much like Personal Fitness 15.

Physical Education 20

5 credits

Prerequisite: Physical Education 10 (65% is recommended)

The emphasis in this course is on active living and acquiring life skills in the areas of Sports, Fitness and Leadership. In this course, we get away from the “traditional” gym activities and introduce the students to a greater variety of sports, games, life skills, and activities. The “signature” event at this level is the Triathlon, which occurs in the fall of the first semester and in the late spring of the second semester. Other activities the students may be introduced to include: Yoga, Dance, 80’s Aerobics, Massage, Canoeing,

Bowling, Golf (on the course – 3 holes), Skating/Hockey, Spin classes, Ropes Course, Mountain Biking, Pilates, Swimming for Fitness, Sailing, and Snowshoeing. We will continue to develop and refine skills and strategy in the sports of Volleyball, Basketball, Badminton, Football, Soccer, Curling, Weight Training, and Fitness. If numbers warrant, the classes will be gender based. An activity fee will be assessed for this course.

Physical Education 30

5 credits

Prerequisite: Physical Education 20 (65% is recommended)

Within this course students will be encouraged to develop leadership skills while pursuing the enjoyment of lifetime physical activities. Students will be expected to lead classmates in various physical activities and will also have the opportunity to lead Physical Literacy sessions for elementary students. Many activities introduced in Physical Education 20 are explored in more depth and new areas are introduced. If you are interested in pursuing Kinesiology in post-secondary studies then this course will help prepare you.

Note: Students are not expected to be proficient in all of the areas offered. They are expected to arrive for class with a positive attitude and a willingness to experience new areas within Physical Education.

CAREER AND TECHNOLOGY STUDIES (CTS)

Alberta Education’s revised CTS program engages students in learning opportunities to discover their interests in practical and purposeful ways. The new program introduces a revised program of studies that centers around five new career clusters. The five CTS clusters are:

- Business, Administration, Finance and Information Technology (BIT)
- Trades, Manufacturing & Transportation (TMT)
- Health, Recreation & Human Services (HRH)
- Natural Resources, and: (NAT)

- **Media, Design & Communication Arts (MDC)**

Within the scope of CTS, Canmore Collegiate presently covers material in the areas of construction, foods, mechanics, woodworking, communication arts, design, media, financial management, information processing, and wildlife. Each of these areas or **clusters** has been further broken down into what are called **modules**, each of which is roughly equivalent to **25** hours of work and is worth one (1) credit towards graduation.

Modules in all clusters are rated as being introductory, intermediate, or advanced, and some modules have prerequisites. The ratings translate roughly into 10, 20 and 30 levels of difficulty, but a student need only worry about the prerequisite modules for their particular strand.

Following is a short description of each of the courses within the clusters presently offered at CCHS. A course fee will be assessed according to the supplies required for each strand or module.

Communication Technology (MDC)

Communication Technology provides students with a broad awareness of the impact that presentation and communication, print, photography, and media design and application make in every aspect of their lives.

The knowledge and skills acquired from studying communication technology are transferable throughout the core and complementary curriculum, giving students an edge in presenting their views and ideas, in understanding others and completing projects while still in school. In the future, of course, they will be able to use the knowledge, skills and attitudes they will develop in Communication Technology in making career choices and in their personal lives.

Communication skills are necessary for the pursuit of a successful career in any field, and communicating effectively using a variety of media gives students an advantage as they enter the information age of the 21st century.

MakerSpace 10, 20, 30 (MDC)

Divided into Design Tech and Tech

1 credit modules, up to 5 credits may be earned in one course.

The Makerspace course provides an opportunity for students to engage in longer term, increasingly complex, personally relevant, design, innovation and invention projects that require a significant investment in time to design, prototype, iterate, and refine.

It also introduces students to communications technology from a media perspective. Students will work in the areas of video and audio production, 3D printing and other print techniques, digital photography, web page design and digital layout, coding and robotics, electronics and various other Makerspace projects.

Construction Technology (TMT)

1 credit modules, up to 5 credits may be earned in one course

We live, work and play in structures frequently made of wood, synthetics and earth materials, and we use and rely on many objects made of these non-metallic materials. Our reliance on these structures and objects has caused us to value the knowledge, skills and attitudes related to their construction.

Students must also prepare for independent living and working in the future. This course will allow them to investigate and gain knowledge, skills and attitudes associated with Construction Technologies that will meet their particular needs as future adults. Although some students will later work in occupations related to building or maintaining structures, others will take this course for personal use in hobbies or to become informed consumers.

Focus in the 10 level program is on obtaining the general skills with machines, tools and processes within the Construction Laboratory. The 20/30 Level courses requires students to follow more directed

programming in specific skill sets pertaining to joinery, manufacture, processes, finishing and presentation of furniture and cabinetmaking.

Costs for this course include \$5.00 per credit (generally \$25.00 per semester) plus all costs included in the construction of chosen projects.

Commercial Foods Program (HRH)

1 credit modules, up to 5 credits may be earned in one course

Commercial Foods is a fast-paced option where students learn food preparation skills in a busy industrial kitchen. Our program prepares the food served in the CCHS cafeteria, as well as the Hot Lunch programs at the elementary schools, and catering jobs for the school division and the community. Theoretical components include nutrition, food borne illness, and “the why” behind culinary techniques. Students gain valuable knowledge and experience that will help them obtain part-time employment, establish a career path or assist them in their day-to-day living.

Grade 10 Food students begin to study various aspects of classic culinary arts programs. Labs will include soup and sauce making, baking such as black forest cakes, and fruit pies, and creative salads, dressings, garnishes and sandwiches. Students also earn credits for preparing food for the Hot Lunch Program served to both elementary schools, and for work completed to keep our cafeteria running smoothly.

Grade 11 and 12 Food students advance their culinary skills and are given more choice in how and what they prepare. They prepare yeast breads, meats such as beef, poultry, fish and shellfish and learn advanced baking skills by working with such items as puff pastry and genoise cakes. A highlight of the semester is choosing an International Cuisine to study in depth. In this unit, students prepare foods for their own enjoyment and to share with their classmates. Senior students earn additional credits by completing weekly catering work which may be preparing foods such as spanakopita, fresh salmon in puff pastry,

chicken cordon bleu or artisan breads.

Field trips, cooking competitions and opportunities for scholarships round out our program. Emphasis is on learning safe food handling techniques in a fun learning environment. Students are often heard saying “Wow – that class sure went by fast!” If you like food – take Foods!

Applied Design 9:

Applied Design 9 focuses on two primary areas, Bicycle maintenance/repair and an introduction to computer programming/3D design. This course is structured to allow students to gain the skills necessary to repair and replace various components on bicycles and learn about the essentials of routine bicycle maintenance. For the computer programming and 3D design component, students are introduced to the basics of video game design, using Scratch coding, and the basics of 3D modeling, with the final project goal being to design a potential terrain park feature, for either a skate or ski park. This course will allow grade 9 students to gain a better feel for some of our more independent high school CTS programs that encourage more independence and time management skills to complete the necessary tasks.

Environmental Sustainability 10/20/30

1 credit modules, up to 5 credits may be earned in one course

Environmental Sustainability is a course focused around Aquaponics systems, and investigating how we can sustainably produce food in the Bow Valley year round. Aquaponics is the practice of creating a symbiotic system, where fish and plants live in one contained ecosystem, where the fish waste provides nutrients for the growing plants, and the plants in turn help to clean the water for the fish. As students progress through this course stream they will be responsible for regular fish care and maintenance, as well as the ongoing monitoring and harvesting of various fruits and vegetables. Students can expect to have a mixture of hands-on work, by constructing and maintaining aquaponics systems, and tracking water quality and the overall health of fish and plants. As

students move into the 20 and 30 level courses, we will be exploring more of the business side of aquaponics, and the processes and procedures necessary for establishing ongoing fish populations within our school.

WILD 15 / 25

Wilderness Inspired Leadership 15 (WILD)

This unique outdoor learning opportunity in the classroom, on the water, and on the snow is worth 13 credits!

Through regular in-class instruction during a block in your timetable, a Winter Travel 15 (4 day trip), a WILD Water Experience 15 (5 day trip), High Ropes Course Experience (1 day), 20 hour Wilderness First Aid Certification (2 day trip), and a Paddle Canada Tandem flatwater certification, students will gain valuable hands on skills and connections to themselves, their peers, and the Canadian Rockies backcountry.

Semester 1

Water Experience 15 trip (October, 2021)

Winter Travel 15 trip (December 2021)

**all dates to be confirmed*

Semester 2

Winter Travel 15 trip (March 2022)

Water Experience 15 trip (May -June , 2022)

**all dates to be confirmed*

This unique outdoor learning opportunity is worth 13 credits.

Fee: \$250 Alberta Student / \$1000 International Student

Course fee includes: all equipment, meals during courses (except WILD Water Experience 15),

instruction, accommodations and certification costs for all of the above courses!

****Personal Finance (FIN1010)**

1 credit modules, 3 credits available

Prerequisite - grade 12 student, CALM 20

Students explore concepts that affect the finances of an individual, including a code of conduct, the economic environment, acquiring and using financial resources and the effects of government legislation.

SOCIAL SCIENCES, LOCALLY DEVELOPED, WORKPLACE TRANSITION, OUTREACH

Career and Life Management (CALM 20)

Grade 10 - 5 credits (includes 2 CTS module credits, CTR 1010 Job Preparation and CTR 2310 Career Directions)

Prerequisite: none

The following topics covered in the CALM 20 curriculum allow students to appreciate and understand how careers, relationships, health and finance affect their lives:

- Personal Choices
- Resource Choices
- Career and Life Choices

Through increased awareness of self, the student will be able to contribute more positively to the well being of others.

Psychology 20/30

3 credits x 2 = 6 Credits

Prerequisite: none

This course is a combination of General Psych 20 and Experimental Psych 30 and is designed as an introduction to Psychology. Students will focus on psychological perspectives, experimental design, personality, learning and memory, and clinical (abnormal) psychology. In addition, the course aims to instill knowledge, skills and attitudes to apply to your own lives.

Business and Entrepreneurship

1 credit modules, up to 5 credits available each course

This is a new course at CCHS for the 2024-2025 school year. Students will explore key concepts related to the world of business and entrepreneurship through a combination of theory and hands-on experiences. This course is ideal for students who are interested in how private business works in the real world.

Aboriginal Studies 10/20/30

5 credits

Students will examine Aboriginal worldviews, histories, values and beliefs throughout this academic course sequence. Political and economic organizations as well as Aboriginal symbolism and expression will be explored. Cultural change through the lens of the Metis, treaties, legislation and schooling as well as Aboriginal land rights, land claims and self government are also key concepts in these courses.

Social Sciences

6 credits

The study of World Geography and Anthropology at the 30 level (no diploma exam)

Cosmetology

1 credit modules, 5 credits available in each course

Work Experience 15, 25 and 35

The Work Experience program allows students to develop valuable work skills with a work site in the community becoming the “classroom”. **Students who presently have part-time jobs may be able to use them as their work placement.**

Work experience lets students:

- ✓ Explore potential career choices.
- ✓ Gain practical experience in a realistic work setting.
- ✓ Ease the transition from school to work, or post-secondary education.
- ✓ Develop new skills and reinforce those learned

in school.

- ✓ Obtain references and contacts necessary for securing future employment.

Work Experience is available at the 15, 25 and 35 levels: 3 to 10 credits may be earned at each level, based on 25 hours of work per credit. Once a work site is approved and a learning plan is developed, the student, employer and work experience co-ordinator work together to facilitate and demonstrate the student’s growth.

At CCHS students will have to complete the prerequisite module on safety in the workplace before registering in Work Experience.

Work Experience is arranged to suit the individual student: please see Student Services for further information.

Registered Apprenticeship Program (RAP)

What is RAP?

The Registered Apprenticeship Program, or RAP, allows high school students who have entered into an apprenticeship contract in one of the trades to earn their Alberta High School Diploma and work toward completing their first year apprenticeship hours at the same time. RAP students divide their time between an approved work site and high school. They are full-time students who fulfill the academic requirements for the Alberta High School Diploma. RAP students may earn up to 40 credits (representing a total of 1000 hours) for their on-the-job training as registered apprentices.

Their school schedule may be arranged to accommodate work at their apprenticeship job, or they may work after school and on the weekend. RAP students are paid at least minimum wage.

Since RAP students can complete a significant portion of their first year apprenticeship hours while still in high school, they may be able to proceed directly into the first session of post-secondary technical training shortly after graduating from high school.

RAP is arranged on an individual basis. To qualify for RAP the student must work with a certified

journeyman, register with Alberta Apprenticeship and Industry Training, and have a “Blue Book”.

Students interested in pursuing a trade may consider a Work Experience program to assist them in deciding if this is the right career choice.

To learn more about apprenticeship and the trades visit: www.tradesecrets.org. For information about the RAP program at CCHS contact Student Services.

Dual Credit Program - College credits in high school

Would you like to try college courses for free?

Canadian Rockies Public Schools has created dual credit partnerships with both SAIT and Olds College allowing high school students in grades eleven and twelve to earn high school and college credits for the same courses. The college courses will be taught online by a college instructor. Dual Credit courses are taken within a Learning Strategies block.

Courses offered in the 2025-2026 school year are

Fall:

- Introduction to Business
- Intro to Law
- Medical Terminology
- Anatomy and Physiology

Winter:

- Introduction to Business
- Medical Terminology
- Anatomy and Physiology
- Infection Prevention & Control
- Science of Health and Wellness

Out of Province Courses

In order to ensure students successfully meet the requirements for a high school diploma in Alberta and to ensure that all courses taken are accepted by Alberta Education for transcript purposes, students who would like to take Out of Province course(s) must have the course(s) approved by Canmore Collegiate administration prior to taking the course(s). Any approved Out of Province course(s) successfully completed will be forwarded to Alberta Education with a “P” denoting a “Pass” and signifying that the school believes the learner outcomes for the Out of Province course were sufficient to meet the standards required to challenge the learning outcomes of the equivalent Alberta Education course. Before the student takes an Out of Province course, please check with the school to determine if the course aligns with the learner outcomes in the equivalent Alberta Education course the student would like to challenge. Please note, if your student takes an Out of Province course before communicating with CCHS, you may run the risk of taking a course which we feel does not align with Alberta Education Curriculum and one that CCHS will not forward to Alberta Education for transcript purposes.

Credit in diploma examination courses for a student can be achieved only through a combination of:

1. Successfully challenge the school awarded portion of the course (are awarded a “P” by the school) and
2. Successfully completes the diploma examination for that course.

*** This would mean that CCHS students taking a non - Alberta Education course, will only receive credit for the course if they successfully complete the diploma exam for the course.

GRADE 12 POST SECONDARY PLANNING

Application and Registration Procedures

The easiest and fastest way to apply to post-secondary schools now is online. Alberta www.ApplyAlberta.ca , British Columbia www.pas.bc.ca and Ontario www.ouac.on.ca now offer centralized enrollment on one site (you can apply to multiple schools on one site). All accredited universities, larger colleges and technical schools are also available. Individual school fees still apply.

It is essential to research post-secondary institutions before making a decision to apply for admission. Calendars from universities, colleges and technical institutes are available in student services and most institutions have current information on the Internet. We have a post-secondary/career fair for grades 9 – 12 students each year and students should discuss plans with a high school counselor and their teachers.

Students are encouraged to aim higher than minimum requirements for any institution. Present minimum admission requirements are not a guarantee of future admission. For example, a student may have a required 70% minimum average but due to limited numbers only those students who get 75% or higher may be admitted. This is because some programs have a quota and consequently only the top-achieving students will be admitted.

Students are also encouraged to apply as early as possible. In some instances the admission policy is first qualified – first admitted - typically by **December 1** of the preceding year.

Most college and technical institute programs will require a High School Diploma. University transfer programs at colleges generally require a 65% average in five grade 12 courses including English 30.

General information about institutions.

UNIVERSITIES:

Admission to September start programs are available during the late fall (November) of the preceding year. January starts are typically done in September or October.

Typically universities in Canada require English 30-1 plus three or four other Grade 12 subjects for admission. Grade 11 marks are used when the grade 12 course has not been completed. University admission brochures will list the other accepted courses, which will depend on the program for which a student is applying.

Required courses and averages will vary somewhat from program to program and from one university to another. For example, UBC lists a minimum mark of 80% in English 30-1 as required. Quota faculties often require much higher averages for admission.

Calendars and web-site addresses from most universities in Canada are available for use in student services. Please read them carefully and don't hesitate to ask for assistance. If you do want to attend university in another province, please see student services as early as possible so that forms, calendars and deadlines don't become a problem.

Universities will require official transcripts and sometimes mid-term school marks (self report from report card).

Note: Arrange to have transcripts sent to any post secondary institution for which you are applying. Request forms are available in the office or through ALIS web site. Alberta Education assesses a fee of \$10 for each official transcript sent to post-secondary institutions.

Rankings of universities www.oncampus.macleans.ca and www.globecampus.ca

Studying abroad may require writing an exam that is designed to test general knowledge of English and Mathematics such as the SAT or ACT for US universities. All require payment as a foreign national which can be easily be \$ 30 000 - \$50 000 a year for tuition only. This may be different if the individual has dual citizenship. Many require application by January for attendance for the following September of that year so it is imperative to plan ahead.

COLLEGES

Some colleges now accept applications year round; students are encouraged to apply, as applications are available.

Most programs at colleges will require a high school diploma. Some have specific Grade 12 course requirements. There may be additional requirements such as: a letter of reference, an autobiographical sketch, keyboarding skills, interview or audition, skills appraisal tests. Some students with lower high school averages will elect to attend college to build their skills in a smaller/less competitive environment.

Colleges in Alberta and most other provinces offer university transfer programs which allow students to study university level courses for one, two or three years. Students can then transfer to a university to complete their degree. Admission averages are sometimes lower than the university, but courses must be carefully chosen to make sure the student gets credit towards the program he or she wishes to complete.

A number of colleges now offer applied degrees or offer programs jointly with a university. Please consult information from both institutions in this instance.

Usually admission is **FIRST QUALIFIED – FIRST ADMITTED**. Some programs may fill on the first day. (e.g. animal health technician at Olds College).

TECHNICAL INSTITUTES:

NAIT, SAIT and those technical institutions in other provinces will have widely varied requirements. Most programs will require a high school diploma. All will have some specific subject requirements.

Required averages for some programs are very high; each must be looked at individually.

Early January (NAIT can be as early as October) is when applications will be received for September entry.

NAIT and SAIT often require a career investigation essay of about 1 – 2 typed pages. Programs may also require personal interviews, skills tests, portfolio of works or an essay.

PRIVATE COLLEGES

Requirements vary. Often an interview is done to assess whether the student is very committed to the program. These schools offer innovative programming not currently found in government funded institutions. Such as Game Design, Fashion Design or Leadership classes

Warning- not all of these schools are accredited and may only offer a certificate that may not be recognized by other schools. These are not government funded. Tuition may be \$20 000 - 30 000/year.

See counseling office for information.

SCHOLARSHIPS AND AWARDS

Following is a list of awards available to students. For more information, please contact the main office, at 403-678-6192 or email Sarah McKay at sarah.mckay@crps.ca
Awards are subject to change.

Alexander Rutherford Scholarships – application and more info can be accessed at www.alis.gov.ab.ca/scholarships. Awards are based on the average of five subjects in grades ten, eleven, and twelve. Students must be registered in a full-time program in a post-secondary institution in order to receive this award.

AWARDS

Canmore Woodcrafters CTS Woodworking Achievement Award

Presented to the student who demonstrates outstanding achievement in the area of CTS woodworking at the 30 levels. The recipient is chosen by the CTS Woodworking Teacher at Canmore Collegiate High School.

Canmore Collegiate High School Award Grade 9, 10 & 11

(Sponsored by Rotary Club of Canmore)

First, Second and Third Highest Standing according to Rutherford Scholarship criteria.

Canmore Collegiate High School Grade 12 Subject Awards

Top standing in each subject

Governor General's Academic Award

Awarded to the Grade 12 student who achieves the highest average upon graduation (average based on final two years of study in their secondary program).

FINANCIAL AWARDS

Canmore Lions Scholarships (\$250 each)

Three awards - grade 9, 10, and grade 11

Overall achievement in citizenship, service, and personal growth.

The recipients are chosen by a Staff Committee at Canmore Collegiate High School.

Canmore Lions Club Legacy Scholarship (\$500)

Presented to a Grade 12 graduate who has been accepted at post-secondary and who demonstrates a commitment to humanitarian causes and exhibits Lion's service-oriented philosophy by actively volunteering in their community.

The recipient of this Scholarship is chosen by Canmore Lions Club.

Requirements: *Post-secondary enrollment. Separate application [here](#).*

***Deadline September 2024**

Rotary Club Citizenship Award (\$250)

To a grade 10, 11, or 12 student who best demonstrates qualities associated with looking after one's self, school, and community.

The recipient is chosen by a Staff Committee at Canmore Collegiate High School.

Rotary Club of Canmore Technical/ Applied Scholarship (\$500)

Sponsored by Rotary Club, this award is presented to a student attending a Technical/ Applied post-secondary education program or enrolled in RAP.

The recipient is chosen by a Staff Committee at Canmore Collegiate High School.

Requirement: *Post-secondary enrollment.*

Rotary Club of Canmore Human Services/ Nursing Scholarship (\$500)

Sponsored by Rotary, this award is presented to a student attending Human Services/ Nursing post-secondary education program.

The recipient is chosen by a Staff Committee at Canmore Collegiate High School.

Requirement: *Post-secondary enrollment.*

Rotary Club of Canmore Engineering Scholarship (\$500)

Sponsored by the Rotary Club of Canmore, this award is presented to a student attending an Engineering post-secondary education program.

The recipient is chosen by a Staff Committee at Canmore Collegiate High School.

Requirement: *Post-secondary enrollment.*

Baker Tilly Rockies LLP Scholarship (\$750)

Presented to a first-year graduating Grade Twelve Canadian Citizen/Permanent Resident who has the highest combined average in Mathematics 30-1 and Mathematics 31.

1. Scholarship will go to someone who has applied/been accepted to a business program at any post-secondary institution (not necessarily university) who has the top combined marks in Math 30-1 and Math 31
2. If no one has applied/been accepted to a business program at any post-secondary institution, then it will just be based on top combined marks in Math 30-1 and Math 31 like it has been all these year

Christina Barr Art Scholarship (\$300)

Presented to a student who demonstrates a love of art through dedication and commitment to art projects, perseverance in the pursuit of artistic goals, and a willingness to share knowledge and skills with others.

The recipient is chosen by the Art Teacher at Canmore Collegiate High School.

St. Paul's Presbyterian Church Bursary (\$500)

Recognizes a Grade 12 student who has served both their faith community and the wider community, through volunteering in a community group or agency and has chosen to pursue post-secondary.

Requirements: *Post-secondary enrollment. Separate application [here](#).*

Bow Valley Running Club (\$150 each)

This award is presented to a male and/or female student(s) who exhibits their most outstanding achievement in the sport of cross-country running or track.

The recipients of this award are chosen by the Cross Country and Track & Field Teachers/Coaches at Canmore Collegiate High School.

Cross-Country Athletic Scholarship (\$500)

Open to any CRPS graduating student who ran on the cross-country team and who plans to attend a post-secondary institute in the fall.

The recipient of this scholarship is selected by the donors.

Requirements: Post-secondary enrollment. Separate application [here](#).

Bow Valley Basics Scholarship (\$500)

Presented to a student entering a field of commerce or business administration.

The recipient of this scholarship is chosen by a Staff Committee at Canmore Collegiate High School.

Requirement: Post-secondary enrollment.

Canmore Jam Music Scholarship (\$1000 or two \$500)

Presented to a student who is pursuing music at a professional level. This can be awarded to a student who has taken a gap year and then has gone on to study music.

The recipients of this scholarship are chosen by the donors.

Requirements: Post-secondary enrollment. Separate application [here](#).

Canmore Folk Music Festival (\$150)

Canmore Folk Festival Band Award for grades 10, 11, and 12. The criteria for this award would be a person who is involved in music (either in music, band etc.) that shows exceptional promise, commitment and has a passion for music.

The recipient is chosen by the Music/Band Teacher at Canmore Collegiate High School.

Eileen Reid Fine Arts Bursary (\$500 or \$250 each)

To a student who has successfully completed English 30-1 or 30-2 plus one of Art 30, Drama 30 or Music 30 and will be continuing post-secondary education in the fine arts or humanities.

The recipient is chosen by the Humanity and Fine Art Teachers at Canmore Collegiate High School.

Requirement: Post-secondary enrollment.

Alan Hipkins Memorial Award (\$500)

To a student who demonstrates excellence and commitment in theatre, film or TV performance or production, and will be continuing in this area at a post-secondary setting.

The recipient is chosen by the Drama Teachers at Canmore Collegiate High School.

Requirement: Post-secondary enrollment.

International Brotherhood of Boilermakers Bursary (\$1000)

This award is presented to the graduating student entering an apprenticeship program in the fields of electrical, millwright, welding, mechanics or machinist in order to further their education.

The recipient of this Bursary is chosen by a Staff Committee at Canmore Collegiate High School.

Requirement: Post-secondary enrollment.

The Alberta Teachers' Association Local 59 (\$500)

The Alberta Teachers' Association Local 59 scholarship is awarded to a recently graduated high school student of an ATA member who shows strong academic achievement and involvement in their community.

The recipient of this scholarship is chosen by the donors.

Requirements: Post-secondary enrollment. Separate application [here](#).

CUPE Local 4306 Scholarship (\$500 each – up to 5 applicants)

This award is given to employed CUPE 4306 members' daughters, sons and stepchildren that are enrolled in a full-time post-secondary education program.

The recipient of this scholarship is chosen by donors.

Requirements: Post-secondary enrollment. Separate application [here](#).

SkiBig3 Alpine Scholarship (\$1000)

Updated information on this scholarship [here](#).

Shellian Family Humanitarian Memorial Scholarship (\$300)

This scholarship has been established to recognize a student of Canmore Collegiate who has been involved in improving the quality of life of children, youth, seniors or those in need through social service, and citizen programs. The recipient is a student entering full time post-secondary studies in Humanitarian at a recognized institute. All applicants must have attended CCHS for 2 years, submit a letter of reference and a short essay about what it means to help others.

The recipient of this Scholarship is chosen by a Staff Committee at Canmore Collegiate High School.

Requirement: Post-secondary enrollment.

ROAM Scholarship (\$500)

Roam Public Transit is pleased to recognize a Grade 12 student or recent graduate of Canmore Collegiate High School with a scholarship in the amount of \$500 to support their pursuit of a trade or other post-secondary education.

At Roam, we strongly support sustainability and therefore feel that the ideal scholarship recipient has helped to enact change at CCHS or in the community by implementing and fostering green initiatives. They also currently live in the Bow Valley and exemplify a passion for sustainability.

The recipient of this Scholarship is chosen by a Staff Committee at Canmore Collegiate High School.

Danny Leblanc Award (\$300)

Presented to a student that has developed strength of character and interpersonal skills, while demonstrating significant personal growth in his/her years at CCHS.

The recipient is chosen by a Staff Committee at Canmore Collegiate High School.

Sage & Shea O'Neill Memorial Bursary

Established in memory of Sage and Shea O'Neill, the Sage & Shea O'Neill Memorial Bursary supports women motivated to improve their lives through education, pursuing careers in STEM (Science, Technology, Engineering, Mathematics) or Creative/Fine Arts fields.

Two awards valued at \$2,000 each, applied to tuition.

Applicants must:

- Graduate/Grade 12 this year from Canmore Collegiate High School.
- Be female and a Canadian citizen or permanent resident.
- Enter the first year of study at an accredited Alberta, Saskatchewan, or British Columbia post-secondary institution in the upcoming academic year.
- Pursue a full-time two-to-four-year undergraduate degree or diploma program in the fields of Science, Technology, Engineering, Mathematics (STEM), or Creative/Fine Arts.
- Submit a one-page summary outlining their:
 - Goals, plans, career dreams
 - Abilities and strengths; including an example of personal challenge(s) overcome by the applicant
 - Family circumstances
 - Financial need and how financial support helps them achieve their goals, noting any special financial or family circumstances that will support their bursary application.

Preference is given to an applicant in a single-parent family.

Due September 30, 2024

Royal Canadian Legion, Three Sisters Branch #3 Canmore

Applicants must be a veteran, or the child, grandchild, or great-grandchild, of a veteran. (Proof of service is required) A veteran is defined as any person serving, or who have honorably served in the Canadian Forces, the Merchant Navy, the RCMP, and includes ex-service personnel of the Commonwealth and Allied countries now residing in Canada. Applications must be in by September 1st and can be dropped off at the Legion at 834 7 Street Canmore. Application forms can be picked up at the main office at CCHS. The recipient of this Scholarship is chosen by a the Royal Canadian Legion, Three Sisters Branch #3 Canmore.

Pauw CARIBOU Award by the Wim & Nancy Pauw Foundation

The Caribou Award will be awarded to up to 7 select graduating students of Banff Community High School and 7 select graduating students of Canmore Community High School, in the amount of \$1,000 each.

The **Caribou Award** will be awarded to students who reflect the Caribou philosophy and meet some or many of the following points:

- inherently demonstrate the qualities that make a great teenager: a hard-working student, an engaged participator, a committed volunteer or employee or team member, a trustworthy friend
- strive to achieve their unique personal best in academic and extracurricular activities, often balancing demanding schedules and a variety of commitments
- have a positive influence among their peer network and positively impact school culture, someone who is not afraid to break outside of a comfortable peer circle to take time to know and understand all students
- make a positive impact within the community outside of school (employment, volunteering, mentoring or helping others, participation in groups that contribute to community wellbeing, involved in humanitarian or social development for community improvement)
- have worked deeply to achieve personal-best school success while also managing the demands of Work Experience, English Language Learning, or high level sport, arts, or personal achievement programs

Recipients will be selected by a selection committee including BCHS Staff and a Pauw Foundation representative and will be announced at the BCHS Graduation Ceremony. The selection committee shall include a School Counselor and three senior high staff members, with input from the Principal and other staff/coaches welcomed as required.

- the goal of this award is to recognize those students who are well rounded youth, breakout students, students who may or may not be recognized through traditional award models that focus on top marks
- a further goal would be to select recipients who represent the diversity and range of talents of the graduating class

Student applications are not required for this award.

Canmore Collegiate High School Indigenous Student Award (\$100 each)

This award recognizes a self identified Indigenous student in each of grade 9, 10, 11 and 12 who is a ‘good citizen’ at CCHS. This individual may demonstrate any combination of the attributes and achievements below:

- Positive attitude in the classroom
- Consistently gives their best effort in the classroom
- Demonstrates a desire to learn
- A strong representative or ambassador for their community and culture within our school
- Demonstrates strong connections with staff members in the school
- Demonstrates strong connections with peers in the school
- Participates in the life of the school outside the classroom
- Demonstrates personal growth over their time as a CCHS Wolverine
- Demonstrates at least one of the following traits: resilience, perseverance, dedication, commitment or overcomes challenges

The recipient of this Award is chosen by a Staff Committee at Canmore Collegiate High School.

Canadian Parents for French Award (\$300)

This award goes to a current or former grade 9 French Immersion student who shows enthusiasm for the French language and is committed to the language while putting forward their best effort in learning and growing the language.

The recipient of this award is chosen by French Immersion Teachers at Canmore Collegiate High School.

CMH Heli-Skiing & Summer Adventures Scholarship Criteria 2023-24

CMH will provide one scholarship valued at \$1000 to Canmore Collegiate High School.

Eligibility Criteria

1. The award recipients must attend a recognized post-secondary institution (University, college, or technical institute).
2. Recipients will be well-rounded individuals, demonstrating an interest in academics, the environment, outdoor pursuits, and community activities.
3. Ideally, the recipient will pursue a career in adventure tourism, hospitality operations, outdoor education, food services, massage therapy, maintenance-related trades and/or environmental studies.

Special Conditions

1. The award will be presented at the school’s annual awards ceremony. CMH will endeavor to have a representative available to make the presentation.
2. Award payments will be forwarded directly to the student upon proof of registration.
3. Canmore Collegiate High School will notify CMH of the recipient and provide a

brief background of their accomplishments and future goals in advance of the awards ceremony.

4. CMH may request the opportunity to profile the award winners in their bi-annual newsletter or other publications.

The recipient of this scholarship is chosen by a Staff Committee at Canmore Collegiate High School.

Paula Hanson Memorial Scholarship (\$500)

Paula Hanson was an educator through and through. For more than 30 years she was a teacher, teacher-librarian, principal and mentor to students and adults alike. She loved to help others succeed. As principal of Exshaw School, Paula worked closely with the Stoney Nakoda First Nations and advocated for Indigenous student success. This award will continue her legacy and continue to support Indigenous students in the Bow Valley.

Criteria:

- Indigenous student
- Graduating from CCHS
- Preference for students who attended Exshaw School (not exclusive to this)
- Has post secondary plans: educational, training, leadership program
- The student can be taking a gap year
- No proof of registration needed.

The recipient of this Scholarship is chosen by a Teacher/Counselor/ Indigenous Success Coach Committee at Canmore Collegiate High School.

F. Richard Matthews Family Scholarship - Canmore Rotary Foundation (\$500)

This Rotary Scholarship is awarded to an Indigenous student from CCHS who is currently enrolled in a post secondary institute. This student has shown growth throughout their high school career. The student is also a role model for students (within community/outside community), who has shown a commitment to education and cultural awareness.

The recipient of this Award is chosen by a Staff Committee at Canmore Collegiate High School.

INSTITUTIONAL AWARDS

Post secondary institutions have many awards and scholarships. Information about these is available in the calendar of the institution. Application forms are sent to the counseling office. Students will be advised when they are available.

OTHER AWARDS AND BURSARIES

Many employers have bursary and scholarship programs for the children of employees. Students please ask your parents to check on this possibility.