

# Guide to Education

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## ECS TO GRADE 12

All changes to Alberta Education requirements contained in this document are effective the first day of the school year as defined by the school authority.

This *Guide to Education: ECS to Grade 12* is authorized in accordance with section 39 of the *School Act*, Revised Statutes of Alberta 2000, Chapter S-3, as amended, for use in Alberta schools.

[Original Signed]

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Deputy Minister of Education

Courses and course codes approved after the printing of the *Guide* will be updated throughout the year in the online version. The newly approved course codes will be shown with a colour-shaded background in the online version. Pages may be printed from the online version to update print copies of the *Guide*.

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Print copies of the *Guide* are available for purchase from the Learning Resources Centre: telephone 780-427-2767 or e-mail [lrccuster@gov.ab.ca](mailto:lrccuster@gov.ab.ca).

For suggested changes or questions regarding content, contact the Director, Governance Support, Alberta Education, 780-427-7235. To be connected toll-free in Alberta, dial 310-0000. E-mail [edguide.contact@education.gov.ab.ca](mailto:edguide.contact@education.gov.ab.ca).

All references to the *School Act* are to the Revised Statutes of Alberta 2000, Chapter S-3, as amended.

The primary intended audience for the *Guide* is:

<i>Administrators</i>	✓
<i>Counsellors</i>	✓
<i>General Audience</i>	
<i>Parents</i>	
<i>Students</i>	
<i>Teachers</i>	✓

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# FOREWORD

## Introduction

Education is the key to our young people becoming full partners in shaping a global future and in shaping our province's and our nation's future. Quality basic education for our young people is key to maintaining Alberta's standard of living and ensuring our competitiveness in the world market. Our education system must focus on what all students need to learn and be able to do to participate successfully in an economy and society undergoing fundamental changes.

Alberta Education's three-year business plan provides direction for the future of education in Alberta. It is a plan for Alberta students to be well prepared for lifelong learning and the world of work. The initiatives in Alberta Education's three-year business plan describe directions that will help all our young people get the education they need. These initiatives reflect Alberta Education's leadership role in developing programs for students, setting standards for education, communicating these expectations to our stakeholders and supporting improvements to meet student needs.

The directions and initiatives outlined in the three-year business plan are reflected in the *Guide to Education: ECS to Grade 12 (Guide)*. Schools have the responsibility to provide instructional programs that ensure students will meet the provincial graduation requirements and are prepared for entry into the workplace or post-secondary studies. As well, schools are to ensure that students understand the rights and responsibilities of citizenship and have the skills and attitudes to pursue learning throughout their lives.

The *Guide* is released by Alberta Education for the use of administrators, counsellors, teachers and other parties engaged in the delivery of quality basic education. It is consistent with the objectives and underlying principles of the *School Act* and contains key requirements and other information for the implementation of education programming and the operation of schools.

## Purposes of the Guide

The *Guide* serves the following purposes:

- to support Alberta Education's objective of providing consistent direction while encouraging flexibility and discretion at the local level
- to provide information about Kindergarten to Grade 12 programs, education delivery and achievement standards for students enrolled in Alberta schools
- to communicate information useful in organizing and operating Alberta schools to meet the needs of children and students.

In school, students should be encouraged to challenge themselves at new levels and in new experiences, as well as to prepare themselves for future choices in their lives and in the lives of their communities. The Vision, Mission and Basic Education section of the *Guide* defines basic education and outlines the learning outcomes for students and schools. This focus on students is integral to all school programming and reflects the emphasis of the *School Act*.

## Definitions

References to “boards” and “schools” in this document are in accordance with the definitions used in the *School Act*. In the *Guide*, the term “school jurisdiction” refers to an Alberta public or separate school district, school division, regional division, Francophone regional authority, charter school, the Lloydminster Public School Division or the Lloydminster Roman Catholic Separate School Division. The term “school authority” includes school jurisdictions, accredited-funded private schools and private ECS operators.

“Graduation” is defined as having met the requirements to earn an Alberta High School Diploma or an Alberta High School Equivalency Diploma.

## Interdisciplinary Studies

The programs referred to in the *Guide* are outlined in subject area categories. Organization for instruction may be based on these subject categories or on a locally developed integrated programming model.

## Internet

Alberta Education is on the Internet at <http://education.alberta.ca/>. The site contains information covering all areas of education in the province, from ECS to Grade 12. From the home page, the *Guide* can be found by clicking on Department Information and then clicking on Policy and Legislation. The PDF version of the *Guide* has bookmarks and hyperlinks in each section to facilitate the location of information.

## Document Availability

All documents referenced in the *Guide*, including print copies of the *Guide* itself, are available for purchase from the [Learning Resources Centre](#), unless otherwise stated.

Current versions of the complete statutes, regulations and ministerial orders can be accessed by clicking on the hyperlinks in the *Guide* or by accessing the links on the Alberta Education Web site.

The French version of the *Guide to Education: ECS to Grade 12* entitled *Guide de l'éducation, Manuel de la maternelle à la 12e année* can be accessed on the Alberta Education Web site.

To submit the required data referenced in the *Guide*, readers can access the [Student Information System \(SIS\) User Guide](#) and the [High School Course/Mark User Guide](#) on the Alberta Education Web site.

## Identification of Content Changes

Users are encouraged to familiarize themselves with this document in its entirety. A *Summary of Key Changes* is distributed to school authorities with the *Guide* and is posted on the Alberta Education Web site.

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# PROGRAM FOUNDATIONS

## *Vision, Mission and Basic Education*

### Alberta Education Vision

The best Kindergarten to Grade 12 education system in the world.

### Alberta Education Mission

The Ministry of Education, through its leadership, partnerships and work with the public – including stakeholders – inspires, motivates and provides the necessary tools and opportunities for every child to attain the knowledge, skills and attributes required for lifelong learning, self-sufficiency, work and citizenship.

### Goals and Standards Applicable to the Provision of Basic Education in Alberta

[Ministerial Order \(#004/98\)](#)  
[School Act, Section 39\(1\)](#)

This ministerial order outlines student learning outcomes and standards for student learning and addresses education delivery.

A basic education must provide students with a solid core program, including language arts, mathematics, science and social studies.

Students will be able to meet the provincial graduation requirements and be prepared for entry into the workplace or post-secondary studies. Students will understand personal and community values and the rights and responsibilities of citizenship. Students will develop the capacity to pursue learning

throughout their lives. Students also should have opportunities to learn languages other than English and to attain levels of proficiency and cultural awareness that will help to prepare them for participation in the global economy.

### Student Learning Outcomes

Students are expected to develop the knowledge, skills and attitudes that will prepare them for life after high school. A basic education will allow students to:

- (a) read for information, understanding and enjoyment
- (b) write and speak clearly, accurately and appropriately for the context
- (c) use mathematics to solve problems in business, science and daily-life situations
- (d) understand the physical world, ecology and the diversity of life
- (e) understand the scientific method, the nature of science and technology, and their application to daily life
- (f) know the history and geography of Canada and have a general understanding of world history and geography
- (g) understand Canada's political, social and economic systems within a global context
- (h) respect the cultural diversity and common values of Canada
- (i) demonstrate desirable personal characteristics, such as respect, responsibility, fairness, honesty, caring, loyalty and commitment to democratic ideals
- (j) recognize the importance of personal well-being and appreciate how family and others contribute to that well-being
- (k) know the basic requirements of an active, healthful lifestyle

- (l) understand and appreciate literature, the arts and the creative process
- (m) research an issue thoroughly and evaluate the credibility and reliability of information sources
- (n) demonstrate critical and creative thinking skills in problem solving and decision making
- (o) demonstrate competence in using information technologies
- (p) know how to work independently and as part of a team
- (q) manage time and other resources needed to complete a task
- (r) demonstrate initiative, leadership, flexibility and persistence
- (s) evaluate their own endeavours and continually strive to improve
- (t) have the desire and realize the need for lifelong learning.

## Standards for Student Learning

The Minister of Education defines acceptable standards and standards of excellence for student achievement in consultation with Albertans.

Employers are involved in specifying the knowledge, skills and attitudes needed in the workplace. Schools, school authorities and the Minister of Education assess and report regularly to the public on a range of student learning.

The school's primary responsibility is to ensure that students meet or exceed the provincial standards, as reflected in the Student Learning Outcomes referred to in section 2(3) of this order, the Alberta Programs of Study, provincial achievement tests, diploma examinations and graduation requirements.

## Education Delivery

Schools must engage students in a variety of activities that enable them to acquire the expected learnings. Schools have authority to deploy resources and may use any instructional technique acceptable to the community as long as the standards are achieved. Schools, teachers and students are encouraged to take advantage of various delivery options, including the use of technology, distance learning and the workplace.

Schools play a supportive role to families and the community in helping students develop desirable personal characteristics and the ability to make ethical decisions. Schools also help students take increasing responsibility for their learning and behaviour, develop a sense of community belonging and acquire a clearer understanding of community values and how these relate to personal values.

Students learn basic, transferable knowledge, skills and attitudes in school. Schools, in co-operation with employers, provide opportunities for students to develop and practise employability skills. The Minister of Education provides credit for off-campus learning that is approved and accepted by the school and the employer. Government works with schools, employers and post-secondary institutions to help young people make a smooth transition to work and further study.

### Programming Principles

[\*School Act, Section 39\(1\)\*](#)

The development of programs to meet the educational needs of students involves multiple levels of planning and decision making. At the provincial level, in accordance with section 39(1) of the *School Act*, planning takes place through the development of programs of study. Programs of study identify the outcomes for the core subjects that apply to all students, as well as those that apply for optional courses or programs. Alberta Education seeks broad input from educators, business, industry and the community in planning programs of study. Programs of study are established at the provincial level and apply to all students.

At the local level, planning involves decisions about how programs of study can best be implemented with particular groups of students and with individual students. This type of planning is referred to as programming.

Programming takes place at the local level and is concerned with effective delivery of the programs of study to the students enrolled. Programming decisions are made by school authorities, by schools, by teachers and by students. Programming involves a variety of processes for ensuring effective program implementation. These processes include:

- identifying outcomes for learning (based on programs of study and student progress)
- organizing for instruction (including the grade configuration of schools)
- selecting learning activities
- selecting learning resources
- assessing student progress
- evaluating student progress
- providing time for learning based on student progress.

Programming decisions are best made at the local level to ensure that the scope of the programs offered and the delivery of those programs is responsive to the learning needs of all students. Decision making at the local level also provides the opportunity for effective use of local resources and for local guidelines to be recognized. This is done in many different ways, for example by introducing enrichment activities, optional courses, alternative programs, work experience, mentoring and adjustments in instructional time.

## General Principles for Effective Programming

The following principles provide a general guide for programming.

### Outcomes are clearly defined.

Progress in learning is enhanced when the student, the parents and the teacher have a clear understanding of what is to be achieved. A shared understanding of what is expected enables the student, the parents and the teacher to work together.

The selection and setting of outcomes for student learning should be based on the programs of study. Both general and specific outcomes should be set and these should be linked to specific ways in which students can demonstrate their learning.

Outcomes are most clear when the means of determining student progress are identified and communicated to all involved.

### Planning is based on assessments of student progress.

Ongoing assessment of student progress informs the student, parents and teacher of what has been achieved and of what is yet to be achieved. Learning and instruction should be consistent with student abilities and should set appropriate levels of challenge.

### Learning experiences are connected.

Student learning is cumulative and takes place in a variety of formal and informal settings. Learning is enhanced when what is learned in one setting reinforces and extends what has been and is being learned in others.

- Communication between School and Home Parents are the first and ongoing educators of their children. Schools should enable families to continue their involvement in their children's education. The linkage between school and home enables teachers and parents to exchange information, jointly support student learning and ensure the continuity of learning experiences.
- Connections across Subject Areas There are many opportunities to connect and apply what students learn in one subject area with what they learn in other subject areas. By making these connections, student learning in each subject area is enhanced and the ability to apply learning in new situations is improved. This helps students see the world as a connected whole instead of in a fragmented way.
- Partnerships between School and Community What students learn in school is enhanced when applied and extended in the community. Involvement in projects, community service activities, mentorship programs and job shadowing makes learning more relevant. Involvement in these activities also may provide significant role models for students and an opportunity for them to explore future career possibilities.

- Consistency between Curriculum and Assessment  
Student learning is reinforced when what is taught is reflected in what is assessed. The methods used in assessing student progress, as well as mastery of the subject matter, should be consistent with the outcomes that have been communicated to students.
- Coordination between Schools  
When students change schools, the coordination of programming and assessment practices between schools can help achieve a smooth transition. Disruptions can be minimized when the receiving school is provided with full information on student attainment and learning characteristics. Information on student progress should be referenced directly to programs of study.

### **Programming responds to the learning progress of students.**

Programming involves decisions about time, resources, instructional approaches, assessment and organization for instruction. To maximize student learning, programming needs to be flexible and responsive to the learning progress of students.

Flexible programming involves:

- using time as a resource, recognizing that students learn at different rates
- grouping students according to educational needs and according to the characteristics of the learning activity
- using a broad range of learning resources, with the selection of particular resources according to learner needs and learning traits
- using a broad range of instructional strategies to provide a variety of ways for viewing subject matter as well as an opportunity for individual students to learn in their preferred modes
- using a wide variety of examples and applications of the subject matter to provide students with an opportunity to explore and discover areas of relevance and interest
- using a wide variety of assessment strategies to monitor student progress in all areas of the curriculum

- decision making about future programming based upon evaluation.

### **Programming responds to the developmental stages of students.**

During their school years, students go through many developmental stages in their intellectual, physical, emotional and social growth. The stage of student growth in each of these areas is an important consideration in developing and implementing school programs.

## **Indicators of Effective Programming**

School programming is effective when it responds to the learning needs and progress of students. The following characteristics and indicators provide a description of programming that recognizes and responds to the students' learning needs.



### Indicators of Effective Programming

Characteristics	Indicators
The learning needs and progress of each student are known.	<ul style="list-style-type: none"> <li>• Parents are aware of the learning needs and educational progress of their children.</li> <li>• Teachers are aware of the characteristics and learning needs of individual students.</li> <li>• Teachers are aware of student progress in previous years.</li> <li>• Teachers are aware of student progress in other program areas.</li> <li>• Students are able to describe their learning progress, can identify what they are currently studying and can identify what they will be working on next.</li> </ul>
Instruction is based on the student's current level of achievement.	<ul style="list-style-type: none"> <li>• Students are able to complete successfully the learning activities they are assigned.</li> <li>• Students show continuous growth in their learning.</li> </ul>
Connections are made between what the student already knows and what the student learns next.	<ul style="list-style-type: none"> <li>• Students can describe the relationship between what they are currently studying and what they have previously studied.</li> <li>• Students are able to apply learning in situations that require a combination of knowledge, skills and attitudes from different parts of their programs.</li> </ul>
School learning experiences provide challenge.	<ul style="list-style-type: none"> <li>• Students show interest in their studies.</li> <li>• Parents comment on student interest and achievement.</li> <li>• Students experience a wide range of approaches to learning.</li> <li>• At any given time, different students can be observed working on different tasks.</li> <li>• Students use a variety of sources to complete their work.</li> <li>• Students take initiative in and show responsibility for their learning.</li> </ul>



# LEGISLATIVE AND OTHER REQUIREMENTS FOR EDUCATION IN ALBERTA: Overview

This section of the *Guide* contains an overview of the legislative and other requirements for education in Alberta with a focus on areas that relate to the implementation of education programs in schools and the operation of schools.

The overview of legislative and other requirements includes statutes, regulations, policies and standards.

- The [School Act](#) sets out the legal parameters that govern the education of students in Alberta.
  - The [Government Organization Act](#) creates the Department of Education under the authority of the Minister of Education.
  - The [Teaching Profession Act](#) creates the Alberta Teachers' Association as the teachers' professional organization in Alberta.
  - The [Freedom of Information and Protection of Privacy Act](#) (FOIP Act) sets out the requirements that school jurisdictions must follow to provide a right of access to records and to protect the privacy of individuals by controlling the manner in which personal information is collected, used and disclosed.
  - The [Personal Information Protection Act](#) (PIPA) governs the collection, use and disclosure of personal information by private schools and private ECS operators and the right of an individual to have access to his or her own personal information.
  - The [Remembrance Day Act](#) outlines the requirements for the observance of Remembrance Day in schools.
  - Alberta Regulations (AR) and Ministerial Orders (MO) are additional legal requirements.
- Adherence to [policies](#) is mandatory for the ECS to Grade 12 education system. However, those responsible for implementing policies have some flexibility in choosing the methods of implementation.
  - [Standards](#) specify compulsory acceptable levels of educational program delivery.

A number of other Alberta Education documents contain requirements for the implementation of education programs and operation of schools. See the [Requirements in Other Alberta Education Documents](#) section in the *Guide* for a list of those documents.

Readers are advised to access current versions of the complete statutes, regulations, standards and policies on the [Alberta Education Web site](#).



# School Act

## School Act

[Chapter S-3](#)  
RSA 2000

This section of the *Guide* contains extracts from the *School Act* that highlight the roles and responsibilities for students, teachers, principals and school councils. Extracts from the *School Act* regarding student attendance, suspension and expulsion have been included so that they may be related to the role of the student. Reference is also made to the section of the *School Act* that highlights the importance of safe and caring schools.

The *School Act* is available for purchase from the Queen's Printer Bookstore, Edmonton, or online at [www.qp.gov.ab.ca](http://www.qp.gov.ab.ca).

## The Student

[School Act, Section 12](#)

The *School Act* states that a student shall conduct himself or herself so as to reasonably comply with the following code of conduct:

- (a) be diligent in pursuing the student's studies;
- (b) attend school regularly and punctually;
- (c) co-operate fully with everyone authorized by the board to provide education programs and other services;
- (d) comply with the rules of the school;
- (e) account to the student's teachers for the student's conduct;
- (f) respect the rights of others.

## Independent Student

[School Act, Section 1\(m\)](#)

The *School Act* defines an "independent student" as a student who is:

- (i) 18 years of age or older, or
- (ii) 16 years of age or older and
  - (A) who is living independently, or
  - (B) who is a party to an agreement under section 57.2 of the *Child, Youth and Family Enhancement Act*.

## Student Attendance

[School Act, Sections 12\(b\), 13, 14, 60\(3\)\(b\)](#)

The *School Act* states that an individual who:

- (a) is eligible to be enrolled in a school,
  - (b) at September 1 in a year is 6 years of age or older, and
  - (c) is younger than 16 years of age,
- shall attend school.

School authorities may make rules regarding school attendance under section 60(3)(b). Expectations for student conduct regarding school attendance are set out under section 12(b). Students may be excused from attending school for reasons described under section 13. Enforcing school attendance is described under section 14.

## Attendance Board

[School Act, Sections 13, 14, 126–130](#)

The Attendance Board provides a means to address and seek solutions to issues or problems regarding attendance at school. Referrals to the Attendance Board, under section 15, are made when a student who is required to attend school under section 13 does not attend school, and where attempts by the school authority to enforce school attendance under section 14 have not been effective. Under section 126, before referring a matter to the Attendance Board, a school authority shall ensure that the student has been advised of the student's duty to attend school under section 13 and shall ensure that all reasonable efforts have been made to enforce the student's attendance at school.

Upon hearing a matter, the Attendance Board may issue an order under section 128 directing the student and/or the parent to do a number of things, including:

- directing the student to attend school
- directing the parent to send the student to school
- directing the student to take a program or course and/or
- imposing a monetary penalty on the parent for each day the student does not attend school.

An order of the Attendance Board, when filed with the Court of Queen's Bench, has the same force and effect as if the order were an order of that Court. Failure to comply with a filed order of the Attendance Board may lead to civil contempt proceedings before the Court of Queen's Bench.

## Suspension

[School Act, Sections 1\(1\)\(hh\), 24](#)

The *School Act* outlines the requirements related to the suspension of students.

Suspension is defined in the *School Act* by section 1(1)(hh):

“suspend” means to remove a student

- (i) from school,
- (ii) from one or more class periods, courses or education programs, or
- (iii) from riding in a school bus

for a period of 10 school days or less in accordance with section 24.

24(1) A teacher or a principal may suspend a student in accordance with subsection (2) or (3) if in the opinion of the teacher or principal

- (a) the student has failed to comply with section 12, or
  - (b) the student's conduct is injurious to the physical or mental well-being of others in the school.
- (2) A teacher may suspend a student from one class period.
  - (3) A principal may suspend a student
    - (a) from school,
    - (b) from one or more class periods, courses or education programs, or
    - (c) from riding in a school bus.
  - (4) A principal may reinstate a student suspended under subsection (2) or (3).
  - (5) When a student is suspended under subsection (3), the principal shall
    - (a) forthwith inform the student's parent of the suspension,
    - (b) report in writing to the student's parent all the circumstances respecting the suspension, and
    - (c) if requested, provide an opportunity to meet with the student's parent, and the student if the student is 16 years of age or older, to discuss the reasonableness of the suspension.
  - (6) If the student is not to be reinstated within 5 school days after the date of the suspension, the principal shall
    - (a) forthwith inform the board of the suspension, and
    - (b) report in writing to the board all the circumstances respecting the suspension and the principal's recommendations,

- (7) The principal may recommend that the board expel the student if
- the student has displayed an attitude of wilful, blatant and repeated refusal to comply with section 12, or
  - the student's conduct is injurious to the physical or mental well-being of others in the school.
- (8) The board shall within 10 school days after the date of the suspension
- reinstate the student, or
  - expel the student from school in accordance with section 25.
- (9) Before the board makes a decision under subsection (8), the student and the student's parent may make representations to the board with respect to the principal's recommendation to expel the student.

## Expulsion

[School Act, Sections 1\(1\)\(j\), 25](#)

The *School Act* outlines requirements related to the expulsion of students. Expulsion is defined in the *School Act* by section 1(1)(j):

“expel” means to remove a student

- from school
- from one or more courses or education programs, or
- from riding in a school bus for a period of more than 10 school days in accordance with section 25.

Section 25 of the *School Act* outlines the expulsion process:

25(1) On considering the report provided to it under section 24(6)(b) and any representations made to it under section 24(9), the board may expel the student if

- the principal has recommended that the board expel the student, and
- the student has been offered another education program by the board.

- An expulsion must be for a period of more than 10 school days.
- When a student is expelled under this section, the board shall forthwith notify, in writing, the student's parent, and the student if the student is 16 years of age or older,
  - of the expulsion, and
  - of the right to request a review under section 124.
- The board may re-enrol a student who has been expelled.

## Review by the Minister

[School Act, Section 124\(1\)\(d\)](#)

The *School Act* states that if a board makes a decision on an appeal to it or otherwise in respect to the expulsion of a student, the parent of a student affected by the decision or the student, if the student is 16 years of age or older, may request in writing that the Minister review the decision of the board.

Other sections of the *School Act* that apply to expulsion are:

- Section 8 – right of access to education
- Section 13 – compulsory education
- Section 45 – responsibility to students
- Section 60 – powers of boards.

For further clarification or interpretation of the student suspension and expulsion process, contact the Disputes Management Team Leader in Governance Support.

## The Teacher

[School Act, Sections 1\(1\)\(ii\), 18](#)

The *School Act* defines a teacher as an individual who holds a certificate of qualification as a teacher issued under this Act.

Section 18 of the *School Act* states that a teacher, while providing instruction or supervision, must:

- (a) provide instruction competently to students;
- (b) teach the courses of study and education programs that are prescribed, approved or authorized pursuant to this Act;
- (c) promote goals and standards applicable to the provision of education adopted or approved pursuant to this Act;
- (d) encourage and foster learning in students;
- (e) regularly evaluate students and periodically report the results of the evaluation to the students, the students' parents and the board;
- (f) maintain, under the direction of the principal, order and discipline among the students while they are in the school or on the school grounds and while they are attending or participating in activities sponsored or approved by the board;
- (g) subject to any applicable collective agreement and the teacher's contract of employment, carry out those duties that are assigned to the teacher by the principal or the board.
- (g) promote co-operation between the school and the community that it serves;
- (h) supervise the evaluation and advancement of students;
- (i) evaluate the teachers employed in the school;
- (j) subject to any applicable collective agreement and the principal's contract of employment, carry out those duties that are assigned to the principal by the board in accordance with the regulations and the requirements of the school council and the board.

## The Principal

[School Act, Sections 1\(1\)\(r\), 19, 20](#)

The *School Act* defines a principal as a teacher designated as a principal or acting principal under this Act.

Section 20 of the *School Act* states that a principal of a school must:

- (a) provide instructional leadership in the school;
  - (b) ensure that the instruction provided by the teachers employed in the school is consistent with the courses of study and education programs prescribed, approved or authorized pursuant to this Act;
  - (c) evaluate or provide for the evaluation of programs offered in the school;
  - (d) ensure that students in the school have the opportunity to meet the standards of education set by the Minister;
  - (e) direct the management of the school;
  - (f) maintain order and discipline in the school and on the school grounds and during activities sponsored or approved by the board;
- (1) A school council shall be established in accordance with the regulations for each school operated by a board.
  - (2) The majority of the members of a school council shall be parents of students enrolled in the school.
  - (3) A board of a separate school district or a division made up only of separate school districts, by resolution, may require that the parents of students enrolled in a school operated by the board who are members of the school council must also be of the same faith as those who established the separate school districts, whether Protestant or Roman Catholic.
  - (4) A school council may, at its discretion,
    - (a) advise the principal and the board respecting any matter relating to the school,
    - (b) perform any duty or function delegated to it by the board in accordance with the delegation,
    - (c) consult with the principal so that the principal may ensure that students in the school have the opportunity to meet the standards of education set by the Minister,

## The School Council

[School Act, Section 22](#)

[School Councils Regulation](#)

AR 113/2007

The *School Act* states that:



- (d) consult with the principal so that the principal may ensure that the fiscal management of the school is in accordance with the requirements of the board and the superintendent, and
  - (e) do anything it is authorized under the regulations to do.
- (5) Subject to the regulations, a school council may make and implement policies in the school that the council considers necessary to carry out its functions.
- (6) A school council may make bylaws governing its meetings and the conduct of its affairs.
- (7) Subject to the regulations, a board may develop and implement policies respecting school councils.
- (8) A board shall establish an appeal process or conflict resolution procedure under which the principal or the school council may apply respecting disputes on policies proposed or adopted for a school.
- (9) The Minister, on the request of the board, may dissolve a school council without notice at any time if the Minister is of the opinion that the school council is not carrying out its responsibilities in accordance with this Act and the regulations.
- (10) The Minister may make regulations
- (a) respecting the election or appointment of the members of a school council and the term or other conditions of election or appointment and the dissolution of a school council;
  - (b) respecting the roles of the principal and the school council of a school and their respective powers, duties and responsibilities;
  - (c) respecting any other matter the Minister considers necessary respecting school councils;
  - (d) exempting a school or class of schools from the application of this section.

The [\*Alberta School Council Resource Manual\*](#) provides information on the operation of school councils and is available on the Alberta Education Web site.

## Safe and Caring Schools

[\*School Act, Section 45\(8\)\*](#)

The *School Act* highlights the importance of providing a safe and caring environment for students.

A board shall ensure that each student enrolled in a school operated by the board is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviours.



# Remembrance Day Act

## Remembrance Day Act

### [Chapter R-16](#)

RSA 2000

HER MAJESTY, by and with the advice and consent of the Legislative Assembly of Alberta, enacts as follows:

#### School remembrance ceremony

- 1 (1) A board, as defined in the *School Act*, shall on Remembrance Day, with respect to each of its schools,
  - (a) arrange for a remembrance ceremony that will encompass at least the time period from 11:00 a.m. to 11:05 a.m., or
  - (b) ensure the observance of 2 minutes' silence from 11:00 a.m. to 11:02 a.m.
- (2) If a ceremony referred to in subsection (1)(a) is held at a school, all pupils shall either attend the ceremony or remain in the school, silent, during the ceremony.
- (3) If Remembrance Day falls on a day on which the school is not open, the board shall comply with subsection (1) on the school day immediately preceding Remembrance Day.



# Regulations

## Regulations

Regulations are legal requirements. The following subsections provide a synopsis of selected regulations that are relevant to the operation of schools. The regulation number and the relevant sections of the *School Act* are also noted.

All regulations are available on the Queen's Printer Web site at <http://www.qp.gov.ab.ca/>.

### ***School Councils Regulation***

[AR 113/2007](#)  
[School Act, Section 22](#)

The *School Councils Regulation* provides direction for establishing school councils to accommodate local circumstances. The *School Councils Regulation* reflects what happens in existing school councils and identifies opportunities for involving parents in meaningful activities that relate to the school.

A new section of the *School Councils Regulation* identifies responsibilities of school boards in relation to school councils. School boards are expected to review existing policies or create a new policy to ensure that their responsibilities as outlined in the new section are clearly stated and are being met.

Additional information about the [School Councils Regulation](#) is available in the [Alberta School Council Resource Manual](#), Revised 2007.

### ***Private Schools Regulation***

[AR 190/2000](#) as amended  
[School Act, Section 28](#)

This regulation addresses the application for registration and accreditation of a private school, the required programs for registered private schools, accredited private schools and accredited-funded private schools, the additional records to be kept by private schools, rules for discipline, suspension and expulsion, required notices, school policies, required insurance and financial reporting.

The regulation also requires private schools, among other obligations, to complete a Notice of Intent to Operate (NOI) form, keep student records and ensure student records follow the student when the student changes schools.

### ***Home Education Regulation***

[AR 145/2006](#)  
[School Act, Section 29](#)

This regulation sets out the requirements for the operation of a home education program, including the requirement that the home education program must be under the supervision of an associate board or an associate private school as defined in the regulation. See [Home Education](#) in the *Guide* and the [Home Education Handbook](#).

### ***Early Childhood Services Regulation***

[AR 31/2002](#) as amended  
[School Act, Section 30](#)

This regulation sets out the requirements for the operation of early childhood services programs and includes information on safety standards, programs, policies, record keeping, financial reporting and insurance. See [Early Childhood Services](#) in the *Guide*.

## ***Charter Schools Regulation***

[AR 212/2002](#)

[School Act, Sections 31–37](#)

This regulation addresses the definition of and the maximum number of charter schools in the province. It also outlines the application for and approval or rejection of charter school status, contents of a proposed charter, charter renewal, charter amendment and charter repeal. See [Charter Schools](#) in the *Guide*.

## ***Student Record Regulation***

[AR 225/2006](#)

[School Act, Section 23](#)

This regulation provides guidance with respect to the information that must be managed and maintained on the student record. It addresses retention periods, procedures for the transfer of student records when students change to schools within or outside of Alberta, the disposal and destruction of records and regulation compliance. It also addresses the right of access to a record and the various instances where a board may disclose information from the student record to third parties while ensuring that the disclosure of information is in accordance with the [Freedom of Information and Protection of Privacy Act](#) (FOIP Act). Private schools, who may also be subject to certain provisions, are referred to the [Personal Information Protection Act](#) (PIPA) for direction in addressing the disclosure of information in student records.

## ***Student Evaluation Regulation***

[AR 177/2003](#)

[School Act, Section 39\(3\)\(c\)](#)

This regulation describes how provincial tests, examinations or other methods of evaluating a student's achievement are conducted. It provides for directives to be issued outlining Alberta Education's administrative and procedural requirements for evaluating students.

The regulation also covers: security of evaluation materials; eligibility of students to write provincial tests; student conduct resulting in eviction or invalidation and related objection and appeal procedures; review of evaluation results and an appeal process that may include a Special Cases Committee; ministerial determination of fees and the use of

evaluation results. See the [Special Cases Committee](#) section in the *Guide*.

## ***Practice Review of Teachers Regulation***

[AR 4/99](#) as amended

[School Act, Section 94](#)

This regulation provides an orderly process by which complaints about the alleged unskilled or incompetent teaching practices of a teacher can be investigated and acted upon in cases where the local process has failed. This includes conduct by teachers not subject to the discipline procedure of the [Teaching Profession Act](#). The regulation also provides a process to address complaints about the alleged unprofessional conduct of teachers who are not subject to the [Teaching Profession Act](#) (charter and private school teachers).

## Policies

The following policies, listed in alphabetical order, are mandatory. However, those responsible for implementing these policies have some flexibility in choosing the methods of implementation.

### Daily Physical Activity Policy

In order to increase students' physical activity levels, school authorities shall ensure that all students in grades 1 to 9 are physically active for a minimum of 30 minutes daily through activities that are organized by the school. This policy is based on the belief that healthy students are better able to learn and that school communities provide supportive environments for students to develop positive habits needed for a healthy, active lifestyle. For more information, see [Daily Physical Activity](#) in the *Guide*.

### Educational Placement of Students with Special Needs Policy

Educating students with special needs in regular classrooms in neighbourhood or local schools shall be the first placement option considered by school boards, in consultation with students, parents/guardians and school staff. For further information on this policy, see [Educational Placement of Students with Special Needs](#) on the Alberta Education Web site.

### English as a Second Language Policy

To facilitate the integration of English as a second language students into regular school programming and equip them with the necessary language skills and understanding of the Canadian way of life, school authorities shall provide appropriate English language instruction that meets the students' needs. Such

programming is critical in helping these students participate fully in Alberta's ECS to Grade 12 education system and become productive and contributing members of Canadian society. For more information, see [English as a second language](#) in the *Guide*.

### Human Sexuality Education Policy

To ensure that students achieve learning outcomes prescribed by Alberta Education through the programs of study, school jurisdictions and accredited private schools offering grades 4, 5 and 6 Health, grades 7, 8 and 9 Health and Life Skills, and Career and Life Management shall ensure that the human sexuality component is offered to all students. Principals shall exempt a student from school instruction in human sexuality education at the written request of the student's parents. For further information, see the [Program Administration and Instructional Delivery](#) section in the *Guide*.

### Services for Students and Children Policy

School authorities will work together with members of the community to meet the needs of students and children who are "at risk" or who have special needs. For further information on this policy, see [Services for Students and Children](#) on the Alberta Education Web site.

### Special Education Policy

School authorities are required to provide special education programs based on Individualized Program Plans (IPPs) designed to meet the educational needs of identified exceptional students. For further information on this policy, see [Special Education](#) on the Alberta Education Web site.

## Student Evaluation Policy

To assist in improving programs, establishing and maintaining standards, and improving student achievement, school jurisdictions and accredited-funded private schools shall develop, keep current and implement written student evaluation policies and procedures for conducting continuous assessments and evaluations of student learning in education programs that provide for:

- accurate, fair and equitable student evaluation;
- the student's right of appeal and procedures for appeal;
- the role of the student and the teacher in evaluations;
- the use of evaluation information for the improvement of the quality of educational programs; and
- timely communication of evaluation information to students, parents and school councils.

For more information, see the [Program Administration and Instructional Delivery](#) section in the *Guide*.

## Teacher Growth, Supervision and Evaluation Policy

School authorities, superintendents, principals and teachers shall work together to develop and implement policy to ensure that all teachers, having achieved permanent certification, practice consistently in keeping with the [Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta](#). For more information, see [Teacher Growth, Supervision and Evaluation](#) on the Alberta Education Web site.

## Use and Reporting of Results on Provincial Assessments Policy

School authorities shall analyze, interpret and report provincial grades 3, 6 and 9 achievement tests and Grade 12 diploma examination results, and use these assessments to complement locally designed and administered student evaluation procedures that assess the quality and effectiveness of education provided to students and to improve student learning. For more

information, see the [Guide for Education Planning and Results Reporting](#), the [Achievement Testing Program Grades 3, 6, and 9 General Information Bulletin](#) and the [Diploma Examinations Program General Information Bulletin](#) on the Alberta Education Web site.



# Standards

## Standards

The following standards specify compulsory acceptable levels of educational program delivery.

### **Goals and Standards Applicable to the Provision of Basic Education in Alberta**

[Ministerial Order \(#004/98\)](#)

This ministerial order sets expectations for student learning outcomes and standards for student learning and education delivery. See the [Program Foundations](#) section in the *Guide*.

### **Standards for the Provision of Early Childhood Special Education**

The [Standards for the Provision of Early Childhood Special Education](#) outlines the requirements for school authorities regarding the delivery of high quality special education programming to children who are eligible for Alberta Education funding. See [Early Childhood Special Education](#) in the *Guide*.

### **Standards for the Provision of Special Education to Students in Alberta**

[Ministerial Order \(#015/2004\)](#)

This ministerial order outlines the requirements for school boards regarding the delivery of education programming and services to students with special education needs in Grade 1 to Grade 12. The document [Standards for Special Education, Amended June 2004](#) contains these requirements. See [Special Education for Students](#) in the *Guide*.

### **Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta**

[Ministerial Order \(#016/97\)](#)

This ministerial order applies to teacher certification, professional development, supervision and evaluation and is supported by descriptions of selected knowledge, skills and attributes (KSAs) appropriate to teachers at different stages of their careers.



# Requirements in Other Alberta Education Documents

## Introduction

Those responsible for the implementation of education programs and the operation of schools must refer to the following documents that also contain requirements for schools. See the Alberta Education Web site for all documents referenced in this section of the *Guide*.

### ***Alberta Education 2008–2011 Business Plan***

The [\*Alberta Education 2008–2011 Business Plan\*](#) provides an overall direction for the future of education in Alberta and identifies key goals, strategies, performance measures, results and time lines for improving the provincial system of public education.

### **Alberta Programs of Study**

The [\*Alberta programs of study\*](#) are primarily descriptions of the expectations for student learning at the elementary, junior high and senior high school levels. The content of the programs of study is focused on what students are expected to know and be able to do in each course that has been developed for these levels.

### ***Funding Manual for School Authorities***

The [\*Funding Manual for School Authorities\*](#) defines the terms and criteria under which a school jurisdiction, accredited-funded private school or private ECS operator may obtain funding.

### ***Guide for Education Planning and Results Reporting***

Section 16(2) of the [\*Government Accountability Act\*](#) requires organizations under the jurisdiction of government ministries to prepare business plans and annual reports for each fiscal year “in the form and at a time acceptable to the Minister.” Section 78 of the [\*School Act\*](#) requires school boards to use accountability information and report it to students, parents and electors in a manner the Minister prescribes.

The [\*Guide for Education Planning and Results Reporting\*](#) is prepared to assist Alberta’s public, separate and Francophone authorities, charter schools and accredited private schools in preparing, updating and reporting on their three-year education plans.



# PROGRAM PLANNING

## Programs of Study

[School Act, Section 39\(1\)](#)

The following programs of study are prescribed by order of the Minister pursuant to section 39(1) of the *School Act*.

- [Program of Studies: Elementary Schools](#)
- [Program of Studies: Junior High Schools](#)
- [Program of Studies: Senior High Schools](#)

Mandatory requirements for programs and courses are outlined in the programs or courses of study, each of which contains the following components:

- Program Rationale and Philosophy
- Outcomes
  - General Outcomes
  - Specific Outcomes.

See the Alberta Education Web site for all programs of study.

## French First Language (Francophone) Education

[School Act, Section 10](#)

Alberta Education develops programs of study in both English and French. Alberta Education recognizes that English and French are the official languages of Canada and that Canadian citizens belonging to the French-language minority in Alberta have the right to have their children educated in French language minority schools according to section 23 of the [Canadian Charter of Rights and Freedoms](#) and section 10 of the *School Act*.

School authorities should consult [Affirming Francophone Education: Foundations and Directions, A Framework for French First Language Education](#) available on the Alberta Education Web site.

## Implementation Schedule for Programs of Study and Related Activities

The [Implementation Schedule for Programs of Study and Related Activities](#) indicates implementation dates, revised provincial assessments and the availability of learning and teaching materials in English and French. The degree of change for each new program is indicated using a star rating system.

## Learning and Teaching Resources

All authorized learning and teaching resources available for purchase are listed in the [Learning Resources Centre Resources Catalogue](#) through the [Learning Resources Centre \(LRC\)](#) Web site. Also, a [database](#) of all authorized learning and teaching resources are available on the Alberta Education Web site.

## First Nations, Métis and Inuit Education

To support the education of First Nations, Métis and Inuit (FNMI) learners, schools are encouraged to use learning resources that increase and strengthen knowledge and understanding among all Albertans of FNMI, history, culture and world views, treaty and Aboriginal rights, lands and governance. The development of all provincial programs of study and learning resources is guided in part by the department's [First Nations, Métis and Inuit Education Policy Framework \(2002\)](#). The framework recognizes the specific needs of FNMI learners and acknowledges the importance of FNMI history. It provides a vision, framework goals, framework principles and strategies to enhance the educational opportunities of FNMI learners. The framework identifies five priority strategies: improving access to post-secondary education; increasing school attendance, retention and graduation rates; increasing the number of FNMI teachers; developing FNMI education programs and professional development; and building relationships with FNMI communities.

FNMI perspectives are being infused into all core curricula and resources developed by Alberta Education. As new curricula and resources are developed, FNMI perspectives will be included.

The [Renewed Funding Framework](#)'s differential funding for FNMI learners is provided to assist jurisdictions in meeting their unique educational needs.

School authorities intending to offer an FNMI language program may choose from Alberta Education programs of study such as Cree or Blackfoot Language and Culture, or may use locally developed Aboriginal language programs such as Dene, Stoney or any other FNMI languages. Provincial language and culture programs are developed in consideration of the [Western and Northern Canadian Protocol's Common Curriculum Framework for Aboriginal Language and Culture, Kindergarten to Grade 12](#). Also see [Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses](#) in the *Guide*.

Alberta Education's First Nations, Métis and Inuit Services researches and compiles information about best practices in FNMI education to assist schools in increasing the achievement of FNMI learners.

The [First Nations, Métis and Inuit Education Policy Framework \(2002\)](#) and recent progress reports are available on the Alberta Education Web site; e.g., [FNMI School–Community Learning Environment Project: Promising Practices, May 2007](#) and [Promising Practices in First Nations, Métis and Inuit Education: Case Studies, May 2007](#).

More information on courses and resources is available from the [First Nations, Métis and Inuit Services](#) and on the Alberta Education Web site.

## Adult Programming in the Basic Education System

Boards are required to concentrate their educational programming on students who are six years of age or older and younger than 19 years of age, as of September 1. Any and all adult programs offered by a board are subject to the following conditions.

- No public, post-secondary institutions offer similar programs within the board's jurisdiction.
- No courses, programs or vocational training for adults are offered to students residing outside the province of Alberta.
- All adult programs are offered on a cost-recovery basis using full cost accounting.
- Any adult programs are delivered through separate organizational units that include the maintenance of separate records and accountability information.
- All records and accountability information are available on demand for inspection by Alberta Education.
- Any adult vocational training is licensed through the [Private Vocational Training Act](#).
- No board under the [School Act](#) may use the term "college" in connection with its educational or other activities.

- No funding provided to support Kindergarten to Grade 12 programs has been diverted to support any courses, programs or vocational training for adults.

The following definitions apply to the requirements for adult programming.

- Adult means an individual who on September 1 of the current school year is older than 19 years of age.
- Adult program means a set of courses offered to adults that may lead to a post-secondary credential such as, but not limited to, a diploma or certificate.
- Adult vocational training means a program of instruction provided to adults in a vocation.
- Vocation means a particular occupation, business, profession or calling.
- Jurisdiction means the geographical area in the province where education services are delivered by, and resident students are governed by, an operating school board.
- School board means the board of trustees of a public or separate school authority governed by the Alberta [School Act](#).
- Separate organizational unit means an entity for program delivery for which there is a separate program code through which all expenses and revenues for the program are tracked.
- Full cost accounting means a model that provides details on all the costs associated with producing a product or service.





# ECS TO Grade 9

## Early Childhood Services

[School Act, Section 30](#)

[Early Childhood Services Regulation](#)

AR 31/2002

as amended

Early Childhood Services (ECS) refers to a continuum of programming that is developmentally appropriate and meets the diverse needs of young children and their families. Kindergarten refers specifically to the education program for children in the year prior to Grade 1 and is a part of the ECS continuum.

In ECS programs, young children participate as active learners, build a set of shared experiences and develop knowledge, skills and attitudes that prepare them for subsequent learning.

ECS programs are voluntary programs that may be offered in accordance with section 30 of the *School Act*. An ECS operator must accept and provide programming for all children, including those with special education needs who meet eligibility criteria and for whom programming is requested.

## Kindergarten

Kindergarten, as part of the ECS programming, is intended for children in the year prior to entry into Grade 1 and shall be planned and implemented to help children achieve the expectations outlined in the [Kindergarten Program Statement](#).

The *Kindergarten Program Statement*, available from the Curriculum Branch or on the Alberta Education Web site, describes the learning achievement that helps prepare children for entry into Grade 1 and provides them with a foundation for later success. The statement is the basis for all ECS programs funded by the province.

## Access to Minimum Hours of Instruction ECS

Where Kindergarten programs are offered, schools and approved ECS operators shall provide access to a minimum of 475 hours of instructional program activities for each child in a centre during a school year.

For individual children with special education needs (mild, moderate, severe or gifted and talented), modification to these hours based on the child's developmental level and educational needs is possible. The ECS operator/school should contact Special Programs Branch to discuss modification to instructional hours.

## Instructional Time ECS

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

An operator/school may use a maximum of 35 hours of instructional time for activities, such as:

- visits to the child's home<sup>❶</sup>
- staggered entry
- small group days
- demonstration of child learning in child–parent–teacher conferences (child must be in attendance)

that promote the transition of children from home to school and encourage communication and relationship building.

<sup>❶</sup>These visits support transition from home to school, including meeting the parents/guardians and providing orientation about the program or follow-up on the child's progress. The time dedicated to these visits to the child's home, of 30 to 60 minutes in duration, must be cumulative and contribute to the total number of hours of instruction.

Instructional time does not include:

- teacher convention days
- professional development days
- teacher planning days
- staff meetings
- statutory and school authority-declared holidays
- lunch breaks
- recesses
- time taken for the registration of children.

## Program Option for Remote Areas

A child who is eligible for ECS and who lives in a remote area that has no ECS program within a reasonable transportation distance may be served by an ECS home program. An ECS home program must be comprised of at least 22 visits to the home of one and a half hours or longer per visit. This ECS home program must be planned, delivered and evaluated by a certificated teacher.

For individual children with special education needs (mild, moderate, severe or gifted and talented) who live in a remote area, the school or ECS operator, should contact Special Programs Branch to discuss program options.

## Grade 1 to Grade 9

### Access to Minimum Hours of Instruction

[School Act, Section 39\(1\)\(c\)](#)

To ensure equitable access of opportunity for Grade 1 to Grade 9 students, a minimum number of instructional hours are specified. The organization of schools at these grade levels is the responsibility of the school authority.

In accordance with section 39(1)(c) of the *School Act* and to allow for a balanced program that leads to the student learning outcomes outlined in the [Goals and Standards Applicable to the Provision of Basic Education in Alberta](#), schools are required to ensure that Grade 1 to Grade 9 students have access to a minimum of 950 hours of instruction per year in each grade.

**Note:** For individual Grade 1 students, alternative minimum times are permissible to ensure a smooth transition from ECS.

## Definition of Instruction

Instruction is the process in which Alberta certificated teachers take responsibility for ensuring that learning activities for students are directed toward achieving the outcomes of approved programs of study and/or Individualized Program Plans through:

- interaction with students, either face-to-face or using information and communication technology, for the purpose of teaching, assessing student achievement of outcomes and related activities, including tutorials, discussion groups and learning skill centres, and/or
- interaction with students who are engaged in self-directed packages, independent study, computer-assisted learning and/or classroom learning, and/or
- supervision of presentations for and/or by students, workplace learning and other learning activities.

## Instructional Time Grade 1 to Grade 9

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

Instructional time does not include:

- teacher convention days
- professional development days
- parent–teacher interview days
- teacher planning days
- staff meetings
- statutory and school authority-declared holidays
- lunch breaks
- breaks between classes
- recesses
- time taken for the registration of students
- extracurricular activities.

## Organization of Instructional Time

The following requirements and considerations apply to the organization of instructional time.

- All students must be provided access to a minimum number of hours of instruction. See [Access to Minimum Hours of Instruction ECS](#) and [Access to Minimum Hours of Instruction \(Grade 1 to Grade 9\)](#) in this section of the *Guide*.
- Subject to the above requirement, decisions on the organization and scheduling of instructional time are a board matter and should be flexible enough on a daily, weekly and yearly basis to meet the learning needs of students; e.g., block planning, artist in residence programs.

- Organization for instruction may be based on an integrated programming model in which the outcomes from two or more subject areas are addressed within a common time block.
- All students should be provided sufficient opportunity to achieve the outcomes outlined in the programs of study. To assist schools in planning, recommendations regarding the apportioning of instructional time for required and optional subjects are provided in the subsections that follow.

## Elementary Program

In planning for instruction in the elementary grades, the following percentage of time allocations for the school year are recommended for required and optional subject areas. Individual students may require varying times to meet the learning outcomes in each subject area.

### Percentage of Time Allocations Recommended

#### Grade 1 and Grade 2

Subject Areas	English Language Programming Percentage	Francophone/French Immersion Programming Percentage
English Language Arts	30%	30%
French Language Arts <sup>1</sup> / Français <sup>2</sup>	0%	
Mathematics	15%	15%
Science	10%	10%
Social Studies	10%	10%
Art and Music	10%	10%
Health and Physical Education	10%	10%
Time for other subjects; e.g., second languages, <sup>3</sup> drama, religious instruction.	15%	15%

<sup>1</sup> French language arts is taught in alternative French language programs (including French immersion).

<sup>2</sup> Français is taught in Francophone schools.

<sup>3</sup> For schools that implement provincial programs of study for French as a second language, Aboriginal language and culture programs, or international language and culture programs, the recommended time is 10%.

**Note:** Information and Communication Technology (ICT) learning outcomes are infused within core curricula in language arts, mathematics, science and social studies at all grade levels.

## Grade 3 through Grade 6

Subject Areas	English Language Programming Percentage	Francophone/ French Immersion Programming Percentage
English Language Arts	25%	{ 35% }
French Language Arts <sup>①</sup> / Français <sup>②</sup>	0%	
Mathematics	15%	15%
Science	15%	10%
Social Studies	10%	10%
Art and Music	10%	10%
Health and Physical Education	10%	10%
Time for other subjects; e.g., second languages, <sup>③</sup> drama, religious instruction.	15%	10%

- ① French language arts is taught in alternative French language programs (including French immersion).
- ② Français is taught in Francophone schools.
- ③ For schools that implement provincial programs of study for French as a second language, Aboriginal language and culture programs, or international language and culture programs, the recommended time is 10%.

**Note:** Information and Communication Technology (ICT) learner outcomes are infused within core curricula in language arts, mathematics, science and social studies at all grade levels.

## Information and Communication Technology

The Information and Communication Technology (ICT) curriculum identifies the technology outcomes that students should achieve by the end of grades 3, 6, 9 and 12. The outcomes provide a basic technology curriculum for students to ensure they are prepared for the workplace, further studies and lifelong learning. Proficiency with technology has become an essential skill in almost every area of human endeavour. Students need to have these basic skills along with the skills found in language arts, mathematics, science and social studies. Although the technology outcomes form a program of studies, they are not intended to be taught as a stand-alone course, but rather within the context of other subject areas. All school authorities are required to have an ICT curriculum implementation plan in place that takes into consideration how the ICT outcomes will be addressed within grade levels and within specific subjects.

Additional information relevant to elementary and junior high schools is contained in the [Courses and Programs](#) section in the *Guide*.

## Elementary Program Optional Subjects

[School Act, Section 60\(2\)\(a\)](#)

At the elementary level, programming may include one or more optional subjects. Optional subjects are those parts of the elementary school program that are based on outcomes other than those outlined for core subjects.

Optional subjects may be developed and approved at the local level, as per section 60(2)(a) of the *School Act*. The following are optional subjects for which outcomes have been developed at the provincial level:

- Aboriginal Language and Culture courses (see [Language Courses](#) in the *Guide*)
- International Language and Culture courses (see [Language Courses](#) in the *Guide*)

- Drama
- French as a Second Language (see [Language Courses](#) in the *Guide*).

## Daily Physical Activity

The goal of Daily Physical Activity (DPA) is to increase students' physical activity levels. DPA is based on the belief that healthy students are better able to learn and that school communities provide supportive environments for students to develop positive habits needed for a healthy, active lifestyle.

[Daily Physical Activity: A Handbook for Grades 1–9 Schools](#) supports the implementation of DPA.

### Guiding Principles

- Schools have the responsibility of creating and nurturing a learning environment for students that supports the development of the lifelong habit for daily physical activity and for healthy lifestyles.
- Daily physical activities should:
  - vary in form and intensity
  - take into account each student's ability
  - consider resources available within the school and the larger community
  - allow for student choice.

### Procedures

- School authorities have the flexibility to use instructional and/or noninstructional hours to implement DPA.
  - Physical education classes are an appropriate strategy to meet the DPA requirement.
  - DPA should be offered in as large a block of time as possible but can be offered in time segments adding up to the minimum 30 minutes per day; e.g., two 15-minute blocks of time for a total of 30 minutes.
  - DPA can be incorporated throughout the day and integrated into other subject areas.
- School authorities will monitor the implementation of DPA to ensure that all students are active for a minimum of 30 minutes daily.
- Exemptions from DPA may be granted by the principal under the following conditions:

- religious beliefs—upon written statement from the parent to the principal
- medical reasons—certification to principal by a medical practitioner indicating in which activities the student is not able to participate.

See the [Daily Physical Activity Policy](#) in the *Guide*.

## Instructional Time Junior High

At the junior high level, schools must provide access to a minimum of 950 hours of instruction per year in each grade.

### Junior High Program

The primary consideration that schools need to take into account when organizing for instruction is to provide their students with an opportunity to meet all of the requirements of a basic education. The junior high school program should be organized within the context of the outcomes included in the Vision, Mission and Basic Education section in the *Guide*.

A course in junior high school represents a set of specific knowledge, skills and attitudes. Most students can achieve these outcomes in the recommended time; however, it is recognized that some students can acquire the knowledge, skills and attitudes specified in a course of studies in less than the recommended time, while others may require more time.

**Recommended Time Allotments for the  
Required Subject Areas Junior High School Program**

<u>Subject Areas</u>	<u>Hours Per Year</u>
English Language Arts	150
French Language Arts <sup>①</sup> and English Language Arts or Français <sup>②</sup> and English Language Arts	{250}
Mathematics	100
Science	100
Social Studies	100
Physical Education	75
Health and Life Skills	50
Optional Courses (Time may vary.)	

For schools that implement provincial programs of study for French as a second language, Aboriginal language and culture programs, or international language and culture programs, the recommended time allocation is 95 hours.

- ① French language arts is taught in alternative French language programs (including French immersion).  
 ② Français is taught in Francophone schools.

## Recommended Time Allotments for Language Instruction Other than English or French

[School Act, Section 11](#)

For schools offering instruction in a language other than English or French (*School Act*, section 11), the junior high school time recommendations apply for core courses. In addition to English language arts, it is recommended there be a minimum of 150 hours of language arts instruction in the language of study.

## Junior High Optional Courses

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

Optional courses help students achieve the outcomes outlined in the [Vision, Mission and Basic Education](#) section of the *Guide*. Optional courses also reinforce learnings in language arts, mathematics, science and social studies, as well as provide learning opportunities in other subject areas.

## Sequencing

Students should be encouraged to continue in Grade 8 and Grade 9 with at least one of the optional courses selected in Grade 7.

## Optional Courses

The optional courses are categorized as follows:

### Aboriginal Languages

- Blackfoot Language and Culture
- Cree Language and Culture

### Career and Technology Studies

- Introductory level courses for all CTS strands are considered appropriate for junior high school students.

(For further information, see the [Career and Technology Studies Manual for Administrators, Counsellors and Teachers.](#))

### Environmental and Outdoor Education

### Ethics

- This course may be offered in Grade 7, Grade 8 or Grade 9.

## French as a Second Language

### Fine and Performing Arts

- Art
- Drama
- Music
  - Choral
  - General
  - Instrumental

### International Languages

- Chinese Language Arts
- Chinese Language and Culture
- German Language Arts
- German Language and Culture
- Italian Language and Culture
- Japanese Language and Culture
- Spanish Language Arts
- Spanish Language and Culture
- Ukrainian Language Arts
- Ukrainian Language and Culture

For more information, see [Languages Other than French or English](#) in the *Guide*.

### Locally Developed/Acquired and Locally Authorized Courses

#### Religious Studies

- Religious studies may be offered at the discretion of the local school board under section 50 of the [School Act](#).

## Junior High Course Selections

A student's choice of courses is subject to the approval of the principal, except where a student (aged 16 or over) elects to take distance learning courses. Principals should ensure students are made aware of programs available to meet their individual educational needs and that parents understand and concur with their children's course selections.

## Planning in Junior High for Senior High School Programs

Students should be provided with assistance in planning their senior high school programs. Certain courses are required for an [Alberta High School Diploma](#) or a [Certificate of High School Achievement](#). Some Grade 10 courses are prerequisites for more advanced senior high school courses. When junior high school students are planning their Grade 10 programs, all students and parents should become familiar with the guidelines to avoid possible difficulties in the later senior high school years. Also see [Student Information Needs](#) under Senior High School in the Program Planning section in the *Guide*.

For example, in mathematics, students need to focus on their strengths and determine what they are likely to do after Grade 12. The main difference between the applied and pure sequences in senior high school is the approach to problem solving—different concepts and methods are used to solve mathematical problems. If students have an aptitude for solving problems using numerical reasoning or geometry, they may do better in applied mathematics. If they have an aptitude for theory and algebra, they should consider pure mathematics. Some areas of post-secondary study require pure mathematics. Also see [Assisting in Student Planning](#) under Senior High School in the Program Planning section in the *Guide*.

When assisting students in planning their programs, junior high school staff should ensure that students discuss their proposed programs with their parents and keep in mind the credit requirements for graduation from senior high school.

### Career Plans

Schools are encouraged to require students to develop a program and career plan when beginning junior high school. The plan should be updated annually and signed off annually by the parents and the principal.

For more information about planning for careers, refer to [Student Learning—Career Planner Information Booklet](#).





# Senior High School

## Grade 10 to Grade 12

### Access to Minimum Hours of Instruction

Schools must ensure that students have access to a minimum of 1000 hours of instruction per school year.

Access to instruction means:

- certificated teachers are assigned to deliver or supervise the instruction
- the instruction and evaluation of performance are based on the outcomes in an approved program of studies
- there are designated times when teachers are available to the students
- students know, prior to enrolling in courses, how and when they will be able to access the instructional expertise of teachers.

### Definition of Instruction

Instruction is the process in which Alberta certificated teachers take responsibility for ensuring that learning activities for students are directed toward achieving the outcomes of approved programs of study and/or Individualized Program Plans through:

- interaction with students, either face-to-face or using information and communication technology, for the purpose of teaching, assessing student achievement of outcomes and related activities, including tutorials, discussion groups and learning skill centres, and/or

- interaction with students who are engaged in self-directed packages, independent study, computer-assisted learning and/or classroom learning, and/or
- supervision of presentations for and/or by students, workplace learning and other learning activities.

### Instructional Time Grade 10 to Grade 12

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

Instructional time does not include:

- teacher convention days
- professional development days
- parent–teacher interview days
- teacher planning days
- staff meetings
- statutory and school authority-declared holidays
- lunch breaks
- breaks between classes
- supervised study halls
- time taken for the registration of students
- extracurricular activities
- graduation rehearsals and ceremonies.

## School Organization

School authorities are to develop methods of school organization and instructional delivery that best meet the needs and interests of individual students.

If a course is delivered in a face-to-face, classroom-based setting, the course must be timetabled for both students and teachers for 25 hours per credit. A credit at the senior high school level represents course-specific knowledge, skills and attitudes. One credit is defined as being equal to 25 hours of instruction, within which most students can achieve the credit. However, it also is recognized that some students can acquire the knowledge, skills and attitudes specified for 1 credit in a course of studies in less than 25 hours, while others may require more time.

School authorities are encouraged to adopt alternatives to the current Carnegie Unit and organizational and scheduling model. There are various opportunities to provide flexibility in course offerings and program delivery methods for students while they are under the supervision of a certificated teacher. Examples include the following:

- A course can be delivered using a self-directed instructional package. All outcomes of the program of studies must be covered in the self-directed instructional package. The content of the self-directed instructional package must be of a similar standard to Distributed Learning Resources Branch (DLRB) self-directed instructional package materials.
- A course can be delivered using a combination model. Some examples of combined delivery include:
  - A course can be delivered using a combination of online and classroom-based instruction. In this case, all outcomes of the program of studies must be covered in the online course materials.
  - A course can be delivered using a combination of a self-directed instructional package and classroom-based instruction. In this case, all outcomes of the program of studies must be covered in the self-directed instructional package. The content of the self-directed instructional package must be of a similar standard to DLRB self-directed instructional package materials.
- A course can be delivered in an online setting. All outcomes of the program of studies must be covered in the online course materials.
- A course can be delivered in an outreach setting using a self-directed instructional package. All

outcomes of the program of studies must be covered in the self-directed instructional package.

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

The [Funding Manual for School Authorities](#) states that instructional services must be timetabled for both students and teachers and must ensure that students have access to at least 25 hours of instruction per high school credit. The following exceptions to this requirement are:

- All 3-credit courses require a minimum of 62.5 hours for each course, including Work Experience 15, 25 and 35 and Special Projects 10, 20 and 30.
- Three-credit courses in Work Experience 15, 25 and 35 and Special Projects 10, 20 and 30 will be offered for 62.5 hours and funded at 2.5 credit enrollment units.
- Schools can deliver a block of three, 1-credit CTS courses for 62.5 hours; however, schools must ensure that students meet all of the outcomes of each 1-credit course. CTS courses will be funded at 1 credit enrollment unit for each 1-credit course.
- Summer break, evening (6 p.m. or later) and weekend credit courses must provide access to instruction of at least 16 hours per credit. The exceptions are Work Experience 15, 25 and 35, Special Projects 10, 20 and 30 and the Registered Apprenticeship Program and Green Certificate Program courses, which require 25 hours of access to instruction per credit.

## Program Organization Priorities

Priority should be given to offering a senior high school program that enables students to:

- meet [Alberta High School Diploma](#) requirements (see the Senior High School Graduation Requirements section in the *Guide*) and earn a minimum of 100 credits in three years
- have opportunities to take optional courses
- enter post-secondary institutions or seek employment.

## Assisting in Student Planning

Certain courses are mandatory to meet [Alberta High School Diploma](#) and [Certificate of High School Achievement](#) requirements. Some Grade 10 courses are prerequisites for more advanced senior high school courses. To avoid possible difficulties in later senior high school years, principals should ensure that students planning their Grade 10 programs are familiar with the guidelines.

For example, upon entry into senior high school, students registering in either Applied Mathematics 10 or Pure Mathematics 10 must have passed Mathematics 9. Students who have not been successful in Mathematics 9 can take either Mathematics 14, which leads to Mathematics 24, or register in Mathematics Preparation 10. Successful completion of Mathematics Preparation 10 leads to either Applied Mathematics 10, Pure Mathematics 10 or Mathematics 24.

Principals must ensure that credits earned are recorded correctly and checked carefully at the school level.

## Programming for Application and Transfer of Learning

To enhance student learning, senior high school programming and course timetabling should provide students with opportunities to transfer their learning to other areas. As well, student learning may be extended through the application of the outcomes in one course to the outcomes in other courses. Educators are encouraged to use planning and course timetabling to capitalize on opportunities for connections within and across subjects that strengthen student learning. All senior high school courses offered to students must be appropriately timetabled, taught, assessed and reported to Alberta Education.

## Focused, Articulated Programming

School authorities are encouraged to work in cooperation with local post-secondary institutions and employers to develop high school programming that is articulated with a variety of programs in colleges and technical institutes, as well as meeting the requirements of the [Alberta High School Diploma](#). This programming combines a selection of interrelated CTS courses with appropriate academic courses and off-campus learning. Alberta Education encourages these types of local initiatives.

For more information, contact the Curriculum Branch.

## Student Information Needs

Students need information on a number of topics to plan their senior high school programs.

- Students should be given assistance in planning their senior high school programs. Steps should also be taken to secure parents' understanding of and concurrence with their children's registrations.
- In planning a program, schools should ensure that students keep in mind the senior high school graduation requirements as outlined in the *Guide*.
- In addition to graduation requirements, a student's choice of subjects in senior high school may be governed by requirements adopted by the school authority that has jurisdiction over the student, provided that these requirements do not contravene the provisions in the *Guide*.
- In providing assistance to students planning their programs, care should be taken to ensure that such programs enable each student to attain the aim of either meeting entry requirements for post-secondary programs or acquiring the knowledge, skills and attitudes that will facilitate direct career entry. See [Focused, Articulated Programming](#) in this section of the *Guide*.

- Students under age 16 may take distance learning courses from the Alberta Distance Learning Centre, subject to the approval of the principal. Students aged 16 or over do not require approval of the principal to take distance learning courses. For more information about the [Alberta Distance Learning Centre](#), see the [Program Administration and Instructional Delivery](#) section in the *Guide*.
- Students should be made aware of programs that are available to meet their individual needs or the needs of their community.
- Students eligible under section 10 of the [School Act](#) have the opportunity to complete all of their core and optional course work in French, with the exception of English language arts requirements.

Also see [Planning in Junior High for Senior High School Programs](#) in the ECS to Grade 9 section in the *Guide*.

## Scholarships

All students should be made aware of the requirements for the Alexander Rutherford Scholarships for High School Achievement.

These scholarships are awarded to students achieving an average of 80% or higher in five designated subjects in each of Grade 10, Grade 11 and Grade 12. Each grade is assessed independently. CTS courses may be used to meet the eligibility requirements for Grade 10 and Grade 11 only. Also see Percentages and Letter Gradings in this section of the *Guide*.

In addition, the top ten Alberta students graduating from Grade 12, as determined solely on the basis of diploma examination results in English Language Arts 30-1 or Français 30, Social Studies 30 and three other diploma examination subjects, are recognized as “Rutherford Scholars.”

For more information, contact Alberta Scholarship Programs or visit their Web site at [www.alis.alberta.ca/hs/fo/scholarships/scholarships.html](http://www.alis.alberta.ca/hs/fo/scholarships/scholarships.html).

## Registered Apprenticeship Program (RAP) Scholarship

The Alberta Apprenticeship and Industry Training Board Registered Apprenticeship Program Scholarship—known as the RAP Scholarship—recognizes annually the academic and trade-related accomplishments of up to 500 senior high school students who are taking part in the Registered Apprenticeship Program. This scholarship provides \$1000 toward the costs of continuing in regular apprenticeship programs.

To qualify for the scholarship, an applicant must:

- be registered as an Alberta apprentice in a trade
- have plans to continue in a regular apprenticeship program after completing senior high school
- achieve an [Alberta High School Diploma](#) or [Certificate of High School Achievement](#)
- have completed a minimum of 250 hours of on-the-job training and work experience in the respective trade
- get a recommendation from an employer, supervisor or journeyman stating that they should continue in the apprenticeship program with the goal of becoming a Certified Journeyman.

Applicants will be asked to provide:

- a personal statement of purpose indicating why he or she is a “good fit” for a career in a trade
- a recommendation from his or her employer
- a recommendation from a senior high school teacher or counsellor.

For more information about this scholarship and its awards, contact Alberta Scholarship Programs or visit the Web site at [www.alis.alberta.ca/hs/fo/scholarships/scholarships.html](http://www.alis.alberta.ca/hs/fo/scholarships/scholarships.html). For further information, visit Apprenticeship and Industry Training at [www.tradesecrets.org](http://www.tradesecrets.org).

## General Requirements for Admission to Post-secondary Educational Institutions

Possession of an [Alberta High School Diploma](#) or [Certificate of High School Achievement](#) does not guarantee admission to a post-secondary institution. Students who intend to enter a post-secondary institution should be advised, as early as Grade 10, to check the calendars of these institutions for admission requirements, and they should plan their senior high school programs accordingly. Information about post-secondary institutions can be found on the Alberta Learning Information Service (ALIS) Web site at [www.alis.gov.ab.ca](http://www.alis.gov.ab.ca).

For information on planning high school occupational and career and technology studies programs that are articulated with Apprenticeship and Industry Training programs, see [Apprenticeship Articulation](#) under Career and Technology Studies in the Courses and Programs section and the [Senior High School Graduation Requirements](#) section in the *Guide*.

### Percentages and Letter Gradings

Marks are to be submitted to Alberta Education in percentages. Physical Education 10, taken through a home education program, may be submitted as a pass or fail.

Evaluations of course work completed outside of Alberta are to be reported in percentages that conform to the Alberta scale below, or may be reported as a pass or fail.

Percentage Scale	Letter Grading
80 – 100	A
65 – 79	B
50 – 64	C
0 – 49	F

The Alexander Rutherford Scholarships for High School Achievement require that achievement and evaluation in completed courses be reported in percentages. Subjects in which achievement is reported by a pass or fail are not considered in the calculation of averages by the scholarship program administrators.

For more information, see [Scholarships](#) in this section of the *Guide* and/or contact [Alberta Scholarship Programs](#).

### High School Summer Break, Evening (6 p.m. or later) and Weekend Programs

Summer break, evening and weekend programs for senior high school students may be offered by boards, accredited private schools and other accredited high schools; e.g., private and public colleges.

The requirements noted in the *Guide* apply to all schools offering senior high school summer, evening and weekend programs for credit, except that, for these programs, instructional time may vary. Schools must provide access to instruction of at least 16 hours per credit except for Work Experience 15, 25 and 35, Special Projects 10, 20 and 30 and the Registered Apprenticeship Program courses that require 25 hours per credit even when offered in summer, evening or weekend programs.

Three-credit courses in Work Experience 15, 25 and 35 and Special Projects 10, 20 and 30 will be offered for 62.5 hours and funded at 2.5 credit enrollment units.



# Courses and Programs

## Introduction

This section of the *Guide* provides information primarily about senior high school courses and programs. In several instances, however, references are made to courses and programs for elementary (Kindergarten to Grade 6) and to junior high school (Grade 7 to Grade 9).

The areas pertaining to more than senior high school are:

- Career and Technology Studies
- English as a Second Language
- Alternative Language Programs
- Language Courses
- Locally Developed/Acquired and Authorized Junior and Senior High School Language Courses
- International Baccalaureate and Advanced Placement
- Information and Communication Technology
- Knowledge and Employability Courses
- Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses
- Off-campus Education
- Physical Education.

## Career and Life Management (CALM)

Career and Life Management (CALM) may be taken by senior high school students in their Grade 10, Grade 11 or Grade 12 year. Principals may wish to consider the option of having students take CALM in

either their Grade 10 or Grade 12 year, if students plan to take three sciences as well as a fine arts or Career and Technology Studies (CTS) courses in Grade 11.

### Partial Exemption from CALM

Principals will exempt a student from classroom instruction and learning activities related to human sexuality instruction at the written request of the student's parents. Schools will provide alternative learning experiences for students who have been exempted from human sexuality instruction.

### Exemption from CALM Course

Principals can exempt students from the CALM course when they transfer from out-of-province into Alberta schools in Grade 12. For the purpose of this exemption, a Grade 12 student is defined as one who is to graduate in the school year the student transfers into an Alberta school. In this case, the principal exempts the student and informs Learner Records and Data Exchange by April 30.

Also refer to [Grade 12 Exemptions for Transfer-in Students](#) in the Student Assessment in Senior High School section and the Mature Students section in the *Guide*, and the Career and Life Management Program of Studies.

Students can also be exempted completely from CALM because of religious beliefs. In this case, parents must write to the Minister of Education to request the exemption.

## Career and Technology Studies (CTS)

Career and Technology Studies (CTS) is a competency-based curriculum with an integrated structure that provides increased opportunities for schools to offer programs that meet the needs of students.

CTS is organized into the following 22 strands. Strands are made up of 1-credit courses.

Agriculture  
Career Transitions  
Communication Technology  
Community Health  
Construction Technologies  
Cosmetology Studies  
Design Studies  
Electro-Technologies  
Energy and Mines  
Enterprise and Innovation  
Fabrication Studies  
Fashion Studies  
Financial Management  
Foods  
Forestry  
Information Processing  
Legal Studies  
Logistics  
Management and Marketing  
Mechanics  
Tourism Studies  
Wildlife

### Senior High School Credits for CTS Courses Completed in Junior High School

Some students may successfully complete all of the outcomes for individual CTS courses while in junior high school. The senior high school principal may accept a recommendation from the junior high school principal that a student has completed successfully all of the course outcomes and should be given credit. A mark of “P” for pass, or a percentage grade, may be assigned to the student by the senior high school principal. This course can then be included when

reporting student achievement through the normal student records system and will appear on the student’s transcript.

**Note:** The course challenge provision does not apply to these students.

More information is available in the [Funding Manual for School Authorities](#).

## Apprenticeship Articulation

Articulation agreements have been established with the Automotive Service Technician, Cabinetmaker, Carpenter, Cook, Electrician, Hairstylist, Warehousing, Outdoor Power Equipment Technician and Welder trades. Based on these agreements and an Apprenticeship and Industry Training (AIT) policy requiring a prior learning assessment developed by AIT, students may qualify for a portion of the in-school training component and on-the-job credit for these trades. These students are to have taken the appropriate CTS courses and successfully challenged the appropriate theory examinations in the respective trades.

Further details regarding apprenticeship articulation agreements, including correlations to CTS strands and courses, are provided in Appendix 5 of the [CTS Manual for Administrators, Counsellors and Teachers](#).

A senior high school diploma is often desirable for admission into an apprenticeship program; however, students and their parents should be made aware that admission into apprenticeship programs may not require a senior high school diploma.

For more information, contact Apprenticeship and Industry Training or access their Web site at [www.tradesecrets.org](http://www.tradesecrets.org).



## English as a Second Language

Senior high schools with students learning English as a second language should refer to the senior high school program of studies, the [English as a Second Language Senior High School Guide to Implementation](#), 2002, and the [English as a Second Language Alberta Authorized Resource List, Grades 10–12](#), 2004.

Kindergarten to Grade 9 schools should refer to the [English as a Second Language Kindergarten to Grade 9 Guide to Implementation](#), 2007.

These resources are available for purchase from the [Learning Resources Centre](#) or for viewing and downloading from the [Alberta Education Web site](#).

See the [English as a Second Language Policy](#) in the *Guide* or contact the Curriculum Branch.

## Alternative Language Programs

[School Act, Sections 11, 21](#)

### Alternative French Language Programs

According to section 11 of the *School Act*, a board may authorize the use of French or any other language as a language of instruction. Since French is one of Canada's two official languages, learning French is considered important both to enhance opportunities for living and working throughout Canada and the world as well as to foster a greater understanding between French-speaking and English-speaking Canadians. Alberta Education encourages opportunities for all Alberta students to learn French by making available programs and services for alternative French language programs (including French immersion) under section 21 of the *School Act*.

Boards offering alternative French language programs (including French immersion) and French as a second language programs shall implement these programs consistent with provincial requirements. For more information and requirements, see the [Handbook for French Immersion Administrators](#).

### Hours of Instruction Alternative French Language Programs

#### Programming

Research and experience have demonstrated clearly that student proficiency in the French language is strongly correlated to the amount of time during which French is used as the language of instruction. Recognizing that many local factors may determine the time allocated to instruction in the French language, the following ranges are recommended as supportive of the objectives of alternative French language programs (including French immersion).

Kindergarten		100%
Grades 1 – 2		90% – 100%
Grades 3 – 6		70% – 80%
Grades 7 – 9		50% – 80%
Grades 10 – 12		40% – 80%

#### Funding

The following table summarizes the minimum number of instructional hours per year, using French as the language of instruction, that are required to qualify for Official Languages in Education program funding and for full-time equivalent (FTE) funding in alternative French language programs (including French immersion) and in French first language programs.

French First Language/ Alternative French Language Programs	Instructional Hours in French for Minimum Program Funding	Instructional Hours in French for Full FTE Funding
Kindergarten	238	712
Grades 1 to 6	475	712
Grades 7 to 9	380	570
Grades 10 to 12	250 (10 credits)	600

School authorities only receive funding at the rate for French as a second language for students who receive less than the above minimum number of instructional hours in French, i.e., less than 238 hours in Kindergarten, less than 475 hours in Grade 1 to Grade 6, less than 380 hours in Grade 7 to Grade 9, and less than 250 hours in Grade 10 to Grade 12.

For more information, see the [Funding Manual for School Authorities](#).

## Languages Other than French or English (Bilingual Programs)

[School Act, Section 11](#)

According to section 11 of the *School Act*, a school board may authorize the use of a language other than English or French as a language of instruction.

A partial immersion (bilingual) program means a program in which a language other than French or English is used as a language of instruction, to a maximum of 50% of the instruction day. In offering partial immersion (bilingual) programs, boards:

- must ensure that students also have the opportunity to acquire competence in all English language arts skills to meet graduation requirements
- have the responsibility of deciding the amount of time needed in all subject areas from Kindergarten to Grade 12, providing the instructional time is consistent with the direction in the *Guide*.

Chinese language arts (Kindergarten to Grade 12), German language arts (Kindergarten to Grade 12), Spanish language arts (Kindergarten to Grade 9) and Ukrainian language arts (Kindergarten to Grade 12) programs of study are available provincially. School authorities wishing to develop a language arts program in a language other than English or French should consult [The Common Curriculum Framework for Bilingual Programming in International Languages, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education](#), 1999.

For more information, contact the Curriculum Branch.

## Language Courses

### Aboriginal Language and Culture Courses

An Aboriginal language and culture course is a course in which an Aboriginal language is studied as a subject for the purpose of developing communication skills and cultural awareness.

The development of a local Aboriginal language and culture course, other than Blackfoot or Cree, is possible as long as it meets provincial requirements and is consistent with [The Common Curriculum Framework for Aboriginal Language and Culture Programs, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education](#), 2000.

For more information, see [Locally Developed/Acquired and Authorized Junior and Senior High School Language Courses](#) in the *Guide* or contact the Curriculum Branch.

### French as a Second Language Courses

In French as a Second Language (FSL) courses, the French language is often taught between 30 and 40 minutes a day as a subject in elementary and junior high school and for 125 hours as 5-credit courses in high school. The goal of the nine-year FSL course sequence is to develop students' communicative abilities and linguistic, cultural and strategic knowledge in French. Upon completion of the nine-year course sequence in high school, students are able to communicate personal messages using a variety of language structures while demonstrating understanding of different Francophone cultures. In the three-year course sequence, students are able to communicate basic ideas in a number of situations and have a general understanding of different Francophone cultures.

For federal funding information for FSL courses, see the Federal French Language section in the [Funding Manual for School Authorities](#).

## Elementary and Junior High Schools

The nine-year program of studies begins in Grade 4 and continues through to Grade 9 and then on to high school. This program of studies is a grade-related course sequence and will improve the articulation between elementary and junior high schools.

Elementary students entering junior high school should be encouraged to continue their study of French.

Junior high school principals may offer senior high school French as a second language courses for credit to junior high school students who have no previous experience in French language study. For more information on offering French 10-3Y for credit at a junior high school, refer to [Senior High School Courses and Credits for Junior High School Students](#) in the Student Placement and Promotion section in the *Guide*.

## Senior High Schools

As of September 2008, the nine-year and three-year course sequences are available for provincial implementation. Students who are coming from junior high school with the requisite skills, knowledge and attitudes outlined in the Grade 9 course are to be registered in French 10-9Y. Students with no prior experience in French are to be registered in French 10-3Y.

Students who began French 13 in the 2007–2008 school year can continue in the old sequence (French 13, 10, 20 and 30). The courses in this sequence will be phased out at the end of the school years noted below.

- French 13 (2007–2008)
- French 10 (2008–2009)
- French 20 (2009–2010)
- French 30 (2010–2011)

The following course sequence will continue to be available:

- French 31a
- French 31b
- French 31c

When students enter senior high school, they are to be placed in FSL courses that correspond to their levels of proficiency in FSL. For example, a student who has acquired the skills and knowledge required for Beginning Level 3 in junior high should be placed in French 20. A student who has completed the equivalent of French 20 in junior high school should be placed in French 30. To assist with the placement of students in FSL courses, see the following testing package: [French as a Second Language Evaluation Package for Junior/Senior High Schools – Beginning Level 3](#). This material is available for purchase from the LRC.

It is recommended that schools offer the French 10-9Y, French 20-9Y and French 30-9Y course sequence only if students demonstrate the requisite skills, knowledge and attitudes outlined in the Grade 9 portion of the nine-year program of studies.

In September 2008, high school students who have no previous experience in French are to start in French 10-3Y.

## International Language and Culture Courses

An international language and culture course is a course in which an international language is studied as a subject for the purpose of developing communication skills and cultural awareness.

Language courses have been developed provincially for Chinese, German, Italian, Japanese, Latin, Spanish and Ukrainian at a Grade 10 entry point.

Courses have also been developed for various entry points at the elementary and junior high school levels with continuing courses at the senior high school level in Chinese, German, Italian, Japanese, Spanish and Ukrainian.

For more information, contact the Curriculum Branch.

## Course Challenges for Languages

In the assessment process for a language course challenge, students need to perform a number of oral, written and listening and reading comprehension tasks as well as show samples of their work that demonstrate the expected standards for the course being challenged. Student performance and quality of work are to be evaluated by a certificated teacher who has expertise in the language course being challenged. For more information, see [Appendix 3](#): Course Challenge in the *Guide*.

Senior high school students with rights under section 23 of the [Canadian Charter of Rights and Freedoms](#) and currently attending a school other than one administered by a Francophone Regional authority may challenge Français 30 by first registering with the nearest Francophone Regional authority for the course. All other procedures as detailed in [Appendix 3](#) of the *Guide* apply.

## Locally Developed/Acquired and Authorized Junior and Senior High School Language Courses

Locally developed/acquired and locally authorized courses in second languages are also available. Languages approved as locally developed courses may be international languages as well as Aboriginal languages. School authorities wishing to locally develop language and culture courses should refer to [The Common Curriculum Frameworks for International Languages: Western Canadian Protocol for Collaboration in Basic Education](#), 2001. School authorities wishing to locally develop Aboriginal language and culture courses should also refer to [The Common Curriculum Framework for Aboriginal Language and Culture Programs, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education](#).

The Government of Alberta has recognized the multicultural nature of the province through the [Human Rights, Citizenship and Multiculturalism Act](#). Accordingly, Alberta Education encourages school authorities to develop second language courses to meet

the needs of the local community when such courses are not available as provincially authorized courses. Guidelines and procedures for the development and authorization of these second language courses are available on the Alberta Education Web site.

For more information, see [Languages Other than English or French](#) on the Alberta Education Web site or contact the Curriculum Branch.

## International Baccalaureate and Advanced Placement

Schools can offer programming for capable students beyond the 10–20–30 course sequences. This challenge can be provided through International Baccalaureate (IB) and Advanced Placement (AP) courses.

Schools should inform students of the acceptability of IB and AP courses for credit and/or advanced placement by post-secondary institutions. Schools also should inform students that these programs do not replace the diploma requirements outlined in the [Senior High School Graduation Requirements](#) section in the *Guide*.

Only those school authorities authorized to offer IB courses are permitted to teach locally developed IB courses. Only those school authorities authorized to offer AP courses are permitted to teach locally developed AP courses.

Further information may be obtained on the International Baccalaureate Organization Web site at [www.ibo.org](http://www.ibo.org) or the Advanced Placement Web site at [www.ap.ca](http://www.ap.ca).

## Green Certificate Program

The Green Certificate Program is administered by Alberta Agriculture, Food and Rural Development. Alberta senior high school students 15 years of age or older can register in any one of the eight specializations available. Each specialization can be studied at three levels of increasing knowledge and proficiency.

The program is delivered off campus and students may earn credits for successfully completing a Green Certificate Program by enrolling in courses in any of the eight available Green Certificate Specializations: Cow–Calf Beef Production, Dairy Production, Feedlot Beef Production, Field Crop Production, Irrigated Field Crop Production, Sheep Production, Swine Production and Bee Keeper Production. Courses in these specializations may be found in [Appendix 1](#) of the *Guide*.

## Information and Communication Technology

The Information and Communication Technology (ICT) curriculum identifies the technology outcomes that students should achieve by the end of grades 3, 6, 9 and 12. The outcomes provide a basic technology curriculum for students so that they are prepared for the workplace, further studies and lifelong learning. Proficiency with technology has become an essential skill in almost every area of human endeavour. Students need to have these basic skills along with the skills found in language arts, mathematics, science and social studies. Although the technology outcomes are presented in a program of studies, they are not intended to be taught as a stand-alone course, but rather within the context of other subject areas studied. All school authorities are required to have an ICT curriculum implementation plan in place that takes into consideration how the ICT outcomes will be addressed within grade levels and within specific subjects.

## Knowledge and Employability Courses

School authorities may offer Knowledge and Employability courses to provide students, who meet the criteria, with opportunities to experience success and become well prepared for employment, further studies, citizenship and lifelong learning. The Knowledge and Employability courses are available to students in grades 8, 9, 10, 11 and 12 in school authorities that choose to offer the series of courses. Students may enroll in one or more Knowledge and Employability course(s) at appropriate entrance/registration dates. Students may take combinations of

Knowledge and Employability courses and other junior/senior high school courses as long as they are enrolled in courses appropriate to their highest level of achievement. Students may transition in and out of Knowledge and Employability courses throughout grades 8 to 12.

Knowledge and Employability courses are designed for students who demonstrate reading, writing, mathematical and other levels of achievement two to three years below those of their age peers. These students should meet the specific student enrollment criteria as listed in the [Information Manual for Knowledge and Employability, Grades 8–12](#), 2008.

Students choosing these courses typically wish to enhance their academic and occupational competencies and gain successful transition into employment and/or continuing education and training opportunities. These students may qualify for a [Certificate of High School Achievement](#) or they may continue their studies to qualify for an [Alberta High School Diploma](#).

Students enrolled in the Integrated Occupational Program (IOP) in grades 10 to 12 as of January 2006 may choose to meet the requirements of the [Certificate of Achievement](#) (see Appendix 5 in the *Guide*) or the current [Certificate of High School Achievement](#) (see the Senior High Graduation Requirements section in the *Guide*).

Knowledge and Employability courses include four core courses (five for Francophone programs) and twelve strands of occupational courses. They provide students with practical and applied opportunities to develop the competencies necessary to meet or exceed the following goals:

- earn a senior high school credential
- enter the workplace upon leaving school with employability and occupational skills that meet industry standards
- make successful transitions to other courses or to further education and training
- become responsible and contributing members of society.

Implementation of Knowledge and Employability Social Studies Grade 8 and 10–4 and the withdrawal of the corresponding IOP courses took place in

September 2007. The implementation of Knowledge and Employability Social Studies Grade 9 and 20-4 and the withdrawal of the corresponding IOP courses takes place in September 2008. Knowledge and Employability English, mathematics, science (grades 8 to 12) were implemented in September 2006.

The Knowledge and Employability occupational courses (grades 8 to 12) were implemented in September 2006. Occupational courses at the 16 level were withdrawn in September 2006 and occupational courses at the 26 level were withdrawn in September 2007. Occupational courses at the 36 level will be withdrawn in September 2008.

**Note 1:** Fabrics courses, grades 10 to 12, were implemented in September 2007. The Fabrics Services 16 course was withdrawn in September 2007. The Fabrics Services 26 level will be withdrawn in 2008 and the Fabrics Services 36 level will be withdrawn in 2009.

**Note 2:** Natural Resources courses, grades 10 to 12, were implemented in September 2007. The Natural Resources 16 and Agricultural Production 16 courses were withdrawn in September 2007. The Natural Resources 26 and Agricultural Production 26 levels will be withdrawn in 2008 and the Natural Resources 36 and Agricultural Production 36 levels will be withdrawn in 2009.

For more information, contact the Curriculum Branch. Information is also provided in the [Information Manual for Knowledge and Employability Courses, Grades 8–12](#), 2008 and in the [Funding Manual for School Authorities](#).

## Junior High Knowledge and Employability Occupational Courses

The junior high Knowledge and Employability occupational courses consist of the following units of study: Art/Design and Communication, Auto Mechanics, Business Services, Construction: Building, Construction: Metal Fabrication, Fabrics, Foods, Horticulture, Human Care and Workplace Readiness.

Junior high Knowledge and Employability occupational courses areas of study will:

- include two to six units of study that are each between 20 to 30 hours of instruction per level
- allow for delivery of two levels within each unit of study: Level 1 can be delivered in Grade 8 and Level 2 in Grade 9 or both levels can be combined in Grade 8 or Grade 9
- provide schools with an opportunity to design their own junior high courses by choosing areas of study based upon facilities, equipment and student interest.

## Senior High Knowledge and Employability Courses

All Knowledge and Employability courses are designated 5-credit courses. This helps to align Knowledge and Employability courses with other senior high school courses. Some students taking Knowledge and Employability courses may wish to complete an Alberta High School Diploma rather than a Certificate of High School Achievement. These students are expected to meet the specified [Alberta High School Diploma](#) graduation requirements.

In the Knowledge and Employability senior high occupational courses, there are 12 career strands in the areas of: Art/Design and Communication, Auto Mechanics, Business Services, Construction: Building, Construction: Metal Fabrication, Cosmetology, Fabrics, Foods, Horticulture, Human Care, Natural Resources and Workplace Readiness. Workplace Readiness 10-4 may be used in lieu of CTR1010 as the prerequisite for the first Work Experience course.

All courses are offered for 125 hours and 5 credits; however, courses may be combined to allow for further instruction or off-campus experiences. Marks and credits must be reported separately for each course that has been combined. For information about occupational course combinations and off-campus experiences, refer to the [Information Manual for Knowledge and Employability Courses, Grades 8–12](#), 2008.

## Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses<sup>1</sup>

Alberta Education is committed to ensuring that all students have access to a quality education. School authorities respond to local needs and student interests through the development and authorization of courses that provide instructional opportunities and complement provincial programs. However, locally developed or acquired courses must meet similar standards as provincial programs of study. The Curriculum Branch reviews locally developed course submissions for overlap with provincial courses and programs and to ensure that course outline requirements have been met and local implementation information provided.

To receive approval for senior high school locally developed courses, school authorities, including accredited heritage language private schools, must submit the proposed courses to the Director, Curriculum Branch for review. Alberta Education requires a minimum of six weeks to review a course submission.

The review process includes the following steps:

- School authorities must submit letters to the Curriculum Branch, by the required dates, asking for review. The latest dates to permit review of submissions are:
  - March 15 for implementation in the first semester of the following school year
  - October 31 for implementation in the second semester of the same school year.
- School authority submissions include:
  - a course outline and information about local implementation of the course
  - a letter of permission from a developing board if a course is acquired or adapted.
- Curriculum Branch reviews the course and, if approval is granted, sends a letter indicating that the school authority can proceed to authorize the course through a board motion at a duly constituted board meeting.

- School authorities must forward the board motions authorizing their locally developed courses to be offered to the Director, Curriculum Branch before:
  - May 31 for implementation in the first semester of the following school year
  - December 31 for implementation in the second semester of the same school year.
- Once the board motion has been received by the Curriculum Branch, letters are sent to the school authorities providing course codes and confirmation of the time period courses may be offered.
- Approvals by board motion shall be for a maximum of three years. All school authorities wishing to continue to offer a locally authorized course must submit their letter of request and their updated course information to the Director, Curriculum Branch before the deadline in the year the course expires.

For more information, see [Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses](#) and the [Checklist for Submitting Locally Developed/Acquired and Authorized Courses](#) available on the Alberta Education Web site or contact the Curriculum Branch.

## Locally Developed Religious Studies [School Act, Section 50](#)

Religious instruction may be offered at the discretion of the school board under section 50 of the *School Act*. When school authorities develop or acquire religious studies courses, they may contain up to 80% content based on a particular faith or belief value system and shall include 20% content in each course (Religious Studies 15, 25, 35) that addresses a comparative study of other major world religions such as Judaism, Buddhism, Islam or Christianity.

School authorities developing or acquiring religious studies courses must meet provincial requirements and complete the same process as other locally developed courses.

For more information, see the Alberta Education Web site or contact the Curriculum Branch.

<sup>1</sup> The waiver prerequisite provision does not apply to any locally developed/acquired and authorized senior high school complementary courses.

## Information on Courses

For current information on what locally developed/acquired and locally authorized courses are being offered in the province, contact the Curriculum Branch.

## International Baccalaureate and Advanced Placement

School authorities offering the International Baccalaureate (IB) or Advanced Placement (AP) courses as locally developed courses must have them reviewed by Alberta Education. Only those school authorities authorized to offer IB courses are permitted to teach locally developed IB courses. Only those schools authorized to offer AP courses are permitted to teach locally developed AP courses.

For more information on locally developed/acquired and locally authorized junior and senior high school complementary courses, see the Alberta Education Web site or contact the Curriculum Branch.

## Mathematics

### Use of Calculators for Mathematics

To ensure compatibility in Alberta's programs of study for senior high school mathematics, Alberta Education expects students to use calculators in their day-to-day studies as well as when writing diploma examinations in mathematics and sciences.

In 1996, Alberta Education informed schools that the two new senior high school programs—Applied Mathematics 10–20–30 and Pure Mathematics 10–20–30—require graphing calculators. School authorities decide whether to have students purchase calculators, make rental calculators available like textbooks, provide class sets or loan calculators through the school library.

For further information, see the [Diploma General Information Bulletin](#), or contact Learner Assessment.

## Mathematics Preparation 10

Mathematics Preparation 10 can be offered in senior high school to those students who have not experienced success in Grade 9 mathematics. Mathematics Preparation 10 leads to both the applied and pure mathematics sequences and may be offered for 3 or 5 credits. A 3-credit course may be offered for 62.5 hours of instruction and will be funded at 2.5 credit enrollment units.

## Music—Private Study

When a student requests music credits for private study, in voice or an instrument, a principal may grant 5 credits for each of:

- Choral Music 10 for voice or Instrumental Music 10 for an instrument
- Choral Music 20 for voice or Instrumental Music 20 for an instrument
- Choral Music 30 for voice or Instrumental Music 30 for an instrument.

Students are not to receive credits for both school music and music by private study when those programs are both instrumental or both choral [voice]. Fifteen credits is the maximum credits a student can earn in either a Choral Music 10–20–30 program or an Instrumental Music 10–20–30 program. For example, a student cannot earn 15 credits in instrumental school music and another 15 credits in instrumental private study. This does not affect locally developed/acquired and locally authorized courses.

Credits for work in private music study completed in previous years may be applied to courses in advance of the student's current grade level.

If a student presents an official transcript verifying that he or she has achieved the outcomes required for the equivalent of a 30-level credit, the principal is to recommend the awarding of a maximum of 15 credits in music (5 each for 10-level, 20-level and 30-level), whether or not the student has documentation for all the required components for equivalent credits for the 10 and 20 levels.



Similarly, if a student has achieved the outcomes required for 20-level equivalency, the principal is to recommend the awarding of 10 credits in music (5 for the 10-level and 5 for the 20-level). The chart at the end of Music—Private Study provides the information necessary for principals to recommend credits for music taken by private study.

The principal is to evaluate the documents and submit a course mark evaluation record for each course to Learner Records and Data Exchange. Electronic submission of this information using Edulink is encouraged; however, a High School Evaluation form can also be forwarded to Learner Records and Data Exchange. Evaluation forms can be obtained from the Alberta Education Extranet Web site under Tools and Software.

To obtain credit, students are to have passed both the practical and theory components listed in the chart for that course level. Marks submitted by schools to Alberta Education should be calculated for each course level as follows:

Practical Component (Course Level) – 70% of mark submitted

Other Components (Theory) – 30% of mark submitted

Principals are to recommend credits only on the basis of official transcripts as issued by Conservatory Canada or the Royal Conservatory of Music.

Diplomas, photocopies of diplomas or photocopies of transcripts are themselves insufficient for evaluation purposes.

In those instances where a student does not provide an official transcript for each lower course level being evaluated, the principal is to report a mark of “P” for pass, rather than a percentage score, when recommending the awarding of waived credits.

**COURSES FOR WHICH CREDITS MAY BE RECOMMENDED  
FOR MUSIC TAKEN BY PRIVATE STUDY**  
Revised 2003

		10-level Courses	20-level Courses	30-level Courses
Conservatory Canada	Voice <sup>①</sup>	Grade 6 + Theory II	Grade 7 + Theory III	Grade 8 + Theory IV
	Electronic Organ, Pipe Organ, Organ	Grade 6 + Theory II	Grade 7 + Theory III	Grade 8 + Theory IV
	Piano, Strings, Guitar <sup>②</sup>	Grade 6 + Theory II	Grade 7 + Theory III	Grade 8 + Theory IV
	Woodwind, <sup>③</sup> Brass <sup>④</sup>	Grade 6 + Theory II	Grade 7 + Theory III	Grade 8 + Theory IV
Royal Conservatory of Music	Voice <sup>①</sup>	Grade 6 + Theory I	Grade 7 + Theory II	Grade 8 + Theory II
	Piano, Strings, <sup>②</sup> Accordion, Guitar, Organ	Grade 6 + Theory I	Grade 7 + Theory II	Grade 8 + Theory II
	Woodwind, <sup>③</sup> Brass, <sup>④</sup> Percussion, Recorder	Grade 4 + Theory I	Grade 6 + Theory II	Grade 8 + Theory II

- ① All voice courses count as Choral Music 10–20–30 respectively for senior high school credits. All other courses are to be used for Instrumental Music 10–20–30 respectively.
- ② Strings include violin, viola, violoncello and double bass only.
- ③ Woodwind includes flute, oboe, bassoon, clarinet and saxophone only.
- ④ Brass includes trumpet, horn (French horn), trombone, euphonium and tuba only.

## Off-campus Education

Alberta Education's three-year business plan encourages schools and teachers to take advantage of different delivery options, such as distance education and workplace learning. Students gain practical experience related to life skills and career opportunities and can grow in knowledge, skills and attitudes by participating in off-campus education programs delivered through school community partnerships. Off-campus Education provides opportunities for:

- community partnerships, job shadowing, mentorships and work study
- the use of off-campus initiatives to support the achievement of outcomes in core and complementary courses
- the issuing of senior high school credit for workplace learning that is approved by the school and by the employer.

Specific procedural and legislation requirements for off-campus programs are provided in the [Off-campus Education Guide for Administrators, Counsellors and Teachers](#), 2000 and the requirements in this document should be referred to when programming for:

- Integrated Occupational Program courses
- Knowledge and Employability courses
- Registered Apprenticeship Program
- Work Experience 15, 25 and 35
- [Green Certificate Program](#)
- Career and Technology Studies.

School authorities offering off-campus education programs must assign a certificated teacher to provide face-to-face support and assistance for each student engaged in off-campus education. Certificated teachers supervising off-campus education programs must:

- obtain the consent of the parent or, in the case of a student 16 years of age or older, the student
- monitor to ensure that the curriculum is followed and a plan of instruction is in place
- ensure that student, teacher and program evaluation practices are in accordance with school authority policy

- ensure that safety provisions as indicated in Procedure 15 of this policy are met
- ensure that school authority owned equipment is properly accounted for and maintained
- assess student performance
- monitor student attendance in partnership with the employer
- monitor student-employer relations and student behaviour
- monitor work site-community student behaviour
- ensure a positive learning environment and
- ensure appropriate records are kept.

The onsite instructor for off-campus education shall be designated as the person who has primary responsibility for the students' health and safety while they are at the work station or work site.

For complete requirements, see [Off-campus Education](#) on the Alberta Education Web site or contact the Curriculum Branch.

## Registered Apprenticeship Program

The Registered Apprenticeship Program (RAP) is a program for students, 15 years of age or older, in which they spend part of their time in school and part of their time in industry as registered apprentices in one of Alberta's 50 designated trades.

Students enrolled in the Registered Apprenticeship Program are paid by their employers. Students enrolled in Work Experience Courses may be paid by the employer at the employer's discretion.

Information about RAP may be obtained from the [Registered Apprenticeship Program: Information Manual](#), from the Curriculum Branch or from the nearest Apprenticeship and Industry Training Office, Alberta Advanced Education.

Course sequences and course codes and names for RAP are contained in [Appendix 2](#) of the *Guide*. For more information, contact the Curriculum Branch.

## Work Experience 15, 25 and 35

Work Experience is available to students 15 years of age or older. Each of the Work Experience 15, 25 and 35 courses, at each level, may be offered for 3, 4, 5, 6, 7, 8, 9 or 10 credits. Students may earn any number of credits in work experience, but only 15 credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.

Career Readiness courses are available within the Career Transitions strand of the Career and Technology Studies program. These courses are linked to the Work Experience 15, 25 and 35 courses, as follows.

- The introductory course, CTR1010: Job Preparation, is a required course for the first work experience course taken by a student. Students enrolled in Knowledge and Employability courses may use Workplace Readiness 10-4 in lieu of CTR1010 as the prerequisite.
- The intermediate course, CTR2010: Job Maintenance, is a recommended course for the second work experience course taken by a student.
- The advanced course, CTR3010: Preparing for Change, is a recommended course for the third work experience course taken by a student.

The following procedures associated with previous work experience education courses are retained:

- Each work experience course is to be time-based; i.e., 25 hours per credit. The exception is that 3-credit courses are to be offered for 62.5 hours and will be funded at 2.5 credit enrollment units.
- A student may enroll in Work Experience 35 without having completed Work Experience 15 and/or Work Experience 25.
- A student completing Work Experience 35 for 10 credits will have met the “10 credits in any 30-level courses” graduation requirement for the Alberta High School Diploma.
- The [provision of credits for waived prerequisite courses](#), as outlined in the *Guide*, does not apply to Work Experience 15, 25 and 35. Nor does the course challenge provision apply.

School authorities shall be responsible for ensuring that course content, where available, is followed and where necessary, developed. School authorities shall also be responsible for the instructional practice and evaluation for all off-campus courses, including;

- Work Experience courses
- work study components of core and optional courses
- Career Internship 10 course
- Registered Apprenticeship Program courses
- Green Certificate Program.

Off-campus education courses approved by the school authority:

- shall specify learner outcomes for each student
- shall ensure student eligibility to obtain credit if the off-campus component of the program is terminated by the employer
- may include courses from the Career Transitions strand of the Career and Technology Studies program and other strands
- may be undertaken at one or more work stations and/or work sites.

It is recommended that learning plans be developed for students enrolled in a work experience course through consultations among the teacher, student and employer.

A summary of competencies for each participating student outlines for employers the expectations that go along with participation in the program. It is recommended that the teacher sit down with the onsite supervisor and attempt to identify the tasks the student is expected to perform. These tasks will form the basis of the student assessment by the onsite supervisor with the teacher.

Sample Learning Plan Templates are provided in the [Off-Campus Education Guide for Administrators, Counsellors and Teachers](#), 2000. For more information, contact the Curriculum Branch.

### Reporting Work Experience Credits

When schools report work experience marks and credits to Learner Records and Data Exchange, they are to report the marks and credits given for career

transitions courses separately as Career and Technology Studies. For example, a student who took work experience for a total of 6 credits, which included the required CTR1010 course, should be reported as having taken a 1-credit CTS course and a 5-credit Work Experience 15 course.

Work experience education is addressed in [Off-campus Education](#) on the Alberta Education Web site.

## Work Study/Community Partnerships

Work study and community partnerships are components of other courses and are integrated into the teaching and experiential learning activities under the cooperative supervision of teacher-coordinators and employers.

### Work Study

Work study education provides an opportunity for junior and senior high school students to apply the knowledge, skills and attitudes they have acquired in course work to real-life situations through a school-community partnership arrangement.

Work study includes experiential learning activities undertaken by a student as an integral part of an approved school course or program and under the cooperative supervision of the subject area teacher-coordinator and the employer.

It is recommended that junior high school work study take place between 8:30 a.m. and 4:30 p.m., Monday through Friday.

### Community Partnerships

Community partnerships are based on the belief that educators can enhance student learning experiences by bringing the community into the school and by placing students out in the community.

Using the expertise, talent and resources of community-based service organizations and agencies, and of business, industry, citizen groups and parents, schools can enrich the educational experiences of students. School authorities are encouraged to develop policies respecting community partnerships and business involvement in education. For more

information, see [Partnerships between School and Community](#) under the General Principles for Effective Programming in the Vision, Mission and Basic Education section in the *Guide*.

Students may be introduced to the concept of community partnerships through such activities as:

- inviting members of the community into the school as guest speakers or to give demonstrations
- involving community members in special events, such as career days or education week
- touring local businesses and industries
- sharing resources, such as films, videos, booklets, pamphlets, equipment or specialized laboratory facilities
- participating in programs, such as work study, job shadowing or mentorships
- participating in community service activities.

Community partnerships included in the Knowledge and Employability courses are addressed in the [Information Manual for Knowledge and Employability Courses, Grades 8–12](#), 2008.

## Physical Education

### Exemptions

The aim of the Kindergarten to Grade 12 physical education program is to enable individuals to develop knowledge, skills and attitudes necessary to lead an active, healthy lifestyle.

To meet the aim of the physical education program, it is recommended that a variety of movement experiences be provided in all dimensions (i.e., alternative environment, dance, games, types of gymnastics and individual activities). In the following specified circumstances, exemptions may be warranted from one or more dimensions and/or a physical education course.

Category	Conditions for Exemption	Procedures	Other Experiences
INDIVIDUAL	Religious beliefs	<ul style="list-style-type: none"> <li>Statement in writing from parent to principal</li> </ul>	<ul style="list-style-type: none"> <li>When exemption is granted, other activities consistent with the aim and outcomes of the program should be substituted, where appropriate.</li> </ul>
INDIVIDUAL	Medical	<ul style="list-style-type: none"> <li>Certification sent to principal by medical practitioner with statement of activities in which the student is not able to participate</li> </ul>	
INDIVIDUAL	Out-of-province Grade 12 student who is to graduate in the school year the student transfers into an Alberta school	<ul style="list-style-type: none"> <li>Principal reports exemption to Learner Records and Data Exchange by April 30 in the year of the student's anticipated graduation</li> </ul>	
CLASS, GRADE OR SCHOOL	Access to facilities	<ul style="list-style-type: none"> <li>Initiated by school authority or parent</li> <li>Approved by school authority</li> </ul>	

When a Grade 10 student is unable to meet the requirement for Physical Education 10 for medical reasons, every effort should be made to meet this requirement during the Grade 11 or Grade 12 year.

Notice of a student's exemption from Physical Education 10 is to be reported by the principal to Learner Records and Data Exchange by April 30 in the year of the student's anticipated graduation.

Students exempted from the Physical Education 10 requirement are still to acquire the total number of credits required for graduation.

### Physical Education Taken Through Home Education

The results for Physical Education 10, taken through a home education program, may be submitted to Alberta Education as a pass or fail, in accordance with section 6 of the [Home Education Regulation](#).

### Special Projects Credits

Special projects credits are designed for work undertaken by students on an individual or small group basis and should not be used as a means of offering credits for unapproved courses. Students may enroll in Special Projects 10, 20 or 30. Special Projects 20 and Special Projects 30 do not have prerequisites.

#### Purpose

Special projects serve two major functions.

- Students become involved in the selection, planning and organization of their own programs.
- Students pursue activities in which they have considerable interest or ability but which are not within the scope of the regular curriculum or the programs being offered in the school.

## Requirements

The requirements for special projects credits are outlined below.<sup>❶</sup>

- Each project shall be carried out under the supervision of a staff teacher in the school.
- Students are required to submit a clearly planned proposal to the principal for approval, which should include:
  - description or outline of the project
  - number of hours of work expected to complete the project
  - method by which the project is to be carried out
  - description of expected learner outcomes
  - evaluation procedures as outlined by a teacher
  - completion date expected
  - name of the supervising teacher.
- The principal shall retain a copy of each special project proposal.
- The content of the special project need not be related to a specific school subject.
- If a special project is related to a specific school subject, the content of the project shall be distinct from, and in addition to, regular course requirements.
- Projects shall be completed and reported to the principal prior to the conclusion of the semester or full term.
- Where a project takes a student off campus, requirements in the [Off-campus Education Guide for Administrators, Counsellors and Teachers](#), 2000, must be followed.
- Students who successfully complete projects are granted 3 credits for 62.5 hours of work or 5 credits for 125 hours of work in any one semester, or full term, on the approval of the principal. Three-credit special projects courses will be funded at 2.5 credit enrollment units (CEUs).
- Special projects also may be offered for 1, 2 or 4 credits. Credits will be awarded for successful completion in any one semester, or full term, on approval of the principal. These special projects courses will be funded at 1 credit enrollment unit, per course credit, for each 25 hours of instruction.

- School authorities shall develop policies to ensure overall consistency and standardization of procedures governing special projects in their schools. Evaluation and reporting procedures should be included in the policy.
- Special projects credits may be applied toward the [Alberta High School Diploma](#). A student completing Special Projects 30 may use these credits to partially fulfill the “10 credits in any 30-level courses” graduation requirement for the Alberta High School Diploma.

A number of restrictions apply to special projects. Examples where special project credits cannot be earned include:

- student activities that would be considered a normal part of extracurricular or cocurricular activities generally offered by a school; e.g., school team sports, school newspaper, yearbook, field trips
- in-school work experience
- teacher-developed projects.

**Note:** In instances where a student enrolls in more than one special project, credits shall not be approved unless the projects vary substantially from year to year or demonstrate increased levels of proficiency.

### Transfer Points (Recommended) and Course Sequences for Senior High School

In senior high school, provincially developed programs are designed to accommodate transfer between course sequences at particular points. Also see [Course Sequence Transfer](#) in the Awarding Course Credits section in the *Guide*.

Special circumstances may warrant student transfer at other points in the curriculum; however, the standard transfer points are as follows for:

- English Language Arts Program
- Français Program

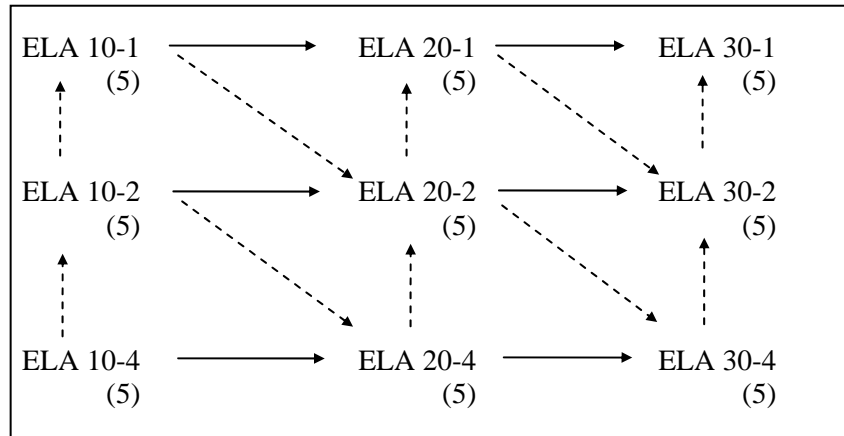
<sup>❶</sup> 4-H projects may qualify as special projects as long as they meet the requirements indicated. A student may not present a 4-H finished project for credit without following the requirements indicated.

- French Language Arts Program
- French as a Second Language Program
- Mathematics Program
- Science Program
- Social Studies Program
- Knowledge and Employability occupational courses to Career and Technology Studies courses.

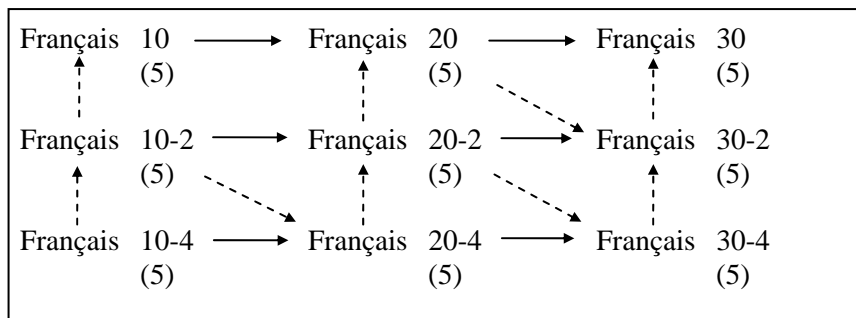
Students generally take the prerequisite in a course sequence; e.g., English Language Arts 10-1, 20-1, 30-1. This route is designated by solid arrows. However, Alberta Education recognizes that students may transfer between course sequences and these recommended routes are designated by broken arrows.

The school authority shall have a policy that clearly states the criteria to be met by a student who wishes to change program routes.

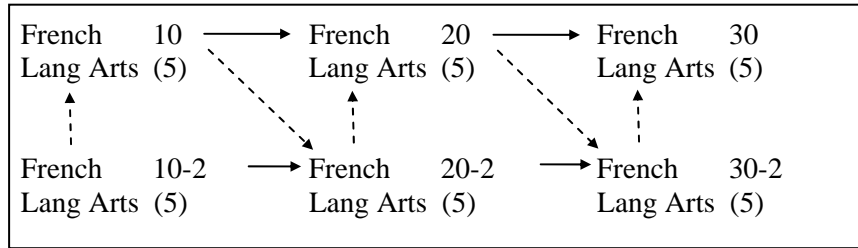
## English Language Arts (ELA) Program



## Français Program (Francophone Schools)



## French Language Arts Program (French Immersion Schools)



## French as a Second Language Program

1. For students continuing French in senior high school with no previous knowledge:

French 10-3Y → French 20-3Y → French 30-3Y

2. For students studying French with the requisite skills from the Grade 9 nine-year course sequence:

French 10-9Y → French 20-9Y → French 30-9Y

3. Only for students who began French 13 in the 2007–2008 school year:

French 13 (5) → French 10 (5) → French 20 (5) → French 30 (5)

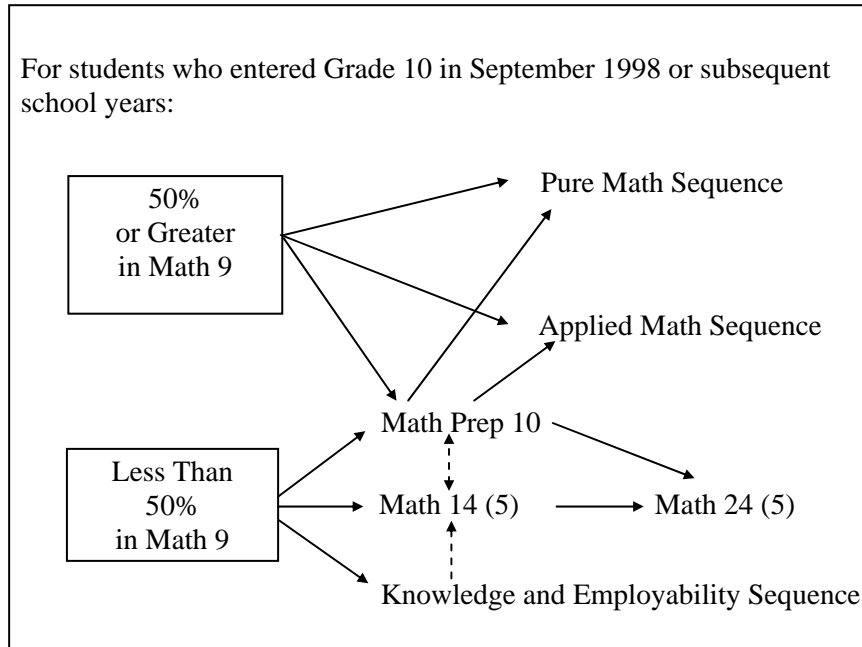
4. For students who possess an advanced level of French prior to Grade 10:

French 30 (5) → French 31a (5) → French 31b (5) → French 31c (5)

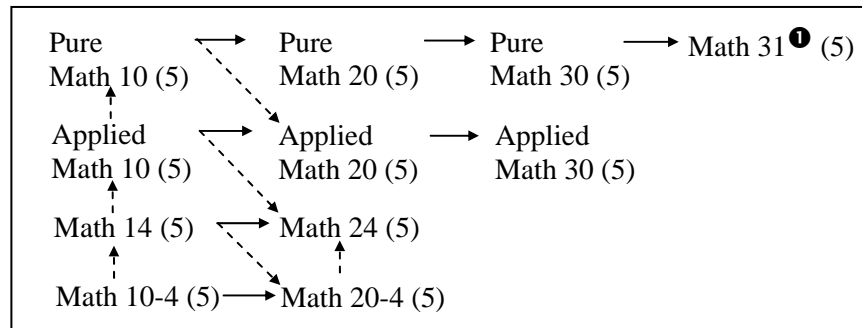


## Mathematics Program

### Possible Sequences



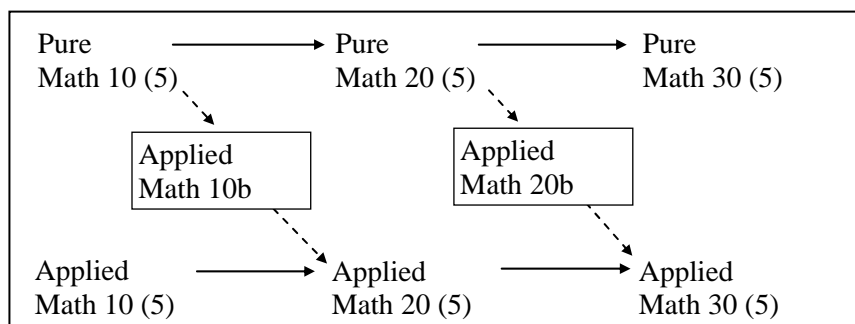
### Mathematics Course Sequences



● Pure Mathematics 30 is a prerequisite or corequisite for Mathematics 31.

**Note:** To transfer between Pure Mathematics and Applied Mathematics sequences, see diagrams on the following page.

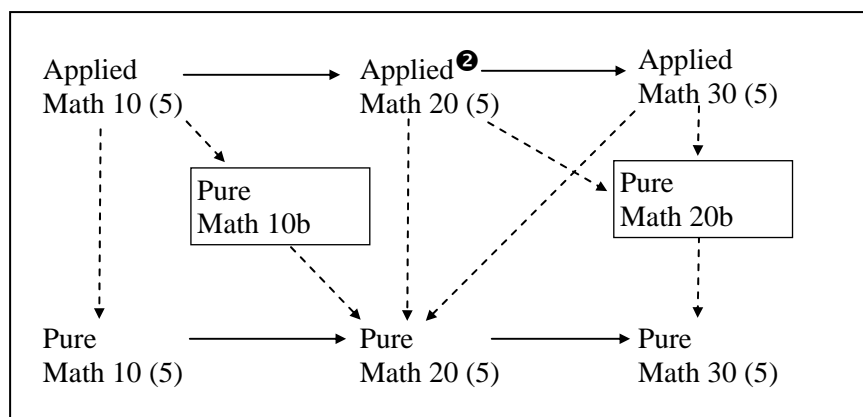
### Transferring from Pure to Applied



**Note:** A minimum of three courses is always required to complete the sequence to the 30 level.

Although the recommended transfers from pure mathematics to applied mathematics are through bridging courses, in some cases, students may move directly from the lower level of pure mathematics to the next level of applied mathematics, as serves the student's best interests.

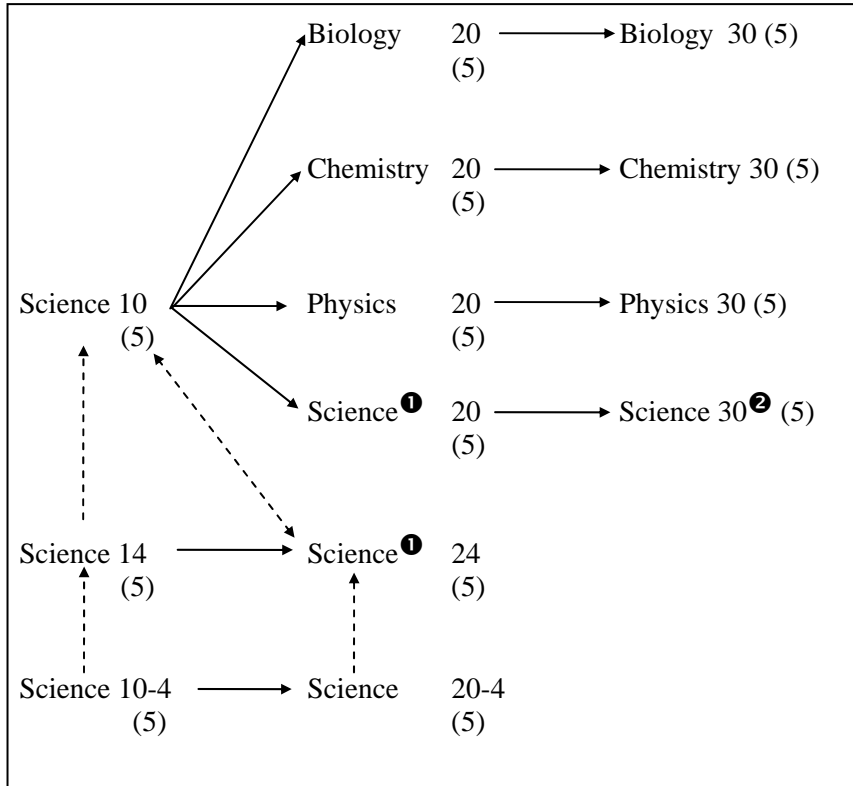
### Transferring from Applied to Pure



② A mark of 75% or greater in Applied Mathematics 20 is recommended for students transferring to Pure Mathematics 20.

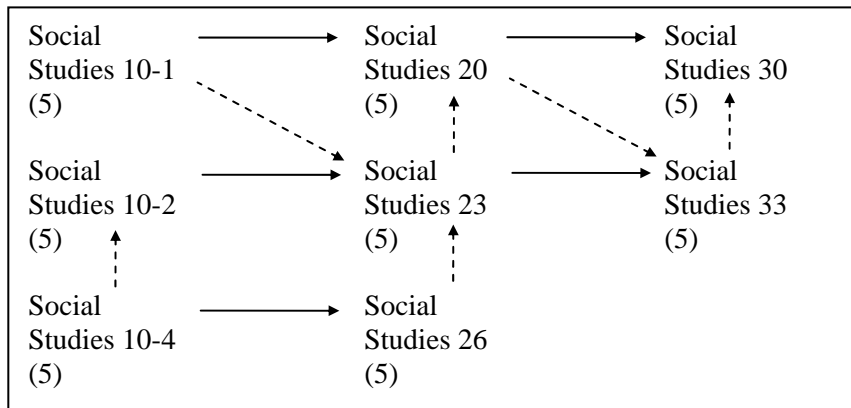
**Note:** A minimum of four courses is always required to complete the sequence to the 30 level.

## Science Program



- ❶ Although the recommended transfer point from Science 24 is to Science 10, in exceptional cases students may be placed by the principal in 20-level courses, as serves the student's best interests.
- ❷ Students who have passed Biology 20, Chemistry 20, Physics 20 or Science 20 (50% or greater) may enroll in Science 30.

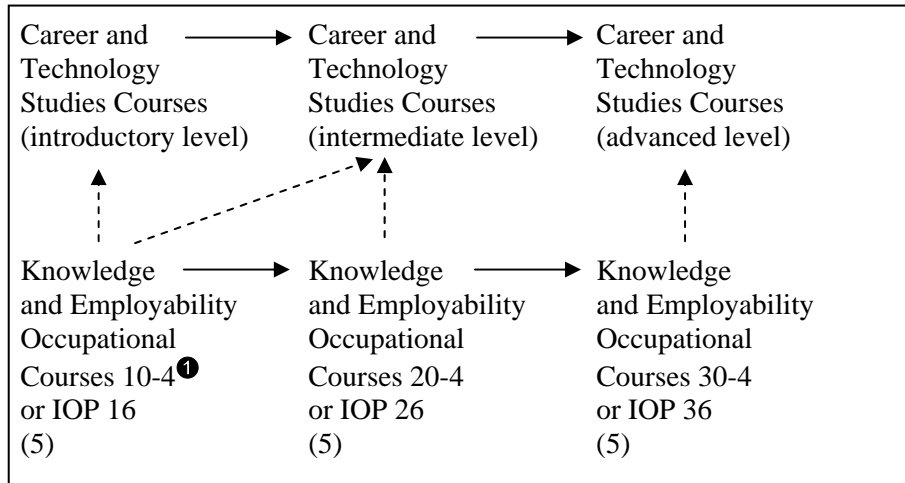
## Social Studies Program



**Note 1:** Social Studies 30 and Social Studies 33 may be taken in the same semester. If this occurs, it is the responsibility of the student to ensure that appropriate arrangements are made to write both diploma examinations.

**Note 2:** The [implementation schedule for Social Studies 20-1, 20-2, 20-4, 30-1, 30-2 and 30-4](#) can be accessed on the Alberta Education Web site.

## Knowledge and Employability Courses to Career and Technology Studies Courses



- ① Transfer from a 10-4 Knowledge and Employability occupational course or 16-level IOP occupational course directly to an intermediate-level career and technology studies course may be considered where there is content relevancy and prerequisite requirements are met.

Administrators may refer to the [Senior High School Graduation Requirements](#) section in the *Guide* for more information regarding student transfer to the [Alberta High School Diploma](#) route.

# PROGRAM ADMINISTRATION AND INSTRUCTIONAL DELIVERY

## Introduction

Various forms of instructional delivery are available to meet the educational needs of children and students. Information in this section of the *Guide* is presented under two headings: [Instructional Delivery Options](#) and [Considerations for Instructional Delivery](#). Instructional Delivery Options includes information on programs of choice. Considerations for Instructional Delivery Options includes information on guidance and counselling, school library programs and special education. The section also has information and requirements pertaining to HIV/AIDS in educational settings, human sexuality education and the use of human tissue and fluids in educational programs and concludes with a discussion of controversial issues.

## Instructional Delivery Options

Choice is an important principle in Alberta's educational system. School authorities have the flexibility to deploy resources and use any method of instructional delivery as long as Alberta Education standards are achieved. School authorities are encouraged to take advantage of the resulting programs of choice as well as the use of technology, distance learning and the workplace. Parents can access a number of instructional delivery options for their children. Programs of choice such as alternative programs, blended programs, charter schools, distance learning, home education, online delivery and outreach programs are highlighted in this section of the *Guide*.

## Alternative Programs

[School Act, Section 21\(1\), 21\(4\)](#)

The *School Act* states that an alternative program is an education program that:

- (a) emphasizes a particular language, culture, religion or subject-matter, or
- (b) uses a particular teaching philosophy,

but is not a special education program, a program referred to in section 10 or a program of religious education offered by a separate school board.

Section 21(4) states that boards may charge parents enrolling a student in the alternative program a fee to defray all or a portion of any non-instructional costs that the board may incur by offering the alternative program and that are in addition to the board's regular education program costs.

For further information and requirements, related to alternative programs, see the [Alternative Programs Handbook](#) or contact Field Services.

## Blended Program

[School Act, Section 29](#)  
[Home Education Regulation](#)

AR 145/2006

A blended program is an education program that consists of two distinct parts:

- Part 1: a school-provided program where a teacher employed by a school board or accredited-funded private school is responsible for providing the planning, resource selection, instructional delivery, assessment and evaluation of student

progress in selected courses that follow the Alberta programs of study.

- In grades 1 to 9, the courses must amount to at least 50% of the student's program.
- In grades 10 to 12, the courses must amount to at least 20% of the student's program.
- Part 2: a home education program that meets the requirements of the [Home Education Regulation](#).

School boards, or accredited-funded private schools, are not required to offer blended programs. The offering of blended programs is optional.

For more information on the requirements for the home education portion of the program, see [Home Education](#) in the *Guide*.

For further information on blended programs, contact Field Services.

## Charter Schools

[School Act, Sections 31–38](#)  
[Charter Schools Regulation](#)  
AR 212/2002

A charter school is a public school that provides innovative or enhanced means of delivering education to improve student learning. The proposed method of educational delivery that improves student learning must be supported by research. A charter school must have characteristics that set it apart from other public schools. A charter school is designed to meet the needs of a specific group of students through a specific program or approach. Charters are granted by the Minister and are term-specific.

A group interested in a charter school must first approach their local school board to determine if the group and the board can establish the innovative approach as an alternative program.

For information regarding the requirements for special education programming in charter schools, see [Accommodating Students with Exceptional Needs in Charter Schools](#), June 2007.

For further information on charter schools, see the [Charter Schools Handbook](#) or contact Field Services.

## Distance Learning

Alberta Education designs, develops and produces distance learning courses and courseware through the Distributed Learning Resources Branch (DLRB). These are available for purchase from the [Learning Resources Centre](#).

School authorities may offer their own distance learning programs or they may access the services of the Alberta Distance Learning Centre (ADLC). ADLC is operated by Pembina Hills Regional Division No. 7. Information on programs and services may be obtained directly from ADLC or can be found on their Web site at <http://www.adlc.ca/>.

## Home Education

[School Act, Section 29](#)  
[Home Education Regulation](#)  
AR 145/2006

Home education is a program of choice and recognizes a parent's right to provide home education to his or her children.

A parent wishing to home educate his or her child must notify any school board or an accredited-funded private school of his or her intent to home educate and request that the board or accredited-funded private school supervise the home education program. Notification of the intent to home educate can be made at any time during a school year.

A board that consents to supervise a home education program is referred to as an associate board. An accredited-funded private school that consents to supervise a home education program is referred to as an associate private school. An associate board or associate private school will review the completed notification form and the education plan developed by the parent and make a decision within 15 school days.

Associate boards or associate private schools must notify parents of any implications that a home education program may have on a student's eligibility to be granted high school credits. Associate boards and associate private schools must develop a policy that includes guidelines for a home education student's participation in school and extracurricular activities.

A parent who intends to provide a home education program must develop the program in accordance with the *Home Education Regulation*. Parents can choose curriculum resources and methodology that are consistent with the family's religious and conscientiously held beliefs. If the parent designs a program that does not follow the Alberta programs of study, the parent must declare that the program is consistent with the student learning outcomes listed in the schedule in the *Home Education Regulation*. Parents may ask the associate board or associate private school for assistance in developing a home education plan or program.

Teachers are to be assigned to home education to facilitate student learning by offering assistance and advice to the parent. Teachers are required to conduct at least two evaluations in each school year, including a review of the student portfolio with the parent at least twice a year. Associate boards and associate private schools are required to provide a written report of the student's progress. This written report is included in the student's record. Grade 3, 6 or 9 home education students must be offered the opportunity to write the appropriate provincial achievement tests.

If an associate board or associate private school terminates a home education program, it is responsible for the student's education for the remainder of the school year and must make suitable arrangements for the student's access to an education program.

For further information, see the *Home Education Handbook* or contact Field Services.

## Online Delivery

An online program is a structured learning environment in which students access educational programs electronically. The planning, implementation and assessment of instruction is the responsibility of certificated teachers employed by a school board or by an accredited private school. Online program providers must ensure elementary and junior high school students have access to a minimum of 950 hours of instruction and senior high school students have access to a minimum of 1000 hours of instruction for Alberta courses and programs of study.

Alberta Education designs, develops and produces authorized online courses and courseware through the Distributed Learning Resources Branch (DLRB). Many of these are available for teachers in Alberta to download from the [Tools4Teachers](#) Web site. Some online courses are available for purchase from the [Learning Resources Centre](#).

School authorities providing instruction through online delivery should develop policies and/or procedures on a variety of issues prior to program implementation. Specifically, school authorities should consider:

- how student attendance is to be defined
- the role of parents in instruction, assessment and supervision of student work
- staffing levels
- time frames for student access to the instructional expertise of teachers
- student evaluation practices
- requirements for program access by students living outside Alberta
- program decisions; e.g., self-paced or teacher controlled
- how to deliver all outcomes of Alberta programs of study
- provision for writing achievement tests and diploma examinations
- program and teacher evaluation
- how to provide alternative forms of program delivery for non-resident students who are experiencing difficulty in the online environment.

## Outreach Program

An outreach program provides an educational alternative for students who, due to individual circumstances, find that the traditional school setting does not meet their needs. The program allows students to access resources that improve their ability to succeed academically and socially. A flexible approach is taken to teaching and learning in recognition of individual student needs. Outreach programs serve students of junior and senior high school age.

Outreach programs must be offered in a stand-alone facility, separate from a building already in use as a school. The facility must meet Alberta building, health and safety standards for school buildings. The school board must ensure that its liability insurance extends to the stand-alone facility for the Outreach Program.

A school board motion must grant approval to the school to offer the program. To support implementation, the school board must develop a written policy addressing, at a minimum, student eligibility, attendance requirements and performance expectations.

The Outreach Program must provide students with educational services that are in addition to distance learning courses and materials. Examples of such services are personal and career counselling, conflict resolution, anger management training, time management training and study skills.

School authorities choosing to run their Outreach Program as a school will be required to meet the legislative and policy requirements associated with operating a school; e.g., designating a school principal, establishing a school council, preparing annually a school three-year education plan and a school annual results report, following the school closure regulation and other regulations.

Applications for approval to begin new outreach programs must be submitted by March 31 to the appropriate Zone Services Branch Director using the form provided in the [Funding Manual for School Authorities](#). Alberta Education may not approve all applications. Once granted, funding is ongoing.

For more information, see the [Outreach Programs Handbook](#) or contact Field Services.

## Considerations for Instructional Delivery

A number of programs and services exist in schools to help students meet their developmental and learning needs. This section of the *Guide* highlights guidance and counselling, school library programs and special education. Those responsible for the implementation of education programs and the operation of schools must consider a number of matters related to the provision of a safe and caring learning environment for students. Information is given about HIV/AIDS in educational settings, human sexuality education and the use of human tissue and fluid in educational programming. This section of the *Guide* concludes with a discussion of controversial issues.

## School Guidance and Counselling Programs and Services

The comprehensive school guidance and counselling program is centred on helping individual students meet their growth and developmental needs—educational, personal, social and career. Delivery of these programs is collaborative and multidisciplinary, involving the school counsellor and other school staff. Program success is based on a close partnership among school, home and community. The four components of the comprehensive approach are:

- developmental guidance instruction
- individual student planning
- responsive services
- school/community support.

School boards, accredited-funded private schools and charter schools are expected to implement the [Comprehensive School Guidance & Counselling Programs and Services: Guidelines for Practice—A Program Development and Validation Checklist](#), 1997, which reflects the content of the comprehensive approach to guidance and counselling in schools. Schools and school authorities are expected to use the guidelines to monitor and evaluate their guidance and counselling programs and services.



## School Library Program

Students in Alberta schools should have access to an effective school library program that is integrated with instructional programs. Such library programs improve student opportunities for achieving a basic education.

Student learning experiences should integrate information retrieval and research skills. These skills are learned best within the curricula. To promote integration, opportunities for cooperative planning between teachers and teacher-librarians should be provided.

In an integrated school library program, the services and activities are not peripheral or supplementary to the school's instructional program; they are an essential and dynamic part of it. The integrated library program widens, deepens and personalizes learning by involving students in the planned and purposeful use of resources. Library resources are designed to help students expand their abilities to find, generate, evaluate and apply information. Developing these information skills will, in turn, prepare students to function effectively as individuals and as full participants in society.

An integrated school library program attends not only to its formal instructional role, but also to its function as a centre for informal learning. As a resource centre, the school library should be a place where students can pursue their individual educational interests.

For more information, see [Focus on Inquiry: A Teacher's Guide to Implementing Inquiry-based Learning](#), 2004.

## Early Childhood Special Education

[School Act, Section 30](#)

[Early Childhood Services Regulation](#) AR 31/2002 as amended

[Standards for the Provision of Early Childhood Special Education](#), 2006

Alberta Education supports the education of children with special education needs. Section 30(1) of the *School Act* states that a board or, with the approval of the Minister, a person may provide an early childhood services program. A program may be provided to a

child who, as of September 1, is younger than 6 years of age, if the parent of the child agrees, or a student, if the parent of the student and the board are of the opinion that the program will benefit the student.

A child attending an ECS program is not considered a resident of the board, or entitled to any of the rights or benefits given to a student under the Act.

Children with mild, moderate and severe special education needs, including those who are gifted and talented, require specialized learning opportunities to achieve their full potential. The [Standards for the Provision of Early Childhood Special Education](#), 2006, outlines school authority program delivery requirements and expectations that support Alberta Education's objective of providing consistent direction while supporting flexibility and discretion at the local school authority level.

School authorities operating an ECS program shall accept and organize programming for all children with special education needs who meet eligibility criteria, and for whom special education programming is requested.

A special education program:

- is based on an individualized program plan (IPP); all children with special education needs, including children who are gifted and talented, require IPPs
- provides parents with opportunities to participate in decisions affecting their children's ongoing education programming
- may be provided in a variety of settings
- is based on the results of continuous assessment and evaluation
- provides for programming that is individually and developmentally appropriate
- includes a collaborative approach to ensure coordinated service delivery when other agencies and service providers are involved.

For more information regarding special education programs for children with special education needs, contact the Special Programs Branch.

## Special Education for Students

[School Act, Sections 45, 47](#)  
[Ministerial Order \(#015/2004\) – Standards for Special Education](#), Amended June 2004

Students with mild, moderate and severe special education needs and those who are gifted and talented require specialized learning opportunities to achieve their full potential. The [Standards for Special Education](#), Amended June 2004 is a ministerial order that applies to public and separate school boards and designated special education private schools. It outlines program delivery requirements and expectations that support Alberta's objective of providing consistent direction while supporting flexibility and discretion at the local level.

Alberta Education supports the education of students with special education needs. Sections 45 and 47 of the *School Act* outline board responsibilities related to students and special education programs. School boards are responsible for assessing student needs and identifying appropriate programs. Parents have a right and responsibility to work with boards to ensure their children's special education needs are met subject to limitations based upon reasonableness in each circumstance.

A special education program:

- is based on an individualized program plan (IPP); all students with special education needs, including students who are gifted and talented, require IPPs
- may be provided in a variety of settings
- is based on, and modified by, the results of continuous assessment and evaluation
- provides for instruction appropriate to individual learning needs.

Students with special education needs taking curriculum courses for credit are expected to meet those course requirements using the supports and accommodations outlined in the student's IPP.

For more information regarding special education programs and resources, contact the Special Programs Branch.

## Requirements for Special Education in Accredited-Funded Private Schools

Private school operators in Alberta are not obligated to admit every student who seeks admission; however, once a private school decides to enroll a student with special education needs, Alberta Education requires the operator to provide appropriate programming for the school year in which the student is enrolled.

[Requirements for Special Education in Accredited-Funded Private Schools](#) describes Alberta Education requirements for providing educational programming to students with special education needs in accredited-funded private schools.

Students with special education needs taking curriculum courses for credit are expected to meet those course requirements, using the supports and accommodations outlined in the student's IPP.

## Special Education Programming Information

Alberta Education has produced a number of special education resources that include information about the nature of special education needs and practical suggestions for the preparation of individualized program plans, instructional strategies and classroom management.

The resources include:

- [Programming for Students with Special Needs series](#)
- [The Learning Team: A Handbook for Parents of Children with Special Needs](#)
- [Standards for Special Education](#), Amended June 2004
- [Standards for the Provision of Early Childhood Special Education](#)
- [Requirements for Special Education in Accredited-Funded Private Schools](#)
- [Special Education Coding Criteria](#)
- [Handbook for the Identification and Review of Students with Severe Disabilities](#)
- [Essential Components of Educational Programming for Students with Autism Spectrum Disorders](#)

- [Essential Components of Educational Programming for Students with Behavioural Disabilities](#)
- [Essential Components of Educational Programming for Students Who Are Blind or Visually Impaired](#)
- [Essential Components of Educational Programming for Students Who Are Deaf or Hard of Hearing](#)
- [Early Childhood Services Program Unit Funding Handbook](#)
- [Standards for Psycho-Educational Assessment](#)
- [Accommodating Students with Exceptional Needs in Charter Schools.](#)

These resources are available for downloading from the Alberta Education Web site or for purchase from the [Learning Resources Centre](#).

## HIV/AIDS in Educational Settings

There is no legal basis on which to prevent children infected with HIV from attending school. Similarly, there is no basis on which to exclude HIV-infected teachers or other school staff from the work setting provided they are well enough to perform their usual duties.

[HIV/AIDS in Educational Settings](#) will be updated during the 2008–2009 school year to reflect the most recent information on this topic. The version currently in effect remains on the Alberta Education Web site.

## Human Sexuality Education

Human sexuality education is mandated by the [Human Sexuality Education Policy](#) and is taught at several levels in Alberta, including the [Grade 4 to Grade 9 Health and Life Skills program](#) and the senior high school [Career and Life Management \(CALM\)](#) course.

Human sexuality education shall be taught within the normal school day and may be offered through different instructional structures. The learning outcomes outlined in current programs (Health and Life Skills and CALM) for human sexuality are prescribed, but they need not be offered exclusively through those courses. Many schools have developed programs through family life or religion classes.

## Exemption from Human Sexuality Instruction

Parents shall be advised prior to the start of human sexuality instruction of their right to exempt their child from that course component. Principals will exempt students by parental request from Health and Life Skills and CALM classroom instruction and activities that involve learning outcomes specifically related to human sexuality sections of these courses.

For further information, see the [Human Sexuality Education Policy](#), the [Health and Life Skills Program of Studies \(K–9\)](#), the [CALM Program of Studies](#) or contact the Curriculum Branch.

## Use of Human Tissue and Fluid in Educational Programs

Alberta Education firmly believes that the safety and well-being of students, teachers and other school staff should be a first consideration in the selection of materials for study. Therefore, all activities involving the extraction and analysis of samples of human fluid or tissue are prohibited in Alberta schools.

For more information, refer to [Safety in the Science Classroom](#) available on the Alberta Education Web site or for purchase from the [Learning Resources Centre](#).

## Controversial Issues

Controversial issues are those topics that are publicly sensitive and upon which there is no consensus of values or beliefs. They include topics on which reasonable people may sincerely disagree. Opportunities to deal with these issues are an integral part of student learning in Alberta.

Studying controversial issues is important in preparing students to participate responsibly in a democratic and pluralistic society. Such study provides opportunities to develop the ability to think clearly, to reason logically, to open-mindedly and respectfully examine different points of view and to make sound judgements.

Teachers, students and others participating in studies or discussions of controversial issues need to exercise sensitivity to ensure that students and others are not ridiculed, embarrassed or intimidated for positions that they hold on controversial issues.

Controversial issues:

- represent alternative points of view, subject to the condition that information presented is not restricted by any federal or provincial law
- reflect the maturity, capabilities and educational needs of the students
- meet the requirements of provincially prescribed and approved courses and programs of study and education programs
- reflect the neighbourhood and community in which the school is located, as well as provincial, national and international contexts.

Controversial issues that have been anticipated by the teacher, and those that may arise incidentally during instruction, should be used by the teacher to promote critical inquiry and/or to teach thinking skills.

The school plays a supportive role to parents in the areas of values and moral development and shall handle parental decisions in regard to controversial issues with respect and sensitivity.

# Student Assessment ECS to Grade 9

## Purpose of Assessment

A comprehensive assessment program provides relevant data for all important educational decisions related to learning: instruction, program improvement and public accountability. It includes a variety of assessments for different purposes.

The assessment of student progress in relation to the outcomes outlined in programs of study is important for the following reasons.

- The information on student progress is essential so that teachers can change or refine instructional plans to ensure learning activities are appropriate for all students.
- The information is required for reporting student progress clearly to students and parents.
- The information is used in making decisions regarding student placement.
- The information is required for the evaluation of program effectiveness and for the revision of programs to improve student learning.

## Assessment as a Guide for Learning and Instruction

The assessment of student progress serves as a guide for learning and instruction. Knowledge about each student's current level of achievement is essential for planning learning activities to meet his or her learning needs.

This information should be collected in a variety of ways to provide feedback that is useful to student and teacher alike. To be most useful, the classroom assessment should have the following characteristics:

- It should be part of instruction and should clearly reveal to students what is expected of them.
- It should be an ongoing process rather than a set of isolated events, with the methods and instruments varied and used in a variety of contexts.
- It should focus on a broad range of outcomes, reflecting multiple dimensions of skill development.
- The measures should be appropriate to the student's development and cultural background.
- It should be constructive. It should focus on what a student can do, clearly identifying both strengths and areas of difficulty. It should encourage improvement in areas of difficulty, linking new learning to what a student already knows and can do.
- It should involve students in their own assessment. This gives them responsibility for their own learning and fosters lifelong learning.

## Diagnostic Approaches to Instruction

The terms “diagnostic instruction” and “diagnostic teaching cycle” are often used to refer to instruction that is closely linked to assessment. Diagnostic instruction provides a means to ensure that learning difficulties are recognized early and that students receive the help they need. It also provides a means of confirming student learning so that more challenging activities can be provided as students become ready.

To assist teachers in applying diagnostic techniques, Alberta Education has developed the following materials that are available for purchase from the [Learning Resources Centre](#):

- *Diagnostic Reading Program* (Grade 1 to Grade 6, 1986)  
Resource materials include assessment instruments and descriptions of evaluation and instructional strategies.
- *Diagnostic Mathematics Program* (Grade 1 to Grade 6, 1990)  
Resource materials provide guidance in the use of manipulatives, individual interviews and small group activities. The activities serve as a basis for both evaluation and instruction.
- *Evaluating Students' Learning and Communication Processes* (Grade 7 to Grade 10, 1993)  
Resource materials provide strategies for evaluating student skills in six communication processes: exploring, narrating, imagining, empathizing, abstracting and monitoring. To demonstrate these processes, diagnostic teaching units are included for language arts (Grade 7), science (Grade 7 and Science 14) and social studies (Grade 7, Grade 8 and Grade 9).

### Assessment as the Basis for Communicating Individual Student Achievement

When students are placed in age-appropriate groups for instruction, parents can become confused about the distinction between the grade in which their child is placed (the enrolled grade) and the grade level at which their child is actually working in various subjects; e.g., the child is placed in a Grade 4 class but is working at approximately the Grade 3 level in language arts. Where such confusion exists, parents can misinterpret information regarding their child's progress. They may think that indications of satisfactory progress are made with reference to the enrolled grade the child is in rather than to the grade level at which the child is working. The use of assessment as the basis for communicating individual student achievement is intended to reduce this type of

confusion and to support the professional responsibilities of teachers to provide clear communication in describing student progress including the student's grade level of achievement (GLA).

### Reporting Grade Level of Achievement

Teachers shall ensure that information is effectively communicated to parents about:

- what their child knows and can do in the courses being studied
- how well their child is doing in those courses
- the grade level(s) the child has achieved expressed as "at," "above," or "below" in relation to the grade levels of the provincial programs of study for language arts, mathematics, science and social studies and the student's enrolled grade.

The provision does not restrict the communication of achievement to written reports, nor does it require schools to use a particular type of instructional grouping or placement policy. School authorities may also elect to report GLA to parents using more specific indicators such as whole numbers, for example, where the authority's assessment methods and procedures support more detailed reporting.

Teachers must communicate the grade levels at which they judge a student to be working, in at least the four specified subject areas of the curriculum. The basis for their professional judgement in these matters also needs to be clear so that parents can readily understand how student learning has been assessed.

Principals determine how to communicate grade level of achievement to parents, for example, through parent-teacher conferences, assessment portfolios, report cards or student work samples. In making this determination, principals should consult with teachers, parents and school councils and in a manner consistent with any related school jurisdiction and/or Alberta Education policies. An individualized program plan (IPP) is often implemented by teachers when there is a gap between a student's level of achievement and the student's grade placement. Whatever methods are chosen for implementing this provision, face-to-face methods are often the most successful for achieving clear and open communication.

All assessment information should be shared, not only with parents, but also with students when it is in the students' best interest to do so. Communicating with students about their levels of achievement is particularly important when students are planning their future courses and making program choices.

To assist teachers in assessing student achievement in relation to provincial standards, Alberta Education is releasing to schools, every two years, complete achievement tests in all achievement testing areas. These released achievement tests contain the questions, key and other pertinent material about each test and are supplied to all schools. [Writing examples for the grades 3, 6 and 9 English language arts](#) and grades 6 and 9 French language arts achievement tests are also available on the Alberta Education Web site.

Reporting GLA to Alberta Education in language arts and mathematics was a new requirement effective in the 2007–2008 school year for all public, separate, Francophone and charter schools with grades 1 through 9 enrollment. GLA is reported to Alberta Education according to specifications in the *Grade Level of Achievement Reporting: Teacher and Administrator Handbook* (Revised January 2008). The Handbook is a useful resource that provides extensive background information on GLA. The Handbook is available online at <http://education.alberta.ca/media/346277/teachadminhandbook.pdf>, or for purchase from the [Learning Resources Centre](#).

Reporting GLA to Alberta Education is required for the evaluation of program effectiveness and for the revision of programs to improve student learning.

## Computer Adaptive Assessment (CAA)

Computer Adaptive Assessment (CAA) is a made-in-Alberta approach to address the individual learning needs of students through an innovative use of technology. It is a school-based computer assessment tool that immediately 'adapts' or tailors the difficulty of each test to the individual student. The CAA initiative provides an optional assessment tool for classroom teachers to assist them in understanding each student's progress. Information about this initiative has been provided to all schools.

Additional classroom assessment materials are available for purchase from the [Learning Resources Centre](#).

## Provincial Achievement Testing Program

The provincial achievement tests measure knowledge and skills in language arts, mathematics, science and social studies. The tests reflect a common provincial standard for students in a grade. They are based on what students are expected to know and be able to do as set out in the programs of study.

All students in the appropriate grades are expected to write the annually administered achievement tests. English language arts and mathematics are assessed at grades 3, 6 and 9. Science and social studies are also assessed at grades 6 and 9.

Accommodations are available for students with special education needs for writing achievement tests.

There are French versions of the achievement tests in mathematics (grades 3, 6 and 9), science (grades 6 and 9), and social studies (grades 6 and 9). As well, there are French language arts tests for students in grades 3, 6 and 9 alternative French language programs (including French immersion), and Français tests for grades 3, 6 and 9 Francophone students.

Every effort is made to ensure that the tests show respect for cultural diversity and do not bias the performance of particular groups of students.

Results are reported in such a way as to encourage improved learning, while minimizing possible harmful effects of testing for individual students. The numbers of students who achieve the acceptable standard and the standard of excellence are reported to facilitate interpretation of local results and to enable comparisons of local results to provincial and local targets. Group results for fewer than six students are reported to the school authority and the school but are not reported publicly. Alberta Education encourages comparisons of local results with local targets, not comparisons of individual scores with other students' scores.

Schedules for administering achievement tests are mandated by the province and communicated to schools in the November update to the [Achievement General Information Bulletin](#), prior to the school year in which they are to be implemented. Information about student achievement is provided to schools and school authorities, parents and the public so that they may know how well students in their schools are meeting local targets and provincial outcomes. The [Guidelines for Interpreting the Achievement Test Multiyear Reports](#) is provided along with the results.

For more information on provincial achievement testing, see the following documents sent to schools or provided electronically each year:

- [Achievement General Information Bulletin](#)
- [Information bulletins about the tests in Grade 3, Grade 6 and Grade 9](#) are available on the Alberta Education Web site
- [Parent Guide to Provincial Achievement Testing](#) for Grade 3, Grade 6 and Grade 9.

## Individual Student Profile

For each student who writes achievement tests, an Individual Student Profile for the student's education record is provided electronically to the school through the secured Extranet site. The profile shows the student's test results in relation to the standards in the courses tested. A second copy of the student's profile is provided to the school for the student's parent or guardian.



# Senior High School Graduation Requirements

## Introduction

Students who entered Grade 10 in the 1994–1995 and subsequent school years are eligible to receive the Alberta High School Diploma, the High School Equivalency Diploma, the Certificate of Achievement or the Certificate of High School Achievement or the Certificate of School Completion upon completion of requirements.

The diplomas and certificates certify that the holder has successfully completed a prescribed program of instruction; however, possession of a diploma or certificate does not necessarily guarantee admission to a post-secondary institution. Students should be advised to check the calendars of post-secondary institutions for admission requirements.

The [Alberta High School Diploma graduation requirements](#) are included in this section of the *Guide*.

The current [Certificate of High School Achievement](#) requirements outlining the specific eligible courses, the required credits and information on the phasing in of the certificate are included in this section of the *Guide*. Students who enrolled in Grade 10-level Knowledge and Employability courses as of September 2006 will work toward meeting the current Certificate of High School Achievement requirements.

The Certificate of Achievement can be obtained by students enrolled in Grade 10 to Grade 12 in the Integrated Occupational Program (IOP) as of January 2006. See [Appendix 5](#) for these requirements.

The new [Certificate of School Completion](#) requirements are also included in this section.

The [High School Equivalency Diploma](#) requirements can be found in the Mature Students section.

## Alberta High School Diploma Graduation Requirements (English)

<b>ALBERTA HIGH SCHOOL DIPLOMA GRADUATION REQUIREMENTS (ENGLISH)</b>
The requirements indicated in this chart are the <u>minimum</u> requirements for a student to attain an Alberta High School Diploma. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.
100 CREDITS including the following:
ENGLISH LANGUAGE ARTS – 30 LEVEL (English Language Arts 30-1, 30-2) <sup>1</sup>
SOCIAL STUDIES – 30 LEVEL (Social Studies 30 or 33)
MATHEMATICS – 20 LEVEL <sup>2</sup> (Pure Mathematics 20, Applied Mathematics 20 or Mathematics 24)
SCIENCE – 20 LEVEL <sup>3</sup> (Science 20, Science 24, Biology 20, Chemistry 20 or Physics 20)
PHYSICAL EDUCATION 10 (3 CREDITS) <sup>4</sup>
CAREER AND LIFE MANAGEMENT (3 CREDITS) <sup>5</sup>
10 CREDITS IN ANY COMBINATION FROM:
<ul style="list-style-type: none"> <li>• Career and Technology Studies (CTS)</li> <li>• Fine Arts</li> <li>• Second Languages<sup>6</sup></li> <li>• Physical Education 20 and/or 30<sup>7</sup></li> <li>• Locally developed/acquired and locally authorized courses in CTS, fine arts, second languages, Knowledge and Employability or IOP occupational courses</li> <li>• Knowledge and Employability or IOP occupational courses</li> <li>• Registered Apprenticeship Program</li> </ul>
10 CREDITS IN ANY 30-LEVEL COURSE (IN ADDITION TO A 30-LEVEL ENGLISH LANGUAGE ARTS AND A 30-LEVEL SOCIAL STUDIES COURSE AS SPECIFIED ABOVE) <sup>8</sup>
<p>These courses may include:</p> <ul style="list-style-type: none"> <li>• 35-level locally developed/acquired and locally authorized courses</li> <li>• Advanced level (3000 series) in Career and Technology Studies courses</li> <li>• 35-level Work Experience<sup>9</sup></li> <li>• 30-4 level Knowledge and Employability course or 36-level IOP course</li> <li>• 35-level Registered Apprenticeship Program</li> <li>• 30-level Green Certificate Specialization</li> </ul>

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- ❶ English Language Arts 30 and 33 can be used to meet this requirement.
- ❷ For students who entered Grade 10 before September 1998, the mathematics requirement—Mathematics 20 or 23 or 24—may also be met with any 10-credit combination of mathematics courses that includes either Mathematics 13 or Mathematics 10; e.g., Mathematics 10 and Mathematics 14. Students may also use Pure Mathematics 10, Applied Mathematics 10, Mathematics Preparation 10 (5 credits) in conjunction with Mathematics 10 or Mathematics 13 to meet this requirement.
- ❸ The science requirement—Science 20 or 24, Biology 20, Chemistry 20 or Physics 20—may also be met with the 10-credit combination of Science 10 and Science 14.
- ❹ See information on exemption from the [physical education requirement](#) in the *Guide*.
- ❺ See information on exemption from the [CALM requirement](#) in the *Guide*.
- ❻ Students may earn any number of credits in the study of second languages, but only a maximum of 25 language credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.
- ❼ Students entering Grade 10 in the 1998–1999 school year and subsequent school years will be able to use Physical Education 20 and/or 30 to meet this 10-credit requirement.
- ❽ 30-level English or 30-level social studies courses from a different course sequence may not be used to meet the 30-level course requirement.
- ❾ Students may earn any number of credits in Work Experience, but only 15 credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.

**FURTHER NOTES:**

- For 30-level courses that have a diploma examination, the final course mark consists of an average of the school-awarded mark and the diploma examination mark.
- Students in Francophone programs should consult the [Alberta High School Diploma Graduation Requirements for French First Language–Francophone](#) in the *Guide*.
- Mature students should consult the [Mature Students](#) section in the *Guide* for applicable graduation requirements.

## Alberta High School Diploma Graduation Requirements (French First Language – Francophone)

<b>ALBERTA HIGH SCHOOL DIPLOMA GRADUATION REQUIREMENTS (FRENCH FIRST LANGUAGE–FRANCOPHONE)</b>
The requirements indicated in this chart are the <u>minimum</u> requirements for a student to attain an Alberta High School Diploma. The requirements for entry into post-secondary institutions and workplaces may require additional and specific courses.
100 CREDITS including the following:
FRANÇAIS 30 OR 30-2
ENGLISH LANGUAGE ARTS – 30 LEVEL <sup>1</sup> (English Language Arts 30-1, 30-2)
SOCIAL STUDIES – 30 LEVEL (Social Studies 30 or 33)
MATHEMATICS – 20 LEVEL <sup>2</sup> (Pure Mathematics 20, Applied Mathematics 20 or Mathematics 24)
SCIENCE – 20 LEVEL <sup>3</sup> (Science 20, Science 24, Biology 20, Chemistry 20 or Physics 20)
PHYSICAL EDUCATION 10 (3 CREDITS) <sup>4</sup>
CAREER AND LIFE MANAGEMENT (3 CREDITS) <sup>5</sup>
10 CREDITS IN ANY COMBINATION FROM:
<ul style="list-style-type: none"> <li>• Career and Technology Studies (CTS)</li> <li>• Fine Arts</li> <li>• Second Languages <sup>6</sup></li> <li>• Physical Education 20 and/or 30 <sup>7</sup></li> <li>• Locally developed/acquired and locally authorized courses in CTS, fine arts, second languages, Knowledge and Employability or IOP occupational courses</li> <li>• Knowledge and Employability or IOP occupational courses</li> <li>• Registered Apprenticeship Program</li> </ul>
5 CREDITS IN ANY 30-LEVEL COURSE (IN ADDITION TO A 30-LEVEL ENGLISH LANGUAGE ARTS, A 30-LEVEL FRANÇAIS AND A 30-LEVEL SOCIAL STUDIES COURSE AS SPECIFIED ABOVE) <sup>8</sup>
<p>These courses may include:</p> <ul style="list-style-type: none"> <li>• 35-level locally developed/acquired and locally authorized courses</li> <li>• Advanced level (3000 Series) in Career and Technology Studies courses</li> <li>• 35-level Work Experience <sup>9</sup></li> <li>• 30-4 level Knowledge and Employability course or 36-level IOP course</li> <li>• 35-level Registered Apprenticeship Program</li> <li>• 30-level Green Certificate Specialization</li> </ul>

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- ❶ English Language Arts 30 and 33 can be used to meet this requirement. There is an exception for Canadian and immigrant unilingual Francophone students who enter the Alberta school system within five years of their graduating year. Refer to [Evaluation of Out-of-province Educational Documents](#) in the *Guide*.
- ❷ For students who entered Grade 10 before September 1998, the mathematics requirement—Mathematics 20 or 23 or 24—may also be met with any 10-credit combination of mathematics courses that includes either Mathematics 13 or Mathematics 10; e.g., Mathematics 10 and Mathematics 14. Students may also use Pure Mathematics 10, Applied Mathematics 10, Mathematics Preparation 10 (5 credits) in conjunction with Mathematics 10 or Mathematics 13 to meet this requirement.
- ❸ The science requirement—Science 20 or 24, Biology 20, Chemistry 20 or Physics 20—may also be met with the 10-credit combination of Science 10 and Science 14.
- ❹ See information on exemption from the [physical education requirement](#) in the *Guide*.
- ❺ See information on exemption from the [CALM requirement](#) in the *Guide*.
- ❻ Students may earn any number of credits in the study of second languages, but only a maximum of 25 language credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.
- ❼ Students entering Grade 10 in the 1998–1999 school year and subsequent school years will be able to use Physical Education 20 and/or 30 to meet this 10-credit requirement.
- ❽ 30-level English Language Arts, 30-level Français or 30-level social studies courses from a different course sequence may not be used to meet the 30-level course requirement.
- ❾ Students may earn any number of credits in Work Experience, but only 15 credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.

**FURTHER NOTES:**

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

## Certificate of High School Achievement Requirements (English)

<b>CERTIFICATE OF HIGH SCHOOL ACHIEVEMENT REQUIREMENTS<sup>❶</sup> (ENGLISH)</b>
The requirements indicated in this chart are the <u>minimum</u> requirements for a student to attain a Certificate of High School Achievement. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.
<b>80 CREDITS<sup>❷</sup></b> including the following:
ENGLISH LANGUAGE ARTS 20-2 OR 30-4
MATHEMATICS 14 OR 20-4
SCIENCE 14 OR 20-4
SOCIAL STUDIES 13 OR 10-2 OR 26 OR 20-4
PHYSICAL EDUCATION 10 (3 CREDITS) <sup>❸</sup>
CAREER AND LIFE MANAGEMENT (3 CREDITS) <sup>❹</sup>
<b>5 CREDITS IN<sup>❺</sup></b>
<ul style="list-style-type: none"> <li>• 30-level Knowledge and Employability occupational course, or</li> <li>• 30-level Career and Technology Studies (CTS), or</li> <li>• 30-level locally developed course with an occupational focus</li> </ul>
AND
<b>5 CREDITS IN</b>
<ul style="list-style-type: none"> <li>• 30-level Knowledge and Employability Workplace Practicum course, or</li> <li>• 30-level Work Experience course<sup>❻</sup>, or</li> <li>• 30-level Green Certificate course<sup>❼</sup></li> </ul>
OR
<b>5 CREDITS IN</b>
<ul style="list-style-type: none"> <li>• 30-level Registered Apprenticeship Program (RAP) course<sup>❽</sup></li> </ul>

- ❶ Students enrolled in senior high IOP as of January 2006 may choose to complete the requirements for the Certificate of High School Achievement or the [Certificate of Achievement](#) (see Appendix 5).
- ❷ To qualify for a Certificate of High School Achievement, students must successfully complete a minimum of one academic Knowledge and Employability course.
- ❸ See information on exemption from the [physical education requirement](#) in the *Guide*.
- ❹ See information on exemption from the [CALM requirement](#) in the *Guide*.
- ❺ To transition to the new Certificate of High School Achievement, 36-level IOP occupational courses may be used in lieu of 30-4-level Knowledge and Employability occupational courses.
- ❻ Refer to the [Off-campus Education Guide for Administrators, Counsellors and Teachers](#), 2000 for additional information.
- ❼ Refer to the Alberta Education Web site for additional [Green Certificate](#) information.
- ❽ Refer to the [Registered Apprenticeship Program Information Manual](#), 2003 for additional information.

## Certificate of High School Achievement Requirements (French First Language – Francophone)

<b>CERTIFICATE OF HIGH SCHOOL ACHIEVEMENT REQUIREMENTS<sup>❶</sup> (FRENCH FIRST LANGUAGE – FRANCOPHONE)</b>
The requirements indicated in this chart are the minimum requirements for a student to attain a Certificate of High School Achievement. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.
80 CREDITS <sup>❷</sup> including the following:
FRANÇAIS 20-2 OR 30-4
ENGLISH LANGUAGE ARTS 20-2 OR 30-4 <sup>❸</sup>
MATHEMATICS 14 OR 20-4
SCIENCE 14 OR 20-4
SOCIAL STUDIES 13 OR 10-2 OR 26
PHYSICAL EDUCATION 10 (3 CREDITS) <sup>❹</sup>
CAREER AND LIFE MANAGEMENT (3 CREDITS) <sup>❺</sup>
5 CREDITS IN <sup>❻</sup>
<ul style="list-style-type: none"> <li>• 30-level Knowledge and Employability occupational course, or</li> <li>• 30-level Career and Technology Studies (CTS), or</li> <li>• 30-level locally developed course with an occupational focus</li> </ul>
AND
5 CREDITS IN
<ul style="list-style-type: none"> <li>• 30-level Knowledge and Employability Workplace Practicum course, or</li> <li>• 30-level Work Experience course<sup>❼</sup>, or</li> <li>• 30-level Green Certificate course<sup>❽</sup></li> </ul>
OR
5 CREDITS IN
<ul style="list-style-type: none"> <li>• 30-level Registered Apprenticeship Program (RAP) course<sup>❾</sup></li> </ul>

- ❶ Students enrolled in senior high IOP as of January 2006 may choose to complete the requirements for the Certificate of High School Achievement or the [Certificate of Achievement](#) (see Appendix 5).
- ❷ To qualify for a Certificate of High School Achievement, students must successfully complete a minimum of one academic Knowledge and Employability course.
- ❸ There is an exception for Canadian and immigrant unilingual Francophone students who enter the Alberta school system within five years of their graduating year. Refer to [Evaluation of Out-of-province Educational Documents](#) in the *Guide*.
- ❹ See information on exemption from the [physical education requirement](#) in the *Guide*.
- ❺ See information on exemption from the [CALM requirement](#) in the *Guide*.
- ❻ To transition to the new Certificate of High School Achievement, 36-level IOP occupational courses may be used in lieu of 30-4-level Knowledge and Employability occupational courses.
- ❼ Refer to the [Off-campus Education Guide for Administrators, Counsellors and Teachers](#), 2000 for additional information.
- ❽ Refer to the Alberta Education Web site for additional [Green Certificate](#) information.
- ❾ Refer to the [Registered Apprenticeship Program Information Manual](#), 2003 for additional information.

## Certificate of School Completion

A student eligible for the Certificate of School Completion in special education:

- has been a student over a period of at least twelve years
- is in the last year of his or her school programs
- has participated in special education programming
- has worked toward goals and objectives in an Individualized Program Plan that is consistent with the *Standards for Special Education, Amended June 2004*
- is not able to achieve one of the following due to significant cognitive disabilities:
  - Alberta High School Diploma
  - Diplôme d'études secondaires de l'Alberta
  - High School Equivalency Diploma
  - Diplôme d'équivalence d'études secondaires
  - Certificate of Achievement (IOP)
  - Certificat de réussite
  - Certificate of High School Achievement (Knowledge and Employability)
  - Certificat de réussite d'études secondaires (Connaissances et employabilité).



# Student Placement and Promotion

## Placement and Promotion

Placement and promotion of a student from one grade or course to another is determined by the school principal, subject to policies of the school authority and to provisions in the *Guide*.

### Grade 10 Students

For the purpose of determining a student's graduation requirements, the following is to apply: Upon promotion from Grade 9 and subsequent placement in Grade 10, the student's Grade 10 year is the school year in which the student receives the first mark (between 0% and 100%) in a senior high school course, as reported to Alberta Education, or the student is registered in a noncredit English as a second language course. Also see the [Mature Students](#) section in the *Guide* for information regarding those who entered senior high school before the 1994–1995 school year.

### Senior High School Courses and Credits for Junior High School Students

Secondary education programs recognize and accommodate the wide range of developmental needs and abilities that exist among students.

The opportunity to take senior high school courses for diploma credits during a junior high school's regular instructional day may be offered as a privilege to an eligible student, as identified by the principal of a junior high school.

An eligible student is one who, in the opinion of the junior high school principal, has satisfied the general and specific outcomes for each core course of the junior high school program to the extent of his or her potential, has achieved acceptably in all enrolled optional courses, and shows special interest and signs of high potential in subject areas that are part of a senior high school graduation program.

A decision to extend this privilege to a student follows appropriate consultation with and approval of a parent or guardian and the senior high school principal.

A student may be offered an opportunity to take one or more senior high school courses at the junior high school or by attending a senior high school part time.

The opportunity to access advanced level instruction applies to those course sequences that are continuous with junior high school programs and that extend beyond the challenges of Grade 9 courses. The following are examples of course sequences that meet these criteria:

- English Language Arts 10-1, 20-1, 30-1
- Français 10–20–30
- French Language Arts 10–20–30
- Applied Mathematics 10–20–30
- Pure Mathematics 10–20–30
- Science 10–20–30
- Social Studies 10–20–30.

Where senior high school courses are offered at the junior high school level, the planning for such courses should be based on collaboration between junior high schools and senior high schools. Junior high school teachers challenging students with senior high school courses should consult with senior high school

teachers to establish procedures that ensure consistency in implementing course outcomes and assessment standards.

Schools offering senior high school courses to junior high school students shall ensure that the approved programs of study for the senior high school courses are followed.

A junior high school student receives credits and marks for successfully completed senior high school courses. Upon promotion to Grade 10, the junior high school principal forwards the student's final marks to the principal of the receiving senior high school. The senior high school is to report these marks to Learner Records and Data Exchange.

Schools whose students take courses for senior high school credits while in junior high school, including CTS 1-credit courses and heritage language credit courses, will not receive credit enrollment unit funding for those courses completed. For more information, see the [Funding Manual for School Authorities](#) on the Alberta Education Web site.

### Senior High School Credits for Post-secondary Courses

Post-secondary courses, taken at an institution either inside or outside Alberta, are not equated to credits for the [Alberta High School Diploma](#) but may be evaluated for and applied toward the [High School Equivalency Diploma](#).

### Evaluation of Out-of-province Educational Documents

Students entering an Alberta senior high school from outside Alberta should submit transcripts, or other official statements of previous standing, to the school they plan to attend. The principal is to evaluate these documents in relation to approved senior high school courses or designate unassigned credits. This assessment is to be based on the number of credits assigned and should take into consideration the best

interests of the student. The assessment establishes the specific requirements needed to obtain a senior high school diploma, as outlined in the Senior High School Graduation Requirements section in the *Guide*.

Former students of a Francophone education program, entering an Alberta non-Francophone high school from outside Alberta, may be granted credits for either French as a Second Language or French Language Arts but not for Français. Only a Francophone school can offer credit for Français.

Schools must not use the following when evaluating out-of-province documents:

- Special Projects 10, 20, 30
- Work Experience 15, 25, 35
- locally developed courses unless the courses are authorized by their boards.

School authorities must be authorized to offer senior high school locally developed/acquired courses to report marks and credits for these courses.

A transfer guide designed to assist in the placement of students has been authored by the Council of Ministers of Education, Canada (CMEC). *Secondary Education in Canada: A Student Transfer Guide* can be viewed from the CMEC Web site at [www.cmec.ca](http://www.cmec.ca). For further information, contact the Curriculum Branch.

An [Alberta High School Diploma](#) is not to be issued solely on the basis of the evaluation of out-of-Alberta credentials. A student in this category who wishes to obtain an Alberta High School Diploma is required to complete a minimum of 5 approved credits as prescribed by a school principal.

The required credits are to be completed in one or more of the subject areas specified under the diploma requirements, exclusive of physical education, and at a level equal to that of the highest Alberta course equivalent granted through credential evaluation.

The results of the senior high school evaluation are to be forwarded to Learner Records and Data Exchange.

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

The Special Cases Committee may be contacted by writing to the Executive Secretary, Special Cases Committee, Learner Assessment, Alberta Education.

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

### **Alberta High School Diploma Graduation Requirements for Francophone Students – English Language Arts**

Students who use Français 30 or Français 30-2 to meet the language arts requirements for an [Alberta High School Diploma](#) must also complete English Language Arts 30-1 or 30-2. For more information, refer to the [Senior High School Graduation Requirements](#) section in the *Guide*. The principal of a Francophone school may exempt Canadian and immigrant unilingual Francophone students enrolled in a Francophone school from meeting the English Language Arts 30-1 or 30-2 Alberta High School Diploma graduation requirement provided that the student entered the Alberta school system within five years of the anticipated graduation year and does not demonstrate sufficient English language proficiency to successfully complete English Language Arts 30-1 or 30-2. The principal must report the exemption to Learner Records and Data Exchange by April 30 of the anticipated graduation year. The exempted student must be enrolled in English as a second language or English language arts courses. The student is still required to achieve the necessary minimum requirement of 100 credits to earn an Alberta High School Diploma.

### **Certificate of High School Achievement Requirements for Francophone Students – English Language Arts**

Students who use Français 20-2 or Français 30-4 to meet the language arts requirements for a [Certificate of High School Achievement](#) must also complete English Language Arts 20-2 or 30-4. For more information, refer to the Certificate of High School Achievement Requirements in the *Guide*. The principal of a Francophone school may exempt Canadian and immigrant unilingual Francophone students enrolled in a Francophone school from meeting the English Language Arts 20-2 or 30-4 Certificate of High School Achievement graduation requirement provided that the student entered the Alberta school system within five years of the anticipated graduation year and does not demonstrate sufficient English language proficiency to successfully complete English Language Arts 20-2 or 30-4. The principal must report the exemption to Learner Records and Data Exchange by April 30 of the anticipated graduation year. The exempted student must be enrolled in English as a second language or English language arts courses. The student is still required to achieve the necessary minimum requirement of 80 credits to earn a Certificate of High School Achievement.

#### **Visiting or Exchange Students**

Visiting or exchange students from another province or country who wish to complete a course for credit should be registered with Learner Records and Data Exchange.

Any formal statement of academic achievement required by the school of origin would be issued by Alberta Education in the form of the High School Transcript of Achievement and would reflect only the courses the student actually completed in an Alberta school.

Visiting or exchange students seeking Alberta high school credits in a diploma examination course must write a diploma examination on the same terms as any Alberta student.

Visiting or exchange students may not write diploma examinations in any language other than English or French. The English Language Arts 30-1 and 30-2 diploma examinations must be written in English. The Français 30 and French Language Arts 30 diploma examinations must be written in French. The diploma examinations in Social Studies 30, Social Studies 33, Applied Mathematics 30, Pure Mathematics 30, Biology 30, Chemistry 30, Physics 30 and Science 30 must be written in either English or French.

For further information about the writing of diploma examinations, see the [\*Diploma General Information Bulletin\*](#).

For information regarding fees, see [\*Eligibility to Write\*](#) in the Student Assessment in Senior High School section in the *Guide*.

Contact the International Education Branch for information about registering students from another province or country, including topics such as study permits, right of access and reciprocal student exchanges.

# Student Assessment in Senior High School

## Introduction

[School Act, Section 39\(3\)\(c\)](#)  
[Student Evaluation Regulation AR 177/2003](#)  
as amended

The *Student Evaluation Regulation* governing the evaluation of students has been developed under section 39(3)(c) of the *School Act*.

To assist teachers in assessing student achievement in relation to provincial standards, Alberta Education developed the Classroom Assessment Materials Project (CAMP) for teachers' discretionary use. These materials are available for purchase from the [Learning Resources Centre](#).

Further to the [Student Evaluation Policy](#) in the Policy section of the *Guide*, this section provides additional information on student assessment in senior high school.

## Reporting Student Achievement in Senior High School Courses

Alberta Education maintains an individual student record for each Alberta student. The record for a senior high school student is used to provide a complete and accurate reflection of the student's senior high school achievement, inclusive of courses reported as pass or fail.

High schools that provide the instruction or assessment to the student are the only schools authorized to submit the student's mark or evaluation to Alberta Education.

Schools must use one of the following designations when submitting the results of student achievement in either a regular (including diploma examination) or a Career and Technology Studies (CTS) course to Learner Records and Data Exchange.

## Reporting Course Completion Status

Designation	Course Completion Status	Mark
<ul style="list-style-type: none"> <li>COM (complete)</li> </ul>	<ul style="list-style-type: none"> <li>A “complete” (COM) status should be used:                             <ul style="list-style-type: none"> <li>when a student finishes a regular course with a mark of 0–100%, or</li> <li>when a student successfully completes a CTS course with a mark of not less than 50%.</li> </ul> </li> <li>A course completion status of COM may be used for all courses.</li> </ul>	<ul style="list-style-type: none"> <li>A mark is submitted to Alberta Education.</li> <li>The course appears on the student transcript.</li> </ul>
<ul style="list-style-type: none"> <li>WDR (withdrawal)</li> </ul>	<ul style="list-style-type: none"> <li>A “withdrawal” (WDR) status should be used when a student chooses not to complete a course and the school agrees to remove the student from the course.</li> <li>A course completion status of WDR may be used for all courses.</li> </ul>	<ul style="list-style-type: none"> <li>No mark is submitted to Alberta Education.</li> <li>The course does not appear on the student transcript.</li> </ul>
<ul style="list-style-type: none"> <li>INC (incomplete)</li> </ul>	<ul style="list-style-type: none"> <li>An “incomplete” (INC) status should be used when a student does not withdraw from a CTS course, yet does not demonstrate mastery of all the general outcomes/learner expectations identified in the program of studies.</li> <li>A course completion status of INC may be used only for CTS courses.</li> </ul>	<ul style="list-style-type: none"> <li>No mark is submitted to Alberta Education.</li> <li>The course does not appear on the student transcript.</li> </ul>

Achievement in all completed senior high school credit courses is to be reported, with the appropriate designation, to Learner Records and Data Exchange.

When a course is reported as eligible for funding, all funding conditions must be met and all supporting documentation maintained regardless of the completion status reported. For further information, see the [Funding Manual for School Authorities](#) on the Alberta Education Web site.

Only one mark per course in any reporting period will be accepted and added to a student’s record; consequently, principals and/or students must withdraw duplicate or multiple registrations in the same reporting period prior to the time lines established for marks reporting.

Once reported to Alberta Education, final marks in all completed courses, whether the course is passed or failed, shall not subsequently be deleted from the student’s record. In those instances where a principal discovers an error has been made in reporting a course, credits or mark, an adjustment may be submitted to Learner Records and Data Exchange.

School-awarded marks in diploma examination courses shall be reported to Learner Records and Data Exchange, as directed. <sup>1</sup> For due dates, schools are advised to reference the Schedule of Activities documentation available from Learner Records and Data Exchange.

School-awarded marks in all non-diploma examination courses shall be reported no later than two weeks following the completion of the respective diploma examination session. Schools will receive additional instructions, as required, throughout the year.

<sup>1</sup> Dates are specified in the Schedules and Significant Dates section of the [Diploma General Information Bulletin](#).

## Reporting CTS Courses

Students must be individually assessed and graded on each 1-credit CTS course taken.

Schools are to report all successfully completed CTS courses to Learner Records and Data Exchange, along with an awarded mark not less than 50% for each 1-credit course. Successful completion of a CTS course at the senior high school level is based on demonstrating all of the general outcomes for any given course to the standard defined for each competency. This means that the student must be individually assessed on each of the general outcomes defined for the course in the program of studies.

Schools also report CTS courses in which the student has an incomplete or withdrawal status. See [Reporting Course Completion Status](#) in this section of the *Guide*.

Challenged CTS courses and waived prerequisite CTS courses are also to be reported. See [Course Challenge](#) in the Awarding Course Credits section in the *Guide*.

Further information about CTS course completion, reporting processes and funding eligibility is provided in the:

- [Funding Manual for School Authorities](#)
- Appendix 6: Policies and Guidelines for Implementing CTS Courses in Senior High Schools, [CTS Manual for Administrators, Counsellors and Teachers](#).

## Grade 12 Validation Statement

Alberta Education confirms the accuracy of each student's senior high school record by issuing a Student Record Validation Statement to each Grade 12 student. This validation statement is produced from the Alberta Education student record. The statement shows the student's complete senior high school achievement record, at the time of issuance, and lists all courses completed, passed or failed. For more information, see the Schedule of Activities documentation available from Learner Records and Data Exchange.

## Grade 12 Exemptions for Transfer-in Students

Out-of-province Grade 12 students who transfer into Alberta schools at the beginning of, or any time during, the school year should be exempted from [Career and Life Management](#) and [Physical Education 10](#). These students are still required to achieve the necessary minimum requirement of 100 credits to earn an Alberta High School Diploma.

For the purpose of this exemption, a Grade 12 student is defined as one who is to graduate in the school year the student transfers into an Alberta school.

Notice of a student's exemption is to be reported by the principal to Learner Records and Data Exchange by April 30 prior to the student's anticipated graduation year.

## Diploma Examinations Program

The Diploma Examinations Program consists of course-specific examinations based on the [Program of Studies: Senior High Schools](#). Students enrolled in the following courses are required to write diploma examinations:

Applied Mathematics 30  
Biology 30  
Chemistry 30  
English Language Arts 30-1  
English Language Arts 30-2  
Français 30  
French Language Arts 30  
Physics 30  
Pure Mathematics 30  
Science 30  
Social Studies 30  
Social Studies 33

The final mark for diploma examination courses is determined by averaging the diploma examination mark with the school-awarded mark. To obtain credit in a diploma examination course, students are to write the appropriate diploma examination and obtain a final mark in the course of 50% or higher. All

diploma examinations are available in the French language, except for English Language Arts 30-1, English Language Arts 30-2 and Science 30. Students may elect to write either the French or English language version of the respective examination.

For more information on diploma examinations, see the following documents available on the Alberta Education Web site at

<http://education.alberta.ca/admin/testing.aspx>.

- [Diploma General Information Bulletin](#)
- [Information for Students](#)—a flyer for Alberta students and teachers sent to all schools
- [Information for Parents](#)—a flyer for parents and school councils sent to all schools
- subject information bulletins for each course in which a diploma examination, as listed above, is administered.

## January and June Diploma Examinations

Examinations are written at all senior high schools offering the diploma examination courses. All students currently enrolled in diploma examination courses are to be registered for the examinations with Learner Records and Data Exchange by their senior high school principals.

Students not currently enrolled in a diploma examination course but who wish to write must register with Alberta Education. This can be achieved by completing a [diploma examination registration form](#), available through senior high school principals, Learner Assessment, Learner Records and Data Exchange or the Alberta Education Web site. The registration form is to be forwarded to Alberta Education by the due date, as published in the [Diploma General Information Bulletin](#).

Special writing centres outside Alberta may be authorized for the January and June examination sessions upon application to and approval by the [Special Cases Committee](#).

## August Diploma Examinations

August diploma examinations are written only at a selected number of centres and summer schools throughout the province.

For the August administration, students not registered through a summer school will register at the time of writing their examinations.

Special writing centres outside Alberta may be authorized for the August examination session upon application to and approval by the [Special Cases Committee](#).

## November and April Diploma Examinations

November and April diploma examinations are available only to students in schools that have been approved by the Minister of Education to administer these examinations. Approvals are coordinated through Learner Assessment.

Special writing centres outside Alberta may be authorized for the November and April examination sessions upon application to and approval by the [Special Cases Committee](#).

## Diploma Examinations Schedules

For information on diploma examinations schedules, consult the current [Diploma General Information Bulletin](#), available in all senior high schools or from the Alberta Education Web site.

## Eligibility to Write

Students who are registered in Alberta senior high schools to receive instruction in a diploma examination course are permitted to write the diploma examination in that course at their schools of registration.

Students currently enrolled in a diploma examination course are required to write the diploma examination in that course before credits are awarded.



Students who have been awarded credit previously for the course may register to write the diploma examination. A student rewriting a diploma examination is required to pay a rewrite fee (see Rewrite Fees on this page).

Mature students, as defined in the [Mature Students](#) section of the *Guide*, may register to write the diploma examination without taking instruction.

Students who are not funded by Alberta Education or are not on a reciprocal exchange are required to pay a fee to write a diploma examination. See the [Diploma General Information Bulletin](#) for further information.

Students who are in a Home Education Program are eligible to write diploma examinations. See the [Home Education Regulation AR 145/2006](#).

## Rewrite Fees

Students who intend to rewrite a diploma examination are required to submit a registration form and pay a rewrite fee for each examination directly to Alberta Education. This applies whether or not students are receiving instruction in the course through day classes, evening classes, summer school or distance learning.

Students who have unpaid rewrite fees from prior examination sessions will have current payments credited toward the outstanding debts. Students are required to clear any outstanding debt before their current examination marks appear on their senior high school records.

Students are charged a rewrite fee for a diploma examination if they have written examinations in this course within the current school year or the two school years prior to the current school year.

Some diploma examinations may not be available for rewrite during certain administrations. See the [Diploma General Information Bulletin](#) for further information.

## Accommodations for Students with Special Diploma Examination Writing Needs

[Student Evaluation Regulation](#)

as amended

AR 177/2003

Students with special diploma examination writing needs may require accommodations to write a diploma examination and may request approval for:

- an examination to be provided in Braille, large print or CD format
- variation in writing time and place or mode of response
- other adjustments.

Administrators are directed to Accommodations for Students with Special Diploma Examination Writing Needs contained in the [Diploma General Information Bulletin](#). The school principal shall make an application, together with the required documentation, to the [Special Cases Committee](#), Learner Assessment, Alberta Education according to the dates specified in the *Diploma General Information Bulletin*.

Accommodations are applied for and granted for a specific examination administration. A renewed application for any accommodation must be made, in writing, for any subsequent administration. Documentation is required only for the initial application.

## Exemption from Writing Diploma Examinations

Under specific circumstances, the school-awarded mark may be accepted as the final mark upon application to and approval by the [Special Cases Committee](#). See the [Diploma General Information Bulletin](#) on the Alberta Education Web site.

## Diploma Examination Results Statement

Following each diploma examination period, each student who has written one or more diploma examinations receives a Diploma Examination Results Statement. The statement shows the current diploma examination mark, the most recent school-awarded mark and the final mark for each course.

Students who have unpaid examination rewrite fees are required to clear this debt before any current examination marks will appear on their senior high school records.

For students who may have two or more school-awarded marks, or two or more diploma examination marks in the same course, the final mark, for official transcript purposes, is a blend of the highest school-awarded mark and the highest diploma examination mark achieved in the course within the current and previous two school years.

## Reporting Results of the Provincial Assessments

The school principal must report annually to the parents of students in the school and to the school community the school's results on provincial assessments, including information on the local context and the limitations of assessments. They must report on the percentage of students who achieve the acceptable standard and the percentage of students who achieve the standard of excellence on diploma examinations, as well as student participation in diploma examination courses. Student results based on school marks and final marks can also be reported.

Provincial results for diploma examination courses are released/Web-posted annually by the Minister in the fall. Prior to this release/Web-posting, a multiyear summary report containing examination results, school-awarded results and final combined results for all diploma examination administrations is provided to schools and school authorities via a secure Web site. Following the ministerial release, the [multiyear summary reports](#) are provided on Alberta Education's

Web site. For further information, schools can refer to the [Guide for Education Planning and Results Reporting](#).

## Appeal Procedures

### School-awarded Course Marks

School principals should inform students of appeal procedures. A student who is dissatisfied with a school-awarded mark may:

- appeal under the policies set by the school authority, or
- take the course again.

Changes to non-diploma examination course marks shall be received no later than October 31 of the current school year for marks originating in the previous school year.

Formal notifications of school-awarded mark changes in diploma examination courses shall be submitted to Learner Records and Data Exchange before the official release dates of Results Statements. These dates are published in the annual [Diploma General Information Bulletin](#).

Requests to change school-awarded marks in diploma examination courses after the published dates shall be submitted to Learner Records and Data Exchange for approval.

### Diploma Examination Marks

A student who believes that his or her diploma examination mark does not appropriately reflect his or her achievement may:

- submit a written request for a rescore to Learner Assessment, in accordance with the terms and date specified on the appropriate results statement, or
- rewrite the examination at a later administration date. Some diploma examinations may not be available for rewrite during certain administrations. See the [Diploma General Information Bulletin](#) for further information.

## Rescoring a Diploma Examination

- A student who wishes to have a diploma examination rescored is required to submit an application form and pay a rescore fee, per examination, directly to Alberta Education. This fee is refunded if the examination mark is raised by 5% or more.
- The mark resulting from rescoring becomes the final diploma examination mark, whether it is lowered, raised or remains the same.

### High School Diplomas, Certificates of High School Achievement, Certificate of School Completion and Transcripts

Learner Records and Data Exchange issues the [Alberta High School Diploma](#), the [High School Equivalency Diploma](#), the [Certificate of High School Achievement](#), the [Certificate of Achievement](#) or the [Certificate of School Completion](#) to students who meet the requirements. A Statement of Courses and Marks containing the entire senior high school record accompanies the diploma or certificate and is available free to students and schools.

For a fee, students may request that an Alberta High School Transcript of Achievement be sent to themselves, an employer or a post-secondary institution. The transcript is produced from the student's Alberta Education student record. Courses deemed incomplete for any reason are not reported. It is the responsibility of the student to request an updated transcript when additional courses are completed following initial graduation, or as required.

## Language Versions

Diplomas, certificates, transcripts and statements of courses and marks are issued in the English language. Principals of schools with alternative French language programs (including French immersion) are expected to advise their students that they can request a French version of their Alberta High School Diplomas. Principals should submit a letter to Learner Records and Data Exchange naming those students wanting French diplomas and transcripts. For students

registered in a Francophone school, diplomas and certificates are issued in French. Transcripts in English or French may be requested.

All students receive a Statement of Courses and Marks in English only.

### Provisions for Mature Students

Mature students may earn senior high school credits without holding credits for the prerequisite courses. For more information, see the [Mature Students](#) section in the *Guide*.

### Credits for Private School Instruction

When a registered private school is approved as an accredited private school, students enrolled in the school prior to the change in classification may be awarded senior high school credits for courses successfully completed, prior to the change of classification, at the discretion of the principal of the accredited private school.

When a student transfers to a school authority from a registered Alberta private school or other non-accredited school, the student may be awarded credits for previous instruction at the discretion of the principal of the receiving school. In these instances, the student is responsible for providing the principal with a record of the final mark awarded and an outline of each course.

When credits for previous instruction are awarded, the principal is expected to submit a "P" for pass, not a grade or percentage score.



# Awarding Course Credits

## Introduction

After each semester or school year, students shall be awarded credits by Alberta Education on the recommendation of the principal, subject to the following departmental requirements:

- instruction is provided by qualified teachers holding valid Alberta teaching certificates
- instructional time allocated to each subject meets the minimum times specified by Alberta Education
- the content of each subject follows that outlined in the [Senior High Schools: Program of Studies](#) and/or course(s) approved by the Minister and/or by the school authority
- the senior high school is operating in accordance with the *Guide to Education: ECS to Grade 12*
- student evaluation is carried out in accordance with school authority policy and is consistent with provincial policy
- school-awarded marks in diploma examination subjects and final marks in all other senior high school subjects are endorsed by the principal in accordance with school authority policy. School-awarded marks are subsequently submitted to Alberta Education for recording at a time and in a manner determined by the Minister.

## Rules Governing Awarding of Credits

To earn the credits attached to all senior high school courses, a student shall achieve at least 50% in each course.

Credits will not be granted for courses that a student has previously passed and for which credits have been awarded. In the case of a student repeating a course, the higher mark will appear on the transcript.

## Number of Senior High School Credits in French as a Second Language and Other Languages

Senior high school students in Alberta are encouraged to take a wide range of courses. In keeping with this principle, no more than 25 credits may be presented in any one second language, including French as a Second Language, for [Alberta High School Diploma](#) purposes. However, for purposes other than the Alberta High School Diploma, such as preparation for the workplace, students may earn any number of credits in each second language, including French as a second language.

## Course Sequence Transfer

The provision for course sequence transfer enables students to change course sequences, when necessary, to more appropriate levels of challenge. The recommended transfer routes for each program area are given under [Transfer Points \(Recommended\) and Course Sequences](#) in the Courses and Programs section in the *Guide*.

Students may transfer from a lower level sequence to a higher level sequence. For example, in senior high school social studies, students may transfer from the 13–23–33 sequence to the 10–20–30 sequence. For specific course sequences, refer to the transfer sequence charts under [Transfer Points \(Recommended\) and Course Sequences](#) in the Courses and Programs section in the *Guide*.

Students who transfer from a 10–20–30 sequence to a 13–23–33 sequence, or from a 13–23–33 sequence to a 14–24 sequence, should transfer into the sequence at the next grade level; e.g., Social Studies 10 to Social Studies 23. Students will not receive waived credits for the lower-level course in the new sequence. For example, students who successfully complete Social Studies 10 and then transfer to Social Studies 23 will not receive credits for Social Studies 13.

When a student transfers into a less challenging academic sequence, the principal may admit the student with less than a 50% standing. See [Retroactive Credits](#) in this section of the *Guide*.

Students who successfully complete the first course in a sequence, and then transfer to another sequence and are waived to the highest level in that sequence, should receive credits for the middle course in the new sequence, upon successful completion of the highest level course. For example, students who successfully complete Social Studies 10, then successfully complete Social Studies 33 should receive waived credits for Social Studies 23 and earned credits for Social Studies 33.

Circumstances that should be considered when counselling a student to use the course sequence transfer provision include:

- language proficiency; as the student’s language proficiency increases, a more academic sequence may provide a more appropriate level of challenge
- the school’s ability to schedule the appropriate course route
- the student’s ability and motivation.

See [Transfer Points \(Recommended\) and Course Sequences](#) for Senior High School in the *Guide*.

The school authority shall state clearly the criteria to be met by a student who wishes to change program routes.

## Course Level Transfer in Diploma Examination Courses

To ensure fairness, consistency and equity, school authorities and schools must have procedures in place to govern the assignment of school-awarded marks for

students who transfer their diploma course level registration.

Students taking course instruction in diploma examination courses must be registered for their diploma examinations by the dates specified by Alberta Education. Students who choose to transfer from one level to another within a subject (for example Social Studies 30 to Social Studies 33) must do so by the dates specified in the [Diploma General Information Bulletin](#). These deadlines have been established so that there is sufficient time for school staff to assess the student’s achievement in the course and adequate time for the student to prepare for the examination. Consultation among the school staff, student and, where applicable, parents or guardians is an important component of the course transfer process.

Students who transfer course level registration in diploma examination courses must receive a final school-awarded mark based on the knowledge, skills and attitudes of the course into which they transfer. The process of evaluation of a student’s achievement in this situation would be very similar to that used to evaluate a student’s achievement through the [Course Challenge](#) provision outlined in this section of the *Guide*. See the [Diploma General Information Bulletin](#) for further information.

### Prerequisite Standing

[School Act, Section 39](#)  
[Ministerial Order \(#004/98\)](#)

In accordance with the Minister’s authority under section 39 of the *School Act*, as set out in Ministerial Order No. 004/98 – Goals and Standards Applicable to the Provision of Basic Education in Alberta, a student who has achieved a mark of 50% or higher in a given course shall be eligible to take the next or higher ranking high school course in that sequence. See [Appendix 1](#) in the *Guide*.

## Course Challenge

Course challenge is a provision that allows any senior high school student to challenge the outcomes of a course by participating in a formal assessment process, rather than taking the course.

Senior high school students who believe that they have acquired the knowledge, skills and attitudes as defined by the program of studies for a given course and are ready to demonstrate that achievement can participate in a summative assessment/evaluation process. The student is given a final course mark, and, if successful, credits in that course.

Course challenges are intended to:

- meet the diverse needs of students
- encourage students' ownership of their learning
- acknowledge the learning that students acquire in a variety of settings, not necessarily limited to schools.

Course challenge in diploma examination courses applies only to the school-awarded mark component of the course, and therefore will NOT result in a final course mark or in credits until after the student successfully completes the diploma examination for that course.

Senior high school students with rights under section 23 of the [Canadian Charter of Rights and Freedoms](#) and currently attending a school other than one administered by a Francophone Regional authority may challenge Français 30 by first registering with the nearest Francophone Regional authority for the course. All other procedures as detailed in [Appendix 3](#) of the *Guide* apply.

Since the course challenge provision applies only to students who believe they have the knowledge, skills and attitudes as defined by the program of studies for a given course, they would not be able to challenge courses that do not have specifically defined content in the program of studies.

The following are excluded from the course challenge provision:

- Mathematics Preparation 10
- All RAP courses
- CTS courses completed in grades 7, 8 and 9
- Special Projects 10, 20 and 30
- Work Experience 15, 25 and 35.

School authorities are required to act in accordance with Appendix 3 of the *Guide*.

Also see the [Funding Manual for School Authorities](#) for funding information related to the course challenge provision.

## Waiver of Prerequisites and Credits for Waived Prerequisite Courses

Prerequisites shown in [Appendix 1](#) of the *Guide* may be waived by the principal.

If the principal waives a prerequisite, the following conditions must be met:

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

In the case of CTS, the student must present documentation that indicates that he or she has met the learning outcomes and safety requirements of the prerequisite course. This documentation could be:

- an external industry certificate
- records from a junior high class
- a letter from previous teacher or principal
- a credible portfolio
- an existing project that demonstrates his or her skills.

The principal must also take into consideration that the prerequisite course may be one in a series of courses required for admission into a post-secondary institution or to qualify for an external industry certificate and, therefore, requires an actual grade.

For example:

- A student who is waived into English Language Arts 30-1 and successfully completes the course receives 5 earned course credits for English Language Arts 30-1 plus waived credits for English Language Arts 10-1 and English Language Arts 20-1, for a total of 15 credits.
- A student successfully completing English Language Arts 10-2, 20-2, 30-2 and English Language Arts 30-1 receives 20 credits; however, waived credits are not granted for English Language Arts 10-1 and English Language Arts 20-1 because the student transferred from a lower-level course to a higher-level course sequence. The student was not waived into English Language Arts 30-1.
- A student who successfully completes English Language Arts 10-1 then earns credits for English Language Arts 30-2 should receive waived credits for English Language Arts 20-2.

Upon successful completion of the next or higher ranking course in a given sequence, the principal shall report to Learner Records and Data Exchange any waived prerequisite course or courses. Credits are then granted for the waived prerequisite course or courses, and a “P” for pass is recorded on the student’s record and transcript.<sup>1</sup> The credits awarded for each prerequisite course are the same as the number of credits achieved for the course completed, unless otherwise specified by the principal.

When it is in the best interest of the student to receive both credits and a mark for a course (other than a “P” for pass), schools can use the flexibility now available through alternatives to the Carnegie Unit organizational model (see [School Organization](#) in the Senior High School section in the *Guide*) to provide the instruction necessary to complete the course requirements. The student may then be evaluated to determine a percentage mark.

<sup>1</sup> A “P” for pass mark is not taken into consideration in the calculation of averages for the Alexander Rutherford Scholarships for High School Achievement or for post-secondary entrance.

## Exceptions

The waiver provision outlined in the previous section does not apply to the following courses:

- all locally developed/acquired and authorized complementary courses
- Mathematics Preparation 10
- Physical Education 10
- Registered Apprenticeship Program 15–25–35
- Special Projects 10, 20 and 30
- Work Experience 15, 25 and 35.

## Retroactive Credits

This section of the *Guide* applies to all students except mature students. See the criteria for mature students in the [Mature Students](#) section in the *Guide*.

Students not achieving at least 50% in a course may repeat the course or, subject to the approval of the school principal, take a course in an alternative sequence. Students who successfully complete the next higher level course in an alternative sequence shall be granted credit for the prerequisite course in that alternative sequence.

The following chart presents the only courses toward which retroactive credits may be applied.



### COURSES ELIGIBLE FOR RETROACTIVE CREDITS<sup>❶</sup>

<b>Registered Course Reported Failed Semester/School Year: A</b>	<b>Alternative Course Passed Semester/School Year: B</b>	<b>Alternative Retroactive Credits Semester/School Year: B</b>
<u>English Language Arts</u> English Language Arts 20-1 English Language Arts 10-1 English Language Arts 10-2	English Language Arts 30-2 English Language Arts 20-2 English Language Arts 20-4	English Language Arts 20-2 English Language Arts 10-2 English Language Arts 10-4
<u>Français</u> Français 10 Français 20 Français 10-2	Français 20-2 Français 30-2 Français 20-4	Français 10-2 Français 20-2 Français 10-4
<u>French Language Arts</u> French Language Arts 10 French Language Arts 20	French Language Arts 20-2 French Language Arts 30-2	French Language Arts 10-2 French Language Arts 20-2
<u>French (FSL)</u> French Language Arts 10-2 French 10-9Y	French 30-9Y French 30-3Y	French 20-9Y, 10-9Y French 20-3Y, 10-3Y
<u>Mathematics</u> Applied Mathematics 10 Pure Mathematics 10 Pure Mathematics 10 Pure Mathematics 20 Mathematics 14 Mathematics Preparation 10	Mathematics 24 Applied Mathematics 20 Mathematics 24 Applied Mathematics 30 Mathematics 20-4 Mathematics 24	Mathematics 14 Applied Mathematics 10 Mathematics 14 Applied Mathematics 20 Mathematics 10-4 Mathematics 14
<u>Social Studies</u> Social Studies 10 (10-1) Social Studies 20 Social Studies 13 (10-2)	Social Studies 23 Social Studies 33 Social Studies 26	Social Studies 13 (10-2) Social Studies 23 Social Studies 16 (10-4)
<u>Science</u> Science 10 Science 14	Science 24 (5 credits) Science 20-4	Science 14 Science 10-4
<p>❶ The references to Semester/School Year “A” and Semester/School Year “B” are to emphasize that sequential registration and instruction are required.</p>		

Courses for which retroactive credits have been granted will be recorded as “P” for pass on the student’s record and transcript.

A student shall be awarded retroactive credits automatically by Alberta Education when all of the following criteria are met:

- The student is registered by the principal in an approved course and receives instruction in the course in Semester “A”/School Year “A.”
- At the end of Semester “A”/School Year “A,” the principal reports that the student has failed in the registered course. A mark of less than 50% must be reported and recorded on the student’s file for the student to be eligible for retroactive credits in the following years.
- Pursuant to a specific school authority promotion policy, the student is registered, by the principal, in the next higher level course in an alternative sequence in the following Semester “B”/School Year “B.”
- The principal subsequently submits to Learner Records and Data Exchange, in the appropriate reporting period for Semester “B”/School Year “B,” a pass mark in the higher level alternative course completed.



# Mature Students

## Mature Student Status

Mature student status is granted effective September 1 for the subsequent school year. All the necessary criteria are to be satisfied prior to September 1.

- A mature student, for [Alberta High School Diploma](#) purposes, is one who, as of September 1 of the current school year, is:
  - 19 years of age or older; or
  - the holder of a previously awarded high school diploma from the province of Alberta; or an equivalent high school diploma from a jurisdiction acceptable to the Minister.
- The privileges afforded by the granting of mature student status are not applied retroactively to a student's completed course work on file with Alberta Education. The application of mature student status is conditional upon the completion of new course work subsequent to September 1 of the school year in which the status becomes effective.
- If a dispute or uncertainty as to whether or not a person qualifies for mature student status still exists after all avenues of appeal have been explored at the jurisdictional or school authority level, cases may be submitted, in writing, to the Executive Secretary, [Special Cases Committee](#), Learner Assessment, Alberta Education.
- Mature students enrolled in credit courses must be registered with Learner Records and Data Exchange.
- A mature student may earn senior high school credits after successfully completing:
  - courses offered in a regular accredited school
  - courses offered under extension programs
  - courses offered by the Alberta Distance Learning Centre
  - a diploma examination conducted by Alberta Education with or without formal course instruction.
- A mature student is eligible to enroll in any course at the senior high school level or to write a diploma examination without holding the required prerequisite courses.
- A mature student who has achieved a standing of 50% or higher in a senior high school course, by any of the alternatives noted above, will automatically be awarded credits by Alberta Education in the normal prerequisite(s) for the course(s) completed. The credits awarded for each prerequisite course will be the same as the number of credits achieved for the course completed, unless otherwise specified by the principal. However, a mature student who completes a lower-level sequence and transfers to the highest course in a higher-level sequence will receive credits only for the courses completed. For example, a mature student completing Social Studies 13–23–33 and Social Studies 30 will receive 20 credits. See [Waiver of Prerequisites and Credits for Waived Prerequisite Courses](#), second example, in the Awarding Course Credits section in the *Guide*.

- Mature students are eligible to receive the [Alberta High School Diploma](#), the [Certificate of Achievement](#) or the [Certificate of High School Achievement](#) upon completing the specified requirements. They are not, however, required to complete Physical Education 10 or Career and Life Management.

Many school authorities offer comprehensive programs for mature students in both credit and noncredit areas. Interested mature students should consult their school authority for details about such programs.

Mature students who enroll in senior high school courses may earn the Alberta High School Diploma under the current diploma requirements. See [Alberta High School Diploma Graduation Requirements](#) in the *Guide*.

Mature students who have not previously attended senior high school are expected to meet the current requirements, except for Physical Education 10 and CALM, to earn an Alberta High School Diploma.

Mature students who entered senior high school prior to 1994–95 may meet the current requirements or the requirements that were in effect the year they entered high school. [Appendix 4](#) of the *Guide* contains a chart that outlines the requirements for years prior to 1994–1995.

Principals will notify Learner Records and Data Exchange when they have programmed students to meet the graduation requirements for years prior to 1994–1995.

Also see [Grade 10 Students](#) in the Student Placement and Promotion section in the *Guide*.

## High School Equivalency Diploma

There are two alternatives for achieving a High School Equivalency Diploma.

### Alternative 1

A person, 18 years or older as of September 1 of the current school year, who is deficient in the credits

needed for an Alberta High School Diploma and who has been out of school for at least 10 consecutive months and who wishes to obtain a High School Equivalency Diploma should apply to the principal of a senior high school in the community. The principal will forward the High School Equivalency Form to Learner Records and Data Exchange indicating that the following requirements have been met. Copies of all necessary documents should be retained by the principal in accordance with school authority policy.

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

- A minimum of 60 credits must be gained through classroom instruction in a school or other institution accredited by or acceptable to Alberta Education (for out-of-province students) that offers approved senior high school courses, as follows:
  - a high school course in mathematics (5 credits)
  - a high school course in science (3 credits)
  - English Language Arts 30-1 or 30-2 or English Language Arts 30 or 33 (5 credits)
  - one other 30-level course, other than English Language Arts (5 credits)
  - additional high school courses (42 credits).
- Additional credits which, when added to those gained according to the above, total at least 100, as follows:
  - additional high school courses
  - additional approved adult education courses under recognized agencies; e.g., public colleges, institutes of technology, extension divisions of universities, adult evening classes AND/OR
  - a maximum of 15 credits for maturity, according to the following scale:
    - age 21–24 (inclusive) 5 credits
    - age 25–29 (inclusive) 10 credits
    - age 30 and over 15 credits
  - a maximum of 5 credits for extensive travel
  - a maximum of 5 credits for extensive reading or private study.

For more information about Alternative 1, contact Learner Records and Data Exchange.

## **Alternative 2**

A person, 18 years or older, who has been out of school for at least 10 consecutive months, who passes all five tests in the General Educational Development (GED) test battery with a minimum standard score of 450<sup>❶</sup> or better in each test and meets the eligibility requirements will be granted a High School Equivalency Diploma.

For more information about Alternative 2 and the GED program, contact the Provincial GED Administrator, Learner Assessment.

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❶ The GED standard has not changed. The reporting of the standard was changed from a 2-digit system to a 3-digit system effective January 2002.



# Special Cases Committee

## Frame of Reference of the Committee

### Student Evaluation Regulation

as amended  
AR 177/2003

The Minister, under section 12 of the *Student Evaluation Regulation*, appoints members of the Special Cases Committee. The Committee addresses matters that require the interpretation and application of policy relative to an individual's program.

The Special Cases Committee is the final procedural level in the appeal process before one can ask the Minister of Education to review a decision. All other avenues of appeal are to be explored at their school authority level before making an appeal to this provincial body.

## Membership of the Committee

The Minister appoints members of the Special Cases Committee. The Committee is chaired by the Director, Special Cases, Learner Assessment, and is comprised of four other directors of Alberta Education, or their designates, as approved by the chair.

## Responsibilities of the Committee

The Committee is responsible for hearing appeals resulting from decisions on matters, including the following:

- determining the number of high school credits to be awarded to out-of-province students who have appealed an Alberta school evaluation
- ruling on disputed evaluation or diploma requirements

- ruling on student evaluations or diploma requirements where no policy or precedent exists
- determining the mature student status of individuals
- reviewing disputed retroactive credits
- determining permitted practice variations for students writing diploma examinations
- reviewing any other decision that the Special Cases Committee considers appropriate under the circumstances.

## Directions for Contacting the Committee

Individuals who have explored all other avenues of appeal at their school authority level may apply, in writing, for their case to be reviewed by the Special Cases Committee. The written submission should provide reasons for the appeal and a rationale in support of the appeal.

Individuals making an appeal to the Special Cases Committee must advise the principal of the school and the superintendent of the school authority where the student received instruction.

Upon receiving notice of an appeal to the Special Cases Committee, the principal of the school must submit a written report to the Special Cases Committee outlining recommendations related to the appeal.

Students shall be informed of their right of appeal to the Special Cases Committee.

For more information on the Special Cases Committee, contact the Executive Secretary, Special Cases Committee, Learner Assessment.





# RESOURCES AND SERVICES:

## *Learning and Teaching Resources*

### Introduction

Learning and teaching resources are those print, nonprint and digital materials used by students or teachers to facilitate learning and teaching. Many learning and teaching resources—publisher developed, Alberta Education developed and Alberta teacher published—are available for use in implementing school programs. Decisions about the selection and use of resources are a local matter and should take into account student skill levels, interests, motivations and stages of development.

Alberta Education authorizes learning and teaching resources in three categories:

- student basic resources
- student support resources
- teaching resources.

Authorization indicates that the resources meet Alberta Education’s evaluation criteria (e.g., curriculum congruency, instructional and technical design, Recognizing Diversity and Promoting Respect (RDPR), preference for Canadian content, Aboriginal Content Validation); however, authorized resources do not need to be used in program delivery.

A database of all [authorized learning and teaching resources](#) is available on the Alberta Education Web site. Most authorized learning and teaching resources are available for purchase from the [Learning Resources Centre \(LRC\)](#).

For more information on authorized learning and teaching resources, contact the Learning and Teaching Resources Branch. For information on French-language authorized learning and teaching resources, contact the French Language Services Branch.

### Student Basic Resources

Student basic resources are high quality learning resources intended for students in Kindergarten to Grade 12. These resources best meet the evaluation criteria and address the majority of general and specific outcomes of a course(s), substantial components of a course(s) or general outcomes across two or more grades, subject areas or programs, as outlined in the provincial programs of study. Student basic resources may include any resource format, such as print, computer software, audio, video, digital or manipulatives.

### Student Support Resources

Student support resources are high quality learning resources intended for students in Kindergarten to Grade 12. These resources best meet the evaluation criteria and address some of the general or specific outcomes of a course(s) or components of a course(s), or address the general or specific outcomes across two or more grades, subject areas or programs, as outlined in the provincial programs of study. Student support resources may include any resource format, such as print, computer software, audio, video, digital or manipulatives.

### Teaching Resources

Authorized teaching resources are high quality resources intended for teachers. These resources best meet the evaluation criteria and support the implementation of courses or programs of study, or educational initiatives, and the attainment of the goals of education.

## Locally Developed/Acquired Instructional Materials

[School Act, Sections 39 60\(2\)\(b\)](#)

A school board may develop or acquire instructional materials for use in programs or in schools, under section 60(2)(b) of the *School Act*, subject to the provisions of section 39.

In developing/acquiring instructional materials, the school board should take into account such criteria as curriculum congruency, instructional and technical design, Recognizing Diversity and Promoting Respect (RDPR), preference for Canadian content and Aboriginal Content Validation.

### Learning Resources Centre (LRC)

The [LRC](#) carries almost all authorized resources, including resources in English, French and other international and Aboriginal languages, and provides affordable access to these resources. All resources available from the LRC are sold on a not-for-profit basis.

The LRC has online Web ordering services available for all customers 24 hours a day, seven days a week. In addition, the LRC's ordering, pricing and business services are available by calling the LRC.

The *Learning Resources Centre Resources Catalogue*, available in PDF on the LRC Web site, provides a comprehensive list of all learning and teaching resources authorized by Alberta Education for use in Alberta schools. The catalogue provides detailed information about these resources, including subject area of authorization, authorization status and current selling price information, to help schools place their orders.

The LRC carries the following categories of resources for school purchase:

- student basic resources
- student support resources
- authorized teaching resources
- distributed learning course resources

- English, French and other languages instructional materials
- most Alberta Education publications, such as programs of study, guides to implementation and the *Guide to Education: ECS to Grade 12*
- Western and Northern Canadian Protocol documents
- some pre-administered Grade 12 diploma examinations
- general learning resources, such as maps, atlases, globes, dictionaries, thesauri
- other learning and teaching resources not evaluated by Alberta Education but available due to demand for them by Alberta school authorities; e.g., mathematics manipulatives, standardized test materials, calculators.

## Learning Resources Credit Allocation

The Learning Resources Credit Allocation (LRCA) is applicable to all products purchased from the LRC. This purchasing credit is available to school authorities, accredited private schools, and band operated and Federal Government administered First Nations schools that purchase learning and teaching resources through the LRC.

For further information, see the [Funding Manual for School Authorities](#).

## LRC's Early Order Discount Program

The LRC's Early Order Discount (EOD) program is available to Alberta school authorities from January 1 to May 15 of each year. The EOD program is an alternative pre-ordering method designed to save 10% on publisher eligible resources.

## Resources for Students with Visual Impairments

The LRC provides alternative formats for curriculum materials, such as braille, large print and audiotape/CDs, as well as equipment and kits for visually impaired students in Alberta. Materials available for students who are visually impaired can also be useful for students with perceptual disabilities.

The [LRC](#) currently loans to school authorities the following:

- braille, audiotape/CD and large print curriculum and leisure reading resources
- kits, including sensory, concept and skills development materials, tactile games and maps
- professional resources for the use of educators of the visually impaired
- specialized equipment, including brailers, braille notetakers, 4-track cassette recorders, talking calculators, closed circuit televisions, large print calculators, large print typewriters and electronic dictionaries.

For more information, contact the [LRC](#).

## LearnAlberta.ca

The [LearnAlberta.ca](#) Web site offers engaging digital learning resources for students, parents and teachers in Alberta's Kindergarten to Grade 12 community. These multimedia learning resources can be accessed from any computer with an Internet connection.

## Materials from Learner Assessment

Learner Assessment provides a variety of materials to support teachers and students. For more information, see the [Diploma General Information Bulletin](#) or the [Achievement General Information Bulletin](#).

## Resources from Distributed Learning Resources Branch

The Distributed Learning Resources Branch is responsible for the design, development and production of provincially authorized distributed learning resources for grades 1 to 12. Print and digital courseware are designed for distributed and distance learning environments and can be used in a variety of settings; e.g., distance, home education, classroom, blended. DLRB resources—both print and online—are designed in a modular format, with each module consisting of student-centred learning resources that motivate and guide students as they work through a variety of learning experiences, assessment opportunities and integrated multimedia. Archived multimedia and PDF files of all print distributed learning packages are made available to registered teachers in Alberta on the [Tools4Teachers](#) Web site. Online courses are available for teachers in Alberta to download from the Tools4Teachers Web site.



# Contacts

## Alberta Education Branch Contacts

Alberta Education can be contacted in a number of ways.

To be connected by telephone toll-free from anywhere in Alberta, dial 310-0000 and ask the operator for the desired number.

### Communications

Telephone: 780-422-4495  
Fax: 780-427-0591

The electronic address (URL) for Alberta Education on the Internet is <http://education.alberta.ca/>.

The following branches have individual telephone and fax numbers as noted.

### Alberta Children and Youth Initiative

Telephone: 780-422-9423  
Fax: 780-644-2284

### Curriculum Branch

Telephone: 780-427-2984  
Fax: 780-422-3745

### First Nations, Métis and Inuit Services

Telephone: 780-415-9300  
Fax: 780-415-9306

### French Language Services Branch

Telephone: 780-427-2940  
Fax: 780-422-1947

### Governance Support

Telephone: 780-427-7235  
Fax: 780-427-5930

### International Education

Telephone: 780-427-2035  
Fax: 780-644-2284

### Learner Assessment

Telephone: 780-427-0010  
Fax: 780-422-4200

### Special Cases Committee

Telephone: 780-427-0010  
Fax: 780-422-4889

### Learner Records and Data Exchange – Help Desk

Telephone: 780-427-5318  
Fax: 780-427-1179

### Learning and Teaching Resources Branch

Telephone: 780-427-2984  
Fax: 780-422-0576

### Learning Technologies Branch

Telephone: 780-415-8528  
Fax: 780-422-9157

### School Improvement Branch

Telephone: 780-427-3160  
Fax: 780-415-2481

### Special Programs Branch

Telephone: 780-422-6326  
Fax: 780-422-2039

### Stakeholder Technology

Telephone: 780-427-9001  
Fax: 780-415-1091

### Teacher Development and Certification Branch

Telephone: 780-427-2045  
Fax: 780-422-4199

## Field Services

### Zone 1 Services Branch

Telephone: 780-427-5394  
Fax: 780-422-9682

### Zone 2/3 Services Branch

Telephone: 780-427-9296  
Fax: 780-422-9682

### Zone 4 Services Branch

Telephone: 780-427-5381  
Fax: 780-422-9682

### Zone 5 Services Branch

Telephone: 780-415-9312  
Fax: 780-422-9682

### Zone 6 Services Branch

Telephone: 780-427-5377  
Fax: 780-422-9682

### French Language Services Branch

(for Francophone Regional Authorities)

Telephone: 780-427-2940  
Fax: 780-422-1947

The mailing address for most Alberta Education branches is:

44 Capital Boulevard  
10044 – 108 Street NW  
Edmonton, Alberta  
T5J 5E6

The following have individual contact information as noted.

### Alberta Education—Calgary Office

Suite 2620, AMEC Place  
801 – 6 Avenue SW  
Calgary, Alberta  
T2P 3W2

Telephone: 780-415-9312 (Zone 5)  
780-427-5377 (Zone 6)  
Fax: 403-297-3842

### Business Operations and Stakeholder Support Branch

8th Floor, Commerce Place  
10155 – 102 Street  
Edmonton, Alberta  
T5J 4L5

Telephone: 780-427-2055  
Fax: 780-644-5799

### Learning Resources Centre

12360 – 142 Street NW  
Edmonton, Alberta  
T5L 4X9

Telephone: 780-427-2767 (press Option 1)  
Fax: 780-422-9750  
E-mail: [lrccustserv@gov.ab.ca](mailto:lrccustserv@gov.ab.ca)  
Internet: [www.lrc.education.gov.ab.ca](http://www.lrc.education.gov.ab.ca)

### Distributed Learning Resources

Box 4000  
Barrhead, Alberta  
T7N 1P4

Telephone: 780-674-5350  
Fax: 780-674-6561

### Performance Measurement and Reporting

9th Floor, Commerce Place  
10155 – 102 Street  
Edmonton, Alberta  
T5J 4L5

Telephone: 780-427-8217  
Fax: 780-422-5255

### School Finance Branch

8th Floor, Commerce Place  
10155 – 102 Street  
Edmonton, Alberta  
T5J 4L5

Telephone: 780-427-2055  
Fax: 780-427-2147

## Other Contacts

### **Alberta Distance Learning Centre**

Box 4000  
Barrhead, Alberta  
T7N 1P4  
Telephone: 780-674-5333  
Fax: 780-674-7593

### **Edmonton Office**

HSBC Building  
Suite 300, 10055 – 106 Street  
Edmonton, Alberta  
T5J 2Y2  
Telephone: 780-452-4655  
Fax: 780-427-3850

### **Calgary Office**

341 – 58 Avenue SE  
Calgary, Alberta  
T2H 0P3  
Telephone: 403-290-0977  
Fax: 403-290-0978

### **Alberta Scholarship Programs**

4th Floor, Sterling Place  
9940 – 106 Street  
Edmonton, Alberta  
T5J 4R4  
Telephone: 780-427-8640  
Fax: 780-427-1288

### **Apprenticeship and Industry Training**

10<sup>th</sup> Floor, Commerce Place  
10155 – 102 Street  
Edmonton, Alberta  
T5J 4L5  
Telephone: 780-427-8765  
Fax: 780-422-7376  
Internet: [www.advancededucation.gov.ab.ca/appren/](http://www.advancededucation.gov.ab.ca/appren/)

### **Queen's Printer Bookstore**

Main Floor, Park Plaza  
10611 – 98 Avenue  
Edmonton, Alberta  
T5K 2P7  
Telephone: 780-427-4952  
Fax: 780-452-0668

## Documents and Web Site Addresses Referenced in the *Guide*

### Documents

- *Achievement General Information Bulletin*  
<http://education.alberta.ca/admin/testing/achievement/achievementbulletin.aspx>
- *Affirming Francophone Education: Foundations and Directions, A Framework for French First Language Education*  
<http://education.alberta.ca/media/433070/cadreeng.pdf>
- *Alberta School Council Resource Manual*  
<http://education.alberta.ca/media/464094/scm.pdf>
- *Alternative Programs Handbook*  
<http://education.alberta.ca/media/434640/altproghandbook.pdf>
- *Career and Technology Studies*  
<http://education.alberta.ca/teachers/com/cts.aspx>
- *Career and Technology Studies Manual for Administrators, Counsellors and Teachers*  
<http://education.alberta.ca/teachers/com/cts/resources/manual.aspx>
- *Charter Schools Handbook*  
[http://education.alberta.ca/media/434258/charter\\_hndbk.pdf](http://education.alberta.ca/media/434258/charter_hndbk.pdf)
- *The Common Curriculum Framework for Aboriginal Language and Culture Programs, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education*  
<http://wncp.ca/languages/abor.pdf>
- *The Common Curriculum Framework for Bilingual Programming in International Languages, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education*  
<http://www.wncp.ca/languages/framework.pdf>
- *The Common Curriculum Frameworks for International Languages: Western Canadian Protocol for Collaboration in Basic Education*  
<http://education.alberta.ca/teachers/com/interlang/docs.aspx>
- *Daily Physical Activity*  
<http://education.alberta.ca/teachers/resources/dpa.aspx>
- *Daily Physical Activity: A Handbook for Grades 1–9 Schools*  
<http://education.alberta.ca/teachers/core/pe/resources/dpahandbook.aspx>
- *Diploma General Information Bulletin*  
<http://education.alberta.ca/admin/testing/diplomaexams/diplomabulletin.aspx>



- *English as a Second Language Alberta Authorized Resource List, Grades 10–12*  
<http://education.alberta.ca/media/616793/eslres.pdf>
- *English as a Second Language Kindergarten to Grade 9 Guide to Implementation*  
<http://education.alberta.ca/media/507659/eslkt9gi.pdf>
- *English as a Second Language Senior High School Guide to Implementation*  
[http://education.alberta.ca/media/653515/esl\\_shgi.pdf](http://education.alberta.ca/media/653515/esl_shgi.pdf)
- *First Nations, Métis and Inuit Education Policy Framework*  
<http://education.alberta.ca/teachers/fnmi/fnmipolicy/toc.aspx>
- *First Nations, Métis and Inuit School-Community Learning Environment Project*  
<http://education.alberta.ca/media/164304/sclep%20promising%20practices%20report.pdf>
- *Focus on Inquiry: A Teacher's Guide to Implementing Inquiry-based Learning*  
<http://education.alberta.ca/media/313361/focusoninquiry.pdf>
- *Freedom of Information and Protection of Privacy Act*  
[http://www.qp.gov.ab.ca/documents/Acts/F25.cfm?frm\\_isbn=9780779726370](http://www.qp.gov.ab.ca/documents/Acts/F25.cfm?frm_isbn=9780779726370)
- *Funding Manual for School Authorities*  
<http://education.alberta.ca/admin/funding/manual.aspx>
- *Government Organization Act*  
<http://education.alberta.ca/departement/policy/k-12manual/section5.aspx>
- *Green Certificate Program*  
<http://education.alberta.ca/teachers/com/green.aspx>
- *Guide de l'éducation, Manuel de la maternelle à la 12<sup>e</sup> année*  
<http://education.alberta.ca/francais/admin/franco/guide.aspx>
- *Guide to Education: ECS to Grade 12*  
<http://education.alberta.ca/admin/resources/guidetoed.aspx>
- *Guide for Education Planning and Results Reporting*  
<http://education.alberta.ca/media/441524/SchoolBoardGuideFinalMar06-07.pdf>
- *Guidelines for Interpreting the Achievement Test Multiyear Reports*  
[http://education.alberta.ca/apps/testing/ach/achguide\\_multi.htm](http://education.alberta.ca/apps/testing/ach/achguide_multi.htm)
- *High School Course/Mark User Guide*  
<http://education.alberta.ca/media/736927/highschoolcoursemarkuserguide.pdf>
- *Home Education Handbook*  
<http://education.alberta.ca/media/348126/homeedhbk2007.pdf>
- *Implementation Schedule for Programs of Study and Related Activities*  
<http://education.alberta.ca/media/449087/impshed.pdf>

- *Information Manual for Knowledge and Employability Courses, Grades 8–12*  
<http://education.alberta.ca/media/524889/infomanual.pdf>
- Information and Communication Technology (ICT)  
<http://education.alberta.ca/teachers/core/ict.aspx>
- *Information for Parents About Writing Diploma Examinations*  
[http://education.alberta.ca/media/599375/info\\_parents.pdf](http://education.alberta.ca/media/599375/info_parents.pdf)
- *Information for Students Planning to Write Diploma Examinations*  
[http://education.alberta.ca/media/546464/info\\_students.pdf](http://education.alberta.ca/media/546464/info_students.pdf)
- *Kindergarten Program Statement*  
<http://education.alberta.ca/media/312892/kindergarten.pdf>
- *Learning Resources Centre Resources Catalogue*  
[www.lrc.education.gov.ab.ca](http://www.lrc.education.gov.ab.ca)
- *Off-campus Education Guide for Administrators, Counsellors and Teachers*  
<http://education.alberta.ca/media/616821/offcampus.pdf>
- *Outreach Programs Handbook*  
<http://education.alberta.ca/media/434525/outreachproghandbook.pdf>
- *Parent Guide to Provincial Achievement Testing for Grade 3*  
[http://education.alberta.ca/media/656502/gr3\\_parentguide\\_web.pdf](http://education.alberta.ca/media/656502/gr3_parentguide_web.pdf)
- *Parent Guide to Provincial Achievement Testing for Grade 6*  
[http://education.alberta.ca/media/656514/gr6\\_parentguide\\_web.pdf](http://education.alberta.ca/media/656514/gr6_parentguide_web.pdf)
- *Parent Guide to Provincial Achievement Testing for Grade 9*  
[http://education.alberta.ca/media/782026/10%20grade%209%20parent%20guide\\_2007-2008.pdf](http://education.alberta.ca/media/782026/10%20grade%209%20parent%20guide_2007-2008.pdf)
- *Personal Information Protection Act*  
[http://www.qp.gov.ab.ca/documents/Acts/P06P5.cfm?frm\\_isbn=0779737415](http://www.qp.gov.ab.ca/documents/Acts/P06P5.cfm?frm_isbn=0779737415)
- Program of Studies: Elementary Schools  
<http://education.alberta.ca/teachers.aspx>
- Program of Studies: Junior High Schools  
<http://education.alberta.ca/teachers.aspx>
- Program of Studies: Senior High Schools  
<http://education.alberta.ca/teachers.aspx>
- *Promising Practices in First Nations, Métis and Inuit Education: Case Studies*  
<http://education.alberta.ca/media/164222/case%20studies%20text.pdf>
- Quick Reference Code Table – High School Course/Marks  
[http://education.alberta.ca/media/584704/quick\\_reference\\_codetables\\_highschoolcoursemarks.pdf](http://education.alberta.ca/media/584704/quick_reference_codetables_highschoolcoursemarks.pdf)

- *Registered Apprenticeship Program Information Manual*  
<http://education.alberta.ca/media/618629/rapinfoman.pdf>
- *Remembrance Day Act*  
[http://www.qp.gov.ab.ca/documents/Acts/R16.cfm?frm\\_isbn=0779703499](http://www.qp.gov.ab.ca/documents/Acts/R16.cfm?frm_isbn=0779703499)
- *Requirements for Special Education in Accredited-Funded Private Schools*  
<http://education.alberta.ca/media/435309/requirementsSE.pdf>
- *Safety in the Science Classroom*  
<http://education.alberta.ca/teachers/core/science/safety.aspx>
- *School Act*  
<http://www.qp.gov.ab.ca/Documents/acts/S03.CFM>
- *Standards for the Provision of Early Childhood Special Education*  
[http://education.alberta.ca/media/452316/ecs\\_specialedstds2006.pdf](http://education.alberta.ca/media/452316/ecs_specialedstds2006.pdf)
- *Standards for Special Education, Amended June 2004*  
[http://education.alberta.ca/media/511387/specialed\\_std2004.pdf](http://education.alberta.ca/media/511387/specialed_std2004.pdf)
- *Student Information System (SIS) User Guide*  
[http://education.alberta.ca/media/511491/sis\\_user\\_guide.pdf](http://education.alberta.ca/media/511491/sis_user_guide.pdf)
- *Student Learning—Career Planner Information Booklet*  
<http://education.alberta.ca/media/646595/cardir.pdf>
- *Teaching Profession Act*  
[http://www.qp.gov.ab.ca/documents/Acts/T02.cfm?frm\\_isbn=9780779727797](http://www.qp.gov.ab.ca/documents/Acts/T02.cfm?frm_isbn=9780779727797)
- Tools4Teachers Web Site  
[www.tools4teachers.ca](http://www.tools4teachers.ca)

## Other Web Sites

- Advanced Placement  
[www.ap.ca](http://www.ap.ca)
- Alberta Advanced Education  
[www.advancededandtech.alberta.ca](http://www.advancededandtech.alberta.ca)
- Alberta Distance Learning Centre  
[www.adlc.ca](http://www.adlc.ca)
- Alberta Education  
<http://education.alberta.ca/>
- Alberta Initiative for School Improvement (AISI)  
<http://education.alberta.ca/admin/aisi.aspx>
- Alberta Learning Information Services (ALIS)  
[www.alis.alberta.ca](http://www.alis.alberta.ca)
- Alberta Regional Professional Development Consortia  
[www.arpdc.ab.ca](http://www.arpdc.ab.ca)
- Alberta Scholarship Programs  
[www.alis.alberta.ca/hs/fo/scholarships/scholarships.html](http://www.alis.alberta.ca/hs/fo/scholarships/scholarships.html)
- Apprenticeship and Industry Training  
[www.tradesecrets.gov.ab.ca](http://www.tradesecrets.gov.ab.ca)
- Apprenticeship and Industry Training  
[www.advancededucation.gov.ab.ca/appren](http://www.advancededucation.gov.ab.ca/appren)
- Authorized Resources Database  
<http://education.alberta.ca/apps/lrdb/>
- Council of Ministers of Education, Canada (CMEC)  
[www.cmec.ca](http://www.cmec.ca)
- International Baccalaureate Organization  
[www.ibo.org](http://www.ibo.org)
- LearnAlberta.ca  
[www.learnalberta.ca](http://www.learnalberta.ca)
- Learning Resources Centre  
[www.lrc.education.gov.ab.ca](http://www.lrc.education.gov.ab.ca)

- Material Resource Unit (MRU—Unit of the LRC providing Specialized Services)  
[www.lrc.education.gov.ab.ca](http://www.lrc.education.gov.ab.ca)
- Provincial Testing  
<http://education.alberta.ca/admin/testing.aspx>
- Queen's Printer Bookstore  
[www.qp.gov.ab.ca](http://www.qp.gov.ab.ca)
- Rutherford Scholars  
[www.alis.alberta.ca/hs/fo/scholarships/scholarship.html](http://www.alis.alberta.ca/hs/fo/scholarships/scholarship.html)



# Appendix 1: Provincially Authorized Senior High School Courses, Course Codes and Course Names

Courses within each category are listed in the sequential numerical order of the course codes. Prerequisite courses are indicated by their linear arrangement across the page, or by the line symbol  $\perp$  used to indicate a prerequisite that leads to more than one course. Course credits are shown in parentheses.

Prerequisite courses are identified on the Alberta Education Extranet site and in the program of studies for each CTS strand.

Implementation years are noted in the table of contents of the [Program of Studies: Senior High Schools](#) and further documented in the footers of individual courses and programs of study.

**Note:** For courses and course codes approved after the printing of the *Guide*, check the online version of the [Guide to Education: ECS to Grade 12](#). The newly approved courses and course codes will be shown with a colour-shaded background in the online version.

Grade 10	Grade 11	Grade 12
<b>LANGUAGE ARTS</b>		
<b>English Language Arts</b>		
ELA1105 English Language Arts 10-1..... (5)	ELA2105 English Language Arts 20-1..... (5)	ELA3105 English Language Arts 30-1 ..... (5)
ELA1104 English Language Arts 10-2..... (5)	ELA2104 English Language Arts 20-2 ..... (5)	ELA3104 English Language Arts 30-2 ..... (5)
ESL1120 English as a Second Language 10–Level 1 ... no credits ❶		
ESL1121 English as a Second Language 10–Level 2 ..... (5) ❶		
ESL1122 English as a Second Language 10–Level 3 ..... (5) ❶		
ESL1123 English as a Second Language 10–Level 4 ..... (5) ❶		
ESL1125 English as a Second Language 10–Level 5 ... no credits ❶		
<b>Français</b>		
FRA1301 Français 10..... (5)	FRA2301 Français 20..... (5)	FRA3301 Français 30 ..... (5)
FRA1314 Français 10-2..... (5)	FRA2314 Français 20-2 ..... (5)	FRA3314 Français 30-2 ..... (5)

(continued)

❶ Proficiency level determines entry point.

Grade 10		Grade 11		Grade 12	
<b>LANGUAGES</b>					
BLC1369	Blackfoot Language and Culture 10.....(5)	BLC2369	Blackfoot Language and Culture 20.....(5)	BLC3369	Blackfoot Language and Culture 30.....(5)
CHI1094	Chinese Language and Culture 10-3Y.....(5)	CHI2094	Chinese Language and Culture 20-3Y.....(5)	CHI3094	Chinese Language and Culture 30-3Y.....(5)
CHI1096	Chinese Language and Culture 10-6Y.....(5)	CHI2096	Chinese Language and Culture 20-6Y.....(5)	CHI3096	Chinese Language and Culture 30-6Y.....(5)
CLC1488	Cree Language and Culture 10-3Y.....(5)	CLC2488	Cree Language and Culture 20-3Y.....(5)	CLC3488	Cree Language and Culture 30-3Y.....(5)
CLC1489	Cree Language and Culture 10-6Y.....(5)	CLC2489	Cree Language and Culture 20-6Y.....(5)	CLC3489	Cree Language and Culture 30-6Y.....(5)
FSL1309	French 10.....(5)	FSL2309	French 20.....(5)	FSL3309	French 30.....(5)
				FSL3306	French 31A.....(5)
				FSL3307	French 31B.....(5)
				FSL3308	French 31C.....(5)
FSL1093	French 10-3Y.....(5)	FSL2093	French 20-3Y.....(5)	FSL3093	French 30-3Y.....(5)
FSL1099	French 10-9Y.....(5)	FSL2099	French 20-9Y.....(5)	FSL3099	French 30-9Y.....(5)
GER1315	German Language and Culture 10-3Y.....(5)	GER2315	German Language and Culture 20-3Y.....(5)	GER3315	German Language and Culture 30-3Y.....(5)
GER1047	German Language and Culture 10-6Y.....(5)	GER2047	German Language and Culture 20-6Y.....(5)	GER3047	German Language and Culture 30-6Y.....(5)
ITA1322	Italian Language and Culture 10-3Y.....(5)	ITA2322	Italian Language and Culture 20-3Y.....(5)	ITA3322	Italian Language and Culture 30-3Y.....(5)
ITA0012	Italian Language and Culture 10-6Y.....(5)	ITA0022	Italian Language and Culture 20-6Y.....(5)	ITA0032	Italian Language and Culture 30-6Y.....(5)
JLC1097	Japanese Language and Culture 10-3Y.....(5)	JLC2097	Japanese Language and Culture 20-3Y.....(5)	JLC3097	Japanese Language and Culture 30-3Y.....(5)
JLC1098	Japanese Language and Culture 10-6Y.....(5)	JLC2098	Japanese Language and Culture 20-6Y.....(5)	JLC3098	Japanese Language and Culture 30-6Y.....(5)
LAT1325	Latin 10.....(5)	LAT2325	Latin 20.....(5)	LAT3325	Latin 30.....(5)
SPN1345	Spanish Language and Culture 10-3Y.....(5)	SPN2345	Spanish Language and Culture 20-3Y.....(5)	SPN3345	Spanish Language and Culture 30-3Y.....(5)
SPN1349	Spanish Language and Culture 10-6Y.....(5)	SPN2349	Spanish Language and Culture 20-6Y.....(5)	SPN3349	Spanish Language and Culture 30-6Y.....(5)
ULC1089	Ukrainian Language and Culture 10-3Y.....(5)	ULC2089	Ukrainian Language and Culture 20-3Y.....(5)	ULC3089	Ukrainian Language and Culture 30-3Y.....(5)
ULC1091	Ukrainian Language and Culture 10-6Y.....(5)	ULC2091	Ukrainian Language and Culture 20-6Y.....(5)	ULC3091	Ukrainian Language and Culture 30-6Y.....(5)
<b>Immersion and Bilingual Programs</b>					
CLA1485	Chinese Language Arts 10.....(5)	CLA2485	Chinese Language Arts 20.....(5)	CLA3485	Chinese Language Arts 30.....(5)
FLA1304	French Language Arts 10-1.....(5)	FLA2304	French Language Arts 20-1.....(5)	FLA3304	French Language Arts 30-1.....(5)
FLA1132	French Language Arts 10-2.....(5)	FLA2132	French Language Arts 20-2.....(5)	FLA3132	French Language Arts 30-2.....(5)
GLA1484	German Language Arts 10.....(5)	GLA2484	German Language Arts 20.....(5)	GLA3484	German Language Arts 30.....(5)
ULA1486	Ukrainian Language Arts 10.....(5)	ULA2486	Ukrainian Language Arts 20.....(5)	ULA3486	Ukrainian Language Arts 30.....(5)
<b>MATHEMATICS</b>					
MAT1041	Mathematics Preparation 10 <sup>①</sup> .....(3) (5)				
MAT1037	Pure Mathematics 10.....(5)	MAT2037	Pure Mathematics 20.....(5)	MAT3037	Pure Mathematics 30.....(5)
MAT1039	Pure Mathematics 10B.....(3)	MAT2039	Pure Mathematics 20B.....(5)		
MAT1038	Applied Mathematics 10.....(5)	MAT2038	Applied Mathematics 20.....(5)	MAT3038	Applied Mathematics 30.....(5)
MAT1040	Applied Mathematics 10B.....(3)	MAT2040	Applied Mathematics 20B.....(5)		
				MAT3211	Mathematics 31 <sup>②</sup> .....(5)
MAT1225	Mathematics 14.....(5)	MAT2225	Mathematics 24.....(5)		

(continued)

① The course challenge and waiver of prerequisite provisions do not apply.

② Pure Mathematics 30 is a prerequisite for Mathematics 31; however, Pure Mathematics 30 may be taken as a corequisite for Mathematics 31.



Grade 10	Grade 11	Grade 12
<b>SCIENCE</b>		
SCN1270 Science 10..... (5)	SCN2231 Biology 20..... (5) SCN2796 Chemistry 20..... (5) SCN2797 Physics 20 ..... (5) SCN2270 Science 20 ..... (5)	SCN3230 Biology 30..... (5) SCN3796 Chemistry 30..... (5) SCN3797 Physics 30..... (5) SCN3270 Science 30 ..... (5)
SCN1288 Science 14..... (5)	SCN2288 Science 24 ..... (5)	
<b>SOCIAL STUDIES</b>		
SST1771 Social Studies 10-1..... (5) SST1772 Social Studies 10-2..... (5)	SST2771 Social Studies 20-1 ..... (5) SST2772 Social Studies 20-2 ..... (5)	SST3150 Social Studies 30 ..... (5) SST3151 Social Studies 33 ..... (5)
<b>CAREER AND LIFE MANAGEMENT (CALM)</b>		
	PED0770 Career and Life Management..... (3)	
<b>PHYSICAL EDUCATION</b>		
PED1445 Physical Education 10 ❶ ..... (3) (4) (5)	PED2445 Physical Education 20 ..... (3) (4) (5)	PED3445 Physical Education 30..... (3) (4) (5)
<b>FINE ARTS</b>		
FNA1400 Art 10 ..... (3) (4) (5) FNA1405 Art 11 ..... (3) (4) (5) FNA1410 Drama 10 ..... (3) (5) FNA1420 Choral Music 10 ..... (3) (5) FNA1424 General Music 10..... (3) (5) FNA1425 Instrumental Music 10..... (3) (5)	FNA2400 Art 20 ..... (3) (4) (5) FNA2405 Art 21 ..... (3) (4) (5) FNA2410 Drama 20 ..... (3) (5) FNA2420 Choral Music 20 ..... (3) (5) FNA2424 General Music 20..... (3) (5) FNA2425 Instrumental Music 20..... (3) (5)	FNA3400 Art 30 ..... (5) FNA3405 Art 31 ..... (5) FNA3410 Drama 30 ..... (5) FNA3420 Choral Music 30 ..... (5) FNA3424 General Music 30 ..... (3) (5) FNA3425 Instrumental Music 30..... (5)
<b>SOCIAL SCIENCES</b>		
	SSN2155 Political Thinking 20 ..... (3) SSN2156 Comparative Government 20 ..... (3) SSN2160 Religious Ethics 20 ..... (3) SSN2161 Religious Meanings 20 ..... (3) SSN2166 Local and Canadian Geography 20..... (3) SSN2171 Personal Psychology 20..... (3) SSN2172 General Psychology 20 ..... (3) SSN2176 General Sociology 20..... (3) SSN2177 Sociological Institutions 20..... (3) SSN2181 Origins of Western Philosophy 20..... (3) SSN2182 Contemporary Western Philosophy 20..... (3) SSN2185 Western Canadian History 20..... (3) SSN2186 Canadian History 20 ..... (3) SSN2187 Economics for Consumers 20..... (3)	SSN3156 International Politics 30 ..... (3) SSN3161 World Religions 30 ..... (3) SSN3166 World Geography 30..... (3) SSN3171 Experimental Psychology 30 ..... (3) SSN3175 Cultural and Physical Anthropology 30 ..... (3) SSN3176 Applied Sociology 30..... (3) SSN3182 Philosophies of Man 30..... (3) SSN3183 Microeconomics 30 ..... (3) SSN3185 Western World History 30 ..... (3) SSN3194 Macroeconomics 30 ..... (3)

(continued)

❶ The waiver of prerequisite provision does not apply to Physical Education 10.

Grade 10	Grade 11	Grade 12
<b>ABORIGINAL STUDIES</b>		
SSN1154 Aboriginal Studies 10 .....(3) (5)	SSN2154 Aboriginal Studies 20..... (3) (5)	SSN3154 Aboriginal Studies 30 ..... (3) (5)
<b>OTHER INSTRUCTION</b>		
OTH1910 Career Internship 10 .....(3) (4) (5)		
OTH1998 Work Experience 15 <sup>①</sup>	OTH2998 Work Experience 25 <sup>①</sup>	OTH3998 Work Experience 35 <sup>①</sup>
OTH1999 Special Projects 10 <sup>②</sup>	OTH2999 Special Projects 20 <sup>②</sup>	OTH3999 Special Projects 30 <sup>②</sup>

**Green Certificate Courses<sup>③</sup>**

Green Certificate courses are not sequential. They may be taken in any order. Each Green Certificate course is coded as a 33-level course and all credits earned in Green Certificate courses count toward Grade 12 graduation requirements.

**Cow-Calf Beef Production★**

OTH9900 Cattle Care and Production 33.....(6)	OTH9901 Calving and Herd Health 33 .....(5)	OTH9902 Beef Support Systems 33.....(5)
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**Dairy Production**

OTH9903 Animal Husbandry and Health 33.....(6)	OTH9904 Dairy Operations 33.....(5)	OTH9905 Dairy Equipment Operation and Service 33.....(5)
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**Feedlot Beef Production**

OTH9906 Handling Feedlot Cattle 33.....(6)	OTH9907 Feedlot Cattle Care and Feeding 33 .....(5)	OTH9908 Feedlot Support Systems 33 .....(5)
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**Field Crop Production**

OTH9909 Field Crop Care 33.....(6)	OTH9910 Land Preparation and Planting 33.....(5)	OTH9911 Harvesting Operations 33 .....(5)
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**Irrigated Field Crop Production**

OTH9912 Irrigation Processes and Practices 33.....(6)	OTH9913 Field and Crop Preparation 33 .....(5)	OTH9914 Field Crop and Forage Harvesting 33.....(5)
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**Sheep Production**

OTH9915 Sheep Production and Health 33.....(6)	OTH9916 Sheep Farm Operations and Equipment 33 .....(5)	OTH9917 Sheep Handling and Facilities 33.....(5)
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**Swine Production**

OTH9918 Swine Behaviour and Production 33.....(6)	OTH9919 Swine Handling and Welfare 33.....(5)	OTH9920 Swine Health and Operations 33.....(5)
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**Bee Keeper Production**

OTH9921 Bee Operation Preparation and Planning 33 .....(6)	OTH9922 Bee Operation Production and Practices 33.....(5)	OTH9923 Bee Operation Support Systems 33 .....(5)
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- ① Each course, at each level, may be offered for 3, 4, 5, 6, 7, 8, 9 or 10 credits. Beginning in the 1994–1995 school year, the maximum total that can be credited toward the 100-credit graduation requirement is 15 credits. The course challenge and waiver of prerequisite provisions do not apply to work experience courses.
- ② Each course, at each level, may be offered for 1, 2, 3, 4 or 5 credits. The course challenge and waiver of prerequisite provisions do not apply to special projects courses.
- ③ There is significant content overlap between Field Crop Production courses and Irrigated Field Crop Production courses. Students can, therefore, earn credits in either:
  - Land Preparation and Planting 33 **OR** Field and Crop Preparation 33
  - Harvesting Operations 33 **OR** Field Crop and Forage Harvesting 33.
- ★ The computer system accepts only 25 characters for a course name, including spaces, and that is how courses appear on the Student Profile statement on transcripts. These 1-credit courses are rolled up under strand names.

Grade 10	Grade 11	Grade 12
<b>Knowledge and Employability</b>		
<b>Academics</b>		
KAE1780 English 10-4 .....(5)	KAE2780 English 20-4 .....(5)	KAE3780 English 30-4 .....(5)
KAE1781 Social Studies 10-4 .....(5)	KAE2781 Social Studies 20-4 .....(5) ❶	
KAE1782 Mathematics 10-4.....(5)	KAE2782 Mathematics 20-4 .....(5)	
KAE1783 Science 10-4.....(5)	KAE2783 Science 20-4.....(5)	
KAE1784 Français 10-4.....(5)	KAE2784 Français 20-4.....(5)	KAE3784 Français 30-4 .....(5)
<b>Occupations</b>		
<b>a) Art/Design and Communication</b>		
KAE1570 Art/Design 10-4 .....(5)	KAE2570 Art/Design 20-4.....(5)	KAE3570 Art/Design 30-4 .....(5)
KAE1571 Art/Media Communications 10-4 .....(5)	KAE2571 Art/Media Communications 20-4 .....(5)	KAE3571 Art/Media Communications 30-4.....(5)
<b>b) Auto Mechanics</b>		
KAE1572 Auto Mechanics 10-4 .....(5)	KAE2572 Auto Mechanics 20-4 .....(5)	KAE3572 Auto Mechanics 30-4 .....(5)
	KAE2573 Auto Services 20-4 .....(5)	KAE3573 Auto Services 30-4 .....(5)
<b>c) Business Services</b>		
KAE1574 Business Services 10-4 .....(5)	KAE2574 Logistics 20-4 .....(5)	KAE3574 Logistics 30-4 .....(5)
	KAE2575 Office Services 20-4 .....(5)	KAE3575 Office Services 30-4 .....(5)
	KAE2576 Sales and Service 20-4.....(5)	KAE3576 Sales and Service 30-4 .....(5)
<b>d) Construction: Building</b>		
KAE1577 Construction: Building 10-4.....(5)	KAE2577 Woodworking and Cabinetry 20-4 .....(5)	KAE3577 Woodworking and Cabinetry 30-4 .....(5)
	KAE2578 Wood Frame Construction 20-4 .....(5)	KAE3578 Wood Frame Construction 30-4.....(5)
<b>e) Construction: Metal Fabrication</b>		
KAE1579 Construction: Metal Fabrication 10-4 .....(5)	KAE2579 Construction Systems 20-4.....(5)	KAE3579 Construction Systems 30-4 .....(5)
	KAE2580 Metal Fabrication 20-4 .....(5)	KAE3580 Metal Fabrication 30-4 .....(5)
<b>f) Cosmetology</b>		
KAE1581 Cosmetology 10-4 .....(5)	KAE2581 Cosmetology 20-4 .....(5)	KAE3581 Cosmetology 30-4 .....(5)
	KAE2582 Esthetics 20-4 .....(5)	KAE3582 Esthetics 30-4 .....(5)
<b>g) Fabrics</b>		
KAE1583 Fabrics 10-4 .....(5)	KAE2583 Fashion Textiles 20-4 .....(5)	KAE3583 Fashion Textiles 30-4 .....(5)
	KAE2584 Industrial Textiles 20-4 .....(5)	KAE3584 Industrial Textiles 30-4 .....(5)
<b>h) Foods</b>		
KAE1585 Foods 10-4 .....(5)	KAE2585 Commercial Cooking 20-4 .....(5)	KAE3585 Commercial Cooking 30-4 .....(5)
	KAE2586 Food Preparation and Service 20-4.....(5)	KAE3586 Food Preparation and Service 30-4 .....(5)
<b>i) Horticulture</b>		
KAE1587 Horticulture 10-4.....(5)	KAE2587 Greenhouse and Nursery 20-4 .....(5)	KAE3587 Greenhouse and Nursery 30-4 .....(5)
	KAE2588 Landscaping 20-4 .....(5)	KAE3588 Landscaping and Maintenance 30-4.....(5)
<b>j) Human Care</b>		
KAE1589 Human Care 10-4 .....(5)	KAE2589 Child Care 20-4 .....(5)	KAE3589 Child Care 30-4 .....(5)
	KAE2590 Home Care 20-4.....(5)	KAE3590 Home Care 30-4 .....(5)

(continued)

❶ IOP Social Studies 26 has been withdrawn and replaced with Knowledge and Employability Social Studies 20-4, effective September 2008.

Grade 10	Grade 11	Grade 12
<b>Knowledge and Employability</b> (continued)		
<b>k) Natural Resources</b>		
KAE1591 Natural Resources 10-4 .....(5)	KAE2591 Agriculture 20-4..... (5) KAE2592 Forestry 20-4..... (5) KAE2593 Oil and Gas 20-4..... (5)	KAE3591 Agriculture 30-4 .....(5) KAE3592 Forestry 30-4 .....(5) KAE3593 Oil and Gas 30-4 .....(5)
<b>l) Workplace Readiness</b>		
KAE1594 Workplace Readiness 10-4 .....(5)	KAE2594 Workplace Practicum 20-4A .....(5) ❶ KAE2595 Workplace Practicum 20-4B .....(5) ❶ KAE2596 Workplace Practicum 20-4C .....(5) ❶ KAE2597 Workplace Practicum 20-4D .....(5) ❶	KAE3594 Workplace Practicum 30-4A ..... (5) ❶ KAE3595 Workplace Practicum 30-4B ..... (5) ❶ KAE3596 Workplace Practicum 30-4C ..... (5) ❶ KAE3597 Workplace Practicum 30-4D ..... (5) ❶
<b>INTEGRATED OCCUPATIONAL PROGRAM ❷</b>		
<b>Occupational Component</b>		
<b>a) Agribusiness</b>		
		IOP3801 Agricultural Production 36.....(10)
<b>b) Natural Resources</b>		
		IOP3941 Natural Resource Services 36.....(10)
<b>c) Personal and Public Services</b>		
		IOP3877 Fashion and Fabric Services 36 .....(10)

(continued)

❶ Students may take more than one Practicum course at the 20 and 30 levels depending on the number of completed prerequisite occupational courses.

❷ All remaining IOP courses will be withdrawn in September 2009.

**CAREER AND TECHNOLOGY STUDIES★**

**Agriculture** [Each course is worth 1 credit.] ❶

AGR1010	Agriculture: The Big Picture	AGR2120	Soils Management 1 (Soil Properties/Classification)
AGR1030	Production Basics	AGR2130	Integrated Pest Management
AGR1060	Consumer Products & Services	AGR2140	Nursery/Greenhouse Crops 1 (Materials & Processes)
AGR1070	Basic Landscape/Turf Care	AGR3010	Issues in Agriculture
AGR1080	Basic Floral Design	AGR3030	Field Crops 2 (Management Techniques)
AGR1090	Market Fundamentals	AGR3040	Livestock/Poultry 2 (Management Techniques)
AGR1100	Agriculture Technology	AGR3050	Agrifoods 2 (Standards & Regulation)
AGR1110	Resource Management	AGR3060	Landscape/Turf Management 2 (Installation & Repair)
AGR2020	Animal Husbandry/Welfare	AGR3070	Equine 2 (Management Techniques)
AGR2030	Field Crops 1 (Materials & Processes)	AGR3080	Floral Design 2 (Creative Design & Display)
AGR2040	Livestock/Poultry 1 (Materials & Processes)	AGR3090	Marketing 2 (Closed Marketing Structures)
AGR2050	Agrifoods 1 (Materials & Processes)	AGR3100	Biotechnology
AGR2060	Landscape/Turf Management 1 (Maintenance Practices)	AGR3110	Water Management
AGR2070	Equine 1 (Materials & Processes)	AGR3120	Soils Management 2 (Soil Testing & Amending)
AGR2080	Floral Design 1 (Projects for All Occasions)	AGR3130	Sustainable Agriculture Systems
AGR2090	Marketing 1 (Open Marketing Structures)	AGR3140	Nursery/Greenhouse Crops 2 (Management Techniques)
AGR2100	Protected Structures		

**Career Transitions** [Each course is worth 1 credit.] ❶

CTR1010	Job Preparation	CTR3010	Preparing for Change
CTR1030	Client Service 1	CTR3030	Leading for Change
CTR1110	Project 1A	CTR3040	Practicum A
CTR1120	Project 1B	CTR3050	Practicum B
CTR1210	Personal Safety (Management)	CTR3060	Practicum C
CTR2010	Job Maintenance	CTR3070	Practicum D
CTR2030	Governance & Leadership	CTR3080	Practicum E
CTR2040	Client Service 2	CTR3090	Client Service 3
CTR2110	Project 2A	CTR3110	Project 3A
CTR2120	Project 2B	CTR3120	Project 3B
CTR2130	Project 2C	CTR3130	Project 3C
CTR2140	Project 2D	CTR3140	Project 3D
CTR2150	Project 2E	CTR3150	Project 3E
CTR2210	Workplace Safety (Practices)	CTR3210	Safety Management Systems
CTR2310	Career Directions—Expansion	CTR3310	Career Directions—Transitions

(continued)

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**CAREER AND TECHNOLOGY STUDIES★**(continued)

**Communication Technology** [Each course is worth 1 credit.] ①

COM1020 Media & You	COM2120 Digital Design 2
COM1030 Photography 1	COM2130 Special Effects Photography
COM1050 Printing 1	COM2210 Digital Imaging 2
COM1060 Audio/Video Production 1	COM3020 Media Design & Analysis 2
COM1070 Animation 1	COM3030 Script Writing 2
COM1080 Digital Design 1	COM3040 Photography 3
COM1210 Digital Imaging 1	COM3050 Photojournalism
COM2020 Media Design & Analysis 1	COM3060 Photographic Techniques 2
COM2030 Script Writing 1	COM3070 Colour Photography
COM2040 Photography 2	COM3080 Printing Techniques 2
COM2050 Photographic Communication	COM3090 Printing Applications 2
COM2060 Photographic Techniques 1	COM3100 Audio 3
COM2070 Printing Techniques 1	COM3110 Video 3
COM2080 Printing Applications 1	COM3120 Animation 3
COM2090 Audio/Video 1	COM3130 Digital Design 3
COM2100 Audio/Video 2	COM3210 Digital Imaging 3
COM2110 Animation 2	

**Community Health** [Each course is worth 1 credit.] ①

CMH1010 Family Dynamics	CMH3010 Family Issues
CMH1040 Caring for Children	CMH3020 Parenting
CMH1050 Child Development	CMH3030 Aging
CMH1060 Home Care 1	CMH3040 Prenatal & Postnatal Care
CMH1080 Perspectives on Health	CMH3050 Day Care 2
CMH2010 Adolescent Health Issues	CMH3060 Home Care 3 (Special Conditions)
CMH2030 Community Volunteerism	CMH3070 Challenged Individuals
CMH2050 Day Care 1	CMH3080 Digestive System
CMH2060 Home Care 2 (Personal Care Services)	CMH3090 Nervous/Endocrine Systems
CMH2070 Sensory Challenges	CMH3100 Mental Health
CMH2080 Respiratory System	CMH3110 Advances in Medical Technology
CMH2090 Circulatory System	CMH3120 First Aid/CPR for Children
CMH2100 Musculoskeletal System	CMH3130 Sports First Aid 2
CMH2110 Complementary Therapies	CMH3140 Perspectives on Marriage
CMH2120 First Aid/CPR	CTR1210 Personal Safety (Management)
CMH2130 Sports First Aid 1	

(continued)

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**CAREER AND TECHNOLOGY STUDIES★**(continued)

**Construction Technologies** [Each course is worth 1 credit.] ❶

CON1010	Basic Tools & Materials	CON2180	Wood Forming
CON1070	Building Construction	CON2190	Manufacturing Systems
CON1120	Project Management	CON2200	Product Development
CON1130	Solid Stock Construction	CON3010	Concrete Work (Structures & Finishes)
CON1140	Turning Operations	CON3020	Masonry Work (Structures & Finishes)
CON1160	Manufactured Materials	CON3030	Wall & Ceiling Finishing
CON1180	Mold Making & Casting	CON3040	Stair Construction
CON2010	Site Preparation	CON3050	Roof Structures 2 (Framing & Covering)
CON2020	Concrete Forming	CON3060	Doors & Trim
CON2030	Alternative Foundations	CON3070	Floorcovering
CON2040	Framing Systems 1 (Floor & Wall)	CON3080	Energy-efficient Housing
CON2050	Roof Structures 1 (Framing & Finishing)	CON3090	Renovations/Restorations
CON2060	Exterior Finishing (Door, Window & Siding)	CON3100	Commercial Structures
CON2070	Electrical Systems	CON3110	Site Management
CON2080	Plumbing Systems	CON3120	Tool Maintenance
CON2090	Climate Control Systems	CON3130	Furniture Making 3 (Leg & Rail)
CON2100	Agri-structures	CON3140	Furniture Making 4 (Surface Enhancement)
CON2120	Multiple Materials	CON3150	Furniture Repair
CON2130	Furniture Making 1 (Box Construction)	CON3160	Cabinetmaking 3 (Cabinets/Countertops)
CON2140	Furniture Making 2 (Frame & Panel)	CON3170	Cabinetmaking 4 (Layout & Installation)
CON2150	Finishing & Refinishing	CON3190	Production Planning
CON2160	Cabinetmaking 1 (Web & Face Frame)	CON3200	Production Management
CON2170	Cabinetmaking 2 (Door & Drawer)	CON3210	Framing Systems 2 (Floor, Wall & Ceiling)

(continued)

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**CAREER AND TECHNOLOGY STUDIES★(continued)**

**Cosmetology Studies** [Each course is worth 1 credit.] ①

COS1010	Personal Images	COS3010	Professional Practices
COS1020	Hair Graphics 1	COS3020	Long Hair Graphics
COS1030	Hair & Scalp Care 1	COS3030	Hair & Scalp Care 3
COS1040	Forming & Finishing 1	COS3040	Hair & Scalp Care 4 (Client Services)
COS1050	Permanent Waving 1 (The Physical Process)	COS3050	Haircutting 2
COS1060	Skin Care 1 (Basic Practices)	COS3060	Haircutting 3 (Client Services)
COS1070	Manicuring 1	COS3070	Hair Care & Cutting 2 (Client Services)
COS1080	Theatrical Makeup 1 (Basic Principles)	COS3080	Permanent Waving 5 (Designer)
COS2010	Hair Graphics 2	COS3090	Relax/Straighten Hair
COS2020	Hair & Scalp Care 2	COS3100	Wave, Relax & Straighten Hair (Client Services)
COS2030	Forming & Finishing 2	COS3110	Colouring 2 (Permanent)
COS2040	Haircutting 1	COS3120	Colour Removal 2
COS2050	Hair Care & Cutting 1 (Client Services)	COS3130	Colouring & Removal 2 (Client Services)
COS2060	Permanent Waving 2 (Cold Waving)	COS3140	Body Therapy
COS2070	Permanent Waving 3 (Heat-assisted)	COS3150	Hair Removal
COS2080	Permanent Waving 4 (Client Services)	COS3160	Skin Care 3 (Client Services)
COS2090	Colouring 1	COS3170	Male Facial Grooming 1
COS2100	Colour Removal 1	COS3180	Male Facial Grooming 2 (Client Services)
COS2110	Colouring & Removal 1 (Client Services)	COS3190	Nail Technology
COS2120	Facials & Makeup 1	COS3200	Pedicuring
COS2130	Facials & Makeup 2 (Client Services)	COS3210	Nail Care (Client Services)
COS2140	Skin Care 2 (Client Services)	COS3220	Wigs & Toupees
COS2150	Manicuring 2	COS3230	Hair Goods (Client Services)
COS2160	Nail Art	COS3240	Theatrical Makeup 3 (Changing Images)
COS2170	Manicuring 3 (Client Services)	COS3250	Theatrical Makeup 4 (Client Services)
COS2180	Hairpieces & Extensions	COS3260	Facial & Body Adornment
COS2190	Theatrical Makeup 2 (Planning the Images)	COS3270	Creative Cosmetology
COS2200	Historical Cosmetology	COS3280	Sales & Service 2 (Effectiveness)
COS2210	Sales & Service 1 (Principles & Practices)	COS3290	Competition Cosmetology

**Design Studies** [Each course is worth 1 credit.] ①

DES1010	Sketch, Draw & Model	DES3050	3-D Design Studio 2
DES1020	The Design Process	DES3060	3-D Design Studio 3
DES1030	2-D Design Fundamentals	DES3070	Living Environment Studio 1
DES1040	3-D Design Fundamentals	DES3080	Living Environment Studio 2
DES1050	CAD Fundamentals (Computer-aided Design)	DES3090	Living Environment Studio 3
DES1060	Drafting/Design Fundamentals	DES3100	CAD Modelling Studio (Computer-aided Design)
DES2010	2-D Design Applications	DES3110	Drafting/Design Studio 1
DES2020	3-D Design Applications	DES3120	Drafting/Design Studio 2
DES2030	CAD Applications (Computer-aided Design)	DES3130	Drafting/Design Studio 3
DES2040	Drafting/Design Applications	DES3140	Technical Drawing Studio 1
DES2050	Technical Drawing Applications	DES3150	Technical Drawing Studio 2
DES2060	The Evolution of Design	DES3160	Technical Drawing Studio 3
DES3010	2-D Design Studio 1	DES3170	Visualizing the Future
DES3020	2-D Design Studio 2	DES3180	The Design Profession
DES3030	2-D Design Studio 3	DES3190	Portfolio Presentation
DES3040	3-D Design Studio 1		

(continued)

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**CAREER AND TECHNOLOGY STUDIES★(continued)**

**Electro-Technologies [Each course is worth 1 credit.] ①**

ELT1010	Electro-assembly 1	ELT2320	Network Media & Devices
ELT1030	Conversion & Distribution	ELT2330	OSI Model (Open System Interconnection)
ELT1050	Electronic Power Supply 1	ELT2340	Network Protocols
ELT1060	Digital Technology 1	ELT2350	Local Area Networks
ELT1080	Control Systems 1	ELT3010	Electro-assembly 3
ELT1090	Analog Communication 1	ELT3020	Electronic Servicing
ELT1100	Electronic Communication	ELT3030	Power Systems & Services
ELT1110	Security Systems 1	ELT3040	Generation/Transformation
ELT1130	Robotics 1	ELT3060	Digital Technology 3
ELT2010	Electro-assembly 2	ELT3070	Digital Applications
ELT2020	Electrical Servicing	ELT3080	Microprocessors
ELT2030	Branch Circuit Wiring	ELT3090	Microprocessor Interface
ELT2050	Electronic Power Supply 2	ELT3100	Analog Communication 3
ELT2060	Digital Technology 2	ELT3110	Amplifiers
ELT2070	Computer Technology	ELT3130	Data/Telemetry Systems
ELT2080	Control Systems 2	ELT3140	Motors
ELT2090	Analog Communication 2	ELT3150	Robotics 3
ELT2100	Radio Communication	ELT3160	Control Applications
ELT2110	Security Systems 2	ELT3310	Network Operating Systems
ELT2120	Electro-optics	ELT3320	Routing Fundamentals
ELT2130	Magnetic Control Devices	ELT3330	Wide Area Networks
ELT2140	Robotics 2	ELT3340	Internet Processes
ELT2150	Electronic Controls	ELT3350	Network Management
ELT2310	Network Structures		

**Energy and Mines [Each course is worth 1 credit.] ①**

ENM1010	Overview of Alberta Geology	ENM2080	Supply & Distribution
ENM1020	Nonrenewable Resources	ENM2090	Energy Designs/Systems 1 (Basic Principles)
ENM1050	Renewable Resources	ENM2100	Environmental Safety
ENM1060	Consumer Products & Services	ENM3010	Energy & the Environment
ENM1090	Fundamentals of Recycling	ENM3020	Conventional Oil/Gas 2 (Recovery & Production)
ENM1100	Conservation Challenge	ENM3030	Oil Sands/Heavy Oil/Coal 2 (Recovery & Production)
ENM2010	Managing Alberta's Resources	ENM3040	Metals/Nonmetals 2 (Recovery & Production)
ENM2020	Conventional Oil/Gas 1 (Resource Exploration)	ENM3050	Sustainable Energy (The Power & Potential)
ENM2030	Oil Sands/Heavy Oil/Coal 1 (Resource Exploration)	ENM3060	Petrochemicals
ENM2040	Metals/Nonmetals 1 (Resource Exploration)	ENM3070	Industrial Materials (Primary Manufacturing)
ENM2050	Renewable Energy Technology	ENM3080	Market Basics & Trends
ENM2060	Refining Hydrocarbons	ENM3090	Energy Designs/Systems 2 (Practical Applications)
ENM2070	Refining Rocks & Minerals	ENM3100	Integrated Resource Management (Balancing Needs)

(continued)

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**CAREER AND TECHNOLOGY STUDIES★(continued)**

**Enterprise and Innovation** [Each course is worth 1 credit.] ❶

ENT1010	Challenge & Opportunity	ENT2030	Marketing the Venture
ENT1020	Planning a Venture	ENT2040	Implementing the Venture
ENT2010	Analyzing Ventures	ENT3010	Managing the Venture
ENT2020	Financing Ventures	ENT3020	Expanding the Venture

**Fabrication Studies** [Each course is worth 1 credit.] ❶

FAB1010	Fabrication Tools & Materials	FAB2140	Precision Milling 1
FAB1040	Oxyacetylene Welding	FAB2150	CNC Turning (Computer Numerical Control)
FAB1048	Semi-automated/Automated Welding	FAB2160	Custom Fabrication
FAB1050	Basic Electric Welding	FAB2170	Pipe Fitting
FAB1090	Sheet Fabrication 1 (Hand Processes)	FAB3010	Materials Testing
FAB1100	Fabrication Principles	FAB3020	Metallurgy Fundamentals
FAB1110	Bar & Tubular Fabrication	FAB3030	Gas Tungsten Arc Welding
FAB1120	Foundry 1 (One-piece Pattern)	FAB3040	Specialized Welding
FAB1130	Principles of Machining	FAB3048	Flux Core Arc Welding 2
FAB1160	Production Systems	FAB3050	Arc Welding 3
FAB2010	Structural Engineering	FAB3060	Arc Welding 4
FAB2020	Print Reading	FAB3070	Pipe & Tubular Welding
FAB2030	Oxyfuel Welding	FAB3080	Automated Welding
FAB2040	Thermal Cutting	FAB3090	Sheet Fabrication 4 (Radial Line)
FAB2048	Flux Core Arc Welding 1	FAB3110	Sheet Fabrication 5 (Duct Components)
FAB2050	Arc Welding 1	FAB3120	Foundry 3 (Core Molding)
FAB2060	Arc Welding 2	FAB3130	Precision Turning 2
FAB2070	Gas Metal Arc Welding 1	FAB3140	Precision Milling 2
FAB2090	Sheet Fabrication 2 (Machine Processes)	FAB3150	CNC Milling (Computer Numerical Control)
FAB2100	Sheet Fabrication 3 (Parallel Line)	FAB3160	Prefabrication Principles
FAB2110	Forging Fundamentals	FAB3170	Gas Metal Arc Welding 2
FAB2120	Foundry 2 (Split Pattern)		
FAB2130	Precision Turning 1		

(continued)

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**CAREER AND TECHNOLOGY STUDIES★**(continued)

**Fashion Studies** [Each course is worth 1 credit.] ①

FAS1030	Ready, Set, Sew!		
FAS1040	Fashion Basics	FAS2110	Creating Home Decor
FAS1050	Repair & Recycle	FAS2120	Surface Embellishment
FAS1060	Creating Accessories 1	FAS2140	Fashion Merchandising
FAS1070	Creative Yarns/Textiles	FAS2150	Upholstery
FAS2010	Fashion Dynamics	FAS2160	Creating Accessories 2
FAS2020	Fashion Illustration 1	FAS3010	Fashion Illustration 2
FAS2030	CAD Patterns 1 (Computer-aided Design)	FAS3020	CAD Patterns 2 (Computer-aided Design)
FAS2040	Evolution of Fashion	FAS3030	Pattern Drafting 2
FAS2050	Flat Pattern	FAS3040	Contemporary Tailoring
FAS2060	Pattern Drafting 1	FAS3060	Couture
FAS2070	Creative Construction	FAS3070	Creators of Fashion
FAS2080	Activewear	FAS3080	Cultural Fashions
FAS2090	Specialty Fabrics 1	FAS3090	Specialty Fabrics 2
FAS2100	Sewing for Others	FAS3140	Fashion Retailing

**Financial Management** [Each course is worth 1 credit.] ①

FIN1010	Financial Information	FIN3010	Advanced Accounting
FIN1020	Service Business 1	FIN3020	Management Accounting
FIN1030	Service Business 2	FIN3030	Business Organizations
FIN2010	Taxation (Personal & Small Business)	FIN3040	Financial Statements
FIN2020	Merchandising Business 1	FIN3060	Financial Analysis
FIN2030	Merchandising Business 2	FIN3070	Financial Planning
FIN2040	Financial Software	FIN3080	Personal Investment Planning 1
FIN2050	Financial Simulation	FIN3090	Personal Investment Planning 2

**Foods** [Each course is worth 1 credit.] ①

		FOD2130	Vegetarian Cuisine
FOD1010	Food Basics	FOD2140	Rush Hour Cuisine
FOD1020	Baking Basics	FOD2150	Food Safety & Sanitation
FOD1030	Snacks & Appetizers	FOD2160	Food Venture
FOD1040	Meal Planning 1	FOD2170	International Cuisine 1
FOD1050	Fast & Convenience Foods	FOD3010	Food for the Life Cycle
FOD1060	Canadian Heritage Foods	FOD3020	Nutrition & Digestion
FOD2010	Food & Nutrition Basics	FOD3030	Creative Baking
FOD2020	Nutrition & the Athlete	FOD3040	Advanced Yeast Products
FOD2030	Food Decisions & Health	FOD3050	Advanced Soups & Sauces
FOD2040	Cake & Pastry	FOD3060	Food Presentation
FOD2050	Yeast Breads & Rolls	FOD3070	Short Order Cooking
FOD2060	Milk Products & Eggs	FOD3080	Advanced Meat Cookery
FOD2070	Stocks, Soups & Sauces	FOD3090	Basic Meat Cutting
FOD2080	Vegetables/Fruits/Grains	FOD3100	Entertaining with Food
FOD2090	Creative Cold Foods	FOD3110	Food Processing
FOD2100	Basic Meat Cookery	FOD3120	Food Evolution/Innovation
FOD2110	Fish & Poultry	FOD3130	The Food Entrepreneur
FOD2120	Meal Planning 2	FOD3140	International Cuisine 2

(continued)

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**CAREER AND TECHNOLOGY STUDIES★(continued)**

**Forestry** [Each course is worth 1 credit.] ①

FOR1010	Why Forestry?		
FOR1020	Forest Regions of Canada	FOR2070	Harvest Practices (Fibre Harvest & Processing)
WLD1030	Outdoor Experiences 1 (Survival Skills)	FOR2100	Forests Forever 2 (Management Practices)
FOR1050	Mapping & Aerial Photos	FOR2120	Users in the Forest
FOR1060	Measuring the Forest 1 (Measurement Skills)	FOR3010	Issues in Forestry
FOR1090	Forest Ecology 1 (Ecosystem Dynamics)	FOR3060	Measuring the Forest 3 (Survey Applications)
FOR1100	Forests Forever 1 (Forest Use & Protection)	FOR3070	The Forest Marketplace
FOR2010	Making a Difference (Protection & Stewardship)	FOR3080	Forest Technology Applications
FOR2030	Managing Alberta Forests	FOR3090	Forest Ecology 2 (Silvics & Succession)
WLD2030	Outdoor Experiences 2 (Wilderness Excursion)	FOR3110	Silviculture (Growing the Forest)
FOR2060	Measuring the Forest 2 (Sampling Techniques)	FOR3120	Integrated Resource Management (Balancing Needs)

**Information Processing** [Each course is worth 1 credit.] ①

INF1020	Keyboarding 1	INF2210	Computer Science 2
INF1030	Word Processing 1	INF2220	Object-oriented Programming 1
INF1040	Graphics Tools	INF3010	Hardware/Software Analysis
INF1050	Database 1	INF3020	Local Area Networks
INF1060	Spreadsheet 1	INF3030	Keyboarding 4
INF1070	Hypermedia Tools	INF3040	Keyboarding 5
INF1080	Programming 1	INF3050	Keyboarding 6
INF1210	Computer Science 1	INF3060	Word Processing 3
INF2010	Workstation Operations	INF3070	Electronic Publishing 2
INF2030	Keyboarding 2	INF3080	Information Management Tools
INF2040	Keyboarding 3	INF3090	Software Integration 3
INF2050	Word Processing 2	INF3100	Specialization 1
INF2060	Electronic Publishing 1	INF3110	Specialization 2
INF2070	Database 2	INF3120	Software Integration 2
INF2080	Spreadsheet 2	INF3130	Multimedia Authoring 2
INF2090	Correspondence	INF3140	Expert Systems
INF2100	Reports	INF3150	Programming Application 1
INF2110	Tables/Forms	INF3160	Programming Application 2
INF2120	Software Integration 1	INF3170	Programming Application 3
INF2130	Multimedia Authoring 1	INF3180	Telecommunications 2
INF2140	Process Control	INF3190	Information Highway 3
INF2150	Programming 2	INF3200	Internet Services
INF2160	Programming 3	INF3210	Computer Science 3
INF2170	Programming 4	INF3220	Object-oriented Programming 2
INF2180	Programming 5	INF3230	Dynamic Data Structures 1
INF2190	Telecommunications 1	INF3240	Dynamic Data Structures 2
INF2200	Information Highway 2		

(continued)

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**CAREER AND TECHNOLOGY STUDIES★(continued)**

**Legal Studies** [Each course is worth 1 credit.] ❶

LGS1010	You & the Law 1 (as a Consumer and as a Family Member)	LGS3010	Consumer & Property Law
LGS1020	You & the Law 2 (in Society and in the Workplace)	LGS3020	Dispute Resolution
LGS2010	Family Law	LGS3040	Negligence
LGS2020	Labour Law	LGS3050	Law & Small Business
LGS2030	Environmental Law	LGS3060	Controversy & Change
LGS2050	Law & the Traveller	LGS3070	Landmark Decisions
		LGS3080	Criminal Law

**Logistics** [Each course is worth 1 credit.] ❶

LOG1010	Logistics	LOG2030	Purchasing 2
LOG1020	Warehouse & Distribute 1	LOG2040	Inventory Management 1
LOG1030	Traffic & Transport 1	LOG3010	Warehouse & Distribute 3
LOG1040	Purchasing 1	LOG3020	Traffic & Transport 3
LOG2010	Warehouse & Distribute 2	LOG3030	Purchasing 3
LOG2020	Traffic & Transport 2	LOG3040	Inventory Management 2

**Management and Marketing** [Each course is worth 1 credit.] ❶

MAM1010	Management & Marketing Basics	MAM3010	The Business Organization
MAM1020	Quality Customer Service	MAM3020	Business in the Canadian Economy
MAM1030	Communication Strategies 1	MAM3030	Business in the Global Marketplace
MAM1040	E-commerce 1	MAM3040	Promotion: Sales Techniques
MAM2010	Managing for Quality	MAM3050	Distributing Goods & Services
MAM2030	Promotion: Visual Merchandising	MAM3060	Setting Up a Retail Store
MAM2040	Retail Operations	MAM3070	Office Systems 2
MAM2050	Office Systems 1	MAM3080	Communication Strategies 3
MAM2060	Communication Strategies 2	MAM3090	Records Management 2
MAM2080	Records Management 1	MAM3100	Promotion: Broadcast Advertising
MAM2090	Promotion: Print Advertising	MAM3120	E-commerce 3
MAM2110	E-commerce 2		

(continued)

❶ Prerequisite courses are identified in the program of studies for each CTS strand.

★ The computer system accepts only 25 characters for a course name, including spaces, and that is how courses appear on the Student Profile statement on transcripts. These 1-credit courses are rolled up under strand names.

**CAREER AND TECHNOLOGY STUDIES★(continued)**

**Mechanics** [Each course is worth 1 credit.] ❶

MEC1010	Modes & Mechanisms	MEC2190	Surface Preparation 2
MEC1020	Vehicle Service & Care	MEC2200	Refinishing 1
MEC1040	Engine Fundamentals	MEC2210	Touch-up & Finishing
MEC1090	Electrical Fundamentals	MEC2220	Interior Repairs
MEC1110	Pneumatics & Hydraulics	MEC3010	Buying & Selling Vehicles
MEC1130	Mechanical Systems	MEC3020	Vehicle Value Appraisal
MEC1150	Ride & Control Systems	MEC3030	Engine Diagnosis
MEC1160	Structures & Materials	MEC3040	Engine Tune-up
MEC1170	Metal Forming & Finishing	MEC3050	Engine Replacement
MEC1190	Surface Preparation 1	MEC3060	Engine Reconditioning 1
MEC2010	Vehicle Detailing	MEC3070	Engine Reconditioning 2
MEC2020	Vehicle Maintenance	MEC3080	Alternative Energy Systems
MEC2030	Lubrication & Cooling	MEC3090	Computer Systems
MEC2040	Fuel & Exhaust Systems	MEC3100	Safety Systems
MEC2050	Alternative Fuel Engines	MEC3110	Climate Control
MEC2060	Ignition Systems	MEC3120	Power Assisting
MEC2070	Emission Controls	MEC3130	Automatic Transmissions
MEC2090	Electrical Components	MEC3140	Drive Train Repair
MEC2100	Power Assist Accessories	MEC3150	Wheel Alignment
MEC2110	Braking Systems	MEC3160	Body Repair Estimation
MEC2120	Hydraulic Accessories	MEC3170	Damage Analysis
MEC2130	Drive Trains	MEC3180	Damage Repair 1
MEC2140	Transmissions/Transaxles	MEC3190	Damage Repair 2
MEC2150	Suspension Systems	MEC3200	Refinishing 2
MEC2160	Steering Systems	MEC3210	Plastic & Fibreglass
MEC2170	Metal Repair & Finishing	MEC3220	Glass Replacement
MEC2180	Trim Replacement	MEC3230	Refinishing 3

**Tourism Studies** [Each course is worth 1 credit.] ❶

TOU1010	The Tourism Industry	TOU2080	Travel Planning
TOU1020	People & Places	TOU2090	Tourism Interpretation 1
TOU1030	Quality Guest Service	TOU2100	Tourism Interpretation 2
TOU1040	The Food Sector	TOU3030	Food Service Operations
TOU1050	The Accommodation Sector	TOU3040	Hotel/Motel Operations
TOU1060	The Travel Sector	TOU3050	Alternative Accommodations
TOU1070	The Attractions Sector	TOU3060	Travel Agency Operations
TOU2010	Tourism Events	TOU3070	Reservations & Ticketing
TOU2040	Food Functions	TOU3080	Air Transportation
TOU2050	Meetings & Conferences	TOU3090	Surface Transportation
TOU2060	Tourism Destinations 1	TOU3100	Attractions Operations
TOU2070	Tourism Destinations 2	TOU3110	Adventure & Ecotourism

(continued)

❶ Prerequisite courses are identified in the program of studies for each CTS strand.

★ The computer system accepts only 25 characters for a course name, including spaces, and that is how courses appear on the Student Profile statement on transcripts. These 1-credit courses are rolled up under strand names.

**CAREER AND TECHNOLOGY STUDIES★**(continued)

**Wildlife** [Each course is worth 1 credit.] ❶

WLD1010	What Is Wildlife?	WLD2060	Interactions (Wildlife & Society)
WLD1020	Natural History of Wildlife	WLD2070	Hunting & Game Management 2 (Field Techniques/Regulations)
WLD1030	Outdoor Experiences 1 (Survival Skills)	WLD2090	Issues in Wildlife 1 (Research & Analysis)
WLD1050	Taking Responsibility (People, Culture & Wildlife)	WLD3020	Making a Difference (Protection & Stewardship)
WLD1070	Hunting & Game Management 1 (Ethics/Game Identification)	WLD3040	Wildlife Research
WLD1080	Angling & Fish Management	WLD3050	Wildlife Management 1 (Basic Principles)
WLD2020	Measuring the Value (Diversity of Wildlife Values)	WLD3060	Wildlife Management 2 (Applications)
WLD2030	Outdoor Experiences 2 (Wilderness Excursion)	WLD3090	Issues in Wildlife 2 (Negotiation & Debate)
WLD2040	Wildlife Spaces & Species		

❶ Prerequisite courses are identified in the program of studies for each CTS strand.

★ The computer system accepts only 25 characters for a course name, including spaces, and that is how courses appear on the Student Profile statement on transcripts. These 1-credit courses are rolled up under strand names.





## Appendix 2: Registered Apprenticeship Program (RAP) Course Codes and Course Names

The Registered Apprenticeship Program (RAP) is a program in which students spend part of their time in school and part in industry as registered apprentices in one of the designated trades. Students enrolled in RAP courses are counted as full-time high school students and as registered apprentices.

To enter the program, students must be in senior high school and meet the grade entrance requirement to the selected trade or pass the trade entrance examination. Students enrolling in RAP must be registered with both the Curriculum Branch and Apprenticeship and Industry Training. Complete details about apprenticeship can be found on [www.tradesecrets.gov.ab.ca](http://www.tradesecrets.gov.ab.ca).

Registered Apprenticeship Program courses are classified as locally developed courses. School authorities intending to offer this program should refer to the following documents:

- [Off-campus Education](#)
- [Off-campus Education Guide for Administrators, Counsellors and Teachers](#), 2000
- [Registered Apprenticeship Program: Information Manual](#), February 2003.

**Note:** For courses and course codes approved after the printing of the *Guide*, check the online version of the *Guide to Education: ECS to Grade 12*. The newly approved courses and course codes will be shown with a colour-shaded background in the online version.

Grade 10	Grade 11	Grade 12
<b>REGISTERED APPRENTICESHIP PROGRAM (RAP)</b>		
RAP4164 Agricultural Equipment Technician 15 ❶ ..... (5)	RAP5164 Agricultural Equipment Technician 25A ❶ ..... (5)	RAP6164 Agricultural Equipment Technician 35A ❶ ..... (5)
	RAP5165 Agricultural Equipment Technician 25B ❶ ..... (5)	RAP6165 Agricultural Equipment Technician 35B ❶ ..... (5)
	RAP5166 Agricultural Equipment Technician 25C ❶ ..... (5)	RAP6166 Agricultural Equipment Technician 35C ❶ ..... (5)
		RAP6167 Agricultural Equipment Technician 35D ❶ ..... (5)
RAP1659 Appliance Service Technician 15 ..... (5)	RAP2659 Appliance Service Technician 25A ..... (5)	RAP3659 Appliance Service Technician 35A ..... (5)
	RAP2660 Appliance Service Technician 25B ..... (5)	RAP3660 Appliance Service Technician 35B ..... (5)
	RAP2661 Appliance Service Technician 25C ..... (5)	RAP3661 Appliance Service Technician 35C ..... (5)
		RAP3662 Appliance Service Technician 35D ..... (5)
RAP1992 Auto Body Technician 15 ..... (5)	RAP2992 Auto Body Technician 25A ..... (5)	RAP3992 Auto Body Technician 35A ..... (5)
	RAP2993 Auto Body Technician 25B ..... (5)	RAP3993 Auto Body Technician 35B ..... (5)
	RAP2994 Auto Body Technician 25C ..... (5)	RAP3994 Auto Body Technician 35C ..... (5)
		RAP3995 Auto Body Technician 35D ..... (5)
RAP1762 Automotive Service Technician 15 ..... (5)	RAP2762 Automotive Service Technician 25A ..... (5)	RAP3762 Automotive Service Technician 35A ..... (5)
	RAP2763 Automotive Service Technician 25B ..... (5)	RAP3763 Automotive Service Technician 35B ..... (5)
	RAP2764 Automotive Service Technician 25C ..... (5)	RAP3764 Automotive Service Technician 35C ..... (5)
		RAP3765 Automotive Service Technician 35D ..... (5)

(continued)

❶ Formerly Agricultural Mechanic.

Grade 10	Grade 11	Grade 12
<b>REGISTERED APPRENTICESHIP PROGRAM (RAP) (continued)</b>		
RAP4100 Baker 15 .....(5)	RAP5100 Baker 25A.....(5) RAP5101 Baker 25B.....(5) RAP5102 Baker 25C.....(5)	RAP6100 Baker 35A.....(5) RAP6101 Baker 35B.....(5) RAP6102 Baker 35C.....(5) RAP6103 Baker 35D.....(5)
RAP4168 Boilermaker 15.....(5)	RAP5168 Boilermaker 25A.....(5) RAP5169 Boilermaker 25B.....(5) RAP5170 Boilermaker 25C.....(5)	RAP6168 Boilermaker 35A.....(5) RAP6169 Boilermaker 35B.....(5) RAP6170 Boilermaker 35C.....(5) RAP6171 Boilermaker 35D.....(5)
RAP4172 Bricklayer 15.....(5)	RAP5172 Bricklayer 25A.....(5) RAP5173 Bricklayer 25B.....(5) RAP5174 Bricklayer 25C.....(5)	RAP6172 Bricklayer 35A.....(5) RAP6173 Bricklayer 35B.....(5) RAP6174 Bricklayer 35C.....(5) RAP6175 Bricklayer 35D.....(5)
RAP4104 Cabinetmaker 15.....(5)	RAP5104 Cabinetmaker 25A.....(5) RAP5105 Cabinetmaker 25B.....(5) RAP5106 Cabinetmaker 25C.....(5)	RAP6104 Cabinetmaker 35A.....(5) RAP6105 Cabinetmaker 35B.....(5) RAP6106 Cabinetmaker 35C.....(5) RAP6107 Cabinetmaker 35D.....(5)
RAP4108 Carpenter 15.....(5)	RAP5108 Carpenter 25A.....(5) RAP5109 Carpenter 25B.....(5) RAP5110 Carpenter 25C.....(5)	RAP6108 Carpenter 35A.....(5) RAP6109 Carpenter 35B.....(5) RAP6110 Carpenter 35C.....(5) RAP6111 Carpenter 35D.....(5)
RAP4180 Communication Technician 15 ❶.....(5)	RAP5180 Communication Technician 25A ❶.....(5) RAP5181 Communication Technician 25B ❶.....(5) RAP5182 Communication Technician 25C ❶.....(5)	RAP6180 Communication Technician 35A ❶.....(5) RAP6181 Communication Technician 35B ❶.....(5) RAP6182 Communication Technician 35C ❶.....(5) RAP6183 Communication Technician 35D ❶.....(5)
RAP4176 Concrete Finisher 15.....(5)	RAP5176 Concrete Finisher 25A.....(5) RAP5177 Concrete Finisher 25B.....(5) RAP5178 Concrete Finisher 25C.....(5)	RAP6176 Concrete Finisher 35A.....(5) RAP6177 Concrete Finisher 35B.....(5) RAP6178 Concrete Finisher 35C.....(5) RAP6179 Concrete Finisher 35D.....(5)
RAP4112 Cook 15.....(5)	RAP5112 Cook 25A.....(5) RAP5113 Cook 25B.....(5) RAP5114 Cook 25C.....(5)	RAP6112 Cook 35A.....(5) RAP6113 Cook 35B.....(5) RAP6114 Cook 35C.....(5) RAP6115 Cook 35D.....(5)
RAP4184 Crane and Hoisting Equipment Operator 15.....(5)	RAP5184 Crane and Hoisting Equipment Operator 25A.....(5) RAP5185 Crane and Hoisting Equipment Operator 25B.....(5) RAP5186 Crane and Hoisting Equipment Operator 25C.....(5)	RAP6184 Crane and Hoisting Equipment Operator 35A.....(5) RAP6185 Crane and Hoisting Equipment Operator 35B.....(5) RAP6186 Crane and Hoisting Equipment Operator 35C.....(5) RAP6187 Crane and Hoisting Equipment Operator 35D.....(5)
RAP4116 Electrical Motor Systems Technician 15 ❷.....(5)	RAP5116 Electrical Motor Systems Technician 25A ❷.....(5) RAP5117 Electrical Motor Systems Technician 25B ❷.....(5) RAP5118 Electrical Motor Systems Technician 25C ❷.....(5)	RAP6116 Electrical Motor Systems Technician 35A ❷.....(5) RAP6117 Electrical Motor Systems Technician 35B ❷.....(5) RAP6118 Electrical Motor Systems Technician 35C ❷.....(5) RAP6119 Electrical Motor Systems Technician 35D ❷.....(5)
RAP1758 Electrician 15.....(5)	RAP2758 Electrician 25A.....(5) RAP2759 Electrician 25B.....(5) RAP2760 Electrician 25C.....(5)	RAP3758 Electrician 35A.....(5) RAP3759 Electrician 35B.....(5) RAP3760 Electrician 35C.....(5) RAP3761 Electrician 35D.....(5)

- ❶ Formerly Communication Electrician.
- ❷ Formerly Electrical Rewind Mechanic.

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Grade 10	Grade 11	Grade 12
<b>REGISTERED APPRENTICESHIP PROGRAM (RAP) (continued)</b>		
RAP4256 Elevator Constructor 15.....(5)	RAP5256 Elevator Constructor 25A.....(5) RAP5257 Elevator Constructor 25B.....(5) RAP5258 Elevator Constructor 25C.....(5)	RAP6256 Elevator Constructor 35A.....(5) RAP6257 Elevator Constructor 35B.....(5) RAP6258 Elevator Constructor 35C.....(5) RAP6259 Elevator Constructor 35D.....(5)
RAP4120 Floorcovering Installer 15.....(5)	RAP5120 Floorcovering Installer 25A.....(5) RAP5121 Floorcovering Installer 25B.....(5) RAP5122 Floorcovering Installer 25C.....(5)	RAP6120 Floorcovering Installer 35A.....(5) RAP6121 Floorcovering Installer 35B.....(5) RAP6122 Floorcovering Installer 35C.....(5) RAP6123 Floorcovering Installer 35D.....(5)
RAP4124 Gasfitter—First Class 15.....(5)	RAP5124 Gasfitter—First Class 25A.....(5) RAP5125 Gasfitter—First Class 25B.....(5) RAP5126 Gasfitter—First Class 25C.....(5)	RAP6124 Gasfitter—First Class 35A.....(5) RAP6125 Gasfitter—First Class 35B.....(5) RAP6126 Gasfitter—First Class 35C.....(5) RAP6127 Gasfitter—First Class 35D.....(5)
RAP4128 Glazier 15.....(5)	RAP5128 Glazier 25A.....(5) RAP5129 Glazier 25B.....(5) RAP5130 Glazier 25C.....(5)	RAP6128 Glazier 35A.....(5) RAP6129 Glazier 35B.....(5) RAP6130 Glazier 35C.....(5) RAP6131 Glazier 35D.....(5)
RAP1853 Hairstylist 15.....(5)	RAP2853 Hairstylist 25A.....(5) RAP2854 Hairstylist 25B.....(5) RAP2855 Hairstylist 25C.....(5)	RAP3853 Hairstylist 35A.....(5) RAP3854 Hairstylist 35B.....(5) RAP3855 Hairstylist 35C.....(5) RAP3856 Hairstylist 35D.....(5)
RAP1988 Heavy Equipment Technician 15.....(5)	RAP2988 Heavy Equipment Technician 25A.....(5) RAP2989 Heavy Equipment Technician 25B.....(5) RAP2990 Heavy Equipment Technician 25C.....(5)	RAP3988 Heavy Equipment Technician 35A.....(5) RAP3989 Heavy Equipment Technician 35B.....(5) RAP3990 Heavy Equipment Technician 35C.....(5) RAP3991 Heavy Equipment Technician 35D.....(5)
RAP4132 Instrument Technician 15.....(5)	RAP5132 Instrument Technician 25A.....(5) RAP5133 Instrument Technician 25B.....(5) RAP5134 Instrument Technician 25C.....(5)	RAP6132 Instrument Technician 35A.....(5) RAP6133 Instrument Technician 35B.....(5) RAP6134 Instrument Technician 35C.....(5) RAP6135 Instrument Technician 35D.....(5)
RAP4136 Insulator 15.....(5)	RAP5136 Insulator 25A.....(5) RAP5137 Insulator 25B.....(5) RAP5138 Insulator 25C.....(5)	RAP6136 Insulator 35A.....(5) RAP6137 Insulator 35B.....(5) RAP6138 Insulator 35C.....(5) RAP6139 Insulator 35D.....(5)
RAP4188 Ironworker 15.....(5)	RAP5188 Ironworker 25A.....(5) RAP5189 Ironworker 25B.....(5) RAP5190 Ironworker 25C.....(5)	RAP6188 Ironworker 35A.....(5) RAP6189 Ironworker 35B.....(5) RAP6190 Ironworker 35C.....(5) RAP6191 Ironworker 35D.....(5)
RAP4192 Landscape Gardener 15.....(5)	RAP5192 Landscape Gardener 25A.....(5) RAP5193 Landscape Gardener 25B.....(5) RAP5194 Landscape Gardener 25C.....(5)	RAP6192 Landscape Gardener 35A.....(5) RAP6193 Landscape Gardener 35B.....(5) RAP6194 Landscape Gardener 35C.....(5) RAP6195 Landscape Gardener 35D.....(5)
RAP4196 Lather-Interior Systems Mechanic 15.....(5)	RAP5196 Lather-Interior Systems Mechanic 25A.....(5) RAP5197 Lather-Interior Systems Mechanic 25B.....(5) RAP5198 Lather-Interior Systems Mechanic 25C.....(5)	RAP6196 Lather-Interior Systems Mechanic 35A.....(5) RAP6197 Lather-Interior Systems Mechanic 35B.....(5) RAP6198 Lather-Interior Systems Mechanic 35C.....(5) RAP6199 Lather-Interior Systems Mechanic 35D.....(5)

(continued)

Grade 10	Grade 11	Grade 12
<b>REGISTERED APPRENTICESHIP PROGRAM (RAP) (continued)</b>		
RAP4260 Locksmith 15 .....(5)	RAP5260 Locksmith 25A .....(5) RAP5261 Locksmith 25B .....(5) RAP5262 Locksmith 25C .....(5)	RAP6260 Locksmith 35A ..... (5) RAP6261 Locksmith 35B ..... (5) RAP6262 Locksmith 35C ..... (5) RAP6263 Locksmith 35D ..... (5)
RAP4140 Machinist 15 .....(5)	RAP5140 Machinist 25A .....(5) RAP5141 Machinist 25B .....(5) RAP5142 Machinist 25C .....(5)	RAP6140 Machinist 35A ..... (5) RAP6141 Machinist 35B ..... (5) RAP6142 Machinist 35C ..... (5) RAP6143 Machinist 35D ..... (5)
RAP4144 Millwright 15 .....(5)	RAP5144 Millwright 25A .....(5) RAP5145 Millwright 25B .....(5) RAP5146 Millwright 25C .....(5)	RAP6144 Millwright 35A ..... (5) RAP6145 Millwright 35B ..... (5) RAP6146 Millwright 35C ..... (5) RAP6147 Millwright 35D ..... (5)
RAP1646 Motorcycle Mechanic 15 .....(5)	RAP2646 Motorcycle Mechanic 25A .....(5) RAP2647 Motorcycle Mechanic 25B .....(5) RAP2648 Motorcycle Mechanic 25C .....(5)	RAP3646 Motorcycle Mechanic 35A ..... (5) RAP3647 Motorcycle Mechanic 35B ..... (5) RAP3648 Motorcycle Mechanic 35C ..... (5) RAP3649 Motorcycle Mechanic 35D ..... (5)
RAP4284 Outdoor Power Equipment Technician 15 .....(5)	RAP5284 Outdoor Power Equipment Technician 25A .....(5) RAP5285 Outdoor Power Equipment Technician 25B .....(5) RAP5286 Outdoor Power Equipment Technician 25C .....(5)	RAP6284 Outdoor Power Equipment Technician 35A ..... (5) RAP6285 Outdoor Power Equipment Technician 35B ..... (5) RAP6286 Outdoor Power Equipment Technician 35C ..... (5) RAP6287 Outdoor Power Equipment Technician 35D ..... (5)
RAP4148 Painter and Decorator 15 .....(5)	RAP5148 Painter and Decorator 25A .....(5) RAP5149 Painter and Decorator 25B .....(5) RAP5150 Painter and Decorator 25C .....(5)	RAP6148 Painter and Decorator 35A ..... (5) RAP6149 Painter and Decorator 35B ..... (5) RAP6150 Painter and Decorator 35C ..... (5) RAP6151 Painter and Decorator 35D ..... (5)
RAP1655 Parts Technician 15 ❶ .....(5)	RAP2655 Parts Technician 25A ❶ .....(5) RAP2656 Parts Technician 25B ❶ .....(5) RAP2657 Parts Technician 25C ❶ .....(5)	RAP3655 Parts Technician 35A ❶ ..... (5) RAP3656 Parts Technician 35B ❶ ..... (5) RAP3657 Parts Technician 35C ❶ ..... (5) RAP3658 Parts Technician 35D ❶ ..... (5)
RAP4152 Plumber 15 .....(5)	RAP5152 Plumber 25A .....(5) RAP5153 Plumber 25B .....(5) RAP5154 Plumber 25C .....(5)	RAP6152 Plumber 35A ..... (5) RAP6153 Plumber 35B ..... (5) RAP6154 Plumber 35C ..... (5) RAP6155 Plumber 35D ..... (5)
RAP4204 Power Lineman 15 .....(5)	RAP5204 Power Lineman 25A .....(5) RAP5205 Power Lineman 25B .....(5) RAP5206 Power Lineman 25C .....(5)	RAP6204 Power Lineman 35A ..... (5) RAP6205 Power Lineman 35B ..... (5) RAP6206 Power Lineman 35C ..... (5) RAP6207 Power Lineman 35D ..... (5)
RAP4208 Power System Electrician 15 .....(5)	RAP5208 Power System Electrician 25A .....(5) RAP5209 Power System Electrician 25B .....(5) RAP5210 Power System Electrician 25C .....(5)	RAP6208 Power System Electrician 35A ..... (5) RAP6209 Power System Electrician 35B ..... (5) RAP6210 Power System Electrician 35C ..... (5) RAP6211 Power System Electrician 35D ..... (5)

(continued)

❶ Formerly Partsman.

Grade 10	Grade 11	Grade 12
<b>REGISTERED APPRENTICESHIP PROGRAM (RAP) (continued)</b>		
RAP4280 Recreation Vehicle Service Technician 15 .....(5)	RAP5280 Recreation Vehicle Service Technician 25A .....(5) RAP5281 Recreation Vehicle Service Technician 25B.....(5) RAP5282 Recreation Vehicle Service Technician 25C.....(5)	RAP6280 Recreation Vehicle Service Technician 35A.....(5) RAP6281 Recreation Vehicle Service Technician 35B.....(5) RAP6282 Recreation Vehicle Service Technician 35C.....(5) RAP6283 Recreation Vehicle Service Technician 35D.....(5)
RAP4156 Refrigeration and Air Conditioning Mechanic 15 .....(5)	RAP5156 Refrigeration and Air Conditioning Mechanic 25A .....(5) RAP5157 Refrigeration and Air Conditioning Mechanic 25B .....(5) RAP5158 Refrigeration and Air Conditioning Mechanic 25C .....(5)	RAP6156 Refrigeration and Air Conditioning Mechanic 35A ....(5) RAP6157 Refrigeration and Air Conditioning Mechanic 35B.....(5) RAP6158 Refrigeration and Air Conditioning Mechanic 35C.....(5) RAP6159 Refrigeration and Air Conditioning Mechanic 35D ....(5)
RAP4300 Rig Technician 15 .....(5)	RAP5300 Rig Technician 25A .....(5) RAP5301 Rig Technician 25B.....(5) RAP5302 Rig Technician 25C.....(5)	RAP6300 Rig Technician 35A.....(5) RAP6301 Rig Technician 35B .....(5) RAP6302 Rig Technician 35C.....(5) RAP6303 Rig Technician 35D.....(5)
RAP4224 Roofer 15 .....(5)	RAP5224 Roofer 25A .....(5) RAP5225 Roofer 25B .....(5) RAP5226 Roofer 25C .....(5)	RAP6224 Roofer 35A .....(5) RAP6225 Roofer 35B.....(5) RAP6226 Roofer 35C.....(5) RAP6227 Roofer 35D .....(5)
RAP4228 Sawfiler 15 .....(5)	RAP5228 Sawfiler 25A.....(5) RAP5229 Sawfiler 25B.....(5) RAP5230 Sawfiler 25C.....(5)	RAP6228 Sawfiler 35A .....(5) RAP6229 Sawfiler 35B .....(5) RAP6230 Sawfiler 35C .....(5) RAP6231 Sawfiler 35D .....(5)
RAP4232 Sheet Metal Worker 15 .....(5)	RAP5232 Sheet Metal Worker 25A.....(5) RAP5233 Sheet Metal Worker 25B.....(5) RAP5234 Sheet Metal Worker 25C.....(5)	RAP6232 Sheet Metal Worker 35A.....(5) RAP6233 Sheet Metal Worker 35B.....(5) RAP6234 Sheet Metal Worker 35C .....(5) RAP6235 Sheet Metal Worker 35D.....(5)
RAP4236 Sprinkler Systems Installer 15.....(5)	RAP5236 Sprinkler Systems Installer 25A .....(5) RAP5237 Sprinkler Systems Installer 25B .....(5) RAP5238 Sprinkler Systems Installer 25C .....(5)	RAP6236 Sprinkler Systems Installer 35A .....(5) RAP6237 Sprinkler Systems Installer 35B.....(5) RAP6238 Sprinkler Systems Installer 35C.....(5) RAP6239 Sprinkler Systems Installer 35D .....(5)
RAP4160 Steamfitter–Pipefitter 15.....(5)	RAP5160 Steamfitter–Pipefitter 25A .....(5) RAP5161 Steamfitter–Pipefitter 25B .....(5) RAP5162 Steamfitter–Pipefitter 25C .....(5)	RAP6160 Steamfitter–Pipefitter 35A.....(5) RAP6161 Steamfitter–Pipefitter 35B .....(5) RAP6162 Steamfitter–Pipefitter 35C .....(5) RAP6163 Steamfitter–Pipefitter 35D.....(5)
RAP4240 Structural Steel and Plate Fitter 15 .....(5)	RAP5240 Structural Steel and Plate Fitter 25A .....(5) RAP5241 Structural Steel and Plate Fitter 25B.....(5) RAP5242 Structural Steel and Plate Fitter 25C.....(5)	RAP6240 Structural Steel and Plate Fitter 35A.....(5) RAP6241 Structural Steel and Plate Fitter 35B.....(5) RAP6242 Structural Steel and Plate Fitter 35C.....(5) RAP6243 Structural Steel and Plate Fitter 35D.....(5)
RAP4244 Tilesetter 15.....(5)	RAP5244 Tilesetter 25A .....(5) RAP5245 Tilesetter 25B .....(5) RAP5246 Tilesetter 25C .....(5)	RAP6244 Tilesetter 35A .....(5) RAP6245 Tilesetter 35B.....(5) RAP6246 Tilesetter 35C.....(5) RAP6247 Tilesetter 35D .....(5)

(continued)

Grade 10	Grade 11	Grade 12
<b>REGISTERED APPRENTICESHIP PROGRAM (RAP) (continued)</b>		
RAP4248 Tool and Die Maker 15 ..... (5)	RAP5248 Tool and Die Maker 25A ..... (5) RAP5249 Tool and Die Maker 25B ..... (5) RAP5250 Tool and Die Maker 25C ..... (5)	RAP6248 Tool and Die Maker 35A..... (5) RAP6249 Tool and Die Maker 35B..... (5) RAP6250 Tool and Die Maker 35C..... (5) RAP6251 Tool and Die Maker 35D..... (5)
RAP4252 Transport Refrigeration Technician 15 ❶ ..... (5)	RAP5252 Transport Refrigeration Technician 25A ❶ ..... (5) RAP5253 Transport Refrigeration Technician 25B ❶ ..... (5) RAP5254 Transport Refrigeration Technician 25C ❶ ..... (5)	RAP6252 Transport Refrigeration Technician 35A ❶ ..... (5) RAP6253 Transport Refrigeration Technician 35B ❶ ..... (5) RAP6254 Transport Refrigeration Technician 35C ❶ ..... (5) RAP6255 Transport Refrigeration Technician 35D ❶ ..... (5)
RAP1641 Water Well Driller 15 ..... (5)	RAP2641 Water Well Driller 25A..... (5) RAP2642 Water Well Driller 25B..... (5) RAP2643 Water Well Driller 25C..... (5)	RAP3641 Water Well Driller 35A ..... (5) RAP3642 Water Well Driller 35B ..... (5) RAP3643 Water Well Driller 35C ..... (5) RAP3644 Water Well Driller 35D..... (5)
RAP1663 Welder 15..... (5)	RAP2663 Welder 25A ..... (5) RAP2664 Welder 25B ..... (5) RAP2665 Welder 25C ..... (5)	RAP3663 Welder 35A..... (5) RAP3664 Welder 35B..... (5) RAP3665 Welder 35C..... (5) RAP3666 Welder 35D..... (5)

❶ Formerly Transport Refrigeration Mechanic.

## Appendix 3: Course Challenge

School authorities are required to act in accordance with Appendix 3.

Course challenge is a provision that allows any student registered in senior high school to challenge the outcomes of a course by participating in a formal assessment process, rather than taking the course. This provision allows senior high school students who believe that they have acquired the knowledge, skills and attitudes as defined by the program of studies for a given course (and are ready to demonstrate that achievement) to participate in a summative assessment/evaluation process.

The course challenge process must assess a student's achievement of the depth and breadth of the outcomes of the course. Assessment procedures for course challenges must include a variety of formats and strategies.

### Definitions

**Assessment** refers to the process of a student performing a number of tasks and showing samples of work that demonstrate the degree to which the student has achieved the expected standards for the outcomes of the course. The student's performance and the quality of his or her work are evaluated by a certificated teacher who has expertise in the subject/course in question.

**Course** refers to a course at any level in a course sequence.

**Course sequence** refers to a sequence of courses that together comprise a complete set of prerequisites; e.g., French Language Arts 10–20–30.

**Summative evaluation** means the final evaluation of learning outcomes.

### Diploma Examination Courses

The course challenge provision applies to non-diploma examination courses and only to the school-awarded mark component of diploma examination courses. Students challenging a non-diploma course will be given a final course mark, and, if successful, credits in that course.

Credit in diploma examination courses can be achieved only through a combination of the school-awarded mark (50%) and the diploma examination mark (50%). Course challenge in diploma examination courses applies only to the school-awarded mark component of the course, and therefore will NOT result in a final course mark or in credits until after the student successfully completes the diploma examination for that course.

### Français 30

Senior high school students with rights under section 23 of the [\*Canadian Charter of Rights and Freedoms\*](#) and currently attending a school other than one administered by a Francophone Regional authority may challenge Français 30 by first registering with the nearest Francophone Regional authority for the course. All other procedures as detailed in this Appendix apply.

### Exceptions

Since the course challenge provision applies only to students who believe they have the knowledge, skills and attitudes as defined by the program of studies for a given course, they would not be able to challenge courses that do not have specifically defined content in the program of studies.

The following courses are excluded from the challenge provision:

- Mathematics Preparation 10
- all RAP courses
- CTS courses completed in grades 7, 8 and 9
- Special Projects 10, 20 and 30
- Work Experience 15, 25 and 35.

## Students

Any senior high school student in Alberta who believes that he or she possesses the knowledge, skills and attitudes for a senior high school course as specified in the program of studies and is ready to demonstrate that achievement through a formal, summative assessment process may initiate a request for course challenge to his or her high school principal (or designate). For diploma examination courses, this applies only to the school-awarded mark component.

The student who initiates the course challenge process shall take the responsibility for providing evidence of readiness to challenge a course; e.g., a portfolio, other collection, documentation of work and/or experience, a recommendation from a junior high school teacher.

A student may not initiate a course challenge for a course in a lower level sequence if the student has already completed a course in a higher level sequence. For example, a student who has earned credits for Pure Mathematics 30 may not challenge Mathematics 24; however, a student who has been waived to a higher level course in a sequence may challenge the lower level course(s) in that sequence. For example, a student who is waived into Pure Mathematics 30 may challenge Pure Mathematics 20.

A student who successfully completes a course challenge of the school-awarded mark component of a diploma examination course must write the diploma examination to be eligible for a final course mark and credit in that course.

A student who challenges the course, either successfully or unsuccessfully, may subsequently choose to take the course.

## High School Principal

- Course challenges shall be administered by the senior high school according to its policy, only after the student is enrolled in the senior high school.
- A student's readiness for course challenge shall be determined through consultation that includes the senior high school principal, student, parent(s) and the course teacher(s). The consultation shall include discussion of the student's chance of successfully meeting the acceptable standard for the course and the student's apparent capacity to handle successfully the course at the next level.
- The senior high school principal shall make the final decision about the student's readiness for the course challenge. The principal shall base this decision on the consultation with the student, parent(s) and the teacher of the course.
- The senior high school principal shall assign the administration and evaluation of assessment for a course challenge to an Alberta certificated teacher who has expertise in the subject/course.\*
- The senior high school principal shall ensure that assessment for course challenges includes strategies that will assess the breadth and scope of the learning outcomes for the course as outlined in the program of studies in a timely and practical manner.

## Marks, Credits and Reporting

- The senior high school principal shall report a student's achievement in a course challenge according to the requirements in [Reporting Student Achievement in Senior High School Courses](#) in the Student Assessment in Senior High School section in the *Guide*.

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\* Heritage Language Schools should contact the Curriculum Branch for guidelines in the administration of the course challenge provision.



- A student who successfully demonstrates through the course challenge process that he or she possesses the outcomes for the course to at least the acceptable standard, shall be awarded a final course mark and credits for the course challenged, except in diploma examination courses, which require the school-awarded mark to be blended with the diploma examination mark before a final course mark or credit is possible.
- Upon a student's successful completion of a course challenge, waived prerequisite credits and a "P" for pass for courses lower in the course sequence shall be reported by the principal. A course challenge is to be reported to Learner Records and Data Exchange upon completion.
- If a student chooses to take the course in the same semester in which he or she attempts a course challenge, either successfully or unsuccessfully, the school shall submit both marks and the higher mark will appear on the student's transcript.
- A student shall attempt a particular course challenge only once. If the student is unsuccessful, but wants credit in the course or wishes to raise his or her mark, the student is required to take the course.
- A school authority may choose to accommodate requests to challenge courses not offered by the school authority by arranging with other school authorities for such challenges. A student who undertakes such a course challenge shall assume all expenses, other than those normally assumed by a school for assessment; e.g., personal transportation.

## Funding

- Consult the [Funding Manual for School Authorities](#) for funding information related to the course challenge provision.

## School Authorities

- Each school authority shall have a policy that governs the administration of course challenges in the senior high schools under the jurisdiction of that authority.
- Each school authority shall establish procedures to communicate to parents and students the availability of, and procedures for, course challenges.
- A school authority shall make arrangements to provide appropriate course challenge assessments for the full range of senior high school courses offered by the school authority, other than for those [exceptions](#) noted at the beginning of this appendix. Also see the [Awarding Course Credits](#) section in the *Guide*.



## Appendix 4: Alberta High School Diploma Graduation Requirements Prior to 1994–1995

<b>General High School Diploma Requirements</b>	<b>1987–1988 and prior</b>	<b>1988–1989</b>	<b>1989–1990 through 1993–1994</b>
<b>Core</b>			
English Language Arts/Français	15	15	15
Social Studies/Études sociales	10	15	15
Mathematics/Mathématiques	5	5	8
Science/Sciences	3	6	8
Career and Life Management/ Carrière et vie	–	3	3
Physical Education/Éducation physique	2	3	3
<b>Additional Requirements</b>			
10 additional Grade 12-level credits in addition to any Grade 12 English Language Arts and Social Studies credits	10★	10	10
<b>Specified Credits</b>	45	57	62
<b>Unspecified Credits</b>	55	43	38
<b>Minimum Credit Requirement</b>	100	100	100

★ Social Studies 30 or 33 could be used as five additional 30-level credits for 1987–1988 and for the prior time frame.

<b>Advanced High School Diploma Requirements</b>	<b>1987–1988 and prior</b>	<b>1988–1989 through 1991–1992</b>	<b>1991–1992 through 1993–1994</b>
<b>Core</b>			
English Language Arts/Français	15	15	15
Social Studies/Études sociales	15	15	15
Mathematics/Mathématiques	15	15	15
Science/Sciences	11	11	15
Career and Life Management/ Carrière et vie	–	3	3
Physical Education/Éducation physique	2	3	3
<b>Complementary Category C★★</b>	–	10	10
<b>Specified Credits</b>	58	72	76
<b>Unspecified Credits</b>	42	28	24
<b>Minimum Credit Requirement</b>	100	100	100

★★Category C – Complementary Courses.

## **A Second Languages**

English 10–20–30<sup>❶</sup>  
French Language Arts 10–20–30  
Ukrainian Language Arts 10–20–30  
French 10–20–30  
French 10S–20S–30S  
French 10N–20N–30N  
German 10–20–30–31  
Italian 10–20–30  
Latin 10–20–30  
Spanish 10–20–30  
Ukrainian 10–20–30  
Ukrainian 10S–20S–30S

## **B Fine Arts**

Art 10–20–30  
Art 11–21–31  
Drama 10–20–30  
Music 10–20–30  
Music 11–21–31  
Music 12

## **C Business Education**

Law 20–30  
Accounting 10–20–30  
Computer Processing 10–20–30  
Computer Literacy 10  
Marketing 20–30  
Basic Business 20–30  
Business Education 10–20–30  
Record Keeping 10  
Business Communications 20  
Business Calculations 20  
Office Procedures 20–30  
Shorthand 20–30  
Typewriting 10–20–30  
Dicta Typing 20  
Word Processing 30

## **D Home Economics**

Clothing and Textiles 10–20–30  
Personal Living Skills 10–20–30  
Food Studies 10–20–30

## **E Industrial Education**

Industrial Education 10–20–30  
Production Science 30  
Building Construction 12–22–32  
Machine Shop 12–22–32  
Piping 12–22–32  
Sheet Metal 12–22–32  
Welding 12–22–32  
Electricity–Electronics 12  
Electricity 22–32  
Electronics 22–32  
Visual Communications 12–22–32  
Drafting 12–22–32  
Graphic Arts 22–32  
Drafting 10–20  
Horticulture 12–22–32  
Mechanics 12  
Related Mechanics 22–32  
Automotives 22–32  
Auto Body 12–22–32  
Beauty Culture 12–22–32  
Food Preparation 12–22–32  
Health Services 12–22–32

## **F Physical Education**

Industrial Education 10–20–30

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<sup>❶</sup> Students in Francophone programs may present Français 30 as the Category A diploma requirement. For these students, the Category C requirement is English 10–20–30. French immersion students may apply French Language Arts 10–20–30 toward the Category C requirement.

## Appendix 5: Certificate of Achievement

The Certificate of Achievement can be obtained by students who were enrolled in Grade 10 to Grade 12 in the Integrated Occupational Program (IOP) as of January 2006.

Knowledge and Employability courses may be used in lieu of the corresponding IOP courses to meet the requirements of the Certificate of Achievement.

To qualify for a Certificate of Achievement, Integrated Occupational Program students must earn a minimum of 80 credits.

Subject	Minimum Credits	Minimum Course(s)	Eligible Courses and Credits <sup>1</sup>
English Language Arts <sup>2</sup>	8/9	2/3	Eng Lang Arts 16(3) 26(3) 36(3) <sup>3</sup> OR Eng Lang Arts 16(3) 26(3) and 20-2(5) OR Eng Lang Arts 16(3) and 20-2(5)
Social Studies	5/6	1/2	Social Studies 16(3) 26(3) OR Social Studies 13(5) OR Social Studies 16(3) 23(5)
Mathematics	3	1	Mathematics 16(3) OR Mathematics 14(5) OR Mathematics Preparation 10 (3, 5)
Science	3	1	Science 16(3) OR Science 14(5)
Physical Education	3	1	Physical Education 10(3, 4, 5)
Career and Life Management	3	1	CALM (3)
Core Courses	25/27 <sup>4</sup>		
Courses selected from the Occupational Clusters <sup>5 6</sup>	40	2	Occupational courses 16 level – recommended minimum of 10 credits
• Agribusiness		2	26 level – recommended minimum of 20 credits
• Business and Office Operations			
• Construction and Fabrication			
• Creative Arts			
• Natural Resources			
• Personal and Public Services			
• Tourism and Hospitality		1	36 level – required minimum of 10 credits
• Transportation			
	65/67 Specified Credits <sup>4</sup>		13/15 Unspecified Credits <sup>4</sup>

<sup>1</sup> Credits are indicated in parentheses.

<sup>2</sup> To be considered for a Certificate of Achievement, a student must successfully complete the English Language Arts requirements.

<sup>3</sup> Francophone students in IOP are encouraged to take Français 16(3), Français 26(3) and Français 36(3), in addition to the English Language Arts courses indicated above.

<sup>4</sup> Minimum credits may vary depending upon the Eligible Courses and Credits options chosen.

<sup>5</sup> One 36-level course (10 credits) from any occupational cluster or one 35-level locally developed IOP course (10 credits) is acceptable for students transferring from the Integrated Occupational Program to the Alberta High School Diploma program to meet the 10-credit requirements.

<sup>6</sup> Students may meet the 40-credit occupational course requirement by completing:

- IOP occupational courses from among the clusters listed above, AND/OR
- 40 credits in CTS courses including 10 credits in advanced-level courses, AND/OR
- 40 credits in RAP including two 35-level RAP courses, AND/OR
- 40 credits in any combination of any level IOP occupational courses, RAP courses and two 30-level Green Certificate courses in any specialization, AND/OR
- any 40-credit combination of IOP occupational courses, CTS courses, RAP courses or Green Certificate courses that include a minimum of 10 credits in 35-level RAP courses or 36-level occupational courses or ten advanced-level CTS courses.



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