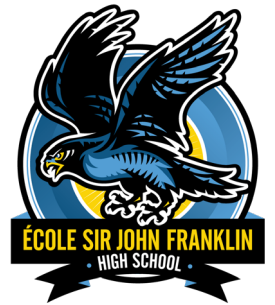


École Sir John Franklin High School

# Program of Studies 2022-2023



Educating for life! Une éducation pour la vie! Hòt alòqò Hoghàgoetqò

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# Vision

"École Sir John Franklin High School will be an exemplary model of a highly academic, progressive, inclusive, and caring school."

# Mission

"To support all SJF students in all respects: intellectually, mentally, socially, physically, and creatively."

# Statement of Purpose

"We will support our students in all respects (intellectually, mentally, socially, physically, and creatively) as they develop into healthy and responsible young adults."



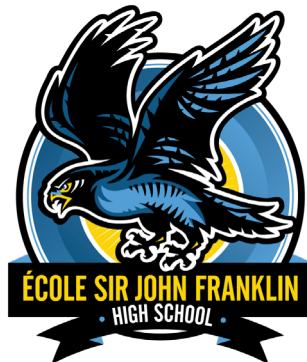
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# Student Services

## Student Services Department

The Counselors in the Student Services Department work with staff & outside agencies to provide academic and personal support for all students. Some of their responsibilities include the following:

- Educational Planning
- Occupational Planning
- Post Secondary Planning
- Lunch Program

## Post Secondary Resources

Our student services department has a wide range of post secondary resources available for staff and students. Most materials may be borrowed on a sign out basis. Applications for post secondary institutions are also available and our counselors will work one on one with students during their post secondary application process.

## Individualized Programming

Individualized programming at Sir John takes many forms to meet the needs of learners, and after school programs.

## Sir John Library

The library is the resource centre of Sir John Franklin, housing books, magazines, local newspapers, yearbooks, computers, Chromebooks and printers. It is a bright space lit by a wall of windows facing a natural rock and tree landscape. With its plants and a few indoor trees the library is a green space in the white winter months. It is a hub for students on spares, on work periods, students requiring computers, printers, quiet spaces, as well as areas to collaborate and create. Classes use the library and the upper computer lab for research and as a break out space for group work and research. The library hours are 8:15 to 4:00 and throughout lunch (students may eat their lunches in the library at the tables)

## Solving School Concerns

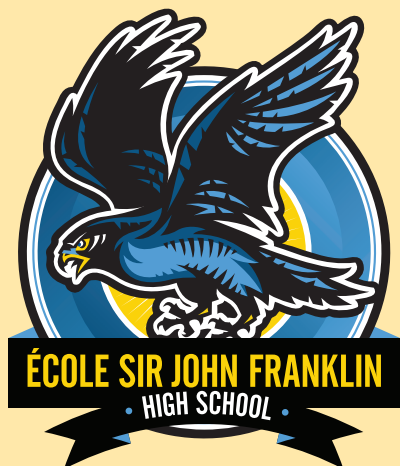
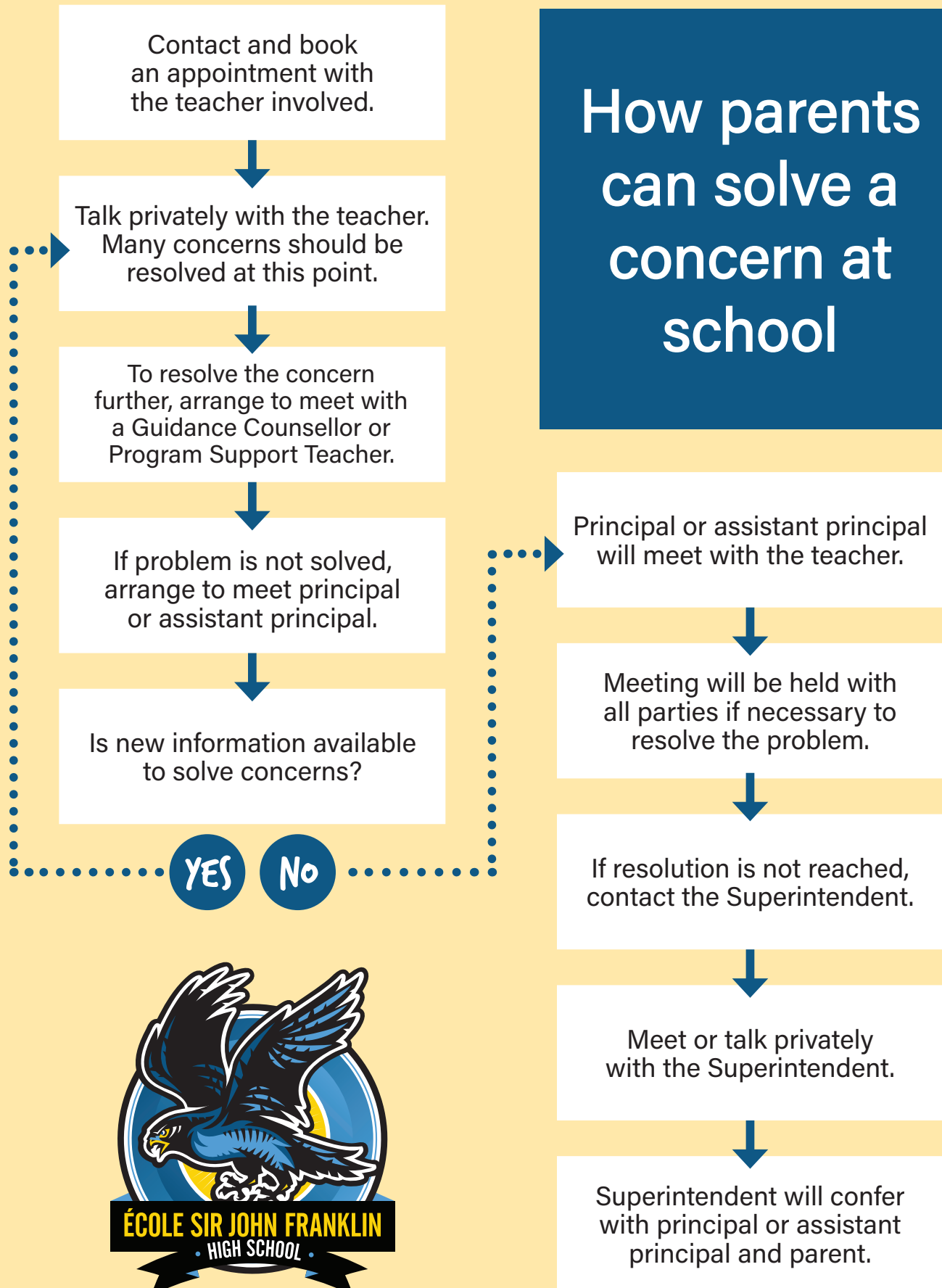
If parents have any concerns regarding their child's classes or teachers, please follow the steps on the next page for the most efficient solution.



SJF Library



# How parents can solve a concern at school



# Graduation Requirements

## For students in Grade 10 - 12

### **Fifteen credits in English:**

- English 10-1, 10-2
- English 20-1, 20-2
- English 30-1 or 30-2

### **Ten credits in Social Studies:**

- Social Studies 10-1, 10-2
- Social Studies 20-1, 20-2

### **Ten credits in Mathematics:**

- Math 10 Common, Workplace and Apprenticeship Math 10-3
- Math 20-1, 20-2, 20-3

### **Ten credits in Science:**

- Science 10 or Experiential Science 10
- Experiential Science 20, , Biology 20,
- Physics 20 or Chemistry 20

### **Three credits in Fine Arts:**

- Music, Drama or Art

### **Three credits in Physical Education**

### **Five credits in Career & Technology Studies**

### **Three credits in Career & Life Management**

### **One credit in Community Service**

### **One credit in Career & Program Plan**

### **Five credits in Northern Studies**

### **Ten credits in additional Grade 12 courses:**

- Two five-credit Grade 12 courses or
- One five-credit and two three-credit Grade 12 courses or
- Four three-credit Grade 12 courses or
- 10 Advanced level CTS modules

A credit represents the specific knowledge and skills that most students can achieve with approximately 25 hours of instruction in that course.

Unassigned Credits = 26

**TOTAL = 100 CREDITS**

### **FRENCH IMMERSION COURSES**

Effective as of 2010-2011 School Year

### **Fifteen Credits in French Language Arts\***

- French Language Arts 10 (5 CR)
- French Language Arts 20 (5 CR)
- French Language Arts 30 (5 CR)

### **Ten Credits in Études Sociales**

- Études Sociales 10 (5 CR)
- Études Sociales 20 (5 CR)
- Études Sociales 30 (5 CR)

### **Ten Credits in Mathématiques**

- Mathématiques 10 (5 CR)
- Mathématiques 20 (5 CR)
- Mathématiques 30 (5 CR)

### **Ten Credits in Sciences**

- Sciences 10 (5 CR)
- Biologie 20/30 (5 CR each)

*\*Note: Courses with an asterisk are a core requirement: FLA 10; FLA20; FLA 30*



Class of 2020



# What do you need to graduate?



English Language Arts 10, 20 and 30 Level (five credits each)  <b>15</b> total credits	Social Studies 10 and 20 Level (five credits each)  <b>10</b> total credits	Mathematics 10 and 20 Level (five credits each)  <b>10</b> total credits	Science 10 and 20 Level (five credits each)  <b>10</b> total credits	Northern Studies 10  <b>5</b> total credits
Career & Technology Studies  <b>5</b> total credits	Physical Education 10 Level  <b>3</b> total credits	Fine Arts Any Level  <b>3</b> total credits	A minimum of 100 credits is required for NWT graduation.	
Career and Life Management  <b>3</b> total credits	Community Service 25 hours  <b>1</b> total credit	Career and Program Plan  <b>1</b> total credit	Additional Credits from any 30 Level Course  <b>10</b> total credits	Additional Credits from any Elective Course  <b>24</b> total credits

For more information, please contact your SJF guidance counsellor.



# Understanding the Course Credit System

## A) Course Credits

A credit is a value unit equal to approximately 25 hours of instruction in a particular course. Thus a 5 credit course would require a minimum of 125 hours of instruction time. Each course is assigned a credit value determined by the number of hours of instructional time. Example: (5 credits for a full course and 3 credits for a half course.) A minimum mark of 50% is required to receive credits in high school courses.

## B) Course Numbers

Grade 10 courses are numbered in the "tens"

Grade 11 courses are numbered in the "twenties"

Grade 12 courses are numbered in the "thirties"

## C) Course Sequence

Most subject areas provide for a sequence of courses demanding increasingly higher skill and knowledge – for example French 10, 20 and 30. Some academic subjects provide a different sequence for different high school programs. In the area of English for example, the following sequences are available:

- English 10-1 – 20-1 – 30-1
- English 10-2 – 10-1 – 20-1 – 30-1
- English 10-2 – 20-2 – 30-2



# Understanding Diploma Examinations

## WHO CAN WRITE DIPLOMA EXAMS?

Students who wish to complete the following courses must write a diploma exam: Biology 30, Chemistry 30, English 30-1, English 30-2, Mathematics 30-1, Mathematics 30-2, Physics 30, Social Studies 30-1, Social Studies 30-2, and French Language Arts 30.

Students who already have a mark in a diploma examination course and wish to improve it, may choose to write the exam again. They must register for this in November for the January writing and in April for the June writing.

## HOW DO I REGISTER TO WRITE DIPLOMA EXAMS?

If you are enrolled in a diploma examination course, the school will automatically register you for the examination.

If you wish to rewrite a diploma examination, see the office before the deadline for registration. Deadlines vary from year to year. Watch the announcements or see your Counsellor to make sure you don't miss the deadline.

## HOW CAN I PREPARE FOR THE DIPLOMA EXAMS?

Each year, teachers receive course bulletins outlining scoring criteria and sample questions. They will also review copies of previous examinations. Exams change each year. The best way to prepare for the exams is to participate in class, complete all your assignments and make sure you don't miss any practice sessions that your teacher provides.

## WHEN CAN I WRITE THE DIPLOMA EXAMS?

Diploma exams are written four times a year: in January, April, June and November. Alberta Education provides schools with these dates a year in advance. Schools can't change these dates.

## WHAT IF I CAN'T WRITE AN EXAM I'M REGISTERED IN?

When serious illness, an accident, or a death in your immediate family prevents you from writing a diploma exam for which you are registered, see your Principal or Counsellor about what to do. If you miss an examination for any other reason, you will need to write it at the next available date.





# Co - Curricular Activities

We encourage the students of Sir John Franklin High School to enrich their lives by participating in some of the many activities which our school hopes to offer beyond the regular school day. The programs which are listed will only be available if there is enough staff and student interest.

## FALL ACTIVITIES

Drama Production  
Cross-Country Running  
Fine Arts Night  
Hockey Program  
Student Council Elections  
Grad Council  
Travel Clubs Preparations  
Outdoor Soccer  
Volleyball

## WINTER ACTIVITIES

Badminton  
Basketball  
Dene Handgames  
Coffee House  
Christmas Concert  
Winter Prom  
Talent Show

## SPRING ACTIVITIES

Awards Night  
Film Festival  
Indoor Soccer  
Athletic Hall of Fame  
Annual Golf Tournament  
Spring Fling  
Spring Concert  
Skills Canada  
Travel Clubs  
Track and Field  
Graduation Ceremonies

## YEAR-ROUND ACTIVITIES

Band (Junior & Senior)  
Choir  
Grad Activities  
Combined Arms Club  
Intramurals  
MAGMA (Mental Health Awareness Group)  
Student Council Activities  
Yearbook/Gradbook  
The Green Team  
Gender & Sexuality Squad



NAHANNI CANOE TRIP



ARCTIC SPORTS



GREEN TEAM



MENTAL HEALTH WALK



CHOIR



HOCKEY DAY IN YK



# Night School/Route 51 Programs

## NIGHT SCHOOL PROGRAMMING

Entry into this program is through a Counsellor and approval by the Principal. Students work at their own pace and there are no mandatory deadlines except those set by the student. Students need to apply for this program through a school counsellor.

### Attendance requirements:

- A minimum of one evening per week.
- The Night School Program is drop-in and students can arrive and leave class any time between 6:00-9:00pm.
- The Night School Program takes place in Room 15 at Sir John.

### Is Night School or Route 51 right for you?

- You no longer attend school, and wish to return part-time.
- You are a mature student, who wishes to complete High School.
- You need to upgrade in order to meet the academic requirements of the workplace or of higher learning institutions.

### How to register:

- Make an appointment with a guidance counsellor in Student Services.
- Select your course.
- Meet the facilitator at Route 51 or Night School.
- Obtain the course materials.

### How to obtain credits:

- After completing each module each student must write an exam or an assignment on that module.
- After completing all modules each student must write a final exam.
- The credits obtained by completing courses in the alternative program have the same value as those awarded for completion of courses through attendance at regular classes.

## ROUTE 51 LEARNING INSTITUTE

(Off-Campus Program)

Route 51 is an off-campus program designed to provide students with an alternative learning environment to a regular high school setting. Route 51 offers academic courses and an opportunity to self-directed students who would benefit from a relaxed environment with one-on-one tutoring.

Located in Urbania Building at the corner of 51st Street and 51st Avenue. Access code: 2005 followed by the green handset button.

**For information on how to register for either of these programs please contact Sir John Student Services at (867) 669-0773.**

# Night School/Route 51 Programs

## **KNOWLEDGE AND EMPLOYABILITY (K & E) GR. 9-12**

Knowledge and Employability courses at École Sir John Franklin High School are intended to provide students with opportunities to experience success and become well prepared for employment, further studies, active citizenship and lifelong learning. It is an Alberta designed curriculum for students that struggle in school. Students who fulfill the requirements will receive a Certificate of Program Completion.

K & E courses include and promote:

- Workplace standards for academic, occupational and employability skills.
- Practical applications through on and off campus experiences and/or community partnerships.
- Career development skills for exploring careers, assessing career skills and developing a career-focused portfolio.
- Interpersonal skills to ensure respect, support and cooperation with others at home, in the community and at the workplace.

K & E courses are designed to provide entry level employment skills for students leaving school before earning the requirements for a senior high school diploma. Some students may transition successfully from K & E courses to other courses

to achieve a senior high school diploma or to continuing education and training opportunities; e.g, some colleges, some apprenticeship programs. Some students will take advantage of the workplace experiences and transition directly into the workforce. Reviewing each student's learning plans on an annual basis and adjusting their goals and courses as needed are important parts of the process.

The K & E curriculum deliberately incorporates and encourages an integrated approach to teaching the core subjects. Effective teaching emphasizes the interrelation of concepts, skills and attitudes between subjects. To help teachers make these connections, cross-curricular links are infused throughout the K & E curriculum.

The program of study for K & E courses recognizes that while subject area-content is important, it is equally essential that students learn effective processes and attitudes. Both the overall philosophy and the learning outcomes emphasize the importance of problem solving, decision making, active inquiry, respect for others, responsible behaviour and a belief in lifelong learning.



# Career & Technology Studies (CTS)

CTS curricula have been developed using 25-hour single-credit modules. These programs provide opportunities for students with aptitudes in almost any area to pursue several related modules. CTS courses link theory and practice, associating and extending the knowledge, skills and attitudes developed in core courses within a practical, personal and relevant context.

## **Automotive & Small Engine Mechanics**

Automotive offers students hands-on experience to increase their knowledge and skills related to the repair and maintenance of automobiles. Whether they plan to prepare for a career in the industry or simply want to be an informed owner/operator of a vehicle. Mechanics is an educational opportunity for all high school students. Each module or unit listed is worth one credit.

## **Construction Technologies**

Students selecting modules from this strand have the opportunity to investigate and develop important knowledge, skills, and attitudes relative to the design, construction and maintenance of buildings and other products.

## **Robotics**

Innovation and Robotics bring students to the fast evolving world of technology. Students learn about the fundamentals of robotics systems, basic robotics functions, sensor devices, control systems, and remote/autonomous systems. The course is a blend of theory and practice with the end goal of preparing students for the technology related jobs.



*Aviation Maintenance*



*Photography*



# Career & Technology Studies (CTS)

## Wildlife

Wildlife is a semester long 3 credit course which is a strand in Career and Technology Studies. It will provide opportunities for students to view themselves as part of the northern ecosystem. Students will be encouraged to share information and beliefs regarding environmental sustainability, and recognize the need to make informed choices that limit demands placed on ecosystems to sustainable levels. Students in Wildlife will develop the knowledge, skills, attitudes, motivation, and commitment to work individually and collectively towards the conservation and responsible use of water, land, air, forest, and wildlife.

## Culinary Arts

Chef Stewart's Culinary Arts program is designed for every student! As a Culinary Arts student at École Sir John Franklin High School, you will gain a comprehensive understanding of culinary skills from the very basics of knife skills and food preparation to advanced techniques in butchery, international cuisine and larger scale food production. In the Culinary Arts program there is a strong focus on teamwork, nutrition, proper food handling, safety and sanitation. Students also work on developing management skills in selecting, preparing and servicing of food. They will also assess the impact these decisions might have on the global community. Some of our students wish to pursue a career in Culinary or Baking Arts and others have never cooked before. If you have any interest in food, the Culinary Arts program at SJF is the place for you!

## Welding and Fabrication

Students selecting modules from the Welding strand have the opportunity to investigate and develop important knowledge, skills and attitudes related to the properties of materials and the design and fabrication of useful products. Students are provided with a broad base of relevant theory and practice that builds daily living and career-specific skills. Successful completion of advanced level modules give students the skills and experience required for entry-level employment or for post-secondary education.

## Aviation

Aviation is a single semester, 3-credit course that meets every other day. The course will introduce students to a wide variety of skills that would be useful in preparing for aviation and /or other careers. In addition to the hands-on component of the course, it will also have several research components geared around the aviation industry.

Some of the topics covered will include: Theory of Flight, Stability and Control, Types of Propulsion, Airframes and Sheet metal work, and Remote Controlled Crafts.

## Aviation Maintenance

We are pleased to work with the Canadian Aviation Maintenance Council and offer this Program in Aviation Maintenance. It should be of great interest to any students wishing to pursue a career in the aviation industry. The course includes the following topics: Unit A – Mathematics; Unit B – Information Science; Unit C – Aerodynamics Basics; Unit D – Components & Functions of Aircraft; Unit E – Hardware & Materials; Unit F – Inspection; and Unit G – Marshalling and Ground Handling.

## Electro-Technologies

The Electro-Technologies course comprises modules at the introductory and intermediate levels of electro-assembly, repairs maintenance, power generation, communications, and elementary robotics. This is a practical course with a strong theory component. It would be a good introductory course for a technical college program.

## Cosmetology and Aesthetics

The Cosmetology program provides students with the opportunity to experience all levels of hair styling and esthetics. In a project-based environment, you will work on forming, finishing and designing of hair, trichology , manicures, dermatology and facials.

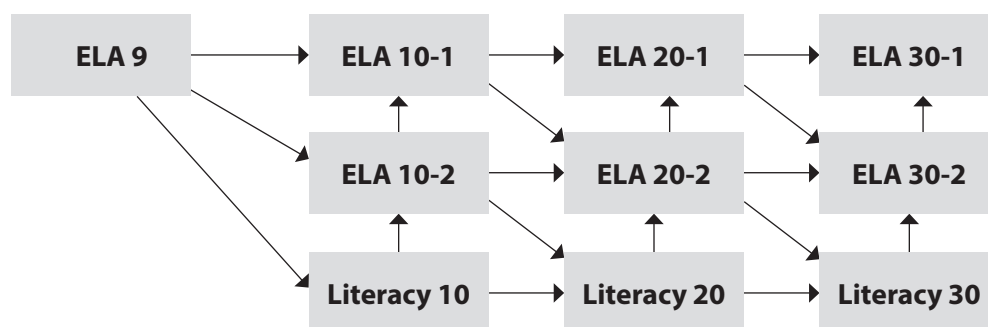


Culinary Arts

Through developing skills in Reading, Writing, Representing, Listening, Speaking and Viewing, the English program helps students to increase their knowledge and appreciation of language and literature. It provides opportunities for students to experience language in functional, critical and creative situations with the aim of becoming proficient and confident communicators. Skills and attitudes are developed through the study of a wide variety of texts, including short stories, essays, articles, films, poems, modern and Shakespearean plays and media.

There is a Canadian content requirement attached to the courses in the English program. Specifically, this means that 35% of what your child studies in any given course will be by a Canadian text creator. Additionally, at Sir John a significant effort is made to incorporate Indigenous and Northern voices.

To meet the needs of a wide range of students, Sir John offers several streams of English Language Arts (ELA). It is important to note that only the '-1' and '-2' streams satisfy the requirements for the NWT Graduation Diploma.



## ELA 9

ELA 9 is a year-long course designed to support the student's continuing growth as a learner of the English Language Arts. In this course, students explore all six strands of ELA: reading, writing, listening, speaking, viewing, and representing. Students complete a variety of assignments and activities that are designed to review and build upon their competencies with the knowledge, skills and attitudes found in the five **General**

### **Outcomes of ELA of the NWT ELA curriculum:**

1. Access and explore prior knowledge and experiences of self and others
2. Comprehend and respond personally and critically to texts

3. Plan and focus an inquiry or research and interpret and analyze information
4. Clarify and enhance oral, written and visual forms of communication
5. Celebrate and build community within the home, school, workplace and wider society

Students will study many texts including novels, plays, poems, short stories, essays, visual and multimedia texts and films. After semester one, students write a midterm exam worth 10% and at the end of the course, students write the Provincial Achievement Test, a standardized exam that accounts for 15% of the student's final grade.

## **ELA 9F**

English 9 for French Immersion students is a one-semester, condensed course based on the same curriculum as ELA 9. As in regular ELA 9, students finish the course by writing the Provincial Achievement Test, a standardized exam and it accounts for 25% of the student's final grade.

## **ELA 10-1, 20-1 and 30-1**

The "-1" ELA stream is comprised of academic courses designed for students who plan on pursuing further learning in English and some type of post-secondary studies. The ELA 10-1, 20-1, 30-1 course sequence provides in-depth study of text in terms of textual analysis. Students who are interested in the study, creation and analysis of literary texts may prefer to take the ELA 10-1, 20-1, 30-1 course sequence.

## **ELA 10-2, 20-2, 30-2**

The "-2" ELA stream is also comprised of high quality academic courses but with a greater emphasis on the creation of personal responses to contexts and on critical responses to popular texts rather than literary texts. Students who are interested in the study of popular culture and real-world contexts may prefer to take the ELA 10-2, 20-2, 30-2 course sequence. Students who aspire to post-secondary education, but not necessarily to careers related to the English language arts, may choose to register in this course sequence.

## **Moving between "-1" and "-2"**

Students are able to move between both streams of ELA courses. Please consult the prerequisites that follow.

In both the "-1" and "-2" streams of ELA, students explore all six strands of ELA: reading, writing, listening, speaking, viewing and representing. They complete a variety of assignments and activities that are designed to build upon their competencies with the knowledge, skills and attitudes found in the five General Outcomes that provide the foundation of the **Alberta ELA curriculum**:

1. Explore thoughts, ideas, feelings and experiences
2. Comprehend literature and other texts in oral, print, visual and multimedia forms and respond personally, critically and creatively
3. Manage ideas and information, create oral, print, visual and multimedia texts and enhance the clarity and artistry of communication
4. Create oral, print, visual and multi-media texts, and enhance the clarity and artistry of communication
5. Respect, support and collaborate with others

## **Literacy 10, 20, 30**

The knowledge, skills and attitudes that comprise the NWT Literacy course sequence can be described as "the English you need" for personal satisfaction and to function in society and the workplace. Students will develop skills and strategies that enable them to create, enjoy, appreciate, evaluate, use and critique texts and the attitudes and habits of mind that allow them to participate actively in leisure activities, the local community and in the workplace. Students may transition back to the ELA "-2" stream.



## Grade 10

There are three streams of ELA at the grade 10 level: ELA 10-1, ELA 10-2 and Literacy 10

### ELA 10-1

Prerequisite: ELA 9 or ELA 9F

ELA 10-1 is a 5 credit, one-semester course. The course finishes with a final exam that accounts for 30% of the student's final grade.

### ELA 10-2

Prerequisite: ELA 9

ELA 10-2 is a 5 credit, one-semester course. The course finishes with a final exam that accounts for 30% of the student's final grade.

### Literacy 10

Literacy 10 is a 5 credit, one-semester course. At Sir John Franklin, students have the opportunity to use Literacy 10 as a bridging course to the ELA "-2" stream.

## Grade 11

There are three streams of ELA at the grade 11 level: ELA 20-1, ELA 20-2 and Literacy 20. Only ELA 20-1 and ELA 20-2 are regularly offered.

### ELA 20-1

Prerequisite: ELA 10-1 or ELA 20-2

ELA 20-1 is a 5 credit, one-semester course. The course finishes with a final exam that accounts for 30% of the student's final grade.

### ELA 20-2

Prerequisite: ELA 10-1 or ELA 10-2

ELA 20-2 is a 5 credit, one-semester course. The course finishes with a final exam that accounts for 30% of the student's final grade.

## Grade 12

There are three streams of ELA at the grade 12 level: ELA 30-1, ELA 30-2 and Literacy 30. Only ELA 30-1 and ELA 30-2 are regularly offered.

## ELA 30-1

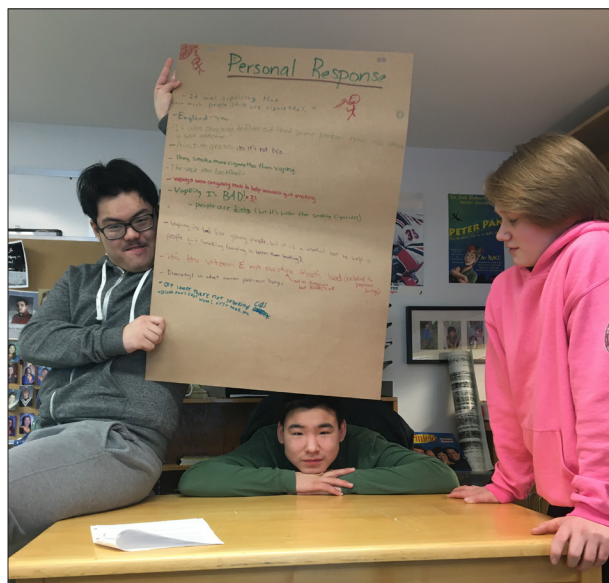
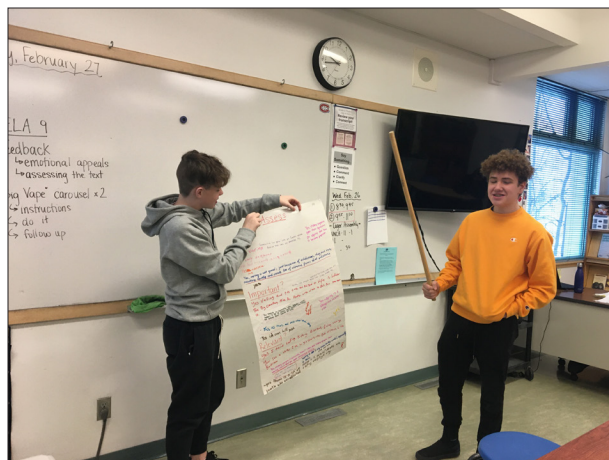
Prerequisite: ELA 20-1 or ELA 30-2

ELA 30-1 is a 5 credit, one-semester course. The course finishes with a two-part diploma examination, a standardized test that accounts for 30% of the student's final grade.

## ELA 30-2

Prerequisite: ELA 20-1 or ELA 20-2

ELA 20-2 is a 5 credit, one-semester course. The course finishes with a two-part diploma examination, a standardized test that accounts for 30% of the student's final grade.



# French

## **Post-Intensive French PIF 9, 15, 25 & French 31**

This course is for students continuing their French language proficiency development based on the neurolinguistic approach. It builds on prior knowledge acquired in PIF 8. PIF 9 also focuses particularly on oral skills developed through authentic communication in the classroom. At the same time they continue to explore more detailed strategies for reading and writing. Activities are project-based and based on themes such as The way of life in the 21st century, Teen magazines, extreme sports, and a class albums. At the Grade 12 level, PIF 12 is also called French 31.

## **Core French**

The content of the Core French courses at the high school level develop the four language skills of speaking, listening, reading and writing. Classes are designed to allow a maximum of conversational interaction. Courses are theme based, with projects designed to have students connect their French language skills with real life issues and events

## **French 9**

This course is based on the Intensive French model of second language acquisition. It is a literacy-based approach to teaching. It focuses on the use of French for authentic communication in the classroom and the development of literacy skills in French. Speaking, reading and writing are taught in sequence. Classroom activities are related to projects and there is a high degree of interaction between teacher and students, as well as among students. The themes covered in French 9 are: family and friends, food, hobbies, sports, and music.

## **French 10**

Core French 10 builds on the language skills of the grade 9 course, and moves linguistically to more comprehensive use of language skills in reading, writing, and listening. Students will continue to examine strategies that help them learn and understand a second language including oral presentations, written work and other interactive activities. Examples of themes covered in grade 10 are childhood memories, teenage problems, multiculturalism in Canada.

## **French 20**

Students in French 20 continue to build on their comprehension skills as well as refining spoken and written French learned in earlier levels. This is done through a thematic approach with themes including the arts, adolescent rights, and travel. Students are encouraged to participate in French Language Summer programs at the end of grade 11 to upgrade their language skills and use them in real-life situations.

## **French 30**

This is the culmination of the French second language program at École Sir John Franklin School. Students will use their new language skills in discussions, debates, presentations, interviews and projects. Students will be comfortable with a variety of verb tenses and will have a working vocabulary. Students participate in activities that will help them improve their oral comprehension skills as well as develop a deeper appreciation for French culture. Examples of themes covered include social injustices, technology, and French culture.



## French Immersion

1985-1986 was the first year that the Immersion Program was offered at École Sir John Franklin High School. This program, which is now offered starting in Kindergarten, follows the Alberta curriculum and the courses that are offered in French parallel the English courses. Successful completion of the High School Immersion Program (FLA 9 to FLA 30) will qualify students for a Bilingual Certificate offered by the Yellowknife Education District No.1.

## French Language Arts 9

This course provides an in-depth discovery of the French Language. The course concentrates on providing students with opportunities to develop skills in speaking, listening, reading, and creative writing. The grammar component is integrated into these four language areas

## French Language Arts 10

This course emphasizes the language skills of reading, writing, listening and speaking. These language components are developed through a program of literature and language study, including grammatical work, short stories, plays, and novels.

## French Language Arts 20

This course builds on the language and literacy tools developed in previous years. In this course, students study plays, novels and short stories, focusing increasingly on careful analysis. In order to explore themes, characters, symbolism, tone and other literary devices in these works, they write literary essays and expressive texts.



## French Language Arts 30

This course represents, for students, the final step in the development of their reading writing, listening, and speaking skills. Analyzing plays, short stories, novels, films, and documentaries through literary essays and expressive texts allows them to challenge their understanding of complex themes and nuances in literary works in order to prepare for their final examination. Students will write a diploma exam at the end of the course comprising 30% of their grade. Also, students will receive a bilingual certificate from YK1.

## Science

The following Science courses are offered in the French program. See the Science Department for more information.

Science 9  
Science 10  
Chemistry 20  
Chemistry 30  
Biology 20  
Biology 30

## Math

The following Math courses are offered in the French program. See the Math Department for more information.

Math 9  
Math 10C

## Social Studies

The following Social Studies courses are offered in the French program. See the Social Studies department for more information.

Social Studies 9  
  
Social Studies 10-1  
Social Studies 20-1  
Social Studies 30-1



# Mathematics

## Grade 9 Mathematics

Grade 9 Math is the culmination of the K-9 Mathematics program of studies. It is a required course for all grade 9 students, except those following the Knowledge and Employability program, and is delivered across 1.5 semesters (alternate days one semester and every day the other).

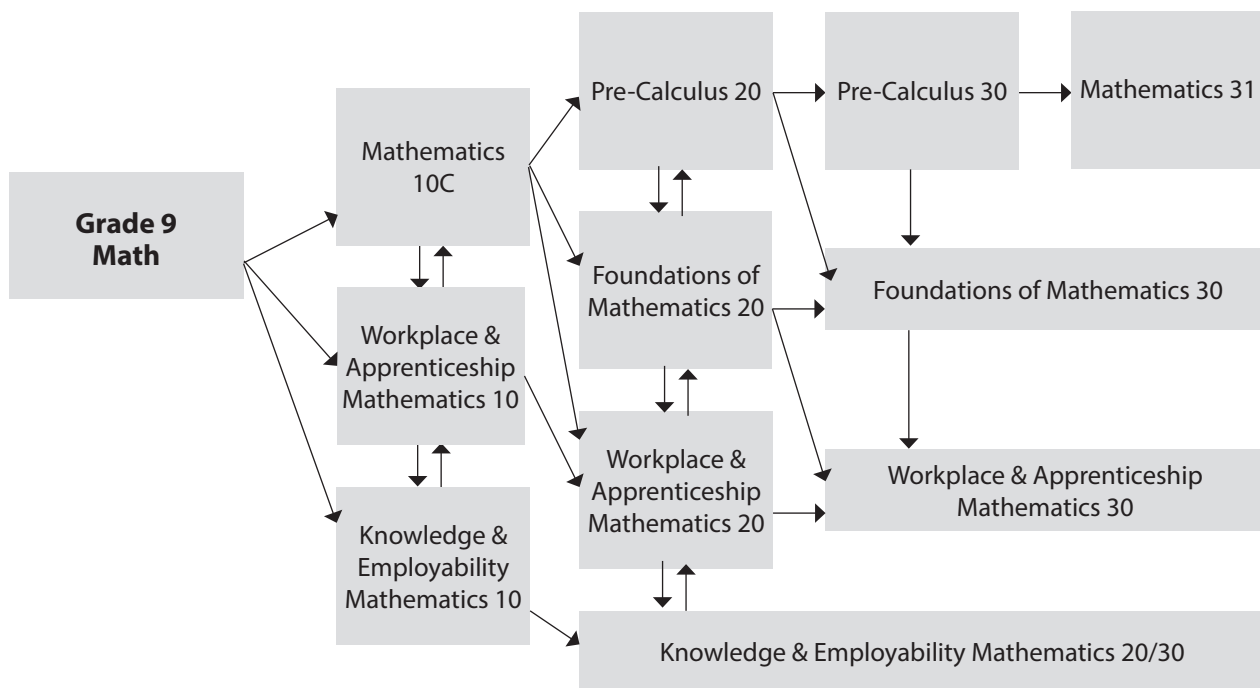
## Choosing The Right Sequence

Students entering senior high school choose programs based on: their achievement in Grade 9 Mathematics, their interests, their career aspirations as well as post-secondary requirements.

\*Students and parents are encouraged to research the admission requirements for post secondary programs of study as they vary by institution and by year and students should consult their guidance counselor before choosing mathematics courses.

## Pre-Calculus

This course sequence is for students who plan to enter post-secondary programs such as engineering, mathematics, sciences, some business studies, or other programs that require Calculus.



## Foundations of Mathematics

This course sequence is for students wishing to study at the post-secondary level in diverse fields, including arts, some technology programs, and some apprenticeship programs. This path will fulfill most students' needs and has been designed with a great deal of flexibility so that students can switch sequences if his or her interests change.

## Workplace & Apprenticeship Mathematics

This course sequence is for students who want to apprentice in a trade or enter the workforce directly after high school. It is designed to meet the entrance requirements for apprenticeship in most trades programs, specifically levels one to three.

\*Some institutions require Foundations or Pre-Calculus courses as entry requirements for certain trade and apprenticeship programs. It is important that students carefully research their field of interest before choosing a Mathematics course sequence.

## Mathematics 31

This is a highly advanced course designed for students entering post-secondary programs that recommend or stipulate calculus as an entrance requirement. It is recommended that students complete Pre-Calculus 30 before taking Math 31.

## French Mathematics Programs

Grade 9 Mathematics as well as Pre-Calculus 10/20/30 are usually offered in French, depending on demand.

## Exam Weighings

Final exams, written at the end of each semester (or at the end of a year-long course), are weighted as follows:

Grade 9	25% of overall mark
Grade 10	30%
Grade 11	30%
*Grade 12	30%

\*Students in 30 level courses are required to write an Alberta Diploma Exam, currently weighted 30% of their final mark. A class mark is submitted to the Department of Education, Culture and Employment by the school and is combined with the exam mark sent from Alberta. The results are sent directly to the student approximately one month after the exam is written.

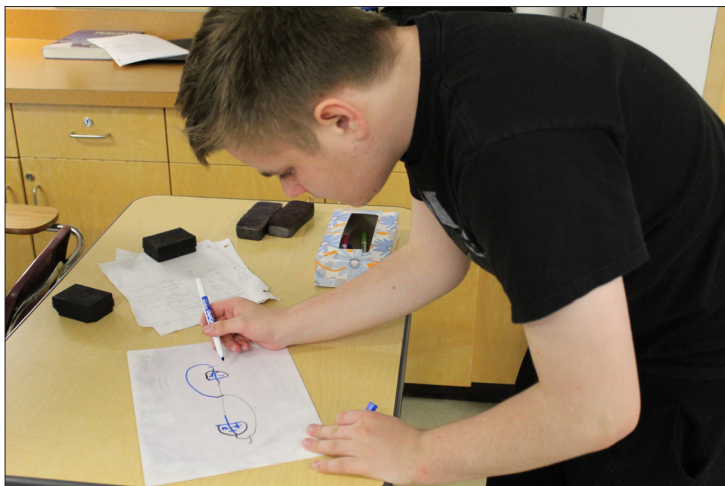
## Calculators

A scientific calculator is required for Grade 9 Mathematics and for Workplace & Apprenticeship programs. A graphing calculator is required for both the Pre-Calculus and Foundations program.

An approved list of models can be found at <https://www.alberta.ca/search-results.aspx?q=calculators>

## Math Contests

Each year, students with a keen interest in Mathematics are encouraged to write a Math contest, administered through the University of Waterloo. Students register with the Coordinator of the Math Department at SJF and contests are written in February (Grades 9-11) and April (Grade 12). For more information go to [www.cemc.uwaterloo.ca](http://www.cemc.uwaterloo.ca)



# Science

The Science Department offers several exciting and diverse courses from which a student may choose. The NWT Experiential Science 10/20/30 courses meet the requirements for the NWT Diploma Program. If students intend to go on to college, university or into certain trades, they should work towards attaining Science 10. Following completion of Science 10, they may choose to take Biology 20 and 30; and/or Chemistry 20 and 30; and /or Physics 20 and 30. The science courses chosen at the 20 and 30 level will determine which areas of post-secondary study students will be accepted into. Choices should be made carefully in consultation with the Science teachers and the student's counselor.

## Science 9

All grade 9 students are required to take Science 9. This is a practical, hands-on program designed to excite the grade 9 students and create a strong interest in furthering their science studies. It builds on concepts developed in grades 7 and 8 and is organized into units of study including Biological Diversity, Matter and Chemical Change, Environmental Chemistry, Electrical Principles and Technologies, and Space Exploration. A practical, hands-on approach to learning is emphasized.

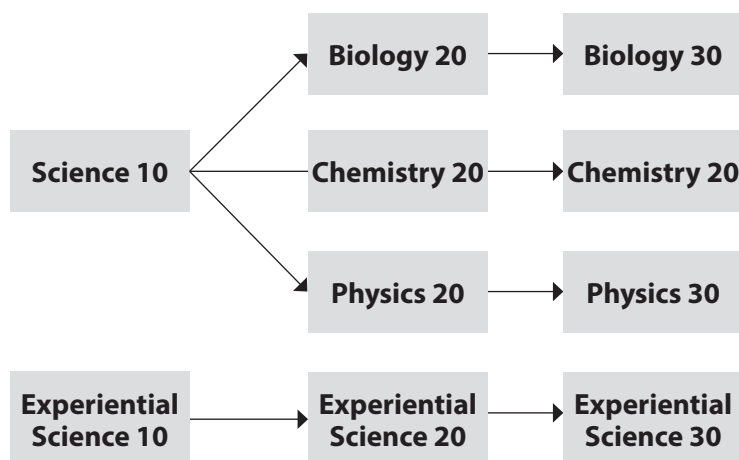
## Experiential Science 10

Experiential Science 10 is a hands-on approach to understanding the biotic and abiotic processes of Northern Terrestrial Ecosystems. Experiential 10 is comprised of 4 units; Geology

and Geomorphology investigates the features and processes that shape the surface and subsurface features of the Earth. Climatology and Meteorology investigates the long and short-term effects of weather to interpret past, present and future climatic events. Ecology of the Land investigates the basic principles of ecology and community dynamics through a series of field and laboratory exercises. Resource Management and Population Dynamics investigates and monitors local populations of plants and animals which enables students to assess resource management practices and governance to ensure a sustainable future.

## Experiential Science 20

The principal focus of Experiential 20 is the study of Marine ecosystems, the physical and chemical properties of the Marine ecosystems, as well as the effects of change on these properties in the ecosystems. Experiential Science 20 is comprised of 4 units; Introduction to Oceanography covers the chemical and physical characteristics of ocean waters, ocean dynamics and marine geomorphology and tides. Introduction to Ocean Ecology covers the ecology of the open ocean, costal and shore line ecosystems. Introduction to Energy Resources and the Ocean Environment and The Human Impacts and Governance on the Worlds Oceans make up the remainder of the course.





## Experiential Science 30

Experiential 30 is the study of the interconnectedness between the biotic and abiotic Northern Fresh Water Aquatic Environment and its fragility. There are 4 major units that focus on Freshwater Systems. Structural Geology investigates the forces acting within the Earth, which shape and reshape the Earth's crust. Introduction to Limnology is the study of water chemistry, physiology, flora and fauna in a freshwater system. Freshwater Ecology is the study of the relationship between an aquatic environment and the organisms that inhabit the environment and Resource Management, incorporates the understanding of ecology and ecological processes to ensure a healthy and sustainable habitat or population.

## Science 10

Science 10 emphasizes three of the main concepts of Science: Energy, Matter and Change. Students will have an opportunity to experience a mixture of practical and theoretical applications of each of the main scientific disciplines: Biology, Chemistry, and Physics. Through these studies, students will gain an appreciation for the interconnections between each of these disciplines and will also gain the necessary basic skills needed to enter into the 20/30 science level programs in these disciplines. Units of study include Energy and Matter in Chemical Change, Energy Flow in Technological Systems, Cycling of Matter in Living Systems, and Energy Flows in Global Systems.

## Biology

Biology is the science that involves the study of life. Students enrolled in Biology 20 and 30, explore the structure and function of living systems through meaningful activities. Biology is an experimental discipline requiring creativity and imagination. A thorough study of the biological sciences is required for students wishing to make informed decisions about the genetics revolution now underway. Students interested in careers in medicine, research, forestry, sports therapies, and education will all need Biology as a high school Science.

## Biology 20

(pre-requisite: Science 10)

The major concepts explored in this course are Body Systems, equilibrium in the Biosphere and Bioenergetics. Each concept is studied within the evolutionary framework of modern Biology. The theme of each unit establishes connections to units of study presented in Biology 30. Units of study include: The Biosphere, Energy Flows and Cellular Matter, Energy and Matter Exchange in Ecosystems, and Energy and Matter Exchange by the Human Organism.

## Biology 30

(pre-requisite: Biology 20)

The major concepts developed in this course are Body Systems, Molecular Biology (genetics), and Populations and Community Genetics. Each concept is studied within the evolutionary framework of modern biology. Students are encouraged to develop a working knowledge of bioethics in order to better understand the fast changing pace of this Science and to make informed decisions on these sometimes controversial topics. Upon completion of this course, students will be required to write an Alberta Diploma Exam, which will account for 20% of their final grade for this course. Topics covered include Systems Regulating Change in Human Organisms, Reproduction and Development, Cells, Chromosomes and DNA, and Changes in Populations and Communities.



# Science

## Chemistry

Chemistry is an experimental science where students acquire knowledge and understanding by doing experiments and by applying general principles in the solution of problems. The knowledge and understanding gained has applications in all other fields of science and allows students to understand and explain scientific phenomena in the science classroom and in real life situations. As computational skills are essential to mastery in Chemistry, a good mathematical background is recommended. Chemistry is used in many occupations including biology, engineering, medicine, dentistry, pharmacy, physical therapy, veterinary medicine, education and auto mechanics.

### Chemistry 20

(pre-requisite: Science 10)

Chemistry 20 takes students into the world of chemical reactions allowing students to develop a knowledge and appreciation for how and why chemical reactions take place and predicting qualitatively and quantitatively the outcome of chemical reactions. Experimentation and practical applications are stressed in order to help the student to understand these basic concepts. Units of study include: The Diversity of Matter and Chemical Bonding, Forms of Matter: Gases, Matter as Solutions, Acids and Bases and Quantitative Relationships in Chemical Change.

### Chemistry 30

(pre-requisite: Chemistry 20)

This course uses the basic skills and reaction theory acquired in Chemistry 20 to take a more in-depth look at some very practical applications of Chemistry. Students will have an opportunity to see applications of this basic chemistry knowledge not only in industry, but, also in helping to explain scientific phenomenon in other sciences and at home. Chemistry 30 consists of the following units of study: Thermochemical Changes, Electrochemical Changes, Chemical Changes of Organic Compounds and Chemical Equilibrium Focusing on Acid-Base Systems. Upon completion of this course, students will be required to write an Alberta Diploma Exam, which will account for 20% of their final grade for this course.

## Physics

Physics is the study of our common reality. It runs the gamut from the subatomic to the astronomic. Unravel the mysteries of Energy, Gravity, Electromagnetism, and Radioactivity. Begin a career as an engineer, architect, researcher, cosmologist, nuclear physicist.

### Physics 20

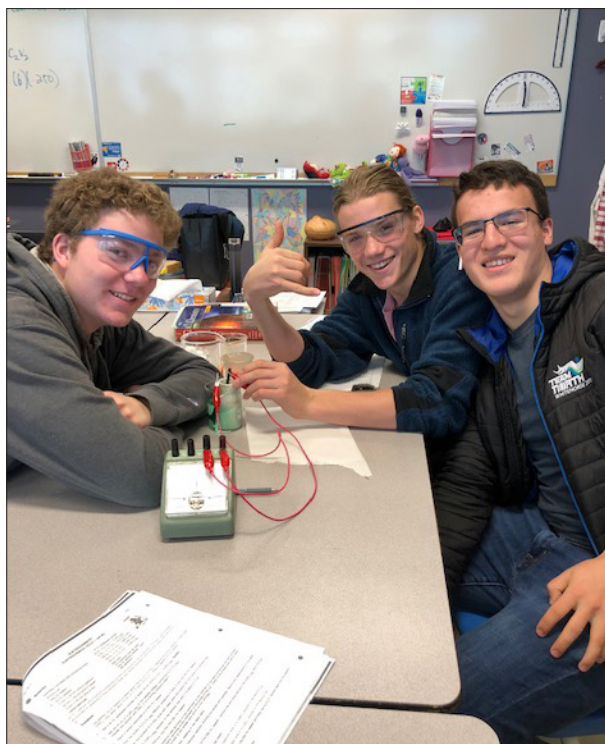
(pre-requisite: Science 10)

Physics 20 is the beginning of a journey. It raises awareness regarding motion around us. It explores energy and forces that cause motion. It looks at getting from where you are to where you want to be. Topics include Kinematics, Dynamics, Energy, and Mechanical Waves.

### Physics 30

(pre-requisite: Physics 20)

Physics 30 topics include Momentum and Impulse, Forces and Fields, Electromagnetic Radiation, and Atomic Physics. Upon completion of this course, students will be required to write an Alberta Diploma Exam, which will account for 20% of their final grade for this course.



Social Studies is an issues focused and inquiry-based interdisciplinary subject that draws upon history, geography, ecology, economics, law, philosophy, political science and other social science disciplines. Social studies develops the key values and attitudes, knowledge and understanding, and skills and processes necessary for students to become active and responsible citizens, engaged in the democratic process and aware of their capacity to effect change in their communities, society and world.

## **Social Studies 9**

In Social Studies 9, it is our intention that students learn more about themselves, each other, and the world they inhabit. In this course, we intend for students to develop critical thinking skills and come to know how Canada has been influenced by ideas and struggles for power, interaction with the environment, and questions of identity. Questions of focus include: why was Canada established as it was? Given the competing narratives, opposing forces, and power struggles, how did Canada come to be, and what kinds of stories and visions would guide its development? Whose stories and visions would be left out?

Students will be successful in this course when they demonstrate their capacity to interpret evidence, assess and defend positions, and conduct inquiry related to course topics. Students completing Social Studies 9 will be able to tell a fuller, more inclusive set of stories about Canada, and have a sense of their own place in Canada's past, present, and future.

## **Social Studies 10-1**

Perspectives on Globalization is a semester long, 5 credit grade 10 course that culminates with a final exam worth 30% of the student's final grade. In this course students will explore multiple perspectives on the origins of globalization and the local, national, and international impacts of globalization on lands, cultures, economies, human rights, and quality of life. Students will examine the relationship among globalization, citizenship, and identity to enhance skills for citizenship in a globalizing world. The infusion of multiple perspectives will allow students to examine the effects of globalization on peoples in Canada and throughout the world, including the impact on Aboriginal and Francophone communities.

The Key Issue for Social Studies 10-1 is: "To what extent should we embrace globalization?" In attempting to address this issue students will also look at four related issues. These issues are: "To what extent should globalization shape identity?"; "To what extent should contemporary society respond to the legacies of historical globalization?"; "To what extent does globalization contribute to sustainable prosperity for all people?"; and "To what extent should I, as a citizen, respond to globalization?"

## **Social Studies 10-2**

Living in a Globalizing World is a semester long, 5 credit grade 10 course that culminates with a final exam worth 30% of the student's final grade. In this course students will explore historical aspects of globalization as well as the effects of globalization on lands, cultures, human rights, and quality of life. Students will explore the relationship among globalization, citizenship and identity. The infusion of multiple perspectives will allow students to examine the effects of globalization on peoples in Canada and other locations, including the impact on Aboriginal and Francophone communities. Students will develop skills to respond to issues emerging in an increasingly globalized world.

The Key Issue for Social Studies 10-2 is: "To what extent should we embrace globalization?" In attempting to address this key issue students will also look at four related issues. These issues are: "Should globalization shape identity?"; "Should people in Canada respond to the legacies of historical globalization?"; "Does globalization contribute to sustainable prosperity for all people?"; and "Should I, as a citizen, respond to globalization?"





## Social Studies 20-1

Exploring Nationalism is a semester long, 5 credit, academic course that culminates with a final exam worth 30% of the student's final grade. In this course students will explore the complexities of nationalism in Canadian and international contexts. They will study the origins of nationalism and the influence of nationalism on regional, international and global relations. The infusion of multiple perspectives will allow students to develop understandings of nationalism and how nationalism contributes to the citizenship and identities of peoples in Canada.

The key issue for social studies 20-1 is "To what extent should we embrace nationalism?" In attempting to address this key issue, students will also look at four related issues. These issues are: "To what extent should nation be the foundation for identity?", "To what extent should national interest be pursued?", "To what extent should internationalism be pursued?", and "To what extent should individuals and groups in Canada embrace a national identity?"

## Social Studies 20-2

Understanding Nationalism is a semester long, 5 credit grade 11 course that culminates with a final exam worth 30% of the student's final grade. During this course students will examine historical and contemporary understandings of nationalism in Canada and the world. They will explore the origins of nationalism as well as the impacts of nationalism on individuals and communities in Canada and other locations. Examples of nationalism, ultranationalism, supranationalism and internationalism will be examined from multiple perspectives. Students will develop personal and civic responses to emergent issues related to nationalism.

The key issue for this course is "To what extent should we embrace nationalism?" In attempting to address this key issue, students will also look at four related issues. These issues are: "Should nation be the foundation of identity?", "Should nations pursue national interest?", "Should internationalism be pursued?", and "Should individuals and groups in Canada embrace a national identity?"

## Social Studies 30-1

Perspectives on Ideologies, is a semester long 5 credit, academic grade 12 course that culminates with a two part diploma exam at the end of the semester. In this course, students will explore the origins and complexities of ideologies and examine multiple perspectives regarding the principles of classical and modern liberalism. An analysis of various political and economic systems will allow students to assess the viability of the principles of liberalism. Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues.

The key issue for the course is "to what extent should we embrace an ideology?" In attempting to address this key issue, students will also look at four related issues. These issues are: "To what extent should ideology be the foundation of identity?", "Is resistance to liberalism justified?", "To what extent are the values of liberalism viable?", and "Should my actions as a citizen be shaped by an ideology?"

## Social Studies 30-2

Understandings of Ideologies, is a semester long 5 credit, grade 12 course that culminates with a two part diploma exam at the end of the semester. In this course, students will examine the origins, values and components of competing ideologies. They will explore multiple perspectives regarding relationships among individualism, liberalism, common good and collectivism. An examination of various political and economic systems will allow students to determine the viability of the values of liberalism. Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues.

The key issue for the course is "to what extent should we embrace an ideology?" In attempting to address this key issue, students will also look at four related issues. These issues are: "Should ideology be the foundation of identity?", "Is resistance to liberalism justified?", "To what extent are the values of liberalism viable?", and "Should my actions as a citizen be shaped by an ideology?"

# Indigenous Studies/Indigenous Language

## Northern Studies

Northern Studies is a compulsory 5 credit course designed to give Secondary School students in the North a working knowledge of their Northern society. Curriculum focuses on developing knowledge, understanding, and appreciation of the historical, cultural and social foundations of the Northern Territories. The course helps students to appreciate the importance and uniqueness of the North and to promote informed, respectful and engaged citizenship in a rapidly, changing society.

This course is compulsory for graduation from the Northwest Territories Secondary School program.



## Indigenous Language

The main purpose of this introduction class is to gain knowledge in cultural activities and basic conversation in the Wiliideh language. Students will be immersed in the language and get on the land experience through various activities. Each lesson in this section includes a practice and review dialogue, vocabulary development, group activities, listening and speaking Wiliideh; students will practice asking questions to peers and responding in the language to develop their fluency. This course is offered to beginner students and students with experience from Grades 9-12.



# Fine Arts

## Choral Music 9, 10, 20, 30

In this course students are regularly engaged in activities to improve their vocal technique, sight-reading skills and aural skills through practice and performance. Students also complete music theory and history modules as well as a research project. Coursework involving both solo and ensemble singing is designed to encourage self confidence with the material in many contexts. Choral music students often perform at school assemblies and perform in the Showcase Concert at the end of each semester.

## General Music 10

The instrument for this course is the acoustic guitar. Students learn basic playing skills such as melody reading through traditional and TAB notation and fluency with a chordal accompaniment. Students also complete music theory and history modules as well as a composition project. General music students perform in the Showcase Concert at the end of each semester.

## Instrumental Music 9, 10, 20, 30

This course is for a student who wishes to continue playing their band instrument. Students are regularly engaged in activities to improve their playing technique, sight-reading skills and aural skills through practice and performance. Students also complete music theory and history modules as well as a research project. Course work involving both solo and ensemble playing is designed to encourage self confidence with the material in different contexts. Instrumental music students often perform at school assemblies and perform in the Showcase Concert at the end of each semester.





## Art 9

Art 9 is an option that takes place every other day for a full semester. Grade 9 students are introduced to the Language of Art: The Elements and Principles of Design through video and accompanying worksheets, group discussions, art analysis, and hands-on projects. Students are expected to increase their visual vocabulary using the Language of Art so that they become more at ease analyzing a work of art, including their own.

Students are also given a basic art historical context for most of their larger assignments, being introduced to such famous artists as: Vincent Van Gogh, Claude Monet, and Pablo Picasso. In addition, students are given a First Nations cultural context for one of their main assignments.

## Art 10

This is an introductory level studio art course, designed for students with all artistic ability levels and skills. Students will explore various materials, techniques, concepts, and processes essential to understanding the visual arts and the role of the artist, work on individual projects and studio studies to develop basic drawing and painting skills, learn design concepts, and further develop hand-eye coordination and fine-motor skills. The art assignments are designed to enhance and nourish such skills as creative problem solving and critical thinking, while developing the student's individual style.

## Art 20/30

Art 20/30 is primarily a studio-based course that also addresses related art theories, art history, and career exploration in fine and commercial art. Studio activities will include art experiences in drawing, painting, composition, design, and form.

Art History allows students to examine the connection between art and culture by exploring art from the early 20th century, with an emphasis placed on North American and Indigenous Canadian artists. Career explorations involve interviewing local artists and visiting artist studios (should Public Health restrictions allow).

The study of visual art provides students with the opportunity to see the world through the eyes of others and relating this to themselves. This gives them the chance to explore their understanding and appreciation of the past and the present. Like music, literature, drama and philosophy, visual art mirrors and influences the human condition, expressing our origins, hopes and aspirations.



# Fine Arts

## Drama 9

Semester program/Alternate days

The Drama 9 program introduces students to theatrical basics and samples various areas of the theatre including, warm-up, improvisation, simple and complex scripted scenes, and stage blocking and terminology. Students objectives include feeling less inhibited in class, building trust with peers, vocal projection, enunciation of dialog, movement and physical character work, and creative collaboration with others. At some point you will get a professionally guided tour of the Northern Arts and Cultural Centre and learn about stage terms and backstage jobs.

## Drama 10

Semester program/Alternate/3 credits

This program is designed to cover a range of drama techniques and culminates with a performance. Those in the Drama 10 class offered in the Fall will be involved with the Senior class and expected to work on the Children's Theatre Festival. This requires after school rehearsals and some weekend work. The Spring Drama 10 program is more process oriented and development happens over the course of the semester with a final production happening in the Black Box Theatre. The class continues to develop the same objectives laid out in the Drama 9 class, along with the final performance piece.

## Drama 20

Semester program/Every day/5 credits

This program covers a range of drama techniques and objectives. More emphasis is placed on the development of the student as "actor" and really challenges them to build and create characters. The main project of focus is the Children's Theatre Festival which requires after school and weekend rehearsal time along with the daily classes. An ability to sing and dance is not required to take the class but a willingness to try is. Students then continue in late November with a follow up show performed in the Black Box Theatre. Both projects are mandatory and required participation to pass the class.





## Drama 30

Semester program/Every day/5 credits

This course follows the same outline as the Drama 20 program but challenges your growth as an actor and ability to incorporate previous learning objectives.

## Drama Technologies

Semester program/Alternate days/3 credits

If you are interested in the “behind the scenes” of theatre production, this program allows you to explore the technical aspects of lighting, sound, set preparation, props, costume, set painting, and design. You will choose an area of focus based on the needs of the department. You will also be required to help outside of school hours for performances of the Children’s Theatre Festival or Spring Musical. If you are interested in becoming a Stage Manager or Assistant Stage Manager, 5 credits can be earned for doing so. Please speak with the instructor in advance if you would like to have this opportunity to help “orchestrate” a show.

## Drama Production

Most years, the Drama Department selects a production to be performed at NACC in November. Auditions are conducted in September and followed with an intense rehearsal of singing, dancing and acting. Vocal training and dance happen Sunday afternoons. Dance rehearsals are generally run over lunch hours and acting rehearsals after school. Special individual vocal training with the music teacher is arranged by the student. All students involved are required to do some dance and movement as well as sing all group numbers.



# Physical Education

## Falcon Sport School

The goal of the Falcon Sport School curriculum is to provide training and foundational movement skills to our student athletes. The following skills have been deemed important for long term athlete development as they provide the building blocks for future movement development and physical preparation. The curriculum is divided into three main movement streams consisting of strength training, gymnastics and sprint training.

**Strength Training:** Introduces athletes to a number of key bodyweight and strength training exercises that form the core of many resistance training programs. By teaching young athletes proper technique in these movements, training efficiency will increase and the risk of injury will decrease. This will help maximize training time in the weight room, leading to greater improvements in strength and power.

**Gymnastics:** Provides a unique opportunity for athletes to control, strengthen and manipulate the body through space and around fixed implements. Developing kinesthetic awareness, mobility/flexibility, landing skills and whole body strength through gymnastics training will prepare an athlete for unpredictable sporting situations and help decrease the athlete's risk of injury.

**Sprint Training:** Prepares athletes for efficient and powerful movement on land. Improved technical efficiency in these movements will transfer to both sport specific as well as training situations. Technical efficiency in high speed running allows unique opportunities to operate within the force velocity spectrum.





# Physical Education



## Physical Education

The aim of the kindergarten to grade 12 physical education program is to enable individuals to develop the knowledge, skills and attitude necessary to lead an active and healthy lifestyle. The kindergarten to grade 12 physical education program contributes to the development of life skills for personal management of health, for the use of physical activity, as a strategy for managing life challenges, and for a setting within which to practice the ability to work with others.

The program provides an equitable opportunity for all students to realise the benefits of participation in physical activity. Furthermore it is one of our goals through being prime facilitators, that we provide opportunities for the development of the desire for lifelong participation in physical activity.

## Grade 9 PE

The main aim of the physical education program is to enable students to develop the knowledge, skills and attitudes necessary to lead an active healthy lifestyle.

The grade 9 Physical Education program is designed to create a positive, fun and safe environment for students participating in a wide variety of physical activities.



# Physical Education

Students learn the basic skills that are required to participate in a wide variety of individual and team sport activities. Full participation, positive social interaction and proper gym attire are encouraged in order to succeed in this program. Hopefully the grade 9 program prepares the student for entering the credit system in high school, and more specifically, the Physical Education 10 program. We ask only that the student start with what they have and try to make something better of it!

## **Grade 10 PE**

The main aim of the physical education 10 program is to enable students to develop the knowledge, skills and attitudes necessary to lead an active healthy lifestyle.

Students are expected to be on time, change into proper gym attire and participate fully in all class activities. Students need to display a positive attitude at all times, this helps create a fun and safe learning environment for everyone!

Students are introduced to a wide variety of activities both in and out of the gymnasium. The extents of the activities are dependent on the availability of resources, financial concerns and possible time constraints. We ask only that the student start with what they have and try to make something better of it!





# Physical Education

## Grade 11 PE

Physical Education 20 is an optional course aimed toward students who have a strong interest in human movement and learning about developing leadership skills. Students develop the knowledge, skills and attitude necessary to lead an active, healthy lifestyle.

Students will be expected to take various leadership roles in many class activities to create a fun, safe learning environment for everyone. Written assignments involving various aspects of the physical education ABCD curriculum will be covered. Besides displaying a variety of leadership skills in class activities (and for an extra 5%) students are expected to complete a minimum of 10 PE Volunteer hours outside of class time.

Students are introduced to a wide variety of activities both in and out of the gymnasium. The extents of the activities are dependent on the availability of resources, financial concerns and possible time constraints. We ask only that the student start with what they have and try to make something better of it!

## Grade 12 PE

Physical Education 30 is an optional course aimed toward students who have a strong interest in human movement and learning about developing leadership skills. Students develop the knowledge, skills and attitude necessary to lead an active, healthy lifestyle.

Students will be expected to take various leadership roles in many class activities to create a fun, safe learning environment for everyone. Written assignments involving various aspects of the physical education ABCD curriculum will be covered. Besides displaying a variety of leadership skills in class activities (and for an extra 5%) students are expected to complete a minimum of 15 PE Volunteer hours outside of class time.

Students are introduced to a wide variety of activities both in and out of the gymnasium. The extents of the activities are dependent on the availability of resources, financial concerns and possible time constraints. We ask only that the student start with what they have and try to make something better of it!

## Fitness 15/25/35

Fitness courses offer students the opportunity to learn the strategies to develop a healthy, active lifestyle and to appreciate the benefits from daily activity.

Each student is required to work towards creating a personalized workout plan that specifically targets their individual fitness goals. This course has been created as 1 credit CTS modules. In Fitness 15 you have the opportunity to earn as many as 4 credits.

The individual modules covered are:  
Health Service Foundations  
Musculoskeletal System  
Cardiovascular System  
Foundations for Training 1

In Fitness 25 you have the opportunity to earn as many as 3 credits.

The individual modules covered are:  
Sports Nutrition  
Injury Management  
Foundations of Training 2



# Physical Education

## Yoga

The express purpose of this course is to introduce students to the science & technology of Yoga. This introduction will enable students to learn experientially a number of strategies to cope with stress, become more physically fit, and improve their overall level of wellness. Familiarizing students with Yoga tools can help show them the path to preventive medicine. This course will expose students to ways yoga can contribute to a healthy lifestyle and encourage students to make yoga part of their daily routine beyond the classroom. This course will also expose students to career opportunities in health and wellness areas.

## Rick Tremblay Fitness Centre

The Rick Tremblay centre is fully equipped and operational. It contains a variety of fitness apparatus located in two large rooms overlooking the gymnasium.

There are a variety of different cardio machines (treadmills, ellipticals, spin and electronic bikes, rowing machine, step machines). There is a complete set of dumbbell weights with adjustable benches, some free weights, weight

resistance machines, plus fitness equipment accessories like stability balls, variety of balancing devices, stretching bands, skipping ropes, medicine balls, easy abdominal rollers and equipment, exercise mats, heavy bag with gloves, etc.

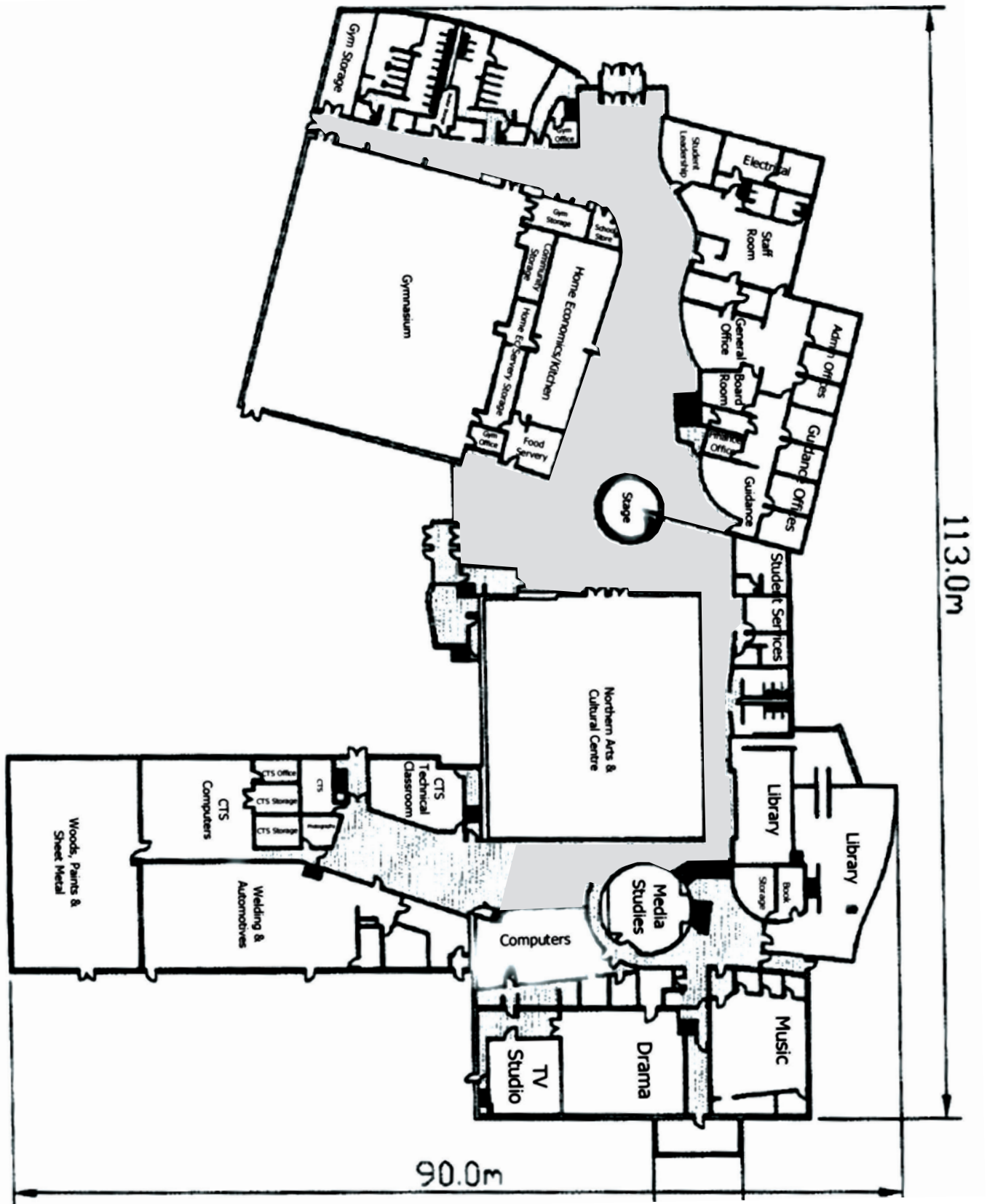
The two rooms are being equipped with new technology; both sound (music) and visual (flat screen TV). Hopefully this will motivate students and staff to exercise through video instruction on the large television screens in other activities such as aerobics, Pilates, Tae Bo, yoga, etc. We have a beautiful facility for the staff and students to use for their advantage.

## Intramurals

The intramural program usually takes place in the gym Monday – Friday at lunch hour. It is a 40 minute activity in which students are welcomed to play with proper gym attire. Some of the activities for intramurals include volleyball, basketball, dodge ball, indoor soccer and floor hockey.













**ART 30**



**BADMINTON**



**FT. PROV YOUTH CONFERENCE**



**NAHANNI CANOE TRIP**



**FALCON PRIDE**



**CHRISTMAS ASSEMBLY**



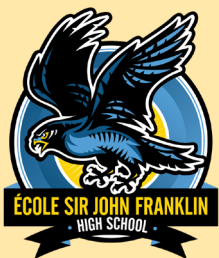
**GREEN TEAM**



**GRAD PUMPKIN CARVING**



**COFFEE HOUSE**



**École Sir John  
Franklin High School**

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