

PRINCIPAL'S WELCOME

Welcome to LCHS!

We are excited to have you enrolled as a Baron at our great school! The Lloydminster Comprehensive High School will provide you with many learning opportunities, both curricular and extra curricular, that will spark your interest and provide you with a great foundation to seek out a career of your choice after receiving your high school diploma.

Student success is a primary focus at LCHS. Through passionate, caring, and knowledgeable staff, and the supportive structures that we offer our students on a daily basis, we will do our best to support students in their journey towards achieving personal and academic excellence.

Please read over the course descriptions carefully to ensure you are selecting elective and compulsory options that are of interest to you. If you have any questions regarding the courses offered at LCHS, please contact our Student Services Department.

We wish you a successful and rewarding 2025-2026 school year!

Dwayne Marciniw
Principal



Do you have what it takes to make it in high school? Of course you do! Whether you have excelled in your course work or struggled through some concepts, we have a program to assist you in being successful.

At LCHS, our first priority is delivering an engaging and quality academic program by believing in the following philosophy.

Mission Statement

“Sharing the commitment in preparing life-long learners and caring responsible citizens.”

Vision

Students

During this journey, we will provide opportunities to make choices to achieve personal success.

Personnel

Our staff is committed to modeling a standard of excellence that promotes lifelong learning. We exhibit pride in our profession while meeting the varied needs of our students in a collaborative environment.

Leadership

Our dedicated team shares responsibility, communicates clear expectations, and empowers individuals.

Curriculum

Our curriculum provides differentiated and relevant learning opportunities for the 21st Century learner.

School Climate

Our inclusive culture and climate is comforting and welcoming, while encouraging and strengthening “Baron Pride” for students, staff and alumni.

Community

We welcome community involvement and support in celebrating the diverse life of our school.

What will your day look like?

BELL SCHEDULE - REGULAR DAY		
BLOCK	START TIME	END TIME
EARLY BIRD	7:45 am	8:42 am
BLOCK 2	8:45 am	9:48 am
BLOCK 3	9:52 am	10:55 am
BREAK	10:55 am	11:02 am
BLOCK 4	11:05 am	12:09 pm
LUNCH (BLOCK 5)	12:09 pm	1:02 pm
BLOCK 6	1:05 pm	2:09 pm
BLOCK 7	2:13 pm	3:17 pm

BELL SCHEDULE - EARLY DISMISSAL DAY		
BLOCK	START TIME	END TIME
EARLY BIRD	7:45 am	8:42 am
BLOCK 2	8:45 am	9:37 am
BLOCK 3	9:40 am	10:32 am
BREAK	10:32 am	10:40 am
BLOCK 4	10:43 am	11:35 pm
LUNCH (BLOCK 5)	11:35 am	12:26 pm
BLOCK 6	12:29 pm	1:20 pm
BLOCK 7	1:23 pm	2:14 pm

Early Dismissal Day
 Every **second** Wednesday of the month at 2:14 pm

Who will help you make your decision?

Student Services

The Student Services Program aims to support and encourage students to develop their potential in school, career and life. These programs are available to all students at all grade levels and include the following services:

Counselling

- Personal, social, academic, career
- Information and support to parents

Group Guidance Programs

Student Services uses an on-line career guidance program which is accessible to students on the following website: www.myblueprint.ca (see a Student Services counsellor for password information)

Grade 10

- Online career interest inventory and seminar (www.myblueprint.ca)
- Registration for next academic year
- Drug and alcohol information seminar

Grade 11

- Resumes
- Individual career counselling
- Registration for next academic year. Students are strongly encouraged to choose the proper prerequisites to align with their career goals.

Grade 12

- Scholarship and loans information seminar

Educational Support

- Placement in appropriate program level
- Study skills seminars or individual sessions
- Exam assistance and support

Post Secondary Information

- Researching programs
- Admission requirements
- Applications
- Financial assistance information
- College Day
- Scholarship Information Seminar

LCHS ADMINISTRATION AND STUDENT SERVICES STAFF

ADMINISTRATION



Mr. Dwayne Marciniw
Principal



Mr. Doug Smith
Vice-Principal

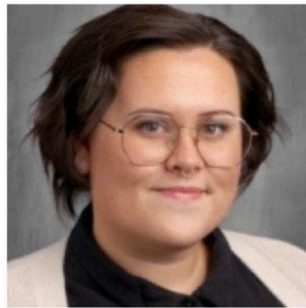


Mrs. Denise Block
Vice-Principal



Mrs. Lisa Spence
Vice-Principal

STUDENT SERVICES STAFF - COUNSELLORS



Ms. Kaylin Britton
Counsellor



Ms. Caitlin Scheirich
Counsellor



Mrs. Lisa Spence
Counsellor



Mrs. Jenna Stang
Counsellor



Mr. Riley Gilroyed
Counsellor

**STUDENT SERVICES STAFF -
EDUCATIONAL SUPPORT TEAM**



Mrs. Brenda Born
EST



Ms. Denae Bruce
EST



Mrs. Pamela Dunham
EST



Mrs. Lorellie Ketchum
EST



Mrs. Nicole Lessner
EST



Mrs. Pam Mather
EST



Mrs. Danielle Napper
EST



Mrs. Melinda Temple
EST

How Do You Choose the Right Program?

Your program selection should be based on your goals, capabilities, interests, and achievements. If you change your mind as you progress throughout high school, we will work with you on making the necessary changes for you to be successful.

In this guide, you will discover program pathways—some that will lead you towards university entrance, some that will lead you towards college and technical schools, and some that will support the transition of you going directly to work. Look at the charts on each page to see where each course sequence leads to and also glance at the recommended mark for achieving success in the next level.

Ultimately, you will need to make your course selections so that you meet the requirements for a high school diploma.

Minimum Graduation Requirements

Note: *Your future plans for college, university or the trades may require you to earn more credits than the minimum required for graduation. **Each course is the equivalent of one credit.***

Grade 10

Compulsory Subjects:

- English Language Arts 10 or ELA 11
- Science 10 or Science 11
- Math 10 level course or Math 11
- History 10 or Native Studies 10 or Social Studies 11
- Wellness 10 recommended (one wellness or physical education credit is required to graduate)
- Financial Literacy 10

Additional Subjects: Must have a minimum of 3 credits in addition to the above compulsory subjects.

Please Note: LCHS requires grade 10 students to register in 5 courses per semester.

Grade 11

Compulsory Subjects:

- English Language Arts 20 or ELA 21
- Math 20 level course or Math 21
- Science (one of Environmental Science 20, Physical Science 20, Health Science 20,

Computer Science 20 or Science 21)

Additional Subjects: Must have a minimum of 16 credits—including grade 10 and 11 subjects—to have a complete Grade 11.

Grade 12

All Grade 10 and 11 requirements, plus the following:

Compulsory Subjects:

- English Language Arts A30 or ELA A31
- English Language Arts B30 or ELA B31
- History 30 or Native Studies 30 or Social Studies 31
- Plus **any** two 30 level courses

Please Note: Students must have a minimum of 24 credits to have a complete Grade 12.

At least **two** of the total 24 credits must be from practical and applied arts and/or arts education.

At least **one** of the total 24 credits must be in wellness/physical education.

Graduation Participation Requirement: Must be a Member of Grade 12 Class in Good Standing

- Complete Grade 11 at the end of semester one (All Grade 10 and 11 compulsory classes and a total of 16 credits, or completely finished Grade 12 requirements in June)
- All fees paid
- All textbooks and library materials returned or paid for



General Saskatchewan High School Information

1. The Lloydminster Comprehensive High School, although located on the Alberta side of the border, is under the Saskatchewan Education jurisdiction, thus follows Saskatchewan Curriculum and Credit requirements.
2. A minimum cumulative total of twenty-four subject credits must be earned at the combined Grade 10, 11 and 12 levels to obtain standing for Grade 12 graduation. The minimum number of credits (8) required for standing in each of Grade 10, 11 and 12 are obtained by taking a combination of certain compulsory subjects and selected electives as outlined on this and the previous page.
3. Subject Credits: Credit value is one (1) credit for each course.
4. Grade 11 and 12 students who wish to carry fewer than 4 credits in any one semester must obtain permission from the administration. Grade 10 students are required to carry 5 credits per semester.
5. Course Numbering: The first digit of a course number identifies the year or level of the course. The second digit indicates either a regular (core) course which was developed by the Department of Education for general use in schools of the province, or an alternate course which was developed locally and approved by the Department of Education for use in our school. Numbering could be as follows:
Core course 10-20-30
Modified course 11-21-31
6. Prerequisites: In order to successfully complete the work at a higher level, prerequisites must be established in certain subjects.
7. Electives: Electives in the fields of business education, computers, practical and applied arts, fine arts, life skills, as well as the academic areas are open to all students regardless of program orientation.
8. The programs offered during the school term provide many alternatives for our students. The number of sections available in any one course is contingent upon the number of students requesting the course. Also, the school must reserve the right to cancel courses where enrolments are insufficient. We will, however, do our best to carry out our obligations to students who are now committed to a specific program. Please note that courses may be offered in a full year, a semester or a quad format. Please see a counsellor or administrator to discuss how the format choice will benefit you.
9. Post-Secondary Education: Students who plan to pursue post-secondary education should study the entrance requirements as outlined by the institution they plan to attend. Please ask a counsellor for more information.

10. Course outlines provided in this booklet are intended to assist prospective students in making informed course selection decisions. Please read them carefully and ask questions of the school administrators, teachers and guidance counsellors prior to making your final course selections.
11. Remember to talk to your teacher or a school counsellor if you have questions about credits, courses and planning for the future.
12. See our website at <http://lchs.lpsd.ca/> for more information.

ENGLISH LANGUAGE ARTS
Career Ideas - English
Administrative Assistant, Announcer, Lawyer, Journalist, Teacher, Writer, Insurance Broker, Publisher, Salesperson, Postal Clerk, Librarian, Paralegal, Critic, Real Estate Agent

English Language Arts 10

In ELA 10, the writing component emphasizes the paragraph, the introduction, and introduces the formal essay.

English Language Arts 20 (Prerequisite: ELA 10)

In ELA 20, the writing component emphasizes the formal, thesis-based, literary essay and the informal essay. The themes of ELA 20 include Starting Out--Beginning and Becoming and Moving Forward --Establishing and Realizing.

English Language Arts A30 (Prerequisite: ELA 20)

Canadian literature is studied under the themes of Canadian Perspectives: Distinct and Rich and Canadian Landscapes: Diverse and Dynamic. The writing component emphasizes mastery of formal and informal essays.

English Language Arts B30 (Prerequisite: ELA 20)

ELA B30 is an issue-based course. Therefore, issues in world literature are studied within the framework of the following themes: The Search for Self and the Social Experience. A Shakespearean play will also be studied. The writing component emphasizes mastery of formal and informal essays.

Modified English Language Arts Program 11 ,21, A31 and B31:

The English Language Arts courses are designed to provide programming and support for students experiencing difficulty with reading and written work. Students enter modified courses following assessment and in consultation with parents, an education support teacher and an administrator. Students who opt to follow the modified route through grade 12 should be aware that they would graduate with a modified certificate. The student will not be able to enter university and may be limited in the choices of technical and vocational programs.

English as an Additional Language:

Students who are learning English as an Additional Language will receive support through EAL programming. Students are placed in these courses based on language ability, prior schooling, and student goals. These courses are designed to improve English Language Proficiency (listening, speaking, reading, writing, viewing, and representing) and prepare students for success in high school courses. Students enrolled in EAL A10L, B10L and A20L will not be enrolled in English Language Arts (ELA) courses until a higher level of language proficiency is achieved.

English as an Additional Language A10L

This course is designed for English Language learners who come to high school with interrupted educational backgrounds and require very special programming. This course is for English language learners at a Beginner Level. Students will be placed in this class based on language proficiency level and prior schooling. Course content includes skills for success at school, reading readiness, speaking, survival language for home and school, literacy and communication, and numeracy.

English as an Additional Language B10L

This course is designed to build basic levels of English language proficiency for English language learners who are making transitions into secondary level academic areas of study. This course is for English language learners at a Beginner to High-Beginner Level. Course content includes basic communication, elements of time and place, health and wellness, and cross-cultural connections.

English as an Additional Language A20L

This course is designed for students who are making transitions into secondary level academic areas of study to enhance their English language proficiency. This course is for language learners at an Intermediate Level. Course themes include, School and Community, Canada Customs and Cultures, and Planning for Success.

English as an Additional Language B20L

This course is designed for students that require targeted instruction to develop English Language Arts skills needed to be successful in and ELA 10 level course. This course is for

language learners at a High-Intermediate to Advanced Level. A main focus in this course is academic writing skills and reading comprehension at a secondary level. This course encourages students to work towards competence and confidence in using English in a meaningful and authentic way.

Advanced Placement Literature and Composition (AP):

(Admission by Application only)

You must be a TRUE READER to be an AP Literature and Composition student. Almost all reading will be done outside of the class.

Pre-AP courses differ from the regular courses in terms of instruction and rigour. The evaluation is the same for both levels; thus, the transcript will not indicate any pre-AP status.

ELA 10 Pre-AP

The content of this course will be similar to ELA 10 but with a much greater emphasis on critical reading and writing. Acceptance into course will be determined.

1. Recommendation of Grade 9 teachers
2. Suggested minimum mark of 85%

ELA 20 Pre-AP

(Offered first semester only)

The content of this course will be similar to ELA 20 but with a greater emphasis on critical reading and writing. There is a pre-determined reading list that students must complete before entering the course. Acceptance into this course will be determined using the following criteria:

1. Recommendation of ELA 10 teachers
2. Completion of required summer reading list and journal
3. Suggested minimum mark of 85%

ELA A30 AP

(Offered second semester only)

The content of this course will be similar to ELA A30 but with a greater emphasis on critical reading and writing. There is a predetermined reading list that students must complete before entering the course. Acceptance into this course will be determined using the following criteria:

1. Successful completion of ELA 20 AP

2. Completion of required reading list and journal
3. Suggested minimum mark of 85%

ELA B30 AP

(Full year course, allowing for tutorial classes)

The content of this course will be similar to ELA B30 with a stronger emphasis on critical reading and writing. Students will also engage in speaking and listening as they discuss their own writing and their peers' writing. There is a predetermined reading list that students must complete before entering the course. Students will receive an AP designation on their Sask. Ed. Transcript. Acceptance into this course will be determined using the following criteria:

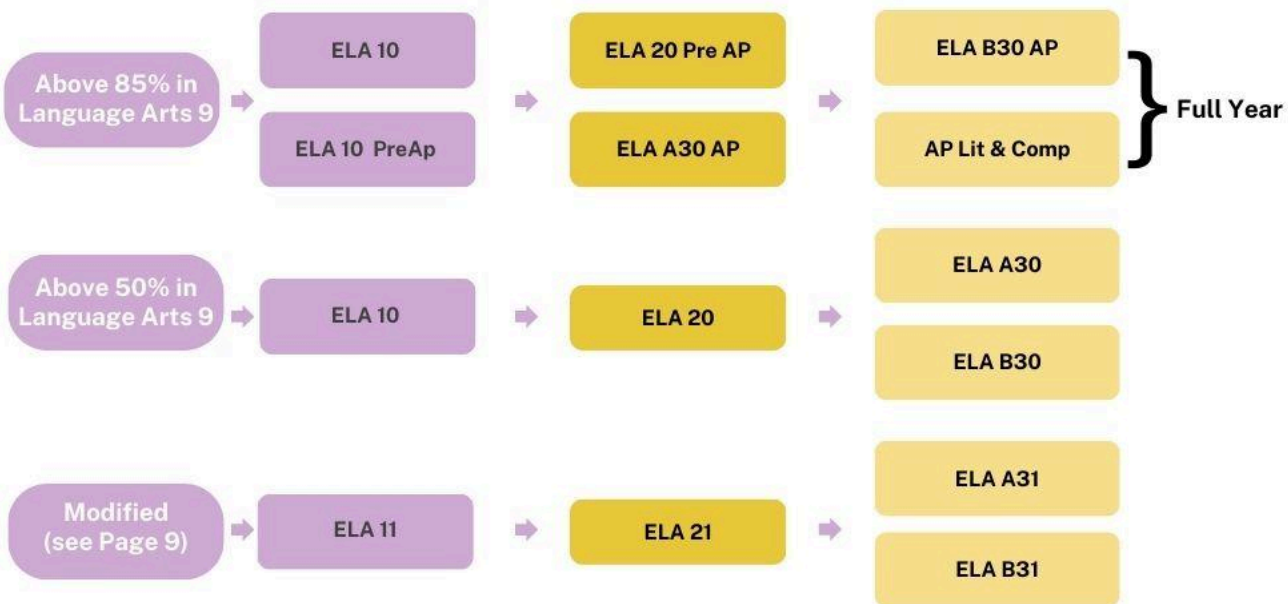
1. Successful completion of ELA A30 AP
2. Completion of required reading list and journal
3. Suggested minimum mark of 85%

English Language Arts Electives:

Creative Writing 20 (Prerequisite: ELA 10)

This course will further develop students' creative writing abilities and refine their writing skills. Students practice a variety of writing forms, which require increasingly complex levels of thought and imagination. Students also have the opportunity to create and prepare various genre (including poems, plays and fiction) for possible publication. Through discussions, one-on-one critiquing, and peer conferencing, students will have the opportunity to discover and develop their individual writing processes and voices.

English Language Arts



English as an Additional Language

- ELA A10L
- ELA B10L
- ELA A20L
- ELA B20L

English Language Arts Electives

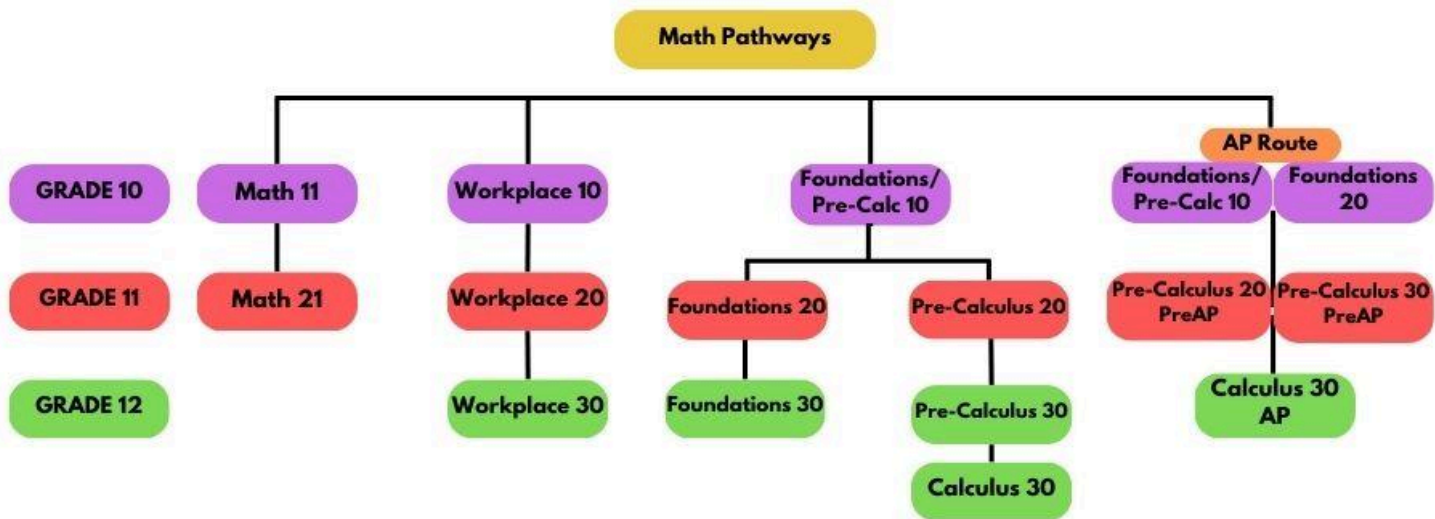
- Creative Writing 20

MATHEMATICS
Career Ideas - Mathematics
Banker, Engineer, Air Traffic Controller, Architect, Bookkeeper, Accountant, Cashier, Mechanic, Pilot, Teacher, Plumber, Mathematician, Meteorologist, Electrician

Selecting Secondary Mathematics Courses

The renewed mathematics curriculum consists of three pathways designed to meet the needs of students as they prepare for post-secondary education and the workforce. The Ministry of Education recommends that students take both grade 10 courses to give them exposure to both pathways of mathematics. This will also ease transitions for those students who wish to change pathways during their high school years.

WORKPLACE & APPRENTICESHIP MATHEMATICS	FOUNDATIONS OF MATHEMATICS	PRE-CALCULUS
This pathway is designed for students interested in learning the mathematics needed to enter most trades or to enter the workforce after high school.	<p>This pathway is designed for students who want to attend a university, college, or technical institute after high school, but do not need calculus skills.</p> <p>Students will study the greatest variety of mathematical topics in these courses. This path will fulfill most students' needs.</p>	<p>This pathway is designed for students who want to study mathematics or sciences at a university, college, or technical institute and go on to a related career.</p> <p>Pre-Calculus is for students who plan to enter post-secondary programs such as engineering, mathematics, sciences, some business studies, or other programs that require calculus.</p>



NOTE: Students will require at least one 20 level credit in any of the four pathways for graduation

Note: Students can take math classes above their grade level as long as they have the pre-requisite and are in good standing with their grades. Example: Grade 10 student can take both Workplace 10 and Workplace 20, and then take Workplace 30 in grade 11.

POSSIBLE MATHEMATICS PATHWAYS

OPTION 1	ADVANCED PLACEMENT AND FAST TRACK MATH STUDENT - STUDENTS CONSIDERING A POST-SECONDARY PROGRAM THAT IS SPECIFIC TO MATH, SCIENCE OR BUSINESS OR STUDENTS WANTING TO ENTER THE ADVANCED PLACEMENT PATHWAY IN THEIR GRADE 11 YEAR.		
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GRADE	SEMESTER 1	SEMESTER 2	NOTES FOR CONSIDERATION
10	Foundations 10	Foundations 20	Very high level of skill in math plus strong academic behaviours required. Recommended Grade 9 Math mark > 80% *Advanced Placement application is required at the end of their Grade 10 year.
11	Pre-Calculus 20 OR Pre-Calculus 20 AP	Pre-Calculus 30 OR Pre-Calculus 30 AP	
12	Calculus 30 (either semester) OR Calculus 30 AP		

OPTION 2	STUDENTS CONSIDERING A UNIVERSITY PROGRAM IN ARTS OR HUMANITIES		
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GRADE	SEMESTER 1	SEMESTER 2	NOTES FOR CONSIDERATION
10	Foundations 10	Foundations 20	Ministry Recommended pathway. Allows students to stream in their Grade 11 year.

OPTION 3	STUDENTS CONSIDERING A TECHNICAL SCHOOL PROGRAM (NOT MATH OR SCIENCE SPECIFIC). COMMUNITY PROGRAM OR WORKFORCE		
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GRADE	SEMESTER 1	SEMESTER 2	NOTES FOR CONSIDERATION
10	Workplace 10 (either semester)		Has the option to take both Workplace 10 & 20 in Grade 10
11	Workplace 20 (either semester)		
12	Workplace 30 (either semester)		

OPTION 4	STUDENTS REQUIRING A MODIFIED LEVEL OF INSTRUCTION		
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GRADE	SEMESTER 1	SEMESTER 2	NOTES FOR CONSIDERATION
10	Math 11 (either semester)		Consultation with Parents, Student, Grade 9 teacher and EST. Has the option to take both Math 11 and Math 21 in Grade 10
11	Math 21 (either semester)		

Foundations of Mathematics:

Content in this pathway was chosen to meet the needs of students intending to pursue careers in areas that typically require university, but are not math intensive, such as the humanities, fine arts, social sciences and nursing. Topics include financial mathematics, geometry, measurement, number, logical reasoning, relations and functions, statistics and probability. 40% to 60% of all Grade 12 graduates are entering fields for which the mathematics in this pathway is appropriate.

Workplace and Apprenticeship Mathematics:

Content in this pathway was chosen to meet the needs of students intending to pursue careers in the trades and general workplaces. Topics include algebra, geometry, measurements, numbers, statistics and probability. Students who enjoy hands-on work would be well suited for this pathway. 30% to 40% of all Grade 12 graduates are entering fields for which the mathematics in this pathway is appropriate.

Pre-Calculus:

Content in this pathway was chosen to meet the needs of students interested in pursuing careers in science-related areas. Topics include algebra and number, measurement, relations and functions, trigonometry, permutations, combinations and the binomial theorem. 10% to 20% of all Grade 12 graduates are entering fields for which the mathematics in this pathway is appropriate.

Calculus 30:

(Prerequisite: Pre-Calculus 30)

Calculus 30 is designed for university-bound students who anticipate the need for an even stronger mathematics background. Students who have taken this class have found it to be very beneficial in first year Calculus at university.

Advanced Placement Mathematics (AP):

(Admission by Application only and Grade 10 Math with a minimum mark of 80%)

Pre-AP courses differ from the regular courses in terms of instruction and rigour. Note: The transcript will not indicate any Pre-AP status.

Grade	Semester One	Semester Two
10	Foundations/Pre-Calculus 10	Foundations 20
11	Pre-Calculus 20 (Pre-AP)	Pre-Calculus 30 (Pre-AP)
12	Calculus 30 AP -- All Year	

Calculus 30 AP

(Full year course of 115 hours)

Late April – students write the Comprehensive Exam

Early May – students write the AP Exam

The content of Calculus 30 will be studied within the larger framework of the AP Calculus course. The AP Calculus stresses the study of FOUR strands when learning Calculus: analytic, verbal, graphical and numerical. AP Calculus makes extensive use of graphing calculators throughout the course. The graphing calculator is required for 50% of the AP exam. Students will receive a Saskatchewan Calculus 30 credit as well as an AP designation.

Acceptance into this course will be determined using the following criteria:

Recommendation of Pre-AP teachers

- Minimum mark of 80% in Pre-calculus 30 Pre-AP

Modified Mathematics:

The modified program consists of Math 11 and Math 21.

The modified mathematics courses are designed to provide programming and support for students who are experiencing difficulty with basic concepts and skills in mathematics. The modified mathematics program is not a prerequisite to the Academic Math Program. This program will help students to obtain some functional knowledge of mathematics in society and their daily lives.

SOCIAL SCIENCES
Career Ideas - Social Sciences
Anthropologist, Corrections Officer, Psychologist, Curator, Lawyer, Political Scientist, Economist, Judge, Foreign Service Officer, Lobbyist, Social Work

History:

History 10

The History 10 course is a concept-oriented course that focuses on political and economic organizations from a historical perspective. Students learn the concepts in the historical framework of the French Revolution, the Industrial Revolution, and the rise of European nation states, Imperialism and World War I.

History 20

The History 20 course is a concept-based course focusing on various kinds of social, economic and government systems. The concepts are taught in the framework of twentieth century history. The following topics are included: Russian Revolution, Totalitarianism, World War II, the Cold War and the Middle East.

History 30

This course could be best described as Canadian Studies based on an historical perspective. In order to understand Canada today, students must understand the historical events which shaped this nation. The course, therefore, deals with topics that begin with the French foundation and the British conquest, War of 1812, road to Confederation and continuing to present day Canada and its plethora of complex issues.

Modified Social Science:

Social Studies 11 (Modified) (Prerequisite: Permission required)

The course is based upon the Grade 10 Social Studies course and, as such, the following topics will be discussed.

1. Personal awareness
2. Canada, its regions and peoples
3. Political decision making
4. Economic decision making

5. Ideology and the decision making process
6. International economics
7. International political relations

Social Studies 31 (Modified) (Prerequisite: Permission required)

This course generally follows the outline of History 30. The course's designation is for students who would experience difficulty with the rigour of the historical emphasis of History 30.

Native Studies:

Native Studies 10

The primary aim of this course is to develop in the student a personal and cultural awareness and understanding of the First Nation, Métis and Inuit cultures of Canada. Also, it will promote the development of positive attitudes in all students towards the First Nation, Métis and Inuit people. The course examines the traditional Aboriginal perspectives on the following topics: Identity and Worldview, Community and Kinship, Government and Economy.

Native Studies 20

The aim of Native Studies 20 is to examine contemporary issues of concern to Indigenous peoples around the world. It is hoped that students will gain an understanding of the historical backgrounds of current issues of concern to Indigenous peoples everywhere. This course focuses on the concepts of Self-Determination, Societal Development, and Social Action.

Native Studies 30

Native Studies 30 deals with specific Canadian First Nation, Métis and Inuit concerns. The units of study include: Aboriginal and Treaty Rights, Governance, Land Claims, Economic Development and Social Issues such as education, justice, health care and child welfare. The study of historical and contemporary relationships between Europeans and First Nations are fundamental. Native Studies 30 will help the student to understand these relationships, thus building a broader understanding of issues today.

Law 30

Law 30 is a one credit course and a 30 level elective. Topics of study include: The History of Canadian Law; the Charter of Rights and Freedoms; the Criminal Justice System; The Criminal Code; contracts; torts; and family law.

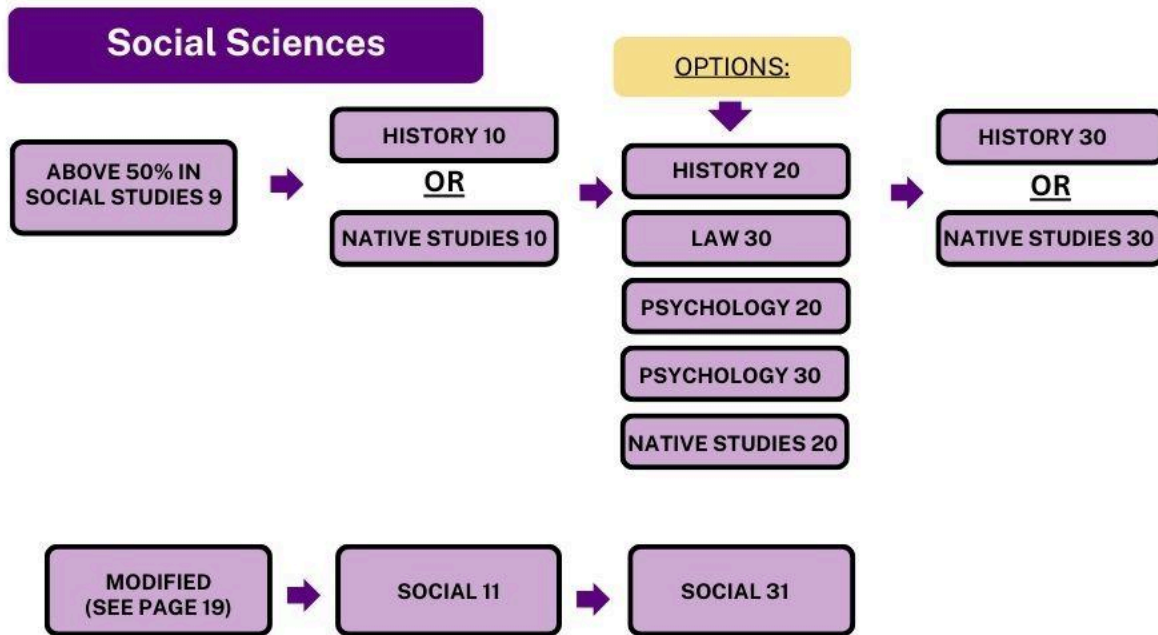
Psychology 20

Psychology 20 can be taken in Grade 11 or Grade 12 as a general elective class. Psychology 20 is the study of human behaviour within the Canadian setting. The goal of the course is for the student to gain a better understanding of the factors that govern human behaviour. Some factors are the structure and functions of the brain; the learning process; small and large group behaviour; sleep and dreams; personality theory and mental illness.

Psychology 30

Psychology 30 is a one credit course that is taken as a 30 level elective. Topics of study include: Cognition; Intelligence; Memory; Development; Stress; Therapies; Relationships; and Criminology.

Social Sciences



NATURAL SCIENCES

Career Ideas - Sciences

Biologist, Doctor, Dental Hygienist, Ecologist, Esthetician, Farmer, Geologist, Teacher, Inventor, Nurse, Massage Therapist, Medical Lab Technologist, Occupational Therapist, Paramedic, Pharmacist, Veterinarian, Nutritionist

Science 10

This course completes the overview of science began in Grade 7 and continued through Grades 8 and 9. Topics include: weather dynamics, sustainability of ecosystems, motion, and basic chemistry. Students perform a number of laboratory experiments to reinforce these concepts and to develop skills in the use of laboratory equipment and techniques, including measurement, generation of good hypotheses and proper analysis of experimental results to arrive at scientific principles. This course is intended to give students general knowledge of physics, biology, and chemistry.

Environmental Science 20 (Prerequisite: Science 10)

Do you enjoy taking action and doing things to help the world around you? Environmental Science might be the place for you. This course will allow you to examine the role of environmental policies and ethics, investigate environmental science related careers, develop environmental action plans, and research local and global environmental issues from both a scientific and indigenous knowledge perspective.

Health Science 20 (Prerequisite: Science 10)

Do you want to learn about your own health to be able to make informed personal and career choices? Health Science might be the right course for you. This course will challenge you to look at the health science field from traditional and scientific perspectives, and look at medical knowledge systems and ethics. You will study the normal and abnormal functioning of various body systems and the tools and techniques used to diagnose those systems, investigating the range of health science careers and post-secondary programs available in Saskatchewan.

Biology 30 (Prerequisite: Health Science 20 or Environmental Science 20)

The major themes of this course include The Organization of Life, Evolution, and Genetics and Biotechnology. The course will begin with an investigation of biomolecules, cellular processes and organism function to understand how living things are organized across kingdoms. Students will then explore genetic inheritance, and how information is stored, transmitted and expressed at chromosomal and molecular levels. The course will conclude with an

examination of the processes and patterns of evolution, the significance of evolution as a unifying theme in biology, and how living organisms change over time. Students will complete labs, assignments and carry out an independent investigation of a Biology 30-related topic.

Physical Science 20 (Prerequisite: Science 10)

Do you wonder about how chemistry and physics help industry, agriculture, and pure science research move forward? Physical Science will allow you to investigate scientific concepts in a hands-on, lab-based manner. This course will allow you to investigate the foundations of chemistry, including the mole and quantitative analysis of molecules and chemical reactions, and the characteristics and properties of heat and light, and help you better understand the physical science relation career paths.

Physics 30 (Prerequisite: Physical Science 20)

In this course, students investigate concepts related to modern physics such as quantum mechanics, relativity, and nuclear physics. Students will analyze motion and the forces that cause motion from the perspective of Newtonian mechanics. Using the conservation laws of momentum and energy, students will analyze and predict the results of interactions between objects. Lastly, students will explore gravitational, electric and magnetic fields and their interactions. Student inquiry will guide independent investigations of physics-related phenomena. Physics uses mathematics as a language and it is therefore strongly recommended that students have PreCalc 20 before attempting this course.

Chemistry 30 (Prerequisite: Physical Science 20)

The 30 level covers additional concepts which give the student a broader understanding of the study of chemistry. The course begins with a brief review of major topics from Science 10 and Physical Science 20. Labs and theory are interrelated in discussing the new topics of energy changes in chemical reactions, reaction kinetics, solutions, solubility and equilibrium, acids and bases, oxidation and reduction.

Earth Science 30 (Prerequisite: Environmental Science 20 or Physical Science 20)

Earth Science 30 will examine the planet's geological origins, geological timescale and the composition of Earth's lithosphere. Students will also explore the history and current significance of Earth Science and related careers (including Geological Surveying, Mining, Geoscientist, Geologist, Water and Soil Conservation). Key topics: plate tectonics, fossil information and dating methods, rock formation, mineral extraction, the influence of the atmosphere and hydrosphere, and the impacts of natural disasters.

Computer Science 20 (Prerequisite: Science 10)

This course is an introduction to computer hardware and computer programming. Computer Science 20 is a hands-on study of the physical structure of computing devices and networks will create a background on which students will learn computing languages. Students will explore issues in computer science and the societal impact of computer technology. Programming assignments will provide insight into how machine based problem-solving works. Keyboarding skills are recommended but not essential.

Computer Science 30 (Prerequisite: Computer Science 20)

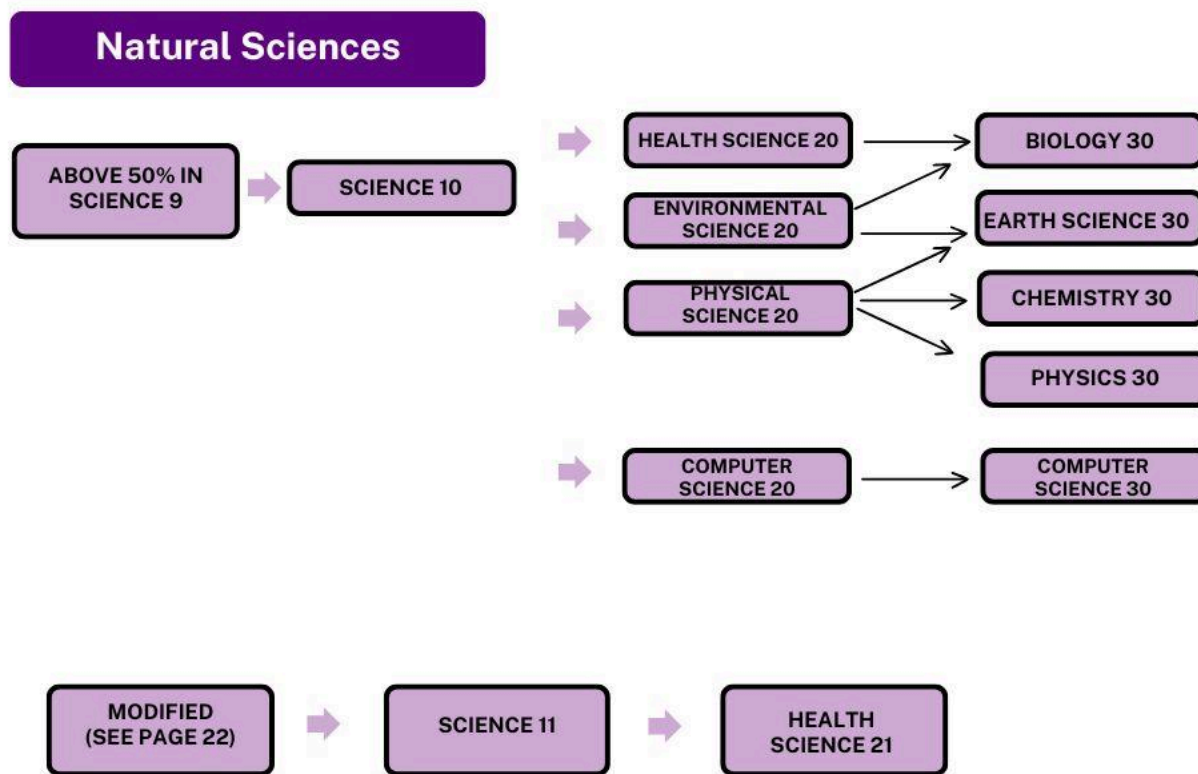
This course will build on the concepts and processes developed in Computer Science 20 using advanced programming software. This course is intended for students who wish to increase their understanding of software and hardware systems and will give a strong base for computer science and computer programming beyond the secondary level. Assigned projects will advance the students' knowledge of data types, output, input, procedures, control statements, functions, arrays, files, number systems, records and object-oriented programming. A working knowledge of Microsoft Outlook, Express, Word, Excel and Power-Point is recommended.

Science 11 (Modified) (Prerequisite: Permission required)

This course has a strong emphasis on science, technology, society and the environment with topics covering an introduction to science, weather dynamics, and sustainability of ecosystems, motion and basic chemistry. This course is designed to help those students who are weak in the areas of science and math and to meet the science requirement as set out by the Department of Education for the completion of Grade 10.

Health Science 21 (Modified) (Prerequisite: Science 10 or Science 11)

This course allows students to look at the health science field from traditional and scientific perspectives, and look at medical knowledge systems and ethics. You will study the normal and abnormal functioning of various body systems and the tools and techniques used to diagnose those systems, investigating the range of health science careers. This course is designed to help students who are weak in areas of science and math meet the science requirement as set out by the Department of Education for the completion of Grade 11.



Financial Literacy

Financial Literacy 10: (Grade 10’s must take this for graduation requirements)

Financial Literacy 10 introduces the knowledge and skills required to make responsible financial decisions. The course focuses on critical thinking, financial empowerment and well-being and reflects the big ideas of financial literacy: earning, saving, investing, spending, borrowing, sharing, and protecting. As they learn about the relationship between lifestyle and finances, students will gain an understanding of being able to live within their means.

LANGUAGES

Career Ideas - Languages

Air Traffic Controller, Linguist, Accommodations Manager, Immigration Officer, Flight Attendant, Language Interpreter, Tour Guide, Lawyer, Politics

French 10 (Prerequisite: French 9)

In this course, students will participate in all areas of second language learning: listening, speaking, reading and writing. They will learn basic language structures and new vocabulary. Students will be expected to communicate in French through a variety of activities, both written and oral.

French 20 (Prerequisite: French 10)

Through a variety of exercises and activities this course stresses the systematic development of the four language skills: listening, speaking, reading and writing. Each unit has been designed to form a learning process culminating in a natural use of French within the communicative framework of real-life situations.

French 30 (Prerequisite: French 20)

By the end of Grade 12, the students should be able to converse about topics of interest to them. They will possess certain language communication skills (sentence structure, vocabulary, rules for the use of language in various social situations). They will be sensitized to different facets of the French and French-Canadian culture.

nehiyawewin (Cree) 10

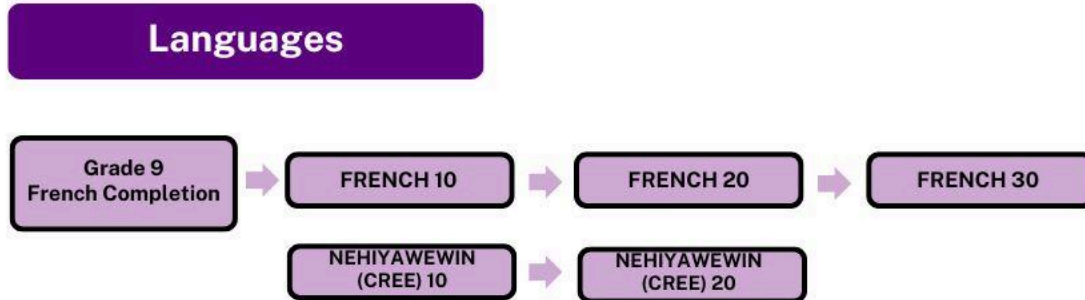
Cree 10 is designed for students with no previous knowledge of the Cree language. The course introduces students to the Plains Cree (y dialect) grammar and vocabulary. Participation with language and cultural activities is encouraged for students to learn, practice, and display their oral skill development. Along with the implementation of traditional teachings, students learn to read, write, and speak at the basic level of proficiency in the Plains Cree language.

nehiyawewin (Cree) 20

Cree 20 will consist of the 1st, 2nd, and 3rd person singular, plural and the all-inclusive paradigms. Upon successful completion of this course, students will be able to:

1. Communicate with some common phrases.

2. Have a better understanding of the Cree language and connection to the holistic worldview of “nēhiyawēwak”, the Cree people.
3. Build words and create simple sentences with meaning.
4. Understand the foundational structure and sound system of the Cree Language.



FINE ARTS
Career Ideas - Fine Arts
Fine Arts Dancer, Musician, Architect, Cosmetologist, Radio/Film/TV, Fashion Designer, Actor, Recreation Therapist, Video Game Developer, Website Designer, Early Childhood Educator

Fine Arts

Visual Art Courses

The Visual Art 10, 20, and 30 courses include a great variety of content related to such areas as illustration, painting, sculpture, graphic art, printmaking, mixed-media, artist and film studies, and art history.

It is strongly recommended that the courses are completed in order, as each course level will build upon related skills and concepts; this progression supports both beginning artists who are interested in trying different ways of working and learning basic skills, and also more experienced artists who are interested in further developing their techniques.

The program is largely project-based, and an interest in the arts combined with the abilities to develop ideas and to work independently, to use studio time effectively, and to meet deadlines is essential for personal success.

Visual Art 10

Additional course fees will apply.

This course is designed with consideration to both the absolute beginner and the more experienced artist. A major focus is the development of drawing skills and the ability to view the world in three dimensions, as well as a basic understanding of the elements of art; this includes

using perspective, shading and shadows, still life drawing, colour theory, watercolour painting and additive sculpture. Graphic design is introduced in the form of projects which may include comic creation and animated character design. The use of artist statements is developed as students consider their own growth, creative processes, and intentions for artworks. Students will also experience an introduction to viewing famous artworks and understanding art history.

Visual Art 20

Additional course fees will apply. A Visual Art 10 credit is recommended pre-registration.

This course begins with a review of basic skills and then focuses on using and combining a variety of materials. The projects are completed within such areas as illustration, pen and ink, pastel, printmaking, acrylic and watercolour painting, and sculpture. The use of artist statements is continued as students will be expected to make unique choices in their arts expressions and apply their skills in new ways as they deepen their understanding of the principles of design. Students will also study a variety of artworks and artists, many contemporary Canadian, and Surrealism is particularly significant.

Visual Art 30

Additional course fees will apply. A Visual Art 20 credit is recommended pre-registration.

This program challenges students to combine their developed techniques, a strategic selection of mediums, and a high level of creativity to create uniquely stylish and expressive artworks.

Projects will be more involved, will often respond to current world themes, and will require a greater level of independence than previous programs, and artworks will be related to such areas as human and animal anatomy, expressive mixed media, film studies, optical illusion, commercial art, and advanced figure sculpture. The cultural and historical focus is on modern, innovative artists and art movements from around the world. Assignments in the form of art critiques, artist and career research, and personal responses are included as well. Many students may consider using their course projects and writings as part of their post-secondary program or scholarship submissions.

Digital Art 20/30 (Graphic Arts 20/30)

Additional course fees will apply. Completion of Visual Art 10 credit is recommended prior to registration in Digital Art 20/Digital Art 30. It is highly recommended that the digital art courses are completed in order.

In Digital Art 20 & 30, students will continue to develop the traditional art methods and skills and study how to combine them with technology and software to create exciting digital artworks, logo designs, visual compositions, and to analyze and utilize the principles and elements of composition and design; Students will also develop an awareness of a variety of careers in the digital and graphic arts industries, and they will be introduced to the basics of creating and editing images using digital tablets and software. Students will acquire knowledge and skills through a combination of theory and hands on practice as they learn the basics of graphic design and digital art. Digital Art walks the line between industry and art and students will use both

digital methods of working and traditional art techniques to create digital artworks in such areas as fantasy concept art, digital illustration, logo and poster design, comics, typography, 2D animation, and character design.

Band:

The aims of the band program at LCHS are the following:

1. To create an artistic result of such quality as to enhance the lives of both ensemble members and listeners alike
2. To develop strong work habits and self-discipline, which will result in a higher level of performance and in a life-long appreciation of the arts
3. To increase the technical skill, musicianship, and musical understanding of each ensemble member
4. To experience fine ensemble playing through quality repertoire

Band 10 (prerequisite – Grade 9 Band or permission from instructor)

Grade 10 Concert Band rehearses every other day and is a full-year course. Students will further their understanding of musical interpretation of a variety of different kinds of music while developing their musicianship and technical skill on their instrument. Music theory is also a part of the course of study, but will most often be taught in the context of the repertoire rather than through traditional pen-and-paper assignments. Since music is a performance art which relies on the combined efforts of many musicians, students will be expected to participate in several out-of-class activities including: sectionals, performances at the Vic Juba Theatre, participation in the Lloydminster Music Festival, and participation in an out-of-town band trip. Student attendance in these out-of-class activities is imperative to the success of the band as a whole.

Band 20 (prerequisite Band 10)

Grade 11 Concert Band rehearses every other day and is a full year course. Band 20 is an extension of Band 10 in which more challenging music and concepts will be covered. Again, students will be expected to participate in several out-of-class activities including: sectionals, performances at the Vic Juba Theatre, participation in the Lloydminster Music Festival, and participation in an out-of-town band trip.

Band 30 (prerequisite Band 20)

Grade 12 Concert Band rehearses every other day and is a full year course. Band 30 is an extension of Band 20 in which more challenging music and concepts will be covered. Again, students will be expected to participate in several out-of-class activities including: sectionals, performances at the Vic Juba Theatre, participation in the Lloydminster Music Festival, and participation in an out-of-town band trip.

Jazz Studies 10/20/30

This course will give students an opportunity to study and play many different forms of Jazz in a Big Band and combo setting. One difference between Jazz Band and Concert Band is that students will be learning music through sheet music and by rote. Each semester the students will learn a jazz standard without sheet music. Students will have to aurally transcribe and memorize these melodies. There is also an emphasis on improvisation in this course. Each student will learn how to create a solo and execute phrases over standard Jazz Forms. Students are able to make these solos as simple or challenging as they like!

Any instrument can participate in Jazz Studies, but this course also opens up opportunities for students to play guitar, drums, electric and upright bass, and piano. Since music is a performance art that relies on the combined efforts of many musicians, students will be expected to participate in several out-of-class activities including school performances, workshops and performances at Jazzworks (involving an overnigher to Edmonton), and other community-based performances.

Music 10, & 20/30

Music is split into a Music 10L, and a combined Music 20/30L. This course provides students with the tools and understanding necessary to perform in a pop music ensemble or rock band. Students will work in small bands learning songs of their choice. Garage Band is open to a variety of instrumentation including drums, bass, guitar, ukulele, voice and piano. Students *must* have some experience with their instrument of choice and have the ability to practice with this instrument at home. Students are able to play multiple instruments if they are proficient enough.

This course also provides an opportunity for students to learn about music production and what is required to build a home studio and record a complete demo. Students will be working with the Pro Tools program which is the music industry recording standard to create a demo. In Music 10 students will record a cover of one of the songs they have been working on in class. In Music 20/30 students will compose and record an original work.

There is a short written music theory unit where they will learn the basics of key signatures, how to build chords and how to analyze popular chord progressions. There will also be a unit where the students will learn basic Indigenous drumming techniques.

Students will be required to perform for the class bi-weekly and there will be a *mandatory* performance at the end of the semester in front of a live audience. If possible, students will also have the opportunity to watch professionals in action, watching a concert locally.

Guitar 10:

In the guitar program, students explore beginner guitar techniques and the elements of music for solo and/or ensemble performances. No prior experience with guitar is required for this class. Students develop their knowledge of music theory and guitar music within various cultural and historical contexts. Students will examine guitar music from international and Canadian perspectives, including Indigenous influences.

Students also describe the role of music in their lives and explore opportunities for increasing involvement in music. Skills taught in this course include reading and playing standard music notation, chords, playing with fingers or a pick, song form, scales, technique, strumming patterns and improvisation. As this is a performance-oriented course, students will be expected to perform during school hours within the community.

Guitar 20:

In Guitar 20, students experiment with intermediate guitar techniques and apply, with guidance, the elements of music for solo and/or ensemble performances in one or more music contexts. Students experiment with music theory and examine types of guitar music from a variety of cultural and historical contexts. With peer or teacher guidance, students develop practice plans and respond thoughtfully to their musical expressions. Students will examine guitar music from international and Canadian perspectives, including Indigenous influences. Students also reflect on the role of music in their lives and explore opportunities for increasing involvement in music. As this is a performance-oriented course, students will be expected to perform during school hours within the community.

Drama:

The main emphasis in Drama 10, 20 and 30 is the exploration of acting skills and the staging of performances. The goal of the drama department, however, is not just to train those wishing to follow an acting career, but to give students an opportunity to become more confident with, and in front of, people. In many ways, it allows the student to experience and develop leadership skills as well developing knowledge of and appreciation for the many forms of drama.

Students are strongly encouraged to enroll in Drama 10 before taking Drama 20/30. Skills acquired in Drama 10 are crucial to their success at a high level. If a student wishes to enroll in 20 or 30 without Drama 10, he/she will be required to meet with the instructor of the course to discuss expectations.

Drama 10

The course includes the following:

1. Group Processes & Trust Building Exercises

2. Basic Warm Up Techniques (Physical, Mental, Breath/Vocal)
3. Reader's and/or Musical Theatre
4. Improv Fundamentals
5. Introduction to Script & Character Analysis
6. The Stanislavski Method of Acting
7. 10 Minute Scene Production Final

Drama 20

The course includes the following:

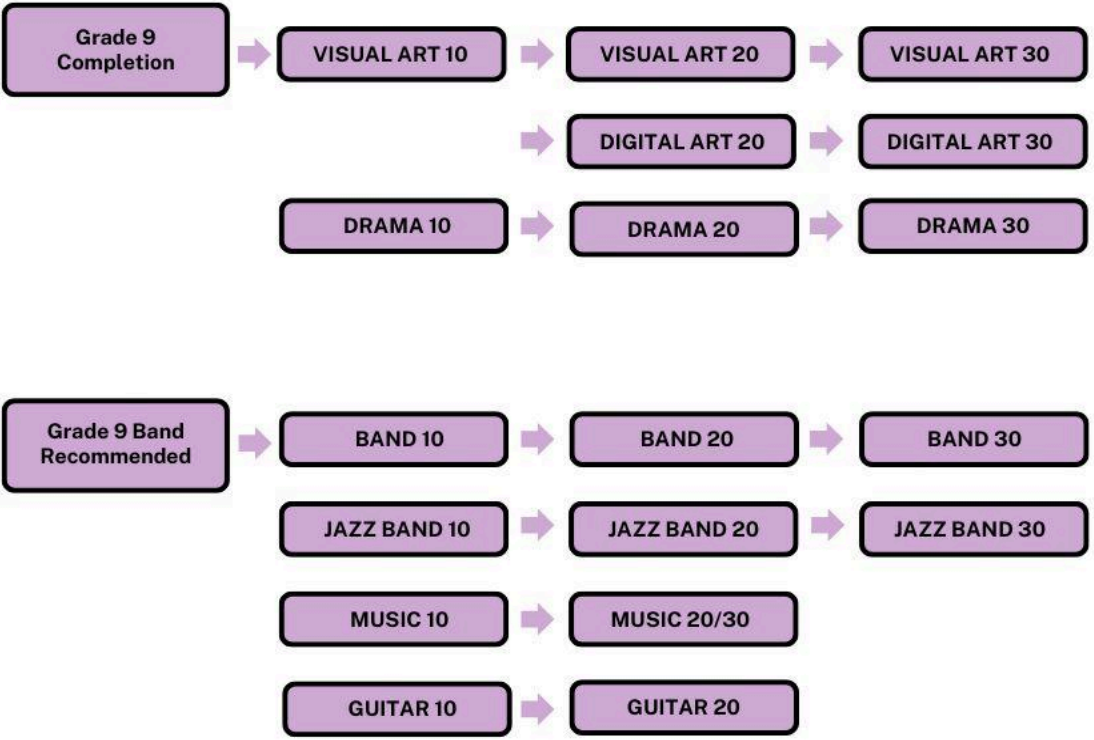
1. Group Processes & Trust Building Exercises
2. Specialized Warm Up Techniques (Mindful Meditation)
3. Improv & Introduction to Theatresports
4. Extensive Script Work & Development of Character
5. Classical/Shakespearean Monologue Presentations
6. 20-30 Minute One-Act Play Production Final

Drama 30

The course includes the following:

1. Group Processes & Trust Building Exercises
2. Advanced Improvisational Theatre (Short & Long Form)
3. Contemporary Monologue Presentation
4. 40-60 Minute Full-Length Play Production
 - a. Light & Sound
 - b. Set Construction & Stage Properties
 - c. Theatre/Stage Management
 - d. Costume & Make-up
 - e. Directing Possibilities

Fine Arts



PATHWAYS

At Lloydminster Comprehensive High School, we embrace the philosophy that the pursuit of one's passions ignites a transformative journey of learning and leadership. Our Passion Pathways and Diverse Course offerings are founded on the conviction that when students engage deeply with their interests, they achieve academic excellence and develop essential life skills. The Passion Pathways allows students to delve deeper into their areas of interest and seamlessly transition from the diverse academies and programs offered across LPSD. Applications open in March with limited spots available. Some fees may apply to specific pathways. Our 'Passion Pathways' are contingent upon receiving a sufficient number of applications; this is to ensure that each pathway is vibrant, sustainable, and tailored to the genuine interests of our student body.

LANDBASED PATHWAY

The Grade 10 Land-Based Learning Pathway at LCHS is designed for students who thrive in hands-on, experiential learning environments.

For one semester, students enrolled in this pathway will engage in outdoor and community-based learning alongside their teacher, exploring Grade 10 curricular outcomes in meaningful, real-world settings. Through this program, students will complete *Wellness 10* and *Native Studies 10*. The two courses will be scheduled consecutively, creating a two-hour block to support immersive, experiential learning.

Students can look forward to activities such as culture camps, hiking, biking, talking circles, and opportunities to learn from Indigenous Elders. Field trips within and beyond our community will provide deeper connections to Indigenous ways of knowing and doing.

Additional fees may apply for excursions, but our goal is to ensure this learning experience remains accessible and affordable for all students.

ATHLETE PATHWAY

The athlete development pathway at LCHS provides student-athletes with advanced technical, theoretical, and experiential opportunities to grow as an athlete and individuals. The athlete development pathway aims to develop and support single and multi sport athletes to achieve their athletic goals while striving for academic excellence in an integrated high school setting.

Students will be exposed to multisport programming to assist in developing well-rounded athletes, while also being able to personalize and tailor their training program to excel in the sports they are passionate about. Students in this pathway will have credit and experiential opportunities tied to sport that are not available to the general student population. Students can engage in 'immersion' activities not offered in our community through field trips to larger centers. This pathway recognizes that every student-athlete is unique, with individual strengths,

areas for growth, and aspirations. Our qualified instructors will guide students to tailor their training programs to meet each athlete's specific needs, focusing on physical fitness, skill development, and mental resilience. Through personalized coaching, we aim to instill a sense of self-discipline, perseverance, and goal-setting that extends beyond the realm of sports. At intervals throughout the year, students will be given choice to pursue additional instruction and repetitions in their passion areas from qualified coaches and guest instructors. Students who are interested in applying to this program are NOT required to be elite athletes in a sport, however, they should be coachable, motivated, and open-minded as they aspire towards athletic excellence. Entrance into the pathway will be application based, not all applicants may be accepted, pending interest in the program. The Athlete Development Pathway at LCCHS has a fee of \$550. This fee will contribute towards transportation costs(local and out of town), facility rentals, clothing (t-shirt, shorts, hoodie), coach and guest speaker fees, program supplies, and supplementary activities.

Athlete Development Pathway

GRADE 10

WELLNESS 10

PERSONAL FITNESS 20

SPORT NUTRITION 10

Topics Covered

- GOAL SETTING (PERSONAL+ SPORT
- INTRO TO COMPONENTS OF FITNESS
- SPORT NUTRITION
- INTRO TO PROGRAM DESIGN
- MENTAL PERFORMANCE TRAINING
- SPORT INJURY/RISK MANAGEMENT
- SLEEP PERFORMANCE ASSESSMENT +PLANNING
- SAFE TRAINING/ WARM UP +COOL DOWN
- BASIC BIOMECHANICAL PRINCIPLES
- STRESS MANAGEMENT
- FIRST AID CERTIFICATION



Activities

- FITNESS TESTING
- SPORT SPECIFIC TRAINING
- FOUNDATIONAL TRAINING
- CORE SPORTS- BASKETBALL, VOLLEYBALL, BADMINTON
- RACQUET SPORTS
- SKILL RELATED FITNESS COMPONENT TRAINING
- LOW ORGANIZED GAMES
- OLYMPIC LIFTING
- ORIENTEERING
- ARCHERY
- OUT OF TOWN EXCURSION (1 PER SEMESTER)

Community Partners

EXCITING NEWS COMING 2025-2026 SCHOOL YEAR

Athlete Development Pathway

GRADE 11

PHYSICAL EDUCATION 20

HIGH PERFORMANCE 20

ACTIVE LIVING 20

Topics Covered

- SPORT INJURY/REHABILITATION
- SPORT TAPING
- SPORT NUTRITION (GAME DAY, SNACKS, MICRO/MACRO NUTRIENTS, MEAL PREP)
- CALORIC INTAKE/OUTPUT
- LEADERSHIP STYLES
- EFFECTIVE COMMUNICATION
- MOVEMENT ASSESSMENTS
- MENTAL PERFORMANCE TRAINING
- PERIODIZATION
- MUSCULAR & SKELETAL SYSTEMS
- BIOMECHANICS
- INTRO TO CAREERS IN KINESIOLOGY

Activities ★

- FITNESS TESTING
- SPORT SPECIFIC TRAINING
- FOUNDATIONAL TRAINING
- CORE SPORTS- BASKETBALL, VOLLEYBALL, BADMINTON
- RACQUET SPORTS
- SKILL RELATED FITNESS COMPETITIONS
- LOW ORGANIZED GAMES
- OLYMPIC LIFTING
- GOLF
- INTRO TO ADAPTIVE SPORTS
- ARCHERY
- OUT OF TOWN EXCURSION (1 PER SEMESTER)

Community Partners

EXCITING NEWS COMING
2025-2026 SCHOOL YEAR

Athlete Development Pathway

GRADE 12

PHYSICAL EDUCATION 30
 PERSONAL FITNESS 30
 KINESIOLOGY 30

Topics Covered

SPORT NUTRITION/HYDRATION
 COACHING/LEADERSHIP
 ENERGY SYSTEMS/HOW THE BODY USES ENERGY
 HEALTH AND SKILL RELATED FITNESS COMPONENTS
 SAFE/UNSAFE SPORT PRACTICES
 MOVEMENT ASSESSEMENTS
 MENTORSHIP
 MENTAL PERFORMANCE TRAINING
 PERIODIZATION
 MUSCULAR/ SKELETAL /BODY SYSTEMS
 FITNESS GOAL SETTING/PLANNING
 CAREER INSIGHTS AND EXPLORATION

Activities

FITNESS TESTING
 SPORT SPECIFIC TRAINING
 FOUNDATIONAL TRAINING
 CORE SPORTS- BASKETBALL, VOLLEYBALL, BADMINTON
 RACQUET SPORTS
 SKILL RELATED FITNESS COMPETITIONS
 LOW ORGANIZED GAMES
 OLYMPIC LIFTING
 ADAPTIVE SPORTS
 CROSSFIT/HITT
 OUT OF TOWN EXCURSION (1 PER SEMESTER)

Community Partners

EXCITING NEWS COMING
 2025-2026 SCHOOL YEAR

PHYSICAL EDUCATION/WELLNESS
Career Ideas - Physical Education
Personal Trainer, Athletic Therapist, Coach, Recreation Director, Lifeguard, Kinesiologist, Military, Sports Marketer, Sports Psychologist, Rehabilitation Counsellor

Wellness 10

Additional course fee will apply.

The purpose of Wellness 10 is a reflection of the K-12 aims of health education and of physical education.

Throughout Wellness 10, opportunities are provided for students to attain and maintain a healthy “mind, body, and spirit” through physical fitness. Students will acquire the understandings, skills, and confidences needed, for example, to create a personal plan for wellness, balance the dimensions of wellness, establish a norm of safety, experience how body mass affects physical fitness, and develop a deep sense of the spiritual dimension of overall well-being.

Additional fees may be required for participation in some activities.

Wellness 10 is a required course for graduation. Successful completion of Wellness 10 is recommended before students enroll in Physical Education 20 and 30.

Physical Education 20 and 30

Additional course fee will apply.

As well as the traditional activities, these programs emphasize leadership development and group organizational skills. The programs give the student the opportunity to explore and experience a wider range of recreational activities in the community and surrounding district as well as partake in an outdoor education experience.

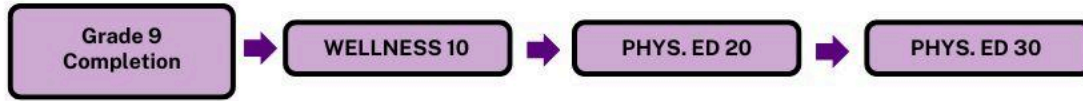
Due to the special nature of the program, the student will be levied a fee to cover the transportation and facility rental costs. The student must be available for occasional out-of-school excursions.

High Performance Training and Psychology 20L

High Performance Training and Psychology 20L is designed to provide students the knowledge, skills, expertise, and experience required to achieve personal goals and reach high levels of excellence in their chosen pursuits. High performance training provides opportunity for students to further develop their physical abilities and learn about the effects of physical activity on performance, proper training techniques/exercise, and exercise theory to improve athletic

performance and fitness. The course combines physical fitness with an introduction to kinesiology.

Physical Education/Wellness



PRACTICAL AND APPLIED ARTS (PAA)

Career Ideas - PAA

Accountant, Carpenter, Welder, Cable Installer, Electronics Repairer, Esthetician, Film Processor, Heavy Equipment Technician, Interior Designer, Entrepreneur, Draftsman, Costume Designer, Machinist

Why should I select Practical and Applied Arts classes?

Practical and Applied Arts is a process by which formal education is integrated with practical experience. Adding practical experience to an academic program develops confidence, maturity, responsibility and skills in both the trade area and human relations. Students can sample a variety of areas before making a career commitment. These courses not only open doors to careers, but they also introduce summer employment opportunities and hobbies. Some of the programs have accreditation with Apprenticeship Boards; thus, the hours **MAY** be eligible for advanced placement.

Safety in our technical shop areas is of paramount importance. As such, all students enrolled in technical courses with a shop component will be required to wear safety glasses. The students will have the option of providing the glasses on their own or purchasing them from their instructors.

Accounting:

The accounting program is valuable for teaching many life skills and will definitely aid those individuals interested in entrepreneurship and post-secondary business programs, including entrance requirements for some programs at the University of Saskatchewan.

Accounting 10 (Core)

Additional course fee will apply.

This course is designed to enable a student to acquire the basic knowledge and fundamentals of double-entry accounting procedures for a business, set up as a sole proprietorship. The full accounting cycle including the general journal, general ledger, worksheet, financial statements and the closing of the ledger will be studied. An extensive look at banking and cash control will also be studied.

Accounting 20 (Core) (Prerequisite: Accounting 10)

This course is designed to enable the student to expand on the skills acquired in Accounting 10. The complete accounting cycle will again be studied using a merchandising business. The areas of study will include the general journal, special journals, general ledger and subsidiary ledgers, purchases, sales and sales tax. Payroll and taxation will be looked at along with

computerized accounting dealing with the merchandising business. "Sage 50" software will be used in conjunction with several simulations to present the computer module.

Accounting 30 (Core) (Prerequisite: Accounting 20)

The focus of the Accounting program is to provide young people with practical business and accounting knowledge and skills to function effectively in our market-based economy. The Accounting 30 course will cover the core module on departmentalized accounting for a merchandising company. It then covers some introductory management accounting and financial statement analysis. We will look at fixed and variable costs and how to predict profit and loss. The computer module will once again make use of "Sage 50" software with advanced simulations involving merchandising firms and departmentalized accounting.

Career and Work Exploration:

Career and Work Exploration 20 (CWE 20)

(Students will be required to supply their own transportation to job placement.)

Career development is a life-long learning process that combines career, work and life. CWE blends theory-based and experiential learning components in a career development progression of awareness, exploration and experience. The ideal CWE student is mature, self-motivated and interested in gaining knowledge through a job-placement in the community.

CWE 20 encourages students to understand themselves, identify their unique skills and abilities and make decisions based on occupational choices through work-based learning. To successfully complete the course, students must attend class and placement regularly, submit weekly placement Report Forms, complete an employee/employer contract and arrange for their own transportation to and from the job-site. This course consists of 25-40 hours of classroom learning, 65 hours of work placement and the completion of a Career Skills Portfolio.

Career and Work Explorations 30 (CWE 30)

(Students will be required to supply their own transportation to job placement.)

CWE 30 provides students with opportunities to develop and enhance the knowledge, skills and abilities required for success on the jobsite. Time management and independent working skills are essential for this course. The aim of CWE 30 is to raise career and life-building awareness, to allow students to access occupation-specific information and experience, and to help students to understand, shape and manage their life/career development.

The presentation of the Career Skills Portfolio completed in CWE 20, with enhancements, is considered the course final. For items on transportation, time-management and independent working skills, see CWE 20. This course consists of 25-35 hours of classroom learning and 75 hours of work-placement. Students are expected to work 5-8 hours per week at the job-placement outside of regular school hours.

Clothing, Fashion and Textiles:**Clothing, Fashion and Textiles 10**

Additional course fee will apply.

Clothing, Fashion and Textiles 10 is an introductory course designed to create an awareness of the role clothing has in our daily lives. Students are introduced to the basics of successful sewing, reading and using patterns, working with fabrics and operating sewing machines. Students will spend a great part of this class working on sewing projects and improving sewing skills. The theory part of the course introduces students to textiles science and the elements and principles of design in clothing. Students who have a personal interest in sewing or plan a career in the fashion and clothing industry would benefit from taking this course. Students will be responsible for purchasing materials for projects.

Clothing, Fashion and Textiles 20L

(Pre-requisite: none)

Additional course fee will apply.

This course is designed to explore the alternatives to sewing (e.g. knitting, beading, crocheting, etc.) and provide students with an opportunity to develop and expand their sewing skills and knowledge. Students will also investigate career opportunities in the design, production, and marketing of fashion and textiles, (e.g.: local artisans, small-scale enterprises, post-secondary programs).

Topics include the following: *textile foundations*—the safe use of tools and equipment needed to produce textile items; *constructing textile items*—garments selected according to current fashion trends; *textile choice*—includes eco-friendly, cultural influences; and *careers*. A high level of creativity will be incorporated into all areas of the program. New and unique methods of garment construction will also be explored.

Clothing, Fashion and Textiles 30

Additional course fee will apply.

Clothing, Fashion and Textiles 30 builds on knowledge and skills developed in the introductory level course. Students revisit basic sewing skills then move to advanced sewing and construction techniques. Students spend time improving on sewing skills, but also learn skills related to behind the scenes in the retail fashion industry. Clothing, Fashion and Textiles 30 topics also include textile design and applications, the language and history of fashion, fashion designers and fashion styles, fashion industry and career opportunities. Students are responsible for purchasing materials for projects of their choice.

Construction and Carpentry and Furniture Building:

Since Canada is one of the richest countries in wood resources, it is obvious that the demand for skilled wood workers will remain high. Students who complete construction and Carpentry 10, 20, 30 and have an overall average of 80% in these three courses **may** be allowed to challenge the Level I trade exam. The passing mark on this exam is 70% and is administered by the Saskatchewan Apprenticeship and Trade Certification Commission and is recognized by S.I.A.S.T. (Saskatchewan Institute of Applied Science and Technology).

Students who successfully achieve 70% or higher will receive 300 hours of advance standing in the construction program at S.I.A.S.T. and will also receive time credit recognition for their practical experience under a journey person if they register as an apprentice in the construction trade.

Construction and Carpentry 10

Additional course fee will apply.

The Construction 10 course introduces the student to both facets of working with wood: building construction and cabinet-making. It allows students to gain confidence and proficiency in safely using hand and power tools. This course also provides good basic study for students entering drafting or technology courses.

The course of study includes the following:

1. Worksite safety
2. Use of hand and power tools
3. Basic woodworking
4. Project plan interpretation
5. Lumber, fastening and finishing
6. Basic cabinet construction
7. Imperial Measurement

Construction and Carpentry 20 (Prerequisite: Construction and Carpentry 10)

This course focuses on basic framing methods and material estimation. Students have traditionally built sheds and other projects for members of the community. **Students should have a good understanding of general math.**

The course of study includes the following:

1. Worksite safety
2. Reading and interpretation of blueprints for residential construction
3. Materials—wood and non-wood products used in construction
4. Building layout (basic), walls and roofs
5. Framing techniques used in wood frame construction—floor, walls, roof
6. Material estimation
7. Door and Window Installation

8. Imperial Measurement

Construction and Carpentry 30 (Prerequisite: Construction and Carpentry 20)

This course focuses on exterior and interior finishing methods as well as foundations and building structures with concrete. **Students should have a good understanding of general math.**

The course of study includes the following:

1. Worksite safety
2. Material estimating
3. Basic use of the builder's level and transit
4. Footing construction
5. Foundation wall construction
6. Exterior finishing
7. Interior finishing
8. Insulating a wall
9. Imperial Measurement

Furniture Building 20 (Prerequisite: Construction and Carpentry 10)

Additional course fee will apply.

This course offers students a broad view of the finer aspects of woodworking. The course is set up to enhance a greater appreciation for finishing carpentry and furniture construction. All students will complete two skill builder type pieces of furniture and if time permits a personal project of their choice. The first two projects are covered by the course fee; whereas the personal project will be a materials only cost to the student.

The course of study includes the following:

1. Safety
2. Furniture design
3. Materials and layout
4. Kinds of woods
5. Millwork
6. Print reading, planning and estimating
7. Cabinet making joints
8. Frame and panel construction
9. Finishing

Furniture Building 30 (Prerequisite: Furniture Building 20)

Additional course fee will apply.

This course is an extension of Furniture Building 20. Students will have the opportunity to expand their knowledge. Students will need to submit a project plan to the teacher that needs to

be as difficult, or more difficult, than their Furniture Building 20 project. As projects will be taken home by the students and will vary in size and scope from student to student, each student will be charged for the materials they use above and beyond the budget provided.

The course of study includes the following:

1. Safety
2. Furniture design
3. Materials and layout
4. Kinds of woods
5. Millwork
6. Print reading, planning and estimating
7. Cabinet making joints
8. Frame and panel construction
9. Finishing

Design Studies:

Everyone engages in the process of design in his/her daily lives. We all make decisions about what to wear, how to organize our rooms, or what car we like to drive. The process of design is a problem-solving process. Students taking Design Studies will develop an understanding that all solutions represent choices and compromises, and it is the ways in which those choices and compromises come together that determine the quality of the solution.

Design Studies is a great asset for any student considering a future in Architecture.

Design Studies 10

In Design Studies 10 students will be introduced to the basics of design and drafting principles. Students will solve visual, structural and organizational problems. Students will create basic drawings of their designs using Computer Assisted Drafting and produce models of their designs using various materials. The students' designs will be tested against each other and the best design will be determined.

Design Studies 20 (Prerequisite: Design Studies 10)

Students will use the knowledge they developed in Design Studies 10 to help them produce more advanced designs. Students will focus their designs in the area of Architecture. Students will learn how to produce working drawings for a small house and create architectural models.

Design Studies 30 (Prerequisite: Design Studies 20)

In Design Studies 30 students will learn how to design a home and then they will learn how to create the presentation drawings for that house. Three dimensional designs and fly through

animations will be created on the computer. Students may also build architectural models of the houses they design.

Architecture Design/Drafting (Drafting & CAD):

Drafting is the universal language of industry today. Drawings are very important to everyone living in the industrial-technical society. Drafting is used by the average person as well as by the technician, scientist, engineer and architect. Nearly everyone reads road maps, makes sketches and studies house plans at one time or another. The ability to read technical drawings is a basic requirement for anyone planning on taking a trade or technology in a technical school. Drafting is also a great asset for any student considering a future in Engineering.

Architecture Design/Drafting 10

This course begins by covering the basic fundamental skills and principles of computer-assisted drafting. Students will develop the skills to produce multi-view drawings, pictorial drawings and sectional drawings. The basics of three-dimensional drawing and rendering will also be explored. No previous drafting knowledge is required for this course. All students enrolled in a technical vocational area are strongly urged to take Drafting 10.

Architecture Design/Drafting 20 (Prerequisite: Architecture Design/Drafting 10)

This course will explore the areas of auxiliary views, pattern developments and working drawings using computer-assisted drawing. Students will learn the process of design and development using the help of 3D computer-assisted design. Students will then produce the working drawings for the construction of that design.

Architecture Design/Drafting 30 (Prerequisite: Architecture Design/Drafting 20)

In this course the areas of mechanical design and drafting are explored on the computer. The design process using 3D graphics and animation in the areas of electrical, mechanical, piping and surveying will be covered.

Electrical:

Electrical 10 (Core) (EE 10)

Additional course fee will apply.

This course is a hands-on learning experience in the study of electrical devices and circuits. 70% of the time is spent on building and testing circuits.

Main Topics Covered

1. Basic house wiring including lights, outlets, and switches
2. Basic electronic circuit construction and testing using resistors, capacitors, diodes and transistors
3. Construct and test 25 projects ranging from house wiring to miniature electronic circuits
4. Build two take-home circuits
5. Printed circuit board construction and etching
6. Use of diagrams to trace circuits
7. Use of test equipment (digital meters, oscilloscope, signal generator)

Electrical 20 (Core) — Residential Wiring (Prerequisite: EE 10)

Additional course fee will apply.

This course will develop skills required to install and maintain circuits found in home construction. Blueprints will be used to assist in design projects. Students will use the Canadian Electrical Code to plan the wiring for a small home.

Main Topics Covered

1. Design considerations when planning residential circuits using Canadian Electrical Code
2. Application of current Canadian Electrical Code to residential wiring
3. Safety equipment and devices
4. Code requirements for overhead and underground circuits
5. Breaker box planning and wiring
6. Design wiring for three bedroom home, complete with parts list

Electrical A30 (Core)—Advanced Electrical (Prerequisite: Electrical 20)

Additional course fee will apply.

This course provides learning experience to understand how small and large appliances found in the home operate. This will allow students to explore the vocation of servicing appliances and electrical maintenance. Some time is spent learning how motors work and how to install motor control circuits.

Main Topics Covered

1. Use of relays and low voltage circuits to control lights, motors and receptacles
2. Electric motor-construction and testing
3. Generators—testing
4. Large appliance operation—dishwasher, stove, dryer and connection circuits found in a home—basic trouble shooting procedures
5. Motor control circuits for AC and DC Motors
6. Push button motor control and overload protection
7. Residential wiring applications for use of flexible conduit, 1/2" EMT, and armored cable

Food Studies:**Food Studies 10**

Additional course fee will apply.

Food Studies 10 is a course designed to expand the food knowledge that students have obtained in middle school. The emphasis will be on Canada's Food Guide to Healthy Living. Emphasis will also be placed on the details of preparation techniques. Food safety and sanitation, menu planning and use of spices will be discussed so that "plated" food is enhanced. Table setting and food presentation will be components to every lab experience. The global perspective will flavour each lesson experience. Skills required for lab work will be demonstrated and discussed in theory classes. Food tasting, along with product and recipe evaluation are essential parts of this course.

Food Studies 30

Additional course fee will apply.

Food Studies 30 is a course designed to create awareness of the role of food and nutrition in daily living. This course builds on practical and theoretical skills learned in introductory level courses. Foods 10 is not required to take foods 30.

Course topics include

1. Science of nutrition
2. Canada's Food Guide to address health concerns
3. Creative garnishes
4. Protein foods and vegetarian diets
5. Canadian food mosaic
6. Soups
7. Creative baking including cakes and pastries

Students will have an opportunity to practice hands-on techniques with a variety of foods. Students are also required to demonstrate learned skills and theory in a final cooking project. Food tasting and product evaluation are essential parts of this class.

Hairstyling & Esthetics:

Course Fee Rationale: Hairstyling & Esthetics 30 students receive a mannequin to practice cuts and colors; this mannequin is theirs to keep at the end of Hairstyling & Esthetics 30.

Hairstyling & Esthetics offers students a great opportunity to explore many areas of the cosmetic industry. It exposes students to providing client services such as hair care, hair styling, nail care and skin care. Other important topics include sanitary practices (both personal and professional), communication, career research, management skills and personal

ethics. The depth and degree of difficulty expand as the students' progress through the grade levels as their knowledge and skills increase.

Hairstyling & Esthetics 10

Additional course fee will apply.

This course provides an introduction to the career of cosmetology.

The topics involved are introduction to salon, shampoo and rinsing, hairstyling, braiding, basic skin care and make-up, hair and scalp care, manicures and career opportunities.

Hairstyling & Esthetics 20 (Prerequisite: Hairstyling & Esthetics 10)

Additional course fee will apply.

This course provides a continuation of Hairstyling & Esthetics 10 by increasing the depth of some topics and introducing more advanced skills and concepts in others.

The topics studied in this course are hairstyling, up-do, nail care and skin care, make-up, facials, hair removal, perming and career opportunities.

Hairstyling & Esthetics 30 (Prerequisite: Hairstyling & Esthetics 20)

Additional course fee will apply.

As well as a continuation of Cosmetology 10 and 20, coloring and cutting are introduced. The modules undertaken in this course are introductory hair colouring, haircutting, nail art, skin care, scalp care, advanced perm wraps and salon management.

Information and Communication Technology:**Information and Communication Technology 10 (ICT 10)**

This course provides the necessary background skills to continue in the ICT 20 and 30 strands. Students will learn to utilize Microsoft Word, Excel, PowerPoint, and Adobe Photoshop. One of the major thrusts of this course is for students to gain skills in applying technology as a learning tool. The intent is to incorporate these technologies into other computer applications. Within this thrust, students will build a solid foundation in Microsoft Office and image editing skills in Adobe Photoshop.

Information and Communication Technology 20 (ICT 20)

ICT 20 is separated into three main modules. In the first module, students will learn to utilize Microsoft Access to create a number of different databases and advanced Microsoft Excel skills. The second module of the course focuses on Desktop Publishing and Graphic Design. Students will build upon the image editing skills they gained in ICT 10 through more advanced use of Adobe Photoshop and other programs such as Adobe Illustrator. In the final module, we explore the role of technology in the future and the workplace, examining key programs, innovations, and other essential aspects that shape modern work environments.

Information and Communication Technology 30 (ICT 30)

ICT 30 is a multimedia course that focuses on web page design. In the first module of the course, students will learn the elements of design. The second unit focuses on HTML, the programming language behind web design. Once students have mastered HTML, they will move on to CSS for the purpose of styling websites. The students will then apply their newly acquired knowledge of HTML and CSS by learning the Adobe Dreamweaver software. Students will conclude the course with an introduction to advanced coding in the form of JavaScript and JQuery. With the students' knowledge of HTML, CSS, Adobe Photoshop, Dreamweaver, and JavaScript, students will be able to create a professional quality web page for their final project. Students who are able to complete this course successfully have a bevy of desirable employable skills to add to their resumes.

Life Transitions:**Life Transitions 20**

This is a practical one semester, full credit course. Life Transitions is a term signifying the major changes encountered throughout life. A few examples include graduation from high school, entering the world of work, selecting a mate, becoming a parent and changes along one's career path.

The aim of Life Transitions is to enable students to refine knowledge, skills and abilities to plan and enhance their personal health, family life, and community life and career development.

Potential topics to be explored include orientation, personal self-knowledge, relationships, time management, career knowledge and life balance.

Life Transitions 30

The aim of Life Transitions 30 is to prepare students for life after graduation. This course will introduce students to self-management skills in the areas of personal health, family life, community life, and career development. As a result, students should be equipped with

strategies to effectively manage their lives in a rapidly changing world. Potential topics to be explored include life roles, health self-care, money management, independent living, parenting, relationships, and career planning and job search.

PAA Industrial Arts 10 (IA 10):

Additional course fee will apply.

In this exploratory course students spend one-third of the semester in each of three areas comprised of small engines, welding and machining.

The *small engines* module features the study of mechanics' hand tools and shop equipment, shop practices and shop safety; a study of the internal combustion engine including fuel, ignition, cooling, and lubricating systems. Students will disassemble, inspect, measure and reassemble a running small engine.

The *machining* module will deal with machine shop safety and use of basic hand tools. Students will be introduced to power machines such as the drill press and the lathe. Students will fabricate a project to practice the skills learned.

The *welding* module will introduce the student to the welding and fabricating trade. Areas covered include fundamentals of arc welding; introduction to the basic skills of oxyacetylene cutting and oxyacetylene welding; shop safety procedures and practices will also form an important part of this course.

Throughout the course of study students will receive guidance with regard to career opportunities in these three fields. Each module is considered a prerequisite for the related 10 level programs of Mechanical and Automotive, Machining, and Welding.

Students must supply their own coveralls and proper footwear.

** A passing mark in both IA 10 and each related section is necessary before a student moves on to the next program of study.*

Machining:

Machining is a vital field of industrial work. Nearly every product in modern life either has metal parts or is produced by a machine with metal working parts. Skilled machinists using machine tools make most of these parts. Many of the people employed in the machining industry produce items on sophisticated computer-operated machines or use standard machine tools to do repairs.

A machinist is a skilled worker who is able to make all types of machined metal parts with hand and machine tools. A machinist must be able to use precision measuring instruments, use all sizes and types of machine tools, and make and repair machine parts made from all types of materials. There is a great deal of variety in this work; this makes a machinist's job challenging and interesting.

The machining program in high school is designed to enable students to acquire an appreciation of machining. Opportunities are explored for a variety of applications of design through the use of different materials, processes, and finishing. A strong foundation is built by a firm emphasis on the manipulation and application of hand tools, equipment, and materials in a variety of fabricating situations. This course provides relevant, practical applications for students to develop machining skills, as well as gain practical employment skills.

There is a graduated level of tool and equipment development throughout the courses, with most of the hand tools being used at the IA 10 level and power tools being addressed at the 20 and 30 levels.

The Grade 10 level machining courses are developed for students who have no previous metal working experience. *Machining 20 and 30* build on competencies developed at the introductory level.

Note: Course fee includes a pair of safety glasses for the student

Machining 10 (Prerequisite: IA 10 with a passing mark in the machining section of IA 10)
Additional course fee will apply.

This course is a brief study of the machining trade. Students will learn how to read measuring tools and correctly operate standard machine tools such as the engine lathe, drill press, vertical and horizontal band saws. Each student will complete three projects. Students that enjoy working with machines will find this class challenging and practical.

Machining 20 (Prerequisite: Machining 10)
Additional course fee will apply.

This class includes a more extensive study of standard machine tools and their capabilities. The student will properly use a variety of accessories commonly used by each machine. The student will further develop their skills in turning and milling processes including boring, taper turning, internal threading, slot milling, and face milling. The course project will be more detailed and is designed to extend the knowledge and skills developed in Machining 10 to a more advanced level. The 20 level courses will challenge the students speed and accuracy.

Machining 30 (Prerequisite: Machining 20)
Additional course fee will apply.

Students in Machining 30 will continue to apply their skills acquired in Machining 10 and 20, with the focus being on accuracy and precision. Students will also learn new lathe operations for turning, and may be introduced to Computer Numerical Control. Machining 30 students will learn more about post-secondary/career opportunities involving machining. As part of this study, students will spend time in industry shops within the community. Machining 30

will push the students to develop their speed and accuracy to a similar level that would be expected in a machine shop.

Mechanical and Automotive:

The Mechanical and Automotive program at LCHS is set up to provide students with the knowledge, skills, and practice to participate in automotive or other fields of mechanics service in either a personal or professional capacity. Students will be provided with an understanding of how different automobile systems operate, as well as with a set of skills that enables them to perform introductory service procedures or simply become a smart owner of the automobile.

Mechanical and Automotive 20 (Prerequisite: IA 10 with a passing mark in the small motors section of IA 10; it is recommended for students to be in Grade 11 or be in their second year at LCHS.)

This course is designed to expose the student to the basic concepts, skills and technical ideas that are applicable to the mechanics repair industry. It is well designed for those also interested in gaining a simple understanding of the vehicle they drive.

The course is composed of shop work and classroom theory work. It covers the basics of vehicle care, with emphasis on general repairs and maintenance, which can be performed by anyone with a basic set of hand tools and a certain amount of mechanical ability. The course begins with a section on safety, basic mechanics, hand tools, power tools, and shop equipment.

From here, students perform a variety of shop work, including the following:

1. Oil changes and seasonal maintenance
2. Tire inspection, repair, balancing; removal and installation
3. Brakes—disc and drum brake systems
4. Gearing principles (differentials and transmissions)
5. Basic electrical and batteries
6. Cooling system maintenance
7. Fluid changes—transmission, differential, transfer case

Mechanical and Automotive A30/B30 (2 credits) (Prerequisite: Mechanical and Automotive 20; it is recommended for students to be in Grade 12 or their third year at LCHS)

Students enrolling in this class should have a keen interest in Mechanics and a thorough understanding of all material covered in Mechanical and Automotive 20.

This advanced Mechanics course exposes the students to many of the current technological advancements of the automotive trade. The course involves a detailed study of electrical systems and transfers the skills learned to on-vehicle electrical diagnostics, as well as aftermarket installations. The electrical unit provides an excellent foundation for an in-depth study of computer system management and drivability diagnostics. Students will be working

with some of the most advanced diagnostic equipment serving the industry and will learn to communicate with and diagnose problems on today's automotive computer management networks. Another very large portion of this course is a comforting return to the nuts and bolts of the internal combustion engine. Students will disassemble, evaluate, machine and reassemble a Chevy 5.0L TBI engine. Students will also be provided time to experience a wide range of automotive operations as time permits.

Students who complete Mechanical and Automotive 20, A30, and B30 may be allowed to challenge the Level 1 Automotive Service Technician trade exam in Saskatchewan. Students who successfully achieve 70% or higher, can also receive 300 hours of advanced standing in the Automotive Service Technician program at S.I.A.S.T.

Photography:

Photography 10

Units of study will include an introduction to photography, camera controls and functions, basic photographic skills, safety and sustainability, composition, focal length and camera lenses, understanding light, career and occupational opportunities, colour balance, image adjustment, legal and ethical issues, and image manipulation. This project-based course will require a strong independent work ethic. Although it is not a requirement, students may find it beneficial to possess their own personal camera, equipped with full manual camera controls including shutter speed, aperture, and ISO settings.

Photography 20 (prerequisite: Photography 10)

In Photography 20 students will refine their photographic skills and develop an advanced understanding of manual camera controls. They will become fluent in both Adobe Lightroom and Photoshop. Students will engage in a wide variety of practical lessons in light, focal length and camera lenses, photojournalism, advertising and product photography, and portraiture. Although it is not a requirement, students may find it beneficial to possess their own personal DSLR camera, equipped with full manual camera controls including shutter speed, aperture, and ISO settings.

Video Production:

Recent research has indicated that students interested in post-secondary training (university/college/trade school) benefit from exposure to a variety of media skills (video/audio/multi-media).

The operation of many pieces of production equipment and software programs and a great number of pre-production, production and post-production techniques will need to be mastered. The accomplished student will be part of a production crew that will produce full video, audio and multimedia productions. The role assigned in any of these productions has a

direct bearing on the skills that have been mastered prior to these major productions being assigned.

Students who have taken this class have found their experience exciting and rewarding. Some students have even gone on to do further training in media production in Vancouver and Central Canada.

Video Production 10

In Video Production 10, which is the introductory level of Video Production, you will immerse yourself in the following component modules.

1. Image Composition, where students will learn to compose visually appealing photographs and shots for video.
2. Production Stages where students learn and then do the three stages of creating a production.
3. Introductory Audio, Video and Multimedia productions where students learn to use the basic tools for the creation of these three types of production. They also learn and master the operation of most of the equipment required to obtain the raw media used for these productions. Students will then learn and master basic editing techniques and software programs that are used to create a finished product.
4. Introductory Production Projects where students assist in the production of major audio, video and multimedia productions.

Video Production 20

In Video Production the student will continue to expand, refine and enhance their audio, video and multimedia production skills through the following component modules:

1. Intermediate Audio, Video and Multimedia productions, including the mastery of manual camera controls.
2. Master professional video editing software.
3. Learn how to apply special effects and advanced titles to video productions.
4. Production Projects where students produce a major video pro.

By combining these tools, the student can refine and enhance the types of productions learned in Communications Media 10.

Video Production 30

At this level in the program the students are expected to design and produce their own projects. The entire course is project based, and, as a result, the student will be required to design and produce a video.

Welding and Fabricating:

Suggested sequence to follow when selecting welding classes:

1. I.A. 10 Welding followed by
2. Welding 10 followed by
3. Welding 20 followed by
4. Welding A30, B30

Students must supply their own shop coat or coverall, proper footwear, welding gloves and safety glasses for all 10, 20 and 30 classes.

It is also recommended that students opting to take more than one welding class should seriously consider taking Drafting 10.

Welding and Fabricating (Welding) 20 (Prerequisite: Welding 10)

Additional course fee will apply.

Blueprints and planning are discussed. Welding in flat, horizontal and vertical are again done but to a higher level of proficiency. Braze welding of mild steel, silver brazing and soldering are also explored. A personal project that incorporates design may be completed. Some MIG welding (FCAW and GMAW) are also done.

Topics covered may include, but not limited to:

1. Weld faults, causes and corrections
2. Joint design
3. GMAW filler metals and gases
4. GMAW welding techniques for flat, horizontal and vertical positions
5. SMAW welding techniques for flat, horizontal and vertical positions

Welding and Fabricating (Welding) A30 and B30 (2 credits)

(Prerequisite: Welding 10 and Welding 20)

Additional course fee(s) will apply.

Students will produce V groove butt welds in flat, horizontal and vertical positions, to a high level of proficiency in GMAW and SMAW

Students will encounter the following:

1. Perform positional welding in all areas (OAW, SMAW, GMAW)
2. Study Flux cored welding including Plasma and Arc cutting process
3. Aluminum welding is also explored
4. Project fabrication (time permitting)
5. Bend Testing of V-Groove Butt Weld in all three positions (student must pass this component)

Students study electrode selection for differing metals. Aluminum Tig Welding is covered. Other topics are in-depth electrical arc, oxy acetylene manufacture and handling heat treatment, metal identification, metallurgy of welding and refining of ore.

Financial Literacy 30:

The purpose of Financial Literacy is to develop informed consumers with the habits, attitudes, and critical thinking skills necessary to approach financial decisions. The curriculum addresses financial topics and decisions that students may already be facing while highlighting others they may face within the first few years of leaving high school. In addition, the curriculum touches upon more complex topics such as personal taxes, home ownership, debt management and planning for the future.

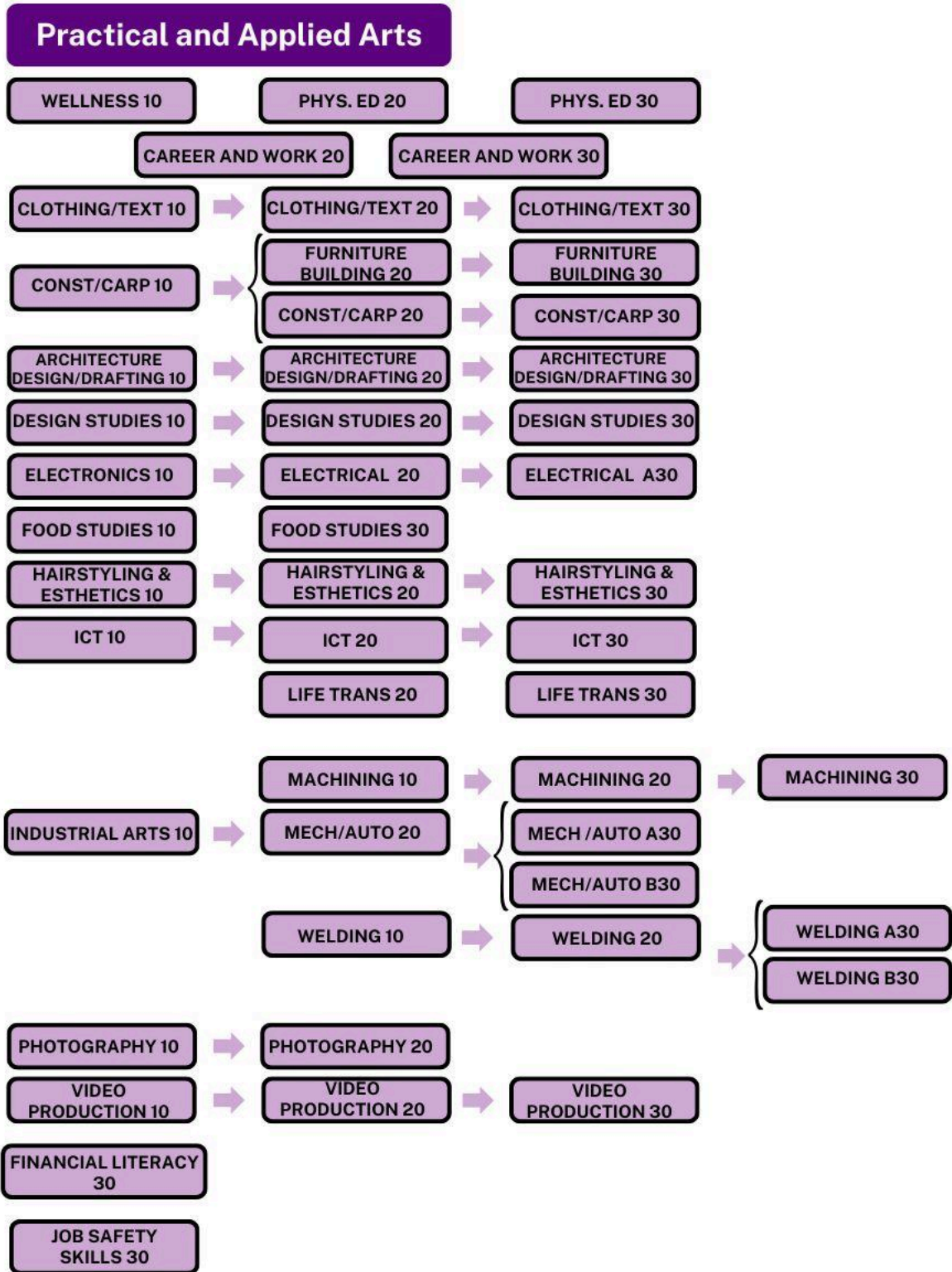
Job Safety Skills 30

Additional course fee will apply.

The main themes for this course are the following:

1. Personal safety management
2. Workplace safety practices
3. Safety management systems

Some of the varied topics students will explore within the aforementioned themes are fire prevention, first aid, workplace injuries, hazardous materials, transportation safety, farm safety and developing a safety program. This course is an excellent elective for all students; however, it is particularly valuable for students wishing to pursue a career in heavy industry. Students may have opportunities to earn work related certificates.



OTHER ELECTIVES**Football 10**

This introductory course familiarizes students with the fundamental concepts of football, covering tackle, touch, and flag variations. Participants will develop individual and team skills while enhancing their fitness, mental training, and leadership abilities. The curriculum emphasizes basic training, conditioning, nutrition, mental wellness, game strategies, goal setting, communication, and sportsmanship.

Football 20

This is an intermediate football course. It will delve deeper into the rules, game strategies, skills, and leadership roles within a team context. There is an increased emphasis on physical conditioning, mental training, and intermediate football concepts.

Football 30

This is an advanced course that engages students in complex football concepts. The curriculum covers game strategy, planning, in-game decision-making, physical fitness, advanced tactics, leadership, goal setting, community partnerships, and secondary careers related to football.

Indigenous Mentorship 10L, 20L, 30L

The Indigenous Mentorship 10, 20, 30L courses are designed to engage and connect First Nations, Métis, Inuit and non-Indigenous students through culturally-based programming. The aim of Indigenous Mentorship is to develop leadership skills, identity and a sense of responsibility through mentorship and reconnection with traditional Indigenous cultural identities. Working together in and outside of the classroom alongside local schools and the community, students will help plan, organize and execute mentorship and cultural activities to share and promote positive Indigenous cultural understandings. The program is largely student driven and rooted in experiential learning; students learn from one another; students will have the time and freedom to explore their interests and passions, and will choose an area of the school, the community, or the wider world in which to create lasting positive change. Leadership opportunities in the school community include: individual and group mentorship, cultural presentations and activities.

Mental Wellness 30L

Mental Wellness 30L is a 30 level elective in the area of wellness. Optimal health and well-being reaches beyond the ideas of fitness and/or the absence of disease; it is a way of doing, a way of

being and a way of becoming. It is important for individuals to recognize that everything one does, thinks, feels, and believes has an impact on the well-being of self and others. Mental Wellness 30L engages students in developing a deeper understanding of self, relationships, personal agency and informed decision making. Learning to make sense of the world around them, nurturing a healthy self-concept and developing a strong sense of mental wellness are important for all students.

Additional Programs:

Alternative Education

The Alternative High School Diploma Program is designed for students that have experienced academic difficulties. Their future goals after high school are to enter the workforce or attend an Alberta Inclusive Post Secondary Institution. Students are referred by Grade 9 teachers/EST after having been assessed by qualified practitioner that has determined that a global developmental disability is present. The course selections for high school are the same as other students. Students enrol in the electives of their choice and the core credits can be in an inclusive setting or in small group. The program is individualized in that the amount of material covered and marking system will be adjusted to suit the student. The goal is to provide an education that builds the student’s confidence and celebrates what they can achieve as learners.

Alternative Education Program Credit Policy:

English Language Arts	5
Mathematics	2
Science	1
Social Sciences	1
Health Education/Physical Education	1
Arts Education/Practical and Applied Arts	1
SUB-TOTAL	11
Electives	13
TOTAL	24
At least 5 credits must be at the Grade 12 level	

Futures Inspired Program

The Functionally Integrated Program provides an education for students with disabilities. In collaboration with the student and their family, individual programming is planned and developed to assist the student so they can pursue their life goals once they graduate from high school. Each student in the Functional Integrated Program requires an Individualized Education Program Plan (IEP) that focuses on individual strengths and needs. In addition to the annual goals and short term objectives identified in this plan, the IEP considers the preparation required to prepare the student for adult life (i.e. Academics, Communication, Personal Choice and Management, Social Competence and Social Networks,

Leisure/Recreation/Physical Wellness, Career/Work Exploration, Task Performance/Work Habits, Healthy/Safe Lifestyle, Degree of Independence)

SLP- Supported Learning Pathway

At LCHS, we believe that the optimal environment to learn is in the classroom with structured lessons facilitated by our teachers. As professionals, we also understand that at times, students may exhibit patterns or behaviors that make them unsuccessful in the conventional learning environment and may even detract from the learning of others. The Supported Learning Pathway(SLP) at LCHS provides students with an opportunity to stay engaged in classes that they are experiencing success in, while engaging in self-paced learning with the support of an LCHS teacher.

Following the referral of an administrator, the student's timetable may be altered to create time for the student to engage in self-paced learning in the morning with SLP, with additional courses in the afternoon.

If students experience success in the SLP, they may transition back to regular classes for the next semester after approval from an administrator.

If students continue to not take advantage of the SLP or other classes in which they are enrolled in, a referral may be made to distance education courses at LCHS or AVERY.

Administration may also provide customized programming for students who have been referred to SLP.

Modular Based Learning:

LCHS works closely with both Alberta Distance Learning Centre and Saskatchewan Distance Learning Centers to ensure additional options for students. All students interested should contact the Student Success Program coordinator.

Special Project 10, 20, and 30

A Special Project Credit may be used as an elective to meet the new credit requirements for graduation on the basis of work proposed and completed by an individual student. Approved Special Project initiatives will be proposed independently at the beginning of a semester and recognize student achievement in areas outside of the regular Secondary Level program. Special Projects encourage students to become involved in the selection, planning, and organization of their own programs. Consultation with the Special Projects Coordinator is mandatory prior to enrolment. For information, please contact Student Services.

Dual Credit

Through partnerships with University of Saskatchewan, Saskatchewan Polytechnic, Saskatchewan Polytechnic, Canadian Armed Forces, University of Regina and Royal Conservatory of Music, LCHS students are able to access dual credit opportunities through

certain courses. If you are interested in learning more about dual credit opportunities, please see Mrs. Spence in Student Services.

Lakeland College

LPSD in partnership with Lakeland College is able to provide LCHS students with the opportunity to take one college course from January to April of their Grade 12 high school year. These students will also earn a Special Project 30 credit towards their high school diploma. If you are interested in learning more about the Lakeland College course, please see Mrs. Spence in Student Services.

Driver Education:

This course is a non-credit course offered free of charge for all students. Students are encouraged to complete this course in their Grade 10 year. If you are an Alberta resident this course is not required in order for you to obtain an Alberta driver's license. However, you may pay reduced insurance rates in Alberta if you can demonstrate successful completion of this course. Alberta students must have a valid driver's license prior to taking this course. If you are a Saskatchewan resident, you are required to complete this course in order to be eligible for a Saskatchewan driver's license.

The course is divided into two parts: "Getting ready to drive" and "In the car." The first part deals with such topics as "What driving means to you," the psychology of the driver, physical fitness and safety, the effect of alcohol and drugs on the driver, traffic laws, stopping distances, driving in the country, driving in the city, the pedestrian and the driver, driving under adverse conditions, driving with the I.P.D.E. method (Identify, Predict, Decide, Execute) and safety belts. The in-car portion of the course deals with actual vehicle control. It involves six hours of driving during which rules and proper driving methods are stressed. This is often described as "defensive driving."

Five items essential for a driver-training certificate are the following:

1. No more than three absences
2. Minimum of 50% on final exam
3. Valid Learners License
4. Saskatchewan residents need 80% on the knowledge test to get their Class 7 (learners) license (must be held a minimum of 9 months prior to the class 5 road test)
5. Minimum of 50% as an overall mark