

Junior & Senior High Handbook & Registration Guide

2024-2025

Three Hills School

Learning for Life

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Welcome to Three Hills School

Welcome! Three Hills School is one of the largest schools in the Golden Hills School Division No.75, and one of a few schools that offers continuous program of education from kindergarten to grade 12. The junior/senior section of our school serves approximately 250 students. This student book was compiled for three reasons: to provide information to students that will explain the operations and policies of Three Hills School, to be a stepping-stone for continued communication and to be an aid in student organization. Our program is made possible by students, teachers and parents who share, understand, and respect each other's needs and who are prepared to work in harmony to meet the needs of students.

Foundation Statements

Vision

Learning for Life

Mission

In a safe, respectful, learning community, Three Hills School provides students with the framework to reach their personal potential, both now and in their future.

Key Beliefs and Values that guide our decision making at Three Hills School

We believe that:

- 1. Everyone needs to feel safe at Three Hills School.*
- 2. Our diversity is positive, so we appreciate and accept our differences.*
- 3. Our learning will provide skills for success in all areas of our lives.*
- 4. We are engaged in lifelong learning.*
- 5. Our relationships need to be based on respect for each other.*
- 6. Actions should be student-centered and directed towards what we know is good for students.*
- 7. Children have the right to achieve their potential – intellectually, socially, morally, and emotionally.*
- 8. Parents, staff, students, and community are partners in the learning experience.*

Open-Door Policy

An open climate exists within the school, although we do ask that parents or guardians, whether dropping off lunches, homework or just stopping in, please check in at the office upon arrival. Parents are asked to make appointments with teachers when interviews are requested or when they wish to visit the classroom.

Power School Parent Portal

The PowerSchool Parent/Student portal provides parents/guardians and students with quick and easy access to their current marks, assessment information, attendance records, assignment due dates, report cards and school announcements. Parents, guardians and students who have had a chance to use this web-based portal appreciate its value. Parents and guardians will like the fact that they can be more in-tune and involved in their children's education. The parent portal can be found on our website or by typing <https://sis.ghsd75.ca/public/>

Expectations and Policies

Junior-Senior Attendance

All students should be prompt and regular in attendance. The home is responsible for students attending school regularly and on time.

Parents will be notified throughout the process of handling attendance issues. If a student will be absent or late, it is our expectation that parents inform the school in advance. If parents have arranged for a student to leave during the school day, students are expected to sign out at the office. Unexcused absences will result in an automated phone call home.

Chronic attendance issues may also result in detentions and may escalate to in-school and out of school suspensions. For high school students, credits can be jeopardized because of too many absences.

Late Policy

Prompt attendance is required for all classes. It is the goal of this policy to remind parents and students of their responsibility to attend classes regularly, and on time. Students who are greater than 10 minutes late will be marked with an unexcused absence. For secondary students, consequences for an excessive number of "lates," will escalate from detentions to in-school suspensions.

Student Responsibilities

Students of Three Hills School have two basic responsibilities: respect themselves and others and strive to do their best. Specific classroom rules may vary from room to room and you will receive these with your course outline. Teachers will use their own discretion and professional judgement when dealing with discipline issues.

Occasionally a student may receive a detention. This detention will be served for the teacher over the lunch hour. For situations involving chronic or more serious discipline issues, an administrator will become involved.

We have high expectations for learning, behaviour and character for Three Hills School students. Students are expected to treat themselves, other students, staff and their school with consideration and respect. Bullying, inappropriate language, disrespectful behavior and vandalism are not permitted.

Student participation in extra-curricular field trips may be subject to administrative approval if they are unable to follow the guidelines noted above.

Restricted Substances

Drugs, including alcohol and nicotine and any form of vaping, are not permitted on school property or at school functions, trips or events.

Dress Code

Three principles guide the dress code at Three Hills School: clothing should be appropriate, clean and inoffensive. Students should dress appropriately for the season. Hats may be worn during the school day in the common and public spaces of the building. They should be removed in any instructional space during class time. It is the student's responsibility to know when and where it is appropriate to wear their hat, and we are expecting them to self-regulate. Should they need help with understanding or following this guideline, our staff will ask them to remove their hat, and they should comply immediately. We believe our students will understand the respect we are demonstrating for the shared learning context by removing hats during classes.

T-shirts with questionable writing or pictures will not be accepted, nor will halter tops, beer shirts, or short shorts. Clothing needs to cover undergarments, please. Coats are to be left in lockers and not worn to class.

Electronic Technology Policy

THS supports and desires the appropriate use of technology in support of learning. Secondary students are expected to understand the context of when it is appropriate to use technology, as well as using it in an appropriate manner. Choosing to use technology such as cell phones, tablets, laptops, etc. inappropriately will result in losing the privilege of access, and confiscation of the technology devices.

Physical Education

Physical Education is a core subject in the junior high school program and is mandatory in grade 10. Athletics are proven to enhance social skills as they teach students how to interact, and win and lose graciously. As well, it is an excellent way in which students can relieve stress and promote healthy active lifestyles.

All students are required to wear a T-shirt, shorts and running shoes to the Phys. Ed. classes. We strongly encourage students to take their Phys. Ed. clothing home on a regular basis for laundering. Lockers are available in change rooms and valuables should be stored away for security.

Athletic Academic Eligibility Policy

Intramural and interscholastic athletics are voluntary privileges extended to students in Three Hills School who meet the following criteria:

- They are enrolled in at least 4 periods of classes per day
- They must be passing all their courses. They may not be serving a suspension.

Individual coaches will have further regulations relating to smoking, dress, practice attendance, etc. Administration and staff may review special cases/circumstances. A further expectation is that for all away events, students will travel in the transportation arranged by the school.

Distance Education

Three Hills School tries to offer as many different live-taught courses as possible. Occasionally due to scheduling conflicts, there are some classes that a student is unable to fit into his/her timetable. In these situations, a student can receive approval to take a course through Distance Education.

Lockers and Locks

Students are assigned lockers with locks and it is their responsibility to keep their lockers clean and belongings locked securely. Locker rental is \$5.00. Students may return their lock for a \$2.00 refund at the end of the year after an inspection determines the locker is clean and undamaged. Although students rent their lockers, they remain school property and can be inspected at any time. Parents who wish to retrieve student belongings from lockers may obtain the lock combination from the library.

Lunchroom

The common area serves as our supervised junior/senior high lunchroom. Students can still participate in our school's monthly milk program, as milk is delivered to the lunchroom by the Strive 2 class.

Three Hills School Jr/Sr Staff

Administration

Joan Boles	Principal
Greg Lendvay	Associate Principal

Teaching Staff

Joan Boles	Kindergarten P.E./Strive 2 PE
Sierra Fehr	Jr. L.A./Sr. Tourism/Cyber Fit/Jr Foods
Amanda Friede	Biology/Jr. & Sr. Science/Chemistry/Career Counselling/ Outdoor Education
Bev Giles	Strive 2/3
Dan Hall	Jr. & Sr. Band/ Elementary Music/ Industrial Education
Nicole Kubinec	Jr. & Sr LA /Student Services/ Sr Photography
Rylan Lammle	Jr. Social/Strive PE/Jr. Photography/Wellness/21 st Century Tech/Robotics
Greg Lendvay	Elementary PE /Jr & Sr Leadership/Wellness/Design Thinking
Marti Lendvay	Jr. Social/Jr. L.A./Jr. PE/Jr & Sr. Art/Jr Drama
Alex McColl	Sr. Social/Financial Literacy/Sr. Psychology/Work Experience/Distance Learning/K&E
Sara Sell	Jr. & Sr. Math/Math Supports
Ashley Stenstrom	Sr. Math/Physics/Jr. & Sr. French
Shauna Vaughan	Phys. Ed Director/Jr. Science/CTS/Forensic Science/Jr. & Sr. P.E.
Robyn Yaremci/ Taylor Diano	Jr. Math/Jr. Science/Jr. Industrial Ed/Jr. Outdoor Ed

Support Staff

Arnal Ballan	Custodian
Bob Cuthill	Custodian
Jill Guttridge	International/Librarian
Shannon Holm	Administrative Assistant
Lori Tipton	Administrative Assistant

Family Resource Worker

Mrs. Yvonne Wilson's contact information:

Three Hills School (403) 443-2460

Monday - a.m./p.m., Tuesday - a.m., Thursday - a.m./p.m., and Friday - a.m.

Carbon School (403-572-3448

Tuesday - p.m.

Kneehill Regional FCSS (403) 443-3800

Wednesday, a.m. and Friday, p.m.

Prairie Christian Academy (403) 443-2460

Wednesday, p.m.

Email: ywilson@krfcss.com

Family Resource Workers are available throughout July and August, and may be contacted by phoning 403 443-3800

Junior-Senior Bell Schedule

8:45 – 9:26	1st Class
9:26 – 10:07	2nd Class
10:07 – 10:13	Break
10:13 – 10:54	3rd Class
10:54 – 11:35	4th Class
11:35 – 12:20	Lunch
12:20 – 1:01	5th Class
1:01 – 1:42	6th Class
1:42 – 2:12	7 th Class (Flex Block)
2:12 – 2:17	Break
2:17 – 3:26	Option Block

In-Town Busing

Students wishing to ride the bus, but living within a 2.4 km. radius of school can find transportation information on the Golden Hills website at <http://www.ghsd75.ca/> under the Transportation tab.

Exam Policies and Appeal Procedures

Junior High Final Exam Policy

Students in grades 7 – 9 will write mid term and final exams during the exam week in all of the core courses. In grades 7 and 8, these will consist of teacher exams which are a minimum of 1 hour duration. In grade 9, the Provincial Achievement Test may be blended with a teacher exam to compose the course final exam.

Exemptions are provided for grades 7 and 8 students for final exams in the following conditions:

- Teacher recommendation based on appropriate behavior, punctuality, positive work habits and a minimum 80% course standing.
- No suspensions during the school year.
- A minimum of 2 recommendations are required for the student to choose an exemption in one of the recommended courses. Example: teacher recommendations for exemption come in for Sci, SS and LA. The student may choose 1 of these courses for their exemption from the final exam. If four exemption recommendations are received, the student may choose two courses from which to be exempted.

Junior High Appeal Procedures

Special provision is made for a parent/guardian representing a grade four to nine student, to appeal the student's final grade in a course or grade placement in the next school year.

Appeal to the Principal: A student, or a parent/guardian, who is dissatisfied with a final mark or grade placement may appeal to the principal. At the time of the appeal, the principal shall be provided, in writing, with the reason for the appeal no later than July 7th. The principal shall, by the first day of school following the appeal, make a decision and inform the student, parent/guardian, in writing, that the appeal was upheld or denied.

Appeal to the Superintendent of Schools: A student, or a parent/guardian, who is dissatisfied with the outcome of an appeal to a principal may appeal in writing no later than two days following the date on which the principal's decision was received, to the Superintendent of School's with the reason for the appeal. The Superintendent of Schools shall, within two days of receiving an appeal, make a decision and inform the student, parent/guardian in writing, that the appeal was upheld or denied. The decision of the Superintendent of Schools on a student's grade placement is final. When absent, the Superintendent of Schools may designate the Deputy Superintendent to rule on appeals.

Honor Roll and Commencement Criteria

Three Hills School Secondary Honor Roll Criteria

There are two concepts in honor roll recognition – the quarterly honor roll and the yearly honor roll. In order to qualify for the yearly honor roll and receive the medallion awarded at the annual awards celebration, students must be on the quarterly honor roll at least three of the four report periods. In addition, their final marks must fall within the range specified for the quarterly honor roll criteria.

To receive recognition on the quarterly honor roll list, the following criteria must be met:

- total average of all subjects must be 80% or higher
- no marks are to be below 70% in any enrolled courses
- a minimum of three courses taken through and administered by Three Hills School must be presented to be eligible for the honor roll for senior high students. CTS modules may be bundled into 3 or 5 credits for weighting in the calculation of averages.

Scholarships and Counseling

Three Hills School has an active counseling program. Senior High students are strongly encouraged to see Mrs. Friede about program planning, post-secondary admission requirements and scholarships.

Commencement

Commencement is a school function to recognize the achievement of students completing their programs at Three Hills School.

Commencement Requirements

- a) A student must enter Grade 12 with 65 credits and be enrolled in sufficient courses at Three Hills School and must be on track to earn 105 credits during the school year. The credits must be consistent with the courses required to obtain a high school diploma.
- b) Any student withdrawing from classes or school or expelled at any time during his/her grade 12 year will not be on the commencement list. A student may transfer from one class to another before March 1st, as long as he/she maintains the appropriate number of credits to graduate.
- c) A special guest category may be made for any student who has formerly been a member of the commencement class. Students in this special category will be invited by a minimum of 50% of the commencing class. Final approval for guest participation rests with the administration and staff. The special guest will be responsible for the purchasing of his/her banquet ticket and may be acknowledged at the banquet and exercises but will not be a participant of the commencing class.

Planning Your High School Courses

This guide is designed to help students plan their high school programs. Program selection should be based on a students' current achievement, teacher recommendations, capabilities, interests and goals.

50% is the **minimum** mark to continue to the next level in any course sequence; however, the **recommended** mark to continue to the next level may be higher. Recommended marks for advancement are indicated along the arrows in the course flow charts. Flow charts for more complex course sequences are provided.

It is the responsibility of the student and parent to ensure the course selections meet the requirements for graduation.

Selecting Your Courses

The programs in this guide are organized by core and elective courses. All students are required to take core courses. Students elect from the range of elective courses in keeping with career plans and personal interests. Consider the following before electing your courses:

- Before you select a course, ensure that you have completed the pre-requisite.
- Consult your teacher or the guidance department if you are not sure about the course sequence you should select.
- Review the courses needed to complete the Alberta High School Diploma (on the next page).
- Confirm the courses required to meet your post-secondary goals.

Course Load

Grade 10 students enroll in a full course load within the regular bell schedule and may not have spares. Grade 11 and 12 students enroll in six to eight courses within the regular bell schedule and may have one 80 minute spare in the year.

Course Offerings

Please note that elective courses must have sufficient enrollment in order to be offered in the timetable.

Alberta High School Diploma Requirements

1. Earn a minimum of 100 credits
2. Complete and meet the standards of the following courses:
One of:
 - English 30-1 or 30-2
 - Social Studies 30-1 or 30-2
 - 10 credits in senior high math courses, including a 20 level course
 - 10 credits in senior high science courses, including a 20 level course
3. Complete and meet the standards of the following:
 - Physical Education 10 (3 credits)
 - Career and Life Management (CALM) 20 (3 credits)
 - 10 credits from career and technology studies (CTS) or fine arts or second languages
 - 10 credits in any 30-level courses (including locally developed) in addition to English 30-1, or 30-2
 - Social Studies 30-2 or 30-2.

Global Connections Certificate (GCC)

The Global Connections Certificate will prepare you for an increasingly globalized world. Through the completion of the program, you will develop greater global competence, which will prepare you for future education and employment opportunities.

Requirements:

- Meet Alberta's Graduation Requirements
- Complete 'Citizenship Without Borders' (Dual-Credit)
- Leadership, Character, and Social Responsibility 15 and 25
- Demonstrate Additional Language Acquisition by earning High School Credits in a Second Language
- Participate in School-Based International Leadership
- Engage in an Intercultural Experience or Volunteerism

How credits are awarded

One high school credit is equal to 25 hours of instruction time. Each course is assigned a credit value based on hours of instruction (usually 5 credits) as determined by Alberta Education. To receive credits in a course, a student must achieve a mark of 50%. Credits can only be earned once in any course. A grade of 50% must be obtained to proceed to the next course in the sequence. No credits will be granted when the maximum credits in a course have been previously awarded. Students achieving between 40% and 49% in a course may, instead of repeating the course, take a course in an alternative sequence. Students who successfully complete the next level course in the alternative sequence will then be granted retroactive credit for the prerequisite course. Most Grade 11 and 12 courses require prerequisite courses.

Senior High Final Course Mark Appeal

Students in all high school subjects, who feel an injustice or error has adversely affected their final course mark, or in the case of "Provincial Exam" subjects concerning their final school awarded mark, have the right of appeal. The procedure to make such an appeal is outlined in the steps, which follow:

Appeal to the Teacher: The 1st level of appeal shall be to the teacher. A student who is dissatisfied with a school awarded mark may appeal to the teacher who awarded the mark. At the time of appeal, the student shall provide the teacher with the reason(s), in writing, for the appeal. A student who appeals a mark to a teacher shall do so no later than three school days following the date the school awarded mark was received.

Appeal to the Principal: The 2nd level of appeal will be to the Principal. A student, who is dissatisfied with the outcome of an appeal to a teacher, may appeal a school awarded mark to the Principal. At the time of the appeal, the student will provide the Principal with the reason(s), in writing, for the appeal. A student, who appeals a mark to the Principal, will do so not later than three school days following the date the written summary was received from the teacher.

Appeal to the Superintendent of Schools: The final level of appeal will be to the Superintendent of Schools. A student who is dissatisfied with the appeal to the Principal, may appeal a school awarded mark to the Superintendent of Schools. At the time of the

appeal, the student shall provide reason(s), in writing, for the appeal. A student who appeals to the Superintendent of Schools shall do so no later than five calendar days following the date the Principal's decision was received. The Superintendent of Schools will, within seven calendar days of receiving an appeal, advise the student in writing of his decision. The Principal will be notified if the school awarded mark is changed. When absent, the Superintendent of Schools may designate the Deputy Superintendent to rule on student appeals.

Provincial Diploma Exams

Provincial Diploma Exams are required in English 30-1 and 30-2, French LA 30-1, Social Studies 30-1 and 30-2, Mathematics 30-1 and 30-2, Science 30, Biology 30, Chemistry 30, and Physics 30. The final mark in these courses is a combination of a school mark (70%) and the provincial diploma mark (30%).

Appealing the Diploma Examination Mark

A student who is dissatisfied with a diploma examination mark has four options:

1. Students may request their diploma examination be remarked by writing to the Student Evaluation Branch of Alberta Education. A fee of \$50.00 (inc. GST) will be charged. If there is more than a 5% increase in the second marking, the fee will be refunded. The reread mark will become the student's new diploma exam mark.
2. Students may rewrite the diploma exam at a later date.
3. Students may take the course again and rewrite the exam.
4. Students may request permission from the Principal to audit a course to help them prepare for a rewrite of a Diploma exam.

Student appeals must adhere to the deadline stated on their marks statement.

Alberta Learning Website

Visit <http://education.alberta.ca> for more information about curricula and exams.

myPass

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

- Order high school transcripts in English or French
- View diploma exam marks
- Register to write or rewrite diploma exams with online payment
- View and print Detailed Academic Reports (DAR)
- View progress towards a credential (diploma or certificate)
- Order additional copies of an awarded credential in English or French
- Receive notifications for important messages

Visit <https://public.education.alberta.ca/PASI/myPass/Welcome/Index> for more information on how to sign up for your myPass account

Courses

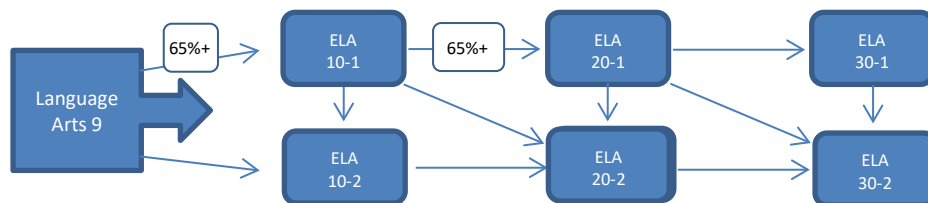
English

English 1

This program sequence is designed for students with strong reading and communication skills and an interest in literature. Students will be asked to respond critically and personally to a wide variety of texts. Successful completion of English 30-1 is a requirement for entrance to most university and some other post-secondary programs.

English 2

This program sequence is designed to help students build confidence as they develop their English skills for school success, future careers and life goals. Successful completion of this program provides access to most certificate/diploma programs in colleges and technical institutions.



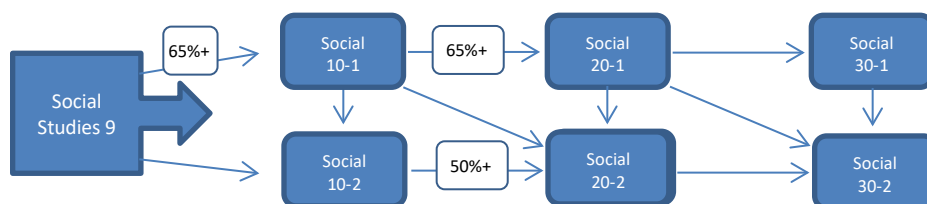
Social Studies

Social Studies 1

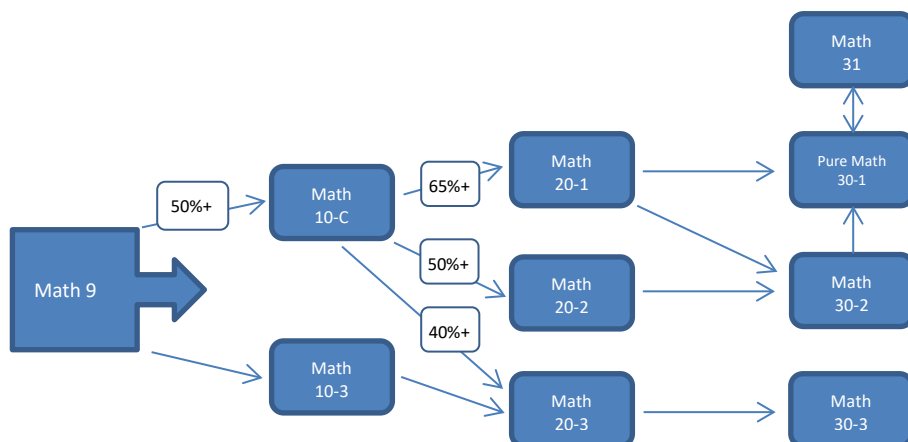
This program sequence is designed for academic students with strong communication skills. Students in Social 10-1 explore the origins of globalization and its impact, locally, nationally and internationally, on culture, economies, human rights and quality of life. Social 20-1 students explore the complexities of nationalism in Canadian and international contexts. Students in Social 30-1 explore the origins and complexities of ideologies and examine multiple perspectives regarding the principles of classical and modern liberalism. Successful completion of Social Studies 30-1 is a requirement for entrance to most university and some other post-secondary programs.

Social Studies 2

This program sequence begins in Social 10-2 in which students explore the history of globalization and its effects on land, culture, human rights and quality of life. Students in Social 20-2 examine historical and contemporary understandings of nationalism in Canada and the world. In Social 30-2, students examine the origins, values and components of competing ideologies. Successful completion of this program provides access to most certificate/diploma programs in colleges and technical institutions.



Mathematics



All of the course sequences will give students the mathematical reasoning and critical thinking skills they'll need in life. Students should reflect upon their goals and aptitudes as they choose a Mathematics stream. I should take...

Mathematics-1

- if I want to study mathematics or sciences at a university, college or technical institute and go on to a related career.
- is for students who plan to enter post-secondary programs such as engineering, mathematics, sciences, some business studies, or other programs that require advanced math skills. The sequence is a co-requisite for Mathematics 31 and may be required for post-secondary calculus courses.
- includes topics such as permutations and combinations, relations and functions, sequences and series, and trigonometry.
- Mathematics 30-1 is a co-requisite for Mathematics 31 and may be required for post-secondary calculus courses.

Mathematics-2

- if I want to attend a university, college or technical institute after high school, but do not need calculus skills.
- is for students wishing to study at the post-secondary level in diverse fields, including arts programs, some engineering technologies, medical technologies, and some apprenticeship programs. This path will fulfill most students' needs. Mathematics-2 is designed with a great deal of flexibility, so that the student can switch sequences in Grade 11 or 12 if his/ her interests change.
- includes topics such as relations, functions and equations, probability, statistics and trigonometry.

Mathematics-3

- if I am interested in learning the mathematics needed to enter most trades or if I want to enter the workforce after high school.
- is for students who want to apprentice to a trade or enter the workplace directly after high school. It is designed to meet the entrance requirements for apprentices in most trade programs.
- includes topics such as finance, geometry, measurement and trigonometry.

Sciences

Science 10 • 20 • 30

This program sequence provides students with a unified view of the biological, chemical, physical and earth sciences and an awareness of the connections among them. Science 10 is the prerequisite for all 20 level science courses. Science 20 and 30 are only available by distance education.

Science 14 • 24

This program sequence meets the basic requirements for an Alberta High School Diploma. It is designed primarily for students planning to enter apprenticeships and trades.

Biology 20 • 30

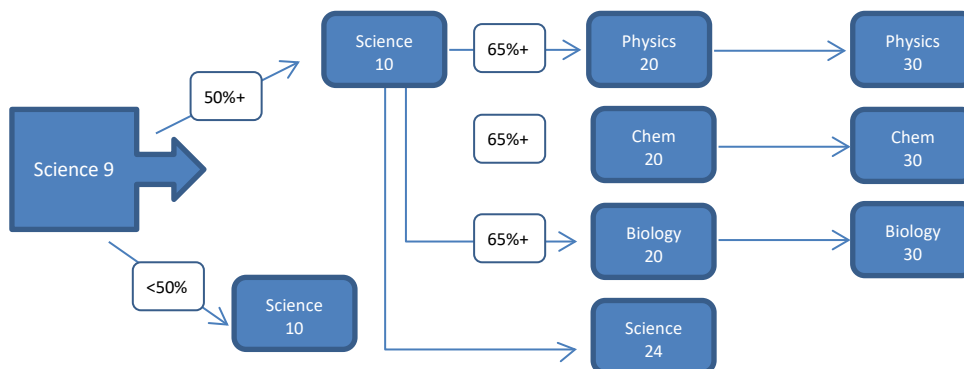
This program sequence begins in Biology 20 with a study of Energy & Matter Exchange in the Biosphere, Ecosystems and Population Change, Photosynthesis & Cellular Respiration and Human Systems. Biology 30 emphasizes adaptation and change and covers Nervous and Endocrine Systems, Reproduction & Development, Cell Division, Genetics & Molecular Biology and Population & Community Dynamics.

Chemistry 20 • 30

This program sequence is designed to study matter and its changes. Chemistry 20 students explore the Diversity of Matter and Chemical Bonding, Forms of Matter: Gases, Matter as Solutions, Acids & Bases and Quantitative Relationships in Chemical Changes. Chemistry 30 examines thermochemical Changes, Electrochemical Changes, Chemical Changes of Organic Compounds and Chemical Equilibrium Focusing on Acid-Base Systems.

Physics 20 • 30

This program sequence begins in Physics 20 with a study of Kinematics, Dynamics, Periodic Motion and Conservation of Energy. Physics 30 students study Momentum & Impulse, Forces & Fields, Electromagnetic Radiation and Atomic Physics.



Physical Education 10 • 20 • 30

The goal of the course is to provide students with exposure to a wide variety of lifetime physical activities, with hope of “carryover potential”, i.e. that students may wish to pursue such activities in their own leisure time. During the course of the semester, the teacher will attempt to assist students with the development and maintenance of physical fitness and physical skills found within each unit. Although skill development and knowledge are important, the emphasis in this course will be on leadership, social skills, participation, improvement and fitness. Mastery of skills is not expected, but an attempt by the students to do their best is.

Career and Life Management (CALM)

CALM is a 3-credit required course for an Alberta High School Diploma. The aim of CALM is to enable students to make well-formed, thoughtful decisions and choices in all aspects of their lives, developing behaviors and attitudes that contribute to well-being and respect of self and others, now and in the future. This course covers Resource Choices, Career & Life Choices and Personal Choices.

Fine Arts and CTS

21st Century Technology 10 • 20 • 30

Exploring coding applications as well as learning to use the new augmented reality lab.

Art 7 • 8 • 9

This course will introduce a variety of art mediums and techniques while aligning with art histories through a variety of cultures. Students will learn to create fine art while simultaneously learning the vocabulary required to explain and critique art projects effectively.

Visual Arts 10 • 20 • 30

This is an Art program that allows students to experience different mediums of Art. From painting and sketching to graphic design and film creation, students will be able to explore various art forms. Students will also be able to choose between different modules that they can complete throughout the course.

Cyber Fit 7 • 8

Cyber Fit will expose students to a variety of workout styles and programs. Some of these workouts will use equipment that is available at the school while others will only use bodyweight. This course will also provide students with an opportunity to research and develop a workout program of their own that is tailored to meet their specific needs.

Drama 7 • 8

Junior High Drama involves learning curricular outcomes mostly through games. Students learn to work in a cooperative and positive group environment. The general disciplines of the course are orientation, movement, speech, improvisation, theatre studies and technical theatre. Grade 7, 8 and 9 are taught different outcomes per grade through these disciplines.

Drama 10 • 20 • 30

This program sequence includes eight distinct disciplines (movement, speech, improvisation, theatre studies, acting, theatre, technical design and directing), each with its own particular goals and study requirements. Drama provides the opportunity for a thorough introduction to the theatre experience, developing both technical and performance-based skills. Similar to all Fine Arts Programs, Drama develops personal expression but goes further by teaching the skills needed to work creatively with others.

Design Based Thinking 10 • 20 • 30

Design thinking is an iterative process in which you seek to understand your users, challenge assumptions, re-define problems and create innovative solutions which you can prototype and test. This class will explore the Design Thinking process and students will be challenged to think outside of the box. Some of the world's leading companies such as Apple, Google and Samsung are adopting design thinking into their business practice.

Distance Learning

This is offered in semester 2 for those students who may not be on track to graduate and need to take classes that are not offered in person. There are times where a student may have an interest that is outside of Three Hills School offerings where a student may request to take an alternative class. This approval process must be approved by the Administration.

English as a Second Language (ESL)

The ESL options provides an opportunity for international students to improve their English language skills and receive support with speaking, writing and learning vocabulary. Successful English language learners can use English to:

- communicate effectively in a variety of social settings
- achieve academically in all content areas, take charge of their own learning, independently and in groups, use effective learning strategies, integrate confidently into classrooms or courses
- effectively advocate for themselves, be successful in their chosen post-secondary destination, function effectively in an information and technology-based society, use critical-literacy and critical-thinking skills to interpret the world around them and participate in the social, economic, political and cultural life of their own communities and of Canada.

Students will be able to access assistance with their core subjects and learn some foundational English skills in order to enhance their experience while at Three Hills School.

Financial Literacy 9

Through a number of case studies, real world simulations and projects, students taking the financial literacy course will gain foundational knowledge in: money management, money and the workplace, investing, and business management.

Forensic Science 25 • 35

Forensic science is the study and use of basic scientific concepts and technologies related to solving crime in society. Through the study of forensic science techniques, learners are given the opportunity to explore and further understand how basic scientific concepts apply specifically to this specific field of study.

Learning in this course will begin by the acquiring of the knowledge of basic scientific concepts. These scientific principles will then be applied and authenticated through the discussion of realistic scenarios and by engaging in concrete learning activities such as laboratory experiments, internet research assignments and the completion of case study examples. This course will encourage those interested in a career in forensic science to further pursue this area of interest, while at the same time this course will offer those students who are simply curious a further appreciation of this unique scientific field.

French 7 • 8

Bienvenue à la Classe Française! Our goal in French 7-8 will be to introduce students to conversational French phrases, pronunciation, and culture. This is an introductory course that will include reading, writing, and oral French components with the goal of developing students who are sufficiently competent in French so that they can function in the language and culture in the greater world outside the classroom.

French 10 • 20 • 30

The French 10-20-30 program provides instruction in understanding, speaking, reading and writing the French language. It also introduces the students to the wide variety of peoples and cultures in the French-speaking world. These courses encourage learning through interactive activities and games. The overarching goal of this program is that students will be able to understand and express themselves in basic situations, provided the language they encounter is clear and based on familiar topics and structures and can use the cultural and strategic knowledge they have gained to sustain their communication.

Green Certificate Program

This is an industry driven training program. Its apprenticeship style of delivery ensures that participants learn through actively performing the skills required. This means going out into the barn, field or corral and getting dirty. It means having a trainer who is knowledgeable and vested in the trainee's success. The Green Certificate Program currently consists of eleven specializations: Cow/Calf, Dairy, Feedlot, Field Crop, Irrigated Field Crop, Sheep, Swine, Beekeeper, Equine, Greenhouse and Poultry Production.

Home Economics 7 • 8

In Home Economics 7, students learn the basics of food safety by preparing quick and easy breakfast meals. Grade 8 Home Economics allows students to increase their skills in the kitchen by preparing simple meals and snacks.

Foods 9

Students further their knowledge of food safety and foodborne illnesses. They work together to prepare meals of increasing complexity using fresh ingredients. Students will be challenged to prepare healthy meals while maintaining a budget.

Industrial Education 7 • 8 • 9

Jr. High Industrial Education (CTF) focusses on proper tool use and safety in relation to woodworking. Starting in grade seven and continuing through grade nine, the students are introduced to different tools and machinery as well as different wood woodworking techniques.

Industrial Education 10 • 20 • 30

Industrial Education at the senior high level is geared to letting the students continue to develop the wood working skills that they were introduced to in Junior High. We will take on more advanced woodworking projects as well and some introductory construction. Students will have the capabilities to bring their own ideas for projects and work on them with additional guidance. Guest tradespeople will be invited for sessions regarding their field to explore student options in trades after High School.

Junior Band 7 • 8

This full-year course moves students to a more intermediate level in reading and responding to a variety of music using a concert band instrument. It is a continuation from Grade 6 Band, though Grade 7 and 8 students who have never played an instrument or read music before have the opportunity to join. Band is a team sport, with a variety of opportunities to perform in our school and greater community throughout the year.

Senior Band 9 • 10 • 20 • 30

Senior Band is a continuation of Junior Band, with students developing more advanced reading and technical skills. Senior Band students become more independent musicians who are quicker at sight-reading and learning new music, while they also become stronger ensemble players. A variety of field trips and performance opportunities are presented each year. As band is as much an extra-curricular class as it is a curricular one, Sr High band students can earn additional credits.

Leadership 9

Students will continue to develop leadership skills through practical projects that they will begin to design through the school. Students will work collaboratively to design projects that will add to the culture of Three Hills School. They will look to run some pre-scheduled events such as the 40 plus team basketball tournament for grades 4-6 students.

Leadership 10 • 20 • 30

Students will explore the theories behind leadership styles and the multiple applications of these styles in different scenarios. This group will work collaboratively to run school wide events such as Terry Fox and Remembrance Day. Students will have the opportunity to create their own projects to look at leaving a legacy on Three Hills School in some capacity. Some projects may be physically changing the look of an area, fundraising to improve an area, or working with some younger students.

Math Supports 7 • 8

This course will help to develop fluency in computational skills, problem solving and logic through a variety of activities. This course will also provide a place for students to seek additional support with their current mathematics work.

Math Supports 9

This course gives students an opportunity to improve skills that are necessary for success in Math classes. Time is spent working on basic skills such as arithmetic, operations with fractions, and solving equations. This class also has a strong emphasis on developing and improving problem solving skills and strategies.

New Media and Design 7 • 8

This course is designed to provide students an opportunity to look at stop motion animation, green screen, and video production (We Video). There are multiple types of video software that can be utilized. Students will be able to use their mobile devices and will be introduced to introductory software but may choose to use software that will allow them more features. It is anticipated that students develop these skills to be used in multiple subject areas.

New Media and Design 9

In this course the students will use various forms of media and tools to generate high quality images and videos. The students will learn how to create stop motion videos, with the use of a green screen to alter the background. This course will also teach students how to use editing software that will prepare them for future multimedia classes.

Outdoor Education 9 • 10 • 20 • 30

The Three Hills School is a student-centred program where students learn to challenge themselves mentally, physically, socially and emotionally. The students will utilize the great outdoors as a classroom and incorporate many skills to learn how to live an active and healthy lifestyle. The focus of these courses is on building outdoor skills such as leadership, excursion, trip planning, wilderness navigation, survival, outdoor cooking and utilizing those skills both in the classroom and the outdoors.

Psychology 10 • 20 • 30

This is an introductory inquiry and project-based course in Psychology. Students will be introduced to various topics such as personality, intelligence and behaviour and be given the opportunity to explore some ideas in depth to create weekly projects that show their understanding.

Photography 7 • 8

Students will gain experience using a digital camera or their own device to properly capture images. They will develop essential skills in camera use with a focus on composition, exposure and basic editing techniques.

Photography 10 • 20 • 30

Students will develop essential skills by using digital SLR cameras along with Adobe Photoshop to manipulate images. Students will expand their photography skills including composition, exposure, basic lighting, camera operation, image processing and proofing, and display. Students learn the technical and creative uses of aperture, shutter speed and ISO, and demonstrate how combinations of the three elements give very different results.

Robotics 7 • 8

Students in Grade 7 Robotics will be introduced to the basics of programming using Lego NXT software. During the course students will build a robot and complete mini programming challenges leading up to the final maze challenge. Grade 8 students further their understanding of robotics by working in pairs to complete individualized projects.

Tourism 10 • 20 • 30

In this course, students will explore the tourism sector locally, provincially, and at a global scale. Students will design their own tourist experience to demonstrate their knowledge of travel in Alberta. Additionally, students will have an opportunity to study world tourism including trip planning and popular travel destinations.

Wellness 7 • 8

This class focuses on the physical, mental and social parts of wellness. The course will be project based and focus on the development of 21st century skills and will be a combination of classroom, gymnasium and outdoors. Students should be prepared to participate in all of these areas.

Off Campus Education

Off Campus Education includes **Work Experience**, **Special Projects**, **Green Certificate** and the **Registered Apprenticeship Program**. These program sequences provide learning experiences that are not within the scope of the curriculum. Off-campus education provides opportunities for students to explore and expand their skills, knowledge and career interests. These program sequences focus on helping students build an appropriate work ethic to assist them as they transition from high school to the world of employment.

Work Experience

Work Experience courses are components of an off-campus education learning experience. These courses provide opportunities for students to:

- apply, in the workplace, knowledge, skills and attitudes acquired through other course work
- discover their career interests and aptitudes in meaningful work activities, situated in community-based work stations and work sites in business, industry, government and community service.

Work experience courses also provide opportunities for the school and its community to combine resources to further the student's personal development, career planning and employability skills through placements in off-campus work stations or work sites.

CS 3000 – Workplace Safety Systems

This 1-credit CTS course is a pre-requisite for both Work Experience and RAP. Students gain the knowledge and skills and attitudes related to workplace health and safety and examine relevant legislation required in the workplace.

Registered Apprenticeship Program (RAP) 15 • 25 • 35

The Registered Apprenticeship Program (RAP) is a way for registered high school students to become apprentices and earn credits toward an apprenticeship program and a high school diploma at the same time. Students complete one Work Experience course before registering for RAP. Students enrolled in the RAP program can earn from 5–20 credits. The RAP apprenticeship ends when the RAP apprentice finishes high school. The RAP apprentice is then automatically registered as a regular apprentice and the credit earned while in the RAP program is applied to his or her apprenticeship through the apprenticeship program.

CS 3010 – Workplace Safety Practices

This 1-credit CTS course is a co-requisite for RAP students. Students explore workplace safety principles and practices and apply these principles and practices to a variety of contexts.

Special Projects

Special Project credits are assigned for learning that is not within the scope of the curriculum within the school. They are designed to recognize work undertaken by students on an individual or small group basis. Students may become involved in the election, planning and organization of their own programs. A special project may not duplicate content that is available in a high school course offering.

Sr. High Courses Offered

Grade 12

English 30-1
 English 30-2
 Social Studies 30-1
 Social Studies 30-2
 Math 30-1
 Math 30-2
 Math 31
 Chemistry 30
 Biology 30
 Physics 30
 Physical Education 30

Grade 11

English 20-1
 English 20-2
 Social Studies 20-1
 Social Studies 20-2
 Math 20-1
 Math 20-2
 Math 20-3
 Chemistry 20
 Biology 20
 Physics 20
 Science 24
 Physical Education 20

Grade 10

English 10-1
 English 10-2
 Social Studies 10-1
 Social Studies 10-2
 Math 10-3
 Math 10C
 Science 10
 Science 14
 Physical Education 10
 Career & Life Management

CTS 10 Block		Electives
REC212	Coaching 1	Industrial Education CON
REC306	Ever Active Kids Leadership	Home Economics FOD
HCS202	First Aid/CPR with AED	Robotics ELT
REC104	Foundations for Training 1	Band
REC204	Foundations for Training 2	Outdoor Education WLD
HCS191	HCS Project A	Forensic Science
HSS101	Health Services Foundation	Drama
REC102	Injury Management 1	Visual Arts
REC206	Leadership & Recreation & Sport	Cyber Fitness REC
HCS105	Musculoskeletal System	Photography COM
HSS102	Nutrition & Wellness	Leadership HSS
REC313	Officiating	Work Experience
REC191	REC Project A	Recreation REC
REC291	REC Project B	RAP
REC103	Technical Foundations for Injury	Green Certificate
HCS300	Workplace Safety Systems	New Media
		Coding

Knowledge & Employability (K&E) Courses

Knowledge and Employability courses are available to students in grades 9 through 12 who meet specific criteria. These courses are intended to provide students with opportunities to experience success and become well prepared for employment, further studies, active citizenship and life-long learning. Knowledge and Employability courses include and promote workplace standards or academic, occupational, and employability skills; practical applications through on- and off-campus experiences and/or community partnerships; career development skills to explore careers, assess career skills and develop a career- focused portfolio; and interpersonal skills to ensure respect, support and cooperation with others at home, in the community and at the workplace.

Knowledge and Employability courses are designed to provide entry-level employment skills. When finished, students will achieve a Certificate of High School Achievement. Some students may transition successfully from Knowledge and Employability courses to other courses to achieve a high school diploma, or to post-secondary opportunities (e.g. some colleges, some apprenticeship programs). Reviewing each students learning plan on an annual basis will assist in adjusting his or her goals and courses as needed.

Achievement Test Schedule

May 2025

May 29 Gr. 9 Lang. Arts Part A (9:00-11:00)
Gr. 9 K & E Lang. Arts Part A

June 2025

June 12 Gr. 9 Lang. Arts Part B (9:00-10:15)
Gr. 9 K & E Lang. Arts Part B

June 13 Gr. 9 Mathematics A/B (9:00-10:30)

June 17 Gr. 9 Mathematics A/B (9:00-10:30)
Gr. 9 K & E Math

June 18 Gr. 9 Social Studies (9:00-10:15)
Gr. 9 K & E Social Studies

June 19 Gr. 9 Science (9:00-10:15)
Gr. 9 K & E Science

Diploma Examination Schedule

January 2025

Jan. 14 Eng. 30-1 & 30-2 Part A (9:00-12:00)

Jan. 15 Social 30-1 & 30-2 Part A (9:00-11:30)

Jan. 17 Math 30-1 & 30-2 (9:00-12:00)

Jan. 20 Eng. 30-1 & 30-2 Part B (9:00-12:00)

Jan. 21 Social 30-1 & 30-2 Part B (9:00-11:30)

Jan. 24 Physics 30 (9:00-12:00)

June 2025

June 11 Eng. 30-1 & 30-2 Part A (9:00-12:00)

June 12 Social 30-1 & 30-2 Part A (9:00-11:30)

June 18 Eng. 30-1 & 30-2 Part B (9:00-12:00)

June 19 Social 30-1 & 30-2 Part B (9:00-11:30)

June 20 Biology 30 (9:00-12:00)

June 23 Chemistry 30 (9:00-12:00)

2024/2025 School Year Calendar

Golden Hills School Division
2024 – 2025 SCHOOL YEAR

AUGUST 2024

SEPTEMBER 2024

OCTOBER 2024

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3	1	2	3 →	4	5	6	7			1	2	3	4	5
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
25	26	27	28	29 ♥	30	31	29	30						27	28	29	30	31		

NOVEMBER 2024

DECEMBER 2024

JANUARY 2025

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1 ♥	2	1	2	3	4	5	6	7				1	2	3	4
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13T	14T	15	16	17	18
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20T	21T	22T	23T	24T	25
24	25	26	27	28	29	30	29	30	31					26	27T	28T	29	30	31	

FEBRUARY 2025

MARCH 2025

APRIL 2025

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1							1			1	2	3	4 ♥	5
2	3 →	4	5	6	7	8	2	3	4	5	6	7	8	6	7	8	9	10	11	12
9	10	11	12	13	14	15	9	10	11	12	13	14	15	13	14	15	16	17	18	19
16	17	18	19 ♥	20	21	22	16	17	18	19	20	21	22	20	21	22	23	24	25	26
23	24	25	26	27	28		23/30	24/31	25	26	27	28	29	27	28	29	30			

MAY 2025

JUNE 2025

JULY 2025

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5
4	5	6	7	8	9	10	8	9	10	11T	12T	13	14	6	7	8	9	10	11	12
11	12	13	14	15	16	17	15	16	17T	18T	19T	20T	21	13	14	15	16	17	18	19
18	19	20	21	22	23	24	22	23T	24T	25T	26	27	28	20	21	22	23	24	25	26
25	26	27	28	29	30	31	29	30▲					29	27	28	29	30	31		

Student Instructional Days	
Semester 1	Semester 2
89 days	88 days
Total = 177 days	



Organizational Professional – no students
Teachers' Convention – no students
Professional Development – no students
Collaborative day ♥ – no students

School Closure – no staff no students

Diploma Exam Days T
First Day of Semester →

