YORKTON REGIONAL HIGH SCHOOL

Course Catalogue
2018-2019

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INTRODUCTION

For students entering the Yorkton Regional High School this is an explanation of some terms used. Additional information is available from the counsellors in Student Services.

1. **GRADE LEVELS**: Y.R.H.S. offers classes from Grades 9 - 12. Grade nine course numbers begin with a "9"; Grade ten with a "1"; Grade eleven with a "2" and Grade twelve with a "3". Within each grade, programs are offered in core subject areas (like Math and Language Arts) at 3 levels:

   Pre-Advanced Placement 9, 10, 20, Advanced Placement 30 – enriched English and Math programs.

   Regular - meets the needs of most students. Follows Provincial curriculum. Numbered (10, 20, 30)

   Modified - meets the needs of students experiencing difficulties. Provincial curriculum content may be reduced and work is done at a slower pace. Numbered (11, 21, 31).

   Transitional 9 – meets the needs of students that are experiencing difficulty.

   Alternative - meets the needs of students who are unable to complete a regular program. Program objectives and course content are different from provincial curriculum. Numbered (18, 28, 38)

2. **COURSE SEQUENCE** - Most courses follow a sequence of 10-20-30, 11-21-31, 18-28-38, etc. The lower grade courses must be completed successfully before taking the next level (i.e. Math 10 is a prerequisite for Math 20).

3. **CREDIT VALUE** - 1 course = 100 hours = 1 credit
   Unless otherwise indicated, all courses at The Regional are one-credit courses. Courses at grade 10, 11, and 12 count toward graduation.

4. **SEMESTER SYSTEM** - The school year is divided into two semesters of 5 months each. The 1st semester is from the first day of school as designated by the Ministry of Education to the end of January, while the second semester is from the beginning of February to the end of June. Most courses are completed in one semester. Progress reports are sent home with students at midterm and the end of each semester.

5. **RECEIVING CREDIT** - To receive a credit in a course, a mark of at least 50% must be obtained, and all prerequisites must have been completed.

6. **ELECTIVES** - Elective courses at the Yorkton Regional High School are offered yearly based on student interest and staff availability.

COURSE REQUIREMENTS

	GRADE 9	***GRADE 10***	***GRADE 11***	***GRADE 12***
English Language Arts	2	2	1	2
Mathematics	2	1	1	
Science	1	1	1	
Social Studies/History/ Native Studies	1	1	1	1
Health/Physical Education	1.5	1		
Computer Fundamentals	1			
Arts Ed/Practical Arts	2 at any grade level			
Electives	200 hours	2 at any grade level		2

Grade IX students must enroll in ***10 courses.***

To obtain a ***GRADE X standing***, students must have at least 8 credits including the Grade X compulsories. Grade X students must enroll in ***10 courses***.

To obtain a ***GRADE XI standing***, students must have at least 16 credits including the Grade X and XI compulsories. Grade XI students must enroll in at ***least 9 courses.***

To obtain a ***Grade XII standing***, students must have at least 24 credits including the Grade X, XI and XII compulsories. ***Five*** of these must be at the ***grade XII level***. Grade XII students must enroll in at least ***8 courses***.

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NEED HELP IN PLANNING A PROGRAM AT THE HIGH SCHOOL LEVEL AND POST-SECONDARY LEVEL?

Students are invited to make use of the services offered at the **STUDENT SERVICES DEPARTMENT**. We have people in the department who are ready to assist you in any way they can. Also, feel free to contact the Principal or one of the Vice-Principals of the school...they are willing to listen to you and help you plan a program.

ENGLISH

THE ADVANCED PLACEMENT PROGRAM

Excellence and Opportunity

The Advanced Placement (AP) Challenge

- Do you love to learn? Are you highly motivated? Would you like to challenge yourself academically and study with motivated peers?
- Would you like to improve your critical thinking, organizational and writing skills?
- Are you interested in earning a university credit while in high school?
- Would you like to enrich your high school experience and be very well prepared to meet the demands of post-secondary education?

  …… Then, Advanced Placement may be for you!

Overview – AP English Literature and Composition

- In preparation for writing the AP English Literature and Composition exam in Grade 12, *students must enrol in the designated Pre-Advanced Placement English Language Arts classes in Grades 9, 10 and 20 as well as the Advanced Placement 30 level classes.*
- In addition to completing the English Language Arts A30 and B30 requirements in Grade 12, enrichment is provided through in-depth reading, writing, research and discussion to assist students in preparing for the AP exam scheduled for May of the Grade 12 year.
- Students will also receive a summer reading list to be completed prior to each new grade level.

English Language Arts Pre-Advanced Placement – All Phases of the Program are Offered Including Pre-AP 9A and 9B, A10, B10, and A20 as well as AP A30 and B30.

- English Language Arts Pre-Advanced Placement is organized around the same themes as the regular ELA Saskatchewan Ministry of Education Curriculum.
- Although the outcomes of the speaking, representing, listening, viewing, reading and writing strands are the same as those listed in the provincial curriculum, outcomes in the *reading and writing strands are enriched*.
- Since this is a Pre-AP course there will be differences regarding *assignments, pace and expectations in the quality of work*.
- Vocabulary development is crucial at each grade level.
- A Pre-AP student will be prepared to do additional reading over the summer as prescribed by the teacher.

Academic English Language Arts
(ELA 9, 10, 20, 30)
Goals of English Language Arts Courses

- The courses from grade nine to twelve offer activities designed to develop skills in *Reading, Writing, Listening, Speaking, Viewing and Representing*.
- The activities build on skills developed from one grade level to the next and increase in difficulty level as the students progress.
- All courses are *integrated* with literature and composition studied concurrently.
- Literature choices reflect a study of a *variety of genres* (poetry, short stories, plays, novels, non-fiction articles) and balance *contemporary* and *classical* styles.
- Use of audio and audio-visual materials related to course content are designed to develop skills of effective viewers and listeners.
- *Speaking activities* of both a formal (speeches and multi-media presentations) *dramatic presentations* (Reader's Theatre, Role-Playing, Dramatizations) are designed to develop oral communication skills. Activities are both individual and group.
- Composition is taught with attention to strategies for all stages of the writing process including *Pre-writing, Drafting, Revising, Rewriting, Editing, and Proofreading*.
- Opportunities for *Creative Writing* (poetry, scripts, news-stories, etc.) and *Artistic/Visual Representation* of concepts are provided.
- Skills related to the research process, use of the Resource Centre and use of *technology* are developed on an ongoing basis and integrated into course activities.
- Evaluation for compulsory courses is a combination of *term work* (continuous) and a *comprehensive final* exam.

English Language Arts 9A and 9B (2 compulsory courses)

- Core Composition/Language experiences include:
  - Review of Basic Sentence Types and Purposes,
  - Sentence Combining and Word Manipulation Skills,
  - Review of the Paragraph Form as applied to Narrative, Descriptive, Expository and Persuasive Writing,
  - Opportunities to experiment with creative forms, and
  - Practicing the Process of Inquiry including Formulating Questions, Retrieving, Assessing, Processing and Organizing Research Material.
- The study of literature is organized according to themes in each course as follows:

ELA 9A
- All that I Am – the Search for Self (Multi-Genre Thematic Unit)
- Indigenous and Norse Narrative (Author/Genre Study)

ELA 9B
- Exploring Loyalty, Love and Relationships (Sub-themes include: Friends, Family and Someone Special) (Multi-Genre Thematic Unit)
- Our Shared Cultural and Linguistic Roots (Multi-Genre Inquiry Unit)
- Conflicts, Issues and Choices – Doing the Right Thing (Multi-Genre Thematic Unit)

- Evaluation is based 70% on term work and 30% on the comprehensive final exam.

English Language Arts A10 and B10 (2 compulsory credits)

- Core Compose and Create experiences include:
  - Outlining as a Pre-writing Skill,
  - Multi-Paragraph Developments,
  - Writing for Exams and In-Class Essays,
  - Experimenting with Writing Variables
  - Visual/Multimedia Presentations
  - Project Focused Inquiry
  - Using Proper Referencing and Documentation Skills

- Students will Comprehend and Respond to Course Units/Modules in each course as follows:
  ELA A10-"The Challenges of Life" (Explaining the World Through our Foundational Stories; Destiny and Challenges of Life; Human Existence; Decisions) and "The Mysteries of Life" (Joys of the Mind, Body and Spirit; Mysteries of the Human Brain and Imagination; Mysteries of this World and Beyond; The Fantastic)
  ELA B10- "Equity and Ethics" (Who and What is Right?; Empowerment; Degrees of Responsibility; Rights and Responsibilities; Justice and Fairness) and "The World Around And Within Us" (Perspectives; Diversity of Being); The Natural and Constructed Worlds; Individuals and Communities; Stewardship

- Evaluation is based 70% on term work and 30% on a comprehensive final exam.

English Language Arts 20 (1 compulsory credit)

- Core Compose and Create assessment activities include:
  - Literature based and personal reflective multi-paragraph essays
  - Formal research and documentation skills
  - Speaking, multi-media, and dramatization skills
  - Opportunity to create and publish a web page
  - Synthesis of Literature for In-Class Essays and Exams
- Students will Comprehend and Respond to two themes: "Beginning and Becoming" and "Experiencing and Realizing". These themes are explored through a variety of fiction selections, poetry, non-fiction titles, and informational texts including media broadcasts, advertisements, and speeches
- Evaluation is based 70% on term work and 30% on a comprehensive final exam.

Mass Media and Popular Culture (1 optional credit ELA 20 level)

- *Mass media* is defined as a communication that reaches a vast number of people at one time. *Pop culture* is defined as the fads that help to define a generation or era.
- This course enables students to become more *media literate* by being more aware of the media environment.
- An understanding of how media influences our everyday life is explored including:
  - the use and effects of stereotypes concerning race, youth, age and gender,
  - advertising principles,
  - violence in the media,
  - Canadian influences, and
  - examples of pop culture.
  - Students discuss examples of different medias and create their own.
  - Evaluation is based 80% on term work and 20% on a final individual project.

Creative Writing (1 optional course ELA 20 level)

- A valuable and fulfilling experience, Creative Writing is the option course for the student who has always wanted to explore the creative side of language.
- Students experiment with writing poetry, short fiction and plays.
- The course operates as a *Writer's Workshop* approach including:
  - mini-lessons and practice assignments on stylistic techniques in literature,
  - peer-conferencing,
  - author's chair,
  - reader's logs,
  - author visits, and
  - self-progress reports.
- Student writers create and maintain a Writing Folder for which they publish pieces every two weeks, choose pieces for evaluation and submit creations to student publications such as On the Horizon.
- Whether you wish to continue on a literary journey that you have already begun or you have yet to embark, Creative Writing would be a rewarding experience for you.

English Language Arts A30 and B30 (2 Compulsory Credits)

- Core Compose and Create experiences include:
  - Outlining Literary and Research Essays,
  - Literature-based Analysis and Argumentative Essays,
  - Formal Research Essay with Proper Documentation,
  - Editorial Writing,
  - Developing Style, and
  - Experimenting with Multi-Media Presentations, Visual/Verbal
  - Representations, and Creative Responses.
- ELA A30 "Canadian Voices" (First Nations, Metis, Saskatchewan and Canadian) – Canadian Perspectives: Distinct and Rich; Canadian Landscapes: Diverse and Dynamic
- ELA B30 "Global Perspectives" (International and Indigenous) – The Search for Self; The Social Experience.

- Evaluation is based 70% on term work and 30% on a comprehensive final exam.

Modified & Transitional English Language Arts (Transitional 9)

Goals of Modified & Transitional English Language Arts Courses

- Modified English courses have been developed specifically for students who have difficulty with the Academic English program.
- Students must be *recommended for* these courses, which were developed as a high school leaving program. These courses are *not accepted* for entrance to universities and some technical programs.
- Activities are designed to develop skills in reading, writing, listening, speaking, viewing and representing and are determined primarily by *student need*.
  - Attention is also given to strategies related to the *Writing Process*.
  - *Audio* and *Audio-visual* materials related to course work are used to develop viewing and listening skills.
- Core activities at each grade level reflect a wide variety of topics based on both *literature* and *student interest*; literature and composition are integrated.
- Applications of *technology* are implemented as determined by course activities.
- Effort is also made to include activities to improve understanding media in our culture.
- Some focus is given to "real-life" language experiences.
- Effort is made to include activities to improve reading in other subject areas.
- Evaluation of all courses is based 70% on term work and 30% on a comprehensive final exam.
- Smaller class sizes allow for more one on one interaction between teacher and pupil.

Transitional English Language Arts 9A and 9B (2 compulsory courses)

- Modified English Language Arts (Grade 9) focuses on the important skill areas of reading, writing, speaking, and listening. Students study a variety of fiction and non-fiction selections.
- In addition to literature-based language experiences, this course focuses on the conventions of language including spelling, grammar, usage, and mechanics.
- Units of study are theme-based as set out in the provincial curriculum including the study of short stories, poetry, novels, plays and videos. The "conflict pattern" is introduced.
- Media activities include an introduction to the newspaper, directories and instructional manuals.
- Core Composition/Language Experience include:
    - Sentence Combining
    - Development of Narrative and Descriptive Paragraphs
    - Emphasis on the Process of Writing
    - Introduction to Personal Response Writing
    - Gathering Information and Producing a Resumé

Modified English Language Arts A11 and B11 (Grade 10) (2 compulsory credits)

- Activities in these courses are designed to further develop skills in reading, writing, speaking, listening and viewing.
- Further attention is given to accurate and appropriate use of language addressing spelling, punctuation, usage and sentencing skills.
- Literature selections reflect a variety of novels, short stories, poems, plays and video material arranged according to the themes set out in the provincial curriculum. The "conflict pattern" continues to be studied.
- Media focus includes the study of a feature film, television advertising and the use of periodicals in the classroom to promote oral communication through informal debate and discussion of current issues. Consumer guides, insurance policies and sales agreements specific to vehicle purchases are also considered.
- Core Composition/Language Experience Includes
    - Development of Expository and Persuasive Paragraphs
    - Emphasis on the Writing Process including Prewriting Strategies and Organizational Patterns
    - Updating Resumes, Letters of Application and Job Application Forms

Modified English Language Arts 21 (Grade 11) (1 compulsory credit)

- This course continues to build on the skill areas outlined in the grade nine and ten courses.
- Emphasis continues on accurate and appropriate use of language in written and oral activities.
- Literature is studied according to the themes set out in the provincial curriculum including a focus on short stories, poetry, and novels with some opportunity for student choice.
- Media focus includes feature films and music.
- Core Composition/Language Experience include:
    - Appropriate Prewriting Strategies for the Multi-Paragraph Form
    - Outlining Multi-Paragraph Papers
    - Developing Multi-Paragraph Expository and Persuasive Papers
    - Reviewing Paragraph Forms and Using Appropriate Introductory, Developing and Concluding Paragraphs
    - Resumes (Update)
- Interviewing skills and use of a variety of resources to research a specific job or career are also addressed.
- The Media and Popular Culture and Creative Writing optional courses are available to students wishing to take another English class.

Modified English Language Arts A31 and B31 (Grade 12) (2 compulsory credits)

- These courses address the reading, writing, speaking and overall language needs of the grade 12 modified English students.
- Students continue to focus on the process of writing and on reading literature selections that allow them to study the workings of the "conflict" pattern.
- Literature is organized according to themes, as set out in the provincial curriculum and students are encouraged and guided to share their personal reactions to the selections through writing and speaking.
- The multi-paragraph persuasive essay encourages thinking and writing in a concrete, straightforward manner. Students learn to develop convincing arguments with strong supporting evidence in a structured format.
- Students are encouraged to use computer technology in their presentations including MS Word and MS Powerpoint.
- Time is also given to career planning and researching job training and apprenticeship programs. Resumes are updated and student loan and educational assistance programs are addressed.
- The desire is that our graduates are able to read, understand, communicate and interpret with a strong grasp of the English Language.

The Advanced Placement Program – Mathematics

Pre-AP Math enriches the objectives of the Saskatchewan Math curriculum. Topics will be covered in more depth and at a faster pace than in regular classes. Course material will be enriched with a variety of instructional methods. Students will learn to work both independently and interdependently.

In preparation for writing the AP Calculus exam in Grade 12, students must enroll in the designated Pre-Advanced placement math classes. These classes are intended for students with a strong math background, and who enjoy being challenged with advanced mathematics concepts and problem solving.

- Students entering Grade 9 should enroll in:
  Pre-AP Mathematics 9

- Students entering Grade 10 should enroll in:
  Pre-AP Foundations of Mathematics and Pre-Calculus 10
  Pre-AP Foundations of Mathematics 20

- Students entering Grade 11 should enroll in:
  Pre-AP Pre-Calculus 20
  Pre-AP Pre-Calculus 30

- Students entering Grade 12 should enroll in:
  AP-Calculus

Mathematics Program

The aim of the mathematics program at the Yorkton Regional High School is to prepare students to function at a competent Mathematic level within every day society, as well as to prepare them for further mathematical study. This is accomplished, in part, through a spirit of inquiry where a variety of skills are developed which can be used as a problem-solving tool at a later time.

Students are provided with a number of options at each grade level. This allows students to match their math courses with their ability level and career choice.

Grade 9 Math Education (2 semester course)

Math 9A will be taken in the first semester. You must receive a pass in 9A to continue on to Math 9B in the second semester.

Topics for this grade nine course include:
MATH 9A

1) Square roots and surface area
2) Power and Exponent Laws
3) Rational Numbers
4) Polynomials

MATH 9B

1) Linear equations and inequalities
2) Linear relations
3) Similarity and transformations
4) Circle geometry
5) Statistics and Probability

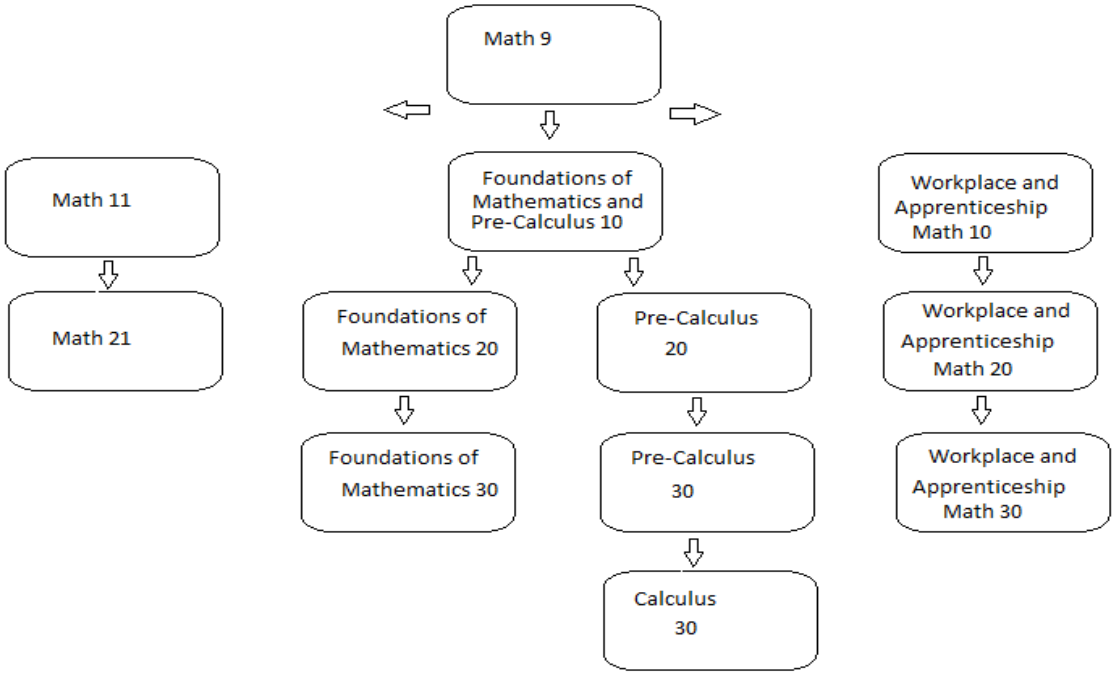
Secondary Level Mathematics:

There are four pathways of math study available for Grade 10-12 students:

1) **Workplace and Apprenticeship Mathematics** – this pathway is intended for students pursuing careers in the trades and the general workplace.
2) **Foundations of Mathematics** – this pathway is intended for students who will pursue careers in areas that typically require university, but are NOT math intensive.
3) **Pre-Calculus** – students in this pathway should be interested in science/math-related careers.

*****all of the above pathways are at about the same difficulty level.

4) **Math 11 and 21** – students must be recommended for this pathway.



Grade 10 Math Education:

At the grade 10 level, it is HIGHLY recommended that students take both of the following:

Foundations of Mathematics and Pre-Calculus 10

This course is the pre-requisite for both Foundations of Mathematics 20 and Pre-Calculus 20.

1) Factors of whole numbers
2) Irrational numbers in both radical and exponent forms
3) SI and imperial units and measurement
4) Primary trigonometric ratios in right triangles
5) Surface area and volume
6) Multiplication and factoring of polynomial expressions
7) Relations and functions
8) Linear functions
9) Linear systems

Workplace and Apprenticeship Mathematics 10

This course is the pre-requisite for Workplace and Apprenticeship Mathematics 20.

1) Length, area and volume
2) Regular and Irregular polygons
3) Trigonometry of right triangles
4) Angles and parallel lines
5) Proportional Reasoning (unit pricing and currency exchange)
6) Income (including wages, salaries, commissions, and gross and net pay).
7) Similar figures

Grade 11 Math Education:

Pre-Calculus 20:

It is HIGHLY recommended that students take Foundations of Mathematics 20 prior to Pre-Calculus 20.

1) Sequences and series
2) Trigonometry
3) Quadratic functions and equations
4) Radical expressions and equations
5) Rational expressions and equations
6) Absolute value and reciprocal functions
7) Systems of equations
8) Linear and quadratic inequalities

***pre-requisite Foundations of Mathematics and Pre-Calculus 10

Foundations of Mathematics 20:

1) Inductive and Deductive reasoning
2) Properties of angles and triangles
3) Acute triangle trigonometry
4) Oblique triangle trigonometry
5) Statistical reasoning
6) Systems of linear inequalities
7) Quadratic functions and equations
8) Proportional reasoning

***pre-requisite Foundations of Mathematics and Pre-Calculus 10

Workplace and Apprenticeship Mathematics 20:

1) Slope and rate of change
2) Graphical representations
3) Surface area, volume and capacity
4) Trigonometry of right triangles
5) Scale representations
6) Financial services
7) Personal Budgets
8) Analysis of puzzles and games

***pre-requisite Workplace and Apprenticeship Math 10

Grade 12 Math Education:

Pre-Calculus 30:

1) Function Transformations
2) Radical Functions
3) Polynomial Functions
4) Trigonometry and the Unit Circle
5) Trigonometric Functions and Graphs
6) Trigonometric Identities
7) Exponential Functions
8) Logarithmic Functions
9) Rational Functions
10) Function Operations
11) Permutations, combinations, and the binomial theorem

***pre-requisite Pre-Calculus 20

Foundations of Mathematics 30:

1) Investing money
2) Borrowing money
3) Set Theory and Logic
4) Counting Methods
5) Probability
6) Polynomial Functions
7) Exponential and Logarithmic Functions
8) Sinusoidal functions

***pre-requisite Foundations of Mathematics 20

Workplace and Apprenticeship Mathematics 30:

1) Linear Relations
2) Limits to Measurement
3) Statistics
4) Probability and Odds
5) Properties of Geometric Figures
6) Transformations
7) Trigonometry
8) Owning a Small Business

***pre-requisite Workplace and Apprenticeship Mathematics 20

Calculus 30:

1) the differential from first principles
2) distance, velocity, acceleration
3) turning points
4) sequences, limits, and derivatives
5) derivatives of functions
6) relations, tangents, and graph sketching
7) application of the differential calculus
8) integration
9) area
10) trigonometric functions
11) exponential and logarithmic functions

***pre-requisite Pre-Calculus 30

Modified Mathematics

Transitional Math 9

The transitional math 9 program follows the grade 9 curriculum. Students do many of the same assignments as those in the academic program. However, the program offers more individual assistance both in daily work and on tests. Students must be recommended for this course.

1) Powers and Exponent Laws
2) Integers
3) Rational Numbers
4) Polynomials
5) Solving Equations
6) Ratio, Proportion, and Percent
7) Perimeter, Area, Surface Area, Volume

Modified Mathematics 11:

1) Consumer Math - percent, income, budgeting, personal banking
2) Algebra Skills - basic operations, exponents, polynomials
3) Linear Equations - solving with one variable, word problems
4) Linear Functions and Variations - graphing, proportion, direct variation, problems
5) Angles and Polygons - properties of triangles and angles, Pythagorean theorem

Modified Mathematics 21:

1) Irrational Numbers - simplify radicals, add, subtract, multiply and divide square root radicals, apply Pythagorean Theorem.
2) Consumer Math
    i. Credit - use of credit cards, monthly interest, service charges, comparing loans at various institutions, calculating monthly payments & total cost of loans credit rating.
    ii. Taxes - calculate mill rates and property taxes discounts, income tax
    iii. Application of Credit - review budgeting, cost of driving an automobile, cost of building a house, cost of buying a house.
3) Probability - list sample space and events, calculate experimental probability. from data collected from experiments, calculate theoretical probability.
4) Ratios, Proportion, and Geometry - review ratio and proportion, similar figures, corresponding angles, scale factor, length of sides, angle similarity theorem, problems, similar triangles, surface area and volumes of similar polygons.
5) Circles - terms, minor arc, measure of central angles, relationship between: radius and tangent line, two tangents from same point, chords and arcs in same circle, diameter and chord dissected by diameter, two chords that intersect inside a circle.

Sciences

The aims of Science courses at the Yorkton Regional High School are to develop students who understand:

- the relationship between science, society, technology and the environment
- concepts, laws, principles, and theories that apply to science
- the processes of science with regards to problem solving.

Science 9:

1) Lab Safety
2) Graphing
3) Atoms and Elements
4) Electricity
5) Reproduction
6) Space

Science 10:

1) Sustainability of Ecosystems
2) Introduction to Chemistry
3) Motion in our World
4) Weather Dynamics

20-level Science Courses

Environmental Science 20:

Students will learn how to examine local and global environmental issues from a systems perspective while considering the effects of human actions and a growing global population on the climate and environment, as well as the effects of the environment on human health. They will explore the mechanisms and importance of aquatic and terrestrial ecosystems and the sustainability of past and current practices and technologies humans have developed to live with and within the environment.
Pre-requisite: Science 10

Health Science 20:

This course will challenge students to look at the health science field from holistic and analytic perspectives to provide a basis for making sound personal health choices. Students will examine the range of philosophies that guide health care and consider ethical decision within those contexts. Understanding the basic anatomy and physiology of the human body will provide a context for studying the normal and abnormal functioning of various body systems, including the role of nutrition and metabolism. Lastly, students will examine diagnostic tools and procedures and how they are used to inform treatment. Students will also investigate the range of health science careers and post-secondary programs available in Saskatchewan.
Pre-requisite: Science 10

Physical Science 20:

This course combines chemistry and physics in an integrated manner to investigate concepts related to heating and cooling, the foundations of chemistry, including the mole and quantitative analysis of molecules and chemical reactions, and the characteristics and properties of waves.
Pre-requisite: Science 10

Computer Science 20:

Computer Science is about making the computer solve problems for you. Unfortunately, computers cannot think for themselves and so must be told *how* to convert a plan to solve a problem into a language the computer understands. This course teaches students how to write programs for computers at a beginner's level.

Topics include:

a) Input & Output
b) Decisions and Branching
c) Simple Looping
d) Procedures and Functions
e) Graphics, Sound and Animation
f) Arrays
g) Careers and Trends in Computer Science

30-level Science Courses

Biology 30:

1) The Nature of Life
2) Processes and Patterns of Evolution
3) Applications of Biology
4) Cell Structure and Processes
5) Biological Classification
6) Comparative Anatomy and Physiology
7) Genetics and Biotechnology

Pre-requisite: Health Science 20 OR Environmental Science 20

Chemistry 30:

1) Review of Basic Principles
2) Materials Chemistry
    a) Ionic Compounds
    b) Metallic Compounds
    c) Small Covalent Compounds and Network Solids
    d) Organic Compounds
3) Chemical Equilibria
    a) Equilibrium Systems in Chemical Reactions
    b) Equilibrium in Aqueous Solutions
    c) Acid and Base Reactions
4) Electrochemistry

Pre-requisite: Physical Science 20

Physics 30:

1) Modern Physics
    a) Relativistic principles and quantum mechanics
    b) Radioactivity and nuclear technology
2) Forces and Motion
3) Conservation Laws
4) Fields

Pre-requisite: Physical Science 20

Computer Science 30:

Computer programming today is no longer a job for a single individual. Many people may take part in a program's creation and still more take part in its maintenance and evolution over time. This has created the need for reusable program segments. As a result, Object Oriented programming languages came into popular use. This course concentrates on programming in an object-oriented programming language.

Topics include:

1) Object Oriented Programming
2) Input & Output and Files
3) Decisions, Loops, and Exceptions
4) Advanced Search and Sort Techniques
5) Javascript / Graphics User Interface
6) Careers and Trends in Computer Science

Prerequisite: Computer Science 20

Social Sciences

Social Studies 9 (1 compulsory course)

- "*The Roots of Society*" traces the development of the Canadian identity in a historical context with an emphasis on how ancient civilizations have influenced modern day Canada.
- The focus is the history *of Europe* and Indigenous peoples of *Saskatchewan*.
- Specific units of study are:
    - Ancient Egypt
    - Ancient Maya
    - Roman Empire
    - Middle Ages/Enlightenment
    - Native Peoples and Cultures of Saskatchewan
- Evaluation is based 70% on *term work* and 30% on a comprehensive *final exam*

History 10 (1 credit)

- This course traces the historical development of *Western Europe* from the time of the *French Revolution* to the beginning of *World War I*.
- Specific units of study are:
    - Political and Economic Institutions (1700's)
    - Development of Nation States (France, England, Germany, 1800's)
    - Imperialism (China, Africa, India, 1800's)
    - World War I
- Evaluation is based 70% on *term work* and 30% on a comprehensive *final exam*.

Native Studies 10 (1 credit)

- Native Studies 10 is a Saskatchewan Education course, which will include *local history* and input from Indian and Metis *community members*.
- Themes of study include spiritual life, family life, political life, economic life, social life and educational life.
- Native Studies is designed:
    - to help students develop a sensitivity to and *understanding* of other *cultural groups,*
    - to increase awareness of Indian, Metis and Inuit nations,
    - to help all students better appreciate the contributions made by *Aboriginal Peoples* to the development of Canada, and
- to provide understanding of the beliefs and values of Indian, Metis and Inuit peoples in our province and country.
- Evaluation is based 70% on *term work* and 30% on the *final* comprehensive exam.

History 20 (1 credit)

- This course takes up where History 10 ends covering the time period from post *World War I (1914) to today*.
- Emphasis is on the major events that shaped the world in the Twentieth Century and how they effect what is happening in the present day. Specific units of study are:
  - Consequences of World War I
  - Totalitarian State
  - World War II
  - The Cold War
  - Modern Crises
- Evaluation is based 70% on *term work* and 30% on a comprehensive *final exam*.

Native Studies 20 (1 credit)

- Native Studies 20 is a Saskatchewan Education course focusing on the study of *Aboriginal cultures in Canada* and *around the world* with relation to issues of:
  - self-determination and self-government,
  - economic and political development, and
  - social justice.
- All units take a *worldview*.
- Review of relevant units from Native Studies 10 is provided prior to new units.
- The course is *resource-based* in nature and instruction is provided in research skills and critical analysis of materials.
- Evaluation is based 70% on *term work* and 30% on a *final* comprehensive exam.

Canadian Studies/History 30 (1 credit)

This course traces the *growth of Canada* chronologically from the first native inhabitants to today.

- Emphasis is placed on studying events that will help student better understand the *challenges* and opportunities that face them in *present day Canada*.
- Specific units include:
  - Geography
  - Pre-Confederation
  - A Nation is Born
  - Canada in the 20th Century
  - The Forces of Nationalism
  - Challenge and Opportunity
- Evaluation is based 70% on *term work* and 30% on a comprehensive *final* exam.

Native Studies 30: Canadian Studies (1 Credit)

- Within Aboriginal philosophy, four dimensions of human nature (mental, emotional, spiritual, physical) are identified and viewed as interrelated. With this in mind and from an historical perspective, Native Studies 30 examines contemporary Canadian Aboriginal issues. The curriculum is divided into five units:
  - Aboriginal and Treaty rights – Factor of diversity and the impact of Canada's expansionism of the 1800s are considered in the interpretation of Aboriginal and Treaty rights in Canada.
  - Governance – The influences of traditional leadership, decision-making processes, colonial rule, the *Indian Act*, and the *Constitution Act*, are studied as a means to understand contemporary issues and challenges.
  - Land claims and Treaty land entitlements – The basis and procedures for resolving comprehensive and specific land claims in Canada will be examined.
  - Economic development – The utilization of natural resources is examined as it relates to Aboriginal rights, land claims, self-government and worldview.
  - Social development – This unit deals with the social development of contemporary Aboriginal peoples of Canada. Justice, education, child welfare and health issues are analysed in the terms of their impact upon Aboriginal people in Canada.

Modified and Transitional History Courses

Goals of Modified History Courses

- These courses are designed for students who are taking the Modified English Language Arts Program.
- Courses cover the same basic content as the academic history courses but in less detail.
- Course activities and evaluation procedures are structured to suit student abilities with more emphasis on daily work.
- Evaluation for all courses is based 100% on term work with a final project substituting for a final exam.

Course Specifics

Transitional Social Studies 9 (1 compulsory course)

- This course follows the outline for "Roots of Society" tracing the development of the Canadian identity in the context of history.
- The focus is the history of Europe and Indigenous peoples of Saskatchewan.

Modified History 10 (1 credit)

- This course traces the historical development of *Western Europe* from the time of the *French Revolution* to the beginning of *World War I*.
- Specific units of study are:
  - Political and Economic Institutions (1700's)
  - Development of Nation States (France, England, Germany, 1800's)
  - Imperialism (China, Africa, India, 1800's)
  - World War I

Modified History 20 (1 credit)

- This course takes up where History 10 ends covering the time period from post *World War I (1914) to today*.
- Emphasis is on the major events that shaped the world in the Twentieth Century and how they effect what is happening in the present day.
  - Specific units of study are:
  - Consequences of World War I
  - Totalitarian State
  - World War II
  - The Cold War
  - Modern Crises

Modified History 30 (1 credit)

- This course investigates the history of our nation from its first inhabitants to today.
- Major topics include the native's first coming to Canada, its French rule, its years as a British colony, the making of the nation and the last 100 years as that nation.
- Special efforts are made to help students understand the relationship between our history and what is happening in our country today.

Law 30 (1 credit - No prerequisite)

- This is a course that will be very rewarding and valuable for those who want to truly understand how law affects all citizens. This course challenges youth to think through the "Whys?" and "Why Nots?" of Canadian law. Class discussion is very welcome as we explore the following topics:
  - Introduction – Functions, Sources and Classes of Law
  - Criminal Law
  - Civil Law
  - Family Law
  - Labour Law as it applies to teenagers
  - Contract Law

The course is text based; however, other resources such as the internet and guest speakers are utilized, as is a trip to the Court House to observe our legal system in action.

Psychology

Psychology 30 (1 credit - No prerequisite)

- Ever wonder why men and women are so different or how your personality was formed or the kind of influence your brothers and sisters have on your development or how best to handle peer pressure? We discuss all of this.
- We also look at how your intelligence was developed and how important Mom and Dad, with other loved ones, your general health, etc., were in its development.
- We look at how your physical development affects your life and how society has influenced your sexuality and gender roles.
- This class covers many of life's questions from a practical point of view.

Fine Arts

Goals of the Visual Arts Program

- The Visual Arts program includes a one hundred hour course at each grade level concentrating on the Elements and *Principles of Art* and on *exploration of a wide variety of media*.
- *Artistic technique* and *process* are stressed throughout the four years.
- Courses are designed for students of all levels of ability and would be beneficial as *preparation for careers* in:
  - Visual Communication,
  - Graphic Design,
  - Interior Design,
  - Fashion Design,
  - Animation,
  - Arts Education.
- Courses also teach students who are interested in art as a leisure activity how to use a variety of media and techniques to improve their skills.
- Evaluation in all courses is based 70% on *term work* and 30% on a *final work of art*.

Course Specifics

Art 9

- A basic introduction to the four-year program teaches the use of perspective, proportion and composition while improving *drawing* and *painting skills*.
- Components of the Grade 9 Arts Education Curriculum covered by the course include:
  - creative/productive,
  - cultural/historical, and
  - critical/responsive.

Art/Drama 9

- This one credit course includes both the Art and Drama strands of the Arts Education Curriculum. It is offered as an introduction to both Visual Art and Drama at the senior levels. The activity based Drama portion of the class will have students doing improvisation, creating skits, and gaining confidence in public situations. The Art strand will involve reinforcing basic visual art skills from the Art 90 course. The class is designed as a fun educational experience that will allow students to explore Drama and Art, keeping options open for their senior year.

Art 10

- The focus of this course is on Painting and Drawing and the study of the *Elements and Principles of Art.*
- Concepts studied include *Line, Value, Shape, Texture, Color, Composition and Linear and Atmospheric (Arial) Perspective.*

Art 20 (YRHS Prerequisite – Art 10)

- This course combines *Fine Arts* and Commercial Art.
- A wide variety of media is explored providing opportunities to *adapt talents and skills* to both the field of Commercial Art and Visual Arts.
- Concepts introduced include *Positive and Negative Space and creating the Illusion of Depth in Shallow Space.*

Art 30 (YRHS Prerequisite – Art 10, 20)

- The focus of this course is *Painting, Drawing, Design and 3-D Sculpture*.
- Assignments address both the *Fine Arts and Commercial Arts*.
- Students wishing to pursue a career in art will be given the opportunity to work on *Portfolios for College* Entrance Requirements.
- A wide variety of media is explored and students have an opportunity to specialize in their own personal *style* and t*echnique*.

Band

Band 9

- A 100-hour course in band
- A continuation of the elementary instrumental music program
- Performance based ensembles: performance being an integral part of instrumental music. Two concerts per semester - attendance at these two events is part of the evaluation.
- Provides opportunities for cultural/historical and critical response activities
- Jazz band, Jazz combo and marching band are offered as co-curricular/extra-curricular activities
- The band course at the Grade Nine level will lead to further individually based development of technique in the senior courses

Band 10, 11, 12

Students involved in these courses are geared mostly toward performance. Students will be expected to be present at all performances. The literature covered in the course covers a wide variety from classical to pop. Students are expected to be familiar with transposition and all the major keys and their relative minors. Students are expected to be well versed in the various time signatures as well as to have first-hand knowledge of the different articulations required to play contrasting styles effectively.
BAND 30 members are required to be at a more advanced level of musicianship and to be responsible for leading their various sections.

Jazz band, Jazz combo and marching band are offered as co-curricular/extra-curricular activities.

BAND 10 is a combined credit course offered in two sections and combined to form the Junior Concert Band. BAND 20 and 30 is a combined credit course, which forms the Senior Concert Band, which is combined for performances.

Choir

Choir 9

- A 100-hour course in choir
- A continuation of the elementary choral music program
- Performance based ensembles: performance being an integral part of choral music. Two concerts per semester - attendance at those events is part of the evaluation
- Provides opportunities for cultural/historical and critical response activities
- Provides variety of choral literature including some other languages
- Vocal jazz is offered as a co-curricular/extra-curricular activity
- The choir course at the Grade Nine level will lead to further individually based development of technique in the senior courses

Choral 10, 20 and 30 courses are performance-orientated courses where the students are exposed to the various styles of choral literature. Students in these courses are expected to be present for all performances. Basic vocal training, as well as the correct formation of vowels and proper use of consonants is studied. The relationship of the music to the text is also given much consideration. CHORAL 30 members are expected to be more fluent singers than those in CHORAL 10, 20. Choral 10, 20 and 30 are combined credit courses, forming the Concert Choir.

Drama

Course Specifics

Drama 9

- The purpose of this course is to give an introduction to different aspects of drama. The elements of drama that will be focused on are:
    - exploring a number of styles of drama,
    - learning to commit to a dramatic situation – the ability to sustain belief as long as the drama demands,
    - working cooperatively within dramatic situations,
    - developing improvisation skills,
    - presenting a montage developed through improvisation, and
    - critically examining drama productions.
- Additional attention will be given to:
    - Theatre arts – including stage directions and block
    - History of drama

Drama 10 (1 credit)

- The purpose of this class is to build upon skills learned in grade 9 and to introduce new elements including:
    - further developing improvisational skills,
    - presenting a collective creation developed through improvisations,
    - working cooperatively to produce a short scene,
    - play studies – critically examining plays written by Canadian playwrights, and
    - critically examining stage productions.
    - Additional attention will be given to:
        - theatre arts – old age makeup
        - development of stage voice - voice projection
          - enunciation
          - pronunciation, and
        - history of drama – working cooperatively to perform and record a historical radio play

Drama 20 (1 credit - Prerequisite Drama 10)

- The purpose of this class is to build upon skills learned in grades 9 and 10 and to introduce new elements including:
    - further developing improvisational skills,
    - presenting a collective creation developed through improvisations,
    - working cooperatively to choose and produce a children's play,
    - critically examining stage productions
    - Additional attention will be given to
        - theatre arts - "gore" makeup
          - set design
          - sound effects, and
          - costume design.

Drama 30 (1 credit - Prerequisite Drama 10, 20)
The purpose of this class is to take all skills previously learned to produce a full-length play, chosen and directed by the students, for public presentation at the end of the semester.

- Groups will maintain a stage management book, which will include:
  - set design
  - costume design
  - lighting plan
  - blocking, and
  - makeup,
- Students will maintain a daily journal of their experiences to reflect self-evaluation and critical thought.

Physical Education/Health

Grade Nine Health and Career Guidance (1/2 credit - compulsory)
Grade Nine Health and Career Guidance is a compulsory half credit class that is taken for half of one semester. The class will focus on topics within the context of the school and community. The goals are health promotion, disease prevention and career goal settings. These goals will be achieved by increasing health-enhancing behaviours, decreasing health-risking behaviours, and using a positive decision making process.

Grade Nine Physical Education (1 credit - compulsory)
Grade 9 Physical Education is a compulsory credit class that is usually taken every second day for the full year. It is activity based, and, as such, students are required to change into gym clothes and participate daily. The components that are taught are geared towards lifelong participation and consist of developmental games, sports education, fitness, and outdoor pursuits.
Activities:

Slo Pitch	Golf	Touch Football
Weight Training	Baseball	Basketball
Wrestling	Recreational Games	Tchoukball
		Badminton

Wellness 10
Wellness 10 is a compulsory credit class that combines Health Education and Physical Education. A third of the semester is spent in the classroom and two thirds is spent participating in outdoor and indoor activities. In the classroom students will be exposed to interesting topics that pertain to their personal development and growth such as self-image, nutrition, substance abuse, sexual relationships, and life skills. The outdoor and indoor activities are mainly recreational lifelong activities such as tennis, slo-pitch, touch football, and badminton.
Activities:

Slo Pitch	Soccer	Touch Football
Track & Field	Aerobics	Basketball
Dance	Fitness	Floor Hockey
Educational Gymnastics	Recreational Games	Tchoukball
Weight Training	Wrestling	Badminton
Fitness Theory	Recreational Games	Team Handball
Track and Field	Social Dance	Weights

Program

a) 30 hours of outdoor activities
b) 30 hours of indoor activities
c) 30 hours of classroom activities which may include:
   - wellness introduction - written project
   - dating, date rape, human anatomy, STD, HIV/AIDS
   - careers - budgeting and consumerism
   - fitness theory - CPR & First Aid

Physical Education 20 A Prerequisite: Wellness 10

Physical Education 20A is an optional credit class with an aim of lifelong participation. Skill development and participation will foster the development of positive attitudes toward a lifetime commitment to physical activity.

Activities:

Cross Country Skiing	**Canoeing**	**Squash/Racquetball**
Squash/Racquetball	**Horseshoes**	**Billiards**
Term Assignment	Swimming	Bowling
Weights **(YRHS)**	Fitness Testing	Scuba

Activities in BOLD are Specific to that Grade

THIS CLASS WILL RESULT IN A SMALL STUDENT FEE FOR ACTIVITIES

Personal Fitness 20L Prerequisite: Wellness 10

Personal Fitness has two Foundational Principles. One is to develop independent lifelong learners who readily participate in meaningful physical activity on a regular basis. Secondly, is to enhance Motor Skill Development. Personal Fitness focuses more on Physical Fitness than Physical Education 20A, therefore this class is extremely physically demanding.

Physical Education 30 Prerequisite: Physical Education 20

Physical Education 30 is an optional credit class, which builds on the Physical Education 20 program. It has a mission of developing autonomous, lifelong learners who readily participate in meaningful physical activity on a regular basis. It builds a positive link between regular physical activity, enhanced self-concept and quality of life.

Activities:

Curling	**Golf**	**Self Defense**
Meditation (Yoga, Tai Chi)	**Darts**	**Walleyball**
Paintball (Finals)	**Ice Fishing**	**Out Door Ed Trip**
Term Assignment	Swimming	Bowling
Weights	Fitness Testing	Scuba

Activities in BOLD are Specific to that Grade

THIS CLASS WILL RESULT IN A SMALL STUDENT FEE FOR ACTIVITIES

Personal Fitness 30L Prerequisite: Wellness 10

Personal Fitness has two Foundational Principles. One is to develop independent lifelong learners who readily participate in meaningful physical activity on a regular basis. Secondly, is to enhance Motor Skill Development. Personal Fitness focuses more on Physical Fitness than Physical Education 30A, therefore this class is extremely physically demanding.

Hockey 10L, 20L, and 30L

Hockey 10L, 20L, and 30L are elective credits that students who successfully complete the Hockey Canada Skills Academy (HCSA) course receive. Students must pre-register for these courses and pay a registration fee. $150.00 is needed to hold a spot, and the remaining $200.00 must be received by September 30 of the current school year. There is a maximum enrolment in this class of 24 students, 20 skaters and 4 goalies. Students must be affiliated with minor hockey to qualify for entry into this class.

Hockey 10L, 20L and 30L are first semester classes that have two components:

a). On-Ice

i). students will receive a minimum of 40 one hour sessions that will include; power skating, skill development, tactical development, fitness, and fun.

b). Off-Ice

i). students will receive a minimum of 40 one hour sessions that will include; an individual hockey specific fitness program, nutritional information, skill development, leadership enhancement and classroom sessions

Grade 9 students will take the Hockey 10L class in place of Physical Education and either Health 9 or Computer Fundamentals 9 in Semester One.

Grade 10, 11, and 12 students that choose Hockey 10L, 20L, and 30L as a class will have it take the place of one of their electives.

PRACTICAL & APPLIED ARTS DEPARTMENT

GRADE 9 PRACTICAL & APPLIED ARTS

ELECTIVES—STUDENTS MUST CHOOSE TWO OF THE FOLLOWING 50-HOUR PAA ELECTIVES.

PAA Cooking

Foods: Food preparation involving recipe reading, safe use of kitchen tools and equipment, measuring and mixing ingredients, food preparation in bake, hot, and cold stations of the kitchen, food garnishing, and nutrition.

PAA Sewing

Introductory Sewing Projects, Clothing Repair, Laundry Care, and proper use of Tools and Equipment.

PAA Electrical

The grade 9 electrical course will focus on skill development in the area of soldering and using basic electrical hand tools. There are two projects to complete; a copper ring and a "beetle-bot" which the students will take home with them when complete.

PAA Robotics

Students will enjoy exploring the world of Robotics. Topics covered include: planning, constructing, testing and evaluating robots and their operating environment. The knowledge and skills acquired will serve the candidate well in related disciplines at YRHS; including, but not limited to, Information and Computer Technology, Electricity/Electronics, Mathematics, Science, Automotive Mechanics, and Construction Technology. The successful candidate may also want to investigate robotics further at the grades 10, 11 and 12 level and in Electrical 10, 20 and 30.

PAA Drafting

Grade 9 Drafting is for anyone interested in going into the trades, architecture, and engineering or loves computers! We do a variety of mechanical drawings all on AutoCAD 2011. Students will be working on the computers on the first day. This is a beginner AutoCAD course, all are welcome to attend and everyone will learn how to use basic AutoCAD and drafting techniques by the end of the course.

Modules Covered: DRAF01 Computer Aided Drafting Fundamentals, DRAF03 Sketch Fundamentals, and DRAF04 Multi-View Drawings

PAA Construction

In construction, the students will work with basic hand tools in order to build/create two projects--a wood tool box would be an example. This introduction to construction may create an interest in construction at the 10 20 and 30 levels. In machining, the demand for machinists in Saskatchewan has multiplied, and the machinist trade offers many opportunities as well as excellent wages.

PAA Machining
The students in Grade 9 Machining will complete a 50 hour introductory module to the machinist trade. This trade can be further explored at the grade 10, 11 and 12 levels. They will learn to use basic measuring tools and common metal working hand tools. As well, the students will spend at least 25 hours working on the metal lathes machinery on an interesting project.

PAA Personal Hygiene
The Cosmetology Curriculum is designed for "career and personal growth". The Courses of Cosmetology allow students to develop entry level skill in the beauty industry and explore a number of career options. The majority of the work is devoted to the essential skills and related knowledge in the treatment of hair, scalp, face and hands. If you like the combination of art, science and hands on approach to creative collaboration, you will find this course very enjoyable.

PAA Commerce/Information Processing

Commerce/Information Processing - Grade 9 (1 credit – optional)
Commerce projects and activities will use applications designated in the Information Processing 10 curriculum guide.

The focus of the course is to introduce students to the world of business and the realization that they are active participants in commerce, as consumers and advocates of the business world.

Topics to be explored include: introduction to business, supply and demand, personal banking and budgeting, marketing and how marketing campaigns influences consumers. Other topics include introductory accounting (balance sheet, income statement, cheque writing), and career exploration.

Students will use business computer applications throughout the course, in order to complete assigned commerce projects.

Note: If students choose this elective (Commerce/IP10) they will receive a credit for Information Processing 10 which will go towards the number of credits required to graduate from high school. The first half of IP10 was offered in the compulsory course Computer Fundamentals 9; and the other half is built into this elective (spreadsheets, integration, and presentations).

Building Construction Trade

Construction and Carpentry 10
In construction 10 students will become familiar with and skilled in basic elements of the trade. These include:

- understanding and practice of behavioural and safety procedures.
- identification, description, and correct use of hand tools and handheld power tools.
- layout, measurement, cutting, and shaping of materials; preliminary with hand tools.

The course includes a combination of classroom theory, instructor demonstrations, guided practice, and project work. The objective of Construction 10 is to move students to a strong basic level of skill, confidence, and safety consciousness in a shop environment.

Construction and Carpentry 20 A/B (2 credits course)
In Construction 20 A/B students utilize and build on earlier developed skills and operate a high level of independence. Safety procedures are reviewed and reinforced, and the course content includes the:

- identification, description, and correct use of stationary power tools.
- study building layout, foundations, and structural framing.
- layout of stair, window, door and chimney openings in floor, wall and roof framing.
- assembly and skeathing of structural components.

During the assigned project, students work independently in laying out materials, selecting and setting the tools to be used, and performing the required operations using a variety of handheld and stationary power tools in a safe and efficient manner.

Construction and Carpentry 30 A/B (2 credit course)
In Construction 30 A/B students move onto higher levels of theory and skill development as they apply to Residential and Commercial Construction. Skills developed will include:

- construction blueprint reading.
- interpretation of the National Building Code, and the Canadian Residential Standards (Act).
- the use of layout instruments such as the transit and builders level.
- materials estimating.

Students will work independently or co-operatively, depending on their assignment Priority will be placed on equipping students with an imbed safety consciousness which they can take into any future work experience.

Autobody Trade

Autobody 10
The first level introduces the student to basic concepts of automobile construction, safety, tool use, and welding. Instruction includes a mix of classroom theory and "hands on" experience in the body shop.

Autobody 20 A/B (This is a 2-credit course)
In the second level, students apply the theory and skill development acquired in the first level and has an opportunity to work on vehicles, which may involve minor autobody repair or complete restoration of a vehicle. Students experience many aspects of bodywork such as sanding, welding, body filling, metal work, masking, priming and painting along with panel and windshield replacement.

Autobody 30 A/B (This is a 2-credit course)
The third level involves an intensive skill development program, which is designed to perfect techniques in painting and bodywork. Instructional theory includes refinishing materials, rust proofing and advances in new car technology repair techniques.

The body shop programs expose students to some of the latest equipment and procedures found in the work world, such as: plasma arc cutting equipment, mig welders, unispot guns, head light aimers, electronic test metres and application of new types of refinishing material for use in base-clear paint jobs.

The once basic autobody repair program has expanded into one that deals with the rapid advancement in automobile construction and design. The autobody refinishing process is fast becoming an area that requires a high degree of quality work that is evident in the finished projects. Upon completion of this course, the student may gain employment in the automotive field or possibly use the knowledge and skills developed to maintain a fundamental part of their future - the Automobile.

Business

The following courses are included in this area: Accounting and Entrepreneurship.

Accounting is an exciting elective if you like organization, numbers, calculations, neatness, analyzing numbers, business, finance and economics. It is a growing field and if you find that you enjoy high school accounting, you may want to consider a field directly in accounting or indirectly. Even if you do not pursue accounting after high school, you will surely use the skills you have learned in your personal life and perhaps even in the career you do set your heart on.

Accounting 10

a) Accounting cycle for a service business.
b) Banking and cash control.
c) Computerized accounting - spreadsheet applications **AND**
specialized computer software: Simply Accounting (General Ledger, General Journal).

Accounting 20

a) Accounting cycle for a retail business.
b) Taxation & Payroll.
c) Computerized accounting - specialized computer software: Simply Accounting (General Ledger, General Journal, Payables, Receivables, Payroll).

Accounting 30

a) Introductory Management Accounting and Financial Statement Analysis.
b) Partnerships and Corporations.
c) Computerized accounting – specialized computer software: Simply Accounting (General Journal, Payables, Receivables, Payroll and Project Costing).

Entrepreneurship 30

Entrepreneurship 30 is a course that focuses on guiding economic principles that help shape entrepreneurial opportunities. The first component is an introduction to business theory. Concepts covered include: Economic Principles, Economic Trends (Federal, Provincial and Local), International Trade and Forms of Business Ownership.
The second component, and the bulk of the course, is a partnership with **Junior Achievement**.

What is JUNIOR ACHIEVEMENT:

Junior Achievement helps create tomorrow's leaders.

Our unique programs allow students to experience and understand business, preparing them for leadership. They enable young people to gain financial responsibility, make confident decisions and become innovators*. Junior Achievement*.
The program, Junior Achievement is a national program which will be integrated into the Grade 12 Entrepreneurship course, and the program will constitute 2/3rds of the course. Students will establish teams, and by sharing their strengths they will determine a president, and vice-presidents of finance, sales, marketing, production, technology, and human resources. Each team will brainstorm a business idea. This business idea will be developed and the students will actually run their own business during the semester. At the end of the project, students will create and analyze their financial documents to determine whether a profit or loss was made. Profits will be shared by the students, or in other words, the shareholders. The students will learn all about business theory, entrepreneurship and economics in a real business setting. The learning experience brings running a business into a real life experience.

Career Work Exploration

Career Work Exploration 20 30A, and 30B are non-prerequisite courses that blend theory-based and experiential learning components in a career development continuum of awareness, exploration and experience.

Each course promotes career planning and decision-making. Each course is a 100 hour, one credit course consisting of 25-30 hours of classroom learning and 70-75 hours of workplace learning. Workplace learning must take place during a normal school day; hours 9:00 a.m. – 3:30 p.m. Career work experience courses provide students a wide variety of transition pathways regarding career choices.

Commercial Cooking

The Commercial Cooking Program is designed to train students in the basics of quantity food preparation. A combination of theory and practical training allows the student an insight on the food services industry. Much of the emphasis is placed on practice in the kitchen, which will be similar to any job situation the student will find in industry. The theory gives an understanding of kitchen methods and procedures that complement the practical experience found in the commercial kitchen.

Commercial Cooking 10

Content Introduction to food service ... safety, sanitation and personal skills ... basic kitchen management ... use and maintenance of kitchen tools and equipment ... introduction to: vegetables; stocks, soups and sauces; potatoes, rice and pasta; breakfast preparations and dairy products; sandwiches; salads and salad dressings, baked goods and desserts…food decoration.

Commercial Cooking 20

Content Safety, (FOOD SAFE CERTIFICATION), sanitation and personal skills…kitchen management…use and maintenance of kitchen tools and equipment…preparation of: vegetables, potatoes, rice and pasta, soups and sauces, appetizers, baked goods and desserts…food decoration…breakfast cookery.

Prerequisite: Commercial Cooking 10

Commercial Cooking 30

Content - Safety, sanitation and personal skills ... kitchen management ... vegetable cookery ... meat, seafood and poultry cookery ... soups and sauces…salads…fancy desserts…yeast baked goods…food decoration and presentation.

Prerequisite: Commercial Cooking 20

Cosmetology

The Cosmetology Curriculum is designed for "career and personal growth". The Courses of Cosmetology allow students to develop entry level skill in the beauty industry and explore a number of career options. The majority of the work is devoted to the essential skills and related knowledge in the treatment of hair, scalp, face and hands. ***If you like the combination of art, science and hands on approach to creative collaboration, you will find this course very enjoyable.***

Cosmetology 10: Introductory

- History of Cosmetology, personal development and career exploration.
- Salon theory, salon procedures & decontamination.
- Basic theory & skill development for shampooing, hair styling, nail care, skin care, makeup application, color coding.
- Industry Research
- Practical work is done on partners and mannequins.

Cosmetology 20: Intermediate (2 hour course)

- Salon procedures & decontamination and basic Chemistry as applied to Cosmetology
- Specialized skill development for hair treatments, hair styling, nail artistry & nail care, foot care, skin care, facial hair removal, corrective makeup application.
- Creating and use of a salon portfolio.
- fantasy makeup and costume
- Introduction to competition work in Aesthetics.
- Practical work is done on partners, mannequins and guests on spa day.

Cosmetology 30: Advanced (2 hour course)

- Salon procedures & decontamination.
- Advanced theory & skill development for scalp treatments, nail care, hair cutting, permanent waving, hair coloring, hair design, ornamental hair pieces.
- Expanding the salon portfolio. (Elements of design, wardrobe & total look, social & cultural influences.)
- Introduction to competition work in Hairstyling.
- Salon Management: Salon Layout & Creating a Salon or Spa.
- Practical work is done on partners, mannequins and guests on spa day.

Drafting Technology

"Come check out our new 3D printer. See how you can turn your drafted CAD drawings into a real object you can hold in your hands!"

The Saskatchewan Drafting and Computer Aided Design Curriculum is intended for students to use computer-assisting drawing programs and make the transition from manual drafting. Students will learn:

- To understand the use of different tools in drafting.
- Basic functions of AutoCAD.
- Use of manual tools to draw.
- To maintain a high standard of quality.
- To appreciate to concept of scale and proportion.
- To manually sketch drawings.
- To use terminology related to drafting.
- To understand 3-D and 2-D drawings.
- To produce drawings for Architectural Projects.
- To understand the use and location of materials used in the constructions of a typical house.
- To become aware of career opportunities that exists in the field of drafting.
- To create drawings for basic objects in a 3-D environment.

Drafting and Computer Aided Design 10:

- Computer-Aided Drafting Basics
- Basic Manual Drafting Tools and Procedures
- Sketching and Freehand Drawing Fundamentals
- Multi-view Drawings
- Pictorial Drawings
- Basic Dimensioning
- Career Opportunities
- Extended Study

Drafting and Computer Aided Design 20:

- Auxiliary Views and Revolutions
- Advanced Dimensioning
- Fasteners and Joints
- Working Drawings
- Floor Plans
- Wall Sections
- Elevations
- Intermediate 3D CAD

Drafting and Computer Aided Design 30:

- Pattern Development
- Residential Design
- Presentation Floor Plans
- Presentation Elevations
- Advanced 3D CAD
- Surveying
- Reading Technical Documents

Electrical Technology and Robotics

Electricity/Electronics 10 (1 credit)
This course provides an introduction to the basic concepts of electricity and electronics. The following general topics are covered: hand tools and safety, introduction to electricity and electronics, power supplies and sources, basic concepts of electricity, basic principles of AC and DC circuits, Ohm's and Watt's Law, series and parallel circuits, over-current devices and basic house wiring circuits. This course includes theory, labs, projects and booth work. This is a very practical hands-on course.

Electrical 20/Electronics 20 (2 credit)
Prerequisite: Electricity/Electronics 10

This Electrical course will be an expansion of the Grade 10 course. The following topics will be introduced at this level: conductors, residential wiring methods, residential circuits and services, Canadian Electrical Code, DC theory, DC generators, single phase transformers, batteries and small voltage sources, diodes and capacitors, and electronic kits. This course includes theory, labs, projects and booth work. This is a very practical hands-on course.

Electrical 30 (1 credit)
Prerequisite: Electrical 20/Electronics 20

This Electrical course is a continuation of the Grade 11 course. The following topics will be introduced at this level: appliances, DC motors, AC motors, motor starters and controllers, residential wiring, commercial wiring methods, service calculations, career exploration, lighting and electronics kits, This course includes theory, labs, projects and booth work. This is a very practical hands-on course. Students have the opportunity to get involved with the Skills Canada competitions.

Computer/Information TECHNOLOGY

Computer Fundamentals 9 (1/2 credit – compulsory; 50 hour course)
Topics:

- File Management
- Word Processing
- Online Research Skills
- Research Paper Format
- Spreadsheets
- Multimedia Presentation
- Blogs, Wikis, Podcasts, Discussion Boards, Course Management, etc.
- Graphics

Computer Science 20
Computer Science is about making the computer solve problems for you. Unfortunately, computers cannot think for themselves and so must be told how to convert a plan to solve a problem into a language the computer understands. This course teaches students how to write programs for computers at a beginner's level.
Topics include:

a) Input & Output
b) Decisions and Branching
c) Simple Looping
d) Procedures and Functions
e) Graphics, Sound and Animation
f) Arrays
g) Careers and Trends in Computer Science

Software: Visual Basic

Computer Science 30
Prerequisite: Computer Science 20

Computer programming today is no longer a job for a single individual. Many people may take part in a program's creation and still more take part in its maintenance and evolution over time. This has created the need for reusable program segments. As a result, Object Oriented programming languages came into popular use. This course concentrates on programming in an object-oriented programming language.
Topics include:

a) Input & Output and Files
b) Decisions, Loops, and Exceptions
c) Advanced Search and Sort Techniques
d) Object Oriented Programming
e) Javascript / Graphics User Interface
f) Careers and Trends in Computer Science

Software: Java / Javascript

Communication Media 10

Communication Media will help students to develop the skills and abilities required in audio, video, and interactive media productions. Students will be introduced to the three stages of production including pre-production, production, and post-production. Throughout the course, students will be introduced to the vocabulary and concepts specifically related to broadcast technology. As much as possible, students will become well versed in the "best practice" of the industry.

Course Study:

- Communication Through Media
- Production Stages
- Legal and Ethical Issues
- Career Opportunities
- Introductory Interactive Media Production
- Introductory Audio Production
- Introductory Video Production
- Audio Effects and Music

Software: Dreamweaver, Audacity, iMovie, and GarageBand
Hardware: Apple iMac computers

Communication Media 20

Prerequisite: Communication Media 10

This course continues the development of student skills and abilities in the production areas of audio, video, and interactive media. Students will examine the production stages in more depth and learn processes and techniques that result in a higher quality product. Special effects and animation techniques are added to the production process.

Course Study:

- Legal and Ethical Issues
- Intermediate Audio Production
- Intermediate Video Production
- Intermediate Interactive Media Production
- Visual Effects
- Animation

Software: Audacity, Final Cut Pro and Adobe Flash
Hardware: Apple iMac computers

Communication Media 30

Prerequisite: Communication Media 20

This course provides an opportunity for students who have completed Communication Media 10 and 20 to work on more advanced productions utilizing video, audio, and animation. The students will focus on large-scale projects similar to those produced in a television or radio studio.

Course Study:

- Legal and Ethical Issues
- Scripting
- Large-Scale Production

Software: Audacity, Final Cut Pro, Lightwave/Blender, and other software choices of the individual
Hardware: Apple iMac computers

Machine Shop

Machining 10

a) Theory of basic machine shop practice and safety.
b) Theory and practice in the use of measuring tools and layout tools used in mechanical trade.
c) Theory of basic hand tools: drills and drilling; taps, dies and threading.
d) Theory of basic lathe operation and uses of lathe tools.
e) Practice in drilling and the use of tap and die for threading.
f) Performing simple turning skills on the lathe such as hand tools and ornamental designs.
g) Theory of calculating and cutting tapers.
h) Practice taper cutting using tailstock, compound rest and taper attachment methods.
i) Theory of tool sharpening.
j) Practice tool sharpening identifying the correct angles for various applications.

Machining 20

a) Theory - a study of threads, thread fit and thread use.
b) Producing various thread shapes such as V thread, Acme thread, Square thread. All these operations are to meet previously established quality. It also requires the student to do all tool preparation and machine set up as prescribed by previous lecture information.
c) Theory of the use of shaper and planers and their operation.
d) Practice shaper operation by producing proscribed objects for various application.
e) Theory of milling machine operation, its parts and accessories.
f) Practice of simple milling operation such as slab milling, key cutting, and simple indexing.
g) Theory of milling machine dividing head principles and operation theory and calculations of T slot and Dove Tail cutting method of indexing. Applying mechanics of Spur Gear calculations.
h) Practical: Applying all of the above principles to lab objectives for evaluation.

Machining 30

a) Theory of milling machine, dividing head principles and operation such as methods of indexing: angular and differential applying mechanics of gear calculation of various principles.
b) Practical: Applying all of the above principles to lab objects for evaluation.
c) Introduction to tool and surface grinders, grinding wheel structure, selection, and safety.
d) Practice: Apply above mentioned principles to lab objects.
e) Theory: A study of metals ferrous and non-ferrous. Structure, hardening process and classification follow-up with lab experiments.
f) Theory: Study of machining processes such as numerical control, electro- chemical, high energy metal forming and electromagnet forming

Mechanics

Mechanics 10 Introductory Automotive

a) Safety and shop procedure
Study of measuring tools, basic hand tools, fasteners
Theory of mechanical engine fundamentals and construction
Practical Work - disassemble engine provided, measure and study components, and construction of parts
b) Study of supporting component and systems such as lubricating system, cooling and electrical systems, fuel systems, and ignition systems
Practical Work - disassemble units provided
- verify operation study components and construction
c) Study of power train, steering and brake fundamentals
Theory of mechanical construction and application of all supporting members and parts composing these units
Practical Work - disassemble units provided
- study components, construction and operation

Mechanics 20 A/B
Power Plants and Power Train (This is a 2-credit course)

a) The design and repair of multi-cycle motors
b) A short study of alternate power plants
c) A study of the design and operation of the power train, i.e. transmission, constant-velocity joints, differentials, and axles
d) The repair and adjustments of the above items

Mechanics 30 A/B
Tune-up, brakes, front-end (This is a 2-credit course)
a) Design, construction, and operation of automotive electronic systems
Design, construction, and operation of fuel and emission control systems
Practical work, engine tune-up, and test procedures
b) Design and construction of brake and front suspension assemblies
Practical Work - removal and replacement of the above mentioned components

PHOTOGRAPHY
Students will have the opportunity to learn about the evolution of photography by using pinhole, film, and digital cameras. Equipment and materials will be available to create, develop, and alter still photographs. Students will have an opportunity to develop a critical awareness of good photographic techniques, visually literacy skills and an overall appreciation for photography.

Photography 10
This course is an introduction to photography with three main components:
a) An Introduction to Photography – focuses on the history of photography and principles of light. Students will make their own camera in this component.
b) An Introduction to the Camera – focuses on the use of cameras, developing film and paper in a darkroom, and exposure. Each student will have opportunities to take photographs with 35mm and digital cameras.
c) An Introduction to the Image – focuses on digital editing and manipulation of photographs on computers. Composition and elements of design are explored.

Photography 20 (pre-requisite Photography 10)
This course will build on the knowledge and skills acquired in Photo 10…
a) Exploring Photography – students will explore career opportunities in photography. Photojournalism will be explored in depth. Critiquing images and legal/ethical issues are addressed.
b) Exploring the Camera – focuses on lighting, lenses and advanced settings. Technical and creative skills will be developed.
c) Exploring the Image – focuses on a more in-depth use of digital adjustments and the digital manipulation of photographs. Advertising is introduced to students.

Photography 30 (pre-requisite Photography 20)
This course will build on the knowledge and skills acquired in Photo 10 and 20…
a) Photography Appreciation– students will explore the history of photography and will be introduced to photographers that have impacted photography in the past and others that are revolutionizing photography today. Students will also develop critical skills to evaluate photographs.
b) Advanced Camera Use – focuses the creative use of the camera.
c) Advanced Image Finishing – focuses on a more in-depth application of digital manipulation. Presentation of images will be explored.
d) Studio Photography – Students will be introduced to basic lighting techniques using professional equipment. Portraiture and commercial photography will be explored.

Robotics

Robotics 10L

The integration of programming skills with mechanics is woven as the main themes in this 10 level course. We will be using the Boe-bot as the practical tool to tie the two together. Particular focus will be applied to the use of sensors. This will include touch, Infrared, QTI line sensors, ultrasonic sensors, and photo resistors. Electronics is also one of the main themes of the course. Motor controls, servos, and actuators are also examined. By the end of the course, students should have a good grasp on the fundamentals of autonomous robots. A lot of questions on how things work in today's electronic, sensor intensive world will be answered. (Why does the water come on when I put my hands underneath the tap?)

Robotics 20L

Unlike the grade 10 course which will focus on the autonomous robot, the 20 level robotics course will focus on the radio controlled robot. Although this robot is not as independent as the autonomous robot the challenges provided are still evident. Robot design, functionality, and purpose are main themes of this course. Mechanical aspects are emphasized. Students should be prepared for a lot of problem solving and independent thinking as part of the nature of the course. Electronics, motor controls, motors, servos, actuators and many more mechanical/electrical items will be explored. Tool usage will be a great advantage for students in this course. Get ready to use your minds and your hands. A great course for the budding engineer!

Welding

Welding 10

a) Study of required welding and shop safety precautions.
b) Study of basic welding terms, welding rod classification, theory and practice of oxy-acetylene welding and brazing.
c) theory and practice of manual arc welding.
d) Instruction in the use of basic hand and power tools.
e) Your future in welding, job available, wages, and working conditions in industry.

Welding A20

a) Theory and practice of oxy-acetylene cutting - manual and automatic, advanced manual arc welding including students' testing of their own welds, and metallic Inert Gas (M.I.G.) welding.
b) Study of welding faults and classification of metals.
c) Introduction to:
   - fabrication: design, layout, cost of materials, and construction of individual projects
   - drafting and its application to welding
   - welding symbols and their usage
   - methods of weld testing and welder qualifications
d) Further instruction on and use of hand and power tools.
e) Discussion of the effects of high technology on the welding field.

Practical and Applied Arts Survey B20

This class will allow students that opportunity to understand and utilize current fabrication/production procedures. Design principles, blue print preparation and interpretation will develop a basis for project work, jigs, fabrication and assembly systems, fixture will be examined and developed as required. Procurement of supplies, cost estimating and post-fabrication requirements will be undertaken. Current local manufacturing practise will be studied through field trips and plan tours.

Welding A30 & Practical and Applied Arts Survey B30 (This is a 2-credit course)

a) Continuation of advanced manual arc welding - practice, theory, and weld testing
b) Theory and practice of T.I.G. welding, Arc-air cutting, specialty electrodes
c) Further instruction in:
   - fabrication: layout, design, welding symbols and construction of individual projects
   - welding metallurgy

Apprenticeship! A Terrific Career Choice!

SASKATCHEWAN YOUTH APPRENTICESHIP

CURRENT SITUATION: If a student completes three grade levels of a specific trade class (i.e. Construction 10, 20 AND 30), they will receive credit towards their first-year apprenticeship work experience hours (i.e. 150 hours per course for a total of 450 hours). For example, if they are required to complete 1500 hours of work experience in their first year as an apprentice in the construction field, they will get credit for 450 hours. This allows an apprentice to move on to the next stage of apprenticeship sooner.

PROGRAM: A government incentive allows students to obtain **additional** credit towards future apprenticeship hours. The **Saskatchewan Youth Apprenticeship Program** is offered in Grade 10, 11 and 12.

The program is integrated in the following classes and allows students the opportunity to earn 100 hours towards apprenticeship.

Automotive 10
Autobody 10
Commercial Cooking 10
Machining 10
Construction 10
Welding 10
Cosmetology 10

- Completing Construction 10, 20 and 30 allows students to use the 450 apprenticeship hour credits in CONSTRUCTION apprenticeship only. The same would apply for any of the other trades.
- Completing Sask. Youth Apprenticeship in any of the additional class listed across allows students to use 100, 200 or 300 hours in any apprenticeship trade. If a student completes Cosmetology 10, 20 and 30 they can use the 300 hours towards any apprenticeship trade.

If you register in one of the above courses, you are automatically registered in the Youth Apprenticeship Program. Maximum hours that can be obtained – 300 hours.

If you have any questions, please call the YRHS at 306.786.5560. Information is also available at the Yorkton Regional High School web site (http://www.yrhs.gssd.ca) or the Saskatchewan Apprenticeship site (http://www.saskapprenticeship.ca) -- Click on Youth Apprenticeship.

Life Transitions 30

Units:
1. Life roles and transitions
   - expectations at different stages of one's life
2. Action plans for effective and successful living
3. Money management – banking, budgeting, income tax
4. Career planning and job searching
   - resume writing
   - applying for a school or job
5. Health self-care
   - what kind of doctor should I see
   - responsible use of OTCs
6. Conflict in Relationships
   - recognizing dangerous relationships
   - skills for handling conflict
7. Sexual and Reproductive Health

Life Transitions is a preparatory class for life after high school. Whether one plans to continue to post-secondary education, into the work force or parenthood, we all need to be prepared for the next step in our lives. Numerous guest speakers will enhance student knowledge.

Program. Maximum hours that can be obtained – 300 hours.

If you have any questions, please call the YRHS at 306.786.5560. Information is also available at the Yorkton Regional High School web site (http://www.yrhs.gssd.ca) or the Saskatchewan Apprenticeship site (http://www.saskapprenticeship.ca) -- Click on Youth Apprenticeship.

Drivers Education (No Credit)

This course will consist of 30 hours of classroom and 6 hours of in-car instruction and will be conducted using the curriculum developed and prescribe by Saskatchewan Learning. The vehicle to be used for driving instruction has dual-brake control and is adequately insured for operators and passengers.

The purpose of Driver Education is to prepare competent and skillful young drivers. It is important therefore, that the student be allowed to practice in the family car until he/she has mastered what has been taught. It is in this area that parental guidance has a great part in satisfactory completion of the driver training program. It is for this reason that you are asked to co-operate with the instructor by providing the opportunity for such practice.

A vision test is arranged through the High School in the Driver Education class. On this day students will be require to have their birth certificate ***or*** passport and a Saskatchewan Health Service Card (with signature). No photocopies will be accepted. Once the vision test is completed with success the student will be issued a Learner's License.

STUDENTS MUST ATTEND AT *LEAST 27 HOURS* OF THE 30 HOURS OF THE IN-CLASS COURSE.

No holder of a class seven license is eligible for a class five driver's license unless the student has completed the High School Drivers Education Program. The Drivers License of a 15 year old student who has missed or discontinues the high school program will be cancelled immediately.

A Drivers Education Certificate will be issued by the instructor upon successful completion of the Drivers Education course and must be presented to the driver examiner prior to the Provincial Road test.

The only cost incurred to the student will be the Drivers License and textbook ($17.00) for the course. The students' own ability and desire to learn will determine whether he/she is receives a passing mark on the final exam.

Alternative Education

Description and Guidelines

The Alternative Education Program is an approved locally developed program designed to meet the special needs of students who require cirricula that are qualitatively different from the Regular Education Program. After completing eight courses in each grade level, students will receive standing in Alternative Grade 10, Alternative 11 and Alternative 12.

An Alternative Education Program may be considered for a student who:

- Has below average cognitive functioning
- Is four or more grade levels behind peers academically
- Has not experienced success in a Regular Education Program
- Has significant problems with attendance/motivation and work habits
- Is at risk for dropping out of school
- Requires life skills and vocational training

Placement in the Alternative Education Program is not considered appropriate for most students with average to above average cognitive ability who may have learning disabilities and/or behavioural disorders, and/or for whom English is a second language or dialect. The decision to move a student from a Regular Education Program to the Alternative Education Program is based on formal/informal assessments of both academic and cognitive functioning and educational history. No one criterion will determine program placement for a student.

Parent(s)/caregiver(s) must be consulted prior to the enrolment of a student in the Alternative Education Program. They must be provided with a clear understanding that the Alternative Education Program doe not meet the admission requirement for any post-secondary programs. When the decision has been made to place a student in the Alternative Education Program, parent(s)/caregiver(s) must sign a form indicating their agreement. The student will remain in the Alternative Education Program for his or her high school years unless application is made for a transfer and approved by Saskatchewan Learning.

The final decision to place a student in the Alternative Education Program is made by the Yorkton Regional High School Screening Committee. Members of this committee are:

Mrs. Jana Szabo, Special Education Teacher
Mr. Dennis Nesseth and/or Mrs. Johnna McBride, Vice-Principals
Mr. Mike Haczkewicz, Principal and
Mrs. Tracy Huckell, Superintendent of Student Services

Functional Integrated Program

Description and Guidelines

Functionally Integrated Program is designed for students with severe, multiple or cognitive disabilities who require individual programs. Students do not receive credits for individual courses. Rather the program is outlined on an individualized Personal Program Plan.

The Functionally Integrated Program focuses on the following areas:

- Academics
- Communication
- Personal Management
- Social Competence and Social Networks
- Leisure/Recreation/Physical Wellness
- Career/Work Exploration
- Task Performance/Work Habits
- Other (cognitive development, orientation and mobility motor skills, visual efficiency, etc.)

The final decision to place a student in the Functionally Integrated Program is made by the Yorkton Regional High School Screening Committee. Members of this committee are:

Mrs. Jana Szabo, Special Education Teacher
Mr. Dennis Nesseth and/or Mrs. Johnna McBride, Vice-Principals
Mr. Mike Haczkewicz, Principal and
Mrs. Tracy Huckell, Superintendent of Student Services

Universal Teaching Program (UTP)

UTP is a bridging program for High Risk students not experiencing success in the regular mainstream, traditional classroom. As well, it is a program that focuses on developing an individualized program encompassing all areas of student life. It is a program intended to promote personal achievement and belonging.

Entrance into this program may be granted with approval from the Vice-Principal and parent or guardian. Criteria for entrance into this program may include a recommendation from Grade 8 sending school, chronic truancy / tardiness issues in elementary years, health concerns, late arrival in the semester, referral from justice, and / or dependent children.
The goals of this program are to:

- keep students in school,
- transition students back to regular classroom,
- allow students to become more independent (physically, academically, socially, emotionally and spiritually), and
- promote student success with a regular Grade 12 standing.

Program courses include English, Math, Social Studies, Wellness, Physical Education, Health and Career Guidance, Work Experience, Science 9 and a Teaching Tutorial at Grade 9 and 10 levels.

TUTORIAL

The tutorial center is designed to assist students who may be encountering problems in the main academic subjects or keeping up with organization for classes. Tutorial time focuses on building basic skills in many subject areas as well as completing daily class work and building self-esteem. The students are expected to work independently, with the teachers and educational assistants providing the necessary help and guidance. Regular attendance is required.

Extra-Curriculum Activities

The extra-curricular program is an important aspect of the high school program. Students are encouraged to enrich their school experience by getting involved in one or more aspects of the program. Each activity is unique and provides for growth and development of talent, enjoyment and friendship.

Sports

The Yorkton Regional High School has an excellent athletic program and students interested in inter-school athletics are invited to participate on any of the following teams. See website for complete list.

- Archery
- Badminton
- Basketball - Junior or Senior
- Cheerleading
- Cross Country
- Curling - Boys, Girls or Mixed
- Football - Junior or Senior
- Golf
- Soccer
- Track and Field
- Volleyball - Junior or Senior
- Wrestling - Boys or Girls

Intramural

An intramural recreation program is provided for all students in the gymnasium during their lunch hour. Also there is an intramural hockey program and an intramural mixed curling program that takes place after school.

Clubs and Organizations

There is a vast array of clubs, organizations and activities in which students can become involved. The following list highlights some of the opportunities.

Student government
Debate
SADD
Marching 100
Show Choir
Newspaper
Volunteens
Photography
Mock Trial
Drama
Musical
Raiders Rock
Jazz Band
Student Exchange
Yearbook
Car Show
Robotics