

YORKTON REGIONAL HIGH SCHOOL



COURSE CATALOGUE

**Course Catalogue
2023-2024**

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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 Teacher Counsellors in Student Services.

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)

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 Workplace 10 is a prerequisite for Math Workplace 20).

CREDIT VALUE - 1 course = 100 hours = 1 credit

Unless otherwise indicated, all courses at The Yorkton Regional High School are one-credit courses. Courses at grades 10, 11, and 12 count toward graduation, with the exception of Driver Training.

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. Marks are reported on an ongoing basis.

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.

ELECTIVES

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

COURSE REQUIREMENTS

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

Grade IX students must enrol 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 enrol 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 should enrol 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 should enrol 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 as they are willing to listen to you and help you plan a program.

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)

The K-12 aim of the Saskatchewan English language arts curricula is to help students understand and appreciate language, and to use it confidently and competently in a variety of situations for learning, communication, work, life, and personal satisfaction.

Goals are broad statements identifying what students are expected to know and be able to do upon completion of study in a particular subject (e.g., English language arts). The K-12 goals of the Saskatchewan English language arts curricula are to:

- **Comprehend and Respond (CR).** Students will extend their abilities to view, listen to, read, comprehend, and respond to a range of contemporary and traditional grade-level texts in a variety of forms (oral, print, and other texts) from First Nations/Métis and other cultures for a variety of purposes including for learning, interest, and enjoyment. (Refer also to sidebar)
- **Compose and Create (CC).** Students will extend their abilities to represent, speak, and write to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences. (Refer also to sidebar.)
- **Assess and Reflect (AR).** Students will assess their own language skills; discuss the skills of effective viewers, representers, listeners, speakers, readers, and writers; and set goals for future improvement.

What ELA Is	What ELA Is Not
<ul style="list-style-type: none"> ● Using visual, multimedia, oral, and written communication competently, appropriately, and effectively for a range of purposes ● Recognizing the central role of language in communicating, thinking, and learning ● Setting meaningful and relevant contexts for teaching and learning including connections to students' experiences, knowledge, and personal and cultural identity ● Helping students know what and why they are learning and doing something (i.e., outcomes, indicators, and exemplars) ● Teaching and learning for "deep understanding" (including using compelling questions as a focus) ● Making meaning of ideas or information received (when viewing, listening, and reading) ● Creating meaning for themselves and others (through representing, speaking, and writing) ● Using critical, creative, and metacognitive processes to make sense of ideas, information, and experiences ● Creating, critiquing, and applying knowledge, not just "having" it ● Participating, contributing, and making connections to the world beyond the classroom ● Questioning students' assumptions about the world and their place in it ● Using a variety of strategies (e.g., Before, During, and After) depending upon the task ● Understanding how language really works (e.g., discourse, registers, sociolinguistic features and functions, cues and conventions) and consciously using "grammatical" conventions for purpose and effect ● Engaging in inquiry learning ● Recognizing and respecting a range of worldviews ● Using assessment and evaluation to guide and improve learning; provide opportunities to reflect, monitor, self-assess, and set targets for learning ● Showing proof of learning & reflecting on own learning and literacy ● Developing the disposition to lifelong learning ● Using contemporary technologies to learn and to document understanding 	<ul style="list-style-type: none"> ● Using only print resources with a fictional emphasis for a limited range of purposes (usually isolated to a school task) ● Letting "literature" drive the program ● Giving isolated language activities and using unrelated texts ● Having only teacher awareness of the outcomes and not sharing them with students ● Asking and answering solely teacher-directed questions ● Answering knowledge/comprehension questions, individually, after reading print texts ● Using only limited forms of communicating, usually writing ● Accessing and accepting isolated information at face value ● Gaining knowledge but not using it ● Not considering the implications of issues within the broader community ● Accepting a Eurocentric and complacent view of the world ● Following only teacher-directed skills and strategies and spending time on isolated skill and drill ● Learning "grammar" for "grammar's" sake ● Doing a project or, if time permits, a series of activities to bring closure ● Not thinking critically about whose worldview is presented ● Not reflecting on or analyzing own progress ● Avoiding any accountability for own learning ● Assuming that the responsibility for learning and literacy lies with the teacher ● Setting short-term goals for learning (e.g., "Is it on the test?") ● Using limited or inappropriate technology for technology's sake

ELA 9A

The following themes are explored through a variety of fiction selections, poetry, non-fiction titles, and informational texts, including media broadcasts, advertisements, and speeches.

All that I Am – the Search for Self (Multi-Genre Thematic Unit)

- Your identity is who you are. It has been built by you and shaped by your family, friends, and community. By exploring who you are and finding out more about your friends, classmates, and others as individuals you gain a stronger sense of self. In turn, by knowing yourself, you can also consider who you want to become and be open to the changes (and conflicts) that you will encounter as you journey through life.
 - **Possible Questions for Deeper Understanding:**
 - From where does our sense of identify come?
 - What makes each person unique and interesting?
 - How do people express their individuality?
 - How do people change as they journey through life?
 - How do we keep our self-identity yet, at the same time, become part of a community?

Conflicts, Challenges, Issues, and Choices– Doing the Right Thing (Multi-Genre, Inquiry, and Interdisciplinary)

- Whether at home, in school, or in society, we all face conflicts, challenges, and issues. They force us to make choices if we are to do the right thing. Doing the right thing is always a challenge. Is it better to do the right thing and fail or do the wrong thing and succeed? By considering how others have dealt with similar conflicts, challenges, and issues, we can learn how to do the right thing.
 - **Possible Questions for Deeper Understanding:**
 - What is the right thing to do? How do we know?
 - What are our rights, responsibilities, and freedoms?
 - What causes conflict or makes something an issue?
 - How do individuals and groups best deal with and resolve conflicts and address issues?
 - What qualities help people deal with conflicts and issues successfully?

Indigenous and Norse Narrative (Author/Genre Study)

- All cultures have their stories. These stories contain those beliefs and values that are considered important by each culture. They reflect a people’s worldview and allow us to gain insight into their cultural knowledge and heritage. Because Indigenous stories and traditions are an integral part of Canadian society, they provide important opportunities for us to deepen our understanding of who we are and to understand our linguistic and cultural roots.
 - **Possible Questions for Deeper Understanding:**
 - Why do people tell stories and tales?
 - How do these stories help people understand their world?
 - What lessons do we learn about people through these tales?
 - How are these stories and tales alike and different?
 - Why is it important for each generation to hear and to retell these tales?

ELA 9B

- Exploring Loyalty, Love and Relationships (Sub-themes include: Friends, Family and Someone Special) (Multi-Genre Thematic Unit)
- Surviving and Conquering (Multi-Genre Thematic Unit)
- Our Shared Linguistic and Cultural Roots (inquiry)

There are no final exams for Grade 9 ELA as per APA 202.

English Language Arts A10 and B10 (2 compulsory credits)

Students will Comprehend and Respond to Course Units/Modules in each course as follows:

ELA A10

- The Challenges of Life (Sub-themes include: Explaining the World Through our Foundational Stories; Destiny and Challenges of Life; Human Existence; Decisions)
- 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 (Sub-themes includes: Who and What is Right?; Empowerment; Degrees of Responsibility; Rights and Responsibilities; Justice and Fairness)
- The World Around And Within Us (Perspectives; Diversity of Being; The Natural and Constructed Worlds; Individuals and Communities; Stewardship)

Evaluation is based 90% of term work and 10% on a final exam (as per APA 202).

English Language Arts 20 (1 compulsory credit)

- Students will Comprehend and Respond to two themes:
- Starting Out– Beginning and Becoming (Sub-themes include: The Past and the Present; Triumphs and Trials; Discovery and Disillusionment; Relationships with Family and Others; Celebrations and Rites of Passage)
- Moving Forward– Establishing and Realizing (Sub-themes include: Turning Points and Transitions; Evolving Roles and Responsibilities; Opportunities and Obstacles; Risks and Rewards; Beliefs and Goals)
- 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 80% on term work and 20% on a comprehensive final exam (as per APA 202)

Mass Media and Popular Culture

- 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:
 - investigating the history of mass media and its role in society
 - examining the use of language conventions, text forms, and style in media texts
 - critically interpreting a variety of media texts for message and meaning
 - examining the role of ethics, rights, and responsibilities in the production and consumption of mass media
 - investigating the role and power of marketing and advertising in mass media
 - analyzing the influence and impact of social media on individuals and society
 - designing and creating media texts that explore identity, social responsibility, and social action
 - researching career opportunities in media and media-related industries
 - exploring a topic, question, or issue of personal interest relevant to the course
 - establishing goals and plans for language learning and use relevant to the course

Creative Writing

- 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.
- The outcomes at a glance are as follows:
 - investigating visual multimedia, oral, and written texts as sources of inspiration for creative writing
 - investigating mentor texts as resources to inform the craft of creative writing
 - speaking to communicate ideas and information in informal and formal situations, such as discussions, conferences, and presentations
 - listening to, comprehending, and interpreting information and ideas present in informal and formal situations, such as discussions, conferences, and presentations
 - composing and creating a variety of poems, short fiction texts, short scripts, and nonfiction texts that explore identity, social responsibility, and social action
 - exploring a topic, question, or issue of personal interest relevant to the course
 - establishing goals and plans for language learning and use relevant to the course

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 MultiMedia 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 80% on term work and 20% on a comprehensive final exam (as per APA 202).

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 *Audiovisual* 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.
- There are no final exams in Modified English Language Arts
- Smaller class sizes allow for more one on one interaction between teacher and pupil.

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.

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.

Mathematics

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 enrol 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 enrol in: **Pre-AP Mathematics 9**

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

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

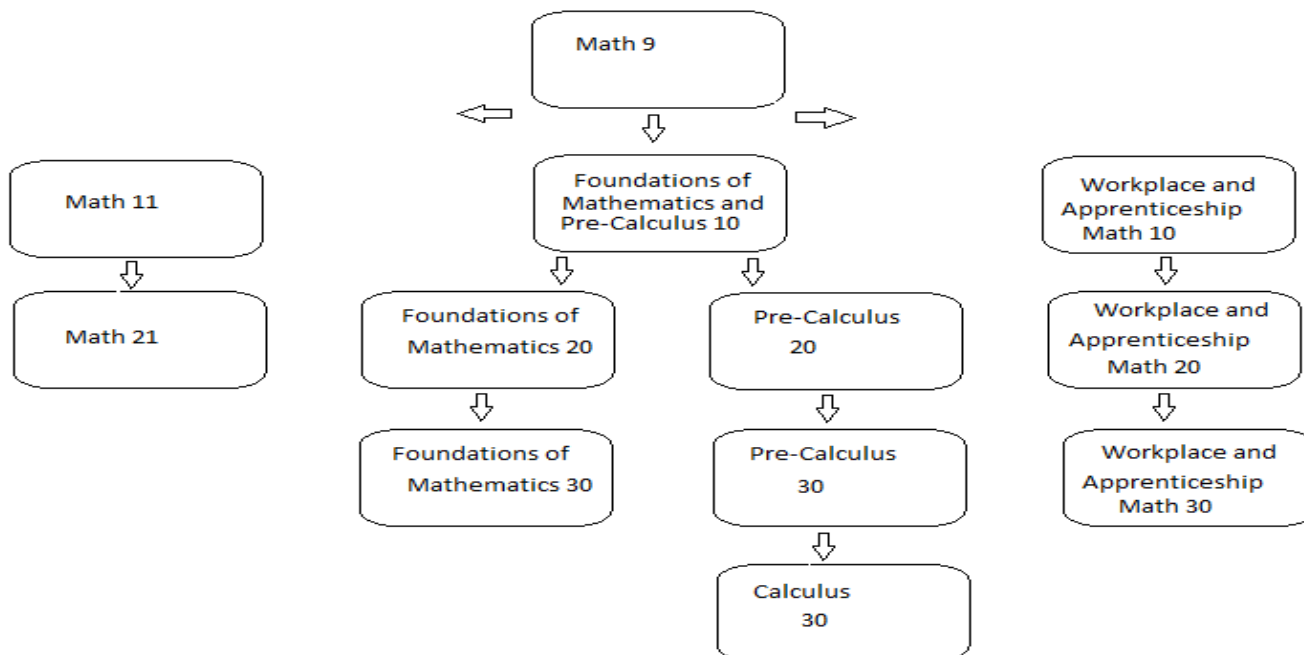
Students entering **Grade 12** should enrol in: **AP-Calculus**

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

1, 2, 3 are at about the same difficulty level.



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 everyday 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

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 prerequisite 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 prerequisite 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) Rational Numbers
- 2) Puzzles and Games
- 3) Data Collection and Analysis
- 4) Measurement and SI System
- 5) Angles
- 6) Pythagorean Theorem
- 7) Proportional Reasoning
- 8) Income and Spending Habits

Modified Mathematics 21:

- 1) Manipulation of mathematical formulas
- 2) Numerical reasoning and problem solving
- 3) Measures of central tendency
- 4) Slope
- 5) Angles and Lines
- 6) Trigonometric ratios
- 7) Scale factors, surface area and volume
- 8) budgets and financial decision making

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) Atoms and Elements
- 3) Electricity
- 4) Reproduction
- 5) 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-making 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) Arrays
- f) Careers and Trends in Computer Science

Pre-requisite: Science 10

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
 - Ionic Compounds
 - Metallic Compounds
 - Small Covalent Compounds and Network Solids
 - Organic Compounds
- 3) Chemical Equilibria
 - Equilibrium Systems in Chemical Reactions
 - Equilibrium in Aqueous Solutions
 - Acid and Base Reactions
- 4) Electrochemistry

Pre-requisite: Physical Science 20

Physics 30:

- 1) Modern Physics
 - Relativistic principles and quantum mechanics
 - 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. Multi-Object Programming
6. Capstone Project

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
 - Indigenous Peoples and Cultures of Saskatchewan

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

Indigenous Studies 10 (1 credit)

- Indigenous 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.
- Indigenous 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.

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

Indigenous Studies 20 (1 credit)

- Indigenous 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.
- Review of relevant units from Indigenous 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.

Canadian Studies/History 30 (1 credit)

- This course traces the *growth of Canada* chronologically from the first Indigenous 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

Indigenous 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, Indigenous 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 analyzed in the terms of their impact upon Aboriginal people in Canada.

Modified and Transitional History Courses

These courses are designed for students who are taking the Modified English Language Arts Program. They 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.

Transitional Social Studies 9 (1 credit)

This course focuses on Ancient Civilizations and their influence on Canadian identity and modern day Canada.

- Interactions and Independence
- Dynamic Relationships
- Power and Authority
- Resources and Wealth

Students will explore at least one historical indigenous society of North America, as well as Ancient Egypt, Ancient Greece/Rome, Mayans and Medieval Europe.

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 Indigenous 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)

Law 30 is designed for students to become active and informed citizens who know and understand the nature of their rights and responsibilities. Students will become aware of the presence of law in their daily lives through the values, attitudes and behaviors present in the society around them. In Law 30, students will study the foundations of the Canadian legal system and the elements and processes of criminal and civil law in Canada. In addition, they will address contemporary legal challenges and new legal realities in a Canadian multicultural context. The units are as follows: Foundations of Law; Criminal Law; Civil Law; Law in Canada Today; and Student-Directed Inquiry.

Psychology 30 (1 credit No prerequisite)

Psychology 30 is designed for students to explore the factors influencing biological, cognitive, emotional and spiritual development across the lifespan. Students will learn about human growth and changes in behavior from infancy through adulthood and examine the impact of nature and nurture on human development. Students will also investigate major theoretical perspectives, research methods and Saskatchewan First Nations and Métis perspectives related to lifespan development and engage in investigative inquiries of contemporary psychology issues.

The outcomes are as follows:

- examine historical shifts in psychology, including major theoretical perspectives and research methods related to lifespan development using various cultural perspectives
- investigate theories of nature and nurture and the impact of biological, cognitive, emotional, and spiritual factors on lifespan development
- investigate factors that influence development of the four dimensions (i.e. biological, cognitive, emotional, spiritual) from conception to adulthood
- investigate ways in which biological influences affect thoughts, feelings in relation to development
- examine cognition as it applies to lifespan development
- examine interconnectedness of the four dimensions of the whole person through lifespan development
- investigate various sociocultural factors that influence adulthood
- investigate contemporary developmental psychology issues
- design and carry out a detailed exploration of one or more topics of personal interest relevant to the course

Sports Psychology (Locally Developed Course)

Psychology30 (Sport) uses sport and performance psychology to explore the Psychology 30 curriculum. Students spend the course exploring the History of Psychology, developmental psychology, Brain function and research and writing in the APA format. In addition, students will learn a variety of mental skills that will aid in their performance in sport and help them maintain and improve their mental health long into adulthood.

Goals of the Visual Arts Program

Visual Art 10

Students develop ideas for art works by applying and manipulating elements, design principles and image development strategies. They experiment with techniques and compositional strategies using media and art practices. They examine how design and compositional strategies are used to convey ideas including perspectives related to treaties, building of relationships and newcomer experiences. Students create an art work inspired by a Saskatchewan artist, reflect on their own and others' work, investigate the impact of visual culture on daily life and consider opportunities for lifelong involvement with visual art.

Visual Art 20

Students engage in artistic risk-taking with ideas, media and image development strategies. They explore ideas derived from various sources of inspiration including perspectives of First Nations and Métis people in Saskatchewan. Students use inquiry to create art in response to the work of national and international artists and experiment with a variety of art practices. Students critique their own and others' work and analyze factors that influence art-making globally. They investigate visual and interdisciplinary works that address diverse worldviews and evoke commentary on the human rights of Indigenous and various cultures. Students discover a range of opportunities to continue involvement in visual art related practices and careers.

Visual Art 30

Students purposefully select and manipulate media and image development strategies to express ideas demonstrating personal style and voice. They independently plan and create art works, in selected media and forms, that demonstrate their ability to innovate and take risks. They use inquiry to create art inspired by Canadian artists whose work responds to socially relevant topics such as sustainability, social justice, diversity, inclusion, resistance and resilience. Students investigate how visual art in Canada can support and build relationships and deepen understanding that we are all treaty people. They critique art works and reflect on their choice of discipline, content and media in the development of their own voices and styles. Students examine how visual art expressions have evolved over time and continue to inspire change. Students have opportunities to engage with artists and communities to collaborate and build relationships beyond the classroom through visual art experiences.

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
 - 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

Physical Education/Health Grade Nine Health Education (1/2 credit - compulsory)

Grade Nine Health 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 and disease prevention. These goals will be achieved by increasing health-enhancing behaviors, decreasing health-risking behaviors, and using a positive decision making process.

Grade Nine Career Education (1/2 credit - compulsory)

Grade Nine Careers is a compulsory half credit class that is taken for half of one semester. Career Education 9 will empower students to acquire the knowledge, skills, information, and attitudes necessary to understand and positively enhance their own personal life and career development. This course will be mainly utilizing the myBlueprint.ca resources, focusing on some of the following topics: Completing personal inventories, building on areas of interests, skills, and knowledge, understanding the full range of post-secondary opportunities, exploring a broad range of careers and career pathways, goal setting for school, personal and/or community belonging and engagement for the current year and beyond, and personal career documentation such as a resume and cover letter.

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. There will be a focus on sports such as, football, basketball, badminton and volleyball. As well as a broad range of fitness challenges and an introduction to the weight room and weight lifting.

Wellness 10 (1 credit)

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. The Wellness 10 curriculum contributes to fostering optimal wellness while recognizing there are many factors that promote well-being at every stage in a young person's development. Throughout Wellness 10, opportunities are provided for students to attain and maintain a healthy "mind, body, and spirit".

Activities below are Specific to that Grade

THIS CLASS WILL RESULT IN A STUDENT FEE FOR ACTIVITIES

Physical Education 20 (1 credit)

Physical Education 20 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. In Physical Education 20 students will be introduced to a variety of different games which may include pickleball, tchoukball, handball, amongst others. Students will also be out in the community at local gyms, bowling, swimming/scuba, canoeing, skiing/snowboarding, self defense, etc.

Personal Fitness 20L (1 credit)

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 (1 credit)

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. In Physical Education 30, students will be in the gymnasium participating in both low organized activities, as well as a variety of different sports. Students will also be out in the community at the spin studio, local gyms, bike trips, curling, amongst others.

Personal Fitness 30L (1 credit)

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 (1 credit for each)

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: 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 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 Careers 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.

Soccer Academy 10L, 20L (1 credit for each)

The primary outcome of the Soccer 10L locally developed course is to enhance a student-athlete's confidence, self-esteem, engagement, and opportunities in both academics and athletics beyond the school system. Soccer 10L will encourage students to value the benefits of an active and healthy lifestyle. It will also promote life-long personal well-being and leadership in community athletic activities. Additionally, this course will prepare students to participate in all levels of soccer available to them in the future. The program has been developed to offer student athletes the opportunity to further improve their soccer skills and pursue excellence in soccer with the assistance of trained professionals. Participants will develop individual soccer skills, individual and team tactics, and off-field training specific to soccer within a positive learning environment.

Dance Academy 10L, 20L (1 credit for each)

The YRHS dance program encourages students to explore dance in meaningful ways, enabling students to express themselves through a non-verbal means of communication while increasing their dance abilities. Through dance experiences, students are encouraged to explore, reflect on, and learn about dance. Dance links the body, intellect, and emotions. This integration provides students with opportunities to further personal and social growth and encourages well-being. Dance challenges students to achieve new levels of discovery and understanding of dance and its value.

PRACTICAL & APPLIED ARTS DEPARTMENT

Grade 9 PAA Survey Course

The PAA09 Survey Course is designed to provide students with an introduction to various courses within the YRHS PAA Department. The composition of the class will change from year to year and even semester to semester depending on teacher and room availability. Possibilities include:

- Business
- Construction
- Cooking
- Drafting
- Electrical
- Machining
- Personal Care
- Photography
- Robotics
- Sewing & Fibre Art

Accounting 10, 20, & 30

Accounting is an exciting elective if you like organization, calculations, neatness, analyzing numbers, business, finance, and economics. The field of business is ever-changing and if you enjoy this course you may want to consider a field directly in accounting, or indirectly in the business sector. Accounting allows you to learn practical business skills and financial knowledge to apply both in and outside of the classroom. Each Accounting course uses Cengage – MindTap which allows students to access their learning materials digitally, and provides instant feedback to monitor their progress.

Each course focuses on different accounting practices: Accounting 10 is service business, Accounting 20 is merchandise business, and Accounting 30 is management accounting.

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 (2 credits) Prerequisite: Autobody 10

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 (2 credits) Prerequisite: Autobody 20A/B

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.

Career Work Exploration 20/30A/30B

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.

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 Prerequisite: Commercial Cooking 10

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.

Commercial Cooking 30 Prerequisite: Commercial Cooking 20

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.

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
- Interactive Media Production - Build a Website
- Introductory Audio Production - Make a Radio Ad
- Introductory Video Production - Shoot a Video
- Audio Effects and Music

Software: Adobe 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 Project - Produce a Narrated Storybook
- Intermediate Video Project - Shoot a TV News Report
- Intermediate Interactive Media Build an Animated Ad for a Website
- Visual Effects
- Animation

Software: Audacity, Final Cut X and Adobe Animate

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 - Produce a Pilot Episode for a TV Series

Software: Audacity, Final Cut X , Garageband, Lightwave/Blender, and other software choices of the individual

Hardware: Apple iMac computers

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) *Prerequisite: Construction 10*

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 sheathing 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 credits) *Prerequisite: Construction 20A/B*

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 cooperatively, 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.

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 *Prerequisite: Drafting and Computer-Aided Design 10*

- Presentation floor plans and Elevation views.
- Floor plans
- Foundation Plans
- Elevation Plans
- Wall Sections
- Site Plans
- Residential Design
- Careers in Computer Aided Drafting and Design

Drafting and Computer-Aided Design 30 *Prerequisite: Drafting and Computer-Aided Design 20*

- Advanced 3D CAD
- Advanced Dimensioning
- Section Views & Mechanical Drawings
- Fasteners and Joints
- Piping
- Careers in Computer Aided Drafting and Design

Electrical and Electronics 10

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 Law and Watts'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 and Electronics 20 (2 credits) *Prerequisite: Electricity and Electronics 10*

This 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. Students will also learn the basics of telecommunication connections, including phone line and data connection, as well as MAXX TV connection, through a partnership with SASKTEL. This course includes theory, labs, projects and booth work. This is a very practical hands–on course.

Electrical 30 and Electronics 30 (2 credits) *Prerequisite: Electricity and Electronics 10*

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 explorations, 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.

Entrepreneurship 30

Entrepreneurship is a course which allows you to explore a career in business through experiences, theory, and developing relationships. It is a project-based class which requires a great amount of teamwork and commitment; you will work as a team, and work hands on, to create your own business ventures within the Junior Achievement program. You will have the opportunity to pitch ideas, develop a product, invest shares in the company, and earn real money! Junior Achievement offers several scholarship and business networking opportunities as well.

Financial Literacy 20

Financial Literacy 20 is an introduction to financial issues and decisions that you may already be facing, as well as the ones you will encounter throughout your life. This meaningful course allows you to plan for your future by learning all about money: earning, saving, spending, borrowing, sharing, investing, and protecting. You will learn the practical skills needed to make effective and informed financial decisions in your personal life.

Financial Literacy 30 *Prerequisite: Financial Literacy 20*

Financial Literacy 30 focuses on issues and topics high school students will encounter in the future. Topics include budgeting, financial institutions, credible financial advice, income, taxation (including personal income tax), funding post-secondary education and training, borrowing (vehicles – leasing vs. buying; housing), handling debt problems, saving, and investing. This practical course develops the habits, attitudes, and critical thinking skills needed to become an informed consumer.

Hairstyling and Esthetics

The Hairstyling and Esthetics Curriculum is designed for "career and personal growth". These courses 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.

Hairstyling and Esthetics 10

- Introduction to Hairstyling & Esthetics, personal/professional development and career exploration.
- Salon theory, salon procedures & decontamination.
- Basic theory & skill development for shampooing, hair styling, nail care, skin care.
- Apprenticeship Research & Inclusive Beauty
- Practical work is done on partners and mannequins.

Hairstyling 20 and Esthetics 20: (2 Credits) *Prerequisite: Hairstyling and Esthetics 10*

- Salon procedures, decontamination and professionalism.
- Specialized skill development for hair treatments, hair styling, nail artistry & nail care, foot care, skin care, basic
- Introduction to competition work in Hairstyling
- Practical work is done on partners, mannequins and guests on spa day.

Hairstyling 30 and Esthetics 30 (2 Credits) *Prerequisite: Hairstyling 20 and Esthetics 20*

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

Life Transitions 30

Life Transitions 30 provides students with opportunities to acquire knowledge and skills as they move from dependence to independence in achieving and maintaining a positive lifestyle after high school. It allows students the opportunity to further investigate factors that influence life balance including cultivating healthy relationships, personal skills and interests, health, self-care and mental well-being, living independently, personal and career goals, becoming responsible consumers and contributing members of society.

Machining 10

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

Machining 20 *Prerequisite: Machining 10*

- Theory - a study of threads, thread fit and thread use.
- 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.
- Theory of the use of shaper and planers and their operation.
- Practice shaper operation by producing proscribed objects for various application.
- Theory of milling machine operation, its parts and accessories.
- Practice of simple milling operations such as slab milling, key cutting, and simple indexing.
- 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.
- Practical: Applying all of the above principles to lab objectives for evaluation.

Machining 30 *Prerequisite: Machining 10*

- 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.
- Practical: Applying all of the above principles to lab objects for evaluation.
- Introduction to tool and surface grinders, grinding wheel structure, selection, and safety.
- Practice: Apply above mentioned principles to lab objects.
- Theory: A study of metals ferrous and non-ferrous. Structure, hardening process and classification follow-up with lab experiments.
- Theory: Study of machining processes such as numerical control, electro- chemical, high energy metal forming and electromagnet forming

Mechanics 10 Introductory Automotive

- 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
- 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

Mechanics 20 A/B (2 Credits) *Prerequisite: Mechanics 10*

Power Plants and Power Train

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

Mechanics 30 A/B (2 Credits) *Prerequisite: Mechanics 20A/B*

Tune-up, brakes, front-end

- 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
- Design and construction of brake and front suspension assemblies
- Practical Work - removal and replacement of the above mentioned components

Photography 10

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.

This course is an introduction to photography with three main components:

- An Introduction to Photography – focuses on the history of photography and principles of light. Students will make their own camera in this component.
- 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.
- An Introduction to the Image – focuses on digital editing and manipulation of photographs on computers. Composition and elements of design are explored.

Photography 20 *Prerequisite: Photography 10*

This course will build on the knowledge and skills acquired in Photo 10...

- Exploring Photography – students will explore career opportunities in photography. Photojournalism will be explored in depth. Critiquing images and legal/ethical issues are addressed.
- Exploring the Camera – focuses on lighting, lenses and advanced settings. Technical and creative skills will be developed.
- 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 *Prerequisite: Photography 20*

This course will build on the knowledge and skills acquired in Photo 10 and 20...

- 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.
- Advanced Camera Use – focuses on the creative use of the camera.
- Advanced Image Finishing – focuses on a more in-depth application of digital manipulation. Presentation of images will be explored.
- Studio Photography – Students will be introduced to basic lighting techniques using professional equipment. Portraiture and commercial photography will be explored.

Robotics and Automation 10

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 primary 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 photoresistors. 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 and Automation 20 *Prerequisite: Robotics and Automation 10*

Unlike the grade 10 course which focuses 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, servoes, actuators and many more mechanical / electrical items will be explored. Get ready to use your minds and your hands. A great choice for the budding engineer!

Robotics and Automation 30 *Prerequisite: Robotics and Automation 10*

ROA 30 builds on the skills you have learned in both the 10 and 20 level. Students will again build a radio – controlled robot, but add in some autonomous elements, making the 2 types of systems mesh. Material properties and usage will be explored in greater depth and an emphasis will be put on precision of work. This course will show the students the artistic side of designing and building a great mechanical system.

Welding 10

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

Welding A20 & Practical and Applied Arts Survey B20 *Prerequisite: Welding 10*

- 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.
- Study of welding faults and classification of metals.
- Intro 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
- Further instruction on and use of hand and power tools.
- Discussion of the effects of high technology on the welding field.
- Introduction to theory and practice of plasma arc cutting

The PAA Survey portion of the class will allow students that opportunity to understand and utilize current fabrication/production procedures. Design principles, blueprint 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 practices will be studied through field trips and plan tours. Introduction to CNC plasma table machine and CAD/CAM/CNC programming.

Welding A30 & Practical and Applied Arts Survey B30 (2 Credits) *Prerequisite: Welding 20 & PAA Survey B20*

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

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 prescribed 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 required 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 receives a passing mark on the final exam.

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.

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.