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ABSTRACT

Noting that Alberta's education system must focus on what all students need to learn in order for them to participate in an economy and a society undergoing fundamental changes, this handbook reflects the initiatives and directions outlined in the business plan for the future of education in Alberta. All changes to Alberta Education requirements contained in this document are effective the first day of the 1995-96 school year. The guide serves to: (1) identify program requirements specified by Alberta Education; (2) provide information about learning expectations, education delivery, and achievement standards for students enrolled in senior high schools; and (3) communicate information useful in organizing and operating senior high schools to meet the needs of students. The Mission and Mandate section of the handbook defines basic education, addresses the learning expectation for senior high school students, and describes the graduation requirements students will need to meet over the course of their senior high school education. The section Program Planning discusses senior high school programming and information regarding various courses and programs. The Program Administration section describes: (1) the School Act; (2) the Alberta Education Policy Regulations and Forms Manual; (4) guides to education and bulletins; (5) instructional delivery; (6) course credits; (7) student placement and promotion; (8) student achievement in senior high school subjects; and (9) special provisions. The last section, Resources and Services, lists and describes learning resources for students and teachers, and includes significant addresses. (BAC)

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GUIDE *to* Education

Senior High School Handbook

ED 383 444



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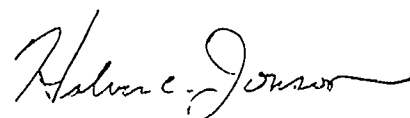
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GUIDE *to* Education

Senior High School Handbook

This document supersedes the *Guide to Education: Senior High School Handbook 1993-94*. All changes to Alberta Education requirements contained in this document are effective the first day of the 1995-96 school year as defined by the local school authority.

I, Halvar Jonson, Minister of Education, in accordance with section 25 of the *School Act*, authorize this handbook for use in Alberta schools.



Minister of Education

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The *ECS to Grade 9 Handbook* and the *Senior High School Handbook* comprise a set titled *Guide to Education*. Copies of both handbooks are available for purchase from the Learning Resources Distributing Centre.

Suggestions for changes to this handbook, or questions regarding its content, should be addressed to the Deputy Director, Curriculum Standards Branch.

All references to the *School Act* are to the Statutes of Alberta 1988, Chapter S-3.1 as amended.

The primary intended audience for this handbook is:

<i>Administrators</i>	✓
<i>Counsellors</i>	✓
<i>General Audience</i>	
<i>Parents</i>	
<i>Students</i>	
<i>Teachers</i>	✓

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FOREWORD

Education is the key to our young people being full partners in shaping a global future and in shaping our province's and our nation's future. Quality education for our young people is key to maintaining Alberta's standard of living and ensuring our competitiveness in a world market. Our education system must focus on what all students need to learn in order to participate successfully in an economy and society undergoing fundamental changes. *Meeting the Challenge II: Three-Year Business Plan for Education, 1995/96-1997/98*, provides direction for the future of education in Alberta. It is a plan that ensures Alberta students are well prepared for the world of work and for lifelong learning.

The initiatives in the three-year business plan describe new directions that will help to ensure all our young people get the education they need. These initiatives reflect Alberta Education's leadership role in developing programs for students, in setting standards and directions for education, communicating these expectations to our partners, and in supporting improvements that better meet students' needs.

Schools have the responsibility to provide instructional programs that ensure students will meet the provincial graduation requirements and are prepared for entry into the workplace or post-secondary studies. As well, schools must ensure that students understand the rights and responsibilities of citizenship, and have the skills and disposition to pursue learning throughout their lives.

The initiatives and directions that have been outlined in the business plan are reflected in this handbook. For example, the provision for learning in the workplace through the Registered Apprenticeship Program, the provision for students to learn skills through career and technology studies while at school and/or with the assistance of business to deliver some skills programs, and the provision for challenge assessments in French as a Second Language, all reflect a results orientation to curriculum.

The *Senior High School Handbook* is published by Alberta Education for the use of administrators, counsellors, teachers and other parties engaged in the delivery of senior high school education. Policies, procedures and organizational information required to operate a senior high school are included, or directions given for obtaining this information. The handbook serves the following purposes:

-
- identifies program requirements specified by Alberta Education
 - provides information about learning expectations, education delivery and achievement standards for students enrolled in senior high schools
 - communicates information useful in organizing and operating senior high schools to meet the needs of students.

In senior high school, students should be encouraged to challenge themselves at new levels and in new experiences, as well as to prepare themselves for future choices in life and in the life of their communities. The Mission and Mandate section of the handbook defines basic education, addresses the learning expectations for senior high school students, and describes the graduation requirements they need to meet over the course of their senior high school education. This focus on students is integral to all school programming and reflects the emphasis of the *School Act*.

Alberta Education's management system is policy-based and results-oriented. As much as possible, policies and procedures are used to set educational goals and directions. This handbook supports Alberta Education's objective of providing consistent direction while encouraging flexibility and discretion at the local level.

- **Definitions**

References to "boards" and "schools" in this document are in accordance with definitions used in the *School Act*. In this handbook, "local school authority" means the board of a public or separate school district, a regional division, the operator of a private school accredited by the Minister under section 22(2) of the *School Act* or a school operated by the Minister, such as the Alberta Distance Learning Centre or the Alberta School for the Deaf.

- **Identification of Requirements**

This handbook contains information on a wide variety of topics. Some of the statements are mandated; others suggest procedures that are discretionary. Those statements that are screened are requirements of Alberta Education.

- **Identification of Content Changes**

Usually, a delta symbol in the left-hand margin indicates revisions from the previous handbook. Amendments to the *School Act* and the new, annual update format have resulted in extensive and significant changes throughout. As a result, users are encouraged to refamiliarize themselves with this handbook, in its entirety. As amendments occur, major changes will be itemized on the last page of the foreword, and the delta symbol will appear, henceforth, beside relevant headings in the table of contents.

Table of Contents

	Foreword	iii
PROGRAM FOUNDATIONS	Mission and Mandate	A1-1
	Mission	1
	Mandate	1
	Beliefs	1
	Basic Education—the Definition	2
	Learning Expectations	3
	Education Delivery	4
	Achievement Standards	4
	Senior High School Graduation Requirements ...	A2-1
	Introduction	1
Credit Requirements for Graduation	2	
Alberta High School Diploma Graduation Requirements	3	
Certificate of Achievement	4	
PROGRAM PLANNING	Senior High School Programming	B1-1
	School Organization	1
	Program Organization	2
	Assisting in Student Planning	2
	Student Information Needs	2
	General Requirements for Admission to Post-secondary Educational Institutions	4
	Attendance	4
	Percentages and Letter Gradings	4
	High School Summer, Evening and Weekend Programs	5

Information Regarding Various Courses

and Programs	B2-1
Agriculture 10-20-30	1
Career and Life Management (CALM) 20	1
Career and Technology Studies	2
Challenge Programs	3
Driver and Traffic Safety Education 10	3
Industrial Education	4
Instruction in Languages Other than English	4
Francophone Program	4
Immersion Program	4
Integrated Occupational Program	5
Locally Developed/Acquired and Authorized Senior High School Courses	6
Music—Private Study	8
Off-campus Education	11
Cooperative Education/ Youth Internship Program	11
Registered Apprenticeship Program	11
Work Experience 15-25-35	1
Work Study/Community Partnerships	1
Physical Education	13
Home Education	13
Exemptions	13
Religious Studies	14
Science	14
Second Languages	14
Special Education	18
Program Information	18
Special Projects Credits	19
Purpose	19
Procedures	19
Transfer Points (Recommended)	21
English Language Arts Program	21
French as a Second Language Program	22
Mathematics Program	23
Science Program	23
Social Studies Program	24
Occupational Program to Industrial Education, Career Field	24

**PROGRAM
ADMINISTRATION**

The School Act	C1-1
The School Act	1
Role of the School Council	2
Role of the Principal	3
Role of the Teacher	4
Role of the Student	5
Student Attendance	5
Suspension and Expulsion of Students	6
 Alberta Education Policy, Regulations and Forms Manual	 C2-1
Policy Introduction	1
Ministerial Orders and Directives	2
Information Bulletin on Human Sexuality Education	2
Information Bulletin on Acquired Immunodeficiency Syndrome in Educational Settings	2
Regulations Introduction	3
French Language Immersion	3
Home Education	4
Language of Instruction	4
Languages Other than English or French	4
Practice Review of Teachers	4
Private Schools	5
Student Evaluation	5
Student Records	5
 Guides to Education and Bulletins	 C3-1
Guides to Education	1
Bulletins	1
Use of Human Tissue and Fluid in Educational Programs	2
 Instructional Delivery	 C4-1
Program of Studies	1
Alberta Distance Learning Centre	1
Registration and Fees	2
Courses and Programs	2
Monitoring Student Progress	3
Additional Local School Authority Responsibilities	3
Student Learning Resources	3
Home Education	4

Alberta School for the Deaf	C4-4
Distance Education Technology	5
Native Education	5
School Library Program	6
Awarding Course Credits	C5-1
Introduction	1
Rules Governing Awarding of Credits	2
Course Sequence Transfer	2
Prerequisite Standing	3
Waiver of Prerequisites and Credits for Waived Prerequisite Courses	3
Retroactive Credits	5
Student Placement and Promotion	C6-1
Placements and Promotions	1
Grade 10 Students	1
Senior High School Credits for Students in Junior High School	2
Registration of Students	3
Evaluation of Out-of-province Educational Documents	3
Visiting or Exchange Students	5
Student Achievement in Senior High School Subjects	C7-1
Introduction	1
Reporting Student Achievement in Senior High School Subjects	1
Grade 12 Validation Statement	3
Grade 12 Exemptions for Transfer-in Students ..	3
Grade 12 Diploma Examinations Programs	3
January and June Diploma Examinations ...	4
August Diploma Examinations	4
Grade 12 Diploma Examinations Schedules .	4
Eligibility to Write	5
Special Provisions	5
Special Circumstances	6
Examination Results	6
Diploma Examination Results Statement	6

High School Diplomas, Certificates of Achievement and Transcripts	C7-6
Appeal Procedures	7
School-awarded Course Marks	7
Diploma Examination Marks	7
Provisions for Mature Students	8
Credits for Private School Instruction	8
Special Provisions	C8-1
Special Provisions for Mature Students	1
High School Equivalency Diploma	4
Special Cases Committee	5
Frame of Reference of the Committee	5
Membership of the Committee	5
Functions of the Committee	5
Directions for Contacting the Committee	6
Learning Resources	D1-1
Introduction	1
Student Learning Resources	2
Basic Student Learning Resources	2
Support Student Learning Resources	3
Locally Developed/Acquired Student Learning Resources	3
Learning Resources for the Visually Impaired	3
Teacher Curriculum Support Resources	3
Authorized Teaching Resources	4
Learning Resources Distributing Centre <i>Buyers Guide</i>	4
Addresses	D2-1
Alberta Education Branch Addresses	1
Other Addresses	4
Alberta Education Directory	D3-1
Alberta Education Regional Offices Branch	D4-1

RESOURCES AND SERVICES

APPENDICES

1. Articulation with Alberta Apprenticeship and Trade Certification	Appendix 1-1
2. Provincially Authorized Senior High School Courses	Appendix 2-1
3. Locally Developed/Acquired and Authorized Senior High School Courses	Appendix 3-1
4. Registered Apprenticeship Program (RAP)	Appendix 4-1
5. Advanced High School Diploma for Students Who Entered Grade 10 in the 1989-90 through to the 1991-92 School Years	Appendix 5-1
Advanced High School Diploma for Students Who Entered Grade 10 in the 1992-93 and 1993-94 School Years	2
General High School Diploma for Students Who Entered Grade 10 in the 1989-90 through to the 1993-94 School Years	3
6. Courses Eligible for Category C (Advanced High School Diploma Only) ..	Appendix 6-1
INDEX	Index-1

INDEX

PROGRAM FOUNDATIONS: Mission and Mandate^①

Mission

"The best possible education for all Alberta students."

Mandate

Education is responsible for ensuring that students have the opportunity to acquire the knowledge, skills and attitudes needed to be self-reliant, responsible, caring and contributing members of society.

Beliefs

We believe:

- All students can learn and experience success
- All students have the right of equitable access to a quality basic education program that meets their diverse needs
- Students are responsible for participating fully in the achievement of their educational success
- All students must have strong reading, writing and math skills with which to analyze data and develop ideas and inferences
- Students are entitled to a safe, secure and caring learning environment where each individual is respected and valued
- Education is an essential building block of our society's future

^① This Mission and Mandate has been excerpted from pages 7-10 of *Meeting the Challenge II: Three-Year Business Plan for Education, 1995/96-1997/98* and replaces Goals of Education, Goals of Schooling and Desirable Personal Characteristics in previous handbooks. *Meeting the Challenge II* is available from the Communications Branch.

-
- The education system must provide our society with creative and critical thinkers and problem solvers, who are prepared for the world of work, post-secondary studies, lifelong learning and citizenship in a complex world
 - The education system must provide opportunities for students to acquire the entrepreneurial and technical skills and work habits required for success in the rapidly changing, high-tech global economy
 - Quality educational programs develop the total person—social, physical, intellectual, cultural and emotional dimensions
 - High learning expectations challenge all students to learn and achieve
 - The success of students is the shared responsibility of students, parents, school, community and government
 - Parents should have opportunities for meaningful involvement in important decisions about their children's education
 - Parents and the public should have access to timely information about the performance and cost of the education system
 - The satisfaction of students, parents and the public is critical to the success of the education system
 - Resources and relevant decision making should be located where education happens
 - All those responsible for decisions about education, including the expenditure of education funds, are accountable to Albertans for actions and results
 - Available resources can maintain and improve the quality of education for students, if managed efficiently and innovatively
 - The provision of educational funding must be fair, adequate and affordable.

Basic Education— the Definition

The school's first obligation is to provide a solid core program consisting of language arts, mathematics, science and social studies.

Schools have the responsibility to provide instructional programs that ensure students will meet the provincial graduation requirements and are prepared for entry into the workplace or post-secondary studies. As well, schools must ensure that students understand the rights and responsibilities of citizenship, and have the skills and disposition to pursue learning throughout their lives.

Learning Expectations

Schools will be accountable for their students' achievement of provincial learning standards including employability skills consistent with workplace requirements.

Schools will provide a variety of learning experiences so that students:

- can read for information, understanding and enjoyment
- write and speak clearly, accurately and appropriately for the context
- use mathematics to solve problems in business, science and daily-life situations
- understand the physical world, ecology and the diversity of life
- understand the scientific method and the societal context of science
- know the history and geography of Canada and have a general understanding of world history and geography
- understand Canada's political, social and economic systems within a global context
- can research an issue thoroughly
- know how to work independently and as part of a team
- respect the cultural diversity of Canada, and appreciate literature and the arts
- know the basic requirements of an active, healthful lifestyle
- recognize the importance of accepting responsibility for their physical and emotional well-being, and appreciate the role of the family and other relationships to that well-being
- manage time and other resources needed to complete a task
- use computer and communication technologies
- demonstrate initiative, leadership, flexibility and persistence
- evaluate their own endeavours and continually strive to improve
- have the desire and realize the need for lifelong learning.

Schools also may provide the opportunity for students to acquire a second language. When the primary language of instruction is not English, students must be able to demonstrate competence in reading and writing English.

Education Delivery

Schools must engage students in a variety of activities that enable them to acquire the expected learnings.

The expected learnings can be achieved in many ways: many students will require concrete, hands-on approaches to achieve the expected results. Schools will have authority to deploy resources and may use any instructional technique acceptable to the community as long as the results are achieved. Schools and teachers are encouraged to take advantage of different delivery options, such as distance education and workplace learning.

Senior high school students will be able to learn employability skills in the workplace. The school will provide support to ensure a broad theoretical understanding of those specific skills. The province will provide high school credit for workplace learning that is certified by the school and by the employer. This will ensure that students have the skills demanded by business and gain recognized work experience to assist in making the transition from school to work.

Wherever possible, school programs and credit granting procedures will be redesigned to ensure compatibility with post-secondary and occupational training programs, thus improving the efficiency of the entire system by removing duplication.

Achievement Standards

Individual school results will vary but our total provincial system must be accountable for ensuring that a very high proportion of students are successful.

The province will define acceptable standards and standards of excellence for student achievement. Business will be a key player in defining the specific learning requirements of industry. Schools, school jurisdictions and the province will assess and report on the full range of student learning.

The school's primary responsibility is to ensure that students meet or exceed the provincial standards, as reflected in student learning expectations, provincial achievement tests, diploma exams and graduation requirements. Schools will consult with parents and other members of their communities about student performance, and set specific improvement targets.

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Senior High School Graduation Requirements

Introduction

Students who entered Grade 10 in the 1994–95 school year, and who enter Grade 10 in subsequent school years, will be eligible to receive only the Alberta High School Diploma, the High School Equivalency Diploma, or the Certificate of Achievement upon completion of graduation requirements.

Until the end of the 1996–97 school year, Alberta education will continue to issue four types of high school diplomas, plus a certificate: the new Alberta High School Diploma, the General High School Diploma, the Advanced High School Diploma, the High School Equivalency Diploma, plus the Certificate of Achievement for students enrolled in the Integrated Occupational Program.

The General High School Diploma and the Advanced High School Diploma will be phased out by August 1997. These diplomas are available only to those students who entered Grade 10 prior to the 1994–95 school year. Students who qualify for an Advanced High School Diploma may also receive an Award of Excellence.

The diplomas and certificate certify that the holder has successfully completed a prescribed program of instruction. **However, possession of an Alberta high school diploma or certificate does not necessarily guarantee admission to a post-secondary institution. Students should be advised to check the calendars of post-secondary institutions for admission requirements.**

The graduation requirements for students who entered Grade 10 in the 1989-90 school year through to the 1993-94 school year, can be found in Appendix 5.

The new Alberta High School Diploma graduation requirements follow in this section.

The Certificate of Achievement requirements outlining the specific eligible courses and credits required to achieve the certificate follow in this section.

The High School Equivalency Diploma requirements can be found in the Special Provisions section of this handbook.

Credit Requirements for Graduation

Students in any diploma route may wish to obtain credits in diploma examination courses other than those required for graduation. To obtain credits in these courses, students shall write the appropriate diploma examination regardless of which graduation credential they wish to receive.

Alberta High School Diploma Graduation Requirements

For Students Who Entered Grade 10 in the 1994-95 and Subsequent School Years

Students who entered Grade 10 in the 1994-95 school year, and who enter Grade 10 in subsequent school years, will be eligible to receive only the Alberta High School Diploma upon completion of the following graduation requirements. For additional details, consult the information booklet *Alberta High School Graduation Requirements*, April 1993, available free from the Curriculum Standards Branch.

To earn an Alberta High School Diploma, a student must:

- earn a minimum of 100 credits
- meet the standards and complete the following courses:
 - English Language Arts 30 or 33 or Français 30^①
 - Social Studies 30 or 33
 - Mathematics 20 or 23 or 24^②
 - Science 20 or 24 or Biology 20 or Chemistry 20 or Physics 20^③

Note: Successful completion of a diploma examination is required for English Language Arts 30 or 33 or Français 30 and Social Studies 30 or 33. For those going to 30-level mathematics and science courses, successful completion of a diploma examination is also required.

- meet the standards and complete the following:
 - Physical Education 10 (3 credits)
 - Career and Life Management (CALM) 20 (3 credits)
 - 10 credits, in any combination, from:
 - career and technology studies (CTS)
 - OR
 - fine arts or second languages
 - OR
 - locally developed/acquired and authorized courses in CTS, fine arts or second languages
 - 10 credits in any 30-level courses (including locally developed/acquired and authorized courses) in addition to English Language Arts 30 or 33 and Social Studies 30 or 33^④

- ① Students in francophone programs may use Français 30 instead of English Language Arts 30 or 33 to meet the diploma requirements. However, these students must use any two courses in English Language Arts 10, 20 and 30 or English Language Arts 13, 23 and 33 to fulfill the 10-credit requirement from any combination of career and technology studies (CTS), or fine arts or second languages, or locally developed/acquired and authorized courses.
- ② The mathematics requirement—Mathematics 20 or 23 or 24—may also be met with any 10-credit combination of mathematics courses that includes either Mathematics 13 or Mathematics 10; e.g., Mathematics 10 and Mathematics 14.
- ③ The science requirement—Science 20 or 24 or Biology 20 or Chemistry 20 or Physics 20—may also be met with any 10-credit combination of science courses that includes Science 10; e.g., Science 10 and Science 14. Agriculture 10-20-30 can not be used to meet the science requirement.
- ④ IOP students who wish to transfer to an Alberta High School Diploma route after completing a Certificate of Achievement must meet the requirements outlined in the box above. One 36-level course (10 credits) from any occupational cluster will be accepted for students transferring from the Integrated Occupational Program to the Alberta High School Diploma Program in order to meet the 10-credit requirement in any 30-level courses.

Certificate of Achievement

To qualify for a Certificate of Achievement, students must earn a minimum of 80 credits, 67 of which are to be specified credits as follows:

Subject	Minimum Credits	Minimum Course(s)	Eligible Courses and Credits ^①
English Language Arts ^②	9	3	Eng Lang Arts 16(3) 26(3) 36(3) OR Eng Lang Arts 16(3) 26(3) 23(5) OR Eng Lang Arts 16(3) 23(5)
Social Studies	6	2	Social Studies 16(3) 26(3) OR Social Studies 13(5) OR Social Studies 16(3) 23(5)
Mathematics	3	1	Mathematics 16(3) OR Mathematics 14(5)
Science	3	1	Science 16(3) OR Science 14(5)
Physical Education ^③	3	1	Physical Education 10(3,4,5)
Career and Life Management	3	1	CALM 20(3,4,5)
Core Courses			
Core Courses	27 ^④		
Courses selected from the Occupational Clusters ^⑤	40	2	Occupational Courses 16 level - recommended minimum of 10 credits
<ul style="list-style-type: none"> • Agribusiness • Business and Office Operations • Construction and Fabrication • Creative Arts • Natural Resources • Personal and Public Services • Tourism and Hospitality • Transportation 		2	26 level - recommended minimum of 20 credits
		1	36 level - required minimum of 10 credits
		67 Specified Credits	13 Unspecified Credits

- ① Credits are indicated in parentheses.
- ② To be considered for a certificate of achievement, a student must successfully complete the English requirements.
- ③ Physical Education—a minimum of 3 credits. (See the Information Regarding Various Courses and Programs section for exemption criteria.)
- ④ Minimum credits may vary depending upon the highest level of credit courses taken.
- ⑤ One 36-level course (10 credits) from any occupational cluster will be accepted for students transferring from the Integrated Occupational Program to the Alberta High School Diploma Program in order to meet the 10-credit requirement in any 30-level courses.

PROGRAM PLANNING: Senior High School Programming

School Organization

School jurisdictions are to develop methods of school organization that best meet the needs of their students. For instance, jurisdictions are encouraged to adopt alternatives to the current Carnegie Unit organizational model where such alternatives are in the best interests of individual students.

Any method of delivery must ensure that each student has access to at least 25 hours of instruction per high school credit for courses other than a 3-credit course. For a 3-credit course, a student shall have access to at least 62.5 hours of instruction.

Schools are required to ensure that students have access to 1000 hours of instruction per year.

Instructional time includes time scheduled for purposes of instruction, examinations, and other student activities where direct student-teacher interaction and supervision are maintained.

Instructional time does not include: teachers' convention days, professional development days, parent-teacher interview days, teachers' planning days, staff meetings, statutory and school board-declared holidays, lunch breaks, breaks between classes, time taken for the registration of students and extracurricular activities.

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When methods of delivery of the required course content vary from the time-credit model of organization, the method shall ensure that the student may successfully meet local or provincial evaluation criteria.

A credit at the high school level represents course-specific knowledge, skills and attitudes. Most students can achieve a credit with approximately 25 hours of instruction. It is recognized some students can acquire the knowledge, skills and attitudes specified for a credit in a course of studies in less than 25 hours, while others will require more time.

Program Organization

Priority should be given to offering a high school program that enables students to:

- meet diploma requirements (see the Senior High School Graduation Requirements section)
- earn a minimum of 100 credits in three years
- enter post-secondary institutions or seek employment
- have some opportunity to take complementary courses.

Assisting in Student Planning

Certain courses are mandatory in order to meet diploma and certificate requirements. Some Grade 10 courses are prerequisites for more advanced high school courses. In order to avoid possible difficulties in later high school years, principals should ensure that students planning their Grade 10 programs are familiar with the guidelines. To assist in planning, refer to the booklet *A Credit to Yourself*, 1993, blackline masters of which are available from the Curriculum Standards Branch.

Note that the number of credits for which students are enrolled is not checked by Alberta Education. Principals are urged to ensure that credits are checked carefully in the schools.

Student Information Needs

- Students should be given assistance in planning their high school programs. Steps should also be taken to secure parents' understanding and concurrence in their children's registrations.
- In planning a program, schools should ensure that students keep in mind the requirements for a diploma or a certificate as outlined in this handbook.
- In addition to graduation requirements, a student's choice of subjects in high school may be governed by requirements adopted by the local school authority that

has jurisdiction over the student, provided that these requirements do not contravene the provisions of this handbook.

In providing assistance to students planning their programs, care should be taken to ensure that students' programs will enable them to attain the aim of either meeting entry requirements for post-secondary programs or acquiring the knowledge, skills and attitudes that will facilitate direct career entry.

- Students under age 16 may take distance learning courses from the **Alberta Distance Learning Centre**, subject to approval of the principal. Students aged 16 or over do not require approval of the principal to take correspondence courses. For further information about the **Alberta Distance Learning Centre**, see the Instructional Delivery section.
- Students should be made aware of special programs that are available to meet their individual needs or the needs of their community.
- Students eligible under section 5 of the *School Act* have the opportunity to complete most of their required course work in French.
- Native students may also access resources and programs that are designed to meet their needs and to further their knowledge of Native languages and cultures. Alberta Education's policy on Native education is provided in the *Alberta Education Policy, Regulations and Forms Manual*.
- All students should be made aware of the requirements for the **Alexander Rutherford Scholarships for High School Achievement**.

These scholarships are awarded to students achieving a minimum average of 80% in five designated subjects in Grade 10, Grade 11 and Grade 12.

Also, the top ten Alberta students graduating from Grade 12, as determined solely on the basis of diploma examination results in English Language Arts 30 or Français 30, Social Studies 30, and three other diploma examination subjects, are recognized as "Rutherford Scholars."

For additional information, contact the **Alberta Heritage Scholarship Fund**.

**General
Requirements for
Admission to
Post-secondary
Educational
Institutions**

Possession of an Alberta high school diploma or certificate does not necessarily guarantee admission to a post-secondary institution. Students who intend to enter a post-secondary institution should be advised, as early as Grade 10, to check the calendar for admission requirements and they should plan their senior high school programs accordingly.

Refer to Appendix 1 for guidelines to assist in planning high school vocational and career and technology studies programs for articulation with the Alberta Apprenticeship and Trade Certification programs.

Attendance

Attendance at school is compulsory for eligible students who, as of September 1, are 6 years of age or older and are younger than 16 years of age [*School Act*, section 8(1)]. Section 44(3)(b) of the *School Act* allows school boards to make rules respecting the attendance of students at school. Section 7(b) sets out expectations for student conduct regarding attendance at school.

**Percentages
and Letter
Gradings**

Marks shall be submitted to Alberta Education in percentages. Physical Education 10, taken through a home education program, may be submitted as a pass or a fail.

Evaluations of course work completed outside of Alberta in schools recognized by the Minister shall, whenever possible, be reported in percentages that conform to the Alberta scale below, or may be reported as a pass or a fail.

Percentage Scale	Letter Grading
80 - 100	A
65 - 79	B
50 - 64	C
0 - 49	F

The **Alexander Rutherford Scholarships for High School Achievement** requires achievement in completed courses and evaluations to be reported in percentages. Subjects in which achievement is reported by letter grade will not be considered in the calculation of averages by the scholarship fund administrators. For additional information, contact the **Alberta Heritage Scholarship Fund**.

High School Summer, Evening and Weekend Programs

Summer, evening and weekend programs for senior high school students may be offered by boards, accredited private schools and other accredited high schools (Alberta vocational colleges, and private and public colleges) to students.

The requirements noted in this handbook apply to all schools offering senior high school summer, evening and weekend programs for credit, with the exception that for these programs, schools must provide access to instruction of at least 16 hours per credit.

The exception to the above is that Work Experience 15-25-35 requires 25 hours per credit even when offered in summer, evening or weekend programs.

For further information on funding these programs, refer to the *Alberta Education Grants Manual*.

Information Regarding Various Courses and Programs

Agriculture 10-20-30

No provincial program of studies is available for Agriculture 10, 20 and 30. These courses may be developed as extensions of the complementary junior high Agriculture: Land and Life courses.

Interim strands in agriculture became available through the career and technology studies program in the 1994-95 school year.

This series of courses is NOT acceptable for meeting the science requirement of the Alberta High School Diploma, the General High School Diploma, the Advanced High School Diploma or the Certificate of Achievement.

Career and Life Management (CALM) 20

CALM 20 may be taken by senior high school students in their Grade 10, Grade 11 or Grade 12 year.

Principals may wish to consider the option of having students take CALM 20 in either their Grade 10 or Grade 12 year for students planning to take three sciences as well as a fine arts or career and technology studies course in Grade 11.

Career and Technology Studies

Career and Technology Studies (CTS) is a new program being phased into junior and senior high schools from 1992 to 1997. CTS is a results-based curriculum with an integrated structure that provides increased opportunity for schools to offer programs to meet the needs of students. The program restructures and expands on the present junior and senior high school business education, home economics, industrial arts, vocational education, and work experience courses. After 1997, the present practical arts courses will be phased out.

CTS is organized into 21 strands. Course strands are made up of modules. Procedures and guidelines on how to register students and report their achievement have been forwarded to senior high schools. The optional implementation schedule for course strands follows. Provincial implementation for all strands is scheduled for the 1997-98 school year.

1993-94 School Year

Enterprise and Innovation
Tourism Studies

1994-95 School Year

Agriculture
Career Transitions
Communication Technology
Construction Technologies
Design Studies
Financial Management
Foods
Forestry
Information Processing
Legal Studies
Wildlife

1995-96 School Year

Cosmetology
Energy and Mines
Fabrication Studies
Fashion Studies
Management and Marketing
Mechanics

1996-97 School Year

Community Health
Electro-Technologies

Challenge Programs

International Baccalaureate Program, Advanced Placement Program, and Locally Developed/Acquired and Authorized Courses

Schools are encouraged to challenge capable students beyond the 10–20–30 course sequences. This challenge can be provided through the International Baccalaureate Program, or by preparing students to challenge the Advanced Placement Program examinations, or by offering locally developed/acquired and authorized courses. These programs extend the learner expectations beyond the provincial 10–20–30 course sequences.

Schools should inform students of the acceptability of International Baccalaureate courses, of the Advanced Placement Program, and locally developed/acquired and authorized courses for credit and/or advanced placement by post-secondary institutions.

Schools should also inform students that these challenge programs do not replace the diploma requirements outlined in the Senior High School Graduation Requirements section.

Driver and Traffic Safety Education 10

Certificates for successful completion of Driver and Traffic Safety Education 10 are issued to students by high schools offering the course. Principals can obtain blanks of the Driver Education Certificate upon written request to the Calgary or Edmonton **Regional Office of Alberta Education**.

To receive a certificate for insurance reduction purposes, the student must have a mark of 80% or higher on the school or government examination and a mark of 75% or higher for the in-car portion of the test.

If the student does not achieve a mark of 75% on the in-car portion of the test, the student may take the road test again at a local licensing agency. Once the road test is passed, the student forwards the information to the Calgary or Edmonton **Regional Office of Alberta Education** and a certificate will be issued.

Driver and Traffic Safety Education 10 will consist of at least:

- 30 hours of classroom instruction
- 10 hours of observation of in-car practice
- 10 hours of behind-the-wheel practice.

Classroom instruction must be conducted by a certificated teacher. In-car observation and behind-the-wheel practice may be conducted by a certificated teacher or a noncertificated individual but must comply with the "Driver Training Regulations" under the *Highway Traffic Act*.

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For further information, refer to Driver and Traffic Safety Education 10 in the Personal Development section of the *Program of Studies: Senior High Schools*.

Industrial Education

A student wishing to establish a prerequisite to a 22-level course shall take 5 credits in one of the following:

- four modules from related Industrial Education 19–20–30 courses, or
 - a 12- or 15- or 16-level course in the appropriate vocational or occupational program, or
 - Practical Arts 15a or 15b. (These courses are each composed of half of two related 10-, 12- or 15-level courses.)
-

Instruction in Languages Other than English

Francophone Program

Section 5 of the *School Act* states that where individuals have rights under section 23 of the *Canadian Charter of Rights and Freedoms* to have their children receive school instruction in French, their children are entitled to receive that instruction in accordance with those rights wherever in the province those rights apply. Such students will be referred to elsewhere in this handbook as "students attending francophone programs or schools." School jurisdictions should consult the *Language Education Policy for Alberta, 1988* and the *Alberta Education Policy, Regulations and Forms Manual*. For further information, contact the **Language Services Branch**.

Immersion Program

According to section 6 of the *School Act*, a board may authorize the use of French or any other language as a language of instruction. Alberta Education encourages opportunities for all Alberta students to learn French by making available programs and services for French immersion and French as a Second Language courses.

School jurisdictions are asked to consult the *Language Education Policy for Alberta, 1988*, as well as the *French Language Immersion Regulation* and the *Languages Other than English or French Regulation* contained in the *Alberta Education Policy, Regulations and Forms Manual*. Additional information is available from the **Language Services Branch**.

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Integrated Occupational Program

The Integrated Occupational Program (IOP) is a five-year program that begins in the eighth year of schooling and continues through the twelfth year of schooling. Most students entering the senior high IOP will have completed the junior high program. However, students may enter the Integrated Occupational Program in their Grade 10 year.

The following criteria have been established which, taken together, may help determine students' eligibility for the Integrated Occupational Program.

- **Age:** Students must be 12 years and six months of age or older as of September 1 (upon entering Grade 8 of the program).
- **Achievement:** Candidates for the Integrated Occupational Program have a range of abilities and interests. They demonstrate reading, writing, computational and other levels of achievement below those of their age peers. The differences in their achievement tend to make it difficult for them to experience success in a diploma program.
- **Related Factors:** Some of the factors that should be considered are: behaviour, motivation, emotional makeup, psychomotor coordination, work habits, attendance, persistence, etc.
- **Learning Styles:** Candidates will benefit from concrete learning experiences.

The Integrated Occupational Program is available to students in grades 8, 9, 10, 11 and 12 in jurisdictions that choose to offer the program. Certificates of Achievement will be awarded to successful graduates of the program.

The program is intended for students who require an integrated program that enhances their academic and occupational competencies and their ability to enter into employment and/or continuing education and training. IOP academic courses focus on the development of knowledge, skills and attitudes necessary for everyday living at home, in their community and on the job. IOP occupational courses provide students with the opportunity to apply the concepts, skills and attitudes developed in academic courses and, at the same time, prepare them for entry-level job opportunities in eight occupational clusters.

The eight occupational clusters are: **agribusiness, business and office operations, construction and fabrication, creative arts, natural resources, personal and public services, tourism and hospitality, and transportation.** Community partnerships are integral to all IOP courses. See under Off-campus Education in this section of the handbook.

Although academic courses in the Integrated Occupational Program are designated 3-credit courses, schools are encouraged to provide more instructional time than would normally be allocated for a 3-credit course, if this would help to ensure student success.

Some students in the integrated Occupational Program may wish to transfer to the Alberta High School Diploma route. Should this transfer occur, 10 credits in a 36-level course from any occupational cluster will satisfy the 10-credit requirement in any 30-level courses for the Alberta High School Diploma. Students who transfer to the Alberta High School Diploma route must satisfy the requirements as outlined in the Senior High School Graduation Requirements section. Within the senior high school Integrated Occupational Program, transfer may occur following successful completion of 16-, 26- or 36-level courses.

Further information is provided in the *Integrated Occupational Program Information Manual for Administrators, Counsellors and Teachers*, 1994, and the *Alberta Education Policy, Regulations and Forms Manual*.

Locally Developed/Acquired and Authorized Senior High School Courses

Alberta Education supports the local development/acquisition and authorization of senior high school courses to further develop and cultivate the unique interests and abilities of students, to foster educational improvement and excellence through innovation at the local level, and to meet the unique needs of a local community.

Instruction in a locally developed course being offered for credit should not commence without the prior approval of the local school authority.

Prior to submitting a course outline to the school authority for approval, the course outline will be forwarded to the **Director, Curriculum Standards Branch** for review regarding overlap with provincially authorized curriculum. The review documentation, along with the course outline, shall be filed with the school authority as it considers course approval.

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Local school authorities shall forward all completed authorizations of credit courses (including second language courses) to the **Director, Curriculum Standards Branch** by May 31 for implementation in the first semester of the following school year, or by December 31 for implementation in the second semester of the same school year. Alberta Education will keep these on file and also place them in a locally developed courses data base.

All school authorities wishing to continue offering a locally developed/acquired and authorized course shall reauthorize their locally developed courses or programs every three years.

The local school authority will inform the **Director, Curriculum Standards Branch** of all locally developed course reauthorizations (including second language courses). The new board motion for these reauthorizations will also be forwarded to the **Director, Curriculum Standards Branch** for all courses (including second language courses).

For further information on changes to the *Locally Developed/ Acquired and Authorized Junior and Senior High School Complementary Courses* policy, refer to the *Alberta Education Policy, Regulations and Forms Manual*.

Local school authorities offering the International Baccalaureate program are permitted to develop and authorize these courses. Only those schools offering the International Baccalaureate program are permitted to use these courses.

Local school authorities who require the authorization or reauthorization of religious studies courses will continue to follow the *Locally Developed Religious Studies Courses* policy. A description of each course, as outlined in point 5 of the Procedures Section of the *Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses* policy, will be forwarded to the **Director, Curriculum Standards Branch**.

School authorities wishing to offer locally developed religious studies courses for credit should refer to the *Locally Developed Religious Studies Courses* policy contained in the *Alberta Education Policy, Regulations and Forms Manual*. These courses will continue to require Ministerial authorization.

In developing/acquiring instructional materials, the school board should take into account such criteria as curriculum fit,

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criteria for promoting respect and understanding, appropriateness for student developmental stages and criteria for instructional design.

For a listing of locally developed/acquired and authorized senior high school courses, refer to Appendix 3 of this handbook.

Music— Private Study

When a student requests music credits for private study, in voice or an instrument, a principal may grant 5 credits for each of:

- Choral Music 10 for voice or Instrumental Music 10 for an instrument.
- Choral Music 20 for voice or Instrumental Music 20 for an instrument.
- Choral Music 30 for voice or Instrumental Music 30 for an instrument.

Students shall not receive credits for both school music and music by private study when those programs are both instrumental or both choral [voice]. The maximum credits a student can earn in either Choral Music 10–20–30 or Instrumental Music 10–20–30 program is fifteen. For example, a student cannot earn 15 credits in instrumental school music and another 15 credits in instrumental private study. This does not affect locally developed/acquired and authorized courses.

Credits for work in private music study completed in previous years may be applied to courses in advance of the student's current grade level.

If a student presents an official transcript verifying that he or she has achieved the learner expectations required for the equivalent of Grade 12 credit, the principal shall recommend the awarding of a maximum of 15 credits in music (5 each for Grade 10, Grade 11 and Grade 12), whether or not the student has documentation for all the required components for equivalent credits for Grade 10 and Grade 11.

Similarly, if a student has achieved the learner expectations required for Grade 11 equivalency, the principal shall recommend the awarding of 10 credits in music (5 each for Grade 10 and Grade 11).

The chart, which follows, provides the information necessary for principals to recommend credits for music taken by private study.

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The principal shall evaluate the documents, using the evaluation form available from the **Educational Information Exchange**. A copy of the completed evaluation form shall be forwarded to the **Educational Information Exchange**. To obtain credit, students must pass both the practical and the theory components listed in the chart for that grade level.

Marks submitted by schools to Alberta Education should be calculated for each grade level as follows:

Practical Component (Grade Level) – 70% of mark submitted
Other Components (Theory) – 30% of mark submitted

Note: Principals shall recommend credits only on the basis of official transcripts as issued by the **Western Board of Music, the Royal Conservatory of Toronto, or Mount Royal College, Calgary**, or submitted by the student. Diplomas, photocopies of diplomas, or photocopies of transcripts are themselves insufficient for evaluation purposes.

In those instances where a student does not provide an official transcript for each lower grade level being evaluated, the principal shall report a mark of "P" or "pass," not a percentage score, when recommending the awarding of retroactive credits.

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**COURSES FOR WHICH CREDITS MAY BE RECOMMENDED
FOR MUSIC TAKEN BY PRIVATE STUDY**
Revised 1993

		Grade 10	Grade 11	Grade 12
Western Board of Music	Voice ①	Grade 6 + Theory II	Grade 7 + Theory III	Grade 8 + Theory IV
	Electronic Organ, Pipe Organ, Organ	Grade 6 + Theory II	Grade 7 + Theory III	Grade 8 + Theory IV
	Piano, Strings ②	Grade 6 + Theory II	Grade 7 + Theory III	Grade 8 + Theory IV
	Woodwind, ③ Brass, ④ Percussion, Recorder	Grade 3 + Theory II	Grade 5 + Theory III	Grade 7 + Theory IV
Royal Conservatory of Toronto	Voice ①	Grade 6 + Theory I	Grade 7 + Theory II	Grade 8 + Theory II
	Piano, Strings, ② Accordion, Guitar	Grade 6 + Theory I	Grade 7 + Theory II	Grade 8 + Theory II
	Woodwind, ③ Brass, ④ Percussion, Recorder	Grade 4 + Theory I	Grade 6 + Theory II	Grade 8 + Theory II
Mount Royal College, Calgary	Voice ①	Grade 4 + Theory I	Grade 6 + Theory II	Grade 8 + Theory II
	Piano, Strings	Grade 6 + Theory I	Grade 7 + Theory II	Grade 8 + Theory II
	Woodwind, ③ Brass, ④ Percussion	Grade 4 + Theory I	Grade 6 + Theory II	Grade 8 + Theory II

① All voice courses count as Choral Music 10–20–30 respectively for high school credits.

All others are to be used for Instrumental Music 10–20–30 respectively.

② Strings include violin, viola, violoncello and double bass only.

③ Woodwind includes flute, oboe, bassoon, clarinet and saxophone only.

④ Brass includes trumpet, horn (French horn), trombone, euphonium and tuba only.

Off-campus Education

Alberta Education's three-year business plan encourages schools and teachers to take advantage of different delivery options, such as distance education and workplace learning. The policy document, *Off-Campus Education*, supports efforts made to enhance and expand learning through the use of community resources.

The new policy, which took effect September 1, 1994, and is updated in the *Alberta Education Policy, Regulations and Forms Manual*, replaces two previous policies, *Off-Campus Vocational Education* and *Work Experience Education*. The new policy:

- supports the use of off-campus initiatives across the curriculum; that is, as courses and course components of both core and complementary subject areas
- supports the issuing of high school credit for workplace learning that is approved by the school and by the employer.

Specific procedures and legislation about off-campus education programs are provided in the *Off-Campus Education Guide for Administrators, Counsellors and Teachers*, 1995 and the *Alberta Education Policy, Regulations and Forms Manual*.

The new off-campus policy includes the following categories:

- Cooperative Education/Youth Internship Program
- Registered Apprenticeship Program
- Work Experience 15-25-35
- Work Study/Community Partnerships.

Cooperative Education/ Youth Internship Program

"Cooperative Education" means off-campus experiential learning undertaken by a senior high school student as approved under policies established by the federal government and Alberta Education. The Cooperative Education option has not been available to new applicants since 1992. In 1994-95, a new federal government option, the Youth Internship Program, became available to local school boards and accredited private schools. For further information on Cooperative Education and the Youth Internship Program, contact the **Curriculum Standards Branch**.

Registered Apprenticeship Program

The Registered Apprenticeship Program (RAP) is a program in which students spend part of their time in school and part in industry as registered apprentices in one of Alberta's 52 designated trades.

Information about RAP may be obtained from the **Curriculum Standards Branch** or from the nearest Career Development Centre of the Apprenticeship and Trade Certification Branch, **Alberta Advanced Education and Career Development**. Additional information, course sequences and course codes for RAP are contained in Appendix 1 and Appendix 4.

Work Experience 15-25-35

In accordance with the new *Off-campus Education* policy:

1. Work Experience Education 15-25-35 and Work Experience Education 15a-25a-35a (Cooperative Education) are combined into a single course stream, Work Experience 15-25-35.
2. Each of the new Work Experience 15-25-35 courses, at each level, may be offered for 3, 4, 5, 6, 7, 8, 9 or 10 credits. For students who entered Grade 10, as of September 1994, the number of work experience credits that may count toward a diploma is limited to 15.
3. Career Readiness modules, available as components of the Career Transitions strand within the Career and Technology Studies program, are linked to the new Work Experience 15-25-35 courses, as follows.
 - The introductory module, CT101: Job Preparation, will be a required component of the first work experience course taken by a student.
 - The intermediate module, CT201: Job Maintenance, will be a recommended component of the second work experience course taken by a student.
 - The advanced module, CT301: Preparing for Change, will be a recommended component of the third work experience course taken by a student.

The following procedures associated with previous work experience education courses are retained.

- Each work experience course shall be time-based; i.e., 25 hours per credit.
- A student may enroll in Work Experience 35 without having completed Work Experience 15 and/or Work Experience 25.
- The provision of credits for waived prerequisite courses, as outlined in this handbook, do not apply to Work Experience 15-25-35.

Work Study/ Community Partnerships

Work Study and Community Partnerships are components of other courses integrated into the teaching and experiential learning activities under the cooperative supervision of teacher-coordinators and employers.

Community partnerships addressed in the Integrated Occupational Program are included in the *Integrated Occupational Program Information Manual for Administrators, Counsellors and Teachers*, 1994 available for purchase from the Learning Resources Distributing Centre.

Physical Education

Home Education

The results for Physical Education 10, taken through a home education program, may be submitted to Alberta Education as a pass or as a fail.

Exemptions

As an integral part of the well-balanced physical education program, activities should be selected to contribute to the attainment of the learner expectations.

In the following specified circumstances, however, exemptions may be warranted from one or more dimensions of the course.

Category	Conditions for Exemption	Procedures	Alternative Experiences
INDIVIDUAL	Religious beliefs	<ul style="list-style-type: none">• Statement in writing from parent to principal.	<ul style="list-style-type: none">• When exemption is granted, alternative activities consistent with the goals and objectives of the specific dimension should be substituted, where appropriate.
INDIVIDUAL	Medical	<ul style="list-style-type: none">• Certification to principal by medical practitioner with statement of activities in which the student is not able to participate.	
CLASS, GRADE OR SCHOOL	Access to facilities	<ul style="list-style-type: none">• Initiated by local school authority or parent.• Approved by local school authority.	

When a Grade 10 student is unable to meet the requirement for Physical Education 10 for medical reasons, every effort should be made to meet this requirement in Grade 11 or Grade 12.

Notice of a student's exemption from Physical Education 10 must be reported by the principal, in writing, to the Educational Information Exchange, by April 30 in the year of the student's anticipated graduation.

Students exempted from the Physical Education 10 requirement must still present the total number of credits required for graduation.

Religious Studies

Religious studies may be offered at the discretion of the school board under section 33 of the *School Act*.

School authorities wishing to offer locally developed religious studies courses for credit require Ministerial authorization.

For further information, see the policy on *Locally Developed Religious Studies Courses* in the *Alberta Education Policy, Regulations and Forms Manual*.

Science

Students who entered Grade 10 during or after the 1994-95 school year, who wish to obtain an Alberta High School Diploma, are required to meet the standards of one of Biology 20, or Chemistry 20, or Physics 20, or Science 20 or Science 24. The science requirement may also be met with the 10-credit combination of Science 10 and Science 14.

The Science 30 diploma examination will be administered for the first time, in January 1996.

Students who entered Grade 10 prior to 1994-95 and who have completed some of the old 10- and 20-level courses in biology, chemistry and/or physics may also take Science 10 in order to fulfill science credit requirements.

Second Languages

Language Policy

School boards shall develop, keep current, and implement written policy and procedures for French Immersion Programs, French as a Second Language courses and immersion and second language courses in other languages. For more information, see the *Alberta Education Policy, Regulations and Forms Manual*.

Locally Developed Courses

Locally developed/acquired and authorized courses in second languages are also available. Refer to the *Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses* policy in the *Alberta Education Policy, Regulations and Forms Manual*, Appendix 3 of this handbook, or contact the Curriculum Standards Branch for further information.

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**French as a
Second Language
Program**

The new French as a Second Language (FSL) program consists of seven courses: French 13 and French 10 are **Beginning** level courses, French 20 and French 30 are **Intermediate** level courses and French 31a, 31b and 31c are **Advanced** level courses. Effective in 1995-96, the school-leaving standard for French as a Second Language will be the new French 30 course.

The chart below presents the provincial implementation schedule for the new French as a second language courses. French 13 and French 10 were implemented provincially in the 1993-94 school term. The new French 20 was implemented in 1994-95 and French 30 is to be implemented in 1995-96. French 31a was implemented provincially in the 1994-95 school year. French 31b is to be implemented in 1995-96 and French 31c in 1996-97.

**Senior High School Courses
Provincial Implementation Schedule**

Year of Provincial Implementation	Course Title	Course Code
1993-94	French 13 French 10 (New)	1305 1309
1994-95	French 20 (New) French 31a	2309 3306
1995-96	French 30 (New) French 31b	3309 3307
1996-97	French 31c	3308

The former FSL courses have been phased out.

When students enter senior high school, they should be placed in FSL courses that correspond to their level of proficiency. For example, a student who has acquired the skills and knowledge required in FSL **Beginning** level 3, should be placed in French 20. School boards are encouraged to develop procedures to appropriately place students in senior high school FSL courses.

French 13 is a course for students who have not taken French before entering senior high school, or for students who have not attained proficiency at **Beginning** level one/two, the prerequisite for French 10.

**Concurrent
Registration
in Second
Language Courses**

Note: Effective in September 1996, the concurrent registration provision will be discontinued at all grades and for all second language courses. Concurrent registration will be replaced by challenge assessments.

The purpose of the concurrent registration provision is to encourage students to register in higher-level second language courses and at the same time allow students access to the course marks they need to meet scholarship and post-secondary institution requirements. Under this provision, students may register in two second language courses at the same time: a high-level course and a low-level course.

For example, a student enrolled at the "10" level may register in one of: French 31a, French Language Arts 10, Français 10; and French 10. The same pattern of registration normally applies at the "20" and "30" levels, as indicated in the following chart.

High-level Course	Low-level Course
French 31a, French Language Arts 10, Français 10	French 10 (New)
French 31b, French Language Arts 20, Français 20	French 20 (New)
French 31c, French Language Arts 30, Français 30	French 30 (New)

When schools administer the concurrent registration provision, students must register in two same-language courses during the same school year and the same term (a high-level and a low-level course), and take the instruction in the higher-level course.

Students' final course marks are determined in the high-level course through regular assessment procedures. In the low-level course (without instruction) a balanced evaluation procedure is used. Students must demonstrate a full range of knowledge, skills and attitudes as required for the course. Teachers are not permitted to use a factoring process to determine the low-level course mark.

Students registering concurrently in two language courses are eligible for a final mark in both courses and for 5 credits in the high-level course only, and no credits in the low-level course. There is one exception: **students registered in two "30-" level courses are eligible to receive a final mark in both courses and credits in both courses.** The purpose of this exception is to give students an incentive to challenge themselves and to work toward the completion of a high-level course.

If students are unsuccessful in either course or both courses (with a mark of less than 50%), both courses are reported as regular course registrations, not concurrent registration courses.

Students may obtain a maximum of 20 credits through concurrent registration: up to 15 credits in high-level courses and no more than 5 credits in low-level courses. Waived prerequisite course credits do not apply to low-level courses (French 10-20-30) in concurrent registration.

Second Language Challenge Assessments

A "challenge assessment" is an evaluation procedure that permits a student to receive a mark and credits for a course, without taking instruction in the course. This program requires that students demonstrate that they already possess the knowledge, skills and attitudes that are specified for that course in the program of studies.

Senior high schools may offer challenge assessments in provincially developed language programs such as Cree, French, German, Italian, Japanese, Spanish and Ukrainian and in approved locally developed/acquired language courses, such as Arabic, Chinese, Greek, Hebrew, Hungarian, Japanese, Polish and Portuguese. If students wish to challenge a language course that is not offered in the school jurisdiction, school jurisdictions are encouraged to contact other school jurisdictions that offer courses and arrange for assessments of student proficiency.

Challenge assessments may be administered as examinations, demonstrations, projects and/or other activities. Each school jurisdiction is to determine its own challenge assessment procedures. Challenge assessments in any form must both permit and require the student to demonstrate the full range of learner expectations that are described for that level in the program of studies. Alberta Education is developing and making available sample model tests in French as a second language that school jurisdictions can adapt to meet local needs.

Students who have successfully challenged a senior high school second language course receive 5 credits and a final mark in the course. Under this provision, students are also eligible for credits for waived prerequisite courses. For example, if students successfully challenge French 20, they receive 5 credits and a final mark in French 20 and 5 credits for French 10, with a "P" (for "pass") as a mark. See procedures for reporting of waived prerequisite credits in the Awarding Course Credits of this handbook.

Students taking French 31a, 31b or 31c in Grade 10 and/or Grade 11 can challenge French 10 and/or French 20 in order to become eligible for Alexander Rutherford scholarships.

French 13 is excluded from the challenge assessment and waived prerequisite provisions.

**Transfer of Credits
for 30-level
Second Language
Courses**

Until 1992, school principals could transfer final marks and credits from French 20S, French 20N, or French Language Arts 20 to final marks and credits for French 30. This provision has now been replaced by the challenge assessment; and concurrent registration provisions until the end of the 1995-96 school year.

**Number of
Senior High
School Credits in
Second Languages**

Senior high school students in Alberta are encouraged to take a wide range of courses. In keeping with this principle, **no more than 25 credits may be presented in any one second language for senior high school diploma purposes.** However, for purposes other than the senior high school diploma, such as preparation for the workplace, **students may earn any number of credits in each second language.**

**Special
Education**

Alberta Education supports the education of exceptional students. "Exceptional students" are those students who require a different program or an adaptation or modification to a regular school program. Special education support is provided to help local school authorities and schools develop programs for students with educational disabilities or for gifted and talented students. Further information is provided in the *Alberta Education Policy, Regulations and Forms Manual*.

School jurisdictions are required to identify students with special needs, develop and implement individual program plans (IPP) for those students, and evaluate their individual progress. Course requirements in regular classes will be identified in the IPP. Exceptional students taking curriculum courses for credit will be expected to meet those course requirements. Where an exceptional student is unable to attend school for the required hours of instruction, the superintendent shall inform the Calgary or Edmonton **Regional Office of Alberta Education** of the reduction and the circumstances making the reduction necessary.

For further information regarding special education programs, contact the **Special Education Branch** or the Calgary or Edmonton **Regional Office of Alberta Education**.

Program Information

Curriculum guides and a program of studies for special education are available in the following categories: educable mentally handicapped, trainable mentally handicapped, dependent handicapped, visually impaired and hearing impaired. These documents are available for purchase from the **Learning Resources Distributing Centre**.

The **Special Education Branch** is currently developing a new core document for special education tentatively titled *Programming for Students with Special Needs: A Guide to Implementation and Assessment*. This document will replace several 1982-83 curriculum documents (guides) and is scheduled for distribution in the fall of 1995.

Resources for Special Education and Guidance & Counselling: An Annotated List, 1994, can be requested free from the **Special Education Branch**.

Special Projects Credits

Special projects credits are designed to recognize work undertaken by students on an individual or small group basis and should not be used as a means of offering credits for unapproved courses. Students may enroll in Special Projects 10, 20 or 30. Special Projects 20 and Special Projects 30 do not have prerequisites.

Purpose

Special projects credits perform two major functions:

- Students become involved in the selection, planning and organization of their own programs.
 - Students pursue activities in which they have considerable interest or ability but which are not within the scope of the regular curriculum or the programs being offered in the school.
-

Procedures

Requirements for special project credits are:

- Each project shall be carried out under the supervision of a teacher.
- Students are required to submit a clearly planned proposal to the principal for approval. The proposal should include:
 - a description or outline of the project
 - the number of hours of work expected to complete the project
 - a method by which the project will be carried out
 - a description of the expected result

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- the evaluation procedures as outlined by a teacher
 - an expected completion date
 - the name of the supervising teacher.
 - The principal shall retain a copy of each special project proposal until the project is completed.
 - The opportunity to earn special project credits shall be available to all students, including those attending an authorized summer school.
 - The content of the special project need not be related to a specific school subject.
 - If a special project is related to a specific school subject, the content of the project shall be distinct from and in addition to regular course requirements.
 - Projects shall be completed and reported to the principal prior to the conclusion of the semester or full term.
 - Where a project takes a student off campus, the provisions of the *Off-campus Education* policy (see *Alberta Education Policy, Regulations and Forms Manual*) shall apply.
 - Special project credits may be applied toward the Alberta High School Diploma and, until 1997, toward the Advanced High School Diploma (as unspecified credits only), and to the General High School Diploma (as either specified or unspecified credits).
 - Students who successfully complete projects are granted 3 credits for 75 hours of work or 5 credits for 125 hours of work in any one semester, or full term on the approval of the principal.
 - School jurisdictions shall develop policies to ensure overall consistency and standardization of procedures governing special projects in their schools. Evaluation and reporting procedures should be included in the policy.

Restrictions on special projects are:

- Special project credits shall not be awarded for student activities that would be considered a normal part of extracurricular or cocurricular activities generally offered by a school; e.g., school team sports, school newspaper, yearbook.
- In instances where a student enrolls in more than one special project, credits shall not be approved unless the projects vary substantially from year to year or demonstrate increased levels of proficiency.

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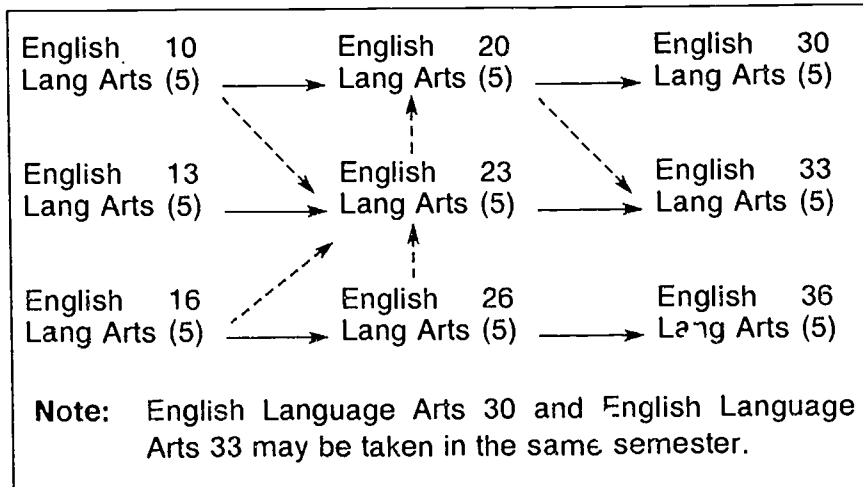
Transfer Points (Recommended)

Provincially developed programs are designed to accommodate transfer between course sequences at particular points. Special circumstances may warrant student transfer at other points in the curriculum; however, the recommended transfer points are as follows for:

- English Language Arts Program
- French as a Second Language Program
- Mathematics Program
- Science Program
- Social Studies Program
- Occupational Program to Industrial Education, Career Field.

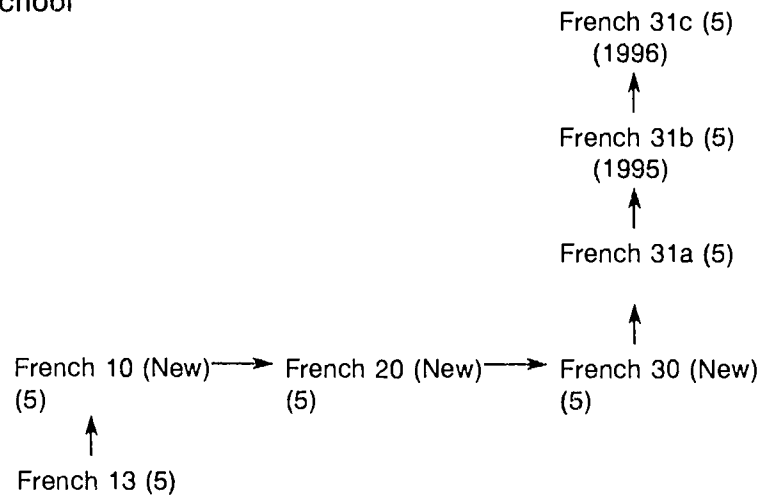
The local school authority shall have a policy that states clearly the criteria to be met by a student who wishes to change program routes.

English Language Arts Program



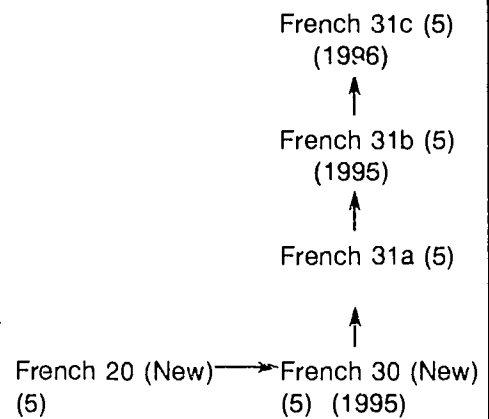
French as a Second Language Program

1. For Students Commencing French in Senior High School



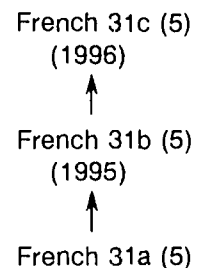
Note: The implementation year is indicated in parentheses.

2. For Students Who Have Completed the Beginning Level Prior to Grade 10



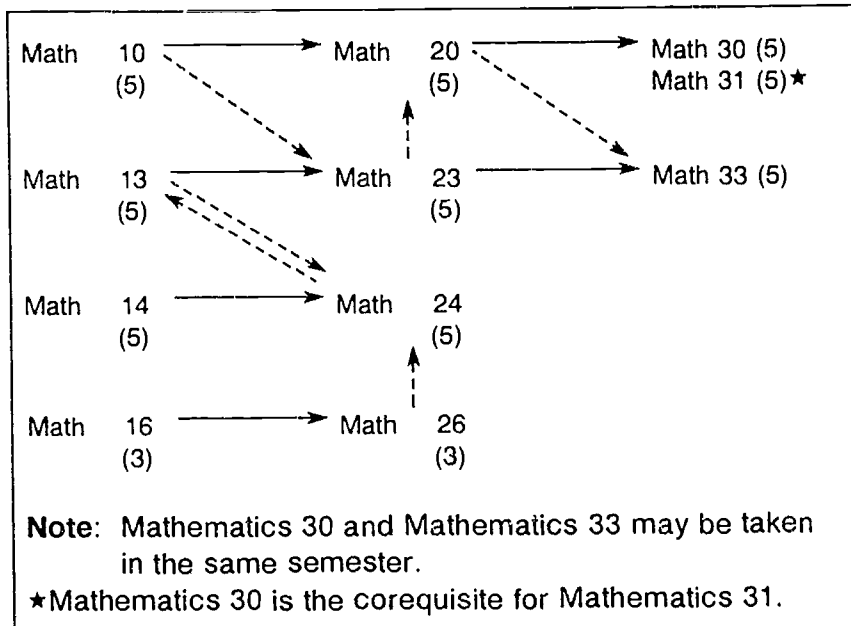
Note: The implementation year is indicated in parentheses.

3. For Students Who Have Completed the Beginning Level and the Intermediate Level Prior to Grade 10

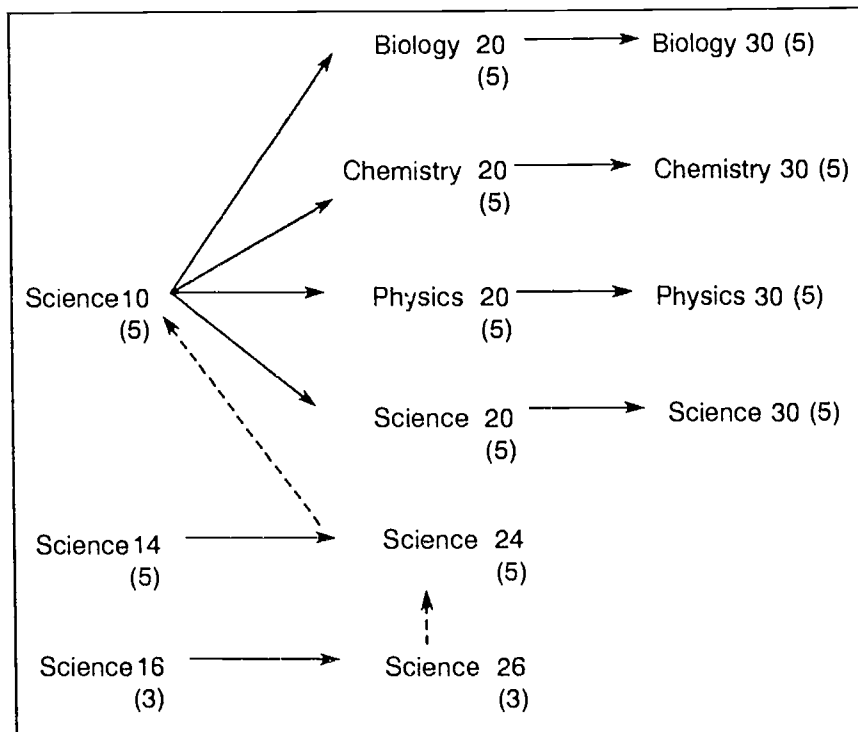


Note: The implementation year is indicated in parentheses.

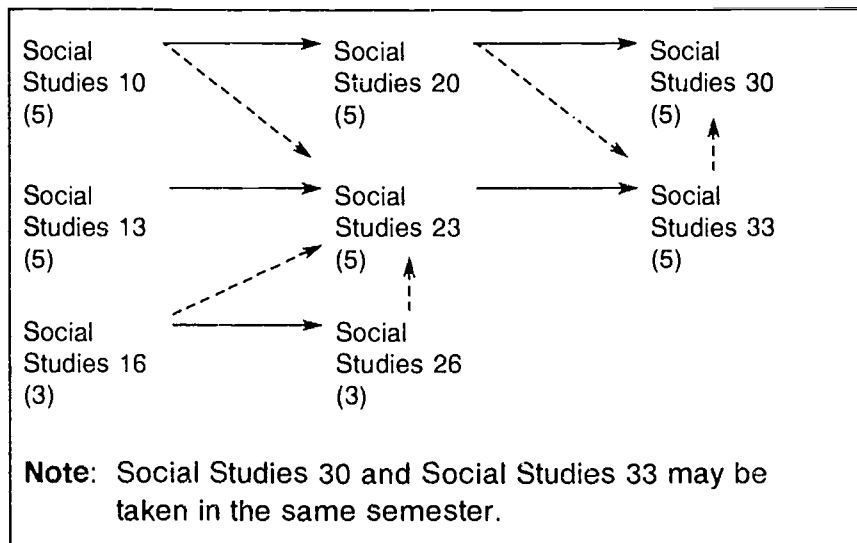
Mathematics Program



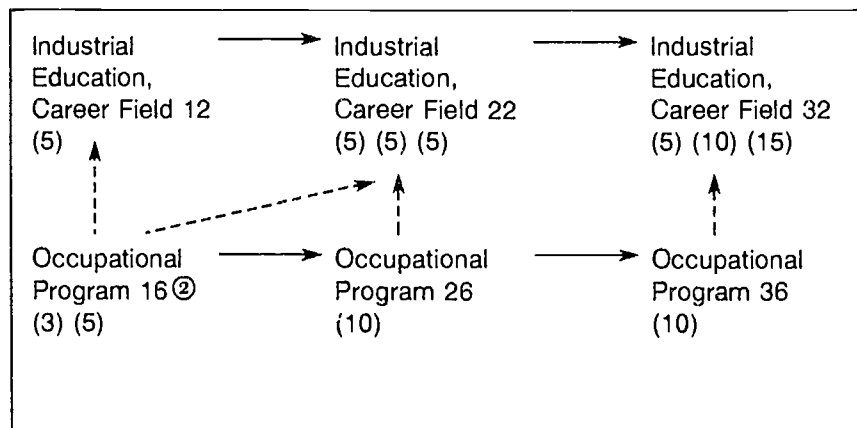
Science Program



Social Studies Program



Occupational Program^① to Industrial Education, Career Field



- ① The relationship between IOP Occupational Programs and the career and technology studies modules is under review.
- ② Transfer from a 16-level occupational course directly to a 22-level industrial education course may be considered where there is course equivalency.

Administrators are referred to the Senior High School Graduation Requirements section in this document for further information regarding student transfer to the Alberta High School Diploma route.

PROGRAM ADMINISTRATION: *The School Act*^①

The School Act

The *School Act* sets out the legal parameters that govern the education of students in the province of Alberta. The management, operation and powers of school boards are outlined in the *Act*.

The *Act* gives the Minister the authority to set regulations in particular areas. Regulations provide specificity on matters for which there is regulation-making authority in the legislation. Regulations have the force and effect of law.

Provincial policies outline Alberta Education's position on significant educational issues.

Procedures specify how a policy will be administered. They outline mandatory and discretionary activities, responsibilities and funding mechanisms.

The governance of education in Alberta is guided by the following principles:

- policies and procedures rather than rules will continue to be used for setting educational goals and directions
- the province will continue to provide consistent direction, while encouraging flexibility and discretion at the local school authority and school level by keeping policies and procedures to a minimum

① All references to the *School Act* are to the Statutes of Alberta 1988, Chapter S-3.1 as amended.

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- all Alberta Education's regulations, policies and procedures will be consistent with the objectives and underlying principles of the *School Act*.

The *School Act* is available for purchase from Publication Services, Alberta Government.

Role of the School Council

Alberta Education's regulations and policy are currently under development; however, section 17 of the *School Act*, as it was before Bill 19 became law on May 25, 1994, remains in effect until either,

- a. new regulations reflecting Bill 19 are in place and a new school council has been formed in accordance with the regulations, or
- b. until June 30, 1995,

whichever comes first.

Section 17 of the *School Act*, as amended by Bill 19, states:

- a school council shall be established in accordance with the regulations for each school operated by a board
- the majority of the members of a school council shall be parents of students enrolled in the school
- a board of a separate school district or a division made up only of separate school districts, by resolution, may require that the parents of students enrolled in a school operated by the board who are members of the school council must also be of the same faith as those who established the separate school districts, whether Protestant or Roman Catholic
- a school council shall:
 - advise the principal and the board respecting any matter relating to the school
 - perform any duty or function delegated to it by the board in accordance with the delegation
 - ensure that students in the school have the opportunity to meet the standards of education set by the Minister
 - ensure that the fiscal management of the school is in accordance with the requirements of the board and the superintendent, and
 - do anything it is required to do under the regulations

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- subject to the regulations, a school council may make and implement policies in the school that the council considers necessary to carry out its responsibilities . . . including but not limited to policies respecting:
 - the nature of the programs offered
 - the expenditure of money
 - the educational standards to be met by students, and
 - the management of the school
- a school council may make by-laws governing its meetings and the conduct of its affairs
- subject to the regulations, a board may develop and implement policies respecting school councils
- the Minister, on the request of the board, may dissolve a school council without notice at any time if the Minister is of the opinion that the school council is not carrying out its responsibilities in accordance with this *Act* and the regulations
- the Minister may make regulations:
 - respecting the election or appointment of the members of a school council and the term or other conditions of election or appointment and the dissolution of a school council
 - respecting the roles of the principal and the school council of a school and their respective powers, duties and responsibilities
 - respecting any other matter the Minister considers necessary respecting school councils
 - exempting a school or class of schools from the application of this section.

Role of the Principal

Section 15 of the *School Act* states a principal of a school must:

- provide instructional leadership in the school
- ensure that the instruction provided by the teachers employed in the school is consistent with the courses of study and education programs prescribed, approved or authorized pursuant to this *Act*
- evaluate or provide for the evaluation of programs offered in the school
- ensure that students in the school have the opportunity to meet the standards of education set by the Minister

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- direct the management of the school
 - maintain order and discipline in the school and on the school grounds and during activities sponsored or approved by the board
 - promote cooperation between the school and the community that it serves
 - supervise the evaluation and advancement of students
 - evaluate the teachers employed in the school
 - subject to any applicable collective agreement and the principal's contract of employment, carry out those duties that are assigned to the principal by the board in accordance with the regulations and the requirements of the school council and the board.

Role of the Teacher

Section 13 of the *School Act* states a teacher, while providing instruction or supervision, must:

- provide instruction competently to students
- teach the courses of study and education programs that are prescribed, approved or authorized pursuant to this Act
- promote goals and standards applicable to the provision of education adopted or approved pursuant to this Act
- encourage and foster learning in students
- regularly evaluate students and periodically report the results of the evaluation to the students, the students' parents and the board
- maintain, under the direction of the principal, order and discipline among the students while they are in the school or on the school grounds and while they are attending or participating in activities sponsored or approved by the board
- subject to any applicable collective agreement and the teacher's contract of employment, carry out those duties that are assigned to the teacher by the principal or the board.

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51

Role of the Student

Section 7 of the *School Act* states:

A student shall conduct himself so as to reasonably comply with the following code of conduct:

- be diligent in pursuing his studies
 - attend school regularly and punctually
 - cooperate fully with everyone authorized by the board to provide education programs and other services
 - comply with the rules of the school
 - account to his teachers for his conduct
 - respect the rights of others.
-

Student Attendance

Attendance at school is compulsory for eligible students who, as of September 1, are 6 years of age or older and are younger than age 16 [*School Act*, section 8(1)]. Section 44(3)(b) of the *School Act* allows local school authorities to make rules respecting the attendance of students at school. Section 7(b) sets out expectations for student conduct regarding attendance at school, and section 9 addresses enforcing school attendance.

Section 10 Attendance at School

The Attendance Board provides a means to enforce compulsory school attendance. Referral of matters regarding student attendance to the Attendance Board is governed by section 10 of the *School Act* where:

- a student who is required to attend a school under section 8 does not attend school, and
- attempts to enforce school attendance under section 9 have, in the opinion of the board, not been effective,

the board of which the student is a resident student or that operates or supervises the school in which the student is enrolled may refer the matter to the Attendance Board.

- Where a student who is required to attend a school under section 8
 - is enrolled in a private school, and
 - does not regularly attend that private school,

and the person responsible for the operation of that private school has made all reasonable efforts to ensure that the student attends school, the person responsible for the operation of that private school shall refer the matter to the Attendance Board.

Section 110
Order of Attendance Board

Section 110 of the *School Act* states that on hearing a matter referred to it, the Attendance Board may order the parents and student to do a number of things, including directing the student to attend school or directing the parents of a student to send the student to school. An Order of the Attendance Board, when filed with the clerk of the Court of Queen's Bench, has the same force and effect as if the Order were an order of the Court of Queen's Bench.

Children may be exempted by parental request, from two components of the health program: Theme V, Human Sexuality, and the Child Abuse Prevention Unit. Physical Education Exemptions are as outlined in its subsection in this handbook.

For information on further exemptions by parental request, refer to section 8 of the *School Act*.

**Suspension and
Expulsion of
Students**

Principals and teachers should be aware of the relationship between the code of student conduct for students, section 7, and Suspension and Expulsion of Students, section 19 (1.1). Students and parents should also be provided with the information contained in these sections in order to familiarize themselves with the expectations for acceptable student conduct and the consequences, to both students and parents, should students fail to comply.

Section 19 of the *School Act* states:

- In this section, "suspend" has the meaning given to it in the rules made by the applicable board.
-

School Act Section 19
Subsection (1.1)

- a student may be suspended or expelled:
 - if in the opinion of the teacher, the principal or the board, as the case may be, the conduct of the student does not comply with section 7, or
 - for any other reason the teacher, the principal or the board, as the case may be, considers appropriate
-

- a teacher may suspend a student from one class period
 - a principal may suspend a student from:
 - one or more class periods
 - one or more courses or school programs
 - school, or
 - riding in a school bus
-

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- a principal may reinstate a student suspended by him or by a teacher
 - when a principal suspends a student, the principal shall:
 - forthwith inform the student's parent of the suspension, and
 - report in writing to the student's parent all the circumstances respecting the suspension
 - if a student is not to be reinstated within 5 school days from the date of his suspension, the principal shall:
 - forthwith inform the board of the suspension, and
 - report in writing to the board all the circumstances of the suspension together with the principal's recommendations
 - on receiving a report from a principal . . . the board shall, within 10 school days from the first day of the suspension, reinstate or expel the student
 - prior to a board's making a decision . . . the parent of the suspended student and the suspended student may make representations to the board with respect to the suspension
 - a board may re-enroll a student who has been expelled
 - if a student is expelled, the board shall notify immediately, in writing, the parent and, in the case of a student who is 16 years of age or older, the student of their right to request that the Minister review the matter.

Alberta Education Policy, Regulations and Forms Manual^①

Policy Introduction

The *Alberta Education Policy, Regulations and Forms Manual* contains provincial regulations and policies that affect the operation of schools and has been developed for school boards and ECS private operators, for the following purposes:

- to communicate key policies of Alberta Education
- to provide direction to school boards and ECS private operators who wish to access provincial resources
- to provide school boards and ECS private operators with legislation, regulations, policies and procedures.

Schools operate under the jurisdiction of the local school authority. All actions undertaken by the principal, as referenced in this handbook, shall be in accordance with local school authority policy. Local policies and procedures shall be consistent with the requirements of Alberta Education.

The regulations and policies derive from and implement both the *School Act* and Alberta Education's philosophy. They provide direction to the educational system, support the rights of students and parents, and encourage flexibility at the local level.

^① The new *Alberta Education Policy, Regulations and Forms Manual*, is a revision and combination of the *Alberta Education Policy Manual* and the *Alberta Education Regulations Manual*.

Ministerial Orders and Directives

Information Bulletin on Human Sexuality Education

This bulletin outlines requirements and recommendations for the implementation of human sexuality education in Albertaschools. Human sexuality components of the Grade 4 to Grade 6 Health program, Grade 7 to Grade 9 Health and Personal Life Skills program, and the senior high school Career and Life Management 20 course, are prescribed.

Procedures

- Every school operated by a board shall provide human sexuality education to students in Grades 4 through 9, and in at least one senior high school course required of all students.
- Human sexuality education shall be taught within the normal school day.
- Human sexuality education may be offered through different instructional structures. The goals and objectives outlined in current programs (Health, Health and Personal Life Skills, Career and Life Management 20) for human sexuality education are prescribed, but need not be offered exclusively through these courses. Many schools have developed very successful programs through family life or religion classes.
- Parents shall be advised, prior to the start of human sexuality instruction, of their right to exempt their child from this course component.
- Parent information nights to meet the teachers, and ongoing chances to review learning resources and teaching concepts are strongly recommended.
- Schools will provide alternative learning experiences for those students who have been exempted by their parents from human sexuality instruction.

For additional information, contact the Curriculum Standards Branch.

Information Bulletin on Acquired Immunodeficiency Syndrome in Educational Settings

Current public awareness of the acquired immunodeficiency syndrome (AIDS) and changing patterns of the infection have prompted an update on guidelines for managing the educational setting in which students or staff may be infected with the human immunodeficiency virus (HIV).

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59

The bulletin is intended to provide information and advice to school boards and regional health authorities in meeting their joint responsibility to provide educational programming to all eligible children and to protect the general public from communicable diseases.

AIDS is covered under the Communicable Disease Regulation of the *Alberta Public Health Act* and there is no legal basis on which to prevent children infected with HIV from attending school.

School jurisdictions, with the assistance of local public health personnel, should develop policies which are consistent with provincial guidelines regarding HIV/AIDS and other infectious diseases.

For the complete text of the bulletin, consult the *Alberta Education Policy, Regulations and Forms Manual*.

Regulations Introduction

The following sections provide a synopsis of those regulations that are relevant to the operation of senior high school programs. For the complete regulations, refer to the *Alberta Education Policy, Regulations and Forms Manual*. The sections of the *School Act* to which these regulations refer, and the regulation numbers, are noted.

French Language Immersion

Section 6(2)

Alta. Reg. 36/89

This regulation allows a local school board to authorize a French language immersion program by passing a resolution and informing the Minister in writing.

This program is for students who wish to learn French as a second language. The program does not meet the full requirements of students whose parents have section 23 *Charter* rights.

Notwithstanding section 4 of the *School Act*, the amount of time French is used as the language of instruction in an elementary French immersion program shall be not less than 50 per cent of each school day for Grade 1 to Grade 6, 40 per cent of each school year for Grade 7 to Grade 9, and 30 per cent of each school year for Grade 10 to Grade 12.

**Home
Education**

Section 23(3)
Alta. Reg. 283/94

This new regulation replaces the former Home Education Program regulation. It recognizes a parent's right to choose a home education program, provided the program meets the requirements of the regulation and is under the supervision of a board or an accredited private school.

The regulation provides parents with three alternatives in regard to supervision. They may notify their resident board of their desire to educate their child at home, or they may contact a "willing nonresident board" or an accredited private school for supervision and notify their resident board.

**Language of
Instruction**

Section 5(2)

This regulation, still under development, addresses the right to a French language education in accordance with section 23 of the *Canadian Charter of Rights and Freedoms*.

**Languages
Other than
English or
French**

Section 6(2)
Alta. Reg. 38/89

This regulation allows a local school board to authorize, by resolution, a program that offers instruction in a language other than English or French, by informing the Minister in writing.

A board shall ensure that English is used as the language of instruction for not less than 50 per cent of each school day for each student or an equivalent amount of time in a semestered program.

A board may offer a third language course, provided that English is used for not less than 35 per cent of each day, or an equivalent amount of time in a semestered program.

Section 74(2) of the *School Act* allows a school board to employ a competent individual to teach a language or culture under the supervision of a certificated teacher.

**Practice Review
of Teachers**

Section 25(3)(a)
Section 75.1
Alta. Reg. 279/93

This regulation provides an orderly process by which complaints about the unskilled or incompetent teaching practices of a teacher can be investigated and acted upon. The regulation includes a process for initiating complaints, and conducting investigations, hearings and appeals.

Private Schools

Section 22(6)

Alta. Reg. 39/89

Section 22(1) and (2) set out the requirements for registered and accredited private schools.

The regulation addresses the application for registration and accreditation and the additional records to be kept by private schools, rules for discipline, suspension and expulsion, required notices, school policies, required insurance and financial reporting provisions.

This regulation also requires private schools, among other obligations, to complete a School Program Plan form, keep student records and make rules for discipline, suspension and expulsion.

Student Evaluation

Section 25(3)(c)

Alta. Reg. 40/89

This regulation describes how provincial tests, examinations or other methods of evaluating a student's achievement are conducted. It provides for a directive to be issued outlining Alberta Education's administrative and procedural requirements for evaluating students.

The regulation also covers: security of evaluation materials; student conduct resulting in eviction or invalidation, and related objection and appeal procedures; review of evaluation results and an appeal process; and ministerial use of evaluation results.

Student Records

Section 18(8)

Alta. Reg. 213/89

Amended 175/93

This regulation itemizes what the student records, established and maintained by the school board, shall and shall not contain, and the length of time records must be retained. It also deals with persons who have access to the records and what happens when a student transfers to another school.

Guides to Education and Bulletins

Handbooks and bulletins are developed to assist local school authorities, administrators and teachers to implement the objectives and underlying principles of the *School Act*.

Guides to Education

There are two guides to education available: the *ECS to Grade 9 Handbook* and this handbook, the *Senior High School Handbook*.

Bulletins

The following bulletins and reports are produced each year by the **Student Evaluation Branch**.

- *General Information Bulletin: Diploma Examinations Program.*
- *Annual Report: Diploma Examinations Program.*
- *Examiners' Reports* for English Language Arts 30, English Language Arts 33, Français 30, Social Studies 30, Social Studies 33, Mathematics 30, Mathematics 33, Biology 30, Chemistry 30, Physics 30 and Science 30.
- *Diploma Examinations Subject Bulletins* for English Language Arts 30/33, Français 30, Social Studies 30, Social Studies 33, Mathematics 30, Mathematics 33, Biology 30, Chemistry 30, Physics 30 and Science 30.

All are available from the **Learning Resources Distributing Centre**.

**Use of Human
Tissue and Fluid in
Educational
Programs**

Alberta Education firmly believes that the safety and well-being of students, teachers and other school staff must be a first consideration in the selection of materials for study. Therefore, all activities involving the extraction and analysis of samples of human fluid or tissues are prohibited in Alberta schools. Information regarding this topic is provided in the document *Clarification of Statements Prohibiting the Use of Human Body Substances in the Alberta Science Curriculum*, 1988, which is available for purchase from the **Learning Resources Distributing Centre**.

Instructional Delivery

Program of Studies

The *Program of Studies: Senior High Schools* is prescribed by order of the Minister in accordance with section 25(1) of the *School Act*. Mandatory requirements for programs and courses are outlined in the programs of study, each of which contains the following components:

- Program Overview (rationale and philosophy)
- Learner Expectations
 - General Learner Expectations
 - Specific Learner Expectations.

Programs of study may also contain listings of basic student learning resources. All authorized learning resources are listed in the Learning Resources Distributing Centre *Buyers Guide*.

The program of studies and the *Buyers Guide* are available for purchase from the **Learning Resources Distributing Centre**.

Alberta Distance Learning Centre

The **Alberta Distance Learning Centre (ADLC)** can enhance local educational programs by providing instruction to students for whom classroom instruction cannot be provided in the subjects desired.

Registration and Fees

Students under 16 years of age who are attending a school operated by a school board must obtain the approval of the superintendent, principal or designate, before registering in **Alberta Distance Learning Centre** courses. Students age 16 and over who enroll directly in **Alberta Distance Learning Centre** courses are responsible for paying their own registration fees.

Registration fees for students who are directed to enroll in **Alberta Distance Learning Centre** courses are the school board's responsibility. This applies to students of all ages.

Students who are living in unorganized territories or who temporarily reside outside of Alberta may apply directly to the **Alberta Distance Learning Centre**. Alberta Education will assume the registration fees for Alberta students who are under 19 years of age and living in unorganized territories.

Students younger than 19 years of age who are not enrolled in a school operated by a school board may enroll in **Alberta Distance Learning Centre** courses through home education. Students are advised to contact their resident school board or a willing non-resident board or an accredited private school about home education. Registration fees for these students are the supervising school board's or private school's responsibility.

Application forms are enclosed with the *Alberta Distance Learning Centre Classroom Handbook Grades 10-12* received by schools at the beginning of each school year. Additional application forms are available upon request.

Students who wish to register should complete an application form to be mailed to the **Alberta Distance Learning Centre**. Students may also register in person at the **Alberta Distance Learning Centre** in Barrhead or at the **Edmonton Study Centre**.

Further information about the services, registration procedures and fees are available from the **Student Services Department, Alberta Distance Learning Centre**.

Courses and Programs

The **Alberta Distance Learning Centre** offers a wide range of courses in Grade 10 through Grade 12. Consult their *Alberta Distance Learning Centre Classroom Handbook Grades 10-12* published on an annual basis.

Further information about the services and course materials are available from the **Student Services Department, Alberta Distance Learning Centre**.

Monitoring Student Progress

For students who are attending school, the **Alberta Distance Learning Centre** will send status reports on student progress to principals, on a monthly basis.

Additional Local School Authority Responsibilities

The principal, counsellor, superintendent or designate should help the student select suitable courses, obtain the required textbooks and other materials, establish timetable periods for distance learning study and arrange for writing final tests.

Student Learning Resources

[for Alberta Distance Learning Centre]

The **Alberta Distance Learning Centre** sells textbooks to students registering for a course. Consult the *Alberta Distance Learning Centre Classroom Handbook Grades 10-12* for prices. Students attending a school may purchase the required textbooks from the **Alberta Distance Learning Centre** or borrow books from their local school authority.

Out-of-print textbooks, identified in the handbook by a double asterisk, may be borrowed by a student registered in a course, provided the student submits a refundable deposit. The Distance Education Program involves a variety of nonprint materials, such as computer software, laboratory kits, audiotapes and videotapes that are integral to the program package. Some videotapes are available from the regional and urban film centres, or from **ACCESS Network**, or schools can acquire software, filmstrips and videos direct from the supplier. In other instances, registered students obtain these learning resources as part of the distance education package.

Other learning resources, such as computer software, laboratory kits, audiotapes and videotapes, which are integral to a distance learning course package, are available to registered students from the **Alberta Distance Learning Centre**. Consult the *Alberta Distance Learning Centre Classroom Handbook Grades 10-12* and the Learning Resources Distributing Centre *Buyers Guide*, its supplements or its electronic inquiry/ordering system for availability and cost of learning resources.

Those who do not wish to register with the **Alberta Distance Learning Centre**, but wish to purchase some of their materials, may do so by mail, from the **Learning Resources Distributing Centre**.

Further information about the services and course materials are available from the **Student Services Department, Alberta Distance Learning Centre**.

Home Education

(through the Alberta Distance Learning Centre)

Parents or guardians who wish to provide their children with a home education program using **Alberta Distance Learning Centre** courses must offer the program under the supervision of their resident board, a willing nonresident board or an accredited private school. The supervising board or private school approving a home education program is responsible for the **Alberta Distance Learning Centre** fees for home education students. Alberta Education provides additional funding for home education students who are using **Alberta Distance Learning Centre** courses.

For information about home education, refer to the *Alberta Education Policy, Regulations and Forms Manual*.

Alberta School for the Deaf

Provision of educational services to all students is required by section 28 of the *School Act*, which states:

- A board shall ensure that each of its resident students is provided with an education program consistent with the requirements of this *Act* and the regulations.
- Subject to subsection (3) and section 8(2.01), a board shall direct a resident student of the board to enroll in and attend a particular school operated by the board.
- A board shall enroll a resident student of the board or of another board in the school operated by the board that is requested by the parent of the student if, in the opinion of the board asked to enroll the student, there are sufficient resources and facilities available to accommodate the student.
- A board shall enroll a resident student of the Government in a school operated by the board as requested by the Minister if the student is living in the district or division.
- A parent of a student enrolled in a school shall not request that the student be enrolled in another school during a school year unless the board operating the other school consents.

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- A board shall provide to each student enrolled in a school operated by the board an education program consistent with the requirements of this Act and the regulations that will give the student the opportunity to meet the standards of education set by the Minister.

The **Alberta School for the Deaf** provides education to students who are deaf or hard of hearing, ECS to Grade 12. Programs are based on Alberta Education guidelines and are modified to meet the individual learning and communication needs of each student.

Students applying for admission must be assessed before being accepted into the program and must be referred for assessment by their local school authorities. Students who have been attending another school for the deaf, or a program for deaf/hard of hearing children, may transfer directly to the **Alberta School for the Deaf** with the approval of their resident school board.

For further information, contact the **Principal, Alberta School for the Deaf**, or the **Special Education Branch**.

Distance Education Technology

Alberta Education encourages the use of technology to facilitate access to equitable educational opportunities for all students regardless of location. Through the use of distance education technologies; e.g., facsimile, telephone and audio conferencing, computers and satellite TV, students in small high schools have access to many of the same courses as urban students in large schools.

Inquiries in regard to Distance Education programs should be directed to the **Director, Alberta Distance Learning Centre**. Inquiries for material should be directed to the **Learning Resources Distributing Centre**.

Native Education

Native people throughout the province have indicated that they want their children to complete regular school requirements and achieve the same standards set for all students.

To support the learning of Native students, schools are encouraged to use learning resources that give attention to Native heritage perspectives. Basic and other classroom resources (print and video), as well as a teacher resource catalogue and Native language programs, have been developed by the Native Education Project.

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Alberta Education's policy on Native education states that all students in Alberta should understand and be aware of Native cultures, lifestyles and heritage. Native issues and culture may be explored in social studies, art, drama, science and other areas of the curriculum. Students, teachers and administrators may also explore Native issues in Alberta through a locally developed and/or authorized Native studies course. *Native Education in Alberta's Schools: Policy Statement on Native Education in Alberta, 1987*, is available free from the Native Education Project.

Both provincially authorized and locally authorized Blackfoot and Cree language and culture courses are offered in the province. More information on these courses is available from the **Curriculum Standards Branch**.

For further information, refer to the *Alberta Education Policy, Regulations and Forms Manual*.

School Library Program

Students in Alberta schools should have access to an effective school library program that is integrated with instructional programs. Such programs improve students' opportunities for achieving expectations for a basic education as outlined in the Mission and Mandate section of this handbook.

In an integrated school library program, the services and activities are not peripheral or supplementary to the school's instructional program; they are an essential and dynamic part of it. The program widens, deepens and personalizes learning by involving students in the planned and purposeful use of resources. The resources are designed to assist them to grow in their ability to find, generate, evaluate and apply information. These information skills will, in turn, prepare students to function effectively as individuals and as full participants in society.

Student learning experiences should integrate information retrieval and research skills. These skills are best learned within the curriculum. To promote integration, opportunities for cooperative planning between teachers and teacher-librarians should be provided.

An integrated school library program attends not only to its formal instructional role, but also to its function as a centre for informal learning. As a resource centre, the school library should be a place where students can pursue their individual educational interests.

For additional information, refer to *Focus on Learning: An Integrated Program Model for Alberta School Libraries*, 1985; *Focus on Research: A Guide to Developing Students' Research Skills*, 1990, and the *Alberta Education Policy, Regulations and Forms Manual*.

Awarding Course Credits

Introduction

After each semester or school year, students shall be awarded credits on the recommendation of the principal, subject to complying with the following departmental requirements:

- instruction is provided by qualified teachers holding valid Alberta teaching certificates
- instructional time allocated to each subject meets minimum times specified by Alberta Education
- the content of each subject follows that outlined in the *Program of Studies: Senior High Schools* and/or course(s) approved by the Minister and/or by the local school authority
- the senior high school is operated in accordance with the *Guide to Education: Senior High School Handbook*
- student evaluation is carried out in accordance with local school authority policy and is consistent with provincial policy
- school marks in diploma examination subjects and final marks in all other senior high school subjects are endorsed by the principal in accordance with local school authority policy. School marks are subsequently submitted to Alberta Education for recording, at a time and in a manner determined by the Minister.

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Rules Governing Awarding of Credits

- To earn the credits attached to all high school courses, a student shall achieve at least 50% ("C" standing) in each course.
- Credits will not be granted for courses that a student has previously passed and been awarded credits. In the case of a student repeating a course, the higher mark will be recorded on the student's record and transcript.

Course Sequence Transfer

The provision for course sequence transfer enables students to change course sequences, when necessary, to more appropriate levels of challenge. The recommended transfer routes for each program area are given in the Information Regarding Various Courses and Programs section.

Students may transfer from a 13-23-33 sequence to a 10-20-30 sequence or from a 16-26-36 sequence to a 13-23-33 sequence or from a 16-26 sequence to a 14-24 sequence.

Students who transfer from a 10-20-30 sequence to a 13-23-33 sequence, or from a 13-23-33 sequence to a 14-24 sequence, should transfer into the sequence at the next grade level; for example, from Mathematics 10 to Mathematics 23, or from Mathematics 13 to Mathematics 24. Students will not receive waived credits for the lower-level course in the new sequence. For example, students who successfully complete Mathematics 10 and then transfer to Mathematics 23 will not receive credits for Mathematics 13.

When a student transfers into a less challenging academic sequence, the principal may admit the student with less than a 50% standing. See Retroactive Credits following in this section.

Students who successfully complete the first course in a sequence, and then transfer to another sequence, and are waived to the highest level in that sequence, should receive credits for the middle course in the new sequence, upon successful completion of the highest level course. For example, students who successfully complete English Language Arts 10, then successfully complete English Language Arts 33 should receive waived credits for English Language Arts 23 and earned credits for English Language Arts 33.

Circumstances that should be considered when counselling a student to use the course sequence transfer provision include:

- language proficiency; as the student's language proficiency increases, a more academic sequence may provide a more appropriate level of challenge
- the school's ability to schedule the appropriate course route
- the student's ability and motivation.

The local school authority shall have a policy that states clearly the criteria to be met by a student who wishes to change program routes.

Prerequisite Standing

A student who has achieved a mark of 50% or higher in a given course shall be eligible to take the next or higher ranking high school course in that sequence. See Appendix 2.

Waiver of Prerequisites and Credits for Waived Prerequisite Courses

Prerequisites shown in Appendix 2 may be waived by the principal.

If the principal waives a prerequisite, the following conditions must be met:

- the student possesses the knowledge, skills and attitudes identified in the waived course or program of studies
- judgements are made on an individual basis, not for an entire class of students
- it is in the student's best interest.

For example:

- A student who is waived into English Language Arts 30, and successfully completes the course, will receive 5 earned course credits for English Language Arts 30 plus waived credits for English Language Arts 10 and English Language Arts 20, for a total of 15 credits.
- A student successfully completing English Language Arts 13-23-33 and English Language Arts 30 receives 20 credits. However, waived credits will not be granted for

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English Language Arts 10 and English Language Arts 20 because the student transferred from a lower-level course to a higher-level course sequence. The student was not waived into English Language Arts 30.

- A student who successfully completes English Language Arts 10, then earns credits for English Language Arts 33, should receive waived credits for English Language Arts 23.

Upon successful completion of the next or higher ranking high school course in that sequence, the principal will report, in writing, any waived course or courses to the **Educational Information Exchange**. Credits will then be granted for the waived prerequisite course or courses and a "P" or "pass" will be recorded on the student's record and transcript.^① The credits awarded for each prerequisite course will be the same as the number of credits achieved for the course completed, unless otherwise specified by the school.

When it is in the best interest of the student to receive both credits and a mark for a course (other than a "P" or "pass"), schools can use the flexibility now available through alternatives to the Carnegie Unit organizational model (see School Organization in the Senior High School Programming section) to provide the instruction necessary to complete the course requirements. The student may then be evaluated to determine a percentage mark.

Exceptions

The waiver provision outlined above does not apply to the following courses:

- Career and Technology Studies (all courses)
- French 13
- Industrial Education (all courses)
- Locally Developed Courses (all)
- Physical Education 10
- Social Studies 10
- Social Studies 13.

^① A "P" or "pass" mark is not taken into consideration for the calculation of averages for the **Alexander Rutherford Scholarships for High School Achievement** or for post-secondary entrance.

Retroactive Credits

The following applies to all regular students. See the Special Provisions section for mature student criteria.

Students not achieving at least 50% in a course may repeat the course or, subject to the approval of the school principal, take a course in an alternative sequence. **Students who successfully complete the next higher-level course in an alternative sequence shall be granted credit for the prerequisite course.**

The following chart presents the only courses toward which retroactive credits may be applied.

COURSES ELIGIBLE FOR RETROACTIVE CREDITS ①

Registered Course Reported Failed Semester/School Year: A	Alternative Course Passed Semester/School Year: B	Alternative Retroactive Credits Semester/School Year: B
English Language Arts English Language Arts 10 English Language Arts 20 English Language Arts 13	English Language Arts 23 English Language Arts 33 English Language Arts 26	English Language Arts 13 English Language Arts 23 English Language Arts 16
French French Language Arts 10 French 31a	French 31a French 30 (new)	French 30, 20 (new) French 20, 10 (new)
Mathematics Mathematics 10 Mathematics 10 Mathematics 13 Mathematics 20 Mathematics 14	Mathematics 23 Mathematics 24 Mathematics 24 Mathematics 33 Mathematics 26	Mathematics 13 Mathematics 14 Mathematics 14 Mathematics 23 Mathematics 16
Social Studies Social Studies 10 Social Studies 20 Social Studies 13	Social Studies 23 Social Studies 33 Social Studies 26	Social Studies 13 Social Studies 23 Social Studies 16
Science Science 10 Science 14	Science 24 (5 credits) Science 26	Science 14 Science 16
① The references to Semester/School Year "A" and Semester/School Year "B" are to emphasize that sequential registration and instruction are required.		

Courses for which retroactive credits have been granted will be recorded as "P" or "pass" on the student's record and transcript.

A student shall be awarded retroactive credits automatically by Alberta Education when all of the following criteria are met:

- The student is registered by the principal in an approved course and receives instruction in the course in Semester "A" or School Year "A".
- At the end of Semester "A" or School Year "A", the principal reports to the **Educational Information Exchange**, that the student has **FAILED** in the registered course. A mark of less than 50% must be reported to the

Educational Information Exchange and recorded on the student's file in order for the student to be eligible for retroactive credits in the following years.

- Pursuant to a specific local school authority promotion policy, the student is registered, by the principal, in the next higher-level course in an alternative sequence in the following Semester "B" or School Year "B".
- The principal subsequently submits to the **Educational Information Exchange**, in the appropriate reporting period for Semester "B" or School Year "B", a pass mark in the higher-level alternative course completed.

Student Placement and Promotion

Placements and Promotions

Promotion of students to Grade 10 is determined by the principal of the junior high school, subject to policies of the local school authority and to provisions in the *ECS to Grade 9 Handbook*.

Placement of students within senior high school is determined by the principal of the senior high school, subject to the policies of the local school authority and to the provisions in this handbook.

Grade 10 Students

For the purpose of determining a student's graduation requirements, the following will apply: upon promotion from Grade 9, and subsequent placement in Grade 10 in the next school year, the student's Grade 10 year is the school year in which the student receives the first mark (between 0% and 100%) in a high school course, as reported to Alberta Education, or was registered prior to the 1994-95 school year in the noncredit English as a Second Language 10a course. As of the 1994-95 school year, English as a Second Language became a 5-credit course.

Senior High School Credits for Students in Junior High School

Secondary education programs recognize and accommodate the wide range of developmental needs, abilities and differences that exist among students.

The opportunity to take senior high school courses for diploma credits during a junior high school's regular instructional day may be offered as a privilege to an **eligible student**, as identified by the principal of a junior high school.

An **eligible student** is one who, in the opinion of the junior high school principal, has satisfied the general and specific learner expectations of each core course of the junior high school program to the extent of his or her estimated potential, has achieved acceptably in all enrolled complementary courses, and who shows special interest and signs of high potential in subject areas that are part of a senior high school graduation program.

A student may be offered an opportunity to take one or more senior high school courses at either the junior high school or to attend a senior high school part-time.

The privilege to enroll in a senior high school course(s) is at the discretion of the junior high school principal, and a decision to extend this privilege to a student follows appropriate consultation with and approval of a parent or guardian.

The opportunity to access advanced level instruction applies to those course sequences that are continuous with junior high school programs and that offer challenges beyond Grade 9 courses.

The following are examples of course sequences that meet this criterion:

- English Language Arts 10-20-30
- Français 10-20-30
- French Language Arts 10-20-30
- French as a Second Language 31a-31b-31c
- Mathematics 10-20-30
- Science 10-20-30
- Social Studies 10-20-30.

Courses from Industrial Education, Business Education, Home Economics and Career and Technology Studies (CTS) are excluded under this provision. This exclusion will be reviewed as further development of CTS occurs.

Where senior high school courses are offered at the junior high school level, the planning for such courses should be based on collaboration between the junior high school and the receiving senior high school. Junior high school teachers challenging students with senior high school courses should consult with senior high school teachers to establish procedures that ensure consistency in implementing course expectations and assessment standards.

Schools offering senior high school courses to junior high school students shall ensure that the approved programs of study for the senior high school courses are followed.

A junior high school student receives credits and marks for successfully completed senior high school courses. Upon promotion to Grade 10, the junior high school principal forwards the student's final marks to the principal of the receiving senior high school and concurrently to the **Educational Information Exchange**.

Registration of Students

In September and February of each school year, the **Educational Information Exchange** will provide the appropriate registration documents to each senior high school offering credit programs.

Evaluation of Out-of-province Educational Documents

Students entering an Alberta senior high school from outside Alberta should submit transcripts, or other official statements of previous standing, to the school they plan to attend. The principal will evaluate these documents in relation to approved high school courses or designate unassigned credits. The principal will also determine which year the student entered Grade 10. This assessment will be based on the number of credits assigned and will take into consideration the best interests of the student. It will establish the specific requirements needed to obtain a high school diploma, as outlined in the Senior High School Graduation Requirements section.

The *Secondary Education in Canada: A Student Transfer Guide*, 6th Edition, 1991, authored by the Council of Ministers of Education, Canada, is designed to assist in the placement of students. This guide is available from the **Learning Resources Distributing Centre**.

A list of reference materials, which may be purchased by schools, is available to assist principals in the evaluation of out-of-country documentation. Contact the **Teacher Certification and Development Branch** for information on publication names and addresses. The evaluation staff of the **Teacher Certification and Development Branch** will be the contact for those principals who, following a review of the reference materials, require consultation.

An Alberta high school diploma shall not be issued solely on the basis of the evaluation of out-of-Alberta credentials. A student in this category who wishes to obtain an Alberta high school diploma is required to complete a minimum of 5 approved credits as prescribed by a school principal.

The required credits shall be completed in one or more of the subject areas specified under the diploma requirements, exclusive of physical education, and at a level equal to that of the highest Alberta course equivalent granted through credential evaluation.

Post-secondary courses are not equated to credits for the Alberta High School Diploma, the General High School Diploma or the Advanced High School Diploma but may be evaluated for and applied toward the High School Equivalency Diploma.

A copy of the completed evaluation shall be forwarded to the **Educational Information Exchange**, for recording purposes. These evaluation forms may be obtained from **Student Records, Educational Information Exchange**.

In the case of a dispute over the number of high school credits to be awarded, which cannot be resolved at the level of the local school authority, the student has the right to appeal to the **Special Cases Committee**. This committee, which is the final procedural level in the appeal process, deals with all matters requiring the interpretation and application of policy relative to individual students. The **Special Cases Committee** may be contacted by writing to the **Executive Secretary, Special Cases Committee**.

Students planning to enter directly into a post-secondary institution in Alberta should submit their out-of-province documents to the post-secondary institution of their choice. There are no appeal procedures to Alberta Education in these instances.

A high school principal may appeal to the **Special Cases Committee** for special consideration on behalf of Canadian unilingual francophone students who enter the Alberta school system in their graduating year. For these students, the principal may recommend that Français 30 be accepted in lieu of English Language Arts 30 or 33 for Alberta High School Diploma, General High School Diploma or Advanced High School Diploma purposes. The **Special Cases Committee** may be contacted by writing to the **Executive Secretary, Special Cases Committee**.

Visiting or Exchange Students

Visiting or exchange students from another province or country, who wish to complete a course for credit, should be registered with the **Educational Information Exchange**.

Any formal statement of academic achievement required by the school of origin would be issued by Alberta Education and would reflect only the courses the student actually completed in an Alberta school.

Visiting or exchange students seeking Alberta high school credits in a diploma examination course must write a diploma examination on the same terms as any Alberta student.

The English Language Arts 30 and English Language Arts 33 diploma examinations must be written in English and the Français 30 Diploma Examination must be written in French. The diploma examinations in Social Studies 30, Social Studies 33, Mathematics 30, Mathematics 33, Biology 30, Chemistry 30, Physics 30 and Science 30 must be written in either English or French.

Student Achievement in Senior High School Subjects

Introduction

A regulation governing the evaluation of students has been developed under section 25(3)(c) of the *School Act*. The regulation is summarized under Student Evaluation in the *Alberta Education Policy, Regulations and Forms Manual* section of this handbook. For specific details, refer to the manual itself.

The provincial student evaluation policy states that each local school authority shall develop and implement a student evaluation policy.

The current editions of the *General Information Bulletin: Diploma Examinations Program* and the *Annual Report: Diploma Examinations Program* can be consulted for an extensive discussion of student evaluation.

Reporting Student Achievement in Senior High School Subjects

Alberta Education maintains an individual student record for every Alberta student. The record for a high school student is used to provide a complete and accurate reflection of the student's high school achievement, inclusive of courses reported as **pass** or **fail**.

Alberta Education records a course as completed if a mark of 0% to 100% is awarded and reported. Achievement in all completed high school credit courses is to be reported to the **Educational Information Exchange**.

All school-awarded marks, 0% to 100%, shall be reported to the **Educational Information Exchange** in either diploma examination courses or nondiploma examination courses.

Marks shall be reported through the Non-diploma Examination Courses High School Results Statement forms, Diploma Examination School Marks Checklists, or by electronic transfer for approved users.

Schools or school boards wishing to adopt electronic reporting should contact the **Educational Information Exchange**.

Only one mark per course in any one semester will be accepted and added to a student's record. Consequently, principals and/or students must withdraw duplicate or multiple registrations in the same semester (reporting period) prior to the timelines established for marks reporting.

Once reported to Alberta Education, final marks in all completed courses, whether the course is passed or failed, shall not subsequently be deleted from the student's record. In those instances where a principal discovers an error has been made in reporting a course, credits or mark, the **Educational Information Exchange** will adjust the student's record upon receipt of written notification from the principal of the school in which the error occurred.

School-awarded marks in diploma examination courses shall be reported by the first day of the diploma examination schedule.

School-awarded marks in all nondiploma examination courses shall be reported using the Non-diploma Examination Courses High School Results Statement forms, or by electronic transfer, no later than two weeks following the completion of the respective diploma examination session or as otherwise specified by the **Educational Information Exchange**. For each course, the school will identify the course code, credits earned, semester, grading and language of instruction, if other than English. Schools will receive additional instructions, as required, throughout the year.

Grade 12 Validation Statement

Alberta Education attempts to confirm the accuracy of each student's high school record by issuing to each Grade 12 student, in the late fall of their Grade 12 year, a Student Record Validation Statement. This validation statement is produced from the Alberta Education student record. The statement shows the student's complete high school achievement record, at the time of issuance, and lists all courses completed, passed or failed. Principals are asked to confirm the accuracy of this record. Any change in course information shall be authorized by the principal of the school in which the courses were completed. All forms are to be returned to the **Educational Information Exchange** within the time specified.

Grade 12 Exemptions for Transfer-in Students

Out-of-province Grade 12 students who transfer into Alberta schools at the beginning of, or any time during, the school year will be exempted from CALM 20 and Physical Education 10. These students will still be required to achieve the necessary minimum requirement of 100 credits to earn a high school diploma.

For the purpose of this exemption, a Grade 12 student will be defined as one who will graduate in the school year the student transfers into an Alberta school.

Notice of a student's exemption must be reported by the principal, in writing, to the **Educational Information Exchange**, immediately prior to the student's anticipated graduation date.

Grade 12 Diploma Examinations Programs

Students are required to write diploma examinations in the following courses:

Biology 30	Mathematics 33
Chemistry 30	Physics 30
English Language Arts 30	Science 30
English Language Arts 33	Social Studies 30
Français 30	Social Studies 33
Mathematics 30	

To obtain credit in a diploma examination course, students must write the appropriate diploma examination and obtain a final blended mark of 50% or higher, unless they have been exempted from writing the examination by the **Director, Student Evaluation Branch**. The final blended mark is the average of the school-awarded mark and the diploma examination mark. Diploma examinations are available in the French language for all diploma examination courses except English Language Arts 30 and English Language Arts 33. Students may elect to write either the French or English language version of the respective examination.

The diploma examinations program consist of course-specific examinations based on the *Program of Studies: Senior High Schools*. Administrators should refer to the annual publication *General Information Bulletin: Diploma Examinations Program* for complete information.

January and June Diploma Examinations

Examinations are written at all high schools offering the diploma examination courses. All students currently enrolled in diploma examination courses are to be registered for the examinations with the **Educational Information Exchange** by their high school principal.

Students not currently enrolled in a diploma examination course, but eligible to write, must register with the **Student Evaluation Branch**. Registration is achieved by completing a diploma examination application available through high school principals and either the Calgary or Edmonton **Regional Office of Alberta Education**. The application form is to be forwarded to the **Student Evaluation Branch** by the due date, as published in the *General Information Bulletin: Diploma Examinations Program*.

August Diploma Examinations

August diploma examinations are written only at a number of selected centres throughout the province.

For the August administration only, students complete applications at the time of writing an examination.

Special writing centres outside Alberta are not authorized for the August diploma examination session.

Grade 12 Diploma Examinations Schedules

For information on diploma examinations schedules, consult the *General Information Bulletin: Diploma Examinations Program* available from the **Student Evaluation Branch**.

Eligibility to Write

- Students currently enrolled in a diploma examination course are required to write the diploma examination in that course before credits are awarded.
- Students who have been previously awarded credit for the course may write the diploma examination upon application.
- Mature students, as defined in the Special Provisions section of this handbook, may write the diploma examination upon application, without taking regular instruction.

Special Provisions

Students who require special provisions in order to write the diploma examination may request:

- that the examination be provided in Braille, large print or audiocassette
- that variation in writing time, place or mode of response be permitted
- exemption from writing an examination
- other adjustments, on request, and as approved by the **Special Cases Committee**.

Administrators are directed to the policies on *Special Examination Provisions for Learning Disabled Students* and *Special Examination Provisions for Physically Disabled Students*, listed in the *General Information Bulletin: Diploma Examinations Program*. Application, together with the required documentation regarding special needs students, shall be made by the school principal to the **Student Evaluation Branch**, as soon as possible and not later than 90 days before the first examination date.

Special provisions are granted and applied for a specific examination administration. A renewed application for the special provisions must be requested, in writing, for any subsequent administration.

Students who write their examinations under special conditions will have their transcripts annotated with respect to the special provisions prevailing at the time of writing.

**Special
Circumstances**

Under certain circumstances, the school-awarded mark may be accepted upon application to and approval by the **Special Cases Committee**. See under Special Cases Committee in the Special Provisions section for further information.

**Examination
Results**

Following each examination period, each student will receive a results statement showing the most recent school-awarded mark, the current diploma examination mark and the subsequent blended mark for each course.

Each school will receive a summary of scores for students registered in that school for each diploma examination. Consult the *Annual Report: Diploma Examinations Program* for assistance in interpreting the scores.

**Diploma
Examination
Results
Statement**

A Diploma Examination Results Statement is issued to a student who completes one or more diploma examination courses in a given diploma examination administration. The statement reports the current diploma examination course achievement of a student, combined with the student's most recent school-awarded mark in the respective subject, to produce a final mark.

For students who may have two or more school-awarded marks, or two or more diploma examination marks in the same course, the final mark for official transcript purposes only, will be a blend of the highest school-awarded mark and the highest diploma examination mark achieved in the course within the current and previous two school years.

**High School
Diplomas,
Certificates of
Achievement
and Transcripts**

The **Educational Information Exchange** issues the Alberta High School Diploma, the General High School Diploma, the Advanced High School Diploma, the High School Equivalency Diploma or the Certificate of Achievement to students who meet the graduation requirements. A transcript showing the student's highest achievement in each completed course accompanies the diploma or certificate.

The transcript is produced from the student's Alberta Education student record. Courses deemed **incomplete** for any reason are not reported. Transcripts are annotated with regard to any special conditions that prevailed at the time of writing a diploma examination. It is the responsibility of the student to request an updated transcript when additional courses are completed following initial graduation, or as required.

Appeal Procedures

School-awarded Course Marks

School principals should inform students of appeal procedures. A student who is dissatisfied with a school-awarded mark may:

- appeal under the policies set by the local school authority, or
- take the course again.

Changes to nondiploma examination course marks shall be received no later than October 31 of the current school year for marks originating in the previous school year.

Diploma Examination Marks

A student who is dissatisfied with a Grade 12 diploma examination mark may:

- request a rescore, in writing, to the **Student Evaluation Branch**, in accordance with the terms and date specified on the appropriate results statement
- rewrite the examination at a later administration date.

There is a fee for rewriting or rescoring a Grade 12 diploma examination. The fees are specified in the current edition of the *General Information Bulletin: Diploma Examinations Program* available from the **Student Evaluation Branch**. If there is a mark increase of 5% or more on rescoring, the fee is refunded to the student.

The student will receive the result of the rescored examination as the final mark in that diploma examination, even if it is lower than the original mark.

Formal notifications of school mark changes in diploma examination courses shall be submitted to the **Educational Information Exchange** prior to dates published in the annual *General Information Bulletin: Diploma Examinations Program* for the release of results statements.

Requests to change diploma examination school-awarded course marks after the published dates shall be submitted to **Data Exchange Services, Educational Information Exchange**, for approval.

Provisions for Mature Students

Mature students may earn high school credits without holding the prerequisite courses. See the Special Provisions section for further information.

Credits for Private School Instruction

When a registered private school is approved as an accredited private school, students enrolled in the school prior to the change in classification may be awarded high school credits for courses successfully completed prior to the change of classification, subject to the recommendation of the Calgary or Edmonton **Regional Office of Alberta Education**. In these instances, the principal will be responsible for providing the regional office, with a record of the final mark awarded by the private school and an outline of each course for which credits for previous instruction are being granted.

When a student transfers to a school operated by a public or separate school board or an accredited private Alberta high school, from a registered Alberta private school or other nonaccredited school, the student may be awarded credits for previous instruction at the discretion of the principal. In these instances, the student will be responsible for providing the principal with a record of the final mark awarded and an outline for each course for which credits are being granted.

When credits for previous instruction are awarded, the principal shall enter a "P" or "pass" in the course mark column (not a grade or percentage score) on the **High School Evaluation Report**.

Special Provisions

Special Provisions for Mature Students

Mature Student status is granted effective September 1 for the subsequent school year. All the necessary criteria must be satisfied prior to September 1.

- A mature student for Alberta High School Diploma, General High School Diploma or Advanced High School Diploma credit purposes is one who, as of September 1 of the current school year, is:
 - 19 years of age or older; or
 - the holder of a previously-awarded high school diploma from the province of Alberta; or an equivalent high school diploma from a jurisdiction acceptable to the Minister.
- The privileges afforded by the granting of Mature Student Status are not applied retroactively to a student's completed course work on file with Alberta Education. The application of Mature Student Status is conditional upon the completion of new course work subsequent to September 1 of the school year in which the status becomes effective.

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- If a dispute or uncertainty as to whether or not a person qualifies for Mature Student Status still exists after all avenues of appeal have been explored at the jurisdictional or local school authority level, cases may be submitted, in writing, to the **Executive Secretary, Special Cases Committee, Alberta Education.**
 - Mature students enrolled in credit courses must be registered with the **Educational Information Exchange.**
 - A mature student may earn senior high school credits after successfully completing:
 - courses offered in a regular accredited school
 - courses offered under extension programs
 - courses offered by the **Alberta Distance Learning Centre**
 - a diploma examination conducted by Alberta Education with or without formal course instruction.
 - A mature student is eligible to enroll in any course at the senior high school level or to write a diploma examination without holding the required prerequisite courses.
 - A mature student who has achieved a standing of 50% or higher in a senior high school course, by any of the alternatives noted above, will automatically be awarded credits by Alberta Education in the normal prerequisite(s) for the course(s) completed. The credits awarded for each prerequisite course will be the same as the number of credits achieved for the course completed unless otherwise specified by the school. However, a mature student who completes a lower-level sequence and transfers to the highest course in a higher-level sequence will receive credits only for the courses completed. For example, a mature student completing English Language Arts 13, 23, 33 and 30 will receive 20 credits. See Waiver of Prerequisites and Credits for Waived Prerequisite Courses, second example, in the Awarding Course Credits section of this handbook.
 - Mature students are eligible to receive the Alberta High School Diploma, or the General High School Diploma, or the Advanced High School Diploma, or the Certificate of Achievement upon completing the normal requirements. They are not, however, required to complete Physical Education 10 or Career and Life Management 20.

Note: Many local school authorities offer comprehensive programs for mature students in both credit and noncredit areas. Interested mature students should consult their local school authority for details of such programs.

Mature students who enroll in high school courses may earn the Alberta High School Diploma under the current diploma requirements. Mature students **who have not previously attended high school** will meet the current requirements (except for Physical Education 10 and Career and Life Management 20) to earn high school diplomas. Mature students who attended high school in the 1983-84 school year, or before, may meet the current requirements for the Alberta High School Diploma or the 1983-84 requirements, as follows:

**High School
Diploma Requirements
1983-84**

A high school diploma is awarded to a student holding 100 credits, subject to the following requirements:

- Language Arts—a minimum of 15 credits, five of which must be in English Language Arts 10 or English Language Arts 13 and five in English Language Arts 30 or English Language Arts 33.
- Social Studies and Social Sciences—a minimum of 10 credits, five of which must be earned in Social Studies 10. A maximum of 18 credits may be earned in the social sciences options.
- Physical Education 10—a minimum of 2 credits.
- Mathematics—a minimum of 5 credits with a maximum of:
 - 10 credits in Grade 10
 - 15 credits in Grade 10 and 11 courses.
- Science—a minimum of 3 credits.
- Grade 12 courses—5 credits in English Language Arts 30 or English Language Arts 33, or English 36^① if completed prior to September 1974, plus a minimum of 10 credits in other subjects at this level.

Credits earned in other approved high school courses may be used to obtain the required 100 credits.

The principal will forward a letter to the **Educational Information Exchange** indicating which diploma requirements the student is eligible for. This information may be provided at any time during the school year.

① The English 36 course referred to here should not be confused with the Integrated Occupational Program English 36 course.

High School Equivalency Diploma

There are two ways to achieve a High School Equivalency Diploma.

Alternative 1

A person, 18 years or older as of September 1 of the current school year, who is deficient in the credits needed for an Alberta High School Diploma or a General High School Diploma, and who has been out of school for at least 10 consecutive months, and who wishes to obtain a High School Equivalency Diploma, should apply to the principal of the high school in the community. The principal will forward a letter to the **Educational Information Exchange**, indicating that the following requirements have been met. All necessary documents should be included with the letter.

The candidate shall obtain 100 school credits as set forth below:

- A minimum of 60 credits must be gained through classroom instruction in a school or other institution accredited by or acceptable to Alberta Education (for out-of-province students), offering approved senior high school courses, as follows:
 - a high school course in mathematics 5 credits
 - a high school course in science 3 credits
 - English Language Arts 30 or
English Language Arts 33 5 credits
 - one other 30-level course, other than English Language Arts 5 credits
 - additional high school courses 42 credits
- A minimum of 40 additional credits, which must be earned as follows:
 - additional high school courses
 - additional approved adult education courses under recognized agencies; e.g., public colleges, institutes of technology, extension divisions of universities, adult evening classes**AND/OR**
 - a maximum of 15 credits for maturity, according to the following scale:
 - age 21-24 (inclusive) 5 credits
 - age 25-29 (inclusive) 10 credits
 - age 30 and over 15 credits
 - a maximum of 5 credits for extensive travel
 - a maximum of 5 credits for extensive reading or private study.

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Alternative 2

A person, 18 years or older, who has been out of school for at least 10 consecutive months, who passes all five tests in the General Educational Development (GED) test battery with a minimum standard score of 45 or better, and meets the eligibility requirements, will be granted a High School Equivalency Diploma. Further information regarding the GED program may be obtained from the **Student Evaluation Branch**.

Special Cases Committee

Frame of Reference of the Committee

The committee deals with all matters that require the interpretation and application of policy relative to the programming for an individual student, as suggested under Functions of the Committee.

This committee is the final procedural level in the appeal process, other than the Minister of Education. All other avenues of appeal must be explored at the level of the local school authority before making application for appeal to this provincial body.

Membership of the Committee

The committee is chaired by the **Director, Student Evaluation Branch** and composed of four other directors of Alberta Education or their designates as approved by the chair.

Functions of the Committee

Specific examples of matters dealt with by the committee include the following:

- determining the number of high school credits to be awarded to out-of-province students who have appealed the evaluation given by the school in Alberta
- ruling on whether or not students who have been expelled from school should be permitted to write diploma examinations
- ruling in instances of disputed evaluation or instances of disputed diploma requirements
- ruling on student evaluation or diploma requirement matters where no policy or precedent exists
- determining "mature student" status in individual cases

-
- reviewing cases where retroactive credits are in dispute
 - determining the variations in practice that may be permitted in the writing of diploma examinations by students seeking an Alberta High School Diploma, a General High School Diploma or an Advanced High School Diploma.

Directions for Contacting the Committee

- Students shall be informed of their right to appeal to the **Special Cases Committee**.
- Teachers, principals, students or other individuals in the province, who have explored all avenues of appeal at their jurisdictional or local school authority level and feel they have a case requiring special consideration should apply, in writing, to the **Executive Secretary, Special Cases Committee, Alberta Education**. The written submission should provide reasons for the need to appeal and a rationale in support of the appeal.
- Persons who appeal to the **Special Cases Committee** shall concurrently advise the principal of the school and the superintendent of the local school authority where the student received instruction.
- Upon receiving notice of the appeal, the principal shall submit a written report to the **Special Cases Committee** outlining recommendations related to the appeal.

RESOURCES AND SERVICES:

Learning Resources

Introduction

In terms of provincial policy, learning resources are those print, nonprint and electronic software materials used by teachers or students to facilitate teaching and learning. Many learning resources, publisher developed, Alberta Education developed, and teacher made, are available for use in implementing school programs. Decisions about the selection and use of resources are a local matter and should take into account the student skill levels, interests, motivations and stages of development.

Alberta Education authorizes learning resources in three categories:

- basic student learning resources
- support student learning resources
- authorized teaching resources.

Authorization indicates that the resources meet high standards and can contribute to the attainment of the goals of the program. However, the authorization of resources does not require their use in program delivery.

Most basic and support student learning resources, and authorized teaching resources, are available for purchase from the **Learning Resources Distributing Centre (LRDC)**.

Accessibility and availability information about all authorized learning resources is included in the Learning Resources Distributing Centre *Buyers Guide*, its supplements, or its electronic inquiry/ordering system.

**Learning Resources
Credit Allocation**

The learning resources credit allocation is applicable to all purchases from the **Learning Resources Distributing Centre**. The credit allocation is available through the **Learning Resources Distributing Centre** for eligible or approved Alberta school authorities for the purchase of any resource carried by the LRDC. Further information for the present allocation is provided in the Learning Resources Distributing Centre *Buyers Guide* as well as in the School Information Package.

The *Buyers Guide* and the School Information Package are available from the **Learning Resources Distributing Centre**.

**Student
Learning
Resources**

Alberta Education approves student learning resources that fall into two categories: basic and support.

Basic student learning resources and a number of support student learning resources are available for purchase from the **Learning Resources Distributing Centre**.

**Basic Student
Learning
Resources**

Basic learning resources are those student learning resources authorized by Alberta Education as the most appropriate for addressing the majority of learner expectations of the course(s), substantial components of the course(s), or the most appropriate for meeting general learner expectations across two or more grades, subject areas or programs as outlined in provincial programs of study. These may include any resource format, such as print, computer software, manipulatives or video.

**Support Student
Learning
Resources**

Support learning resources are those student learning resources authorized by Alberta Education to assist in addressing some of the learner expectations of course(s) or components of course(s); or to assist in meeting the learner expectations across two or more grades, subject areas or programs as outlined in the provincial programs of study. These may include any resource format, such as print, computer software, manipulatives or video.

**Resource
Availability**

The stocking of "support" student resources by the **Learning Resources Distributing Centre** is in accordance with the following policy:

1. The **Learning Resources Distributing Centre** carries authorized "support" student learning resources for at least one full fiscal year (April 1 to March 31) after authorization.

2. The **Learning Resources Distributing Centre** will continue carrying authorized "support" student learning resources after one full fiscal year (April 1 to March 31) only if the:

- actual sales are 50 units or more during the previous year, and
- forecast of sales for the next fiscal year is also above 50 units.

However, the **Learning Resources Distributing Centre** will continue to carry those support student learning resources that sell less than 50 if:

- there are an insufficient number of "basic" or other resources available, and
 - student enrollment is very low.
-

**Locally
Developed/
Acquired
Student
Learning
Resources**

A school board may develop or acquire instructional materials for use in programs or in schools under section 44(2)(a.1) subject to the provisions of section 25 of the *School Act*.

In developing/acquiring instructional materials, the school board should take into account such criteria as curriculum fit, criteria for promoting respect and understanding, appropriateness for student developmental stages and criteria for instructional design.

**Learning Resources
for the
Visually Impaired**

**Materials Resource
Centre**

The **Materials Resource Centre (MRC)** for the Visually Impaired, formerly in separate locations in Calgary and Edmonton, is now a division of the **Learning Resources Distributing Centre** at the Edmonton facility. The MRC provides alternative format and curriculum materials, such as braille, large print and audiotape, as well as equipment and kits for visually impaired students in Alberta. For further information, contact the MRC Division of the **Learning Resources Distributing Centre**.

**Teacher Curriculum
Support
Resources**

The provision of curriculum support is a responsibility shared by local school authorities and Alberta Education. Materials and activities are designed to help teachers implement the course or program of studies. Support materials include print and nonprint items; support activities include orientation sessions and/or workshops.

Most curriculum support materials are available from the **Learning Resources Distributing Centre** at the current listed selling price.

A number of teacher inservice programs are available on video from **ACCESS Network**.

Information about curriculum support materials and activities is available from the **Curriculum Standards Branch**.

Authorized Teaching Resources

Authorized teaching resources are those teaching resources produced externally to Alberta Education; for example, by publishers, that have been reviewed by Alberta Education, found to meet the criteria of review and to be the best available resources to support the implementation of courses and programs of study, and the attainment of the goals of education; they have been authorized by the Minister. Teaching resources produced as service documents by Alberta Education, such as guides, diagnostic programs and monographs, are authorized by definition.

In exceptional circumstances, a teaching resource may be given basic status.

Learning Resources Distributing Centre Buyers Guide

The Learning Resources Distributing Centre *Buyers Guide*, its supplements, and its electronic inquiry/ordering system, provide a comprehensive list of all student and teaching resources authorized by Alberta Education for use in schools. However, the Learning Resources Distributing Centre does not automatically carry all resources authorized by Alberta Education.

All products available from the Learning Resources Distributing Centre have a cost recovery selling price. In addition to a comprehensive General Information section, which provides ordering and business practices information, the *Buyers Guide*, its supplements, and its electronic inquiry/ordering system, provide a Publisher Index as well as the following types of information on each resource carried in stock:

- grade and subject of intended use
- learning resources category
- language
- title
- publisher
- edition
- author
- year
- ISBN
- product order number
- current selling price.

As well as the English language instruction edition, the *Buyers Guide* is also available in a French language instruction edition, *Enseignement en français édition*.

The Learning Resources Distributing Centre carries the following types of learning resources in stock:

- basic student learning resources, print and nonprint
- most "support" student learning resources, print and nonprint
- authorized teaching resources
- distance education print and some nonprint course materials
- English, French and other languages instructional materials
- Alberta Education legal, service and information publications
- programs of study
- pre-administered Grade 12 diploma examinations
- some standardized test materials.

Addresses

Alberta Education Branch Addresses

- The mailing address for most Alberta Education branches is:
 - Devonian Building
11160 Jasper Avenue
Edmonton, Alberta
T5K 0L2

- The following branches have individual telephone and fax numbers, as noted.
 - Communications Branch
Telephone: 403-427-2285
Fax: 403-427-0591

 - Curriculum Standards Branch
Telephone: 403-427-2984
Fax: 403-422-3745

Telephone: 403-422-4872
Fax: 403-422-5129

 - Educational Information Exchange
Telephone: 403-427-5390
Fax: 403-427-4708

-
- Financial Operations Branch
Telephone: 403-427-2051
Fax: 403-427-2147

 - Language Services Branch
Telephone: 403-427-2940
Fax: 403-422-1947

 - Native Education Project
Telephone: 403-427-2043
Fax: 403-422-5256

 - Policy and Planning Branch
Telephone: 403-427-8217
Fax: 403-422-5255

 - Regional Offices Branch
Telephone: 403-427-2040
Fax: 403-422-5256
 - Edmonton Regional Office
Telephone: 403-427-2952
Fax: 403-422-9682

 - Special Education Branch
Telephone: 403-422-6326
Fax: 403-422-2039

 - Student Evaluation Branch
Telephone: 403-427-0010
Fax: 403-422-4200
 - Special Cases Committee
Telephone: 403-427-0010
Fax: 403-422-4200

 - Teacher Certification and Development Branch
Telephone: 403-427-2045
Fax: 403-422-4199

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- The following branches have individual mailing addresses, telephone numbers and fax numbers, as noted.
 - Alberta Distance Learning Centre
Box 4000
Barrhead, Alberta
T0G 2P0
Telephone: 403-674-5333
Fax: 403-674-6588
 - Edmonton Study Centre
9th Floor, Harley Court
10045 - 111 Street
Edmonton, Alberta
T5K 2M5
Telephone: 403-427-2766
Fax: 403-427-3850
 - distance learning courses
 - Alberta School for the Deaf
6240 - 113 Street
Edmonton, Alberta
T6H 3L2
Telephone: 403-422-0244
Fax: 403-422-2036
 - Calgary Regional Office
1200, Rocky Mountain Plaza
615 Macleod Trail SE
Calgary, Alberta
T2G 4T8
Telephone: 403-297-6353
Fax: 403-297-3842
 - Learning Resources Distributing Centre
12360 - 142 Street
Edmonton, Alberta
T5L 4X9
Telephone: 403-427-2767
Fax: 403-422-9750
 - Materials Resource Centre (MRC)
[as for LRDC above]

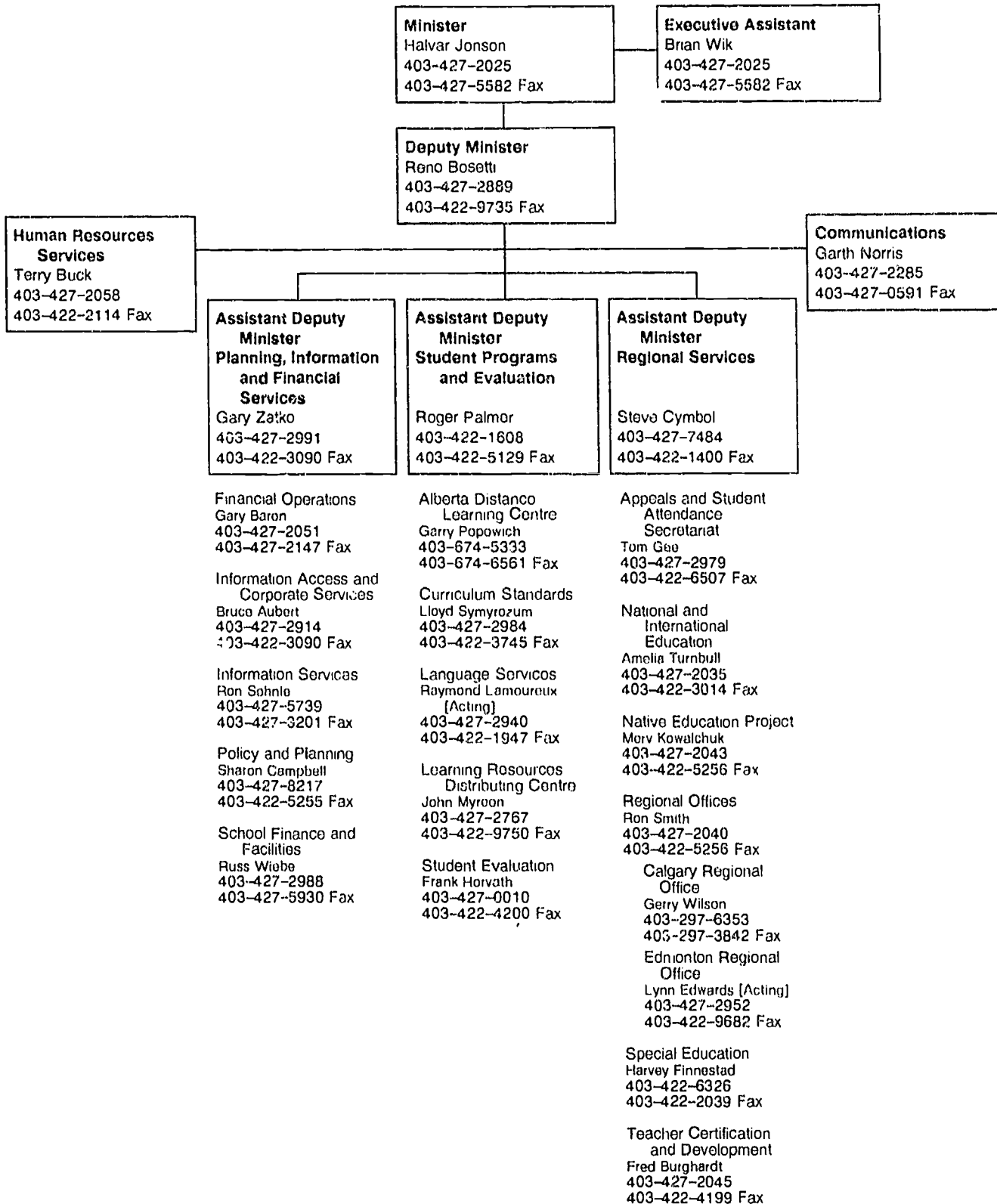
Other Addresses

- ACCESS Network
Media Resource Centre
3720 - 76 Avenue
Edmonton, Alberta
T6B 2N9
Telephone: 403-440-7729
1-800-352-8293 (no charge)
Fax: 403-440-8899
- audio-visual resources
- inservice packages (videotape and print)

For a list of available audio-visual resources and inservice packages, refer to the *ACCESS Network Audio-Visual Catalogue*, 1994-95.

- Alberta Advanced Education and Career Development
Apprenticeship and Trade Certification Branch
[nearest Career Development Centre]
- Alberta Heritage Scholarship Fund
11th Floor, Baker Centre
1002 - 106 Street
Edmonton, Alberta
T5J 4P9
Telephone: 403-427-8640
Fax: 403-422-4516
- Publication Services, Alberta Government
11510 Kingsway Avenue
Edmonton, Alberta
T5G 2Y5
Telephone: 403-427-4952
Fax: 403-452-0668

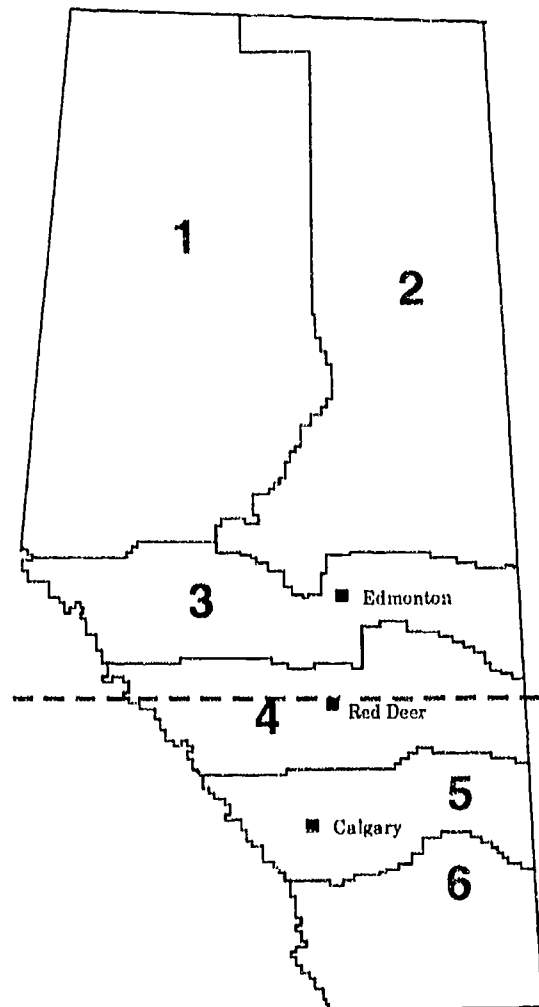
Alberta Education Directory



Alberta Education Regional Offices Branch

The regional offices work in cooperation with local school authorities to ensure the quality of teaching, programs and schools. Each regional office provides the following services:

- assisting and monitoring private school and Early Childhood Services programs
- assisting in organizing comprehensive school and school system audits
- monitoring achievement and diploma examination results in school systems
- assisting with ministerial reviews and investigations
- assisting in matters such as special attendance panels and investigations, as well as complaints brought to the attention of the Minister.



Regional Offices

Zones 1, 2, 3 and 4 (north of Red Deer) are served by:
Edmonton Regional Office (ERO)
Telephone: 403-427-2952
Fax: 403-422-9682

Zones 4 (Red Deer and south), 5 and 6 are served by:
Calgary Regional Office (CRO)
Telephone: 403-297-6353
Fax: 403-297-3842

Education Information Line
Telephone: 403-427-7219

Appendix 1

Articulation with Alberta Apprenticeship and Trade Certification

The following information is provided to help schools and students with plans for their high school career field programs as they relate to the *Alberta Apprenticeship and Industry Training Act, 1991*. Information relating to the articulation of Career and Technology Studies modules will be published at a later date.

a. Recognition of Alberta High School Vocational Subjects by the Institutes of Technology and Community Colleges

Advanced placement may be granted by an institution on the basis of proof of successful completion of a high school business or technical program and/or by obtaining a passing grade in an institution-administered entrance examination. To do so, arrangements must be made for individualized programs.

Students wishing to take advantage of these articulation provisions should write to the registrar of the institute of technology or community college by April 15, giving details of the high school program completed, or to be completed, and stating the post-secondary program in which they are interested. The institutions involved will communicate with students regarding specific information.

b. Articulation with the Alberta Apprenticeship and Trade Certification

Some high school programs are similar to the junior periods of some apprenticeship programs. There are particular similarities between the following Alberta Education and Alberta Apprenticeship and Trade Certification programs:

Building Construction	Carpenter Apprenticeship
Electricity	Electrician Apprenticeship
Piping —————	Plumber Apprenticeship
	Steamfitter-Pipefitter Apprenticeship
Automotives	Motor Mechanic Apprenticeship
Auto Body	Auto Body Mechanic Apprenticeship
Sheet Metal	Sheet Metal Worker Apprenticeship
Machine Shop	Machinist Apprenticeship
Electronics —————	Electronic Technician Apprenticeship
	Communication Electrician Apprenticeship
Related Mechanics	Agriculture Mechanic Apprenticeship
Welding	Welder Apprenticeship
Food Preparation	Cook Apprenticeship
Beauty Culture	Hairstylist Apprenticeship

A person who presents to apprenticeship authorities of the Apprenticeship and Trade Certification Branch, Alberta Advanced Education and Career Development at least 35 credits in one of the high school vocational programs (except beauty culture), and an acceptable application for apprenticeship in the corresponding apprenticeship program, may be granted apprenticeship credits on the following basis:

- For **building construction, electricity, automotives, machine shop, electronics, plumbing and steamfitting**—upon recommendation of the employer—twelve months of time credit (three months each of four twelve-month periods) and first and second period technical credit upon passing the examinations for these periods.
- For **appliance servicing**—upon recommendation of the employer—twelve months of time credit (four months each of three 1600 hour periods) and first period technical credit upon passing the examination.
- For **electronics into the communication electrician apprenticeship**—upon recommendation of the employer—credits arranged by evaluation of credentials. There are four “craft” areas in the apprenticeship program beyond the first period level.
- For **welding and food preparation**—upon recommendation of the employer—twelve months of time credit (four months each of three twelve-month periods) and first period technical credit upon passing the first period examination.
- For **auto body**—upon recommendation of the employer— one period of time credit (600 hours each of three 2100 hour periods) and first period technical credit upon passing the first period examination.
- For **sheet metal**—upon recommendation of the employer— one period of time credit (450 hours each of four 1800 hour periods) and first and second period technical credit upon passing the examination for these periods.
- For **related mechanics**—no accreditation arrangements.
- For **hairstylist**—accreditation arrangements:
 - All students graduating with 55 credits must find an employer willing to indenture them as apprentices. The application for apprenticeship will result in students

receiving notice to appear for the theory examination, and being informed they need to serve two 700-hour periods of work experience before attempting the practical examination. When all requirements are met, the student will receive a Completion of Apprenticeship Certificate and a Journeyman Certificate.

- High school (vocational) students with less than 55 credits, but more than 700 hours of instruction from an approved school, will be required to find an employer and indenture as apprentices. Upon presentation of documented proof of the above, the student may receive technical credit for the first apprenticeship period. On the employer's recommendation, the student may attempt the first period examination. With an employer's recommendation, an apprentice may also be granted credit for the first period of apprenticeship, up to the maximum hours of time spent in school instruction. **Note that applicants in this category may not attempt second period examinations.** Apprentices must attend second period apprenticeship training and complete 1400 hours of work experience. Following this, apprentices may challenge the theory and practical examinations and, if successful, will receive a Completion of Apprenticeship Certificate and a Journeyman Certificate.
- Students receiving less than 700 hours of instruction from an approved school must take both periods of apprenticeship technical training. However, with an employer's recommendation, an apprentice may be granted work experience for the first period up to the maximum hours of time spent in school instruction.

- A person who presents fewer than 35 credits in one of the articulated programs may expect to be considered for less apprenticeship credit, on the basis of individual performance, upon undertaking the apprenticeship.

Note: High school career field credits acceptable for articulation with apprenticeship programs may be altered from time to time, due to changes in programming recommended by provincial advisory committees.

Appendix 2

Provincially Authorized Senior High School Courses

Complementary course categories are presented in alphabetical order. Courses within each category are listed in the sequential numerical order of the course codes. Prerequisite courses are indicated by their linear arrangement across the page, or by the line symbol [] used to indicate a prerequisite that leads to more than one course.

Implementation years are noted in the table of contents of the *Program of Studies: Senior High Schools* and further documented in the footers of individual courses/programs of studies.

Grade 10	Grade 11	Grade 12
LANGUAGE ARTS		
ENGLISH		
1102 English Language Arts 10 . . . (5)	2100 English Language Arts 20 . . . (5)	3100 English Language Arts 30 . . . (5)
1115 English Language Arts 13 . . . (5)	2115 English Language Arts 23 . . . (5)	3115 English Language Arts 33 . . . (5)
	2141 Communications 21a (3)] ①
	2142 Communications 21b (3)	
	2143 Literature 21a (3)	
	2144 Literature 21b (3)	
1116 English as a Second Language 10a (5)		
1117 English as a Second Language 10b (5)		
1118 English as a Second Language 10c (5)		
1145 Reading 10 (3) (4) (5)		
FRANÇAIS		
1301 Français 10 (5)	2301 Français 20 (5)	3301 Français 30 (5)
1314 Français 13 (5)	2314 Français 23 ② (5)	3314 Français 33 ② (5)
LANGUAGE ARTS COURSES IN IMMERSION PROGRAMS		
1304 French Language Arts 10 . . . (5)	2304 French Language Arts 20 . . . (5)	3304 French Language Arts 30 . . . (5)
1313 Ukrainian Language Arts 10 . . (5)	2313 Ukrainian Language Arts 20 . . (5)	3313 Ukrainian Language Arts 30 . . (5)
SECOND LANGUAGES		
1305 French 13 ③ (5)		
1309 French 10 (New) (5)	2309 French 20 (New) (5)	3309 French 30 (New) ④ (5)
		3306 French 31a (5)
		3307 French 31b ④ (5)
		3308 French 31c ⑤ (5)
1315 German 10 (5)	2315 German 20 (5)	3315 German 30 (5)
		3317 German 31 (5)
1322 Italian 10 (5)	2322 Italian 20 (5)	3322 Italian 30 (5)
1325 Latin 10 (5)	2325 Latin 20 (5)	3325 Latin 30 (5)
1345 Spanish 10 (5)	2345 Spanish 20 (5)	3345 Spanish 30 (5)
1355 Ukrainian 10 (5)	2355 Ukrainian 20 (5)	3355 Ukrainian 30 (5)
1356 Ukrainian 10S ⑥ (5)	2356 Ukrainian 20S ⑥ (5)	3356 Ukrainian 30S ⑥ (5)
1361 Cree Language & Culture 10 . . (5)	2361 Cree Language & Culture 20 . . (5)	3361 Cree Language & Culture 30 . . (5)
1369 Blackfoot Language & Culture 10 (5)	2369 Blackfoot Language & Culture 20 (5)	3369 Blackfoot Language & Culture 30 (5)
1381 Japanese Language & Culture 10 (5)	2381 Japanese Language & Culture 20 (5)	3381 Japanese Language & Culture 30 (5)

(continued)

- ① These courses may not be used as substitutes for English Language Arts 20 or 23 for students who entered Grade 10 as of September 1988.
- ② Français 23 and Français 33 are scheduled for implementation in the 1995-96 school year.
- ③ The waiver prerequisite provision does not apply to French 13.
- ④ French 30 (New) and French 31b are scheduled for implementation in the 1995-96 school year.
- ⑤ French 31c may be offered by local school authorities in the 1995-96 school year. Provincial implementation is scheduled for the 1996-97 school year.
- ⑥ These course numberings refer to the six-year Ukrainian program approved in 1980.

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Grade 10	Grade 11	Grade 12
MATHEMATICS		
1200 Mathematics 10 (5)	2200 Mathematics 20 (5)	3200 Mathematics 30 ① (5) 3211 Mathematics 31 ① (5)
1216 Mathematics 13 (5)	2216 Mathematics 23 (5)	3216 Mathematics 33 (5)
1225 Mathematics 14 (5)	2225 Mathematics 24 (5)	
SCIENCE		
1270 Science 10 (5)	2231 Biology 20 (5) 2242 Chemistry 20 (5) 2261 Physics 20 (5) 2270 Science 20 (5) 2285 Science 24 (5)	3230 Biology 30 ② (5) 3240 Chemistry 30 ② (5) 3260 Physics 30 ② (5) 3270 Science 30 (5)
1285 Science 14 (5)	2800 Agriculture 20 ③ ... (3) (5) (10)	3800 Agriculture 30 ③ .. (5) (10) (15)
1800 Agriculture 10 ③ (3) (5)		
COMPUTER LITERACY ④		
1529 Computer Literacy 10 (3)		
SOCIAL STUDIES		
1150 Social Studies 10 ⑤ (5)	2150 Social Studies 20 (5)	3150 Social Studies 30 (5)
1151 Social Studies 13 ⑤ (5)	2151 Social Studies 23 (5)	3151 Social Studies 33 (5)
PERSONAL DEVELOPMENT		
1415 Health and Personal Development 10 .. (2) (3) (4) (5)	2416 Career and Life Management 20 (3) (4) (5)	
1435 Occupations 10 (2) (3)		
1445 Physical Education 10 ⑤ (3) (4) (5)	2445 Physical Education 20 (3) (4) (5)	3445 Physical Education 30 (3) (4) (5)
1450 Driver and Traffic Safety Education 10 (2)		

(continued)

- ① Mathematics 30 is the corequisite for Mathematics 31.
- ② The course code for this new course is the same as it was for the old course.
- ③ See the Information Regarding Various Courses and Programs section for additional information.
- ④ Either Computer Literacy 10 or Computer Processing 10 may be used as the prerequisite to Computer Processing 20, but only one will be accepted for credit. In the Computer Processing 10-20-30 sequence or, alternatively, the Computer Literacy 10-Computer Processing 20 and 30 sequence, a maximum of 15 credits has been set.
- ⑤ The waiver prerequisite provision does not apply to Social Studies 10, Social Studies 13, or Physical Education 10.

Grade 10	Grade 11	Grade 12
BUSINESS EDUCATION ①		
	2430 Law 20 (3) (5)	3430 Law 30 (3) (5)
1501 Accounting 10 (3) (5)	2501 Accounting 20 (3) (5)	3500 Accounting 30 (5)
1527 Computer Processing 10 ② (3) (5)	2527 Computer Processing 20 (3) (5)	3527 Computer Processing 30 (3) (5)
1529 Computer Literacy 10 ② ... (3)	2540 Marketing 20 (3) (5)	3540 Marketing 30 (3) (5)
	2541 Basic Business 20 (3) (5)	3541 Basic Business 30 (3) (5)
1542 Business Education 10 (3) (5) (10)	2542 Business Education 20 (3) (5) (10)	3542 Business Education 30 (3) (5) (10)
1550 Record Keeping 10 (3)	2543 Business Communications 20 (3)	
	2544 Business Calculations 20 (3)	
	2545 Office Procedures 20 ... (3) (5)	3545 Office Procedures 30 ③ . (3) (5)
	2555 Shorthand 20 (3) (5)	3555 Shorthand 30 ③ (3) (5)
1565 Typewriting 10 ③ (3) (5)	2565 Typewriting 20 ③ (3) (5)	3565 Typewriting 30 (5)
	2566 Dicta Typing 20 ③ (3)	3567 Word Processing 30 ③ (3)
FINE ARTS		
1400 Art 10 (3) (4) (5)	2400 Art 20 (3) (4) (5)	3400 Art 30 (5)
1405 Art 11 (3) (4) (5)	2405 Art 21 (3) (4) (5)	3405 Art 31 (5)
1410 Drama 10 (3) (5)	2410 Drama 20 (3) (5)	3410 Drama 30 (5)
1420 Choral Music 10 (3) (5)	2420 Choral Music 20 (3) (5)	3420 Choral Music 30 (5)
1424 General Music 10 (3) (5)	2424 General Music 20 (3) (5)	3424 General Music 30 (3) (5)
1425 Instrumental Music 10 ... (3) (5)	2425 Instrumental Music 20 ... (3) (5)	3425 Instrumental Music 30 (5)

(continued)

- ① Refer to the *Business Education Manual for Administrators, Counsellors and Teachers*, 1987, available for purchase from the Learning Resources Distributing Centre, for maximum credit limits for business education programs.
- ② Either Computer Literacy 10 or Computer Processing 10 may be used as the prerequisite to Computer Processing 20, but only one will be accepted for credit. In the Computer Processing 10-20-30 sequence or, alternatively, the Computer Literacy 10-Computer Processing 20 and 30 sequence, a maximum of 15 credits has been set.
- ③ Typewriting 10 is required for Dicta Typing 20; Typewriting 20 is required for Word Processing 30, Shorthand 30 and Office Procedures 30.

Grade 10	Grade 11	Grade 12
HOME ECONOMICS		
1601 Clothing & Textiles 10 (3) (4) (5)	2601 Clothing & Textiles 20 (3) (4) (5)	3601 Clothing & Textiles 30 (3) (4) (5)
1611 Food Studies 10 (3) (4) (5)	2611 Food Studies 20 (3) (4) (5)	3611 Food Studies 30 (3) (4) (5)
1621 Personal Living Skills 10 (3) (4) (5)	2621 Personal Living Skills 20 (3) (4) (5)	3621 Personal Living Skills 30 (3) (4) (5)
INDUSTRIAL EDUCATION ① ②		
General Courses		
1715 Drafting 10 (3) (4) (5)	2715 Drafting 20 (3) (4) (5)	
1727 Industrial Education 10a (3) (4) (5)	2727 Industrial Education 20a (3) (4) (5)	3727 Industrial Education 30a (3) (4) (5)
1728 Industrial Education 10b (3) (4) (5)	2728 Industrial Education 20b (3) (4) (5)	3728 Industrial Education 30b (3) (4) (5)
1741 Industrial Education 10c (3) (4) (5)	2741 Industrial Education 20c (3) (4) (5)	3741 Industrial Education 30c (3) (4) (5)
1742 Industrial Education 10d (3) (4) (5)	2742 Industrial Education 20d (3) (4) (5)	3742 Industrial Education 30d (3) (4) (5)
1924 Industrial Physics 12 (5)	2924 Industrial Physics 22 (5)	3924 Industrial Physics 32 (5)
		3729 Production Science 30 (5)

(continued)

- ① See the Information Regarding Various Courses and Programs section of this handbook for additional information.
 ② The waiver prerequisite provision does not apply to Industrial Education [general courses and career field] courses.

Grade 10	Grade 11	Grade 12
INDUSTRIAL EDUCATION ① ② (continued)		
Career Field		
a) Construction and Fabrication		
1836 Building Construction 12 ... (5)	2836 Building Construction 22a ... (5)	3836 Building Construction 32a ... (5)
	2837 Building Construction 22b ... (5)	3837 Building Construction 32b ... (5)
	2838 Building Construction 22c ... (5)	3838 Building Construction 32c (5) (10)
1936 Machine Shop 12 ... (5)	2936 Machine Shop 22a ... (5)	3936 Machine Shop 32a ... (5)
	2937 Machine Shop 22b ... (5)	3937 Machine Shop 32b ... (5)
	2938 Machine Shop 22c ... (5)	3938 Machine Shop 32c ... (5) (10)
1949 Piping 12 ... (5)	2949 Piping 22a ... (5)	3949 Piping 32a ... (5)
	2950 Piping 22b ... (5)	3950 Piping 32b ... (5)
	2951 Piping 22c ... (5)	3951 Piping 32c ... (5) (10)
1968 Sheet Metal 12 ... (5)	2968 Sheet Metal 22a ... (5)	3968 Sheet Metal 32a ... (5)
	2969 Sheet Metal 22b ... (5)	3969 Sheet Metal 32b ... (5)
	2970 Sheet Metal 22c ... (5)	3970 Sheet Metal 32c ... (5) (10)
1980 Welding 12 ... (5)	2980 Welding 22a ... (5)	3980 Welding 32a ... (5)
	2981 Welding 22b ... (5)	3981 Welding 32b ... (5)
	2982 Welding 22c ... (5)	3982 Welding 32c ... (5) (10)
b) Electricity-Electronics		
	2880 Electricity 22a ... (5)	3880 Electricity 32a ... (5)
	2881 Electricity 22b ... (5)	3881 Electricity 32b ... (5)
	2882 Electricity 22c ... (5)	3882 Electricity 32c ... (5) (10)
1731 Electricity-Electronics 12 ... (5)	2888 Electronics 22a ... (5)	3888 Electronics 32a ... (5)
	2889 Electronics 22b ... (5)	3889 Electronics 32b ... (5)
	2890 Electronics 22c ... (5)	3890 Electronics 32c ... (5) (10)
c) Graphic Communications		
	2737 Vis. Com. 22a ... (5)	3737 Vis. Com. 32a ... (5)
	2738 Vis. Com. 22b ... (5)	3738 Vis. Com. 32b ... (5)
1736 Visual Communications 12 ... (5)	2739 Vis. Com. 22c ... (5)	3739 Vis. Com. 32c ... (5) (10)
1864 Drafting 12 ... (5)	2904 Graphic Arts 22a ... (5)	3904 Graphic Arts 32a ... (5)
	2905 Graphic Arts 22b ... (5)	3905 Graphic Arts 32b ... (5)
	2906 Graphic Arts 22c ... (5)	3906 Graphic Arts 32c ... (5) (10)
	2715 Drafting 20 ... (3) (4) (5)	
1715 Drafting 10 ... (3) (4) (5)	2864 Drafting 22a ... (5)	3864 Drafting 32a ... (5)
1736 Visual Communications 12 ... (5)	2865 Drafting 22b ... (5)	3865 Drafting 32b ... (5)
1864 Drafting 12 ... (5)	2866 Drafting 22c ... (5)	3866 Drafting 32c ... (5) (10)

(continued)

① See the Information Regarding Various Courses and Programs section of this handbook for additional information.

② The waiver prerequisite provision does not apply to Industrial Education [general courses and career field] courses.

Grade 10	Grade 11	Grade 12
INDUSTRIAL EDUCATION ① ② (continued)		
Career Field		
d) Horticulture		
1916 Horticulture 12 (5)	2916 Horticulture 22a (5)	3916 Horticulture 32a (5)
	2917 Horticulture 22b (5)	3917 Horticulture 32b (5)
	2918 Horticulture 22c (5)	3918 Horticulture 32c (5) (10)
e) Mechanics		
1746 Mechanics 12 (5)	2809 Related Mechanics 22a (5)	3809 Related Mechanics 32a (5)
	2810 Related Mechanics 22b (5)	3810 Related Mechanics 32b (5)
	2811 Related Mechanics 22c (5)	3811 Related Mechanics 32c (5) (10)
	2824 Automotives 22a (5)	3824 Automotives 32a (5)
	2825 Automotives 22b (5)	3825 Automotives 32b (5)
	2826 Automotives 22c (5)	3826 Automotives 32c (5) (10)
1816 Auto Body 12 (5)	2816 Auto Body 22a (5)	3816 Auto Body 32a (5)
1746 Mechanics 12 (5)	2817 Auto Body 22b (5)	3817 Auto Body 32b (5)
	2818 Auto Body 22c (5)	3818 Auto Body 32c (5) (10)
f) Personal Services		
1832 Beauty Culture 12 (5)	2832 Beauty Culture 22a (5)	3832 Beauty Culture 32a (5)
	2833 Beauty Culture 22b (5)	3833 Beauty Culture 32b (5)
	2834 Beauty Culture 22c (5)	3834 Beauty Culture 32c (5) (10)
		3835 Beauty Culture 32d (5) (10) (15)
1896 Food Preparation 12 (5)	2896 Food Preparation 22a (5)	3896 Food Preparation 32a (5)
	2897 Food Preparation 22b (5)	3897 Food Preparation 32b (5)
	2898 Food Preparation 22c (5)	3898 Food Preparation 32c (5) (10)
		3899 Food Preparation 32d (5)
1961 Health Services 12 (5)	2961 Health Services 22 (5)	3961 Health Services 32a (5)

(continued)

① See the Information Regarding Various Courses and Programs section of this handbook for additional information.
 ② The waiver prerequisite provision does not apply to Industrial Education [general courses and career field] courses.

Grade 10	Grade 11	Grade 12
SOCIAL SCIENCES		
	2155 Political Thinking 20 (3)	
	2156 Comparative Government 20 (3)	
	2160 Religious Ethics 20 (3)	
	2161 Religious Meanings 20 (3)	
	2166 Local and Canadian Geography 20 (3)	
	2171 Personal Psychology 20 (3)	
	2172 General Psychology 20 (3)	
	2176 General Sociology 20 (3)	
	2177 Sociological Institutions 20 (3)	
	2181 Origins of Western Philosophy 20 (3)	
	2182 Contemporary Western Philosophy 20 (3)	
	2185 Western Canadian History 20 (3)	
	2186 Canadian History 20 (3)	
	2187 Economics for Consumers 20 (3)	
		3156 International Politics 30 (3)
		3161 World Religions 30 (3)
		3166 World Geography 30 (3)
		3171 Experimental Psychology 30 (3)
		3175 Cultural and Physical Anthropology 30 (3)
		3176 Applied Sociology 30 (3)
		3182 Philosophies of Man 30 (3)
		3183 Microeconomics 30 (3)
		3185 Western World History 30 (3)
		3194 Macroeconomics 30 (3)
OTHER INSTRUCTION		
1998 Work Experience 15 ①	2998 Work Experience 25 ①	3998 Work Experience 35 ①
1999 Special Projects 10 (3) (5)	2999 Special Projects 20 (3) (5)	3999 Special Projects 30 (3) (5)

(continued)

① Each course, at each level, may be offered for 3, 4, 5, 6, 7, 8, 9 or 10 credits. The maximum total that can be credited toward the 100-credit graduation requirement is 15 credits.

Grade 10	Grade 11	Grade 12
INTEGRATED OCCUPATIONAL PROGRAM		
Academic Component		
1119 English 16 (3)	2119 English 26 (3)	3119 English 36 (3)
1159 Social Studies 16 (3)	2159 Social Studies 26 (3)	
1226 Mathematics 16 (3)	2226 Mathematics 26 (3)	
1291 Science 16 (3)	2291 Science 26 (3)	
Occupational Component		
a) Agribusiness		
1801 Agricultural Production 16 (3 or 5)	2801 Agricultural Production 26 . . (10)	3801 Agricultural Production 36 . . (10)
1802 Agricultural Mechanics 16 (3 or 5)	2802 Agricultural Mechanics 26 . . (10)	3802 Agricultural Mechanics 36 . . (10)
1915 Horticultural Services 16 (3 or 5)	2915 Horticultural Services 26 . . . (10)	3915 Horticultural Services 36 . . . (10)
b) Business and Office Operations		
1546 Business Services 16 . . (3 or 5)	2546 Business Services 26 (10)	3546 Business Services 36 (10)
1547 Office Services 16 (3 or 5)	2547 Office Services 26 (10)	3547 Office Services 36 (10)
c) Construction and Fabrication		
1847 Building Services 16 . . . (3 or 5)	2847 Building Services 26 (10)	3847 Building Services 36 (10)
1851 Construction Services 16 (3 or 5)	2851 Construction Services 26 . . (10)	3851 Construction Services 36 . . (10)
d) Creative Arts		
1407 Crafts and Arts 16 (3 or 5)	2407 Crafts and Arts 26 (10)	3407 Crafts and Arts 36 (10)
1408 Technical Arts 16 (3 or 5)	2408 Technical Arts 26 (10)	3408 Technical Arts 36 (10)
e) Natural Resources		
1941 Natural Resource Services 16 (3 or 5)	2941 Natural Resource Services 26 (10)	3941 Natural Resource Services 36 (10)
f) Personal and Public Services		
1602 Child and Health Care 16 (3 or 5)	2602 Child and Health Care 26 . . (10)	3602 Child and Health Care 36 . . (10)
1603 Esthetology 16 (3 or 5)	2603 Esthetology 26 (10)	3603 Esthetology 36 (10)
1831 Hair Care 16 (3 or 5)	2831 Hair Care 26 (10)	3831 Hair Care 36 (10)
1877 Fashion and Fabric Services 16 (3 or 5)	2877 Fashion and Fabric Services 26 (10)	3877 Fashion and Fabric Services 36 (10)
g) Tourism and Hospitality		
1632 Commercial Food Preparation 16 (3 or 5)	2632 Commercial Food Preparation 26 (10)	3632 Commercial Food Preparation 36 (10)
1633 Food Services 16 (3 or 5)	2633 Food Services 26 (10)	3633 Food Services 36 (10)
1634 Maintenance and Hospitality Services 16 (3 or 5)	2634 Maintenance and Hospitality Services 26 (10)	3634 Maintenance and Hospitality Services 36 (10)
h) Transportation		
1747 Automotive Services 16 . (3 or 5)	2747 Automotive Services 26 . . . (10)	3747 Automotive Services 36 . . . (10)
1748 Service Station Services 16 (3 or 5)	2748 Service Station Services 26 (10)	3748 Service Station Services 36 (10)
1749 Warehouse Services 16 . (3 or 5)	2749 Warehouse Services 26 . . . (10)	3749 Warehouse Services 36 . . . (10)

Appendix 3

Locally Developed/Acquired and Authorized Senior High School Courses ①

Refer to *Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses* policy in the *Alberta Education Policy, Regulations and Forms Manual* for the policy and procedures.

Prior to submitting a course outline to the school authority for approval, the course outline will be forwarded to the **Director, Curriculum Standards Branch** for review regarding overlap with provincially authorized curriculum. The review document, along with the course outline, shall be filed with the school authority as it considers course approval.

Local school authorities shall forward all completed authorizations of credit courses (including second language courses) to the **Director, Curriculum Standards Branch** by **May 31** for implementation in the first semester of the following year, or by **December 31** for implementation in the second semester of the same school year. Alberta Education will keep these on file and also place them in a locally developed/acquired courses data base.

All school authorities wishing to continue offering a locally authorized course shall reauthorize their locally developed/acquired courses or programs every three years.

The local school authority will inform the **Director, Curriculum Standards Branch** of all locally developed/acquired course reauthorizations, including second language courses. The new board motion for these reauthorizations will also be forwarded to the **Director, Curriculum Standards Branch** for all courses (including second language courses).

Grade 10	Grade 11	Grade 12
<p>Note: The following locally developed/acquired and authorized senior high school courses are <u>NOT</u> to be offered by schools unless prior authorization has been obtained from the local school authority, or Alberta Education in the case of Religious Studies.</p>		
<p>CULTURES AND SECOND LANGUAGES</p>		
1378 American Sign Language 15 (5)	2378 American Sign Language 25 (5)	3378 American Sign Language 35 (5)
1316 Arabic 15 (3)	2316 Arabic 25 (5)	3316 Arabic 35 (5)
1326 Arabic Language Arts 15 (5)	2326 Arabic Language Arts 25 (5)	3326 Arabic Language Arts 35 (5)
1371 Blackfoot 15 (5)	2371 Blackfoot 25 (5)	
1189 Blackfoot Studies 15 (5)		
1372 Chinese 15 (5)	2372 Chinese 25 (5)	3372 Chinese 35 (5)
1327 Chinese (Mandarin) Language Arts 15 (5)	2327 Chinese (Mandarin) Language Arts 25 (5)	3327 Chinese (Mandarin) Language Arts 35 (5)
1377 Chinese Studies 15 (5)	2377 Chinese Studies 25 (5)	3377 Chinese Studies 35 (5)
1370 Cree 15 (5)	2370 Cree 25 (5)	3370 Cree 35 (5)
		3178 Deaf Studies 35 (5)
1320 German Literature 15 (5)	2320 German Literature 25 (5)	3320 German Literature 35 (5)
1319 Greek 15 (5)	2319 Greek 25 (5)	3319 Greek 35 (5)
1375 Hebrew 15 (5)	2375 Hebrew 25 (5)	3375 Hebrew 35 (5)

(continued)

① The waiver prerequisite provision does not apply to any locally developed/acquired and authorized courses.

Grade 10	Grade 11	Grade 12
CULTURES AND SECOND LANGUAGES (continued)		
1321 Hungarian 15 (5)	2321 Hungarian 25 (5)	3321 Hungarian 35 (5)
1141 Introduction to Modern Languages 15 (3) (5)		
1373 Japanese 15 (5)	2373 Japanese 25 (5)	3373 Japanese 35 (5)
1332 Polish 15 (5)	2332 Polish 25 (5)	3332 Polish 35 (5)
1333 Portuguese 15 (5)	2333 Portuguese 25 (5)	3333 Portuguese 35 (5)
1344 Spanish 15 (5)	2344 Spanish 25 (5)	3344 Spanish 35 (5)
1318 Swedish 15 (5)	2318 Swedish 25 (5)	3318 Swedish 35 (5)
1324 Swedish Studies 15 (5)	2324 Swedish Studies 25 (5)	3324 Swedish Studies 35 (5)
SCIENCE		
	2276 Aroscience 25 (5)	3276 Aroscience 35 (5) (10)
		3233 Biology 35 (5)
1257 Geology 15 (3)	2257 Geology 25 (3)	
1753 Marine Biology 15 (5)	2753 Marine Biology 25 (5)	
1290 Science 15 (3) (5)	2290 Science 25 (3) (5)	3290 Science 35 (5)
SOCIAL SCIENCES		
1192 Asia Pacific Rim Studies 15 (3)	2192 Asia Pacific Rim Studies 25 (5)	
	2188 Global Studies 25 (5)	
1198 Histoire et civilisation 15 (5)	2198 Histoire et civilisation 25 (5)	3198 Histoire et civilisation 35 (5)
1199 Native Studies 15 (3)		
PERSONAL DEVELOPMENT		
	2457 Outdoor Education 25 (5)	
1456 Outdoor Leadership 15 (5)	2456 Outdoor Leadership 25 (5)	3456 Outdoor Leadership 35 (5)
1455 Outdoor Living 15 (3)		
		3004 Parenting: You and Your Child 35 (3) (4) (5)
1437 Perspectives for Living 15 (3) (5)		
1460 Religious Studies 15 (3) (5)	2460 Religious Studies 25 (3) (5)	3460 Religious Studies 35 (3) (5)
1813 Sports Medicine 15 (5)	2813 Sports Medicine 25 (5)	3813 Sports Medicine 35 (5)
		3438 Women's Studies 35 (5)
INTERNATIONAL BACCALAUREATE (I.B.) ^①		
1232 Biology 15 (I.B.) (3)	2232 Biology 25 (I.B.) (3)	3241 Chemistry 35 (I.B.) (5)
	2241 Chemistry 25 (I.B.) (3)	3005 Computer Science 35A (I.B.) (5)
	2005 Computer Science 25 (I.B.) (5)	3006 Computer Science 35B (I.B.) (3)
		3110 English 35 (I.B.) (5)
	2147 Extended Essay 25 (I.B.) (3)	
1262 Physics 15 (I.B.) (3)	2262 Physics 25 (I.B.) (3)	3262 Physics 35 (I.B.) (5)
		3152 Theory of Knowledge 35 (I.B.) (3)
ADVANCED PLACEMENT (A.P.)		
		3217 Mathematics 35 (A.P.) (3)
FINE ARTS		
1975 Advanced Acting/ Touring Theatre 15 (3) (5)	2975 Advanced Acting/ Touring Theatre 25 (3) (5)	3975 Advanced Acting/ Touring Theatre 35 (3) (5)
1412 Ballet 15 (5)	2412 Ballet 25 (5)	3412 Ballet 35 (5)
1413 Dance 15 (3) (5)	2413 Dance 25 (5)	3413 Dance 35 (5)
1427 Music 15 (3) (4) (5)	2427 Music 25 (3) (4) (5)	3427 Music 35 (5)
1979 Musical Theatre 15 (3) (5)	2979 Musical Theatre 25 (3) (5)	3979 Musical Theatre 35 (3) (5)
1944 Performing Arts 15 (5)	2944 Performing Arts 25a (5)	3944 Performing Arts 35a (5)
	2945 Performing Arts 25b (5)	3945 Performing Arts 35b (5)
	2946 Performing Arts 25c (5)	3946 Performing Arts 35c (5)
1971 Television Arts 15 (3) (5)		
1943 Theatre Arts 15 (5)	2943 Theatre Arts 25 (5)	3943 Theatre Arts 35 (5)

(continued)

① Locally developed/acquired courses approved to fulfill International Baccalaureate requirements are designated with the letters I.B. in parentheses. Local school authorities offering the International Baccalaureate program are permitted to develop/acquire and authorize these courses. Only those schools offering the International Baccalaureate program are permitted to use these courses.

Grade 10	Grade 11	Grade 12
PRACTICAL ARTS		
a) Mechanics		
	2804 Aircraft Maintenance	3804 Aircraft Maintenance
	25a (5)	35a (5)
	2805 Aircraft Maintenance	3805 Aircraft Maintenance
	25b (5)	35b (5)
	2806 Aircraft Maintenance	3806 Aircraft Maintenance
	25c (5)	35c (5) (10)
1828 Automotives 15 ... (5) (10) (15)	2828 Automotivos 25 ... (5) (10) (15)	3828 Automotivos 35 (5) (10) (15) (20)
1701 Car Care 15 (5)	2701 Car Care 25 (5)	
b) Construction and Fabrication		
1840 Building Construction	2840 Building Construction	3840 Building Construction
15 (5)	25 (5) (10) (15)	35 (5) (10) (15) (20)
1842 Building Operations	2842 Building Operations	3842 Building Operations
15 (5) (10)	25 (5) (10) (15)	35 (5) (10) (15) (20)
1841 Building Subtrades 15 (5)	2841 Building Subtrados 25 (5) (10) (15)	
1844 Carpentry 15 (5) (10)	2844 Carpentry 25 (5) (10) (15)	3844 Carpentry 35 . (5) (10) (15) (20)
1984 Welding 15 (5) (10)	2984 Welding 25 (5) (10) (15)	3984 Welding 35 .. (5) (10) (15) (20)
c) Creative Arts		
1852 Commercial Art 15 (5)	2848 Commercial Art 25a (5)	3848 Commercial Art 35a (5)
	2849 Commercial Art 25b (5)	3849 Commercial Art 35b (5)
	2850 Commercial Art 25c (5)	3850 Commercial Art 35c (5) (10)
	2868 Drafting 25 (5) (10) (15)	3868 Drafting 35 (5) (10) (15)
		3715 Drafting 34 (5)
1978 Photography 15 (5) (10)	2978 Photography 25 (5) (10)	3978 Technical Theatre 35 ... (3) (5)
1987 Technical Theatre 15 ... (3) (5)	2987 Technical Theatre 25 ... (3) (5)	3972 Television Crafts 35a (5)
	2972 Television Crafts 25a (5)	3973 Television Crafts 35b (5)
	2973 Television Crafts 25b (5)	3974 Television Crafts 35c ... (5) (10)
	2974 Television Crafts 25c (5)	
d) Clothing and Design		
1861 Fashion and Design 15 (5)	2861 Fashion and Design 25a (5)	3861 Fashion and Design 35a (5)
	2862 Fashion and Design 25b (5)	3862 Fashion and Design 35b (5)
	2863 Fashion and Design 25c (5)	3863 Fashion and Design 35c . (5) (10)
1964 Sewing and Design	2964 Sewing and Design	3964 Sewing and Design
15 (5) (10)	25 (5) (10) (15)	35 (5) (10) (15) (20)
1876 Fabricare Technology	2876 Fabricare Technology	3876 Fabricare Technology
15 (5) (10)	25 (5) (10) (15)	35 (5) (10) (15) (20)
e) Electricity-Electronics		
1884 Electricity 15 (5) (10)	2884 Electricity 25 (5) (10) (15)	3884 Electricity 35 . (5) (10) (15) (20)
1885 High Technology 15 (3)	2885 High Technology 25 (3)	3885 High Technology 35 (5)
f) Personal Services		
1963 Health Services 15 (3)		
g) General		
1814 Automotive Parts	2814 Automotive Parts	
Merchandising	Merchandising	
15 (5) (10)	25 (5) (10) (15) (20)	
1500 Forestry 15 (5)		
1535 General Business 15 (5)		
1732 Practical Arts 15a (5)		
1733 Practical Arts 15b (5)		
1822 Service Station Operation	2822 Service Station Operation	
and Management	and Management	
15 (5) (10)	25 (5) (10) (15) (20)	

(continued)

Grade 10	Grade 11	Grade 12
INTEGRATED OCCUPATIONAL PROGRAM		
a) Construction and Fabrication		
1985 Welding 15 (IOP) (3) (5)	2985 Welding 25 (IOP) (5) (10)	3985 Welding 35 (IOP) (10)
1986 Welding/Machine Shop 15 (IOP) (3) (5)	2986 Welding/Machine Shop 25 (IOP) (5) (10)	3986 Welding/Machine Shop 35 (IOP) (10)
b) Personal and Public Services		
1807 Sports Equipment Repair 15 (IOP) (3) (5)	2807 Sports Equipment Repair 25 (IOP) (10)	3807 Sports Equipment Repair 35 (IOP) (10)
c) Tourism and Hospitality		
1756 Resort Operations 15 (IOP) (3) (5)	2756 Resort Operations 25 (IOP) (5) (10)	3756 Resort Operations 35 (IOP) (10)
d) Transportation		
1821 Auto Body Repair 15 (IOP) (3) (5)	2821 Auto Body Repair 25 (IOP) (5) (10)	3821 Auto Body Repair 35 (IOP) (10)

Appendix 4

Registered Apprenticeship Program (RAP)

The Registered Apprenticeship Program (RAP) is a program in which students spend part of their time in school and part in industry as registered apprentices in one of the designated trades. Students enrolled in RAP courses are counted as full-time high school students and as registered apprentices.

To enter the program, students must be in senior high school and meet the grade entrance requirement to the selected trade or pass the trade entrance examination. Students enrolling in RAP must be registered with both Alberta Education and the Apprenticeship and Trade Certification Branch, Alberta Advanced Education and Career Development.

Registered Apprenticeship Program courses are classified as locally developed courses. School jurisdictions intending to offer this program should refer to the following policy and service documents:

- *Off-Campus Education* policy found in the *Alberta Education Policy, Regulations and Forms Manual*
- *Off-Campus Education Guide for Administrators, Counsellors and Teachers, 1995*
- RAP Information Package.

Grade 10	Grade 11	Grade 12
4164 Agriculture Mechanic 15 (RAP) (5)	5164 Agriculture Mechanic 25a (RAP) (5) 5165 Agriculture Mechanic 25b (RAP) (5) 5166 Agriculture Mechanic 25c (RAP) (5)	6164 Agriculture Mechanic 35a (RAP) (5) 6165 Agriculture Mechanic 35b (RAP) (5) 6166 Agriculture Mechanic 35c (RAP) (5) 6167 Agriculture Mechanic 35d (RAP) (5)
1659 Appliance Serviceman 15 (RAP) (5)	2659 Appliance Serviceman 25a (RAP) (5) 2660 Appliance Serviceman 25b (RAP) (5) 2661 Appliance Serviceman 25c (RAP) (5)	3659 Appliance Serviceman 35a (RAP) (5) 3660 Appliance Serviceman 35b (RAP) (5) 3661 Appliance Serviceman 35c (RAP) (5) 3662 Appliance Serviceman 35d (RAP) (5)
1992 Auto Body Technician 15 (RAP) (5)	2992 Auto Body Technician 25a (RAP) (5) 2993 Auto Body Technician 25b (RAP) (5) 2994 Auto Body Technician 25c (RAP) (5)	3992 Auto Body Technician 35a (RAP) (5) 3993 Auto Body Technician 35b (RAP) (5) 3994 Auto Body Technician 35c (RAP) (5) 3995 Auto Body Technician 35d (RAP) (5)
1762 Automotive Service Technician 15 (RAP) (5)	2762 Automotive Service Technician 25a (RAP) (5) 2763 Automotive Service Technician 25b (RAP) (5) 2764 Automotive Service Technician 25c (RAP) (5)	3762 Automotive Service Technician 35a (RAP) (5) 3763 Automotive Service Technician 35b (RAP) (5) 3764 Automotive Service Technician 35c (RAP) (5) 3765 Automotive Service Technician 35d (RAP) (5)
4100 Baker 15 (RAP) (5)	5100 Baker 25a (RAP) (5) 5101 Baker 25b (RAP) (5) 5102 Baker 25c (RAP) (5)	6100 Baker 35a (RAP) (5) 6101 Baker 35b (RAP) (5) 6102 Baker 35c (RAP) (5) 6103 Baker 35d (RAP) (5)

(continued)

Grade 10	Grade 11	Grade 12
REGISTERED APPRENTICESHIP PROGRAM (RAP) (continued)		
4168 Boilermaker 15 (RAP) (5)	5168 Boilermaker 25a (RAP) (5) 5169 Boilermaker 25b (RAP) (5) 5170 Boilermaker 25c (RAP) (5)	6168 Boilermaker 35a (RAP) (5) 6169 Boilermaker 35b (RAP) (5) 6170 Boilermaker 35c (RAP) (5) 6171 Boilermaker 35d (RAP) (5)
4172 Bricklayer 15 (RAP) (5)	5172 Bricklayer 25a (RAP) (5) 5173 Bricklayer 25b (RAP) (5) 5174 Bricklayer 25c (RAP) (5)	6172 Bricklayer 35a (RAP) (5) 6173 Bricklayer 35b (RAP) (5) 6174 Bricklayer 35c (RAP) (5) 6175 Bricklayer 35d (RAP) (5)
4104 Cabinetmaker 15 (RAP) (5)	5104 Cabinetmaker 25a (RAP) (5) 5105 Cabinetmaker 25b (RAP) (5) 5106 Cabinetmaker 25c (RAP) (5)	6104 Cabinetmaker 35a (RAP) (5) 6105 Cabinetmaker 35b (RAP) (5) 6106 Cabinetmaker 35c (RAP) (5) 6107 Cabinetmaker 35d (RAP) (5)
4108 Carpenter 15 (RAP) (5)	5108 Carpenter 25a (RAP) (5) 5109 Carpenter 25b (RAP) (5) 5110 Carpenter 25c (RAP) (5)	6108 Carpenter 35a (RAP) (5) 6109 Carpenter 35b (RAP) (5) 6110 Carpenter 35c (RAP) (5) 6111 Carpenter 35d (RAP) (5)
4176 Cement Finisher 15 (RAP) (5)	5176 Cement Finisher 25a (RAP) (5) 5177 Cement Finisher 25b (RAP) (5) 5178 Cement Finisher 25c (RAP) (5)	6176 Cement Finisher 35a (RAP) (5) 6177 Cement Finisher 35b (RAP) (5) 6178 Cement Finisher 35c (RAP) (5) 6179 Cement Finisher 35d (RAP) (5)
4180 Communication Electrician 15 (RAP) (5)	5180 Communication Electrician 25a (RAP) (5) 5181 Communication Electrician 25b (RAP) (5) 5182 Communication Electrician 25c (RAP) (5)	6180 Communication Electrician 35a (RAP) (5) 6181 Communication Electrician 35b (RAP) (5) 6182 Communication Electrician 35c (RAP) (5) 6183 Communication Electrician 35d (RAP) (5)
4112 Cook 15 (RAP) (5)	5112 Cook 25a (RAP) (5) 5113 Cook 25b (RAP) (5) 5114 Cook 25c (RAP) (5)	6112 Cook 35a (RAP) (5) 6113 Cook 35b (RAP) (5) 6114 Cook 35c (RAP) (5) 6115 Cook 35d (RAP) (5)
4184 Crane and Hoisting Equipment Operator 15 (RAP) (5)	5184 Crane and Hoisting Equipment Operator 25a (RAP) (5) 5185 Crane and Hoisting Equipment Operator 25b (RAP) (5) 5186 Crane and Hoisting Equipment Operator 25c (RAP) (5)	6184 Crane and Hoisting Equipment Operator 35a (RAP) (5) 6185 Crane and Hoisting Equipment Operator 35b (RAP) (5) 6186 Crane and Hoisting Equipment Operator 35c (RAP) (5) 6187 Crane and Hoisting Equipment Operator 35d (RAP) (5)
4116 Electric Rewind Mechanic 15 (RAP) (5)	5116 Electric Rewind Mechanic 25a (RAP) (5) 5117 Electric Rewind Mechanic 25b (RAP) (5) 5118 Electric Rewind Mechanic 25c (RAP) (5)	6116 Electric Rewind Mechanic 35a (RAP) (5) 6117 Electric Rewind Mechanic 35b (RAP) (5) 6118 Electric Rewind Mechanic 35c (RAP) (5) 6119 Electric Rewind Mechanic 35d (RAP) (5)
1758 Electrician 15 (RAP) (5)	2758 Electrician 25a (RAP) (5) 2759 Electrician 25b (RAP) (5) 2760 Electrician 25c (RAP) (5)	3758 Electrician 35a (RAP) (5) 3759 Electrician 35b (RAP) (5) 3760 Electrician 35c (RAP) (5) 3761 Electrician 35d (RAP) (5)
1651 Electronic Technician 15 (RAP) (5)	2651 Electronic Technician 25a (RAP) (5) 2652 Electronic Technician 25b (RAP) (5) 2653 Electronic Technician 25c (RAP) (5)	3651 Electronic Technician 35a (RAP) (5) 3652 Electronic Technician 35b (RAP) (5) 3653 Electronic Technician 35c (RAP) (5) 3654 Electronic Technician 35d (RAP) (5)

(continued)

Grade 10	Grade 11	Grade 12
REGISTERED APPRENTICESHIP PROGRAM (RAP) (continued)		
4256 Elevator Constructor 15 (RAP) (5)	5256 Elevator Constructor 25a (RAP) (5) 5257 Elevator Constructor 25b (RAP) (5) 5258 Elevator Constructor 25c (RAP) (5)	6256 Elevator Constructor 35a (RAP) (5) 6257 Elevator Constructor 35b (RAP) (5) 6258 Elevator Constructor 35c (RAP) (5) 6259 Elevator Constructor 35d (RAP) (5)
4120 Floorcovering Installer 15 (RAP) (5)	5120 Floorcovering Installer 25a (RAP) (5) 5121 Floorcovering Installer 25b (RAP) (5) 5122 Floorcovering Installer 25c (RAP) (5)	6120 Floorcovering Installer 35a (RAP) (5) 6121 Floorcovering Installer 35b (RAP) (5) 6122 Floorcovering Installer 35c (RAP) (5) 6123 Floorcovering Installer 35d (RAP) (5)
4124 Gasfitter 15 (RAP) (5)	5124 Gasfitter 25a (RAP) (5) 5125 Gasfitter 25b (RAP) (5) 5126 Gasfitter 25c (RAP) (5)	6124 Gasfitter 35a (RAP) (5) 6125 Gasfitter 35b (RAP) (5) 6126 Gasfitter 35c (RAP) (5) 6127 Gasfitter 35d (RAP) (5)
4128 Glassworker 15 (RAP) (5)	5128 Glassworker 25a (RAP) (5) 5129 Glassworker 25b (RAP) (5) 5130 Glassworker 25c (RAP) (5)	6128 Glassworker 35a (RAP) (5) 6129 Glassworker 35b (RAP) (5) 6130 Glassworker 35c (RAP) (5) 6131 Glassworker 35d (RAP) (5)
1853 Hairstylist 15 (RAP) (5)	2853 Hairstylist 25a (RAP) (5) 2854 Hairstylist 25b (RAP) (5) 2855 Hairstylist 25c (RAP) (5)	3853 Hairstylist 35a (RAP) (5) 3854 Hairstylist 35b (RAP) (5) 3855 Hairstylist 35c (RAP) (5) 3856 Hairstylist 35d (RAP) (5)
1988 Heavy Duty Mechanic 15 (RAP) (5)	2988 Heavy Duty Mechanic 25a (RAP) (5) 2989 Heavy Duty Mechanic 25b (RAP) (5) 2990 Heavy Duty Mechanic 25c (RAP) (5)	3988 Heavy Duty Mechanic 35a (RAP) (5) 3989 Heavy Duty Mechanic 35b (RAP) (5) 3990 Heavy Duty Mechanic 35c (RAP) (5) 3991 Heavy Duty Mechanic 35d (RAP) (5)
4132 Instrument Mechanic 15 (RAP) (5)	5132 Instrument Mechanic 25a (RAP) (5) 5133 Instrument Mechanic 25b (RAP) (5) 5134 Instrument Mechanic 25c (RAP) (5)	6132 Instrument Mechanic 35a (RAP) (5) 6133 Instrument Mechanic 35b (RAP) (5) 6134 Instrument Mechanic 35c (RAP) (5) 6135 Instrument Mechanic 35d (RAP) (5)
4136 Insulator 15 (RAP) (5)	5136 Insulator 25a (RAP) (5) 5137 Insulator 25b (RAP) (5) 5138 Insulator 25c (RAP) (5)	6136 Insulator 35a (RAP) (5) 6137 Insulator 35b (RAP) (5) 6138 Insulator 35c (RAP) (5) 6139 Insulator 35d (RAP) (5)
4188 Ironworker 15 (RAP) (5)	5188 Ironworker 25a (RAP) (5) 5189 Ironworker 25b (RAP) (5) 5190 Ironworker 25c (RAP) (5)	6188 Ironworker 35a (RAP) (5) 6189 Ironworker 35b (RAP) (5) 6190 Ironworker 35c (RAP) (5) 6191 Ironworker 35d (RAP) (5)
4192 Landscape Gardener 15 (RAP) (5)	5192 Landscape Gardener 25a (RAP) (5) 5193 Landscape Gardener 25b (RAP) (5) 5194 Landscape Gardener 25c (RAP) (5)	6192 Landscape Gardener 35a (RAP) (5) 6193 Landscape Gardener 35b (RAP) (5) 6194 Landscape Gardener 35c (RAP) (5) 6195 Landscape Gardener 35d (RAP) (5)

(continued)

Grade 10	Grade 11	Grade 12
REGISTERED APPRENTICESHIP PROGRAM (RAP) (continued)		
4196 Lather/Interior Systems Mechanic 15 (RAP) (5)	5196 Lather/Interior Systems Mechanic 25a (RAP) (5) 5197 Lather/Interior Systems Mechanic 25b (RAP) (5) 5198 Lather/Interior Systems Mechanic 25c (RAP) (5)	6196 Lather/Interior Systems Mechanic 35a (RAP) (5) 6197 Lather/Interior Systems Mechanic 35b (RAP) (5) 6198 Lather/Interior Systems Mechanic 35c (RAP) (5) 6199 Lather/Interior Systems Mechanic 35d (RAP) (5)
4260 Locksmith 15 (RAP) (5)	5260 Locksmith 25a (RAP) (5) 5261 Locksmith 25b (RAP) (5) 5262 Locksmith 25c (RAP) (5)	6260 Locksmith 35a (RAP) (5) 6261 Locksmith 35b (RAP) (5) 6262 Locksmith 35c (RAP) (5) 6263 Locksmith 35d (RAP) (5)
4140 Machinist 15 (RAP) (5)	5140 Machinist 25a (RAP) (5) 5141 Machinist 25b (RAP) (5) 5142 Machinist 25c (RAP) (5)	6140 Machinist 35a (RAP) (5) 6141 Machinist 35b (RAP) (5) 6142 Machinist 35c (RAP) (5) 6143 Machinist 35d (RAP) (5)
4144 Millwright 15 (RAP) (5)	5144 Millwright 25a (RAP) (5) 5145 Millwright 25b (RAP) (5) 5146 Millwright 25c (RAP) (5)	6144 Millwright 35a (RAP) (5) 6145 Millwright 35b (RAP) (5) 6146 Millwright 35c (RAP) (5) 6147 Millwright 35d (RAP) (5)
1646 Motorcycle Mechanic 15 (RAP) (5)	2646 Motorcycle Mechanic 25a (RAP) (5) 2647 Motorcycle Mechanic 25b (RAP) (5) 2648 Motorcycle Mechanic 25c (RAP) (5)	3646 Motorcycle Mechanic 35a (RAP) (5) 3647 Motorcycle Mechanic 35b (RAP) (5) 3648 Motorcycle Mechanic 35c (RAP) (5) 3649 Motorcycle Mechanic 35d (RAP) (5)
4148 Painter and Decorator 15 (RAP) (5)	5148 Painter and Decorator 25a (RAP) (5) 5149 Painter and Decorator 25b (RAP) (5) 5150 Painter and Decorator 25c (RAP) (5)	6148 Painter and Decorator 35a (RAP) (5) 6149 Painter and Decorator 35b (RAP) (5) 6150 Painter and Decorator 35c (RAP) (5) 6151 Painter and Decorator 35d (RAP) (5)
1655 Partsman 15 (RAP) (5)	2655 Partsman 25a (RAP) (5) 2656 Partsman 25b (RAP) (5) 2657 Partsman 25c (RAP) (5)	3655 Partsman 35a (RAP) (5) 3656 Partsman 35b (RAP) (5) 3657 Partsman 35c (RAP) (5) 3658 Partsman 35d (RAP) (5)
4200 Plasterer 15 (RAP) (5)	5200 Plasterer 25a (RAP) (5) 5201 Plasterer 25b (RAP) (5) 5202 Plasterer 25c (RAP) (5)	6200 Plasterer 35a (RAP) (5) 6201 Plasterer 35b (RAP) (5) 6202 Plasterer 35c (RAP) (5) 6203 Plasterer 35d (RAP) (5)
4152 Plumber 15 (RAP) (5)	5152 Plumber 25a (RAP) (5) 5153 Plumber 25b (RAP) (5) 5154 Plumber 25c (RAP) (5)	6152 Plumber 35a (RAP) (5) 6153 Plumber 35b (RAP) (5) 6154 Plumber 35c (RAP) (5) 6155 Plumber 35d (RAP) (5)
4204 Power Lineman 15 (RAP) .. (5)	5204 Power Lineman 25a (RAP) .. (5) 5205 Power Lineman 25b (RAP) .. (5) 5206 Power Lineman 25c (RAP) .. (5)	6204 Power Lineman 35a (RAP) .. (5) 6205 Power Lineman 35b (RAP) .. (5) 6206 Power Lineman 35c (RAP) .. (5) 6207 Power Lineman 35d (RAP) .. (5)
4208 Power System Electrician 15 (RAP) (5)	5208 Power System Electrician 25a (RAP) (5) 5209 Power System Electrician 25b (RAP) (5) 5210 Power System Electrician 25c (RAP) (5)	6208 Power System Electrician 35a (RAP) (5) 6209 Power System Electrician 35b (RAP) (5) 6210 Power System Electrician 35c (RAP) (5) 6211 Power System Electrician 35d (RAP) (5)

(continued)

Grade 10	Grade 11	Grade 12
REGISTERED APPRENTICESHIP PROGRAM (RAP) (continued)		
4212 Printing and Graphic Arts Craftsman 15 (RAP) (5)	5212 Printing and Graphic Arts Craftsman 25a (RAP) (5) 5213 Printing and Graphic Arts Craftsman 25b (RAP) (5) 5214 Printing and Graphic Arts Craftsman 25c (RAP) (5)	6212 Printing and Graphic Arts Craftsman 35a (RAP) (5) 6213 Printing and Graphic Arts Craftsman 35b (RAP) (5) 6214 Printing and Graphic Arts Craftsman 35c (RAP) (5) 6215 Printing and Graphic Arts Craftsman 35d (RAP) (5)
4216 Projectionist 15 (RAP) (5)	5216 Projectionist 25a (RAP) (5) 5217 Projectionist 25b (RAP) (5) 5218 Projectionist 25c (RAP) (5)	6216 Projectionist 35a (RAP) (5) 6217 Projectionist 35b (RAP) (5) 6218 Projectionist 35c (RAP) (5) 6219 Projectionist 35d (RAP) (5)
4280 Recreation Vehicle Mechanic 15 (RAP) (5)	5280 Recreation Vehicle Mechanic 25a (RAP) (5) 5281 Recreation Vehicle Mechanic 25b (RAP) (5) 5282 Recreation Vehicle Mechanic 25c (RAP) (5)	6280 Recreation Vehicle Mechanic 35a (RAP) (5) 6281 Recreation Vehicle Mechanic 35b (RAP) (5) 6282 Recreation Vehicle Mechanic 35c (RAP) (5) 6283 Recreation Vehicle Mechanic 35d (RAP) (5)
4156 Refrigeration and Air Conditioning Mechanic 15 (RAP) (5)	5156 Refrigeration and Air Conditioning Mechanic 25a (RAP) (5) 5157 Refrigeration and Air Conditioning Mechanic 25b (RAP) (5) 5158 Refrigeration and Air Conditioning Mechanic 25c (RAP) (5)	6156 Refrigeration and Air Conditioning Mechanic 35a (RAP) (5) 6157 Refrigeration and Air Conditioning Mechanic 35b (RAP) (5) 6158 Refrigeration and Air Conditioning Mechanic 35c (RAP) (5) 6159 Refrigeration and Air Conditioning Mechanic 35d (RAP) (5)
4224 Roofer 15 (RAP) (5)	5224 Roofer 25a (RAP) (5) 5225 Roofer 25b (RAP) (5) 5226 Roofer 25c (RAP) (5)	6224 Roofer 35a (RAP) (5) 6225 Roofer 35b (RAP) (5) 6226 Roofer 35c (RAP) (5) 6227 Roofer 35d (RAP) (5)
4228 Sawfiler 15 (RAP) (5)	5228 Sawfiler 25a (RAP) (5) 5229 Sawfiler 25b (RAP) (5) 5230 Sawfiler 25c (RAP) (5)	6228 Sawfiler 35a (RAP) (5) 6229 Sawfiler 35b (RAP) (5) 6230 Sawfiler 35c (RAP) (5) 6231 Sawfiler 35d (RAP) (5)
4232 Sheet Metal Worker 15 (RAP) (5)	5232 Sheet Metal Worker 25a (RAP) (5) 5233 Sheet Metal Worker 25b (RAP) (5) 5234 Sheet Metal Worker 25c (RAP) (5)	6232 Sheet Metal Worker 35a (RAP) (5) 6233 Sheet Metal Worker 35b (RAP) (5) 6234 Sheet Metal Worker 35c (RAP) (5) 6235 Sheet Metal Worker 35d (RAP) (5)
4236 Sprinkler Systems Installer 15 (RAP) (5)	5236 Sprinkler Systems Installer 25a (RAP) (5) 5237 Sprinkler Systems Installer 25b (RAP) (5) 5238 Sprinkler Systems Installer 25c (RAP) (5)	6236 Sprinkler Systems Installer 35a (RAP) (5) 6237 Sprinkler Systems Installer 35b (RAP) (5) 6238 Sprinkler Systems Installer 35c (RAP) (5) 6239 Sprinkler Systems Installer 35d (RAP) (5)
4160 Steamfitter-Pipefitter 15 (RAP) (5)	5160 Steamfitter-Pipefitter 25a (RAP) (5) 5161 Steamfitter-Pipefitter 25b (RAP) (5) 5162 Steamfitter-Pipefitter 25c (RAP) (5)	6160 Steamfitter-Pipefitter 35a (RAP) (5) 6161 Steamfitter-Pipefitter 35b (RAP) (5) 6162 Steamfitter-Pipefitter 35c (RAP) (5) 6163 Steamfitter-Pipefitter 35d (RAP) (5)
4240 Steel Fabricator 15 (RAP) . . . (5)	5240 Steel Fabricator 25a (RAP) . . . (5) 5241 Steel Fabricator 25b (RAP) . . . (5) 5242 Steel Fabricator 25c (RAP) . . . (5)	6240 Steel Fabricator 35a (RAP) . . . (5) 6241 Steel Fabricator 35b (RAP) . . . (5) 6242 Steel Fabricator 35c (RAP) . . . (5) 6243 Steel Fabricator 35d (RAP) . . . (5)

(continued)

Grade 10	Grade 11	Grade 12
REGISTERED APPRENTICESHIP PROGRAM (RAP) (continued)		
4244 Tilesetter 15 (RAP) (5)	5244 Tilesetter 25a (RAP) (5) 5245 Tilesetter 25b (RAP) (5) 5246 Tilesetter 25c (RAP) (5)	6244 Tilesetter 35a (RAP) (5) 6245 Tilesetter 35b (RAP) (5) 6246 Tilesetter 35c (RAP) (5) 6247 Tilesetter 35d (RAP) (5)
4248 Tool and Die Maker 15 (RAP) (5)	5248 Tool and Die Maker 25a (RAP) (5) 5249 Tool and Die Maker 25b (RAP) (5) 5250 Tool and Die Maker 25c (RAP) (5)	6248 Tool and Die Maker 35a (RAP) (5) 6249 Tool and Die Maker 35b (RAP) (5) 6250 Tool and Die Maker 35c (RAP) (5) 6251 Tool and Die Maker 35d (RAP) (5)
4252 Transport Refrigeration Mechanic 15 (RAP) (5)	5252 Transport Refrigeration Mechanic 25a (RAP) (5) 5253 Transport Refrigeration Mechanic 25b (RAP) (5) 5254 Transport Refrigeration Mechanic 25c (RAP) (5)	6252 Transport Refrigeration Mechanic 35a (RAP) (5) 6253 Transport Refrigeration Mechanic 35b (RAP) (5) 6254 Transport Refrigeration Mechanic 35c (RAP) (5) 6255 Transport Refrigeration Mechanic 35d (RAP) (5)
1641 Water Well Driller 15 (RAP) (5)	2641 Water Well Driller 25a (RAP) (5) 2642 Water Well Driller 25b (RAP) (5) 2643 Water Well Driller 25c (RAP) (5)	3641 Water Well Driller 35a (RAP) (5) 3642 Water Well Driller 35b (RAP) (5) 3643 Water Well Driller 35c (RAP) (5) 3644 Water Well Driller 35d (RAP) (5)
1663 Welder 15 (RAP) (5)	2663 Welder 25a (RAP) (5) 2664 Welder 25b (RAP) (5) 2665 Welder 25c (RAP) (5)	3663 Welder 35a (RAP) (5) 3664 Welder 35b (RAP) (5) 3665 Welder 35c (RAP) (5) 3666 Welder 35d (RAP) (5)

Appendix 5

Advanced High School Diploma for Students Who Entered Grade 10 in the 1989-90 through to the 1991-92 School Years

Advanced High School Diploma 1988-89 through to 1991-92

Category	Subject	Minimum Credits	Minimum Course(s)	Required Course	Diploma Exam
A	English Language Arts	15	3	Eng Lang Arts 30 or 33	Yes
	Français	15	3	Français 30	Yes
	Social Studies	15	3	Social Studies 30	Yes
	Mathematics	15	3	Mathematics 30	Yes
B ①	Science	11	3	Biology 30 or Chemistry 30 or Physics 30 Science 30★ (1991-92)	Yes Yes Yes No
C ②	Second Languages, Practical Arts or Fine Arts	10	2	See Appendix 6 for approved Category C courses.	No
	Physical Education	3	1	Physical Education 10	No
	Career and Life Management	3	1	CALM 20	No
			72 Specified Credits	28 Unspecified Credits	
★ Students who entered Grade 10 in the 1991-92 school year may use Science 30 to meet their Category B requirements in science.					

The Advanced High School Diploma is awarded to a student who:

- satisfies the course and credit requirements for a General High School Diploma, and
- earns credits in English Language Arts 30 or Français 30 (students in francophone programs may present Français 30 as a diploma requirement, but must also present English Language Arts 30), and
- earns at least 15 credits in social studies, including Social Studies 30, and
- earns at least 15 credits in mathematics, including Mathematics 30, and
- earns at least 11 credits in science, including ONE of Biology 30, Chemistry 30 or Physics 30, and
- earns at least 10 credits in Category C courses. See Appendix 6 for approved Category C courses.

An Award of Excellence shall be granted to a student who qualifies for the Advanced High School Diploma with not less than 65% in any one of the four required diploma examination courses, and an overall average of 80% or higher in those courses. This Award of Excellence will be noted on the student's Advanced High School Diploma.

① **Note:** Students may use Science 30 for Category B requirements beginning in the 1991-92 school year.

② The Category C requirement applies to the Advanced High School Diploma only and not to the new Alberta High School Diploma.

All locally developed/acquired and authorized complementary courses in fine arts, practical arts, career and technology studies, and languages other than English, will automatically be eligible for Category C status. Jurisdictions will no longer need to request Category C status as is presently outlined in the *Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses* policy.

French 31a-31b-31c has been added to the list of second languages courses eligible for Category C status.

Advanced High School Diploma for Students Who Entered Grade 10 in the 1992-93 and 1993-94 School Years

Advanced High School Diploma 1992-93 and 1993-94

Category	Subject	Minimum Credits	Minimum Course(s)	Required Course	Diploma Exam
A	English Language Arts	15	3	Eng Lang Arts 30 or 33	Yes
	Français	15	3	Français 30	Yes
	Social Studies	15	3	Social Studies 30	Yes
	Mathematics	15	3	Mathematics 30	Yes
B ①	Science	15	3	Biology 30 or Chemistry 30 or Physics 30 or Science 30	Yes Yes Yes Pilot
C ②	Second Languages, Practical Arts or Fine Arts	10	2	See Appendix 6 for approved Category C courses.	No
	Physical Education	3	1	Physical Education 10	No
	Career and Life Management	3	1	CALM 20	No
			76 Specified Credits	24 Unspecified Credits	

The Advanced High School Diploma is awarded to a student who:

1. satisfies the course and credit requirements for a General High School Diploma, and
2. earns credits in English Language Arts 30 or Français 30 (students in francophone programs may present Français 30 as a diploma requirement, but must also present English Language Arts 30), and
3. earns at least 15 credits in social studies, including Social Studies 30, and
4. earns at least 15 credits in mathematics, including Mathematics 30, and
5. earns at least 15 credits in science, including ONE of Biology 30, Chemistry 30, Physics 30 or Science 30, and
6. earns at least 10 credits in Category C courses. See Appendix 6 for approved Category C courses.

An Award of Excellence shall be granted to a student who qualifies for the Advanced High School Diploma with not less than 65% in any one of the four required diploma examination courses, and an overall average of 80% or higher in those courses. This Award of Excellence will be noted on the student's Advanced High School Diploma.

① **Note:** Students may use Science 30 for Category B requirements beginning in the 1991-92 school year.

② The Category C requirement applies to the Advanced High School Diploma only and not to the new Alberta High School Diploma.

All locally developed/acquired and authorized complementary courses in fine arts, practical arts, career and technology studies, and languages other than English, will automatically be eligible for Category C status. Jurisdictions will no longer need to request Category C status as is presently outlined in the *Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses* policy.

French 31a-31b-31c has been added to the list of second languages courses eligible for Category C status.

General High School Diploma for Students Who Entered Grade 10 in the 1989-90 through to the 1993-94 School Years

General High School Diploma 1989-90 through to 1993-94

Subject	Minimum Credits	Minimum Course(s)	Required Course	Diploma Exam
English Language Arts★	15	3	Eng Lang Arts 30 or 33	Yes
Français	15	3	Français 30	Yes
Social Studies	15	3	Social Studies 30 or Social Studies 33	Yes No
Mathematics★	8	1	Not specified	No
Science★	8	1	Not specified	No
Physical Education	3	1	Physical Education 10	No
Career and Life Management	3	1	CALM 20	No
A minimum of two 30-level courses other than English Language Arts and Social Studies	10	2		No
62 Specified Credits			38 Unspecified Credits	
<p>★ IOP students who wish to transfer to a General High School Diploma route after completing a Certificate of Achievement require English Language Arts 33 in the following recommended course sequences: English Language Arts 16-26-36-33 (14 credits) OR English Language Arts 16-23-33 (13 credits); Social Studies 33 in the following recommended course sequences: Social Studies 16-26-23-33 (16 credits) OR Social Studies 16-23-33 (13 credits); a minimum of 8 credits in mathematics, including credits in Mathematics 13 or 24; and a minimum of 8 credits in science, including credits in Science 10 or 24. One 36-level course (10 credits) from any occupational cluster will be accepted for students transferring from the Integrated Occupational Program to the General High School Diploma Program to meet the two 30-level courses requirement.</p>				

The General High School Diploma is awarded to a student who has earned 100 credits, subject to the following requirements:

- English Language Arts/Français—a minimum of 15 credits, 5 of which shall be in English Language Arts 30, English Language Arts 33 or Français 30. IOP students who transfer to a General High School Diploma route require a Certificate of Achievement and a minimum of 14 credits in English Language Arts, including English Language Arts 33. Students in francophone programs may present Français 30 as a diploma requirement, but must also present either English Language Arts 30 or English Language Arts 33.
- Social Studies—a minimum of 15 credits, including either Social Studies 30 or 33.
- Mathematics—a minimum of 8 credits. IOP students who transfer to a General High School Diploma route after completing a Certificate of Achievement require credits in Mathematics 13 or 24.
- Science—a minimum of 8 credits. IOP students who transfer to a General High School Diploma route after completing a Certificate of Achievement require credits in Science 10 or 24.
- Physical Education—a minimum of 3 credits. See the section on Information Regarding Various Courses and Programs for individual or class exemption criteria.
- Career and Life Management—a minimum of 3 credits.
- 30-level courses—in addition to the requirements in 1 and 2 above, students must present a minimum of 10 credits in at least two 30-level courses. Students who use Français 30 as a diploma requirement must present English Language Arts 30 or 33 as one of the required 30-level courses. The 30-level course requirements may also be met by 30-level "a" and "b" courses; e.g., Industrial Education 30a and 30b. One 36-level course (10 credits) from any occupational cluster will be accepted for students transferring from the Integrated Occupational Program to the General High School Diploma Program to meet the two 30-level courses requirement.

Note: Credits achieved in a non-30-level second language course taken concurrently with a 30-level second language course may be used toward the General High School diploma requirement of 10 credits in the minimum of two 30-level courses other than English Language Arts and Social Studies. For example, students could have registered concurrently in a high-level proficiency course (such as French 20S, 10N, 20N, French Language Arts 10, 20, Français 13, 10, 20) and the low-level proficiency course French 30. The 5 credits from the higher-level proficiency non-30-level course may be used toward the General High School Diploma.

Appendix 6

Courses Eligible for Category C (Advanced High School Diploma Only)

The Category C requirement applies to the Advanced High School Diploma only and not to the new Alberta High School Diploma.

The purpose of Category C is to ensure that students in the Advanced High School Diploma route have an opportunity to extend and refine their intellectual and practical skills in areas of learning not part of the core program. Category C was defined in the *Secondary Education in Alberta* policy statement, 1985 and revised in June 1989. Courses identified as eligible for Category C fall within business education, career and technology studies, fine arts, home economics, industrial education, physical education, second languages; and are courses that:

- have defined content (special projects and work experience are therefore excluded)
- offer the opportunity to expand personal interests, abilities or career aspirations
- broaden student learning beyond that encompassed by Categories A and B (courses required by either of the A and B categories are therefore excluded). Category A and Category B courses are specified in the Advanced High School Diploma charts provided in Appendix 5-1 and Appendix 5-2.

The Category C requirement, and its revisions as distributed in June 1989 and reflected here, apply to Advanced High School Diploma students entering Grade 10 as of the 1988-89 school year.

Students must earn at least 10 Category C credits for an Advanced High School Diploma.

Courses may be selected from the 10, 20 or 30 levels. Students are not required to earn credits in an approved course sequence that culminates at the 30 level.

The following courses are eligible to meet the Category C requirement.

**Business
Education**

Accounting 10-20-30
Basic Business 20-30
Business Calculations 20
Business Communications 20
Business Education 10-20-30
Computer Literacy 10
Computer Processing 10-20-30
Dicta Typing 20

Law 20-30
Marketing 20-30
Office Procedures 20-30
Record Keeping 10
Shorthand 20-30
Typewriting 10-20-30
Word Processing 30

**Career and
Technology
Studies**

Enterprise and Innovation
Tourism Studies

Fine Arts

Art 10-20-30
Art 11-21-31
Choral Music 10-20-30

Drama 10-20-30
General Music 10-20-30
Instrumental Music 10-20-30

**Home
Economics**

Clothing and Textiles 10-20-30
Food Studies 10-20-30
Personal Living Skills 10-20-30

**Industrial
Education**

Auto Body 12-22-32
Automotives 22-32
Beauty Culture 12-22-32
Building Construction 12-22-32
Drafting 10-20
Drafting 12-22-32
Electricity 22-32
Electricity-Electronics 12
Electronics 22-32
Food Preparation 12-22-32
Graphic Arts 22-32
Health Services 12-22-32

Horticulture 12-22-32
Industrial
Education 10-20-30
Machine Shop 12-22-32
Mechanics 12
Piping 12-22-32
Production Science 30
Related Mechanics 22-32
Sheet Metal 12-22-32
Visual Communications
12-22-32
Welding 12-22-32

**Physical
Education**

Physical Education 20-30

Second Languages

Blackfoot Language and Culture 10-20-30
Cree Language and Culture 10-20-30
English Language Arts 10-20-30^①
French 10-20-30
French 10S-20S-30S
French 10N-20N-30N
French Language Arts 10-20-30

French 31a-31b-31c
German 10-20-30-31
Italian 10-20-30
Latin 10-20-30
Spanish 10-20-30
Ukrainian 10-20-30
Ukrainian 10S-20S-30S
Ukrainian Language Arts 10-20-30

- ① Students in francophone programs may present Français 30 as a Category A diploma requirement. For these students, the Category C requirement is English Language Arts 10-20-30. French immersion students may apply French Language Arts 10-20-30 toward the Category C requirement.

Locally Developed/Acquired and Authorized Courses for Category C Status

Locally developed/acquired and authorized courses may be accepted for Category C status only for:

- languages other than English
- the practical arts
- the fine arts
- career and technology studies.

Requests for Category C designation for locally developed/acquired and authorized courses in practical arts, career and technology studies, fine arts, and for languages other than English, shall be submitted to the **Curriculum Standards Branch**. Submissions should be received before May 31 for implementation in the first semester of the following school year, or by December 31 for implementation in the second semester of the same school year.

All locally developed/acquired and authorized courses in fine arts, practical arts, career and technology studies, and languages other than English, will automatically be eligible for Category C status. Jurisdictions will no longer need to request Category C status as is presently outlined in the *Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses* policy.

In developing/acquiring instructional materials, the school board should take into account such criteria as curriculum fit, criteria for promoting respect and understanding, appropriateness for student developmental stages, and criteria for instructional design.

For additional information, refer to the *Locally Developed/ Acquired and Authorized Junior and Senior High School Complementary Courses* policy in the *Alberta Education Policy, Regulations and Forms Manual*.

Index

- A ACCESS Network D2-4
- Achievement standards A1-4
- Addresses
 - Alberta Education branch D2-1
 - other D2-4
- Advanced high school diploma Appendix 5-1
- Advanced placement program B2-3
- Agriculture B2-1
- Alberta apprenticeship and trade certification Appendix 1-1
- Alberta Distance Learning Centre
 - additional local school authority responsibilities C4-3
 - address D2-3
 - courses and programs C4-2
 - home education C4-4
 - monitoring student progress C4-3
 - registration and fees C4-2
 - student learning resources C4-3
- Alberta Education
 - branch addresses D2-1
 - directory D3-1
 - policy, regulations and forms manual C2-1
 - regional offices branch D4-1
 - regulations C2-3
- Alberta high school diploma graduation requirements A2-3
- Alberta School for the Deaf C4-4
- Alexander Rutherford Scholarships for High School Achievement B1-3

Appeal procedures

diploma examination marks C7-7

school-awarded course marks C7-7

Appendices

- 1 Articulation with Alberta Apprenticeship and Trade Certification Appendix 1-1
- 2 Provincially Authorized Senior High School Courses Appendix 2-1
- 3 Locally Developed/Acquired and Authorized Senior High School Courses Appendix 3-1
- 4 Registered Apprenticeship Program (RAP) Appendix 4-1
- 5 Graduation Requirements from the 1989-90 to the 1993-94 School Years Appendix 5-1
- 6 Courses Eligible for Category C Appendix 6-1

Articulation requirements Appendix 1-1

Assisting in student planning B1-2

Attendance, student B1-4, C1-5

August diploma examinations C7-4

Authorized senior high school courses,
provincial Appendix 2-1

Authorized teaching resources D1-4

Award of excellence Appendix 5-1

Awarding course credits C5-1

B Basic education A1-2

Basic student learning resources D1-2

Beliefs A1-1

Branch addresses D2-1

Bulletins C3-1

C Career and life management (CALM) B2-1

Career and technology studies (CTS) B2-2

Carnegie unit B1-1

Category C courses Appendix 6-1

Certificate of achievement A2-4

Challenge programs B2-3

Community partnerships B2-13

Concurrent registration B2-16

Cooperative education/youth internship program B2-11

Council, school C1-2

Course

codes, provincial Appendix 2-1

codes, locally developed/acquired and authorized
Appendix 3-1

codes, registered apprenticeship program, Appendix 4-1

sequence transfer C5-2

Credits

- for private school instruction C7-8
- requirements for graduation A2-2
- retroactive C5-5
- rules governing awarding of C5-2
- senior high school credits for students in junior high school C6-2
- special projects B2-19
- for waived prerequisite courses C5-3
- Curriculum support resources for teachers D1-4

D Diploma

- advanced high school Appendix 5-1
- Alberta high school A2-3
- certificates of achievement and transcripts C7-6
- examination results statement C7-6
- examinations marks, appeal procedure C7-7
- examinations schedules C7-4
- general high school Appendix 5-3
- high school equivalency C8-4
- Distance education technology C4-5
- Distance Learning Centre, Alberta C4-1
- Driver and Traffic Safety Education B2-3

E Edmonton Study Centre, Alberta Distance Learning Centre D2-3

Education

- basic A1-2
- delivery A1-4
- home C2-4
- native C4-5
- special B2-18

Educational Information Exchange D2-1

Equivalency diploma C8-4

Evaluation

- out-of-province educational documents C6-3
- student C2-5

Evening programs, high school B1-5

Examination results C7-6

Examinations

- August diploma examinations C7-4
- eligibility to write C7-5
- grade 12 diploma C7-3
- January and June diploma examinations C7-4
- results statement C7-6
- schedules C7-4
- special provisions C7-5

Exchange students C6-5
Exemptions, physical education B2-13
Exemptions for transfer-in students, grade 12 C7-3
Expulsion of students C1-6

F Francophone program B2-4
French
 language immersion C2-3
 as a second language program B2-15

G General educational development test battery (GED) C8-5
General high school diploma Appendix 5-3
General requirements for admission to post-secondary
 educational institutions B1-4
Grade 10 students C6-1
Grade 12
 diploma examinations, January, June and August C7-4
 diploma examinations programs C7-3
 diploma examinations schedules C7-4
 eligibility to write C7-5
 exemptions for transfer-in students C7-3
 special provisions C7-5
 validation statement C7-3
Gradings, percentages and letters B1-4
Graduation requirements, Alberta high school diploma A2-3
Guides to education C3-1

H High school
 certificate of achievement, diplomas and transcripts C7-6
 courses for junior high students C6-2
 diplomas, certificates of achievement
 and transcripts C7-6
 equivalency diploma C8-4
 planning programs B2-1
 summer, evening and weekend programs B1-5
High school equivalency diploma C8-4
Home education
 through Alberta Distance Learning Centre C4-4
 program regulation C4-4
Human sexuality education, information bulletin C2-2
Human tissue and fluid, use of in educational programs C3-2

I Immersion programs
French B2-4
French language regulation C2-3
Industrial education B2-4
Information bulletin on Acquired Immunodeficiency Syndrome
in educational settings C2-2
Information bulletin on human sexuality education C2-2
Instruction in languages other than English B2-4
Instructional delivery C4-1
Instructional time B1-1
Integrated Occupational Program (IOP) B2-5
International Baccalaureate Program B2-3

J January and June diploma examinations C7-4

L Language of instruction C2-4
Languages other than English or French C2-4
Learning expectations A1-3
Learning resources credit allocation D1-2
Learning Resources Distributing Centre D1-4
Learning resources
Alberta Distance Learning Centre C4-3
basic, student D1-2
credit allocation D1-2
locally developed/acquired student D1-3
student D1-2
support, student D1-3
for the visually impaired D1-3
Letter gradings and percentages B1-4
Library program, school C4-6
Locally developed/acquired and authorized senior high
school courses B2-6, Appendix 3-1

M Mandate A1-1
Materials Resource Centre D2-3
Mature students, provisions for C7-8, C8-1
Ministerial orders and directives
information bulletin on human sexuality education C2-2
information bulletin on acquired immunodeficiency
syndrome in educational settings C2-2
Mission A1-1
Music, private study B2-8

-
- N** Native education C4-5
Non-diploma courses/examinations C7-2
- O** Off-campus education
cooperative education/youth internship program B2-11
off-campus education B2-11
registered apprenticeship program (RAP) B2-11
work experience B2-12
work study/community partnerships B2-13
Out-of-province educational documents, evaluation of C6-3
- P** Percentages and letter gradings B1-4
Physical education
exemptions B2-13
home education B1-4, B2-13
Placement and promotions C6-1
Policies, provincial C2-1
Prerequisite standing C5-3
Private schools, regulation C2-5
Program
administration C1-1
foundations A1-1
organization B1-2
of studies C4-1
Promotion (see placement and promotions)
Provincial policies (see policies, provincial)
Provincially authorized senior high school courses
Appendix 2-1
Provisions for mature students C7-8
- R** Regional offices branch D4-1
Registered apprenticeship program (RAP) B2-11,
Appendix 4-1
Registration of students C6-3
Regulations
French language immersion C2-3
home education C2-4
language of instruction C2-4
languages other than English or French C2-4
practice review of teachers C2-4
private schools C2-5
student evaluation C2-5
student records C2-5
Religious studies B2-14
Reporting student achievement in senior high
school subjects C7-1

Resources

- authorized teaching D1-4
- availability D1-2
- basic student learning D1-2
- learning D1-1
- locally developed/acquired student learning D1-3
- and services D1-1
- student learning D1-2
- support student learning D1-2
- teacher curriculum support D1-3
- for the visually impaired D1-3

Retroactive credits C5-5

Role of the

- principal C1-3
- school council C1-2
- student C1-5
- teacher C1-4

Rules governing awarding of credits C5-2

S Schedules, diploma examinations C7-4

School

- Act C1-1
- council C1-2
- library program C4-6
- organization B1-1

Science B2-14

Second languages

- challenge assessments B2-17
- concurrent registration B2-16
- French as a second language program B2-15
- locally developed courses B2-14
- number of senior high school credits in B2-18
- other than English or French C2-4
- policy B2-14
- transfer of credits for 30-level courses B2-18

Senior high school credits for students in junior high school C6-2

Services

- ACCESS Network D2-4
- Alberta Distance Learning Centre D2-3
- Materials Resource Centre D2-3
- Learning Resources Distributing Centre D2-3

Special

- cases committee C8-5
- circumstances C7-6
- education B2-18
- projects credits B2-19

provisions C7-5
provisions for mature students D8-1
Standards, achievement A1-4
Student
achievement in senior high school subjects C7-1
attendance B1-4, C1-5
basic learning resources D1-2
eligibility to write diploma examinations C7-5
evaluation regulation C2-5
expulsion C1-6
information needs B1-2
learning resources D1-2
locally developed/acquired learning resources D1-3
placements and promotions C6-1
planning, assisting in B1-2
records regulation C2-5
role of the C1-5
support learning resources D1-3
suspension C1-6
Summer programs, high school B1-5
Support student learning resources D1-2
Suspension and expulsion of students C1-6

T Teacher, role of C1-4
Teacher curriculum support resources D1-3
Teaching resources, authorized D1-4
Transcripts C7-6
Transfer-in grade 12 students C7-3
Transfer points (recommended) B2-21

U Use of human tissue and fluid in educational programs C3-2

V Validation statement, grade 12 C7-3
Visiting or exchange students C6-5
Visually impaired
Materials Resource Centre for the D2-3
Learning resources for the D1-3

W Waiver of prerequisites and credits for waived
prerequisite courses C5-3
Weekend programs, high school B1-5
Work experience B2-12
Work study/community partnerships B2-13

Y Youth internship program/cooperative education B2-11

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144