



VICTORIA
SCHOOL OF THE ARTS



2024–25 High School **Course Guide**

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Stay in the know

For the most current information as we prepare for the upcoming school year, read the 2024–25 High School Guide at epsb.ca/schools/register/highschoolregistration.

To stay up to date:

- check **SchoolZone** regularly
- follow the Division on **Instagram** and **X @EPSBNews** and on **Facebook** at facebook.com/EdmontonPublicSchools
- visit epsb.ca

Our Division

Vision

Enhancing pathways for student success

Mission

Our commitment to high-quality public education serves the community and empowers each student to live a life of dignity, fulfilment, empathy and possibility.

Values

Accountability, collaboration, equity and integrity

Priorities 2022–26

- 1 Build on outstanding learning opportunities for all students.
- 2 Advance action towards anti-racism and reconciliation.
- 3 Promote a comprehensive approach to student and staff well-being and mental health.



Treaty land acknowledgement

We acknowledge that Victoria School of the Arts is located in the heart of Treaty 6 territory, the traditional lands to many diverse groups of Indigenous Peoples including the various nations of the Dene, the Nakota Sioux, nêhiyaw, Siksikaitstapi and the Métis Nation-Region 4.

We honour that these local Indigenous communities still have meaningful relationships and stories tied to land that will continue into the future. Our appreciation and love is sent to the Elders and community members who are working hard to preserve Indigenous ceremonies, language and teachings for the advancement of our community. We are committed to engaging in reconciliation throughout our school by supporting and empowering Indigenous narratives and teachings.



tawâw (tuh-wow)

You are welcome here; there is room.

— Translation by Grade 12 student

Welcome to Victoria School of the Arts



We celebrate a solid literacy foundation where the arts and academics are interconnected.

Victoria School of the Arts is an Edmonton Public Schools Kindergarten through Grade 12 alternative arts program. Students engage in the study of specific art forms such as audio, band, choral, dance, drama, film, music, graphic design and visual arts and use artistic processes and creativity to deepen their understanding and success in all curricular areas.

Arts focus

We believe the arts are an inseparable part of the school's culture and a vital part of the learning experience. The arts:

- motivate the cognitive, social, civic, personal and aesthetic growth and development of students
- open avenues for innovation and invention, as well as fostering respect for individual, cultural and aesthetic diversity
- provide students with a variety of approaches to build connections between thinking, learning, knowing and communicating

Pre-enrol in SchoolZone

Sign in to SchoolZone between February 1 and March 22, 2024 to select your child's preferred school for next year.

We ask all families to pre-enrol, even if your child is continuing at the same school or same program. Knowing how many students to expect helps each school prepare **for September**.

Moved?

Update your address at your child's current school before pre-enrolling in SchoolZone.

New to the Division?

Before March 22, contact your preferred school to learn how to register as a new Edmonton Public Schools student.

Learn more at epsb.ca/schools/register.

Get involved

Student initiatives

Student voice is an important aspect of our school culture. Here students have opportunities to get involved in their communities in a variety of ways. Some examples include:

- Victoria Anti-Racist Student Initiative: a team of students who discuss and take initiative to promote anti-racism.
- Student Arts Leadership Team: a team of students who help promote the Arts here at Victoria School.
- Events committee: a team of students who create our events calendar for the school. This includes brainstorming, organizing and planning events.
- Communications committee: a team of students committed to connecting the student body through effective communication strategies (news team, website, social media and Victoria Voice).

We value students' unique perspectives and passions, and encourage new ideas as our population changes and expands.

"I'm thankful for having the opportunities to get pushed into new ways of looking at the world, and my time at Vic was truly foundational for everything I have done in my career in theatre and art."

— Nicole, Victoria School alumni



Athletics

Victoria School has a proud history and tradition of sports teams since opening its doors in 1911. The athletic program is an important and integral part of the school program. Participation in team tryouts for all sport divisions is open to all students. Through voluntary participation, the athlete gives time, energy and loyalty to the program. The student athlete also accepts the training, rules, regulations and responsibilities that are unique to an athletic program and being a student athlete.

Our program and coaches are committed to guiding students not only in competitions, but also in helping them become better student athletes and citizens.

Go Phoenix!

Volleyball: September to November

Basketball: November to March

Badminton: March to April

Soccer: April to May

Track and Field: April to May

Planning for high school success

At Victoria School of the Arts, we believe that the journey matters.

Whether your plans include going on to post-secondary school or directly into the world of work, we want to make sure you are prepared for the challenges you will face after high school. Our staff encourages you to explore, create, discover, achieve and be inspired.

Student Services is here for you

Student Services helps students when they need assistance and resources to support their learning journey. Some areas Student Services offers support include:

Academic

- academic planning
- learning needs (creating academic goals, managing your learning, time management)
- access to academic resources outside of school
- course changes

Career planning

- Work Experience and Career Pathways
- Registered Apprenticeship Program (RAP)
- support for earning a high school diploma
- moving from high school into post-secondary or the workforce
- scholarships and bursaries

Indigenous support

- Indigenous ways of knowing opportunities
- Indigenous student grad ceremony
- connections to community resources
- student leadership opportunities
- ceremony and smudge room

Mental health

- peer relations
- family concerns
- safety
- connections to outside mental health resources
- identity
- anxiety and stress concerns

LearnWrite

The LearnWrite Program is an alternative course delivery option. It is an asynchronous (self-directed with support when needed) course delivery program where students work independently and at their own pace. Students can take one LearnWrite course at a time in addition to their regular classes.

LearnWrite is an alternative for students who:

- require flexibility in their schedule
- are upgrading their mark
- wish to take a course that doesn't fit into their timetable
- need extra credits
- prefer student-directed learning
- arrive to the school mid-semester

Talk to an assistant principal or Student Services to sign up for LearnWrite courses or for more information.





Alberta High School Diploma requirements

To obtain an Alberta High School Diploma, you must earn at least 100 credits by taking required courses, plus other courses that interest you and help you achieve your goals.

These courses are required for a diploma:

- English Language Arts 30-1 or 30-2
- Social Studies 30-1 or 30-2
- Mathematics 20-1 or 20-2 or 20-3
- Science 20 or 24 or Biology 20 or Chemistry 20 or Physics 20*
- Physical Education 10
- Career and Life Management (CALM)

Earn 10 credits or more, in any combination, from:

- Career and Technology Studies (CTS)
- Fine arts
- Second languages
- Physical Education 20 and/or 30
- Registered Apprenticeship Program (RAP) courses
- Knowledge and Employability courses

**The science requirement may also be met with the 10-credit combination of Science 14 and Science 10.*

Earn 10 credits or more in any 30-level course (in addition to a 30-level English Language Arts and 30-level Social Studies), in any combination, from:

- 30-level Mathematics or Science or fine arts or second languages or CTS or Physical Education
- 30-level locally developed courses
- 30-level Work Experience
- Advanced level (3000 series) in CTS courses
- Special Projects 30

Diploma exams are tests given to Alberta high school students who are taking 30-level diploma examination courses. Final marks in these courses are a blend of school and diploma exam marks. Diploma exams are required in English 30-1 and 30-2, Social Studies 30-1 and 30-2, Mathematics 30-1 and 30-2, Biology 30, Chemistry 30, Physics 30, Science 30 and French Language Arts 30-1.

More info: alberta.ca/graduation-requirements-credentials-and-credits

International Baccalaureate (IB) programming

We are one of few schools in North America to offer four IB programmes to enrich the learning experience from Kindergarten to Grade 12.

Goals of an IB education at Victoria School of the Arts:

- learn through the inquiry process
- arts integration within the academic curriculum
- connection to local and global arts communities
- collaboration with others
- safe risk taking in order to pursue goals
- develop rigorous study habits
- action-oriented service learning
- understanding of themselves and others

IB learner profile

Within an IB education, there are 10 character traits that are recognized and developed over time. The IB learner profile helps students to navigate and become engaged members of the local and global community.

We aim to be:

- Knowledgeable explorers who engage with ideas and issues.
- Thinkers who use both critical and creative thinking skills in ethical decisions.
- Communicators who express and collaborate confidently and effectively.
- Principled justice seekers who act with integrity, honesty and responsibility.
- Open-minded individuals who appreciate not only their own culture and history, but also the values and beliefs of others.
- Caring humans who display authentic empathy, compassion and respect through service to others.
- Risk-takers with a resilient attitude towards new experiences and challenges.
- Inquirers who are involved creatively in the pursuit of inquiry and research.
- Balanced in the approach to intellectual, physical and mental wellness.
- Reflective in consideration of strengths and weaknesses for learning development.

Grade 10 and the IB Middle Years Programme (MYP)

All Grade 10 courses at Victoria School of the Arts are part of the IB Middle Years Programme. MYP is a framework for teaching and learning that benefits all students. The MYP framework addresses a wide range of learning styles and involves all students in their own unique learning processes. Students participate in the process of learning, discovery and understanding the connections between school and life experiences. The MYP culminates in the Community Project.

International Baccalaureate Diploma Programme (DP)

The objective of the IB Diploma Programme is to provide an opportunity for more depth, breadth and practical experiences in the areas of study, to develop citizens of the world by promoting international mindedness and understanding through shared academic experiences; and to prepare students for the challenges of university or other future pursuits by emphasizing independent inquiry, critical thinking, compassion, creativity, service, and action. All IB courses enrich and expand on ideas and concepts, while challenging students to think and act on critical issues.

Please note: The Alberta Education curricula are studied and credited in conjunction with the IB Programme.

Curriculum

The IB Diploma Programme (DP) curriculum is made up of six subject groups plus three core courses. Students pursuing a full IB Diploma MUST complete all subjects from Groups 1-6 as well as the core courses. Details are provided in the chart below.

It is strongly recommended that students pursuing a full IB Diploma complete one standard level (SL) subject (Group 2, 4, or 5) in their Grade 11 year. Students must meet with an administrator before Grade 10 in order to plan their schedule. Students who do not wish to pursue a full IB Diploma may choose from any of the subjects listed in the chart on page 7.

International Baccalureate (IB) programming *(continued)*

IB Diploma Programme Course Requirements

Subject Groups	Grade 11 (Year 1)	Grade 12 (Year 2)
Group 1 – Studies in Language and Literature English Literature	English 20-1 IB (HL*)	English 30-1 IB (HL*) English Literature 35
Group 2 – Language Acquisition Language B	French 20 IB (SL*)	Language B - French 30 IB (SL*)
Group 3 – Individuals and Societies History	Social Studies 20-1 IB (HL*)	Social Studies 30-1 IB (HL*) Western World History 30
Group 4 – Sciences Biology	Biology 20 IB (SL*)	Biology 30 IB (SL*)
Group 5 – Mathematics Analysis and Approaches	Math 20-1 IB (SL*)	Math 30-1 IB and Math 31 IB (SL*)
Group 6 – Arts	Students choose from one of the following: <ul style="list-style-type: none"> • Dance 25 IB • Film 25 IB • Visual Arts 20 IB (HL or SL*) 	Students continue with one of the following: <ul style="list-style-type: none"> • Dance 35 IB • Film 35 IB • Visual Arts 30 IB (SL or HL*)
Core courses (required)	Theory of Knowledge 25 IB Creativity, Activity, Service 25 IB	Theory of Knowledge 35 IB Creativity, Activity, Service 35 IB Extended Essay 35 IB

*Standard level (SL), Higher level (HL)

Core courses

Theory of Knowledge (TOK) 25 IB and 35 IB

Credits: 3 credits each

This course is offered outside of the regular timetable. Theory of Knowledge is one of the core components of the full IB Diploma Programme; however, DP certificate and non-IB students can also complete this course. Theory of Knowledge teaches students to make connections between areas of knowledge and deepen their understanding of the ways humans gain knowledge in order to become aware of differing perspectives.

Creativity, Activity, Service (CAS) 25 IB and 35 IB

CAS is one of the core components of the full IB Diploma Programme; however, DP certificate students can also complete CAS. CAS enhances personal and interpersonal development through experiential learning. During Grade 11 and 12, involvement in a range of extracurricular activities occurs alongside academic studies.

Extended Essay (EE) 35 IB

Prerequisite: English 20 IB / Corequisite: English 30 IB

Credits: 3 credits

The extended essay is one of the core components of the full IB Diploma Programme (DP) in the Grade 12 year; however, DP certificate students can also complete the Extended Essay (EE). The extended essay promotes high level research and writing skills, intellectual discovery and creativity. Students engage in personal research, select a research question and complete a focused essay.

Students currently enrolled in Grade 10 or 11 at Victoria School who intend to graduate from the full IB Diploma Programme must meet with an administrator.



Additional courses

English Literature 35

Credits: 3 Credits

English Literature 35 within the International Baccalaureate Diploma Programme is designed to engage students in a deep exploration of literature, fostering critical thinking, analytical skills, and an appreciation for diverse literary works. This course is typically in conjunction with the ELA 30-1 IB course.

Western World History 30 IB

Credits: 3 Credits

World history is designed to complement the IB History program. This class challenges students to critically analyze global events, explore diverse cultural narratives, and develop essential analytical and research skills. Students will examine the interconnected stories of societies from Europe, America and South Africa in order to gain an understanding and nuanced perspective on our shared human history.



Please note that students in Grades 11 and 12 who are not in the full IB Diploma Programme may register in individual IB Diploma courses to complete course certificates.

International Baccalaureate (IB) programming *(continued)*

The International Baccalaureate Career-Related Certificate Programme (IBCP)

Victoria School is authorized by the International Baccalaureate Organization to offer the Career-related Certificate Programme (IBCP). The IBCP is designed for students interested in pursuing a career-related education in the final two years of high school.

This two-year comprehensive IB Programme is designed to provide a flexible learning framework for Victoria School's passionate and artistic students. The IBCP students engage in a challenging programme of study

that focuses on their artistic interests while enabling students to become self-confident, skilled and career-ready learners. It provides an excellent foundation to support further studies, as well as ensure preparedness for success in the workforce.

Students currently enrolled in Grade 10 who are interested in the IB Career-related Programme must meet with an administrator. The following components comprise the IBCP:

IB Career-Related Certificate Programme Course Requirements

Students choose two of the following IB Diploma Programme subjects:	Grade 11 (Year 1)	Grade 12 (Year 2)
Group 1 – Studies in Language and Literature English Literature	English 20-1 IB (HL*)	English 30-1 IB (HL*) English Literature 35
Group 2 – Language Acquisition Language B	French 20 IB (SL*)	Language B - French 30 IB (SL*)
Group 3 – Individuals and Societies History	Social Studies 20-1 IB (HL*)	Social Studies 30-1 IB (HL*) Western World History 30
Group 4 – Sciences Biology	Biology 20 IB (SL*)	Biology 30 IB (SL*)
Group 5 – Mathematics Analysis and Approaches	Math 20-1 IB (SL*)	Math 30-1 IB and Math 31 IB (SL*)
Group 6 – Arts	Students choose from one of the following: <ul style="list-style-type: none"> • Dance 25 IB • Film 25 IB • Visual Arts 20 IB (HL or SL*) 	Students continue with one of the following: <ul style="list-style-type: none"> • Dance 35 IB • Film 35 IB • Visual Arts 30 IB (SL or HL*)
Core courses (required)	Global Perspectives on Professional Skills 25 IB	Global Perspectives on Professional Skills 35 IB

*Standard level (SL), Higher level (HL)

Core courses

Global Perspectives on Professional Skills 25 IB and 35 IB

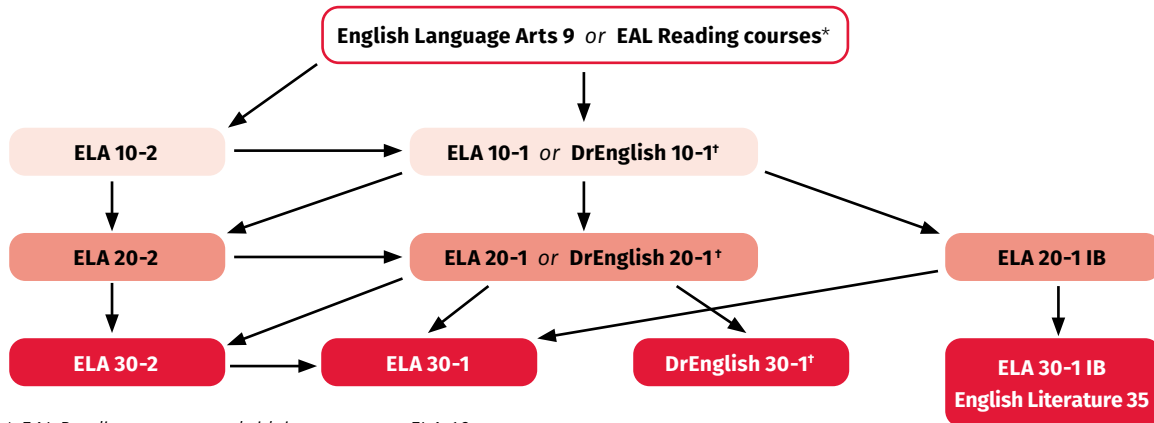
Credits: 5 credits each

The Global Perspectives on Professional Skills course series has been developed to fulfill the core requirement of the International Baccalaureate Career-Related Programme. Global Perspectives aims to develop responsibility, practical problem-solving, good intellectual habits, ethical understandings, resilience, and appreciation of identity and perspective with

an understanding of the complexity of the modern world. The independent projects of Service Learning, Language Development and the Ethical Reflective Project showcase the rigorous work of the CP student. This course is a two-year commitment, completed with a minimum of two IB Diploma Programme subjects in the student's timetable.

Core and complementary courses

English Language Arts (ELA)



* EAL Reading courses are bridging courses to ELA 10

† DrEnglish is a course variation that covers all of the standard English curriculum through the forms found in the Drama curriculum

English 10, 20 and 30

Credits: 5 credits each

The two goals of the high school English Language Arts program are to provide students with an understanding and appreciation of a broad range of texts and enable students to use language effectively for a multitude of purposes. The six strands studied are: listening, speaking, reading, writing, viewing and representing. Following completion of English 10 students can choose either the -1, -2, or the IB course sequence.

DrEnglish 10, 20 and 30

Credits: 5 credits in English and 3–5 credits in Drama

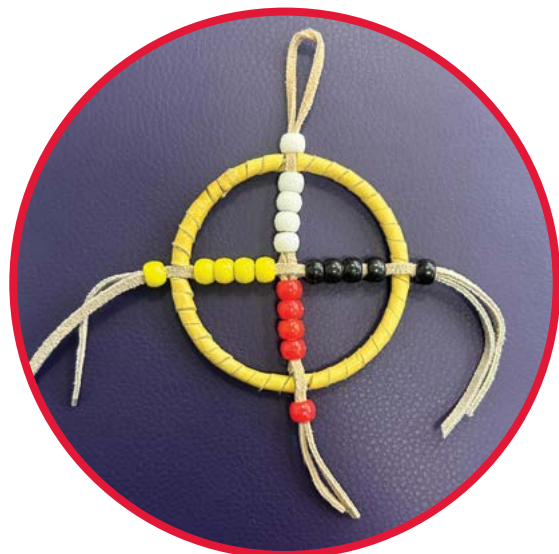
This course variation covers all of the standard English curriculum through the forms found in the Drama curriculum. Students who are interested in this pathway should have a desire to develop and demonstrate their skills and knowledge as dramatists. Students in this course may study speech and recite poetry, write plays for creative writing, prepare enthusiastic debates to understand grammar, rhetoric and argument, and find themselves culminating their learning in a performance of scene work and monologues.

English 20 IB and 30 IB

Credits: 5 credits each

These courses cover the Alberta Education curriculum for English 20-1 and 30-1 at an accelerated pace along with the additional higher level English IB syllabus requirements. Students who take this course will also be required to complete English Literature 35 (3 credits, see page 8).

A 30-level English Language Arts course is required for an Alberta High School Diploma.



Mathematics

Competencies in Math 15

Credits: 5 credits

Math 15 aims to improve student competency of mathematical skills, concepts and ideas for students to be successful in Math 10C. Students will extend their knowledge beyond performing routine operations and will be encouraged to explore a deeper understanding of mathematical concepts through critical thinking and exploration exercises.

Math 10C

Credits: 5 credits

Math 10C MYP is the starting point for both the Mathematics-1 and Mathematics-2 course sequences, as well as the IB pathways in the 20 and 30 levels, and will prepare students for entry into post-secondary programs. You must typically have 50% in Math 9 to enter this course.

Math 10-3, 20-3 and 30-3

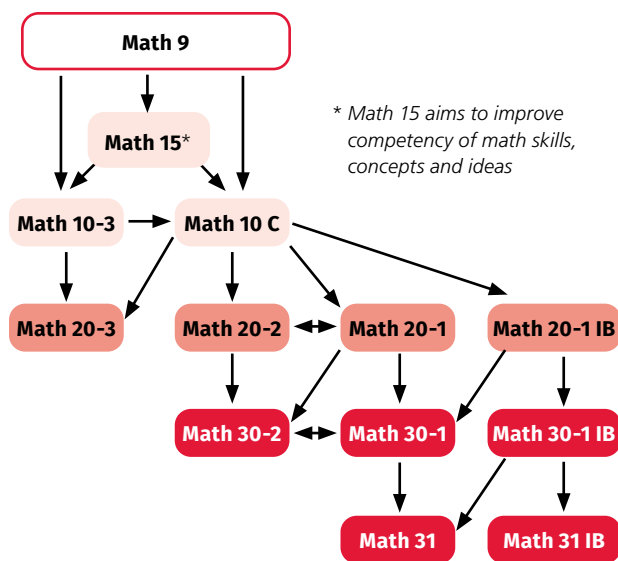
Credits: 5 credits each

Math 10/20/30-3 courses focus on developing essential mathematical skills and understanding that are applicable to real-world scenarios. These courses are designed to help students build a strong foundation in mathematics, particularly in areas that are relevant to everyday life and specific vocational contexts. Math 10-3 is not as advanced as the Math 10C covers fundamental concepts to support practical problem-solving and decision-making skills. Math 30-3 is designed to provide students with mathematical skills that are applicable to various college-level programs and practical applications in the workforce.

Math 20-1, 20-2, 30-1 and 30-2

Credits: 5 credits each

The 20-1 and 30-1 courses are precalculus courses designed to prepare students for entry into post-secondary studies involving calculus, such as engineering, business and certain sciences. The 20-2 and 30-2 courses prepare students for post-secondary studies in programs that do not involve calculus, such as arts, nursing and education.



A 20-level Math course is required for an Alberta High School Diploma.

Math 31

Credits: 5 credits

Math 31 is a calculus course that prepares students for post-secondary programs that recommend, or require, high school calculus for entrance. Math 31 can be taken in conjunction with Math 30-1 or 30-1B.

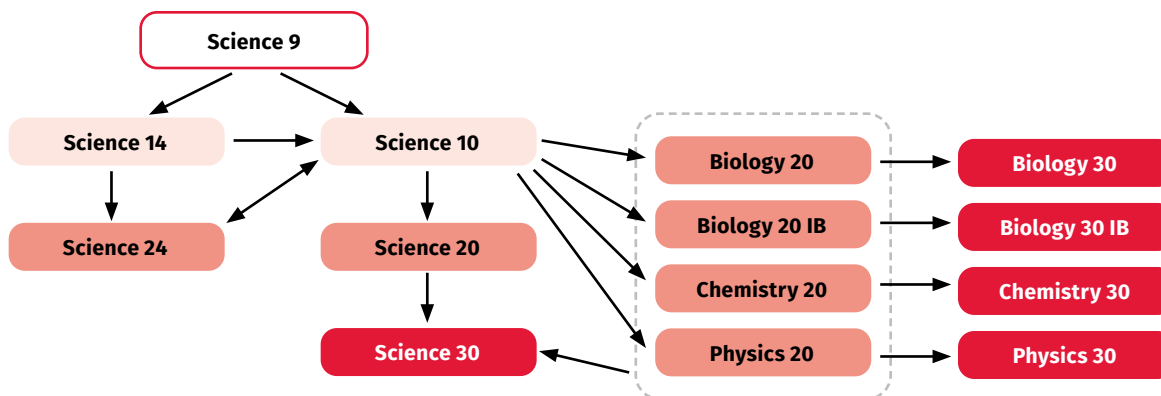
Math 20 IB, 30 IB and 31 IB

Credits: 5 credits each

These courses cover the Alberta Education curriculum for Math 20, 30 and 31 at an accelerated pace along with the expanded standard-level Math IB syllabus requirements.

Core and complementary courses *(continued)*

Science



Science 14 and 24

Credits: 5 credits each

Through the study of biology, chemistry and physics in Science 14 and 24, we help students understand the working of the world around them. The successful completion of Science 24 allows students to meet the minimum Science requirements for an Alberta High School Diploma.

Science 10

Credits: 5 credits

From microscopy to cellular functions, atoms to chemical reactions, and kinematics to energy transformations, students start to take a deeper dive into the worlds of Biology, Chemistry and Physical Sciences.

Science 20 and 30

Credits: 5 credits each

The Science 20 and 30 courses are designed for students who want a general background in Science. This course has fun exploring the concepts in Biology, Chemistry and Physics. Science 30 is recognized by most post-secondary institutions and can be used for entry into the arts, many NAIT programs and nursing

Biology 20 and 30

Credits: 5 credits each

Biology is a branch of science that studies life and living organisms. From the sun to the cells of a muscle, Biology 20 and 30 are journeys in understanding the flow of energy and matter through living things. Step into the human body and learn about the interconnectedness of organs and tissues, and how we are all connected by the circle of life.

Biology 20 IB and 30 IB

Credits: 5 credits each

In addition to the Biology 20 and 30 Alberta Education curriculum, students will engage in an in-depth exploration of the expanded standard level Biology IB Programme.

Chemistry 20 and 30

Credits: 5 credits each

Chemistry is the branch of science that deals in matter at, or near, the atomic scale. Students will explore matter and energy, and how they interact in order to understand the natural world. They will investigate chemical properties of solutions, gases, acids and bases. Students focus on how atoms combine to form different substances, how energy can be harnessed from chemical reactions and how chemical equilibrium is predicted.

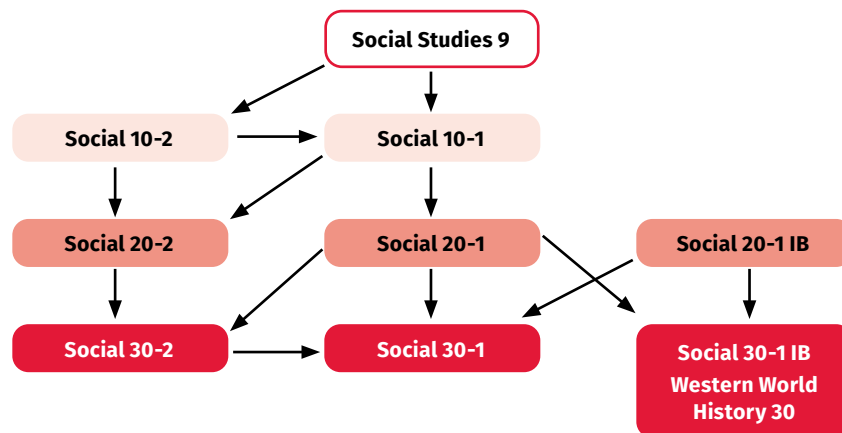
Physics 20 and 30

Credits: 5 credits each

Physics is the study of motion. It is a science that deals with matter, energy and their interactions. From examining the smallest particles we know of, to the motion of the solar system and even the universe.

10 credits of Science courses are required for an Alberta High School Diploma.

Social Studies



Social Studies 10, 20 and 30

Credits: 5 credits each

Students in Grade 10 have a choice between Social Studies 10-1 and 10-2. Students in Social Studies 10-1 and 10-2 are part of our IB Middle Years Programme. Social Studies 10/20/30-1 puts more emphasis on complex concept development, critical thinking and skill development. Social Studies 10/20/30-2 addresses the subject matter in a more concrete and generalized manner. Many post-secondary schools accept Social Studies 30-2 for entry. Make sure students are familiar with entrance requirements for the post-secondary programs they are considering.

Social Studies 20 IB and 30 IB

Credits: 5 credits each

These courses cover the Alberta Education curriculum for Social Studies 20-1 and 30-1 at an accelerated pace along with the expanded higher level History IB syllabus requirements. The aim of IB History is to explore a more complete historical picture of our shared past and present. Students will also complete a research project of any era of history that they are most passionate about. This course is ideal for anyone who has a healthy curiosity and wants to develop their research skills. Students who take this course will also be required to complete Western World History 30 (3 credits, see page 8).

Sociology 20

Credits: 3 credits

Sociology 20 is a dynamic and engaging course designed to provide students with a comprehensive understanding of the fundamental concepts and theories that shape the study of human society. This course encourages students to explore the complexities of social structures, institutions, and interactions, fostering a critical and analytical approach to the world around them.

Indigenous Studies 10, 20 and 30

Credits: 5 credits each

In the Indigenous Studies course series, students will study contemporary Indigenous issues, history, and the ways in which Indigenous societies have influenced contemporary Canadian politics, society and art. Students will explore the complex and multilayered issues facing Indigenous communities today, while learning about colonization and its effects on the Indigenous peoples and ways of knowing.

A 30-level Social Studies course is required for an Alberta High School Diploma.

Core and complementary courses *(continued)*

Humanities complementary courses

Creative Writing and Publishing 15, 25 and 35

Credits: 5 credits each

In this sequence of courses, students will explore various creative genres and formats to build a portfolio and enhance their writing skills. Formats vary each semester, but have included projects such as humour writing, Choose-Your-Own Adventure, scary stories, memoir and spoken word poetry. A focus on peer feedback and collaboration allows students to build a community of writers, and a portfolio assessment system allows opportunities for writers to experiment with a variety of styles and present their best work.

General Psychology 20

Credits: 3 credits

The aim of this course is to provide students with a general background in psychology including the history of psychology and the principles of learning and thinking. Students will learn about stress and aggression, the influence of small groups, the status of roles, and some insights regarding neurosis and psychosis. No course in general psychology would be complete without some discussion of emotion and behaviour. This course concludes with a section about self-improvement and self-growth.

World Religions 30

Credits: 3 credits

The objectives of the courses in religious studies are to provide an opportunity to experience a number of cultural, historical and contemporary issues from a religious point of view, and through the study of religion as a separate discipline. This course will explore the meaning, development and basic beliefs of the major world religions.

Theory of Knowledge (TOK) 25 IB and 35 IB

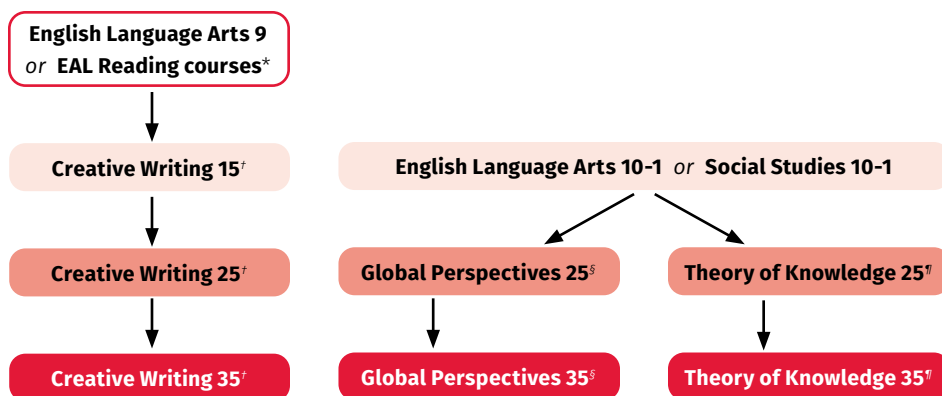
Core course. See IB Diploma Programme section for course description.

Extended Essay (EE) 35 IB

Core course. See IB Diploma Programme section for course description.

Global Perspectives on Professional Skills 25 IBCP and 35 IBCP

Core course. See IB Career-Related Certificate Programme section for course description.



* EAL Reading courses are bridging courses to ELA 10

† Creative Writing does not stand in place of English Language Arts

§ Global Perspectives is one of the core components of the Career-Related Programme, however DP certificate and non-IB students can also complete these courses

¶ Theory of Knowledge is one of the core components of the full IB Diploma Programme, however DP certificate and non-IB students can also complete this course

Physical Education and Wellness

Physical Education 10 and Career and Life Management (CALM) 20

Credits: 3 credits each (6 total credits)

The Physical Education 10 portion of the course will focus on basic skills and teamwork through an active concept-based and integrated approach. The Career and Life Management (CALM) 20 course uses well-being as a framework, which stems from having the emotional/psychological, intellectual, social, spiritual, and physical dimensions of one's life in harmony with each other.

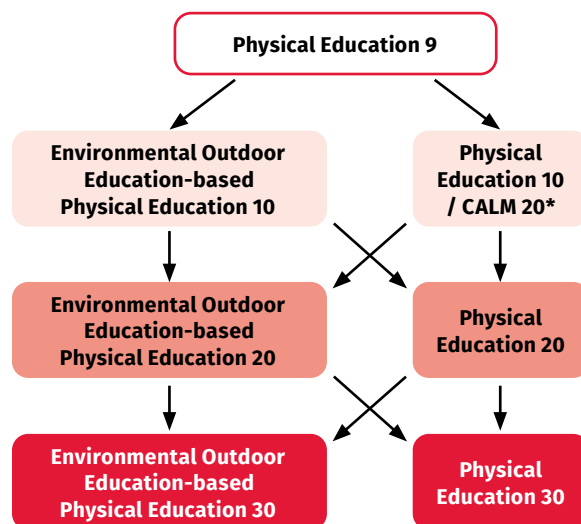
This course is designed to improve students' theoretical understanding of health issues and their ability to apply knowledge and skills to personal situations. Students will cover Personal Choices, Resource Choices and Career and Life Choices through an active integrated approach.

Physical Education 20 and 30

Credits: 5 credits each

The main focus of physical education is to guide students in developing a healthy attitude towards life-long health and wellness. Curricular outcomes related to basic skills, teamwork and health benefits will be covered through an active concept-based and integrated approach. Students in these courses will also participate in a variety of recreational off-site activities. In Physical Education 20 and 30 activities such as bowling, fencing, cycling, wall climbing, golf and other pursuits will be introduced.

Physical Education 10 and Career and Life Management are required for an Alberta High School Diploma.



* CALM 20 must be taken as a stand alone course for students who take Physical Education 10 (Environmental Outdoor Education)

Environmental Outdoor Education-based Physical Education 10, 20, and 30

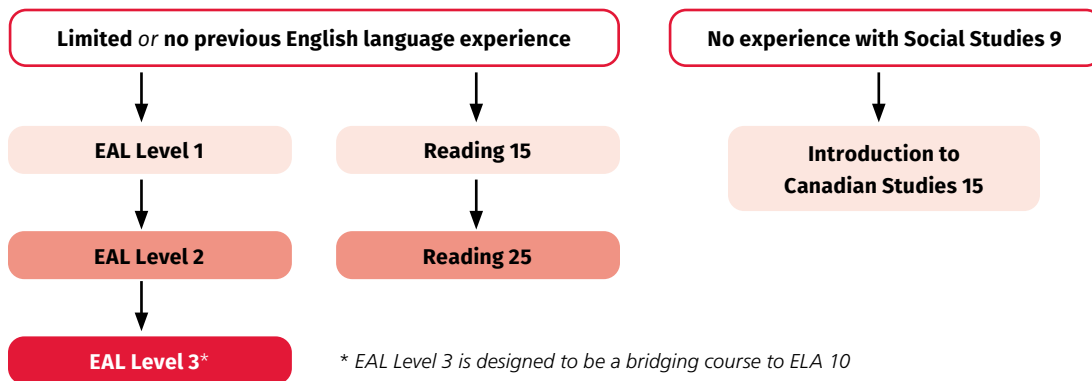
Credits: 5 credits

The main focus of Environmental Outdoor Education is to combine the theory and practice of Physical Education with the benefits of environmental outdoor education. The benefits of a combined program will allow students to gain experience in multiple environments and help foster a healthy lifestyle, environmental awareness and critical thinking skills as well as develop students' understanding of environmental issues that impact Alberta. Students will participate in several field trips with a culminating trip to apply learned skills in a real-world, outdoor environment. At the 20 and 30 level, this culminating activity will be a two day, one night off campus trip.

Core and complementary courses *(continued)*

English as an Additional Language

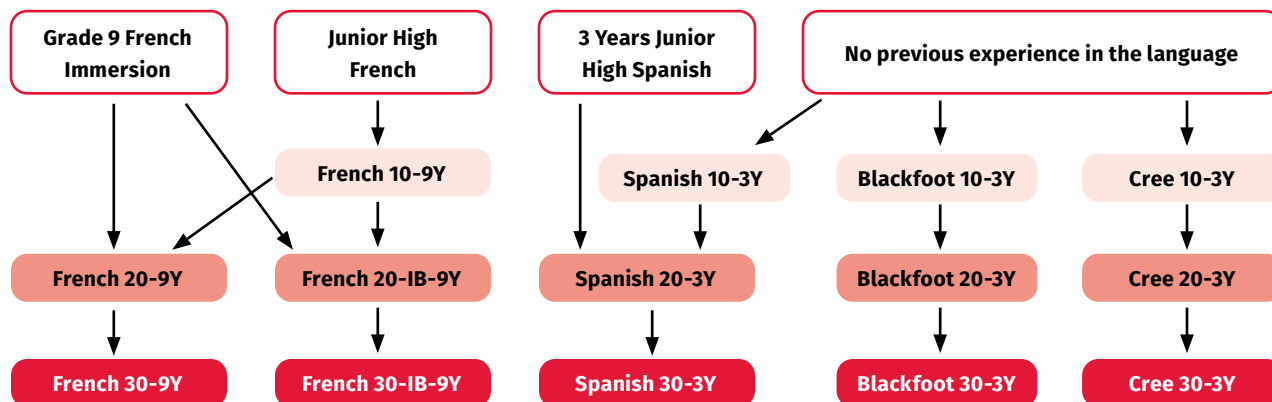
The English as an Additional Language (EAL) Program helps students who are English as an Additional Language learners be successful in school and in their community. The EAL program began based on the needs of the student population within our school and continues to adapt as students' needs change. While in EAL programming, students will focus on becoming effective communicators in the English language through speaking, reading, writing and listening.



Based on student readiness, some of the courses that may be offered within the EAL program include: EAL Level 1/2/3, Reading 15/25, Learning Strategies 15/25 and EAL Introduction to Canadian Studies 15. Students in the EAL program will also take courses that match their language readiness.



International Languages



Note: Students with extensive experience or are fluent in Blackfoot, Cree, French or Spanish may enrol in advanced courses with program recommendation from the teacher.

Blackfoot 10, 20 and 30 (3Y)

Credits: 5 credits each

Blackfoot (*Siksika*) is one of the two most commonly spoken Indigenous languages in Alberta. Blackfoot language and culture is about connections and relationships, tied to the belief that everything is interwoven. The inclusion of Blackfoot in curriculum helps Blackfoot-speaking First Nations communities preserve and revitalize their language. It also helps students become better aware of the Blackfoot worldview.

Cree 10, 20 and 30 (3Y)

Credits: 5 credits each

The Cree (*nêhiyawêwin*) Language and Culture program is intended for students who are beginning their study of *nêhiyawêwin* y-dialect and culture in Senior High school. Students will gain a greater understanding of *Nêhiyawêwin* through the *nêhiyaw* perspective and worldview, enhancing their connection to the community and the land.

French 10, 20 and 30 (9Y)

Credits: 5 credits each

Students will learn about the Francophone community and its contributions to art, music, literature, science, medicine, politics, cuisine and sports. Activities are designed to develop competency in French as to be able to function in the language and culture outside the classroom.

French 20 IB and 30 IB (9Y)

Credits: 5 credits each

This course is designed to cultivate superior French language skills in reading, speaking, listening and writing. Completion of these courses fulfills the language requirement for the IB Diploma Programme.

Spanish Language and Culture 10, 20 and 30 (3Y)

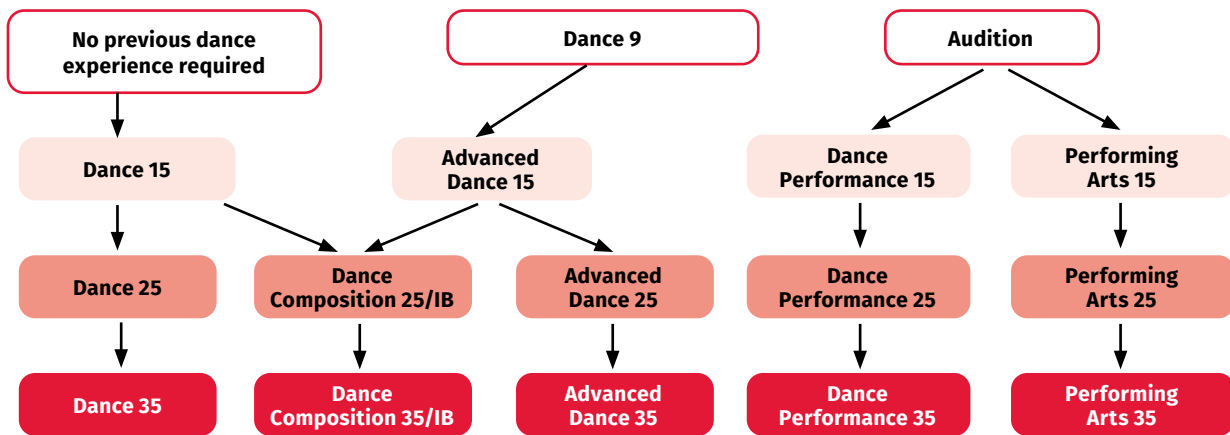
Credits: 5 credits each

This introductory level program builds linguistic confidence and cultural awareness with a focus on speaking, writing, listening and reading. It is aimed at developing communicative competence.

Arts courses



Dance



Dance 15, 25 and 35

Credits: 5 credits each

Dance 15, 25 and 35 is an introductory stream for students who are interested in exploring a variety of dance genres and styles, with little or no experience. Students will explore the history of various dance genres and styles while learning the techniques required to effectively perform select movement within each genre. Throughout the course, students may have the opportunity to participate in performances and sharing of class work.

Advanced Dance 15, 25 and 35

Credits: 5 credits each

Students who have taken dance education in Grade 7, 8 and/or 9, or who have previous dance experience, are invited to participate in the advanced dance stream. This course covers increasingly complex dance techniques, within a variety of genres and styles, to challenge those students with previous experience. History, composition and performance are other concepts addressed throughout this course.

Arts courses *(continued)*

Dance Composition 25 and 35

This class runs concurrently with Dance IB.

Credits: 5 credits each

Once students have completed the foundational Dance 15 or Advanced Dance 15 courses, students may register in the dance composition stream. This course is designed for students who are primarily interested in studying dance, through the lens of a choreographer. In this class, students will develop understanding of the elements of composition and the choreographic process, in relation to the creation of dance works.

Dance 25 IB and 35 IB

This class runs concurrently with Dance Composition.

Credits: 5 credits each

Students who are interested in challenging themselves with the IB requirements of either the diploma or certificate programme, may choose to take Dance IB. Students will strengthen dance performance skills and develop compositional skills in the creation of their own dance works while developing global perspectives of dance from around the world. Final work will be assessed internally and externally through the IB examination process. Students can enrol in Dance Composition without taking Dance IB.

Dance Performance 15, 25 and 35

Prerequisite: Successful audition in September.

Credits: 5 credits each

Students are invited to audition for select dance works, choreographed by student choreographers. Students will participate in compositional and rehearsal processes, to prepare for the annual celebration of student dance work, *Leaps & Bounds*. Dance Performance 15, 25 and 35 may be taken in conjunction with other dance courses.

Performing Arts 15, 25 and 35

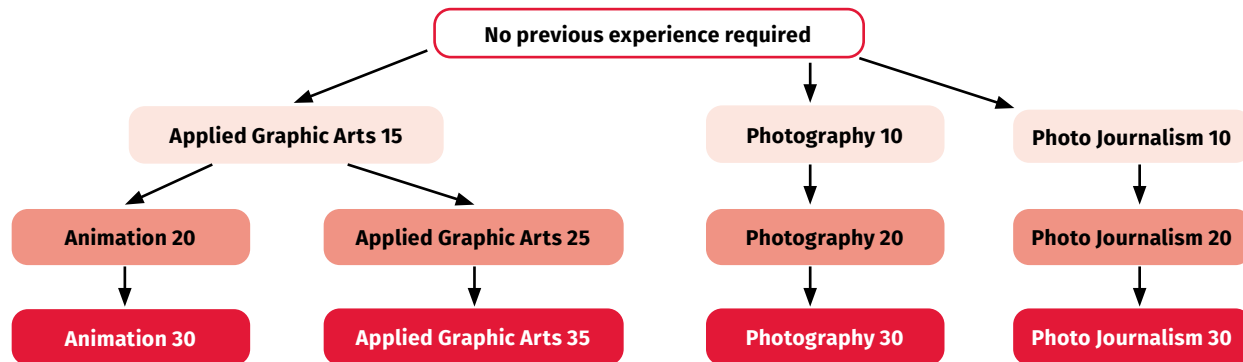
Prerequisite: Successful audition in September.

Credits: 5 credits each

The major focus of Performing Arts 15, 25 and 35 revolves around dance performance. In preparation for a variety of dance performing opportunities, students will work with guest artists, choreographers and industry professionals to create dance works in various genres and styles. Performing Arts 15, 25 and 35 may be taken in conjunction with other dance courses.



Media Arts



Applied Graphic Arts 15, 25 and 35

Credits: 5 credits each

Students will study the principles of design with the purpose of visual problem solving. Students will focus on typography, design history, photography and illustration as well as elements of 3D modeling and animation. In Applied Graphic Arts 25 and 35, students will learn how to combine graphic imagery with type and photos to solve increasingly complex visual problems. Students will develop skills in a variety of modern media including web design, illustration, digital photography and animation.

Animation 20 and 30

Credits: 5 credits each

"IT'S ALIVE!" is what students will exclaim as they watch their creations move on screen. This course explores movement and how it can be reproduced through animation. Students will learn how to take their animations from mere ideas to a final polished animation. They will follow the process from script, through storyboards, to character and set development, to production and post editing.

Photography 10, 20 and 30

Credits: 5 credits each

Students will explore the camera as a means of communication and artistic expression using camera controls, exposure, digital imaging software, and an awareness of the critical issues in contemporary photography.

Photo Journalism 10, 20 and 30

Credits: 3 credits each

This course may be offered outside of the regular timetable.

This course is designed to capture and chronicle a year in the life of Victoria School. Students combine photojournalism with layout design to create this important document. When students look back on the 2024–25 school year, this document will remind students of their friends and the good times they shared. Remember, with great publishing power comes great responsibility!

Arts courses *(continued)*

Audio 15, 25 and 35

Credits: 5 credits each

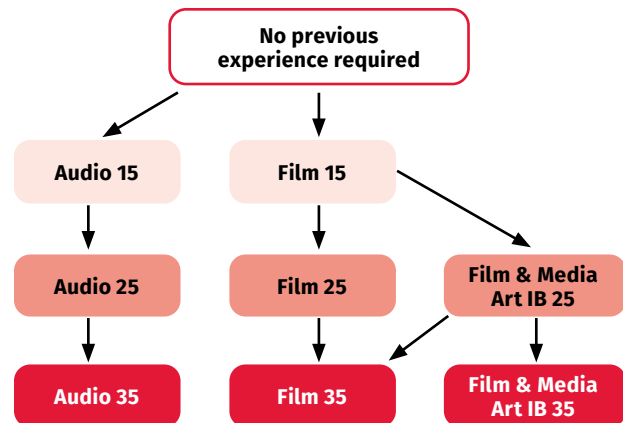
This program provides students with an opportunity to develop a theoretical and practical understanding of the fundamentals of sound engineering through the use of various technologies and practices in the audio production industry. The emphasis is on the development of skills that students can apply to real life situations. Students in this course acquire audio recording techniques, live sound practices, post-production mixing skills and the ability to connect these techniques, and skills to possible career interests and pathways.

This program begins with Audio 15, starting with the basics of audio production and recording, structured for learners from all experience levels. Throughout the course sequence, students build towards the completion of Audio 35, which focuses on student specific interests paths of various streams of audio engineering including: digital music, television and video sound design, video game design and live music recording.

Film 15, 25 and 35

Credits: 5 credits each

These courses focus on the storyteller aspects of various media to prepare students for the film, TV, YouTube, video game, documentary, social media, advertising, live event, concert and sound recording industries. Students will begin by learning pre-production through script writing methods, planning and production design (sets, costumes, props, make-up and special effects). Students will also learn how to direct scenes while using professional camera, sound and lighting gear, and develop post-production skills in editing, sound and digital effects. Another major focus throughout these hands-on experiences is learning transferable business skills such as organizing people, scheduling, dedication, collaboration and professionalism as the students explore their own creative interests.



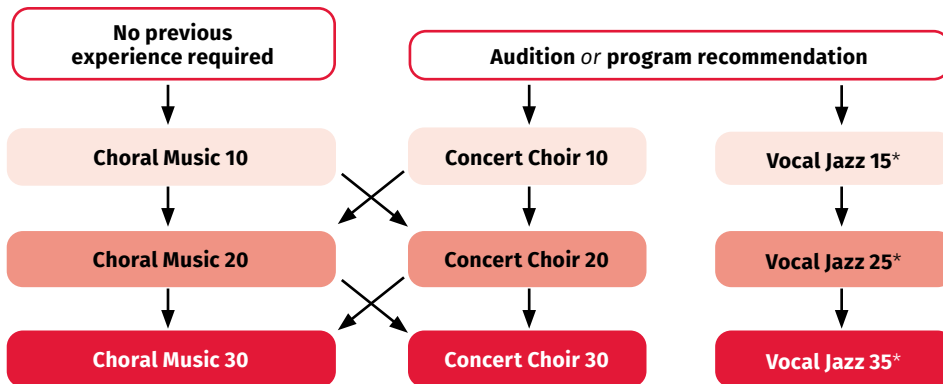
Film and Media Art IB 25 and 35

Credits: 5 credits each

The DP film course aims to develop students as proficient interpreters and makers of film texts. Through the study and analysis of film texts, and through practical exercises in film production, the film course develops students' critical abilities and their appreciation of artistic, cultural, historical and global perspectives in film. Students examine film concepts, theories, practices and ideas from multiple perspectives, challenging their own viewpoints and biases in order to understand and value those of others.



Music – Choral



* It is strongly recommended that students interested in auditioning for Vocal Jazz also enrol in Choral Music or Concert Choir 10, 20, 30.

Choral Music 10, 20 and 30

Credits: 5 credits each

This class provides an introduction to choral singing. Basic theory and ear training skills will be developed, and a variety of choral literature will be used to develop ensemble singing skills. Music history, including the classical, romantic and modern time periods, as well as world music, will be studied in rotation through the Choral 10, 20 and 30 sequence.

Concert Choir 10, 20 and 30 (Advanced Performance Group)

Prerequisite: Successful audition in September.

Credits: 5 credits each

This course may be offered outside of the regular timetable.

This program is designed for students who have extensive training in choral music. Ear training and theory continue to be important areas of focus, as does the development of strong ensemble singing skills. The amount and variety of quality choral literature will be extensive, with a goal toward performance. Music history, including the classical, romantic and modern time periods, as well as world music, will be studied in rotation through the Concert Choir 10, 20, 30 sequence.

Vocal Jazz 15, 25 and 35

Prerequisite: Successful audition in September.

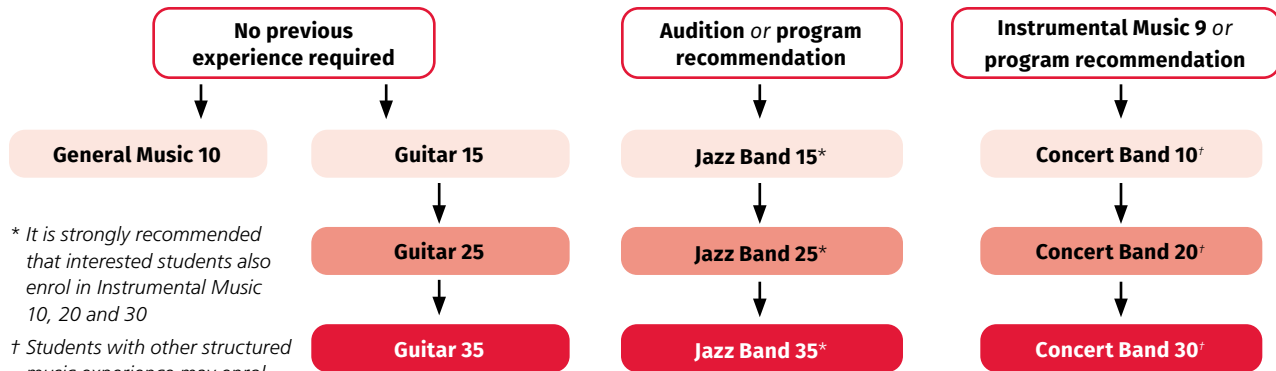
Credits: 5 credits each

This course may be offered outside of the regular timetable.

Vocal Jazz offers students the opportunity to refine musicianship through skill development, creativity, personal practice, rehearsal and performance. This course sequence is designed to develop singing and performance skills through the various styles of jazz including swing, Latin, blues, bebop and pop music. Emphasis will be on small group and solo singing. Elements of improvisation, jazz harmonies and microphone technique will be explored.



Music – Instrumental



* It is strongly recommended that interested students also enrol in Instrumental Music 10, 20 and 30

† Students with other structured music experience may enrol in advanced courses with program recommendation from the teacher

Guitar 15, 25 and 35

Credits: 5 credits each

Guitar extends the creative avenues available for students to learn how to express themselves musically and meaningfully listen to music. Guitar is focused on the development of instrumental guitar technique, musicianship, and understanding of theory for individuals and small ensembles. There are four major components to the guitar course: chording, note reading, music theory and performance. As students progress from Guitar 10 through Guitar 30, these components will continually be developed, expanded and reinforced. The concepts and techniques learned will be applied to various styles of music and the opportunity for creative expression will be encouraged. Participation in guitar promotes self-expression, creativity, collaboration and communication skills, while engaging in contemporary styles of performance.

Jazz Band 15, 25 and 35

Credits: 5 credits each

Jazz Band offers students the opportunity to refine musicianship through skill development, creativity, personal practice, rehearsal and performance. In this course sequence, students will study music performance through the North American jazz idiom and its various styles, as well as jazz improvisation in large (big band) and small (combo) group jazz ensemble settings. This course is process-driven, and gives students the opportunity to focus their learning by exploring and experiencing collaborative situations to understand and communicate musically in the jazz style. Emphasis is placed on performance skill, improvisation, history and terminology development, collaboration, theory and aural skills that are specific to jazz.

Concert Band 10, 20 and 30

Credits: 5 credits each

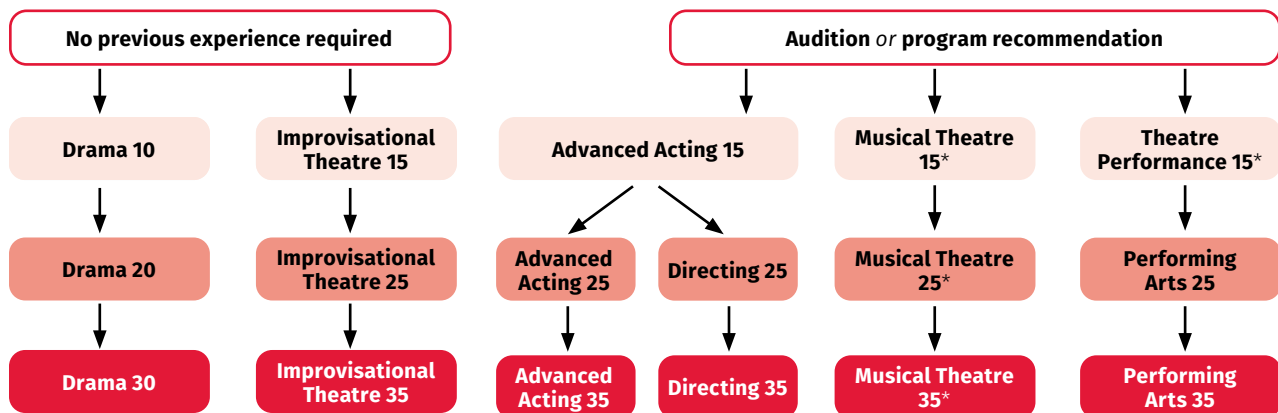
This sequence is designed for students studying wind, brass and percussion instruments, as well as upright bass, in a Concert Band (or Wind Band) ensemble setting. The program focuses on skill development and musical understanding through the study of musical literature within the large ensemble setting. The course also focuses on theory and aural skill development as explored through a long range composition project. Students develop competencies on their individual instruments, while working in a collaborative environment that fosters creative thinking and self expression.



Arts courses (continued)



Theatre



* Students are required to audition for Musical Theatre and Theatre Performance at every level

Drama 10, 20 and 30

Credits: 5 credits each

In the theatre program at Victoria School of the Arts, students will develop the practical skills, strategies and approaches which will ensure theatrical success. Students will work in a supportive and challenging ensemble exploring movement, speech, improvisation, acting, directing, technical theatre, theatre design and theatre studies.

Advanced Acting 15, 25 and 35

Credits: 5 credits each

Students will study methods of approaching a role, characterization, scene interpretation, and establishing honesty in performance. The courses include intensive scene study and performance projects. As the course sequence progresses, students will solidify technique, deepen internal connection and strengthen textual analysis skills. Students will explore a variety of acting styles and theatrical genres with scene selections chosen from classical and contemporary texts to address issues of history, language, theme, character and style in order to make appropriate acting choices.

Directing 25 and 35

Credits: 5 credits each

This program will focus on a combination of creativity, technique and leadership skills. Students will be given the opportunity to develop the analytical, organizational, communicative and critical skills through the exploration of theatrical practice from a global and historical cultural perspective. As part of the annual PlayWorks One Act Festival, Directing 35 students will have the opportunity to direct a dramatic presentation from script selection, through casting and rehearsals, to final production.

Improvistional (Improv) Theatre 15, 25 and 35

Credits: 5 credits each

This course may be offered outside of the regular timetable.

Students will explore the fundamental principles of improvisation: commitment, cooperation, complicity, spontaneity and listening. The course is designed so that students will build a strong foundation as a confident performer. Performance skills will emphasize character, story and theme development in both short and long form improvisation. As part of this course, students will have the opportunities to perform in showcases with Grindstone Theatre, RapidFire Theatre and in unique offerings as a part of Victoria's Arts Season in short form, improvised soap operas, murder mysteries and roving characters.



Theatre Performance 15, 25 and 35 (Mainstage Dramatic Production)

Prerequisite: Successful audition in September.

Credits: 5 credits each

This course may be offered outside of the regular timetable.

Theatre performance is a process driven, production-based course which leads to a public performance with professional production standards. Students will master audition, rehearsal, and performance skills and strategies through to the completion of a production run as part of Victoria's Arts Season. Students will demonstrate understanding of the individual and collective arc of the rehearsal process. *Credits for Mainstage Dramatic Production 15, 25, 35 will be displayed as Theatre Performance 15, 25, 35 on official documentation.*

Musical Theatre Production 15, 25 and 35 (Mainstage Musical Production)

Prerequisite: Successful audition in September.

Credits: 5 credits each

This course may be offered outside of the regular timetable.

Musical Theatre is a process driven, production based course which leads to a public performance of a musical. Students will acquire audition, rehearsal, and performance skills in acting, singing and dancing leading to the completion of a musical production run as part of Victoria's Arts Season. Students will demonstrate understanding of the individual and collective arc of the rehearsal and performance process. *Credits for Mainstage Musical Production 15, 25, 35 will be displayed as Musical Theatre 15, 25, 35 on official documentation.*

"I am most thankful for the support I was given at Vic. Vic believed in me when I didn't even believe in myself, and I am a better person because of it."

— Jayden, Victoria School alumni

Film and stage design

Costume and Make-Up Design 10, 20 and 30

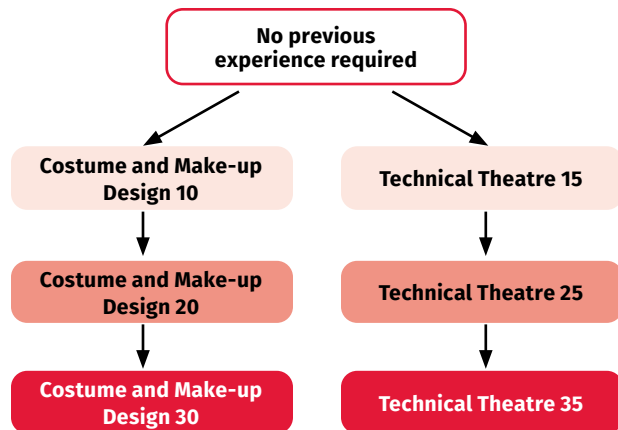
Credits: 5 credits each

Costume and Make-Up Design allows students to transfer essential creative and technical skills required for further study in visual art, theater and film industries. Divided into two areas of focus; one examining the basics of fashion design, costuming and textile arts, while the other looks at the basics of make-up application and theatrical make-up. Students progress through both streams, gaining experience with the basic tools and techniques associated with costumes and make-up. The emphasis of the course is on developing design thinking through collaboration, creativity and foundational skills as they apply to the fashion and make-up industries.

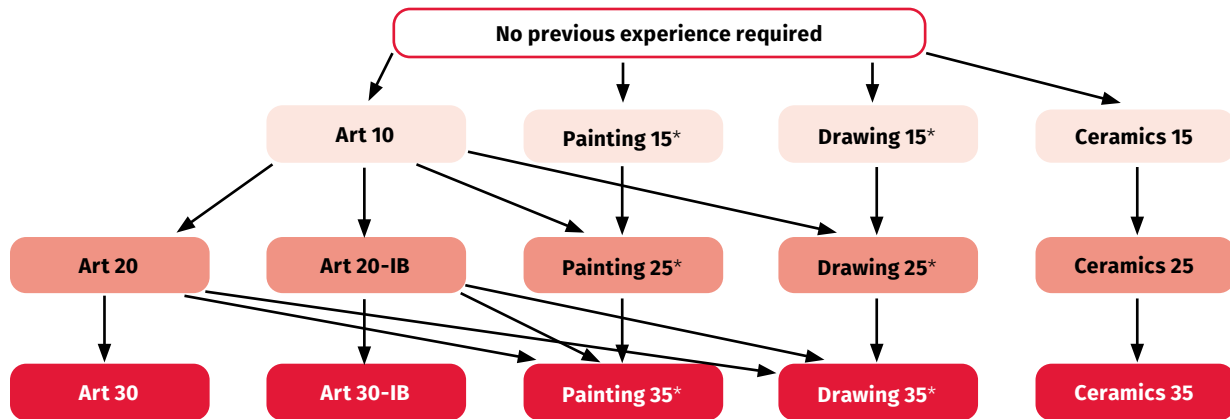
Technical Theatre 15, 25 and 35

Credits: 5 credits each

Technical Production is available as part of our Technical Theatre program. Opportunities for leadership and responsibility in crewing school events and performances are offered in the context of a professional theatre venue. Emphasis is placed on safety, preparation and execution of practical and aesthetic elements of a production. Under the mentorship of professional theatre technicians and designers, students will play a vital role in Victoria School's arts events and productions.



Visual arts



* It is strongly recommended that interested students also enrol in Art 10, 20 and 30

Art 10, 20 and 30

Credits: 5 credits each

This stream of courses is designed to give students a strong foundation in the skills and knowledge of visual art production. Students will explore various materials and processes, developing technical competence and sensitivity to materials and their use. Students will make artwork that reflects personal, cultural and historic awareness, and demonstrates independent and informed judgments about art.

Art 20 IB and 30 IB

Credits: 5 credits each

Art IB provides students with the opportunity to engage with art in a highly personalized and in depth manner. Students are encouraged to develop their creativity and technical skills while exploring how art impacts them as individuals and society as a whole. This program allows students to investigate a variety of art forms as well as developing a deeper understanding of the artistic process.

Ceramics 15, 25 and 35

Credits: 5 credits each

Students will explore and experiment with a variety of tools, processes and techniques to shape and manipulate the clay into a piece of art. Ceramics 15-25-35 engages in a variety of hand building, sculpture and wheel throwing skills, to provide opportunities for expression, critical thinking, problem solving and communication skills.

Drawing 15, 25 and 35

It is strongly recommended that interested students also enrol in Art 10, 20, 30.

Credits: 5 credits each

This course may be offered outside of the regular timetable.

Drawing courses enable students to explore the essential techniques, processes and ideas which comprise the art of drawing. Expressive and observational drawing is a separate and unique art form imbued with countless creative opportunities and challenges. Not only does Drawing challenge students to learn to actively see, then visually record, interpret and express images and ideas in varied media, it also reveals new creative horizons full of images, metaphors and poetry and expression.

Painting 15, 25 and 35

It is strongly recommended that interested students also enrol in Art 10, 20, 30.

Credits: 5 credits each

This course may be offered outside of the regular timetable.

Painting courses challenge students to investigate and develop skills and ideas in traditional and non-traditional advanced painting. Moreover, participants will develop and extend a repertoire of creative strategies and experiences unique to this art form. Explorations in the public art of mural painting as well as the non-western painting process of batik will also be addressed.

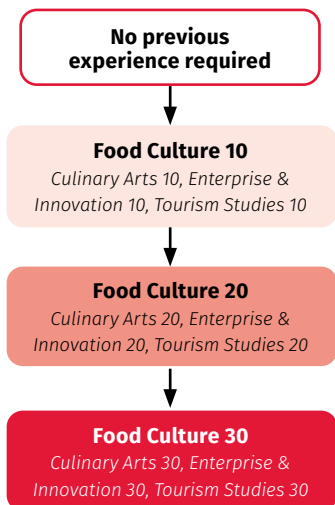
Other courses

Food culture and innovation

Food Culture 10, 20 and 30

Credits: 12 credits in Food Culture 10, 11 credits each in Food Culture 20 and 30

The Food Culture program comprises CTS modules from the Culinary Arts, Tourism Studies and Enterprise & Innovation. These courses work cumulatively together to develop students in these three essential components of food culture. Combining the necessary culinary skills, attitudes and skills of quality guest service, and the business and behind the scenes mechanics of enterprise in food service. Students are provided a well rounded experience and understanding of food culture and the moving parts that exist within the industry. They receive hands-on experience in each sector, with skills including; customer interaction with staff and peers, creating and implementing marketing and venture strategies, as well as developing their coffee and culinary skills. These combined courses provide a broader understanding of complex and interconnected operations of the food service industry.



Culinary Arts

Taken as part of Food Culture

Within the Culinary Arts courses, students will develop their culinary skills by cooking for the Canvas Café. Through these courses, students can participate in the Apprenticeship and Industry Training program and will be able to write the exam to challenge their first year apprenticeship requirements at NAIT. As part of this program, students will also receive additional certification in Food Safety and WHMIS.

Tourism Studies in Hospitality Management

Taken as part of Food Culture

In this course, students will develop the knowledge and skills needed for the ever-changing hospitality industry. This course provides students with an understanding of hospitality management using a real world hands-on experience in the Canvas Café. Students can work toward additional certification in skills recognized by the Specialty Coffee Association of Canada Chapter.

Enterprise & Innovation

Taken as part of Food Culture

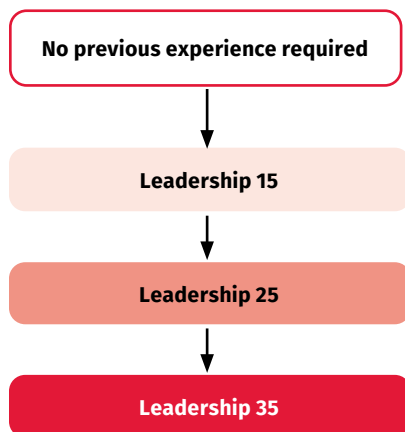
Students will gain an understanding of the elements of identifying, planning and creating business venture opportunities. This learning takes place while assessing opportunities for improvement within the Canvas Café. The goal of this course is to assist students in making connections between the fields of entrepreneurship and innovation, while situating themselves as consumers in a global marketplace.

Victoria student leadership

Leadership, Character and Social Responsibility 15, 25 and 35

Credits: 5 credit

In the Leadership, Character and Social Responsibility courses, students have the opportunity to explore areas of interest through self-selected initiative work. These initiatives provide students an opportunity to positively connect with their community. Through class conversations, activities and initiative work, students build lifelong strategies and leadership skills such as communication, conflict resolution, critical thinking, team building and time management.



“My time at Vic taught me to take risks. I’m most thankful for my peers and teachers that pushed me to get up on stage and do something I didn’t feel very confident doing, but that now sits in a place of my heart that I will cherish forever!”

— Dreyden, Victoria School alumni

In-School Work Experience 15, 25 and 35

Credits: 3 to 10 credits per level

Work Experience 15, 25 and 35 can be taken for a maximum of 10 credits each. Please note that students are only able to apply 15 of these credits toward diploma requirements. Work Experience 35 fulfills a 30 level course for an Alberta Diploma. Students can work with teachers and programs within the school to earn these credits. To enrol in Work Experience, students must meet with a counselor in Student Services. The counselor will connect the student to an off-site coordinator who will be responsible for assisting with and monitoring job placement.



Off-campus education

Off-campus education programs allow students to step outside of their high school environment to gain practical experience as they apply and expand their knowledge, skills and attitudes in contexts that will assist them in making wise decisions regarding their future education, training and employment upon leaving senior high school. Students can explore potential career options, build a portfolio for future employment and acquire credible references to be used for post secondary and job applications.

Workplace Safety Systems

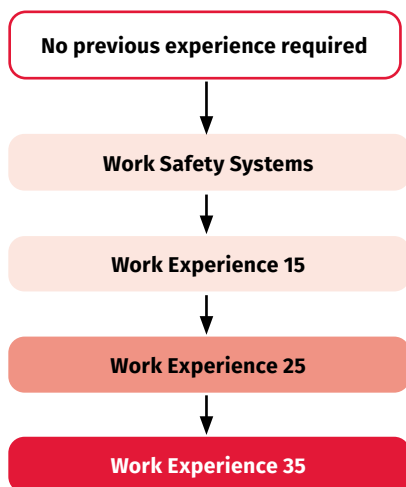
Credits: 1 credit

Students will gain knowledge, skills and attitudes related to workplace health and safety, and examine relevant legislation required in the workplace. HCS3000 is the prerequisite course for all students who are enrolled in Off Campus Education. This course is completed online and can be accessed via SchoolZone.

Off-Campus Work Experience 15, 25 and 35

Credits: 3 to 10 credits per level

Work Experience 15, 25 and 35 can be taken for a maximum of 10 credits each. Students are only able to apply 15 of these credits toward diploma requirements. Work Experience 35 fulfills a 30 level course for an Alberta Diploma. This program allows students an opportunity to earn credits for knowledge gained in the world of work through employment or volunteerism, while continuing to earn credits in regular school studies. To enrol in Work Experience, students must meet with a counselor in Student Services. The counselor will connect the student to an off-site coordinator who will be responsible for assisting with and monitoring job placement.



Campus EPSB

Campus EPSB helps students gain hands-on experience and industry credentials while they earn high school credits. Students could be at a different high school for a semester taking a course that reflects their current interests and future ambitions. Students can gain access to other Division schools that are not available due to facility design. Check out the Campus EPSB website to see the full list of offerings.



The Academy at King Edward



The Academy at King Edward high school program at Victoria School campus is one of two Division sites for students in grades 10-12 who meet criteria for Strategies programming. This program offers high school courses for students of average or above-average cognitive ability, who have been diagnosed with a learning disability. The Academy is dedicated to supporting these students through their high school career by offering courses that include a variety of strategies that are intended to support their learning needs.

Parents, students, and staff work collaboratively to develop student confidence, increase resiliency, as well as improve scholastic and social growth throughout their high school journey. The Academy is committed to helping adolescents understand their learning strengths and challenges, while developing strategies essential to becoming life-long learners. Our programming provides students with opportunities to gain control of their learning, and to support them in becoming responsible, involved members of their school and community.

Families wishing to potentially have their child attend the Academy are encouraged to work with their current Edmonton Public School administrator, to ensure that their child meets our criteria. A placement request through the Division's Special Needs Assisted Placement platform will be made in early February. Once accepted into the program, all new families are invited to work with school administration, to initiate a transition plan.

For information regarding criteria for attending the Academy at King Edward, please contact Assistant Principal Mike Fekete by phone 780-392-3553 or by email at: mike.fekete@epsb.ca.

Your high school plan

Use what you learn from this guide to make decisions about your studies for the next three years. By planning ahead, you can make sure your studies meet requirements and serve your goals and interests.

This is a listing of possible courses you may consider.

Checklist

- Choose core and option courses needed for your program*
- Have the prerequisites you need
- Consider what you need in order to apply for post-secondary studies and achieve your career goals

*Career and Life Management (CALM) and Physical Education are not core courses, but are required for an Alberta High School Diploma, so don't forget to add them to your list!

Grade 10			Grade 11			Grade 12		
COURSE	MARKS	CREDIT	COURSE	MARKS	CREDIT	COURSE	MARKS	CREDIT
English Language Arts 10-1 or 10-2			English Language Arts 20-1 or 20-2			English Language Arts 30-1 or 30-2		
Social Studies 10-1 or 10-2			Social Studies 20-1 or 20-2			Social Studies 30-1 or 30-2		
Math 10C			Math 20-1 or 20-2			Math 30-1 or 30-2		
Math 10-3			Math 20-3			Math 30-3		
						Math 31		
Science 10			Science 20			Science 30		
			Biology 20			Biology 30		
			Chemistry 20			Chemistry 30		
			Physics 20			Physics 30		
Science 14			Science 24					
Physical Education 10			Physical Education 20			Physical Education 30		
			CALM			30-level course		
						30-level course		
OPTION			OPTION			OPTION		
TOTAL CREDITS			TOTAL CREDITS			TOTAL CREDITS		
Recommended credits: 40 minimum			Recommended credits: 35 minimum			Recommended credits: 30 minimum		



10210 108 Ave NW
Edmonton AB T5H 1A8

T 780-426-3010
E victoria@epsb.ca

victoria.epsb.ca