

Hugh Sutherland School
High School Handbook

2020/2021



Dream It, Believe It, Achieve It

www.hughsutherlandschool.ca

403-337-3326

Updated: August 1, 2020

Welcome from the Administration

Welcome to Hugh Sutherland School (HSS). Please familiarize yourself with our policies and information in this handbook. The purpose of this handbook is to provide information about Hugh Sutherland School so that our students can be successful.

High School at Hugh Sutherland is an exciting, dynamic learning environment specifically designed with the needs of high school students in mind. As the administrators of HSS, we – in concert with our staff – strive to foster a caring, supportive, and success oriented environment. High school students have a unique opportunity to actively participate in our school to maintain a positive and constructive school climate.

We sincerely hope all students have a successful educational experience at HSS.

Here are a few of the many quality opportunities that we provide our students:

- Spirit Days
- School Dances
- Intramurals at Lunch
- Inter School Athletics (Starting at various grades Cross-Country, Volleyball, Basketball, Badminton and Track and Field)
- Theatrical and Musical Performances
- Concession
- Breakfast Program
- Field Trips
- Various Clubs (Chess Club, Drama Club, Library Club, Reading)
- Band/music performances
- Book Fair

Parents are encouraged to check our website (www.hughsutherlandschool.ca) regularly for special events, newsletters, forms, dress code and information about our school.

On behalf of the entire school staff, we extend a welcome to all the students and parents of our school community. We look forward to a terrific year!

Sincerely,

George Thomson

Dean Nielsen

Laura Lee Hrabok

Principal

Vice-Principal

Vice-Principal

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Mission, Vision, Inspirational - Motto, Expectations

School Mission:

Hugh Sutherland School engages every student in a meaningful, collaborative and supportive environment and empowers them to reach their full potential and become well rounded global citizens.

School Vision:

Hugh Sutherland School will be recognized as a proud, dynamic, collaborative community of learners in which all students are empowered to excel in a complex, interconnected changing world.

School Motto:

We endeavour for all of our students to be inspired during their time at Hugh Sutherland School and to:

Dream It, Believe It, Achieve It

School Expectations:

We also expect our students to be:

Responsible, Respectful and Resilient



Hugh Sutherland School Staff

Please visit: www.hughsutherlandschool.ca for a list of our staff members.

Important Dates 2020/2021

Please see our School Calendar of Events at www.hughsutherlandschool.ca for important dates

PowerSchool Parent and Student Portal

Parents and students can view grades and attendance via the PowerSchool Parent Portal. If you have yet to set up your account, please feel free to contact our office for login information and instructions.

Bell Schedule 2020/2021

Block	Time	1	2	3	4
1	8:33-9:46	Core 1	Core 1	Core 1	Core 1
FLT	9:51-10:47	Focused Learning Time	Focused Learning Time	Focused Learning Time	Focused Learning Time
3	10:52-12.03	Core 2	Core 2	Core 2	Core 2
Lunch		Lunch	Lunch	Lunch	Lunch
4	12:43-1:54	Core 3	Core 3	Core 3	Core 3
5	1:59-3:10	Complementary A	Complementary B	Complementary A	Complementary B

Alberta High School Diploma Requirements

ALBERTA HIGH SCHOOL DIPLOMA: GRADUATION REQUIREMENTS (ENGLISH)
<p>The requirements indicated in this chart are the <u>minimum</u> requirements for a student to attain an Alberta High School Diploma. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.</p>
<p>100 CREDITS including the following:</p>
<p>ENGLISH LANGUAGE ARTS – 30 LEVEL (English Language Arts 30-1 or 30-2)</p>
<p>SOCIAL STUDIES – 30 LEVEL (Social Studies 30-1 or 30-2)</p>
<p>MATHEMATICS – 20 LEVEL (Mathematics 20-1, Mathematics 20-2 or Mathematics 20-3)</p>
<p>SCIENCE – 20 LEVEL ❶ (Science 20, Science 24, Biology 20, Chemistry 20 or Physics 20)</p>
<p>PHYSICAL EDUCATION 10 (3 CREDITS) ❷</p>
<p>CAREER AND LIFE MANAGEMENT (3 CREDITS) ❸</p>
<p style="text-align: center;">10 CREDITS IN ANY COMBINATION FROM:</p> <ul style="list-style-type: none"> • Career and Technology Studies (CTS) courses • Fine Arts courses • Second Languages ❹ courses • Physical Education 20 and/or 30 • Knowledge and Employability courses • Registered Apprenticeship Program courses • Locally developed/acquired and authorized courses in CTS, fine arts, second languages or Knowledge and Employability occupational courses ❺
<p style="text-align: center;">10 CREDITS IN ANY 30-LEVEL COURSE (IN ADDITION TO A 30-LEVEL ENGLISH LANGUAGE ARTS AND A 30-LEVEL SOCIAL STUDIES COURSE AS SPECIFIED ABOVE) ❻</p> <p>These courses may include:</p> <ul style="list-style-type: none"> • 30-level locally developed/acquired and authorized courses • Advanced level (3000 series) in Career and Technology Studies courses • 30-level Work Experience courses ❷ • 30-level Knowledge and Employability courses • 30-level Registered Apprenticeship Program courses • 30-level Green Certificate Specialization courses • Special Projects 30

HSS Graduation Requirements

Graduation Cap & Gown Ceremony Policy

Participation in the Ceremony includes:

1. Students who have and are registered in sufficient credits for an Alberta High School Diploma.
 2. Students who have marks of 50% or better in all courses required for an Alberta High School Diploma on May 15th or on the first school day after May 15th.
 3. Students who have accounted for all fees and accounts at Hugh Sutherland School by May 15th.
 4. Students must be enrolled in 30 credits in their grade 12 year.
-
1. A preliminary list of grads who meet the above requirements will be posted May 15th. A final grad list will be posted June 1st. Students who are not on the June 1st list will not be able to participate in the Cap and Gown Ceremony.
-
1. Ceremonies are held in late June.
-
1. Students are required to wear dress pants (skirt or dress for girls), dress shoes, or other appropriate semi-formal attire.

Ceremonies will include awards, graduation presentations and speeches. Any grade 12 students receiving an award or scholarship from institutions outside of Hugh Sutherland are asked to inform the school so that they may be properly recognized for their achievement.

Last updated: June 2011

Scholarships and Awards

Several awards, bursaries, and scholarships are available to Hugh Sutherland School students. A list is provided on the [Guidance and Careers Website](#). Please contact the *Academic and Career Counselor* for more details.

Program Expectations-Credits Loads

To meet Alberta Education and Chinook's Edge School Division requirements for a high school diploma and graduation, a specific credit load is recommended for each year. This will provide the necessary foundation of prerequisites as well as allowing for some flexibility in the selection of courses for the grade 12 year.

Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none">• Minimum 40 Credits• No Spares	<ul style="list-style-type: none">• Minimum 40 Credits• No Spares	<ul style="list-style-type: none">• Minimum 30 Credits

Course Selection

Parents and students should discuss choices before the signed pre-registration form is completed and submitted. The decisions made will directly influence future course eligibility and indirectly career possibilities following high school. The course offerings for the next year are directly linked to the information gathered from these forms.

Course planning is an important step in reaching your educational goals. Careful consideration should be given to the following:

- High School Diploma Requirements
- Interests and past performance in school
- Plans for the future
- Prerequisite requirements

The selection of courses should be based on as much information as possible. See course descriptions at the end of this handbook.

Retroactive Credits

A student who fails a course in a subject with more than one series and a final mark no lower than 40% in Social 10-1, 20-1 or English 10-1, 20-1, Science 10, only, may proceed to the next higher course in the alternate series. (e.g. English 10-1, 20-1, 30-1 series English 10-2, 20-2, 30-2). Upon successful completion of the 20-2 or 30-2 level course, a student is eligible for retroactive credits in the prerequisite course at the 10-2 or 20-2 level (for Social, English and Science 10 to 24 only) provided credits have not already been granted in either the 10-1, 20-1 or 10-2, 20-2 series.

Guidelines for Students Entering Grade 10

Course	Grade 9 Mark	Recommended Class
Mathematics	Less than 65%	Math 10-3, 20-3, 30-3
	65%+ but difficulty with algebra	Math 10C then 20-2, 30-2
	65%+	Math 10C then 20-1, 30-1
English Language Arts	Less than 65%	ELA 10-2, 20-2, 30-2
	65%+	ELA 10-1, 20-1, 30-1
Science	Less than 65%	Science 14, 24
	65%+	Science 10 Combination of Biology, Chemistry and Physics 20/30
Social Studies	Less than 65%	Soc. St. 10-2, 20-2, 30-2
	65%+	Soc. St. 10-1, 20-1, 30-1

You should select courses related to your interests, abilities and your future occupational preference. Study habits are a very important factor in this decision. **Note:** These are recommendations and final decisions on courses are made by students and parents. However, if a student fails a course in grade nine, they may be placed by the school in the appropriate course in grade ten.

Grade Nine-Ten Transition

To ensure the success of our students as they enter grade ten, we provide an information session for our parents and students (in class). These sessions occur in April and May. Parents and students are encouraged to consult with the classroom teacher and academic guidance counselor if they have questions about the process and class selection.

Attendance Procedures

Rationale:

The administration and teaching staff of Hugh Sutherland School firmly believe a strong correlation exists between consistent student attendance and a successful learning experience. These attendance procedures exist to promote a beneficial educational experience for all students at HSS.

Further, Section 12 of the School Act requires all students to:

- (a) be diligent in pursuing the students studies;
- (b) attend school regularly and punctually.

Chinook's Edge School Division Attendance Policy also states, "The Board believes, for students at all grade levels, that regular attendance and punctuality are essential if a student is to achieve maximum benefit from his or her schooling."

Hugh Sutherland School is committed to the full implementation of the Alberta School Education Act which clearly defines student attendance as a responsibility that is shared among parents/guardians, students, teachers, principals and the school board.

Definitions:

A student will be considered truant from a class when he/she is absent from a class without the knowledge or consent of the parent or guardian and the school officials.

A. School Sign Out Procedures:

When any student leaves Hugh Sutherland school after attending for a portion of the day, the student is required to sign out at the office and provide confirmation that parent/guardian has given approval for their leaving either with a note or a phone call.

B. Late to class:

When a student is late for class, they must obtain a late slip from the office. The office will then change the student from absent to late within PowerSchool. The student must provide the late slip to their teacher in order to get back into class. The student may then be subject to individual teachers late policies.

C. Daily or Period Absences

1. **For any absences, either for a full day or for a period, a parent or guardian must excuse the absence** by phoning the HSS office by 3:30 p.m. the day of the absence.
2. If the parent or guardian has not phoned by 3:30 p.m. to excuse the student's absence, the school auto dialer (Alert Solutions) will phone home with a notification message.
3. The parent or guardian needs to phone the school leaving a message or speak to the office directly to excuse the absence before 8:40 the next morning. The parent may also provide the student with a signed note by the parent or guardian excusing the absence which is submitted to the office before 8:40 the following morning.
4. **If the parent does not phone the day of the absence, or phone the next morning, or provide the student with a note for the following morning, the student will be called out of class that morning** and given until the end of the day to provide the office with verification that their parent has excused their absence from the previous day. **The student will be informed by the office that if they fail to get their absence excused that day, they will receive a noon detention the next day.**
5. **If verification has not been provided** by 8:40 the following morning, the student will be again called out of class, informed that they are considered truant for this previous absence and **the student will be issued a noon detention for that day.**
6. If a student receives **3 detentions** within a course, they will be issued an **in school suspension** and parents will be contacted by the office.
7. If a student continues to receive detentions for truant behavior, more in school suspensions will be issued and parents will be requested to attend a meeting at the school.
8. Students who repeatedly use class time to obtain verification for excused absences will be assigned a noon hour or after school detention.
9. **Students are responsible for any missed assignments or exams during an absence.**

D. Chronic Absenteeism:

1. **Parents of students who are absent 5 times** within a course with either excused or unexcused absences **will be notified by the course teacher.** The course teacher will notify administration detailing the contact.
2. Students who are **absent 10 times** within a course with either excused or unexcused absences **will be required to attend a meeting with parents, school administration and subject teachers.** Pending the results of that discussion, the student may be placed on an attendance/performance contract, or removed from the course.

Provincial Exams

Provincial Diploma Exams

Students are required to write the Provincial Diploma Exam for English Language Arts 30-1, English Language Arts 30-2, Biology 30, Chemistry 30, Physics 30, Mathematics 30-1, Mathematics 30-2, Social Studies 30-1 and Social Studies 30-1.

Effective September 1, 2015, Provincial Diploma Exams are worth **30%** of the student's final grade.

If students have questions about a rewrite or re-scores for diplomas, they should consult with the Academic Guidance Counselor.

More information related to Provincial Diploma Exams can be found at:

[Diploma Exams Alberta](#)

Provincial Achievements Tests

Grade 9 students write Provincial Achievement Tests in English Language Arts, Mathematics, Science and Social Studies.

Dates and times for Provincial Exams are posted on the [Alberta Education website-Provincial Exams](#) and the [HSS Guidance and Careers website](#).

MyPass

Alberta Education has a secure, self-service website for high school students to:

- view and print diploma exam statements
- order official high school transcript and view unofficial high school transcript
- view progress towards a credential (high school diploma, dual credit program, etc.)

Alberta Education's MyPass site can be found at:

<https://public.education.alberta.ca/PASI/myPass>

There is approximately a two week wait for an activation code, so register early.

If you have difficulty accessing the site, please ask our Academic Guidance Counselor for assistance.

Behaviors for Success

Restricted Substances

The school believes student use of alcohol and non-prescription drugs is detrimental to the learning process and is therefore prohibited on school property or during school-related activities.

Students who are suspected of being under the influence of alcohol or non-prescription drugs while in attendance at school or a school-sponsored activity shall be immediately reported to the Principal. The Principal shall segregate the student from the rest of the student body and take additional appropriate actions including suspensions as required. The Principal shall ensure that the health and safety of the students is protected. The incident shall be recorded and the parent advised.

Students observed in possession of alcohol or non-prescription drugs while in attendance at school or a school-sponsored activity shall be suspended by the Principal and it may be recommended to the Superintendent that the student be expelled. The incident shall be recorded and the parent advised of the incident.

A student observed in the act of providing alcohol or drugs to another student shall be reported immediately to the Principal. The Principal shall suspend the student and may recommend to the Superintendent that the student be expelled. The incident shall be recorded and the parent and the Superintendent shall be advised of the incident.

This includes e-cigarettes.

Dress Code

Students are expected to dress in a manner that is appropriate to a learning environment.

Dress which overtly exposes the anatomy is inappropriate.

Clothing that contains negative or obscene slogans are also considered to be unacceptable. These may include references to drinking, alcohol advertising, drug use, violence, prejudicial in any manner, or are of a sexual nature.

Students will be asked to either change (at school or home) or cover-up. Students must not wear the article to school in the future. Generic T-shirts are available in the office.

Student Code of Conduct

Students at HSS are to:

- follow directions of all staff

- demonstrate consideration, courtesy and respect for others' rights and property. No hitting, put-downs, name-calling or other behaviors are allowed.
- dress appropriately
- use appropriate language
- demonstrate respect for the learning of others
- respect school building and property

Major Offenses

The following are considered major offenses:

- Wilful disobedience/defiance of authority
- Harassment of others- Includes bullying (physical, verbal), sexual harassment, and demonstration of racial or religious intolerance.
- Vandalism and theft
- Possession or use of drugs or alcohol
- Fighting, violence or threat of violence
- Chronic or blatant truancy
- Conduct injurious to the moral tone of the school
- Aggressive, extreme or excessive use of inappropriate language or gestures
- Repeated minor offences (see definitions on next page)

Note: Sexual harassment is considered a major offence under our school discipline policy. We have a responsibility to create a safe and harassment-free environment. All incidences of this nature should immediately be reported to administration for investigation.

Sexual harassment can be either verbal or physical with sexual overtones, including:

- Undermining dignity through embarrassment, discomfort, or humiliation.
- Telling sexual jokes, displaying material of a sexual nature or using suggestive gestures.
- Using sexually derogatory or degrading words.
- Making innuendos, propositions or demands of a sexual nature.
- Pinching, patting, rubbing or other physical contact.

Repeated minor offences can include:

- Repeated minor in-class behaviour infractions
- Hallway or outside infractions (staff deal with any that come up)
- Late To Class violations – determined by classroom teachers (staff are to be in the classroom at by the start bells, preferably at the door – close door to begin class when the bell rings). Lates will be recorded on the attendance program.
- Parking lot violations (driving carefully/parking safely)
- Smoking Policy violations
- Hat Policy violations

- Organizational violations (constant problems)
- Dress Code violations
- Swearing in hallway/classroom (Staff will deal with all swearing they hear and determine severity)
- Use of skateboards/bicycles/scooters/rollerblades on school property
- Cell Phones: Grade 9-12 – Turned off in classrooms.

Bullying Policy

Hugh Sutherland School must be a safe place for all of our students. These are examples of inappropriate conduct:

- | | | |
|---------------|-----------------|-------------|
| -name calling | - harassment | - put downs |
| -taunting | - rough housing | - threats |
| -intimidation | - gossip | - rumors |

“Don’t put others down to try and build yourself up!”

Teacher and Administrator Responsibilities:

- If a child reports bullying have them fill out a Bullying Incident Report (see next page).
- Have student take the report to their classroom teacher to be initialed.
- Administrators will investigate and take appropriate action.

Consequences

- Use of HSS Consequence List
- Administrators will inform parents.

Victim and Witness Responsibilities

1. Be assertive- Ask them to stop
2. Warn them that you will tell someone
3. Walk away
4. Look around for people who have witnessed it - they can help you report the incident.
5. Tell Someone - a staff member, administration, or fill out an anonymous Bullying Incident Report form available at the office.
6. Talk it over with a friend
7. Let your parents know about the situation and explain the steps you have followed to report it to the school

Damage to School Property

Students are held responsible for all unnecessary or avoidable damage to school property, including damage to textbooks. The school policy requires that students or parents pay for repairs or replacements. All cases of intentional vandalism will be dealt with as a major offence.

Student Services: Academic and Career Guidance

The role of the academic and career guidance counsellor is to provide assistance to the students of Hugh Sutherland School in the following areas:

Academic	Career
<ul style="list-style-type: none"> ● Academic success and intervention for ALL high school students ● Liaison between parents, students and the school for academic concerns ● High School scheduling, enrolment of students, etc. ● Ensure each high school student is enrolled in a program suitable to needs, abilities, etc. ● Work to provide systems, structures and supports to ensure all high school students excel and exceed potential, providing students with the skills and knowledge they will need to be self-sufficient, successful adults. ● Monitoring and interventions for struggling students. ● Effective transition of students from middle school to grade 9, grade 9 to high school, and high school to postsecondary (education/work, etc.) ● Advise on other academic matters and concerns 	<ul style="list-style-type: none"> ● Career decision making and goals ● Communication of career information between students, parents and school ● Post-secondary information and application forms ● Scholarships and Financial Aid ● Implementation and coordination of career exploration for students (MyBlueprint, post-secondary institutions)

Off Campus	Teacher Support	Career Connections
<ul style="list-style-type: none"> • Work Experience • RAP • Green • Dual-Credit 	<ul style="list-style-type: none"> • Provide advice and assistance as it relates to student success • Proactive actions to ensure student success 	<ul style="list-style-type: none"> • Liaise with CC Assistant

Role of School Administration

Mrs. Hrabok	Mr. Nielsen	Mr. Thomson
Elem (Gr. 3-6) Administrator	Jr. High (Gr. 7-8) Administrator	HS (Gr. 9-12) Administrator
Elem. Levels Meetings	Jr. High Levels Meeting	HS Levels Meetings
General Staff Meetings	Inclusive Education Admin.	General Staff Meetings
Instructional Leadership	Support Staff Meetings	Instructional Leadership
Elem. Curriculum Implementation	Jr. High Curriculum Implementation	HS Curriculum Implementation
CTF Curriculum	Instructional Leadership	High School Redesign
LST Learning Services	LST Student Services	Budget/Purchasing
CES/HSS Transition	CES/HSS Transition	CES/HSS Transition
3 Year Plan	3 Year Plan	3 year Plan
School Goal Development	General Staff Meetings	School Goal Development
Growth Plans	Growth Plans	Growth Plans
Professional Development- Elem	Professional Development- Support Staff & Jr. High	Professional Development- HS
Elem Discipline/Attendance	Jr. High General Discipline/Attendance	HS Discipline/Attendance
Technology		Future Schooling in Carstairs
Elem Timetable/Schedules	Jr. High Timetable/Schedules	HS Timetable/Schedules
Elem Report Cards	Jr. High Report Cards	HS Report Cards
Elem PT Interviews	Jr. High PT Interviews	HS PT Interviews
Diploma (gr. 12) and Achievement (gr. 6 & 9) Exam Administration	Literacy Development	Diploma (gr. 12) and Achievement (gr. 6 & 9) Exam and Administration
Elem Communication	Jr. High Communication	HS Communication
New Teacher Orientation	New E/A Orientation	New Teacher Evaluation
School Emergency/Safety		Hiring of Staff

SLA organization and implementation		New Gym Construction and Budget
Elem Supervision Schedule	Jr. High Supervision	HS Supervision Schedule
School (Parent) Council	School (Parent) Council	School (Parent) Council
Developing Exemplary Instruction	Developing Exemplary Instruction	Developing Exemplary Instruction

Focussed Learning Time

Focussed Learning Time at Hugh Sutherland School

Target:

- Provide every child with the additional time and support needed to learn at high levels
- Ensure all students have the knowledge and skills necessary to master essential outcomes
- To provide students choices around their own learning in order for them to take more ownership and responsibility for their own success
- Allow students more flexibility in pursuing their interests and passions
- Ensure all students have the knowledge and skills needed to succeed in the global economy after completing high school (high school + plus)

Please see the [Focussed Learning Time Handbook](#) for additional information.

Off Campus Learning

Off Campus Learning provides students with a diverse range of experiences that cannot be offered in a traditional school. *Off Campus Learning* enables students to earn credits, further their education goals, while focussing on a career path.

Eligibility

- Nearing completion of Grade 10
- Completion of FIVE CTS Credits
- Completion of HCS3000: Workplace Safety Systems

Work Experience

The main function of the work experience program is to provide direction for career choices through use of the community as a realistic learning resource and by making students more employable because of increased entry level job skills.

Special Projects

Special Projects credits are designed to recognize work undertaken by students in grades 11 and 12 which are not part of the regular curriculum or programs being offered in the school.

Green Certificate

The Green Certificate Program provides trainees with opportunities to enter a variety of agriculture-related, structured learning pathways as a part of their senior high school program and to earn a credential leading to a career in agribusiness.

RAP: Registered Apprenticeship Program

A Work Experience program specifically for giving students an opportunity to get a head start in the trades.

Dual Credit

Numerous dual credit opportunities exist that allow students to receive high school credits and post-secondary credentials.

Technology-Bring Your Own Device

Bring Your Own Device (BYOD) Fact Sheet

- **BYOD** had quickly become the norm for many classrooms across the province and in our school division. Allowing personal devices into our classrooms helps personalize and enhance learning for our students. Students also develop a stronger sense of digital citizenship.
- **Google for Education** - is already our common platform for our students and staff. It's easy to use and cost effective. Many students and staff are already using it because they have access to amazing tools anytime, from anyplace. Here are 3 things we would like all students, parents, and staff to know about Google for Education:
 - Google for Education is an internet based application that provides safe and secure access to applications such as word processing, document sharing and storage, video, audio, presentations, spreadsheets, and email.
 - Chinook's Edge School Division has been using Google for Education for the past 7 years. Like most school divisions in Alberta, we have a legally binding contract with Google to ensure that student and staff information remains safe and secure according to our [Information Security Procedures](#).
 - Student's last names are not used or displayed. For example, Jane Ethel Doe's username will be jed4321@cesd73.ca and her profile will list her as Jane Unknown.
- **Chromebooks** - are the devices that Hugh Sutherland School is recommending for our BYOD classrooms. Here are 5 things we'd like all students, parents, and staff to know about Chromebooks:
 - Chromebooks are, on average, approximately one-third of the cost of traditional laptops. They serve as a simple and affordable option for teachers and learners. Chromebooks operate on the Chrome operating system and are designed to be used while connected wirelessly to the Internet.
 - Chromebooks support the majority of web-based applications, and allow students access to thousands of free apps through Google Chrome. Students safely store their data remotely using Google Drive. Students can print at school through Google Print.
 - Although Chromebooks do not allow the downloading of specific games or software, (i.e. Microsoft Office), they offer thousands of viable alternatives in Google Apps for Education.
 - Chromebooks can be purchased through many local retailers - both in stores and online. Common examples of Chromebook manufacturers are Samsung, Dell, and HP.

- **Other Laptops and Tablets** - can also be used in our BYOD classrooms as long as they meet the following basic standards:
 - ❑ 2G of RAM - Webcam - QWERTY U.S. Keyboard or keyboard function.
 - ❑ Compatibility with both 802.11n and 802.11ac wireless networks.
 - ❑ Battery life of 5 hours or longer - as charging stations are limited in classrooms.
 - ❑ Capability of running Chrome browser.

- **Participation in BYOD** is required for our Grades 9-12 students. If you have questions or concerns about how the device may be used or are unable to obtain a device, please talk to the classroom teacher and/or Mr. Nielsen.

- **Security, Maintenance, and Charging** - of personal devices is the student's responsibility.

- **Responsible Use of Technology** - remains a focus in our schools. As such all students and staff are expected to follow the expectations outlined in our [CESD Technology Responsible Use](#) document (link under the technology section of our website). Additional classroom procedures for personal devices may also be developed by teachers in BYOD Classrooms.

Learning Commons

Hugh Sutherland's Learning Commons consists of

- Student study and collaboration space (tables and soft seating)
- Inquiry materials and assistance
- Fiction and nonfiction books
- Support for technology

Learning Commons Use:

- All 3-12 students have access to the learning commons
- When using the learning commons, students are asked to be focussed on learning activities and be respectful (sound, movement, etc.) of other students using the facility.

Alberta Education describes a learning commons as a common, or shared, learning 'space' that is both physical and virtual. It is more a perspective than a "place." A learning commons perspective supports a student-centred approach that emphasizes active and collaborative engagement and encourages the co-creation of knowledge by all learners.

A learning commons provides individual, small and large group space, either physical and/or virtual, for instruction, social/collaborative learning, and production and presentation. It also promotes global and cultural understanding as students collaborate with their local and broader community to investigate and create solutions to complex problems.

Learning Centre

Occasionally, high school students may need to complete courses outside the regular classroom. The Learning Centre provides students the ability to get back on track in their academic studies. There are approximately 10 spaces in the Learning Centre each block. Students that have failed a course, and need to recover the credits for that class, will have first priority for spaces in the learning centre. Attempts will be made to place students retaking a course in a classroom with a teacher, not the Learning Centre.

Nut-Sensitive Environment

As a school community, we will work together to ensure the safety of all students. We ask the entire HSS community to assist in this effort to keep children with food allergies safe. Common areas and classrooms will be declared Nut Free Zones.

School Fees

All school fees must be paid in full or a payment plan established before students will be allowed to participate in extracurricular activities such as field trips, athletics, dances, and Cap & Gown Graduation Ceremonies. Please contact the office at 337-3326 if you would like to set up a payment plan.

Crisis Procedures

Chinook's Edge School Division and HSS have an extensive Crisis Procedure in place that was developed to ensure that students and staff understand and practice various emergency situations. Although no procedure is fool proof, it is the expectation of school administration that students understand the gravity of possible natural disasters and intruder alerts and practice the procedures that may save lives.

Student Parking

High School students are asked to park in the east parking lot. The rows with plug-ins are reserved for HSS staff.

Student Lockers

All students from grades 9 to 12 are assigned a school locker. There is a one time cost of \$10 for a lock. This lock is used throughout the student's time as HSS. Users are personally responsible for any damage or loss of locks or damage to lockers. Any items posted on or in lockers must be appropriate for a school setting.

Extra-Curricular

Students at HSS have a wide variety of activities to choose from during the course of the year. Here is a list of the choices that have offered over the last few years:

Athletics:

- Volleyball, golf, cross-country running, basketball, badminton, curling, track, and girls soccer

Clubs:

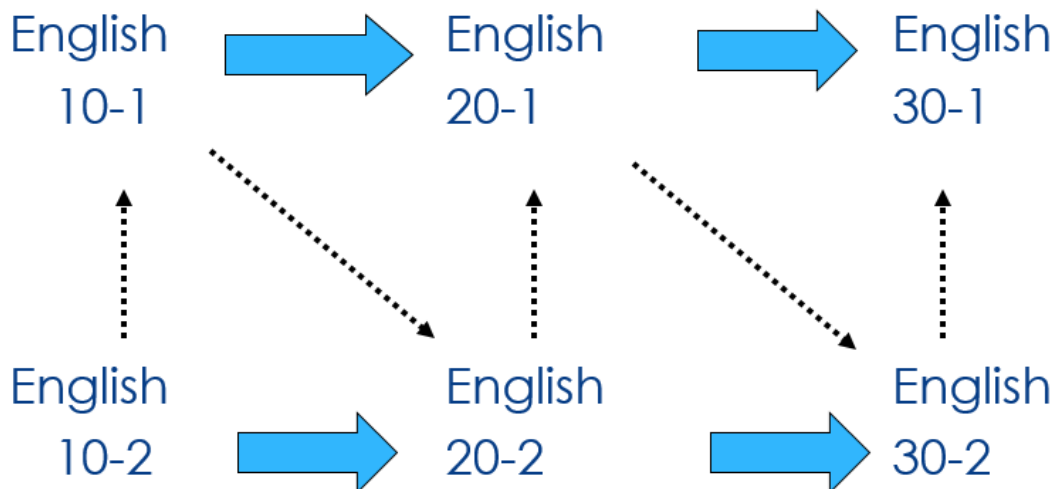
- Double Trouble, SADD, Chess, Drama, Magic

Other:

- School dances, ski trips, PARTY Program, First Aid, 30 Hour Famine, Wake-a-thon

Course Descriptions

English Language Arts



English Language Arts 10-1 (5 Credits)

Prerequisite: 50% in Grade 9 Language Arts

Recommended: 65% in Grade 9 Language Arts

This course is based on the Common Curriculum Framework for K-12 English Language Arts. Western Canadian Protocol for Collaboration in Basic Education. It replaces English 10 in the academic 10-20-30 series normally leading to university programs. Students will study short stories, nonfiction, poetry, a Shakespearean play and/or a modern play, a feature film, and a novel.

English Language Arts 10-2 (5 Credits)

Prerequisite: None

English 10-2 is a comprehensive course in Language Arts. It looks at various forms of text, including short stories, poems, novels, films and a variety of non print media. During this course you will practice the actual writing process, learn the elements of writing, try various types of writing and apply the rules of writing to your work. As well, different types of communications will be looked at including journal writing, reflective essays, descriptive and observational writing, biographies, eyewitness accounts, recording of oral histories, letters, speeches, business letters, technical writing, interviewing, video, radio and visual arts.

English Language Arts 20-1 (5 Credits)

Prerequisite: English 10-1 or 50% in English 20-2

Recommended: 65% in English 10-1 or 65% in English 20-2

English 20-1 is the prerequisite for English 30-1. A minimum of one third of the texts studied are authored by Canadians. Students will improve the communication skills in six areas: reading, representing, speaking, listening, viewing and writing.

English Language Arts 20-2 (5 Credits)

Prerequisite: 50% in English 10-2 or 10-1

Students will improve their reading and writing skills with continued emphasis being placed on speaking, representing, listening and viewing. A minimum of one third of the texts studied are authored by Canadians. Students will further their applied academics program with practical reading and writing. Students will be encouraged to use technology in their work.

English Language Arts 30-1 (5 Credits)

Prerequisite: 50% in English 20 or 50% in English 30-2

Recommended: 65% in English 20-1 or 30-2 and to be taken in the grade 12 year.

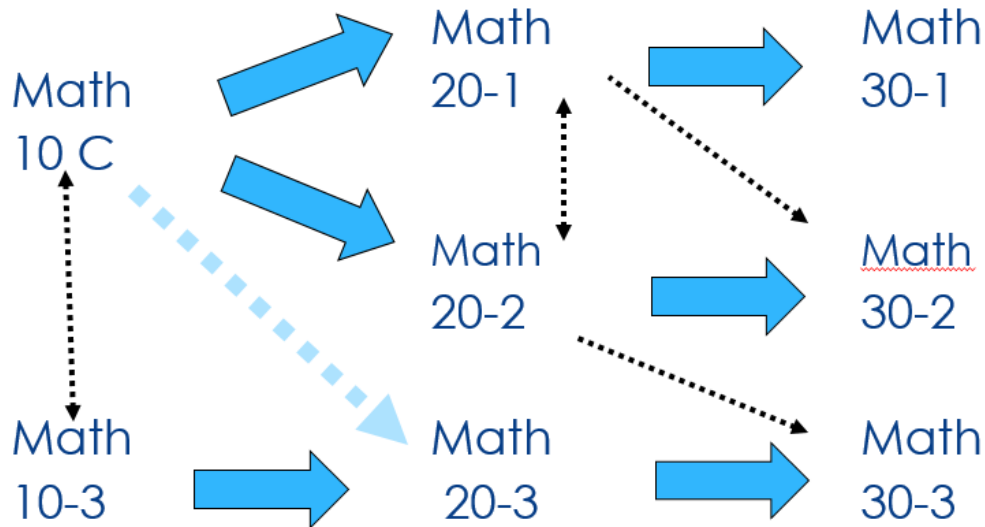
English 30-1 is an academic course. It is intended for mature students who plan to continue their formal education beyond high school, and for others who have had success in prerequisite courses. There is emphasis on the ability to write. Literature study focuses not only on the literal level of meaning, but on genre, style and criticism. Students must be prepared to read outside of class time. Speaking, representing and viewing also have a place in this course. At the conclusion of English 30, successful students will be prepared for university humanities courses. This course has a diploma exam which accounts for 30% of the final grade.

English Language Arts 30-2 (5 Credits)

Prerequisite: 50% in English 20-2 or 20-1

In English 30-2, the six communication skills will be improved. Emphasis again will be on reading and writing. A minimum of one third of the texts studied are authored by Canadians. Students will be asked to analyze and synthesize ideas derived from reading. Upon successful completion of this course, students should be able to communicate effectively in personal and business related situations. This course has a diploma exam which accounts for 30% of the final grade.

Mathematics



In order to meet the graduation requirements in Alberta, students are required to successfully complete a 10-level mathematics course (10C or 10-3) and a 20-level mathematics course (20-1, 20-2, or 20-3).

Math 30-1 and Math 30-2 have a diploma exam worth 30% of the overall grade. There is no diploma exam for Math 30-3.

A student must pass Math 9 to enrol in Math 10C. Math 10C is the prerequisite for both Math 20-1 and 20-2.

Each post-secondary institution determines its own specific mathematics entrance requirements, if any. It is best to consult with mathematics teachers and the guidance counselor when selecting mathematics courses.

Mathematics 10C (5 Credits)

Prerequisite: 50% in Math 9

Recommended: 65% in Math 9

Algebraic reasoning is the focus of this course, as it is a necessary foundation skill and concept for future courses. Topics include trigonometry, polynomial operations and equations, linear relations and functions, and systems of equations.

Mathematics 10C is the prerequisite for Mathematics 20-1 and 20-2.

Mathematics 10-3 Prep (Grade 9)

Our goal is to help all students develop a strong foundation of math skills that will help them succeed in high school and beyond.

This Math 10-3 prep course is specifically designed to prepare your child with the prerequisite skills they will need to be successful in Math 10-3.

Enrollment in the Math 10-3 prep course will impact the Math 9 Provincial Achievement Test. Students who participate in the Math 10-3 prep course will write an alternate exam since they will not have covered all of the material on the Math 9 PAT. As Chinook's Edge School Division has made a decision to not write PATs in the 2020/21 school year, this will not apply.

Mathematics 10-3 (5 Credits)

Prerequisite: None

This course is designed for students planning to enter the workforce immediately after high school. This course includes topics such as finance, geometry, measurement and trigonometry..

Mathematics 20-1 (5 Credits)

Prerequisite: 50% in 10C

Recommended: 65% in Math 10C

Mathematics 20-2 (5 Credits)

Prerequisite: 50% in Math 10C

Recommended: 65% in Math 10C

Mathematics 20-3 (5 Credits)

Prerequisite: 50% in Math 10-3

Mathematics 30-1 (5 Credits)

Prerequisite: 50% in 10C

Recommended: 65% in Math 10C

Mathematics 30-2 (5 Credits)

Prerequisite: 50% in Math 10C

Recommended: 65% in Math 10C

Mathematics 30-3 (5 Credits)

Prerequisite: 50% in Math 10-3

Mathematics 31 (5 Credits)

Prerequisite:

Physical Education

Physical Education 10 (5 Credits)

Prerequisite: None

Physical Education 10 is compulsory for grade 10 students. The main emphasis is to encourage students to develop a positive attitude toward physical activity. Activities include a variety of team and individual sports and games as well as dance and gymnastics. Students are also introduced to the various aspects of nutrition and heart health including CPR and various training principles. *PE 10 is a mandatory course required for graduation*

Physical Education 20 (5 Credits)

Prerequisite: 50% in PE 10

Recommended: 65% in PE 10

Leadership and a positive attitude towards physical activity are emphasized in PE 20. Students continue to participate in a variety of activities including dance and gymnastics. Students continue to learn about nutrition plans and training principles.

Physical Education 30 (5 Credits)

Prerequisite: 50% in PE 20

Recommended: 65% in PE 30

Leadership is taken a step further in PE 30 as students will teach skills to younger classes as well as help coach younger athletes. Learning how to set up and run a tournament are also part of this course. They also cover stress reduction and effects of performance enhancing substances. In addition, students participate in a wide variety of games and activities.

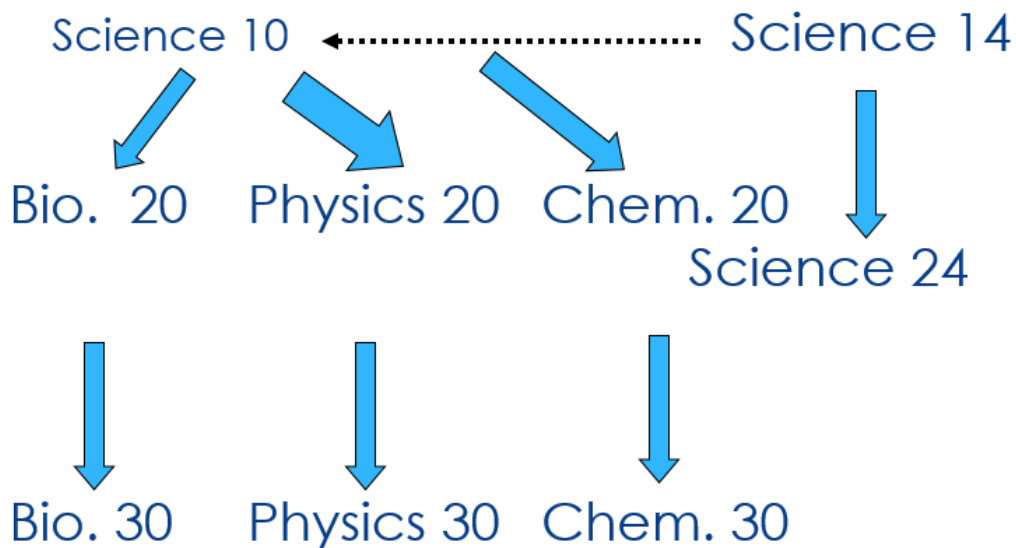
Career and Life Management 20 (3 Credits)

Prerequisite: None

The aim of CALM is to enable students to make well-informed decisions and choices in all aspects of their lives and develop behaviours and attitudes that contribute to the well-being and respect of self and others, now and in the future. CALM is the core course for health literacy at the senior high level in Alberta.

**a mandatory course required for graduation*

Sciences



Science 10 (5 Credits)

Prerequisite: 50% in Science 9

Recommended: 65% in grade 9 Science

Science 10 is the prerequisite for Biology 20, Chemistry 20 or Physics 20. Students entering grade 10 who need a 30 level science course for their career choice must take Science 10. This course is a general science covering aspects of biology, chemistry and physics with emphasis on technical applications. To continue the specialized 20 levels (biology, chemistry, physics) a recommended mark of 65% or more should be achieved.

Science 14 (5 Credits)

Prerequisite: None

This course is designed for students who had difficulty with science at junior high level. A student with less than 50% in grade 9 science, will be registered in Science 14. Topics covered in Science 14 are: Systems of the Human Body, Household Science, Investigating the Environment, Understanding Technology, and an elective unit which the teacher chooses.

Science 24 (5 Credits)

Prerequisite: 50% in Science 14

The topics covered in Science 24 include: Disease, Energy Consumption, Material we use, Safe Transportation and an elective unit the teacher chooses.

Biology 20 (5 Credits)

Prerequisite: 50% in Science 10

Recommended: 65% in Science 10

Biology 20 is basically composed of four units: The Biosphere, Cellular Matter and Energy Flows, Matter and Energy Exchange in Ecosystems, Matter and Energy in the Human Organism.

Biology 30 (5 Credits)

Prerequisite: 50% in Biology 20

Recommended: 65% in Biology 20

Biology 30 is a course designed to build upon Biology 20 by studying systems regulating change in human organisms, reproduction and development, cell division and gene frequencies in populations and communities. This course has a diploma exam which accounts for 30% of the final mark.

Chemistry 20 (5 Credits)

Prerequisite: 50% in Science 10

Recommended: 65% in Science 10

Chemistry 20 requires a solid background in nomenclature, chemical reactions and mole calculations. The four units are: Matter and Solutions, Gases, Quantitative Calculations in Chemical Relationships, and An Introduction to Organic Chemistry.

Chemistry 30 (5 Credits)

Prerequisite: 50% in Chemistry 20

Recommended: 65% in Chemistry 20 and successful completion of Math 20-1 or 20-2

Chemistry 30 expands on the concepts and skills relating to systems and energy and change introduced in Science 10 and Chemistry 20. Equilibrium and matter are introduced as well. The units of study are: Thermo-Chemistry, Electrochemistry Change, Equilibrium, and Acids and Bases. Quantitative calculations are emphasized. This course has a diploma exam which accounts for 30% of the final mark.

Physics 20 (5 Credits)

Prerequisite: 50% in Science 10

Recommended: 65% in Science 10 & Math 10C

Physics is the most mathematical of the 20-level science courses. The topics studied include: Kinematics, Dynamics, Circular Motion, Work & Energy, Oscillatory Motion, and Mechanical Waves.

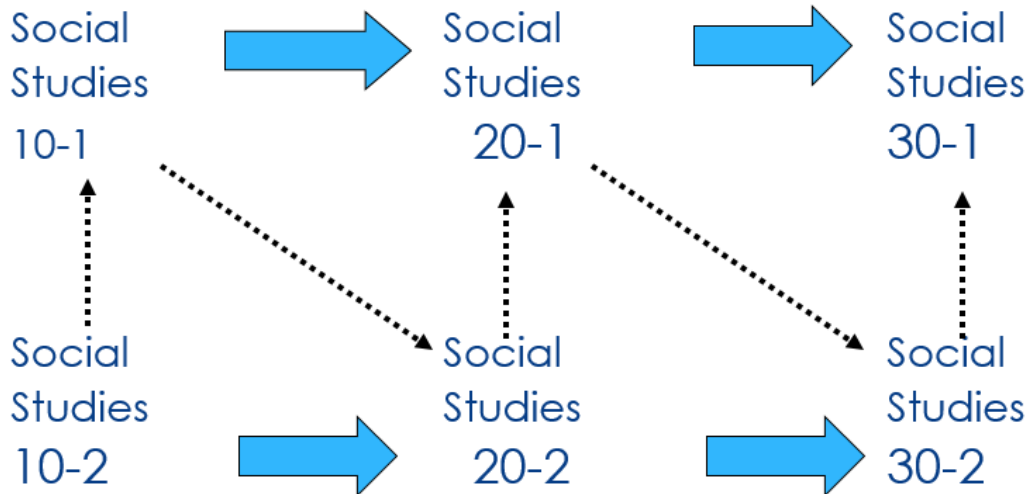
Physics 30 (5 Credits)

Prerequisite: 50% in Physics 20

Recommended: 65% in Physics 20 and the successful completion of Math 20-1

This course is devoted largely to mathematical and logical processes involved in problem solving in the fields of momentum and impulse, electric & magnetic forces and fields, electromagnetic radiation, and atomic physics along with some consideration of the important philosophical problems in these fields. A survey of modern physical theories is included. This course has a diploma exam which accounts for 30% of the final mark.

Social Studies



Social Studies 10-1 (5 Credits)

Prerequisite: 50% in Grade 9 Social Studies

Recommended: 65% in Grade 9 Social Studies

Students will explore multiple perspectives on the origins of globalization and the local, national, and international impacts of globalization on lands, cultures, economies, human rights, and quality of life. Students will examine the relationships among globalization, citizenship, and identity to enhance skills for citizenship in a globalizing world. The infusion of multiple perspectives will allow students to examine the effects of globalization on peoples in Canada and throughout the world, including the impact on Aboriginal and Francophone communities.

Social Studies 10-2 (5 Credits)

Prerequisite: None

Students will explore historical aspects of globalization as well as the effects of globalization on lands, cultures, human rights and quality of life. Students will explore the relationships among globalization, citizenships, and identity. The infusion of multiple perspectives will allow students to examine the effects of globalization on peoples in Canada and other locations, including the impact on Aboriginal and Francophone communities. Students will develop skills to respond to issues emerging in an increasingly globalized world.

Social Studies 20-1 (5 Credits)

Prerequisite: 50% in Social Studies 10-1

Recommended: 65% in Social Studies 10-1 or Social Studies 20-2

Students will explore the complexities of nationalism in Canadian and international contexts. They will study the origins of nationalism and the influence of nationalism on regional,

international and global relations. The infusion of multiple perspectives will allow students to develop understandings of nationalism and how nationalism contributes to the citizenship and identities of peoples in Canada.

Social Studies 20-2 (5 Credits)

Prerequisite: 50% in Social Studies 10-1 or 10-2

Students will examine historical and contemporary understandings of nationalism in Canada and the world. They will explore the origins of nationalism as well as the impacts of nationalism on individuals and communities in Canada and other locations. Examples of nationalism, ultranationalism, supranationalism and internationalism will be examined from multiple perspectives. Students will develop personal and civic responses to emergent issues related to nationalism.

Social Studies 30-1 (5 Credits)

Prerequisite: 50% in Social Studies 20-1

Recommended: 65% in Social Studies 20-1 or Social Studies 30-2, and that the course be taken in the student's grade 12 year.

Students will explore the origins and complexities of ideologies and examine multiple perspectives regarding the principles of classical and modern liberalism. An analysis of various political and economic systems will allow students to assess the viability of the principles of liberalism. Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues. Students will be expected to have strong reading and writing skills. Awareness of current affairs is a social studies expectation. The course has a diploma exam, which is worth 30% of the final mark.

Social Studies 30-2 (5 Credits)

Prerequisite: 50% in Social Studies 20-2 or 20-1

Students will continue to improve their Social Studies skills through the consideration of conflict and cooperation within the context of the ideological systems of the 20th century. Social Studies 30-2 is an activity based course in which an awareness of current affairs is an expectation. This course has a diploma exam which accounts for 30% of the final mark.

CTS Courses

A “strand” is a group of modules. The following CTS strands have typically been offered at HSS:

Cosmetology

This course sequence enables students to develop a broad skill set and interest in cosmetology, esthetics, and design. Students will cultivate their skills and abilities with hair styling and design, make up for beauty, stage and screen, skin care and health, fashion and costuming, and nail care and art.

Media Arts

Media Arts allows students to use digital media to express their imagination and creativity. In both independent and group projects, students will create a range of digital productions, including: digital photography, posters, audio tracks, web pages and a range of video productions.

Foods

This course sequence enables students to develop a broad interest in foods in such a way that they are motivated to continue practicing and learning about food. Students will cultivate their individual talents and interests through the study of Food Basics, Contemporary Baking, Meal Planning I, Fast & Convenience Foods, Snacks & Appetizers and Canadian Heritage Foods, among other areas of study. Additionally, students will be introduced to the lifelong skills required to purchase and prepare meals and snacks for themselves throughout their lives.

Athletic Therapy

Athletic Therapy is a three credit class that comprises the following CTS modules: HCS1050 Musculoskeletal System, REC1020 Injury Management 1, and REC1030 Technical Foundations for Injury Management. Students will gain the knowledge, skills, and attitudes necessary for managing athletic injuries. They will learn about the anatomy and function of the musculoskeletal system and how to tape and wrap various body parts.

Sports Performance

This course allows students to explore learning in the Health, Recreation & Human Services CTS pathways. A variety of modules related to sport performance and occupational areas of health and fitness are offered for students to take based on their interests. Each module is worth 1 credit and should take approximately 6 weeks to complete or 18-25 hours. The course is extremely self-directed. With teacher facilitation, students work at their own pace to complete course assignments and projects. Some courses that have certification attached to them will have an extra cost attached which goes directly to the certifying organization. Each student is expected to complete a MINIMUM of 3 modules in one semester.

LEVELS OF ACHIEVEMENT

Introductory level courses are for grade 10's who have first priority. For Intermediate level courses grade 11's will have first priority and for Advanced modules grade 12's have first priority.

Introductory modules (1000 level) help students build daily living skills and form the basis for further learning, Introductory modules are developed for students who have no previous experience in the strand.

Intermediate modules (2000 level) build on the competences developed at the introductory level. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

Advanced modules (3000 level) demand a higher level of expertise and help prepare students for entry into the workplace or a related, post-secondary program.

See the teacher in the strand area for advice, brochures and detailed information about modules and courses.

Fine Arts

Art 10 (3 or 5 Credits)

Prerequisite: None

This course in an introductory look at a wide variety of 2 and 3 dimensional art areas. The units of study include: Drawing, Painting, Sculpture, and Art Theory and History. The approach will be process (rather than product) oriented with a strong emphasis on the Elements and Principles of Design. Grades will be based on practical work as well as theory. The main objective of this course is to increase enjoyment of art through exposure to a wide variety of mediums and techniques.

Art 20 (3 or 5 Credits)

Prerequisite: Art 10

This course is designed to offer the student, with some basic technical skill, a chance to further explore the units studied in Art 10. The approach will be somewhat individual and is again process-oriented. The emphasis in Art 20 is on good design and technical expertise.

Art 30 (5 Credits)

Prerequisite: Art 20

Art 30 is designed to offer the serious art student the opportunity to pursue personal areas of interest. The approach is individualized and exploratory. The main objective in Art 30 is the attainment of a level of expertise and interest that will hopefully lead to a lifelong pursuit.

Instrumental Music 10 (5 Credits)

Prerequisite: grade 9 music or permission of the HSS Music Department

This course offers the student an opportunity to study instrumental music in a group setting. The class will focus on individual and ensemble playing techniques, musical literacy, team work and group effort, and the rehearsal and performance of wind music in a variety of genres.

Students in this class form the Hugh Sutherland School Senior Concert Band.

Instrumental Music 20 (5 Credits)

Prerequisite: Instrumental Music 10

This course is similar to Music 10. Technique and finger dexterity will be advanced. Students in this class form the Hugh Sutherland School Senior Concert Band.

Instrumental Music 30 (5 Credits)

Prerequisite: Instrumental Music 20

Music 30 continues to focus on the continued development of instrumental proficiency. Students in this class form the Hugh Sutherland School Senior Concert Band.

Instrumental Jazz 15 (3 or 5 Credits)

Prerequisite: Admission is based upon standard jazz ensemble instrumentation and/or audition.

This course offers the student an opportunity to study Jazz in an instrumental group setting. In addition to rehearsing and performing works in a variety of jazz styles, students will also learn historical and theoretical concepts specific to the jazz idiom. The topic of improvisation will also be introduced. Students in this course will be members of the Hugh Sutherland School Jazz Ensemble.

Note: This course meets outside of the regular timetable, not necessarily on alternate days.

Instrumental Jazz 25 (3 or 5 Credits)

Prerequisite: Instrumental Jazz 15

Music 25 is a continuation of the first section of the Jazz Ensemble program. Students in this course will be members of the Hugh Sutherland School Jazz Ensemble.

Instrumental Jazz 35 (3 or 5 Credits)

Prerequisite: Instrumental Jazz 25

Music 35 is a continuation of the first two sections of the Jazz Ensemble program. Students in this course will be members of the Hugh Sutherland School Jazz Ensemble.

Complementary Courses

General Psychology 20 (3 Credits)

Prerequisite: None

The objectives of the 3-credit courses in psychology are to develop the skills and understandings within students to make it possible for more effective living in our complex environment. The student's attention will focus on the scientific approach to understanding human behavior so that he or she may appreciate more fully the reasons that underlie one's own acts and those of one's fellows.

Forensic Studies 25 (3 Credits)

Prerequisite: Science 10 or Science 14

In Forensic Studies 25, students will investigate and evaluate the processes involved in the collection and preservation of crime scene evidence. As students delve into forensic studies, they will investigate and analyze the strengths and limitations of forensic evidence analysis. This course will focus on the ethical considerations involved in the use of forensic evidence. As well, students will explore a variety of occupations and potential career opportunities in the field of forensics.

Forensic Studies 35 (3 Credits)

Prerequisite: 50% in Forensic Studies 25

Forensics Science is the application of scientific principles, methods, and technologies for the purpose of solving debates including legal proceedings. Through the study of forensic science, students are given the opportunity to explore scientific concepts from a variety of disciplines (biology, chemistry, and physics, accounting, technology, and the social sciences) that apply specifically to this unique field. This course will promote the importance of scientific literacy and problem solving techniques.

Emphasis is placed on Canadian methods and legal protocols as students enhance their understanding of science and to explore this unique career area. Attendance & participation are critical components for these courses.