



St. ISIDORE  
LEARNING CENTRE



2019-2020

## CONTACT US

<b>Phone</b>	(780) 449-6463
<b>Website</b>	<a href="https://silc.eics.ab.ca">https://silc.eics.ab.ca</a>
<b>Twitter</b>	@StIsidore_EICS
<b>Address</b>	310 Broadview Road Sherwood Park, AB, T8H 1A4

## SILC TEAM

<b>Principal</b>	Mrs. Tracy Melnyk tracym@eics.ab.ca
<b>Chaplain</b>	Mr. Stefan Johnson stefanj@eics.ab.ca
<b>Family Wellness Worker</b>	Mrs. Lisa Casillas lisa.casillas@eics.ab.ca
<b>'THEE' Traditional Home Education Experts</b>	Mr. Brett Bowers brett.bowers@eics.ab.ca

## TEACHING STAFF

<b>Mr. Stefan Johnson</b>	Religious Studies, Humanities, and Languages stefanj@eics.ab.ca
<b>Mrs. Katrina Mitchell</b>	Technology Lead, Humanities, and CTS katrina.mitchell@eics.ab.ca
<b>Mrs. DeeDee Perrott</b>	Sciences deedee.perrott@eics.ab.ca
<b>Mr. Philip Quinn</b>	Mathematics philipq@eics.ab.ca

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## Welcome to St. Isidore Catholic Learning Centre

St. Isidore's Learning Center is committed to the highest standards in education according to the rich tradition of Catholic schools, a tradition respected around the world, emphasizing the formation of the whole person: mind, body, soul. The broad variety of courses reflects the talents and dreams of our students, from academic and athletic to the religious and artistic. Our programming is adaptive, personalized, and committed to providing world class opportunities to our students.

St. Isidore Catholic Learning Centre (SILC) will provide our students a Christ-centered Catholic education through a self-directed, alternative delivery approach, whether it be on-line through our Genesis program, in person via our Outreach Centre, through Summer School, or through our Home Education program. We reach out to those students whose needs may not be met in the more traditional educational model. Our flexible scheduling, anywhere-anytime learning format, extended hours of operation, year round calendar, and off-campus education opportunities are all tailored to have the personalized programming fit that our students require.

We work to personalize the student's learning experience within a caring and faith-filled learning community. Our school follows an independent learning model which means that our students are responsible for setting their own educational goals with the assistance of our SILC staff. Together, we will develop a time frame for their course work to be completed, and for our students to have success.

### Our Mission

To instill academic excellence in a Christ-centered atmosphere that is rooted in faith, hope, and love, so that our students may become lifelong learners committed to living out Gospel values.

### Our Vision

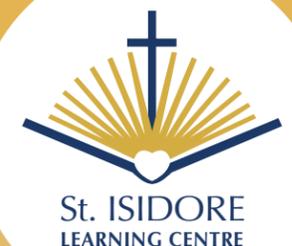
St. Isidore Catholic Learning Centre is a Christ-centered, flexible, and supportive 21st Century learning environment that is committed to form the whole person, to empower our students to work to their fullest potential. We offer a blend of digital platform and human connection, providing course material taught to the highest academic standards, and enriched with Catholic perspective.

### Our Motto

Noli dubitare, noli cessare,  
noli desperare  
*"Do not doubt, do not hesitate, do not despair"*  
- St. Isidore of Seville

### Our Logo

St. Isidore of Seville was a bishop and a noted scholar who fused faith and education together and was known greatly for serving those in need. We chose our logo with this in mind, to honor the patron saint of the Internet, its users, and his accumulated knowledge for the service of God's glory. Our logo represents knowledge, faith, new beginnings, and love. We celebrate St. Isidore of Seville on his feast day of April 4.



## Our SILC Outreach

Outreach is an alternative to the traditional classroom setting that provides regular school courses in an informal, friendly, and flexible learning environment. Outreach serves students in grades 9-12, as well as adult learners (up to age 20). Students work toward their high school completion/diploma at their own pace and on their own schedule, while receiving support from our EICS on-site teachers.

Our SILC Outreach is open five days a week to serve our students:

Monday: 8:30-4:00  
Tuesday: 8:30-4:00  
Wednesday: 8:30-4:00  
Thursday: 8:30-8:00 pm  
Friday: 8:30-Noon

\*\*Students applying for outreach programming must be recommended by the school they are currently attending.



## Genesis Online

Online learning is available for students through our **Genesis Online Learning** program for those students in grades 7-12 who are successful in a self-directed learning environment. Students work on web-based courses using a combination of both synchronous and asynchronous instruction through our Learning Management System (LMS) as well as the 'Google Suite' using hangouts and Google Classroom. All of our **Genesis Online** courses are directed, taught, and assessed by our own certified EICS teachers.

**Please note: ALL Genesis Online students must complete the ROAD TRIP 101 orientation course before entering their online courses. Students will be automatically enrolled in this course and, upon successful completion, may proceed with their studies.**

At Genesis Online we offer a number of career and education pathways, giving students rich opportunities for adapting their learning according to their aspirations and passions. Each program is tailored to student needs as well as disciplinary and industry expectations. It is our belief that the best education takes place when students are oriented towards a clearly defined goal. All our programs, from vocational Registered Apprenticeship Program (RAP) to Advanced Placement (AP) courses are developed within a faith-rich Liberal Arts context. Uncertain of your future? No worries. Life experiences help shape our interests and passions. A well-rounded education, with a more general approach, is a great way to find out what you love.

## Summer School

Summer school programming is typically offered in the first 3-4 weeks of July and operates out of our Archbishop Jordan (Sherwood Park) and our St. André Bessette (Fort Saskatchewan) campuses. We offer a wide range of high school (grade 10-12) courses so students may have an opportunity to get ahead of their studies or complete credit recovery from previous courses.



## Traditional Home Education

Elk Island Catholic Schools has partnered with *The Traditional Home Education Experts* (thee) which is a parent directed home education program where parents are responsible for their child's program planning. Assistance is provided upon request. Parents and their children may take part in specialized events and programming. Traditional Home Education is available for students from Grades 1-12.

## Blended "Shared Responsibility" Program

A combination of Alberta Curriculum Courses taught by our Genesis Online teachers and Traditional Home Education courses taught by the parent(s). Students must be registered by September 30 as a blended student. Blended programming for students in grade 7, 8, and 9 must meet a minimum of 50% of the Alberta Program of Studies. Programming for high school students (grades 10-12) must meet a minimum of 20% (10 credits).

# REGISTRATION PROCESS

The first step is to book an appointment by calling the school at 780-449-6463.

**If you do not currently have a student in the District,** you will be unable to log into PowerSchool but the SchoolEngage portal will enable you to register students who are new or returning to EICS. Follow these steps:

- Go to <https://eics.schoolengage.ca/#/login>
- If you have not yet created an account, click "Create new account?" to create a new account
- To finish creating a new account, enter the required information and click "Register"
- Note: a valid email address will be required to complete the sign up procedure
- Once you have registered, log into SchoolEngage and click the "Add Student" button to add a new student, then fill in their information
- Important: all fields other than the ASN are required. The school will fill in the ASN itself *after* registration is completed and accepted.
- Click the Graduation Hat icon and choose the student you added to see a list of forms
- Click "New" beside the registration form that is relevant for the year you are registering
- To complete the form successfully you'll also need to ensure that you have a copy of the child's citizenship documentation (e.g. Canadian Birth Certificate, Permanent Residence Card, Student Study Permit, etc.). For students who are not Canadian citizens, we are also required to maintain parent documentation on file (e.g. Permanent Residence Card, Work Permit, etc.)
- Once the child is enrolled in the school, a PowerSchool account will be created automatically for you and connected to the email address used to sign in to SchoolEngage.

**If you already have access to PowerSchool with EICS** (e.g. because a sibling of the student is already attending a school in our district) you can log into PowerSchool and register a new student using the following steps:

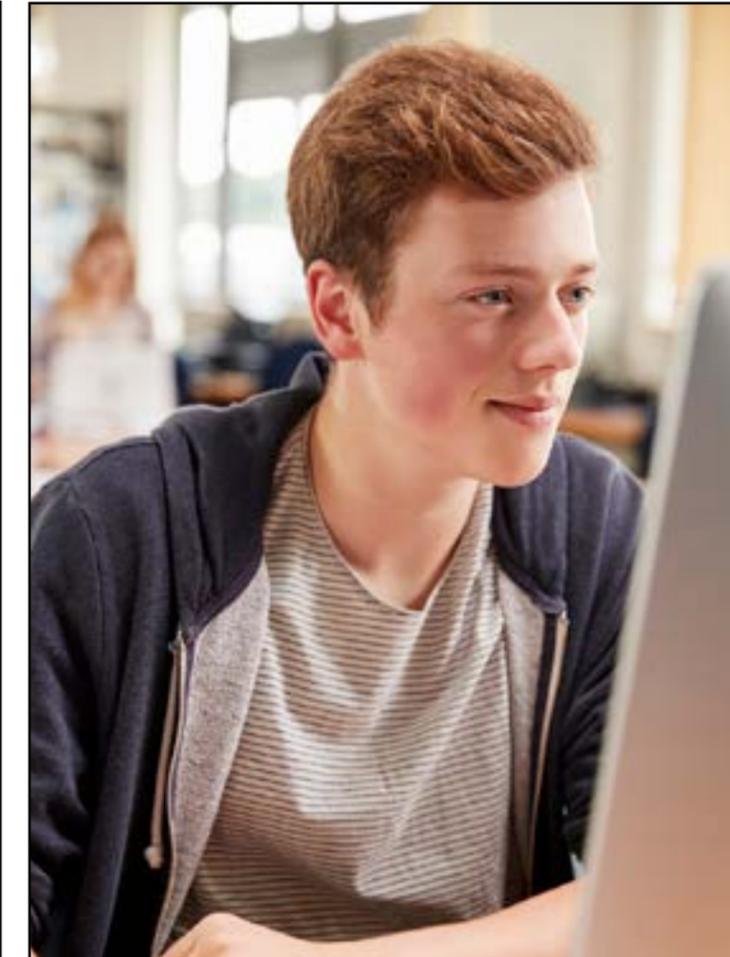
- Go to <https://powerschool.eics.ab.ca> (contact your school if you do not know your Parent Portal Login Information)
- Click "SchoolEngage Student Forms"
- From the menu to the left, choose the icon to Add Student, then fill in the student's information
- Important: all fields other than the ASN are required. The school will fill in the ASN itself *after* registration is complete
- Click the Graduation Hat icon and choose the student you just created to see a list of available forms
- Click "New" beside the registration form that is relevant for the year you are registering
- To complete the form successfully you'll also need to ensure that you have a copy of the child's citizenship documentation (e.g. Canadian Birth Certificate, Permanent Residence Card, Student Study Permit, etc.). For students who are not Canadian citizens, we are also required to maintain parent documentation on file (e.g. Permanent Residence Card, Work Permit, etc.)
- Once your child is registered with the district they will automatically be added to your PowerSchool account.

Once your registration has been approved and accepted, you will meet with a member of the Administration Team to set up your learning schedule. You will be required to connect with your teachers to schedule tutorial times, etc...

# GRADUATION REQUIREMENTS

To earn an Alberta High School Diploma, a student must earn a minimum of 100 credits:

Course	Minimum Requirement	Credits Required
English	30 Level (30-1 or 30-2)	15
Social Studies	30 Level (30-1 or 30-2)	15
Mathematics	20 Level (20-1, 20-2, or 20-3)	10
Science	20 Level (Sci 20 or 24, Bio 20, Chem 20, or Physics 20)	10
Physical Education	10 Level	3
Career and Life Management (CALM)	CALM 20	3
Career and Technology Studies (CTS) Courses	A minimum of 10 credits from any	10
Fine Arts Courses		
Second Language Courses		
Phys Ed 20 and/or 30		
Registered Apprenticeship Program (RAP)	30 Level	10
Any 30 Level Course (Other than English 30 or Social 30) <b>including:</b>		
Locally Developed Courses (LDCs)		
Work Experience, RAP, or Green Certificate Courses		
Special Projects 30		
<b>76 specified credits / 24 unspecified credits</b>		



# GRADUATION PARTICIPATION

To be eligible to participate in the St. Isidore graduation events, students must:

- Have met all course requirements as set out by Alberta Education (see chart above)
- Be enrolled at St. Isidore Catholic Learning Centre during the present year
- Have successfully completed Religious Education 35
- Have paid all outstanding fees

# REQUIRED COURSES

## JUNIOR HIGH (7-9)

Admittance to the **Genesis Online** junior high program will be subject to approval by the principal. Admittance is dependent upon both room and resources in this specialized program. **Students must apply before the deadline of September 30** to be considered for enrollment. Students will be required to take all four core subjects: **Language Arts, Math, Science, and Social Studies**, as well as **two optional** studies courses. Our optional courses are: Health, Physical Education, French, and Religion. If a student is a "Shared Responsibility" student, please note these students must enroll in a minimum of two core and two options to meet the 50% requirement by the government.

*Please note that only those in grade 9 and up are eligible for Outreach at this time.*

## SENIOR HIGH (10-12)

Admittance to the high school program will be subject to approval by the principal. Admittance is dependent on both room and resources. To be eligible for graduation, please see the requirements on page 7. Our goal is to assist the student to a successful high school completion. Who is eligible to attend:

- Any student currently attending another EICS school, with the recommendation of their principal.
- Students under 20 years of age as of September 1 of the current school year and who do not attend an EICS school, but are a resident of Alberta. Students must arrange for an intake appointment with the principal before registration can be accepted.



## NEW! Advanced Placement (AP) Program

Started in the 1950s, Advanced Placement (AP) is a program offered all over the world with the intent of bridging the worlds of high school and university through academic enrichment, rigorous study, and excellence. Created and implemented by the College Board, AP courses are developed by both teachers and academics in leading institutions like Harvard and Yale in order to prepare students for post-secondary study. The AP program allows students to participate in a college or university level course while still in secondary school, potentially earning advanced credit and/or advanced placement in many Canadian and American universities and colleges.

At St. Isidore's Genesis Online school, students can enter the AP preparatory program in Grade Ten. Take one or take them all according to your strengths and interests, and prepare to excel!

### **Reasons to take AP at St. Isidore Learning Centre - Genesis Online**

- Improve your writing skills and develop problem-solving and critical thinking.
- Develop the study habits necessary for completing rigorous coursework in a collaborative environment.
- Explore the world through academics by studying in greater depth and detail.
- Enjoy the experience of reasoning, analyzing, and understanding for yourself.
- Increase in maturity by exploring multiple perspectives.
- Enjoy the benefits of full-year programming, allowing time to develop advanced skills.
- Earn alternative credit for entrance to university. Most institutions will take the higher of your Alberta Ed and AP marks for entrance.
- Most universities and colleges in Canada, the United States, and in more than 60 countries around the world give students credit, advanced placement, or both on the basis of AP Exam scores. By entering university with AP credits, you'll have the time to move into upper level courses, pursue a double-major, or study abroad.

### **Who should take AP classes?**

- Students who want to challenge themselves
- Students who are willing to work to excel
- Students who have a particular interest in one or more academic subjects.

**Broaden Your Intellectual Horizons  
AP Class - A Different Kind of Class!**

### **What AP classes will be offered at St. Isidore's?**

We will be phasing in our AP courses, beginning with the Grade 10 levels of our courses in September of 2019. Grade 11 AP courses will be added in September of 2020. Grade 12 AP courses, the only level with the culminating AP exam, will be rolled out in September of 2021.

### **Our AP launch courses:**

- AP Mathematics (Calculus)
- AP Biology (Science)
- AP Literature and Composition (English)
- AP European History (Social Studies)
- ...more to come in the future!

## 10-1/20-1/30-1

(5 Credits)

In the academic stream of English Language Arts students will study, in depth, the literary genres of modern drama, short story, novel, Shakespearean drama, film, essay, and poetry. Along with these in-depth literary studies, student expectation to respond critically and personally to these texts becomes progressively more advanced in preparation for university. A variety of writing, reading, and project based assignments are designed to strengthen comprehension and communication skills. The academic stream is a rigorous course designed for students who want to gain university entrance. Students who wish to register in this stream should achieve a 65% or higher in English 9 and a 60% or higher in their high school pre-requisite courses (see chart below). At the 30-1 level, students will be required to write a two-part Provincial Diploma worth 30% of their final mark.

## 10-2/20-2/30-2

(5 Credits)

This functional stream of English Language Arts is designed for students who do not plan on attending university or for students who struggle with the course content of English Language Arts. A variety of literature, print, and visual texts will be studied in order to further develop students' reading and writing skills. Students may be able to use this course for SPECIFIC post-secondary entrance. At the 30-2 level, students will be required to write a two-part Provincial Diploma worth 30% of their final mark.



## Mathematics -1 (10C, 20-1, 30-1)

(5 Credits)

Do you want to study mathematics or sciences at a university, college, or technical institute and go on to a related career? This route is for students who plan on entering post-secondary programs such as engineering, mathematics, sciences, some business studies, or other programs that require advanced math skills. This sequence is a co-requisite for Mathematics 31 and may be required for post-secondary calculus courses.

## Mathematics -2 (10C, 20-2, 30-2)

(5 Credits)

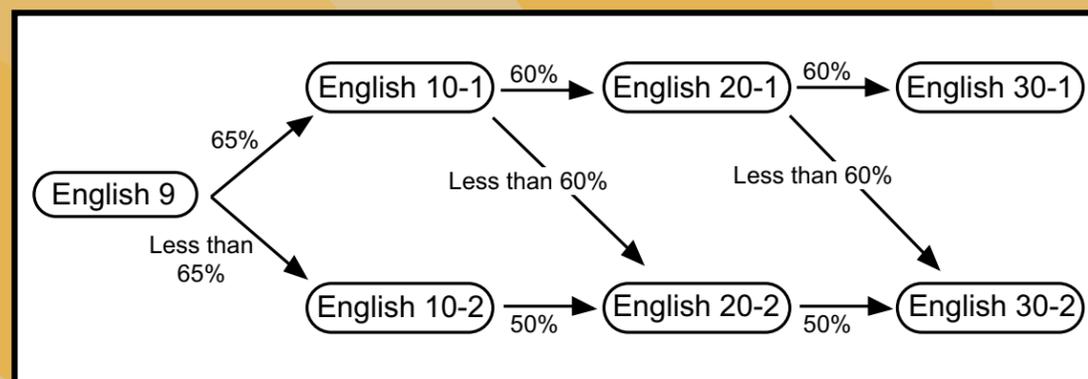
Do you want to attend a university, college, or technical institute after high school, but do not need calculus skills? This route is for students who plan on studying at the post-secondary level in diverse fields, including arts programs, some engineering technologies, medical technologies, and some apprenticeship programs. This path will fulfill most students' needs. Mathematics -2 is designed with a great deal of flexibility, so that the student may switch sequences in Grade 11 or 12 if his or her interests change.

## Mathematics -3 (10-3, 20-3, 30-3)

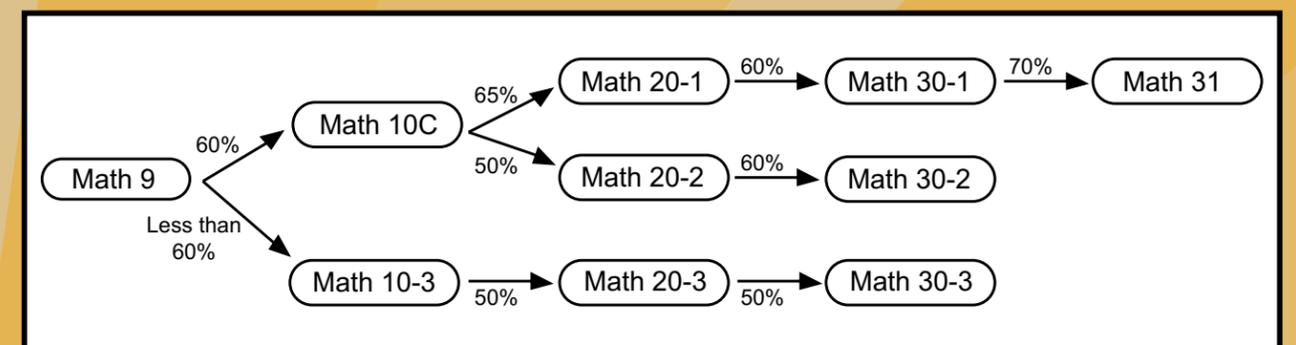
(5 Credits)

Are you interested in learning the mathematics needed to enter most trades or will you be entering the work force after high school? This route is for students who plan to apprentice in a trade or enter the work force directly after high school. It is designed to meet the entrance requirements for apprentices in most trades programs.

# ENGLISH LANGUAGE ARTS



# MATHEMATICS



## Science 10/20/30

(5 Credits)

Science 10, 20, and 30 are general science courses intended for students who want to study science without specialization. They combine the study of Biology, Chemistry, and Physics into one course. All students must take Science 10; from here they can continue on in Science 20 and 30, or specialize into Biology, Chemistry, and/or Physics. These courses are recommended for students who plan on attending university, college, and select technical school programs. Students should earn a 55% in Science 9 and a 60% in high school prerequisite courses to continue in this course sequence (see chart below). All 30-level courses in this academic course stream have a Provincial Diploma worth 30% of the final grade.

## Science 14/24

(5 Credits)

Science 14 and 24 concentrate on hands-on and practical science concepts. These courses are geared for students who do not plan on attending university, but will be entering trade schools and select college programs, and for students entering the work force directly from high school. This route satisfies the requirements for a high school diploma but does not have a Provincial Diploma Exam at the conclusion of the program.



## Biology 20/30

(5 Credits)

Biology is a natural science concerned with the study of life and living organisms, including their structure, function, growth, evolution, distribution, and taxonomy. Some topics covered in Biology 20 and 30 include ecosystems and populations, human systems, cells, reproduction and development, genetics, and the nervous and endocrine systems. Biology 20 and 30 are requirements for pursuing further study at post-secondary institutions in areas such as general sciences, dental assistant, kinesiology, nursing, physiotherapy, medicine, and radiation technology.

## Physics 20/30

(5 Credits)

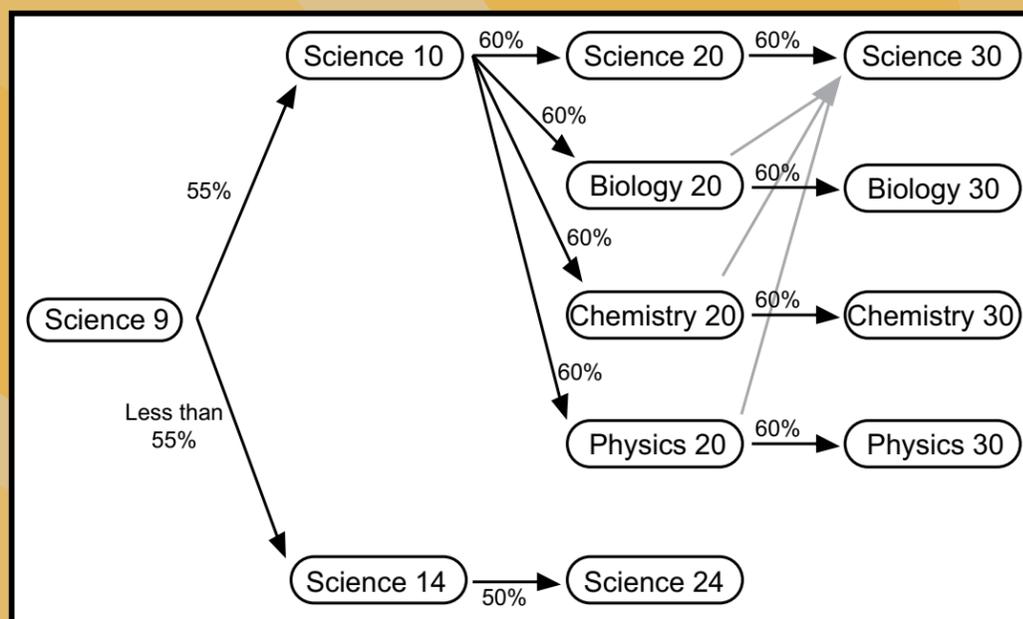
Physics is the study of matter, energy, and the interactions between them. Students may wish to take Physics 20 and 30 if they have a desire to investigate and understand how things work, and have a strong mathematical background. Physics 20 and 30 is recommended for students who plan on entering post-secondary fields such as power-engineering, ultrasound and x-ray technician, engineering, and medicine.

## Chemistry 20/30

(5 Credits)

Chemistry provides an ordered way of learning about the nature of matter, based on observation and evidence, through laboratory discovery and course work. Chemistry 20 and 30 courses explore the science of fizz, pop, flame, and BOOM! through the study of bonding, gases, solutions, acids and bases, titration, thermodynamics, electrochemistry, equilibrium, and organic chemistry. Chemistry 20 and 30 are recommended for students who plan on entering a science-based post-secondary field such as animal studies, IT and electronics, engineering, nursing, sciences, and trades.

# SCIENCES



## 10-1/20-1/30-1

(5 Credits)

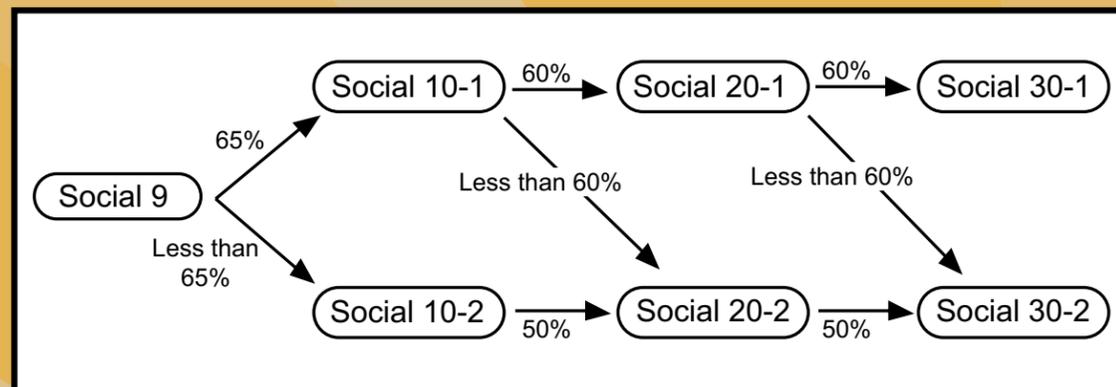
In the academic stream of Social Studies students will acquire, analyze, and evaluate information about the history of the world beginning with the Age of Discovery to the Modern day through the lens of globalization, nationalism, and ideologies. Students will be trained to apply this material to many different examinations in preparation for post-secondary programs. Students will gain an appreciation for the greater world issues and gain an in-depth knowledge of how these issues affect their lives and society. Students are expected to work through the content at a higher standard, and emphasis will be placed on the ability to create and defend a position with evidence and understanding of the course content. There will be an emphasis on formal humanities-style writing. Students should earn a 65% in Social 9 and a 60% in high school prerequisite courses in order to continue in this course stream (see chart below). Social Studies 30-1 includes a Diploma Exam worth 30% of the final mark.

## 10-2/20-2/30-2

(5 Credits)

This functional stream of Social Studies is taught in a manner that is more accessible for students that are less interested in Social Studies or do not plan on attending university or select college programs. This stream is geared mainly for students attending select college programs or technical school programs, and for students entering the work force directly after high school. The information and class content is very similar to that of the Social Studies -1 stream, however the evaluation of the curriculum is different and the study of material is less intense. This stream offers students a diploma route that emphasizes hands-on learning, more oral discussion, and a de-emphasis on rigorous exams and formal writing. Social Studies 30-2 includes a Diploma Exam worth 30% of the final mark.

# SOCIAL STUDIES



## Religious Education 15

(3 Credits)

The aim of this course is to assist students, with the help of the Gospel, to participate as Christians in the shaping of our culture. The program explores major cultural issues from a Christological perspective. Beginning with their own life experiences, students acquire a deeper and more systematic knowledge of themselves, Christ's message, and the Church. Connections between the Church and contemporary culture are explored in terms of what it means to be a responsible adolescent disciple developing as a member of a Catholic Christian community while living within the context of a broader culture.

## Religious Education 25

(3 Credits)

This course invites students to deepen their relationship with Jesus through a prayerful study of Scripture. Students will explore the Jewish historical, religious, and cultural world into which the Messiah was born and the Old Testament covenants fulfilled. Using the Gospels as primary sources, the course explores Jesus' birth, early life, and ministry; his preaching of the Kingdom of God; his teachings and miracles. It focuses on the events of Jesus' death, resurrection, and ascension – looking to their central significance in the Church's understanding of Jesus as the Christ, the Son of God.

## Religious Education 35

(5 Credits)

This course challenges students to understand themselves as moral persons called to discipleship by living the way of Christ. Through an examination of ethical theories, the revelation of sacred Scripture, and the lived experience and teaching of the Catholic Church, the course invites students to mature as active participants in their faith. At the heart of catechesis is the human search for happiness as the completion of the superabundant love of God. This course encounters the tension between the revelation of God's love to humankind and explores our response through human reason - particularly in the areas of freedom, justice, human relations, ecology, reconciliation, community and political life.

## Career & Life Management (CALM 20)

(3 Credits)

All high school students in Alberta are required to complete CALM 20 to earn a High School Diploma. The primary objectives of the course are to help the student to develop a positive self-concept and an understanding of personal interests, values, aptitudes, and abilities; to promote independent personal management by developing the ability to make choices and accept challenges; to develop an understanding of health as a resource for everyday living; to develop knowledge about career options; to develop the ability to deal with feelings; and to develop an awareness of sexuality, its implications and the choices related to it.

## Road Trip 101

(3 Credits)

We believe that those students who have a strong understanding of online tools available to them, and who understand how to navigate their online learning platform to do better. To that end, we've designed an online course which takes students on a guided tour of the various sites, tools, and techniques, etc. to help them succeed. Learn how to communicate online, how to use our LMS (Learning Management System), and how to make the most of the Google suite of apps available to you.

\*All St. Isidore and Genesis Online Learning students will take the Road Trip course.

\*\*A Parent Version of the course will be available to assist parents and guardians in learning our platform, our protocols, etc. all in hopes of making your involvement in your child's education smoother.

## Physical Education 10

(3 or 5 Credits)

This course places an emphasis on developing and refining skills of familiar sports as well as an introduction to unique recreational games. Attention is given to the basis of skill development and understanding strategies common to many different sports, and an examination of physical fitness practices and the theory behind them. Sportsmanship and respectful interaction between students, wellness, and active lifestyle concepts will also be covered.

## Physical Education 20

(5 Credits)

The goal of the Physical Education 20 course is to enable students to further develop and master the knowledge, skills, and attitudes necessary to lead an active, healthy lifestyle through a variety of activities in games, individual activities and alternative environments.

## Physical Education 30

(5 Credits)

Successful completion of this course will prepare students for a life-long commitment to physical fitness and well-being. Completion will also prepare students for the challenges of post-secondary education in this field.

## Art 10/20/30

(3 or 5 Credits)

In Art, students will develop an appreciation and understanding of design, drawing, painting, printmaking, sculpture, stained glass, and art history. Students will learn the fundamentals of art and will have the opportunity to explore a variety of art making mediums, techniques, and styles. Art 20 and 30 encourages students towards greater proficiency and self-expression through visual media. Budding artists are encouraged to develop their own personal style through research and practical studio work. Originality of design and idea are emphasized with a personal portfolio of work which serves as the final product for the course.

## Creative Writing 15/25/35

(3 or 5 Credits)

Creative writing is designed to immerse students in writing, focussing first on the characteristics that make up various genres through reading and writing in those genres. Students will engage in a workshop format, exploring a process which is both creative and collaborative. Throughout the course, students will keep reflective journals that document their awareness of the process of writing, revising, and editing. By the end of the course, they will produce "final drafts", samples from their working portfolio, and one showcase piece. At higher levels, students will work on longer forms of fiction and/or compilations of shorter forms, with some exploration of publication markets and processes. This should be a blast. That is all. Students who enjoy creativity and language should sign up and try it out!

## Foods 10/20/30

(3 or 5 Credits)

Each Foods class consists of 3 or 5 courses taken at the introductory, intermediate, or advanced level. As the students progress through the courses they become less dependent on the teacher for direction and actively manage their own learning. By developing basic, integrated, and career specific knowledge, skills and attitudes in the context of foods, students will have the ability to adapt to the challenges of change with increased flexibility and confidence.



## French 10

Pre-requisite: French 9  
(5 Credits)

This course is designed for students who have elementary and junior high background in French. Students will engage in various language activities in structured contexts to develop fundamental written and oral skills. The focus is on comprehensible and accurate usage of verb tenses and vocabulary building.

## French 20

Pre-requisite: French 10  
(5 Credits)

Students will continue to use a multidimensional approach to develop knowledge of French vocabulary, grammar, and culture. Engaging in grade level specific language activities in structured contexts will enable all students to develop advanced written and oral skills. Themes include the senses and feelings, fads and fashions, close friends, and consumerism.

## French 30

Pre-requisite: French 20  
(5 Credits)

After having studied French through elementary, junior high, and high school, students will have the opportunity to put all of their knowledge into practice. Topics covered will include the world of work, travel and tourism, the role of the media, and conservation and the environment. Students will have many opportunities to practice communicating with one another through various forms of technology. Focus will be given to coherence in written and spoken forms as well as the conditional tense.

## Latin 10/20/30

(5 Credits)

The Latin language program has been designed to develop reading proficiency in the language of the ancient Romans, as well as introducing the student to the history of that civilization. The program assumes no prior second-language experience and gradually introduces the student to Latin grammatical features.

Traditionally held as good preparation for the studies of Law and Medicine, Latin also provides a sound basis for any of the biological sciences, the humanities, linguistics, and logic. Research also suggests that Latin study can increase performance in English reading and writing. A historical/cultural component further introduces the student to one of the key sources of Western society. Note: each of Latin 10, 20, and 30 is offered as a language course for 5 credits.

## General Sociology 20

(3 Credits)

This course in sociology is designed to develop within the student a better understanding of group behaviour. The sociological perspective focuses on “what is” rather than “what ought to be.” Students should be able to analyze occurrences around them objectively. They should feel themselves to be a part of society, understand its influence on their lives, and visualize their roles in societal change.

## General Psychology 20

(3 Credits)

This course is designed to develop the understanding and skills that make it possible for more effective living in our complex environment. Attention will be focused on the social approaches to understanding human behaviour so that students may appreciate more fully the reasons that underlie their own actions and the actions of others. Topics of study include personality, behaviour, intelligence, influences on behaviour, and understanding and perception. This course is designed as a basic introduction to the field of psychology.

## Personal Psychology 20

(3 Credits)

This course is designed to develop the understanding and skills that make it possible for more effective living in our complex environment. Attention will be focused on the social approaches to understanding human behaviour so that students may appreciate more fully the reasons that underlie their own actions and the actions of others. Topics of study include the history of psychological schools of thought, principles of learning, process of thinking, facing frustration and conflict, emotional problems, behaviour disorders, and career opportunities in psychology. This course is designed as a basic introduction to the field of psychology.

## Abnormal Psychology 30

(3 Credits)

Pre-requisite: General Psychology 20 OR Personal Psychology 20

This course is designed to provide an overview of abnormal behaviours and the conditions that affect individuals in our society. Topics of study include views of abnormality, casual factors, types of disorders, as well as assessment, prevention, and treatment.

## Experimental Psychology 30

(3 Credits)

Pre-requisite: General Psychology 20 OR Personal Psychology 20

This course is designed to provide an introduction to experimental psychology. Topics of study include statistics, research methods, and research projects.

## Forensic Science 25

(3 Credits)

Pre-requisite: Science 10, 14, or 24

This course explores topics such as: Types of crime scene evidence, fingerprint, trace evidence, and bodily fluid analysis, DNA evidence in investigating and prosecuting crimes, document analysis in investigating and prosecuting crimes, polygraph testing, impaired driving and blood alcohol testing.

## Forensic Science 35

(3 or 5 Credits)

Pre-requisite: Forensic Science 25

Forensic Science 35 explores topics such as: The investigative process, law enforcement equipment and police canines, criminal profiling, forensic anthropology, and forensic entomology, forensic toxicology, arson, explosives, and ballistics, footwear, tire, and tool mark impressions.

## Classical Mythology 15

(3 Credits)

Mythology, particularly Greek mythology, stands as one of the cornerstones of Western art, whether it be poetry, sculpture, or drama. Students will study a survey of Greek myth: the Titans, the Wars of the Gods and Titans, Zeus and the Olympians, and the heroic tales (Hercules and Perseus). Throughout the course students will work through case studies of how classical mythology is incorporated into our culture, in language, or literary and artistic references. The study of Greek mythology is a valuable precursor to any serious study of the Humanities as well as being an interesting area of study for its own sake.

## Western Philosophy 20/30

(6 Credits)

The Western mind is shaped by philosophy, yet we all too rarely consider the roots of how we envision the world and ourselves. Western Philosophy will teach the students logic and the formulation of argument, as well as consider the big questions of existence and knowledge. A fascinating study in its own right, Philosophy is designed to enhance the Humanities cores of St. Isidore Learning. Students should enroll whose futures include studies in the Humanities, as well as those students who are simply fascinated by discussion of big ideas.

## Western Foundations 35

(5 Credits)

The cities of Athens and Rome are two of the most historically influential cities in the world, great hubs of Western Civilization. In Roman and Greek culture the Western mind finds its roots in ways not only historical, but political, philosophical, and even aesthetic. This course will immerse students in the rich history of Western civilization, a historical study leavened by literary, political, social, philosophical, artistic, and architectural elements. Students will learn how Roman and Greek cultures melded together in the Middle Ages, formed modern Western culture. Expect a novel, interesting experience!

## Workplace Safety Systems (HCS 3000)

(1 Credit)

Students gain the attitudes, knowledge, and skills related to workplace health and safety and examine relevant legislation required in the workplace. This course is the pre-requisite for participating in Work Experience 10/20/30 and the Registered Apprenticeship Program (RAP) and is offered in CALM 20.

## Workplace Safety Practices (HCS 3010)

(1 Credit)

Pre-requisite: HCS 3000

Students explore workplace safety principles and practices, and apply these principles and practices to a variety of contexts. This course is recommended for students entering the Registered Apprenticeship Program (RAP) and is offered in CALM 20.

## Green Certificate

(5-16 Credits)

Pre-requisites: HCS 3000 and AGR 3000

The Green Certificate Program is an industry driven agricultural training program. Its apprenticeship style of delivery ensures that participants learn through actively performing the skills required. This means learning, hands-on, out in the barn, field or corral and getting dirty. It also means having a trainer who is knowledgeable and interested in the trainee's success. There are several areas of study: Beekeeping, Cow/Calf, Dairy, Equine, Feedlot, Field Crop, Green House Technician, Irrigated Field Crop, Sheep and Swine. Alberta Agriculture, Food & Rural Development (AAFRD) works in partnership with the agriculture industry and Alberta Education to offer Green Certificate to all Albertans.

## Work Experience 12/25/35

(3-30 Credits)

Pre-requisites: HCS 3000 and HCS 3010

SILC offers a Work Experience program that enables students 15 years or older to become involved in a new learning experience. After completing the pre-requisite safety and workplace training (HCS 3000 & HCS 3010), students are able to use a paid or volunteer position to explore a future career and receive practical on-the-job training, all while earning high school credits. Students develop work search strategies and tools to access a registry of employers partnered with SILC, or use local, provincial and national job banks to seek employment. Students who are employed by an approved worksite may earn between 3 and 30 credits, 15 of which may be used towards their high school diploma.

## Registered Apprenticeship Program (RAP)

(5-45 Credits)

Pre-requisite: HCS 3000

The RAP program provides students with the opportunity to spend part of their school year completing high school diploma requirements and part of their year working as a registered apprentice in one of Alberta's 52 registered trades. After successfully completing related safety training and course work, students begin employment at an approved worksite, learning on the job and acquiring hours toward their journeyman's status. Students will also receive a wage from their employer. Students must complete grade 10 before starting a RAP placement, but they can begin to apply for RAP in the second semester of grade 10. Students should have an interest in working with their hands and a willingness to learn new skills. Our employers want students who will show up on time and work hard. You can better your chances of getting a RAP placement by attending and passing all of your courses. Make sure you research some trades so you can make an informed decision. It is possible to earn up to 45 credits with 25 credits going towards your high school diploma. Students can register in up to eight RAP courses in a trade, with each RAP course involving 125 hours of on-the-job learning and worth 5 credits. Once completed you may qualify for a government RAP scholarship.

## Diploma Exam: Course End Dates

Alberta Education regulations state that a student must pass the course before writing the diploma. Therefore, we have less flexibility in end-dates. Students should choose a target exam and structure their course and their time accordingly, with the awareness that there will be other dates for late writing, or rewriting the exam. We do require, however, that students complete their full diploma courses by the following dates, based on which exam period they've registered for:

- January 4th for the January, 2019 writing period
- April 4th for April, 2019 writing period
- June 6 for June, 2019 writing period

## Code of Conduct

Whether at home, online, or with us, students should always conduct themselves in a manner which respects both their own dignity and the dignity of others. Our society doesn't always respect discipline, and yet all success is based off cultivating an ability to restrain impulsiveness, whether it is an impulse to act out or an impulse to do nothing. Whether we speak of academic integrity or personal courtesy, we're talking about ways to honour others and ways we form ourselves. Because St. Isidore's is about formation of the whole person, we expect only the best from our students. In return, we hope you can expect the best from us.

## Attendance

We get out of life what we put into it. That seems reasonable enough. St. Isidore of Seville students, whether online or outreach or drop-in, are expected to apply themselves. Our environment is built around flexibility, but the level of flexibility we allow only leads to success if married to accountability. Students should access course materials and/or teacher contact regularly. For that reason, it is important to have a plan for your course, and to communicate that plan to your teacher. Concern over student progress, lack of online presence, or failure to visit Outreach will result in school contact and if it persists could result in removal from the course. Our goal is your success.

## Personal Behaviour

- As a matter of division policy, vaping, drinking, smoking, or using drugs are not permitted on EICS property. Students cannot be under the influence or in possession of drugs or alcohol, or have any on their person while attending school activities and/or the building.
- Elk Island Catholic Schools are places of formation, of personal growth for young people, and this means fostering respect between staff, students, and parents. Christ told us that the sum of the Law is that we should love God, and that we should love each other (Mark 12). St. Isidore's takes this seriously. The world would be a kinder place if we all tended more to the feelings of others, if we obeyed St. Paul's instruction that we should be kind and compassionate to one another (Ephesians 4:32). Abusive or disrespectful language or behaviour, online or in person, will not be tolerated.
- Students may access the school's WiFi network for all personal devices after the "Technology User Agreement" has been signed in PowerSchool. Students will use the technology responsibly or their privileges will be revoked.

## Academic Behaviours (taken from Elk Island Administrative Procedure #360)

### Missing or Incomplete Student Work

The primary purpose of student assessment and evaluation is to **support student learning** and to have all students improve their performance. Student work is considered missing or incomplete if it is not handed in on the due date either because the student does not have the work or because the student is absent (unexcused), or if it is partially completed on the due date but not ready for submission. The following process will be followed in the case of missing or incomplete student work unless otherwise stated in the Program of Studies:

1. The student must meet with the teacher at an agreed upon time. The purpose of the meeting is to:
  1. Check student progress and determine why the assignment is missing or incomplete
  2. Provide help or assistance to the student
  3. Set a revised due date to hand in the missing or incomplete work within a reasonable amount of time, as determined by the teacher, that reflects the nature of the assignment
  4. Make a documented plan for completing the assignment. The plan may include such things as:
    1. Staying in at lunch, on a spare, or after school
    2. A timeline for completing the work
2. Missing or incomplete work may be recorded in PowerSchool as Not Handed In ("NHI") with a value of zero until the terms of the arrangement between teacher and student are met. If the terms of the agreement are not met, a 'reluctant zero' will be granted for the assignment.
3. Upon receiving the completed work or at the expiration of the prearranged agreement, a mark indicating achievement earned (without penalty) must be recorded OR, in the case of the work still being missing or incomplete, the "NHI" may be changed to a zero (0).
4. For students who are chronically missing assignments or who repeatedly fail to complete work or meet due dates:
  1. The teacher must make contact with the parent by email, phone, or face-to-face
  2. A referral may be made by the teacher to the school counsellor and/or school administration
  3. A meeting may be held with parents and the student. The meeting may include school administration, the school counsellor, the classroom teacher, parents, and the student
  4. Actions may include behavioural consequences, removal from the course, etc.

### Academic Dishonesty

Cheating is a serious offense and will NOT be tolerated. Cheating also includes possession of materials not allowed in an examination room or area (e.g. cell phones).

Plagiarism is a serious violation of academic integrity. Offering the work of another as one's own without proper acknowledgement is plagiarism. Therefore, any student who fails to give appropriate credit for ideas or material he or she takes from another, whether it is a fellow student or a published resource writer, is guilty of plagiarism.

Any circumstance of academic dishonesty will be dealt with by the classroom teacher in consultation with subject area Coordinators. In instances of repeated offenses, a referral to administration will be made.

**St. Isidore Learning Centre**  
**310 Broadview Drive**  
**Sherwood Park AB**  
**(780) 449-6463**  
**<https://silc.ab.ca>**  
**Twitter: @StIsidore\_EICS**