At Aden Bowman Collegiate, what we value most, what we are all about, is implicit in our school colours—green and gold.

Green represents engagement with our community, our school’s focus on environmental sustainability, and social justice. We are home to unique curricular offerings such as Earthkeepers and Collective Voice, along with extracurricular clubs and activities that emphasize active citizenship and social responsibility.

Gold signifies Aden Bowman’s proud tradition of excellence in academics, fine arts, and athletics. Our students perform at the highest levels in all three areas, and our alumni continue to contribute their time and talents to benefit this city, this province, and beyond.

Green and Gold – our colours say it all!

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Cover Design by Miranda Marion
INTRODUCTION

This booklet provides information on the curricular program at Aden Bowman Collegiate for 2013-2014 school year. The courses listed are those that the school is prepared to offer at the time of printing. Our actual 2013-2014 schedule of courses will be determined by student enrolment numbers and available resources. Courses with low enrolment may be cancelled. Certain programs may have restrictions placed on them in terms of enrolment if resources are limited.

STUDENT SERVICES

The Student Services program is designed to promote academic, educational, personal, social, and career development. As an integral part of the secondary program, counselling and guidance builds a foundation for learning based on:

- Positive attitude toward school and learning
- Personal responsibility
- Respect for self and others
- Knowledge and skills for employment

Research indicates that counselling and guidance programs:

- Improve academic achievement
- Enhance educational and career planning and school-to-work transition
- Foster positive attitudes toward school, learning, and work
- Increase acquisition and application of conflict resolution skills
- Decrease dropouts

School counsellors:

- Help resolve problems that interfere with learning
- Counsel individuals and groups
- Conduct guidance learning activities
- Facilitate educational planning
- Provide career planning and vocational educational opportunities
- Make available information on financial aid and college planning

- Support students with special needs
- Offer crisis intervention and prevention
- Make referrals to community agencies and professionals as needed

A teacher, parent, administrator, friend or agency may refer students to a counsellor, or a student may self-refer.

A positive relationship between school and home fosters the academic, social, and emotional growth of students. Counsellors invite parents to meet with them concerning their children.

FINES ARTS

Aden Bowman has a tradition of excellence in the arts. This excellence is the result of many factors including the opportunity to enroll in full courses in Art, Band, Choir, and Drama in grade 10, 11 and 12. Our students have the opportunity to use excellent facilities. Hordern Hall is the center of our music activities, while Robert Hinitt Castle Theatre is home to our Drama Department. All student performances are held in Robert Hinitt Castle Theatre – one of the finest high school theatre facilities in Western Canada. The most important contributing factor to our tradition of excellence is our students, many of whom are actively involved in performing arts groups throughout the community.

Many fine musicians have graduated from Aden Bowman. The reputation of excellence established by the music program should be seen as both an ongoing commitment to serve students and a reflection of the spirit and enthusiasm of the many talented young musicians in curricular and extra-curricular music.
We expect music students to develop their potential through effort and perseverance. Courses challenge students to learn in different ways, to develop their skills and intellect and to become keen observers and careful listeners. They should develop musical literacy, sensitivity, judgement, and creativity.

The study of drama allows a very thorough development of students’ skills and knowledge, as well as a broad base of varied experiences. Besides the obvious presentation skills and background, students develop social and personal values. Much of their work requires large and small group effort, developing interpersonal relationship skills. Students must listen, empathize, compromise, and collaborate. The scripts and other materials that they create themselves or that they discover in already published literature help them to develop greater acceptance and understanding of themselves and others and encourages them to explore challenging issues with open and responsible minds.

All Aden Bowman students may audition for roles in our very extensive extra-curricular program, or apply to work backstage in production and business. Our shows include a senior production each fall of a popular full-length play. Often staged in spring, our one act play festival allows select senior students to design, cast, and direct plays of their own choice, working with students from any grade. Our third production each school year is either a major musical or a play for children (Youth Theatre). Both projects involve large numbers of students from all grades and play to large audiences. Bowman students are encouraged to get involved on stage, backstage (or both), and to attend all of our productions.

Visual Arts is also offered in every grade. All three major disciplines are covered at each grade level: drawing, painting, and sculpting. At different grade levels Visual Arts students will also have the chance to broaden their art experience through various field trips to different Art galleries throughout the city. Along with the regular programs, we offer an Art Club for those students who wish to design and create artwork beyond the regular curriculum.

Some Art Club projects may include school murals and sculptures, the BRIT mural, and community painting projects. As well, some current students are highlighted at Mendel Art Gallery in the COOL ART Show every year.

### EXTRA-CURRICULAR ACTIVITIES

Active participation in appropriate extra-curricular activities is important in the development of mature, participating members of society. Students are encouraged to carefully consider not only their academic choices for next year, but also their extra-curricular activities.

Participating in school activities outside of the classroom gives students opportunities to meet other students and enhance the enjoyment of their high school years. Clubs that are open to all students at Aden Bowman includes: Bear Ambassadors, Inter-School Christian Fellowship, Jazz Ensemble, Drama, Book Club, Outdoor Education, H.U.E.(Human Rights, Unicef, Environment), Fitness Club, Yearbook Club, Games Club, Visual Art Club, and G.S.A.(Gay-Straight Alliance) as well as many others.

Students in Aden Bowman’s Creative Writing courses provide most of the material for the Collegiate’s acclaimed annual publication, *Inkslinger*.

Extra-curricular athletic programs have resulted in several City and Provincial Championships over the years. Athletic programs are available in soccer, football, golf, volleyball, curling, cross country, basketball, wrestling, badminton, track and field, and cheerleading.

Other educational opportunities involve: Student Representative Council, Math Contests, Mathletes, Peer Tutoring, French Exchange, German Exchange, and Japanese Exchange.

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**EAL – English as an Additional Language Program**

Aden Bowman offers support to students who are learning English. The goal of supporting English language learners is to enable them to succeed academically and complete graduation requirements.

Support to learn English may be provided in three ways: direct instruction classes, sheltered classes and EAL support classes. Specific course offerings will depend on enrolment and student need at each collegiate.

Direct instruction classes are focused on language proficiency: the ability to speak, read, write, and listen with comprehension. The direct instruction class may take themes from content classes such as social studies, math, science or English language arts in an effort to build the vocabulary and academic skills necessary for students to be fully integrated into the regular classroom. Most direct instruction classes may provide an elective credit. They may be offered at all levels of language proficiency and for all grades.

Sheltered classes provide students with an environment in which they can learn the regular course content while the teacher adapts the material for English language learners. For example, a special section of English Language Arts may be offered to English language learners only. If the student reaches the course outcomes, they will receive a credit for this class. Sheltered classes are intended for students with more advanced language proficiency.

A direct instruction class is a period in which a student can receive additional time and assistance to complete course work from his/her classes. There is no credit for this class.

Language learning is a process that takes a lot of time and hard work. The speed at which a student learns the language is affected by many factors. Students should consult with the guidance counsellor and/or EAL teacher to choose their classes.
Enrichment through Integration

2011 YMCA Peace Medallion

In November 2011 Aden Bowman’s grade 10 Earthkeepers received the YMCA Peace Medallion. This medallion has become a symbol to honour those who are actively engaged in peace in their everyday lives, and we are extremely proud of our students and staff for their efforts to promote peace through sustainable living and active citizenship. The integration of subjects in Earthkeepers is based on themes of sustainable design, self-sufficiency, and community development and are the vehicle in which we teach the importance of valuing diversity, respect of others and our environment, and social responsibility.

Integrated Programming

Testimonials

“I love being in Collective Voice because you feel like you belong and you are part of something so special.” - student

“School used to be about getting the best grades and impressing the teachers, but not anymore. I crave knowledge, and not to show off or get good grades, just for me.” - student

“Collective Voice is the very epitome of an alternative program. It sets a dining table full of world issues, with chairs sat upon by minds ready to eat. The classroom is a comfortable setting, unique and highly cultured. Each and every student that has entered this program will leave a new person, with a broadened view on the world. Who would suggest a high school student not to have an opportunity like this? Integrated programs involving studies of world issues enlighten the path to a student’s future. Collective Voice is one of these programs. And so we are all promised a great and purposeful experience entering in to what has yet to come, the future.” - student

Curriculum integration has been part of the landscape at Aden Bowman for the last decade, and it continues to be a preferred way of learning for many of our students. Simply stated, curriculum integration emphasizes the connections between subject areas that are typically taught as separate and distinct from each other. Curriculum integration is learning for the real world, where most problems that we face require us to draw on a variety of skills, strategies, and subject areas.

According to Moltzen (2005) our most capable students thrive in an environment where they explore topics of interest in-depth for sustained periods of time; contribute to rich discussion and debate; engage in tasks requiring creative and higher order thinking; make use of their prior knowledge; and have the opportunity to work with peers who share their talents and interests. These are precisely the ways in which integrated programming provides an enhanced learning experience for students.

Ask about the various Integration Opportunities at Aden Bowman which include:

Grade 9
Collective Voice
(ELA9, ELB9, SocSt9, Art Ed 9)

Grade 10
ELA/History
Earthkeepers
(ELA10, Sci10, Well10, PAA10)

Grade 11
YELL 20
(Leadership 20, MAF20)
HALLO
(ELA20, His20, ALF20 or Germ20 or 30)

Grade 12
ELA/History
Citizens Inspiring Change
(History, ELA, Global Citizenship)

LEVELS OF DIFFICULTY

In most classrooms, teachers support individual students through differentiated instruction. Some courses, however, can be offered at more than one level to match the common needs and abilities of a group of learners.

Regular Level courses follow the provincial outcomes found within each curricular area. Such courses require students to be able to work on their own after the teacher has helped them develop basic understanding. The pace of instruction in intended to endure mastery by the students.

Modified Level level courses cover 50% of the provincial outcomes and 50% of outcomes created by the school division. Courses offer a greater variety of ways to learn the material to address learning differences and gaps. The courses focus on building strong foundational skills in each area of study. Aden Bowman Collegiate offers these courses primarily in the areas of English, Mathematics and Science. Enriched Level courses offers greater challenge to students through high-level questions and more opportunities for critical and creative thinking, while still maintaining the same workload as regular classes. Students can expect content to be covered more quickly in some areas to provide opportunity for greater depth in other areas as well as an emphasis on independent learning and research.

Course levels are determined separately for each subject. For example, it is possible for a given student to be in enriched English and regular math. Students should select levels which provide them with the opportunity and stimulation to learn and to develop as unique people. Final placement in levels is a school decision. If there are insufficient registrations to schedule an entire section at a certain level, teachers will aim to meet individual learning needs with the regular classroom setting.
English Language Arts A09 and B09 Modified

These courses are designed for students who have experienced difficulty in English Language Arts in elementary school. Communication skills are the basis of this program including the areas of speaking, listening, reading, and writing. Students will study the same themes as the regular grade nine English class with modifications in assignments and pace of study.

Mathematics 09

Mathematics 09 is divided into three components. Topics in Component 1 include perfect squares, area, exponents, and rational numbers. Topics in Component 2 include graphing, polynomials, and equations in lines. Topics in Component 3 include polygons, circle geometry, probability and statistics.

Math 09 Plus

Math 09 Plus is designed to be a skills strengthening class for students who experience difficulty in Math. It will focus on enhancing math skills, such as operations with integers and fractions, equation solving, as well as the key concepts within the Math 09 curriculum. Students will be able to move into the appropriate Gr. 10 Math Pathway upon completion.

Science 09

This course uses the scientific process to investigate everyday phenomena. It is activity centred, focusing on experimental work, problem solving, discussion, projects, and the application of mathematics to science. Topics include chemistry, electricity, space science and reproduction.

Social Studies 09

Grade 9 students will explore worldviews of past societies and connections between the past and the present. Students will consider how worldviews are shaped and how they are expressed by people living in particular times and places. Students will explore diverse sources of historical information, including oral histories, images, literature, and the arts. Through this inquiry into past societies, students will reflect upon their own worldviews, assess the influences of the past on the present, and further develop their historical consciousness.

Collective Voice 9

Collective Voice 9 is an integrated program for Grade nine students offering the opportunity to further develop a worldview while connecting with the community of Saskatchewan. Through the studies of history, stories, music, art, dance, and drama of ancient civilizations and North American Indigenous Nations, students will read, write of, and present their emerging worldview. Sense of place and sense of identity will be integral aspects of the course outline. Some of our research and written work will culminate in the airing of a weekly radio documentary on Saskatoon’s community radio, CFCR. The course also examines the role of technology in the rapid changing of social and natural environments. This is a ½ day program that will integrate the subjects of English 9, Social Studies 9 and Arts Education 9.

ATTENTION: STUDENTS ENTERING GRADE 09

Check your choices clearly on the course selection sheet. Be sure that you and your parents read the information about courses carefully before making selections. Grade 9 students must have full timetables, that is to say, no spares, with English counting as two subjects and mathematics counting as one and a half. Note which courses are compulsory. Verification forms will be sent home in May.

COMPULSORY SUBJECTS:

- English 09
- Mathematics 09
- Health 09
- Science 09
- Social Studies 09
- Physical Education 09
- Practical Applied Arts 09
- Arts Education 09
- Career 09

Students must choose 2 additional classes from the following:

ONE 50 HOUR ELECTIVE COURSE: (At least one 50 hour PAA elective)

- * Industrial Arts 9
- * Commerce & Computers 9
- * Independent Living 9
- * French 9 (Band Students only)

*same courses cant be selected at 50 and 100 level

ONE 100 hour ELECTIVE COURSE:

- * Industrial Arts 09
- *Commerce & Computers 9
- *Independent Living 9
- Band 09
- Choral 09*
- French 09

* If Choral 9 is chosen, choose 1 additional elective.

RESOURCE ROOM (BY TEACHER RECOMMENDATION)

“Collective Voice lets us develop a strong understanding of the world around us.”  - student

“This program is a great way to grow strong friendships and take our learning outside of the classroom to places like the downtown library, the university, and CFCR.” - student
LEARNING ASSISTANCE RESOURCE CLASS

This program is designed to assist students who have significant learning difficulties and who require support with the regular curriculum. The resource teacher and classroom teachers will collaborate in developing strategies to assist these students with their academic classes. Support with curriculum will be provided in conjunction with teaching learning strategies so that students will become independent learners.

For more information we invite you to contact Student Services at Aden Bowman Collegiate, 683-7606.

Health, Career, and Physical Education 9

This full year, every day course integrates three areas of learning and is an opportunity to engage our grade 9’s in action planning for one’s physical, mental and emotional health and wellbeing:

- Grade 9 Physical Education is based around the following Outcomes and goals.
  
  Students will:
  
  - enjoy and engage in healthy levels of participation in movement activities to support lifelong active living in the context of self, family, and community (Active Living).
  
  - enhance quality of movement by understanding, developing, and transferring movement concepts, skills, tactics, and strategies to a wide variety of movement activities (Skillful Movement)
  
  - balance self through safe and respectful personal, social, cultural, and environmental interactions in a wide variety of movement activities (Relationships)
  
  - Health Education, as part of a comprehensive school health program, will support students in developing a solid foundation for attaining and maintaining a balanced life.

  - Career Education is designed to develop the competencies required by all people to successfully manage their work and life. This renewed curriculum reflects the latest career development research, updated technology, and recent resources. All students will explore the connection between learning and work pathways and their connection to community.

Arts Education 9

The grade nine Arts Education Curriculum incorporates all four strands of drama, art, and music movement. Grade nine students will have the opportunity to choose an arts strand with a main focus or theme (also known as “through the lens”). All four strands will be taught in the arts ed. class with a focus being on one of the strands.

Arts Education 9 (Drama/Theatre Lens)

Students will develop awareness of and basic competence in drama, movement, music and visual art through theatre-based conventions. The main focus of this course is Taking Action, and how one can take social action through the fine arts.

Previous acting experience is not essential for success in this class. A willingness to participate and to take risks is necessary, as is the ability to work well with others. The expectation is that students are committed to enthusiasm in participation and excellence in performance.

Arts Education 9 (Visual Arts Lens)

Students will develop an awareness of and basic competence in visual art, movement, music and drama by producing visual artwork through a range of media. The main focus of this course is Taking Action, and how one can take social action through the fine arts.

Previous visual art experience is not essential for success in this class. A willingness to participate and to take risks is necessary, as is the ability to work well with others. The expectation is that students are committed to challenging themselves to grow as artists throughout the semester.

Band 09

The Band 09 course is designed to develop musicianship through performance on their instrument, the study of musical theory, and critical listening skills. Students will prepare scales, solos, and studies for evaluation as well as preparing material for concerts and festivals. Students in Band 09 will participate in all rehearsals, performances, and special projects of the band. Students are required to obtain a concert outfit, including a special concert shirt.

Students are expected to provide their own instruments unless they play oboe, bassoon, baritone saxophone, horn, euphonium, tuba, or percussion. Those requiring the use of a school-owned instrument should reserve one in the spring by contacting the ABCI Music Department.

Beginner Band 9

Beginner Band 9 is for students who have not completed 3 years of elementary band or have never taken band before but have a strong interest in learning a band instrument. Students will have the opportunity to work on the basic musical concepts in a small group setting. Once the students have mastered these skills they will be integrated into the regular grade 9 band class. Students are required to have their own musical instrument. Aden Bowman has a limited supply of the larger and more expensive instruments (i.e. French horn, tuba, baritone sax).
Choral 09

Students registered in choral class should have a keen interest in singing. Both males and females are invited to register. Group instruction is given in vocal technique, listening, music theory, solfege, diction, ear training, and part singing. A broad range of popular and serious music will be studied. Students in this class are members of the Aden Bowman Choir and participate in all rehearsals, performances, and special projects of the choir. Students are required to obtain a concert outfit, including a special concert shirt.

The choir class operates outside of the regular timetable. Students will be required to attend class before school starts. There are three rehearsals/classes each week. Students may take choir as an eleventh class.

Industrial Arts 09 (50hr or 100 hr)

This course focuses on two areas: design, and woods fabrication. The course is a (PAAS) Practical & Applied Arts Survey that introduces the student to toy design. Projects in the 50 hour course will be selected from four top designs, while projects in the 100 hour course are selected from over 40 classic toy designs. These include planes, cars, trucks, trains, excavators and many other toys. As each student will build a toy of their choice; imagination and creative skill are encouraged. The finishing process is extensive for the 100 hour course, while finishing work for the 50 hour project will only include staining. If time permits, students in the 100 hour course can attempt a second project of their own choosing, provided they cover any additional material costs. The standard course fee of $35.00 covers materials for the basic projects in both the 50 and 100 hour courses.

French 09 (50 hr or 100 hr options)

Come join the fun as you develop your French language skills by participating in activities that focus on developing, understanding, and speaking French. Written activities are integrated to reinforce your communication skills. Build and utilize vocabulary through activities that reflect real life experiences.

The units studied in grade nine are Back at It (Getting back into French); The Movies; Teen Privileges and Music. Notes:
1) Students who wish to take both Band 9 and French 9 must take the 50 hour French option which is integrated with Math 9.
2) Students with a French immersion background must identify themselves when registering. Recommendations will then be made for an appropriate grade placement in secondary school French.

Students who have no previous background in Core French are encouraged to see the guidance counsellors for more information.

Independent Living 9 (50hr or 100 hr option)

The course assists both male and female students to develop basic skills for family and independent living. Students develop skills in the areas of food and nutrition, clothing management and construction, learning the elements and principles of design, and consumer education. The course includes time in the food and clothing labs. Additional sewing project costs will be paid by the student.

Commerce & Computer Applications 9 – 50 hour version:

If you are unable to take the full 100 hour version of the CCA9 course, this 50 hour option will give you a taste for four of the five of the business and technology-based courses you can take in grades 10 to 12. You will work hands-on with a variety of new and exciting technologies to develop basic skills in these areas:
- Information Processing & Keyboarding
- Vector-Based Graphic Design
- Digital Image Manipulation
- Computer Science
- Computer-Aided Drafting

You will learn to use computer programs such as Adobe Photoshop, Adobe Flash, Microsoft Office, Scratch, and AutoCAD to create unique and creative projects. You will also be introduced to key concepts in business planning including marketing, accounting, productions, operations management and human resource management. This course culminates with a hands-on business project where students work cooperatively to make a business plan and then sell their products to Aden Bowman students during a “Venture Sale Day!”
Your Four Year Plan
for
Meeting Core Curriculum Requirements
at Aden Bowman Collegiate
*Years One and Two*

**Grade 10 Compulsory**

- English LA A10/A11
- English LA B10/B11
- Math 11
- Science 10/11
- Wellness 10

**Grade 10 Electives**

- Computers & Commerce 09
- Industrial Arts 09
- Independent Living 09
- French 09

**At Least Two of:**

- At least ONE Math
- Math Workplace & Apprenticeship 10
- Math Foundations & Pre-Calculus 10
- Math 21

**Electives**

1. ________________
2. ________________
3. ________________
4. ________________

- Collective Voice (pg 5)
- EarthKeepers (pg 28)

**Note:** Meeting minimum requirements does not necessarily satisfy entrance requirements for post-secondary institutions. Please consult with counsellors to confirm appropriate program choices.
Your Four Year Plan
for
Meeting Core Curriculum Requirements
at Aden Bowman Collegiate
Years Three and Four

Grade 11
**Compulsory**
English LA 20/21
At Least One of:
Math Workplace & Apprenticeship 20
Math Foundations 20
Math Pre-Calculus 20

At Least One of:
History 20, Psychology 20, Psychology 30,
Native Studies 30, Geography 30, Law 30

At Least One of:
Environmental Science 20
Health Science 20
Computer Science 20
Physical Science 20

Electives
1. ________________
   (20 or 30 Level)
2. ________________
   (20 or 30 Level)
3. ________________
   (20 or 30 Level)
4. ________________
5. ________________
6. ________________
7. ________________

Each student is individually timetabled. We recommend grade 10,11 and 12 students carry a minimum of 9 courses.

Grade 12
**Compulsory**
English LA A30/A31
English LA B30/B31
History 30

Electives
1. ________________
   (30 Level)
2. ________________
   (30 Level)
3. ________________
   (20 or 30 Level)
4. ________________
5. ________________
6. ________________
7. ________________

Total for Grades 10, 11 & 12
= 24 credits (minimum)
** at least 5 courses at 30 Level

Grade 12 OFFERINGS
Academic Research / Work Placement 30
Active Living 30
Apprenticeship Math 30
Band 30
Biology 30
Calculus 30
Career Work Education A30/B30
Chemistry 30
Choral 30
Choral 30
Clothing 30
Communications Media 30
Computer Science 30
Construction & Carpentry 30
Creative Writing 30
Dance 30
Photography 30
Drafting 30
Drama 30
Earth Science 30
English A30
English B30
English B30/Drama 30
Entrepreneurship 30
Food Studies 30
Foundations of Math 30
French 30
Geography 30
German 30
Global Citizenship 30
Guitar 30
History 30
History 30/ELA 30
Interior Design 30
Information Processing 30
Japanese 30
Law 30
Life Transitions 30
Native Studies 30
Physical Education 30
Physics 30
Psychology 30
Pre-Calculus 30

Arts Education * or Practical & Applied Arts**(10, 20, 30 Level)

At Least One of:
Band 10, 20, 30
Choral 10, 20, 30
Dance 10, 20, 30
Drama 10, 20, 30
Guitar 10, 20, 30
Jazz 10, 20
Visual Art 10, 20, 30

Each student is individually timetabled. We recommend grade 10,11 and 12 students carry a minimum of 9 courses.
ENGLISH

In the English Language Arts Program, students develop their language abilities directly and indirectly through speaking, writing, listening, reading, viewing, and representing. English Language Arts at the 20 level also offers students the opportunity explore some specific interest classes in the areas of Creative Writing, Journalism, and Media Studies.

English Language Arts A10/B10 1 cr each

The English Language Arts A10 themes include The Mysteries of Life and The Challenges of Life. English Language Arts B10 themes include The World Around and Within Us. Both courses involve study of novels, non-fiction, drama, short stories, and film.

English Language Arts 11A/11B Modified 1 cr each

The grade 10 modified English course continues to work on basic skills such as speaking, listening, reading, writing, and representing. Content will be similar to the regular A10 and B10 courses with emphasis on modifying the material to meet student’s needs.

English Language Arts 20 1 cr

Prerequisite: English A & B 10.

ELA20 consists of two modules for study. Starting Out-Beginning and Becoming examines the nature of childhood and youth to understand how both contribute to who we are and who we hope to become. Moving Forward-Establishing and Realizing uses a variety of texts to examine the complexities of adult experiences to consider our dreams and chart the course of our destinations.

English Language Arts 21 Modified 1 cr

Prerequisite: English A & B 10.

A modified course is available at the grade 11 level. Content will be similar to the regular 20 course with emphasis on modifying the material to meet student’s needs.

Creative Writing 20 (EL20W) 1 cr

Prerequisite: English 10 A or B.

Creative writing fosters the excitement of writing in a relaxed atmosphere, where students have numerous opportunities to write from experience regarding what interests them. They will acquire the expertise to generate ideas, develop language precision, edit with understanding, and confidently deliver a published work to an audience. Creative writing is a one-of-a-kind English Language Arts program that will develop such important skills as communication, time management, self-expression, and critical and creative thinking. In addition, it is excellent preparation for the senior English Language Arts program!

English Language Arts A30 1 cr

Prerequisite: English LA 20

English Language Arts A30, entitled Canadian Voices and Perspectives, addresses national issues as reflected in the traditional and contemporary literature of Canada and its regions. Through a variety of activities, students will examine the two major themes of the course: Canada-Diverse Landscapes and People, Canada-Diverse Canadian Voices. This course will also be offered online, via the computer, through the Saskatoon Public School’s Online Learning Centre (see page 28).

English Language Arts B30 1 cr

Prerequisite: English LA 20

English Language Arts B30, entitled World Voices and Perspectives, allows students an opportunity to examine traditional and contemporary world literature as they explore global issues. The two major themes for this course are: The Human Condition and The Social Experience. This course will also be offered online, via the computer, through the Saskatoon Public School’s Online Learning Centre (see page 28).

English Language Arts 31A/31B Modified 1 cr

Prerequisite: ELA 20

A modified course is available at the grade 12 level. Content will be similar to the regular 30A/B course with emphasis on...
This unique program allows us to live life as a member in another culture - not just a tourist, as we are temporarily adopted into a new family, make new friends, eat new foods, and see exotic sites in person. Learning a new language in an immersion context gives us insight into our own language, cultural and historical paradigms, as well as help us define who we are as individuals and as Canadians. By integrating our academic content together in the context of this program, learning can be more practical, meaningful and long-lasting than you ever imagined!

Credits: ELA 20, History 20, SPED 20, German 20 or 30, + room for an additional elective

For more information, contact your Student Services office or email Mr. James Funk at funkja@spsd.sk.ca.
FINE ARTS

Visual Art 10 1 cr

This course will build on the skills, media and theory explored in Arts Ed 9. Students will continue to develop self-expression and technical skills through four major areas (drawing, painting, sculpture and printmaking), several genres (still life, portraiture, figure, landscape, nature and architecture) and a variety of media (graphite, coloured pencil, charcoal, conte, pastel, ink, acrylic, watercolour, clay, wire, glass, paper/cloth mache).

Students will be introduced to informal class critiques and complete sketchbook exercises outside class time to develop and extend basic drawing skills. Students will also be given an opportunity to complete an independent project of their choice at the end of the semester.

Students are expected to provide their own sketchbook, art pencils, art eraser, ruler, blending stick, and pencil crayons.

Visual Art 20 1 cr

Recommended: Visual Art 10.

Students will build on previous artistic experience while focusing on major styles/movements of art throughout history. Styles such as Realism, Impressionism, Expressionism, Cubism, Surrealism and Abstraction will be related to studio activities. A variety of projects will be produced using media which may include graphite, coloured pencil, charcoal, conte, pastel, ink, acrylic, watercolour, collage, clay and plaster.

Students will continue to use a sketchbook for planning, practice and research and will be given an opportunity to explore independent study projects during the semester.

Students are expected to provide their own sketchbook, art pencils, art eraser, blending stick, pencil crayons and detail brush.

Visual Art 30 1 cr

Recommended: Art 20

This course is intended for committed art students who wish to advance their skills and design repertoire. Students selecting this course should have an interest in working independently, generating original ideas and producing quality work. Canadian art history and art criticism will be explored in an in-depth manner and students will participate in regular class critiques. Students will also be given a field trip opportunity to critique an art exhibition at a local gallery.

Media may include graphite, coloured pencil, charcoal, conte, pastel, ink, acrylic, watercolour, collage, clay, wire, paper and plaster using singular and mixed media approaches. Students will continue to use a sketchbook for planning, practice and research and will be given an opportunity to explore independent study projects during the semester.

Students are expected to provide their own sketchbook, art pencils, art eraser, blending stick, pencil crayons and detail brush.

Visual Art 30G (General) 1 cr

Prerequisite: None

This course is designed for the mature student who has not taken Visual Art 10, 20, or 30.

This course will focus on elements, principles, basic materials, and techniques of art. Canadian art will provide the basis for studio activities.

In-class projects will explore the following: drawing, painting, sculpture, printmaking, design, and mixed media. Students will work in groups to research and present information to the class about a nationally known Canadian artist. All projects are compulsory.

Homework consists of one independent study project (10 hours) and one gallery visit viewing art write-up. Fridays will be used to explore various specific drawing assignments used to develop drawing skills.

Students are expected to provide their own sketchbook, art pencils, art eraser, ruler, blending stick, and pencil crayons.
**Guitar 10**

1 cr

**Prerequisite:** None

This course is open to students in grade 10, 11, or 12 who have little or no musical background - all skill levels are welcome! The primary focus is performance on the guitar with an emphasis on pop, rock, blues, and classical music. In addition, this course approaches music history, theory, ethnomusicology, pop music studies, music appreciation, and composition. Tablature and traditional notation will be used. Guitars and materials are provided in class.

**Guitar 20**

1 cr

**Prerequisite:** Guitar 10 or permission of the instructor.

This course will continue to develop skills and concepts from guitar 10 with a greater focus on individual performance and intermediate-advanced playing techniques, beginning with barre chords. Although the primary focus is performance on the guitar with an emphasis on pop, rock, blues, and classical music, this course also approaches music history, theory, ethnomusicology, pop music studies, music appreciation, and composition. Tablature and traditional notation will be used. Guitars and materials are provided in class.

**Guitar 30**

1 cr

**Prerequisite:** Guitar 20 or permission of the instructor.

A variety of guitar styles and music-specific topics, at an advanced level, will be studied. Students will be expected to work independently and design some of their own learning goals in cooperation with the instructor. This course has a greater focus on performance. Students will be expected to practice their technique at a sufficient level to facilitate their personal goals.

**Drama 10**

1 cr

Drama 10 continues the students’ development of movement, speech, and other acting skills. Assignments include performance of a monologue and work in “readers theatre”. Drama 10
places greater emphasis on interpretation, characterization, and scene work.

The expectation is that drama students are committed to enthusiasm in participation and excellence in performance. Activities and performances are not optional. Students are also expected to display courtesy to others at all times. Due to the collaborative nature of Drama, regular attendance is an expectation in this class. All students who enroll in these courses must attend at least one live play performance during the semester and must write a critique of one of those productions. Transportation and tickets are the responsibility of the student.

Drama 20/30

Recommended: Drama 10.
Drama 20 and 30 have been combined to allow greater flexibility of scheduling, thus allowing more students to enroll in these courses.

Students will build upon processes and techniques introduced in Drama 10 and will add to their repertoire of theatre skills and knowledge. The course allows the potential for exploring various theatre genres, acting styles, philosophical views, and technical aspects of production. Students are encouraged to challenge themselves with difficult material, including material that they write themselves. The expectations of Drama 20/30, regards to commitment, attendance, participation, courtesy, and live performance attendance, is the same as in Drama 10.

Jazz Studies 10/20

New Course offering

Co-requisite: You must take Band 20 or Band 30 at the current time.

Aden Bowman Jazz 20 Class times - Tuesday after school and Thursday 8:00 a.m.

Jazz 20 is a new course offering and is an extension of the extra-curricular jazz band currently offered. This new provincial curriculum is set up to promote and to understand the elements of music and to develop the concepts that will lead the understanding of organization and structure in jazz music and its expressions. Along with the current big band rehearsals, there will be more in department learning in improvisation, small combo playing and jazz history. All concert and jazz band instrumentalists are welcome to join this class.

Dance 10

Students will be introduced to a variety of dance forms from various peoples and time periods. This appreciation for diversity permeates all levels of Dance at Aden Bowman. Dance 10 involves further study of a variety of dance forms, with a greater focus on technique, choreography, and performance. Through practical, visual, and written study, the students will also examine the historical, cultural, and social aspects of dance.

The modules covered in Dance 10 include: Dance Expressions: Individual and Cultural Stories, Legends, and Myths.

Dance 20

Recommended: Dance 10

In Dance 20 students will explore knowledge of different dance styles, and work to improve their composition and performance skills. Through practical, visual, and written study, the students will examine the historical, cultural, and social aspects of dance. During this course, students are encouraged to consider how dance is influenced by meaning, geography, and culture.

The modules covered in Dance 20 include: Celebration and Ceremony and Dance in Movies, Film, or Video.

Dance 30

Recommended: Dance 20

Dance 30 requires students to not only improve upon their technique, composition, and performance, but also to think critically about the meaning of the dances they see and create. Students will focus on dance choreography, and will finish the course by performing student-choreographed pieces for the Aden Bowman community at a year-end showcase.

The modules covered in Dance 30 include: Social and Global Issues and Choreographers: Messengers and Commentators. Students may also have the opportunity work on an Independent Study module at this level.
Workplace and Apprenticeship Mathematics 10 (WA 10)

This course is designed to provide students with the mathematical understandings and critical thinking skills identified for entry into post-secondary programs in trades and technology, and for direct entry into the work force. Topics include: measurement, trigonometry, geometry, consumer math, and proportional reasoning.

Foundations of Mathematics and Pre-Calculus 10 (FM 10)

This course is designed to provide students with the mathematical understandings and critical thinking skills identified for entry into post-secondary programs. Topics include: measurement, trigonometry, exponents, polynomials, factoring, irrational numbers, and relations and functions.

Mathematics 11 1 cr

Mathematics 11 is a modified 10 level mathematics course. This course focuses on improving basic math and algebraic skills taught in grade ten as well as developing math skills used in everyday life at a learning pace suited for all students in the class. Topics include algebra skills, consumer math, the right triangle, linear equations and linear functions. This course is a prerequisite for Mathematics 21.

Mathematics 21 1 cr

Prerequisite: Mathematics 10 or 11

This course also stresses the use of mathematics in everyday living. Topics to be taught include: review of basic operations, credit and taxes, income tax, ratio and proportion, probability and statistics, measurement and the geometry of angles, polygons, and circles. This is not a university entrance math program.

Workplace and Apprenticeship Mathematics 20 (WA 20)

Prerequisite: Workplace and Apprenticeship Mathematics 10

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force. Topics include: financial mathematics, logical reasoning, geometry and number sense.

Foundations of Mathematics 20 (FM 20)

Prerequisite: Foundations & Pre-Calculus 10 (or Math 10)

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that do not require the study of theoretical calculus. Topics include: logical reasoning, proportional reasoning, geometry, trigonometry, algebra, statistics and probability.

Pre-Calculus 20 (PC 20)

Prerequisite: Foundations & Pre-Calculus 10 (or Math 10)

Recommended: Foundations of Math 20

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus. Topics include: absolute value, radicals, trigonometry, rational expressions and equations, factoring, quadratic functions, quadratic equations, inequalities, reciprocal functions, sequences and series.
YELL Program 2 cr
Foundations of Mathematics 20 and Leadership 20
Pre-requisite: MFP10

YELL stands for Young Engaged in Leadership and Learning. YELL is an integrated program inspired by Saskatoon Public School's Collegiate Renewal Initiative. Students will work together with staff and their peers to contribute to the progress of Aden Bowman’s strategic goal of providing students with opportunities and supports to own their learning.

Students are leaders of their learning and that learning does not end upon completion of formal schooling. The Leadership 20 course is designed to develop students’ knowledge and skills about leadership. The course will promote student growth in the following areas: styles of leadership, goal setting, problem solving and decision-making, group dynamics and communication skills, community participation - all with the aim of providing the skills necessary for students to effectively participate in community leadership roles. This program will support students as they come to know themselves as leaders within the classroom, the school, and the wider community.

Curricular outcomes related to research and statistics from the Foundations of Mathematics 20 course will provide students with the skills to inquire into the learning experiences of their peers. Based upon their research, students will develop recommendations and action plans in an effort to improved students’ opportunities to learn and their responsiveness to those opportunities. The remaining mathematical concepts from the Foundations of Mathematics 20 course related to functions and finance will be used to examine students’ personal experiences in a regular classroom situation. Students will work to understand the strengths and insights they can bring to the classroom.

Workplace and Apprenticeship Mathematics 30 (WA 30)

Prerequisite: Workplace and Apprenticeship Mathematics 20 (Math A30)

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force. Topics include: trigonometry and measurement, transformations, logical reasoning, measures of central tendency, linear relations, probability, business and financial mathematics.

Calculus 30 1 cr

Prerequisite: Foundations of Math 30 and Pre-Calculus 30 could be taken concurrently with Calculus 30 but it is not recommended.

This course is an advanced class for very capable math students who are planning to continue in mathematics at the university level. The course includes topics on limits, differentiation and its application to curve sketching and problem solving, as well as an introduction to integration and calculating the area under curves.

Aden Bowman Collegiate – Just the Right Size

Literature about “effective schools” identifies a number of advantages directly related to school size. Smaller schools typically promote among students a greater sense of belonging, emphasize relationships, extend opportunities to more students, and make stronger connections with the community. As well, according to Lee and Smith (1997), a school of 600-900 provides the ideal setting for optimal student performance.

Here’s what our grade 9s are saying about their new home:

“It’s smaller, with fewer people, and that makes it more comfortable. We all get to know each other well because the school isn’t too big.”

“It feels welcoming. The people here are good. They are friendly . . . and I love the feeling when I’m here.”

“When I describe Aden Bowman to others, I talk about how the school is smaller than others, but that’s a good thing, because people care for you here.”
In Wellness 10, students acquire the knowledge, skills, and confidence needed to take action toward a healthy active lifestyle. Wellness 10 combines the goals of Health and Physical Education and uses the best instruction from each - both in the gym and the classroom - to prepare students to enjoy and engage in physical activity and to make informed decisions to improve personal health.

**Physical Education 20**

**Prerequisite:** Wellness 10

The grade 11 program emphasizes recreational activities that will give participants the basic skills and knowledge in a wide variety of activities that they may pursue as adults. The class is co-ed and features activities such as: tennis, golf, bowling, archery, curling, broomball, ice games, racquetball, cross-country skiing, badminton, fencing, social dance, aquatics, and slow pitch. Minor officiating and scorekeeping skills are also taught. Since most activities are away from the school, transportation will be provided. A student fee of $75 is required to help cover the rental cost of facilities. Assessment is based on participation, work ethic, community and leadership hours, activity hours, and a comprehensive final exam.

**Active Living Fitness 30**

**Prerequisite:** Wellness 10

The grade 12 program continues to emphasize recreational activities that will give the participants the basic skill and knowledge in a wide variety of activities that they may pursue as adults. The class is co-ed and features activities such as tennis, golf, bowling, weight training, aerobics, badminton, fitness and anatomy, broomball, squash and racquetball, curling, social dance, down-hill skiing, aquatics, scuba, wall climbing, beach volleyball, horseshoes, tae-kwon-do, and slow-pitch. Minor officiating and scorekeeping are also taught. Since most activities are away from the school, transportation will be provided. A fee of $75 is required to help cover the rental cost of facilities. Assessment is based on a major project, practical game play, work ethic, written tests, community and leadership hours, and participation.

* PE 20 & 30 require some noon hour and recess time for travelling to/from off campus venues. Students planning to take Driver Education or Work Education must take P.E. 20 and/or 30 in the opposite semester of Driver Education or Work Education. Due to the availability of facilities we will hold some sessions over the noon hour.

**Active Living & Fitness Leadership 20**

This course allows students to learn more about and to focus on their own health and wellness, as well as providing an opportunity to promote and encourage lifelong healthy, active lifestyles. This course is an opportunity to survey and participate in fitness programming and the fitness industry for career exploration. Students will be given the opportunity to inquire about, understand, and prepare for possible careers within the fitness industry. As well, students can research job requirements, plan for, and develop these qualifications. Fitness theory and activities related to concepts being taught are the focus. Learn to live actively and provide leadership through positive community interactions!
Digital editing with Adobe Photoshop will also be introduced. Students will have access to cameras, computers, and studio equipment. AA batteries must be supplied by the student.

Photography 20 1 cr

Recommended: Photography 10

Photography 20 moves the student from the personal level of digital photography to more professional content. This higher level course is designed for students wanting to explore photography as a career. Portfolio work focuses on subjects more relevant to being a professional in the digital photography field with advanced composition and editing techniques being explored.

Photography 30 1 cr

Recommended: Photography 20 or (Photography 10 & permission from instructor).

This course will focus on the development of an individual professional portfolio. A large component of course work will be an extended study in an area of photography chosen by each student. More intensive work in commercial and fine art photography areas will be part of the experience. Areas of digital retouching and composition through the use of Adobe Photoshop will be looked at in greater depth. A personal investigation of a specific area of photography such as the history of photography, alternative processes, how to run a photography business, or other areas of interest as approved by the instructor will be covered.

Information Processing 10 1 cr

This course is focused on preparing students for a variety of careers that require basic to intermediate level computer skills in personal productivity software. Students will explore topics such as computer history, word processing, spreadsheets, digital photo manipulation, desktop publishing, and touch keyboarding. Students will also be
encouraged to demonstrate their creativity by working on a variety of multimedia projects and Adobe Dreamweaver website designs.

**Information Processing 20** 1 cr

**Recommended:** Information Processing 10
(Open to Grade 11 and 12 students.)
Emphasis in this course is placed on mastery of office skills. Topics covered include desktop publishing, letter styles, books, manuscripts, business forms, filing memos. Intermediate skills in word processing, spreadsheets, and database management will also be focal points of the course. Students will occasionally work outside the classroom, gaining experience on various office machines. This program offers an opportunity for students to refine their personal productivity skills and using technology.

**Information Processing 30** 1 cr

**Recommended:** Information Processing 20
Using a variety of software, the students will be involved primarily in project work. The operation of the classroom will simulate that of an office with students participating in work experience on a rotational basis. The course will cover advanced desktop publishing, business English, and mastery of office machines. This course requires that students have strong interpersonal skills, independent learning skills and are able to meet project deadlines with minimal supervision.

**Computer Science 20** 1 cr

**Recommended:** Math 10 F & P
(Open to Grade 10 students with permission from a Guidance counsellor)
This course develops a student’s understanding of the concepts and language behind computer software. Through hands-on activities, the class will develop the fluency required to write programs that solve a variety of real life problems. Students who enrol in this course will be expected to have strong problem solving and independent learning skills. The primary language used in the class is Visual Basic.NET. Students who are considering careers in computers, engineering, multimedia, gaming and web development should consider this class an excellent introduction to software design and project management.

**Computer Science 30** 1 cr

**Prerequisite:** Computer Science 20
This course develops a student’s understanding of the concepts and language behind computer software using object oriented languages such as Java and Visual Basic.NET. Through hands-on activities, the class will develop the fluency required to write programs that solve a variety of real life problems. Students who are considering Computer Science/Engineering at the post-secondary level should take this class. Students are expected to propose, manage and complete a major software project using a programming language of their choice. This course requires that students have strong independent learning skills and are able to meet project deadlines with minimal supervision. This course will also be offered online, through the Saskatoon Public School’s Online Learning Centre (see page 28).
Modern Creative Design

Students will be introduced to drafting using AutoCAD by drawing single view, orthographic, oblique, isometric, sectional and basic 3-dimensional drawings. This course is hands-on in nature, and offers an excellent introduction to visualization skills. Students planning on entering engineering or architecture as a career are encouraged to take this course as all engineering students are required to take a course in computer-aided drafting.

**Prerequisite:** Drafting 10

The course will review basic technical drafting skills and introduce students to intermediate-level concepts such as drawing auxiliary views, developments, fasteners, perspectives, 3-D drawings, residential architecture. Students considering engineering or architecture as a career are encouraged to take this course.

**Recommended:** Commerce and Computer Applications 09

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**Drafting 10**

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**Drafting 30**

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**Clothing 30**

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**Food Studies 10**

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**Food Studies 30**

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<td><strong>Prerequisite:</strong></td>
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**Interior Design 30**

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**Construction & Carpentry 10**

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**Construction & Carpentry 20**

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<td>Construction &amp; Carpentry 10</td>
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**Construction & Carpentry 30**

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<tr>
<td><strong>Prerequisite:</strong></td>
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<tr>
<td>Construction &amp; Carpentry 20</td>
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This course is intended to extend the student’s knowledge of practical and artistic wood working and further develop the skills introduced in Construction and Carpentry 10. Other areas of focus will include:
- Safety develop life-long carpentry skills in a supportive environment
- Utilize a variety of hand tools, portable power tools and stationary power tools
- Investigate and demonstrate the construction techniques required in a typical residential dwelling
- Construct projects indicative of personal skills levels
- Become aware of the many different occupations required to bring a house to completion.

Materials are paid for by the individual students.

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This course is for the student who is interested in the creative elements of design and home interiors. Students will assess and evaluate housing alternatives and floor plans. Areas of study will include furniture, lighting, use of colour, zoning, and landscaping. Discussion of interior design techniques and field trips will be a part of this course.

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This course is intended to extend the student’s knowledge of practical and artistic wood working and further develop the skills introduced in Construction and Carpentry 20. Other areas of focus will include:
- Safely develop life-long carpentry skills
- Become aware of the many different occupations required to bring a house to completion.

Materials are paid for by the individual students.
in a supportive environment
- Utilize a variety of hand tools, portable power tools and stationary power tools
- Investigate and demonstrate the construction techniques required in a typical residential dwelling
- Construct projects indicative of personal skill levels
- Become aware of the many different occupations required to bring a house to completion.
Materials are paid for by the individual students.

Life Transitions 30 1 cr

Prerequisite: None
This course is concerned with the major changes encountered throughout life in health care, family, and the work place. It is founded on the belief that individuals are better prepared to cope if they have the opportunity to discuss and predict the likely consequences of change and can formulate strategies to adapt to change. Some topics covered will be the health care system, conflicts in relationships, reproductive health, parenting, money management, independent living, and career planning.

Entrepreneurship 30 1 cr

Prerequisite: None
(Intended Audience Grade 11 & 12 students.)
This course develops an awareness of the entrepreneurial spirit. Through community contact (speakers and field trips), the characteristics of a successful entrepreneur such as creativity, innovation, goal setting, and the ability to recognize local and global opportunities are explored. Students proceed through the steps and issues involved in starting and running a successful business venture (including marketing, accounting, and legal requirements) culminating with the creation and presentation of an original business plan. Aden Bowman utilizes the Junior Achievement Company Program to support business development skills in this course.

Health and Safety training, Labour Standards, resume writing, personal inventories, career research and the development of a professional career portfolio. This is complemented by a ten-week Academic Research/Work Placement Program, which is practical research/work experience in an academic setting at the University of Saskatchewan. Students may choose from a number of exciting research placement sites within various departments in the College of Medicine, Vet. Med., Engineering, Pharmacy & Nutrition, Kinesiology, Arts & Sciences, Law, Edwards School of Business, as well as VIDO, Ag Canada, the CLS Synchrotron and many others. Students must go through an initial application, interview and selection process prior to acceptance into this exciting program. Apply early through Student Services or speak with your Career Facilitator.
Proposed Science Courses & Prerequisites

SCIENCE

Science 10  1 cr

This course introduces concepts of sustainability of ecosystems, motion, and basic chemistry. Students will be engaged in group work, presentations, laboratory investigation, and library research. The core content is supplemented with additional experiences such as extended out-of-school excursions, science fair project, Aventis Biotech Challenge, and/or student mentoring program.

Science 11  1 cr

This course is intended for those students who have experienced difficulty in previous science classes. To assist in understanding science, material is presented at a flexible pace. On completion, students should select Science 21.

Science 21  1 cr

**Prerequisite:** Science 10 or 11

This course is designed as an option for the student who needs only one senior science credit in order to graduate. This is for students who are not “scientifically inclined” and not destined for university.

Our Collegiate is excited to be a part of the Provincial Pilot process for our new Senior Science Courses. These courses are interdisciplinary and will be designed to include scientific inquiry, technological problem solving, cultural perspectives, and the connections among science, technology, society, and the environment. These courses are being created to help students meet our changing economic, environmental, and societal needs in Saskatchewan.

**Environmental Science 20**

**Prerequisite:** Science 10

Students will learn how to examine local and global environmental issues such as climate change, water, soil, and air quality, urbanization, bioresource management, waste handling and disposal, land-use planning, and the
Physics 30 uses concepts related to motion, electricity, and nuclear physics to continue to explore the nature of physics started in Physics 20. Similar to Physics 20, experimentation will remain a major theme throughout the course. Additionally, there will be an increased emphasis on the mathematical description and analysis of physical phenomena. An optional unit will be chosen from applied motion, fluid mechanics, electromagnetism, and atomic physics. Mathematics skills are vital for success in this course.

Earth Science 30 - Available Semester 2 only
Prerequisite: Physical Science 20 or Environmental Science 20 (once these two courses are implemented in schools - in the meantime any 20 level science will be acceptable as a prerequisite.

Students will examine our planet’s geological origins and the geological timescale as a foundation to guide decision making with regard to the use of its mineral and energy resources, the maintenance and remediation of the environment, and response to geological hazards. Hands-on field experiences will enable students to develop visual-spatial reasoning skills and an understanding of the role of Geographic Information Systems. Students will also explore the historical and contemporary significance of Earth Science and related careers. NOTE this course will be offered beginning in spring 2014 (It will not be offered in fall 2013).

Chemistry 30
Prerequisite: Chemistry 20 or Physical Science 20

NOTE: Math skills are important for success in this course.

The concepts from Chemistry 20 are used as a foundation to study thermochemistry, solubility equilibrium, reaction rates, equilibrium, acid base and oxidation-reduction reactions. Practical experiments are emphasized throughout. Math skills are important for success in this course. It is recommended that students have completed Math 20 and Math 30A. This course will also be offered online, via the computer, through the Saskatoon Public School’s Online Learning Centre (see page 28).

Physics 30
Prerequisite: Physics 20 or Physical Science 20

Note: It is recommended that students successfully complete Physics 20. Math skills are important for success in this course.
Each year Aden Bowman students are given the opportunity to supplement their academic programs through a variety of educational and cultural exchanges. These programs are recognized as excellent additions to the language programs offered in our collegiate.

**STUDENT EXCHANGE & TRAVEL OPPORTUNITIES**

<table>
<thead>
<tr>
<th>Student Exchange &amp; Travel Opportunities</th>
<th>Quebec</th>
<th>Japan</th>
<th>Germany</th>
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<tbody>
<tr>
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<td>3 months</td>
<td>2 weeks</td>
<td>3 months</td>
</tr>
<tr>
<td>Hosting</td>
<td>Grade 11 Sept-Nov</td>
<td>Possible various</td>
<td>Grade 11 late Aug - late Nov</td>
</tr>
<tr>
<td>Travel</td>
<td>Grade 11 Jan - March</td>
<td>Grade 11 or 12 Easter</td>
<td>Grade 11 April - June</td>
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<tr>
<td>Application</td>
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<td>Grade 10,11,12</td>
<td>Grade 10</td>
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<tr>
<td>Eligibility:</td>
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<td>Japanese has hosted</td>
<td>German</td>
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<tr>
<td>Enrolment in</td>
<td>French Immersion</td>
<td>or has a keen interest in the Japanese culture</td>
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<tr>
<td>Aproximate Cost</td>
<td>$300 (subsidized)</td>
<td>$3,500.00</td>
<td>$1,600.00</td>
</tr>
<tr>
<td>School Contact</td>
<td>French Teacher</td>
<td>Japanese Teacher</td>
<td>German Teacher</td>
</tr>
</tbody>
</table>

Note: Costs do not include personal spending money and expenses related to hosting a student.

**French 10, 20, 30**

The goals of this program are, among others:
- To develop language skills that will enable the student to communicate effectively and accurately in French.
- To develop an openness toward cultural diversity and a comprehension of the bilingual and multicultural reality of Canada today.

This curriculum promotes the learning of French through the study of themes that focus on student experiences. Each theme includes a topic to be developed and a unit project.

**French 10**

<table>
<thead>
<tr>
<th>Prerequisite:</th>
<th>French 09</th>
</tr>
</thead>
</table>

Unit themes for grade 10 include: driving, environmental citizenship, consumerism and cinema. French 10 introduces the imperfect past tense while continuing to build on the past compound tense and the near future. Students will be expected to complete both oral and written work, and there will be an opportunity for some technology based learning to be done. A good French-English dictionary is a must for this course.

**French 20**

<table>
<thead>
<tr>
<th>Prerequisite:</th>
<th>French 10 or French Immersion Background</th>
</tr>
</thead>
</table>

Themes that may be covered include: fashion, self-knowledge, media (advertising), and travel. The conditional and simple future tenses will also be introduced. In order for students to qualify for participation in the Saskatoon School Board travel opportunity, students must have either taken French 20 or be taking it at the time of application.

**French 30**

<table>
<thead>
<tr>
<th>Prerequisite:</th>
<th>French 20 or French Immersion Background</th>
</tr>
</thead>
</table>

French 30 introduces the subjunctive verb tense while continuing to build on knowledge acquired through French 9, 10, 20. The themes used to develop

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**SECOND LANGUAGES**

Although recommended, a second language is not a required credit under Core Curriculum. A student may not substitute a second language credit for a compulsory course or required area of study. The University of Saskatchewan requires a second language only when majoring in languages. However, a student may use a language credit to satisfy other entrance requirements for Education and Arts and Science.

Many universities outside the province do require a second language, which is sometimes specified to be French. (Attention: especially to those wanting to attend the University of Alberta (Fine Arts Program) and Eastern Canadian Universities.) Please see Student Services for further information.

The school’s second language program includes French, German, and Japanese. All language programs carry with them the possibility of a short-term exchange (Germany, France) or a visit to a foreign country (Japan).
vocabulary, conversation and written skills include: languages and cultures of the world, racism, personal independence. Students will also participate in a French novel study.

**German Program**

The German program is designed to teach students who have no knowledge or background in German how to communicate, at a basic level, in a variety of different topics. There is an opportunity to participate in a three month exchange with Germany. (Students apply in their grade 10 year, host in the fall of their grade 11 year and travel to Germany in the spring of their grade 11 year.) The curriculum promotes the learning of language through the study of themes that focus on student experience. Each theme includes a topic to be developed and a unit project.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>German 10</strong></td>
<td>1 cr</td>
</tr>
</tbody>
</table>

**Prerequisite:** None

German 10 is an introduction to the language. No language knowledge or background is required. There will be a variety of different themes which are explored with a “hands-on” approach. The themes are project centred, which allows students to express themselves and understand people in different contexts. Students interested in participating in German Exchange must apply early in the second semester.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>German 20</strong></td>
<td>1 cr</td>
</tr>
</tbody>
</table>

**Prerequisite:** German 10

German 20 is organized like German 10. It is a “hands-on”, project centered course where students study different themes to be able to express themselves in different contexts.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>German 30</strong></td>
<td>1 cr</td>
</tr>
</tbody>
</table>

**Prerequisite:** German 20

German 30 explores themes and contexts again with a “hands-on”, project centered approach. Students learn to articulate their thoughts and feelings in different contexts with greater sensitivity and sophistication.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Japanese 10</strong></td>
<td>1 cr</td>
</tr>
</tbody>
</table>

**Prerequisite:** None

Japanese 10 is an introduction to the Japanese language. The main focus is on oral and written communication. Listening with understanding is also stressed. One of the Japanese writing systems, Hiragana, will be introduced. Students will also learn some Kanji characters (pictographic, Chinese characters). The vocabulary acquired in the course will be written in Hiragana. The cultural component of the course will deal with everyday social communication and etiquette. Various culturally related activities such as origami, learning songs, cooking, and crafts will be introduced to stimulate an interest in Japanese culture.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Japanese 20</strong></td>
<td>1 cr</td>
</tr>
</tbody>
</table>

**Prerequisite:** Japanese 10

Japanese 20 is the natural extension of Japanese 10. The main focus continues to be oral and written communication and listening with understanding at an intermediate level. The use of Hiragana increases and becomes more complex with the introduction of more complex grammar. Another writing system, Katakana, will be introduced and continued development of Kanji writing will be stressed. The cultural component of the course deals with situations in daily life in Japan. Additional culturally related activities are included in the course.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Japanese 30</strong></td>
<td>1 cr</td>
</tr>
</tbody>
</table>

**Prerequisite:** Japanese 20

Japanese 30 takes oral and written communication to a more advanced level and deals, in particular, with complex everyday expressions. The students will continue to learn more Japanese writing, focusing on the development of their Kanji writing. The cultural component of the course focuses on understanding and developing flexibility and sensitivity in the cultural differences between Canada and Japan.
Global Citizenship

“More important than what I have learned, are the skills I have obtained. I now know how to question the information that I once accepted without hesitation. Obtaining a holistic and realistic world view is a goal for me, and I hope to gain more knowledge and understanding of our human race and the world we live in before I am an adult and living on my own in our society. Global Citizenship hasn’t just been a class for me. I truly believe that this class has changed who I am and who I will be in the future through providing me with the resources to formulate my own opinions” S.F.

“In one word, I would define this class as inspiring. I feel as though I have been more inspired than ever to learn, participate, and engage in my own methods of learning. For me the inspiration has grown from great leaders, motivating peers, and an environment of self expressions. When given the opportunity to be in command of how I want to learn, and express my learning, I find that the process benefits me greatly, and the outcome is more interesting and educated” Z. S.

SOCIAL SCIENCES

**Geography 30** 1 cr
*Recommended: History 10*  
(Open to grade 11 and 12 students.)

This course provides a global overview of physical and human geography. Students will study landforms and cartography while examining the physical world. Population distribution, economic disparity, and environmental concerns are aspects of human geography that are explored. Library research, technological literacy and geography principles are utilized throughout the course.

This course will also be offered online, via the computer, through the Saskatoon Public School’s Online Learning Centre (see page 28).

**History 10** 1 cr

This course provides students with an opportunity to investigate the historical roots to many of the issues and challenges facing contemporary society. Specifically, the course will focus on events emanating from the Twentieth Century. Key events such as the French Revolution, the Enlightenment, the Industrial Revolution and the era of Colonialism will be studied. Key concepts shaped historical period, will also be a focus of the course.

**History 20** 1 cr
*Recommended: History 10*

If you are interested in studying the world wars, the Cold War, issues surrounding global terrorism or social and economic changes over the past 100 years that have impacted our world today, then this is the class for you. The goal of History 20 is to help students make sense of the major political, social, and economic issues facing humanity at the beginning of the 21st Century and to promote an understanding of history as a discipline; including the nature and diversity of its sources. Utilizing inquiry methods of learning, individual projects, collaborative discussions, and historical thinking (the study of primary and secondary sources), student will develop an understanding of the present through a critical reflection of the past.

**History 30** 1 cr
*Recommended: History 10*  
(Open to Grade 12 students only.)

History 30 allows students to explore both significant historical and contemporary events that have, and continue to, shape our nation. There will be an emphasis on contemporary challenges that will influence the long-term wellness of Canadians and the Canadian nation. This course will also be offered online, via the computer, through the Saskatoon Public School’s Online Learning Centre (see page 28).

**Law 30** 1 cr
*Recommended: History 10*  
(Open to grade 11 and 12 students.)

The objective of this course is for the individual to become aware of the rights, responsibilities, and fundamental laws governing our society. Topics covered include our Canadian legal system; criminal law and procedure; civil law including torts, family law, contracts, wills and estates, employment and consumer law; immigration and environmental law.

The course helps the individual become aware of business and legal procedures. One should acquire sufficient knowledge to become aware of when professional legal services are desirable and necessary. Community resources are widely used.

This course will also be offered online, via the computer, through the Saskatoon Public School’s Online Learning Centre (see page 28).

**Citizens Inspiring Change (CIC)**

**History 30, ELA 30, and Applied Global Citizenship 30** 3 cr

This course will draw from various forms of traditional and contemporary literature, music, film, and art to investigate notions of societal norms and values, culture and worldviews, and active citizenship both locally and globally. Students will use inquiry methods of learning to explore historical issues that continue to have a major impact on our world today, and create their own evidence of learning through both individual projects and action based research.
Psychology 20                             1 cr

**Recommended:** History 10
This introductory course is designed to provide students with a general overview of the field of psychology. Students will be encouraged to reassess preconceived ideas and prejudices and begin to discover how psychological theories, methods, and studies lead to greater understanding of how humans think, feel, and behave. Psychology 20 is the study of human behaviour and mental process in a social context. It is a course designed to guide the students to a better understanding of themselves as individuals, in their own right, and as a part of the larger context of their families, friends, and citizens of their country in a global community.

Psychology 30                             1 cr

**Recommended:** History 10
Psychology is the systematic scientific study of human behaviour, experiences, and mental processes.

The focus of psychology is human development, how people change, and how they stay the same over the life span. Students will learn about human growth through infancy, adolescence, adulthood, and old age.

Native Studies 30      1 cr

**Recommended:** History 10
(Open to Grade 12 students only.)
Native Studies 30 provides an overview of Canadian history from an Aboriginal perspective. The historical roots of contemporary Aboriginal and Canadian issues will be investigated. Students will have the opportunity to gain an understanding and appreciation of how Aboriginal people have influenced and shaped the history of the Canadian nation. **This course will also be offered online, via the computer, through the Saskatoon Public School’s Online Learning Centre (see page 28).**

World Religions 30      1 cr

**Recommended:** History 10
This course is a comparative examination of many of the world’s religions. Students will have an opportunity to study the origins, development, and principle beliefs of these religions. In addition, opportunities will be provided for students to understand the influential role religion has played, or is playing, on a personal, cultural, national, and international level.

Driver Education               no credit

Driver Education is a non-credit class which is partially scheduled at noon hour. Some release time from other courses and some out-of-school time are also required. The course includes classroom study, simulation and in car practice, as well as home driving with parents or other responsible adults.

To be eligible, students must meet the age requirements specified by the system-wide Driver Education program and must be 15 years of age before being allowed to participate in the course.

Students must also have a birth certificate and two other pieces of identification.

Night School Learning Centre

Saskatoon Public Schools’ Night School Learning Centre offers courses in the evening time slot. A variety of subjects are offered. Specific courses offered will vary from semester to semester depending on student interest and teacher availability. The content of each course follows provincially authorized curriculum. These night school courses are open for anyone, regardless of age, to attend.

If you are interested in an evening learning time, please contact Mount Royal Student Services at 683-7806 or to register see a counselor in Student Services at your school.

Night School offerings have included: Cosmetology 10, Cree 10, Graphic Arts 10, Photography 10, English 20, English 30A, English 30B, Biology 30, History 30, Math 20A and Math 30B.
Join the hundreds of students who are taking advantage of our wide variety of full-credit Grade 10 - 12 internet-based courses!
- Semester-based
- Teacher-directed
- Independent study
- Over 30 courses available
Easy access to your teacher by phone or e-mail!

Please visit our website for more information:  http://olc.spsd.sk.ca

2013 - 2014 Online Courses

- ELA A10, B10, 20, A30, B30; Journalism 20; Creative Writing 20, 30
- Mathematics Foundations & Pre-Calc 10; Foundations 20, 30; Workplace & Apprentice 20, 30; Mathématiques Pré-Calc 20 (French); Pre-Calc 20, 30; Calculus 30
- History 30; Geography 30, Native Studies 30; Law 30
- Biology 30; Chemistry 20, 30; Physics 30; Computer Science 20, 30
- Accounting 10, 20, 30; Photgraphy 20; German 10

As a Saskatoon Public School’s student, you are invited to meet with a guidance counsellor at your school to discuss using online courses to supplement your education.

Proudly offered by Saskatoon Public Schools

Earthkeepers Program  4 cr

Credits: English 10A, Science 10, Wellness 10, and Practical and Applied Arts 10 (includes a survey of design, horticulture and food studies.)
Students can obtain a fifth credit in Period 1 by taking a course of their choice.
Students wishing to take Band and Math in the Earthkeepers Semester can take Math on-line.
A Fee of $300.00 is required.

Prerequisites:  Science 9, Math 9, English 9A & 9B

Earthkeepers is a one semester five credit integrated program for grade 10 students. It is based at Aden Bowman Collegiate but is open to all grade 10 students in Saskatoon Public Schools.

The program aims to equip students with the skills and values necessary to be leaders in the areas of sustainable living and active citizenship. Each semester, a new group of diverse and energetic students come together from all areas of the city. They are quick to connect with each other as they take on action projects in their community and work together to redefine a lifestyle for the next generation.

Enrichment is provided throughout the semester in the form of single and multi-day trips, consultation with field experts and an abundance of practical hands on activities. Students also gain first hand experience in the fields of sustainable design, self sufficiency, and community development through three major projects that are sure to engage their mind, hands, and spirit.

If you are an active learner who likes to meet new people and you dream about making a difference in the world then this may be the program for you! Program applications can now be completed and submitted online at the Earthkeepers website:  www.theearthkeepersrevolution.ca
POST - SECONDARY ADMISSION CONTACTS
2013 - 2014

University of Saskatchewan
Recruitment & Admissions
(306) 966-5788 or email: admissions@usask.ca
For up-to-date admissions requirements, please visit their website:
www.explore.usask.ca

University of Regina
Admissions Office Toll Free 1-800-644-4756
For up-to-date admissions requirements, please visit their website: www.uregina.ca

First Nations University of Canada
1-800-267-6303
website: www.fnuniv.ca

SIAST Campuses
Toll Free 1-866-goSIAST
Website: www.gosiast.com

Kelsey Campus - Saskatoon          Palliser Campus - Moose Jaw
(306) 659-4300                  (306) 691-8200
Email: NSAKelsey@siast.sk.ca     Email: NSAPalliser@siast.sk.ca

Wascana Campus - Regina          Woodland Campus - Prince Albert
(306) 775-7300                  (306) 765-1500
Email: NSAWascana@siast.sk.ca    Email: NSAWoodland@siast.sk.ca

Saskatchewan Indian Institute of Technologies
(306) 373-4777
Website: www.siit.sk.ca
Notes