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Bedford Road is a collegiate with a long and distinguished history and tradition. Both present and past students view Bedford with pride and loyalty. The unique character and appeal of the school is readily apparent to new students. While there is a large enough student body to offer several course options, three levels of course difficulty and a complete range of extracurricular offerings, Bedford is small enough to allow for the development of a particularly warm and personal atmosphere in the school. This results in the development of a personal interest in and a concern for everyone’s wellbeing and success. Students and staff enjoy a special rapport that is best compared to that of a close family.

Why are we so proud of our school?

The student body is comprised of young people from the immediate neighborhood – the communities of Westmount, King George, Caswell Hill, Mayfair, Princess Alexandra, and Pleasant Hill – and others drawn from all parts of the city by Bedford’s traditions and specialized programs. Of particular interest to many is the Sage Program for academically talented students. Each year, over 25 percent of Bedford’s students earn a place on the academic honor roll. Two LSWS classes at the school offer students work experience opportunities for the transition to the world of work. Bedford also supports students facing academic challenges with a credit recovery room, a resource room, and extension class offerings. In 2001, Bedford Road was granted Community School status by the Provincial Ministry of Learning. Consequently, with additional funding and the services of a Community School Coordinator, we are better able to address the needs of all our students.

With our focus on Cultural Responsiveness, students in all grades will develop skills that they need to become active citizens. Through classroom instruction and service learning opportunities, Bedford students will gain authentic experiences with leadership in its many forms. Despite a new focus, our mission statement – Tradition, Commitment, and Excellence – continues to inform everything that we do.

Key Priorities for 2019-2020:

Effective strategic planning requires us to focus on a few key priorities, while at the same time continuing to attend to all the important areas that relate to our students’ education. A priority is often a school focus for more than one year. The priorities for this year include: **Literacy, Collegiate Renewal, and Cultural Responsiveness**.
The BRIT Classic

The BRIT Classic is one of the highlights of the school year for the students at Bedford Road Collegiate. It is a time when students from all groups in the school seem to be drawn together. Many staff members and students generously contribute their time and skills to complete the countless jobs for the tournament.

In 1968, the Saskatoon Secondary Schools Athletic Directorate sanctioned the first Bedford Road Senior Boys’ Basketball tournament. CFQC Radio generously donated the championship trophy and hours of radio publicity to make the tournament a success.

By 1973 BRIT extended to not only include teams from Saskatoon, but the province as well. It then grew to an international level with the first American team, The Gauchos from New York, in 1988. Since that time teams have competed from across Canada, the United States, and Australia.

No longer just a basketball tournament, but a major source of school participation and excitement, the BRIT currently brings together hundreds of Bedford Road students, volunteers and teachers who ensure the tournament remains a Classic.
The International Baccalaureate Diploma Programme at Bedford Road Collegiate Institute

The International Baccalaureate (IB) Diploma Programme is a two year program that starts in grade 11 for students who are academically motivated, service oriented and who desire the rigorous international curriculum that focuses on our role as citizens in a global society. The International Baccalaureate Organization’s goal is to provide students with the values and opportunities that will enable them to develop sound judgment, think creatively and critically, and respect others in our global community.

Over a two year period, IB Diploma students study six academic subjects, one from each group, although a second group 2-4 subject may supplant group 6. Students must also fulfill the requirements of the Theory of Knowledge (ToK), Creativity, Activity, Service (CAS) and the Extended Essay. Three subjects must be studied at the higher level (HL) and three at the standard level (SL). IB philosophy promotes the development of a well-rounded, service orientated citizen of the world.

Most universities around the world recognize/recruit the IB graduate – at the University of Saskatchewan, students can receive transfer credit for their IB courses (includes EE and ToK) each with an IB mark of at least 5 (on a scale of 1–7). See http://explore.usask.ca/admissions/transfer/ for more information on IB Recognition at the University of Saskatchewan. Students who complete the IB Diploma Programme will also achieve a Saskatchewan high school diploma.

BRCI offers the following IB Diploma subjects:

- **Group 1** - Literature Studies: English A: Literature, HL; French A: Literature, SL, Self-Study*
- **Group 2** - Language Acquisition: French B, SL; French ab initio, SL
- **Group 3** - Individuals and Societies: History, HL
- **Group 4** - Sciences: Biology, HL and/or Chemistry, SL
- **Group 5** - Mathematics: Math, SL
- **Group 6** - The Arts: Visual Art, SL

*A BILINGUAL IB Diploma is optional for those students who meet the requirements. Contact the school for more information.

Students in grades 9 and 10 who are interested in the IB Diploma Programme should contact Bedford Road. Interested students will be guided in course options that will satisfy the prerequisites for the IB Diploma Programme.

For more information, call Bedford Road (306-683-7681) or visit the BRCI web site at http://www.spsd.sk.ca/school/bedfordroad/ib/Pages/default.aspx. More information can also be accessed at www.ibo.org. Any questions about this exciting educational opportunity in Saskatoon can be directed to student services, Mr. Craig Schumacher (schumacherc@spsd.sk.ca) school administration, Mr. David Fisher, Principal (Fisherda@spsd.sk.ca), Mr. Scott Ferguson, Assistant Principal (FergusonSc@spsd.sk.ca) or Ms. Kim Buglass, IB Coordinator (BuglassK@spsd.sk.ca).

“The IB programme although important academically, has proven to be important in everyday life. Now that I am taking university classes, I find myself reflecting constantly on various moments throughout the two years. Being a member of the first BRCI IB class proved to be a unique and challenging experience. It was worth some of the sacrifices I made. If you are a student with a work ethic and if you have a passion for learning, this programme is 100% for you. Along the way you may even be lucky enough to make friends and feel like you're making a difference in your community.”

Jessica Tucker - BRCI IB Class of 2012
English A: Literature (HL)
English A: Literature is “built on the assumption that literature is concerned with our conceptions, interpretations and experiences with the world” (Language A: literature guide, 2011). It encourages students to appreciate literature as an art form and to develop an ability to reflect critically. An appreciation of global perspective aims to create an international awareness and encourages tolerance, empathy, and a genuine respect for perspectives different from one’s own. Students will think critically and creatively as they process information, make decisions and attempt to solve problems.

Completion of the English A: Literature course fulfils the requirements for ELA 20, ELA A30 and ELA B30.

IB FRENCH: Three Levels
The IB offers three levels of language courses, intended to provide appropriate challenge for a variety of experience levels and learning outcomes. All final decisions on the appropriateness of the course for which students are entered are taken by coordinators in liaison with teachers, using their experience and professional judgment to guide them.

Completion of any of the IB French courses currently fulfils the requirements for French 20 and French 30.

French ab initio (SL)
The language ab initio course is designed for students with little or no prior experience of the target language. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations.

All final decisions on the appropriateness of the course for which students are entered are taken by coordinators in liaison with teachers, using their experience and professional judgment to guide them. The most important consideration is that the language ab initio course should be a challenging educational experience for the student (Language ab initio guide 2011)

Completion of the course currently fulfils the requirements for French 20 and French 30.

French B (SL)
The IB French B, Standard Level course is designed for students with at least two to five years of prior, immersive experience in the language. The purpose of the two-year study of IB French B, Standard Level, is to foster and promote the learners’ ability to communicate clearly and effectively in spontaneous and appropriate ways for a range of contexts and purposes, while also gaining an awareness of their role as citizens of the world. To this end, students will apply the French language system in the four active and interrelated skills of listening, speaking, reading and writing.
*French: Literature, Self-Study*

**Prerequisite:** Students with more than five years of French language instruction/experience and at the IB French teacher’s discretion. Best suited to learners whose first language is the target language, and who wish to independently engage in a study of literature in the target language.

*Students who take this course qualify for a Bilingual French IB Diploma.*

**History (HL)**
IB History 20 looks at three major topics: the causes and effects of war, the rise of totalitarian leaders in the 1930s, and the Cold War. At the 30 level we will look at the emergence of the US and Canada on to the global stage, as well as the impact of two world wars, and the Cold War, on the development of each country. Students will learn to analyze various sources, and evaluate them based on their origin, purpose, and content; in essence to think and work like an historian.

Completion of the course fulfils the requirements for History 20 and History 30.

**Biology (HL)**
The IB Biology HL class covers the relationship of structure and function at all levels of complexity from biological molecules up through cells and increasingly complex systems all the way up to ecosystems. Throughout the rigorous two year program, students become aware of the reality of science as a human endeavor and how scientists work and communicate with each other.

IB Biology students will experience many opportunities for scientific study and creative inquiry both at school and through regular fieldtrips to centers of scientific research and education. In addition, the course is designed to:

- provide a body of scientific knowledge, methods and techniques
- enable students to apply and use that body of knowledge, methods and techniques
- develop an ability to analyze, evaluate and synthesize scientific information
- create an awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- develop experimental and investigative scientific skills
- develop and apply their ICT skills in a scientific context

Completion of the course fulfils the requirements for Environmental Science 20, Heath Science 20 and Biology 30.

**Chemistry (SL)**
IB Chemistry SL is an overview course designed for the highly-motivated learner interested in the physical sciences. The curriculum will stress scientific method, experimental activities and design, and practical investigations. Chemistry is often called the central science. Upon completion of this course, a student will hopefully gain a deeper understanding of the chemical principles that are the foundation of our physical world and also the biological world around us.

The Theory of Knowledge component of the Diploma Programme will be addressed from a science perspective. Science and society are intrinsically linked. Throughout this course, a dialogue about the impact of science on society and society on science will be opened. Students will be challenged to analyze their contribution to this dynamic and presented with opportunities to put this understanding into action. Additionally, students will be asked to evaluate international perspectives of various environmental, social, and ethical issues in the area of chemistry.

Completion of the course fulfils the requirements Physical Science 20 and Chemistry 30.
**Mathematics (SL)**
The Mathematics SL course is a rigorous course that is approachable to the majority of students with a strong mathematical background. It covers a broad range of topics: Algebra, Functions and Equations, Circular Functions and Trigonometry, Statistics and Probability, Vectors and Calculus, which also lead to learning about international mindedness and the philosophy and history of mathematics. Mathematics SL also offers students opportunities to delve deeply into math with IB internal evaluations and, at the students’ interest, the extended essay. The course will prepare students for post-secondary subjects which require mathematics.

Completion of the course fulfills the requirements for Pre-Calculus 30 and Calculus 30.

**Visual Art (SL)**
The aims for Visual Art SL are to enable students to investigate and develop ways to interpret and comment critically on the human condition, from within, locally and internationally through the language of Art. Visual Art, SL allows two options. Option A emphasizes Studio Work and Option B emphasizes Investigation. The method of assessment judges each student in relation to identified assessment criteria and not in relation to the work of other students. Markband descriptors, developed by the IBO, are used for assessment. Markband descriptors are available to students at all times. No marks will be officially assigned without a dialogue between the teacher and the student.

Completion of the course fulfills the requirements for Art 20 and Art 30.

**Theory of Knowledge (ToK)**
ToK is a 100-hour course, focused on exploring the question, “How do I/we know what I/we know?” It looks at all the areas of knowledge, from math and science to language and the arts, religious and indigenous knowledge systems as well as the ways of knowing, ranging from reason and language to intuition and imagination. The purpose of TOK is to have students see their learning from both inside, as a learner, and outside at a more objective distance as members of various knowledge communities, viewing the whole world of knowledge, and gaining insight into how it has come about, and where knowledge is headed.

Completion of the course fulfills one humanities’ credit (ToK 30) towards a Saskatchewan high school diploma.
# Course Offering by Grade

## Grade 10
- English LA A10/B10
- English LA A11/B11
- English LA A10/B10 Sage
- History 10/11
- History 10 Sage
- Indigenous Studies 10/11
- Apprenticeship Math 10
- Foundations & Pre-Calculus Math 10
- Foundations & Pre-Cal Math 10 Sage
- Math 11
- Science 10/11
- Science 10 Sage
- Wellness 10 – Girls
- Wellness 10 – Boys
- Arts Education 10 Musical Theatre
- Band 10
- Choral 10
- Dance 10
- Drama 10
- Guitar 10
- Visual Art 11
- Photography 10
- French 10
- Career Work Education 10
- Carpentry & Construction 10
- Drafting 10
- Foods 10
- Information Processing 10
- Practical & Applied Arts 10
- Pre-Engineering 10
- Driver Education 10
- Healthy Minds Matter 10
- English as an Additional Language Support
- Resource Support

## Grade 11
- English LA 20
- English LA 21
- English LA 20 Sage
- Creative Writing 20
- Media Studies 20
- History 20/21
- History 20 Sage
- Indigenous Studies 20
- Apprenticeship Math 20
- Foundations Math 20
- Pre-Calculus Math 20
- Pre-Calculus Math 20 Sage
- Math 21
- Health Science 20
- Environmental Science 20
- Physical Science 20
- Science 21
- Computer Science 20
- Special Physical Education 20
- Active Living Fitness 20
- Arts Education 20 Musical Theatre
- Band 20
- Choral 20
- Dance 20
- Drama 20
- Guitar 20
- Photography 20
- Photography 20-Yearbook
- Theatre Arts 20
- Visual Art 20
- French 20
- Career Work Education 20
- Carpentry & Construction 20
- Drafting 20
- Information Processing 20
- Pre-Engineering 20
- English as an Additional Language Support
- Resource Support

## Grade 12
- English LA A30/B30
- English LA A31/B31
- English LA A30/B30 Sage
- Language through Philosophy 30
- Creative Writing 30
- History 30/31
- History 30 Sage
- Indigenous Studies 30
- Law 30
- Psychology 30
- Religions of the World 30
- Apprenticeship Math 30
- Foundations Math 30
- Pre-Calculus Math 30
- Calculus 30
- Biology 30
- Chemistry 30
- Physics 30
- Computer Science 30
- Special Physical Education 30
- Active Living Fitness 30
- Arts Education 30 Musical Theatre
- Band 30
- Choral 30
- Dance 30
- Drama 30
- Guitar 30
- Photography 30
- Photography 30-Yearbook
- Theatre Arts 30
- Visual Art 30
- French 30
- Career Work Education 30
- Carpentry & Construction 30
- Fashion 30
- Foods 30
- Information Processing 30
- Life Transitions 30
- Practical & Applied Arts 30
- Guitar & Amplifier Design and Construction 30
- English as an Additional Language Support
- Resource Support

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Note: These are courses available at time of printing. Courses may be added or deleted at a later date. See school counsellors for up-to-date information.
NOTE: Students must have History 30 or INDIGENOUS STUDIES 30 to graduate. Students need to select at least one credit from Social Sciences electives at the 20/30 level to meet graduation requirements.
Three levels of English are provided to grades 10-12: Regular, Modified and Sage. All three levels of English will incorporate the common essential learning to meet the requirements of student skill development as determined by the Core Curriculum.

**Modified English** enables students to attain a standing which may not lead to recognition by post-secondary institutions. Modified classes are designed to develop students’ basic Language Arts skills. Modified classes will end in ‘11’, ‘21’ or ‘31’, for example modified English is ELA 21. **Modified classes can only be taken with counsellor permission.**

**Sage English** teaches the requisite language arts skills while at the same time placing more emphasis on higher-level skills. **Sage classes can only be taken with counsellor permission.**

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**ENGLISH LANGUAGE ARTS**  
A10/B10  
(ELA10/ELB10)  
Pre-Req: ELA09 and ELB09

English Language Arts A10 and B10 each consist of three themes, two of which are selected for study. The ELA A10 themes include: Mysteries of Life, The Challenges of Life. ELA B10 themes include: Equity and Ethics, The World Around and Within Us. Both courses involve study of novels, non-fiction, drama, short stories and film. Students will have numerous opportunities to develop language and literacy skills in reading, writing, speaking, listening, viewing and representing.

*This course is also available online through the Online Learning Centre (see page 38)*

**ENGLISH LANGUAGE ARTS**  
10 SAGE  
(ELA10A/ELB10A)

Students enrolling in Sage English 10 **must** choose Sage History 10 as well.

This class would satisfy the pre-requisites for the IB Diploma Programme.

**ENGLISH LANGUAGE ARTS**  
10 PRE-IB  
(ELA10IB/ELB10IB)

English Language Arts 20 is organized around themes that are of interest of adolescents and focus on self, society and what it means to be human. There will be two major focuses of the course. One focus will be Starting Out-Beginning and Becoming AND Moving Forward-Establishing and Realizing.

In this course, students use language to learn, think and communicate effectively; and to understand the functions and forms of language.

*This course is also available online through the Online Learning Centre (see page 38)*

**ENGLISH LANGUAGE ARTS**  
A30/31  
(ELA30/ELA31)  
Pre-Req: ELA20/21

Canadian Identity and issues are addressed, as reflected in the tradition and contemporary literature of Canada and its regions. The course is divided by two sub themes: **Canadian Perspectives-Distinct and Rich AND Canadian Landscapes-Diverse and Dynamic.**

The objectives of this course include particular emphasis on communication, critical and creative thinking, independent learning, personal and social values and skills, and technological literacy.

**Students enrolling in Sage English 30 must choose Sage History as well.**

*This course is also available online through the Online Learning Centre (see page 38)*
ENGLISH LANGUAGE ARTS
B30/31
(ELB30/ELB31)
Pre-Req: ELA20/21

Global perspectives are examined using traditional and contemporary world literature. Themes are: The Search for Self AND The Social Experience. The development of reading, writing, speaking, listening, representing and viewing skills are an integral part of the course. The objectives of this course include particular emphasis on communication, critical thinking, independent learning, personal and social values and skills and technological literacy.

This course is also available online through the Online Learning Centre (see page 38)

LANGUAGE THROUGH PHILOSOPHY
(ELB30)
Pre-Req: ELA20/21

According to Socrates, the godfather of philosophy, “The examined life is not worth living.” And what is the examined life? Philosophy, of course! In this exciting and unique course, we will begin the (lifelong) journey of wonder that philosophy seeks to set us upon. This ‘wonder’ implies an awe inspired by the wondrous beauty, complexity, and mystery of nature and the human condition. This human element leads us to a second part of ‘wonder’ - a curiosity and a desire to ask why things are the way they are, what they mean, and if they have to be that way. One looks for causes, for purposes, for rational explanations. Throughout this course, this is exactly what we are going to do as we cover such questions as: What is the meaning of life? What is good/evil? Is there such a thing as free will? What makes something beautiful?

As this course offers an ELB30 credit however, we will explore these questions through the curricular outcomes, broad themes, and rich literary offerings provided by that course. To be successful, you will still need to demonstrate your growing abilities in all the facets of literacy targeted in the ‘normal’ ELB30 course. Our angle will simply be that of humanity’s first academic subject, philosophy.

MEDIA STUDIES 20
(ELM20)
Pre–Req: ELA10 or ELB10

In Media Studies 20, students will analyze, critique and create media and pop culture products. Skills learned in this class will include presenting, evaluating, analyzing and producing. Course work will be organized around topics such as; advertising analysis and construction, ethics of the internet, digital citizenship, television and news critique and creation, and film appreciation and production. Students will explore values and ethics while becoming informed and critical viewers of all types of media.

CREATIVE WRITING 20
(ELW20)
Pre-Req: ELA10 and ELB10

Creative Writing 20 fosters the excitement of writing in a relaxed atmosphere where students have numerous opportunities to write from experience about 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-expressions, and critical and creative thinking. In addition, it is excellent preparation for the senior English Language Arts program!

This course is also available online through the Online Learning Centre (see page 38)

CREATIVE WRITING 30
(CRW30)
ELW20 is recommended

This course is designed to accommodate students who have already completed ELA Creative Writing 20 to work with their peer group. Creative Writing 30 will explore the same areas as ELW20 at a more advanced level.

This course is also available online through the Online Learning Centre (see page 38)
### Social Science

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<th>Course Code</th>
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<th>Prerequisites</th>
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<tbody>
<tr>
<td>HISTORY 10/11</td>
<td>Absolute Kings and Queens, ending with The Causes of World War I. It looks at the people, ideas and events that are most responsible for bringing us into the 21st Century, for example, Henry VIII, the French Revolution, Napoleon, and the scramble by the Great Powers for colonies in Africa and Asia.</td>
<td>SOC09</td>
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<tr>
<td>HISTORY 10 SAGE</td>
<td>Absolute Monarchs, the French Revolution, the Industrial Revolution, sweeping changes of the 19th Century and the origins of World War I. Analysis, creativity and independent research are emphasized. History 10 Sage is in conjunction with ELA10 and B10 Sage.</td>
<td>SOC09A</td>
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<td>HISTORY 10 PRE-IB</td>
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<tr>
<td>INDIGENOUS STUDIES 10/11</td>
<td>Exposes students to the importance of Indian, Métis and Inuit cultures by studying the historical uniqueness of each group. The contributions made by our Aboriginal peoples are emphasized and their position within contemporary Canadian society is analyzed. INDIGENOUS STUDIES 10 will facilitate students in developing first, a positive self-concept and second, a positive attitude towards First Nation cultures.</td>
<td>SOC09</td>
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<tr>
<td>INDIGENOUS STUDIES 20</td>
<td>Will examine issues and concern of Aboriginal people on both a national and international level. The course will focus on the concepts of self-determination, land claims, future development, urbanization, poverty, multinational corporations, human rights and Aboriginal justice systems.</td>
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<td>HISTORY 20/21</td>
<td>Begins with World War I and finishes with the most current issues. This course questions the role that war plays in modern society, the dictatorship crisis of Hitler and Stalin, the threat of nuclear war, the Middle East, independence and prosperity in the Developing World and so on. There is a strong emphasis on reading, writing, questioning, and forming positions based on information.</td>
<td>HIS10</td>
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<td>HISTORY 20 SAGE</td>
<td>Covers the same period as History 20. The emphasis is on understanding how history works, and the relationship between big ideas and the masses. There is plenty of writing, reading, and discussion, simulation, development of scenarios and seeing history from the inside out.</td>
<td>HIS10A</td>
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<td>HISTORY 30</td>
<td>Includes an overview of Canadian history. Early activities include surveys of Canadian Geography, Native History, European Explorations, fur trade and settlement, early British Institutions and Government. The following topics will be critically analyzed: Confederation and Government, Multiculturalism, Saskatchewan History, World Wars, Boom of the Twenties, Depression of the Thirties, Politics and Economics. This course is also available online through the Online Learning Centre (see page 38)</td>
<td>HIS10</td>
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This course includes an overview of Canadian history. Early activities include surveys of Canadian Geography, Native History, European Explorations, fur trade and settlement, early British Institutions and Government. The following topics will be critically analyzed: Confederation and Government, Multiculturalism, Saskatchewan History, World Wars, Boom of the Twenties, Depression of the Thirties, Politics and Economics, Canada and World Affairs, and Current Events.
This course explores the fundamental aspects of modern Canada. This includes: the work of John A. MacDonald and Wilfred Laurier to build the new country’s foundations: the key relationships between Canada’s English, Quebecois and First Nations; Canada’s global relationships; contemporary issues; and national identity. These topics are explored using various thinking skills, including problem solving, seminar discussions, writing, critical thought, and synthesis.

This course is similar to History 30, but with a more practical approach to the study of Canadian citizenship, government, and the economy of people. Students will be required to complete written and oral assignments after each unit of work. Research involving a variety of media and resource centre materials will be employed.

Psychology is the systematic scientific study of human behavior, 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. This course is also available online through the Online Learning Centre (see page 38)

This course examines contemporary Canadian Aboriginal issues. The five major units include: Aboriginal and Treaty Rights, Governance, Land Claims and Treaty Land Entitlements, Economic Development and Social Development. These five themes allow us to trace the historical policies and practices that have produced the current issues facing Canada’s Aboriginal people. This course is also available online through the Online Learning Centre (see page 38)

Law 30 will provide an overview of the Canadian Legal System. The class will examine such areas of law as the Canadian court system, Canadian legal history, criminal law, tort law, family law, contract law, and property law. A number of approaches will be taken into the study of the material, including guest lectures, films, case studies, classroom work and the use of resources such as the City Police Liaison Program and the Public Legal Education Program in Saskatoon. This course is also available online through the Online Learning Centre (see page 38)

The intention of this course is to give students a greater understanding and appreciation of the different faith systems around the world. It begins with an introduction to several religions through three essential questions: What is the human condition? Where are we going? How do we get there? Students will conduct a more in depth examination of the rituals, sacred texts, beliefs, religious experiences, and ethics of the world’s major religions. Note: This course is an unspecified elective and while it may count as one of the 30 level credits needed for the full 24 credits for graduation, it is not eligible as a social science credit.
SCIENCE 10 (SCI10)  
Pre-Req: SCI09

The Grade 10 Science course explores three main themes during the semester, sustainability of ecosystems, motion and chemical reactions. The program is resource-based with students using many varied resources in studying the concepts identified in the program. Students will be involved in a variety of labs and projects.

SCIENCE 10 SAGE (SCI10A)  
Pre-Req: SCI09A, MTH09A

This section of Science 10 explores the themes of sustainability of ecosystems, motion, and chemical reactions in a global context. Focus is given to inquiry-based learning to challenge the gifted student.

SCIENCE 10 PRE-IB (SCI10IB)

This class would satisfy the pre-requisites for the IB Diploma Programme.

SCIENCE 11 MODIFIED (SCI11)  
Pre-Req: SCI09

This section of the Grade 10 program will include a locally adapted component to give support to students who find science particularly difficult. The content of the course will closely follow the core units of the Saskatchewan Education Curriculum for Grade 10 Science.

ENVIRONMENTAL SCIENCE 20 (ESC20)  
Pre-Req: SCI10/SCI10A

Students will learn how to examine local and global environmental issues such as climate change, water, soil, and air quality, urbanization, bio-resource management, waste handling and disposal, land-use planning, and the impacts of agriculture and industry on the environment from scientific and Indigenous knowledge perspectives. Students will examine the role of environmental policies and ethics on decision making, and will investigate environmental science related careers. Student directed studies will lead to the development of environmental action plans.  
**Attendance and active participation in all field trips is important for success in this class.**

HEALTH SCIENCES 20/21 (HSC20/21)  
Pre-Req: SCI10/SCI10A

This course will challenge students to look at the health science field from holistic and analytic perspectives to provide a basis for making sound personal health choices. Students will apply information in the areas of medical knowledge systems and ethics, human anatomy and physiology, nutrition and metabolism, and medical diagnostics. Understanding the basic anatomy and physiology of the human body will provide a context for studying the normal and abnormal functioning of various body systems and the tools and techniques used to diagnose those systems. Students will also investigate the range of health science careers and post-secondary programs available in Saskatchewan.  
**This course is also available online through the Online Learning Centre (see page 38)**

PHYSICAL SCIENCE 20 (PSC20)  
Pre-Req: A minimum of 70% in both SCI10 and MFP10 which is recommended for students considering taking this class.

This course introduces the foundations of chemistry and of physics. Units studied include types of chemical reactions and their quantitative analysis (stoichiometry), the dual particle/energy nature of electrons and wave functions.
**COMPUTER SCIENCE 20**  
*(CSC20)*  
Pre-Req: SCI10  

Computer Science 20 is an introduction to problem-solving using a variety of programming languages. Students will investigate the use of data types, control structures, functions, common coding techniques, collaborative programming and one-dimensional arrays to solve a range of problems. This course is designed for students with no prior programming experience and allows students to build a foundation in the fundamental techniques of computer science.

**BIOLOGY 30**  
*(BIO30)*  
Pre-Req: ESC20 or HSC20  

The overarching theme of this course is evolutionary biology. Students examine the origins of life on Earth, inquire into the nature of prokaryotic and eukaryotic cells, and define the morphological changes that determine the branching of the phylogenetic tree of life. Additionally, students study DNA replication, transcription, and translation mechanisms, and Mendelian genetics. Students are required to complete an independent research project in order to be granted course credit.  
*This course is also available online through the Online Learning Centre (see page 38)*

**CHEMISTRY 30**  
*(CHE30)*  
Pre-Req: PSC20 & MPC20 or MAF20  
A minimum of 70% in PSC20 is recommended for students who wish to take this course.  

This course builds on the foundations of chemistry introduced in Physical Science 20. Units of study include material science, solubility, reduction-oxidation, equilibrium, and acid-base equilibrium. Students are required to complete an independent research project in order to be granted course credit.  
*This course is also available online through the Online Learning Centre (see page 38)*

**PHYSICS 30**  
*(PHY30)*  
Pre-Req: PSC20  
A minimum of 70% in PSC20 is recommended for students who wish to take this course.  

This course builds on the foundations of physics introduced in Physical Science 20. Topics of study include quantum mechanics, relativity, nuclear physics, motion, energy, and gravitational, electric and magnetic fields. Students are required to complete an independent research project in order to be granted course credit.

**COMPUTER SCIENCE 30**  
*(CSC30)*  
Pre-Req: CSC20  

Computer Science 30 builds on programming and computational thinking concepts introduced in Computer Science 20. Students will investigate data structures, effective coding practices, collaborative programming techniques, recursion and sorting algorithms. Students will create programs that utilize external files and libraries. A major focus of this course is the capstone coding project, in which students demonstrate proficiency in object-oriented programming. This course is suggested for students looking to enter into post-secondary studies in computer science, computer or software engineering, and various other technology-related career paths.
The renewed mathematics curriculum consists of three pathways designed to meet the needs of students as they prepare for post-secondary education and the workforce.

NOTE: Students will require at least one 20 level credit in any of the three pathways or Math 21 for graduation.
Mathematics

The Ministry of Education recommends that students take both grade 10 courses to give them exposure to both pathways of mathematics. This will also ease transitions for those students who wish to change pathways during their high school years.

Math Workplace & Apprenticeship Pathway:
This pathway is designed to provide students with mathematical knowledge and skills applicable to work and non-work settings throughout their lives. The themes of study include financial literacy, measurement, trigonometry, and proportional reasoning. The understandings and critical thinking skills within Math Workplace & Apprenticeship represent ways of thinking and behaving like a mathematics expert in fields of study or areas of work such as technology and trades.

MATHEMATICS FOUNDATIONS & PRE-CALCULUS 10 (MFP10)
Pre-Req: MTH09

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.

In Grade 10, students are strongly encouraged to take both math courses: Apprenticeship Mathematics 10 (MWA10) and Foundations of Mathematics and Pre-Calculus 10 (MFP10).

*This course is also available online through the Online Learning Centre (see page 38)*

MATHEMATICS FOUNDATIONS & PRE-CALCULUS 10 SAGE (MFP10A)
Pre-Req: MTH09A

This course is designed to extend student mathematical understandings and critical thinking skills identified for entry into post-secondary programs, including career and historical context of modern mathematical ideas. Topics include: measurement, trigonometry, exponents, polynomials, factoring, irrational numbers, imaginary numbers, and relations and functions and matrices.

MATHEMATICS FOUNDATIONS 20 (MAF20)
Pre-Req: MFP10

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

*This course is also available online through the Online Learning Centre (see page 38)*

MATHEMATICS FOUNDATIONS 30 (MAF30)
Pre-Req: MAF20

This course is designed to provide students with the mathematical understandings and critical thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus. Topics include: financial decision making, logical reasoning, counting principles, probability functions, logarithmic and exponential functions.

*This course is also available online through the Online Learning Centre (see page 38)*

MATHEMATICS PRE-CALCULUS 20 SAGE (MPC20E)
Pre-Req: MFP10A

This course follows the same curriculum requirements as MPC20. Students with strong aptitude for math are exposed to an in-depth examination of the processes.
This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that require the study of theoretical calculus. Topics include: the unit circle, trigonometric functions, trigonometric equations and identities, logarithmic and exponential functions and equations, counting principles, transformation and composition of functions, radical functions, rational functions and polynomial functions.

*This course is also available online through the Online Learning Centre (see page 38)*

This course 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: algebraic, transcendental, and piecewise functions, rational expressions, inequalities (including absolute value), limits, differentiation, and integration.

*This course is also available online through the Online Learning Centre (see page 38)*

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.

*This course is also available online through the Online Learning Centre (see page 38)*

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.

*This course is also available online through the Online Learning Centre (see page 38)*

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.

*This course is also available online through the Online Learning Centre (see page 38)*

This course is designed for theme-based instruction, applying mathematics to aspects of day-to-day living. Emphasis is placed on making informed decisions within the themes: Earning and Spending Money, Home, Recreation and Wellness, and Travel & Transportation. Topics include: arithmetic operations, logic & reasoning, data collection and analysis, measurement, angles, Pythagorean Theorem, proportional reasoning, and income & spending.

This course is designed for theme-based instruction, applying mathematics to aspects of day-to-day living. Emphasis is placed on making informed decisions within the themes: Earning and Spending Money, Home, Recreation and Wellness, and Travel & Transportation. Topics include: preservation of equality, numerical and proportional reasoning, angles, trigonometric ratios, and financial decision making including budgets, interests & financial services.
BAND 10 (BAN10)
Pre-Req: BAN09, private lesson experience, or teacher approval

If you missed a year or two of band and would like to rejoin, please see the band teacher!
Band 10 is a full year course for grade 10 or 11 students who have two to four years of experience on their instruments. Students will work with a wide variety of music to develop their ability to play instruments, perform as an ensemble, and interpret music. Private practice and performances with the ensemble outside of class time are an expectation in this course.

**Band 10 will allow students to rehearse in the morning before school in both semesters with an option for an in-schedule time in the first semester.** Rehearsals will be with Band 20 and 30 students. Performances will include a spring trip, Winter Festival, and spring concerts in the Bedford Road Collegiate Auditorium, music festivals in and out of town, and other community performances as they arise.

BAND 20 (BAN20)
Pre-Req: BAN10, private lesson experience, or teacher approval

If you missed a year or two of band and would like to rejoin, please see the band teacher!
Band 20 is a full year course for grade 11 or 12 students who have three to five years of experience on their instruments. **Students rehearse in the morning before school in both semesters with an option for an in-schedule time in the first semester.** Students will work with a wide variety of music to develop their ability to play instruments, perform as an ensemble, and interpret music. Private practice and performances with the ensemble outside of class time are an expectation in this course. Performances will include Winter Festival, and spring concerts in the Bedford Road Collegiate Auditorium, music festivals in and out of town, and other community performances as they arise.

BAND 30 (BAN30)
Pre-Req: BAN20, private lesson experience, or teacher approval

If you missed a year or two of band and would like to rejoin, please see the band teacher!
Band 30 is a full year course for grade 12 students who have four or more years of experience on their instruments. **Students rehearse in the morning before school in both semesters with an option for an in-schedule time in the first semester.** Students will work with a wide variety of music to develop their ability to play instruments, perform as an ensemble, and interpret music. Private practice and performances with the ensemble outside of class time are an expectation in this course. Performances will include a spring trip, Winter Festival, and spring concerts in the Bedford Road Collegiate Auditorium, music festivals in and out of town, and other community performances as they arise.
CHORAL 10 (CHO10)
No prerequisite required

Students will work with a wide variety of quality music to develop their ability to sing, perform as an ensemble, and interpret music. Private practice and performances with the ensemble outside of class time are an expectation in this course. Performances will include winter, festival, and spring concerts in the Bedford Road Collegiate Auditorium, at least one evening at The Bassment, and other community performances as they arise. Singers will also complete small group or solo projects that explore jazz, covering pop songs, creating and performing choreography, and writing and performing original music. No student is ever required to sing alone.

CHORAL 20 (CHO20)
Pre-Req: CHO10, ARE10, other choral experience, or permission of instructor

Students will work with a wide variety of quality music to develop their ability to sing, perform as an ensemble, and interpret music. Private practice and performances with the ensemble outside of class time are an expectation in this course. Performances will include winter, festival, and spring concerts in the Bedford Road Collegiate Auditorium, at least one evening at The Bassment, and other community performances as they arise. Singers will also complete small group or solo projects that explore jazz, covering pop songs, creating and performing choreography, and writing and performing original music. Choral 20 students are expected to read music.

CHORAL 30 (CHO30)
Pre-Req: CHO20, ARE20, other choral experience, or permission of instructor

Students will work with a wide variety of quality music to develop their ability to sing, perform as an ensemble, and interpret music. Private practice and performances with the ensemble outside of class time are an expectation in this course. Performances will include winter, festival, and spring concerts in the Bedford Road Collegiate Auditorium, at least one evening at The Bassment, and other community performances as they arise. Singers will also complete small group or solo projects that explore jazz, covering pop songs, creating and performing choreography, and writing and performing original music. Choral 30 students are expected to read music.

ARTS EDUCATION 10 - MUSICAL THEATRE (ARE10)
No previous experience required

This is a project-based Semester 1 course where students will explore drama, music, dance, and visual art through Musical Theatre. Among other projects, students will perform onstage in a full length school musical production in mid-December. The course requires regular rehearsal time outside of class and a high level of commitment. Students of Arts Education 10 must be available for dress rehearsal week and all of production week they act as a major assessment for the course. Out-of-class time is required to attend rehearsals and performances and regularly scheduled class time in lieu will be offered. A schedule of required rehearsals and performances will be made available to students at the beginning of the course. Please note: Taking this course is not a requirement for a role in the school musical however, students not in the course will be expected to learn their lines, staging, vocals, and choreography independently before group rehearsals.

ARTS EDUCATION 20 - MUSICAL THEATRE (ARE20)
Pre-Req: at least one of the following recommended: Arts Education 10, Choral 09 or 10, Theatre Arts 10, Dance 10, Drama 10

This is a project-based semester 1 course where students will explore drama, music, dance, and visual art through Musical Theatre. Among other projects, students will perform onstage in a full length school musical production mid-December. The course requires regular rehearsal time outside of class and a high level of commitment. Students of Arts Education 20 must be available for dress rehearsal week and all of production week they act as a major assessment for the course. Out-of-class time is required to attend rehearsals and performances and regularly scheduled class time in lieu will be offered. A schedule of required rehearsals and performances will be made available to students at the beginning of the course. Please note: Taking this course is not a requirement for a role in the school musical, however students not in the course will be expected to learn their lines, staging, vocals, and choreography independently before group rehearsals.
ARTS EDUCATION 30 –
MUSICAL THEATRE
(ARE30)
Pre-Req: at least two of the following recommended: Arts Education 20, or any level of Choral, Theatre Arts, Dance, Drama

This is a project-based semester one course where students will explore drama, music, dance, and visual art through Musical Theatre. Among other projects, students will perform onstage in a full length school musical production in mid-December. The course requires regular rehearsal time outside of class and a high level of commitment. Students of Arts Education 10 must be available for dress rehearsal week and all of production week they act as a major assessment for the course. Out-of-class time is required to attend rehearsals and performances and regularly scheduled class time in lieu will be offered. A schedule of required rehearsals and performances will be made available to students at the beginning of the course. Please note: Taking this course is not a requirement for a role in the school musical, however students not in the course will be expected to learn their lines, staging, vocals, and choreography independently before group rehearsals.

GUITAR 10
(GUI10)
No experience necessary -
Guitars supplied

In Guitar 10, students will explore music through the study of guitar. The ability to work independently is absolutely necessary for success in this course. Students will learn to read and write tablature and traditional music notation as well as studying notable musicians. They will learn a variety of chords, and play using both finger and pick technique. Performance skills will be developed through solo pieces and studies, while technique will develop through exercises that include chords, scales, rhythms, and studies. Students will experience writing and performing their own music in small groups or on their own. Performance outside of class time is an expectation of this course, but students are not required to play alone.

GUITAR 20
(GUI20)
Pre-Req: GUI10 –
Guitars supplied

Guitar 20 develops the skills and knowledge acquired in Guitar 10. The ability to work independently is absolutely necessary for success in this course. Students are expected to read and write tablature and traditional music notation and will continue their study of notable musicians. They will increase their knowledge of chords, and play using both finger and pick technique. Performance skills will be developed through solo pieces and studies, while technique will develop through exercises that include chords, scales, rhythms, and studies. Students will experience writing and performing their own music in small groups or on their own. Performance outside of class time is an expectation of this course, but students are not required to play alone.

GUITAR 30
(GUI30)
Pre-Req: GUI20 –
Guitars supplied

Guitar 30 develops the skills and knowledge acquired in Guitar 20. The ability to work independently is absolutely necessary for success in this course. Students are expected to read and write tablature and traditional music notation and be familiar with most chords. They will become familiar with reading and writing jazz chords, play using both finger and pick technique and continue to study notable musicians. Performance skills will be developed through solo pieces and studies, while technique will develop through exercises that include chords, scales, rhythms, and studies. Students will experience writing and performing their own music in small groups or on their own. Performance outside of class time is an expectation of this course.
DANCE 10  
(DAN10)  
No dance experience necessary

In this course, students will explore a variety of dance styles in order to develop an awareness of common dance genres. Popular styles are typically jazz, lyrical, and hip hop but the goals of the curriculum can be met through any style, giving each class the freedom to direct their own semester. Dance 10 students will increase their understanding of choreography, demonstrating an ability to learn and perform set dances. Students will use critical thought when responding to dance presentations. Students will learn how to choreograph their own routines, in small groups. Students will also perform in a variety of settings, including a semester-end recital!

DANCE 20  
(DAN20)  
Pre-Req: DAN10 recommended

In this course, students will reinforce, emphasize, and build upon the dance techniques learned in Dance 10. Students will continue to explore dance styles of their interest, typically choosing jazz, street jazz, lyrical, hip hop, and contemporary genres. Depending on the semester, students have the opportunity to learn and perform a cultural dance piece as well. Students in Dance 20 continue to explore their own choreography works and work to create collaborative pieces as part of a greater group work. Dance 20 focus remains on performance, composition, and analysis. Students perform in a variety of settings, including a semester-end recital!

DANCE 30  
(DAN30)  
Pre-Req: DAN20 recommended

In this course, students will reinforce, emphasize, and build upon the dance techniques learned in Dance 20. Students will continue to explore a variety of dance styles, guiding the semester with their choice of dance styles. Students typically choose from: jazz, lyrical, contemporary, street jazz, cultural, and/or various forms of hip hop to meet the curricular requirements. Students are required to demonstrate an ability to learn and perform set choreography, demonstrate stage performance qualities, improve technique, and demonstrate critical thought when responding to dance presentations. In their final year, students will refine their composition skills as they choreograph a solo or duet, to be included at the semester-end recital.

DRAMA 10  
(DRA10)  
Pre-Req: teacher recommendation

This Grade 10 course will reinforce and emphasize the concepts presented in Grade 9; specifically, the powers of imagination and observation. Script writing and script analysis are introduced through group scenes, exercises, and storytelling. We will continue to improvise. It is essential that students understand that they will be required to participate physically and orally in class.

DRAMA 20  
(DRA20)  
Pre-Req: DRA10 recommended

This grade 11 course will reinforce and emphasize the concepts that were presented in both grade 9 and 10. Specifically, the inner resources (the powers of imagination, observation, sense recall and concentration), oral interpretation, movement and formal theatre will be reinforced and emphasized through pantomime (individual and group), group scenes, vocal exercises, poetry reading, storytelling, and memorization. Students will have the opportunity to attend a theatrical performance. It is essential that students understand that they will be required to participate physically and orally in class.
In the beginning, there will be an orientation period, which will serve to re-establish a supportive environment and reinforce previously developed understandings and abilities in drama. Students will be able to plan and participate in drama experiences with minimum direction from the teacher. They will work cooperatively. Working in both large and small groups they will have opportunities to assume and accept leadership, to develop new learning and to refine and strengthen their abilities in the following areas: improvisation, characterization, movement, writing, speech, and directing. Students will study theatre history through research and development of scenes that represent various historical periods. Students will be given an opportunity to attend a live performance. It is essential that students understand and internalize that they will be required to participate physically and orally in class.

This course is intended for students wishing to be part of a production crew for Bedford’s musical. Students of Theatre Arts 20/30 will understand that behind-the-scenes tasks are equal to, but different from, that which happens on stage. Students will have the opportunity to select an area of specialization and work on an actual production (Bedford’s Musical) as a crew member. Options include:

- Backstage Crew (Running Scene Changes, Prop Master, Running Scene Changes)
- Tech Crew (Stage Lighting, Stage Sound, and Stage Videography)
- Hair, Makeup & Wardrobe Crew (Hair & Makeup Design and Application, Costume Design Creation)
- House Management Crew (Audience Service, Programs, Ticket Sales)

Students will engage in the design aspect of theatre, with a focus on learning the behind-the-scenes operation of a production. All students will engage in:

- Orientation and Introduction to Theatre
- Stage Set Design and Construction
- Props Design and Management
- Publicity & Marketing of a Show
- Production Management

Students of Theatre Arts 20/30 must be available for all of production week as its acts as a major assessment for the course. Some out-of-class time is required to attend rehearsals and performances and regularly scheduled class time in lieu will be offered. A schedule of required rehearsals and performances will be made available to students at the start of the course.

This course is an extension of the Theatre Arts 20 (THE20) with a bit more depth added to the modules.
The students in Visual Art 10 will become familiar with subject matter while continuing to develop skills using a variety of media. The Elements and Principles of Art will be reviewed and used to create compositions of a personal nature as well as related to various arts historical time periods. Projects include:

- drawing with a variety of drawing media
- painting with a variety of media
- printmaking
- design and three dimensional work
- clay work

This course will focus on ideas and inspirations and is intended to give the art student an opportunity to develop in-depth work and independent projects. Class work will include:

- painting
- drawing
- mixed media and collage
- print-making
- sculpture
- Art Criticism and Art History are used to enhance personal development

In addition to course work, students are required to complete at least one independent project.

This course will focus on independent skill, subject and personal style development. While not compulsory, the opportunity to develop an art portfolio, suitable for application to post-secondary training is available. Independent work is required. Major projects will include:

- works created with various drawing and painting media
- three dimensional projects
- minimum of one independent project of the student’s choice and design
- minimum of one project relating to Canadian Art History, the Saskatchewan Art Scene and the Local Art Community

There may be opportunity for a class trip into the community to explore local galleries and/or visiting artists at work.
What excites you about your future? What are your future career goals? What classes do you need to start on this path? What does it take to be successful landing your first real job? In this exciting practical course, students will investigate career options through a variety of personal inventories and research. They will begin the path of planning their career futures through building skills such as goal setting, learning about safety in the work place, exploring Saskatchewan Labour Laws and understanding the importance of employability skills. This one-credit course strengthens communication skills and builds responsibility through in-class accomplishments, school/community volunteering, and work placements in the community. Recognizing the need for flexibility in student’s busy lives, a volunteer work placement schedule will be developed for each student. Work hours may be completed during class hours, after school and or/other mutually agreed on arrangements. These placements would be in community-based businesses, can be within walking distance if necessary, as arranging your own transportation is the responsibility of the students.

Are you unsure about your future path? Do you want to investigate the many choices available to you? Or do you want to verify the career you have chosen is for you? Do you know if you are taking the right classes to get into a post-secondary school? Did you answer yes to any of these questions? Then this class is for you!
The aim of Career and Work Exploration is to provide students with opportunities to further expand, develop and enhance their passion for their future career. This is completed by strengthening the understanding and knowledge of what is out there for them! Students will be able to explore and experience various work roles through volunteer and out-of-school work learning experiences gaining valuable data for their resumé. Individualized work schedules are developed for each student to reflect their many life activities. Work placement hours can be completed during class hours, after school and or/other mutually agreed on arrangements. These placements would be in community-based businesses, can be within walking distance if necessary, as arranging your own transportation is the responsibility of the students.

Are you unsure about your future path? Or do you want to refine your chosen career goals? Are you looking to gain experience/volunteer hours for your resume? This is a single-credit course available to Grade 12 students. The aim of Career Education is to provide students with opportunities to discover and or develop their career passions and strengthen their understanding of the career world. We help students discover the importance of choosing the right career path for future employment. Students obtain a credit for completing the in-class components culminating in a career portfolio plus an invaluable out-of-school work experience. The work experience can take place during class hours and lunch, after school and or/other mutually agreed on arrangements. Options for a variety of career experiences are available through your Career Education Teacher and working closely with the school guidance counselor! Academic placements are also available with successful applications and interviews. Looking forward to see your name enrolled in this awesome experience!
This course can be completed in one semester or over the academic school year. Are you a motivated, self-directed learner? Are you planning to attend university, a technical institute or pursue the trades but aren’t quite sure yet which career path to choose? Or do you want to explore your options, refine your plan and gain insight to solidify your post-secondary direction by participating in a valuable on-the-job experience? Do you find you have a class load that does not accommodate the space needed for this exciting possibility? This independent, flexible noon-hour-based class could be for you! This exciting career development program includes valuable components designed around your needs for future employment including possibilities such as (but not limited to) WHMIS training, Occupational Health and Safety training, Labour Standards, résumé writing, personal inventories, career research, and culminates with the creation of a professional career portfolio. An invaluable real-world-based employment experience will be individually designed to reflect the needs of each student. This will occur after school and/or other mutually agreed upon hours. These placements would be in community-based businesses/schools/facilities, can be within walking distance if necessary, as arranging your own transportation is the responsibility of the student.

The Construction & Carpentry 10 course offers an opportunity for students to construct common projects through which you will learn safety, planning procedures, material selection and layout, wood machine operations, some hand and power tool processes, assembly and finishing. Students keep projects made in this course. Projects have included tongue drums, tables, checkerboards, etc.

The Construction & Carpentry 20 course allows students to select woodworking projects through which you will learn about the design, structure, and manufacture of cabinets. As well, students will get an introduction to construction knowledge and skills. A high level of craftsmanship is the goal for all students. Students keep projects made in this course.

The Construction & Carpentry 30 course allows students to select woodworking projects of interest to you, suitable to your abilities, through which to expand, develop and refine your skills. A high level of craftsmanship is the goal for all students. Students keep projects made in this course.

The Drafting 10 course is an introduction to the area of communicating through technical drawing. Students access world standard drafting programs including Autocad – for 2D drawing – as well as Inventor and Fusion – for work in a 3D world - for this study and skill development. Drawings of this type are used to create every manufactured object that we come in contact with; from cell phones and computers, to toasters, cars and houses. Engineers, architects, manufacturing companies, contractors, electricians, interior designers and those who design every day products, along with many other occupations, use this form of drawing in their work.
DRAFTING 20 (DRF20)  
Pre-Req: DRF10  
Drafting 20 continues the use of 2D and 3D drafting to help students build on the communication skills developed in Drafting 10. The focus in this course is on in-depth technical drawings and residential floor plans. Revit and Inventor are useful tools that allow students to learn the process of creating the drawings necessary for manufacturers and building contractors to accurately build products that fit the needs of the consumer. This course involves/requires independent initiative and learning to meet the outcomes.

FASHION 30 (CLO30)  
No prerequisite required  
In this class, the students will explore fashion through the decades and how it has, and will influence fashion now and in the future. They will also explore careers around the fashion industry. Along with talking fashion, the students’ will learn basic sewing terms, how to construct basic seams, how to hand sew and learn how to use a sewing machine. Bedford also has the luxury of an embroidery machine, which students can use for their projects. This class is customized to the individual student and the students’ interests for assignments and projects.

FOOD STUDIES 10 (FOO10)  
No prerequisite required  
$30 fee for supplies  
Food Studies 10 is a course that is offered to teach students about nutrition as it relates to the Canadian Food Guide and basic cooking techniques. The course looks at the Canadian Food Guide, Food through the Life Cycle, Sauces, Baking Basics, Egg Cookery and Nutritional Basics. Students will learn to prep and prepare food as well as being exposed to different types of foods and techniques. This is a practical, hands on class that is relevant for everyday living. Students will also receive Canadian Food Safe Certification training and have the opportunity to challenge the National exam.

FOOD STUDIES 30 (FOO30)  
No prerequisite required  
$30 fee for supplies  
Food Studies 30 is a course designed to teach food and nutrition. The goals of the course are to develop self-reliance, confidence and knowledge in the area of food and food prep. In this course the students have the ability to direct their learning by choosing the units of study they find relevant. Some of the students’ unit choices are: Creative Baking, Quick & Healthy Snacks, International Foods, Sauces, Entertaining with Food, Food Preservation and the Canadian Mosaic. Students will also receive Canadian Food Safe Certification training and have the opportunity to challenge the National exam. Food 30 is a class that is student directed and hands on learning.

INFORMATION PROCESSING 10 (INF10)  
No prerequisite required  
The emphasis in this course is on the personal use of computers to modify and present information. Students will be introduced to a variety of computer software and Internet web applications that can help them present information in a variety of ways from graphics to written materials and data. Software will include Microsoft Office, Adobe Photoshop and Design, as well as Internet-based software such as Prezi and Google Docs. Students will also be introduced to various topics from the world of business as they are related to getting and keeping a job. These include resumé writing, time management, basic job skills and budgeting.
The emphasis in this course will be on the business focus of Information Processing. Students will be expected to improve their speed and accuracy using the touch-keyboarding technique. Five-minute timings will measure their progress. Producing formatted professional looking word processing documents (letters, tables and reports) will be emphasized. Databases (records management), desktop publishing, Internet searches and PowerPoint presentations will be included as time and resources permit. Organizational skills are developed through the preparation and presentation of a portfolio to be kept for future reference.

The emphasis in this course is on the managerial focus of Information Processing. This course is taught entirely on computers. Assignments will focus on the further development of efficiency and productivity of word processing skills. Five-minute timings will be part of the evaluation process. Future business employees need to be familiar with many functions within the organization such as various computer applications, problem solving, decision-making and independent thinking. Desktop Publishing, Internet searches and PowerPoint presentations will be included as time and resources permit. The curriculum endeavors to meet the challenges of an ever changing technological society. Organizational skills are developed through the preparations and presentation of a portfolio to be kept for future reference.

Life Transitions 30 is a course dealing with the major changes encountered throughout life in health care, in the family and in the workplace. Individuals are better prepared to cope if they have the opportunity to discuss and predict the likely consequences of change, plus formulate strategies to adapt to change. Some of the topics covered are: health care, conflicts in relationships, sexual health, parenting, money management, independent living and career planning. Also, field trips will occur throughout the course as they fit into the various units.

In this course the students will learn three area of study: Sewing, Cooking and Design. Each of these sections build on what the students have learned in PAA 9. In Sewing, the students take more complicated sewing techniques and will have the opportunity to construct a hoodie or a project of their choice. In Cooking, the students take Basic Food Safety, The Canadian Food Guide, Eating Healthy, Baking Basics and Snacks. In Design, the students delve into more specialized areas of Interior Design, Furniture Design and Design Fundamentals. This class is a fun way to build knowledge, introduce the student to new knowledge or refresh knowledge learned from home.

This course will provide learning opportunities for a variety of technical, employment and hands on skills. Students will learn a diverse array of skills including: carpentry, electronics, robotics, programming, communication and computer design (CAD) in order to build projects and solve problems. Half of the semester will be spent in the wood shop and the remainder in the Cameco STEM (Science, Technology, Engineering and Mathematics) Lab.
GUITAR AND AMPLIFIER DESIGN AND CONSTRUCTION (PAA30)
No prerequisite required
$30 fee for supplies

Students taking this course will build an electric guitar and sound amplifier. Students will learn in drafting, computer-assisted design, woodworking, circuit construction and problem solving. Students will gain experience soldering, 3-D printing and using computer-assisted machining (CAM). Approximately half of the semester will be spent in the woodworking shop and the Cameco STEM (Science, Technology, Engineering and Mathematics) Lab. Students that are consistently attending, managing their time and trying their best will develop many practical skills and will have created something they are proud to take home. A fee of $30 will be charged for the course even though the value of the components used is much greater than this.

PRE-ENGINEERING 10 (PEN10)
No prerequisite required

Pre-engineering 10 is a unique and innovative specialized program that provides students with a practical hands-on experience and problem solving skills in an interactive state-of-the-art lab environment. Students will learn design fundamentals, and work with robotic, pneumatic, electrical, and other technologies to acquire knowledge, skills and attributes that will be used to solve, communicate and document the solution to an authentic engineering problem. Students will receive a Practical Applied Arts credit in Design Studies 10. Successful students will be independent, self-motivated, responsible and interested in learning about a career in engineering technology or engineering.

Applications for the program are available at student services.

PRE-ENGINEERING 20 (PEN20)
Pre-Req: PEN 10

Students in the Pre-Engineering 20 course will continue to manipulate and apply the design fundamentals in a variety of problem solving situations. Students will further develop skills to be creative, independent and work cooperatively to solve and document solutions to authentic engineering problems. Technology and equipment, generously donated by Cameco, will provide opportunities to develop hands-on skills that can be applied to the design process.

Students will receive a Practical Applied Arts credit in Design 20.

PHOTO 10 (PHO10)
No prerequisite required

Photo 10 is intended to expose you to the wonderful world of photography. You will have the opportunity to expand your knowledge and abilities through direct personal experience. This will include practicing your photo shooting skills using a DSLR camera as well as learning helpful strategies such as framing, angles, and composition that can contribute to the success of your photo. You will be introduced to the exposure triangle and have the opportunity to experiment with adjusting aperture, ISO, and shutter speed. Further, you will be invited to develop your photo editing skills using software technology in our specialized Photography classroom. Some of these skills will include playing with colour and texture, transforming a photograph into a pencil drawing, and so much more. By the conclusion of this course, you will have spent countless hours shooting photographs, manipulating them on a computer, and will have created a portfolio of work that you are sure to be proud of!
Photo 20 is an opportunity for you to develop as an engaged practitioner of the art of photography. In this class, you will continue to refine your skills as a photographer with a sophisticated DSLR camera and become increasingly comfortable applying the exposure triangle – including ISO, aperture, and shutter speed – and other elements of photography including focal point, depth of field, and composition in diverse contexts including our studio lighting space. Further, you will be challenged to integrate shooting and editing skills towards the creation of beautiful images. In this class, you will explore macro photography, photojournalism, and more. Further, you will be faced with the exciting challenge of manipulating photographs in new and inspired ways using computer software in our dedicated Photography classroom.

Photo 20 yearbook is a special opportunity for you to gain school credit as an engaged practitioner of the art of photography. In this class, you will integrate editing and photo shooting skills towards a unique goal – a major publication: The Bedford Road yearbook. With a sophisticated DSLR camera you will explore studio photography, photojournalism, and more. Further, you will be faced with the exciting challenge of manipulating photographs, using computer software, towards building yearbook pages that feature our school’s diverse landscape – including teams, clubs, etc. There are many facets to the yearbook and you will be encouraged to follow your interests while developing your talents in the field of photography, in a supportive classroom environment, as we create the best yearbook yet. Note: this class will be a scheduled class in semester two. You will be able to earn days off through being committed to the yearbook club in semester one.

Photo 30 is an opportunity for you to take your photography skills to a new level. In this class, you will be challenged to integrate your abilities as a photographer into exciting projects that honour you as an artist. We will look at how to effectively use diverse lenses such as fisheye, macro and telephoto as we investigate our craft of photography. We will explore photography with prisms, a more extensive portrait photography portfolio, as well as how photography is a form through which we can communicate messages about the things we care about - such as music, food, advertising, nature, community and more. Certainly, we will continue our journey of applying the exposure triangle and taking our editing skills to heightened levels of triumph. Join the fun.

Photo 30 is a chance for you to continue your journey with photography towards new levels of confidence and excellence. This course will be a unique opportunity to help create the Bedford Road Collegiate yearbook. This special cohort of Photo 30 will be challenged towards heightened proficiency through the elevated application of previously learned photo skills including the manipulation of camera settings as well as the advanced manipulation of images post-production in our dedicated Photography classroom. You will be challenged to develop your macro skills as well as your studio lighting skills with our specialized technology. With the yearbook project as our focus, you will be required to explore the wonderful world of photography with a high level of dedication to honoring our school – including clubs, sports, events as well as the beautiful people and compelling dimensions of our Bedford Road community. Note: this class will be a scheduled class in semester two. You will be able to earn days off through being committed to the yearbook club in semester one.
Students will continue to develop positive behaviors to work cooperatively and respectively with others. Students will also focus on improving their personal fitness and maintaining a healthy lifestyle on a daily basis. This will be accomplished through developing a Personal Wellness Plan, set up to meet each student’s individual goals and needs.

In addition to the pursuit of personal wellness, students will be involved in a variety of team, partner and individual activities which maintain the focus on the activities started in Physical Education 9.

Aim of the course:
1. To develop a positive attitude towards physical activity and a desire for life long participation.
2. To direct students on how to properly set, pursue and accomplish their wellness goals through the use of Personal Wellness Plans.
3. To expose students to a wide range of physical activities.
4. To develop positive self-esteem, personal and social behaviors through active involvement in a variety of physical activities.

This program has an emphasis on lifetime activity outside the school setting. The students will be introduced to a number of activities at different locations. Transportation will be provided by the school to and from the venue.

The following list of objectives are met through participation in bowling, broomball, curling, badminton, cross country skiing, downhill skiing, outdoor games, swimming, golf, tennis, racquetball, social dance, wall climbing and fitness.

Objectives:
- Giving students an exposure to lifetime sports in surroundings away from the school.
- Offering a basic understanding of teaching progression for the various activities.
- Preparing students for involvement as officials in our junior programs or instrumental activities.
- Subjecting students to an analytical approach to sport.

Approximately 20% of the mark in this class will be placed on developing student leadership in school activities.

The intent of Active Living and Fitness Leadership 20 is to educate and promote active living for a lifetime. This course will provide students who are interested in active living, leadership, and non-traditional/ non-competitive forms of physical activity an opportunity to remain active and to participate in a variety of individual and group fitness experiences (Spin class, Yoga, elite athlete workouts, run/walk programs, etc.).

This course allows students to learn more about and focus on their own health and wellness as well as providing an opportunity to promote and encourage lifelong healthy, active lifestyles. This course will also offer an opportunity to survey and participate in fitness programming and the fitness industry for career exploration.

Active Living and Fitness Leadership 20 is pre-requisite for Active Living and Fitness Leadership 30.
**SPECIAL PHYSICAL EDUCATION 30**  
(SPE30)  
Pre-Req: SPE20  
(Cost for Program)

Emphasis in this program focuses on:
1. Continuing the development of lifetime sport skills introduced in Phys Ed 20 or Wellness 10 in a competitive setting, plus additional activities not in Phys Ed 20 or Wellness 10.
2. Introducing leadership skills in the teacher-coach areas, tournament organization and recreational organization.

Activities - Curling, racquetball, squash, cross-country skiing, swimming, fitness, golf, 10-pin bowling, broomball, social dance, tennis, beach volleyball, scuba diving, wall climbing.

This program takes place outside the school. Students are bussed to and from the venues. Approximately 20% of the mark in this class will involve leadership activities within the school and community.

Objectives:
1. Develop leadership so that students may contribute to the life of the school and community in areas other than by competing in sports.
2. Give students an exposure to lifetime activities either different from those in PE 20 or repeat activities, as well an exposure to different venues in the community to encourage involvement after graduation.
3. Develop students’ ability to apply strategy to the various competitive activities offered.
4. Develop students’ awareness of concerns in physical education or recreation.

**ACTIVE LIVING & FITNESS LEADERSHIP 30**  
(ALF30)  
Pre-Req: ALF20  
(Cost for Program)

The intent of Active Living and Fitness Leadership 30 is to educate and promote active living for a lifetime. Through this course, a student will be provided with the knowledge to receive Group Exercise and Strength Training certification through the S.P.R.A. and N.F.L.A., as well as receive practical experience in a work placement opportunity. In addition, students will have the opportunity to receive both First Aid and CPR training and certification. Students will explore, experience and critique various types of fitness facilities and group fitness class programming, such as step classes, weight training, Zumba, and high/low impact aerobics, etc.
Languages

FRENCH 10
(FRE10)
Pre-Req: French 9 or teacher approval

This grade 10 course will reinforce and emphasize the concepts presented in grade 9. Text writing, analysis, and translation are introduced through group scenes, exercises, and storytelling. We will continue to explore and expand student ability to improvise. There will be an opportunity to experience local French theatre. The units of study include traditional French folklore, French music (Franco-musique), and relationships (connaissance de soi et des autres). It is essential that students understand that they will be required to participate physically and orally in class. There are exciting travel and bursary opportunities for students who participate in this program and who complete grade 10 French. These include France and Quebec.

FRENCH 20
(FRE20)
Pre-Req: FRE10

This is the year of exchanges! Students are deemed ready in both maturity and experience to handle these opportunities. One is offered to France (about three weeks) and the other to Quebec (about one semester). Summer work exchanges to Quebec have also been offered some years to this age level. Your teacher will give you more information as it is received. Study this year includes units dedicated to the vocabulary and grammatical structures needed to discuss such themes as the family, planning trips to French-speaking milieu and the newspaper and magazine media. Evaluation is much along the same lines as previous years with both oral and written expectations.

FRENCH 30
(FRE30)
Pre-Req: FRE20

Throughout the high school French program, experiential and communicative approaches are used. The students study themes that are familiar to them, themes that they have experienced or that continue to affect their lives in some capacity. The program requires students to learn the vocabulary and grammatical structures needed to communicate their own experiences. In French 30, the students will study the following units or themes: world issues, crimes and violence, the media, language and culture of the world, racism and discrimination, personal independence, life after school, and the reaction of young people to events happening in the world.
### Grade 10

**Required courses:**

**One of:**
- ELA A10 Sage
- ELA A10
- ELA A11 Modified

**One of:**
- ELA B10 Sage
- ELA B10
- ELA B11 Modified

**One of:**
- History 10 Sage
- History 10
- History 11 Modified
- Indigenous Studies 10
- Indigenous Studies 11

**One of:**
- Apprenticeship Math 10 Sage
- Foundations of Math 10 Sage
- Math 11 Modified

**One of:**
- Science 10 Sage
- Science 10
- Science 11 Modified

**One of:**
- Wellness 10 – Boys
- Wellness 10 – Girls

**Electives:**
1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________

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### Grade 11

**Required courses:**

**One of:**
- ELA 20 Sage
- ELA 20
- ELA 21 Modified

**One of:**
- Apprenticeship Math 20 Sage
- Pre-Calculus 20
- Pre-Calculus 20 Sage
- Math Foundations 20
- Math 21 Modified

**One of:**
- Computer Science 20 Sage
- Health Science 20
- Environmental Science 20
- Physical Science 20
- Science 21 Modified

**Electives:**
1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________

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### Grade 12

**Required courses:**

**One of:**
- ELA A30 Sage
- ELA A30
- ELA A31 Modified

**One of:**
- ELA B30 Sage
- ELA B30
- ELA B31 Modified

**One of:**
- History 30 Sage
- History 30
- History 31 Modified
- Indigenous Studies 30

**Electives:**
1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________

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A minimum of at least 2 credits at the 10, 20 or 30 level must be in Arts Education and/or Practical & Applied Arts

Remember: Some post-secondary programs may require one or more subjects in addition to those needed for Grade 12 Graduation.
The Life Skills Work Study (LSWS) Program is an accredited Alternate Education program at the secondary level for students who experience significant difficulty with the academic demands of a regular or modified program. The staff plan and deliver individualized programs to students and communicate with parent/guardians on a regular basis. The staff also works with other teachers when students are integrated into regular classes to create appropriate objectives and to support the students work in the regular program.

**PROGRAM GOALS** - Develop a positive feeling of self-worth; realize his/her maximum potential; develop socially appropriate behaviors; identify interests, goals, and values; learn to communicate effectively; develop decision-making skills; become an active, responsible community member; become an effective consumer and money manager; develop good work skills, habits and attitudes; and develop independent living skills.

**PROGRAM OUTLINE** - Courses are offered at the 09, 18, 28 and 38 levels (Grade 9-12).

**LANGUAGE ARTS/COMMUNICATION** - Emphasizes communication skills in practical applications with regard to employment and independent living.

**MATHEMATICS** - Centers on money management, banking, and consumer education.

**CAREER EDUCATION/WORK EXPERIENCE** - Explores and develops knowledge and skills in the world of work. Volunteer opportunities and work placements are provided in the school and community.

**LIFE SKILLS** - Helps students learn independent living skills in home management, clothing care, nutrition, and food preparation. Independent living options are explored.

**SOCIAL SCIENCE** - Teaches an understanding of civic responsibility, and local, national, and global events that influence our lives.

**FAMILY STUDIES** - Emphasizes social skills, relationships, and sexuality.

**HEALTH/PHYSICAL EDUCATION** - Teaches healthy living for the body and mind. Develops physical fitness, recreational, and social skills through school and community-based activities.

**SCIENCE** - Provides awareness, understanding, and care of the environment.

**ELECTIVE OPTIONS** - Electives are offered when appropriate and suitable for the student.

**TRANSPORTATION** - Students are expected to use public transportation.

**GRADUATION** - Completion of the LSWS program allows the students to participate in the school’s annual graduation ceremonies. They earn an Alternative Grade 12, however, it is not recognized for entrance to most post-secondary programs at the University of Saskatchewan, SIAST, and Community Colleges.

**TRANSITION PLANNING** - Planning for life beyond high school begins in grades 9/10 with transition plans in place by the end of their final year. Students, parents/guardians, teachers, and appropriate outside agency personnel are involved in this process.

**ELIGIBILITY** - To enter the program, the student must meet certain criteria based on elementary school information. Students are then referred to Coordinator of Special Education at 683-8324.
Saskatoon Public Schools Sage Program
The Public School Division has designated Bedford Road, Walter Murray Collegiate and Evan Hardy as the sites for the education of Secondary-level gifted and talented learners. (SAGE)
The SAGE Program weaves together enrichment, synthesis, higher thinking skills, creativity, analysis, integration of disciplines, self-designed learning and problem solving in its locally developed curricula. There are two parallel streams at Bedford Road: Math/Science 9 – 12; and Humanities 9 – 12. Depending on affinity and talent, students may be registered in either or both of these streams.
Students apply for this Program. If more information is needed, contact the Bedford Program Coordinator, Mr. Cossette at 683-7650 or cossetter@spsd.sk.ca

Modified Program
Level changes from regular to modified programing will be done in consultation with families based on a series of data points and observations.
Students identified by Student Services/Resource as requiring additional academic support to be successful in core subjects may be offered modified credit options in English, History, Math, and/or Science. Modified courses are locally developed and have their own unique curricula. Credits are identified by 11, 21 and 31 course codes (e.g. English 10 is regular, English 11 is modified).
Course levels are determined separately for each subject and based on the student’s ability and needs. For example, a student may take regular English and modified Math. If there are insufficient registrations to schedule an entire section of a modified course, teachers will meet the instructional and assessment requirements of the modified curricula in the regular classroom setting.
Many post-secondary courses accept modified credits for entry. Consulting with a school counselor is recommended to confirm which programs accept these credits as pre-requisites.

Driver Education Program
This non-credit course includes the theoretical and practical phases necessary for motor vehicle operations. Preparation for, and the writing of, the provincial learner's license is included in the course. Students must be at least 15 years old and have a birth certificate or passport before beginning the course. Driver Education has been incorporated into the school program for Semesters 1 and 2. Students who wish to take this course should see Student Services and choose it on their course selection form.
Join the hundreds of students who are enjoying the wide variety of full-credit Grade 10-12 internet-based courses...

- Continuous intake
- Teacher-directed
- Independent study
- Over 35 courses available
- Easy access to your teacher by phone, e-mail, or in person

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

2019-2020 Online Courses:

- **English** - ELA A10, B10, 20, A30, B30; Creative Writing 20, 30
- **Math** - Foundations & Pre-Calculus 10; Foundations 20, 30; Workplace & Apprentice 10, 20, 30; Mathématiques Pré-Calc 20 (French); Pre-Calculus 20, 30; Calculus 30
- **Social Science** - History 30; Native Studies 30
- **Science** - Biology 30; Chemistry 30; Computer Science 20, 30; Physical Science 20; Physics 30
- **Electives** - Accounting 10, 20, 30; Communications Media 20, 30; Communications Media (French) 20, 30; Geography 30; Journalism 20; Law 30; Photography 20; German 10, 20, 30; Photography 20, Psychology 30

As a Saskatoon Public School student, you are welcome to meet with a guidance counsellor at your home school to discuss including an online class to your timetable!

Proudly offered by Saskatoon Public Schools
Support Services

Bedford Road Resource Room (RES1X/2X/3X)
The goal of the Bedford Road resource program is to provide students with support in the regular classroom. Students are referred to the program by their Grade 8 classroom teacher, resource teacher, and/or parents, in consultation with the Bedford Road Student Services staff. Student may register for a one-period a day support class in either/both semesters. During that time they are able to access support for completion of classroom assignments, remedial skill development, organization and self-advocacy skills, study and test taking strategies and more. Educational assistants are assigned to classes based on student need; students may also be assigned to co-taught classes, which results in extra support.

English as an Additional Language – Support Classes (ES1X)
This is a resource based class designed to provide one-on-one support for students who are learning English as an additional language. Though not for credit, this class provides a unique opportunity to enhance a student’s understanding of his or her other classes, achieve a higher level of academic success, all while improving his or her command of the English Language.

English as an Additional/Second Language – Intermediate (EAA20/EAB20)
These classes are designed for students who have studied English and need to strengthen their skills to prepare for a regular English course. Two levels are offered; low intermediate and high intermediate. These are credit classes.

Library Resource Centre (LRC)
Our full time teacher-librarian and her assistant are most willing to assist any students in locating both print and non-print resource information for assignments, projects and personal study or research. Students may access the computer network from the Library Resource Centre. Our high-tech library now offers fifty Internet accessible computer workstations and over 13,000 printed and non-printed resources.

Credit Recovery Program (Re-Entry)
This program is designed to help students who require extra support with academics, attendance and social needs with the goal of reintegrating back into main stream classes.

Indigenous Student Advocate
Bedford Road Collegiate is one of three Saskatoon Public schools with an Indigenous Student Advocate. The role of the Advocate is to help Indigenous students be as successful as possible in school in order to attain the required amount of credits required to graduate in a three year period. The Advocate provides student support in the following areas: conflict resolution with students and staff, attendance support to maintain an 80% or higher rate of attendance, family support and inclusion in the school, leadership opportunities in the school, social and emotional support in times of crisis, identifying and overcoming outside barriers to success such as health and transportation, and also to provide an alternative location to complete class work. The work of the Advocate aims to help students overcome these barriers and find success in school which will lead to long term success and community development as well. There are also cultural and social groups that are supported by the Advocate: Girls Group (traditional sewing and beading club), Indigenous Student Council (leadership and community involvement), and well as Pow wow song and dance.
**The Restorative Action Program**

The Restorative Action Program (RAP), located in Room 211 provides the students of Bedford Road Collegiate and associated schools assistance and support in developing life skills related to conflict resolution, self-awareness and respect for others and community.

It seeks to empower youth, promote the values of the school, and celebrate diversity. Ideally the skills and insights developed through the Restorative Action Program start to be incorporated into everyday life, thus transforming a cycle of conflict into an opportunity for growth and change.

Access to RAP is open to all students on a walk-in basis.

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**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 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 acquisitions and application of conflict resolution skills
- Decrease dropouts

School counsellors:

- Help resolve problems that interfere with learning
- Counsel individuals and groups
- Facilitate educational and career planning
- 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, home and community fosters the academic, social and emotional growth of students. Counsellors invite parents to meet with them concerning their children.
All students, regardless of ability levels, are encouraged to participate in our less competitive intramural sports program during noon hours. The emphasis is on participation, fitness and fun and all students are invited to take part in these recreational activities.

Bedford Road takes great pride in its accomplishments in the Fine Arts. Throughout the year there are a number of performances and presentations involving music, art and drama.

Fine Arts activities include:

- Band
- School Choir
- Drama – One Act Plays
- BRCI Jazz Band
- Variety Night
- Musical

Students will find a great deal of pleasure and satisfaction in participating in many other clubs, organizations and activities at Bedford.

- Student Representative Council (SRC)
- Spark – School Newspaper
- Lantern – School Yearbook
- Nor’Westers – Outdoor Education
- Debating Club
- Model United Nations
- Bedford Pride
- Robot Club
- Art Club
- Multicultural Festival
- G.S.A. Club
- Philosophy Club
- Book Club
- Wichitowin
- Tech Club

Bedford has a strong tradition of excellence in the areas of intramural and inter-collegiate sports. As a school, we have had hundreds of city championship teams and more than twenty provincial championship teams. We encourage all grade 9 students to become involved in our outstanding athletic program.

Bedford has inter-collegiate teams in the following areas:

- Cross Country
- Volleyball
- Football
- Wrestling
- Basketball
- Curling
- Pom Squad
- Soccer
- Badminton
- Track & Field
- Golf
Saskatoon’s Public Schools offers the most diverse programming options in our province. We work hard to ensure all students are engaged in their learning. Below is a sample of some of the unique programs found in each of our collegiates. For detailed information on these and other programs at each school, including how to register, please visit each school’s website; visit www.saskatoonpublicschools.ca (Schools & Programs tab & High School link).

### Aden Bowman Collegiate
- Candidate School Pre-International Baccalaureate (Grade 9 & 10)
- Collective Voice (Grade 9) - Application required
- SEED Program (Grade 10)
- Integrated English/History (Grade 10 and 12)
- YELL – Integrated English/Leadership (Grade 11)
- Instrumental Jazz (Grade 11)
- Dance (Dance 10, 11, 12)

### Bedford Road Collegiate
- Advanced Program (Grades 9 to 12) – Application required
- Dance Program
- Esthetics (Grade 9)
- Hockey Program
- International Baccalaureate (IB) Diploma Programme (Grades 11 and 12) – Application required
- Languages (French/German)
- Pre-IB (Grades 9 and 10)
- Pre-Engineering (Grade 10)

### Centennial Collegiate
- Advanced Placement Calculus, English, Stats, and Studio Arts (Grade 12)
- Dance Academy (Grades 9 to 12)
- High Performance/Personal Fitness/Physical Education (Grades 11 and 12)
- History Study Tour Program (Grade 11)
- Leadership (Grade 12)
- Soccer Academy (Grades 9 to 12)
- Science Academy C.A.S.T. (Grade 11)
- French Immersion (Grades 9-10)

### City Park Collegiate
- Career and Work Education – Continuous intake
- Cultural Arts and Programming (Grades 8 to 12)
- Grade 8 Support Program
- ‘Movement Matters’ Resource Room
- V.I.S.I.O.N Program (Re-entry) – Junior & Senior
- 8 Week Quarters
- Grade 9 Team-Teaching Approach
- Aboriginal Youth in Entrepreneurship Program

### Evan Hardy Collegiate
- Advanced Placement Calculus, English, Psychology and Studio Art
- Autism/Asperger Resource Program
- Dance 10, 20, 30
- Instrumental Jazz 10, 20, 30
- Integrated Kinesiology - 2 credits (Grade 11 or 12)
- Languages: Spanish, Mandarin, French, Japanese
- Media School (Grade 11) – Application required
- Saskatoon International High School Program
- Saskatoon International High School Program

### Marion M. Graham Collegiate
- Advanced Placement Calculus
- Advanced Placement Studio Art
- Band, Choral, Guitar, Instrumental Jazz
- Languages: French and German
- Musical Theatre Academy (Grades 10 to 12)
- Outdoor School (Grade 11) – Application required
- Pre-AP Visual Art
- Integral Calculus
- Language through Philosophy (Special ELB30)
- French Immersion (Grades 9 to 12)
- Fine and Performing Arts Academy (Grades 9 to 12)
- Dance Academy (Grades 9 to 12)

### Mount Royal Collegiate
- Aviation Maintenance Orientation Program
- Computer Animation
- Cosmetology
- Full Vocational Options (Commercial Cooking, Graphic Arts, Welding, Mechanics, Machining, Wood, Electronics and Drafting)
- High School Carpentry Apprentice Program with Whitecap (Grades 11 and 12) – Application required
- Languages: Cree and French
- Night Classes (Grades 11 and 12) – Application required
- Post-secondary programming (SIAST, SIIT) for students 18 and over
- Saskatoon Trades and Skills Centre for students 18 and over
- Semester and Quarter Classes
- Song Writing/Recording
- Tourism/Hospitality (Grade 12)

### Royal West Campus
- Adult Education for students 18 and over
- Adult 12 Programming as well as Upgrading
- Daytime – individually paced course work
- Evening – semester classes, teacher directed

### Nutana Collegiate
- Academic Upgrading Academy
- Adult Education for Students 18 and over
- Career and Experiential Learning Academy
- Community Engagement Academy
- Quarter Classes Offered – 10 week duration
- Tourism Academy
- Wildlife Management (Grades 11 and 12)

### Tommy Douglas Collegiate
- Advanced Placement English
- Aquatics, Recreational, Competitive Sport & Outdoor Ed Physical Education (Grades 11 and 12)
- Dance Program
- French Immersion (Grades 9 to 12)
- Full Fine and Performing Arts options - Choral, Drama, Dance, Guitar, Instrumental Jazz
- Musical Theatre (Grades 10 to 12)
- SAT Writing Site (Standardized Test for College admission in the United States)
- Softball Academy – Application required

### Walter Murray Collegiate
- Advanced Program (Grades 9 to 12) – Application required
- Aviation Studies (Grades 11 and 12)
- Band, Guitar, Instrumental Jazz, Choral
- Dance 10, 20, 30
- French Immersion (Grades 9 to 12)
- Full Vocational Options (Commercial Cooking, Graphic Arts, Welding, Mechanics, Machining, Electronics, Drafting as well as Construction and Carpentry)
- Hockey Program
- Languages: German, Japanese, French
- Sub Trades of Construction (STOC)
The following one-semester courses and alternative delivery models are open to all high school students. Please see Student Services for information about how to apply for one of these options. Some are available for only one semester, some for both semesters.

Advanced Program (Grades 9 to 12 - BRC, EHC, WMC)
The Advanced Program is based on the integration of concepts across subject areas and the development of critical and creative thinking skills. This interdisciplinary approach allows Advanced Program students to master subject content and concepts without an appreciable increase in workload compared to students in enriched levels. Students in the program typically earn comparable marks in courses inside and outside the program. Students wishing to participate in the Advanced Program must apply while in Grade 8. Selection is made by a committee in consultation with the staff of the student’s current school. Criteria for selection include standardized test scores, teacher recommendation and a student writing task. It is not possible to be registered in the Advanced Program and French Immersion at the same time. For more information contact Student Services at Bedford Road, Evan Hardy or Walter Murray Collegiates.

Advance Placement Courses (CC, EHC, MGC, TDC, WMC)
The Advanced Placement courses are designed to offer a rigorous, internationally recognized program for academically motivated students. The courses provide students with a first year university level of work with the possibility of received university class credit if examination results are considered acceptable. It is highly recommended that students consult with the AP teacher(s) and/or school counsellor prior to enrolling in the respective course to help ensure that this is an appropriate academic route to pursue. For more information contact Student Services at Bedford Road, Centennial, Evan Hardy, Marion Graham, Tommy Douglas or Walter Murray Collegiates.

Aviation Maintenance Orientation Program (MRC)
In this innovative program, students learn the basics of aircraft maintenance. They work on both rotary wing (helicopters) and fixed wing aircraft (airplanes) in both the school lab and at the John G. Diefenbaker Airport. During the class students learn the theory of flight, basic aircraft design and purpose of aircraft systems. Superior maintenance practices are the focus of this class. A.M.O.P. is offered in a two-hour afternoon block for semester one at Mount Royal Collegiate. Students from all collegiates are welcome to apply. Students are not required to transfer schools to participate but will need to find their own transportation to Mount Royal each day by 1:00 pm. At completion of the course, students will earn two 30 level credits.

Collective Voice (Grade 9 – ABC)
Collective Voice is an integrated, alternative Grade 9 program combining the subjects of Social Studies 9, English Language Arts 9 A and B, and Arts Education 9. Using the themes of Social Studies 9 as a driving force, the program focuses on studying both historical and current effects of colonialism in Canada and around the world. Student learning will focus on the connections between land, culture, history, environment, literature and justice, culminating in a weekly thirty minute radio show on Saskatoon’s community radio station CFCR 90.5. A key aspect of the Collective Voice program is the concept of ‘best place’ learning, which often leads us out of the classroom and into other parts of our city and world as we study history, art, culture and current events. Students are learning to become independent and responsible as they make and implement plans for moving about the city. Through the use of a field journal, students gather evidence of learning through research, reflection, daily planning and note taking. The program runs for a half day for the full year, allowing students to build strong relationships and develop the skills and habits necessary to become lifelong learners and engaged citizens.

SEED Program (Grade 10 – ABC)
SEED is a half-day program for grade 10 students that integrates Wellness 10 with PAA 10. This program will provide students with opportunities to improve their own health by engaging in a wide variety of physical activities, growing and preparing good food, and critically thinking about lifestyle choices. Students will have the chance to connect with individuals and organizations that are making positive change in Saskatoon, and will use this inspiration to start purposeful projects of their own that impact the school and greater community. If you are a person who enjoys trying new things, learning in different environments, and always having new stories to tell, then SEED is for you! The SEED program uses the city as a classroom. Therefore, students will often be expected to meet in a wide variety of locations using active or public transport. A fee of $100 is also required to help cover the food and activity costs for the enriched programming. Registration is open to all students in their grade 10 year. Please contact Student Services at Aden Bowman for more information about this program.

High School Carpentry Program (HCAP) (Grades 11 and 12 - MRC)
The HCAP program provides an opportunity for students to see what it is like to work in the trades. Students work with a journeyman carpenter building a house for “Habitat for Humanity”. While working with the tools of the trade, the students earn 6 high school credits: Entrepreneurship 30; Wood Construction 20; Wood Construction 30; Career Work Education 30A, Career Work Education 30B and Career Focus (trades, math and communication). These combined courses form an integrated package that focuses on house construction and the trades. Students develop skills in all aspects of the housing construction industry in a real life work environment. Students receive hours with the Saskatchewan Apprenticeship and Trade Certification Commission. The HCAP program is open to senior students who are in Grade 11 or 12. (Applications are available online – see Student Services)
The International Baccalaureate Diploma Programme (Grades 11 and 12 – BRC)
The International Baccalaureate (IB) Diploma Programme is a two year programme that starts in Grade 11 for students who are academically motivated, service oriented and who desire the rigorous international curriculum that focuses on our role as citizens in a global society. The International Baccalaureate Organization’s goal is to provide students with the values and opportunities that will enable them to develop sound judgement, make wise choices, and respect others in our global community.

Over a two year period, IB Diploma students must study six academic subjects, one from each group, although a second group 2-4 subject may supplant group 6. Students must also fulfill the requirements of the Theory of Knowledge (ToK), Creativity, Activity, Service (CAS) and the Extended Essay. Three subjects must be studied at the higher level (HL) and three at the standard level (SL).

Most universities around the world recognize/recruit the IB graduate – at the University of Saskatchewan, students can receive transfer credit for most subjects with an IB mark of at least 5 (on a scale of 1-7). Students who complete the IB Diploma Programme also gain a Saskatchewan high school diploma.

BRC offers the following IB subjects:
- **Group 1 - Language A:** English, HL
- **Group 2 - Language B:** French B, SL, French ab initio, SL
- **Group 3 - Individuals and Societies:** History, HL
- **Group 4 - Sciences:** Biology, HL and/or Chemistry, SL
- **Group 5 - Mathematics:** Math, SL
- **Group 6 – The Arts:** Visual Arts, SL

Students entering Grade 9 who are interested in the IB Diploma Programme should contact Bedford Road Collegiate about course options that will satisfy the prerequisites for the IB Diploma Programme.

For more information please visit our website at: [https://www.spsd.sk.ca/school/bedfordroad/ib/Pages/default.aspx](https://www.spsd.sk.ca/school/bedfordroad/ib/Pages/default.aspx)

Media School Program (Grade 11 - EHC)
In one Grade 11 semester, Media School combines five courses and focuses on film and video production. The first part of the course looks at producing, writing, cinematography, audio, lighting, art direction and editing. In the second part students specialize in one or two of these areas. We watch and study some of the most important movies ever produced. We learn how the physical properties of sound and light are important for creating high quality films and TV.

However, most of your time is spent on creating videos to be broadcast on television, entered into festivals and contests or distributed on our web site. Media School has semi-professional video and audio gear and high performance computers. You get to talk with people actually working in the film and television industry. We visit the Sound Stage where Corner Gas and major motion pictures are produced. Every student is trained on Set Safety and Protocol - this course lets you work on film and television sets.

Online Learning Centre
Join the hundreds of students who are enjoying the wide variety of full-credit Grade 10-12 internet-based courses…
- Continuous intake
- Teacher-directed
- Independent study
- Over 35 courses available
- Easy access to your teacher by phone, e-mail, or in person

Please visit our website for more information: [http://olc.spsd.sk.ca](http://olc.spsd.sk.ca)

2018-2019 Online Courses:
- **English** - ELA A10, B10, 20, A30, B30; Creative Writing 20, 30
- **Math** - Foundations & Pre-Calculus 10; Foundations 20, 30; Workplace & Apprentice 10, 20, 30; Mathématiques Pré-Calc 20 (French); Pre-Calculus 20, 30; Calculus 30
- **Social Science** - History 30; Native Studies 30
- **Science** - Biology 30; Chemistry 30; Computer Science 20, 30; Physical Science 20; Physics 30
- **Electives** - Accounting 10, 20, 30; Communications Media 20, 30; Communications Media (French) 20, 30; Geography 30; Journalism 20; Law 30; Photography 20; German 10, 20, 30; Photography 20, Psychology 30

As a Saskatoon Public School student, you are welcome to meet with a guidance counsellor at your home school to discuss including an online class to your timetable!

*Proudly offered by Saskatoon Public Schools*
Outdoor School Program (Grade 11 - MGC)

Pre-Requisites: Science 10, ELA 10.

Courses Offered: Environmental Sciences 20, Earth Science 30, Geography 20, English Language Arts 20 and Physical Education 20

Join the Outdoor School program for the opportunity of a lifetime. Travel throughout the province and embark on a semester-long outdoor adventure with 23 new friends as you earn five regular academic credits. You won’t find bells or desks in our classroom(s), but you will find backcountry camping, white-water canoeing, backpacking, cycling, wall climbing, skiing, snowboarding and more! We play hard and we work hard.

Study boreal forest ecology as you paddle through some of the world’s most beautiful northern lakes. Immerse yourself in the natural history of the plains bison as you hike alongside them in their historic grasslands. Experience ecological sustainability as you work with some of our province’s most innovative thinkers and discover the secrets of Saskatoon’s past, present, and future through our study of urban geography. Discover a new level of confidence as you engage in a number of integrated research projects that lead to five regular Grade 11 credits in Biology, English Language Arts, Geography, Physical Education, and Wildlife Management.

Not the outdoorsy type? No problem! Our course is designed to give you all the skills you might require. We cover a range of outdoor training including how to dress for the outdoors, fire building, map & compass, survival skills, packing and much more! We also provide canoes, paddles, personal flotation devices, skis, snowshoes, large backpacks, sleeping bags, thermarests, tents, and camp kitchens.

For one high school semester… take a chance on something different… and step into the outdoors!

Feel free to contact the teachers of the outdoor school if you have any questions at 222-4275 or 222-4255. Application packages are available from the Student Services office in each Saskatoon Public Schools collegiate. For more information please visit our website at: http://odsprogram.blinkweb.com/

Softball Academy (Grades 10 to 12)
The Softball Academy at Tommy Douglas Collegiate is open to all female/male grade 10, 11 and 12 students in Saskatoon. Participants will have the opportunity to earn high school credits, 2 of which will be as part of the academy in Physical Education, (Wellness 10/S.P.E 20/30); Career and Work Education 10, and Life Transitions 30.

Students will take part in on-field softball activities for half of the semester utilizing both outdoor and indoor facilities. In addition new students will be involved in National Coaching Certification training.

There is a $300 fee for students taking this course which will cover facility rentals, offsite transportation, and course materials (Please Note: for students in their second year in the softball academy, their fee will be $200.00). Payment will be due when the students begin the program. Students will be supplied with a Softball Academy sweat suit, T-shirts and shorts. Participants will be required to supply their own glove, helmet and bat (if possible). Acceptance into this program is not based on the ability to pay. If cost is a deterrent, please contact the Principal of Tommy Douglas (683-7910).

This Softball Academy is intended to be a broad-based program geared toward softball enthusiasts with a range of skill levels and a passion for the game. This program will give students the opportunity to earn high school credits, develop softball skills, provide volunteer service to their community and create lasting friendships.

Interested students should contact Student Services at Tommy Douglas Collegiate for more information (683-7916). Enrolment will be limited.

FLEX Program
The FLEX -- Flexible Schedule, Blended Learning -- Program is designed for students in Grade 7 to Grade 12 who wish to combine their education with pursuits that are often found outside school offerings.

Students with skills in areas such as fine arts and athletics often have opportunities to pursue training at a higher and more rigorous level, but many times the best opportunity to develop those skills may be during regular school hours.

The FLEX Program allows students to pursue skill development outside of traditional school offerings. Students receive face-to-face as well as online learning instruction and the expectation and success of the learning program is a quality education in a flexible learning environment.

For more information contact City Park School at 306-683-7550.
Post-Secondary Admission Contacts

University of Saskatchewan
Recruitment & Admissions
(306) 966-5788 or email: admissions@usask.ca
Website: https://admissions.usask.ca/

University of Regina
Admissions Office Toll Free 1-800-644-4756
Website: www.uregina.ca

Saskatchewan Polytechnic
Toll Free 1-866-467-4278
Website: www.saskpolytech.ca
Campus in Saskatoon, Regina, Moose Jaw and Prince Albert

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

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