



High School 101

Information for Parents/Guardians



Calgary Board
of Education

High School Student Advisor Roles



- **Students and parents/guardians are encouraged to consult with their Student Advisor regarding:**
 - Educational/academic planning
 - Short term social/emotional/personal concerns
 - Post-Secondary information & Scholarships
- **Appointments are booked through the secretary in the Main Office**
- **Students are assigned to an Advisor by surname**



JCS Student Advisors



❖ Rhonda Leskewich - Surnames A-G



❖ Linda Floyd (LL) - Surnames H-N

❖ Jill Maki - Surnames O-Z



❖ Ben Kennedy - EAL & Indigenous

Transitioning from Junior High School to a Successful High School Student



- More freedom and accepting greater responsibility – combination can be overwhelming
- Attendance – believe those e-mails!
- Monitor and follow marks, attendance, progress through Power School, D2L (Bright Space)
- Length of classes (90 minutes)
- An excused absence does not excuse work

Successful Transition to High School



In high school, you can expect:



- Students to do regular homework/review/ studying (1-2 hours/night)
- To potentially see a change in your child's marks
- Students are expected to be more independent and responsible for handing in all assignments and making up missed work
- To meet new friends - not all the same Junior High friends in classes
- To experience and try new things



Successful Transition to High School



- Consistent attendance is a critical factor in student success
- Students who will be absent for 3 or more days must complete an 'Extended Absence' form
- Students and parents/guardians are contacted if there are attendance concerns
- Classes often cover new material every day in class - (workload vs. work; pace of material being taught)

Successful Transition to High School



High school students may be balancing:

- **Part-time employment**
- **Community commitments**
 - volunteering, community sports teams, hobbies
- **Extra-curricular commitments at school**
 - athletics, clubs, intramural activities
- **Assignments, homework, tests, tutorials**
- **School/Life Balance is Key!**
 - mental health, anxiety, personal & social life



Successful Transition to High School



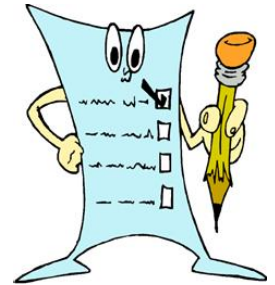
Please give serious consideration to:

1). Academic placement throughout high school

- Consider your student's learner characteristics

2). Complementary/option courses

- Interest, potential career path
- Opportunity to experience something new
- **Often there is not an opportunity to change option classes once selected**
- **Students need to remain committed to the classes on their timetable for the semester**



How can I support my Student?



- Be aware of the High School Diploma/Certificate of Achievement requirements & choices available to your student
- Be realistic; set attainable goals
- Balance the “here & now” with possible future goals
- Check in often with your student
- One step at a time!
- Know where to get more information

Junior High Assessment and High School Registration



- **Learner Characteristics** – demonstrated by the student in a particular subject area
- **Outcomes** – what the student is expected to know and be able to do
- **Achievement Indicators** – established measures which express the extent your child has demonstrated understanding of the outcomes

Measures on an indicator scale of 1 to 4:

1 – Not meeting 2 – Basic 3 – Good 4 – Excellent

- High school students will receive a final course grade as a percentage

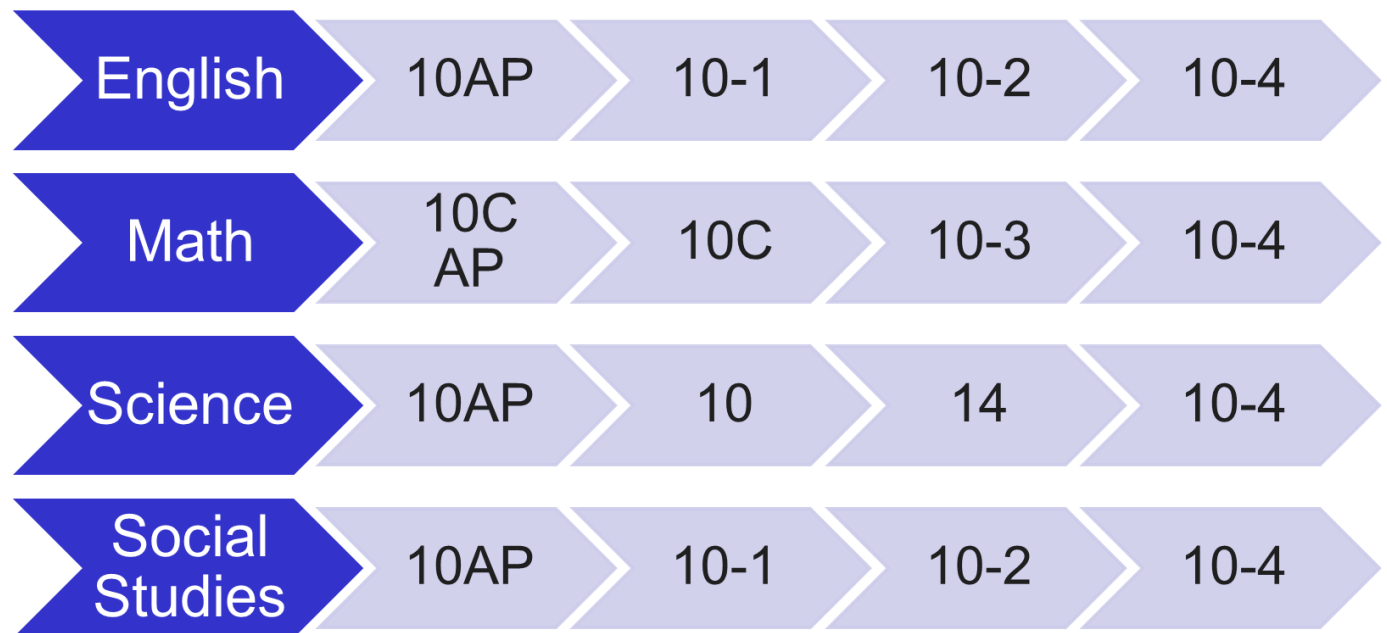
Junior High School Teacher Recommendations



- Grade 9 teachers will make academic course level recommendations based on your student's current performance. Our goal is to meet students where they are at. There are many potential pathways for progression!
- We honour teacher recommendations. These recommendations are indicated on the course registration form.
- Course level recommendations may change by the end of the school year (teacher/parent initiated in May).

Learner Profile		Grade 9 Marks	Grade 10 Core Courses
Exemplary _ Thorough, insightful performance on assessments _ Exemplary communication skills _ Deep understanding of curricular outcomes, including complex, abstract ideas _ Curious, takes initiative to learn more about subject area _ Organized, able to meet deadlines _ Works independently and is a strong self-advocate		Mostly 4s	_ English 10 Cohort AP or English 10-1 _ Social 10 Cohort AP or Social 10-1 _ Math 10 Cohort AP or Math 10C _ Science 10 Cohort AP or Science 10
Proficient _ Detailed, thoughtful performance on assessments _ Proficient communication skills _ Confident understanding of curricular outcomes, including complex, abstract ideas _ Inquisitive, interested in subject area _ Organized, able to meet deadlines _ Independently begins tasks and asks questions as necessary		Mostly 3s & 4s	_ English 10-1 _ Social 10-1 _ Math 10C _ Science 10
Developing/Beginning _ Basic and/or inconsistent performance on assessments; completes what is necessary, but does not move beyond _ Satisfactory communication skills and/or benefits from assistance to communicate clearly _ Demonstrates familiarity with curricular outcomes; more comfortable with concrete concepts and examples _ Benefits from more time to learn new concepts _ Responds well to step-by-step structure and directions		Predominantly 1s & 2s	_ English 10-2 _ Social 10-2 _ Math 10-3 _ Science 14 _ Math 15 (this is for students who predominantly received 2's in Math but want to take Math 10C next year).
Knowledge and Employability _ Benefits from curriculum directed towards real life experiences _ Needs greater teacher support to improve literacy, numeracy, comprehension/application of curricular concepts to real life _ Benefits from a defined structure and increased one-on-one support in the classroom		Is currently enrolled in K&E classes or ADP	_ English 10-4 _ Social 10-4 _ Math 10-4 _ Science 10-4 K&E requires a referral & parental consent

Course Sequencing



Advanced Placement Classes



- Advanced placement (AP) courses start in Grade 12
- Cohort AP sections are offered in Grades 10 & 11 based on student enrollment
- Students are assessed according to the outcomes of the Alberta Programs of Study and provided with an enriched and challenging AP learning experience
- Students will study both the Alberta Education curriculum and the AP College Board course content
- AP exam marks are not reflected on the student's transcript. Students must share their AP exam results (May of Grade 12) with post-secondary institutions

Advanced Placement Classes

- To be successful, a student should:
 - Be academically prepared
 - Have a passion for the subject area
 - Enjoy learning challenges
 - Have a well-developed work ethic
 - Be self-disciplined and self-motivated



Grade 10	Grade 11	Grade 12	AP Exam
English 10-1 Cohort AP	English 20-1 Cohort AP	Sem 1 – English 30-1 Sem 2 - English 35	AP English Literature and Composition
Math 10C Cohort AP	Sem 1 – Math 20-1 Sem 2 – Math 30-1	Sem 1 – Math 31 Sem 2 – Calculus 35	AP Calculus
	Biology 20 Cohort AP	Sem 1 - Biology 30 Sem 2 – Biology 35	AP Biology
Science 10 Cohort AP	Chemistry 20 Cohort AP	Sem 1 – Chemistry 30 Sem 2 – Chemistry 35	AP Chemistry
	Physics 20 Cohort AP	Sem 1 - Physics 30 Sem 2 – Physics 35	AP Physics

Knowledge & Employability (K&E)



Students earn a total of 80 credits (minimum)



- Students earn a High School Certificate of Achievement
- Placement in these courses is by referral with junior high school, parent/guardian & school
- Content emphasis is on basic skills essential to becoming responsible members of society
- Focus on reading, writing and mathematical literacy as well as essential employability skills
- Less academically demanding - greater focus on hands-on experiential activities
- Students will often may transition to high school academic program



High School Diploma Credits & Minimum Courses



Total → **100 credits (minimum)**

Grade 10 → **40 credits (8 classes)**

Grade 11 → **35 credits (7 classes)**

Grade 12 → **30 credits (6 classes)**



Course and Credit Information

- **Each class/period = 5 credits**
(4 classes per day = 20 credits per semester)
- **Credit is earned with a mark of 50%+**
- **Full courses are normally 5 credits.** Half courses (CALM) are 3 credits. CTS modules are 1 credit and are grouped together
- **Course levels** for Grade 10 are numbered as 10/15, for Grade 11 as 20/25, and for Grade 12 as 30, 35



Grade 10 Course Registration



- **Four academic courses:**
 - English, Social Studies, Math, & Science
- **Physical Education 10**
- **Three complementary/option courses**
(will also choose three alternates)
- **Timetable Example for Each Semester:**
 - 2 academics + 2 options
 - 2 academics + 1 option + P.E. 10



ns		1	2	3	4
S1	T1	English Language Arts 10-1_cohort Outcom ELA1105OB.111 Anderson, Megan A Room: 3612	Mathematics 10C_cohort Outcomes- Based MAT1791OB.121 Jones, Jennifer D Room: 2207	Drawing 15 LDC1859.131 Hendry, Caroline L Room: 2304	Physical Education 10_5 cr PED14455.143 Melrose, Erin A Room: 1703
	T2				
S2	T3	Social Studies 10-1_cohort Outcomes- Base SST1771OB.211 Grant, Erin S Room: 2411	Legal Studies Intro LGS10XX.221 Gilbertson, Kendra D Room: 3615	Cosmetology Intro COS10XX.231 Parmiter, Vanessa Room: 2415	Science 10 SCN1270.241 Dow, Sheila S Room: 2308
	T4				

Bell Times	Monday	Tuesday	Wednesday	Thursday	Friday
Block 1 9:00-10:30	1	2	1	2	P1: 9:00-10:00
Block 2 10:30 - 12:00	2	1	2	1	P2: 10:00 - 11:00
12:00 - 12:30	<i>Lunch</i>				<i>Break 11:00 - 11:15</i>
Block 3 12:30 - 2:00	3	4	3	4	P3: 11:15 - 12:15
Block 4 2:00 - 3:30	4	3	4	3	P4: 12:15 - 1:15

J-Blocks

(AM) 7:30am - 9:00am

(PM) 3:30pm - 5:00pm

- Sports performance, Band, Choir etc..

Raven Time

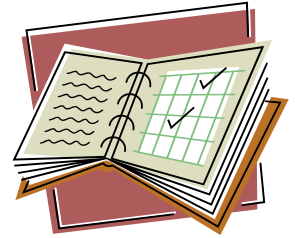
- every second Thursday (40mins)
- built into the regular day
- *required attendance*
- informational sessions
- community building activities

High School Semester System

- Semester 1 (September to January)
 - Meet the Teacher (evening event)
 - Parent/Teacher/Student Interviews
 - Mid-term reporting period
 - Final exams in January
 - Final report card for Semester 1 at the end of January available on Power School



High School Semester System



- Semester 2 (February to June)
 - Registration for next school year in February/March
 - Parent/Teacher/Student Interviews
 - Mid-term reporting period
 - Final exams in June
 - End of full-year core classes
 - Final report card for Semester 2 at the end of June available on Power School



Assessment



Outcomes-Based

- Grades are based on student performance of key course outcomes.
- Communicates information about the student's depth of understanding for each key outcome instead of a single, overall grade.
- Final grades (percentage) are based on the student's most recent and consistent demonstration of the key outcomes instead of an accumulation of points that are averaged and weighted.



Outcome Based Assessment - OBA

What is an outcome?

The outcomes describe what a student is expected to know and be able to do according to the Alberta Programs of Study.

Beginning		Developing		Proficient		Exemplary	
1	2	1	2	1	2	1	2
The student demonstrates a level of understanding and/or skill that is not yet meeting expectations of the course outcomes. ■ The quality of work may be vague and/or undeveloped. ■ Targeted adjustments to planning and instruction will be necessary for further learning in this area.		The student demonstrates a basic level of understanding and/or skill that meets expectations of the course outcomes. ■ The quality of work may be adequate and/or concrete. ■ Adjustments to planning and instruction may be necessary for further learning in this area.		The student demonstrates a well-developed level of understanding and/or skill that meets expectations of the course outcomes. ■ The quality of work may be clear and/or well-reasoned. ■ The student can be confident of being prepared for further learning in this area.		The student demonstrates a mastery level of understanding and/or skill that meets expectations of the course outcomes. ■ The quality of work may be perceptive and/or insightful. ■ The student can be confident of being prepared for further learning in this area.	
20%	40%	55%	65%	75%	85%	95%	100%

IPP (Individualized Program Plan)



- 2 signatures – Fall and at the end of the school year
- The IPP is responsive to the needs of the student and can change throughout the year
- Focus on behavior not grades

Program modifications cannot occur as a result of an IPP at the high school level

IPP (Individualized Program Plan)

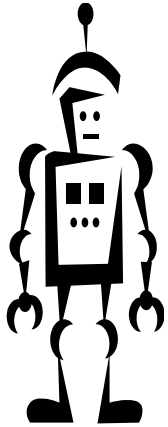


- Consultation with Teacher Advisor about the IPP to create a Priority Learning Goal
- Collaborative process between the student and the Teacher Advisor of reflection and action - exploring where the student is in their learning and where they might be headed, establishing goals (self-advocacy, communication with teachers, etc) and determining approved accommodations
- Could be subject-specific (ie target in Math) if teacher and student determine a need

Complementary Courses

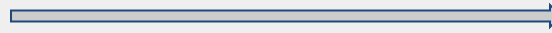
Career and Technology Studies (CTS)

- **Business, Administration, Finance & Information Technology (BIT)** – Business Studies, Computer Science, Legal Studies
- **Health, Recreation & Human Services (HRH)** – Community Child Care, Culinary Arts, Cosmetology, First Responder, Sports Medicine, Sports Performance
- **Media, Design & Communications (MDC)** – Photography
- **Natural Resources (NAT)** – Outdoor Pursuits
- **Trades, Manufacturing & Transportation (TMT)** – Construction, Robotics



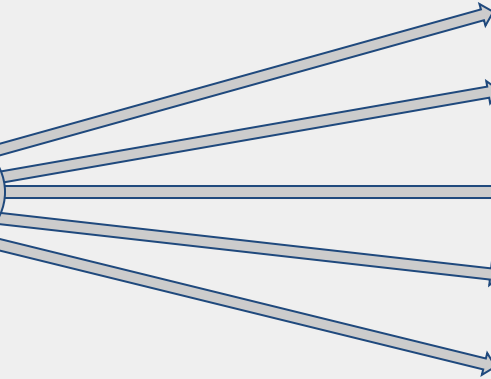
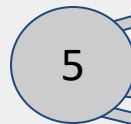
CTS Module-Based Courses vs Other Courses

**CORE/SELECT OPTION
COURSE**



5 Credits

**CTS
COURSE**



1 Credit

1 Credit

1 Credit

1 Credit

1 Credit

Complementary Courses: Fine Arts



- Advanced Acting (audition)
- Advanced Ceramics/Drawing/Painting
- Art
- Choral
- Drama
- Dance
- Instrumental Music
- Technical Theatre

Complementary Courses



- Aboriginal Studies
- Astronomy
- Creative Writing
- Film Studies
- French & Spanish (recognition of prior language learning – course challenges & placements)
- Learning Strategies
- Mathematics 15
- Music (non-performance-based class)
- Yoga



Unique Pathways & Off-Campus Education

Work Experience
Registered Apprenticeship Program (RAP)
Dual Credit



For more information online search:
CBE Unique Pathways

Sports



FALL SPORTS

CROSS COUNTRY

GIRLS SOCCER

GIRLS VOLLEYBALL

BOYS VOLLEYBALL

FOOTBALL

GOLF

WINTER SPORTS

BOYS BASKETBALL

GIRLS BASKETBALL

SWIMMING

CURLING

BADMINTON

SPRING SPORTS

BOYS SOCCER

GIRLS RUGBY

BOYS RUGBY

GIRLS FIELD HOCKEY

TRACK AND FIELD

Prior to School Start-up



- Parents/Guardians will receive information with school start-up information. Be sure to check your e-mail and the school website
- Students are encouraged to come in at the end of August before classes start to:
 - tour the school and find your classes
 - have school ID photo taken



Need More Information?



- **School Web Site:**
www.joanecardinalschubert.cbe.ab.ca
 - Registration Tab - JCS Complementary Course Guide 2024-2025
- **CBE – Get Ready-Get Set-Go For It Document**
<https://cbe.ab.ca/programs/high-school/Documents/Get-Ready-Get-Set-Go-For-It-Short.pdf>
- Consult with Junior High Staff
- The Student Success Centre visits Junior Highs to meet with students and Grade 9 personnel
- School Messenger, weekly Raven Post, Social Media updates

Key Dates



January 2025

- Parent presentation
- JCS visits Junior High schools
- Junior Highs/JCS staff meet
- Grade 9 Tours – Monday, January 27 10:00 – 11:30
- JCS Open House – Thursday, January 30 6:15 – 8:30

February 2025

- Grade 9 teachers provide academic recommendations
- Students and parents review teacher recommendations and choose complementary courses
- JCS returns to Junior High to review course selections
- JCS enters course requests

April 2025

- Students receive course verification

May 2025

- JCS meets with Junior High personnel
- Adjustments to initial course selections made, if necessary

Thank you for attending!

We look forward to working with you
and your student.

Time for Q & A

learning | **as unique** | as every student



**Calgary Board
of Education**