



**2025-2026**

**BEDFORD ROAD COLLEGIATE  
COURSE SELECTION GUIDE**

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Bedford Road Collegiate

722 Bedford Road

Saskatoon SK

S7L 0G2

Main Office: 306-683-7650

Student Services: 306-683-7656

Email: [bedfordroadschool@spsd.sk.ca](mailto:bedfordroadschool@spsd.sk.ca)

Website: <http://www.spsd.sk.ca/school/bedfordroad>



# The Bedford Road Family

Bedford Road is a collegiate with a long, 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, 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 International Baccalaureate Diploma Program and the Sage Program for academically talented students. Each year, over 35 percent of Bedford's students earn a place on the academic honour roll. Two AEWS 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, anti-racist and anti-oppressive education as well as social justice and disposition, 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:

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: ***Academic Excellence, Well-Being, Character, Engagement and Cultural Responsiveness.***



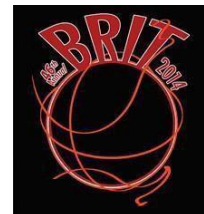
# The BRIT Classic

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.



# IB Diploma Programme

## The International Baccalaureate Diploma Programme at Bedford Road Collegiate

The International Baccalaureate Diploma Programme (IBDP) is a two year program for students who are inclined towards academic and personal development. 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. IB philosophy promotes physical, intellectual, emotional and ethical development.

**Diploma (DP)** students study six academic subjects, one from each group, although a group 2-4 subject may supplant a group 6 subject. DP students must also fulfill the requirements of the **Theory of Knowledge (ToK), Creativity, Activity, Service(CAS) and the Extended Essay (EE)**. DP students must study three subjects at the higher level (HL) and three at the standard level (SL). **Course (DCS)** students can choose IB subjects separately if they have the pre-requisites and complete the application.

Most universities around the world recognize/recruit the IB graduate. The University of Saskatchewan awards transfer credits for IB courses (including EE and ToK) based on assessment results. More importantly, the IB skill set eases the transition from high school to post-secondary education.

See <https://admissions.usask.ca/requirements/ib.php#Selfassessment> for more information on IB Recognition at the University of Saskatchewan. **Students who complete the IB Diploma Programme subjects will also achieve Saskatchewan high school credits.**

BRC offers the following IB Diploma subjects:

- **Group 1** – Studies in Language and Literature: English A: Literature, HL; French A: Literature Self Study, SL\*
- **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: Analysis and Approaches, SL; Mathematics: Applications and Interpretation, 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 younger than grade 10 should be aware of the course options that will satisfy the pre-requisites for the IB Diploma Programme. Bedford Road offers programming at the grade 9 and 10 levels (not mandatory) that serves as preparation for the IB Diploma Programme. Our timetable is organized so that students who are considering the IB programme can progress accordingly.

For more information, call Bedford Road (306-683-7656) or visit the BRC web site at

<http://www.spsd.sk.ca/school/bedfordroad/ib/Pages/default.aspx>. Any questions about this exciting educational opportunity can be directed by email to Ms. Kim Buglass, DP Coordinator ([buglassk@spsd.sk.ca](mailto:buglassk@spsd.sk.ca)), Mr. Kirk Gordon, Student Services ([gordonk@spsd.sk.ca](mailto:gordonk@spsd.sk.ca)) or school administration, Ms. Tammy Girolami, Principal ([girolamit@spsd.sk.ca](mailto:girolamit@spsd.sk.ca)) Mrs. Shauna Pierce, Vice Principal ([pierces@spsd.sk.ca](mailto:pierces@spsd.sk.ca)).



“I think there is incredible value in the [IB] program. It’s really a balanced approach to education with a focus on life-long learning. The students are . . . taught how to learn and to think critically. I think that’s really important.”

- BRC IB Parent

# IB Course Description

## English A: Literature (HL)

English A: Literature is a two-year course. “Students will focus exclusively on literary texts, adopting a variety of approaches to textual criticism. Students explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world” (Language A: literature guide, 2019). Students will approach literature as an art form and develop an ability to draw comparisons and reflect critically. Central is the development of tolerance, empathy, and a genuine respect for perspectives different from one’s own. The study of works in translation will facilitate the experience. We will explore issues that concern us personally, seeking application to a global society. The United Nations Sustainable Development Goals will inform the conversations of how global issues can span borders, time and still apply to local context.

Completion of the English A: Literature course fulfills the requirements for ELA 20, ELA A30 and ELA B30. See course syllabus for programme details.

## \*French A: Literature, Self-Study (SL)

Students who are fully fluent in the target language are ideal candidates for this challenging self-directed course in literary study, which mirrors the English A SL course. Students with more than five years of immersion in the language will be considered at the teacher’s discretion.

Students will study a minimum of nine literary works from the Prescribed Reading List, and these will cover at least three literary forms, three historic periods and places, four works originally published in the target language, and three translated works.

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



## French ab initio (SL)

French ab initio is designed for “students with no prior experience of the target language, or for those students with very limited previous exposure.” (Course Guide) At this level of study, a student develops communicative skills in three central areas: receptive (reading, listening, viewing), productive (writing, speaking, presenting), and interactive. Through the development of these skills, students should be able to respond and interact appropriately in a defined range of everyday situations.

The language ab initio course is organized into five themes: identities, experiences, human ingenuity, social organization, and sharing the planet. Each theme has a list of topics that provide the students with opportunities to practice and explore the language as well as to develop intercultural understanding and international-mindedness, both of which are “central to the IB philosophy and instrumental in aspiring to a more peaceful world.” (ibid)

The assessment for the course is comprised of the following:

- Two external assessments completed in May of Year II: Paper 1 testing productive skills (writing) and Paper 2 testing receptive skills (listening and reading comprehension).
- One internal assessment completed in semester one of Year II: an individual oral assessment with the teacher based on a visual stimulus and subsequent discussion.

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

## French B (SL)

French B SL is designed for “students with some previous experience of the target language”, and who are prepared to “describe situations, narrate events, make comparisons, explain problems, and state and support personal opinions on a variety of topics relating to course content.” (Course Guide) This is accomplished through a linguistic study (as such there is no extensive study of literature), and through the development of skills in three central areas: receptive (reading, listening, viewing), productive (writing, speaking, presenting), and interactive.

The course is designed around the same five themes as the French ab initio course, and the process and aims are very similar, with the exception that students in French B SL study more challenging texts and concepts and are expected to express their growing intercultural understandings with more depth and variety.

The assessment for the course is comprised of the following:

- Two external assessments completed in May of Year II: Paper 1 testing productive skills (writing) and Paper 2 testing receptive skills (listening and reading comprehension).
- One internal assessment completed in semester one of Year II: an individual oral assessment with the teacher based on a visual stimulus and subsequent discussion.

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 B SL course should be a challenging educational experience for the student. Completion of the course currently fulfils the requirements for French 20 and French 30.

### **History (HL)**

This course is 240 hours over two years. It covers the history of Europe and the Americas (including North and Latin America) since the beginning of the 1900s. It explores events from the points of view of people in Europe and the Americas. For instance, the World Wars and the Cold War affected these two regions very differently, and the course will help us see how. It also explores basic questions, such as what is history, how is history created by historians, how can we tell what's true, whose 'story' gets covered, and whose gets ignored? Completion of the course fulfils the requirements for History 20 and History 30.

### **Biology (HL)**

This advanced course is designed for curious, motivated students who love science and want to understand the fascinating complexity of living things. In IB Biology, you will dive into the scientific method through hands-on labs, experiments, and biotech projects, learning how scientists explore life's biggest questions.

The course is built around four major themes—*unity and diversity, form and function, interaction and interdependence, continuity and change*—and you'll see these themes pop up in every part of biology, from molecules and cells to whole organisms and ecosystems. We'll also head outdoors and take field trips whenever we can, letting you experience biology in the real world! As part of the IB Diploma's Theory of Knowledge, we'll explore how science connects to creativity, society, religion, reality and technology. By the end of the course, you'll have a better understanding of life's paradoxes—like how it's both simple and complex, fragile yet resilient, orderly but sometimes chaotic—and how our choices impact the balance of life around us.

Completing this course will count towards credits for Environmental Science 20, Health 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 is focused on two central themes: structure and reactivity. The course is lab-focused and data-driven with an integrated approach to chemistry within these two themes. The curriculum will stress scientific method through experimental activities and design, formal communication of scientific knowledge, and the development of representative models and explanatory theories.

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 the biological world around us.

Completion of the course fulfils the requirements for Saskatchewan Education Physical Science 20 and Chemistry 30.

## Mathematics: Analysis and Approaches (SL)

The Mathematics: Analysis and Approaches (AA) course is a rigorous course that is approachable to the majority of students with a **strong mathematical background**. The AA course is designed for students who enjoy the thrill of mathematical problem solving and generalization. It is a course in pure mathematics, where the aim is to give students the ability to analyze abstract math theories that are the basis of all calculations. Calculations will be done with and without a calculator. Functions and Calculus are important components of the course. This course will prepare students for post-secondary subjects which require a deep understanding of mathematics such as engineering, computer science, physical sciences and some economics. Completion of the course fulfills the requirements for Pre-Calculus 20, Pre-Calculus 30 and Calculus 30.



## Mathematics: Applications and Interpretations (SL)

The Mathematics: Applications and Interpretations (AI) course is a rigorous course that is approachable to most students. Have you ever questioned if you will ever use math in real life? Then this course is for you! It is a course in applied mathematics, where the aim is to explore the practical use of mathematical concepts in the real world. Statistics and Distribution are important components of the course, with a focus on using technology (graphing calculators) for complex calculations. This course will prepare students for post-secondary subjects which are more concerned with the application of math rather than the theory behind it. Such areas include social sciences, natural sciences, statistics, business, psychology, and nursing. Completion of the course fulfils the requirements for Pre-Calculus 20 & Foundations of Mathematics 30.

## Visual Art (SL)

This course has three major components: an exhibition, a comparative study, and a process portfolio. All three components are submitted for assessment in April of grade 12. The exhibition (worth 40%) is an exploration of a topic or theme which is the culmination of the student's investigation. The comparative study (worth 20%) is a paper exploring the similarities and differences in style, purpose, and cultural significance in art works from significantly different times and places. The progress portfolio (worth 40%) documents the student's learning journey. It will include sketchbook pages, completed artworks, and musings on topics of interest, all of it thoughtfully arranged in a digital scrapbook.

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

## Theory of Knowledge (ToK)

ToK is an introductory course in what is commonly known as epistemology. Epistemology is the study of the nature of truth and the scope of human knowledge. According to the subject guide, "course provides students with an opportunity to explore and reflect on the nature of knowledge and the process of knowing." It is a core element which all Diploma Programme (DP) students undertake and to which all IB schools are required to devote at least 100 hours of class time. TOK and the DP subjects should support each other in the sense that they reference each other and share common goals. Students come to understand and appreciate the unique scope and methods present in each area of knowing (AOK). The course centers on one fundamental question: "How do we know what we know?" Students deepen their appreciation and understanding of this question by exploring knowledge questions, which are contestable questions about knowledge itself, such as: "What counts as good evidence for a claim?" and "Are some types of knowledge more open to interpretation than others?"

The TOK curriculum is made up of three deeply interconnected parts:

- The core theme-knowledge & the knower: Students encounter the difficulty of clearly defining knowledge, while reflecting on who we are as humans and the factors that shape our own knowledge and processes as knowers.
- Optional themes: this element provides students an opportunity to consider how significant real-world issues shape our perspectives and identities: technology, language, politics, religion, indigenous societies.
- Areas of knowledge: the AOKS comprise five identified branches of knowledge that student's study: history, the human sciences, the natural sciences, mathematics and the arts.



The purpose of the course is to have students develop epistemic humility, in other words, to learn to be humble and wise about knowledge and themselves as knowers. This involves seeing their learning from both inside, as a learner, and outside at a distance, viewing the whole world of knowledge, and gaining insight into how it has come about, and where knowledge is and perhaps should be headed. It is a wonderful opportunity for students to gain awareness of their own biases and perspectives, to deeply question their own assumptions, to develop a healthy kind of skepticism, while also developing a strong appreciation for the rich diversity of traditions of knowing from all around the globe. The successful TOK student emerges with an open-mind and a highly useful toolkit of epistemic moves that they can use to make the world a better place.

Finally, there are two assessments in the course. The exhibition takes place near the end of Year 1 and is worth 1/3 their IB score, while the essay is written in Year II and comprises the remaining 2/3. The exhibition is internally assessed, while the essay is externally assessed. Completion of the course fulfills one credit (TOK 30) towards a Saskatchewan high school diploma.

# Grade 9

Be sure that you and your parents read the information about courses carefully before making selections. Grade 9 students must have full timetables, that is to say - no spares, with English counting as two classes and Math counting as two. Note which courses are compulsory.

### Compulsory Classes

- Arts Education 09
- Career 09/Health 09
- English Language Arts A & B09
- Mathematics 09
- Physical Education 09
- Science 09
- Social Studies 09

### Choose one of the following Electives:

- Band 09
- Choral 09
- English As an Additional Language 09
- Practical & Applied Arts 09
- (Carpentry & Construction, Clothing, Computers & Drafting, Food Studies, Design, Finance & Digital Citizenship)
- Resource Class
- French 09

<p>ARTS EDUCATION 09 (ARE09)</p>	<p>This course is designed as a survey to introduce students to four strands of Arts Education. The four strands are visual arts, drama, dance, and music.</p> <p>Visual Arts - This component of the survey is intended to give the art student a broad experience in art using a variety of media and subject matter. This includes basic concepts of art composition as they relate to the Elements and Principles of Art. The subject focus will be about "Taking Action on Social Issues."</p> <p>Drama - In the drama component, the students will develop an appreciation for theatre by exploring a number of areas: movement, voice, characterization, direction and stage design, improvisation, and performance. This course is an introduction to high school drama and therefore gives a broad and diverse coverage of this art form.</p> <p>Dance - In the dance component, the students will develop their dance technique in a variety of styles, study the basic elements of dance and examine the process of dance composition. The course will incorporate theory, creative work, and learning choreography in a variety of styles.</p> <p>Music - Students will use voice, guitar, and technology to create music and raise awareness of issues they care about. They will also explore improvisation and learn about musicians who want(ed) to make the world a better place.</p>
<p>BAND 09 (BAN09)</p>	<p>Students may opt to take band outside the regular timetable to allow for other electives or take it in the timetable. Students will work with an eclectic repertoire of quality music to develop the following skills and musical components: technique, rhythm, aural skills, interpretive concepts, and historical knowledge.</p> <p>Basic theory and music history are also part of the course study. Students will rehearse and perform in a concert band setting. Some out-of- class time will be required for festival and concert performances</p>

<p>CAREER 09 &amp; HEALTH 09 (CAR09/HEA09)</p>	<p>This Compulsory course is backed all year to Physical Education 9 and it is a combination of Health Education and Career Education. Fifty hours of instruction is directed toward developing the understanding, skills and confidences necessary to take action to improve health; to make informed decisions based on health-related knowledge; and to apply decisions that will improve personal health and/or the health of others. The other fifty hours will focus on Career Education. Grade nine students will explore the connections between learning and work pathways and their connections to the community. Students will use a variety of resources to explore and review the skills, knowledge and attitudes essential for effectively managing their life and work development</p>
<p>CHORAL 09 (CHO09)</p>	<p>This course is available to students whether or not they have singing experience and is run outside the regular timetable. Students will learn basic vocal techniques and music reading. They will develop listening skills by studying various styles of choral music and the class makes decisions about what pieces will be explored and performed. Some out-of-class time will be required for festival and concert performances.</p>
<p>ENGLISH LANGUAGE ARTS 09 (ELA09 &amp; ELB09)</p>	<p>English Language Arts 9 balances the communicative strands of speaking, listening, reading, writing, viewing and representing, and are organized thematically. The genres of short story, novel, essay and poetry are used in both semesters, as well as non-print material, to enhance students' communication skills.</p>
<p>ENGLISH AS AN ADDITIONAL LANGUAGE (09) 09 (EAL09)</p>	<p>Our English as an Additional Language (EAL) program provides small group and individualized support for our English language learners as they complete high school. Students will be placed in the most appropriate classes, based on recommendations from their Grade 8 EAL and classroom teachers. A Grade 9 EAL student might take a direct-instruction credit class, a tutorial/support class, or receive embedded supports within their mainstream classes. Highschool EAL is not a pull-out program; instead EAL is offered as an elective option.</p>
<p>FRENCH 09 (FRE09)</p>	<p>The objective of Core French education is to enable all learners to gain insight into Francophone and other cultures, to expand their awareness of language and language learning, and to develop their ability to communicate in French by their participation in meaningful communicative experiences in the language.</p> <p>In this course, students will continue to learn French through the study of themes which focus on student experiences. Each theme includes a topic to be developed and a unit project. Successful completion of this project creates a need to know certain language structures and vocabulary which are then formally taught. Themes which will be explored include movies, jobs and professions, rights and responsibilities, and consumerism.</p> <p>Students with a French Immersion background must identify themselves when registering. Recommendations will then be made for an appropriate grade placement in secondary school French.</p> <p>"Students planning to enroll in the IB Diploma Program are strongly encouraged to enroll in French 09."</p>
<p>LAND BASED EDUCATION 09 waskawīwin</p>	<p>The Land-Based Education Program-waskawīwin, is offered to students in their Grade 9 year. This program offers students an opportunity to learn in alternative settings, explore the outdoors, be active and connect to the land. Students interested in this program would have to fill out an application form and have a teacher recommendation</p>

<p>MATHEMATICS 09 (MTH09)</p>	<p>This course explores square roots, surface area, exponents, rational numbers, polynomials, linear equations, inequalities, graphing linear equations, scale diagrams, line and rotational symmetry, circles, data collection</p>
<p>PHYSICAL EDUCATION 09 (PEF09/PEM09/PED09)</p>	<p>This course will focus on student development in four key areas; Active Living, Skillful Movement, Relationships, and Leadership. Using these goals students will work toward becoming physically educated individuals who have the understanding and skills to engage in movement activity, and the confidence and disposition to live a healthy, active lifestyle. Students will learn and work toward improving/maintaining health and skill related fitness levels and motor skill development. Students will be introduced to a variety of individual and team activities. An emphasis will be placed on personal fitness goals, encouraging daily health and exercise habits, and the importance of leadership and positive relationships. Evaluation in this course will be based on progress toward meeting curricular outcomes through positive and active participation in all course activities. Physical Activities may include: aquatics, weight training, core strength/plyometrics, circuit training, football, volleyball, soccer, basketball, badminton, ultimate frisbee, square dance, educational gymnastics, track and field, yoga, wrestling, floor hockey, etc. indoor/ outdoor games.</p>
<p>PRACTICAL &amp; APPLIED ARTS (PAA09) Cost for program</p>	<p>This is an introductory course, which enables students to experience six Practical and Applied Arts Areas which may include: Carpentry &amp; Construction, Clothing, Computers &amp; Drafting, Food Studies, Design and Finance. Students will spend approximately four weeks in each component. Completion of this course will satisfy the Saskatchewan Learning requirement for one PAA class in grade nine.</p> <ul style="list-style-type: none"> <li>• Carpentry &amp; Construction - Students will gain confidence working in the shop as they learn to cut, shape, and finish wood. You will be introduced to a wide variety of power tools and processes which will help in building your project.</li> <li>• Clothing - Students will learn to operate a sewing machine and apply basic sewing techniques.</li> <li>• Computers &amp; Drafting - Work with technology through the lens of math in this hands-on survey course. This course will develop students' skills in keyboarding, word processing and communications. Students may explore spreadsheets, coding, personal finance, online safety and instruction in Computer Aided Drafting with an emphasis on multi-view drawings, pictorial drawings and 3D drafting.</li> <li>• Food Studies - The Foods Studies curriculum combines academic and practical foods experiences and is an option for all students. The study of foods is important because every person must eat to live. As well, the preparation of food whether at school or at home can be a creative, interesting, enjoyable, and rewarding experience.</li> <li>• Design - Creativity and problem solving are tools of design. Developing theoretical solutions to problems and testing those ideas using a variety of methods, materials, and processes helps students to evaluate and make decisions as to what is a good design. The students will solve visual, structural, and organizational problems. Students will have the opportunity to solve design problems making choices, compromises and decisions.</li> </ul> <p>Finance - The course is an introduction to financial issues and decisions that students may already be facing and addresses topics such as the value of money, the importance of decision making as it applies to finances, information security, budgeting fundamentals, cell phone contracts, maintaining accurate financial records, the concept of interest and career opportunities in the financial industry.</p>

<p>RESOURCE (REX)</p>	<p>Resource class helps students who struggle with the regular curriculum by providing extra support. Resource support students receive organizational strategies and study skills support. The resource teacher and classroom teachers collaborate in developing strategies to assist these students with their academic classes. Support with curriculum will be provided in conjunction with teaching learning strategies so that students will become independent learners. Resource is offered one period a day in either/both semesters and takes the place of an elective option.</p>
<p>SCIENCE 09 (SCI09)</p>	<p>Science 9 is an introductory course designed to familiarize students with all areas of sciences. A broad range of classroom and laboratory experiences are used to introduce the scientific method through the concepts of cell biology and reproduction, atoms and elements, electricity, and exploring the universe. Students will acquire skills in making scientific observations, problem solving using calculations, and in developing laboratory skills labs and debates on ethics in science.</p>
<p>SOCIAL STUDIES 09 (SOC09)</p>	<p>The theme of study for this course is “Roots of Society”. Using different units of study, students will explore worldviews of past societies and connections between the past and the present and consider how worldviews are shaped and expressed by people living in particular times and places. They will examine issues related to contact between societies with differing worldviews. Students will explore diverse sources of historical information, including oral histories, images, literature, and the arts, reflecting upon their own worldviews, assessing the influences of the past on the present, and further developing their historical consciousness.</p>

# Course Offering by Grade

## Grade 10

English Language Arts ENL 10  
English Language Arts ENL 10 Sage  
English Language Arts ENL 10 DP Prep

History 10/11  
History 10 Sage  
Indigenous Studies DP Prep  
Indigenous Studies 10/11

Apprenticeship Math 10  
Foundations & Pre-Calculus Math 10  
Foundations & Pre-Calculus Math 10  
ADV Math 11

Science 10/11  
Science 10 Sage  
Science 10 DP Prep

Wellness 10

- Girls  
- Boys  
- Blended (Non-Segregated)

Arts Education 10 Musical Theatre  
Band 10  
Choral 10  
Dance 10  
Drama 10  
Guitar 10  
Visual Art 10

French 10

Career Work Exploration 10  
Carpentry & Construction 10  
Clothing 10  
Commercial Cooking 10  
Drafting 10  
Foods 10  
Photography 10

Digital Citizenship 10  
Healthy Minds Matter 10  
Information Processing 10  
Practical & Applied Arts 10  
Pre-Engineering 10

English as an Additional Language Support  
Resource Support

## Grade 11

English Language Arts 20/21  
English Language Arts 20 IB  
Creative Writing 20  
Media Studies 20

History 20/21  
History 20 IB  
Indigenous Studies 20/21

Apprenticeship Math 20  
Foundations Math 20  
Foundations Math 20 DP Prep  
Pre-Calculus Math 20  
Pre-Calculus Math 20 IB  
Math 21  
Construction & Carpentry 20/Workplace  
& Apprenticeship 10

Health Science 20/21  
Health Science 20 IB  
Environmental Science 20/21  
Environmental Science 20 IB  
Physical Science 20  
Physical Science 20 IB  
Computer Science 20

Physical Education 20

- Recreation  
- Competitive

Active Living 20  
- Blended (Non-Segregated)  
- Female Only

Arts Education 20 Musical Theatre  
Band 20  
Choral 20  
Dance 20  
Drama 20  
Guitar 20  
Theatre Arts 20  
Visual Art 20  
Visual Art 20 IB

French 20  
French 20 IB

Career Work Exploration 20  
Carpentry & Construction 20  
Commercial Cooking 20  
Drafting 20  
Financial Literacy 20  
Foods 20  
Information Processing 20  
Photography 20  
Pre-Engineering 20

English as an Additional Language  
Support Resource Support  
Research Methodology

## Grade 12

English Language Arts A30/31  
English Language Arts A30 IB  
English Language Arts B30/31  
English Language Arts B30 IB  
Creative Writing 30

History 30/31  
History 30 IB  
Indigenous Studies 30/31  
Law 30  
Psychology 30  
Religions of the World 30

Apprenticeship Math 30  
Foundations Math 30  
Foundations Math 30 IB  
Pre-Calculus Math 30  
Pre-Calculus Math 30 IB  
Calculus 30  
Calculus 30 IB

Biology 30  
Biology 30 IB  
Chemistry 30  
Chemistry 30 IB  
Physics 30  
Computer Science 30

Physical Education 30  
- Recreation  
- Competitive  
- Active Living 30  
- Bedford Based  
- Blended (Non-Segregated)  
- Female Only

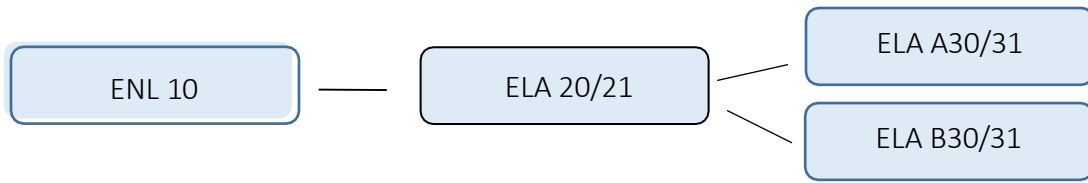
Arts Education 30 Musical Theatre  
Band 30  
Choral 30  
Dance 30  
Drama 30  
Guitar 30  
Theatre Arts 30  
Visual Art 30  
Visual Art 30 IB

French 30  
French 30 IB

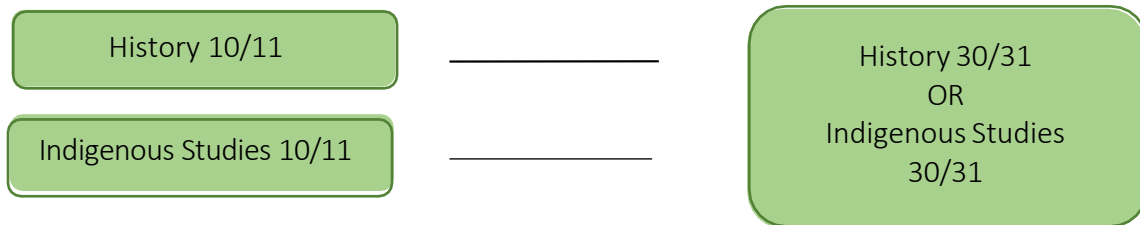
Career Work Exploration 30  
Carpentry & Construction 30  
Coco30  
Drafting 30  
Fashion 30  
Foods 30  
Information Processing 30  
Life Transitions 30  
Photography 30  
Financial Literacy 30  
English as an Additional Language  
Support Resource Support

# Course Pathways

## ENGLISH

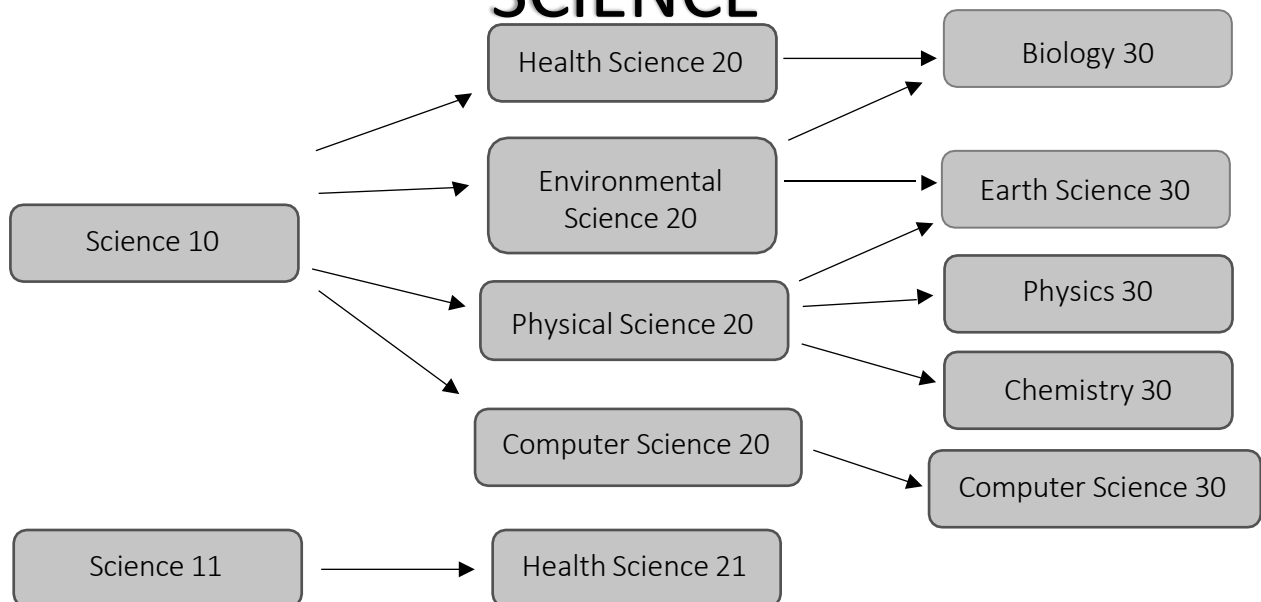


## SOCIAL SCIENCE



NOTE: Students must have History 30 or Indigenous Studies 30 to graduate.

## SCIENCE



# English

Four levels of English are provided to grades 10-12: Regular, Modified, Sage and DP. All four 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.

IB English is a two year course starting in Grade 11. Please see page 5 for a full description.

<p>CREATIVE WRITING 20 (ELW20) Pre-Req: ELA10 or ELB10</p>	<p>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-expression, and critical and creative thinking. In addition, it is excellent preparation for the senior English Language Arts program!</p>
<p>CREATIVE WRITING 30 (CRW30) ELW20 is recommended</p>	<p>Creative Writing 30 will explore the same areas as ELW20 at a more advanced level.</p>
<p>ENGLISH LANGUAGE ARTS (ENL 10) Pre-Req: ELA09 &amp; ELB09</p>	<p>English Language Arts 10 is a dynamic and engaging course that helps students develop critical thinking, take ownership of their learning, and reflect on their progress. By exploring relevant themes, students are encouraged to become active, thoughtful citizens and lifelong learners, both in school and beyond. They will build essential skills such as listening, speaking, reading, writing, viewing, and representing. Learning experiences will support growth in comprehending and responding, composing and creating, as well as assessing and reflecting.</p>
<p>ENGLISH LANGUAGE ARTS 10 SAGE (ENL 10) Pre-Req: ELA09 &amp; ELB09</p>	<p>Students taking this class must be accepted into the Sage program. Students enrolling in Sage English 10 must choose Sage History 10 as well.</p>
<p>ENGLISH LANGUAGE ARTS 10 DP PREP (ENL 10) Pre-Req: ELA09 &amp; ELB09</p>	<p>This class would satisfy the pre-requisites for the IB Diploma Programme, but is not mandatory for application to the IB DP. DP Prep courses satisfy the outcomes as per the Saskatchewan curriculum with some enrichment and the IB Learner profile in mind.</p>
<p>ENGLISH LANGUAGE ARTS 20/21 (ELA20/21 &amp; ELB20/21) Pre-Req: ELA10/11 &amp; ELB10/11</p>	<p>English Language Arts 20 is organized around themes that are of interest to 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.</p>



<p>ENGLISH LANGUAGE ARTS A30/31 (ELA30/ELA31) Pre-Req: ELA20/21</p>	<p>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.</p> <p>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.</p> <p>Students enrolling in Sage English 30 must choose Sage History as well. Students taking this class must be accepted into the Sage program.</p>
<p>ENGLISH LANGUAGE ARTS B30/31 (ELB30/ELB31) Pre-Req: ELA20/21</p>	<p>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.</p> <p>The objectives of this course include particular emphasis on communication, critical thinking, independent learning, personal and social values and skills and technological literacy.</p>
<p>ENGLISH LANGUAGE ARTS A20 IB (ELA20IB) Pre-Req: ELA10 &amp; ELB10 (Regular, SAGE, or DP PREP)</p>	<p>*IB Diploma Programme courses are a two year commitment. Grade 11 students can participate in the IB Diploma Programme as Diploma students or Course students by applying with the appropriate pre-requisites and an application. Seek clarification with the IB Coordinator or Student Services as needed. Please refer back to page 5 for a full course description of this course.</p>
<p>ENGLISH LANGUAGE ARTS A30 IB &amp; B30 IB (ELA30IB &amp; ELB30IB) Pre-Req: ELA20IB</p>	<p>*IB Diploma Programme courses are a two year commitment. Grade 12 students can participate in the IB Diploma Programme as Diploma students or Course students if they have the appropriate IB 20 level course pre-requisite. Seek clarification with the IB Coordinator or Student Services as needed. Please refer back to page 5 for a full course description of this course.</p>
<p>LITERACY SKILLS: (LRW10L)</p>	<p>Reading and Writing 10. In this course there are two strands: reading and writing. Throughout the course literacy support is offered to enhance essential skills needed for graduation. Students will read informational, graphic, and literacy texts, with a focus on locating information, identifying main ideas and supporting details, building vocabulary, and consolidating skills in the application of key comprehension strategies.</p>
<p>MEDIA STUDIES 20 (ELM20) Pre-Req: ELA10 or ELB10</p>	<p>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.</p>
<p>Research Methodology 20L (RMD20L)</p>	<p>Research Methodology 20L is designed to provide highly motivated learners the opportunity to pursue topics or career interest using the academically rigorous methods associated with academic research. The need for novelty and a desire to pursue personal passions are often in contrast to their difficulties with project management and interpersonal interactions. The applied research project is the vehicle for students to better understand academic research but even more importantly, themselves as learners and leaders.</p>

# Social Science

<p>HISTORY10/11 (HIS10/HIS11) Pre-Req: SOC09</p>	<p>This course covers the period beginning with Absolute Kings and Queens, and 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.</p>
<p>HISTORY 10 SAGE (HIS10A) Pre-Req: SOC09A Must be taken with ELA10A &amp; ELB10A</p>	<p>This course investigates 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. Students taking this class must be accepted into the Sage program.</p>
<p>HISTORY 20/21 (HIS20/HIS21) Pre-Req: HIS10/11 or NAT10/11</p>	<p>This course 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.</p>
<p>HISTORY 20 IB (HIS20IB) Pre-Req: HIS10 or NAT10 (Regular, SAGE or IB-Prep)</p>	<p>*IB Diploma Program courses are a two year commitment. Grade 11 students can participate in the IB Diploma Programme as Diploma students or Courses students by applying with the appropriate pre-requisites and an application. Seek clarification with the IB Coordinator or Student Services as needed. Please refer back to page 6 for a full course description of this course.</p>
<p>HISTORY 30/31 (HIS30/HIS31) Pre-Req: HIS20/21 or NAT20/21 or LAW20/30 or PSY20/30 or GEO20/30</p>	<p>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.</p>
<p>HISTORY 30 IB (HIS30IB) Pre-Req: HIS20IB</p>	<p>*IB Diploma Program courses are a two year commitment. Grade 12 students can participate in the IB Diploma Programme as Diploma students or Courses students if they have the appropriate IB 20 level course pre-requisite. Seek clarification with the IB Coordinator or Student Services as needed. Please refer back to page 6 for a full course description of this course.</p>
<p>INDIGENOUS STUDIES 10/11 (NAT10/NAT11) Pre-Req: SOC09</p>	<p>Indigenous Studies 10 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.</p>

<p>INDIGENOUS STUDIES DP PREP (NAT10IB) Pre-Req SOC09</p>	<p>This class would satisfy the pre-requisites for the IB Diploma Programme</p>
<p>INDIGENOUS STUDIES 20/21 NAT20/NAT21) Pre-Req: HIS10/11 or NAT10/11</p>	<p>This course 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.</p>
<p>INDIGENOUS STUDIES 30/31 (NAT30/NAT31) Pre-Req: HIS20/21 or NAT20/21 or LAW20/30 or PSY20/30 or GEO20/30</p>	<p>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.</p>
<p>LAW 30 (LAW30) Pre-Req: HIS10/11 or NAT10/11</p>	<p>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.</p>
<p>PSYCHOLOGY 30 (PSY30) Pre-Req: HIS10/11 or NAT10/11</p>	<p>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.</p>
<p>RELIGIONS OF THE WORLD 30 (ROW30) Pre-Req: HIS10/11 or NAT10/11</p>	<p>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.</p>

# Science

<p style="text-align: center;">BIOLOGY 30 (BIO30) Pre-Req: ESC20 or HSC20</p>	<p>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.</p>
<p style="text-align: center;">BIOLOGY 30 IB (BIO30IB) Pre-Req: ESC20IB and HSC20IB</p>	<p>*IB Diploma Program courses are a two year commitment. Grade 12 students can participate in the IB Diploma Programme as Diploma students or Courses students if they have the appropriate IB 20 level course pre-requisite. Seek clarification with the IB Coordinator or Student Services as needed. Please refer back to page 6 for a full course description of this course.</p>
<p style="text-align: center;">CHEMISTRY 30 (CHE30) Pre-Req: PSC20</p>	<p>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. NOTE: Completion of MPC20 or MAF20 is recommended for students who wish to take this course.</p>
<p style="text-align: center;">CHEMISTRY 30 IB (CHE30IB) Pre-Req: PSC20IB</p>	<p>*IB Diploma Program courses are a two year commitment. Grade 12 students can participate in the IB Diploma Programme as Diploma students or Courses students if they have the appropriate IB 20 level course pre-requisite. Seek clarification with the IB Coordinator or Student Services as needed. Please refer back to page 6 for a full course description of this course.</p>
<p style="text-align: center;">COMPUTER SCIENCE 20 (CSC20) Pre-Req: SCI10/SCI10A/SCI10IB</p>	<p>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</p>
<p style="text-align: center;">COMPUTER SCIENCE 30 (CSC30) Pre-Req: CSC20</p>	<p>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.</p>
<p style="text-align: center;">ENVIRONMENTAL SCIENCE 20/21 (ESC20/ESC21) Pre-Req: SCI10/SCI10A/SCI10IB</p>	<p>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.</p>

ENVIRONMENTAL SCIENCE 20 IB (ESC20IB) Pre-Req: HSC20IB	*IB Diploma Program courses are a two year commitment. Grade 11 students can participate in the IB Diploma Programme as Diploma students or Courses students by applying with the appropriate pre-requisites and an application. Seek clarification with the IB Coordinator or Student Services as needed. Please refer back to IB Biology on page 6 for a full course description.
HEALTH SCIENCE 20/21 (HSC20/21) Pre-Req: SCI10/SCI10A/SCI10IB	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.
HEALTH SCIENCE 20 IB (HSC20IB) Pre-Req: SCI10/SCI10A/SCI10IB	*IB Diploma Program courses are a two year commitment. Grade 11 students can participate in the IB Diploma Programme as Diploma students or Courses students by applying with the appropriate pre-requisites and an application. Seek clarification with the IB Coordinator or Student Services as needed. Please refer back to IB Biology on page 6 for a full course description.
PHYSICAL SCIENCE 20 (PSC20) Pre-Req: SCI10/SCI10A/SCI10IB	This course introduces the foundations of chemistry and physics. Units studied include types of chemical reactions and their quantitative analysis (stoichiometry), the dual particle/energy nature of electrons and wave functions.
PHYSICAL SCIENCE 20 IB (PSC20IB) Pre-Req: SCI10/SCI10A/SCI10IB	*IB Diploma Program courses are a two year commitment. Grade 11 students can participate in the IB Diploma Programme as Diploma students or Courses students by applying with the appropriate pre-requisites and an application. Seek clarification with the IB Coordinator or Student Services as needed. Please refer back to IB Chemistry on page 6 for a full course description.
PHYSICS 30 (PHY30) Pre-Req: PSC20	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.
SCIENCE 10/11 (SCI10/SCI11) 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: SCI09	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. Students taking this class must be accepted into the Sage program.
SCIENCE 10 PRE-DP (SCI10IB) Pre-Req: SCI09	This class would satisfy the pre-requisites for the IB Diploma Programme.

# Selecting Secondary Mathematics

## Workplace & Apprenticeship Mathematics

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.

## Foundations of Mathematics

This pathway is designed for students who want to attend a university, college, or technical institute after high school, but do not need calculus skills. Students will study the greatest variety of mathematical topics in these courses. This path will fulfill most students' needs.

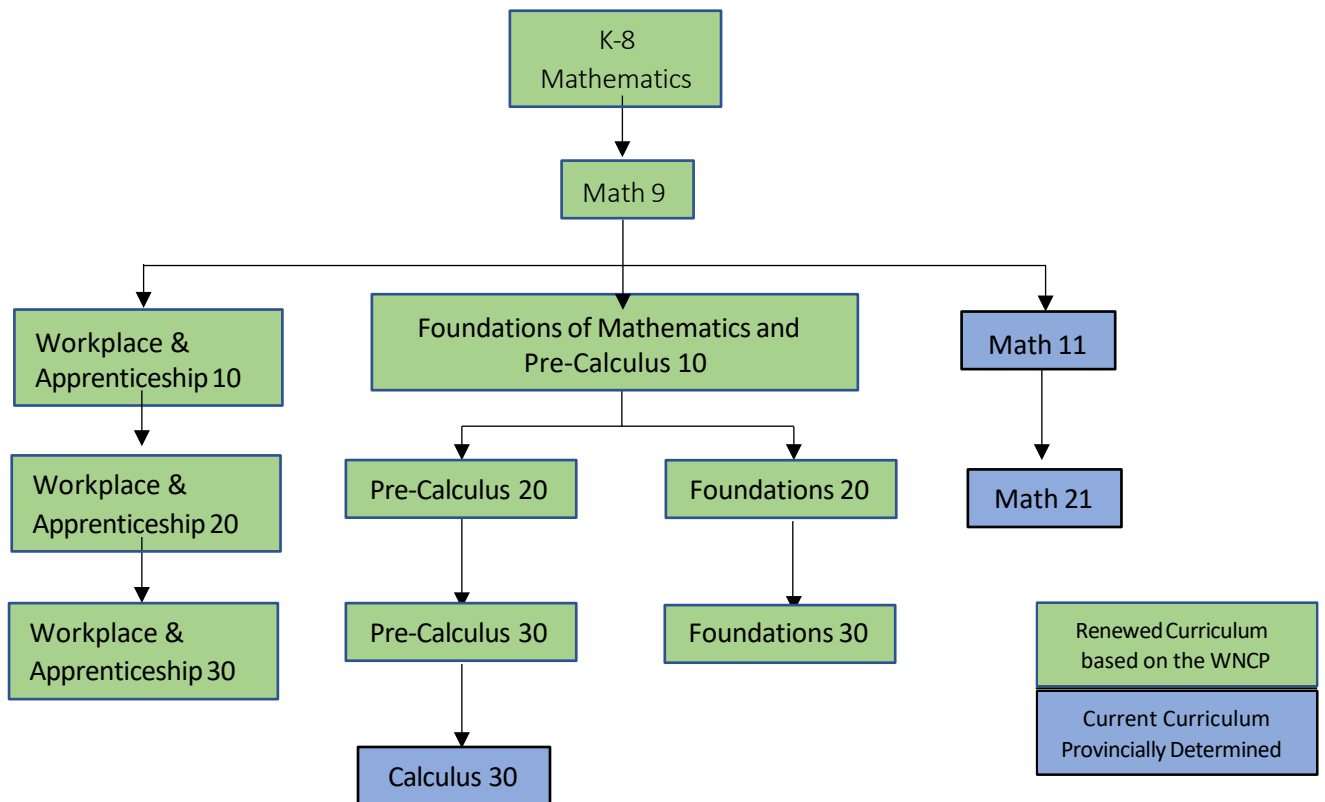
## Pre-Calculus

This pathway is designed for students who want to study mathematics or sciences at a university, college, or technical institute and go on to a related career.

Pre-Calculus is for students who plan to enter post-secondary programs such as engineering, mathematics, sciences, some business studies, or other programs that require calculus.

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.

Renewed Saskatchewan Mathematics Curriculum Structure: The Math Pathways



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.

<p>CALCULUS 30 (CAL30) Pre-Req: MPC30</p>	<p>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. The intention of this class is to develop a definition and understanding of differentiation through limits, and then to apply differentiation to a variety of scenarios such as curve sketching, motion problems, optimization, and related rates. Integration and its application to area is also touched upon.</p>
<p>CALCULUS 30 IB (CAL30IB) Pre-Req: MPC30IB</p>	<p>*IB Diploma Program courses are a two year commitment. Grade 12 students can participate in the IB Diploma Programme as Diploma students or Courses students if they have the appropriate IB 20 level course pre-requisite. This course is intended for students in their second year of the IB program that are taking Mathematics: Analysis and Approaches (SL). Please refer back to page 7 for a full description of this course.</p>
<p>MATHEMATICS FOUNDATIONS &amp; PRE-CALCULUS 10 (MFP10) Pre-Req: MTH09</p>	<p>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, relations and functions, and linear 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)</p>
<p>MATHEMATICS FOUNDATIONS &amp; PRE-CALCULUS 10 SAGE (MFP10A) Pre-Req: MTH09</p>	<p>This course follows the same curricular requirements as MFP10 but dives deeper into each of the outcomes, and also covers the topics of imaginary numbers and matrices. This course is intended for grade 10 students in the SAGE program or those who are considering the IB program.</p>
<p>MATHEMATICS FOUNDATIONS 20 (MAF20) Pre-Req: MFP10</p>	<p>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, focusing more on statistics and data analysis. Topics include: angles and trigonometry, normal distribution, optimization through linear inequalities, quadratics, logical reasoning, and proportional reasoning.</p>
<p>MATHEMATICS FOUNDATIONS 20 ENRICHED (MAF20E) Pre-Req: MFP10</p>	<p>This course follows the same curricular requirements as MAF20 but dives deeper into each of the outcomes. This course is intended for grade 10 students who are considering the IB program.</p>

<p>MATHEMATICS FOUNDATIONS 30 (MAF30) Pre-Req: MAF20</p>	<p>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, focusing more on statistics and data analysis. Topics include: analyzing data to look for, describe, and interpret relationships between variables, combinatorics and their application to probability, and consumer mathematics, specifically investing and borrowing money.</p>
<p>MATHEMATICS PRE-CALCULUS 20 (MPC20) Pre-Req: MFP10 *MAF20 Recommended</p>	<p>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: trigonometry, sequences and series, and working with a variety of functions (quadratic, radical, rational, absolute value, and reciprocal).</p>
<p>MATHEMATICS PRE-CALCULUS 20 IB (MPC20IB) Pre-Req: MAF20</p>	<p>This course initially follows the same curricular requirements as MPC20 but dives deeper into each of the outcomes. In addition to the core curriculum, students will further their understanding of Deductive Proof, Linear and Quadratic Functions, 3D-Geometry, and Sequences and Series. This course is intended for students in their first year of the IB program. In year 2 students will then choose between Foundations of Mathematics 30 IB or Pre-Calculus 30 and Calculus 30 IB. Please refer back to page 7 for a full course description of this course.</p>
<p>MATHEMATICS FOUNDATIONS 30 IB (MAF30) Pre-Req: MPC20IB</p>	<p>This course initially follows the same curricular requirements as MAF30 but dives deeper into each of the outcomes and has an increased focus on using technology. In addition to the core curriculum, students will be studying Voronoi Diagrams and be given a brief introduction to Calculus. This course is intended for students in their second year if the IB program that are taking Mathematics: Applications and Interpretations (SL). Please refer to page 7 of the IB course selection guide for a full description of this course.</p>
<p>MATHEMATICS PRE-CALCULUS 30 (MPC30) Pre-Req: MPC20</p>	<p>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, binomial theorem, transformation and composition of functions, radical functions, rational functions and polynomial functions.</p>
<p>MATHEMATICS PRE-CALCULUS 30 IB (MPC30IB) Pre-Req: MPC20IB</p>	<p>*IB Diploma Program courses are a two year commitment. Grade 12 students can participate in the IB Diploma Programme as Diploma students or Courses students if they have the appropriate IB 20 level course pre-requisite. This course is intended for students in their second year of the IB program that are taking Mathematics: Analysis and Approaches (SL). Please refer back to page 7 for a full description of this course.</p>
<p>MATHEMATICS WORKPLACE &amp; APPRENTICESHIP 10 (MWA10) Pre-Req: MTH09</p>	<p>This course is designed to provide students with the mathematical understandings and critical thinking skills identified for entry into the majority of post-secondary programs in trades and technology, and for direct entry into the work force. Topics include: measurement, trigonometry, geometry, consumer math, making an income, and proportional reasoning.</p> <p>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).</p>



<p>MATHEMATICS WORKPLACE &amp; APPRENTICESHIP 20 (MWA20) Pre-Req: MWA10</p>	<p>This course is designed to provide students with the mathematical understandings and critical thinking skills identified for entry into the majority of post-secondary programs in trades and technology, and for direct entry into the work force. Topics include: slope and trigonometry, surface area and volume, graphical and scale representations, finances, and budgeting.</p>
<p>MATHEMATICS WORKPLACE &amp; APPRENTICESHIP 30 (MWA30) Pre-Req: MWA20</p>	<p>This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of post-secondary programs in trades and technology, 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.</p>
<p>MATHEMATICS 11 MODIFIED (MTH11) Pre-Req: MTH09</p>	<p>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 &amp; Transportation. Topics include: arithmetic operations, logic &amp; reasoning, data collection and analysis, measurement, angles, Pythagorean Theorem, proportional reasoning, and income &amp; spending.</p>
<p>MATHEMATICS 21 MODIFIED (MTH21) Pre-Req: MTH11</p>	<p>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 &amp; Transportation. Topics include: preservation of equality, numerical and proportional reasoning, angles, trigonometric ratios, and financial decision making including budgets, interests &amp; financial services.</p>

# Fine Arts

## (Dance, Drama, Music, Visual Art)

<p style="text-align: center;">MUSICAL THEATRE ARTS EDUCATION 10 (ARE10)</p> <p>No previous experience required</p>	<p>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 as they act as a major assessment for the course. Out-of-class time is required to attend rehearsals and performances. A schedule of required rehearsals and performances will be made available to students near the beginning of the course.</p> <p>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 rehearsal.</p>
<p style="text-align: center;">MUSICAL THEATRE ARTS EDUCATION 20 (ARE20)</p>	<p>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.</p> <p>Students of Arts Education 20 must be available for dress rehearsal week and all of production week as they act as a major assessment for the course. Out- of-class time is required to attend rehearsals and performances. A schedule of required rehearsals and performances will be made available to students near 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.</p>
<p style="text-align: center;">MUSICAL THEATRE 30 ARTS EDUCATION 30 (ARE30)</p>	<p>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 as they act as a major assessment for the course. Out-of-class time is required to attend rehearsals and performances. A schedule of required rehearsals and performances will be made available to students near 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.</p>

<p>BAND 10 (BAN10)</p>	<p>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.</p> <p>Band 10 students rehearse in the morning before school in both semesters with an option to build it into a regular timetable 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.</p>
<p>BAND 20 (BAN20)</p>	<p>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 to build it into a regular timetable 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.</p>
<p>BAND 30 (BAN30)</p>	<p>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 to build it into a regular timetable 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.</p> <p>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.</p>

NOTE: If you missed a year or two of band and would like to rejoin, please see the band teacher!

<p>CHORAL 10 (CHO10) No prerequisite required</p>	<p>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.</p>
<p>CHORAL 20 (CHO20)</p>	<p>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.</p>
<p>CHORAL 30 (CHO30)</p>	<p>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.</p>
<p>DANCE 10 (DAN10) No dance experience necessary</p>	<p>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!</p>
<p>DANCE 20 (DAN20)</p>	<p>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</p>

<p>DANCE 30 (DAN30)</p>	<p>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.</p>
<p>DRAMA 10 (DRA10) No prerequisite required</p>	<p>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 and participate in a one-act festival. It is essential that students understand that they will be required to participate physically and orally in class.</p>
<p>DRAMA 20 (DRA20) No prerequisite required</p>	<p>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 and participate in a one-act festival. It is essential that students understand that they will be required to participate physically and orally in class.</p>
<p>DRAMA 30 (DRA30) No prerequisite required</p>	<p>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 and participate in a one-act festival. It is essential that students understand and internalize that they will be required to participate physically and orally in class.</p>
<p>GUITAR 10 (GUI10) No experience necessary Guitars supplied</p>	<p>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.</p>

<p>           GUITAR 20            (GUI20)            Pre-Req: GUI10            Guitars supplied         </p>	<p>           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.         </p>
<p>           GUITAR 30            (GUI30)            Pre-Req: GUI20            Guitars supplied         </p>	<p>           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.         </p>
<p>           THEATRE ARTS 20            (THE20)            No prerequisite required         </p>	<p>           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 &amp; Wardrobe Crew (Hair &amp; 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 &amp; 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.         </p>
<p>           THEATRE ARTS 30            (THE30)         </p>	<p>           This course is an extension of Theatre Arts 20 (THE20) with a bit more depth added to the modules. All of the above specializations from Theatre Arts 20 will be discussed.         </p>

<p>VISUAL ART 10 (VAR10) No prerequisite required</p>	<p>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.</p> <p>Projects include:</p> <ul style="list-style-type: none"> <li>• drawing with a variety of drawing media</li> <li>• painting with a variety of media</li> <li>• printmaking</li> <li>• design and three dimensional work</li> <li>• clay work</li> </ul>
<p>VISUAL ART 20 (VAR20)</p>	<p>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:</p> <ul style="list-style-type: none"> <li>• painting</li> <li>• drawing</li> <li>• mixed media and collage</li> <li>• print-making</li> <li>• sculpture</li> <li>• 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.</li> </ul>
<p>VISUAL ART 30 (VAR30)</p>	<p>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.</p> <p>Major projects will include:</p> <ul style="list-style-type: none"> <li>• works created with various drawing and painting media</li> <li>• three dimensional projects</li> <li>• minimum of one independent project of the student's choice and design</li> <li>• minimum of one project relating to Canadian Art History, the Saskatchewan Art Scene and the Local Art Community</li> </ul> <p>There may be opportunity for a class trip into the community to explore local galleries and/or visiting artists at work.</p>
<p>VISUAL ART 20IB (VAR20IB)</p>	<p>IB Diploma Program courses are a two year commitment. Grade 11 students can participate in the IB Diploma Programme as Diploma students or Courses students by applying with the appropriate pre-requisites and an application. Seek clarification with the IB Coordinator or Student Services as needed. Please refer back to page 7 for a full course description of this course.</p>
<p>VISUAL ART 30IB (VAR30IB)</p>	<p>*IB Diploma Program courses are a two year commitment. Grade 12 students can participate in the IB Diploma Programme as Diploma students or Courses students if they have the appropriate IB 20 level course pre-requisite. Seek clarification with the IB Coordinator or Student Services as needed. Please refer back to page 7 for a full course description of this course.</p>

# Practical & Applied Arts

## (Careers, Foods, Construction, Photo, etc)

<p style="text-align: center;">CAREER WORK EXPLORATION 10 (CWE10) No prerequisite required</p>	<p>The CWE 10 course introduces Career Development with a view of transferable skills while exploring types of work and sources of career information, networks and industry sectors. CWE 10 students will be given an opportunity to analyze how personal interests, skills, values and beliefs influence career decisions and planning along with information regarding fair and cooperative workplace practices and procedures. Workplace rights and responsibilities, hazards and prevention and WHMIS information will be presented through the semester. Students will analyze the factors that contribute to a successful work experience and will learn job search skills to begin a volunteer work experience followed a by reflections and organization of a personal portfolio that documents their experience. CWE 10 students will complete a volunteer work placement during their class time at a nearby business for approximately 40-hours. Students are responsible for their transportation to and from their choice of work placement.</p>
<p style="text-align: center;">CAREER WORK EXPLORATION 20 (CWE20) Pre-Req: CWE10 recommended</p>	<p>The CWE 20 course will efficiently provide information that will assist students in obtaining meaningful work experience and career exploration. This course introduces Career Development with a review of transferable skills while exploring types of work and sources of career information, networks and industry sectors. CWE 20students will be given an opportunity to analyze how personal interests, skills, values and beliefs influence career decisions and planning along with information regarding fair and cooperative workplace practices and procedures as well as an introduction to Saskatchewan employment standards. Students will explore career pathways, workplace rights and responsibilities, hazards and prevention, psychological health and safety in the workplace and WHMIS. Students will analyze the factors that contribute to a successful work experience and will learn job search skills to begin volunteer work experiences followed by reflections, sharing and organization of a personal portfolio that documents and highlights their experiences. CWE 20 students will complete a 50-hour volunteer work placement after school, working with their life schedule. Students are responsible for their transportation to and from their choice of work placements.</p>
<p style="text-align: center;">CAREER WORK EXPLORATION 30 (CWA30 &amp; CWB30) No prerequisite required</p>	<p>Students choosing the CWE30 A or B class will be introduced to workplace standards, prevention and hazards, psychological safety in the workplace and workplace materials hazardous Information system (WHMIS). Students will explore diversity in the workplace, workplace ethics, and research and explore workplace earnings.</p> <p>Students will review workplace rights and responsibilities and information regarding fair and cooperative workplace practices. Students who choose CWE 30A and 30B will complete a 60-hour volunteer work placement with each level which will provide an opportunity to gain workplace experience, explore post grad pathways and possibly gain some apprenticeship hours. These experiences are usually scheduled for after school with some flexibility based on the business and the student's schedules. This course will review potential post grad pathways, look into possible bursaries and financial aid. Students will use their classroom learning and hands on experience to gather and organize and present a portfolio that illustrates their skills, interests and experience. Students are responsible for transportation to and from their work placement.</p>



<p>CLOTHING TEXTILES AND FASHION (CLO10/CLO30) No prerequisite required Cost for program</p>	<p>In this class students are encouraged to challenge themselves to build on their level of expertise while learning basic skills through written knowledge, shared cultural knowledge, and hands on skill development. The class will include the topics of sewing, beading, and leather working, with other possible options such as knitting or other student generated ideas. The basic use of related tools and construction skills will be covered for each topic. Outcome attainment will be expected in each level in the form of assignments, growth in skills completed and small samples, all will culminate in a project choice by the students.</p>
<p>COMMERCIAL COOKING 10 (COC10) No prerequisite required Cost for program</p>	<p>This class provides students with opportunities to learn about the food service industry and to develop basic cooking skills used in the industry. This course includes topics such as safety and sanitation, professionalism, tools and equipment, knife skills, food preparation and cooking methods.</p>
<p>COMMERCIAL COOKING 20 (COC20) Pre-Req: COC10 Cost for program</p>	<p>Commercial Cooking 20 provides students with opportunities to learn and apply the procedures and techniques for selecting, preparing, serving and storing foods in a commercial kitchen. This class build on the knowledge acquired in Commercial Cooking 10.</p>
<p>CONSTRUCTION &amp; CARPENTRY 10 (CAC10) INTRODUCTION TO WOODWORKING</p>	<p>The focus of this course is for students to complete a common project that will require the use of all the major equipment in the shop, followed by at least one optional project that will allow students to build on their skills. Skills acquired throughout the semester include safety procedures, machine operations and processes, measurement and lumber layout, laminating, cutting, joining, assembly, and finishing. The flexibility to alter the common project will allow students to develop problem solving skills, plan procedures, and explore functional design.</p> <p>*The first level of the Saskatchewan Youth Apprenticeship Program will be completed in this course.</p>
<p>CONSTRUCTION &amp; CARPENTRY 20 (CAC20) INTERMEDIATE WOODWORKING Pre-Req: Introduction to Woodworking (CAC10) Cost for program</p>	<p>This course directs students through the process of learning the skills and technical knowledge necessary to design and construct cabinets. Skills developed include layout procedures, advanced wood machine and hand power tool operations, cabinet structure and fabrication concepts, assembly processes and finishing options.</p> <p>Students will also get an introduction to construction knowledge and skills.</p>
<p>CONSTRUCTION &amp; CARPENTRY 30 (CAC30) Pre-Req: Intermediate woodworking (CAC20) Cost for program</p>	<p>Students will determine a need for an individual project – typically a piece of furniture - and work through the design process, putting together a materials list and pricing by board footage, and then fabricate and finish it. Throughout this process, students will expand, develop, and refine their skills. A high level of craftsmanship is the goal for all students.</p>

<p>DIGITAL CITIZENSHIP 10 (DGC10L) No prerequisite required</p>	<p>This course provides students the opportunity to build and understand their skills, rights, knowledge and experience as a digital citizen. Students will be introduced to the nine elements of digital citizenship, social media, and professional existence online. Students will be exposed to online existence throughout the course, experience real case studies of teens who have experienced both the positive and negative aspects that can be found in being a digital citizen today.</p>
<p>DRAFTING 10 (DRF10) No prerequisite required</p>	<p>This 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 everyday products, along with many other occupations, use this form of drawing in their work.</p>
<p>DRAFTING 20 (DRF20) Pre-Req: DRF10 recommended</p>	<p>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.</p>
<p>FINANCIAL LITERACY 10 (FLT10)</p>	<p>Financial Literacy 10 is the new course required to graduate for students entering grade 10 in 2024. It is intended to expose you to practical skills that will support you in your journey of success in life during, and after, high school. Managing the financial aspects of life can help one access options for their future including effective decision making for expenses and saving for bigger goals such as owning a home. Other parts of financial literacy include budgeting, borrowing, investing in addition to strategic saving. Also learning how to manage records is an important part of this course that can help people determine and achieve their financial goals.</p>
<p>FINANCIAL LITERACTY 20 (FLT20)</p>	<p>The purpose of Financial Literacy 20 is to develop informed consumers with the habits, attitudes, and critical thinking skills necessary to approach financial decisions with competence and confidence. The course is an introduction to financial issues and decisions that students may already be facing and addresses topics such as the purposes of money, the importance of decision making as it applies to finances, information security, budgeting fundamentals, cell phone contracts, maintaining accurate financial records, the concept of interest and career opportunities in the financial industry.</p>

<p>FINANCIAL LITERACY (FLT) 30</p>	<p>Financial Literacy 30 focuses on seven areas: earning, saving, spending, borrowing, sharing, investing and protecting. The course addresses more complex financial issues and decisions that students may already be facing while highlighting others they are likely to face within the first few years of graduating high school. It touches upon more complex topics such as home ownership; debt management, including bankruptcy; purchasing and leasing property including vehicles; and planning for the future (e.g., retirement planning) which are part of a lifelong financial journey.</p>
<p>FOOD STUDIES 10 (FOO10) No prerequisite required Cost for program</p>	<p>Food Studies 10 is an introduction to the world of food and nutrition. Students will begin to explore the basic skills to prep and prepare nutritious meals and baked goods. Students will also be exposed to different types of techniques and use critical thought to fix mistakes throughout the process. This is a practical, hands on class that is relevant for everyday living.</p>
<p>FOOD STUDIES 20 (FOO20) No prerequisite required Cost for program</p>	<p>The Food Studies 20 is an intermediate level class in food preparation and nutrition skills where students dive deeper into the culinary world. The curriculum focuses on sustainability, protein, and food trends in our society. Previous knowledge gained from Foods 10 will be built upon to expand students skill base on nutrition, food preparation and baking. Through project-based inquiry learning, students will explore processes and skills needed to create a variety of food items. This is a practical, hands on class which included collaboration with a variety of students.</p>
<p>FOOD STUDIES 30 (FOO30) No prerequisite required Cost for program</p>	<p>Food Studies 30 is the advanced level of all Foods courses. In Foods 30 students will research and understand the nutrients in our world, candy making, plant-based proteins, as well as global cuisines. This course requires students to use the skills learned in previous foods classes to imagine and create new recipes that have a positive impact on health and the human body. The goals of the course are to develop self-reliance, confidence and knowledge in the area of food and food prep. Food 30 is a practical hands-on class that requires student directed learning and participation.</p>
<p>HEALTHYMINDS MATTER 10 (MHA10) No prerequisite required</p>	<p>The purpose of Mental Health and Addictions 10 is to educate students in understanding the history of mental health, learn common mental health issues including additions, and study the short and long-term impact and effects of these issues, their contributing factors, and what can help. In addition, students will understand the risks associated with loss of culture, impact of Residential Schools, and how these losses impact mental health and often daily functioning. Students will examine those who are suffering from mental health issues and utilize strategies and principles in their own lives to promote positive mental health and wellness.</p>
<p>INFORMATION PROCESSING 10 (INF10) No prerequisite required</p>	<p>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 resume writing, time management, basic job skills and budgeting.</p>

<p>INFORMATION PROCESSING 20 (INF20) Pre-Req: INF10 recommended</p>	<p>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.</p>
<p>INFORMATION PROCESSING 30 (INF30) Pre-Req: INF20 recommended</p>	<p>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.</p>
<p>LEADERSHIP 30 (LEA30)</p>	<p>Students will analyze new research in the areas of positive psychology, success, and emotional intelligence. Students have the potential to become successful leaders through hands-on application, mentorship, inquiry, and project-based learning</p>
<p>LIFE TRANSITIONS 30 (LIF30) No prerequisite required</p>	<p>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 unit</p>
<p>PHOTO 10 (PHO10) No prerequisite required Cost for program</p>	<p>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. 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.</p>

<p>PHOTO 20 (PHO20) Pre-Req: PHO10 recommended Cost for program</p>	<p>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.</p>
<p>PHOTO 20 – YEARBOOK (PHO20Y) Pre-Req: PHO10 recommended</p>	<p>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.</p>
<p>PHOTO 30 (PHO30) Pre-req: PHO20 recommended Cost for program</p>	<p>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</p>
<p>PHOTO 30 – YEARBOOK (PHO30Y) Pre-req: PHO20 recommended</p>	<p>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.</p>

<p>PRACTICAL &amp; APPLIED ARTS 10 (PAA10) Pre-Req: PAA09 recommended Cost for program</p>	<p>In this course the students will learn three areas of study: Sewing, Cooking and Design. Each of these sections build on what the students have learned in PAA09. 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.</p>
<p>PRE-ENGINEERING 10 (PEN10) No prerequisite required</p>	<p>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</p>
<p>PRE-ENGINEERING 20 (PEN20) Pre-Req: PEN 10</p>	<p>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</p>
<p>VOLUNTEERISM 30 (VOL30L)</p>	<p>This course recognizes students who commit to actively participating in supporting and strengthening their communities by donating 100 hours of their personal time to work at community activities. Hours logged during community service activities may take place in a variety of settings, including businesses, not-for-profit organizations, public sector institutions (including hospitals and care facilities) and informal settings.</p>

# PHYSICAL EDUCATION

<p>ACTIVE LIVING &amp; FITNESS LEADERSHIP 20 (ALF20) (ALF20F – Female Only) Pre-Req: WLF10/WLM10 recommended Cost for Program: \$79.00</p>	<p>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, bootcamp 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.</p> <p>Active Living and Fitness Leadership 20 is a pre-requisite for Active Living and Fitness Leadership 30. The fee for this course is used for presentations from community fitness leaders, as well as participation in a variety of fitness classes.</p>
<p>ACTIVE LIVING &amp; FITNESS LEADERSHIP 30 (ALF30) (ALF30F – Female Only) Pre-Req: ALF20 recommended Cost for Program: \$79.00</p>	<p>The intent of Active Living and Fitness Leadership 30 is to educate and promote active living for a lifetime. Like Active Living 20, 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. Through this course, students will become more confident and competent in building personal workout plans, creating meal plans, and developing leadership skills through service-learning opportunities. Students will also explore, experience and critique various types of fitness facilities. The fee for this course is used for presentations from community fitness leaders, as well as participation in a variety of fitness classes.</p>
<p>PHYSICAL EDUCATION 20/30 FEMALE ONLY (PED20F/PED30F) Pre-Req: WLF10 recommended Cost for program: \$ 84.00</p>	<p>This course is designed to provide students with the opportunity to experience a wide range of lifelong physical activities and pursuits in a safe environment among peers. Focus will be placed on student leadership, and the lifetime pursuit of recreation and leisure. This course also includes an emphasis on developing and maintaining safe and positive relationships, as well as education and personal experiences around the importance of volunteer and service-learning work within a community. Although leisure and recreational activities are the focus, students must be committed to participate fully as independent and group learners. Physical activities may include: golf, yoga, martial arts, lawn bowling, curling, squash, tennis, badminton, indoor games, outdoor games, aquatics, slow-pitch, weight training, ultimate frisbee, ice games, fitness classes, table tennis, dance, educational gymnastics, billiards, and others. Course material will vary each semester. Students may take this course in both grade 11 for a PE 20 credit and in grade 12 for a PE 30 credit. The fee for this course is used to pay for the variety of activities we participate in outside of Bedford Road.</p>

<p>PHYSICAL EDUCATION 20/30 RECREATION (PED20R/PED30R)</p> <p>Pre-Req: WLF10/WLM10 Recommended cost for program: \$84.00</p>	<p>This course is designed to provide students with the opportunity to experience a wide range of lifelong physical activities and leisure pursuits, as well as to further develop personal skills, tactics and strategies. Focus will be placed on student leadership, and the lifetime pursuit of recreation and leisure. This course also includes an emphasis on developing and maintaining safe and positive relationships, as well as education and personal experiences around the importance of volunteer and service learning work within a community. Although leisure and recreational activities are the focus, students must be committed to participate fully as independent group learners. Physical activities may include: golf, yoga, martial arts, lawn bowling, bowling, curling, squash, tennis, badminton, indoor games, outdoor games, aquatics, slow-pitch, weight training, ultimate frisbee, ice games, fitness classes, table tennis, dance, educational gymnastics, billiards, and others. Course material will vary each semester. Students may take this course in both grade 11 for a PE 20 credit and in grade 12 for a PE 30 credit. The fee for this course is used to pay for the variety of activities we participate in outside of Bedford Road</p>
<p>PHYSICAL EDUCATION BEDFORD-BASED (PED20R/PED30R)</p> <p>Pre-Req: WLF10/WLM10 No cost for Program</p>	<p>Bedford Based Physical Education 20/30 will meet the outcomes of PE20/30 while taking place at our school campus. This course will provide students the opportunity to experience a wide range of lifelong physical activities and leisure pursuits, as well as to further develop personal skills, tactics, and strategies. Focus will be placed on student leadership, and the lifetime pursuit of recreation and leisure. This course also includes an emphasis on maintaining safe and positive relationships, as well as education and personal experiences around the importance of volunteer and service learning work within a community. Although leisure and recreational activities are the focus, students must be committed to participate fully as independent group learners. Physical activities may include: team sports (e.g. volleyball, basketball, flag football, badminton, tchoukball, cricket, lacrosse, ultimate frisbee, soccer, etc.) individual activities (e.g. yoga, weight training, Zumba, video workouts, etc.) and outdoor pursuits (e.g. cross-country skiing, bike riding, river walks, lawn games, etc). There is no fee for this course as we will not participate in paid activities outside of Bedford Road.</p>



<p>PHYSICAL EDUCATION 20/30 COMPETITIVE SPORT (PED20S/PED30S) Pre-Req: WLF10/WLM10 recommended Cost for program</p>	<p>This course is for the highly motivated physical education student and focuses on the development and maintenance of health and skill related fitness components, through the use of moderate to vigorous individual and team activities. Students will work to improve their movement skills, tactics and strategies, through a variety of team sports and community activities. Class activities will focus on rules of the game, skill development, team concepts, strategies and specific training and conditioning. Activities chosen will target specific strength building aspects and may include wall climbing, functional fitness, boxing, rowing, etc. Students that wish to enroll in this class should be committed to participating fully in all activities as they work to further develop physical education and leadership skills by actively challenging themselves each day, seeking out peer teaching opportunities and giving back to the community through volunteerism. Students may take this course in both Grade 11 for a PE 20 credit and in Grade 12 for a PE 30 credit.</p>
<p>PHYSICAL EDUCATION 20/30 OUTDOOR EDUCATION (PED200/PED300) Pre-Req: WLF10/WLM10 recommended Cost for program</p>	<p>This course is designed to provide students with the opportunity to learn how to be active in the outdoors. The students will learn outdoor living, leadership, teamwork and social skills. Environmental education will be included in the course, with the hope that students will learn to become environmental leaders. There will be a strong focus on ensuring that the students are prepared for out-of-school excursions. They will learn to plan their own trips, wildlife management, camping skills and water rescue. There will be a strong fitness component to ensure that the students are capable on the out-of-school excursions. The fitness component will focus on self-propelled travel and safety such as biking, cross country skiing, hiking, canoeing, kayaking, wall climbing, swimming, etc. There will be a final excursion consisting of a 3-5 day canoe trip to Northern Saskatchewan. A one night camping and canoeing trip will be used as a lead up to this trip. Other shorter out-of-school excursions will be included, and all students will be provided with bus transportation. Students must be responsible and capable of making mature decisions in order to be a part of this course. Students may take this course in both Grade 11 for a PE 20 credit and in Grade 12 for a PE 30 credit.</p>
<p>WELLNESS 10 (WLF10/WLM 10) (WLL10- Blended) Pre-Req: PEF09/PEM09</p>	<p>Students will continue to develop positive behaviors to work cooperatively and respectfully 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.</p> <p>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.</p> <p>Aim of the course:</p> <ol style="list-style-type: none"> <li>1. To develop a positive attitude towards physical activity and a desire for life long participation.</li> <li>2. To direct students on how to properly set, pursue and accomplish their wellness goals through the use of Personal Wellness Plans.</li> <li>3. To expose students to a wide range of physical activities.</li> </ol> <p>To develop positive self-esteem, personal and social behaviors through active involvement in a variety of physical activities.</p>

# Languages

<p>FRENCH 10 (FRE10) Pre-Req: FRE09 or teacher approval</p>	<p>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.</p>
<p>FRENCH 20 (FRE20) Pre-Req: FRE10</p>	<p>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.</p> <p>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.</p>
<p>FRENCH 30 (FRE30) Pre-Req: FRE20</p>	<p>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.</p> <p>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.</p>
<p>FRENCH 20 IB (FRE20IB) Pre-Req: FRE10</p>	<p>*IB Diploma Program courses are a two year commitment. Grade 11 students can participate in the IB Diploma Programme as Diploma students or Courses students by applying with the appropriate pre-requisites and an application. Seek clarification with the IB Coordinator or Student Services as needed. Please refer back to page 5 for a full course description of this course.</p>
<p>FRENCH 30 IB (FRE30IB) Pre-Req: FRE20IB</p>	<p>*IB Diploma Program courses are a two year commitment. Grade 12 students can participate in the IB Diploma Programme as Diploma students or Courses students if they have the appropriate IB 20 level course pre-requisite. Seek clarification with the IB Coordinator or Student Services as needed. Please refer back to page 5 for a full course description of this course.</p>



# SASKATOON PUBLIC SCHOOLS

## Core Requirement Graduation Plan

Grade 10	Grade 11	Grade 12
<input type="checkbox"/> English 10 <input type="checkbox"/> Science 10 <input type="checkbox"/> Wellness 10 <input type="checkbox"/> Financial Literacy 10 (can be deferred to grade 11)  At least one of: <input type="checkbox"/> History 10 <input type="checkbox"/> Indigenous Studies 10  At least one of: <input type="checkbox"/> Apprenticeship Math 10 <input type="checkbox"/> Foundations Pre-Cal 10	<input type="checkbox"/> English 20  At least one of: <input type="checkbox"/> Computer Science 20 <input type="checkbox"/> Environmental Science 20 <input type="checkbox"/> Health Science 20 <input type="checkbox"/> Physical Science 20  At least one of: <input type="checkbox"/> Apprenticeship Math 20 <input type="checkbox"/> Math Foundations 20 <input type="checkbox"/> Math Pre-Calculus 20	<input type="checkbox"/> English 30  At least one of: <input type="checkbox"/> Canadian Studies 30 <input type="checkbox"/> Indigenous Studies 30
At least two from either or one of: <input type="checkbox"/> Arts* and/or <input type="checkbox"/> Practical & Applied Arts**		
Electives: <input type="checkbox"/> 1. _____ <input type="checkbox"/> 2. _____ <input type="checkbox"/> 3. _____ <input type="checkbox"/> 4. _____	Electives: <input type="checkbox"/> 1. _____ <input type="checkbox"/> 2. _____ <input type="checkbox"/> 3. _____ <input type="checkbox"/> 4. _____ <input type="checkbox"/> 5. _____ <input type="checkbox"/> 6. _____ <input type="checkbox"/> 7. _____	Electives: <input type="checkbox"/> 1. _____ <input type="checkbox"/> 2. _____ <input type="checkbox"/> 3. _____ <input type="checkbox"/> 4. _____ <input type="checkbox"/> 5. _____ <input type="checkbox"/> 6. _____ <input type="checkbox"/> 7. _____ <input type="checkbox"/> 8. _____

### TOTAL CLASSES:

- Grade 10 + Grade 11 + Grade 12 = a minimum of 24
- Successfully complete at least five subjects numbered 30
- Please see counsellor to discuss any post-secondary requirements.

\* **ARTS ELECTIVES:** Arts Education, Band, Choral, Dance, Drama, Guitar, Visual Art

\*\***PRACTICAL & APPLIED ARTS ELECTIVES:** Career and Work Exploration, Clothing Textiles and Fashion, Commercial Cooking, Construction and Carpentry, Financial Literacy, Food Studies, Life Transitions, Photography, Practical and Applied Arts Survey, Pre-Engineering, Theatre Arts

\*\*\***OTHER ELECTIVES:** Active Living and Fitness, Biology, Calculus, Chemistry, Computer Science, Creative Writing, Cultural Arts, French, Leadership, Math Pre-Calculus, Physical Education-Competitive, Recreation, Bedford Based, Physics, Religions of the World, Research Methodology, Volunteerism



# SASKATOON PUBLIC SCHOOLS

## Core Requirement Graduation Plan

### Grade 12 2025

Grade 10	Grade 11	Grade 12
<input type="checkbox"/> English A10 <input type="checkbox"/> English B10	<input type="checkbox"/> English 20	<input type="checkbox"/> English A30 <input type="checkbox"/> English B30
<input type="checkbox"/> Science 10	At least one of: <input type="checkbox"/> Computer Science 20 <input type="checkbox"/> Environmental Science 20 <input type="checkbox"/> Health Science 20 <input type="checkbox"/> Physical Science 20	At least one of: <input type="checkbox"/> History 30 <input type="checkbox"/> Indigenous Studies 30
<input type="checkbox"/> Wellness 10	At least one of: <input type="checkbox"/> History 20 <input type="checkbox"/> Law 30	<input type="checkbox"/> Psychology 20 or 30 <input type="checkbox"/> Geography 20 or 30 <input type="checkbox"/> Indigenous Studies 20
At least one of: <input type="checkbox"/> History 10 <input type="checkbox"/> Indigenous Studies 10	At least one of: <input type="checkbox"/> Math Foundations 20 <input type="checkbox"/> Math Pre-Calculus 20 <input type="checkbox"/> Apprenticeship Math 20	
At least one of: <input type="checkbox"/> Foundations Pre-Cal 10 <input type="checkbox"/> Apprenticeship Math 10	At least two from either or one of: <input type="checkbox"/> Arts* and/or <input type="checkbox"/> Practical & Applied Arts**	
Electives: <input type="checkbox"/> 1. _____ <input type="checkbox"/> 2. _____ <input type="checkbox"/> 3. _____ <input type="checkbox"/> 4. _____	Electives: <input type="checkbox"/> 1. _____ <input type="checkbox"/> 2. _____ <input type="checkbox"/> 3. _____ <input type="checkbox"/> 4. _____ <input type="checkbox"/> 5. _____ <input type="checkbox"/> 6. _____	Electives: <input type="checkbox"/> 1. _____ <input type="checkbox"/> 2. _____ <input type="checkbox"/> 3. _____ <input type="checkbox"/> 4. _____ <input type="checkbox"/> 5. _____ <input type="checkbox"/> 6. _____ <input type="checkbox"/> 7. _____

**TOTAL CLASSES:**

- Grade 10 + Grade 11 + Grade 12 = a minimum of 24
- Successfully complete at least five subjects numbered 30
- Minimum nine electives, at least six in grades 11 and 12
- Please see counsellor to discuss any post-secondary requirements.



\* **Arts Electives:** Arts Education, Band, Choral, Dance, Drama, Guitar, Music, Visual Art, Vocal Jazz

\*\* **Practical & Applied Arts Electives:** Career and Work Exploration, Clothing, Textiles and Fashion, Commercial Cooking, Construction and Carpentry, Financial Literacy, Food Studies, Life Transitions, Photography, Practical and Applied Arts Survey, Pre-Engineering, Theatre Arts

\*\***Other Electives:** Active Living and Fitness, Biology, Calculus, Chemistry, Computer Science, Creative Writing, Cultural Arts, French, Leadership, Math Foundations, Math Pre-Calculus, Physical Education-Competitive, Recreation or Outdoor, Physics, Religions of the World, Volunteerism

# Alternate Education (AE)

This alternate education program is designed to assist students with mild intellectual disabilities to prepare for independent living in the school, home and community, focusing on functional academic skills, work experience and life skills.

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 independent living and employment.

Mathematics - Centers on money management, banking, consumer education, and financial literacy.

Career Education - Explores and develops knowledge and skills in the world of work. Volunteer opportunities and work placements are provided in the school and community.

Social Science - Teaches an understanding of civic responsibility, cultural diversity and local, national, and global events that influence our lives.

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 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 post-secondary programs at the University of Saskatchewan or Saskatchewan Polytechnic.

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.

# Special Programs

## Saskatoon Public Schools Sage Program

The Public School Division has designated Bedford Road and Walter Murray Collegiate 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.

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](mailto:cossetter@spsd.sk.ca)

## Land Based Education- waskawīwin (Grade 9)

The Land-based education program (**waskawīwin**), based at Bedford Road, sees students and teachers using an environmental approach to learning that recognizes the deep connection and relationship of themselves to their place in the world and to the Land. It seeks to offer education pertaining to the Land and through this approach it is acknowledged that it is the cultivation and observation of the relationship between people and the Land that knowing and learning occurs.

The students in this program would be blocked together over a term/semester or four quarters, dependent on our school structure, and would receive credits in Physical Education, English A and B, Health and Career. Students would develop ways to show their learning in a variety of ways and build on the skills they have to become engaged community leaders. A strong emphasis will be placed on using Saskatchewan's diverse landscape and the natural world to enhance student learning and bring the curriculum to life.

Students will partake in a variety of activities which may include daily bike trips, canoeing, walking, as well as numerous fieldtrips to experience the areas in and around saskatoon that can enhance the curriculum and increase student understanding of their place and the impact they can make in our immediate surroundings and global community.

Grade 9 students who are motivated, love being outdoors and being active, and enjoy learning in alternative ways should apply. On-line applications are available on Bedford Road's school website or you can contact either of our guidance counsellors to help with the application process. A teacher recommendation letter will also be required with each student application.

## Modified Program

Level changes from regular to modified programming 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, Indigenous Studies, 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.

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 being allowed to participate in the course. Regular attendance in daily classes is mandatory in order to be added to the Drivers Education Class. Driver Education has been incorporated into the school program. Students who wish to take this course should see Student Services. With Drivers Education there are 6 required drives. If you do not show up for a drive it will be a \$50.00 fine. You will not be booked for the next drive until that is paid in full.

# Support Services

## Bedford Road Resource Room (RES1X/2X)

The goal of the Bedford Road resource program is to provide students with support. Students are referred by their classroom teachers, resource teacher, and/or parents/guardians, in consultation with the Bedford Road Student Services staff. Students 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, skill development, organization and self-advocacy, study and test taking strategies and more. Because Resource is a support class for academic classes, and a curriculum is not utilized, there is no credit given for this class. Resource staff may also co-teach classes resulting in additional supports for students.

## English as an Additional Language – Support Classes

Our English as an Additional Language (EAL) program provides small group and individualized support for our English language learners as they complete high school. EAL is offered as both a direct instruction class, and as a supportive tutorial class. The direct instruction class allows students to work with an EAL teacher to develop their English reading, writing, speaking, and listening skills. This is a credited class and is available for students who have an overall language benchmark between A1.1-B2.1. EAL is also offered as a support or tutorial class, in which students can receive language support with their credit courses from an EAL teacher. The EAL tutorial class is not a credited class and is an elective option.

## Library Resource Centre (LRC)

The Bedford Road Library (LRC) is home to over 13,000 printed and non-printed resources for students to access for school assignments, projects, and personal study or research. Our extensive library collection boasts a large assortment of graphic novels, fiction, and non-fiction texts. Also, there are 30 computer workstations for student usage, as well as, 100 laptops/Chromebooks for all students in the school to access.

## Credit Recovery Program (Re-Engagement)

This program is designed to help students who require extra support with academics, attendance and social needs.

## 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.

## Indigenous Student Advocate

Bedford Road Collegiate is one of two 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 obtain the required amount of credits and graduate in a three-year period. The Advocate provides student support in the following areas:

- conflict resolution with students and staff
- academic support in the form of tutoring, providing an alternative workspace
- family support and inclusion in the school
- leadership opportunities in the school
- social and emotional support in a non-crisis situation
- identifying & overcoming outside barriers like health & transportation and support in connecting with appropriate services
- support in applying for Jordan's Principle funding for First Nations students

There are also cultural and social groups that are supported by the Advocate: Indigenous Student Council (leadership, group dynamics, community involvement & cultural programming). Traditional Indigenous Drumming & Songs. Ultimately, the work of the Advocate is fluid, but above all, aims to help students overcome barriers, find success in school and utilize the power of their own voices.

### Autism Resource Program

The Secondary Autism Resource Room program is for students who have a diagnosis of high functioning Autism Spectrum Disorder (ASD). Students enrolled in this program are in regular High School classes with one Resource class in each semester to receive support with class work, social thinking skills, regulation support and career skills or to receive individual programming within the Resource Room. Students often benefit from having access to a Resource Room for a quiet place to work, one on one assistance, tutorial, or on-line classes. Classroom teachers will work together with the Resource Room teacher to implement strategies which support student learning.

Direct instruction in social skills is provided through in-class lessons, interaction with classmates, and with typical peers. Students are encouraged to take Bridges 20 which is a locally developed social thinking curriculum as an elective in Grade 10, 11, or 12. Transition planning is a major component of the program including several work experience opportunities. Students are able to work on specific social skills at work such as prepping for interviews, or appropriate social interaction at work. Opportunities to participate in community activities and planning for post-secondary options can also be done on an individual basis. Referral to this program is available through the Autism Consultant. Please see Administration for more information.





## Saskatoon Public Schools **ONLINE LEARNING SECONDARY**

- Flexible, alternate, online delivery method
- Both LIVE and ON-DEMAND lessons
- Join us for all your classes or take some with us and some at your collegiate
- Grade 9 Full-Time also available
- Teacher support through virtual meetings, email, phone, & in-person



### **NEW & UNIQUE**

ELA 10 E-Gaming Lens  
ELA 20 Anti-Racist/Anti-Oppressive Lens  
Financial Literacy 20, 30  
Smartphone Photography 10  
Mental Wellness 30  
Career Work Education  
E-Gaming Club for Full-Time Students



### **ENGLISH LANGUAGE ARTS**

ELA 10, 20, 30  
ELB 10, 30  
Creative Writing 20, 30



### **LANGUAGES & FRENCH IMMERSION**

Français 10, 20, 30  
Histoire 10, 20  
Sciences Sociales 30  
Tourisme 10, 20  
Alimentation 10, 30  
Français Intégré A20, B20  
Core French 10, 20, 30



### **MATHEMATICS**

Foundations & Pre-Calc 10  
Workplace & Appt. 10, 20, 30  
Foundations 20, 30  
Pre-Calculus 20, 30  
Calculus 30



### **SCIENCES**

Science 10  
Health Sci 20  
Environmental Sci 20  
Physical Sci 20  
Biology 30  
Chemistry 30  
Physics 30  
Computer Sci 20, 30



### **SOCIAL SCIENCES**

History 10, 20, 30  
Law 30  
Indigenous Studies 30  
Psychology 30



### **PRACTICAL & APPLIED/ FINE ARTS/ MORE**

Accounting 10, 20, 30  
Comm Media 20, 30  
Info Processing 10  
Life Transitions 30  
Photography 10, 20  
Visual Art 10, 20, 30  
Wellness 10

**FOR MORE INFORMATION & REGISTRATION:** [saskatoonpublicschools.ca/online](http://saskatoonpublicschools.ca/online)  
**QUESTIONS? EMAIL:** [onlinesecondary@spsd.sk.ca](mailto:onlinesecondary@spsd.sk.ca)

# Student Services

In Student Services every student is welcome, and all are our priority. Student Services is a safe space for all students to come for support. Our goal is for all students at Bedford Road to feel KNOWN, VALUED and BELIEVED IN. We take great pride in providing a safe space to support students' education and overall wellness.

Student Services is designed to support all students in:

1. Academic & education (graduation and post-secondary planning, credit check, course selection)
2. Personal, social & emotional support – wellness
3. Career counselling & planning

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.

# Clubs & Organizations

All students, regardless of ability levels, are encouraged to participate in our less competitive intramural sports programs 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 several performances and presentations involving music, art and drama.

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  
Nor-Westerns – Outdoor Education  
Model United Nations  
Song Writing Club  
Drumming Group  
Debate Club  
Robotics Club  
B Active

B.I.R.M  
Games Club  
Bike Club  
Ethics Bowl  
Esports Team  
Art Club  
Pathways  
Q.S.A.  
Tech Club  
Spanish Club

Indigenous Student Council  
Lantern – School Yearbook  
Multicultural Festival  
Drumming Group  
Philosophy Club  
Weightroom Club  
Beading Club  
Hip Hop Club  
Book Club

# Bedford Road Redhawk Sports

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:

Badminton  
Basketball  
Cheerleading  
Cross Country  
Curling  
Football  
Golf  
Soccer  
Track & Field  
Volleyball  
Wrestling



# UNIQUE PROGRAMS

Saskatoon Public Schools offers the most diverse programming options in Saskatchewan. We work hard to ensure all students are engaged in their learning.

For detailed information on these and other programs at each school, including how to register, please visit each school's website at [www.saskatoonpublicschools.ca](http://www.saskatoonpublicschools.ca) or call the school.

## Academic

- ADVANCED PLACEMENT
  - BIOLOGY
  - CALCULUS
  - COMPUTER SCIENCE
  - ENGLISH
  - MICRO-ECONOMICS
  - PHYSICS
  - PSYCHOLOGY
  - STATISTICS
  - ART & DESIGN AND DRAWING
- CREATIVE ACTION\* (Grade 8)  
North Park Wilson School
- FLEX PROGRAM\* (Grades 6 to 12)  
City Park School
- INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME (IB)\*  
(Grades 11 and 12)  
Aden Bowman Collegiate  
Bedford Road Collegiate
- MONTESSORI\* (Grades 1 to 8)  
City Park School
- ONLINE LEARNING CENTRE  
K to Grade 12 Online Learning
- PRE-ENGINEERING\* (Grades 10 to 12)  
Bedford Road Collegiate
- ROYAL WEST CAMPUS AT ESTEYSCHOOL  
(Grades 11 to 12)  
Adult Education
- SAGE\* (Grades 5 to 12)  
Caswell Community School  
Dr. John G. Egnatoff School  
Greystone Heights School  
Bedford Road Collegiate  
Evan Hardy Collegiate  
Walter Murray Collegiate
- SKILLED TRADES OF CONSTRUCTION (STOC)  
Walter Murray Collegiate

## Experiential

- COLLECTIVE VOICE\* (Grade 9)  
Aden Bowman Collegiate
- ECOQUEST\* (Grade 8)  
City Park School
- HIGH SCHOOL CARPENTRY APPRENTICESHIP PROGRAM (HCAP)\*  
(Grades 11 and 12)  
Mount Royal Collegiate
- IGEN\* (Grade 6)  
École College Park School /  
Sherbrooke Community Centre
- LAND-BASED EDUCATION (Grade 9)  
Bedford Road Collegiate  
waskawīwin - - - -
- LET'S LEAD—NIKANETAN\* (Grade 8)  
Westmount Community School
- MEDIA SCHOOL\* (Grade 11)  
Evan Hardy Collegiate
- OFF THE GRID\* (Grade 9)  
Tommy Douglas Collegiate
- OUTDOOR SCHOOL\* (Grade 11)  
Walter Murray Collegiate
- SCIENCETREK\* (Grade 8)  
Montgomery School

## Athletic

- DANCE  
Aden Bowman Collegiate  
Bedford Road Collegiate  
Centennial Collegiate  
Evan Hardy Collegiate  
Marion M. Graham Collegiate  
Tommy Douglas Collegiate  
Walter Murray Collegiate
- SOCCER ACADEMY  
Centennial Collegiate
- SOFTBALL ACADEMY\*  
Tommy Douglas Collegiate

## Language & Culture

- FRENCH IMMERSION
  - ELEMENTARY FRENCH IMMERSION  
(Grades K-8)
    - École Alvin Buckwold School
    - École College Park School
    - École Dundonald School
    - École Forest Grove School
    - École Henry Kelsey
    - École Lakeview School
    - École River Heights School
    - École Silverspring School
    - École Victoria
  - COLLEGIATE FRENCH IMMERSION  
(Grades 9-12)
    - Centennial Collegiate
    - Marion M. Graham Collegiate
    - Tommy Douglas Collegiate
    - Walter Murray Collegiate
- MANIFEST ACADEMIC GROWTH AND PROMOTE INDIGENOUS EXCELLENCE (MAGPIE) INITIATIVE  
Nutana Collegiate
- LANGUAGES
  - CREE
    - Mount Royal Collegiate
  - FRENCH
    - Aden Bowman Collegiate
    - Bedford Road Collegiate
    - Centennial Collegiate
    - Evan Hardy Collegiate
    - Tommy Douglas Collegiate
    - Walter Murray Collegiate
  - GERMAN
    - Aden Bowman Collegiate
    - Marion M. Graham Collegiate
    - Walter Murray Collegiate
    - Online Learning Centre
  - JAPANESE
    - Aden Bowman Collegiate
    - Evan Hardy Collegiate
    - Walter Murray Collegiate
  - MANDARIN
    - Evan Hardy Collegiate
  - SPANISH
    - Evan Hardy Collegiate
    - Walter Murray Collegiate
- MÉTIS CULTURAL PROGRAM  
(Grades K to 8)  
Westmount Community School
- NĒHIYÂWIWIN CREE LANGUAGE AND CULTURE PROGRAM (PreK to Grade 8)  
wâhkôhtowin School

\* Application required

# Post-Secondary Admission Contact

## University of Saskatchewan

Recruitment & Admissions

306-966-5788 or email: [admissions@usask.ca](mailto:admissions@usask.ca)

Website: <https://admissions.usask.ca/>



## University of Regina

Admissions Office Toll Free 1-800-644-4756

Website: [www.uregina.ca](http://www.uregina.ca)



## Saskatchewan Polytechnic

Toll Free 1-866-467-4278

Website: [www.saskpolytech.ca](http://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](http://www.fnuniv.ca)

Campus in Saskatoon, Regina and Prince Albert



## Saskatchewan Indian Institute of Technologies

Toll Free 1-877-282-5622

Website: [www.sit.sk.ca](http://www.sit.sk.ca)

Campus in Saskatoon, Regina and Prince Albert





**BEDFORD ROAD COLLEGIATE**

