



## Section 6 –Senior High Specific Course and Program Information

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### 6.1 Specific Course and Program Information

#### 6.1.1 Career and Life Management (CALM)

CALM is a required three credit course with three General Learning Outcomes – Personal Choices, Resource Choices and Career and Life Choices. Career and Life Choices includes Specific Outcomes related to transition from secondary school, portfolio development and the opportunity to “update and expand personal profile related to potential career choices” – in other words to revisit the Career and Program Plan.

The CALM curriculum is available at: <http://education.alberta.ca/media/313385/calm.pdf>

Since 2009, many NWT schools are using the program, *Career Focusing*<sup>TM</sup>, to meet the outcomes within the Career and Life Choices module of CALM. *Career Focusing*<sup>TM</sup> is a licensed program and teachers are required to take four days of training in order to implement. Online training is available and teachers will be allowed four substitute teacher days so that they can access the training during school time. Face to face training sessions are organized by ECE annually, or can be arranged upon request within regions for groups of six or more participants. For more information, please contact the Teaching and Learning division of Education, Culture and Employment at 867-767-9342.

#### 6.1.2 Career and Program Plan (CPP)

A student’s CPP is a living document that is reviewed and revised as the student moves through the senior secondary grades, and refines personal goals, aspirations and post-secondary plans. The CALM curriculum provides a perfect curricular opportunity for students to update their CPP.

Prior to entry into Grade 10 every student **must** have a written Career and Program Plan. The initial development, and annual review of the CPP, carries *one credit* and is *mandatory* for graduation. The fact that the CPP carries one mandatory credit is an acknowledgement of the crucial role that the CPP plays in decisions relating to a student’s senior secondary school program planning.

**A Career and Program Plan is required for graduation. The CPP code is PED 0769.**

Development and periodic review of the CPP helps students, as well as their teachers and parents, focus on strengths, interests, and post-secondary plans. These, in turn,



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should be the drivers for program and course selection decisions in grades 10 through 12.

A student's CPP is not intended to be "developed" and "filed." It is to be reviewed, revised and refined in each year of senior secondary school, so that it can continue to focus and direct program and course selection decisions throughout the senior secondary years.

### CPP Tools

A template for CPP development is available in Appendix B17. Use of this exact template is not mandatory. It is only one suggested way for students, parents and educators to collect organize and reflect on information needed to develop the CPP and, in turn, make appropriate Senior Secondary programming decisions.

Use of the ECE approved *Smart Focusing*<sup>™</sup> programs for grades 8 and 9 are also an acceptable way to fulfill the CPP requirements. In this case, instead of using the template, *Smart Focusing*<sup>™</sup> workbook materials would be used and the final planning pages of the grade 9 workbook would be copied and filed for subsequent review.

Either method, the template or workbook, will ensure that the following considerations have been addressed:

- Student programs should be consistent with career plans articulated in their CPPs.
- All students and parents should be aware of requirements for graduation.
- All students and parents should be advised to check the entrance requirements, including average grade (which may change up to 5% between two years) for post-secondary programs in which the student might be interested.

Helping students develop their CPP is only the *first* step in helping students select their senior secondary program.

*Career Cruising* is an online career guidance and planning system. A site licence for all NWT schools has been purchased by the Department of Education, Culture, and Employment. Each school has been assigned a username and password.

Please contact the Career Cruising Client Support Team for any general enquiries such as:

- School Login Information (username and password)
- Adding students
- Generating reports



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- Creating advisor login

Client Support should be your first point of contact for assistance and can be reached by phone at 1-800-965-8541 Ext 2 or by email at [ClientSupport@careercruising.com](mailto:ClientSupport@careercruising.com).

### 6.1.3 Career & Technology Studies (CTS)

All CTS courses identified on the Alberta Education website are approved for use in the NWT.

**It is appropriate for educators in the NWT to modify learner expectations, assessment criteria and specific learner expectations to replace Alberta context with NWT context, as long as the adjustment creates equivalent expectations and criteria.** Up to 15% of course outcomes may be modified to more effectively meet local needs and interests. In other words a course may be “northernized,” but not otherwise modified if credit is to be awarded for a given course. Northernization includes adjustments made to reflect aboriginal perspective.

Alberta revised the CTS organization and courses in 2009 with ongoing development of new courses and refinement of existing ones. While bulletins regarding substantial changes are sent out, educators are also encouraged to check the Alberta Education website for changes at the beginning of the school year and semester.

Professional development opportunities related to CTS are posted on the Alberta Regional Professional Development Consortia (ARPDC) website at <http://www.arpdc.ab.ca/>. Although this interim ARPDC is currently under construction, it does provide links to cached webinars on many subject areas and instructional strategies.

### Career and Technology Studies Organization

Career and Technology Studies is a program designed to provide students with a variety of career related course choices. Alberta Education states that the CTS program offers opportunities for students to:

- develop skills that can be applied in their daily lives, now and in the future
- refine career-planning skills
- develop technology-related skills
- enhance employability skills
- apply and reinforce learnings developed in other subject areas
- prepare for transition into adult roles in the family, community, workplace and/or further education.



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### Features of the revised CTS program:

- Courses are organized by levels (Introductory, Intermediate, and Advanced), not grades
- Multiple entry points – not all Intermediate and Advanced level courses have prerequisites
- A competency-based curriculum

The CTS program is now organized around five clusters and more than 1000 1-credit courses in 28 occupational areas. A cluster is a group of CTS courses that represent occupations with broad industry commonalities. Clusters in CTS are aligned with the [National Occupational Classification](#) (NOC) and function as an organizing tool for the CTS program.

### This organization includes Career Transitions (CTR), comprised of 5 courses:

- CTR1010: Job Preparation
- CTR2010: Job Maintenance
- CTR2310: Career Directions – Expansion
- CTR3010: Preparing for Change
- CTR3310: Career directions – Transitions

Information on Career Transitions courses is available at

<https://education.alberta.ca/career-and-technology-studies/career-transitions/>

Cluster	Occupational areas
<b>BIT: Business, Administration, Finance &amp; Information Technology</b>	<ul style="list-style-type: none"> <li>Computing Science</li> <li>Enterprise &amp; Innovation</li> <li>Financial Management</li> <li>Information Processing</li> <li>Management and Marketing</li> <li>Networking</li> </ul>
<b>HRH: Health, Recreation &amp; Human Services</b>	<ul style="list-style-type: none"> <li>Community Care Services</li> <li>Cosmetology</li> <li>Esthetics</li> <li>Foods, including Cook Trade</li> <li>Health Care Services</li> <li>Human &amp; Social Services</li> <li>Legal Studies</li> <li>Recreation Leadership</li> <li>Tourism</li> </ul>



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<b>MDC: Media, Design &amp; Communication Arts</b>	Communication Technology Design Studies Fashion Studies
<b>NAT: Natural Resources</b>	Agriculture Environmental Stewardship Forestry Primary Resources Wildlife
<b>TMT: Trades, Manufacturing &amp; Transportation</b>	Construction Electrotechnologies Logistics Fabrication Mechanics

**Note:** Two occupational areas in the Health, Recreation & Human Services (HRH) cluster, Criminal Justice Studies (CJS) and Health Care Aide (HCA) and one occupational area in the Trades, Manufacturing & Transportation (TMT) cluster, Power Engineering (PEN), can only be offered through a partnership (i.e., a memorandum of understanding) with a participating post-secondary institution.

**Information on Trades courses is available through links at**

<https://education.alberta.ca/career-and-technology-studies/apprenticeship/everyone/apprenticeship-programs/>.

**These programs include:**

- Agricultural Equipment Technician (AEA)
- Auto Body Technician (ABA)
- Automotive Service Technician (ASA)
- Baker (BKA)
- Cabinetmaker (CMA)
- Carpenter (CRA)
- Communication Technician (CTA)
- Cook (CKA)
- Electrician (ETA)
- Hairstylist First Period (HAS)
- Hairstylist Second Period (HAS)
- Heavy Equipment Technician (HEA)
- Instrument technician (SA)
- Insulator (INA)
- Landscape Gardener (LGA)
- Millwright (MWA)
- Painter and Decorator (PDA)
- Parts Technician (PTA)
- Plumber (PLA)
- Welder (WDA)



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CTS Apprenticeship Pathways must be taught in an Alberta Education approved facility. The facility is the responsibility of the school authority and must be equipped to industry standards to deliver the CTS Apprenticeship Pathway.

All required courses in a CTS Apprenticeship Pathway must be taught by a journeyman for that trade; i.e., an individual holding a trade certificate recognized in Alberta.

Alberta Education revises apprenticeship occupational areas (i.e., programs of study) when a course outline for a trade is published and implemented by Innovation and Advanced Education (IAE). Course outlines are reviewed and revised to align with current industry practice.

A complete list of all CTS courses is in Appendices A 6 to A10. All courses may be accessed through links at <http://education.alberta.ca/teachers/program/cts/program-of-studies.aspx>.

### CTS Pathways

CTS Pathways is a term used by Alberta Education to describe a selection of courses intended “to give students the opportunity to explore and acquire the attitudes, skills and knowledge for a career that is relevant to their interests.” Teachers and students are encouraged to combine CTS courses in ways that encourage students to explore different fields. Pathways do not need to be created from a limited range of clusters, but may include diverse selections that reflect the realities of the work world and prepare students for post-secondary goals that may include college, university, apprenticeship training, or workforce entry.

#### Two types of pathways are identified:

- Specialized Skill Pathways
- address student interests in a field of study; e.g., Event Planner, Outdoor Guide, Court Clerk.
- Credentialed Pathways
- provide opportunities for students to achieve a credential or credit awarded by a recognized community or industry organization or post-secondary institution; e.g., Welder, A+ Certification Computer Repair Technician.
- may require journeyman instructors and cooperation with a credentialing organization, both of which are the responsibility of the school.



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**Resources to support CTS Pathways planning are available at <https://education.alberta.ca/career-and-technology-studies/program-supports/everyone/program-supports/>**

An example of pathway planning that includes several occupation areas from different clusters is on page 11 of the *Pathways to Possibilities* booklet available at <https://education.alberta.ca/media/563460/ctsbooklet.pdf> , and in the 2 page *Pathway Planner* at <https://education.alberta.ca/media/563456/pathwayplanner.pdf>

### CTS Projects and Practicums

The intent of Projects is to extend learning opportunities using the existing course outcomes by blending them into a unique course.

Practicum courses must work towards achieving a credential through external agencies.

Students must have successfully completed **two** courses in the occupational area before beginning a project or practicum.

Further information on projects and practicums, as well as Word templates to assist in planning are available under CTS Templates at <https://education.alberta.ca/career-and-technology-studies/program-supports/everyone/cts-pathways-and-templates-docs/>

### Required Documents

Specific information on the organization of CTS, including Program Philosophy and Rationale, course details for each cluster and occupational area, All required documents for CTS courses can be found on the Alberta website via links at <https://education.alberta.ca/career-and-technology-studies/programs-of-study/>

Specific information on the organization of CTS and course details are available at <http://education.alberta.ca/teachers/program/cts/program-of-studies.aspx>, which includes links to the Program Philosophy and Rationale and to course details for each cluster and occupational area.

Pages on each course cluster include links to PDF documents of:

- Complete course lists for the cluster
- Course summaries – brief descriptions of all courses in the occupational area
- Course descriptions – details of the course outcomes for each course in the occupational area

There is also a “CTS Prerequisite Search Tool at <https://education.alberta.ca/career-and-technology-studies/cts-prerequisite-search-tool/> that identifies prerequisites for all CTS courses.



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### The Relationship Between Work Experience, CTS and Cooperative Education

Work Experience 15, 25, and 35 are approved courses which can be offered for 1 to 5 credits each. Work Experience courses are to be used for **out of school** work placement with an employer.

In some cases schools may arrange a cooperative work placement with a local employer so that students can master learning expectations of a specific CTS course. For example, in the Construction Technologies occupational area, CON 2010: Site Preparation requires students (among other things) to complete an application for a building permit and to apply site preparation skills to assist in the location of building site lines and features. Such skills may be demonstrated by the student through a cooperative work placement:

- either because a given school may not have the facilities or staff to deliver these parts of the module in house,
- or simply to give a student a “real world” experience if the opportunity is available -- i.e. if new construction is taking place in the community and an employer is willing to address these specific skills with a student.

In this case, the student is registered in the specific CTS course in question (i.e. CON 2010) rather than in Work Experience 15, 25, or 35.

Prior to registering in a Work Experience course, it is highly recommended that students take the Workers’ Safety and Compensation Commission (WSCC) *Go Safe: Work Smart* course. This course contains 13 modules, is reflective of northern work environments and activities, and is adaptable to specific local experiences. The *Instructor’s Manual* for the course identifies required and optional content within each of the modules. Upon successful completion of all required areas students may receive credit for *HCS3000-Workplace Safety Systems*. This course is in the Health Care Services occupational area of the Health, Recreation, and Human Services cluster. In addition, it is recommended that students take the Career Transitions course CTR1010 – Job Preparation. Completion of the optional activities of *Go Safe: Work Smart* could contribute to completion of *HCS3010-Workplace Safety Practices*. These courses (HCS3000, HCS3010, and CTR1010) are available through the Alberta Distance Learning Centre in an online format – CTR1010 is also available in print format.

**Please note that CTR Project codes were withdrawn in September 2010. Project courses are now specific to the Occupational Areas in which skills are intended to be developed as explained in section 6.1.3.**



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### 6.1.4 Community Service

Community Service 20 (one credit) is required for secondary graduation in the NWT. The Community Service module comprises twenty-five hours of community service activities or work **for which the student does not receive monetary compensation.** Community service is intended to expose youth to the “act of volunteering”, willingly giving of oneself without expected pay, so that as young adults in their communities they will be interested and motivated to “volunteer” their time and energy to benefit their community in some way. The activities will be planned, scheduled and executed by the individual student with the approval of the principal.

This credit may be commenced in Grade 9 and completed during any year of the student’s senior secondary schooling. However, graduation status will not be granted until the twenty-five hours of Community Service have been completed and records of completion submitted to Student Records with school marks at the end of the semester or school year.

Community Service is of great value to the student, providing youth empowerment and career development opportunities. Students learn to take responsibility for planning their own activities. Confidence and self-esteem are built through success of such undertakings. Students learn the values attached to being a volunteer in their community. Activities provide opportunities for students to associate with adults, recognize the contribution adults can make to their education and learn from them. Such activities may also provide opportunities for students to discover their own career interests and aptitudes. Community Service can serve as a link between school and community bringing them to a deeper appreciation of one another.

Community Service is also an opportunity for students to explore activities that relate to their career choices. By linking community service activities with the potential work choices in their Career and Program Plan, students may more effectively reflect on the options identified within their plan.

### Expectations and Goals

Community Service is any activity/work, **without monetary compensation**, selected and planned by the student to enhance community living. The student first determines what project s/he would like to do. The student contacts the person(s) responsible for the selected project. Discussions are held with the school principal to determine whether the selected project could be classified as Community Service. It is the



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student’s responsibility to determine the goals and objectives, write an action plan and a project plan. The student should keep a log of all activities and work completed during each phase of the project and have these verified by the principal and the community person responsible for the particular activity.

Through the completion of community service, it is expected that the student will:

- participate in a variety of meaningful experiences;
- gain an understanding of the importance of developing acceptable work habits, good grooming and the need for self-discipline;
- develop an understanding of positive attitudes for getting along with people;
- identify experiences in which they have a genuine interest and a willingness to serve without monetary compensation;
- identify and plan worthwhile personal activities which may be categorized as community service;

### Benefits of Community Service

#### Benefits to the school include:

- linking school programs more closely with community needs;
- developing closer rapport between the school and community;
- raising community awareness of school-community partnerships

#### Benefits to the community include:

- Completion of needed projects for which the community may have inadequate funds;
- Recognition of a needed service;
- Creation of an atmosphere of shared responsibility with the school;
- Development of a feeling of mutual ownership of the program with the school.

### Suggested Practice

Teachers should build in a “time of reflection” around students’ community service experiences. In order to understand the importance of their community service activity (especially when it is not directly obvious) youth need to be guided through a reflection upon the effect of their volunteering activity. This reflection could be a discussion in the classroom, an interactive journal (with commentary from the supervisor) or a special group activity. This reflection component may allow non-profit agencies and schools to



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determine the community service activities that are most successful and may be replicated in following school years.

To assist students in selecting and reflecting on their community service, the workbook *Volunteering and Community Service: a Workbook for Students. April 2007* contains helpful information, prompts, and templates. It is available in Appendix B16 by contacting the Career Development Coordinator, Department of Education, Culture, and Employment at 867-873-7176.

If community volunteerism is a significant focus, the following two CTS courses within the Community Care Services occupational area of the Health, recreation, and Human Services cluster may provide valuable opportunities to further explore the role and value of volunteers:

**CCS1080 – Community Volunteerism 1**

**CCS2080 – Community Volunteerism 2**

### 6.1.5 English Language Arts

Note that as of August 2011, the names of the following English Language Arts courses have changed:

**English Language Arts 10-3 is now Literacy 10**

**English Language Arts 20-3 is now Literacy 20**

**English Language Arts 30-3 is now Literacy 30**

In the 2012-2013 school year, this series of courses was piloted with an emphasis on the reading outcomes. Activities and strategies to assist teachers in the delivery of the outcomes will be posted during the 2013-2014 school year at <http://www.nwtece.ca/>.

Credits for these courses will be entered into the “electives” category of graduation requirements.

### 6.1.6 French Programs and Courses

There are three distinct French programs for grades 10, 11, and 12 in the Northwest Territories. Under the three programs, the following courses are approved for NWT schools:



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### French First Language

#### **Français 10-1, 20-1, 30-1 (Code FRA1301, FRA2301, FRA3301)**

#### **Français 10-2, 20-2, 30-2 (Code FRA1314, FRA2314, FRA3314)**

These language arts courses are designated for students whose first language is French and who are attending a francophone school. The learning outcomes are different than the French Language Arts courses in the French Immersion program.

There **is** a grade 12 Alberta departmental examination in Français 30-1 which counts for 50% of the student's final course mark.

Senior high school students whose parents have rights under section 23 of the *Canadian Charter of Rights and freedoms* and who are currently attending a school other than one administered by the Commission scolaire francophone des Territoires du Nord-Ouest (CSFTNO) may challenge Français 30-1 or Français 30-2 by first registering with the CSFTNO for the course.

### French Immersion

#### **French Language Arts 10-1, 20-1, 30-1 (Code FLA1304, FLA2304, FLA3304)**

#### **French Language Arts 10-2, 20-2, 30-2 (Code FLA1132, FLA2132, FLA3132)**

These are language arts courses taught to student enrolled in the French Immersion Programs.

**There is a grade 12 Alberta diploma examination for FLA 30-1 which counts for 50% of the student's final course mark.**

### French Second Language

#### **French 10-3y, 20 -3y, 30-3y (Code FSL 1093, 2093, 3093)**

#### **French 10-9y / 20-9y / 30-9y (Code FSL 1099, 2099, 3099)**

These are Core French courses. Core French is for students learning French as a second language, and who are not registered in either francophone schools or French Immersion programs.

There are two different course pathways for students studying Core French at the senior high school level. These selections will come with different curriculum and code numbers.



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### ***French 10-3y, 20 -3y, 30-3y (Code FSL 1093, 2093, 3093)***

These courses are designed for students just starting to learn French, students who have never taken French classes before entering Grade 10. The outcomes of this curriculum are at a beginner’s level. From French 10-3y to French 30-3y, students progress in the three steps of beginners abilities and competencies.

**Example:** A student might have learned North Slavey until grade 9. Then, in Grade 10, she decides to learn French and she enrolls in French 10-3y.

### ***French 10-9y / 20-9y / 30-9y (Code FSL 1099, 2099, 3099)***

These courses are designed for students who have been learning French since Grade 4 or earlier. The outcomes of this curriculum progress in the three steps of the intermediate level from French 10-9y to French 30-9y. The students enter this series of courses because they have learned French for several years.

**Example:** *A student started learning French in Grade 4. In Grade 10, she decides to continue her studies so she would enrol in French 10-9y.*

### **NWT Circumstances...**

In NWT high schools, French 10-3y and French 10-9y could be offered in the same class. The outcomes expectations would be different depending on the course (French 10-3y or French 10-9y) that the student is enrolled in. The merging of these two courses in the same class is similar to what happens when Social Studies 10-1 and 10-2 are combined.

In the schools of the NWT, some students might start learning French when they enter Grade 9 instead of Grade 10. For those students, it would be appropriate to register them into French 10-3y and not French 10-9y.

### **Challenging of Core French by Immersion Students**

A student enrolled in a high school French Immersion program in grade 10, 11, or 12 may challenge the Core French course, French 30-9y.

This challenge must follow the procedure outlined in section 5.4 of this handbook. This includes a request form (Appendix B10) signed by the students, parents and school principal, and the form must be retained in the student’s cumulative file. The challenge must be administered by a teacher who has expertise in the course.



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The procedure for this particular challenge must include two forms of assessment: an oral interview and a portfolio that identifies read material and includes written work.

### 6.1.7 Knowledge and Employability Courses

Knowledge and Employability (K&E) courses are to be offered to students only in special circumstances for students who are not experiencing success within existing academic courses. Enrollment in these courses will only be granted when each student and their parent/guardian are made aware that these courses do not lead to meeting of NWT graduation requirements. This information must be contained in a letter, signed by the parent/guardian, the student and the School Principal

**See Section 3.5 for additional information.**

### 6.1.8 Literacy 10, 20, 30

Literacy 10, 20, 30 is created for the student with weak to moderate literacy skills; the goal of this set of courses is to raise the student's literacy levels. Literacy 10, 20, and 30 are designated for five credits each and classified as elective (formerly "Unspecified") credits on the student's transcript. Literacy 30 may be included as 5 of the additional 10 credits required at the 30 level.

Recognizing that students will enter Literacy 10 at varying ability levels, the course is structured with flexible outcomes so that a student who possesses a functional reading level as low as grade 4 could be successful. Depending upon their ability level upon entry into this set of courses, students may require one or more of the Literacy courses before they bridge to the -2 stream.

See section 5.1.3 for sequencing and recommended transfer points to English Language Arts courses.

### 6.1.9 Literacy with Information and Communication Technology

Literacy with ICT (*LwICT*) is defined as "learning about and choosing ICT to critically, creatively, and ethically use, produce, and communicate meaning." Technology is best infused into critical, creative, and ethical processes of inquiry across the K to 12 curriculum. *LwICT* demonstrates how to use technology to support classical skills of using, creating, and sharing knowledge. *LwICT* calls for students to critically consider



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the power of technology and its social impacts--especially social media tools with respect to safety, respect, and privacy.

*Lw/ICT* is not a course; it is a curriculum that is meant to be infused throughout K-12 learning. Teachers and students will find benchmarks that help inquiry processes and knowledge management. The social, personal, and ethical implications of using information technologies is equally addressed.

To assist teachers in facilitating online safety, digital literacy, web awareness, Education, Culture & Employment licenses three resources from Canada' leader in digital literacy, [Mediasmarts](#):

[Passport to the Internet](#). This resource is intended for Grade 4-8 students. Its five modules focus on social networking and privacy; tricks of the trade of online advertisers; authentication skills and judging reliability through a mock search engine; safe and wise Web surfing; and ethical use of messaging services.

[MyWorld](#). This resource is intended for high school students. Its four chapters aim to teach authenticating online information; managing your reputation and privacy online; dealing with online relationships; and acting ethically online.

[Web Awareness Workshop Series](#). This resource is intended for adults who need to “keep ahead of kids on prevailing internet issues”. The self-directed and group delivery learning tools offer teachers a comprehensive program on safety, privacy, marketing, cyberbullying, and evaluation of online information

To learn more about the NWT's use of our mediasmarts subscription, please see <http://mediasmarts-k12-nwt.wikispaces.com/home>. The Guide to Infusion (2012) for *Literacy with ICT Across the Curriculum* may be accessed on the ECE Website at <https://www.ece.gov.nt.ca/en/services/education-et-programmes-detude-de-la-maternelle-la-12e-annee/literacy-information-and>

For additional information, refer to Section 1.5.2.

### 6.1.10 Locally Developed Courses

Locally developed courses must be approved by the Minister of Education, Culture and Employment when substantial alterations of authorized courses, or new offerings, are required to meet the educational needs of students in the NWT. Requests to modify or develop new courses/modules are subject to Departmental guidelines and procedures.



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- Instruction of a locally developed course shall not commence without the prior approval of the Minister.
- Request must be received by October 1<sup>st</sup> for the spring semester and April 1<sup>st</sup> for the fall semester.

Requests for approval must be submitted through the Director/Superintendent to the Director of Teaching and Learning of Education, Culture and Employment, in accordance with the procedures outlined in section 6.10.2.

All locally developed courses at the secondary level will be designated as 15, 25 and 35 courses and may be offered for 1- 5 credits.

**Jurisdictions wishing to use locally developed courses/modules previously approved for another NWT jurisdiction should obtain permission in writing from that jurisdiction and use the appropriate course code as listed in Section 5.5.**

Before creating a Locally Developed Course, jurisdictions are encouraged to determine whether there are any existing courses that could be adapted to meet the identified need, including:

- NWT authorized courses
- Alberta authorized courses
- Locally Developed Courses from other NWT jurisdictions
- Courses authorized by another Canadian jurisdiction

### Review of Existing Locally Developed Courses

**Please note that the expiry date for all Locally Developed Courses submitted prior to September 2010 is June 2014.**

**All remaining Locally Developed Courses will be reviewed to ensure that:**

- their outcomes differ significantly from those in the revised CTS, and
- their philosophy and practices are grounded in:
  - critical thinking
  - balanced assessment – use of a variety of assessment tools to provide both formative and summative assessment
  - project-based, inquiry learning
  - learner centered instruction



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- provision for student choice

DEAs/DECs are asked to review their LDCs as listed in section 6.3 of this handbook over the school year. All jurisdictions planning to continue to offer an approved locally developed course must re-validate these courses prior to the expiry date, according to the dates identified below (Application Process). The course must then be re-submitted for approval to the Department of Education, Culture and Employment. Revalidation requires the application form (Appendix B14) to be filled out and signed off by the superintendent.

### Application Process

A revised template for Locally Developed Courses is available in Appendix B14. A Word document version is available on the CD that accompanies this handbook. The completed application is to be submitted electronically to [SeniorSecondary@gov.nt.ca](mailto:SeniorSecondary@gov.nt.ca).

The deadlines for application for Locally Developed Courses are:

<b>October 1<sup>st</sup></b>	New LDCs to be offered in the second semester of the 2013-2014 school year
<b>April 1<sup>st</sup></b>	All LDCs approved prior to September 1 <sup>st</sup> , 2010 must be resubmitted in revised format to be offered in the first semester of the 2013-2014 school year.  New LDCs to be taught in the first semester of the 2014-2015 school year
<b>October 1<sup>st</sup></b>	New LDCs to be taught in the second semester of the 2014-2015 school year

### The template requires:

- Needs assessment;
- Statement of course philosophy, purpose, and rationale, including how the course is different from existing approved course(s);
- Teacher qualifications;
- Student prerequisites;



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- Identification of the enduring understanding of the course, including supporting learning outcomes and illustrative examples;
- Enduring understandings: offer potentially engaging opportunities for students to inquire into central concepts of a discipline that will have value for them beyond their school experience
- Learning outcomes: student actions intended to develop the attitudes, skills, and knowledge rooted in the enduring understandings.
- Illustrative examples: topics or content through which the learning outcomes may be achieved
- Major learning resources and bibliographic information - including subject matter experts and outside resource people. Specific references are expected – e.g. relevant chapters within a book; and
- An assessment plan designed to evaluate student achievement relative to the outcomes, and including formative and summative assessment.
- Formative assessment – assessment **for** learning – includes oral and written feedback provided to students to promote learning and growth
- Summative assessment – assessment **of** learning – includes authentic assessments and tests designed to provide a basis for making judgements about student performance

Additionally, courses and learning resources must be consistent with the Department's philosophy as discussed in Section 1 of this handbook. The documents listed in Section 1.1 and the resources identified in Section 9.1.1 provide additional guidance.

District Education Authorities/Divisional Education Councils offering approved Locally Developed Courses will develop, maintain and implement written policy, guidelines and procedures for the monitoring of these courses and will make these available to the Department for review upon request.

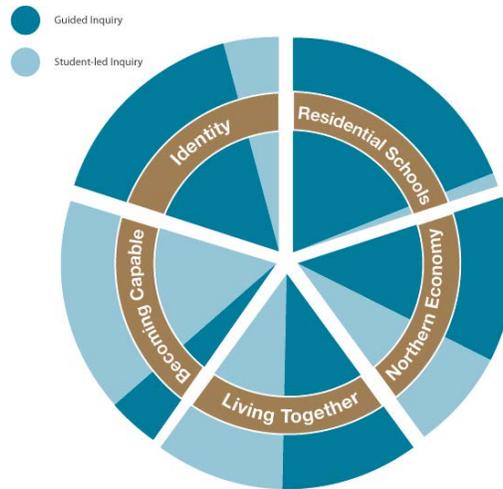
### 6.1.11 Northern Studies

To more effectively explore issues and develop skills related to life in the NWT, Northern Studies curriculum and support resources have been completely revised.

As of the 2013-2014 school year, Northern Studies is a 5 credit mandatory course for graduation for students studying in English and as of 2016-2017 for students studying in French. The course is composed of five modules, each accounting for 25 hours of the 125 hour course.



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### 6.1.12 Social Studies

The NWT follows the Alberta curriculum for Social Studies in the NWT. To graduate from high school in the NWT, students need 10 Social Studies credits, 5 credits at the grade 10 level and 5 credits at the grade 11 level. Options include;

- Social Studies 10-1
- Social Studies 10-2
- Social Studies 20-1
- Social Studies 20-2

A resource called *Nationalism in the North* was developed to assist teachers to explore the overarching theme of the 20-1 and 20-2 Social Studies courses through an NWT lens.

Students who have completed Social Studies 20-1 or 20-2 may then choose to do Social Studies 30-1 or 30-2 but are not required for graduation.

### 6.1.12 Physical Education

Three credits of Physical Education at the grade 10 level are required for graduation. These may be taken in any of the senior high school years. PE 10, 20, and 30 may each be offered for either 3 credits or 5 credits each.

A well-balanced physical education program includes activities from each of its five dimensions: games, individual activities, alternative environments, types of gymnastics,



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and dance. Physical Education goals are supported by a school culture that encourages healthy living.

### Conditions for Exemptions and/or Modifications

Under specific circumstances, modifications or exemptions may be warranted for one or more dimensions of the course. When modification is granted, alternative activities should be substituted (where appropriate) that are consistent with the goals and objectives of the specific dimension that is being modified.

Category	Conditions for Exemption	Procedures and Approval Process
INDIVIDUAL	Religious beliefs	Statement in writing from parent to principal.
INDIVIDUAL	Medical	Certificate to principal by medical practitioner with statement of activities in which the student is not able to participate.
CLASS, GRADE OR SCHOOL	Access to facilities	Initiated by DEC/DEA or parent Approved by DEC/DEA Exemption shall be registered on the Career & Program Plan.

### Physical Education Taken Through Home Schooling

Students schooled at home are required to provide to the school in which the student is registered a detailed plan of physical education for this student sufficient to meet the Physical Education 10 curriculum.

The Alberta Education Physical Education Online Website for Home Education Students Grade 7-10 may be useful in programming for home schooling students: <http://education.alberta.ca/apps/physicaleducationonline/siteoverview.asp>

This site is organized into three major sections:

- Program of Studies K-12
- Teacher Resources
- Home Education

This website is designed for teachers and parents to use with grade 7-10 students who may be enrolled in a distance or home education physical education course.



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### 6.1.13 Special Projects

Special projects credits are designed to recognize work undertaken by students on an individual or small group basis and should not be used as a means of offering credits for unapproved courses. Students may enrol in Special Projects 10, 20, or 30 and do not need to have obtained credits for a lower level special project to participate in a higher level project. Students may earn Special projects credits outside of school hours, including during the summer.

**Special Projects MUST be approved in advance.**

#### Purpose

Special projects credits perform two major functions:

- Students become involved in the selection, planning and organization of their own programs.
- Students pursue activities in which they have considerable interest or ability but which are not within the scope of the regular curriculum or the programs being offered in the school.

Special projects credits may be applied toward the NWT Diploma. Students who successfully complete projects are granted from 1 credit to 5 credits – 1 credit for each 25 hours of work in any one semester, or full term on the approval of the principal. These credits will be included as *Electives* credits on the validation statement.

All required documentation is to be maintained at the school in the Student Record, to be available upon request.

#### Requirements for Special Projects Credits

The opportunity to earn special projects credits shall be available to all senior high (grades 10 to 12) students. Special Projects Credits are not available to junior high students.

- The content of special projects need not be related to a specific school subject.
- If a special project is related to a specific school subject, the content of the project must be distinct from and in addition to regular course requirements.

Schools are required to submit, in advance, a clearly planned proposal to the principal for approval. An application form is located in Appendix B7. The proposal should include:



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- the intended project level (10, 20, Or 30) – the selected level is based on the depth of the learning outcomes
- the intended number of credits and instructional or practical hours for successful completion of the project
- dated approval by the principal
- a needs assessment explaining the reason that this project is necessary, including consideration of courses that may initially appear to, but do not adequately address the specified needs
- project philosophy and rationale that identifies the connections that may be made with existing approved courses and/or with activities beyond school
- required teacher, supervisor, and/or instructor qualifications
- any required student prerequisites from other subject areas
- the intended Enduring Understandings and student learning outcomes of the project, with illustrative examples
- an assessment plan, including the weighting of the activities and the means by which they will be assessed (e.g. rubrics)
- identification of resources that should be available for successful completion of the project – this may include print and other media as well as resource people and student experiences

The Senior Secondary Committee will approve the project, provide feedback if needed, or deny the project with recommendations for an alternative.

The principal shall retain a copy of each special project proposal until the project is completed. Upon completion of the project, the principal will submit the form, with student marks, to Student Records. A copy of the form must be retained in each student's file. Where more than one student has completed a project, other students' marks must be erased, deleted, or blacked out.

School jurisdictions shall develop policies to ensure overall consistency and standardization of procedures governing special projects in their schools. Evaluation and reporting procedures should be included in the policy.

Where a project takes a student off campus, the DEA/ DEC must conduct a risk assessment to ensure the activities are within in DEA/DEC policies.

### Restrictions on Special Projects

Special projects credits shall not be awarded for student activities that would be considered a normal part of extracurricular or co-curricular activities generally offered by a school; e.g., school team sports, school newspaper, yearbook.



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In instances where a student enrolls in more than one special project, credits shall not be approved unless the projects vary substantially from year to year or demonstrate increased level of proficiency.

### 6.1.14 Work Experience

Coordinated through school	Completed independently by students
<p>Work Experience provides students with an opportunity to see the transferability of knowledge, skills, and attitudes learned in school to real-life application in the workplace. It will also provide an opportunity to experience possible career options. A placement can also include harvesting such as hunting, fishing and trapping with a professional hunter, fisher, or trapper. It may be arranged through the school, or independently by the student.</p> <p>Credits earned under a work experience program count towards a high school diploma as elective credits. Under the work experience program a student can earn one high school credit for each twenty five hours of documented work experience, up to a total of 15 credits.</p> <p>It is expected that students will accumulate Work Experience credits in sequence, with the lower level as a prerequisite for the higher level. A principal may <b>not</b> waive prerequisites for Work Experience credits.</p> <p>Documentation for credit accumulation must be filed through the school.</p>	
<p>Remuneration is at the discretion of the workplace supervisor /employer.</p> <p>The safety of students is a primary concern of all school activities. Prior to the student entering any work placement arranged by the school, it is the responsibility of the DEA/DEC to conduct a risk assessment of the job placement, in accordance with DEA/DEC and Board Operation policies, to ensure that the placement is a “safe” working environment for the student.</p>	<p>Students classified as mature students (see definition in Section 5.6) are able to earn 10 credits of Work Experience at the 35 level to enable completion of the required ten additional credits at the 30 level. The total allowable number of Work Experience credits remains at 15.</p>
<p><b>Documentation Requirements</b></p>	
<p>A Work Experience Log (Appendix B8) is to be maintained by the student, signed by the work place supervisor and reviewed and signed by the school supervisor.</p> <p>All required documentation is to be maintained at the school in the Student Record, to be available upon request.</p>	
<p>The parent or guardian must read and agree to the Educational Workplace Experience Agreement (Appendix B13) and sign off in order for the student to participate in the work placement. This form must be completed for each work placement.</p>	
<p><b>Responsibilities</b></p>	
<p>Work placements are most successful when all partners are informed of their expectations.</p>	



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<b>Coordinated through school</b>	<b>Completed independently by students</b>
<p>Successful Work Experience requires that students, the workplace partners, parents and the school work together cooperatively and adhere to the following minimum responsibilities.</p>	
<p><b>Workplace</b>  <b>The supervisor must:</b>            Advise the student on safety and dress requirements.            Provide a level of supervision adequate to ensure the safety and health of the student.            Confirm the hours completed by signing off the student log-book.</p>	
<p>Work in cooperation with the school supervisor to establish learning outcomes and provide opportunities for the student to achieve the outcomes.            Provide the performance evaluation required by the school.            Contact the school advisor should any problem arise.            Indicate if the student will be exposed to potentially dangerous equipment or unhealthy work environments.            Report all injuries requiring medical attention or fatalities to the school.</p>	<p>Complete an evaluation of student performance over the time of the Work Experience and submit it to the school.            Inform the student if he/she will be exposed to potentially dangerous equipment or unhealthy work environments.            Report all injuries requiring medical attention or fatalities to the Workers' Safety and Compensation Commission (WSCC).</p>
<p><b>Student</b>  <b>The student must:</b>            Keep a Work Experience Log (Appendix B8) and submit it after the completion of each 25 hours (for each credit) or as and when requested by the school supervisor.            Follow the workplace safety procedures and dress requirements.</p>	
<p>Inform an employer and the school in advance of any absence.            Follow the established learner outcomes and strive to meet them.</p>	<p>Inform an employer in advance of any absence.            Complete a self-evaluation upon completion of the Work Experience hours.</p>
<p><b>School</b>            Student work placement files must contain the name and contact information of the school supervisor.            The school supervisors must:</p>	
<p>In consultation with the workplace supervisor, determine a percentage grade to be submitted to Student Records.            Establish learner outcomes in cooperation with the workplace supervisor.            Review the workplace safety procedures and dress requirements with the student.            Maintain contact with the student, workplace and parent/guardian.            Contact the workplace supervisor to confirm</p>	<p>Calculate and submit a percentage mark to Student records based on the results of the supervisor evaluation and the student self-evaluation.            Contact the workplace supervisor to confirm student completion of hours.            Since all employers must be in good standing with WSCC, the school supervisor shall contact WSCC Employers' Services if there is any concern regarding an employer's status under WSCC.</p>



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<b>Coordinated through school</b>	<b>Completed independently by students</b>
<p>student completion of hours. Act as a mediator should any problems arise. Ensure necessary information is entered on the workplace agreement. Sign the workplace agreement. Arrange for the principal and parent or guardian to sign the Educational Work Experience Agreement. Keep a signed copy of the Educational Work Experience Agreement and place it on the student's Student Record (permanent file). Since all employers must be in good standing with WSCC, the school supervisor shall contact WSCC Employers' Services if there is any concern regarding an employer's status under WSCC.</p>	
<b>Insurance Coverage</b>	
<p>Student remuneration impacts insurance coverage. Students are considered to be either with or without remuneration.</p> <p><b>Students without Remuneration</b></p> <p>For insurance purposes, students attending secondary school or on- the-job work experience without remuneration will be deemed an employee of the Government of the Northwest Territories under the Workers' Safety &amp; Compensation Commission (WSCC).</p> <p><b>Students Receiving Remuneration</b></p> <p>If a student is remunerated by the employer for participation in an on-the-job work experience placement, he or she will be deemed an employee of the employer.</p>	<p>As a student is remunerated by the employer for participation in an on-the-job work experience placement, he or she will be deemed an employee of the employer.</p>
<b>Reporting Student Injuries</b>	
<p>All student injuries or fatalities that occur during participation in a work placement must be reported by the workplace supervisor to WSCC and by the school to Risk Management &amp; Insurance (Section 2.10.3). Severe injuries or fatalities must be reported immediately by phone to Risk Management.</p> <p><b>Students without Remuneration</b></p> <p>In the case of an injury requiring medical attention or a fatality: The school completes a Student Accident Claim</p>	<p>All student injuries or fatalities that occur during participation in a work placement must be reported by the workplace supervisor to WSCC.</p> <p><b>The employer is required to:</b></p> <p>Complete an Employer's Report of Injury Form (Appendix C11) and submit it to Worker Safety and Compensation (WSCC)</p> <p>Assist the student in completing a Worker's Report of Injury Form (Appendix C12) and submitting it to WSCC</p> <p>In the event of a fatal injury, the employer must</p>



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<b>Coordinated through school</b>	<b>Completed independently by students</b>
<p>Form (Appendix C9) and forward to Risk Management and Insurance.</p> <p>The workplace supervisor completes an Employer's Report of Injury form (Appendix C11) and submit it to the Worker Safety and Compensation Commission.</p> <p>The workplace supervisor encourages the student to complete a Worker's Report of Injury form (Appendix C12) and submit it to the Worker Safety and Compensation Commission.</p> <p>In the event of a fatal injury, the workplace supervisor complete and submit an Employer's Report of Fatal Injury form (Appendix C13).</p> <p><b>Students Receiving Remuneration</b></p> <p>After the school is informed by the employer of the injury, the school must complete a Student Accident Claim Form (Appendix C9) and submit it to Risk Management and Insurance.</p> <p>The employer is required to:</p> <p>Complete an Employer's Report of Injury Form (Appendix C11) and submit it to Worker Safety and Compensation (WSCC)</p> <p>Assist the student in completing a Worker's Report of Injury Form (Appendix C12) and submitting it to WSCC</p> <p>In the event of a fatal injury, the employer must complete an Employer's Report for a Fatal Injury Form Appendix C11) and submit it to WSCC.</p>	<p>complete an Employer's Report for a Fatal Injury Form Appendix C11) and submit it to WSCC.</p>
<b>Damage Claims</b>	
<p>ECE provides limited protection to the employer from damages to tangible assets as a result of students on a work experience program as part of their school program. This applies to both students without remuneration and students receiving remuneration, Claims are limited to \$1000, and must be reviewed by Risk Management and approved by the Deputy Minister of Education. For information, refer to Financial Administration Manual (FAM) 1812 Work Experience Programs – Damage Claims available at <a href="http://www.fin.gov.nt.ca/FAMWeb/1800%20Control%20Over%20Expenditures/1812/">http://www.fin.gov.nt.ca/FAMWeb/1800%20Control%20Over%20Expenditures/1812/</a></p>	



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Coordinated through school	Completed independently by students
<b>Contact Information:</b>	
<b>Workers' Safety &amp; Compensation Commission</b> 5022 49th Street 5th Floor, Centre Square Tower Box 8888 Yellowknife, NT X1A 2R3 Tel: (867) 920-3888 Fax: (867) 873-4596 Toll Free: 1-800-661-0792 Toll Free Fax: 1-866-277-3677	
<b>Risk Management Coordinator</b> Risk Management and Insurance Section Department of Finance, GNWT P.O. Box 1320 Yellowknife NT X1A 2L9 Phone: (867) 873-7307 Fax: (867) 873-0325	

### 6.2 NWT Approved List of Courses

Confirm the currency of all courses with the following list and the Alberta approved CTS course list (Appendices A6 to A10) prior to scheduling courses. **For students on Individual Education Plans (IEPs), refer to the IEP codes in Section 3.1.3.**

Courses are end-dated in accordance with the implementation of new curriculum.

For courses not on the following list, whether from Alberta or another jurisdiction, please contact Student Records ([Student\\_Records@gov.nt.ca](mailto:Student_Records@gov.nt.ca)). Unauthorized courses are not to be scheduled.

Grouping	Course name	Course Code/#	# of Credits
<b>Language Arts</b>	English Language Arts 10-1	ELA1105	5
	English Language Arts 20-1	ELA2105	5
	English Language Arts 30-1	ELA3105	5
	English Language Arts 10-2	ELA1104	5
	English Language Arts 20-2	ELA2104	5
	English Language Arts 30-2	ELA3104	5
	Aboriginal Language 15	Specific Aboriginal Language	3 or 5



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<b>Grouping</b>	<b>Course name</b>	<b>Course Code/#</b>	<b># of Credits</b>
	Aboriginal Language 25	course codes should be identified from the locally developed course listings	3 or 5
	Aboriginal Language 35		3 or 5
	Literacy 10, 20, and 30	See other/elective	
	English SL Level 2B	ESL1121	5
	English SL Level 3C	ESL1122	5
	English SL Level 4D	ESL1123	5
	Français 10-1	FRA1301	5
	Français 20-1	FRA2301	5
	Français 30-1	FRA3301	5
	Français 10-2	FRA1314	5
	Français 20-2	FRA2314	5
	Français 30-2	FRA3314	5
	French Language Arts 10-1	FLA1304	5
	French Language Arts 20-1	FLA2304	5
	French Language Arts 30-1	FLA3304	5
	French Language Arts 10-2	FLA1132	5
	French Language Arts 20-2	FLA2132	5
	French Language Arts 30-2	FLA3132	5
	French 10-3Y	FSL1093	5
	French 20-3Y	FSL2093	5
	French 30-3Y	FSL3093	5
	French 10-9Y	FSL1099	5
	French 20-9Y	FSL2099	5
	French 30-9Y	FSL3099	5
Unassigned Language Arts – see Section 5.5.4	ULA9998	Max 15	
<b>Social Studies</b>	Northern Studies 10/Études Nordiques 10	SST1193	5
	Social Studies 10-1 Études Sociales 10-1	SST1771	5
	Social Studies 20-1 Études Sociales 20-1	SST2771	5
	Social Studies 30-1 Études Sociales 30-1	SST3771	5



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<b>Grouping</b>	<b>Course name</b>	<b>Course Code/#</b>	<b># of Credits</b>
	Social Studies 10-2 Études Sociales 10-2	SST1772	5
	Social Studies 20-2 Études Sociales 20-2	SST2772	5
	Social Studies 30-2 Études Sociales 30-2	SST3772	5
<b>Mathematics</b>	Mathematics 10C /Mathématiques 10C	MAT1791	5
	Mathematics 10-3 /Mathématiques 10-3	MAT1793	5
	Mathematics 20-1 /Mathématiques 20-1	MAT2791	5
	Mathematics 20-2 /Mathématiques 20-2	MAT2792	5
	Mathematics 20-3 /Mathématiques 20-3	MAT2793	5
	Mathematics 30-1/Mathématiques 30-1	MAT3791	5
	Mathematics 30-2/Mathématiques 30-2	MAT3792	5
	Mathematics 30-3/Mathématiques 30-3	MAT3793	5
	Mathematics 31/ Mathématiques 31	MAT3211	5
<b>Sciences</b>	Science 10	SCN1270	5
	Biology 20/Biologie 20	SCN2231	5
	Biology 30/Biologie 30	SCN3230	5
	Chemistry 20/Chimie 20	SCN2796	5
	Chemistry 30/Chimie 30	SCN3796	5
	Experiential Science 10	SCN1289	5
	Experiential Science 20	SCN2289	5
	Experiential Science 30	SCN3289	5
	Physics 20/Physiques 20	SCN2797	5
	Physics 30/Physiques 30	SCN3797	5
<b>Fine Arts</b>	Art 10/Arts visuels 10	FNA1400	3, 4, 5
	Art 20/ Arts visuels 20	FNA2400	3, 4, 5
	Art 30/ Arts visuels 30	FNA3400	5
	Art 11	FNA1405	3, 4, 5
	Art 21	FNA2405	3, 4, 5
	Art 31	FNA3405	5
	Drama 10	FNA1410	3, 4, 5
	Drama 20	FNA2410	3, 5
	Drama 30	FNA3410	5
	Choral Music 10	FNA1420	3, 5
	Choral Music 20	FNA2420	3, 5
	Choral Music 30	FNA3420	5



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<b>Grouping</b>	<b>Course name</b>	<b>Course Code/#</b>	<b># of Credits</b>
	Instrumental Music 10/Musique instrumentale 10	FNA1425	3, 5
	Instrumental Music 20/ Musique instrumentale 20	FNA2425	3, 5
	Instrumental Music 30/ Musique instrumentale 30	FNA3425	5
	General Music 10	FNA1424	3, 5
	General Music 20	FNA2424	3, 5
	General Music 30	FNA3424	5
<b>Career &amp; Life Management</b>	Career & Life Management (CALM)/Carrière et vie	PED0770	3
	Career & Program Plan (CPP)	PED0769	1
	Community Service 20	LDC2417	1
<b>Physical Education</b>	Physical Education 10/Éducation physique10	PED1445	3, 4, 5
	Physical Education 20/Éducation physique 20	PED2445	3, 4, 5
	Physical Education 30/Éducation physique30	PED3445	3, 4, 5
<b>CTS</b>	See listings in Appendices A6 to A11 or at <a href="http://education.alberta.ca/teachers/program/cts/program-of-studies.aspx">http://education.alberta.ca/teachers/program/cts/program-of-studies.aspx</a>		
<b>Other / Elective (formerly Unspecified)</b>	Learning Strategies 15	LDC1146	3, 5
	Learning Strategies 25	LDC2146	3, 5
	Literacy 10	ELA1103	5
	Literacy 20	ELA2103	5
	Literacy 30	ELA3103	5
	Religious Studies 15	LDC1460	3, 4, 5
	Religious Studies 25	LDC2460	3, 4, 5
	Religious Studies 35	LDC3460	3, 4, 5
	Special Projects 10	OTH1999	1,2, 3, 4, 5
	Special Projects 20	OTH2999	1,2, 3, 4, 5
	Special Projects 30	OTH3999	1,2, 3, 4, 5
	Work Experience 15	OTH1998	1,2, 3, 4, 5
	Work Experience 25	OTH2998	1,2, 3, 4, 5
	Work Experience 35	OTH3998	1,2, 3, 4, 5



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### 6.2.1 Scheduling Course Codes

For scheduling purposes in PowerSchool, it may be necessary for schools to combine single credit courses such as CTS.

For these course codes, contact your DEC/DEA PowerSchool board lead.

## 6.3 Approved Locally Developed Courses

### 6.3.1 Beaufort Delta Divisional Education Council

Course name	Course Code	Credits
Land Claims and Boards	LDC1194	1
Exploring Our Culture	LDC1195	1
Recreational Leadership	LDC1810	1
Gwich'in 15	LDC1378	5
Gwich'in 25	LDC2378	3 or 5
Gwich'in 35	LDC3378	3 or 5
Inuvialuktun 15	LDC1379	5
Inuvialuktun 25	LDC2379	5
Inuvialuktun 35	LDC3379	5
Taimani 25	LDC2470	3
Gwich'in CS Our Land	LDC147	3
Gwich'in CS Geneology	LDC1472	1
Gwich'in CS Legends and Stories	LDC1473	1
Gwich'in CS Historic & Cultural Foundations	LDC2471	1
Gwich'in Comprehensive Land Claim Agreement	LDC2472	1

#### SNAP Access

Course name	Course Code	Credits
Number Operations / Measurement	LDC1971	2
Geometry	LDC1972	2
Ratios and Proportions	LDC1973	1
Nature of Energy and Matter	LDC1974	1
Heat and Temperature	LDC1975	1
Fluids	LDC1976	1
Mechanics	LDC1977	1
Machines	LDC1978	1



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### 6.3.2 Dehcho Divisional Education Council

Course name	Course Code	Credits
South Slavey 15	LDC1380	3 or 5
South Slavey 25	LDC2380	3 or 5
South Slavey 35	LDC3380	3 or 5
Drumming 15	LDC1428	5
Community Volunteer Fire-fighter Training Program 15	LDC1485	3

### 6.3.3 South Slave Divisional Education Council

Course name	Course Code	Credits
Aboriginal Art 15	LDC1401	5
Aboriginal Art 25	LDC2401	5
Cree 15	LDC1370	3 or 5
Cree 25	LDC2370	3 or 5
Cree 35	LDC3370	3 or 5
MAD About the Arts 15	LDC1430	5
MAD About the Arts 25	LDC2430	5
MAD About the Arts 35	LDC3430	5
Peer Counselling	LDC1483	3 or 5
Peer Tutoring	LDC1482	1
Trades Awareness 15a	LDC1845	1
Trades Awareness 15b	LDC1846	1
Trades Awareness 15c	LDC1847	1
Chipewyan 15	LDC1381	3 or 5
Chipewyan 25	LDC2381	3 or 5
Chipewyan 35	LDC3381	3 or 5

### 6.3.4 Tlicho Community Services Agency

Course name	Course Code	Credits
Tłı̄chǫ Drumming 15	LDC1428	3
Dogrib History 15	LDC1161	3
Gonawo K'e 15A (Trails of our Ancestors)	LDC1720	3 or 5
Gonawo K'e 15B	LDC1721	2 or 3
Gonawo K'e 25	LDC2720	3 or 5
Gonawo K'e 35	LDC3720	3 or 5



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Course name	Course Code	Credits
Tłıchq̓ Yati 15A	LDC1385	3
Tłıchq̓ Yati 15B	LDC1386	3 or 5
Tłıchq̓ Yati 25	LDC2385	5
Tłıchq̓ Yati 35	LDC3385	5
Trails of our Ancestors 15	LDC1192	3 or 5
Tłıchq̓ Beading and Embroidery 15	LDC1822	2
Tłıchq̓ Land Claim and Self-Government Agreement	LDC1290	3

### Tlıcho Trades and Technology Certificate Program

Course name	Course Code	Credits
NWT Mining Careers	LDC1001	1
Cultural Orientation	LDC1002	1
Workplace Essentials 1	LDC1003	1
Financial Management	LDC1004	1
Technology in the workplace	LDC1005	1
Healing Path/Wellness	LDC2001	1
Workplace Essentials 2	LDC2002	1
Prep for the Apprenticeship	LDC2003	1
Pre On-Site Orientation	LDC2004	1
Intro to the Mine Life Cycle	LDC2005	1
Mapping GIS/GPS	LDC2006	1
Environmental – Studies 1	LDC2007	1
Environmental – Studies 2	LDC2008	1
Environmental – Studies 3	LDC3001	1
Sampling and Analysis Techniques	LDC3002	1
Tlıcho Agreement/Careers and Invest Group	LDC3003	1
Intro Surface & Underground Mining	LDC3004	1
Intro NWT Geology & Prospecting	LDC3005	1



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### 6.3.5 Yellowknife Education District #1 (YK1)

Course name	Course Code	Credits
Yoga for Fitness 15	LDC1449	2 or 3
Post-Intensive French 15	LDC1510	5
Post-Intensive French 25	LDC2510	5

### 6.3.6 Yellowknife Public Denominational District Education Authority (YCS)

Course name	Course Code	Credits
Religion 15	LDC1460	3 or 5
Religion 25	LDC2460	3 or 5
Religion 35	LDC3460	3 or 5
Writing for Effect 15	LDC1110	3
Analysis of Rhetorical Texts 25	LDC2110	3
Creating Effective Rhetorical Essays 35	LDC3110	3
Leadership and Resiliency Program 15	LDC1811	5
Leadership and Resiliency Program 25	LDC2811	5
Leadership and Resiliency Program 35	LDC3811	5

### Amatrol Training System

Course name	Course Code	Credits
Automated Material Handling 1	ATS1010	1
Manufacturing Processes 1	ATS 1020	1
Electrical Systems 1	ATS 1030	1
Fluid Power Systems 1	ATS 1040	1
Mechanical Systems 1	ATS 1050	1
Quality Assurance/Fluid Power Systems 1	ATS 1000	1
Quality Assurance/Mechanical Systems 1	ATS 1001	1
Quality Assurance/Electrical Systems 1	ATS 1002	1
Quality Assurance/Thermal Systems 1	ATS 1003	1
Quality Assurance/Manufacturing Processes 1	ATS 1004	1
Quality Assurance/Automated Material Handling 1	ATS 1005	1
Design Processes/Fluid Power Systems 1	ATS 1100	1
Design Processes/Electrical Systems 1	ATS 1200	1



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<b>Course name</b>	<b>Course Code</b>	<b>Credits</b>
Design Processes/Automated Material Handling 1	ATS 1300	1
Design Processes/Mechanical Systems 1	ATS1400	1
Design Processes/Thermal Systems 1	ATS 1500	1
Design Processes/Manufacturing Processes 1	ATS 1600	1
Can Crusher Part A	ATS 1998	1
Can Crusher Part B	ATS 1999	1
Quality Assurance/Fluid Power Systems 2	ATS 2000	1
Quality Assurance/Mechanical Systems 2	ATS 2001	1
Quality Assurance/Electrical Systems 2	ATS 2002	1
Quality Assurance/Thermal Systems 2	ATS 2003	1
Quality Assurance/Manufacturing Processes 2	ATS 2004	1
Quality Assurance/Automated Material Handling 2	ATS 2005	1
Design Processes/Fluid Power Systems 2	ATS 2100	1
Design Processes/Mechanical Systems 2	ATS 2200	1
Design Processes/Electrical Systems 2	ATS 2300	1
Design Processes/Thermal Systems 2	ATS 2400	1
Design Processes/Manufacturing Processes 2	ATS 2500	1
Design Processes/Automated Material Handling 2	ATS 2600	1
Hovercraft Part A	LDC2998	1
Hovercraft Part B	ATS 2999	1
Automated Material Handling 2	ATS 3010	1
Manufacturing Processes 2	ATS 3020	1
Electrical Systems 2	ATS 3030	1
Fluid Power Systems 2	ATS 3040	1
Mechanical Systems 2	ATS 3050	1
Quality Assurance/Fluid Power Systems3	ATS 3000	1
Quality Assurance/Mechanical Systems 3	ATS 3001	1
Quality Assurance/Electrical Systems 3	ATS 3002	1
Quality Assurance/Thermal Systems 3	ATS 3003	1
Quality Assurance/Manufacturing Processes 3	ATS 3004	1
Quality Assurance/Automated Material Handling 3	ATS 3005	1
Design Processes/Fluid Power Systems 3	ATS 3100	1
Design Processes/Mechanical Systems 3	ATS 3200	1
Design Processes/Electrical Systems 3	ATS 3300	1
Design Processes/Thermal Systems 3	ATS 3400	1



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Course name	Course Code	Credits
Design Processes/Manufacturing Processes 3	ATS 3500	1
Design Processes/Automated Material Handling 3	ATS 3600	1
ATS Project A	ATS 3998	1
ATS Project B	ATS 3999	1

### 6.4 External Programs for Credit

Students may participate in out-of-school programs, often in the summer, that may lead to the awarding of high school credits. A number of these are discussed in this section. Often, but not always, these courses are found in the Career and Technology Studies or Fine Arts areas.

Students who participate in programs for which other jurisdictions grant credit, should document their activities through such methods as journals, logs, or photos. In consultation with school staff this documentation can be used to demonstrate student mastery of specific course outcomes from existing NWT authorized courses.

#### 6.4.1 Approved Army and Air Cadet Courses

The following cadet summer courses are approved for use in the NWT (revised May 2013):

CODE	COURSE	CREDITS
CDT1710	Military Band Basic Musician (MB-BMC)	3
CDT1711	Pipe Band Basic Musician (PB-BMC)	3
CDT1740	Basic Fitness and Sports (BFSC)	5
CDT1760	Basic Survival (BSC)	5
CDT1770	Basic Aviation (BAC)	5
CDT1810	Military Band Basic Musician Army	3
CDT1811	Pipe Band Basic Musician Army	3
CDT1812	Basic Drill and Ceremonial	3
CDT1820	Basic Marksmanship	5
CDT1840	Basic Fitness and Sport Army	3



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<b>CODE</b>	<b>COURSE</b>	<b>CREDITS</b>
CDT1860	Basic Expedition Army	3
CDT2710	Military Band Intermediate Musician (MB-IMC)	3
CDT2711	Pipe Band Intermediate Musician (MB-IMC)	3
CDT2712	Basic Drill and Ceremonial (BDCC)	3
CDT2740	Fitness and Sport Instructor (FSIC)	5
CDT2760	Survival Instructor Course (SIC)	5
CDT2791	Oshkosh Trip (OT)	3
CDT2810	Military Band Intermediate Musician Army	5
CDT2811	Pipe Band Intermediate Musician Army	5
CDT2812	Drill & Ceremonial Instructor	5
CDT2821	Air Rifle Marksmanship Instructor	5
CDT2823	Fullbore Marksmanship Phase I	5
CDT2840	Leadership and Challenge	5
CDT2841	Fitness and Sport Instructor Army	5
CDT2861	Expedition Instructor	5
CDT3710	Military Band Advanced Musician (MB-AMC)	5
CDT3711	Pipe Band Advanced Musician (PB-AMC)	5
CDT3712	Drill and Ceremonial Instructor (DCIC)	5
CDT3721	Air Rifle Marksmanship Instructor (ARMIC)	5
CDT3770	Advanced Aviation Technology – Aircraft Maintenance (AATC-AM)	5
CDT3771	Glider Pilot Scholarship (GPS)	5
CDT3772	Advanced Aviation Technology – Airport Operation (AATC-AO)	5
CDT3773	Power Pilot Scholarship (PPS)	5
CDT3774	Advanced Aviation (AAC)	3
CDT3775	Advanced Aerospace (AASC)	5
CDT3776	Basic Aviation Technology and Aerospace (BATAAC)	



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CODE	COURSE	CREDITS
CDT3790	International Air Cadet Exchange (IACE)	3
CDT3810	Military Band Advanced Musician Army	5
CDT3811	Pipe Band Advanced Musician Army	5
CDT3823	Fullbore Marksmanship Phase II	5
CDT3825	National Army Cadet Rifle Team	5
CDT3850	Army Cadet Parachute Course	5
CDT3860	Senior Expedition	5
CDT3890	Outward Bound Wales Intl Exch	5
CDT3891	Maple Leaf Intl Exchange	3
CDT3892	Outward Bound Scotland Intl Exch	3
CDT3893	F.R. of Germany Intl Exch	3
CDT3895	International Army Cadet Exchange	3

**Notes on Air and Army Cadet Course codes:** All Air and Army Cadet courses will include the prefix CDT, followed by a four digit number.

The first digit, as with all other courses indicates the grade level (1 for grade 10, 2 for grade 11, 3 for grade 12).

The second digit is 7 for Air Cadet courses, and 8 for Army Cadet courses.

The third digit will indicate the general subject area:

- |                        |                              |
|------------------------|------------------------------|
| 0 – leadership         | 5 – parachute                |
| 1 – music              | 6 – survival and expeditions |
| 2 – marksmanship       | 7 – flying and aeronautics   |
| 3 – stores             | 9 – exchanges.               |
| 4 – physical education |                              |

#### Applying for Credit

To receive credit for a course a student must present to the Principal, the original cadet’s “Course Report.” Each cadet and Commanding Officer of the home unit receives a course report at the end of summer training. Upon completion of the course



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an overall pass or fail will be indicated on the course report. A passing mark entitles the student to the approved number of credits for the course. The successful completion of the course is recorded as a “P”, along with the course code and title when reporting to student records at the next reporting period. If you have any questions regarding reporting procedures, please contact the Student Records, ECE, Yellowknife at (867) 767-9353 ext. 71271. **Some restrictions apply to Cadet course credits which count towards graduation. A maximum of 15 credits can be applied to the graduation requirements. A student can submit as many courses as they have completed but only 15 credits will apply towards graduation.**

### Verification

If you require additional information or verification the Commanding Officer of the unit can provide you with confirmation of the course report. Confirmation can also be provided by Regional Cadet Support Unit (Northern at 867-873-0700 ext. 6757).

### 6.4.2 Duke of Edinburgh’s Award, Youth Challenge

The Duke of Edinburgh’s Award program was founded in 1956 by His Royal Highness, the Prince Phillip, Duke of Edinburgh, and came to Canada in 1963. It encourages youth to be active, participate in new activities, and pursue interests in four areas: community service, personal skill development, physical recreation, and adventure journeys. The goals of this program are to provide a venue for personal discovery and growth, self-reliance, perseverance, responsibility and service to community.

The Duke of Edinburgh’s Award Young Canadians Challenge is programs open to all youth ages 14 to 25. In the NWT students can register and take part in the program for free. Any student or faculty member can contact the D of E coordinator directly and ask to register. Once registered the student will receive a booklet outlining the program and tasks they must complete in order to fulfill the programs’ objectives. There are three levels Bronze, Silver and Gold. Each level has a specific set of objectives and challenges that can be done anywhere in the world. Participation is totally student driven, yet in many communities there are adult leaders who act as guides to assist the student Adult leadership training is also free and the D of E coordinator can provide information on this training.

**To find out more about this program and how to register your students contact:**

The Duke of Edinburgh’s Award Youth Canadian Challenge, Division Office,  
Suite #111, 4515 Bow Trail SW,  
Calgary, AB,  
T3C 2G3



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Phone: 403-237-7476 or 1-800-668-3853

Website: [www.dukeofed.org](http://www.dukeofed.org).

Students completing this program will be eligible for 5 credits for each respective course.

- for bronze DOE1438
- for silver DOE2438
- for gold DOE3438

In order for a student to be awarded D or E credits, the student must submit their completed program booklet to the D or E coordinator, who will sign off the booklet and confirm the student has completed the program and has been awarded the medal. The student can then present the letter of completion to the school principal who will submit the course completion to student records.

### 6.4.3 French Bursary/French Language and Culture Program

Explore and Destination Clic are two summer programs offered by the Council of Ministers of Education, Canada (CMEC) for five weeks during which students discover another region of Canada and use this opportunity to improve their knowledge of French. Tuition fees, instructional materials, meals and accommodations are paid by the CMEC. **Explore** and **Destination Clic** offer courses adapted to the level of the students' abilities (as well as many activities allowing them to meet with others from across the country who share a desire to improve their second language proficiency.

To be eligible to apply, the student must

- Be a Canadian citizen or permanent resident
- Have completed Grade 11, or be at the postsecondary level by the time the courses begin; and
- Have been a full-time student for at least one semester during current school year.

For more information, visit [www.myexplore.ca](http://www.myexplore.ca) or [www.destinationclic.ca](http://www.destinationclic.ca).

### 6.4.4 Music – Private Study

When a student requests music credits for private study, a principal may grant 5 credits for each of Choral Music 10 or Instrumental Music 10, Choral Music 20 or Instrumental Music 20, Choral Music 30 or Instrumental Music 30.

Credits for work in private music study may be applied to courses in advance of the student's current grade level. For example, a grade 10 student who has completed the



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Royal Conservatory of Toronto piano Grade 8 plus Theory II may receive credit for FNA3425.

**NOTE:**

Principals shall award music credits only on the basis of official transcripts as issued by the Western Board of Music, the Royal Conservatory of Toronto, or Mount Royal College, Calgary, or submitted by the student. Diplomas, photocopies of diplomas, or photocopies of transcripts are themselves insufficient for evaluation purposes.

#### Western Board of Music

	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
Singing (1)	Grade 6 + Theory II <b>FNA1420</b>	Grade 7+ Theory III <b>FNA2420</b>	Grade 8 + Theory IV <b>FNA3420</b>
Electronic Organ, Pipe Organ, Organ	Grade 6 + Theory II <b>FNA1425</b>	Grade 7 + Theory III <b>FNA2425</b>	Grade 8 + Theory IV <b>FNA3425</b>
Piano, Strings (2)	Grade 6 + Theory II <b>FNA1425</b>	Grade 7 + Theory III <b>FNA2425</b>	Grade 8 + Theory IV <b>FNA3425</b>
Woodwind, (3), Brass, (4), Percussion, Recorder	Grade 3 + Theory II <b>FNA1425</b>	Grade 5 + Theory III <b>FNA2425</b>	Grade 7 + Theory IV <b>FNA3425</b>

#### Royal Conservatory of Toronto

	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
Singing (1)	Grade 6 + Theory I <b>FNA1420</b>	Grade 7 + Theory II <b>FNA2420</b>	Grade 8+ Theory II <b>FNA3420</b>
Piano, Strings, (2) Accordion, Guitar	Grade 6 + Theory I <b>FNA1425</b>	Grade 7 + Theory II <b>FNA2425</b>	Grade 8+ Theory II <b>FNA3425</b>
Woodwind, (3), Brass (4), Percussion, Recorder	Grade 4 + Theory I <b>FNA1425</b>	Grade 6 + Theory II <b>FNA2425</b>	Grade 8+ Theory II <b>FNA3425</b>



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### Mount Royal College, Calgary

	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
Singing (1)	Grade 4+ Theory I <b>FNA1420</b>	Grade 6 + Theory II <b>FNA2420</b>	Grade 8+ Theory II <b>FNA3420</b>
Piano, Strings, (2) Accordion, Guitar	Grade 6 + Theory I <b>FNA1425</b>	Grade 7 + Theory II <b>FNA2425</b>	Grade 8+ Theory II <b>FNA3425</b>
Woodwind, (3), Brass (4), Percussion, Recorder	Grade 4 + Theory I <b>FNA1425</b>	Grade 6 + Theory II <b>FNA2425</b>	Grade 8+ Theory II <b>FNA3425</b>

1. All singing courses count as Choral Music 10-20-30 respectively for secondary school credits.
2. Strings include violin, viola, violoncello and double bass only.
3. Woodwind includes flute, oboe, bassoon, clarinet and saxophone only.
4. Brass includes trumpet, horn (French horn), trombone, euphonium and tuba only.

#### 6.4.5 Northern Youth Abroad

Northern Youth Abroad (NYA) enables youth aged 15 to 22 living in the Northwest Territories and Nunavut, to acquire employment skills and training, hands on work experience, and high school credits through a cross cultural work and learning experience in southern Canada and abroad.

Northern Youth Abroad seeks to foster cross-cultural awareness, individual career goals, and global citizenship in the youth of the North by providing life-changing experiential education experiences that promote leadership development, healthy self-confidence and self-esteem. NYA offers three ten month programs– the Canadian Program, the International Program and NYA Next– each providing a combination of instruction offered in the participant’s home community, and in a host community either in Southern Canada, or internationally.

#### Application Process

Any youth living in the Northwest Territories between the ages of 15-20 is eligible to apply for the NYA Canadian Program. Application to the International Program and NYA Next is only available to graduates of the NYA Canadian Program, and is for youth aged



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16-22. Applications are available each October through schools, recreation coordinators, and at [www.nya.ca](http://www.nya.ca). Applicants are required to complete a written application, provide two referrals, and participate in a phone interview.

### Contact information:

Rebecca Bisson  
Executive Director  
1-866-212-2307  
[rebecca@nya.ca](mailto:rebecca@nya.ca)  
[www.nya.ca](http://www.nya.ca)

### Possible Credits

Participants are eligible to receive the following credits through participation in NYA;

**Work Experience Credits (NYA3001 and NYA3011)** are available for 1 to 5 credits each. A credit is considered to consist of 25 hours of work.

### Canadian Program:

Code	Course	Credits
NYA1001	Program Preparation I	1
NYA2001	Orientation I	1
NYA2011	Personal Growth and Independent Living I	1
NYA3001	Volunteer Work Practicum (Southern Canada)	1 to 5
NYA2021	Re-Orientation and Follow-up I	1

### International Program

Code	Course	Credits
NYA1011	Program Preparation and Research II	1
NYA2031	Orientation II	1
NYA2041	Personal Growth and Independent Living II	1
NYA3011	International Volunteer Work Practicum	1 to 5
NYA2051	Re-Orientation and Follow-up II	1



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### 6.4.6 Canadian Military Training

High School credits are available to students who complete Canadian Forces training programs. Students wishing to apply for these credits must present their Canadian Forces course report to the school principal, who can then forward the awarded credits to Student Records. **A maximum of 15 credits can be applied to the graduation requirements. A student can submit as many courses as they have completed but only 15 credits will apply towards graduation.**

Students completing the Canadian Forces Reserve Basic Military Qualifications (BMQ) Program may receive credit for the following courses:

WLD2070: Hunting and Game Management Practice – 1 credit

HCS2020: First Aid/CPR with AED – 1 credit

HCS3000: Workplace Safety Systems – 1 credit

HCS3010: Workplace Safety Practices – 1 credit

HSS3090: Governance and Leadership – 1 credit

*Principals are asked to waive the prerequisite course of WLD1070: Hunting and Game Management Theory to allow students to receive credit for WLD2070: Hunting and Game Management Practice.*

**OR**

#### **BMQ1700 Basic Military Qualifications - 5 credits**

Students completing the Canadian Forces Reserve DP1 – Infantry Programs may receive the following credit(s):

**MIL3000 – 5 credits – DP1 – Infantry – Module 1**

**MIL3001 – 5 credits – DP1 – Infantry – Module 2**

### 6.4.7 Professional Association of Diving Instructors (PADI) Diving Certification

**Students who complete the PADI Diver Level 2 – Autonomous Diver (ISO 24801-2) – Open Water Diver, are eligible to receive 1 credit for LDC1435.**

### 6.4.8 Tundra Science and Culture Camp

Tundra Science and Culture Camp is a summer outdoor environmental education program for high school students and teachers of the NWT. The program includes an orientation in Yellowknife and ten days at the department of Environment and Natural



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Resources' Tundra Ecosystem Research Station (TERS) at Daring Lake. The Tundra Science Camp has been in operation since 1985.

### **Tundra Science and Culture Camp**

Tundra Science and Culture Camp (TSCC) is a summer outdoor environmental education program for high school students and teachers in the Northwest Territories (NWT). The program runs from July - August at Daring Lake. Students work closely with a variety of instructors including scientists, environmental educators, on-site researchers and Tlicho elders. The focus is on learning about the land from both scientific and aboriginal perspectives.

At the TSCC, students learn about field research methods in wildlife biology, geology, archaeology, aquatic ecology, traditional knowledge, and the Tlicho language. Students also learn about decision-making and resource management using real-life examples in this diamond mining region.

### **Participants**

Up to sixteen high school students and three teachers are accepted at Tundra Science and Culture Camp annually. Preference is given to students who have completed Science 10 or the equivalent. Selection criteria includes a recommendation from the school liaison.

### **French Programming**

According to an agreement between Environment and Natural Resources (ENR) and the Commission scolaire francophone des Territoires du Nord-Ouest (CSFTNO), ENR promotes a “French milieu” camp every 3rd year. This means there are six spaces reserved for francophone or French immersion applicants in 2016. However, this does not prevent English-only speakers from attending. Instruction will be given in English, as that is the capacity of most of our instructors. However, a critical mass of French-speaking students may foster more conversation in French, and instructors will focus on sharing French vocabulary in addition to Tlicho language learning.

### **Cost**

TSCC is subsidized by grants and contributions from the Government of the Northwest Territories Departments of Environment and Natural Resources (ENR), and Education, Culture and Employment (ECE), the NWT Geoscience Office, participating school boards and Aboriginal governments.

Each student must fundraise \$300 to attend. This fee pays for a small portion of the cost of the program, including return air transportation from Yellowknife to Daring Lake, all



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meals, and accommodation. Payment is due upon confirmation of acceptance to the program.

### How to apply

Student application forms are distributed to participating high schools and are available online in early April. Completed forms are submitted to the school and the school recommends applicants to the program coordinators by mid-May. Accepted participants are notified by early June when more information on the camp is provided.

More information on the Tundra Science Camp is available at <http://www.enr.gov.nt.ca/programs/tundra-science-and-culture-camp>. This includes application and contact information.

*Information on applicable credits will be available at a later date.*

### 6.4.9 Yellowknife Fire Division: Cadet Firefighter Certificate Program

Students completing the Yellowknife Fire Division *Cadet Firefighter Certificate Program* may receive high school credits.

#### Beginning in August 2014:

YFD3000 – 5 credits – Cadet Firefighter Certificate Program Phase 1

#### Beginning in August 2015:

YFD3001 – 5 credits – Cadet Firefighter Certificate Program Phase 2

Students wishing to apply for these credits must present an official course report to the school principal, who can then forward the awarded credits to Student Records. A mark of “P” indicating “pass” will be assigned to the student’s transcript.

## 6.5 Dual Credits

Dual credits is a process through which students may earn senior high credits for completion of specific post-secondary courses. High school credits may be available to students attending a program at a recognized post-secondary institution. Such arrangements should be made in advance between ECE, the post-secondary institution, and the high school the student attends.

Currently in the NWT there is one opportunity for students to receive dual credits through cooperation with Aurora College. Upon successful completion of *Introduction to Early Childhood* (016-112) students may also receive three (3) grade 12 level credits for Introduction to Early Childhood (course code DCAC16112). Additional dual credit



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opportunities are in active discussion between Aurora College and the Department of Education, Culture and Employment.