



Access International College

School Course Calendar

2025 - 2026



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Note: Courses that appear in the course calendar are current for this year only. Portions of this document may be reproduced with acknowledgement of the source.

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PRESIDENT'S MESSAGE

I would like to take this opportunity to welcome you to Access International College and invite you to explore our programs and services. Alberta has a world-class education system and is an excellent and attractive location for the rapidly growing international educational market. Access International College, with its fifteen years of successful experience in education management, has consistently provided high quality education for its students. We are dedicated to fostering the academic dreams of international students and Access is committed to helping our students succeed in the competitive global labour market.

Presently, we offer secondary school and university preparatory programs. Each student will be given a personalized academic study plan tailored to his or her academic goals and focused towards the local labour market. Graduates from the secondary school and university preparatory programs will find they are well equipped to begin their post-secondary education at their choice of university or college.

Our mission is to help all our students reach their full potential. We want to equip our students with the knowledge, skills and values that they will need to become responsible and successful members in the competitive global economy.

I encourage all our students to take full advantage of the opportunities at Access International College and we look forward to having a great academic year!

Our students' success is our success !

Sincerely,

Chris Gee
President of Access International College



PRINCIPAL'S MESSAGE

The staff of Access International College and I would like to take this opportunity to extend a warm welcome to all new and returning students.

Providing our students with a safe and nurturing learning environment is of utmost importance to us at Access, and we continue to hold firm to our belief that "Our student's success is our success".

Access International College will be offering Alberta credit courses and providing university preparatory courses as well. All classes are taught by Alberta certified teachers who are effective and experienced. The solid education that you will receive at Access will help you to fulfill your dreams towards a higher education. Due to the high standards of the Alberta credit courses in our school, students who have completed these courses will be eligible to pursue their post secondary education in universities or colleges of their choosing.

We hope you will have a successful year here at Access International College.

Sincerely,

Tim Buehner

Principal of Access International College



DAILY & WEEKLY CLASS SCHEDULE FOR GRADE 7 TO 9

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:10 -10:30	1	3	2	4	1
10:30-11:50	2	4	5	3	2
11:50-12:50	Lunch	Lunch	Lunch	Lunch	Lunch
12:50-2:10	3	1	4	5	3
2:10-3:30	5	2	5	1	4

Note: All periods are 80 minutes in length. Periods are rotated in order to avoid any class consistently being the first or the last in the day. Each student's daily schedule will be same covering all five major subjects according to the course and program as specified by Alberta Education for Junior High School for PAT Preparation.

Minimum number of hrs per year for all courses in junior high school program = 950 hrs

Based on 183 instructional days as per our school Calendar, 320 mins of classes per day totals up to $320 \times 183 = 58560$ mins per year which is 976 hrs per year

DAILY & WEEKLY CLASS SCHEDULE FOR GRADE 10 -12

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00 -10:25	1	3	2	4	1
10:25-11:50	2	4	5	3	2
11:50-12:40	Lunch	Lunch	Lunch	Lunch	Lunch
12:40-2:05	3	1	4	5	3
2:05-3:30	5	2	5	1	4

Note: All periods are 85 minutes in length. Periods are rotated in order to avoid any class consistently being the first or the last in the day. Each student's daily schedule will be personalized according to the high school program and choices of the 5 core subjects in which they are enrolled.

Minimum number of hrs per year for all courses in senior high school program = 1000 hrs

Based on 183 instructional days as per our school Calendar, 340 mins of classes per day totals up to $340 \times 183 = 62220$ mins per year which is 1037 hrs per year

SCHOOL YEAR CALENDER FOR 2025- 2026

First day of classes for all students is Tuesday, September 2, 2025

The last day of Classes for is Friday, June 26, 2026.

Monday	September 1	Labour Day
Tuesday	September 2	First day of school
Tuesday	September 30	National Day
Monday	October 13	Thanksgiving Day
Tuesday	November 11	Remembrance Day
Friday	December 19	Last Day of Classes - Winter Break
Monday	January 5	Classes Resume
Monday	February 16	Alberta Family Day
Thursday	March 19	Last Day of Classes – Spring Break
Monday	March 30	Classes Resume
Friday	April 3	Good Friday
Monday	May 18	Victoria Day
Friday	June 26	Last day of School for Students



School Monthly Calendar

September/October 2025

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1 Labour Day	2 First Day	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30 National Day					
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
		1	2	3	4	5
6	7	8	9	10	11	12
13 Thanksgiving	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

School Monthly Calendar

November/December 2025

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
					1	2
3	4	5	6	7	8	9
10	11 Remembrance	12	13	14	15	16
17	18	19	22	21	22	23
24	25	26	27	28	29	30
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19 Last day	20	21
22	23	24	25	26	27	28
29	30	31				

School Monthly Calendar

January/February 2026

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
			1 New Years	2	3	4
5 First Day	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16 Alberta Family Day	17	18	19	20	21	22
23	24	25	26	27	28	

School Monthly Calendar

March/April 2026

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19 Last Day	20	21	22
23	24	25	26	27	28	29
30 First Day	31					
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
		1	2	3 Good Friday	4	5
7	8	9	10	11	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

School Monthly Calendar

May/June 2026

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18 Victoria Day	19	20	21	22	23	24
25	26	27	28	29	30	31
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26 Last day	27	28
29	30					

School Monthly Calendar

July/August 2026

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

SCHOOL PHILOSOPHY AND OBJECTIVES

Our mission is to enable our students to:

- Comprehend rigorous content with ease through effective learning techniques
- Pursue and acquire productive employment in a competitive global economy
- Demonstrate effective communication, problem solving, interpersonal, information gathering, and leadership skills
- Understand the unique diversity of religion, culture, race, gender, age and the importance of a strong commitment to equal education opportunity

The supportive climate at Access is created by the stimulating and challenging academic environment, as well as the safe, healthy and attractive surroundings. Just as the classroom creates an atmosphere of learning, so does the positive outlook of the teachers, who are here to assist and encourage our students. Please do not hesitate to ask for assistance from any of the school staff, we are more than willing to help you.

Our students can expect a supportive climate and a staff that models and encourages excellence. Upon graduation, our students will be responsible lifelong learners able to meet the challenges of a rapidly changing world. The staff at Access International College achieves excellence by doing our personal best. The school objectives are developed as part of the school's Success Planning process. They are evaluated and refined each year in order to ensure that the work we do at Access International College is continually moving towards achieving the goals mandated by the philosophy of our school.



STUDENT SERVICES

Counselling Services

Counselling services play a central role in assisting students with the selection of school programs so that courses are chosen wisely in order that many post-secondary education and career possibilities remain open.

Individual counselling interviews provide the student with an opportunity to discuss matters of concern with the Guidance Counsellor. Students are encouraged to request an appointment with the Guidance Counsellor whenever they feel it would be helpful. Consultations regarding course selection, post-secondary education and career planning, as well as concerns of a personal nature, may be addressed during the appointments.

The Principal and Guidance Counsellor welcome interviews with parents. Parents may arrange an appointment by telephoning 403-455-3033. If for any reason a student or parent can not make his or her appointment at the scheduled time, he or she should notify the school immediately so that the time may be given to another student.

Seminars on Post-Secondary Education Opportunities

Admission requirements, applications procedures, deadlines, financial assistance, educational planning literature, etc. will be available to senior students. Announcements about these seminars will be made during the regular announcement times. Students are encouraged to see the Guidance Counsellor regularly for effective planning.



A SAFE LEARNING ENVIRONMENT

Safe School Community

Access International College is a safe, nurturing, positive and respectful learning environment that enables all students to succeed and reach their full potential. Our school is a place that promotes peaceful problem solving, academic excellence and a sense of belonging for all students. Students are expected to demonstrate respect for human rights, social justice and promote the values they need to become responsible members of society.

ACADEMIC HONESTY

Students are to be honest in their work. Borrowing words, ideas, designs, artistic creations or computer data by copying directly or by slightly rearranging them without giving credit to the original source or sources is a form of plagiarism. It is neither acceptable nor allowed. If cheating is discovered in students' work, a mark of ZERO will be assigned and the student may be suspended.

THEFT-Software programs are the property of the developers and are only to be used by them and their licenses. Thus any unauthorized copying without the appropriate license is unlawful. This includes copying or altering other students' work, diskettes or work spaces without their permission.

HARDWARE- **ADDING** or **DELETING** or **CHANGING** any software or programs without the permission of the teacher is strictly forbidden. This includes placing or altering any messages on the computer system. Any entry into software or work spaces without the permission of the teacher is prohibited. Thus, any unauthorized game downloading or playing on school computers is forbidden. Any hardware malfunctions should be reported to the teacher. Repairs are to be made only by appropriate personnel.



SCHOOL POLICIES

Code of Conduct

Access International College will not tolerate any behaviour that jeopardizes the emotional well-being or physical safety of members of the school community.

Access International College has a set Code of Conduct Policy and specifies the mandatory consequences for student actions that do not comply with these standards. The intent of the Code is to create a safe learning environment that promotes “responsibility, respect, civility and academic excellence”. The standards of behaviour apply not only to students, but also to all individuals involved with the school – parents/guardians, volunteers, teachers and other staff members – whether they are on school property, on school buses or at school-authorized events or activities.

At the same time, the decision to discipline a student is a serious matter and will not be imposed lightly. The mitigating circumstances set out when expulsion and suspension is not mandatory give school administrators needed flexibility to exercise appropriate discretion to ensure that fairness and common sense are used in applying consequences. In addition, the principal has the authority to consider the student’s history and other appropriate circumstances when determining the type and duration of a suspension or expulsion.

Preamble

This statement and code of conduct policy applies to all members of the school community – including students, teachers, administrators, any category of staff, practicum supervisors, examiners, and volunteers. This statement and policy applies in all situations where the persons are acting in their college capacities, whether or not on Access’ property. It also applies to visitors or any other persons on the campus and to persons with whom Access contracts for services.



Mission Statement

Access International College is a place for learning. Access seeks to create and maintain a positive and productive learning and working environment. Learning means the acquiring of knowledge, skills and attitude.

A healthy environment includes:

- Respect for the dignity of all individuals
- Fair and equal treatment of all persons
- Personal integrity and trustworthiness
- Respect for academic freedom
- Free inquiry and debate
- To respect, appreciate, and encourage diversity
- Care and concern for the community

Code of Conduct Policy

Access International College supports the Safe School Policy. A safe and secure environment for all who enter Access International College is important to us.

- Harassment and physical, verbal (oral or written), sexual or psychological abuse; bullying; or discrimination on the basis of race, faith, gender, socio-economic status, ability, age, sexual orientation, or any other attribute is unacceptable and will not be tolerated.
Must demonstrate commitment to the learning process by coming to class prepared to learn and contribute to a positive and orderly learning environment.
- Students must practice honesty and integrity by not participating in or encouraging plagiarism.
Misrepresentation of original work, lying, cheating, theft of

□ Students

evaluation instruments, and use of unauthorized aids or false representation of identity is not permitted. shall conduct themselves in a responsible manner and be respectful, courteous and considerate of others.

- Students will not have in possession weapons, replica weapons, laser pens, sharp objects on school property. All cellular phones and electronic pagers must be turned off during classes, otherwise they will be confiscated.
- Students shall not use, have in possession, or be under the influence of alcohol or drugs on school property.
- Students must not wear or use any apparel, accessory or symbol that has been identified as posing either a threat to the safety/well being of the wearer, those around them or that interferes with learning. Inappropriate apparel includes, but is not restricted to, logos with sayings and pictures that address/display: sexual content, substance abuse, violence, profanity, and inappropriate references to nationality, race or gender. Hats or other forms of head cover are not to be worn except for religious reasons.
- Students shall not invite visitors to the school (other than parents/legal guardians) unless permission is given prior to the expected arrival by the administration of the school shall not smoke on school property, which includes the buildings and surrounding land.
- Respect for school property must be shown at all times.
- Students who are not under the direct supervision of a staff member after classes and for the day should vacate the building as soon as possible.



□ Students

- When using electronic resources, students must demonstrate appropriate on-line conduct and refrain from improper or unethical use of technology, including computer hacking. Internet use for any purpose, which is contrary to the intent of the school's Code of Conduct, is strictly prohibited. This includes all forms of violence, threats and harassment directed at the staff, students or school. This applies to school, work and home Internet use. Must demonstrate respect for the Trespass to Property Act and the Access to School Premises Regulation 474/00 by visiting other schools for school related and authorized purpose only.
- The Code and Statement of Conduct applies when visiting other schools for school authorized events. This includes co-curricular activities and field trips and may be applied to any other activities associated with the school.
- According to the Safe School Act, Bill 81, it is mandatory that a student be suspended from his or her school and from engaging in all school-related activities if the student commits any of the following infractions while he or she is at school or is engaged in a school-related activity:
 1. Uttering a threat to inflict serious bodily harm on another person.
 2. Possessing alcohol or illegal drugs.
 3. Being under the influence of alcohol.
 4. Swearing at a teacher or another person in a position of authority.
 5. Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school.
 6. Engaging in another activity that, under a policy of the board, is one for which a suspension is mandatory.

- The minimum duration of a mandatory suspension is one school day and the maximum duration is 20 days. It is mandatory that a student be expelled if the student commits any of the following infractions while he or she is at school or is engaged in a school related activity:
 1. Possessing a weapon, including possessing a firearm
 2. Using a weapon to cause or to threaten bodily harm to another person
 3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
 4. Committing sexual assault
 5. Trafficking in weapons or illegal drugs
 6. Committing robbery
 7. Giving alcohol to a minor

Online Conduct

Access International College provides computers and connections for the use of students and staff for educational purposes. All of the rules of Access apply when using its computers and connections. This On-Line Conduct applies specifically to the use of computers and connections provided by Access. Access has the right to monitor the use of all of its computers and connections.

Personal Online Safety

- Never give information out on the network that someone could use to find you in person.
- Never give out information about anyone else unless you have their permission and you know that the information will not be used to harm them.
- Never share your personal password with anyone.
- Do not try to impersonate someone else or use another person's account on the network.
- If a message, a picture or anything else you see on the computer makes you uncomfortable, tell your teacher immediately.



Unacceptable Online Sites and Materials

Access computers are not to be used for any purpose that is illegal, pornographic, hateful, threatening to others, or is obviously offensive to an individual or group.

Online User Guidelines

- Be considerate to others who use the computer lab. Limit your use of the computers and connections to a reasonable extent of time.
- Report any damage to the system that happens by accident or on purpose.
- Scan all files for viruses before transferring or sharing with others.

Actions NOT Allowed Online

- Transfer of computer viruses or other material that might harm the computers or network.
- Damage to any of the equipment.
- Opening a computer, connecting or disconnecting any devices or trying to repair equipment without permission.
- Copying or borrowing files or information and presenting it as your own original work.

Consequences of Online Misuse

Misuse of computers or connections could cause the offender to be disciplined and could include legal or police action.

On-Line Publishing

All web pages hosted or paid for by Access International College are the property of Access. The Principal of Access International College must approve all advertising on college sites.

No information is to be published that could lead to strangers gaining

access to Access students without authorization.



Access International College – A Semester Based School

At Access International College the school year is divided into two main terms:

- Fall Term (September to January) – Students take 4 to 5 courses
- Winter Term (February to June) – Students take another 4 to 5 courses

Student Evaluations

Access International College has in place a comprehensive student evaluation policy. The objectives of the policy are:

- To assess the degree to which students achieve the objectives established for each course.
- To provide indicators for teachers to evaluate their effectiveness.
- To establish, where necessary, the need for re-teaching.
- To encourage and motivate students.
- To provide necessary feedback to students regarding their progress in each course.
- To provide the basis for fair, objective reporting to students and parents.
- To give direction and reinforcement to key curriculum units and topics.
To help identify the learning needs of individual students.

Frequent and prompt progress feedback to students and parents is an important part of this policy. Six report cards are issued for English courses and four report cards are issued each year, at the midpoint and end of each semester.

Formal summative assessments occur according to the Access International College Policy at the end of each term. The final mark for each course is determined according to the same policy and the specific percentage on the course information sheet. If a student misses an examination because of

illness or approved absence, the final mark will be an estimate based on their term mark; otherwise the mark for that formal summative assessment will be zero.

The term mark is developed based on the results of class participation, assignments, tests, essays, completion of homework, attendance, punctuality, projects, skill development and other assessment indicators. Students who have questions about a mark are encouraged to speak to their teachers. An appeal to the Principal is always an option. Evaluation procedures vary in order to meet the needs of individual students and courses taking into consideration the varying degrees of difficulty and different learning environments.

Course Changes and Transfers

The school's Guidance Counsellor will address all inquiries and requests for course/class changes and transfers. Students should make and appointment to see their Guidance Counsellor if they are thinking of making course changes or have questions regarding this subject.

Regular Attendance is Important!

The attendance policies at Access International College recognize the need for students to attend school and all classes on a regular basis in order to derive the maximum benefit from the instructional programs. When the processes and content of learning are disrupted by irregular attendance, both the individual student and his/her classmates suffer a loss of experience that cannot be entirely regained. Students who do not attend classes regularly will find that academic performance declines because their participation and achievement cannot be fully assessed. Since attendance and participation are necessary elements of the learning process, students who do not attend class regularly will normally fail to achieve credit for that course and may be withdrawn from the course.

Severe Weather Conditions

Occasionally, severe weather conditions may require the closing of the school. This may occur before the beginning of the school day or, if conditions become severe, during the school day. Students and parents/guardians should familiarize themselves with the procedures and communication plan

to ensure everyone's safety. The decision to close the school due to severe weather conditions is made by the Principal and students will be notified as soon as possible.

Health Policy

All students are encouraged to practice healthy living and avoid contracting disease or befalling injury. If a student falls ill with a communicable disease, it would be wise for the student to stay at home if their condition is severe. For students living in the residences, a student who falls sick with a communicable disease is advised to use their discretion and try to stay away from others in cases of severe illness. If a student is injured, they shall report to the nearest staff and if necessary will be taken to receive medical attention.

Policy of Custodianship

Students under the age of 18 living with their relatives are under their relative's custodianship. Students under the age of 18 year old living in the residences are under the custodianship of a guardian. The custodian(s) are legally responsible for the well being of the student while they are living away from their parents.



THE CREDIT SYSTEM

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. For the purpose of granting a credit, “scheduled time” is defined as the time during which students participate in planned learning activities (other than homework) designed to lead to the achievement of the curriculum expectations of a course. A credit is granted to a student by the principal of a secondary school on behalf of the Minister of Education.

Alberta High School Diploma Graduation Requirements:

The requirements indicated in this calendar are the minimum requirements for a student to attain an Alberta High School Diploma. The requirements for entry into post-secondary institutions and workplaces may require additional and specific courses.

100 Credits Including the Following:

- English Language Arts-30 Level (English Language Arts30-1, 30-2, or 33)
- Social Studies-30 Level (Social Studies 30 or 33)
- Mathematics-20 Level (Pure Mathematics 20, Applied Mathematics 20 or Mathematics 24)
- Science-20 Level (Science 20, Science 24, Biology 20, Chemistry 20, or Physics 20)
- Physical Education 10 (3credits) □ Career And Life Management (3 Credits)

10 Credits in Any Combination From:

- Career and Technology Studies (CTS)
- Fine Arts
- Second Languages

- Physical Education 20/30
- Locally developed/acquired and locally authorized courses in CTS, fine arts or second languages
- One 36-level course from any IOP Occupational cluster
- One 35-level locally developed IOP course, or
- Two 35-level courses from any trade in the Registered Apprenticeship Program

10 Credits in any 30-Level Course from the Following:

This is in addition to a 30-level English Language Arts and a 30-level Social Studies course as specified above

- Locally Developed/Acquired and Locally Authorized Courses
- 3000 series; Advanced Level in Career and Technology Studies Courses
- 35-level Work Experience
- One 36-level IOP Occupational Course
- One 35-level Locally Developed IOP Course
- Two 35-level courses from any trade in the Registered Apprenticeship Program
- Two 30-level courses from any Green Certificate Specialization

High School Diploma

A student's High School Diploma will be issued upon the completion of his or her course requirements for the Alberta High School Diploma.

The Certificate of Accomplishment

Students who leave school before fulfilling the requirements for the Alberta High School Diploma may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be used to recognize achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school.

Student Records

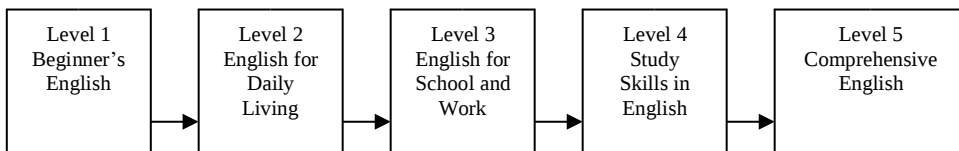
Access International College will keep an official record for each student. The records will contain achievement results, credits earned and diploma requirements completed, and other information important to the education of the student. A student's school transcript is an official and consistent summary of a student's achievement in school and credits received for credit courses. Transcripts will be available to students upon requests.



SCHOOL PROGRAMS AND COURSES

ENGLISH AS A SECOND LANGUAGE

Charts for English as a Second Language and English Literacy Development



ESL Level 1 (Beginner's English)Non-Credit

This basic level course will improve learners' ability to speak, read and write in English. In this course, you will learn to: provide basic personal information in oral and written form, respond with short answers to everyday situations, following short oral and written instructions.

Prerequisite: None

ESL Level 2 (English for Daily Living).....Non Credit

This course continues to develop students' speaking, reading and writing skills and will focus on English used in daily living. Students will learn basic conversational skills, how to ask questions, how to read and fill out simple forms, time and dates, directions, currency, and everyday slang.

Prerequisite: ESL 1 or equivalent

ESL Level 3 (English for School and Work).....Non Credit

This course is designed to improve students' accuracy using English in classroom situations. Students will study and interpret a range of texts and learn how to answer written and oral questions. Activities will help students to develop their oral presentation skills.

Prerequisite: ESL 2 or equivalent

ESL Level 4 (Study Skills).....Non Credit

This course will also help students to acquire study skills (including note taking and summarizing skills) that will enhance their ability to learn in all subjects. Students will learn how they can learn most effectively and how they can apply those skills and strategies to their homework and study times.

Prerequisite: ESL 3 or equivalent

ESL Level 5 (Comprehensive English).....Non Credit

This advanced level ESL course prepares students in the area of English language and literature. Students write paragraphs and essays of various lengths based upon ideas derived from the study of literary works and from other sources. Instruction will emphasize development of grammar, spelling, vocabulary and punctuation. Literature will provide the basis for writing, speaking, listening and reading improvement. Prerequisite: ESL 4 or equivalent

CAREER AND LIFE MANAGEMENT

C.A.L.M. Course Description:

Career and Life Management.....3 Credits

The aim of this course is to enable students to make well-informed, thoughtful decisions and choices in all aspects of their lives, developing behaviour and attitudes that contribute to well-being and respect of self and others, now and in the future. CALM is the core course for health literacy at the senior high school level in Alberta. This course covers three main themes: Resource Choices, Career and Life Choices, and Personal Choices. Note: CALM is required for graduation with an Alberta High School Diploma



PHYSICAL EDUCATION

Physical Education Course Description:

Physical Education 10.....5 Credits

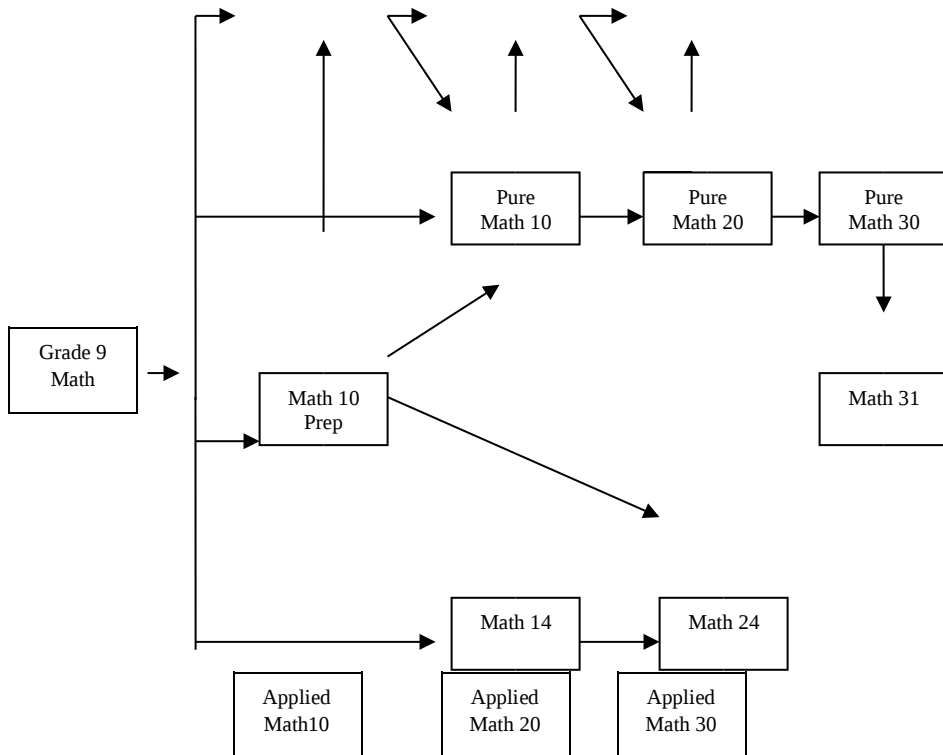
The aim of this course is to enable individuals to develop the knowledge, skills, and attitudes necessary to lead an active, healthy lifestyle. Students in Physical Education 10 are required to participate in selected activities from five dimensions. The dimensions include: Dance, Games, Gymnastics, Activities in Alternative Environments, and Individual Activities. The supervisor is responsible for making sure that the activities are carried out in a safe, sequential manner and for assessing the student's overall competency in each activity.

Prerequisite: None.

MATHEMATICS

Chart for Mathematics

This chart maps out all the courses in the discipline and shows the link between course and the possible prerequisites for them.



Mathematics Course Descriptions:

Mathematics 10 (Applied).....5 Credits

Applied Mathematics 10 is based on the Common Curriculum Framework for K-12 Mathematics: Western Canadian Protocol for Collaboration in Basic Education.

Topics covered include the following: Measurements, Number Patterns in Tables, Relations and Functions, Line Segments, Linear Functions, and Trigonometry.

Prerequisite: 50% in Mathematics 9 or 50% Mathematics Preparation 10

Mathematics Preparation 105 Credits

Mathematics Preparation 10 is designed for students who may wish to be enrolled in either Pure Mathematics 10 or Applied Mathematics 10, but are not sufficiently prepared for these courses. We recommend that students with a weak mathematics background take this course. Topics include the following: Exploration of Numbers, Number Connections, Patterns, Polynomials, and Shape and Space.

Prerequisite: 50% or less in Mathematics 9

Mathematics 10 (Pure)5 Credits

The first of the Pure Mathematics 10-20-30 sequence designed for students with an interest and aptitude in mathematics who are intending to pursue post-secondary studies at a university or in a mathematics intensive program at a technical school or college. Topics include the following: Statistics and

Data Tables, patterns and Relations (includes Coordinate Geometry), Algebra (includes Polynomials and Rational Expressions), Number Connections, and Trigonometry.

Recommended Prerequisite: 65% in Mathematics 9 or 65% in Mathematics Preparation 10.



Mathematics 14.....5 Credits

Mathematics 14 is the first course in the Mathematics 14-24 sequence of courses. If you successfully complete each of these five credit courses, you will meet the minimum requirements in mathematics for an Alberta high school diploma. The Mathematics 14-24 sequence is designed for students whose needs, interests and abilities focus on basic mathematical understanding. This course sequence emphasizes the acquisition of practical life skills and proficiency in using mathematics to solve problems, adapt to change, interpret information, and build on previous knowledge. Mathematics 14 contains the following topics: Numbers, Patterns and Equations, Fractions, Ratios, Percentages, Measurement, and Geometry.

Prerequisite: 50% or less in Mathematics 9

Mathematics 20 (Applied).....5 Credits

Applied Mathematics 20 follows Applied Mathematics 10 and is based on the Common Curriculum Framework for K-12 Mathematics: Western Protocol for Collaboration in Basic Education. Topics covered include the following: Graphs, Non-Linear Functions, Linear Systems, Linear Programming, Finance, Circles, and Measurement.

Prerequisite: 50% in Applied Mathematics 10 or 40% in Pure Mathematics

Mathematics 20 (Pure).....5 Credits

This course follows Pure Mathematics 10 and is based on the Common Curriculum Framework for K-12 Mathematics: Western Protocol for Collaboration in Basic Education. It is designed for students with an interest and aptitude in mathematics who are intending to pursue post-secondary studies at a university or in a mathematics intensive program at a technical school or college. Topics covered include the following: Consumer Mathematics, Equations & Inequalities, Quadratics, Functions, and Mathematical Reasoning & Geometry.

Prerequisite: 50% in Pure Mathematics 10, 75% in Applied Mathematics 20 or 50% in Pure Mathematics 10B.

Mathematics 245 Credits

This course follows Mathematics 14 and prepares students to handle real life experiences in the adult work of work. The topics deal with a practical application of mathematics. Topics covered include: Work, Banking, Transportation, Accommodation, and cost of independence.

Prerequisite: 50% in Mathematics 14, or 40% in Mathematics Preparation 10.

Mathematics 30 (Applied).....5 Credits

This course follows Applied Mathematics 20 and is based on the Common Curriculum Framework for K-12 Mathematics: Western Protocol for Collaboration in Basic Education. Topics covered include: Probability, Matrices, Statistics, Personal Finance, Sinusoidal Data, Patterns, and Vectors.

Prerequisite: 50% in Applied Mathematics 20 or 40% in Pure Mathematics 20.

Mathematics 30 (Pure).....5 Credits

This course follows Pure Mathematics 20 and is based on the Common Curriculum Framework for K-12 Mathematics: Western Protocol for Collaboration in Basic Education. The topics covered include: Transformations, Exponents and Logarithms, Sequences and Series, Conics, Trigonometry, Combination, and Probability and Statistics.

Prerequisite: 50% in Pure Mathematics 20.

Mathematics 31.....5 Credits

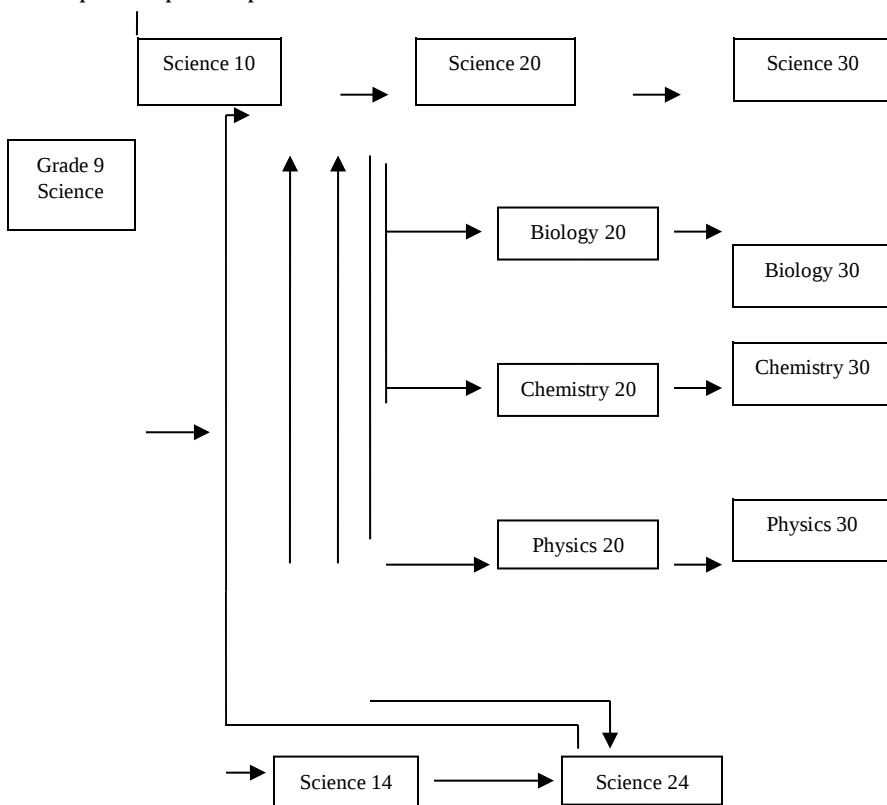
This course consists of pre-calculus and calculus. Some topics include: Pre-calculus, Limits, Derivatives, Trigonometry, Curve Sketching, Applications of the Derivatives, The Integral, and Exponential and Logarithmic Functions
Prerequisite: Pure Mathematics 30 as a co-requisite or prerequisite.



SCIENCES

Chart for Science

This chart maps out all the courses in the discipline and shows the link between courses and the possible prerequisites for them. It does not attempt to depict all possible movements from course to course.



Science Course Descriptions:

Science 10.....5 Credits

This is the first course in the 10-20-30 academic sequence. It will deal with essentials for life, weather, cell dynamics, cellular pathways, explorations in matter, matter in transition, energy in transition and energy pathways.

Prerequisite: 50% in Science 9 or 65% in Science 14 (recommended) or 60% in Science 24 (recommended).

Science 14.....5 Credits

Science 14 is a general science course and the first in the 14-24 series, suitable for satisfying the science requirements for a High School Diploma. The topics include Investigating Properties of Matter, Energy Transfer Technologies, From Life to Lifestyle, and Matter and Energy in the Biosphere.

Prerequisite: At least 40% in Science 9 (recommended).

Science 20.....5 Credits

This is the second course in the 10-20-30 academic sequence.

It will deal with the changing Earth, life from the past, matter and energy in the biosphere, biological interactions, solution chemistry, applications of chemistry, motion and Newton's Laws, and circular motion and momentum.

Prerequisite: 50% in Science 10

Science 24.....5 Credits

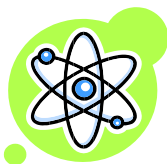
This course is the second course in the 14-24 series. A general science course, which is suitable for satisfying the science requirements for a High School Diploma. The focus is on the development of personal skills, social understanding, self-confidence, and preparation for the world of work. This course will cover: Dynamics of Motion, Safety in Transit, Exposing Disease, Disease Defences, Exploring Metals, Exploring Non-metals, Energy Forms, Energy in Action.

Prerequisite: 50% in Science 14 or Science 10

Science 30.....5 Credits

This is the last course in the 10-20-30 academic sequence. The course deals with body systems in balance, patterns of heredity, environmental chemistry, organic compounds and the environment, fields and circuits, electromagnetism, electromagnetic energy from the stars, and energy in a sustainable environment.

Prerequisite: 50% in Science 20



Biology 20.....5 Credits

This course is the first in the 20-30 academic sequence. It deals with the biosphere, cellular matter and energy flow, matter and energy exchange in the ecosystems, and matter and energy exchange by the human organism.

Prerequisite: At least 50% in Science 10 (60% is recommended).

Biology 305 Credits

This course covers the nervous system, hormones, and control, reproduction and human development, cell division and classical genetics, heredity and molecular genetics, population dynamics, and populations and communities.

Prerequisite: 50% in Biology 20

Chemistry 20.....5 Credits

This the first course in the 20-30 academic sequence. It covers content such as solutions, acids, bases and gases, quantitative relationships in chemical changes, chemical bonding in matter and the diversity of matter, and an introduction to organic chemistry.

Prerequisite: At least 50% in Science 10 (60% is recommended).

Chemistry 30.....5 Credits

This course covers exploring energy's mysteries, putting energy to work, electrochemistry, the practical side of redox, chemistry in balance, the nature of acids and bases, and acid-base applications.

Prerequisite: 50% in Chemistry 20.

Physics 20.....5 Credits

This is the first course in the 20-30 academic sequence. It covers kinematics and dynamics, circular motion and gravitation, mechanical waves, and light.

Prerequisite: At least 50% in Science 10 (60% recommended).

Physics 30.....5 Credits

This course covers the conservation of energy and momentum, static and current electricity, magnetism, electromagnetism, quantum theory, models of the atom, and radioactivity.

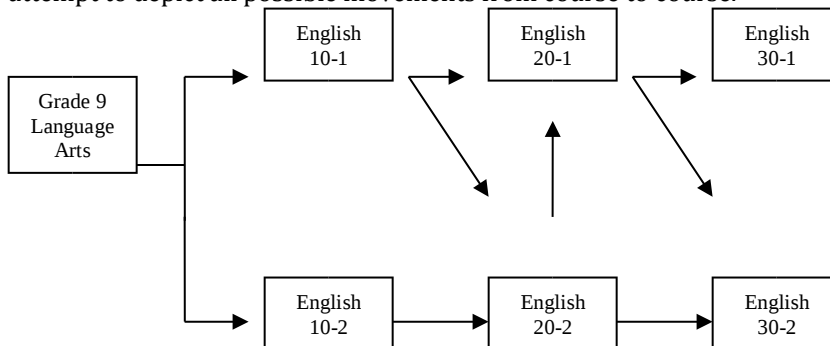
Prerequisite: 50% in Physics 20.



ENGLISH

Chart for English

This chart maps out all the courses in the discipline and shows the link between courses and the possible prerequisites for them. It does not attempt to depict all possible movements from course to course.



English Course Descriptions:

English 10-1.....5 Credits

This course covers materials that meet the requirements of the Grade 10 academic series normally leading to university programs. Students study short stories, nonfiction, poetry, a Shakespearean play (Romeo and Juliet), a feature film, a modern play, and a novel.

Prerequisite: At least 50% in Language Arts 9 (65% recommended).

English 10-2.....5 Credits

This course covers materials that meet the requirements of the Grade 10 general series normally leading to college diploma programs. Students focus on basic communication skills while studying literature, including short stories, nonfiction, poetry, a modern play, a feature film, and a novel. Prerequisite: At least 40% in Language Arts 9 (50% recommended).

English 20-1.....5 Credits

This course normally leads to university programs. Students study short stories, poems, essays and articles, a modern play, a Shakespeare play, a novel, and a feature film.

Prerequisite: 50% in English 10-1 or 65% in English 20-2 (recommended).

English 20-2.....5 Credits

This course meets the requirements of the Grade 11 general series normally leading to college diploma programs. It contains thematic units designed to make students more aware of their roles in the workplace and in society. Literature includes short stories, poems, non-fiction, novel and film.

Prerequisite: 50% in English 10-2 or 40% in English 10-1(recommended).

English 30-1.....5 Credits

In this final course in the academic series normally leading to university programs, students study short stories, nonfiction, poetry, a Shakespearean play, a modern play, film and a novel.

Prerequisite: 50% in English 20-1 or 50% English 20 (recommended).

English 30-2.....5 Credits

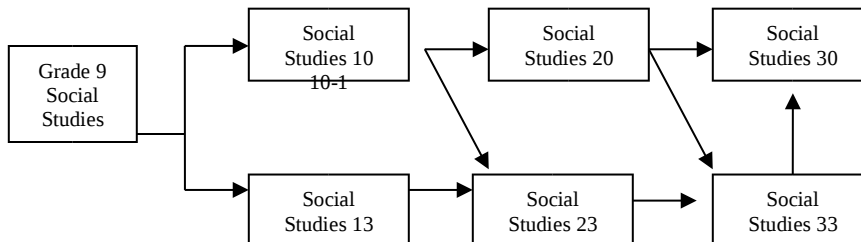
In this final course in the general series normally leading to college diploma programs, students focus on basic communication skills while studying literature, including short stories, nonfiction, poetry, modern play, film and a novel.

Prerequisite: 50% in English 20-2 or 40% in English 20-1 or English 20 (recommended)

SOCIAL STUDIES

Chart for Social Studies

This chart maps out all the courses in the discipline and shows the link between courses and the possible prerequisites for them. It does not attempt to depict all possible movements from course to course.



Social Studies Course Descriptions:

Social Studies 10.....5 Credits

Social Studies 10 is the first of the 10-20-30 series. This course covers the development of Canada's sovereignty, national security, and role in the world. Canadian citizenship and structure of government are also stressed.

Prerequisite: 65% in Grade 9 Social (Studies recommended)

Social Studies 13.....5 Credits

Social Studies 13 is the first course in the 13-23-33 series. Students will examine a number of forces that have shaped Canada into a nation with a unique identity, a notion of diverse communities and a sovereign nation seeking cooperation and security in a world community. Content will be drawn from the Canadian experience in the twentieth century. Students will gain an understanding of the rights and responsibilities of citizenship and the knowledge and skills necessary for participation in the Canadian political process and Canadian society.

Prerequisite: 50% in Grade 9 Social Studies (recommended)

Social Studies 20.....5 Credits

Social Studies 20 is the second course in the 10-20-30 series. Topics covered including: nationalism, industrialization, ideologies, imperialism, international conflict, global diversity, economic development and interdependence, quality of life, and planning for alternative futures.

Prerequisite: 60% in Social Studies (10 recommended)

Social Studies 23.....5 Credits

Social Studies 23 is the second course in the 13-23-33 series. Students will examine three historical themes in European society: the shift from local outlook to a more national outlook, the shift from a rural/agrarian way of life to an urban/industrial way of life, and the shift from a hierarchical society to a more egalitarian society. Students will also examine how global imbalance, environmental factors, and differing perspectives influence the quality of life in an interdependent global community. The objective is for students to recognize the diversity and interrelations of the world in order to participate more effectively as responsible world citizens.

Prerequisite: 50% in Social Studies 10 or 50% in Social Studies 13 (recommended).

Social Studies 30.....5 Credits

Social Studies 30 is a study of the contemporary world based on two themes: political and economic systems in several nations and global interaction of nations- confrontation and cooperation.

Prerequisite: 60% in Social Studies 20 or 65% in Social Studies 33 (recommended)

Social Studies 33.....5 Credits

Social Studies 33 is a study of the contemporary world based on two themes: political and economic systems in several nations and global interaction of nations in the twentieth century - confrontation and cooperation.

Prerequisite: 50% in Social Studies 20 or 50% in Social Studies 23 (recommended)

OPTION COURSES

All Option courses including Fine Arts, Work Experience, Career and Technology Studies (CTS) courses, Second Languages, Social Sciences, and Apprenticeship Programs are To Be Announced (TBA).

Career and Technology Studies (CTS)

CTS is an optional program designed for Alberta's secondary school students. CTS helps junior and senior high school students to:

- Develop skills they can apply in daily living now and in the future
- Investigate career options and make effective career choices
- Use technology (processes, tools and techniques) effectively and efficiently
- Apply and reinforce learning developed in other subject areas □
Prepare for entry into the workplace or further learning.

Work Experience

Work Experience courses enhance students' awareness about the world of work and facilitate their smooth transition to the world of work and/or postsecondary study. Work experience provides opportunities to integrate classroom study in all subjects with on-the-job experiences, which enable the exploration or validation of career interests.

Registered Apprenticeship Program (RAP)

The Registered Apprenticeship Program enables students to spend part of their time in school and part in industry as registered apprentices in one of Alberta's 50 registered trades. The amounts of time students spend as registered apprentices depend upon the number of RAP courses they are enrolled in, the number of other high school courses being taken, and the employer's needs. Students enrolled in the Registered Apprenticeship Program are paid by their employers.



HOMEWORK FOR SUCCESS

Good homework practices ensure that students:

- ¹ Clearly understand the homework (i.e., assignments, criteria, time lines)
- ² Ask for help if homework assignments or expectations are not clear
- ³ Complete homework regularly
- ⁴⁵⁶ Prepare appropriately for upcoming lessons

-
- ¹ Participate actively in all aspects of the school program
 - ² Manage time and materials appropriately (e.g., use school planner, submit homework on time organize necessary materials)
 - ³ Study appropriately for tests and examinations
 - ⁴ Communicate regularly with teachers and parents
 - ⁵ Monitor progress and sets goals
 - ⁶ Assume appropriate responsibility for homework completion as they proceed through school

Suggested Time for Homework

Academic Level	Length of Time Recommended
Grade 9	90 minutes
Grade 10-12	60 – 120 minutes
Post Secondary	90 – 180 minutes



Tips on Studying

1. **Survey:** Find out what you need to learn, ask the teacher if you are not sure
2. **Read:** Read the material
3. **Question:** Ask and write down any questions you may have
4. **Record:** Write down what is important, key points and ideas
5. **Recite:** Recite and review your work

Before taking a test always...

- Be prepared
- Know your material
- Bring the necessary tools (pencils, erasers, rulers, calculators etc.)
- Get enough sleep
- Eat a well-balanced meal

When taking a test always...

- Read the directions carefully
- Complete all the questions to the best of your ability
- Glance over the test and answer all the questions you know first
- Use key words and terms that were important during reviews
- Give detailed explanations and examples

Studying Strategies for Success

With a bit of planning, it is possible to be successful and even enjoy yourself. Just as you schedule your part-time job, or plan what to wear to a party, you can use the Access Student Planner to organize your studying strategy.

If you follow these guidelines to help you schedule your schoolwork, your rewards will come and you will get where you want to go.

- Sit up straight, a firm upright chair will keep you from dozing off
- Get a breath of fresh air and be sure your workplace is not overheated
- Turn off the TV; no one can concentrate effectively on two things at once
- Use a student planner to help you get organized: schedule your classes, set regular study times, allow time for extra assignments and exam preparation, include time for other work responsibilities and social events
- Study alone, with a friend, or in a group, whatever works best for you
- Work at your most productive time of day, often early in the morning or in the evenings after dinner
- Budget your study time with realistic and attainable objectives
- Study in intervals of 40-50 minutes, followed by 10-minute breaks
- Complex or lengthy projects should be broken down into smaller units that are easier to tackle or manage.

PREPARING FOR EXAMINATIONS

This three-point program will help you transform your preparation for examinations into an organized process carried on gradually throughout the term to avoid excessive examination stress. Use these steps to help you get started.

Always attend your classes, pay attention, and take notes. This advice appears obvious, but too often many students skip this essential first step and have no foundation to build their studying strategy upon later.

1. On Your Mark...

Good study habits require listening attentively to what is being said in class, paying particular attention to the key points and ideas.

- Pay attention to the key points stressed at the beginning and end of the lesson. Your notes should summarize the essential points from each class. If you do not understand the key points, ask the teacher to repeat them after class.
- Keep your notes in good order and store all notes for one course together. Revise and review your notes weekly.
- Record the date, page number and subject or a title of some sort on all class notes, so that they make sense to you later on.
- Write your own notes in your own words. Someone else's notes are poor substitutes for your own record of the essential points in a class you attended.
- Keep up with assigned readings that you are expected to cover outside of class time. If you can, read assigned readings prior to the class. Try not to fall behind on readings or you will be faced with an overload of readings to do before exams.

2. Get Set...

- Exam preparation should start a few weeks before the exam period. Your weekly reviews of each subject should simplify this process.
- Prepare a special study schedule for the exam period.
- Make up a special summary sheet of essential formulas, or facts, dates and figures you must commit to memory.
- Review this information periodically and ask someone to quiz you on these key points.
- Ask your teachers about the exam format, whether essay style, short answer, or multiple choice, and prepare yourself accordingly.
- Do not panic the night before the exam. Avoid staying up late cramming; instead, try to get a good night's sleep and eat something for breakfast.
- Arrive at the exam prepared to write it. Wear layered comfortable clothing that you can adjust if the room is warmer or cooler than you expected, and bring any equipment you may need, including extra pens and pencils, a calculator, ruler, tissues, etc.

3. Go!

- Enter the examination room in as relaxed and confident a state □
Breathe deeply and remain calm.
- When the exams are handed out, **STOP, LOOK and LISTEN:**

STOP – Do not start writing immediately, take time to review the entire exam **LOOK** – Read all the questions and directions, and look at the marking scheme. Read questions and directions carefully! This point **cannot** be overemphasized. **LISTEN**– Pay close attention to any verbal instructions given by the teacher
- Once the exam is under way, plan your time. Proportion your time to correspond with the relative value of the questions.
- Start with questions you can readily answer and proceed to the more challenging ones later.

- Always start essay-style answers with a restatement of the question
- Reread your answers to ensure they actually do answer the questions.
- At the end of the exam, review your answers, and correct minor errors.

Keeping Score

- When your instructor returns exams, essays, or assignments, take the time to read through all comments and corrections.
- When you have done well on the exam or assignment, continue with the success strategy that works best for you.
- If you have failed an exam, or did not perform as well as you have expected, try to assess what went wrong in order to avoid repeating the same mistakes.
Ask yourself honestly:
 - Was I partying when I should have been preparing?
 - Did I sleep well the night before the exam or stay up late cramming?
 - Has working part-time jeopardized my studies?
 - Was drug or alcohol use a factor?
 - Was I under additional stress due to family, financial, emotional or health problems?

Once you have identified problem areas, get some help:

- Use a planner or calendar to organize a more effective study schedule.
- Consult your teacher or counsellor to improve your studying habits.
- If you have difficulty with the subject matter, consult your teacher for help
- If the stresses affecting your academic performance are of a personal nature, consult your doctor or counsellor for a referral to an appropriate social service agency.

Achieving your Goals

Here again are the key points to remember:

1. Set yourself realistic goals and objectives at the start of each year and evaluate your progress periodically.
2. Understand your priorities and study regularly.
3. Be regular in class attendance, reading and assignments.
4. Prepare for exams throughout the term, not at the last minute.

When taking stock of your grades, take time to review and, if necessary, revise the goals and objectives of your studying.





**"Good Luck and Have a Great Year at
Access International College! "**

Access International College Calendar 2025 - 2026