Nunavut Secondary School Administration Handbook

2015-16

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Ilinniaqtuliqiyikkut
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Ministère de l'Éducation

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Section 1

Introduction

Mission statement

"Inuit Culture, which thrived in the harsh Arctic environment, will also thrive and advance in a global environment. What will remain, and what links the past, present and future, is the sense of community, the willingness to help each other out, to be innovative and resourceful, in a word, to be Inuit; to be human beings."

Jaypeetee Arnakak, Inuit Qaujimajatuqangit Workshop, September 29-30, 1999

The Department of Education works collaboratively to build a learning environment that is seamless, accessible to learners of all ages, inspires excellence among learners and educators, and promotes personal and community well-being.

Nunavut secondary schooling philosophy

The Government of Nunavut believes that secondary school programs should have as their foundation the concepts of *Inuit Qaujimajatuqangit*.

Education is a lifelong path and requires the shared participation of students, parents, communities, educators, district education authorities, and government.

Our secondary schools should promote the development of self-reliant, productive and involved citizens prepared to make their own future using the resources available to them in an efficient way.

Our schools will recognize and celebrate the strengths and uniqueness of each student and his or her individual goals. As Inuit have always done, knowledge from the past will be utilized to help prepare our youth for the future through educational programs which are delivered in a resourceful and cost-effective manner.

This philosophy is based upon the following principles:

- *Inuit Qaujimajatuqangit* is the foundation of the Nunavut education system; and
- Secondary schooling:
  - shall promote bilingualism;
  - shall be based upon a premise of success for all students;
  - shall prepare our youth for taking on responsibility and leadership roles;
  - shall provide programs that respect and promote the uniqueness and strengths of each student and seek to enhance the potential of each student to make a unique contribution to Nunavut;
  - shall work in partnership with families and community learning networks;
  - shall prepare our youth to respond to life and work in a global and technological society;
  - shall recognize the membership of our students in the circumpolar world;
  - will respect the following concepts inherent in *Inuit Qaujimajatuqangit*:
    - *Pijitsirniq* (the concept of serving)
    - *Aajiiqatigiingniq* (consensus decision making)
    - *Pilimmaksarniq* (the importance of skill and knowledge acquisition)
    - *Avatimik Kamattiarniq* (environmental stewardship)
    - *Qanuqtuurungnarniq* (resourcefulness in solving problems)
    - *Piliriqatigiingniq* (collaborative relationships and working together toward a common purpose);
    - *Inuuqatigiitsiarniq* (respectful and caring relationships)
    - *Tunnganarniq* (being welcoming and open to others);
  - shall follow Nunavut curricular standards and teacher certification requirements;
  - shall offer a range of approved courses to provide the best opportunities for graduates to follow the career path of their choice, be it university, college, harvesting, parenting, community service, trades, business, or self-employment.

Contact information

The *Secondary School Administration Handbook* is revised, published and distributed annually. Electronic copies of the handbook can be obtained through each of the Regional School Operations. The Department of Education would like to acknowledge the ongoing work of our partners and staff in the development of this handbook.

Questions, comments, concerns or suggestions concerning the contents of the handbook should be directed to the Director of Assessment and Educator Development, Department of Education, Pangnirtung, at (867) 473-2610.

Questions, comments, concerns or suggestions concerning the procedures related to Student Records issues outlined within the handbook should be directed to the Student Records Registrar at (867) 473-2612, or email studenttranscripts@gov.nu.ca.

Regional School Operations (RSOs)

Qikiqtani School Operations
PO Box 120
Pond Inlet, NU X0A 0S0
Tel. (867) 899-7350 • Fax (867) 899-7334

Kitikmeot School Operations
PO Box 287
Kugluktuk, NU X0B 0E0
Tel. (867) 982-7420 • Fax (867) 982-3054

Kivalliq School Operations
PO Box 90
Baker Lake, NU X0C 0A0
Tel. (867) 793-2803 • Fax (867) 793-2996

Department of Education, Pangnirtung

Director, Educator Development and Student Assessment
Tel. (867) 473-2610 • Fax (867) 473-2695
dmearns@gov.nu.ca

Student Records
Tel. (867) 473-2612 • Fax (867) 473-2695
studenttranscripts@gov.nu.ca

Department of Education, Arviat

Director, Curriculum Services
Tel. (867) 857-3051 • Fax (867) 857-3090
lwillard@gov.nu.ca

Environmental Science Specialist
Tel. (867) 857-3080 • Fax (867) 857-3090
mreininger@gov.nu.ca

Social Studies Curriculum Coordinator
Tel. (867) 857-3067 • Fax (867) 857-3090
kbeardsall@gov.nu.ca

Department of Education, Iqaluit

Executive Director, Curriculum and School Services
Tel. (867) 975-5641 • Fax (867) 975-5625
spepler@gov.nu.ca

Director, Resource Services
Tel. (867) 975-5657 • Fax (867) 975-7924
mabbott@gov.nu.ca

Manager, Student Support
Tel. (867) 975-5679 • Fax (867) 975-7924
cborg@gov.nu.ca

Purpose of this handbook

Key partners such as the District Education Authority, school leaders, and counsellors should use this document to help plan their secondary school programs and to:

- design programs to meet the needs of their students;
- encourage innovation and excellence in program delivery; and
- promote an understanding of what a successful program can look like for each individual student.

With the information provided in this handbook, District Education Authorities may develop their own policies and procedures for the implementation of programs.

Important documents

The following is a list of important documents relevant to the administration of schools in Nunavut. All educators are encouraged to familiarize themselves with these key publications. The list includes legislation, mandate documents, departmental directives, curricula and curriculum guides. In the event there are inconsistencies between a piece of legislation and departmental directives (or other documents), the legislation takes precedence.

Legislation (with regulations)

- *Education Act*, 2008
- Regulations of the *Education Act*, 2008
- *Inuit Language Protection Act*
- *Official Languages Act* (Nunavut)
- Related operational policies and directives

Foundation documents, curricula and departmental handbooks

- *Inuit Qaujimajatuqangit Educational Framework for Nunavut Curriculum*, 2008
- *Ilitaunnikuliriniq: Assessment for Nunavut Schools*, 2008
- *Sivuniksamut Ilinniarniq: Learning for the Future*, 2003
- *Inuuqatigiit: Curriculum from the Inuit Perspective*, 1995
- *School Operations Manual*
- Approved curricula and related resources

Mandate documents

- Sivumut Abluqta, 2013
- Tamapta 2009-2013
- Pinasuaqtavut, 2005-2009

Essential elements of Nunavut secondary schooling

In our secondary schools, the learning process incorporates the following essential elements of schooling in Nunavut:

- student involvement in establishing learning criteria and assessment
- Elder involvement in sharing *Inuit Qaujimajatuqangit* knowledge and wisdom
- community involvement in providing learning experiences and determining learning needs
- family engagement
- flexibility in providing a variety of learning experiences, environments, and assessment
- holistic, authentic learning and dynamic assessment
- extracurricular experiences
- student involvement in school governance
- mentoring, both being a mentor and being mentored
- respect for others
- 21st-century learning skills
- learning experiences that nurture self-reliance as well as interdependence
- interactive learning
- inclusive schooling
- learning based on *Inuit Qaujimajatuqangit* concepts
- bilingual learning, development of a cosmopolitan worldview
- training and support for excellence in teaching personnel

Because the educational needs of secondary students will vary from one community to another, no single approach will be universally relevant across Nunavut.

Instead, drawing on the specific kinds of support that can be offered by its local District Education Authority, Regional School Operations and the Department, each school, together with its community, will have to develop and implement the instructional strategies which best meet the needs and aspirations of its students.

Some ideas on best schooling practices

- strong leadership from administration for using a collaborative decision-making model
- procedures to plan course selection involving students, parents, school personnel, such as the Career and Program Plan, PATH, MAP
- student-centred timetabling which provides flexibility for choosing courses
- staff awareness of the approved list of Nunavut secondary school courses together with appropriate and innovative strategies for implementation, such as community projects, Career and Technology Studies, working with younger students, developing an *Inuit Qaujimajatuqangit* foundation through the involvement of Elders, dynamic assessment, field work and camps, cooperative activities with agencies and organizations in the community, integrating subject areas
- meeting the needs of as many students as possible through the wide range of courses which are currently available, providing strategies for differentiated learning and teaching, exploring alternate sites and opportunities for learning, recognizing learning that has been mastered through activities outside of school
- ensuring students earn 35-40 credits per year and follow their Career and Program Plan, recognizing that time to completion of secondary school graduation may be in excess of three years
- supporting students through a variety of services, such as peer tutoring, homework assistance, teacher advisors, extracurricular activities, conferencing
- supporting students by establishing a supportive and positive school learning environment, for example staff training in programs such as TRIBES and restitution
- providing opportunities for elective courses
- promoting student leadership in the school and community
- exploration of possible partnerships with community and regional agencies and businesses

- exploration of innovative timetabling:
  - use modularized courses and/or semestered courses to offer advantages to all students
  - offer courses over an entire year to accommodate all students
  - offer a course for more than the minimum time required combine and integrate courses as appropriate, for example, English and History, or English 10-2 and English as a Second Language
  - use multi-year timetable by alternating courses in sequential semesters
  - use block scheduling and modularized programs
  - offer courses that have variable credit value, like physical education for 3, 4, or 5 credits
  - offer more than one course in the same period to facilitate bridging
- provide student support mechanisms:
  - utilize distance learning
  - provide extra tutoring
  - provide homework assistance (explore innovative programs such as Homework Helpers, study hall, homework club):
  - use small group instruction where students have chance to learn from and discuss ideas with each other
  - encourage peer teaching
  - maintain a regularly updated Career and Program Plan to set a schedule to meet student needs
  - develop SIEPs
  - provide appropriate accommodations for assessments

Appeals and dispute resolutions

At times there may be disagreement among educational stakeholders within Nunavut's school system. These stakeholders may include but are not limited to: students, parents and/or guardians, school staff, DEA members, and departmental staff. In cases of disagreement regarding school-related issues or decisions, appeals and disputes will be resolved following procedures laid out in the Government of Nunavut's Dispute Resolution Regulations and/or for disputes related to Inclusive Education the dispute resolution process for Inclusive Education found within the *Education Act* and the Inclusive Education Regulations. Appeal and dispute resolution processes outlined in this document will adhere to procedures established by the Dispute Resolution Regulations and the Inclusive Education Regulations defined in the *Education Act*.

Special cases

Special cases may be referred to the Special Cases Committee, Department of Education, for those cases where circumstances may prevent students from successfully *completing or meeting* the graduation requirements. The initial point of contact for the Special Cases Committee is the Nunavut Student Records Registrar. The Registrar can be reached in the following ways:

Tel. (867) 473-2612
Fax (867) 473-2695
studenttranscripts@gov.nu.ca

Calendar and checklist

Pre-orientation	Review timetables/class lists	
First day	Welcome assembly • Introduction of staff • Homeroom assignments Registration • Review personal information • Review timetables • Class/course adjustments • Supplies • Expectations and regulations • Attendance expectations Parental consents and informational package	
First month	• Safety drills and emergency procedures • Start of curricular activities/clubs/sports* • Enter all student information changes and new enrolment • Review distance education students' programming • Parental involvement initiatives	*An all school assembly/mass registration showcasing all opportunities may be a good way to help students get involved
Midterm 1 preparation	• Exam schedule • Study skill session • Report cards expectations/SIS • Review distance education students' progress	
Midterm 1 reporting	• Parent information • Event scheduling and preparation • Student showcase/involvement	
January departmental exams	• Student registration* process • Student marks • Include distance education students/challenge students • Scheduling of examination sessions • Inform parents • Examination preparations • Supervision • Shipping of exam materials	*Including students registered in distance courses with ADLC
Planning Semester 2	• Review Semester 2 class list/assess needs/ make changes • Class list distribution • Start of Semester 2 • Info session • Timetable distribution for students • Changes to students' timetables (repeat/ upgrade/scaffolding needs)	

Midterm 2 preparation	• Exam schedule • Study skill session • Report card expectations/SIS • Assess distance education students' progress	
Next year preparation (March/June)	• Educational program planning (SIS: courses/ classes scheduling) • Staff hiring/assignment • Sealift orders • Programming • Assess staff training needs • Calendar	
Graduation preparations	• Certification • Graduation ceremony & awards • Prom night/special events/travel • Parental involvement	
Post-secondary support	• Information and planning sessions • Application process • Scholarships and financial support	
Midterm 2 reporting	• Parent information • Event scheduling and preparation • Student showcase/involvement	
New students	• Course selection process	
Orientation and enrolment/ registration (May)	• Guidance presentation for next level	
June departmental exams	• Student registration • Student marks • Scheduling of examination sessions • Inform parents (due to summer travel, send info to parents as soon as possible) • Examination preparations • Supervision • Shipping of exam materials Note: Ensure all graduating students have the student registrar contact information and copy of transcript request*	*If students notice a discrepancy in their marks, or a missing departmental exam entry, they need to contact the registrar office in the summer to get the information verified, or it could affect their acceptance to a post-secondary program or impede the graduation process, as the transcript will show incomplete graduation requirements.
Semester 2 final reporting	• Final exam session scheduling • Study skills session • Report cards expectations/SIS • Validation/CTS/special projects/distance education courses	
Next year preparation	• Class assignment/tentative class lists • Classroom preparation • Student record management (SRIM directive) session (filing/long-term storage)	

Section 2

Graduation requirements

Graduation requirements

The learning continuum and grade designations

The *Inuit Qaujimajatuqangit* education framework states: "All students are entitled to an education that validates learning at different paces in order to ensure success. Each personal learning path is unique…." According to current practice, when a student first registers in a senior secondary school program, the student will be designated as a Grade 10 student. Students who have completed a minimum of 35 credits are designated as Grade 11 when they register in any new courses, and students who have completed a minimum of 70 credits will be designated as Grade 12 when they register in any new courses.

The *Education Act* states: "Believing that learning should be continuous and that all parts of the education system should work closely together to encourage and support life-long learning, the opportunity for continued personal development and the pursuit of post-secondary education, training and employment."

School academic year and timetabling

The school year calendar is set by the District Education Authority. The school is responsible for establishing a timetable for instruction that fits within this calendar. The calendar and the timetable are reviewed by the Superintendent of Schools at the Regional School Operations.

Decisions regarding the school year should take into consideration community seasonal activities, school calendar regulations and the Alberta diploma examination dates, including the responsibility of school personnel to support students over their examination period.

Attendance

It is the responsibility of the administrative staff at the school to implement the attendance policy. The attendance policy is directed by the District Education Authority (DEA). Additionally, it is the duty of the principal to ensure that the policy is communicated to the parents of students attending the school as well as to school staff.

For the purposes of earning credits, a one-credit course requires roughly 25 hours of work and a five-credit course requires roughly 125 hours. Therefore, a student's attendance has a direct bearing on his or her ability to complete a course successfully.

Indeed, a student's attendance throughout his or her schooling has a direct impact on progress through secondary schooling.

Graduating from a Nunavut school

A Nunavut Secondary School Graduation Diploma will be awarded to a student who meets the criteria as outlined in this handbook. This diploma is recognized by all post-secondary institutions across Canada.

Students must meet the graduation requirements specified for the year in which they first earned credits in Grade 10, unless otherwise specified.

Minimum pass mark

In general to earn the credits for all secondary courses, a student must achieve a final mark of at least 50 percent in each course. There are some exceptions to consider, such as courses with departmental exams and Social Studies 30-1 and 30-2.

Earning a credit

Schooling is more than the accumulation of credits. A variety of sophisticated social skills are acquired through classroom participation and interaction with peers. Instructional program delivery must recognize this type of learning at the same time as credits are earned.

1. A credit at the secondary school level is achieved through satisfactory attainment of specific curricular objectives or demonstration of curricular competencies, which includes an appropriate evaluation and assessment component.
2. A student can start earning credits as early as in Grade 7. These credits may be counted toward graduation requirements that are assigned upon entry to Grade 10.
3. School jurisdictions are to develop methods of school organization that best meet the needs of their students while ensuring that each student has access to approximately twenty-five hours of instruction per credit.
4. Instructional time is defined as time scheduled for purposes of instruction, examinations, and other student activities where direct student-teacher interaction and supervision are maintained.
5. Schools are encouraged to provide more than minimum time for any course.
6. Individual students may complete the course in less than the minimum instructional time allocated to the course if they meet the curricular expectations for the course.
7. **It is far more important for the student to meet the curricular objectives or demonstrate the competencies for the course, than for the student to meet the time requirements. The delivery of the curriculum must meet the needs of the students.**

Credit requirement

It is important to note that students must meet the *minimum* requirements in each strand. In most cases students exceed the *minimum* requirement in different strands and the minimum total of 100 credits.

There is no maximum number of credits that a student can achieve overall. There are, however, certain maximums in different types of courses, such as Cadet courses and transfer (evaluated) credits.

As well, a student may accumulate greater than 100 credits and **not** graduate; it depends on which specific graduation requirement the credits may be applied toward.

Student must meet all requirements:

- **minimum of 100 credits**
- **specified credits for each strand (68)**
- **Grade 12 credits (10)**
- **unspecified credits (22)**

Course sequences and numbering

Transfer points (recommended) and course sequences for senior high school

In senior high school, programs are designed to accommodate transfer between course sequences at particular points. Also see Course Sequence Transfer in each subject area.

Rationale for course sequences and numbering

Entrance requirements vary from program to program, university to university and college to college. Most universities and colleges have specific entrance requirements including, entrance examinations to assess candidates' readiness for programs, portfolios and interviews, as well as specific selection of course requirements.

Sequences and related numbering				
Subject areas	**Grade 10**	**Grade 11**	**Grade 12**	**Post-secondary opportunities**
Aulajaaqtut, Experiential Science, Applied Physics	10	11	12	Some university programs College access
Biology, Physics, Chemistry, Music, Fine Arts, Drama*	10	20	30	University access College access *See program-specific requirements
English Language Arts, French Language Arts, Français, Mathematics, Social Studies	10-1	20-1	30-1 Math 31	University access College access
	10-2	20-2	30-2	Access to some university program with other requirements, college access, trades access
	10-3	20-3	30-3	Some college access; trades preparation access
Mathematics, Science English	10-4 10-4	20-4 20-4	30-4	Remedial program to bridge to 10-3 programs. Credits do not count as subject specific requirements but as unspecified credits

Old programs

Science	15	25	(35) Env. Science	Some college access
Science, Social Studies, English	16	26	36	Remedial program. Led to partial subject and graduation requirements

How are courses applied to meet the graduation requirements: specified vs. unspecified?

Graduation requirements is a term that references a specified group of courses in a particular area and may also have a grade level requirement.

There are five general strands under which graduation requirements are arranged:

1. ***Uqausiliriniq***
   - Communications
     - Language Arts
     - Fine Arts

2. ***Aulajaaqtut***
   - Wellness, Leadership
     - *Aulajaaqtut*
     - Physical Education

3. ***Nunavusiutit***
   - Nunavut History, Heritage, Environment, Global and National Role
     - Social Studies

4. ***Iqqaqqaukkaringniq***
   - Innovation and Technology
     - Mathematics
     - Science
     - Nunavut Cultural Studies
     - Career and Technology Studies (CTS)
     - Nunavut Early Apprenticeship Training (NEAT) (this program is currently under review)

5. **Additional Grade 12 credits**
   - There is also a requirement for additional credits at the Grade 12 level. Courses that have a number portion starting with 3 can be applied to this requirement (e.g., MAT3793) if they do not already fit in other requirements.

Generally speaking, as students complete courses, the credits earned are applied toward **specified** (required) graduation requirements.

Once the specific requirements are filled, the credits will be applied toward the **unspecified** category.

If a course has been applied to a requirement but there are "leftover" credits, the additional credits will apply toward unspecified credits. For example, if a student completed PED1447 (five credits) and the Physical Education requirement was three credits, the two extra credits will count toward unspecified credits.

The validation statement reflects this in a table outlining how many credits a student may have achieved within a specified requirement category.

Some requirements also indicate a grade level achievement, for example, an additional ten Grade 12 credits. These credits can only be obtained through completion of Grade 12 courses that are **not** specified requirements.

For example, if a student completes English 30-2 and then also completes English 30-1, English 30-2 will be recorded as meeting the specified graduation requirement for English 30-1 or 30-2. The second course, English 30-1 will be recorded as an additional Grade 12 credit.

It is also important to remember that a credit will only be granted once. **Courses may be re-taken to achieve a higher mark, but no additional credits will be awarded.**

The credit should appear on the validation statement with the first completion, however on the transcript, it will be shown with the highest mark achieved.

Current Nunavut secondary school graduation requirements

The Minister of Education approved a change to the Nunavut secondary school graduation requirements effective at the start of the 2014-2015 school year. There were two changes:

1. The required number of credits for Physical Education was increased from 3 to 5 credits; and
2. The required number of credits for *Aulajaaqtut* was reduced from 15 to 10 by removing the mandatory *Aulajaaqtut* 12 graduation requirement.

Current Nunavut secondary school graduation diploma requirements (*applies to students entering Grade 10 in 2014-15 and 2015-16)	
Uqausiliriniq Communication	**18 credits**
English Language Arts (or Français)*	15
Fine Arts	3
Note: There are equivalent Language Arts courses available for French first language speakers. There will be an Inuit Language Arts graduation requirement introduced in the near future.	
Aulajaaqtut Wellness, Leadership	**15 credits**
Aulajaaqtut	10
Physical Education	5
Nunavusiutit Nunavut History, Heritage, Environment, Global and National Role	**10 credits**
Social Studies	10
Iqqaqqaukkaringniq Innovation and Technology	**25 credits**
Mathematics	10
Science	10
Nunavut Cultural Studies, Career and Technology Studies (CTS)	5
Additional credits at the 30 level	**10 credits**
Additional *unspecified* course credits	**22**
Total *minimum* credit requirements	**100 credits**

Note: Students currently enrolled have the option to switch to the current graduation requirement should they choose.

Current *specified* graduation requirements

For all students who enter Grade 10 in 2014-15 and 2015-16, or any student who wishes to change their graduation path from any older graduation path to that of the current graduation path. Note: Prerequisite pathways apply.

Ten (10) credits in *Aulajaaqtut* *(Aulajaaqtut 10-11)*

Ten credits in ***Aulajaaqtut***: a minimum of **one** course at each of the following grades

Grade	Course code	Course name	Credits
10	NRC1001	*Aulajaaqtut* 10	5
11	NRC2001	*Aulajaaqtut* 11	5

Fifteen (15) credits in English Language Arts (English 10-11-12)

Fifteen credits in **English**: a minimum of **one** course at each of the following grades

Grade	Course code	Course name	Credits	
10	ELA1105	English Language Arts 10-1	5	OR
	ELA1104	English Language Arts 10-2	5	
	ECS1000	Communications 10 (pilot schools only)	5	
	IOP1120	English 16 (expired)	5	
	IEP1149	English Grade 10 – IEP	5	
11	ELA2105	English Language Arts 20-1	5	OR
	ELA2104	English Language Arts 20-2	5	
	ECS2000	Communications 11 (pilot schools only)	5	
	IOP2120	English 26 (expired)	5	
	IEP2149	English Grade 11 – IEP	5	
12	ELA3105	English Language Arts 30-1	5	OR
	ELA3104	English Language Arts 30-2	5	
	IEP3149	English Grade 12 – IEP	5	

Ten (10) credits in Mathematics (Mathematics 10-11)

Ten credits in **Mathematics**: a minimum of **one** course at each of the following grades

Grade	Course code	Course name	Credits	
10	MAT1791	Pre-Calculus and Foundations of Mathematics 10C	5	OR
	MAT1793	Apprenticeship and Workplace Mathematics 10-3	5	
	IEP1219	Mathematics Grade 10 – IEP	5	
11	MAT2791	Pre-Calculus Mathematics 20-1	5	OR
	MAT2792	Foundations of Mathematics 20-2	5	
	MAT2793	Apprenticeship and Workplace Mathematics 20-3	5	
	IEP2219	Mathematics Grade 11 – IEP	5	

Ten (10) credits in Science (Science 10-11)

Ten credits in **Science**: a minimum of **one** course at each of the following grades

Grade	Course code	Course name	Credits	
10	SCN1270	Science 10	5	OR
	LDC1290	Science 15 (expired)	5	
	IOP1290	Science 16 (expired)	5	
	SCN1001	Experiential Science 10	5	
	SCN1288	Science 14	5	
	IEP1299	Science Grade 10 – IEP	5	
11	SCN2270	Science 20	5	OR
	LDC2290	Science 25 (expired)	5	
	IOP2290	Science 26 (expired)	5	
	SCN2230	Biology 20	5	
	SCN2240	Chemistry 20	5	
	SCN2260	Physics 20	5	
	SCN2231	Biology 20	5	
	SCN2796	Chemistry 20	5	
	SCN2797	Physics 20	5	
	SCN2265	Applied Physics 11	5	
	SCN2001	Experiential Science 11	5	
	SCN2288	Science 24	5	
	IEP2299	Science Grade 11 – IEP	5	

Ten (10) credits in Social Studies (Social Studies 10-11)

Ten credits in **Social Studies**: a minimum of **one** course at each of the following grades

Grade	Course code	Course name	Credits	
10	SST1150	Social Studies 10 (expired)	5	OR
	SST1151	Social Studies 13 (expired)	5	
	IOP1160	Social Studies 16 (expired)	5	
	NSS1001	Social Studies 10-1 *Inuuqatigiitsiarniq* Seeking Harmony	5	
	NSS1002	Social Studies 10-2 *Inuuqatigiitsiarniq* Seeking Harmony	5	
	IEP1169	Social Studies Grade 10 – IEP	5	
11	SST2150	Social Studies 20 (expired)	5	OR
	SST2151	Social Studies 23 (expired)	5	
	IOP2160	Social Studies 26 (expired)	5	
	SST2771	Social Studies 20-1	5	
	SST2772	Social Studies 20-2	5	
	IEP2169	Social Studies Grade 11 – IEP	5	

Three (3) credits in Fine Arts (Fine Arts 10)

Three credits in **Fine Arts**: a minimum of **one** course

Grade	Course code	Course name	Credits
10	FNA	Any course beginning with FNA Three credits in Music or Drama or Art at the Grade 10 level	3

Five (5) credits in Physical Education

Five credits in **Physical Education**: a combination of courses/credits with the following prefix in the course code to a total of 5 credits

Grade	Course code	Course name	Credits
10-11	PED	Any course beginning with PED *Note: Course prerequisite sequences must be followed*	5

Five (5) credits in Career and Technology Studies (CTS) or Nunavut Cultural Studies (NCS)

Five credits in **CTS** or **NCS:** any combination of courses/credits with the following prefixes in the course code to total a minimum of five (5) credits

Course code prefix	Career and Technology Studies strand	Course code prefix	Career and Technology Studies strand
AGR	Agriculture	**FIN**	Financial Management
ASA	Automotive Service Technician Apprenticeship	**FOD**	Foods
CCS	Community Care Services	**FOR**	Forestry
CKA	Cook Apprenticeship	**HCS**	Health Care Services
CMH	Community Health	**HSA**	Hairstylist Apprenticeship
COM	Communication Technology	**HSS**	Human and Social Services
CON	Construction Technologies	**INF**	Information Processing
COS	Cosmetology Studies	**LGS**	Legal Studies
CRA	Carpenter Apprenticeship	**LOG**	Logistics
CSE	Computing Science	**MAM**	Management and Marketing
CTR	Career Transitions	**MEC**	Mechanics
DES	Design Studies	**NCS**	Nunavut Culture Studies
ELT	Electro-Technologies	**NET**	Networking
ENM	Energy and Mines	**NWE**	Nunavut Work Experience
ENS	Environmental Stewardship	**REC**	Recreation Leadership
ENT	Enterprise and Innovation	**TOU**	Tourism Studies
EST	Esthetics	**WDA**	Welder Apprenticeship
FAB	Fabrication Studies	**WLD**	Wildlife
FAS	Fashion Studies	**NCS**	Nunavut Cultural Studies

Ten (10) additional credits at the Grade 12 level, i.e., course codes at the 3000 level, beginning with the first numeric of '3'

10 credits at the Grade 12 level

Grade	Course code/name	Credits
12	Course codes beginning with the number 3 in the course code designation	10

Unspecified graduation requirements

Twenty-two credits at the 10, 11 or 12 level

Grade	Course code/name	Credits
10-11-12	Additional credits not assigned specifically to any of the above specified requirements	22

The specified and unspecified credits make a total of 100 credits. This is the minimum number of credits required for graduation.

Graduation requirements for Francophone students

Many courses (e.g., English Language Arts 30-1) have a parallel "Français" counterpart (for example, Français 30-1). Such courses meet graduation requirements.

Previous years' graduation requirements

See *Graduation requirements comparative chart* on last page of this section.

Change to Graduation Path Approval Form

Student request		
I wish to change my graduation path to follow the current set of graduation requirements in Nunavut secondary school programs. I understand that in making this change, in order to graduate, I must meet the graduation requirements outlined below.		
Student ID	Date of birth	Gender
Student name	Student or guardian signature	Date
Principal name	Principal signature	Date
Previous graduation requirement year(s)	Notes	

Changes to graduation paths

The current graduation requirements apply to all students who entered Grade 10 in the 2014-15 and 2015-16 school year. However, actively-enrolled students who entered a Nunavut senior secondary program under a previous set of graduation requirements have the option to switch to the current requirements. For this change in a student's graduation path to be approved, both the student (or guardian if the student is under 18 years of age) and the school principal must sign the *Change in Graduation Path Approval Form* above.

Students who enrolled in a Nunavut secondary school program under a previous set of graduation requirements may be still actively attending or may have resumed attending secondary school.

These students have the option to switch to the current set of graduation requirements. Making this change means that such students will be able to obtain a Nunavut secondary school diploma by fulfilling the current graduation requirements instead of the requirements in place at the time they originally enrolled.

In order for the change to be approved, both the student (or guardian if the student is under 18 years of age) and the school principal must sign this form. The form is then to be submitted to the Student Records Registrar in Pangnirtung by email studenttranscripts@gov.nu.ca; telephone (867) 473-2612 or fax (867) 473-2695.

This form must be filed in the student record onsite.

See *Graduation requirements comparative chart* on last page of this section.

Graduation requirements comparative chart

Requirements	Current		Previous			
Effective years	**2014-16**	**2010-11 to 2013-14**	**2009-10**	**2004-05 to 2008-09**	**2003-04**	**2000-01 to 2002-03**
English/French	15	15	15	15	15	15
Fine Arts	3	3	3	3	3	3
Social Studies	10	10	10	10	10	10
Mathematics	10	10	10	10	10	10
Science	10	10	10	10	10	10
CTS, NCS, NEAT	5	5	5	5	5	5
Aulajaaqtut CALM Community Practicum Community Service	10	15	4 or 3 and 1	4	3 or 3 and 1 or 1	3 and 1
Physical Education	5	3	3	3	3	3
Northern Studies			3	3	3	3
Grade 12 credits	10	10	10	10	10	10
Unspecified credits	22	19	27	27	27	27
Total credits	**100**	**100**	**100**	**100**	**100**	**100**

Section 3

Educational Program Plan approval process

Educational Program Plan approval process

New

Principals should complete their Educational Program Plan through the Student Information System (SIS) and submit the signature sheet as a scanned email attachment.

Approval criteria

Program approval for schools offering senior secondary courses will be given annually when they meet the following criteria:

1. The school is operated in accordance with the current *Senior Secondary Administration Handbook*.
2. The Educational Program Plan is endorsed by the school principal, the chairperson of the local District Education Authority, and the superintendent of schools, and submitted to the Department of Education for approval.
3. School marks in Alberta examination subjects and final marks in all other senior secondary subject are verified by the principal and superintendent of schools and submitted for recording at a time and in a manner determined by the Minister.
4. Forms from Student Records are completed within required time lines.
5. Subjects are taught by qualified individuals holding a valid Nunavut Professional Teaching Certificate. Qualified individuals are:
   i. Teachers holding valid Nunavut Professional Teaching Certificates; barring that;
   ii. Teachers holding valid Nunavut Standard Teaching Certificates and a Letter of Authority as per Education Staff Regulations, Section 43; barring that;
   iii. Individuals holding a Letter of Authority as per Education Staff Regulations, Section 43;
   iv. People holding Aboriginal Language Specialist Certificates for designated courses.
6. Planned instructional time allocated to each course must adhere to the minimum times specified by the Minister. (Time allocations are determined by the school according to student needs and may exceed minimum requirements.)
7. The requirements for each course follow those, which are outlined in the curriculum approved by the Minister.
8. All courses taught are from the Nunavut-approved list of courses as outlined in the current *Senior Secondary Administration Handbook*.
9. It must be possible for students to obtain a graduation diploma from the courses offered at the school; i.e., to be accredited, a high school must offer all compulsory courses and enough electives to make graduation possible in accordance with students' individual Career and Program Plans.

Home school/distance education

Students who are home-schooled and/or are taking correspondence (distance education) courses through Alberta Learning should have these registrations listed as part of the Educational Program Plan following the special course approval process.

Other senior secondary courses that may be offered include:

- **Alberta Distance Education courses with prior approval**;
- Non-Nunavut courses with prior approval
- Locally developed courses with prior approval obtained through the **Locally Developed Course Approval** process.

For further information, contact Director, Curriculum Services at (867) 857-3051.

Educational Program Plan approval process

The Educational Program Plan (EPP) has two compulsory components: the spring planning and fall review.

Educational Program Plans must take into account:

- student career and program plans *(Section 12)*
- graduation requirements that may apply *(Section 2)*
- approved course list with related sequences and prerequisites *(Section 4)*

SIS initialization process: The next year scheduling process is integrated into the Student Information System (SIS).

The SIS is initialized by the SIS team no later than February 28 of each year. This includes amending the approved course list; entering beginning and end of academic year data; and completing all upgrades for the next year database to be ready for input by schools.

Completed EPP must be entered into the SIS for verification and program management purposes (attendance/achievement).

For further information on SIS:

- *Student Information System User Manual* (Department of Education) http://nunavutsis.wikispaces.com/Maplewood+Administration+System
- SIS support web access http://nunavutsis.wikispaces.com

Completed Educational Program Plans must be made available to RSO/CSFN superintendents of schools, executive directors (EDs) and the assistant deputy minister (ADM) in accordance with the following timelines.

Spring planning: EPP development stage

The ADM will issue a call letter in March to start the planning process.

Principals, in collaboration with the DEA/CSFN, will plan and develop the EPP. Deadline for completion of planning is 30 days prior to the end of classes.

In order to complete the EPP, principals shall:

a. Notify their DEA of curricular changes, new initiatives, and the expected Educational Program Plan process.
   - Start developing the Educational Program Plan based on approval criteria as outlined in the Educational Program Plan directive.
   - Build next year's master timetable in SIS to reflect the EPP developed.

b. Schedule development
   - Verify staff information.
   - Work under the staff menu in order to:
     – input all teaching staff in SIS, with respective information.
     – include teacher certification numbers.
   - Define classes' sections/teachers assignment for each class in the next year's timetable.
     – Set semester/term information.
     – For each class section, define the semester that the section is taught in.
     – Set language of instruction (LOI) for each section.
     – Junior and senior secondary **credit-based courses** and their related class/sections must be scheduled. In some rare occasions, floater classes must be entered if not scheduled. Note: floater classes lose the ability to capture time and attendance with respect to credits.

c. Student registration and enrolment
   - Update student list (new/transferred from another school) students.
   - Determine which students should be retained in their current grade and make appropriate changes in SIS to reflect this.
   - Assign students to classes (this may need to be adjusted in the fall review session).
     – Enter student choices and/or develop student timetables for their intended program of studies.

d. Complete the verification form and send to respective superintendent of schools upon completion of spring planning session. See *EPP Verification and Approval Form*.

Year-end program communications

Principals must ensure that:

- Each teacher has the most current version of their respective timetable and a copy of the school year calendar for the next school year before the current school year ends.
- Each student and their parents have received copies of the next school year calendar and may include a tentative timetable of next year's program.

Fall review: EPP adjustment and completion stage

Deadline: 20 days after the beginning of the school calendar year

- Principals must ensure that the following items are completed and submitted. It is suggested that all schedules and timetables be available to staff and students prior start of classes as to allow program preparations and minimize class/program disruptions.
  – Enter school year calendar information in SIS (this will allow for attendance information to be collected).
  – Finalize staff/schedule information (if change in staffing/or missing information).
  – Updated student enrolment/registration information (new/moved away, change in pathways/uncompleted program in previous year, etc.).
  – Assignment of students to homeroom or advisory group (if used), subjects, classes (sections) and their respective timetable.

Principals must ensure that all approval criteria are met for final plan completion and approval.

Completion verification: Superintendents of schools will verify Educational Program Plan with support from the SIS team (access/reports), and complete the final verification section of the *Educational Program Plan Approval Form* before sending it to EDs/ADM for final approval.

Fall program communications

Principals must ensure that:

- Each teacher has the latest version of their respective timetable and a copy of the school calendar for the current academic school year before classes start.
- Each student and their parents have received copies of the current school calendar, student timetable and latest validation form for verification and course change request form (if necessary).

Amendments to the school's Educational Program Plan

During the school year, there may be instances when changes must be made to the educational plan.

Important: Requests for changes are made outside of SIS but changes must be implemented in SIS upon approval.

There are two types of changes.

A minor system adjustment may be needed to correct:

- a previous error of coding/ or other entries that were missed during verification
- adding a section to a class for group size management
- change in staffing where schedule stays the same
- change in student enrollment (new arrival/ departure/request to change class, change in academic level with parental discussion/ consent)

For minor adjustments: Principals contact their superintendent for verification/ discussion of options.

Amendments that affect the overall Educational Program Plan:

- adding new courses to the master list
- reallocation of teachers' teaching assignment (course reallocation)
- multiple students' timetables are affected by change (where it may affect their CPP or graduation results)

In order for a school to amend or make changes to their Educational Program Plan, the school administration (with the approval of the local DEA/CSFN) must submit an amendment request form for approval at least 15 days prior to the amendments taking place.

This Request for Amendment must include the details of the courses being added or deleted and a rationale for the changes.

Note that no changes to the educational plan may take place without prior written approval.

See *EPP Amendment Request Form*.

Schedule of stages and deadlines of the Educational Program Plan

Next year Educational Program Plan development session February to May	Fall review session	School year
SIS initialization process: February 28 Educational Program Plan development from March to 45 days prior to school end to include the following: • course list entered into SIS • development of schedules, classes and sections, teacher assignments, classlists, timetables • kindergarten/new students enrolled • transfer/retention assignment completed Superintendent verification Educational Program Plan approval by executive directors (before school end)	Review and final approval: 20 days after start of school Includes the review and revising of possible changes such as: • new hires • student/class allocations • adjustments due to student achievement results, etc. Superintendents' verification and recommendation form (completion section) Executive directors' final approval and commnunication of completion to ADM: September 30 Certification completed: October 31	Current year plan changes • Adjustment changes • Program changes (executive directors/ADM) Note: Next year planning consultations/process (DEAs/ principals) continues

Educational Program Plan Approval Form

Academic year	School name
Mailing address	Community
School telephone	School fax
Principal	Principal email
DEA/CSFN chair	DEA/CSFN chair telephone
	DEA/CSFN chair email

The following steps have been completed and verified:

a. Consultations and planning sessions, CPP needs review and staffing needs assessment are integrated to the Educational Program Plan planning process.
b. The development process of "next year" Educational Program Plan and all related information pertaining to course selection have been entered in the Student Information System and can be accessed for verification.
c. The subjects and courses selected for the Educational Program Plan follow the requirements approved by the Minister of Education.

Principal signature	Date
DEA/CSFN chair signature	Date

Verification and recommendation for approval

Educational Program Plan verification (due 30 days before school year end)

Superintendent signature	Date

Educational Program Plan completion and approval (due 15 days after start of classes)

Executive director signature	Date

Approval

Assistant Deputy Minister signature	Date

Amendment completed into SIS on _____ (date of entry)

Educational Program Plan Amendment Request Form 1/2

In order for a school to amend or make changes to Educational Program Plan, the school administration (with the approval of the local district education authority/CSFN) must submit an amendment request form for approval at least 15 days prior to the amendments taking place.

School name	
Academic year	Community
School telephone	School fax
Principal	Principal email
DEA/CSFN chair	DEA/CSFN chair telephone
	DEA/CSFN chair email

The following steps have been completed and verified:

- ☐ Needs assessment
- ☐ Consultation with DEA/staff/students (as required)

Amendment request rationale

- ☐ Adding new courses to the master list
- ☐ Changes/reallocation of teacher's assignment
  - ☐ Grade level (K-9)
  - ☐ Grade 9-12 courses reallocation
- ☐ Multiple student timetables need to be changed
  - ☐ Change in pathways
  - ☐ Program must be repeated
  - ☐ Changes in enrolment

Comment

This Request for Amendment must include the details of the courses being added or deleted.

Principal signature	Date
DEA/CSFN chair signature	Date

Educational Program Plan Amendment Request Form 2/2

Requested changes to course list

	Course code	Course name	Term	LOI	Credit value	# students	Teacher name
Original course							
Revision							
Original course							
Revision							
Original course							
Revision							
Original course							
Revision							
Original course							
Revision							

Verification and recommendation for approval

Superintendent signature	Date

Approval

Executive director signature	Date

For furtherance to:
Assistant Deputy Minister
Department of Education, Government of Nunavut, PO Box 1000, Stn. 980, Iqaluit, NU X0A 0H0

Approval

Assistant Deputy Minister signature	Date

Revisions entered in SIS on _____, _____ (enter date SIS revision was completed)

High School Program Planning
Special Permission Request 1/2

School name	
Academic year	Principal

Prior to student registrations in this course

Before a student can be registered in the ESL/KAE/Reading courses, schools must:

a. Must define how they will contact and meet with parents to explain nature and expectations of these courses (i.e., registration process/parent meeting/orientation)
b. Meet with parents and students to define and establish study plan and goals for taking these courses:
   - explain the nature of these courses as bridging courses to the graduating requirements
   - these courses will provide credits toward the unspecified graduation requirements (not the subject specific requirements)
   - students/parents with support from the school must establish a plan of re-entry into the regular program to achieve graduation requirements

Schools must establish pathway by which the students may re-integrate the program leading to completing the graduation requirements.

Rationale

Select bridging courses you wish to integrate to program plan for student support need:

- ☐ Bridging between Grade 9 programming and Grade 10 regular program
- ☐ Return to school support for previous non-attenders
- ☐ Second Language Strategy
- ☐ Skills upgrading
- ☐ Individualized or modified program support

ENGLISH SECOND LANGUAGE (EL2)

The following courses may be used as English Second Language courses.

Select	Course code	Course title	Credits
☐	ESL1120	English SL – Level 1	0
☐	ESL1121	English SL – Level 2	5
☐	ESL1122	English SL – Level 3	5
☐	ESL1123	English SL – Level 4	5
☐	ESL1125	English SL – Level 5	0

High School Program Planning
Special Permission Request 2/2

Schools are also encouraged to offer the following courses to assist their students in building English language skills. Alberta has withdrawn these courses, but Nunavut schools will continue to use them with special permission since these courses are being phased out.

Select	Course code	Course title	Credits
☐	ELA1145	Reading 10	3
☐	ELA1147	Reading 10	5

KNOWLEDGE AND EMPLOYABILITY PATHWAY

The Knowledge and Employability (K&E) courses replace the former Integrated Occupational Program (IOP), which was phased out by Alberta in 2006.

Select	Course code	Course title	Category	Credits
☐	KAE1780	English Language Arts 10-4	English	5
☐	KAE2780	English Language Arts 20-4	English	5
☐	KAE3780	English Language Arts 30-4	English	5
☐	KAE1782	Mathematics 10-4	Mathematics	5
☐	KAE2782	Mathematics 20-4	Mathematics	5
☐	KAE1783	Science 10-4	Science	5
☐	KAE2783	Science 20-4	Science	5

K&E courses are designed for students in Grades 10, 11 and 12 who demonstrate reading, writing, mathematical and/or other levels of achievement two to three grade levels below their age-appropriate grade. Schools may offer Knowledge and Employability courses to provide students with opportunities to experience success and become well-prepared for:

- upgrading
- developing employability skills
- return back to school and further studies
- citizenship and lifelong learning

By signing this form, I acknowledge that appropriate counselling has been provided to students, parents and the DEA as to how the courses listed above fit within our secondary school program.

Principal's signature Date

Superintendent's signature Date

Section 4

Approved courses

Courses approved for use in Nunavut schools

The following list of courses for Nunavut secondary schools has been approved by the Minister to enable students to obtain a diploma, which provides the graduate with the greatest possible opportunity for career choices, training, further education, and lifelong learning. The school will ensure that each student's needs, interests, abilities, and career paths receive every consideration when planning his/her Career and Program Plan.

School principals, in collaboration with their District Education Authorities, superintendents and regional executive directors determine which courses from this list will be offered at their schools.

These decisions must be based upon information from students' Career and Program Plans, community needs, and the ability of the school to offer the courses effectively. It is the responsibility of the principal in conjunction with the chairperson of the District Education Authority to submit this list as part of the Educational Program Plan approval process through the executive director of the Regional School Operations office.

Principals must submit in writing, with justification, any requests to use courses not on the Nunavut list or for approval of locally developed courses through their executive director to the Assistant Deputy Minister, with input from Curriculum and School Services, for prior approval.

The Student Records System will accept only those courses which appear on the approved list or have been granted prior approval by the Assistant Deputy Minister.

- For Nunavut curriculum and resources by subject, contact the Director, Curriculum Services at (867) 857-3051
- For NWT curriculum by subject: http://www.ece.gov.nt.ca/early-childhood-and-school-services/school-services/curriculum-k-12
- Alberta program of study: http://www.education.alberta.ca/teachers/program.aspx
- CTS course information: http://www.education.alberta.ca/teachers/program/cts/program-of-studies.aspx
- For online teaching resources linked to many Nunavut-approved courses, teachers are encouraged to **access www.learnalberta.ca**. For more information on this site and for access information, see the LearnAlberta.ca section on the next page.

LearnAlberta.ca – online teaching resources

www.learnalberta.ca

username: **LANWT**
password: **2879**

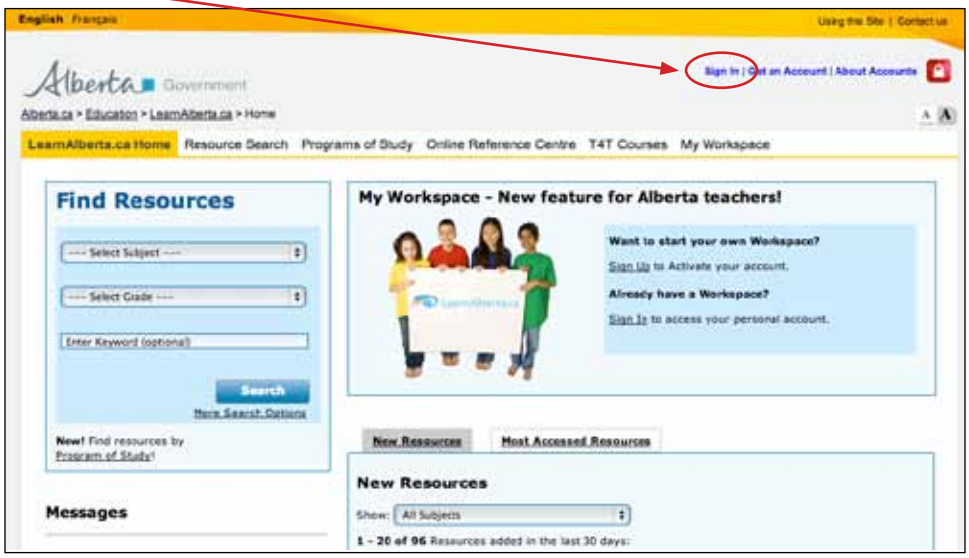
The LearnAlberta.ca website is designed to help teachers locate and utilize digital learning and teaching resources produced for use with Alberta courses. The design of the site is intended to be reflective of how teachers think and work in an online environment. It is not considered perfect, but development is ongoing in consultation with teachers in the field.

Teachers can use the resources to enhance lesson plans and parents can use the website to gain a better understanding of what their children are learning and be better prepared to help at home.

LearnAlberta.ca contains a variety of multimedia resources including video clips, animations, interactive lessons, activity sheets, problem-solving strategies and glossaries that help students learn new concepts in a fun and engaging way. In addition, the Online Reference Centre offers a collection of French and English multimedia encyclopedias, with material such as newspapers, magazines, books, maps, pictures, and videos. The Online Reference Centre is a great first step to use when starting research or inquiry projects.

Nunavut teachers are encouraged to use this site and to incorporate the resources found on it into their classrooms. To access the site use the information on the following page.

Select **Sign In**



In the username field, enter **LANWT**

In the password field, enter **2879**

Begin your search for resources!

Nunavut approved course changes for 2015-16

AULAJAAQTUT

Course code	Course title	Category	Credits	Comments
~~NRC2404~~	~~Aulajaaqtut 11~~	~~Aulajaaqtut~~	~~4~~	Expired June 2015. Use NRC2001 instead

ENTREPRENEURSHIP

Course code	Course title	Category	Credits	Comments
~~ENT3410~~	~~Ventures in Entrepreneurship 12 (pilot)~~	~~Entrepreneurship~~	~~5~~	Expires in June 2016

ENGLISH

Course code	Course title	Category	Credits	Comments
~~IOP2120~~	~~English 26~~	~~English~~	~~5~~	Expired June 2015
KAE3780	English Language Arts 30-4	English	5	NEW for 2015-16. Special permission required. Applies as unspecified credits

FRENCH

Course code	Course title	Category	Credits	Comments
~~FLA1132~~	~~French Language Arts 10-2~~	~~French~~	5	Expired in June 2015
~~FLA1304~~	~~French Language Arts 10-1~~	~~French~~	5	Expired in June 2015
~~FLA2132~~	~~French Language Arts 20-2~~	~~French~~	5	Expired in June 2015
~~FLA2304~~	~~French Language Arts 20-1~~	~~French~~	5	Expired in June 2015
~~FLA3132~~	~~French Language Arts 30-2~~	~~French~~	5	Expired in June 2015
~~FLA3304~~	~~French Language Arts 30-1~~	~~French~~	5	Expired in June 2015
FLA1314	French Immersion Language Arts 10-2	French	5	NEW for 2015-16. French immersion through summer program
FLA2314	French Immersion Language Arts 20-2	French	5	NEW for 2015-16. French immersion through summer program

SCIENCE

Course code	Course title	Category	Credits	Comments
~~IOP2290~~	~~Science 26~~	~~Science~~	5	Expired June 2015
~~LDC2290~~	~~Science 25~~	~~Science~~	3	Expired June 2015. Replaced by Science 24

SOCIAL STUDIES

Course code	Course title	Category	Credits	Comments
~~IOP2160~~	~~Social Studies 26~~	~~Social Studies~~	~~5~~	Expired in June 2015

CAREER AND TECHNOLOGY STUDIES (CTS)

Course code	Course title	Category	Credits	
REC1045	Group Exercise Trends	Recreation Leadership	1	New AB course
REC2015	Athletic Development	Recreation Leadership	1	New AB course
REC2030	Anatomy of Joints	Recreation Leadership	1	New AB course
REC2045	Training for Core Muscles	Recreation Leadership	1	New AB course
REC3015	Flexibility Training	Recreation Leadership	1	New AB course
REC3025	Cardiovascular Training	Recreation Leadership	1	New AB course
REC3030	Speed & Agility	Recreation Leadership	1	New AB course
REC3045	Periodization	Recreation Leadership	1	New AB course
REC3085	Olympic Weightlifting	Recreation Leadership	1	New AB course
CTR2210	Workplace Safety Practices	Career Transitions	1	AB course grandfathered

CAREER AND TECHNOLOGY STUDIES (CTS) APPRENTICESHIP STRANDS

Course code	Course title	Category	Credits
ABA3000s	Auto Body Technician Apprenticeship modules	Module/1 credit at Grade 12 level	New AB courses
AEA3000s	Agricultural Equipment Technician Apprenticeship modules	Module/1 credit at Grade 12 level	New AB courses
BKA3000s	Baker Apprenticeship modules	Module/1 credit at Grade 12 level	New AB courses
CKA3000s	Cook Apprenticeship modules	Module/1 credit at Grade 12 level	New AB courses
CTA3000s	Communication Technician Apprenticeship modules	Module/1 credit at Grade 12 level	New AB courses
ETA3000s	Electrician Apprenticeship modules	Module/1 credit at Grade 12 level	New AB courses
HCA3000s	Health Care Aide	Module/1 credit at Grade 12 level	New AB courses
HEA3000s	Heavy Equipment Technician Apprenticeship modules	Module/1 credit at Grade 12 level	New AB courses
INA3000s	Insulator Apprenticeship	Module/1 credit at Grade 12 level	New AB courses
ISA3000s	Instrument Technician Apprenticeship modules	Module/1 credit at Grade 12 level	New AB courses
LGA3000s	Landscape Gardener Apprenticeship modules	Module/1 credit at Grade 12 level	New AB courses
MWA3000s	Millright Apprenticeship modules	Module/1 credit at Grade 12 level	New AB courses
PDA3000s	Painter & Decorator Apprenticeship modules	Module/1 credit at Grade 12 level	New AB courses
PLA3000s	Plumber Apprenticeship modules	Module/1 credit at Grade 12 level	New AB courses
PTA3000s	Parts Technician Apprenticeship modules	Module/1 credit at Grade 12 level	New AB courses
WLA3000s	Welder Apprenticeship modules	Module/1 credit at Grade 12 level	New AB courses

See *CTS apprenticeship, Section 14*, for a full list of new courses.

Categorization of approved courses

Approved courses have been categorized with respect to graduation requirements as follows:

Category/area abbreviation	Refers to
CDT	Approved Army and Air Cadet courses (applied as unspecified credits)
CTS	Career and Technology Studies modules
ELA	English Language Arts courses
FNA	Fine Arts courses
FRE	French Language courses (applied as unspecified credits)
ILA	Inuktitut Language Arts
ISL	Inuit Language (Challenge Exam)
LDC	Locally developed courses (not to be applied as CTS credits)
MAT	Mathematics courses
NCS	Nunavut Cultural Studies (locally developed modules to be applied as CTS modules)
NRC	Nunavut-required courses (for example, *Aulajaaqtut* 11)
NWE	Nunavut Work Experience (Work Experience credits to be applied as CTS modules)
OTH	Other undefined courses such as Special Projects (applied as unspecified credits)
PED	Physical Education courses
SCN	Science courses
SST	Social Studies courses
KAE	Knowledge and Employability courses

Approved course list

This is a list of Nunavut's approved courses. Career and Technology Studies (CTS) modules and some locally developed courses are not included within this list. For the list of CTS and other courses, see *Section 14*.

AULAJAAQTUT

Course code	Course title	Category	Credits	Comments
IEP1179	*Aulajaaqtut* Grade 10 – IEP	*Aulajaaqtut*	5	
IEP2179	*Aulajaaqtut* Grade 11 – IEP	*Aulajaaqtut*	5	
IEP3179	*Aulajaaqtut* Grade 12 – IEP	*Aulajaaqtut*	5	
NRC1001	*Aulajaaqtut* 10	*Aulajaaqtut*	5	
NRC2001	*Aulajaaqtut* 11	*Aulajaaqtut*	5	
NRC3001	*Aulajaaqtut* 12	*Aulajaaqtut*	5	
NRC2404	*Aulajaaqtut* 11	*Aulajaaqtut*	4	Expired 2015. Use NRC2001 instead

ENGLISH

Course code	Course title	Category	Credits	Comments
ECS1000	Communications English 10 – pilot	English	5	
ECS2000	Communications English 11 – pilot	English	5	
ECS3000	Communications English 12 – pilot	English	5	Does not meet Grade 12 requirement
ELA1104	English Language Arts 10-2	English	5	
ELA1105	English Language Arts 10-1	English	5	
ELA1145	Reading 10	English	3	Special permission required
ELA1147	Reading 10	English	5	Special permission required
ELA2104	English Language Arts 20-2	English	5	
ELA2105	English Language Arts 20-1	English	5	
ELA3104	English Language Arts 30-2	English	5	
ELA3105	English Language Arts 30-1	English	5	
ESL1120	English SL – Level 1	English	0	Special permission required
ESL1121	English SL – Level 2	English	5	Special permission required
ESL1122	English SL – Level 3	English	5	Special permission required
ESL1123	English SL – Level 4	English	5	Special permission required
ESL1124	English SL – Level 5	English	0	Special permission required
IEP1149	English Grade 10 – IEP	English	1	
IEP2149	English Grade 11 – IEP	English	1	

Course code	Course title	Category	Credits	Comments
IEP3149	English Grade 12 – IEP	English	1	
IOP2120	English 26	English	5	Expired June 2015
IOP3120	English 36	English	5	Expires June 2016. Special permission required
KAE1780	English Language Arts 10-4	English	5	Special permission required
KAE2780	English Language Arts 20-4	English	5	Special permission required
KAE3780	English Language Arts 30-4	English	5	NEW for 2015-16. Replaces English 36. Special permission required

ENTREPRENEURSHIP

Course code	Course title	Category	Credits	Comments
ENT3410	Ventures in Entrepreneurship 12 – pilot	Entrepreneurship	5	Expires in June 2016
ESB1410	E-Spirit	Entrepreneurship	5	
ESB2410	Entrepreneurship 11	Entrepreneurship	5	
ESB3410	Entrepreneurship 12	Entrepreneurship	5	

FINE ARTS

Course code	Course title	Category	Credits
FNA1400	Art 10	Fine Arts	3
FNA1404	Art 10	Fine Arts	4
FNA1405	Art 11	Fine Arts	3
FNA1406	Art 11	Fine Arts	4
FNA1407	Art 11	Fine Arts	5
FNA1408	Art 10	Fine Arts	5
FNA1410	Drama 10	Fine Arts	3
FNA1414	Drama 10	Fine Arts	4
FNA1415	Drama 10	Fine Arts	5
FNA1420	Choral Music 10	Fine Arts	3
FNA1421	Choral Music 10	Fine Arts	5
FNA1424	General Music 10	Fine Arts	3
FNA1425	Instrumental Music 10	Fine Arts	3
FNA1426	Instrumental Music 10	Fine Arts	5
FNA1427	General Music 10	Fine Arts	5
FNA2400	Art 20	Fine Arts	3
FNA2404	Art 20	Fine Arts	4

Course code	Course title	Category	Credits
FNA2405	Art 21	Fine Arts	3
FNA2406	Art 21	Fine Arts	4
FNA2407	Art 21	Fine Arts	5
FNA2408	Art 20	Fine Arts	5
FNA2410	Drama 20	Fine Arts	3
FNA2414	Drama 20	Fine Arts	4
FNA2415	Drama 20	Fine Arts	5
FNA2420	Choral Music 20	Fine Arts	3
FNA2421	Choral Music 20	Fine Arts	5
FNA2424	General Music 20	Fine Arts	3
FNA2425	Instrumental Music 20	Fine Arts	3
FNA2426	Instrumental Music 20	Fine Arts	5
FNA2427	General Music 20	Fine Arts	5
FNA3400	Art 30	Fine Arts	5
FNA3405	Art 31	Fine Arts	5
FNA3410	Drama 30	Fine Arts	5
FNA3420	Choral Music 30	Fine Arts	5
FNA3424	General Music 30	Fine Arts	5
FNA3425	Instrumental Music 30	Fine Arts	5

FRENCH

Course code	Course title	Category	Credits
FRA1301	Français 10-1	French	5
FRA1314	Français 10-2	French	5
FRA2301	Français 20-1	French	5
FRA2314	Français 20-2	French	5
FRA3301	Français 30-1	French	5
FRA3314	Français 30-2	French	5
FSL1093	French 10-3Y	French	5
FSL1099	French 10-9Y	French	5
FSL2093	French 20-3Y	French	5
FSL2099	French 20-9Y	French	5
FSL3093	French 30-3Y	French	5
FSL3099	French 30-9Y	French	5
FLA1314	French Immersion Language Arts 10-2 (French immersion through summer program)	French	5
FLA2314	French Immersion Language Arts 20-2 (French immersion through summer program)	French	5

INUKTITUT AND INUINNAQTUN

Course code	Course title	Category	Credits
ILA1000	Inuktitut 10	Inuktitut – Inuinnaqtun	5
ILA2000	Inuktitut 11	Inuktitut – Inuinnaqtun	5
ILA3000	Inuktitut 12	Inuktitut – Inuinnaqtun	5
INL1000	Inuinnaqtun 10	Inuktitut – Inuinnaqtun	5
INL2000	Inuinnaqtun 11	Inuktitut – Inuinnaqtun	5
INL3000	Inuinnaqtun 12	Inuktitut – Inuinnaqtun	5
ISL1000	Inuit Language 10 – Inuktitut	Inuktitut – Inuinnaqtun	3
ISL1001	Inuit Language 10 – Inuinnaqtun	Inuktitut – Inuinnaqtun	3
ISL2000	Inuit Language 11 – Inuktitut	Inuktitut – Inuinnaqtun	3
ISL2001	Inuit Language 11 – Inuinnaqtun	Inuktitut – Inuinnaqtun	3
ISL3000	Inuit Language 12 – Inuktitut	Inuktitut – Inuinnaqtun	3
ISL3001	Inuit Language 12 – Inuinnaqtun	Inuktitut – Inuinnaqtun	3

MATHEMATICS

Course code	Course title	Category	Credits	Comments
IEP1219	Mathematics Grade 10 – IEP	Mathematics	1	
IEP2219	Mathematics Grade 11 – IEP	Mathematics	1	
IEP3219	Mathematics Grade 12 – IEP	Mathematics	1	
MAT1791	Mathematics 10C	Mathematics	5	
MAT1793	Mathematics 10-3	Mathematics	5	
MAT2791	Mathematics 20-1	Mathematics	5	
MAT2792	Mathematics 20-2	Mathematics	5	
MAT2793	Mathematics 20-3	Mathematics	5	
MAT3211	Mathematics 31	Mathematics	5	
MAT3791	Mathematics 30-1	Mathematics	5	
MAT3792	Mathematics 30-2	Mathematics	5	
MAT3793	Mathematics 30-3	Mathematics	5	
KAE1782	Mathematics 10-4	Mathematics	5	Applies as unspecified credits. Special permission required
KAE2782	Mathematics 20-4	Mathematics	5	Applies as unspecified credits. Special permission required

PHYSICAL EDUCATION

Course code	Course title	Category	Credits
PED1445	Physical Education 10	Physical Education	3
PED1446	Physical Education 10	Physical Education	4
PED1447	Physical Education 10	Physical Education	5
PED2445	Physical Education 20	Physical Education	3
PED2446	Physical Education 20	Physical Education	4
PED2447	Physical Education 20	Physical Education	5
PED3445	Physical Education 30	Physical Education	3
PED3446	Physical Education 30	Physical Education	4
PED3447	Physical Education 30	Physical Education	5

SCIENCE

Course code	Course title	Category	Credits	Comments
IEP1299	Science Grade 10 – IEP	Science	1	
IEP2299	Science Grade 11 – IEP	Science	1	
IEP3299	Science Grade 12 – IEP	Science	1	
IOP2290	Science 26	Science	5	Expired June 2015
LDC2290	Science 25	Science	5	Expired June 2015
LDC3293	Environmental Studies 35	Science	5	
SCN1270	Science 10	Science	5	
SCN2231	Biology 20	Science	5	
SCN2265	Applied Physics 11	Science	5	
SCN2270	Science 20	Science	5	
SCN2796	Chemistry 20	Science	5	
SCN2797	Physics 20	Science	5	
SCN3230	Biology 30	Science	5	
SCN3265	Applied Physics 12	Science	5	
SCN3270	Science 30	Science	5	
SCN3796	Chemistry 30	Science	5	
SCN3797	Physics 30	Science	5	
SCN1001	Experiential Science 10	Science	5	
SCN2001	Experiential Science 11	Science	5	
SCN3001	Experiential Science 12	Science	5	NEW for 2015-16
SCN1288	Science 14	Science	5	Replaced Science 15
SCN2288	Science 24	Science	5	Replaced Science 25
KAE1783	Science 10-4	Science	5	Special permission required. Applies as unspecified credits
KAE2783	Science 20-4	Science	5	Special permission required. Applies as unspecified credits

SOCIAL STUDIES

Course code	Course title	Category	Credits	Comments
SSN3166	World Geography 30	Social Studies	3	
IEP1169	Social Studies Grade 10 – IEP	Social Studies	1	
IEP2169	Social Studies Grade 11 – IEP	Social Studies	1	
IEP3169	Social Studies Grade 12 – IEP	Social Studies	1	
IOP2160	Social Studies 26	Social Studies	5	Expired June 2015
SST2771	Social Studies 20-1	Social Studies	5	
SST2772	Social Studies 20-2	Social Studies	5	
NSS1001	Social Studies 10-1 *Inuuqatigiitsiarniq* Seeking Harmony	Social Studies	5	
NSS1002	Social Studies 10-2 *Inuuqatigiitsiarniq* Seeking Harmony	Social Studies	5	
NSS3001	Social Studies 30-1	Social Studies	5	Social studies with project
NSS3002	Social Studies 30-2	Social Studies	5	Social studies with project

NUNAVUT WORK EXPERIENCE

Course code	Course title	Credits
NWE1991	Work Experience 10	1
NWE1992	Work Experience 10	2
NWE1993	Work Experience 10	3
NWE1994	Work Experience 10	4
NWE1995	Work Experience 10	5
NWE2991	Work Experience 11	1
NWE2992	Work Experience 11	2
NWE2993	Work Experience 11	3
NWE2994	Work Experience 11	4
NWE2995	Work Experience 11	5
NWE3991	Work Experience 12	1
NWE3992	Work Experience 12	2
NWE3993	Work Experience 12	3
NWE3994	Work Experience 12	4
NWE3995	Work Experience 12	5

SPECIAL PROJECTS

Course code	Course title	Credits
OTH1994	Special Projects 10	4
OTH1995	Special Projects 10	5
OTH1999	Special Projects 10	3
OTH2994	Special Projects 20	4
OTH2995	Special Projects 20	5
OTH2999	Special Projects 20	3
OTH3994	Special Projects 30	4
OTH3995	Special Projects 30	5
OTH3999	Special Projects 30	3

Required course prerequisites

Many approved courses have required prerequisite courses (usually at a preceding grade level). Students must successfully complete the prerequisite before they may be registered in the next course.

The following tables outline approved courses and their prerequisites for the core list of approved courses.

Transfer points (recommended) and course sequences for senior high school

In senior high school, some programs of study are designed to accommodate transfer between course sequences at particular points. For example, a student who completes English 10-4 may have built the skills to transfer successfully to English 10-2 in order to work toward graduation requirements in English Language Arts. Another example might be a student who struggles in but completes English 10-1. This student could then transfer to English 20-2 for their next English Language Arts course.

Special circumstances may warrant that students transfer at other points in the curriculum; however, ordinarily the standard transfer points are recommended.

Refer to the charts on *Transfer points and course sequences* in each subject area.

Prerequisite courses – explanation

Some courses are prerequisites for more advanced senior high school courses. To avoid possible difficulties in later senior high school years, principals should ensure that students planning their Grade 10 programs are familiar with the prerequisites.

For example, upon entry into senior high school, students who have successfully passed Grade 9 Mathematics may register in either Mathematics 10C or 10-3.

Students who have not been successful in Grade 9 Mathematics may register in Mathematics 10-3 or, if appropriate, Mathematics 10-4.

Principals must ensure that credits earned are recorded correctly and checked carefully at the school level.

Course code	Course title	Prerequisite	Credits
ECS1000	Communications English 10 (pilot)		5
ECS2000	Communications English 11 (pilot)	ECS1000	5
ECS3000	Communications English 12 (pilot)	ECS2000	5
ELA1104	English Language Arts 10-2		5
ELA1105	English Language Arts 10-1		5
ELA1145	Reading 10		3
ELA1147	Reading 10		5
ELA2104	English Language Arts 20-2	ELA1104 or ELA1105 or IOP2120	5
ELA2105	English Language Arts 20-1	ELA1105 or ELA2104	5
ELA3104	English Language Arts 30-2	ELA2104 or ELA2105 or IOP3120	5
ELA3105	English Language Arts 30-1	ELA2105 or ELA3104	5
ESB1410	E-Spirit		5

Course code	Course title	Prerequisite	Credits
ESB2410	Entrepreneurship 11		5
ESB3410	Entrepreneurship 12	ESB2410	5
KAE1780	English Language Arts 10-4		5
KAE2780	English Language Arts 20-4	KAE1780, IOP1120	5
KAE3780	English Language Arts 30-4	KAE2780, IOP2120	5
FLA1304	French Language Arts 10-1		5
FLA1132	French Language Arts 10-2		5
FLA2304	French Language Arts 20-1	FLA1304	5
FLA2132	French Language Arts 20-2	FLA1132	5
FLA3304	French Language Arts 30-1	FLA2304	5
FLA3132	French Language Arts 30-2	FLA2132	5
FNA1400	Art 10		3
FNA1404	Art 10		4
FNA1405	Art 11		3
FNA1406	Art 11		4
FNA1407	Art 11		5
FNA1408	Art 10		5
FNA1410	Drama 10		3
FNA1414	Drama 10		4
FNA1415	Drama 10		5
FNA1420	Choral Music 10		3
FNA1421	Choral Music 10		5
FNA1424	General Music 10		3
FNA1425	Instrumental Music 10		3
FNA1426	Instrumental Music 10		5
FNA1427	General Music 10		5
FNA2400	Art 20	FNA1400	3
FNA2404	Art 20	FNA1404	4
FNA2405	Art 21	FNA1405	3
FNA2406	Art 21	FNA1406	4
FNA2407	Art 21	FNA1407	5
FNA2408	Art 20	FNA1408	5
FNA2410	Drama 20	FNA1410	3
FNA2414	Drama 20	FNA1414	4
FNA2415	Drama 20	FNA1415	5

Course code	Course title	Prerequisite	Credits
FNA2420	Choral Music 20	FNA1420 or FNA1424 or FNA1425	3
FNA2421	Choral Music 20	FNA1421 or FNA1426 or FNA1427	5
FNA2424	General Music 20	FNA1420 or FNA1424 or FNA1425	3
FNA2425	Instrumental Music 20	FNA1420 or FNA1424 or FNA1425	3
FNA2426	Instrumental Music 20	FNA1421 or FNA1426 or FNA1427	5
FNA2427	General Music 20	FNA1421 or FNA1426 or FNA1427	5
FNA3400	Art 30	FNA2400	5
FNA3405	Art 31	FNA2405	5
FNA3410	Drama 30	FNA2410	5
FNA3420	Choral Music 30	FNA2420	5
FNA3424	General Music 30	FNA2424	5
FNA3425	Instrumental Music 30	FNA2425	5
FRA1301	Français 10-1		5
FRA1314	Français 10-2		5
FRA2301	Français 20-1	FRA1301	5
FRA2314	Français 20-2	FRA1314	5
FRA3301	Français 30-1	FRA2301	5
FRA3314	Français 30-2	FRA2314	5
FSL1093	French 10-3Y		5
FSL1099	French 10-9Y		5
FSL2093	French 20-3Y	FSL1093	5
FSL2099	French 20-9Y	FSL1099	5
FSL3093	French 30-3Y	FSL2093	5
FSL3099	French 30-9Y	FSL2099	5
IEP1149	English Grade 10 – IEP		5
IEP1169	Social Studies Grade 10 – IEP		5
IEP1219	Mathematics Grade 10 – IEP		5
IEP1299	Science Grade 10 – IEP		5
IEP1179	*Aulajaaqtut* Grade 10 – IEP		5
IEP2149	English Grade 11 – IEP	IEP1149	5
IEP2169	Social Studies Grade 11 – IEP	IEP1169	5

Course code	Course title	Prerequisite	Credits
IEP2219	Mathematics Grade 11 – IEP	IEP1219	5
IEP2299	Science Grade 11 – IEP	IEP1299	5
IEP2179	Auljaaqtut Grade 11 – IEP	IEP1179	5
IEP3149	English Grade 12 – IEP	IEP2149	5
IEP3169	Social Studies Grade 12 – IEP	IEP2169	5
IEP3219	Mathematics Grade 12 – IEP	IEP2219	5
IEP3299	Science Grade 12 – IEP	IEP2299	5
IEP3179	*Aulajaaqtut* Grade 12 – IEP	IEP2179	5
ILA1000	Inuktitut 10		5
ILA2000	Inuktitut 11	ILA1000	5
ILA3000	Inuktitut 12	ILA2000	5
INL1000	Inuinnaqtun 10		5
INL2000	Inuinnaqtun 11	INL1000	5
INL3000	Inuinnaqtun 12	INL2000	5
IOP1120	English 16		5
IOP1290	Science 16		5
IOP2120	English 26	ELA1104 or IOP1120	5
IOP2160	Social Studies 26	NSS1000 or SST1151 or NSS1001	5
IOP2290	Science 26	IOP1290 or IOP1291 or KAE1783	5
IOP3120	English 36	IOP2120 or ELA2104	5
ISL1000	Inuit Language 10 – Inuktitut		3
ISL1001	Inuit Language 10 – Inuinnaqtun		3
ISL2000	Inuit Language 11 – Inuktitut	ISL1000	3
ISL2001	Inuit Language 11 – Inuinnaqtun	ISL1001	3
ISL3000	Inuit Language 12 – Inuktitut	ISL2000	3
ISL3001	Inuit Language 12 – Inuinnaqtun	ISL2001	3
LDC1290	Science 15		3
LDC2290	Science 25	LDC1290 or IOP2290	3
LDC1461	Religious Studies 10		4
LDC1462	Religious Studies 10		5
LDC2461	Religious Studies 11	LDC1461 or LDC1462	4
LDC2462	Religious Studies 11	LDC1461 or LDC1462	5
LDC3461	Religious Studies 12	LDC2461 or LDC2462	4
LDC3462	Religious Studies 12	LDC2461 or LDC2462	4

Course code	Course title	Prerequisite	Credits
MAT1041	Mathematics Prep 10		3
MAT1045	Mathematics Prep 10		5
MAT1791	Mathematics 10C		5
MAT1793	Mathematics 10-3		5
MAT2791	Mathematics 20-1	MAT1791	5
MAT2792	Mathematics 20-2	MAT1791	5
MAT2793	Mathematics 20-3	MAT1793 or MAT1791	5
MAT3211	Mathematics 31	MAT3791	5
MAT3791	Mathematics 30-1	MAT2791	5
MAT3792	Mathematics 30-2	MAT2792 or MAT2791	5
MAT3793	Mathematics 30-3	MAT2793 or MAT2792	5
KAE1782	Mathematics 10-4		5
KAE2782	Mathematics 20-4	KAE1782, MAT1791, MAT1793	5
NRC1000	*Aulajaaqtut* 10 (pilot)		6
NRC1001	*Aulajaaqtut* 10		5
NRC2000	*Aulajaaqtut* 11 (pilot)	NRC1000	6
NRC2001	*Aulajaaqtut* 11	NRC1001 or NRC1000	5
NRC2400	*Aulajaaqtut* Community Practicum 11		1
NRC2404	*Aulajaaqtut* 11		4
NRC3000	*Aulajaaqtut* 12 (pilot)	NRC2000	6
NRC3001	*Aulajaaqtut* 12	NRC2001 or NRC2000	5
PED1445	Physical Education 10		3
PED1446	Physical Education 10		4
PED1447	Physical Education 10		5
PED2445	Physical Education 20	PED1445 or PED1446 or PED1447	3
PED2446	Physical Education 20	PED1446 or PED1447	4
PED2447	Physical Education 20	PED1447	5
PED3445	Physical Education 30	PED2445 or PED2446 or PED2447	3
PED3446	Physical Education 30	PED2446 or PED2447	4
PED3447	Physical Education 30	PED2447	5
SCN1000	Environmental Science – Nuna 10 (pilot)		5
SCN1001	Experiential Science 10		5
SCN2001	Experiential Science 20	SCN1001	5
SCN3001	Experiential Science 30	SCN2001	5

Course code	Course title	Prerequisite	Credits
SCN1288	Science 14		5
SCN2288	Science 24	SCN1288	5
KAE1783	Science 10-4		5
KAE2783	Science 20-4	KAE1783	5
SCN1270	Science 10		5
SCN2231	Biology 20	SCN1270	5
SCN2265	Applied Physics 11	SCN1270	5
SCN2270	Science 20	SCN1270	5
SCN2796	Chemistry 20	SCN1270	5
SCN2797	Physics 20	SCN1270	5
SCN3230	Biology 30	SCN2230 or SCN2231	5
SCN3265	Applied Physics 12	SCN2265	5
SCN3270	Science 30	SCN2270	5
SCN3796	Chemistry 30	SCN2796 or SCN2240	5
SCN3797	Physics 30	SCN2797 or SCN2260	5
SSN3166	World Geography 30		3
NSS1000	*Silarjualiriniq*/Social Studies 10 (pilot)		5
SST1150	Social Studies 10		5
SST1151	Social Studies 13		5
SST2771	Social Studies 20-1	SST1150 or NSS1000 or NSS1001	5
SST2772	Social Studies 20-2	SST1151 or SST1150 or NSS1001 or NSS1002	5
SST3152	Social Studies 30	SST2150 or SST2771	5
SST3154	Social Studies 33	SST2150 or SST2151 or SST2771 or SST2772	5
SST3771	Social Studies 30-1	SST2771	5
SST3772	Social Studies 30-2	SST2771 or SST2772	5
NSS1001	Social Studies 10-1		5
NSS1002	Social Studies 10-2		5

Changes from IOP (16-26-36) to Knowledge and Employability (KAE) program

Alberta Education recently revised its IOP 16-26-36 level courses with new Knowledge and Employability (KAE) courses numbered 10-4, 20-4, 30-4. Some of the KAE courses have been approved as the 16-26-36 courses are being withdrawn from the Nunavut approved list of curricula. The Department of Education is presently developing differentiated curriculum to address our needs and will be available in the future.

Some KAE courses, identified with a -4 numeric, are approved for delivery in Nunavut schools. As in the Alberta program of studies, these courses do not count toward subject-specific graduation requirements (i.e., mathematics, science, language arts). KAE courses only count toward the unspecified course credit requirements.

Purpose of the KAE strands

KAE courses were designed by Alberta Education for students who, for a variety of personal, societal and school-related reasons, have met with very little success in school, and appear likely to leave school early.

All KAE courses focused on the concrete level. This connection enables students to understand the need for academic knowledge as it applies to job success. Core subjects reflect the content of other courses but within a functional, life skills and applied context.

The KAE courses were specifically designed to enable these students to:

- develop essential concepts, skills and attitudes in preparation for their roles in the home, community, further education and the workplace;
- obtain a sense of success and achievement in their learning experiences, thereby enhancing their self-esteem;
- recognize the need for life-long learning; and
- become responsible members of society.

Note: Students who successfully complete each of these courses will receive credits, but will not receive a graduation diploma unless they meet the specified graduation requirements and a minimum of 100 credits. They must also successfully complete one of the following English Language Arts 30-1 or 30-2 courses.

Criteria for student enrollment in Knowledge and Employability courses

In order to register students in the new 10-4, 20-4, 30-4 courses, certain conditions will apply:

1. Enrollment includes consultation with parents/guardians, students, teachers and others, with an added emphasis on informed annual written consent of parents/guardian (if the student is under 18 years of age) and the student.
2. Enrollment also includes creating a Career and Program Plan for each student through consultation with parents, the student and school staff.
3. There should be multiple entry-exit points to accommodate the needs of individual students. As soon as the students indicate a readiness to take one or more subjects in the other sequences, such a transfer should be encouraged.
4. These courses do not lead to a Nunavut graduation diploma and they do not prepare students for college or university studies. English Language Arts 30-1 and 30-2 will remain the mandatory English courses for secondary school graduation.

For further information, consult the *Information Manual for Knowledge and Employability Courses* found on the Alberta Education website at www.education.alberta.ca/teachers/program/know.aspx.

Social Studies

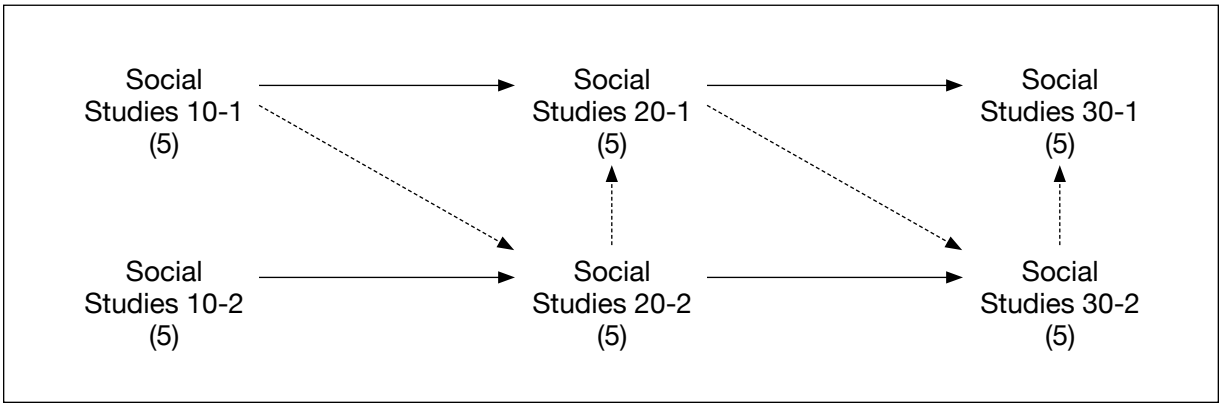
Course category: **SST**

Graduation requirement

- minimum of 10 credits total
- minimum of 5 credits at each of Grades 10 and 11 levels

For the list of courses in this category, refer to the *Approved course list* that appears earlier in this section.

Sequence and transfer points



Note: Students generally take the prerequisite in a course sequence (e.g., English Language Arts 10-1, 20-1, 30-1). This route is designated by solid arrows. However, students may transfer between course sequences and these recommended routes are designated by broken arrows.

The school shall have a policy that clearly states the criteria to be met by a student who wishes to change program routes.

Social Studies 10 curriculum changes and implementation plan

Grade 10 new courses: *Inuuqatigiitsiarniq*: Seeking Harmony 10-1 (NSS1001) and 10-2 (NSS1002) replace Social Studies 10 (SST1150), Social Studies 13 (SST1151) and Social Studies 16 (IOP1160) as required Grade 10 Social Studies courses in Nunavut. These courses were approved for use in all schools in 2014-15.

The course is comprised of 5 parts for which teaching guide modules have been developed. Each module represents approximately 25 hours of instruction.

- Module 1 – *Staking the Claim*
- Module 2 – *Rights, Responsibilities and Justice*
- Module 3 – *Governance and Leadership*
- Module 4 – *The Residential School System in Canada: Understanding the Past – Seeking Reconciliation – Building Hope for Tomorrow*
- Module 5 – *Inuuqatigiitsiarniq Project*

Support and electronic versions of the modules is available at the *Nunavusiutit* Wiki http://nunavusiutit.wikispaces.com/. The wiki will also provide a location where educators can provide feedback about the course.

Social Studies 11 and 12 implementation plan

Nunavut is utilizing Alberta's newer Social Studies courses in Grade 11 and 12 until Nunavut courses have been completed. The Alberta courses we have been using (23, 20, 33 and 30) are out of date and the resources for these courses are no longer available.

Grade 11

Schools should move to the updated curriculum. The Program of Studies can be found at http://education.alberta.ca/teachers/program/socialstudies/programs.aspx:

a. SST2771 Social Studies 20-1, replacing SST2150 Social Studies 20
b. SST2772 Social Studies 20-2, replacing SST2151 Social Studies 23
    i. The older courses expired at the end of the 2013-14 school year and Grade 11 students began using the updated Grade 12 Social Studies curriculum in 2014-15.

Texts Grade 11

To order textbooks, contact the appropriate publisher.

20-1 *Exploring Nationalism* (2008) R. Gardener et al. McGraw-Hill Ryerson Ltd., $100.89
20-2 *Understanding Nationalism* (2008) M. Hoogeveen et al. McGraw-Hill Ryerson Ltd., $100.89

Grade 12

The existing curriculum with projects will continue however the updated curriculum NSS3001 and NSS3002 were introduced in 2014-15:

a. NSS3001 Social Studies 30-1 replaces SST 3150 Social Studies 30
b. NSS3002 Social Studies 30-2 replaces SST 3151 Social Studies 33

Texts Grade 12

30-2 *Understandings of Ideologies* (2009) D. Noesgaard et al. Oxford University Press, $128.75
30-1 *Perspectives on Ideology* (2010) J. Fielding et al. Oxford University Press, $101.90

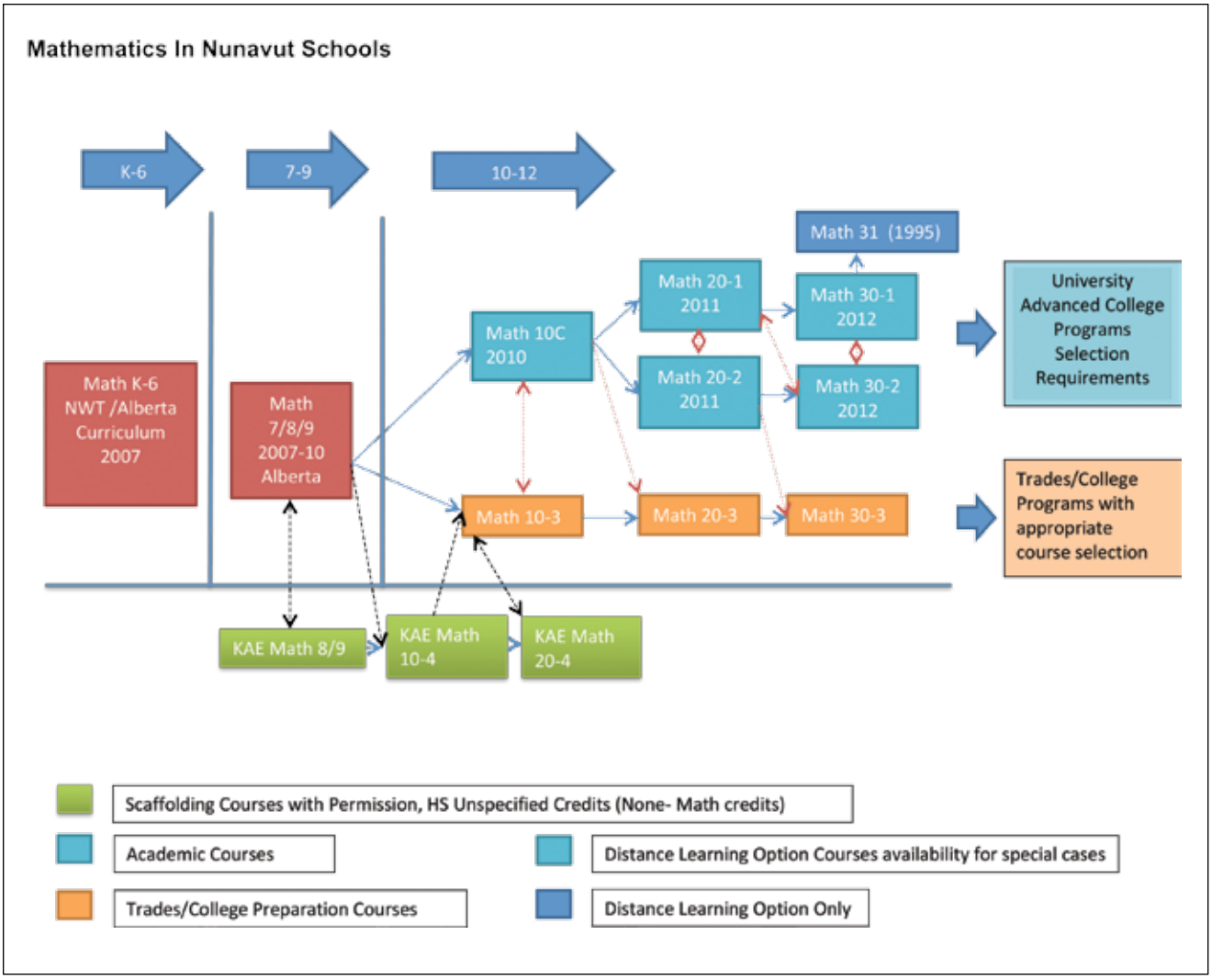
Mathematics

Course category: **MAT**

Graduation requirement

- minimum of 10 credits total
- minimum of 5 credits at each of Grades 10 and 11 levels

For the list of courses in this category, refer to the *Approved course list* that appears earlier in this section.



Science

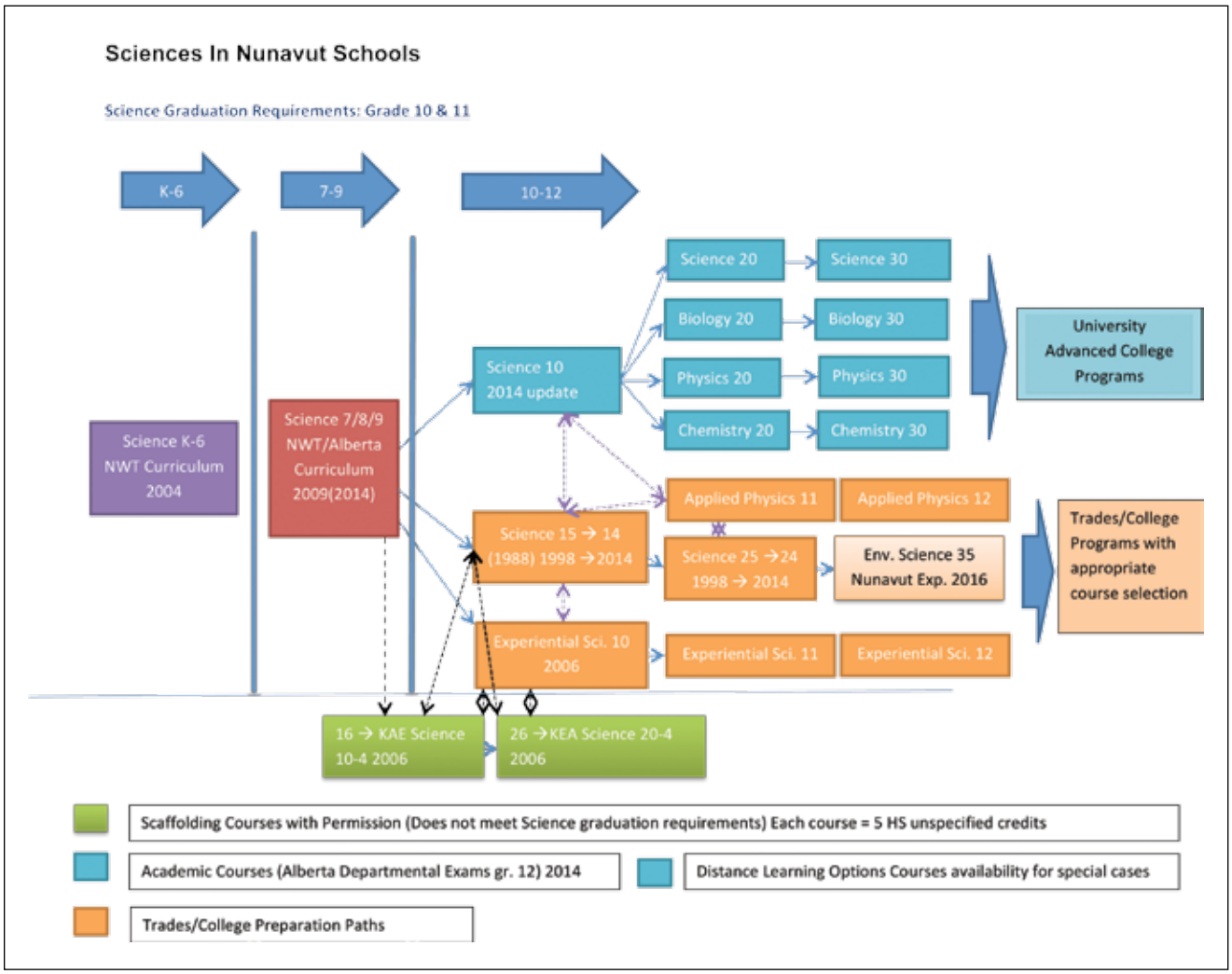
Course category: **SCN** and **LDC**

Graduation requirement

- minimum of 10 credits total
- minimum of 5 credits at each of Grades 10 and 11 levels

For the list of courses in this category, refer to the *Approved course list* that appears earlier in this section. Note: Environmental Studies 35 is a locally developed course and is optional. This course will not count toward required Science graduation credits but will count as unspecified credits.

Students who successfully complete one of Biology 20, Chemistry 20 or Physics 20 can receive retroactive credits for Science 10 upon application to Student Records. The Science 10 course is recorded as a "P" on the transcript.



Recommendations for Experiential Science 10-20-30

The Minister of Education approved replacement courses for the Nunavut-developed Nuna, Sila and Tariuq pilot science courses.

The Experiential Science 10, 20 and 30 course from NWT was approved for use in Nunavut schools starting in the 2014-15 school year. These courses replace the Nuna/Tariuq/Sila environmental science courses that were being piloted in schools up to 2014.

Some students may have already taken Nuna or Tariuq. They may have been given credits under the codes for Nuna and Science 25 while studying these courses.

A recommended progression for students currently in the Nuna/Tariuq/Sila pathways (students already having completed any of these courses) to help in course recommendation for these students appears below.

Progressions allowed

Students starting Grade 10 in the fall would progress as follows:

- Experiential Science 10 – Experiential Science 20 – Experiential Science 30 *or*
- Science 10 – Experiential Science 20 – Experiential Science 30

But for students currently in Grade 10:

- Nuna pilot – Experiential Science 10 – Experiential Science 20 – Experiential Science 30 *or*
- Science 10 – Experiential Science 20 – Experiential Science 30

Students currently in Grade 11

- Science 25 – Environmental Studies 35 *or*
- Nuna pilot – Tariuq pilot – Environmental Studies 35

With permission of administrator on consultation with the science teacher:

- Nuna pilot – Experiential Science 20 – Experiential Science 30 *or*
- Nuna pilot – Tariuq pilot – Experiential Science 20 – Experiential Science 30

In contemplating these possibilities, we considered content as well as skills scaffolding. We want to be fair to the students, but not suggest progressions that may result in increased student failure.

Prerequisite and co-requisites

- Environmental Science 10 – no prerequisite or co-requisites
- Environmental Science 20 – prerequisite Environmental Science 10 or Science 10 (with administrator permission Nuna pilot or Nuna and Tariuq pilot may be accepted), no co-requisites
- Environmental Science 30 – Prerequisite Environmental Science 20, no co-requisites

Note: As stated above, this information and explanation of possible progressions is for students who have already taken one or more of the discontinued Nuna/Sila/Tariuq courses. For students taking science courses who have not taken any of the Nuna/Sila/Tariuq courses, this information does not apply.

For more information on this topic, contact:

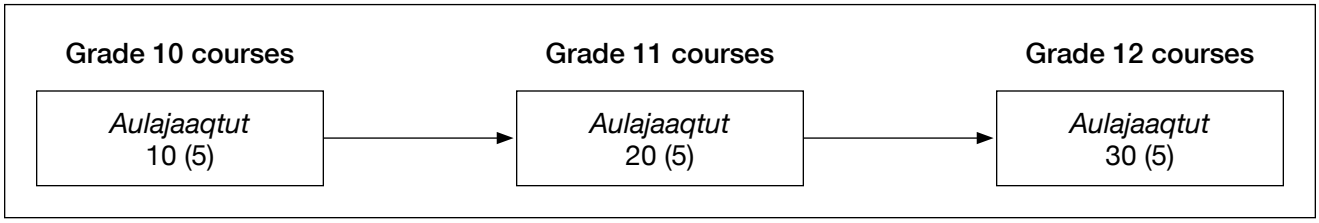
7-12 Environmental Science Specialist
Tel. (867) 857-3080
Fax (867) 857-3090

Aulajaaqtut

Course category: **NRC**

Graduation requirement

- minimum of 10 credits total of *Aulajaaqtut* courses



For the list of courses in this category, refer to the *Approved course list* that appears earlier in this section.

Aulajaaqtut is a program developed in Nunavut. *Aulajaaqtut* 10-11-12 consists of five modules at each level.

It is recommended that the course be offered over a full school year and that the teacher be a long-time northerner. Resources include an *Aulajaaqtut* handbook, a teacher's manual for each module, and a student journal for each module. Texts, videos, and CDs required to teach with the modules have been distributed to schools.

Career program and planning component

There is a career planning module at each grade level:

Aulajaaqtut 10, Module 3 – Exploring Opportunities
Aulajaaqtut 11, Module 3 – Reaching Your Goals

Practicum component

The practicum should be an opportunity for community members to view students as valuable agents of community participation and change. For that reason, the use of mentors and resource people for the practicum projects is critical.

The practicum also allows the students to make important community contacts and to develop significant relationships with adults in the community. It is expected that these relationships will continue even if the project ceases. It is hoped that once projects are initiated and seen to be valuable in the community, they will develop a life of their own and become integral community programs.

Students whose practicum takes them to worksites other than government institutions will require a work permit from Labour Standards indicating that the worksite is approved and the project is voluntary.

Students who are doing projects with vulnerable populations (daycare, early childhood settings, group homes or in Elders' facilities) require a Criminal Record Check (CRC) from the local RCMP, including Vulnerable Sector Screening (VSS). For more information, contact the Labour Standards Officer at 1-867-975-7293 or 1-877-806-8402.

Note: Schools may encounter outdated print materials for this program that reference a mandatory 85% attendance. This requirement has been removed from the *Aulajaaqtut* program.

Recognition for post-secondary admission

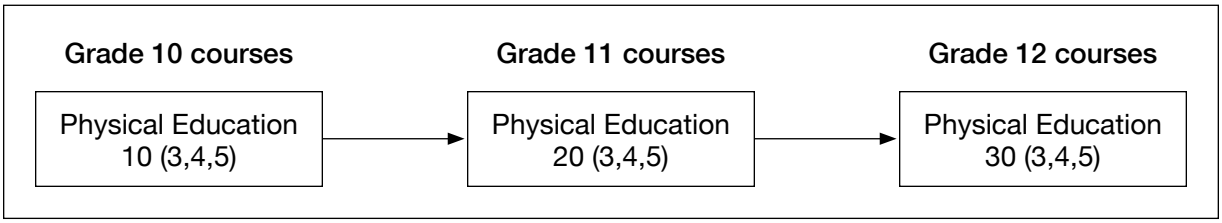
Aulajaaqtut 12 meets the Humanities/Arts/Social Sciences entrance admission requirement of the following universities: Simon Fraser, Calgary, Alberta, Saskatchewan, Brandon, Manitoba, Carleton, Guelph, Lakehead, McMaster, Ottawa, Toronto, Trent, Queens, Western, Windsor, Wilfrid Laurier, York, McGill, St. Mary's, St. Francis Xavier, Dalhousie, New Brunswick, Prince Edward Island, Ryerson, MacEwan, and Memorial.

Physical Education

Course category: **PED**

Graduation requirement

- minimum of 5 credits in PED



For the list of courses in this category, refer to the *Approved course list* that appears earlier in this section.

Other considerations

There are numerous Community Health Career and Technology Studies courses related to Physical Education which can be found within the section of Career and Technology Studies.

It is not appropriate for students to receive Physical Education credits for activities such as life-guarding or instructing, supervising sports or recreational day-camps, etc. during which a student receives payment for such activities.

Any extra-curricular activities toward which a principal may wish to give credit must include a detailed evaluation and assessment component and would apply toward a Special Project credit.

Physical Education modifications

As an integral part of the well-balanced Physical Education program, each of its seven dimensions includes activities selected to contribute to the attainment of the learner expectations. In the following specified circumstances, however, modifications may be warranted within one or more dimensions of the course.

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 DEA or parent Approved by DEA Exemption shall be registered on the Career and Program Plan

When modification is granted, alternative activities consistent with the goals and objectives of the specific dimension should be substituted where appropriate.

When a Grade 10 student is unable to meet the requirements for Physical Education 10 for medical reasons, every effort should be made to meet this requirement in later years.

Note: A school administrator at his/her discretion may offer students a modified theoretical course in order to meet the Physical Education 10 requirements.

Fine Arts

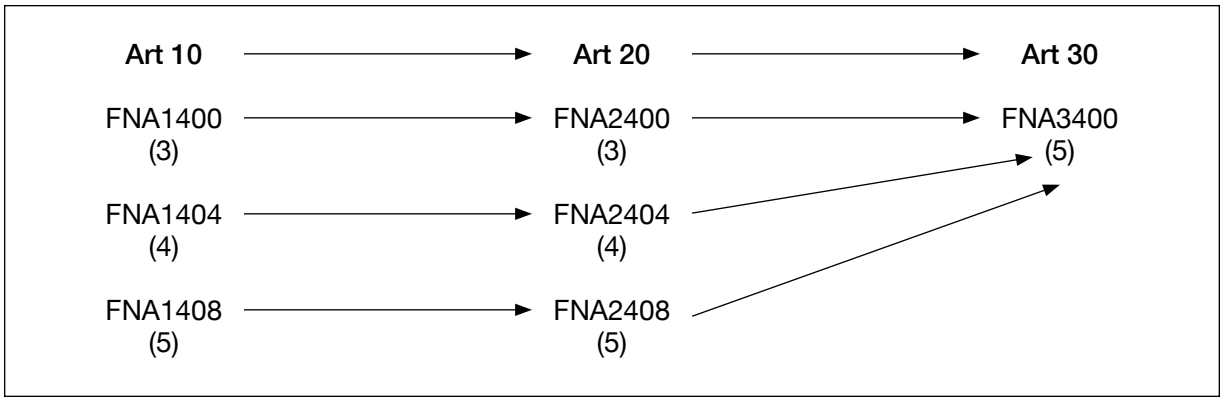
Course category: **FNA** and **LDC**

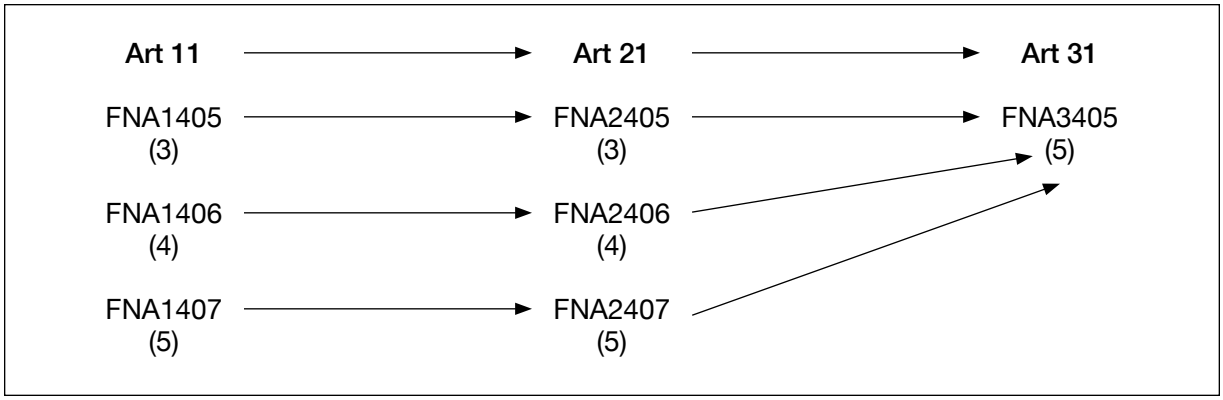
Graduation requirement

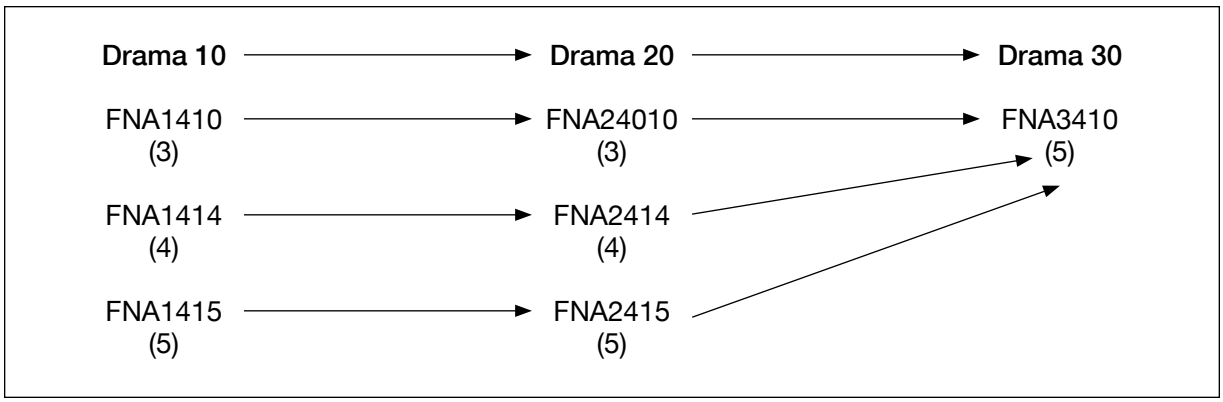
- minimum of 3 credits in Fine Arts courses is mandatory in Grade 10

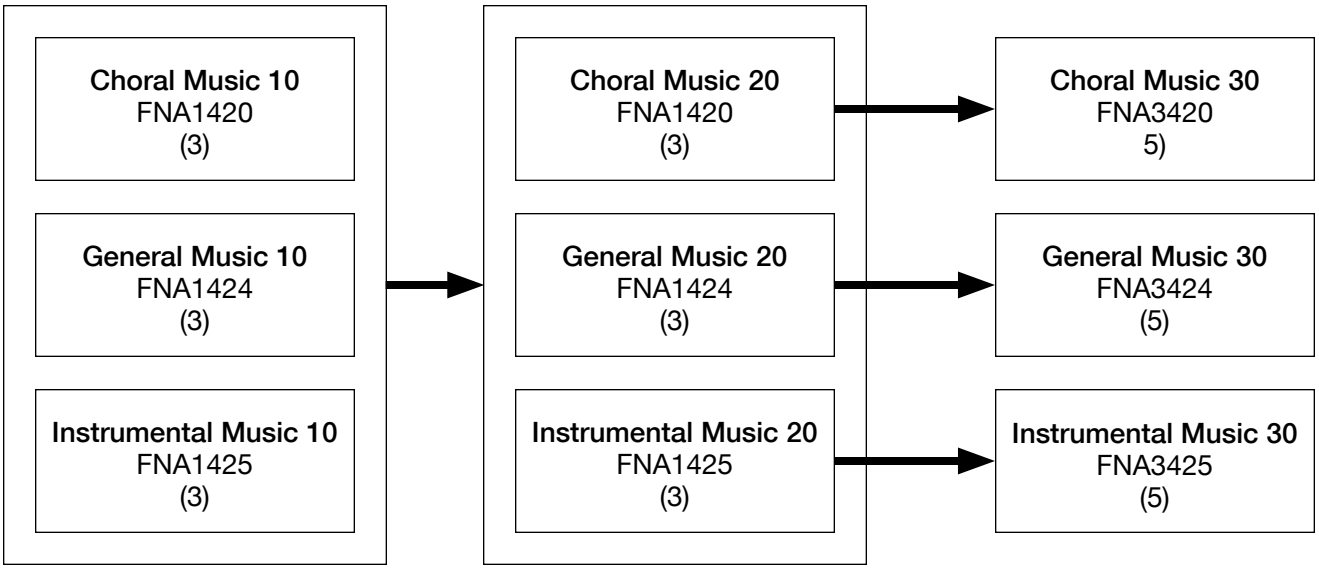
Prerequisites do apply within the structure of most Fine Arts courses modules.

For the list of courses in this category, refer to the *Approved course list* that appears earlier in this section.








Choral Music 10
FNA1420
(3)
General Music 10
FNA1424
(3)
Instrumental Music 10
FNA1425
(3)
Choral Music 20
FNA1420
(3)
General Music 20
FNA1424
(3)
Instrumental Music 20
FNA1425
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Choral Music 30
FNA3420
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General Music 30
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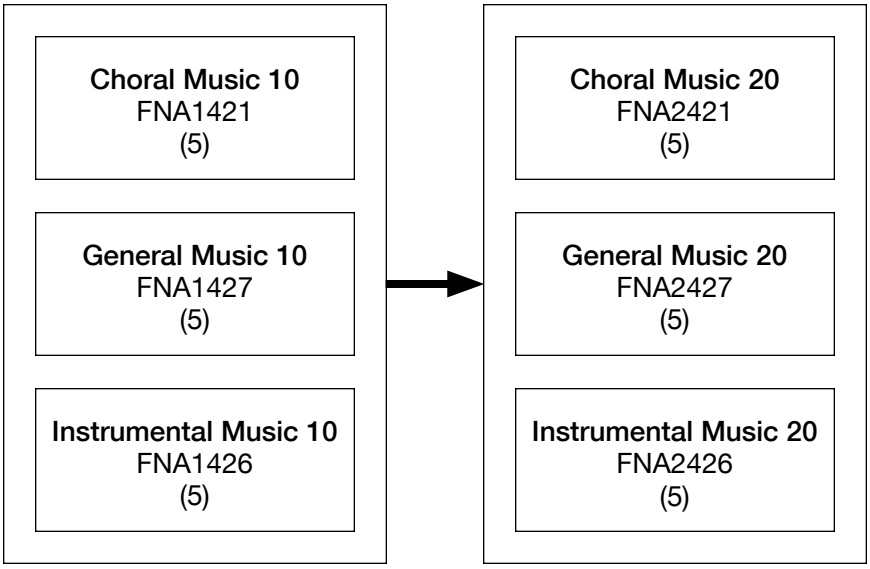
Instrumental Music 30
FNA3425
(5)


Choral Music 10
FNA1421
(5)
General Music 10
FNA1427
(5)
Instrumental Music 10
FNA1426
(5)
Choral Music 20
FNA2421
(5)
General Music 20
FNA2427
(5)
Instrumental Music 20
FNA2426
(5)

Career and Technology Studies and Nunavut Cultural Studies

Course category: **Career and Technology Studies and Nunavut Cultural Studies**

Graduation requirement

- minimum of 5 credits in Career and Technology Studies or Nunavut Cultural Studies is mandatory

Prerequisites do apply within the structure of most CTS and NCS modules.

For a complete list of CTS and NCS courses, see *Section 14*.

Detailed Career and Technology Studies information

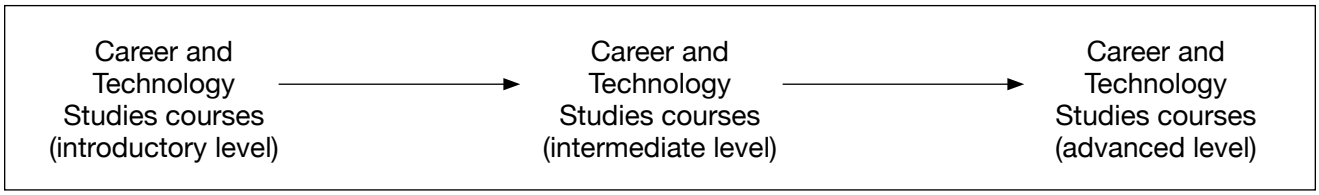
For details on Career and Technology Studies courses, curricula and related documentation, refer to the Alberta Education website at www.education.alberta.ca/teachers/program/cts/program-of-studies.aspx.

All Alberta Career and Technology Studies modules are approved for use in Nunavut. It is appropriate for educators in Nunavut to adjust Alberta CTS course content to the Nunavut context and perspective of their students, as long as the adjustment creates equivalent expectations and criteria.

Schools should keep in mind that Career and Technology Studies courses are meant to be progressive in nature, that is, the student moves from an introductory through an intermediate to an advanced stage. A Career and Technology Studies course offered at the introductory level should in successive years be offered at the intermediate and advanced levels. The courses, as the name implies, are also intended to provide students with skills related to future careers and the use of technology in all its forms.

Schools need to ensure that a student does not repeat a module and that the courses are appropriate and integral to the student's Career and Program Plan.

New: Advanced CTS program (see *Section 14* for further details) as special criteria must be met for program approval.



Partnerships

It is recommended that schools become part of a community learning network. Partnerships with agencies, institutions and groups such as Nunavut Arctic College, the Royal Canadian Mounted Police, Department of Environment, Hunters and Trappers, and the Workers' Safety and Compensation Commission enhance the ability of schools to offer a variety of Career and Technology Studies courses and other learning experiences.

If students enroll in courses being offered in the community, such as suicide prevention, reclaiming our sinew, or firearm safety, they should be registered for Career and Technology Studies credits where the course parallels a Career and Technology Studies course profile. Whenever possible, students who participate in extended extracurricular events such as science camps, sports camps, youth symposia, or land trips should be registered for Career and Technology Studies or Nunavut Cultural Studies credits.

CTS description grade 9

All Grade 9 students must be registered in NCS1411, Aulaaruhiqut – Developing a Career and Program Plan: The Journey Begins.

All students in Grade 9 should complete the following CTS courses before they attend any work experience or job shadowing program:

CTR1010	Job Preparation
CTR1210	Personal Safety
CTR2210	Workplace Safety

It is also suggested that students attend a First Aid/CPR course which can be credited as a CTS credit:

HCS2020	First Aid/CPR with AED

Development of *Nunavut Iliqusituqanginnit Ilinniarniq* (Nunavut Cultural Studies) modules

The *Nunavut Iliqusituqangnnit Ilinniarniq* (Nunavut Cultural Studies) modules have been created by educators over the years to develop skills and activities relevant to the culture and context of Nunavut.

To obtain approval for the development of new *Nunavut Iliqusituqangnnit Ilinniarniq* (Nunavut Cultural Studies) materials or modules at your school, contact the Director, Curriculum Services in Arviat for the appropriate forms. Once these forms have been completed and returned to the Director, they will be forwarded to the Department of Education in Iqaluit for approval. Once approved, they will be made available to all schools in Nunavut.

Nunavut Early Apprenticeship Training (under review: not to be used without special permission from RSO)

NEAT courses are not currently approved and are under a complete review.

Section 5

Language programs

Government mandate

The Department of Education has a Government of Nunavut mandate to produce bilingual graduates, respecting the four official languages of Nunavut.

Inuktitut and Inuinnaqtun

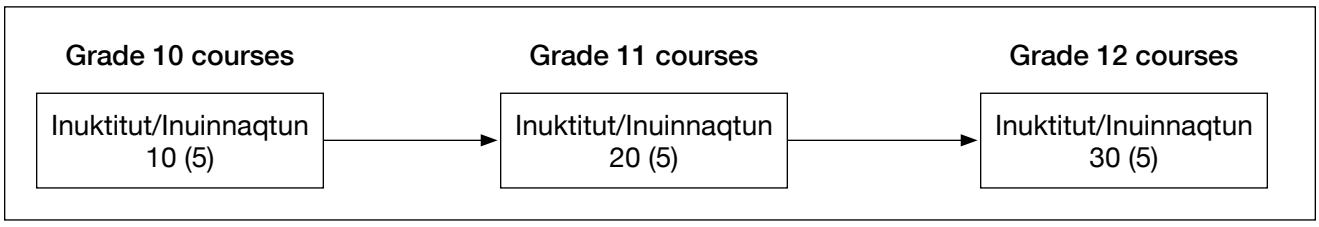
The following courses are approved for use in Nunavut schools. They must be taught either by a qualified teacher or by a skilled speaker of the language on a Letter of Authority.

Inuktitut First Language and Inuinnaqtun

Inuktitut Language Arts is available for students in Grades 10 through 12. It is intended for students for whom Inuktitut is a first language. This is a modularized course so it is possible for students to progress at their own pace. An Inuinnaqtun Language Arts course is currently being developed. There is **no** Grade 12 diploma examination.

Course code	Course name	Credit value
ILA1000	Inuktitut 10 (Language Arts)	5
ILA2000	Inuktitut 11 (Language Arts)	5
ILA3000	Inuktitut 12 (Language Arts)	5
INL1000	Inuinnaqtun 10	5
INL2000	Inuinnaqtun 11	5
INL3000	Inuinnaqtun 12	5

Course sequence



Inuktitut and Inuinnaqtun challenge credits
(under review: not to be used without special permission from RSO)

The Aboriginal Language 15-25-35 challenge examinations have been renamed as Inuit Language 10-11-12. There are course codes for both Inuktitut and Inuinnaqtun. These credits are for students for whom the Inuit language is an additional language. They are non-curriculum based and may not be used to replace the curriculum-based courses in Inuktitut.

Course code	Course name	Credit value
ISL1000	Inuit Language 10 (Challenge Exam, Inuktitut)	3
ISL2000	Inuit Language 11 (Challenge Exam, Inuktitut)	3
ISL3000	Inuit Language 12 (Challenge Exam, Inuktitut)	3
ISL1001	Inuit Language 10 (Challenge Exam, Inuinnaqtun)	3
ISL2001	Inuit Language 11 (Challenge Exam, Inuinnaqtun)	3
ISL3001	Inuit Language 12 (Challenge Exam, Inuinnaqtun)	3

Students enrolled in Nunavut schools may be awarded challenge credits toward graduation for demonstrated competence in one of the Inuit languages, in accordance with the following provisions:

- A maximum of 9 credits per student may be granted.
- Students enrolled in school programs on a full-time or part-time basis, or distance learning are eligible for Inuit language credit.
- Credit will be awarded on the basis of performance on a single non-curriculum-based language examination. The criterion for acquiring credits at each level will be a 50% score on an examination. The qualification to take the examination at each of the levels will be determined on the following basis:
  - Level 10 – able to speak the language (3 credits)
  - Level 11 – able to speak and read the language (3 credits)
  - Level 12 – able to speak, read, and write the language (3 credits)
- 3, 6, or 9 credits will be awarded depending on whether the student has met the criteria required for each level.

The procedures for administering Inuit language credits may be used for certification of language proficiency and competence by each school.

Credit for language competency will be awarded by the Department based on the recommendation of the school, and will be recorded on the student's Validation Statement at the 10, 11, or 12 level.

Under normal circumstances students will not be permitted to take the proficiency examination more than once unless they are able to provide evidence of additional study leading to improved competency. Students may request re-examination if they feel that some external factor has prevented them from performing at their normal level of competency.

Guide to evaluation

This sample guide is intended for both students and principals. The information for evaluation and the high expectations for students are the particular highlights.

For ease of organization, specific areas of requirements and eligibility have been dealt with separately. The underlying principle, however, is one of fairness to students who are applying for the credits.

The guide is designed to help the students meet the criteria for the Inuit Language Credit option that has been defined. It endeavours to provide information for all school personnel involved in these credits.

This process is not to be confused with the processes used for curriculum-based courses in Inuktitut or Inuinnaqtun.

Procedures

In order to administer the credits in aboriginal languages in an efficient and fair manner to all students concerned, the following areas of responsibility have been identified:

Any student interested in obtaining Inuit language credits should:

1. Consult, first of all, with his/her school principal regarding the Inuit language credit;
2. Present himself/herself for the examination at the specified time and place.

The principal will:

1. Make all necessary arrangements with student(s) and examiner(s);
2. Report the language credit as part of the school's regular credit reporting procedure.

RSOs will approve the evaluation procedures to be used by the school to award challenge credits to students for Inuit Language 10, 11, and 12 and submit a copy to the Department of Education.

The examiner will:

- Contact the school and confirm times and dates of examinations;
- Become familiar with the procedures for the administration of testing;
- Ensure the student being tested knows exactly what the expectations are (remember you are testing for fluency of the language);
- Administer and supervise the testing at the appropriate level (reading, writing, speaking);
- Mark test, assign and record the mark acquired by the student; and
- Submit all tests, forms and other pertinent information to the principal.

The Department will record credits for competence in an Inuit language.

Testing procedures for challenge examination on Inuit language

- The examiner should go over the levels and what the requirements are for each level.
- The examiner should find out which students are being tested at the various levels, and supervise them accordingly.
- The examiner will indicate the marks obtained by each student.

Listening and speaking

- Understand the language when it is spoken at a normal speed on everyday culturally-related topics (e.g., personal information, food, feasts, weather, community events, cultural traditions, etc.);
- Reproduce the sound system of the language in short, meaningful sentences;
- Speak clearly, simply and correctly;
- Demonstrate the ability to carry on conversation;
- Participate in a short conversation on suggested topics;
- Discuss, in addition, topics such as animals, holidays, landscapes, travel;
- Converse without hesitation, at a normal speed, in sentences of increased length;
- Use complex sentences correctly;
- Communicate using a vocabulary dealing with a wide range of everyday topics;
- Discuss current news items of interest. This is to determine the student's ability to express himself/herself in the language.

Reading

- Read and demonstrate understanding of an article dealing with a subject/topic the student is familiar with;
- Read and translate with understanding, a newspaper or other articles as assigned;
- Read with understanding, approximately 15 lines of simple instructions or a simple text;
- Read and/or summarize or discuss in oral or written form, an excerpt from a text on contemporary life in the culture with which the student is well acquainted.

Writing

- Write an argument in defence of a point of view on a current issue;
- Write a summary of a reading, given a point of view with supportive argument (for example, a newspaper editorial or column);
- Write a description of a scene of action demonstrating the ability to use language to create an impression.

Note: the Inuit language can be graphically presented in two forms. Either Roman orthography or syllabics will be accepted.

Additional credits

The Inuit Language Challenge is worth three credits at each level. Students may obtain up to two additional credits at each level by working with Elders or working in an environment where Inuinnaqtun or Inuktitut only is spoken. These students must be supervised by a qualified teacher or a person skilled in the language on a Letter of Authority. For further information, contact the Director, Curriculum Services in Arviat at (867) 857-3051.

French

There are three distinct French programs for Grades 10, 11, and 12 in Nunavut. Under the three programs, the following courses are approved for Nunavut schools.

Rights Holders

French first language education Rights Holders should contact the Commission scolaire francophone du Nunavut (CSFN) for questions related to the provision of French first language instruction.

It is a requirement of the Student Records Regulations that a student's record includes an indication if students identify as Rights Holders.

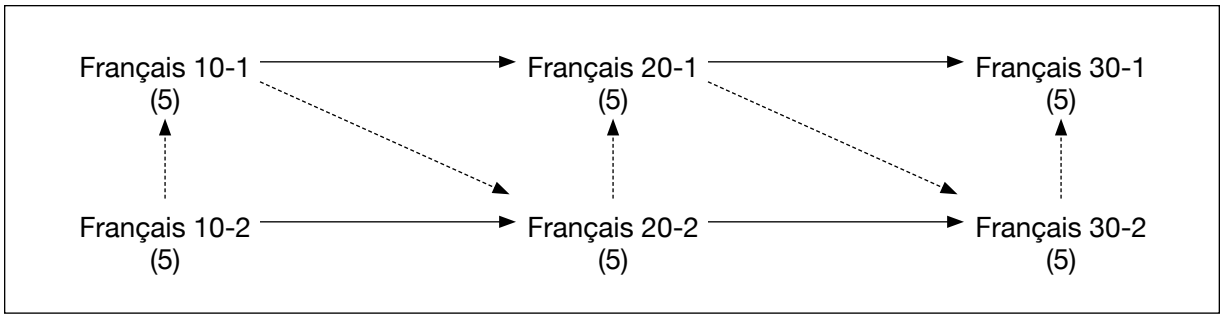
French First Language (FRA)

These courses are subjects designated for students whose first language is French. They are language arts subjects for Francophones and the learning outcomes are specific to first language learners. There is a Grade 12 Alberta departmental examination. Students who wish to receive French as a First Language education must register with the CSFN.

In the case where French first language programs are **not** available in Nunavut and a student wishes to receive financial assistance to study elsewhere in Canada, the student must register with the CSFN. This enables the student to retain the same status as other Nunavut students for the purpose of accessing other student financial assistance at the post-secondary level.

Course code	Course name	Credit value
FRA1301	Français 10-1	5
FRA2301	Français 20-1	5
FRA3301	Français 30-1	5
FRA1314	Français 10-2	5
FRA2314	Français 20-2	5
FRA3314	Français 30-2	5

French program (Francophone schools)



Note: Students generally take the prerequisite in a course sequence (e.g., French Language Arts 10-1, 20-1, 30-1). This route is designated by solid arrows. However, students may transfer between course sequences and these recommended routes are designated by broken arrows.

The school shall have a policy that clearly states the criteria to be met by a student who wishes to change program routes.

French Immersion (FLA)

These are subjects taught to students enrolled in the French Immersion program. The learning outcomes are different than those for Francophone students. There is no Alberta departmental examination.

At this time, there is no formal French Immersion programming available to students in Nunavut. Students and parents wishing to undertake a French Immersion program should consult with the Director, Bureau of Education and Services in French at (867) 975-5627 for program opportunities, such as the Explore five-week French-language bursary program.

Course code	Course name	Credit value
FLA1314	French Language Arts 10-2	5
FLA2314	French Language Arts 20-2	5

Explore bursary program

Explore is a five-week intensive French language immersion course offered by the Council of Ministers of Education, Canada under Official Language Programs. Participants in Explore receive a $2,200 bursary that covers tuition fees for the courses, instructional materials, meals and accommodations, workshops, and other related activities. Bursaries are awarded by random selection based on provincial and territorial allotments and quotas. Awarded bursaries are paid directly to the hosting institution.

The Bureau of Education and Services in French at the Department of Education can reimburse the cost of transportation after program completion if students meet the requirements (detailed below).

Explore is offered in several different institutions across Canada. A calendar of the different sessions is available at www.myexplore.ca.

Participant's eligibility

Students do not need to have completed any French classes prior to attending the program. They are placed in courses adapted to their level. In addition to the French courses, students also participate in different cultural or social activities throughout their five-week course.

In order to be eligible, students must meet all three criteria below:

- be Canadian citizens or Permanent Residents of Canada;
- be in Grade 11 or above the year before the course;
- be a full-time student for at least one semester in the preceding year.

Application process

Direct students to go to www.myexplore.ca:

Step 1 – Students create their user profile on the website
Step 2 – Students record their personal information
Step 3 – Students fill their application

When students have completed the online part of the application, they must print, sign and mail their application to the Territorial Coordinator along with any supporting material required.

In early April, students will be notified by email of their application status. If students are awarded a bursary, they will receive an acceptance package from the institution. To accept the bursary, students need to complete the package and return it to the institution, along with the registration fee and deposit, within 10 working days. Students failing to do so will see their bursary awarded to another applicant.

It is the student's responsibility to make and pay for travel arrangements. However, they may be eligible for a refund of their transportation costs from the Department of Education if they meet all of the following criteria:

- They travel from and return to Nunavut before and after the program;
- They successfully complete the program and obtain the institution's "certificate" or passing grade on the institution transcript;
- They submit to the Territorial Coordinator their airfare receipt, boarding passes and a photocopy of their "certificate" (or institution transcript) no later than **September 30** of the year they completed the program.

Territorial Coordinator

Josianne Beaumont
French Program Specialist
Department of Education
Government of Nunavut
PO Box 1000, Station 930
Iqaluit, NU X0A 0H0

Tel. (867) 975-5652
jbeaumont@gov.nu.ca

Deadline for submitting applications: **February 28 of each year** for the following spring/summer programs.

Program accreditation

The students can receive a maximum of 5 credits per course. Participants who attend and complete the program offered by the College St-Charles in Quebec City are guaranteed to have their credits granted. If students participate in the Explore program in a different institution, the Department of Education will investigate the program and assess whether the 5 credits can be granted.

In order to have their credits registered on their student's transcript, students must bring back their "certificate" (or institution transcript) and submit the following form (Explore Program Refund Request form sent by the Department of Education to the student) with all the supporting documents to the Territorial Coordinator. The Territorial Coordinator will complete the accreditation process with the Student Record Registrar.

For more information, visit www.myexplore.ca or contact the Territorial Coordinator at (867) 975-5652.

Explore Program Accreditation Request and Refund Request Form

Accreditation request

Student name (official name) as listed in student record	
Date of birth (day/month/year)	Gender ☐ Male ☐ Female
Program facility	Year
Course mark	Completion date
☐ All elements of the course were completed and marked	Notes:
☐ Course completion information is complete	Notes:
Nunavut course code	Nunavut course name
☐ Request sent to Student Records Registrar	Date of confirmation

Refund request

Refund travel (itemized each section if needed)	Note: Must be supported with boarding passes and airfare receipts.
Total refund requested	Note: Must be supported with copy of completion certificate and final mark.
Payable to	

Student's signature Date

Parent's signature Date

Territorial Coordinator's signature Date

French Second Language (FSL)

This is a core French subject for students who are not registered in French First Language courses. In Nunavut, French as a Second Language (FSL) is often referred to as French as an Additional Language (FAL) in respect of the three official languages recognized in the territory.

Students wishing to undertake French as an Additional Language and do not have access to it in their community should contact the Bureau of Education and Services in French to obtain more information and possibly obtain financial support for their distance courses.

There is no Grade 12 Alberta departmental examination.

Course code	Course name	Category	Credit value
FSL1093	French 10-3Y	French	5
FSL1099	French 10-9Y	French	5
FSL2093	French 20-3Y	French	5
FSL2099	French 20-9Y	French	5
FSL3093	French 30-3Y	French	5
FSL3099	French 30-9Y	French	5

French as a Second Language course sequences

1. For students in senior high school with no previous knowledge of French:

   French 10-3Y (5) → French 20-3Y (5) → French 30-3Y (5)

2. For students studying French with the requisite skills from the Grade 9 nine-year (9-Y) course sequence:

   French 10-9Y (5) → French 20-9Y (5) → French 30-9Y (5)

Note: Students generally take the prerequisite in a course sequence (e.g., French Language Arts 10-1, 20-1, 30-1). This route is designated by solid arrows. However, students may transfer between course sequences and these recommended routes are designated by broken arrows.

The school shall have a policy that clearly states the criteria to be met by a student who wishes to change program routes.

For further information about French courses, contact:

Director, Bureau of Education and Services in French
Tel. (867) 975-5627 • Fax (867) 975-5613

English Language Arts

Course category: **ELA**

Graduation requirement

- minimum of 15 credits total
- minimum of 5 credits at each of Grades 10, 11 and 12 levels

English Second Language (EL2)

The following courses may be used as English Second Language courses. Further details on these courses are available on the Alberta Education website. Schools must complete the Special Permission Form as part of the educational program plan approval process.

These courses provide unspecified credits only.

Course code	Course name	Credit value
ESL1120	English SL – Level 1	0
ESL1121	English SL – Level 2	5
ESL1122	English SL – Level 3	5
ESL1123	English SL – Level 4	5
ESL1125	English SL – Level 5	0

Schools are also encouraged to offer the following courses to assist their students in building English language skills. Alberta has withdrawn these courses, but Nunavut schools will continue to use them with special permission since these courses are being phased out.

Course code	Course name	Credit value
ELA1145	Reading 10	3
ELA1147	Reading 10	5

Course code	Course name	Credit value
KAE1780	English Language Arts 10-4	5
KAE2780	English Language Arts 20-4	5
KAE3780	English Language Arts 30-4	5

English Language Arts (ELA/ECS)

Course code	Course name	Credit value	Notes
ELA1104	English Language Arts 10-2	5	
ELA1105	English Language Arts 10-1	5	
ELA2104	English Language Arts 20-2	5	
ELA2105	English Language Arts 20-1	5	
ELA3104	English Language Arts 30-2	5	
ELA3105	English Language Arts 30-1	5	
IOP3120	English 36	5	Expires June 2016
ECS1000	Communications English 10	5	Pilot
ECS2000	Communications English 11	5	Pilot
ECS3000	Communications English 12	5	Pilot
IEP1149	English Grade 10 – IEP	5	
IEP2149	English Grade 11 – IEP	5	
IEP3149	English Grade 12 – IEP	5	

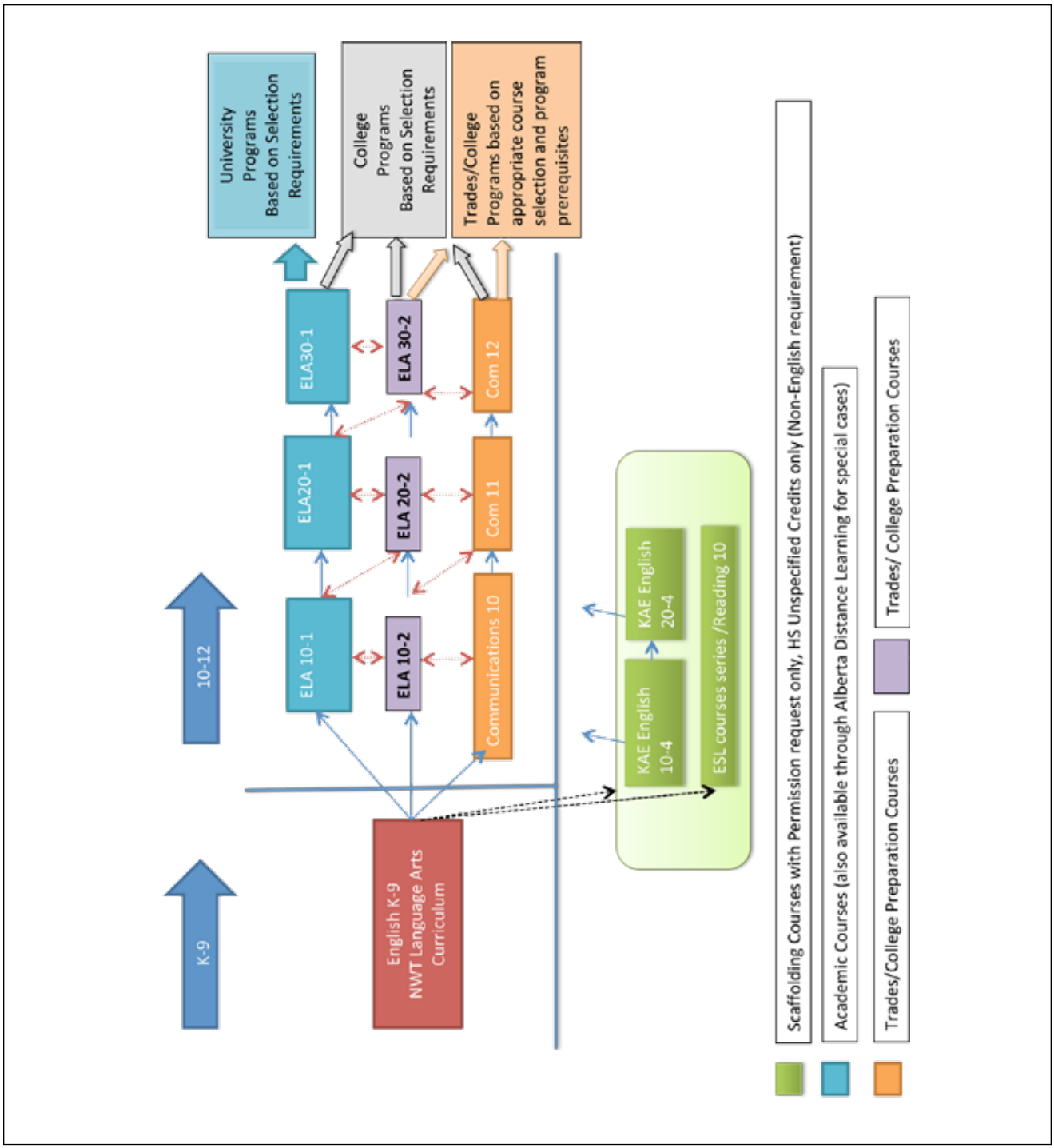
Communications 10-11-12 courses

The Communications 10,11,12 courses could be considered as supplementary courses to enhance a student's English Language Arts program. It is very important to note that the Communications 12 course does not meet the Grade 12 English Language Arts; consequently, students will need to establish transfer routes into the ELA 30-2 stream at a minimum.

As the Communications courses were developed, the Communications 12 course outcomes have been reviewed and deemed equivalent to those of ELA30-2 or other provinces' ELA courses by three colleges (Red River College in Manitoba, Nunavut Arctic College and Algonquin College in Ontario). However, there is not 'universal acceptance' of Communications 12 as being equivalent to ELA 30-2.

English Language Arts/ESL sequences and possible* transition paths

*Note: Career planning is crucial for course selection and post-secondary entry is very program specific. The transfer sequences outlined below are merely a guide.



Section 6

Special programs

Distance learning

The Department of Education is currently updating its Directive on Distance Education. The Directive, information regarding the Directive and associated materials and forms will be distributed to schools in the fall of 2015. **This information will include procedures for enrolling in, making payment for and submitting completion information related to courses completed by distance education.**

For further information from the Department of Education regarding distance education, contact (867) 975-5641.

Distance learning involves the use of appropriate technologies to provide learning experiences for students who are physically separated from their instructor for the majority of the learning process.

In Nunavut schools, distance learning can be used to provide access to courses or programs which:

a. cannot be offered locally because of a lack of teacher expertise or sufficient student numbers;
b. do not fit into a student's timetable;
c. enhance or enrich regular classroom instruction; and
d. can be accessed as a part of a home-schooling program or by students with prolonged illnesses.

Distance learning can significantly enhance the programs of small senior secondary schools in which a teacher will typically handle multiple courses for students at many levels. It is most often appropriate for accessing advanced level or specialized courses for students who couldn't otherwise get them.

Alberta course offerings

The Alberta Distance Learning Centre will continue to provide the majority of distance learning courses to Nunavut secondary students. These courses may be available as print packages, multimedia resources and online materials.

To see what courses are available through distance delivery, consult Alberta's Distance Learning Centre website at www.adlc.ab.ca. From there go to the courses tab and select the level you are interested in. This will bring you to the course listing page. You will see course availability, delivery methods and other Information. Click on the individual course name (for example: ELA3104 – English Language Arts 30-2) for detailed information about the course including associated fees. Fees can include tuition, lesson materials, textbooks, and other optional fees.

Generally speaking, courses can be offered in three ways:

1. Schools may register students with the Alberta Distance Learning Centre. The Alberta Distance Learning Centre handles marking and instruction. The school handles the facilitation issues mentioned above.
2. Students may register with the Alberta Distance Learning Centre independently of their school.
3. Schools may order Alberta Distance Learning Centre materials from the Learning Resources Distribution Centre and handle marking internally. Groups of schools may consider forming consortia to combine resources and expertise in order to better handle multiple course offerings.

Contact Alberta Distance Learning Centre

Alberta Distance Learning Centre
Box 4000, Barrhead, AB T7N 1P4
Tel. (780) 674-5333
http://www.adlc.ca/

Private study music courses

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 (but not both)
- Choral Music 20 or Instrumental Music 20 (but not both)
- Choral Music 30 or Instrumental Music 30 (but not both)

Credits for work in private music study completed in previous years may be applied to courses in advance of the student's current grade level.

If a student presents an official transcript verifying that he or she has achieved the learner expectations required for the equivalent of Grade 12 credit, the principal shall award a maximum of 15 credits in music (5 each for Grade 10, Grade 11 and Grade 12), whether or not the student has documentation for all the required components for equivalent credits for Grades 10 and 11.

Similarly, if a student has achieved the learner expectations required for Grade 11 equivalency, the principal shall award 10 credits in music (5 each for Grade 10 and Grade 11).

Verification for Music credits

Principals shall award 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.

In those instances where a student does not provide an official transcript for each lower grade level being evaluated, the principal shall report a mark of P or Pass, not a percentage score, when awarding credit.

Army and Air Cadet courses

Cadet summer courses are approved for use in Nunavut. A maximum of 15 credits can be applied to the unspecified credits graduation requirement.

Course code	Course title	Category	Credits
CDT1700	Introduction to Leadership	Cadet courses	5
CDT1710	Cadet Musician Level 2 & 3	Cadet courses	5
CDT1711	Pipes and Drums Level 1	Cadet courses	5
CDT1712	Pipes and Drums Level 2 & 3	Cadet courses	5
CDT1740	Physical Recreation & Training	Cadet courses	5
CDT1760	Air Crew Survival	Cadet courses	5
CDT1770	Air Studies Course	Cadet courses	5
CDT1800	Cadet Leader	Cadet courses	5
CDT1801	Cadet Leader Instructor Adventure	Cadet courses	5
CDT1810	Army Cadet Leader Band	Cadet courses	5
CDT1811	Army Cadet Leader Pipes and Drums	Cadet courses	5
CDT1820	Army Cadet Leader Marksman	Cadet courses	5
CDT2700	Air Cadet Instructor Course	Cadet courses	5
CDT2710	Cadet Musician Level 4 & 5	Cadet courses	5
CDT2711	Pipes and Drums Level 4 & 5	Cadet courses	5
CDT2740	Athletic Instructor Course	Cadet courses	5
CDT2760	Survival Instructor Course	Cadet courses	5
CDT2770	Tech Trng Course Aeroengine	Cadet courses	5
CDT2771	Tech Trng Course Airframe	Cadet courses	5
CDT2772	Tech Trng Course Photography	Cadet courses	5
CDT2773	Tech Trng Course Electronics	Cadet courses	5
CDT2810	Cadet Leader Instructor Band	Cadet courses	5
CDT2811	Cadet Leader Instructor Pipes and Drums	Cadet courses	5
CDT2812	Army Cadet Leader Instructor Drill & Ceremonial	Cadet courses	5
CDT2820	Army Cadet Leader Instructor Marksman	Cadet courses	5
CDT2821	Army Cadet Leader Instructor Small Bore	Cadet courses	5
CDT2822	Cadet Leader Instructor Rifle Coach	Cadet courses	5
CDT2830	Cadet Leader Instructor Storeman	Cadet courses	5
CDT2840	Cadet Leader Instructor Phys Rec & Phys Training	Cadet courses	5
CDT3700	Senior Leadership Course	Cadet courses	5
CDT3701	Leadership and Ceremonial Instructor	Cadet courses	5

Course code	Course title	Category	Credits
CDT3710	Service Band	Cadet courses	5
CDT3720	Air Rifle Marksmanship	Cadet courses	5
CDT3740	Fitness and Sports Instructor	Cadet courses	5
CDT3760	Survival Instructor	Cadet courses	5
CDT3770	Introduction to Aerospace	Cadet courses	3
CDT3771	Glider Pilot Course	Cadet courses	5
CDT3772	Air Traffic Control	Cadet courses	5
CDT3773	Flying Scholarship	Cadet courses	5
CDT3774	Advanced Aerospace	Cadet courses	5
CDT3775	Advanced Aviation	Cadet courses	3
CDT3790	Intl Air Cadet Exchange	Cadet courses	3
CDT3791	Canada/France Cultural/Gliding Exch	Cadet courses	3
CDT3810	Cadet Advanced Band	Cadet courses	5
CDT3811	Cadet Advanced Pipes and Drums	Cadet courses	5
CDT3812	National Army Cadets Pipes and Drums	Cadet courses	5
CDT3850	Army Cadet Parachute Course	Cadet courses	5
CDT3890	Outward Bound Wales Intl Exch	Cadet courses	3
CDT3891	Maple Leaf Intl Exchange	Cadet courses	3
CDT3892	Outward Bound Scotland Intl Exch	Cadet courses	3
CDT3893	F.R. of Germany Intl Exch	Cadet courses	3
CDT3894	Army Cadet Leadership and Challenge	Cadet courses	3

Notes on Air and Army Cadet course codes

- All Air and Army Cadet Courses will include the prefix CDT.
- The first digit will, as with all other courses indicate the grade level (1 for Grade 10, 2 for Grade 11, 3 for Grade 12).
- The second digit will be 7 for Air Cadet Courses and 8 for Army Cadet Courses.
- The third digit will indicate the general subject area:
  - 0 for leadership, 1 for music, 2 for marksmanship, 3 for stores, 4 for physical education, 5 for parachute, 6 for survival, 7 for flying and aeronautics, and 9 for exchanges.

Applying for Cadet credits

To receive credit for a course, a student must present their Course Report to the principal. Each cadet and Commanding Officer of the home unit receives a Course Report at the end of summer training. Upon completion of the course 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 (it is submitted as an Evaluated Course) along with the course code and title when reporting to student records. If you have any questions regarding reporting procedures, contact Student Records, Department of Education, Pangnirtung, at (867) 473-2612.

Some restrictions apply to Cadet course credits that count toward graduation.

A student can submit as many courses as they have completed but only 15 credits will apply toward graduation.

Verification for Cadet credits

If you require additional information or verification the following contacts may be able to help you or direct you to further resources.

The Officer below can answer all your questions regarding **Air Cadet** training and is the point of contact:

Major William H.J. Woollven
Officer in Charge Air Training | L'Officier Responsable d'entraînement aérien
Region Cadet Support Unit (Northwest) |Unité régionale de soutien des cadets (Nord-ouest)
National Defence | Défense nationale
PO Box 17000 Stn Forces | CP 17000 Succ Forces
Winnipeg MB R3J 3Y5
William.Woollven@forces.gc.ca
Telephone | Téléphone 204-833-2500 ext 6373
Facsimile | Télécopieur 1-877-287-0398
Government of Canada | Gouvernement du Canada

The address of the Officer below is for all **Army Cadet** training and is the point of contact:

Major Bruce Kiecker
Officer in Charge Army Training| L'Officier Responsable d'entraînement Army
Region Cadet Support Unit (Northwest) | Unité régionale de soutien des cadets (Nord-ouest)
National Defence | Défense nationale
PO Box 17000 Stn Forces | CP 17000 Succ Forces
Winnipeg MB R3J 3Y5
bruce.kiecker@forces.gc.ca
Telephone | Téléphone 204-833-2500 ext 6211
Facsimile | Télécopieur 1-877-287-0398
Government of Canada | Gouvernement du Canada

These individuals should be the first contact point for all Cadet training issues and inquiries.

Northern Youth Abroad

Northern Youth Abroad is a two-year volunteer travel and work program which focuses on leadership training, skills acquisition and cross-cultural learning. The program's objectives are achieved through extensive preparation and follow-up which allow youth to acquire credits. As well, five-to-six-week summer placements in southern Canada and Africa provide opportunities for cultural exchange and volunteer work while giving participants crucial exposure to new and challenging experiences. The program is open to youth aged 15 to 21, living in Nunavut or the Northwest Territories. Applications for NYA programming are made available to high schools across Nunavut in November of each calendar year.

The students can receive a maximum of 15 credits under this program. These credits can count toward unspecified graduation credits.

Course code	Course title	Credits
NYA1001	Program Preparation 1	1
NYA1011	Program Preparation & Research 2	1
NYA2001	Orientation 1	1
NYA2011	Personal Growth & Independent Living 1	1
NYA2021	Re-Orientation & Follow-up 1	1
NYA2031	Orientation 2	1
NYA2041	Personal Growth & Independent Living 2	1
NYA2051	Re-Orientation & Follow-up 2	1
NYA3001	Volunteer Work Practicum Southern Canada	3
NYA3002	Volunteer Work Practicum Southern Canada	5
NYA3011	International Volunteer Work Practicum	5

Applications are available in schools from mid-October. For more information, contact:

Northern Youth Abroad
275 Bank Street, Suite 400
Ottawa ON K2P 2L6
Tel. (613) 232-9989
Fax (613) 232-2121
info@nya.ca

www.nya.ca/home.aspx

Application deadline: **December 15**

Work Experience 10-11-12

Work Experience 10-11-12 consists of approved courses that can be offered from 1 to 5 credits each. Only 15 Work Experience credits may be applied toward the secondary school diploma.

Work Experience course credits are recognized as Career and Technology Studies credits toward meeting graduation requirements.

Essential elements toward registering students in Work Experience courses

Students may be registered in a work experience course **provided that all of the following conditions are met**. Schools may establish credited community learning opportunities with local employer agencies, such as the local stores, for work experience that takes place after school, part-time work, during school hours and even during the summer provided that:

1. The following prerequisite modules **must be completed** before a student can be registered in a work experience course:

CTR1010	Job Preparation
CTR1210	Personal Safety
HCS3010	Workplace Safety

   The curriculum resource that must be used to teach the two safety courses is the *Go Safe: Work Smart* (2009) curriculum developed by the Workers' Safety and Compensation Commission.

2. All work experience must be prior approved by the Principal of the school and notification given to the Superintendent of Schools.

3. Documentation that must be forwarded to the Labour Standards Officer for a permit includes the *Educational Work Experience Agreement* and the *Teacher Health and Safety Assessment Summary*.

4. All students involved in Work Experience courses must complete and regularly update a Student Record Book. It is in this document that they will outline their goals in conjunction with a school supervisor and document their hours and accomplishments in conjunction with their work site supervisor. Students entering a Nunavut Early Apprenticeship Training program (under review) may be able to claim the first 125 hours of work experience toward their practical, on-the-job time requirement, by submitting their Student Record Book to the Apprenticeship Registrar to verify their hours earned.

5. The Student Record Book replaces the former Evaluation Report and is placed on file in the Nunavut Student Record when final marks for the course are submitted.

Note: Work Experience credits **may not** be issued retroactively.

Cooperative work placement

In some cases, schools may arrange a cooperative work placement with a local employer so that students can master learner expectations of a specific Career and Technology Studies module. For example, in the Construction Technologies strand, CON2010: Site Preparation requires students 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, among other things.

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, such as new construction taking place in a community with an employer who is willing to address these specific skills with a student.

In this case the student is registered in the Career and Technology Studies module in question, for example, CON2010, rather than Work Experience 10, 11 and 12.

Work Experience placement permits

The Labour Standards Officer requires a minimum of one week (seven days) to process an application for a permit. Permits cannot be made retroactive. **The application for a permit must indicate that the student has successfully completed the WSCC safety course, *Go Safe: Work Smart*.** The application consists of two forms (*Educational Work Experience Agreement* and the *Workplace Experience Health and Safety Assessment Summary*).

Faxed copies of the two forms or e-mailed scanned copies are accepted for processing permits. The original applications are to be maintained at the school and are to be available if requested for review by the Labour Standards Officer. Phone to confirm the arrival of the fax.

If students do Work Experience with younger children, a teacher must be present. Students working in daycare, early childhood settings, group homes or in elders' facilities must have a Criminal Record Check (CRC) and Vulnerable Sector Screening (VSS).

All applications are sent to the Labour Standards Compliance Office in Iqaluit. Only the Labour Standards Officer can issue a permit for educational work experience as set by regulations to the *Labour Standards Act*.

Note: Each time a student goes out on a work placement a new permit is required stating the start and ending date of the placement.

See the *Educational Work Experience Agreement* that follows.

Educational Work Experience Agreement

A. STUDENT

Student name	NEAT student ☐ yes ☐ no	Birthdate (dd/mm/yy)	Age	Gender
WSCC Workplace Go Safe training program successfully completed ☐ yes ☐ no				

I have read and agree with the description of the work placement. I will: • keep a current Record Book and submit it on a regular basis for review by my work supervisor and my school supervisor; • practise the skills, goals and duties established for this work placement; • follow the workplace safety procedures, dress requirements and regulations; and • inform my employer and the school in advance of any absence.	Student signature Date

B. WORKPLACE (to be completed by, or in consultation with, the workplace supervisor)

Workplace supervisor	Employer (company name)	
Community	Telephone	Fax
Job title	Period of agreement from _____ to _____	
Schedule (days/hours)		
Duties		

I have read and agree with the description of the work placement. I will: • work in cooperation with the school supervisor to establish work experience outcomes and provide opportunities for the student to meet the outcomes • advise the student on safety procedures, dress requirements and regulations • provide a level of supervision adequate to ensure the safety and health of the student • review with the student, complete and sign the student's Record Book • complete the student's Assessment Rubric • contact the school supervisor should any problem arise.	Workplace supervisor signature Date

C. PARENT OR GUARDIAN CONSENT

I have read the above agreement between my son/daughter and the work supervisor and give my permission for his or her participation in the work experience education program.	Parent/guardian signature Date

D. SCHOOL

School supervisor	School	
Community	Telephone	Fax

I have read and agree with the description of the work placement. I will: • work in cooperation with the workplace supervisor to establish the work experience outcomes • review the workplace safety procedures, dress and regulations with the student • maintain contact with the student, work supervisor and parent or guardian • coordinate the student's performance evaluation, complete the Assessment Rubric and complete and sign the student's Record Book • act as a mediator should any problems arise.	School supervisor Date

This agreement must be filled out and submitted with documentation for approval to the Labour Standards Compliance Office at the address below. **ATTENTION: No student may commence their work placement until they receive an Educational Work Experience Permit from the Labour Standards Officer.** Allow one week to process application submissions.

Labour Standards Compliance Office, Department of Justice
PO Box 1000, Stn 590, Iqaluit, NU X0A 0H0
Tel. (867) 975-7293 or 1-877-806-8402 (toll free) • Fax (867) 975-7294

Work Experience Health and Safety Assessment Summary

Company name	Company representative
Student's name	Job position/title

1	**Hazard checklist**		**Yes**	**No**
	Was the employer willing to use the hazard checklist?			
	Was the employer willing to discuss any potential hazards for the student on the work placement?			
2	**Main hazards identified**			
	Hazards identified include the following:	How are the hazards controlled?	What type of training is needed?	
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
	Are the noted hazards adequately controlled? Are you satisfied that the employer has identified the hazards and has control measures in place to protect the student?		**Yes**	**No**
3	**Observations of the workplace**		**Yes**	**No**
	Based on your observations of the workplace, were any concerns you had about the student's safety resolved through your discussions with the employer?			
4	**Health and safety orientation**		**Yes**	**No**
	Will the employer use the orientation checklist provided?			
	Will the employer use a safety orientation that they have designed?			
5	**Summary**		**Yes**	**No**
	If you are able to answer Yes to all of the questions in 1 to 3 above and Yes to one of questions 4 there is a good probability that this work placement assignment will ensure the student's health and safety concerns are met.			
	Would you say the student in question is a good fit for this work place assignment?			

Teacher signature Date signed

Parent/guardian signature Date signed

Parenting courses

CTS modules

There are currently Parenting/Childcare modules available under the Community Care Services (CCS) and Health Care Services (HCS) CTS strand at https://education.alberta.ca/teachers/program/cts/program-of-studies/hrh.aspx.

Canada Prenatal Nutrition Program (CPNP)

CPNP funds community groups to develop or enhance programs for vulnerable pregnant women. Through a community development approach, the CPNP aims to reduce the incidence of unhealthy birth weights, improve the health of both infant and mother, and encourage breastfeeding.

http://www.phac-aspc.gc.ca/hp-ps/dca-dea/prog-ini/cpnp-pcnp/about-apropos-eng.php

Qaujigiartiit Health Research Centre

Qaujigiartiit Health Research Centre (2010). *Parenting Support Programs in Nunavut: A Review.* Iqaluit, NU: Qaujigiartiit Health Research Centre (http://qhrc.ca/sites/default/files/Component%204%20-%20parenting%20-%20no%20appendices%20-%20web%20-%20FINAL.pdf)

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Section 7

Special Projects

Special Projects 10-20-30

All students have the right to apply for Special Projects and should be informed of this opportunity.

Note: Special Projects Studies credits are applied toward the **unspecified credits** graduation requirement except for the courses at Grade 12 level which can also apply toward Grade 12 Additional Credits.

Course code	Course title	Credits
OTH1994	Special Projects 10	4
OTH1995	Special Projects 10	5
OTH1999	Special Projects 10	3
OTH2994	Special Projects 20	4
OTH2995	Special Projects 20	5
OTH2999	Special Projects 20	3
OTH3994	Special Projects 30	4
OTH3995	Special Projects 30	5
OTH3999	Special Projects 30	3

1, 2 and 4 credit special projects

Usually a special project is awarded 3 or 5 credits; however, upon request and approval, special projects at a value of 1, 2 or 4 credits may be proposed. Each credit represents 25 hours of project work/instructional time. Allowing special projects at varying credit values allows schools and students greater flexibility to implement programming that meets their needs (timing and material to be covered).

It is the responsibility of the schools' superintendents to work with principals to help them understand what preparation and planning needs to be done in order to ensure quality programming for these projects.

Special Project 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 Project 10, 20, 30.

Special Project 20 and Special Project 30 do not have prerequisites.

Students may enrol and be credited **only once** for each of:

- Special Project 10
- Special Project 20
- Special Project 30

Purpose

Special Project 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.

Approval

Special Project proposals must be submitted in advance to the Regional School Operations superintendent responsible for the school for pre-approval. The pre-approval process requires schools to follow the special project guidelines (outlined below). The associated forms must be completed and sent to the superintendent for formal approval.

Guidelines

Requirements for Special Project credits

- Each project shall be carried out under the supervision of a teacher.
- Students are required to submit a clearly planned proposal to the principal for approval. The proposal should include:
  - a description or outline of the project
  - the number of hours of work expected to complete the project
  - a method by which the project is to be carried out
  - a description of the expected result
  - the evaluation procedures as outlined by a teacher
  - an expected completion date
  - the name of the supervising teacher

FILING

- The principal shall retain a copy of each Special Project proposal and keep the copy in the student's cumulative school file.
- The opportunity to earn Special Project credits shall be available to all students, including those attending an authorized summer school.

CONTENT

- The content of the Special Project 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 shall be distinct from and in addition to regular course requirements.
- Projects shall be completed and reported to the principal prior to the conclusion of the semester or full term.

WORKPLACE REQUIREMENT

- Students involved in a Special Project involving a work site must have Personal Safety and Workplace Safety courses. Students who are doing projects with vulnerable populations (children, the disabled, the elderly) require a Criminal Record Check (CRC) from the local RCMP detachment, including Vulnerable Sector Screening (VSS).

COURSE CREDIT

- Students who successfully complete their projects are granted 3 credits for 75 hours of work or 5 credits for 125 hours of work in any one semester or full term on the approval of the principal.

Schools must ensure overall consistency and standardization of procedures governing Special Projects in their schools. **Evaluation and reporting procedures should be consistent with school policy.**

Restrictions on Special Projects

All Special Projects must be pre-approved by the school's Superintendent. The Principal must send a copy of the student's Special Projects proposal to the Regional School Operations office for approval by the Superintendent. A signed copy of the proposal will be kept in the student record.

Special Project 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; for example, school team sports, school newspaper, or yearbook.

Special Project credits **shall not** be awarded for activities already completed. The Special Project form must be signed off and sent to the RSO upon completion of the Project.

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

Students may enrol and be credited only once for each of:

Special Project 10
Special Project 20
Special Project 30

See template on the next page.

Special Project Application Form 1/3

To be completed by the student

Student's name	
GN student ID number	Date of birth (dd/mm/yyyy)
Current grade level	Homeroom teacher
I currently have credits in the following Special Project ☐ Special Project 10 ☐ Special Project 20 ☐ Special Project 30 ☐ No previous Special Project credits	
Title of proposed Special Project	
Supervising teacher	
Details	
If bundling Career and Technology Studies credits, complete below. I am seeking to obtain the following credits:	
Name of Career and Technology Studies module	Course code
Anticipated start date	Anticipated completion date

Special Project Application Form 2/3

Estimated time (in hours)
Methodology: how I am going to complete this project
The final product will be

To be completed by the supervising teacher(s)

Supervising teacher	
Evaluation strategy	

Special Project Application Form 3/3

Approval of proposal by principal

This Special Project is

☐ approved ☐ not approved; submit the following information:

Principal's name | Signature and date

Approval of proposal by superintendent

This Special Project is

☐ approved ☐ not approved; submit the following information:

Superintendent's name | Signature and date

School name and address

To be completed by principal upon project completion

Final evaluation is attached ☐ yes ☐ no

Final project is attached ☐ yes ☐ no

If the Career and Technology Studies are being bundled, fill in the appropriate CTS modules

Course name	Course code	Credit value	Final mark
Ex.: Special Project 10	OTH1999	1	68
Total credits earned			

Date on which completed files were sent

Final marks and codes were sent
- ☐ electronically
- ☐ by fax
- ☐ other

Principal's signature

Date

Locally developed course option

If a school wishes to develop a special project into a regularly offered program, the school must use the locally developed course protocol for development and approval. Contact the Director, Curriculum Services for further information at (867) 857-3051 or lwillard@gov.nu.ca.

Locally developed courses are approved by the Minister of Education in those situations where substantial alterations of authorized courses or new offerings are required to more appropriately meet the educational needs of students in Nunavut. Requests to modify or develop new courses/ modules are subject to departmental guidelines and procedures.

Instruction of a locally developed course shall not commence without the prior approval of the Minister. Requests must be received by October 1 for the spring semester and April 1 for the fall semester.

The Department supports locally developed courses/modules designed to further develop and cultivate the unique talents, interest, needs and abilities of students and to foster educational improvement and excellence through innovative course development at the local level.

Guidelines

1. All locally developed course/modules and learning resources will be consistent with the intent of the department's publications:

    - *Our Students, Our Future: An Educational Framework*
    - Departmental Directive on Inclusive Schooling
    - Secondary Schooling policy

2. District education authorities/regional school operations offering locally developed courses/ modules will keep current with and implement the written policy, guidelines and procedures for development and monitoring of such courses/ modules as prescribed by the Department of Education. A record of local policy and monitoring results will also be maintained by the school jurisdiction and will be available to the Department for review upon request.

3. All locally developed courses at the secondary level will be designated as 15, 25 and 35 courses and may be offered for 1, 3, 4 or 5 credits.

4. If a locally developed course/module is consistent with departmental policies, guidelines and procedures, approval will be granted for an initial term of five years subject to the following conditions:

    a. Following the initial year, if any significant changes are made the jurisdiction must resubmit their modified course/module for approval.

5. All jurisdictions planning to continue offering an approved locally developed course/module must re-validate these courses every five years.

6. Requests for approval must be submitted through the Executive Director/Superintendent to the ADM/Director, Curriculum Services in accordance with the procedures outlined in the application procedures section.

Credits: Learner expectations vs. time

Courses are based on student learning objectives and credits are awarded for their successful completion. In this sense credits are independent of time.

However, course developers should be aware of the time required to successfully complete a course or credit and use the rule of thumb that one credit requires 25 hours of instruction. Five credit courses require 125 hours, 3 credit courses require 75 hours and single credit modules require 25 hours.

This rule of thumb helps course developers plan the course/module and helps schools timetable the course/module. However, credits are not awarded for "putting in time," they are awarded for the successful completion of the student learning objectives.

Modules

Modules are building blocks within a course. A module is generally timetabled for 25 hours of instruction, and defines what a student is expected to know and be able to do (exit level competencies). Completion of the learner expectations of a given module earns the student one credit.

The Department of Education will be responsible for:

- updating the scope and sequence charts to reflect these changes so that other DEAs/RSOs can be aware of these new modules.
- collecting, archiving and distributing these modules.

Once a locally developed course has been given approval, regional school operations may share the newly approved course and its resources with all schools of Nunavut.

Application procedures

1. All requests for locally developed courses/modules will be reviewed by the Department twice annually. Applications and supporting resources are to be submitted in electronic form. Requests must be received by October 1 for the spring semester and April 1 for the fall semester. See *Locally Developed Course/Module Application Procedure Form*.

2. Research, plan and develop a course/module requires the permission from your school principal/DEA and RSO. To assist with this process is a *Locally Developed Course/Module Curriculum Template*. Your course/module should meet the general expectations of this guide.

3. Complete the *Locally Developed Course/Module Curriculum Template*. All locally developed courses must be presented in the prescribed format as outlined in this section.

4. Administrative approval process:

    a. Submit the completed form and curriculum template to your school principal/DEA and RSO for approval.
    b. The completed form and the curriculum template will be forwarded by the RSO to the Department of Education to the attention of the Director, Early Childhood and School Services.
        - No later than October 1 for the spring semester or April 1 for the fall semester.
        - Locally developed courses will only be received at these times.
    c. The Curriculum Review Team (as defined by the ADM) will review the application. This process will include curriculum specialists according to the curricular area(s) of the proposed course/module.
    d. Within a month of the submission deadline the District Educational Authority will receive formal feedback from the Department of Education, Director Curriculum Services regarding the status of the proposed course(s)/module(s).

e. If approved the Department of Education will ensure that an appropriate course/module number(s) is designated for the new course/module. If not approved the Department will indicate what is required for approval and a date for re-submission.

Guidelines for completion of the locally developed course template

The following information is required. Each heading must be completed and numbered in sequence.

1. Needs assessment

- Conduct a needs assessment.
- Describe the methodology and results.
- Summarize the need for a new course/module.

2. Purpose

- State the aim of the course/module expressing the overall intent of the course/module.

3. Philosophy and rationale

- Provide detailed justification for the course/module.
- A strand rationale and philosophy already exists for each of the 22 CTS strands. If you are applying for a module to be approved under CTS, clearly articulate why the new module(s) is consistent with the strand rationale and philosophy already articulated for the CTS strand in question, and include a redrawn scope and sequence chart to show where the new module fits.

4. Outcomes

- Identify the expected general, specific learner outcome.

5. Assessment

- Identify the assessment criteria and conditions for the course/module.

6. Prerequisites

- Clearly identify any prerequisites for course/module.

7. Instruction

- Identify various instructional strategies for course/module.

8. Resources

- Identify the various resources needed: human, learning, financial.

9. Course/module evaluation

- Indicate what procedures are to be followed to evaluate the course/module upon completion of the initial offering.

Locally Developed Course Application Form 1/3

Step 1: Originator school proposal

District education authority	
School name	
Address	Telephone/fax
Contact person/email	

COURSE INFORMATION

(completed course outline and documents must be attached to this form prior to being reviewed)

Course/module title	Intended start date
No. of hours of instruction	Credit value requested (1–5)

ORIGINATOR INFORMATION

Submitted by	Date of submission

LOCAL SUPPORT/APPROVAL

Principal	Date
Chairperson of DEA/CSFN	Date

Step 2: Review/approval by Regional School Operations

REVIEW

Received by	Date received
Reviewed by	Date reviewed

APPROVAL

☐ Approved ☐ Not approved	
Director/Superintendent	Date
Regional School Operations	Date
Comments	

Return the completed application form and curriculum template for course/module by email by October 1 or April 1 to Director, Curriculum Services (lwillard@gov.nu.ca).

Locally Developed Course Application Form 2/3

Step 3: Review/approval by Department of Education

REVIEW

Received by	Date received
Reviewed by	Date reviewed

APPROVAL

☐ Approved ☐ Not approved	
Director, Curriculum Services	Date
Assistant Deputy Minister	Date

Step 4: Submitted to Student Records for course coding

REVIEW

Received by	Date received
Reviewed by	Date reviewed

Course names	
Inuktitut	Inuinnaqtun
English	French
Course type	**Course code**
Credit value	**Language of instruction**
Course equivalency	
Effective start date	**Expiry date**

VERIFICATION BY STUDENT RECORDS REGISTRAR

Entered by	Date entered
Verified by	Date verified

Locally Developed Course Application Form 3/3

Step 5: Returned to Director, Curriculum Services

Received by	Date received
Reviewed by	Date reviewed
Comments	

Step 6: Response documentation sent to school and RSO

Director, Curriculum Services to send approval decision with course information to the originator school and appropriate regional school operations.

DECISION CORRESPONDENCE SENT TO

Originator school	Date sent
Originator regional school operations	Date sent
Sender	
Signature	

Curriculum Template for Locally Developed Course/Module 1/2

Needs assessment (explain why it is necessary to develop this new course)
Purpose (what this course will achieve)
Philosophy and rationale

Curriculum Template for Locally Developed Course/Module 2/2

Course/module name	Grade/level
Theme	Credits
Prerequisite	Delivery time
Course/module parameters	
Resources	

Learner expectations	Assessment criteria and expectations	Suggested emphasis
The student will:	Assessment of student achievement will be based on:	

Concept	Specific learner expectations	Instructional strategies/notes

Section 8

Student records and procedures

Student records procedures

Maintaining accurate and up-to-date records on students is an essential element of the educational process.

This is a collaborative effort between:

- the student;
- his/her parents or guardians;
- the school administrative team;
- the teachers within the school;
- the regional school operations office;
- the Student Records section of the Nunavut Department of Education; and
- SIS team

Each of the above listed stakeholders have roles and responsibilities with respect to ensuring that the detailed records held on each student conform to and comply with, the policies and procedures outlined for and/or by the Department of Education within such documents as:

- *Education Act*
- Student Records Regulations
- Student Records and Information Management – Departmental Directive
- Interim Attendance Directive
- Home Schooling Regulations
- Regional School Operations Policy and Procedures Manuals
- *Nunavut Secondary School Administration Handbook*
- Section 6 of Dispute Resolution Regulations

Information on students is handled generally at three levels:

- the school
- the Regional School Operations office
- the Student Records section at the Department of Education

Most of the details are outlined in the Student Records and Information Management – Departmental Directive document.

Procedures

For data flow purposes, keep in mind the following:

School-to-school
- *Request for Transfer of Student Record Files* form
- *Request for Transfer of Counselling Records* form

Send to Regional School Operations (SIS entries)
- Information pertaining to the student's
  - enrolment
  - attendance
- Educational Program Plan (for approval and furtherance)
  - prepared by the school and submitted to the Regional School Operations office for approval following specified timelines each year

Send to Student Records Registrar – Department of Education, Pangnirtung
- Departmental examinations (Grade 12 diploma examinations) registration files
- Departmental examinations (Grade 12 diploma examinations) school mark submissions
- *Course Correction* forms
- *Name Change Request* form
- *Application for Mature Student Status*
- *Requests for Transcripts*
- *Challenge Credits Evaluation* form
- All forms pertaining to Grade 12 diploma examinations:
  - *Certificate of Illness*
  - *Application to be a Special Writing Centre*
  - *Application for Special Accommodations*
  - *Request for Rescoring of a Departmental Examination*
  - *Student Application for Separate Writing*

Send to Special Cases Committee – Student Records Registrar, Department of Education, Pangnirtung
- *Request to Waive Courses*
- Appeals for diploma examination irregularities, such as missing examination papers, examinations missed due to unforeseen circumstances
- Appeals for mark irregularities

Send to Director, Assessment and Educator Development – Department of Education, Pangnirtung

- Application to be a marker for Grade 12 diploma examinations

Send to Labour Standards Officer – Department of Justice, Iqaluit

- *Educational Work Experience Agreement*
- Teacher Health and Safety Assessment Summary

NO FORMS SHOULD BE SENT DIRECTLY TO ALBERTA.

Copies of all forms are located in the related section of this handbook. If you have any questions about forms or other administrative matters, contact your Regional School Operations office.

Transcripts

Transcripts will provide a record of the highest mark for each course.

Students who want their completed course results sent directly to a post-secondary institution must submit a *Request for Transcript* form to Student Records Registrar in Pangnirtung.

Schools can produce unofficial transcripts from the Student Information System (SIS) in order to review its content. However, schools are not authorized to send unofficial transcripts to universities as "official."

Note: Transcripts **do not** contain information about courses that students may be currently registered in or courses that are "in progress."

Transcripts will be mailed directly to the post-secondary institutions students have identified in their request forms. A copy of the transcript will also be mailed directly to the student at home. If and when additional courses are completed, it is the responsibility of the student to request an updated transcript.

Schools should make these forms available for students/parents upon request.

Mid-term and interim marks

Some colleges and universities require mid-term or interim information on student progress as part of their application procedures. Students may request that their school provide an interim timetable and or letter detailing their current course enrolment and achievement status (marks up to that point).

At this time, Student Records is only able to provide student transcripts showing courses which are completed. Courses that are in progress do not appear on student transcripts.

Interim marks and interim enrolment information is a responsibility of the school. It is the student's responsibility to know what information colleges and universities require of them. Usually this is done through direct correspondence between the post-secondary institution and the student (online application portal/account, email, etc.) Students may need assistance from their school staff in compiling the information requested, but is it the student's responsibility to be aware of what is required and coordinate any follow-up.

Request for Transcript

Personal information

Current surname	First name	Middle name(s)	☐ Check here if your surname has changed since you were last registered in school
Student #	Date of birth (yyyy/mm/dd)	Gender	
Mailing address	Community	Postal code	
Email address			
Territory/province	Telephone	Fax	

Current/most recent secondary school attended

Grade	Year	Name of school	Community

Transcript order (you will receive a copy of the transcript for confirmation purposes)

Transcript requests may be honoured immediately or held pending the completion of the current examination period specified. Time periods for the release of transcripts are listed below. No fees are required.

Use the following codes to indicate the time periods for which you require a transcript:

1. Immediately
2. First semester results/January exams
3. Second semester results/June exams
4. Summer school results/August exams

Time code	Office use	Send to the following institutions	Mailing address (include community, province/territory, postal code, fax #)	College/university application #

Student signature (required) Date

Your official transcript will include any or all of the following:

1. All secondary courses completed in Nunavut
2. Nunavut equivalencies resulting from the evaluation of out of territory documents
3. The results of departmental examinations

Note: a copy of your transcript **will** be sent to you at your home address.

Office use only	Date received	Date processed
Email completed form to: **studenttranscripts@gov.nu.ca**		

Validation Statements

Schools are able to produce Validation Statements directly from the Student Information System (SIS). For each course, excluding the Alberta examination subject, the school will identify the course code, course/module name, credits earned, semester, percentage score, and language of instruction if other than English.

School marks in all Alberta examination subjects are to be reported to Student Records prior to the examination, in a format specified by the Director, Educator Development and Student Assessment.

Achievement in subjects reported to the Department may not be subsequently deleted from a student's Validation Statement. The school will issue a Validation Statement for each student at the end of each semester indicating the complete achievement record up to the current date.

Students and their parents/guardians will be asked to check this record; signature blocks for each are listed on the bottom of the Validation Statement. They should be asked to verify and sign-off on the accuracy of the statement as part of the Career and Program Planning process.

Any change in a student's completed program must be authorized by the principal of the school in which the courses were completed.

All Validation Statements with changes/requests should be sent to:

Student Records Registrar
Department of Education
PO Box 204, Pangnirtung, NU X0A 0R0
Tel. (867) 473-2612
Fax (867) 473-2695
studenttranscripts@gov.nu.ca

Student enrolment form

This following form must be used for students enroling in a Nunavut school for the first time.

Students must register and review information at the beginning of each school year/semester according to current school procedures.

Administrators must also be aware of policies and procedures outlined within the Nunavut Student Records and Information Management Directive as it pertains to storage of information.

For example:
Student Record Regulations (2) states that every Student Record for a student registered in a **secondary school** must also contain the following information, with regard to the student for whom it is prepared:

a. mailing address;
b. courses enrolled in;
c. number of credits earned; and
d. Marks earned or progress shown in courses the student is enrolled in or has completed.

Yearly student registration

Each school may utilize their own style of registration form however the following example illustrates the minimum information required.

Note: During the registration process, it is important that schools update the personal and family contact information.

Student Enrolment Form 1/2

Date		
Student personal information		
Surname	First name	Middle name(s)
Date of birth (yyyy/mm/dd)	Date of birth verified by ☐ copy of birth certificate is on file ☐ copy of baptismal certificate is on file ☐ other	
Gender	Ethnicity ☐ I = Inuit ☐ A = Aboriginal non-Inuit ☐ N = non-native	
GN student ID number		

Student phone number	Student email address
Homeroom teacher	Enrolling into grade
Other identifiers (if available – voluntary only)	

Parents'/guardians' information		
☐ Parents ☐ Guardians ☐ Other		
Names		
Employment information		
Telephone number		
Email address		
Special circumstances – custody issues		
Address information		
PO Box	House number	
Community	Postal code	

Emergency contact information	
Emergency contact person(s)	Contact telephone number

Student Enrolment Form 2/2

Language preferences		
1st language of correspondence ☐ Inuktitut ☐ Inuinnaqtun ☐ English ☐ French	2nd language of correspondence ☐ Inuktitut ☐ Inuinnaqtun ☐ English ☐ French	Language(s) spoken at home ☐ Inuktitut ☐ Inuinnaqtun ☐ English ☐ French
Is this student a French First Language student? ☐ yes ☐ no		

Health issues
Are there any health issues that the school should be aware of? ☐ yes ☐ no If yes, complete a separate health form.

Previous school history		
Last school attended		Year
Previous teacher or school contact person	Telephone	Fax
Grade placement ☐ Promoted ☐ Placed ☐ Retained		

Parental/guardian declaration

I hereby declare that the above information is correct to the best of my knowledge.

Signature Date

School information		
Name of school	Community	School ID number

Principal's signature (required) Date

Office use only	Date received	Date processed

Course Registration Form

Emergency contact information	
Emergency contact person(s)	Contact telephone number

Language preferences		
1st language of correspondence ☐ Inuktitut ☐ Inuinnaqtun ☐ English ☐ French	2nd language of correspondence ☐ Inuktitut ☐ Inuinnaqtun ☐ English ☐ French	Language(s) spoken at home ☐ Inuktitut ☐ Inuinnaqtun ☐ English ☐ French
Is this student a French First Language student? ☐ yes ☐ no		

Health issues
Are there any health issues that the school should be aware of? ☐ yes ☐ no If yes, complete the medical plan in the *Crisis Response Guidelines for Nunavut Schools* staff manual.

Previous school history		
Last school attended		Year
Previous teacher or school contact person	Telephone	Fax
Grade placement ☐ promoted ☐ placed ☐ retained		

Parental/guardian declaration

I hereby declare that the above information is correct to the best of my knowledge.

Signature Date

Course code	Course name	Teacher	Credit value	Semester	Room

Request for Transfer of Student Record Files

Part A: To be completed by the principal of the RECEIVING school

The following student has registered in our school as of _____

Name	Birthdate (yy/mm/dd)	Gender ☐ Male ☐ Female
GN student ID #	Current grade	

He/she was last registered at **your school**

School name	Address
Community	Postal code
In Grade _____ during the _____ school year	**In the following homeroom classroom _____**

The following records are requested to be transferred in accordance with the procedures in the *Nunavut Student Records Management Directive.*	☐ Nunavut Student Record ☐ Student Support Record *(if applicable)* ☐ Principal's Record *(if applicable)*

Part B: To be completed by the principal of the SENDING school

Does a Counselling Record exist? ☐ yes ☐ no	Does any other record exist? ☐ yes ☐ no
Forward the appropriate records to	
Attention of	School name
Address	Community
Province/territory	Postal code
Telephone	Fax

Procedures

- The principal of the school to whom a student has transferred (the receiving school) completes Part A above and faxes this form to the principal of the school from which the student transferred (the sending school).
- The sending school principal completes Part B of this form within 72 hours (or as soon as possible if the request is received when a school is closed) and faxes it to the principal of the receiving school.
- The sending school principal transfers requested records as soon as possible in accordance with *Student Record Regulations 9(2)*.

Request for Transfer of Counselling Records

Part A: To be completed by the principal/guidance counsellor of the RECEIVING school

The following student has registered in our school as of _____

Name	Birthdate (yy/mm/dd)	Gender ☐ Male ☐ Female
GN student ID #	Current grade	

He/she was last registered at **your school**

School name	Address
Community	Postal code
In Grade _____ during the _____ school year	**In the following homeroom classroom _____**

I am presently counselling the above named student and am requesting the transfer of the Counselling Record as per *Education Act*, section 32(2).

The Counselling Record is to be transferred as soon as possible in an envelope marked **Private and Confidential**.

Forward the appropriate records to	
Attention of	School name
Address	Community
Province/territory	Postal code
Telephone	Fax

Corrections to a student's permanent record

After the issuance of *Validation Statements* (as part of the Career and Program Plan process), students (if over 18 years of age) or parents and a school official are required to sign off on the contents.

Any mistakes shown on the Validation Statement should be corrected through the use of the Validation Statement or the following form.

Course corrections

Course corrections should only occur in **extraordinary** circumstances.

In cases where a course correction for a student's mark in a course is required, it is the responsibility of the school principal and the Regional School Operations office to ensure that detailed information on such a correction is recorded and provided to the Department of Education for record keeping and analysis.

For course corrections requesting a change to a student's course mark, principals will complete and submit individual course correction forms as the corrections are required (see form on next page).

A request for a course correction to change a student's course mark is ordinarily initiated by the classroom teacher responsible for assigning the mark. The request, including a brief explanation of the rationale for the requested change, will go to the principal. At the principal's discretion, a *Formal Request for Course Correction* form will be completed and submitted to the department. Regardless of which party initiated the course correction process it is expected that both the principal and the teacher will sign the request for course correction form. If the principal initiates a course correction form and the teacher does not wish to consent to adding their signature, the teacher signature should be left blank and a brief note attached indicating that this is the case.

Completed course correction forms must be submitted to the Student Records Registrar in Pangnirtung:

Student Records Registrar
Department of Education
PO Box 204
Pangnirtung, NU X0A 0R0
Tel. (867) 473-2612
Fax (867) 473-2695
studenttranscripts@gov.nu.ca

Course Correction forms submitted without signatures or with missing information will be returned.

Notes: It is appropriate practice to file a copy of the current signed Validation Statement and any Course Correction forms within the student's Nunavut student record folder as this is the permanent "official" file on each student.

See Section 6 of Dispute Resolution Regulations. This could be referred to in a situation where there is a dispute between, for example, school staff and the student and/or parent about a correction to a record.

The Course/Mark Correction form is not the correct method to submit waived credit or challenge credit submissions (for more information on these topics, see *Waiver of prerequisites and credits for prerequisite courses,* page 8-24; *Challenge credits* page 8-19).

All forms related to changes to a student's permanent record, including course corrections, must be signed by all required individuals (or designates) and forwarded to the Student Records Registrar in Pangnirtung.

Request for Correction of Student Information 1/2

The information collected on this form will be used to correct student legal name(s), date of birth or gender in the electronic student record system. This document can be requested by school/parents/guardians/students to satisfy the *Correction of Records* as per Section 81(1) of the *Education Act*. This information may not be used for any other purposes than as stated above.

Instructions

In order to submit the request, the school/parent/guardian/student must provide proof for a change in legal name or date of birth in the form of a birth certificate or other official documentation. The documentation must be verified by a school authority.

Email the completed form to the Student Records Registrar at studenttranscripts@gov.nu.ca.

PART A: STUDENT INFORMATION CORRECTIONS

Information currently in file	Corrected information – fill if applicable
GN student ID	
Legal surname	Corrected legal surname
Legal first name	Corrected legal first name
Legal middle name(s)	Corrected legal middle name(s)
Date of birth (year/month/day)	Corrected date of birth (year/month/day)
Gender ☐ female ☐ male	Corrected gender ☐ female ☐ male

Verification document

Corrections identified above were verified by using:

- Canadian birth certificate
- Canadian citizenship certificate
- Canadian adoption certificate
- Canadian marriage certificate
- Passport
- Visa
- Permanent resident document
- Healthcare card
- Other, specify: _____
  _____

Request for Correction of Student Information 2/2

PART B: SCHOOL INFORMATION

Current school	
Name of school	
Community	Principal
Telephone	Fax

PART C: SIGNATURE BLOCK

I have accurately and completely provided information on this application form.

Current school	
Signature of student (if student is 18 years or older)	Date
Signature of parent (if student is under 18 years)	Date
Signature of the school authority who has verified the document	Date

Course Correction Form

Name of school	School code
Surname	Given name
Nunavut student ID #	Date of birth (month, day, year)

A/D	Course code	Course name	Course year	Course term	Course credit	Course mark	Rationale for course correction

Principal's approval Date

Teacher's acknowledgement Date

Notes

- Course must first be deleted and then added with the new information. Use the A/D field to indicate whether a course is being deleted **D** or added **A**.
- To delete a course indicate by placing a **D** in the **A/D** field.
- To add a course indicate by placing an **A** in the **A/D** field.
- When referring to the course year it must be shown with a "**/**". For example if the school year is 2000/01 it should be shown as 00/01.
- For course term: 1 = fall semester; 2 = winter/spring semester; 3 = year-long; and 4 = summer

Email completed form to the Student Records Registrar at studenttranscripts@gov.nu.ca

Office use only	Date received	Date processed

Special provisions for mature students

An application is required. Upon approval of the application, special provisions apply to a student who, as of September 1 of the current school year, is:

a. twenty-one (21) years of age or older; or
b. nineteen years (19) of age and who, since reaching the age of eighteen, has been out of school for eight consecutive months; or
c. the holder of a previously awarded senior secondary school graduation certificate/ diploma.

Retroactive credits will be awarded when a course is passed as appropriate (see section on *Awarding retroactive credits*).

Senior secondary school graduation credits may be earned after successfully completing:

- approved courses offered in an accredited school or college campus;
- departmental diploma examination with or without formal course instruction and without holding the required prerequisite courses; it is to the student's benefit to have a term mark (see *Diploma exam challenge guidelines* on page 8-16)
- any course at the secondary school level without holding prerequisite courses.

Such students will automatically earn credits in the normal prerequisite(s) pattern to the course(s) completed. (e.g., a pass in Math 30 will mean automatic credits in Math 10 and Math 20). **It is the school's and student's responsibility** to ensure that the Student Records Registrar is made aware of any mark received through either a course challenge or a challenged Alberta diploma examination.

A student shall attempt a particular course challenge **only once**. If the student is unsuccessful, but wants credit in the course or wishes to raise his or her mark, the student is required to take the course.

Mature students seeking senior secondary school graduation **may request in writing** to the Special Cases Committee that the following courses be waived:

- *Aulajaaqtut* 11 (3) and *Aulajaaqtut* Community Practicum (1)
- Physical Education 10 (3)
- Northern Studies 15 (3)
- Career and Technology Studies (5)
- Fine Arts (3)

All other graduation requirements must be met, including a total of 100 credits.

In order for a student to be granted mature student status the attached form must be completed and emailed to the Student Records Registrar at studenttranscripts@gov.nu.ca.

Application for Mature Student Status

Student information	
Name	GN student ID number
Date of birth (dd/mm/yyyy)	
☐ copy of birth certificate attached ☐ other birth date verification, explain	☐ copy of baptismal certificate attached

The above-named student is seeking mature student status under the following provisions as outlined within the *Nunavut Secondary School Administration Handbook*:

As of September 1 of the current school year
☐ is twenty-one (21) years of age or older ☐ is nineteen (19) years of age and who, since reaching the age of eighteen, has been out of school for eight consecutive months ☐ is the holder of a previously awarded senior secondary school graduation certificate/diploma (provide details – date of graduation, school of graduation, etc.)
Comments and details

Principal's name	
School name	School address

Principal's signature Date

I hereby certify that the information provided by me within this application is correct:

Student's signature Date

Email completed form to the Student Records Registrar at studenttranscripts@gov.nu.ca

Challenge credits

A **student who successfully completes a course challenge of the school-awarded mark component (school mark) of a diploma examination course must write the diploma examination in order to be eligible for a final mark and credit in that course.** Regular students are registered as a first-time writing type; mature students are registered as a challenge writing type.

Students may challenge any course at any time including those which require a Grade 12 diploma examination. **The student must be registered with a secondary school.** Diploma exams may only be written at specific times during the year in accordance with the Alberta diploma examination schedule

Students who are able to demonstrate mastery should receive credits and move on to more challenging material. For diploma examination courses, this applies only to the school-awarded mark component but the diploma exam still has to be written to receive credit.

Course challenges must be reported through the appropriate means by the Principal. The principal must ensure that the challenge criteria adequately reflect the competencies required to pass the course and the diploma exam, if applicable.

Principals will determine:

- whether the request is reasonable and if so,
- when and how the student will demonstrate proficiency.

Upon successful completion, the principal will submit a written request to Student Records, indicating that the student receive credits for that course.

Diploma exam challenge guideline

Only mature students may challenge the diploma examination without taking the course or without having a school mark, although it is in their best interest to have a school mark.

Regular students must have a school mark, either by completing or by challenging the components of the course.

School marks will never expire. Ordinarily, any previous school marks will carry over for blending with the diploma examination mark. In this case, the highest school mark from any previous attempts will be blended to the exam mark. However, if the school mark is below passing mark (normally 50%) but the student passes the diploma exam, the final mark will be equal to the exam mark.

Course component challenge guideline

The course challenge assessment for any school-based components is a process which allows students, who believe they have already mastered the curricular objectives as stated in a course, to demonstrate that they have mastered the objectives of the course and, if successful, be given a final mark and course credits.

The assessment process may include such components as a portfolio of the learning, a project, a written exam, an oral exam, or a practical exam.

The results of the challenge assessment are binding and will be forwarded to Student Records, Pangnirtung.

Procedures

1. The student shall initiate the course challenge process, and shall take the responsibility for providing evidence or readiness to challenge a course (e.g. a portfolio, other collection, or documentation of work and/or experience, a recommendation from a junior secondary teacher, etc.)

2. The principal shall determine the student's readiness to challenge in consultation with the student, parents/guardian, and student's teachers. The student must not only be able challenge the course successfully, but also have the ability to work successfully at the next level.

3. The administration and evaluation of assessment for a course challenge may be assigned to a teacher who has taught the course.

4. A student who successfully demonstrates through the course challenge process that he or she possesses the learning expectations for the course to at least the acceptable standard, shall be awarded a **final course mark and credits for the course challenged except in diploma examination courses**, which may require the school-awarded mark to be combined with the diploma examination mark before a final course mark or credit is possible.

5. Upon a student's successful completion of a course challenge: waived prerequisite credits and "P" for "pass" for courses in the course sequence may be awarded, subject to the provisions of the Nunavut Secondary Schools Administrator's Handbook – Waiver of Courses.

6. A student, who challenges the course, either successfully or unsuccessfully, may subsequently choose to take the course.

7. A student shall attempt a particular course challenge only once. If the student is unsuccessful, but wants credit in the course or wishes to raise his or her mark, the student is required to take the course.

8. The school shall establish procedures to communicate to parents and students the availability of, and procedures for, course challenges.

9. The school will make arrangements to provide appropriate course challenge assessments for the full range of senior secondary school courses offered by the school.

10. The school will attempt to provide for requests to challenge courses not offered by the school, by arranging with other schools for such challenges.

11. Retroactive credits will not be awarded for those courses being challenged if credits have already been granted at the prerequisite level.

Definitions associated with challenge credits

- "assessment process" refers to the student's performance and the quality of his or her work as evaluated by a teacher who has expertise in the subject/course in question
- "course component challenge" is a provision that will allow students who believe that they have acquired the knowledge, skills and attitudes as defined by the curriculum for a course (and are ready to demonstrate that achievement) to participate in a summative assessment/evaluation process, be given a final mark, and, if successful, credits in that course
- "course component challenge in diploma examination courses" applies only to the school-awarded mark component of the course, and therefore **will NOT result in a final course mark or in credits, until after the student successfully completes the diploma examination for that course**

Challenge Credits Evaluation

Principal's name	
School name	School address

Student information	
Name	GN student ID number
Date of birth (dd/mm/yyyy)	

The above named student has successfully challenged the following course in accordance with the guidelines outlined within the Nunavut Secondary Schools Administration Handbook, under the criteria listed and has achieved the indicated result:

Course name	Code	Challenge criteria, methods and/or tasks (e.g., diploma exam, portfolio, project, etc.)	Assessment result	
			Final mark	"P"

Comments

Principal's signature Date

Send completed form to (both):

Regional Schools Operations Office AND Student Records Registrar
Department of Education
PO Box 204, Pangnirtung, NU X0A 0R0
Tel. (867) 473-2612 • Fax (867) 473-2695

Retroactive credits

The retroactive rule **does not apply to all courses**; it only applies to some English, Social Studies, Science and Mathematics courses (see list of eligible courses on next page).

Students who **do not achieve a passing mark** of 50% in a course may in some cases be granted permission to enrol in a course at a more appropriate level without having completed the prerequisites for it (for example, English Language Arts 10-1 to English Language Arts 20-2) subject to the approval of the school principal.

A student who is granted permission by the principal into a course and completes it successfully will receive credits for the prerequisite courses retroactively, recorded as a "P" (Pass) on the transcript. For example, a student who is granted permission to enrol into English Language Arts 30-2 and completes it successfully will be awarded retroactive credits for English Language Arts 10-2 and 20-2.

Students who successfully complete one of: Biology 20, Chemistry 20 or Physics 20, can receive retroactive credits for Science 10 upon application to Student Records. The Science 10 course is recorded as a "P" (Pass) on the transcript.

School principals will immediately advise the Manager of Student Records when students are registered in this manner. The Validation Statement submitted at the end of the semester/year will contain the record of credits awarded.

With this procedure, principals will retain the responsibility for determining eligibility for promotion, for programming students into courses, and for reporting final marks to students.

Conditions for awarding retroactive credits

A student will be awarded retroactive credits only when all of the following criteria are met:

1. The student is registered by the principal in an approved course;
2. The student is registered by the principal in a course at a more appropriate level; and
3. The principal subsequently submits to Student Records, in the appropriate reporting period, a pass mark.

The "mark" recorded for the retroactive course will be "P".

Courses eligible for retroactive credits

The following list identifies the courses eligible for retroactive credits under this provision:

Registered course failed	Alternative course passed	Course eligible for retroactive credits
English		
ELA1105 English Language Arts 10-1	ELA2104 English Language Arts 20-2	ELA1104 English Language Arts 10-2
ELA2105 English Language Arts 20-1	ELA3104 English Language Arts 30-2	ELA2104 English Language Arts 20-2
Français		
FRA1301 Français 10-1	FRA2314 Français 20-2	FRA1314 Français 10-2
FRA2301 Français 20-1	FRA3314 Français 30-2	FRA2314 Français 20-2
Mathematics		
MAT1791 Mathematics 10C	MAT2793 Mathematics 20-3	MAT1793 Mathematics 10-3
MAT2791 Mathematics 20-1	MAT3792 Mathematics 30-2	MAT2792 Mathematics 20-2
MAT2791 Mathematics 20-1	MAT3793 Mathematics 30-3	MAT2793 Mathematics 20-3
MAT2792 Mathematics 20-2	MAT3793 Mathematics 30-3	MAT2793 Mathematics 20-3
Social Studies		
Nunavut's program of studies for Social Studies is currently being updated. For the most updated information regarding Social Studies course eligibility for retroactive credits, contact the Social Studies Curriculum Coordinator at (867) 857-3067.		
Science		
SCN1270 Science 10	LDC2290 Science 25	LDC1290 Science 15
LDC1290 Science 15	IOP2290 Science 26	IOP1290 Science 16

Note: Students who **receive a passing mark** in the course with the lower sequence number (for example, English Language Arts 10-1) are **not eligible** for retroactive credits if they continue in the next level in the course from a sequence with a higher number (English Language Arts 20-2). Therefore, in this example, they are not eligible for retroactive credits in English Language Arts 10-2.

Another example: A student successfully completes English Language Arts 10-2, 20-2, 20-1 and English Language Arts 30-1 receives 20 credits. However, retroactive credits will not be granted for English Language Arts 10-1.

The course sequence charts for individual subjects in section 4 also clarify the awarding of retroactive credits.

Waiver of prerequisites and credits for prerequisite courses

When a course is waived, the student is not expected to complete it even if it is part of the graduation requirements. In most cases, no credit is granted for waived courses.

In order for a course to be waived, **all students**, whether they have always attended a Nunavut school or are newly enrolled in a Nunavut school, must complete and submit the *Request to Waive Courses Application*.

The guidelines and conditions for the waiver of a course must be met by all students (new to Nunavut or not) in order for the application to be approved.

Prerequisites **may be waived by the principal** as long as the following conditions are met:

- the student possesses the knowledge, skills and attitudes identified in the waived course or program of studies;
- judgements are made on an individual basis, not for an entire class of students;
- it is in the student's best interest.

In the case of a student **entering Grade 12 in Nunavut as a first-time student** after completing Grade 11 elsewhere, that student **may upon written application** request the Special Cases Committee to consider waiving the mandatory credits in the following courses:

- Career and Technology Studies (all courses)
- Physical Education 10 (unless the student is transferring in from Alberta)
- *Aulajaaqtut* 10 and 11
- Fine Arts 10

In the case of a student **entering Grade 11 in Nunavut as a first-time student** after completing Grade 10 elsewhere, that student **may upon written application** request the Special Cases Committee to consider waiving the mandatory credits in the following courses:

- Physical Education 10 (unless the student is transferring in from Alberta)
- *Aulajaaqtut* 10
- Fine Arts 10

Note: It is at the discretion of the Special Cases Committee to waive all, partial or none of the above credit requirements. The student will still be expected to earn 100 credits in order to graduate.

Exceptions

The waiver provision outlined above does not apply to the following courses, except in the case of students registering for the first time in a Nunavut school in Grade 12. **Note that the retroactive credit rule does not apply to the following courses**:

- Career and Technology Studies
- Locally developed courses
- Physical Education 10
- *Aulajaaqtut* 10, 11 and 12
- Fine Arts

Changing course sequences

Students may change course sequences, when necessary, to a more appropriate level within the current school year upon the principal's approval.

Also see *Retroactive Credits*.

Reporting

The Special Cases committee may waive the requirement for a course, in accordance with the guidelines, but not grant the credits for the waived course. The student, however, would still be required to earn 100 credits in order to graduate. A student may, in special circumstances and upon the written recommendation and written request of the school principal, be granted credits for a waived course. The principal's request must provide sufficient detail upon which the committee's decision can be based.

Waived courses must be reported in writing by the Principal, together with a recommendation for granting of credits to:

Students Record Registrar
Special Cases Committee
Curriculum and School Services
Department of Education
PO Box 204, Pangnirtung, NU X0A 0R0
Tel. (867) 473-2612 • Fax (867) 473-2695

The application will be reviewed and the Student Records Registrar will be notified of any decision.

Request to Waive Courses Application

Principal's name	
School name	School address

Student information	
Name	GN student ID number
Date of birth (dd/mm/yyyy)	

Course(s) to be waived	Rationale
Physical Education 10	☐ Mature student ☐ Student is entering Nunavut as a student for the first time in Grade 11 ☐ Student is entering Nunavut as a student for the first time in Grade 12 ☐ Other, explain and provide documentation
Career and Technology Studies (all courses)	☐ Mature student ☐ Student is entering Nunavut as a student for the first time in Grade 12 ☐ Other, explain and provide documentation
Fine Arts 10	☐ Mature student ☐ Student is entering Nunavut as a student for the first time in Grade 11 ☐ Student is entering Nunavut as a student for the first time in Grade 12 ☐ Other, explain and provide documentation
***Aulajaaqtut* 10**	☐ Mature student ☐ Student is entering Nunavut as a student for the first time in Grade 11 ☐ Student is entering Nunavut as a student for the first time in Grade 12 ☐ Other, explain and provide documentation
***Aulajaaqtut* 11**	☐ Mature student ☐ Student is entering Nunavut as a student for the first time in Grade 12 ☐ Other, explain and provide documentation
Other(s)	Rationale

Principal's signature Date

Email completed form to Students Record Registrar, Special Cases Committee
studentstranscripts@gov.nu.ca

Articulation with Nunavut Arctic College

It is in the best interest of both the college and the K-12 school systems to meet and find areas of mutual benefit. It is also critical that students be able to move between the two systems in as seamless a manner as possible.

The following principles should be followed in meetings between the College and the school:

- students should receive credits for meeting curricular objectives irrespective of the recognized institution which delivers the program;
- students should not be expected to repeat any learning for which they have already demonstrated proficiency;
- learning resources – staff, facilities, equipment – should be available to all learners, irrespective of their age;
- timetable synchronizing should promote sharing of learning and instructional opportunities; and
- the highest standards should be demanded at all times.

Nunavut Arctic College has policies on assessing prior learning. Contact the Community Adult Learning Centre in your community for more information if required.

What is PASS?

The Pathway to Adult Secondary School (PASS) graduation gives adult learners a new route to earn the same Nunavut Secondary School Diploma (commonly known as the Grade 12 Diploma) as those students who have completed the high school route.

PASS admission requirements

Applicants wishing to apply to PASS must meet the following criteria:

- be 19 years of age or older;
- go through an assessment and career counseling process with a PASS representative to determine eligibility for enrolment and set education goals;
- must not hold a valid secondary school diploma;
- must be a resident of Nunavut or have completed some high school credits in Nunavut; and
- must have been out of the traditional classroom high school system for at least one year.

Obligations and expectations

Students will be expected to spend 10–12 hours per week working on course material and assignments. Students will also be asked to attend a weekly one-hour session with the facilitator in their community. This is an opportunity to ask any questions, receive feedback and resolve any difficulties they may be having.

Program offering

Core curriculum

Part of the learning plan will include the courses a student needs to take to complete the requirements to graduate. This is mainly dependent upon the courses and credits the student has already achieved. This information is taken from the student's high school transcript.

Electives

Elective courses are selected by the student based upon interest and need. Students will be counseled on the best combination of electives to assist them in achieving sufficient credit towards their final diploma. The combination of electives must add to a total of 10 credits. Electives range from 1 credit to 5 credit courses. This information will be included in the student's learning plan. Once a student has completed their core curriculum they may review available elective course offerings.

Preparatory courses

Students may be asked to complete a preparatory course. Preparatory courses are entry level programs targeted to prepare the student for the core curriculum. Preparatory courses offered include English, math and science.

Application process

The forms an applicant must submit to PASS staff include:

1. PASS Learner Readiness – Form A
2. PASS application form
3. Request for high school transcript

Note: If the applicant has changed their last name (e.g., marriage) since attending high school, they must provide one piece of photocopied ID with their request for transcript. The applicant must include the previous last name or PASS staff will not be able to receive their records.

The preferred method to submit these forms is to scan and send them via email. This will ensure the quickest results in processing the application. If the applicant is unable to send them by email, they can either mail or fax the documents.

If sending by email:
chris.mccarthy@arcticcollege.ca

If sending by mail:
Nunavut Arctic College
Attn: PASS Coordinator
PO Box 600
Iqaluit, NU X0A 0H0

If sending by fax:
(867) 979-7109

Contact information

The PASS program offers a toll-free number for students 1-855-979-7277.

Section 9

Students transferring to Nunavut

Students transferring to Nunavut

Graduation requirements for students transferring to a Nunavut school from another jurisdiction will be different depending on the grade level at which the student enters the Nunavut school system.

In a case where graduation requirements in a given subject area in Nunavut are higher than the requirements in the jurisdiction the student is transferring from, the matter should be referred to the Special Cases committee for review.

International transfer students – Social Studies

Credits for Social Studies should be granted for students coming from outside Canada only in cases where the Canadian content, in courses completed, is sufficient to warrant equivalency with the current Social Studies curriculum.

Students entering Nunavut secondary school program (first time) in Grade 10

Students enrolling in a Nunavut school program in Grade 10 will be required to meet all graduation requirements for that school year of entry unless otherwise specified.

Students entering Nunavut secondary school program (first time) in Grade 11

Students entering a Nunavut school program as a first-time Nunavut student in Grade 11 will not be required to obtain credits in:

- Art 10;
- *Aulajaaqtut* 10;
- Physical Education; but
- must meet all other graduation requirements specified.

Students entering Nunavut secondary school program (first time) in Grade 12

Students entering a Nunavut school program as a first-time Nunavut student[1] in Grade 12 will not be required to obtain credits in:

- Physical Education (unless they are transferring from Alberta);
- *Aulajaaqtut* 10 and 11;
- Fine Arts; and
- Career and Technology Studies (all courses).

Otherwise the students must meet all other graduation requirements specified.

Evaluation of students from outside of Nunavut

To the experienced administrator, some of the information may appear over simplified. However, the contents must of necessity be functional as well as factual. It is recognized that in many cases, the information resources required to undertake a complex evaluation are not available at the school level.

Resources

The Transfer Guide developed by the Council of Ministers of Education of Canada (CMEC) has regularly updated information from each province and territory. Refer to the Council of Ministers of Education of Canada Website (http://www.cmec.ca).

1 A first-time Nunavut student is one who enrols in a Nunavut school in Grade 11 or 12, or has had less than 6 years schooling in Nunavut. **Students who have been home schooled or attended private school in Nunavut are not considered first-time Nunavut students.**

Procedures for reporting evaluated transfer credits

Step 1 Obtain all pertinent documents from the transfer student.

Step 2 The School Principal and/or designate will conduct the evaluation as per *Section 9* of this handbook.

Step 3 If further assistance is required contact your regional school superintendent.

Step 4 Should further assistance be required, contact the Director, Curriculum Services in Arviat.

Step 5 If necessary, the Director, Curriculum Services will consult with other jurisdictions for help with unusual cases.

Step 6 The *Evaluated Course Report* is signed off by both the school principal (or designate) and the school superintendent and then forwarded to the Student Records Registrar.

The application of the policies and procedures in the evaluation of credentials reflects the historical development of such policies in close co-operation with post-secondary institutions. It is for this reason that evaluators are urged to adhere to the procedures and practices employed, as all these institutions clearly reserve their right to review the evaluations and, in cases of disagreement, to refute them for admission purposes.

Graduation requirements for students arriving from outside of Nunavut

Graduation requirements are based on the year of entry in Grade 10 or the year the student moved into the system while in high school. See section on *Graduation requirements*.

Purpose of secondary school credential evaluation

The final outcome of the evaluation process may be the awarding of a Nunavut Secondary School Graduation Diploma.

Consequently, it is incumbent upon all evaluators to consider what will best enable the student to achieve the standards inherent in that diploma.

Evaluations are conducted for three related purposes:

i. To place a new student into our school system without unduly penalizing or rewarding the student for studies done or not done, and to further the aims of entry into a recognized post-secondary institution or into immediate employment.
ii. To award Nunavut credits based on schooling completed outside of Nunavut to help fulfil formal graduation requirements.
iii. To award percentage marks in specific courses based on schooling and achievement completed outside Nunavut for the purpose of seeking scholarship funds.

The challenge before any evaluator is to ensure fairness, consistency and equity for all students.

Basic principles of evaluation

1. In all evaluations, every effort should be made to assign an interpretation of academic achievement that is no more favourable and no less favourable than is justified by the documents presented by or available to resident Nunavut students. Operate on the assumption that a year of study elsewhere is equivalent to a year of study in your own school.

2. Avoid debates on educational/school systems being inferior/superior.

3. When a student's record implies the academic year as routinely covering a certain number of credits, prorate such credit.

4. Blending of content from two or more courses completed outside Nunavut can sometimes be justified up to and including Nunavut Grade 11 courses. The question is the appropriateness of the previous study as fulfilling the requirements of the prerequisite for the appropriate Grade 12 course.

5. Critically review English composition from a country where English is not the official language. It is reasonable to accept **English literature** in the transfer. **Composition**, however, remains a separate and distinct skill to be mastered. The level of achievement is not likely to be found in English as a Second Language classes.

6. If a student contends that the material in a specific course was mastered in previous study but you are not convinced, arrange for that student to attempt your school's summative examination in the subject or have some other method of individual, summative assessment by the school. Another option is to consider waiving the prerequisites in a sequential course, as in the math 10-20-30 series, and recommend the award of the prerequisite credits upon successful completion of the higher-level course.

7. Official documents must be presented before a formal evaluation is made. Under normal circumstances, these are readily available in the form of transcripts or statements of academic standing from a parent institution in a Canadian province or in the country where the student completed the courses.

8. Photocopies of documents should not normally be accepted in lieu of the original and official documents. Should this for some reason be unavoidable, the photocopy should be accompanied by a statement made by a recognized professional person, attesting it to be a true and exact copy of the original.

9. Only successfully completed programs or courses may be evaluated to produce Nunavut equivalents.

10. To avoid penalty, students with transcripts indicating courses from a 12 or 13-year system but with the program incomplete, should be encouraged to submit their official transcripts to a post-secondary institution of the student's choice for evaluation. The subsequent statement from a recognized post-secondary institution can be an important aid to the principal in placing the student in an appropriate program and in finalizing the evaluation of the student's documents for graduation purposes.

11. Any document written in a language other than English or French should be accompanied by a translation into the English language, which has been attested to as being a true and exact translation of the original.

12. When official documents are not immediately available, the principal should, on the basis of his or her professional judgment, place the student in a suitable "starting" program. This program should allow for the student to adjust to the Nunavut school environment and, at the same time, provide the principal with an early opportunity to observe the student's performance and verify the interim evaluation. The language competence of the student in English or French should be reflected in this initial placement.

13. The evaluation of out-of-Nunavut transcripts for graduation purposes does not necessarily eliminate the usual requirements of post-secondary institutions to conduct their own evaluation for admission purposes. Students should be advised of this post-secondary requirement. Students seeking admission should present official transcripts from each institution where eligible schooling has been completed.

14. Only those courses that are clearly of secondary school level (i.e., the 10th, 11th and 12th year of schooling) will be evaluated to produce credits toward a graduation diploma.

    Course levels recognized are determined in accordance with Nunavut system equivalents and the admission requirements of post-secondary institutions. This is achieved by working backwards from the years of schooling preceding university entrance that are required in the province or country of origin. With the exception of Quebec, other Canadian provinces have now moved to a 12-year system of education prior to university admission.

15. The Nunavut Department of Education evaluation process acknowledges that a "pass" from a jurisdiction recognized by Nunavut will be recognized in Nunavut and, subsequently, a student described or reported as "outstanding" will be recognized as "outstanding" in Nunavut.

16. Secondary school graduation shall not be awarded solely on the basis of the evaluation of out-of-Nunavut credentials. A student in this category who wishes to obtain Nunavut graduation is required to complete a minimum of five approved credits in Nunavut as prescribed by a school principal, to conform with the requirements of the *Nunavut Secondary School Administration Handbook*.

Procedures for evaluation

1. Establish the validity of the transcript presented

In order to do this, a careful examination of the document must be made to identify the origin. The most acceptable agents of issue are government departments or ministries of education. Transcripts that appear to have been issued by school principals or other non-government agencies should be considered "interim documents".

2. Identify the pattern of education – province of country, years of elementary and secondary education offered

If the transcript is at all unclear as to the level of schooling reached, the evaluator should deduct the student's year of birth from the final year of schooling shown on the transcript (e.g., 16, 17, or 18 years) and then compare the known pattern of elementary and secondary education for the province or country of origin with the Nunavut system. This will usually establish the approximate level of schooling reached (i.e., 10th, 11th, or 12th year). The system of the country or province of origin must be equated to the Nunavut "12-year system" in all cases.

3. Attempt to equate each course with similar courses offered in the Nunavut system

There are elementary and secondary systems that span 11 and 13 years. Such systems tend to increase or decrease post-secondary study by one academic year and consequently require more careful evaluation in terms of Nunavut equivalents. The evaluation and placement must be made on a course-for-course and year-for-year basis with the Nunavut school grade system at all times.

Awarding of credits

a. Nunavut students normally accumulate from 35 to 40 credits in each academic year. However, when evaluating courses completed outside Nunavut, it is often necessary to pro-rate the credits presented into Nunavut totals (see Basic Principle 3).
b. Physical Education 10 may be waived to transfer students if the principal considers it to be in the student's best interest. The three (3) credits must be earned by the student in other courses.
c. The awarding of credits in Alberta Grade 12 examination courses should only be considered if the student's secondary school record shows evidence of the completion of a course sequence equivalent to that found in Nunavut in the three years of secondary school preceding senior, university admission: i.e. Pure Math 10-20-30, English 10-1, 20-1, and 30-1.
d. Credits in English 10-1, 20-1, and 30-1 should be awarded to students whose first language is English. However, if they have completed English courses in their 10th, 11th, and 12th years of schooling, it is recommended they be considered for credits in English 10-2, 20-2, and 30-3 respectively.

Unassigned credits

Courses completed outside Nunavut should be evaluated with similar courses offered in Nunavut. The maximum number of unassigned credits (courses that have no Nunavut equivalent) permitted is 25. However, there is seldom a need for more than 10 to 15 such credits in total.

"Locally developed" courses, together with matching codes and credits, can often be utilized when no "departmental" course equates satisfactorily.

Awarding of marks

The final step in evaluation is the awarding of marks. Wherever possible, percentage marks should be awarded that conform to the Nunavut scale of achievement as follows:

Letter grade	Percentage
A	80–100%
B	70–79%
C	60–69%
D	50–59%
F	49% and below

Such marks may be determined from the information contained on an official transcript. If the official transcript lists only letter grades, the percentages entered for the Student Records System purposes should be the entry point to the Nunavut range for the letter grade in question.

If through later Nunavut school achievement the principal wishes to revise his/her assigned percentages on behalf of the student, he/she may do so by submitting a revised *Secondary School Evaluation Report* and his/her recommendation to the Special Cases Committee.

Itinerant students

It is often necessary to evaluate the record of a student who has attended school in more than one jurisdiction (e.g., in Ontario and Manitoba or Hong Kong and Saskatchewan). When processing such records the following step must be taken:

Request official transcripts from each jurisdiction. DO NOT re-evaluate courses already evaluated by another jurisdiction (e.g., a student moves from Hong Kong to Saskatchewan, then presents a transcript from Saskatchewan which includes courses evaluated from Hong Kong).

Secondary School Evaluation Report – accuracy check

Before submitting the *Secondary School Evaluation Report* to Student Records, the following items must be verified:

a. Does the course code correspond with the appropriate course name?
b. Is the credit value for each course correct?
c. Is the sum-total of credits awarded accurate?
d. Are signature(s) complete?

All *Secondary School Evaluation Report* forms require the signature of the principal at the school of origin.

When the evaluation has been done by a person other than the principal, that person's name should also be legibly written on the report. This will facilitate the correction of any errors and settle other difficulties that may arise.

Reporting evaluations to Student Records

a. The timing for submission of the *Secondary School Evaluation Report* should be carefully chosen. DO NOT submit your evaluation until you are satisfied all relevant documents and information have been presented by the student. In most cases, this is usually possible shortly after the student enters your school. However, in some cases you may have to await receipt of official transcripts or documents and obtain translations into the English language. In difficult cases contact Student Records.
b. The provision contained in the current *Nunavut Secondary School Administration Handbook* on *Credits for Waived Courses* provides flexibility to the principal when evaluating credentials from outside. The provision removes the need for an immediate evaluation and submission of credit recommendations.
c. Given the provision, a principal can complete an initial, informal evaluation of credentials and place the student in an interim program without penalizing the student's school career. Later, following actual performance by the student in class, the principal may modify this interim evaluation as needed and forward his official evaluation to Student Records.

Visit the Council of Ministers of Education website for transfer guides for Canadian and international jurisdictions:

http://www.cicic.ca/418/Credit-Transfers-in-Canada.canada

http://www.cicic.ca/383/foreign-credential-recognition.canada

Evaluation of Transfer Student: Equivalencies

Name of school	School code	
Student surname	Student given names	
Nunavut student ID #		Date of birth (month, day, year)
Ethnicity	Gender	Grade

Course Evaluation Report

Was the student previously enrolled in Grades 9–12 within a Nunavut school? ☐ yes ☐ no				
If the answer is yes, complete the following:				
Highest grade completed was	☐ 9	☐ 10	☐ 11	☐ 12
Last year of attendance		Last Nunavut school		
Type of evaluation	☐ out-of country	☐ out of territory*	☐ music documents**	☐ non-accredited school**
*Give the name of the province/territory				
Credits are to be awarded only for subjects, which have been given a “pass” mark in the previous school/ territory/province/country. Whenever possible, if the school is recognized by the GN Department of Education give actual percentage marks which correspond to the Nunavut scale. Assign a “P” if percentage marks are not possible or if the school is non-accredited. List course codes as the equivalent Nunavut codes and provide supporting documentation upon submission. The completed forms are to be sent first to your regional School Superintendent and then to the Student Records Registrar in Pangnirtung (fax 867-473-2695).				

Transfer Credit Assessment Form 1/2

Subjects (credits)	Program requirements (code specification)					
	Grade 10	Credits	Grade 11	Credits	Grade 12	Credits
English/Français (15)						
Nunavut equivalent						
Math (10)						
Nunavut equivalent						
Science (10)						
Nunavut equivalent						
Social Studies (10)						
Nunavut equivalent						
Aulajaaqtut (10)						
Nunavut equivalent						
Physical Education (5)						
Nunavut equivalent						
Art (3)						
Nunavut equivalent						
CTS/NCS (5)						
Nunavut equivalent						
Unspecified credits (22)						
Nunavut equivalent						
Grade 12 requirements (10)						
Nunavut equivalent						

Shaded areas = optional; not a graduation requirement

Transfer Credit Assessment Form 2/2

Waiver request ☐ yes ☐ no Entry grade level _____

Course list to be waived

Course code	Course name	Credits

The student's evaluation in the above courses is hereby approved:

Principal's signature Date

Superintendent's signature Date

Return completed form to:

Student Records Section
Department of Education
PO Box 204, Pangnirtung, NU X0A 0R0
Fax (867) 473-2695 • Tel. (867) 473-2612
studenttranscripts@gov.nu.ca

Correcting evaluations completed by other authorities

a. Note that the corrections may only be done by the school principal who did the original evaluation.
b. When there is new evidence that should have influenced the original evaluation in any way, the principal responsible for the original evaluation should be contacted. If after such contact the new information could not influence the original evaluation, ONLY the new information received should be evaluated. This new information must be entered on a *Secondary School Evaluation Report* and submitted.
c. When a previous evaluation must be corrected for any reason, an entirely new *Secondary School Evaluation Report* should be completed and submitted with a covering letter indicating that this Report supersedes the former evaluation. DO NOT submit corrections on any other form.

Establishing student records

A Student Record for each student receiving an evaluation should be established at the destination school. It should contain a duplicate copy of the *Secondary School Evaluation Report* together with photocopies of all documents contributing to the evaluation. This record should also include a copy of the certificate of birth. All original documents should then be returned to the student. After the Department has reviewed the evaluation for accuracy, the information will be entered on the Student Record. A *Transcript of Academic Achievement* endorsed as "Confirmation Copy" will then be issued and mailed to the school. This transcript is intended primarily for school use and should be added to the Student Record. For further information refer to the Nunavut *Education Act* and the Student Records Regulations.

Private schools

When a student transfers from a registered (or private) school to a regular secondary school, course evaluations should be conducted as follows:

a. The course content of the work completed by the transfer student should be compared with the content of a similar course offered within the Nunavut secondary school curriculum.
b. If the course content and level of achievement attained by the student is deemed satisfactory, a "Pass" standing together with the appropriate credit value should be awarded. No percentage marks or letter grades are to be shown.
c. Finally, a completed *Secondary School Evaluation Report* should be submitted in the usual manner.

All transfer students, from any private school, are responsible for providing the evaluator with a record of the final mark awarded by the private school, together with course outlines for all courses completed.

General education development and college level examination programs

Persons possessing a Secondary School Equivalency Certificate gained through the General Educational Development Test Program may not receive secondary school credits. Similarly, the College Level Examination Programs are not acceptable for secondary school credit evaluation purposes.

International Baccalaureate Program

Students completing courses under the International Baccalaureate Program may only receive credits consistent with the current *Nunavut Secondary School Administration Handbook*.

Music – private study

Evaluation of private music study

		Grade 10	Grade 11	Grade 12
Western Board of Music	Singing (1)	Grade 6 + Theory II	Grade 7+ Theory III	Grade 8+ Theory IV
	Electronic Organ, Pipe Organ, Organ	Grade 6 + Theory II	Grade 7 + Theory III	Grade 8+ Theory IV
	Piano, Strings (2)	Grade 6 + Theory II	Grade 7 + Theory III	Grade 8+ Theory IV
	Woodwind (3) Brass (4) Percussion, Recorder	Grade 3 + Theory II	Grade 5 + Theory III	Grade 7+ Theory IV
Royal Conservatory of Toronto	Singing (1)	Grade 6 + Theory I	Grade 7 + Theory II	Grade 8+ Theory II
	Piano, Strings (2) Accordion, Guitar	Grade 6 + Theory I	Grade 7 + Theory II	Grade 8+ Theory II
	Woodwind (3) Brass (4) Percussion Recorder	Grade 4 + Theory I	Grade 6 + Theory II	Grade 8+ Theory II
Mount Royal College, Calgary	Singing (1)	Grade 4 + Theory I	Grade 6+ Theory II	Grade 8 + Theory II
	Piano, Strings (2)	Grade 6 + Theory I	Grade 7+ Theory II	Grade 8+ Theory II
	Woodwind (3) Brass (4) Percussion	Grade 4 + Theory I	Grade 6+ Theory II	Grade 8+ Theory II

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

Summary statements and critical evaluative information

The entries provide information on systems that differ currently or differed historically from the Nunavut system. The listing reflects those systems that traditionally send many students to Nunavut.

For the most part, the summaries accurately reflect current practice; however, as all education systems are subject to continuous evolution, updates will be provided as their development dictates.

Secondary school transcripts from the United States

The Nunavut school system reflects the following organization, which leads to secondary school graduation and then entry to university/post-secondary institutions and employment:

Elementary + Junior High + Secondary = Total
6 years + 3 years + 3 years = 12 years

The United States, despite the number of states, offers the following standard organization:

Elementary/Junior + High School
+ Secondary = Total
8 years + 4 years + 3 years = 12 years

The United States offers a variety of documents and grading systems; however, they can all be reconciled when it is realized that all secondary schools recognized by Nunavut must be accredited by a regional accrediting association and are members of such a body. If a school is accredited, an annotation, such as "Member of the Southern Association of Colleges and Schools," will be displayed clearly somewhere on a transcript.

In evaluating transcripts from the United States, the evaluator is faced with issues similar to issues originating with transcripts from other Canadian provinces:

a. The grading systems usually differ and therefore must be made to conform to the Nunavut scale; and
b. The organization of the state system of schooling does not match the Nunavut organization in that their secondary school begins with Grade 9.

A student from the United States may request credit for Grade 9 courses. Credits will not be awarded unless equivalent to Career and Technology Studies modules, and the differences between systems should be pointed out.

A typical grading system from a member of the Southern Association of Colleges and Schools is listed, along with the Nunavut scale:

Letter grade	Achievement description	%	Nunavut %
A	Outstanding	92-100	80-100
B	Above average	82-91	70-90
C	Average	72-81	60-69
D	Poor work	65-71	50-59
E	Failure	64 and below	49 and below

The Nunavut evaluation begins by acknowledging that a "pass" from a jurisdiction recognized by the Nunavut Department of Education will be recognized in Nunavut and, subsequently, a student described or reported as "outstanding" will be recognized as "outstanding" in Nunavut. It is stressed that such acknowledgment is reserved only for those sending authorities recognized as having school systems that in large measure are broadly equivalent to the Nunavut system. If a principal is in doubt as to the recognition to be accorded to a transcript, he/she should contact the Special Cases Committee in the Department of Education.

Once the above recognition is given, the evaluator is faced with reporting a Nunavut letter grade or, more appropriately, a Nunavut percentage.

Foreign numerical marking schemes

Sometimes foreign transcripts employ a numerical marking scale from 1 to 5, where 5 represents a failure and 4 a minimum pass. Whatever the circumstance, a 'pass' is always assigned a percentage mark of 50%, together with the appropriate credit values.

It is recommended that the following conversion scale be used for transcripts that show a numerical marking system:

Numerical mark		Nunavut secondary school equivalent
1	=	80%
2	=	70%
3	=	60%
4 minimum pass	=	50%
5 fail	=	no credit

Canadian patterns of elementary-secondary education

Seek special advice when evaluating documents that show courses completed prior to system changes in the following provinces:

Newfoundland Grade 11 prior to 1983
British Columbia Grade 13 prior to 1967
New Brunswick Grade 13 prior to 1973

Credential evaluations: General references

If you who wish to acquire other references in the field of credential evaluation you should write to the following organizations for their publication lists:

American Association of Collegiate Registrars and Admission Officers
Suite 330, One Dupont Circle, NW
Washington, DC 20036

International Baccalaureate North America
200 Madison Avenue, Suite 2403
New York, NY 10016-3903

The general calendars of universities contain a wealth of information, especially on the equivalencies granted to foreign credentials.

Section 10

Grade 12 assessment

Project-based assessments

As Nunavut develops its own curriculum to the Grade 12 level, associated and relevant assessments are also being developed. Currently, one model of assessment being used for Nunavut-developed and Nunavutadapted courses is project-based.

Nunavut assessment projects are highly standards-based in that the criteria, assessment procedure and related resources are centrally created and consistent across the territory.

Project-based assessments differ from Alberta diploma exams in some ways. They take place over time, allow for ongoing feedback to students and represent a demonstration of knowledge, skill and competency more connected to the practical world outside of the classroom.

Also, project-based assessments in the Nunavut context generally do not account for as high a stake in students' final marks as a diploma exam. In addition to writing and recall of information, project-based assessments ask students to demonstrate their learning in other ways. This includes things such as conducting research, making plans and carrying them out, using multimedia technology in relevant ways, and presenting what they have learned to peers and community members.

Adopting project-based assessment models in some courses does not mean that Nunavut opposes or is abandoning exam and on-demand types of assessment. The Nunavut Department of Education recognizes the value – both in student experience and collection of data – that comes with exams such as the Alberta diploma exam program.

Enacting project-based assessments in some courses represents an attempt to provide balance to Nunavut's overall program of assessment. This is to ensure that students are as prepared as possible to become successful and contributing members of society.

At the Grade 12 level there are currently three courses that include project-based final assessments:

- Grade 12 Social Studies
- Grade 12 Communications
- Grade 12 *Aulajaaqtut*

Each of these courses comes with the materials and resources for teachers and school staff to understand and carry out the project-based assessments. Here you will find a brief summary of important information for each assessment.

Grade 12 Social Studies Project

The Social Studies Project is a multi-part assessment. It occurs over a period of time in Grade 12 Social Studies courses.

- Students design, manage, carry out and complete the project independently.
- Students research a topic and write a formal essay.
- Students make an spoken, multi-media presentation based on their project.
- Students plan an authentic product based on their project. The product serves a function in the practical world outside of the classroom. It will have a meaningful, lasting impact beyond the immediate moment.
- The Project is worth **30%** of students' final mark in Grade 12 Social Studies.
- Their course work represents **70%** of their final mark.
- The final mark that appears on student transcripts is a blend of the two marks.
- **The Project is mandatory.**
- Students must have completed a Project in order to receive their course credits.
- Irrespective of their overall course mark, without a completed Project no credits are awarded.
- Students must achieve a **minimum of 50%** on their Projects.
- 50% or above is the level at which a Project attempt is considered complete.
- If a student Project does not achieve at least 50%, no course credits are awarded.

Social Studies Project procedure

- In order for the course and final mark to appear on a student's transcript, the project must be completed.
- Students are expected to complete their Projects before the end of the term in which the course is being taught.
- If Grade 12 Social Studies is being offered as a full-year course, Projects must be completed before the end of the year.
- If the Project is not completed before the end of the course, the course will appear as incomplete on the transcript.
- If a student's Project is deemed incomplete according to the regulations, or the mark is lower than 50%, but there are extenuating circumstances – the student, teacher and/or principal may apply for a Special Cases* exception.
- If a student's Project is incomplete, or does not manage to achieve at least a 50% by the end of the term they do not receive the course credit and the course is listed as incomplete. However, the student will still have the option of retaining their work and either continuing or improving their work in order to submit or resubmit their project at another time. Therefore, being unable to complete the Project in a given term does not mean that the student must discard all of their work and begin again if they ever want to obtain the course credit.

*See *Special Cases* on page1-15.

- Within the limits of schools' operational capacity – for example: the next time the school is offering the course, or the next time a teacher is able to mentor a student – students may have the opportunity to complete, or improve their Projects in order to obtain the course credit at a time beyond the end of the term in which they originally took the course.
- Students with incomplete Projects, or Projects that scored below 50% will continue to have their Social Studies course recorded as "incomplete" (no credits awarded) until such a time that the Special Cases Committee makes an exception or the student successfully completes the Project in accordance with the school's operational capabilities.

For more information about the Social Studies Project, refer to the materials and resources provided to facilitating schools. You may also contact the Department of Education's Assessment Division at (867) 975-5653.

Communications 12 Projects

Communications 12 Summative Assessment Projects

The summative projects at the end of each module in this course are based on an Essential Skills task and indicators at the recommended level for Grade 12; they incorporate demonstration of the key competencies associated with the module. Criteria and an assessment rubric are provided for each project as well as for the Reading Log. Each project has a point where students are able to obtain feedback from the teacher, peers or a select audience in order to make improvements to their final product.

Final mark for the course

The final course mark will appear on the student's transcript. This mark is based on **a blend of the term mark and the summative project marks**. The term mark is weighted at 60% of the final mark and the summative project marks at 40% of the final mark.

For more information related to the Communications 12 Projects, refer to the course materials and resources provided to schools. These materials include rubrics and other assessment resources. You may also contact the Department of Education's Curriculum Division at (867) 857-3051.

Aulajaaqtut 12

- The final module in the Grade 12 *Aulajaaqtut* course has a summative project assessment.
- The project is flexible in terms of weighting and format.
- The project is action-oriented and will be connected to students' communities on some level (local to global).
- The project details and assessment criteria are presented in the course materials.

For more information related to the *Aulajaaqtut* curriculum, refer to the course materials and resources provided to schools. You may also contact the Department of Education's Curriculum Division at (867) 857-3051.

Alberta examinations

All routine communication with respect to Alberta examinations must be with the Director of Educator Development and Assessment Services, Pangnirtung at (867) 473-2610 and the Student Records Registrar at studenttranscripts@gov.nu.ca or (867) 473-2612.

Special requests must be directed to the Student Records Registrar, Special Cases Committee, studenttranscripts@gov.nu.ca.

Educator Development and Assessment Services
Department of Education
PO Box 204, Pangnirtung, NU X0A 0R0
Tel. (867) 473-2612 • Fax (867) 473-2695

Schools should not contact Alberta's Ministry of Education directly for exam-related issues.

Alberta information access to resource site http://education.alberta.ca/admin/testing/diplomaexams.aspx.

General information bulletin: If you have students writing Grade 12 diploma examinations, refer to *General Information Bulletin Diploma Examinations* for information. This document is updated annually by Alberta Education. It is available in the Provincial Testing section on Alberta Education's website at http://education.alberta.ca/admin/testing/diplomaexams/diplomabulletin.aspx.

Schedules and significant dates: The Alberta diploma examination calendar/schedule is updated in August of each year. As soon as they become available, the Student Records Registrar will distribute copies of the calendar to school principals: http://education.alberta.ca/media/6446740/03-dip-gib-2014-15_schedules-significant%20dates.pdf.

Revisions and changes: http://education.alberta.ca/media/6902694/02-dip-gib-2014-15_introrevisions.pdf.

Note: All Alberta-related request forms are available on https://education.alberta.ca/admin/testing/forms.aspx but must be sent directly to the Student Records Registrar studenttranscripts@gov.nu.ca.

Credits and graduation requirements

To qualify for a Graduation Diploma, students must complete an Alberta examination in English Language Arts 30-1 or English Language Arts 30-2.

Alberta Grade 12 diploma examinations are mandatory in the following courses:

- English Language Arts 30-1 English Language Arts 30-2
- Français 30-1
- French Language Arts 30-1
- Mathematics 30-1 and Mathematics 30-2
- Biology 30
- Chemistry 30
- Physics 30
- Science 30

Except for English 30-1, Français 30-1, French Language Arts 30-1 and English 30-2, students may choose to write Alberta examinations in French or in English.

Course credit in English 30-1, English 30-2 and Français 30-1

To obtain credit for English 30-1, English 30-2 and Français 30-1, students must write both Part A and Part B of the examination. Students who miss one part of the examination for non-medical reasons are allowed to write only the missed part at one of the two subsequent administrations (See deferment section). Students must complete the Student Notification of Separate Writing form to ensure that the two partial marks will be combined. The mark for the part previously written will be brought forward to be blended with the new partial mark for a complete examination mark.

Eligibility to write

Students who are currently enrolled in an Alberta examination subject must write the Alberta examination in that subject in order to receive credit.

Students who have been previously awarded credit for the course may write the Alberta examination to upgrade their marks upon application by the deadline date.

Late arrivals

Students who arrive more than one hour after the actual starting time of an examination will be allowed to write only if, in the opinion of the presiding examiner, circumstances are sufficiently extenuating.

Policies and procedures

It is vital that all policies and procedures outlined within this section and all referenced documents are followed to the letter. This is especially true with respect to:

- Deadlines
- Exam rules and procedures
- Registration for exams
- Return of completed exams on the specified dates

Preparation

Diploma examinations are a responsibility of the school principal. **In advance of exam writing sessions,** principals should very carefully review all administration documentation that come with the diploma examinations. This includes but is not limited to the following:

Prior to each diploma examination session, principal of a school shall:

1. Review *General Information Bulletin Diploma Examinations* (http://education.alberta.ca/admin/testing/diplomaexams/diplomabulletin.aspx)
2. Establish and review appropriate procedures within the school to:
   a. Distribute and manage secured diploma examination materials before, during, and after an official scheduled examination administration
   b. Immediately upon their receipt, inspect received examination materials for errors or deficiencies (make sure the appropriate exams have been delivered)
   c. Implement timely and appropriate remedies to correct examination shipment errors or deficiencies
   d. Prepare, package, and return secured examination materials to Alberta Education
   e. **School-awarded marks for diploma examinations, must be received by the Student Records Registrar PRIOR to the writing of the diploma examination. School-awarded marks for Alberta diploma examinations may not be changed after submission.**

Breach of security of examinations

The Department of Education takes every possible precaution to ensure that the examination materials remain secure prior to every administration. All Executive Directors and chief presiding examiners are instructed to take steps to guard against the loss of examinations and to help prevent, by whatever method possible, a breach of security.

If a breach of security does occur, immediately notify the Director, Educator Development and Assessment Services in Pangnirtung at (867) 473-2612 so that the extent of the breach may be determined and appropriate action taken. In the case of a serious loss, the Student Evaluation and Records Branch of Alberta Education would either cancel or postpone the writing date until a replacement examination could be printed and distributed.

Violation of examination rules

Students must comply with all examination rules. Students who violate these rules may be evicted from the examination, may not have their examinations marked, may be prevented from writing any other Alberta Education examination for a period of one year, and/or may have their transcripts withheld.

Immediately following the administration of an examination, the chief presiding examiner must report in writing any circumstances that may affect the validity of the results of any student or group of students.

Failure to follow proper procedure in these matters may result in significant repercussions for the Nunavut Department of Education, the school and the students.

For example, should a set of exams be returned to Alberta Education late, any extraordinary costs that result will be borne by the school.

Specific issues regarding Nunavut students

Responsibility for the administration of the Alberta Grade 12 diploma examinations program in Nunavut is with:

- The security of the examinations is very important. If there is any change in the Presiding Examiner, it is the responsibility of the Executive Director to inform the Director of Educator Development and Assessment Services in Pangnirtung by phone at (867) 473-2610, two weeks prior to the examination so that appropriate changes may be made to the mailing of the materials.
- Teachers holding a valid Nunavut Professional Certificate; or who have been approved as course instructors by the Registrar, Teacher Certification at the Department of Education, Arviat at (867) 857-3081; or who have been assigned by the school principal in accordance with the Secondary Schools Accreditation process, will be responsible for the school mark in Grade 12 diploma examination subjects.
- Student transcripts are prepared as soon as the school mark and diploma examination marks are received. The marks from Alberta diploma examinations are included on this transcript; therefore, it is imperative that the school awarded marks be submitted PRIOR to the writing of the diploma examination.

January and June examinations requirements

All students must register by the following deadlines for January and June writing sessions respectively: first Friday in November and in April. Examinations will be written at all schools offering the examination courses. All students who are currently enrolled in courses are registered for the examinations by their school principal. All others wishing to write the examinations should submit an application to the school where they wish to write by the first Friday in November or March.

Shipping dates for January/June examinations

The examinations will be shipped to school principals at the beginning of January/June. If your school has not received the shipment by the first week of January/June, or if there are errors or deficiencies in the shipment, contact the Director of Educator Development and Assessment Services, Pangnirtung at (867) 473-2610, at the earliest opportunity. For the English 30-1, English 30-2 and Français 30-1 Part A examinations, notification must be received no later than the first Friday in January/June, to ensure delivery before the writing date. The Student Records Office in Pangnirtung has spare exams that can be sent to schools if needed.

Schedule for returning January/June examinations

Principals must ensure that all English 30-1, English 30-2 and Français 30-1 Part A examination materials are mailed to Student Evaluation and Records Branch of Alberta Education by the end of the day on which the examination is written. Delivery costs must be paid by the sending school.

Principals must ensure that all other examination materials are shipped in the most expedient manner to the Student Evaluation Branch of Alberta Education by following the schedule for returning the exams outlined in the Directions for Administration Manual. Delivery costs must be paid by the sending school.

The most expedient and reliable method of delivery available in the community should be used.

Unforeseen circumstances (i.e. Express Mail, Air Courier, Priority Post)

In the event of unforeseen circumstances such as power failures, blizzard, bomb threats, principals are to contact Student Records at Phone: (867) 473-2612, to determine what procedures should be followed.

Used and unused examination booklets for the January and June examinations

All of the used January and June examination booklets and answer sheets with student responses on them must be returned to the Student Evaluation and Records Branch of Alberta Education for marking. Examination booklets and answer sheets used by students are confidential and must be secured by principals and superintendents. Postage is paid by the sending school.

Unused examination booklets and answer sheets remain in the school. Used Readings and Questions booklets for English 30-1, English 30-2 and Français 30-1 Part(ie) B, and used data booklets also remain in the school. The principal may make these booklets available to teachers and students upon request.

Registration of mature students – January and June examinations

All mature students are requested to register through Student Records, Pangnirtung, by the first week of November and April for the January and June examinations respectively, to write the examinations at the most conveniently located school. They should notify the principals to make provision for them.

Out of school students must present identification prior to being permitted to register and write the examination.

Results for students who write an Alberta examination at a school in which they are not registered as a student in an examination course will not appear on the summary of that school's marks. The marks of students with mature status are confidential and therefore are not reported to any school. The marks of students are reported to the school in which the students are registered.

Use of calculators and word processors in Alberta Grade 12 examinations

Refer to the *General Information Bulletin, Diploma Examinations Program* updated annually by Alberta Education for the use of calculators and word processors in Alberta Grade 12 examinations.

Writing August examinations requirements

Due to the time factors involved for communities in Nunavut, it is extremely difficult for students to write examinations in August. Deadlines can be met if schools decide in advance to offer the option of an August examination session. Schools must register as a writing centre (see below) in order to receive the examinations that will be written in the August session.

Writing centres

All Nunavut communities where Grade 12 courses are offered can be designated as writing centres for the August examinations.

- In Iqaluit, the local college campus will be the writing centre.
- The Director, Educator Development and Assessment Services, Pangnirtung, will designate August writing centres for all other Nunavut schools by the deadline of April 30th .

For each centre, unless the Department of Education is otherwise informed by April 30, the Executive Director of Education for that jurisdiction will be designated as the Chief Presiding Officer to receive the examination materials. The August examinations would be administered and supervised by the Regional School Operations. Examination Presiding Officers, designated by the Executive Director, will be compensated by their Regional School Operations for the one week of supervision of these examinations. Further details are contained in the *Alberta Diploma Examination Administration Guide*.

College students may choose one of the above-named locations or request an additional designated centre by April 30 of that year.

Shipping dates for August examinations

The August examinations will be sent by airline courier to the Executive Director unless another Presiding Examiner is named by April 30th by the Executive Director. For designated writing centres, the August Grade 12 Examinations will be shipped to the writing centres in the first week of August unless alternative arrangements have been made. The Chief Presiding Officer should be notified when the shipment is received. If there are errors or deficiencies in the shipment, the Chief Presiding Officer should contact the Director of Educator Development and Assessment Services, in Pangnirtung at (867) 473-2612

Returning August examinations

Writing centres in Nunavut should wait until the last writing day to mail the examinations to Student Evaluation and Records Branch of Alberta Education. Materials must be returned via air express. Prompt returns of the examinations enable the Student Evaluation and Records Branch to begin processing the examinations immediately for the marking session. Postage is paid by the sending school.

Security of August examination material

The August examinations are fully secured. Therefore, all examination materials, used or unused, must be returned to Alberta education. No copies of any August examination may be retained in any form. Postage is paid by the sending school.

Writing August examinations

Students who wish to write the August examinations must register with the Student Records Registrar by the second Friday of July. The Student Records Registrar will inform the community District Education Authority chairperson of students who wish to write August examinations. There are NO walk-in examinations in Nunavut (unless students have previously registered by the second Friday of July).

Marking dates for August examinations

English will be marked on Thursday and Friday of the exam week. All other examinations will be marked on Friday. Therefore, it is crucial the examinations be returned promptly.

Results statements

Results statements issued by Alberta Education will be mailed to students within one month of writing the examinations. The results statement reports the current examination mark a student achieves with the most recent school mark. The school mark may not be changed after submission.

The transcript reports the highest final mark a student achieves. Transcripts are sent by the fastest means possible to institutions named by the students. The deadlines are critical and students may lose their admission if the transcripts arrive late or are incomplete.

Appeal procedures

School principals should inform students of appeal procedures. A student who is dissatisfied with a school-awarded mark may:

- appeal to the school principal under the policies set by Regional School Operations, or
- take the course again.

A student who is dissatisfied with a Grade 12 Alberta examination mark may:

- request that the examination be rescored by submitting an appropriate form which is included with their statement results to Alberta Education by the specified date, or rewrite the examination at a later administration date.

Rescoring the examination

Students who decide to have an examination rescored must ensure that their application is received within one month of receiving the examination results.

To assist students in remote communities, Student Records has agreed to accept telephone requests (867-473-2612) for rescoring provided that the written request is subsequently mailed.

It is important to inform students that, on the average, the change in rescored examinations is quite small. The mark resulting from rescoring will be the final examination mark whether the mark is lowered or raised. The most recent school mark in the subject will be brought forward to be blended with the rescored examination mark and will be recorded on a new results statement. The final mark shown on the transcript will reflect the rescored examination mark.

Rewriting the examination

Students may rewrite an examination to improve their mark at any regularly scheduled sitting. Students wishing to write or rewrite an examination in August will not be registered prior to the administration date of each examination.

Students who choose to rewrite an examination will have the most recent school mark brought forward and blended with the new examination mark to create a final blended mark. These marks will be recorded and sent out on a new results statement.

Students must rewrite both parts of the English 30-1 or English 30-2 or Français 30-1 examination, during the same administration (January, June or August).

Special cases and accommodations

Deferments, partial deferments, exemptions, and partial exemptions

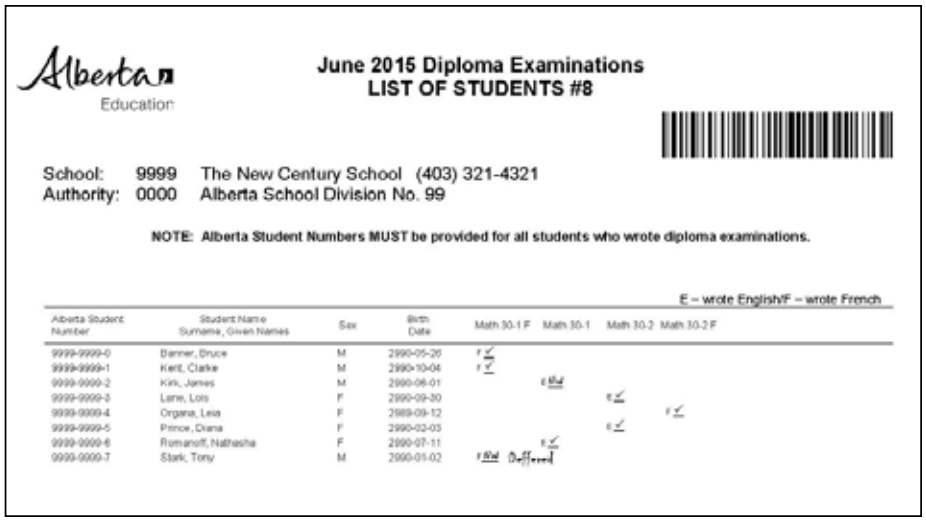
The diploma examination program is dedicated to increasing opportunity, fairness and choice while maintaining excellence in our education system. As indicated in the current *General Information Bulletin*, the increased frequency of examination administrations means deferring an examination to a subsequent administration is the preferred response to extenuating circumstances that prevent a student from writing a diploma examination.

See Alberta's *Special Cases Bulletin:* http://education.alberta.ca/media/7398494/08-dip-gib-2014-15_special-cases.pdf for full details on deferments and exemptions.

To ensure fairness and equity for all students, diploma examination deferments, partial deferments, exemptions and partial exemptions may be granted to students who are unable to complete an examination for one of the following reasons:

- acute medical illness
- bereavement
- inclement weather
- subpoena to attend court
- school or community emergency or crisis
- administrative error

Deferments, partial deferments, exemptions and partial exemptions may also be granted to students who have written diploma examinations, but those examinations, or components of them, cannot be scored or the scores must be invalidated due to an administrative error.



Alberta Education

June 2015 Diploma Examinations
LIST OF STUDENTS #8

School: 9999 The New Century School (403) 321-4321
Authority: 0000 Alberta School Division No. 99

NOTE: Alberta Student Numbers MUST be provided for all students who wrote diploma examinations.

E – wrote English/F – wrote French

Alberta Student Number	Student Name Surname, Given Names	Sex	Birth Date	Math 30-1 F	Math 30-1	Math 30-2	Math 30-2 F
9999-9999-0	Banner, Bruce	M	2990-05-26	F ✓			
9999-9999-1	Kent, Clarke	M	2990-10-04	F ✓			
9999-9999-2	Kirk, James	M	2990-06-01		E Mvd		
9999-9999-3	Lane, Lois	F	2990-09-30			E ✓	
9999-9999-4	Organa, Leia	F	2989-09-12				F ✓
9999-9999-5	Prince, Diana	F	2990-02-03			E ✓	
9999-9999-6	Romanoff, Natnasha	F	2990-07-11		E ✓		
9999-9999-7	Stark, Tony	M	2990-01-02	E Mvd	Deffered		

As extenuating circumstances that prevent a student from writing a diploma examination are often emergent and require an immediate response, principals of schools approve deferments of examinations. On the List of Students, the principal should note any deferred examinations by recording "deferred" next to the name of the affected student(s). The figure on the right is an example of how to note this on the List of Students.

Exemptions

School authorities and/or school administration staff do not grant exemptions from diploma examinations.

Note: Students applying for exemptions from examination writing are expected to write all examinations if an official case decision has not been rendered by the Director/Special Cases committee and communicated to the student by the examination date and time. If a diploma examination exemption request has been denied and the student has chosen not to write the examination, he or she will be expected to write the examination at the next pre-scheduled administration.

If a student has been granted a full or partial exemption from writing a diploma examination, the student is no longer required to write that diploma examination at that examination session.

Exemption requests

1. All requests for exemptions and partial exemptions must be made using the *Request for Exemption* from *Writing a Grade 12 Diploma Examination* form (see the end of this section for forms), and should be forwarded to the Student Records Registrar in a timely manner.

2. All *Request for Exemption* forms must be completed by the student and the school and requires the signature of the parent/guardian if a student is under the age of 18.

3. Exemptions for examinations not written will only be granted when documented and legitimate circumstances prevent the student from being present for the diploma examination on the scheduled day and time of administration.

4. Exemptions from diploma examinations will not be granted for long-term or chronic medical conditions. Students with chronic medical conditions are expected to write diploma examinations with the support of the accommodations routinely provided to them, by the school, for examination writing and assignment completion purposes. Use of such accommodations for diploma examination writing purposes must be pre-approved by the Student Records Registrar.

5. Exemptions from diploma examinations will not be granted because students have chronic medical conditions or disabilities that render them unlikely to pass those examinations, or to achieve scores on them that are comparable to their school-awarded marks for those courses.

6. If the reason for requesting an exemption is acute medical illness, a *Physician Confirmation of Acute Medical Condition or Illness Affecting the Writing of a Diploma Examination* form must be submitted with the *Request for Exemption* form.

Note: Students, or their parents if the student is under 18 years of age, must authorize the release of medical information to Alberta Education by signing the declaration on the *Physician Confirmation of Acute Medical Condition or Illness Affecting the Writing of a Diploma Examination* form at the end of this section.

7. No exemptions or partial exemptions will be granted for students who write the wrong diploma examination as a result of a late course transfer.

Special Writing Centres

Special Writing Centres will be arranged if the Director of Educator Development and Assessment Services is advised in writing by April 30 of the current year. Student must fill Request for Special Writing Centre Form and send to the Student Records Registrar prior to the examiniation period. See http://education.alberta.ca/media/7398494/08-dip-gib-2014-15_special-cases.pdf for more details.

Overview

To allow students, in unique circumstances, to meet the diploma examination obligation, a Special Writing Centre may be established for students who are outside of Nunavut when a diploma examination is scheduled to be administered. A Special Writing Centre is a site outside of Nunavut that is temporarily approved to serve as a diploma examination writing centre. Special Writing Centres may be established for any diploma examination administration session.

Permission to establish a Special Writing Centre for the purpose of writing a diploma examination may be granted to students, by the Nunavut Department of Education, for one of the following reasons:

- The student lives outside Nunavut and has completed a diploma examination course delivered through an Alberta Education approved distance learning program.
- The student is participating in a scheduled activity such as a national or international competition in athletics or music.

Note: Students who are outside of Nunavut on vacation, to attend a family or other private event, to obtain or commence summer employment, on an organized tour, or other similar activity are not permitted to establish a Special Writing Centre.

- The student has moved from the territory permanently and are unable to return to write the examination.

Note: Students studying a diploma examination course in Nunavut are expected to remain in the territory until the completion of their instructional

program, which includes the writing of the diploma examination. Consequently, students are **not** permitted to establish a Special Writing Centre if they leave the territory.

Special Writing Centres may be established for students who have no alternative but to write their diploma examination outside of the territory due to one of the above circumstances.

Special Writing Centres are not intended as elective writing locations.

All examinations administered at a Special Writing Centre will be administered in a **digital format**.

Unpredictable and emergency events

Overview

The Nunavut Department of Education is responsible to ensure that diploma examinations are administered fairly and equitably to all students, under all circumstances, including unpredictable events and school emergencies. In relation to the administration of diploma examinations, unpredictable events or emergencies refer to events that in some way interfere with school operation immediately before, during, or after the administration of a diploma examination. Such events might include buses not running, inclement weather, fires, bomb threats, floods, hazardous chemical leaks, or other events that might necessitate school closures or the unexpected dismissal of students from the school or examination writing area.

To ensure that students writing diploma examinations are treated fairly, equitably, and with due regard to their health and safety, the Nunavut Department of Education follows the Alberta Education guidelines to provide a consistent framework for responding to unpredictable events or emergencies.

Unpredictable and emergency event procedures

School Principal and Chief Presiding Examiner responsibilities

1. When faced with an unpredictable event or emergency that interferes with the administration of a diploma examination, schools shall always act and make decisions:

    1.1. First, in the interest of the health and safety of staff and students
    1.2. Second, with due regard for the security and integrity of diploma examination materials and the processes of administering them

2. If a school or school authority is required to enact special measures to address an unpredictable event or emergency that may impact the administration of a diploma examination, the school principal or chief presiding examiner of a writing centre shall:

    2.1. Ensure that if the school or designated writing centre remains open during inclement weather or other emergency conditions, students who arrive (late or on time) to write their diploma examinations are permitted to do so. Students in these situations must be allowed the full time allotted for the examination.
    2.2. Under certain circumstances, and only upon the approval of the Director of Exam Administration (see Contacts section), allow an examination to be administered to individual students on the scheduled day of administration but at times other than the scheduled time.
    2.3. Ensure that students, including mature students, who are unable to write or to complete a diploma examination because of an emergency have the opportunity to review their options, including appeal and rescore provisions, with the support of school administration.

2.4. On review of a student's options, recommend in writing to the Student Records Registrar, one of the following options:
   a. A deferment or an exemption from writing the diploma examination or the missed part of a diploma examination
   b. for humanities examinations only, an incomplete diploma examination mark now, and a request that the student write the missed portion of the examination during the next scheduled administration
   c. for mathematics and sciences examinations, an incomplete diploma examination mark now, and a request that the student write the examination during the next scheduled session
   d. a recommendation based on individual student circumstances

2.5. Include in the Principal's Statement or Chief Presiding Examiner's Statement a description of the emergency situation and how the measures taken resulted in departure from normal administration procedures.

Diploma examination accommodations

For specific and updated information about accommodation types and services, see Accommodations Bulletin: http://education.alberta.ca/media/6446756/07-dip-gib-2014-15_accommodations.pdf

Overview

It is important that all accommodations be aligned with the student's SIEP and that the SST be involved in the request process.

The Nunavut program of assessment is committed to accommodating the needs of all Nunavut students so that they have fair and equitable access to educational opportunities, including the writing of diploma examinations. To ensure equitable access to diploma examinations and fair and consistent application of diploma examination standards, the Student Records Registrar may approve the use of writing accommodations for students with special diploma examination writing needs. Students with special diploma examination writing needs are individuals for whom the writing of a diploma examination would be inequitable, without a specific accommodation.

The goal of accommodation is not to optimize performance but to level the playing field by removing obstacles to performance that are inequitable. Consequently, accommodations are neither intended nor permitted to:

- alter the nature of the construct being assessed by an exam
- provide unfair advantage to students with disabilities or medical conditions over students taking examinations under regular standardized conditions, or
- compensate for knowledge or skill that the student has not attained

Inquiries and concerns

All inquiries and concerns regarding the processes of submitting requests for or administering diploma examinations with accommodations should be directed to the Student Records Registrar by phone at (867) 473-2612, by fax at (867) 473-2695, or by e-mail at studenttranscripts@gov.nu.ca.

Accommodation procedures

The following directives outline general requirements and expectations related to the processes of requesting and administering diploma examinations with accommodations.

Requests and approvals

1. Prior to each exam administration session, the principal shall communicate to students and teachers the availability of and requirements related to the use of diploma examination writing accommodations.

2. Except under special circumstances, schools shall only request diploma examination writing accommodations that are similar to those routinely provided to and used by a student for examination writing purposes.

3. Based on the accommodations that a student routinely uses for examination writing purposes, a teacher or counsellor shall recommend to a principal that comparable diploma examination writing accommodations be requested for a student making application.

4. On behalf of students who require accommodations when writing diploma examinations, the school principal shall:

    4.1. Submit applications, with supporting documentation, to the regional Student Support Consultant in accordance with the rules, procedures, and deadlines specified in this handbook.
    4.2. Ensure that requested accommodations closely parallel those routinely provided to and regularly used by a student for examination writing purposes.
    4.3. Ensure that requests for accommodations for diploma examination writing are made with the consent of the student and his or her parent(s)/guardian(s), or, in the case of an adult student, with the student's consent.

5. Mature students who require accommodations when writing diploma examinations shall apply directly to the Student Records Registrar, by submitting applications with appropriate supporting documentation in accordance with the rules, procedures, and deadlines specified in this handbook.

6. All requests for accommodations shall be accompanied by documented evidence that demonstrates the need for and regular use of specific accommodations for examination writing purposes. This documented evidence shall, as appropriate, include:

    6.1. Results of a formal medical or psychometric (e.g. academic, intellectual) assessment or a statement indicating that the student has been registered with Alberta Education as a student with special needs. Formal medical or psychometric assessments must be current (usually no older than three years) and administered by an individual who is qualified and/or licensed to interpret and report the results of such assessments (see Accommodation Rules below).
    6.2. A description and record of accommodations normally provided by the school and regularly and consistently used by the student for examination writing purposes.

    Note: A valid and current SIEP may be submitted as supporting documentation. An SIEP means a plan designed to address the student's special needs. Detailed supporting documentation is only required for subsequent applications within the same school year if a student's examination writing needs have changed significantly from the original application or if requested by Student Records.

7. On receipt of an application and appropriate and complete supporting documentation, the Student Records Registrar shall:

    7.1. Review the application and may grant individual students diploma examination writing accommodations.
    7.2. Ensure confidentiality of the information required for approval of accommodations.

Examination administration using accommodations

Information and registration

1. All diploma examinations administered with the support of an approved accommodation shall be conducted in accordance with the rules and procedures for the administration of diploma exams.

2. The principal shall ensure that only those students who are approved by the Student Records Registrar to use a writing accommodation are permitted to do so.

3. The principal shall ensure that all facilities and equipment (e.g., recording devices, earphones, microphones, computers) approved to be used as diploma examination accommodations are available and appropriately configured to safeguard test security and fairness and to minimize distraction to students.

4. The principal shall ensure that all facilities and equipment that have been set up for examination writing purposes are secured and remain secured until after the examination writing session and follow-up administrative procedures are completed.

5. The Regional School Operations is responsible for the appointment of scribes, readers, and sign language interpreters and for all expenses incurred in appointing these individuals on behalf of their students.

6. Mature students should contact the Student Records Registrar in regards to diploma examination accommodations.

Examination accommodation

7. It is a school's responsibility to supply all sound recording equipment and materials that are required when administering examinations with the support of a scribe or reader.

8. The principal shall ensure that all digitally recorded conversations and responses related to the administration of diploma examinations are immediately deleted once they have been saved to a storage device for shipment to Alberta Education.

9. Individuals appointed to serve as a scribe, reader, or sign language interpreter shall not be a relative, friend, or a past or present teacher of the student.

10. Scribes, readers, and sign language interpreters who are approved to assist a student during the administration of an examination shall understand and implement all rules and procedures related to the administration of diploma examinations using accommodations.

11. All diploma examinations administered with the assistance of a scribe, reader, or sign language interpreter shall be supervised at all times by an Examination Supervisor.

12. The principal shall ensure that Examination Supervisors who are designated to supervise the administration of diploma examinations that are being written using approved accommodations are appropriately prepared for that role.

13. Students and mature students who write diploma examinations using one or more approved accommodations shall be familiar with and follow all rules and procedures related to the administration of diploma examinations using accommodations.

Reporting

14. Scribes, readers, and sign language interpreters who assist a student during the administration of a diploma examination, and examination supervisors who supervise such administrations, shall complete and sign all appropriate forms.

15. **The principal shall record the use of all examination writing accommodations on the Principal's Statement and shall attach all completed Statement of Scribe, Reader, and/or Interpreter and Examination Supervisor forms to it.**

Returning equipment and supplies

1. All special format diploma examination materials, including those in CD, large print, and Braille format, must be returned to Exam Administration along with the regular return shipment of other examination materials from the school.

2. If a student writes a diploma examination using a large print version of the examination, both the large print examination and the answer sheet must be returned with the other examination materials.

Course level transfers and accommodation requests

If a student transfers courses or course levels after having requested and/or been approved to write a special format form of the diploma examination in the original course (i.e., a Braille, large print, CD, or coloured paper form) an Accommodation Request Transfer form (see end of this section) must be submitted to the Student Records Registrar. Submission of this form will ensure that the requested special format form of the diploma exam is sent for the correct course.

Record annotations

Results Statements and official transcripts are not annotated with respect to the use of any accommodations granted for students who have special diploma examination writing needs.

Annotations will only appear on official transcripts for those students who were granted an exemption or partial exemption from writing a diploma examination by the Special Cases team.

Guidelines for interpreting and using the results of diploma examinations

In addition to the *Report on the Achievement of all Students* who write the Alberta diploma examinations, Executive Directors and principals receive a confidential report of results achieved by the students in their jurisdictions or schools. Executive Directors may also request similar reports for instructional groups within the school jurisdiction.

Use of the reports

Educators in each jurisdiction are to study the examination results carefully and use them to determine the strengths and weaknesses of their program and resources.

The jurisdiction, school, and instructional reports may be used to help:

- evaluate educational programs in each subject;
- improve the quality of educational programs;
- identify the strengths and weaknesses of the individual student, school, and jurisdiction by comparing their results with overall results.

The reports are not intended to be used as the basis for:

- evaluating teacher performance, or
- comparing performance between or among schools.

Factors limiting the interpretation of examination results

Educators who are interpreting diploma examination results must take into account the following limitations:

1. School-awarded marks and diploma examination marks are complementary measures. The purpose of the examination is to provide a common measure of achievement for students throughout Nunavut.

   School-awarded marks should reflect all important aspects of learning in a course, including those that cannot be measured by time-limited paper and pencil tests. Therefore, differences are to be expected between a student's school-awarded mark and that student's diploma examination mark in a subject. Any comparisons of the two marks should be restricted to group statistics for groups of reasonable size and should be made with full knowledge of the differences between the two measures.

2. The differences between overall results and local results are affected by jurisdiction, school, and group size, as well as by other factors.

3. Blended mark distributions cannot be directly compared to school-awarded mark distributions or to diploma examination mark distributions.

4. Factors affecting student selection of diploma examination courses vary from school to school. These factors must be considered when comparing school or jurisdiction marks with overall marks.

Some schools may have a limited selection of courses. Students with weak academic records who, in other schools, would have selected non-examination courses will find it necessary to take diploma examination courses for credits.

Some schools may have a policy of encouraging students to challenge any diploma examination course, which results in a higher than usual proportion of students taking those courses.

Some schools may have a policy of discouraging students with weak academic records from enrolling in particular diploma examination courses, which results in a lower than usual proportion of students taking those courses.

A systematic approach for the effective use of diploma examination results

Diploma examination results can be used constructively as one means of improving the quality of education. A systematic use of these results includes the following steps:

1. Comparing test results for a school or instructional group with the overall results. Be sure that your comparisons include the:
   - total test score,
   - total multiple-choice and written-response scores,
   - subscale scores for multiple-choice and written-response questions (this current administration as well as results over time), and
   - individual multiple-choice and written-response question results.
2. Noting any patterns, anomalies, and/or interrelationships in the results.
3. Hypothesizing relationships between your observations and any of the factors above that may have had an effect on achievement.
4. Considering and implementing a plan that will help improve the quality of education for students.

Effective use of examination results

The following may be helpful in developing a constructive system for interpreting diploma examination results.

Basic principles

1. It is desirable and feasible to ask teachers and school administrators to take responsibility for analysing and using test results.
2. The development of analyses statements and action plans by individual schools is a more productive and positive activity than generalizations made by an external source.
3. There is an identifiable group of factors that should be analysed and commented upon when reviewing the results of each test.
4. Subtest results are often more informative than are total test scores.
5. Generalizations should be based upon long-term data.
6. It is not necessarily desirable or productive to compare the marks of schools with one another.
7. Standardized tests measure a core of the program being taught. However, some skills and concepts not measured are worth teaching and learning.
8. Ensuring that there is an alignment between the objectives of the curriculum being taught and the test measures being used will increase the level of students' success.
9. Written reports, follow-up by means of written response, and occasional face-to-face meetings are useful means of ensuring that results are appropriately interpreted and used.

Context for interpreting individual school results

1. Subject, name, grade level, and administration date of the examination(s).
2. Number of students who wrote the examination.
3. Profile of students who wrote the examination:
   - noteworthy individual characteristics
   - general or group characteristics
   - previous performance in other years
4. Repeat rates: the number of students repeating the grade or subject from a previous year
5. School performance as compared with District Education Authority/Divisional Education Council and territorial averages.
6. Present school performance as compared with previous years.
7. Subtest results: a discussion of how students performed on each of the subtests; possible reasons for results; and recommended actions.
8. Item analysis: those items where a significant number of students chose a response other than the correct answer; i.e., do the resources being used appropriately present the material being tested?
9. Program emphasis:
   - hours of instruction
   - skills and content emphasized or de-emphasized
10. Instructional practice:
    - methodology
    - curriculum fit
    - resources
11. Program objectives that are not measured by paper and pencil tests but that are worth teaching.
12. Recommendations for next year: a listing that describes those actions that should continue to occur, should be enhanced, or should be changed.
13. Summary report: general concluding comments regarding the analysis, report, examination, and recommendations
14. Name and signature of teacher and principal.

Suggested procedures for reporting

1. Teachers and/or principals analyze and prepare a written report about each administration of the Alberta examination.
2. The report is shared with the Regional School Operations Executive Director.
3. The Executive Director may prepare a written response to the report and sends copies of the response to the teacher and principal.
4. If possible, all involved staff meet to discuss the report and the response.
5. When necessary or desirable, a more immediate analysis of specific subtest scores may be requested for a specific class, grade, school, or examination.
6. All reports will be used as an additional means of recognizing the quality of instruction being delivered to students. The analysis will be used to improve the program being offered and maximize the opportunities for students to be successful.
7. Where results are significantly different from those expected by the school staff, consideration should be given to arrange for a program evaluation that would measure such things as the variance between the program being offered and the specifications for an individual examination.
8. The report for the January and June administrations will include comprehensive repeat rates for three years of the program. The April and November reports will be sent with the January and June report.

Diploma examination forms

Note: All Alberta-related request forms are available on: https://education.alberta.ca/admin/testing/forms.aspx but must be sent directly to Student Records Registrar studenttranscripts@gov.nu.ca.

Section 11

Awards, scholarships and funding opportunities

Awards, scholarships and funding opportunities

Graduation Diploma Award of Excellence

An Award of Excellence will be automatically noted on the Graduation Diploma of a student who earns a final, weighted average of 80% or higher in their best 20 credits of Grade 12 courses (each course worth at least 2 credits) with not less than 65% in any one of them. (Two Grade 12, 3-credit courses may be substituted for a 5-credit course.)

Governor General's Medal

The Bronze Governor General's Medal is awarded annually to the graduate who achieves the highest overall average standing in each Nunavut school offering an accredited Grade 12 program.

To be eligible:

- A secondary school must follow the Territorial curriculum and program of studies as authorized by the Minister of Education.
- The secondary school must offer Grade 12.

To determine the eligibility of the student the following criteria must be used:

- The average is calculated based on the whole secondary program, up to and including the final year of secondary education. Averages must be weighted according to the number of credits awarded, i.e. # of credits x mark, therefore a 1 credit Career and Technology Studies module gives 1 x 96% = 96, a five credit English course gives 5 x 60% = 300. Take the total number of points and divide by the total number of credits to attain the weighted average.
- The average is calculated to two decimal places, based on the whole secondary program, up to and including the final year of secondary education.
- The highest average cannot be anticipated: it must be calculated based on final results, after diploma examinations including the August session.
- No differentiation is made between general and advanced levels of courses.
- Courses taken after graduation to upgrade marks are not to be included.
- Students cannot jointly be awarded one medal.
- In case of a tie, the institute must provide the Chancellery with written proof of the tie.
- It is the responsibility of the school to determine a clear winner every year based on these directives.
- Canadian citizenship is not a prerequisite for award of the medal.

It is the responsibility of each school to ensure that medals are presented to recipients at a suitable ceremony. Medals should be presented on behalf of, and in the name of, the Governor General. They are not to be associated with any monetary award.

Participating schools are responsible for providing the names of winners to the Chancellery immediately after presentation. A form is enclosed with the medal that is to be sent to the Chancellery by mail or fax at (613) 991-1681. If the recipient's name is not submitted to the Chancellery, there is no official record to identify the recipient and any future requests for confirmation of the award or replacement of the medal cannot be granted.

In the event of a non-award at a particular school in a given year, **the medal is to be returned** to the Chancellery with an explanation of the circumstances surrounding the non-award.

If you have any questions regarding the Governor General's Award, contact the Director, Curriculum Services at (867) 857-3051.

The Honours Directorate, The Chancellery
Office of the Secretary to the Governor General
1 Sussex Drive
Ottawa, ON, K1A 0A1
1-800-465-6890

Math/Science Award from Department of Economic Development and Transportation

The Department of Economic Development & Transportation offers the Math and Science Awards Program, which awards Nunavut high school students in grades 8, 10 and 12.

Eligible students are well-rounded individuals who perform exceptionally in math and/or science. They must demonstrate at least one of the following qualities:

- A good level of understanding in math and/or science,
- Good work habits and school attendance,
- A genuine interest, motivation and dedication to learning math and/or science, and
- Significant growth or improvement in math and/or science.

To qualify for the award, each school must identify the recipient(s) and submit a completed application for each recipient.

Each award will be mailed to the school in the form of a cheque and certificate to be presented at each school graduation or awards ceremony.

For further information, visit www.edt.gov.nu.ca or contact:

Elisapee Karetak
Mine Training Coordinator
Minerals & Petroleum Resources
Department of Economic Development & Transportation
Tel. (867) 857-2376
ekaretak@gov.nu.ca

Handbook of Opportunities for Nunavut Secondary School Students

This handbook provides detailed information regarding scholarships, travel, and other opportunities for Nunavut secondary school students. An updated electronic version of the handbook is available. The opportunities are, for the most part, intended for students from Nunavut. Some require Inuktitut, some are for land claims beneficiaries, some are for Nunavut residents, and some are general awards and travel opportunities.

For the most up-to-date version of this handbook and related support, contact the Director, Curriculum Services with the Department of Education at (867) 857-3051.

Young Parents Stay Learning

Parental subsidies are available to cover childcare expenses for those parents who are working on completing their high school diploma and are attending school full time. Applicants must not be currently receiving the Daycare User Subsidy, or a subsidy from a regional Inuit association.

Contact the regional early childhood officers at the numbers below for more information.

Qikiqtani regional ECE office
Tel. (867) 473-2600 or 1-800-567-1514
Fax (867) 473-2647

Kivalliq regional ECE office
Tel. (867) 645-5040 extension 1605
or 1-800-953-8516
Fax (867) 645-2148

Kitikmeot regional ECE office
Tel. (867) 983-4030 or 1-800-661-0845
Fax (867) 983-4191

www.gov.nu.ca/programs-services/young-parents-stay-learning-daycare-subsidy

Career Development, Department of Family Services

The Career Development division in the Department of Family Services is responsible for the design and delivery of labour market programs in Nunavut; for the post-secondary funding program available to Nunavut students, also known as Financial Assistance for Nunavut Students (FANS); and apprenticeship, trades and occupations.

Students who remain in K-12, and individuals who may leave, will likely become a client of Career Development, whether as a FANS-funded student, an apprentice, and/or a recipient of labour market program training funds.

Career Development delivers its labour market programs largely through career development officers (CDOs) working in the field. CDOs are located in eight Nunavut communities including Arviat, Baker Lake, Cambridge Bay, Igloolik, Iqaluit, Kugaaruk, Pangnirtung and Rankin Inlet, and provide services to all other communities in the territory.

The role of the CDO in schools is to work with teachers and principals to deliver the following:

- promote all career development training and employment programs
- provide Employment Assistance Services (EAS) to youth by assisting with résumé completion, interview skills techniques, and employer/employee relationships
- provide guidance, advice and information on student funding options for post-secondary education
- provide labour market information, both local and territorial wide
- provide tips to conduct job searches
- provide early career counselling
- provide support when searching/exploring education institutions

Financial Assistance for Nunavut Students (FANS)

Financial Assistance for Nunavut Students (FANS) is for students attending designated post-secondary institutions and academic programs. FANS offers a number of benefits that are intended to help offset the costs of post-secondary education. These benefits include grants, loans and travel assistance. There are specific benefits available to beneficiaries under the Nunavut Land Claims Agreement, and to those with previous Nunavut schooling.

Applications for FANS must be received ahead of the deadlines for each term (July 15 for fall, November 15 for winter and March 1 for spring). Apply as soon as possible. Do not wait until you are accepted at an institution to begin your application process.

Information about eligibility for FANS benefits is available at http://www.gov.nu.ca/familyservices, through the *Nunavut Student Funding Handbook,* and by contacting FANS at 1-877-860-0680 or fans@gov.nu.ca.

Apprenticeship

Apprenticeship is a structured system of supervised training that combines on-the-job learning (under the leadership of a certified journeyperson) and in-school technical instruction (8 to 12 weeks in duration per year). Workplace training provides apprentices with the knowledge, practical skills, tools and experience in his/her chosen trade or occupation, while technical training provides trades theory instruction. Together, both lead to recognized certification. Apprentices earn wages while learning their trade and are provided funding while attending technical school.

The entrance requirements for the apprenticeship program in Nunavut:

- at least 18 years of age;
- successful completion of the trade related pre-apprenticeship course or have written and passed a trade-relevant trades entrance exam arranged through a career development officer (CDO) in the community;
- have an employer who is willing to work with student as an apprentice and;
- this employer must also have a certified on-site journeyperson who is in trained in your chosen trade and is willing to mentor you during your apprenticeship.

To find out how more about the apprenticeship program in Nunavut and how to start a career in the trades, contact your local CDO and visit www.gov.nu.ca/familyservices.

Section 12

Career program planning Grades 9 – 12

Career and Program Plan

Students begin looking seriously at their future goals and aspirations in Grades 6 to 8 using the *Aulaaruhiqut* module, *Career Planning: Preparing for the Journey*. In Grade 9, each student currently receives assistance from school personnel to develop a personal Career and Program Plan using the *Aulaaruhiqut* module, *Creating a Career and Program Plan: The Journey Begins*. Student Records will award one Career and Technology Studies module (NCS1411) toward graduation requirements to students who complete this module.

The Career and Program Plan is a collaborative project that involves the student, parents/guardians, and school personnel such as a teacher, school community counsellor, student support teacher, or administrator in a three-way conference. The Plan will construct a path through school for the student and will include both:

- the graduation requirements which will enable the student to receive the Nunavut Secondary School Diploma, and
- a current outline of courses most appropriate to the student's interests, abilities, and future life goals.

Aulajaaqtut 10 (Module 4: *Exploring Opportunities*) and *Aulajaaqtut* 11 (Module 3: *Tools for Life*) contains information presented in the former Aulaaruhiqut modules. One difference between the *Aulajaaqtut* and the Aulaaruhiqut modules is that the information in *Aulajaaqtut* is presented in the broader context of Inunnguiniq (the Inuit concept of becoming a human being) and aligning goals with values. The *Aulajaaqtut* modules related to career information are not intended to be stand-alone modules.

Mandate

The current Career and Program Plan is an essential part of a student's school life. It involves a lengthy process of preparation and consultation that needs to be scheduled into the school calendar. The Plan is a living document and **requires updating on at least an annual basis** to monitor a student's progress. A student's choice of subjects and courses must be related to the path developed in the Career and Program Plan in consultation with the parents/guardian, student, and school personnel. **This is a mandated document, to begin at Grade 9** (at the minimum).

In 2009-10, all Grade 9 students must be registered in NCS1411, *Aulaaruhiqut – Developing a Career and Program Plan: The Journey Begins*. During the year, a new format and course, *Piniaqtavut* (Career and Program Plan), will be developed and piloted with parents, students and school personnel. *Pinaqtavut* (Career and Program Plan) will be implemented in 2010-11 and will eventually become part of the *Aulajaaqtut* 7-9 program.

In addition to courses that lead to the Grade 12 graduation diploma and preparation for post-secondary goals, the student's choice of subjects may be governed by additional requirements adopted by the school and District Education Authority.

A school may offer additional courses that they feel are necessary, for example, Firearms Safety. These additions need to be outlined in a school policy and approved by the Executive Director as part of the Educational Program Plan. Schools cannot mandate that these courses be part of a graduation requirement.

Accountability

Principals and/or their designates must ensure that each Career and Program Plan includes the minimum credits to meet graduation requirements. Students must also be advised to check the entrance requirements of post-secondary programs, so access to current post-secondary information regarding entrance requirements must be available and maintained in the school for student reference.

Acceptable minimum standards

In order to avoid confusion with respect to the mandated requirements, the following is to be considered the minimum standard for programming and documentation:

1. **All Grade 9 students must be registered in NCS1411**, *Aulaaruhiqut – Developing a Career and Program Plan: The Journey Begins*. This ensures that:
   a. The Career and Program Plan process is in place and that an individualized Career and Program Plan document (to be included in the Nunavut Student Folder) is created (see note below).
   b. It will also ensure that upon successful completion of this course a credit for the student will be issued and shown on the student's Validation Statement and transcript.
   c. Follow-up modules of *Aulajaaqtut* and *Aulaaruhiqut* are available in Grades 10, 11 and 12.
   d. Schools are aware of courses that students require in their secondary schooling.

2. **Documentation:** A summary document of the Career and Program Plan is included within the Nunavut Student Folder and is updated annually. This document will include at a minimum:
   - at the Grade 9 level, a document such as a letter(s)* to parents inviting them to a meeting to discuss program planning and/or (at Grade 10 and higher); and
   - signed off (by student, parent/guardian and school official) Validation Statements and signed off Career and Program Plan documents.

   *Note: These letters should be individualized and should show in some way whether or not the student/parent/guardians were present at the meeting(s).

3. **Parent/student/teacher meetings:** Nunavut Schools are expected to hold one to two meetings with parents to explain the secondary school program each year in Grades 9 to 12. It is suggested that schools consider using report card periods and/or these meetings to finalize the documentation necessary.

Resources

Career development officers from the regional offices of the Department of Education may be available to support schools by making school visits and providing informational career materials. Initiatives such as career fairs, job shadowing, work experience, and Take Our Kids to Work activities broaden student knowledge about the options available to them. All staff are encouraged to include career components in their teaching and learning materials.

It is recommended in the Career and Program Plan curricular support materials that the Career and Program Plan be expanded into a portfolio in which copies of resumes, interest inventories, checklists, certificates and awards are stored.

Access and storage

The Career and Program Plan is a mandated document and must be kept secure, yet readily available for student access and for regular updates to monitor progress.

Transfer

When a student transfers to another school, the Career and Program Plan should be forwarded upon request.

Format

A sample of a Career and Program Plan is available in this section. However, each region may continue to use its own version of Career and Program Plan materials until the Nunavut-wide format has been completed.

Aulaaruhiqut: Student Career and Program Plan

Student name		
School	Advisor	Date

Overview

The Student Career and Program Plan is a working document that tracks and manages a student's career planning and development and educational information. It is a centralized location for gathering information relating to personal data, career assessment, educational and career goals, community involvement and work experience. The purpose is to assist Grade 9 –12 students in their educational and career journey. Education is putting more emphasis on career exploration and planning.

The Career and Program Plan is an important part of the expanding career-education process. It allows students to focus their career goals from junior high through high school to post-secondary training and/or meaningful employment.

A Career and Program Plan is a means to help students track and manage their career-related experiences. As they develop their portfolio, students should be encouraged to personalize and create formats that meet their needs, talents and goals.

Section description
The following is a brief description of each page of the Student Career and Program Plan.

Student name and school name
There are enough boxes to allow for 13 classroom/ school changes. It is important to have the teacher/ advisor names for each school year.

Educational information
There are three pages – junior high, high school, and Career and Technology Studies. Courses are listed on the left-hand side with some flexibility as to specific courses. The sections for favourite and least favourite subjects are important ones as a student's career planning develops.

Identify strengths/assets
This section is for students to list their interests, strengths and what is important to them at that particular time in their lives.

Additional student assets
This section should connect to areas of life that students are involved in. The information gathered can be placed in a student's portfolio, as their career goals become more apparent.

Career planning activities
This section allows students and teachers to track the Career Paths, Self-Assessment Inventories, and Career Exploration Activities that will be completed in the Career and Program Plan Continuum.

Career goals
Once students have started the career planning process, they will begin to think about possible career areas. Writing goals down and dating them are the first steps toward exploring WHY and HOW they can attain their career objectives.

The career planning checklist
This section ensures that the students, parents and teachers review the Student Career and Program Plan at least once a year

Bridging plan (optional)
Some students may have subject areas that need to be strengthened to enter their career choice. This section allows a plan to be drafted to achieve this goal.

Education information – Career and Technology Studies

Career and Technology Studies module	Grade 10	Grade 10	Grade 10	Grade 11	Grade 12	Graduation requirements
Strand						
Module						
Strand						
Module						
Strand						
Module						
Strand						
Module						
Strand						
Module						
Strand						
Module						
Strand						
Module						
Strand						
Module						
Strand						
Module						
Strand						
Module						
Strand						
Module						
Favourite strand and module						
Co-curricular involvement (e.g. volunteering, athletics)						
Career and Technology Studies credits earned to date						
Career and Technology Studies average (overall)						
Attendance (days missed)						

Identifying strengths/assets

	Junior high school	Senior high school
Interests What I like to do		
Skills What I do well		
Values What is important to me		

Additional student assets

	Junior high school	Senior high school
School/community involvement		
Awards, recognition, achievement		
Volunteer experience		
Employment		

Career planning activities

Career path/focus	Date	Grade	Description

Self-assessment inventories			
Activity			
Activity			
Activity			
Activity			
Activity			
Activity			
Activity			

Career planning activities

Career exploration			
Activity			
Activity			
Activity			
Activity			
Activity			
Activity			
Activity			

Career exploration activities

Career experience	Date	Grade	Description
Work experience (i.e., paid employment)			
Job shadowing			
Other courses (workshops out of school)			
Other activities			

Career goals

Grade	Career goals	Reasons	Steps toward attainment	Date
8				
9				
10				
11				
12				

Meetings/reviews/updates

Grade	Date	Participants (teacher/counsellor/ parents)	Items discussed and follow-up	Signatures
8				Student
				Teacher/counsellor
				Parent/guardian
9				Student
				Teacher/counsellor
				Parent/guardian
10			Validation statement reviewed?	Student
				Teacher/counsellor
				Parent/guardian
11			Validation statement reviewed?	Student
				Teacher/counsellor
				Parent/guardian
12			Validation statement reviewed?	Student
				Teacher/counsellor
				Parent/guardian
Other			Validation statement reviewed?	Student
				Teacher/counsellor
				Parent/guardian

Bridging plan (optional)

Purpose

Some students may have subject areas that need to be strengthened to enter their career choice. This page allows a plan to be drafted to achieve this goal.

Example

A student wanting to strengthen their skills and achievement in English Language Arts may plan to take some or all of the English as a Second Language 10B, English as a Second Language 10C, or Reading 10.

Subjects or areas for bridging
Specific bridging plan(s)
Teacher's comments

Nunavut secondary school graduation requirements – student progress

The diagram below represents the courses needed for a student to graduate with a Nunavut secondary school diploma. It is necessary that students complete 78 required credits and 22 optional (unspecified credits) in order to graduate.

This diagram may be helpful for students to self-monitor their progress toward graduation. As students complete each course or earn credits, the blocks can be filled in to represent credits earned. This also provides a visual as to how many credits from each area remain to be completed. Other possibilities exist for completing this process, for example: printing validation statements and other reports from the Student Information System (SIS), creating a school-wide spreadsheet, etc.

Required courses

Number of credits	Subject	
15	English or Français	☐☐☐☐☐ ☐☐☐☐☐ ☐☐☐☐☐
10	Social Studies	☐☐☐☐☐ ☐☐☐☐☐
10	Math	☐☐☐☐☐ ☐☐☐☐☐
10	Science	☐☐☐☐☐ ☐☐☐☐☐
10	*Aulajaaqtut*	☐☐☐☐☐ ☐☐☐☐☐
5	Physical Education	☐☐☐☐☐
3	Art	☐☐☐
5	CTS, NCS	☐☐☐☐☐
10	Additional 30-level (Grade 12) credits	☐☐☐☐☐ ☐☐☐☐☐
22	Additional unspecified credits (student choice)	☐☐☐☐☐ ☐☐☐☐☐ ☐☐☐☐☐ ☐☐☐☐☐ ☐☐
78 required credits + 22 unspecified credits = **100 total credits**		

Career and Program Plan Summary Sheet

Name of school	School year
Community	
GN school code	

Student information	
Surname	First name
GN student ID #	Date of birth (mm/dd/yyyy)
Current grade	Current counsellor/school representative

CPP meetings: date	Participants	Items discussed and follow-up	Notes	Signatures
		NCS1411 completed?	☐ yes ☐ no	
		Validation Statement reviewed?	☐ yes ☐ no	
		Course selection reviewed?	☐ yes ☐ no	
		Post-secondary academic counselling?	☐ yes ☐ no	

Principal's annual review (signature must be provided)

Principal's name or designate (please print)

Date

Note: The minimum acceptable standard for inclusion within a student's Nunavut Student Record is this summary sheet. It must be included in the student cumulative file yearly.

Career planning websites

Career Circuit
http://www.vrcdatabase.com/en/?b=ns

Advanced Education and Career Development
www.advancededucation.gov.ab.ca/

Alberta Learning Information Services – OccInfo
www.alis.gov.ab.ca/occinfo/

Labour Market Information (LMI)
www.labourmarketinformation.ca/standard.aspx?pcode=lmiv_main&lcode=e

Skills Nunavut
www.skillsnunavut.ca/

Aboriginal Financial Officers Association of Canada
www.afoa.ca/

CSLP
www.canlearn.ca/eng/main/help/glossary/canada_student_loans_program.shtml

Human Resources and Skills Development Canada
www.hrsdc.gc.ca/eng/home.shtml

Human Resources and Skills Development Canada – Career Considerations
www.hrsdc.gc.ca/eng/home.shtml

Human Resources and Skills Development Canada – National Youth Canada
www.canadiansocialresearch.net/hrsdc.htm

WorkInfoNet
www.workinfonet.ca

Alberta Learning: Curriculum & Student Support Documents
www.ece.gov.nt.ca/SENIOR_SECONDARY_HANDBOOK_06/SSS_PDF_Documents/Chapter%2043.pdf

Credits for Junior Secondary School Students

The following section outlines the requirements for junior secondary school students in the *Pinasugunnaqsijuq* ("now able to experiment" or confident learner) stage of learning (Grades 7-9) who wish to take senior secondary school courses while still in junior secondary.

CTS courses

When junior secondary students complete credit courses or Career and Technology Studies modules, their marks can be submitted to Student Records in the same manner as marks are submitted for senior secondary students. See the submission form below. Students Records only produces Validation Statements for students in Grades 10 to 12. Any credits earned in the junior secondary years will appear on the Grade 10 Validation Statement when the student is registered in Grade 10.

Secondary education programs recognize and accommodate the wide range of developmental needs, abilities and differences that exist among students.

Other courses

Outside of Career and Technology Studies, the opportunity to take senior secondary school courses for diploma credits during a junior secondary school's regular instructional day may be offered as a privilege to an **eligible student**, as identified by the principal of a junior secondary school. For particulars about Career and Technology Studies courses, refer to *Career and Technology Studies* in section 6.

An **eligible student** is one who, in the opinion of the junior secondary school principal, has satisfied the general and specific learner expectations of each course of the junior secondary school program to the extent of his or her estimated potential, and who shows special interest and signs of high potential in subject areas that are part of a senior secondary school graduation program.

A student may be offered an opportunity to take one or more senior secondary school courses at either the junior secondary school or to attend a senior secondary school part-time.

The privilege to enrol in a senior secondary school course(s) will be at the discretion of the junior secondary school principal, and a decision to extend this privilege to a student will follow appropriate consultation with and approval of a parent or guardian.

The opportunity to provide advanced level instruction applies to those course sequences that are continuous with junior secondary programs, and that offer challenges beyond Grade 9-level courses.

Submission of Junior Secondary School Credits

Name of school and community	GN school code
Surname	Given names
Nunavut student ID #	Date of birth (month, day, year)

Credit(s)/marks submission

For junior secondary school students, marks and credits can be submitted to Student Records on an individual basis, or to the Regional School Operations electronically as part of normal course completion file submission.

To add a course, indicate by entering the correct information in the table below. When referring to the course year it must be shown with a /. For example if the school year is 2000/01 it should be shown as 00/01.

This form must be signed by the Principal or his/her designate.

Course code	Course name	Course year	Course term	Course credit	Course mark

Course term

1. Fall semester
2. Winter/spring semester
3. Year-long
4. Summer
5. Special session

Principal's approval (signature must be provided)	Principal's name or designate (please print)	Date

Email completed form to the Student Records Registrar at studenttranscripts@gov.nu.ca

Office use only	Date received	Date processed

Career and Technology Studies, *Nunavut Iliqusituqanginnit Ilinniarniq* (Nunavut Cultural Studies)

Students may begin their Career and Technology Studies and Nunavut Iliqusituqanginnit Ilinniarniq (Nunavut Cultural Studies) modules at the junior secondary school level and have these credits recorded into the Student Records system while still enrolled at that level.

It is vitally important that all administrators properly track their students' achievement in Career and Technology Studies and *Nunavut Iliqusituqanginnit Ilinniarniq* (Nunavut Cultural Studies) modules so that duplication of course offerings does not occur. The Career and Program Plan process is vital toward ensuring that progressive instruction occurs within this area so that students are not repeating the same modules over and over.

Equally important is the program planning element of Career and Technology Studies and *Nunavut Iliqusituqanginnit Ilinniarniq* (Nunavut Cultural Studies) "bundles." Administrators need to ensure that Career and Technology Studies and *Nunavut Iliqusituqanginnit Ilinniarniq* (Nunavut Cultural Studies) offerings are based upon the interests of the students and the community in order to staff their schools accordingly.

Each module has its own code and is worth one credit.

Work Experience 10-11-12 Junior High

Junior High School students are eligible to be registered in these courses subject to the following conditions.

- Work Experience 10-11-12 are approved courses that can be offered from **1 to 5** credits each. Note: only 15 Work Experience credits may be applied toward the secondary school diploma.
- Work Experience credits are recorded as Career and Technology Studies credits toward meeting graduation requirements.

Essential elements toward registering students in Work Experience courses

Students may be registered within a work experience course for this educational experience provided that all of the following conditions are met. Schools may establish credited community learning opportunities with local employers agencies such as the local stores etc. for work experience projects for after-school/part-time work, work during school hours and even summer employment provided that:

The following modules are prerequisite modules that **must be completed** before a student can be registered in a work experience course. **No exceptions apply!**

CTR1010 Job Preparation
CTR1210 Personal Safety
CTR3210 Workplace Safety

All Work Experience projects must be prior approved by the Principal of the school and notification given to the Superintendent of Schools. Documentation must be completed (Teacher Health and Safety Assessment Summary and the Educational Work Experience Agreement) and faxed to the Labour Standards Officer who is responsible for issuing work experience permits.

All students involved in Work Experience courses must complete and regularly update a Student Record Book. It is in this document that they will outline their goals in conjunction with a school supervisor and document their hours and accomplishments in conjunction with their work site supervisor. Students entering a Nunavut Early Apprenticeship Training program may be able to claim the first 125 hours of work experience toward their practical, on-the-job time requirement by submitting their Student Record Book to the Apprenticeship Registrar to verify their hours earned.

The Student Record Book replaces the former Evaluation Report placed on file in the student's Nunavut Student Folder when final marks for the course are submitted.

Work Experience Placement Permits

Note: Each time a student goes out on a work placement a new permit is required stating the start and ending date of the placement.

Nunavut Labour Services requires a minimum of one week (seven days) to process an application for a permit. Permits cannot be made retroactive. **The application for a permit must indicate that the student has successfully completed the Workers' Safety and Compensation Commission curriculum resource, *Go Safe: Work Smart*.**

See the *Educational Work Experience Agreement* and the *Work Experience Health and Safety Assessment Summary*. Faxed copies of the two forms or e-mailed scanned copies are accepted for processing permits. The original applications are to be maintained at the school and are to be available if requested for review by the Labour Standards Officer. Phone to confirm the arrival of the fax.

Both the Educational Work Experience Agreement form and the Teacher Health and Safety Assessment Summary must be faxed to:

Labour Standards Officer
Labour Standards Compliance Office
PO Box 1000, Stn 590
Iqaluit, NU X0A 0H0
Tel. 1-867-975-7293
Toll-free 1-877-806-8402
Fax 1-867-975-7294

Only the Labour Standards Officer can issue a permit for educational work experience as set by Regulation to the *Labour Standards Act*.

Educational Work Experience Agreement

A. STUDENT

Student name	NEAT student ☐ yes ☐ no	Birthdate (dd/mm/yy)	Age	Gender

WSCC Workplace Go Safe training program successfully completed ☐ yes ☐ no

I have read and agree with the description of the work placement. I will: • keep a current Record Book and submit it on a regular basis for review by my work supervisor and my school supervisor; • practise the skills, goals and duties established for this work placement; • follow the workplace safety procedures, dress requirements and regulations; and • inform my employer and the school in advance of any absence.	Student signature Date

B. WORKPLACE (to be completed by, or in consultation with, the workplace supervisor)

Workplace supervisor	Employer (company name)	
Community	Telephone	Fax
Job title	Period of agreement from _____ to _____	

Schedule (days/hours)

Duties

I have read and agree with the description of the work placement. I will: • work in cooperation with the school supervisor to establish work experience outcomes and provide opportunities for the student to meet the outcomes • advise the student on safety procedures, dress requirements and regulations • provide a level of supervision adequate to ensure the safety and health of the student • review with the student, complete and sign the student's Record Book • complete the student's Assessment Rubric • contact the school supervisor should any problem arise.	Workplace supervisor signature Date

C. PARENT OR GUARDIAN CONSENT

I have read the above agreement between my son/daughter and the work supervisor and give my permission for his or her participation in the work experience education program.	Parent/guardian signature Date

D. SCHOOL

School supervisor	School	
Community	Telephone	Fax

I have read and agree with the description of the work placement. I will: • work in cooperation with the workplace supervisor to establish the work experience outcomes • review the workplace safety procedures, dress and regulations with the student • maintain contact with the student, work supervisor and parent or guardian • coordinate the student's performance evaluation, complete the Assessment Rubric and complete and sign the student's Record Book • act as a mediator should any problems arise.	School supervisor Date

This agreement must be filled out and submitted with documentation for approval to the Labour Standards Compliance Office at the address below. **ATTENTION: No student may commence their work placement until they receive an Educational Work Experience Permit from the Labour Standards Officer.** Allow one week to process application submissions.

Labour Standards Compliance Office, Department of Justice
PO Box 1000, Stn 590, Iqaluit, NU X0A 0H0
Tel. (867) 975-7293 or 1-877-806-8402 (toll free) • Fax (867) 975-7294

Work Experience Health and Safety Assessment Summary

Company name	Company representative
Student's name	Job position/title

1	**Hazard checklist**		**Yes**	**No**
	Was the employer willing to use the hazard checklist?			
	Was the employer willing to discuss any potential hazards for the student on the work placement?			
2	**Main hazards identified**			
	Hazards identified include the following:	How are the hazards controlled?	What type of training is needed?	
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
	Are the noted hazards adequately controlled? Are you satisfied that the employer has identified the hazards and has control measures in place to protect the student?		**Yes**	**No**
3	**Observations of the workplace**		**Yes**	**No**
	Based on your observations of the workplace, were any concerns you had about the student's safety resolved through your discussions with the employer?			
4	**Health and safety orientation**		**Yes**	**No**
	Will the employer use the orientation checklist provided?			
	Will the employer use a safety orientation that they have designed?			
5	**Summary**		**Yes**	**No**
	If you are able to answer Yes to all of the questions in 1 to 3 above and Yes to one of questions 4 there is a good probability that this work placement assignment will ensure the student's health and safety concerns are met.			
	Would you say the student in question is a good fit for this work place assignment?			

Teacher signature Date signed

Parent/guardian signature Date signed

Section 13

Student Support

Secondary Individual Education Program (SIEP)

The Government of Nunavut is committed to providing education programs appropriate to the strengths and needs of all youth. For a small number of students, the learning outcomes set out in Nunavut curricular documents are not appropriate. Even with a variety of supports, accommodations and adaptations, this small number of students do not benefit from regular curricula. These are students with very challenging intellectual needs sometimes compounded by physical or emotional needs who, in most cases, have required individualized programming since entering the school system.

The secondary programs developed for these students continue to be based on their strengths and needs. Such programming enables the students to build the skills they will need as adults, and to obtain secondary school credits. It must be noted, however, that for some students on individualized programming, a blend of individualized courses combined with courses from regular curricula will be appropriate. The principal working with the school team, the parent, and the student develop an individualized education plan that also plans for the student's transition into post-secondary life.

The Department of Education has approved the awarding of secondary school diplomas to students on an Individual Education Plan. Nunavut secondary school graduation diplomas (labelled appropriately as partial or full diploma) are issued by the Department of Education to those students on an SIEP (Secondary Individual Education Program) who have completed the required 100 credits of their individualized plan. It must be noted that some, not all, post-secondary institutions will accept these credits.

Subject specific graduation requirements for students on a SIEP

Approved SIEP courses

SIEP course codes are listed in *Section 4, Approved courses*, as IEP___ course title and can only be assigned to a student with a developed and approved SIEP.

Class selection and IEP identification

SIS requirement: When planning the student's timetable, IEP-coded courses must be added/linked to the section the student will be attending and scheduled in the SIS (achievement report and attendance purposes).

Courses with an IEP code will be automatically reflected into the student's validation statement and transcripts. All core subjects have IEP coded classes and must be scheduled in (bundled/linked) with the appropriate class sections.

Where an individualized course does not have been pre-coded as IEP, the SST must contact the Student Registrar to identify/label the course as an IEP after completion of the course.

Graduation requirements

Graduation requirements for student on a SIEP follow the same guidelines as the approved graduation requirements listed in *Section 2*; i.e., students follow the graduation requirements that are current during the year of their entry to Grade 10.

The difference lies in the types of courses a student is allowed to take to meet these requirements:

Courses accredited an IEP code can only be used for students on a SIEP. Each of these courses must reflect part of the outcomes developed through the SIEP for that particular student.

Graduation certificate: Students on an IEP will be receiving a graduation certificate identifying that they have completed their graduation requirements with an IEP.

Field of studies and SIEP considerations

Uqausiliriniq considerations

Communication, literacy, and language options will be determined by the outcomes of the student's SIEP and are not limited to 15 credits in one specific language area.

Fine Arts requirements could include the creative and/or therapeutic or the appreciative aspects of music, drama, and art.

Aulajaaqtut considerations

Aulajaaqtut should include life skills, community living skills, sexuality, and personal development. The practicum components could include helping or working in the community. The program must include transitional planning to ensure preparation for life after graduation.

Physical Education could include therapeutic, aerobic, or recreational exercise.

Nunavusiutit considerations

Social Studies could include life skills, social skills, cultural and heritage projects, traditional skills, language or community-based studies.

Iqqaqqaukkaringniq considerations

Mathematics could include time, shopping, basic money management skills, cooking and measuring.

Science could include traditional activities, environmental studies, such as local weather patterns, choice of appropriate clothing, projects relating to the basic ecological structures of their local environment, experiential, hands on activities reflecting different general concepts.

The Career and Technology studies and Nunavut Cultural Studies will develop functional skills as determined by the outcomes of the student's SIEP.

Unspecified credits

Special Projects/Work experience credits can play an important role for the student on a SIEP. It links with work placements/interests as determined by the outcomes of the SIEP.

Courses can come from any areas of the curriculum. However 10 of those credits must be registered at a Grade 12 level.

Graduation requirements for students on a blended program

Some students will require a blend of individualized courses and courses from the regular curricula. All students must complete 100 credits as outlined in this handbook in order to graduate with a Nunavut secondary school graduation diploma.

Process for reporting credits for students on Secondary Individual Education Programs

The process outlined below is designed to provide simple and efficient administrative procedures for processing Secondary Individual Education Program credits, while maintaining the integrity of the policies under which Secondary Individual Education Programs were designed.

The plan

It is important that a student has a written Secondary Individual Education Program before registering for courses.

The Secondary Individual Education Program status is not designed to provide credits for students who were placed in a non-modified course and are unsuccessful in completing the necessary curricular requirements. A student working toward the completion of course objectives within a Secondary Individual Education Program will be registered in the appropriate course with a code assigned by Student Records. Only registrations and subsequent completion of course objectives identified as Secondary Individual Education Program will be allowed to earn Secondary Individual Education Program credits.

Roles and responsibilities

Role of the Department of Education

- develop a Senior Individual Education Plan (SIEP) template to be used in all Nunavut schools
- update guidelines on granting of credits to secondary students on an SIEP
- assist the District Education Authority in the development of a communication strategy to increase the awareness of teachers, other school staff, parents, and District Education Authority members about effective programming to meet student needs and the rationale and procedure for granting credits to students on an SIEP
- prepare a pamphlet for parents
- prepare a booklet for teachers and staff
- through Student Records, record SIEP registrations and record credits granted to students on an Secondary Individual Education Program
- monitor the granting of credits to students on an SIEP as part of the monitoring of effective programming for secondary school students
- evaluate and assess, in cooperation and consultation with District Education Authorities and Regional School Operations, the effectiveness of granting credits to students on an SIEP.

Role of the Regional School Operations

- maintain a student support consultant
- keep a regional registry of SIEPs
- arrange for specialized services for students on SIEPs
- grant secondary school credits to students on SIEPs
- promote effective programming for secondary school students through:
- create awareness of the options and flexibility available in programming students into appropriate approved courses
- explore partnerships that can be utilized to expand the range of strategies and opportunities available through all the resources in communities
- facilitate information exchange on effective programming between and among schools within a jurisdiction and in other jurisdictions
- monitor effective programming and SIEPs through school reviews and other means
- provide staff development related to:
  - the diversity of student needs
  - strategies for teaching to diverse needs in the classroom, for example, adapting content, learning environment, evaluation methods, using multi-level instruction
  - the process of SIEP development, monitoring, and credit-granting
  - effective student programming

Roles and guidelines of secondary schools

A student requires an SIEP because her/his intellectual needs, which may be influenced by physical, social and emotional needs, are significantly affecting the students capacity to meet the mandated curricular outcomes. The student requires an SIEP program with goals that are different from those stated in the mandated curricula.

A SIEP is:

- A continuation of an IEP program begun for a student during the elementary school years
- Developed only after attempts have been made to accommodate and adapt curricular courses to meet the student's needs
- For the student and not for the courses
- Rarely has outcomes in only one subject area
- Rarely used for only one year
- Not to be used as a way to "get a student through a course"
- Individualized, as there are no group SIEPs
- Based on the specific strengths and needs of the student
- Outlines long-term and short-term measurable learning outcomes as well as, learning activities and materials appropriate to the specific needs of the student

Responsibilities

The principal is responsible for:

- monitoring the process and ensuring a clear understanding of the process by all parties involved
- overseeing activities of the school team including formation, support, activities and reporting duties
- supervising and evaluating the student support teacher and course teachers

The School Team is responsible for:

- identifiying needs and ensuring the development of an SIEP for each identified student
- communicating with parents and students throughout the process through frequent consultation and information sharing
- obtaining parental/guardian written approval for development/changes of the SIEP before implementation if student is under 18
- assigning credits to the outcomes met in the SIEP through the principal, in consultation with Student Records, Department of Education

The student support teacher (SST) is responsible for:

- maintaining SIEP-related documentation and related files including safe and secure storage of all related information
- consulting with parents/student/School Team in the development/changes of SIEP
- working with course teachers to ensure:
  - their knowledge of the complete SIEP
  - their role and responsibilities
  - overall implementation and monitoring of the SIEP
  - appropriate and meaningful achievement reporting
  - ongoing communication with parents/ guardians/students

The course teacher is responsible for:

- delivering the SIEP in class-related outcomes
- assessment and reporting of student achievement
- communicating and collaborating with the SST and School Team to accommodate, modify and address student needs

Section 14

Career and Technology Studies program

Career and Technology Studies program

CTS course programming

Graduation requirements: 5 credits

There are three levels of CTS courses:

- **Introductory level:** Students explore some of the skills required to develop expertise in a given field of studies.
- **Intermediate level:** Students learn specific skills related to the field of studies.
- **Advanced level:** Students specialize their skills and can demonstrate field applications.

Project modules

Students, with the support of their instructor, develop an application-based project in their field of studies. (See project application form template below.)

This template can be used by a teacher/student to assist in planning for a project course from the CTS program of studies.

A CTS project course must connect with a minimum of two successfully-completed CTS courses, one of which must be at the Introductory level and in the same occupational area as the project course. The other CTS course(s) can be either at the same level or at the intermediate or Advanced level from any occupational area.

A project course cannot be connected to other project courses or practicum courses.

Student name	Student ID number (optional)	
Teacher name	Start date	End date
Project course code	Project course title	

CTS course connections and the year the credits were or will be awarded

CTS courses that the project course connects with (minimum 2)	When the credits were or will be awarded	Occupational area(s)

What are the details of this project?
What are the attitudes, skills and knowledge that will be enhanced and extended by completing this project?
What are the safety concerns for this project?
What will be needed to accomplish this project (e.g., tools, materials, money, people, time)?

Connected courses (minimum of two CTS courses are required)	Outcomes being linked (minimum of one outcome from each CTS course is required)

What will be accomplished by linking these outcomes in this project?
Why were these courses and key outcomes chosen?

Introductory, intermediate and advanced CTS project course rubric

Student name	Teacher
Name of project	
Start date	Finish date

Assessment of outcomes 1–5 in project descriptions

Level criteria	Excellent	Proficient	Adequate	Limited	Insufficient
The teacher/student will:					
Identify the connection between project course and two or more CTS courses (1.1, 1.2) (4.1, 4.3)	Significantly contribute to identifying prior CTS outcomes connected to project. Give an insightful explanation of how prior CTS knowledge, skills and attitudes connect with the project course.	Contribute to identifying prior CTS outcomes connected to project. Give a relevant explanation of how prior CTS knowledge, skills and attitudes connect with the project course.	Somewhat contribute to identifying prior CTS outcomes connected to project. Give a reasonable explanation of how prior CTS knowledge, skills and attitudes connect with the project course.	Listen while others contribute to identifying prior CTS outcomes connected to project. Need others to explain details of how prior CTS knowledge, skills and attitudes connect with the project course.	Has not yet provided evidence of this performance outcome.
The student will:					
Propose the project and/or performance (2.1, 2.2, 2.3, 2.4) (4.1, 4.2, 4.3)	Outline proposal collaboratively with teacher. Take a leading role in the development of proposal; e.g., • prepare detailed work plan that includes purpose, deliverables, timelines, terms and resources • identify health and safety standards • define assessment standards (indicators of success) • obtain approval.	Review proposal by teacher. Take a role in the development of proposal; e.g., • prepare detailed work plan that includes purpose, deliverables, timelines, terms and resources • identify health and safety standards • define assessment standards (indicators of success) • obtain approval.	Review proposal by teacher. Take a minimal role in the development of proposal; e.g., • prepare detailed work plan that includes purpose, deliverables, timelines, terms and resources • identify health and safety standards • define assessment standards (indicators of success) • obtain approval.	Review proposal by teacher. Listen while others work on the development of proposal; e.g., • prepare detailed work plan that includes purpose, deliverables, timelines, terms and resources • identify health and safety standards • define assessment standards (indicators of success) • obtain approval.	Has not yet provided evidence of this performance outcome.

Level criteria	Excellent	Proficient	Adequate	Limited	Insufficient
The student will:					
Complete project and/or performance as outlined* (3.1) (4.1, 4.2, 4.3)	Demonstrate passion and dedication to complete project, as outlined. Skillfully demonstrate the ability to apply and model leadership skills to solve problems, make decisions and complete tasks as planned.	Demonstrate initiative to complete project, as outlined. Competently demonstrate the ability to apply leadership skills to solve problems, make decisions and complete tasks as planned.	Demonstrate a willingness to complete project, as outlined. Satisfactorily demonstrate the ability to apply skills to solve problems, make decisions and complete tasks as planned.	Work, with constant supervision, toward completion of the project, as outlined. Often need help to demonstrate the ability to apply skills to solve problems, make decisions and complete tasks as planned.	Has not yet provided evidence of this performance outcome.
Comply with safety standards and monitor performance during project* (2.2, 3.2) (4.1, 4.2, 4.3)	Transfer and apply health and safety standards to all working environments throughout the project. Effectively monitor progress and make significant adjustments for improvement. Ask insightful questions when necessary. Consistently adhere to planned deadlines.	Apply health and safety standards to all working environments throughout the project. Somewhat effectively monitor progress and make appropriate adjustments for improvement. Ask relevant questions when necessary. Usually adhere to planned deadlines.	Apply, with assistance, health and safety standards to all working environments throughout the project. Follow the lead of others to monitor progress and make adjustments for improvement. Ask reasonable questions when necessary. Sometimes adhere to planned deadlines.	Apply, with constant supervision, health and safety standards to all working environments throughout the project. Need the support of the teacher to monitor progress and make adjustments for improvement. Need to ask questions when necessary. Rarely adhere to planned deadlines.	Has not yet provided evidence of this performance outcome.
Present project and/or performance (3.3) (4.1, 4.2, 4.3)	Share a wide variety of personal experiences related to achieved outcomes and their relationship to original goals.	Share some personal experiences related to achieved outcomes and their relationship to original goals.	Share a personal experience related to an achieved outcome and its relationship to original goals.	Need help to share a personal experience related to an achieved outcome and its relationship to original goals.	Has not yet provided evidence of this performance outcome.

Level criteria	Excellent	Proficient	Adequate	Limited	Insufficient
The student will:					
Evaluate project and/or performance* (3.4) (4.1, 4.2, 4.3)	Use rubrics, exemplars and feedback effectively to examine processes and strategies. Make significant recommendations for improvement. recommendations for improvement.	Use rubrics, exemplars and feedback somewhat effectively to examine processes and strategies. Make relevant recommendations for improvement.	Use rubrics, exemplars and feedback adequately to examine processes and strategies. Make predictable recommendations for improvement.	Need help to use rubrics, exemplars and feedback to examine processes and strategies. Use the ideas of others to make recommendations for improvement.	Has not yet provided evidence of this performance outcome.
Complete career outcome as identified in course (4.1, 4.2) (5.1, 5.2)	Refine career pathway plan. Identify significant connections between career and personal values and goals.	Update career pathway plan. Identify more connections between career and personal values and goals.	Review career pathway plan. Identify a few connections between career and personal values and goals.	Review career pathway plan. With help be able to identify a few connections between career and personal goals.	Has not yet provided evidence of this performance outcome.

Nunavut Cultural Studies (NCS)

Introductory level		Intermediate level		Advanced level	
Code	**Course title**	**Code**	**Course title**	**Code**	**Course title**
NCS1011	Introduction to Igloo Building	NCS2099	Parka Making	NCS3099	Kamik Making
NCS1041	Meal Planning and Preparation	NCS2180	Archaeology – Intermediate	NCS3180	Archaeology – Advanced
NCS1099	Seal Skin Preparation	NCS2192	Qajaq Skills 2	NCS3412	Evaluating Personal and Career Portfolios
NCS1180	Archaeology – Introductory			NCS3920	Recreational Programming
NCS1190	Qajaq Building				
NCS1191	Qajaq Skills 1				
NCS1800	Fox Trapping in Nunavut				

Alberta CTS list

See www.education.alberta.ca/teachers/program/cts/program-of-studies.aspx for further program overview and course description/resources.

ADLC PROGRAMMING

	Courses available online from ADLC
(*), (**)	Bundled modules available online from ADLC

CPP/guidance-related CTS

CAREER TRANSITIONS (CTR)

Career Transition courses help students prepare for the transition from school to the workplace. Through such CTS courses as safety and career readiness, students learn to see themselves as agents of change, innovators and leaders, of their future goals.

http://education.alberta.ca/teachers/program/cts/program-of-studies/ctr.aspx

Introductory level		Intermediate level		Advanced level	
Code	**Course title**	**Code**	**Course title**	**Code**	**Course title**
CTR1010	Job Preparation	CTR2010	Job Maintenance	CTR3010	Preparing for Change
		CTR2310	Career Directions – Expansion	CTR3310	Career Directions – Transitions
		CTR2210	Workplace Safety Practices		

Field-related CTS

AGRICULTURE (AGR)

Students learn the how and why of producing agriculture/horticulture products, providing related services, and supporting sustainable development and efficient use of natural resources.

http://education.alberta.ca/teachers/program/cts/program-of-studies/nat.aspx

Introductory level		Intermediate level		Advanced level	
Code	**Course title**	**Code**	**Course title**	**Code**	**Course title**
AGR1010	Introduction to Agriculture	AGR2010	Diversity in Agriculture	AGR3000	Agriculture Safety
AGR1040	Introduction to Animal Basics	AGR2020	Animal Husbandry/Welfare	AGR3030	Field Crops 2
AGR1050	Plant Propagation	AGR2030	Field Crops 1	AGR3040	Livestock/Poultry 2
AGR1055	Gardening	AGR2040	Livestock/Poultry 1	AGR3050	Agrifoods 2
AGR1070	Landscaping 1	AGR2045	Companion Animals	AGR3060	Landscaping 3
AGR1080	Floral Design – Mechanics	AGR2050	Agrifoods 1	AGR3070	Equine 2
AGR1085	Floral Design 1	AGR2060	Landscaping 2	AGR3085	Floral Design 3
AGR1100	Agriculture Technology	AGR2070	Equine 1	AGR3095	Display Design
AGR1150	Greenhouse/Nursery Crops 1	AGR2085	Floral Design 2	AGR3100	Biotechnology
AGR1910	AGR Project A	AGR2095	Indoor Plants	AGR3120	Soils Management 2
		AGR2100	Protective Enclosures	AGR3150	Greenhouse/Nursery Crops 3
		AGR2120	Soils Management 1	AGR3160	Turf Management
		AGR2130	Integrated Pest Management	AGR3910	AGR Project D
		AGR2150	Greenhouse/Nursery Crops 2	AGR3920	AGR Project E
		AGR2910	AGR Project B	AGR3950	AGR Advanced Practicum
		AGR2920	AGR Project C		
		AGR2950	AGR Intermediate Practicum		

COMMUNITY CARE SERVICES (CCS)

Students experience volunteering and developing skills for community-based services in a variety of settings.

http://education.alberta.ca/teachers/program/cts/program-of-studies/hrh.aspx

Introductory level		Intermediate level		Advanced level	
Code	**Course title**	**Code**	**Course title**	**Code**	**Course title**
CCS1020	Back Care Basics	CCS2010	Health Care 1	CCS3010	Health Care 2
CCS1030	Caring for Body Systems 1	CCS2030	Caring for Body Systems 2	CCS3020	Health Care 3
CCS1080	Community Volunteerism 1	CCS2040	Integrative Health	CCS3030	Aging
CCS1910	CCS Project A	CCS2080	Community Volunteerism 2	CCS3050	Supporting Positive Behaviour
		CCS2910	CCS Project B	CCS3060	Supporting Persons with Disabilities 1
		CCS2920	CCS Project C	CCS3070	Supporting Persons with Disabilities 2
		CCS2950	CCS Intermediate Practicum	CCS3080	Community Enhancement
				CCS3110	Early Learning & Child Care 1
				CCS3120	Early Learning & Child Care 2
				CCS3130	Early Learning & Child Care 3
				CCS3140	Early Learning & Child Care 4
				CCS3150	Early Learning & Child Care 5
				CCS3910	CCS Project D
				CCS3920	CCS Project E
				CCS3950	CCS Advanced Practicum

COMMUNICATION TECHNOLOGY (COM)

Students experience volunteering and developing skills for community-based services in a variety of settings.

http://education.alberta.ca/teachers/program/cts/program-of-studies/mdc.aspx

Introductory level		Intermediate level		Advanced level	
Code	**Course title**	**Code**	**Course title**	**Code**	**Course title**
COM1005	Visual Composition	COM2015	Media Impact	COM3005	Creative Writing
COM1015	Media	COM2025	Electronic Layout & Publishing 1	COM3025	Electronic Layout & Publishing 2
COM1025	Typography	COM2035	Raster Graphics 1	COM3035	Raster Graphics 2
COM1035	Graphics Tools	COM2045	Vector Graphics 1	COM3045	Vector Graphics 2
COM1055	Web Design 1	COM2055	Web Design 2	COM3055	Rich Media – Basics
COM1105	Audio/Video	COM2105	AV Preproduction 1	COM3065	Rich Media – Programming
COM1145	Animation 1	COM2115	AV Production 1	COM3075	Cascading Style Sheets
COM1165	Printing 1	COM2125	AV Postproduction 1	COM3085	Content Management Systems
COM1205	Photography – Introduction	COM2145	Animation 2	COM3105	AV Preproduction 2
COM1215	Photography – Exposure	COM2155	Design – Brand Identity	COM3115	AV Production 2
COM1255	E-Learning & Learning Management Systems	COM2165	Printing 2	COM3125	AV Postproduction 2
COM1275	Photography – Digital Processing 1	COM2175	Interactive Presentation	COM3135	Audio Techniques
COM1910	COM Project A	COM2205	Photography – Composition	COM3145	Animation 3
		COM2215	Photography – Communication	COM3155	Design – Advertising Campaigns
		COM2225	Photography – Darkroom Techniques	COM3165	AV Broadcasting
		COM2235	Photography – Lenses	COM3205	Photography – Lighting
		COM2285	Com Tech Client Services 1	COM3215	Photography – Photojournalism
		COM2910	COM Project B	COM3225	Photography – Colour
		COM2920	COM Project C	COM3235	Photography – B/W Digital Techniques
		COM2950	COM Intermediate Practicum	COM3245	Photography – Outdoor
				COM3275	Photography – Digital Processing 2
				COM3285	Com Tech Client Services 2
				COM3910	COM Project D
				COM3920	COM Project E
				COM3950	COM Advanced Practicum

CONSTRUCTION TECHNOLOGIES (CON)

Students develop skills in the use of tools and materials used in construction processes. Safely transform common wood materials into useful products.

http://education.alberta.ca/teachers/program/cts/program-of-studies/tmt.aspx

Introductory level		Intermediate level		Advanced level	
Code	**Course title**	**Code**	**Course title**	**Code**	**Course title**
CON1010	Construction Tools & Materials	CON2010	Site Preparation	CON3010	Concrete – Structures & Finishes
CON1070	Building Construction	CON2020	Concrete Forming	CON3020	Masonry Work – Structures & Finishes
CON1120	Product Management	CON2030	Alternative Foundations	CON3030	Wall & Ceiling Finishing
CON1130	Solid Stock Construction	CON2035	Framing Systems – Floor	CON3040	Stair Construction
CON1140	Turning Operations	CON2045	Framing Systems – Wall	CON3050	Roof Structures 2
CON1160	Manufactured Materials	CON2050	Roof Structures 1	CON3060	Doors & Trim
CON1180	Mould Making & Casting	CON2060	Doors, Windows & Siding	CON3070	Floorcovering
CON1910	CON Project A	CON2070	Electrical Systems	CON3080	Energy-efficient Housing
		CON2080	Plumbing Systems	CON3090	Renovations/Restorations
		CON2090	Climate Control Systems	CON3105	Commercial Structures
		CON2100	Agri-structures	CON3110	Site Management
		CON2120	Multiple Materials	CON3120	Tool Maintenance
		CON2130	Furniture – Box Construction	CON3130	Furniture – Leg & Rail
		CON2140	Furniture – Frame & Panel	CON3140	Furniture – Surface Enhancement
		CON2150	Finishing & Refinishing	CON3150	Furniture Repair
		CON2160	Cabinetmaking – Web & Face Frame	CON3160	Cabinetmaking – Cabinets & Countertops
		CON2170	Cabinetmaking – Door & Drawer	CON3170	Cabinetmaking – Layout & Installation
		CON2180	Wood Forming	CON3190	Production Planning
		CON2190	Manufacturing Systems	CON3200	Production Management
		CON2200	Product Development	CON3210	Framing Systems – Advanced
		CON2910	CON Project B	CON3910	CON Project D
		CON2920	CON Project C	CON3920	CON Project E
		CON2950	CON Intermediate Practicum	CON3950	CON Advanced Practicum
				COM3920	COM Project E
				COM3950	COM Advanced Practicum

COSMETOLOGY (COS)

Students learn the various skills involved in the cosmetology trade, such as haircutting, texturizing, colouring and styling.

http://education.alberta.ca/teachers/program/cts/program-of-studies/hrh.aspx

Introductory level		Intermediate level		Advanced level	
Code	**Course title**	**Code**	**Course title**	**Code**	**Course title**
COS1010	Personal & Professional Practices	COS2000	Salon Design	COS3000	The Science of Cosmetology
COS1020	Long Hair Design 1	COS2010	Long Hair Design 2	COS3010	Professional Relationships
COS1910	COS Project A	COS2210	Client Services & Sales 1	COS3020	Long Hair Design 3
		COS2910	COS Project B	COS3280	Client Services & Sales 2
		COS2920	COS Project C	COS3910	COS Project D
		COS2950	COS Intermediate Practicum	COS3920	COS Project E
				COS3950	COS Advanced Practicum
				COM3950	COM Advanced Practicum

ESTHETICS (EST)

Students specialize in skin care and treatments, including facials, cosmetic make-up services, hair removal, massage and nail art.

http://education.alberta.ca/teachers/program/cts/program-of-studies/hrh.aspx

Introductory level		Intermediate level		Advanced level	
Code	**Course title**	**Code**	**Course title**	**Code**	**Course title**
EST1020	Skin Care Practices	EST2030	Facials	EST3010	Spa Awareness
EST1025	Skin Care Practices – Client Services	EST2035	Facials – Client Services	EST3030	Body Therapy
EST1070	Manicuring 1	EST2050	Make-up	EST3040	Hair Removal
EST1140	Theatrical Make-up 1	EST2055	Make-up – Client Services	EST3045	Hair Removal – Client Services
EST1910	EST Project A	EST2070	Manicuring 2	EST3060	Facial & Body Adornment
		EST2075	Manicuring 3 – Client Services	EST3070	Pedicuring
		EST2090	Nail Art	EST3075	Manicuring & Pedicuring – Client Services
		EST2140	Theatrical Make-up 2	EST3090	Nail Enhancement – Gel
		EST2910	EST Project B	EST3100	Nail Enhancement – Acrylic
		EST2920	EST Project C	EST3105	Nail Enhancement – Client Services
		EST2950	EST Intermediate Practicum	EST3115	Esthetics – Client Services
				EST3140	Theatre Make-up 3

Introductory level		Intermediate level		Advanced level	
Code	Course title	Code	Course title	Code	Course title
				EST3145	Theatrical Make-up 4 – Client Services
				EST3150	Competition Esthetics
				EST3910	EST Project D
				EST3920	EST Project E
				EST3950	EST Advanced Practicum

COMPUTING SCIENCE (CSE)

Students explore hardware, software and processes to write or create structured algorithms and programs that input, process and output data.

http://education.alberta.ca/teachers/program/cts/program-of-studies/bit.aspx

Introductory level		Intermediate level		Advanced level	
Code	Course title	Code	Course title	Code	Course title
CSE1010	Computer Science 1	CSE2010	Computer Science 2	CSE3010	Computer Science 3
CSE1110	Structured Programming 1	CSE2110	Procedural Programming 1	CSE3020	Computer Science 4
CSE1120	Structured Programming 2	CSE2120	Data Structures 1	CSE3110	Iterative Algorithm 1
CSE1210	Client-side Scripting 1	CSE2130	Files & File Structures 1	CSE3120	Object-oriented Programming 1
CSE1220	Client-side Scripting 2	CSE2140	Second Language Programming 1	CSE3130	Object-oriented Programming 2
CSE1240	Robotics Programming 1	CSE2210	Client-side Scripting 3	CSE3140	Second Language Programming 2
CSE1910	CSE Project A	CSE2240	Robotics Programming 2	CSE3210	Server-side Scripting 1
		CSE2910	CSE Project B	CSE3240	Robotics Programming 3
		CSE2920	CSE Project C	CSE3310	Recursive Algorithms 1
		CSE2950	CSE Intermediate Practicum	CSE3320	Dynamic Data Structures 1
				CSE3330	Dynamic Data Structures 2
				CSE3340	Dynamic Data Structures 3
				CSE3910	CSE Project D
				CSE3920	CSE Project E
				CSE3950	CSE Advanced Practicum

DESIGN STUDIES (DES)

Students learn about the creative process from conception through to development in architecture, industrial design, engineering, interior design and landscaping.

http://education.alberta.ca/teachers/program/cts/program-of-studies/mdc.aspx

Introductory level		Intermediate level		Advanced level	
Code	**Course title**	**Code**	**Course title**	**Code**	**Course title**
DES1010	Sketch, Draw & Model	DES2035	2-D Design 2	DES3035	2-D Design 3
DES1020	The Design Process	DES2045	3-D Design 2	DES3045	3-D Design 3
DES1030	2-D Design 1	DES2055	CAD 2	DES3055	CAD 3
DES1040	3-D Design 1	DES2060	Evolution of Design	DES3065	Technical Design 3
DES1050	CAD 1	DES2065	Technical Design 2	DES3075	Technical Drafting 3
DES1060	Technical Design & Drafting 1	DES2075	Technical Drafting 2	DES3095	Architectural Design
DES1910	DES Project A	DES2910	DES Project B	DES3105	Engineering Design
		DES2920	DES Project C	DES3115	Industrial Design
		DES2950	DES Intermediate Practicum	DES3125	Interior Design
				DES3135	Landscape Design
				DES3145	Modelling – Real
				DES3155	Modelling – Virtual
				DES3165	Presentation
				DES3170	Future of Design
				DES3910	DES Project D
				DES3920	DES Project E
				DES3950	DES Advanced Practicum

ELECTRO-TECHNOLOGIES (ELT)

Students provide technical support and services in the design, development, testing, production, service, repair and operation of electrical and electronic equipment and systems.

http://education.alberta.ca/teachers/program/cts/program-of-studies/tmt.aspx

Introductory level		Intermediate level		Advanced level	
Code	**Course title**	**Code**	**Course title**	**Code**	**Course title**
ELT1010	Electro-assembly 1	ELT2010	Electro-assembly 2	ELT3010	Electro-assembly 3
ELT1030	Conversion & Distribution	ELT2020	Electrical Servicing	ELT3020	Electronic Servicing
ELT1050	Electronic Power Supply 1	ELT2030	Branch Circuit Wiring	ELT3030	Power Systems & Services
ELT1080	Control Systems 1	ELT2050	Electronic Power Supply 2	ELT3040	Generation/Transformation
ELT1090	Analog Communication 1	ELT2080	Control Systems 2	ELT3110	Amplifiers
ELT1110	Security Systems 1	ELT2090	Analog Communication 2	ELT3140	Motors
ELT1130	Robotics 1	ELT2110	Security Systems 2	ELT3150	Robotics 3
ELT1140	Robotics Applications	ELT2120	Electro-optics	ELT3160	Control Applications
ELT1910	ELT Project A	ELT2130	Magnetic Control Devices	ELT3170	Robotics Microprocessors
		ELT2140	Robotics 2	ELT3180	Robotics Vision Systems
		ELT2150	Electronic Controls	ELT3190	Robotics Kinematics & Behaviour
				ELT3200	Robotics Artificial Intelligence
		ELT2160	Robotics Sensor 1	ELT3205	Expert Systems
		ELT2170	Robotics Sensor 2	ELT3910	ELT Project D
		ELT2180	Process Control	ELT3920	ELT Project E
		ELT2910	ELT Project B	ELT3950	ELT Advanced Practicum
		ELT2920	ELT Project C		

ENVIRONMENTAL STEWARDSHIP (ENS)

Students examine the management and conservation of the environment, and propose actions that foster the sustainable development and use of resources.

http://education.alberta.ca/teachers/program/cts/program-of-studies/nat.aspx

Introductory level		Intermediate level		Advanced level	
Code	**Course title**	**Code**	**Course title**	**Code**	**Course title**
ENS1010	Introduction to Stewardship	ENS2030	Ecological Economics	ENS3030	The Green Economy
ENS1020	Fostering Stewardship	ENS2040	Environmental Health & Safety	ENS3040	Energy & the Environment
ENS1030	Consumerism	ENS2050	Environmental Ethics	ENS3050	Environmental Politics
ENS1040	Living with the Environment	ENS2120	Water Management 1	ENS3110	Integrated Resource Management
ENS1110	Natural Resources	ENS2130	Renewable & Nonrenewable Energy Resources	ENS3120	Water Management 2
ENS1115	Resource Management	ENS2140	By-product Management	ENS3130	Sustainable Energy
ENS1910	ENS Project A	ENS2210	Sustainable Building Design & Construction	ENS3210	Sustainable Community Planning & Design
		ENS2220	Energy Conservation Principles	ENS3220	Energy Conservation Applications
		ENS2910	ENS Project B	ENS3910	ENS Project D
		ENS2920	ENS Project C	ENS3920	ENS Project E
		ENS2950	ENS Intermediate Practicum	ENS3950	ENS Advanced Practicum

ENTERPRISE AND INNOVATION (ENT)

Students study the area of business that deals with the organization and management of a project, undertaking or innovation.

http://education.alberta.ca/teachers/program/cts/program-of-studies/bit.aspx

Introductory level		Intermediate level		Advanced level	
Code	**Course title**	**Code**	**Course title**	**Code**	**Course title**
ENT1010	Challenge & Opportunity	ENT2010	Analyzing Ventures	ENT3010	Managing the Venture
ENT1020	Elements of a Venture Plan	ENT2020	Financing Ventures	ENT3020	Expanding the Venture
ENT1910	ENT Project A	ENT2030	Marketing the Venture	ENT3910	ENT Project D
		ENT2040	Create the Venture	ENT3920	ENT Project E
		ENT2910	ENT Project B	ENT3950	ENT Advanced Practicum
		ENT2920	ENT Project C		
		ENT2950	ENT Intermediate Practicum		
Bundled courses for Entrepreneurship Essentials Register for ENT1010; the rest is automatic					

FABRICATION STUDIES (FAB)

Students develop skills in the use of tools and materials used in fabrication processes. Safely transform common metals into useful products.

http://education.alberta.ca/teachers/program/cts/program-of-studies/tmt.aspx

Introductory level		Intermediate level		Advanced level	
Code	**Course title**	**Code**	**Course title**	**Code**	**Course title**
FAB1010	Fabrication Tools & Materials	FAB2010	Structural Engineering	FAB3010	Materials Testing
FAB1040	Oxyacetylene Welding	FAB2020	Print Reading	FAB3020	Metallurgy Fundamentals
FAB1048	Semi-automated/Automated Welding	FAB2030	Oxyfuel Welding	FAB3030	Gas Tungsten Arc Welding
FAB1050	Basic Electric Welding	FAB2040	Thermal Cutting	FAB3040	Specialized Welding
FAB1090	Sheet Fabrication 1	FAB2048	Flux Cored Arc Welding 1	FAB3048	Flux Cored Arc Welding 2
FAB1100	Fabrication Principles	FAB2050	Arc Welding 1	FAB3050	Arc Welding 3
FAB1110	Bar & Tubular Fabrication	FAB2060	Arc Welding 2	FAB3060	Arc Welding 4
FAB1120	Foundry – One-piece Pattern	FAB2070	Gas Metal Arc Welding 1	FAB3070	Pipe & Tubular Welding
FAB1130	Principles of Machining	FAB2090	Sheet Fabrication 2	FAB3080	Automated Welding
FAB1160	Production Systems	FAB2100	Sheet Fabrication 3	FAB3090	Sheet Fabrication 4
FAB1910	FAB Project A	FAB2110	Forging Fundamentals	FAB3110	Sheet Fabrication 5
		FAB2120	Foundry – Split Pattern	FAB3120	Foundry – Core Moulding
		FAB2130	Precision Turning 1	FAB3130	Precision Turning 2
		FAB2140	Precision Milling 1	FAB3140	Precision Milling 2
		FAB2150	CNC Turning	FAB3150	CNC Milling
		FAB2160	Custom Fabrication	FAB3160	Prefabrication Principles
		FAB2170	Pipe Fitting	FAB3170	Gas Metal Arc Welding 2
		FAB2910	FAB Project B	FAB3910	FAB Project D
		FAB2920	FAB Project C	FAB3920	FAB Project E
		FAB2950	FAB Intermediate Practicum	FAB3950	FAB Advanced Practicum

FASHION STUDIES (FAS)

Students design, manufacture and market clothing and other textile products as well as study the history, sociology and economics of clothing and textile arts.

http://education.alberta.ca/teachers/program/cts/program-of-studies/mdc.aspx

Introductory level		Intermediate level		Advanced level	
Code	**Course title**	**Code**	**Course title**	**Code**	**Course title**
FAS1000	Fashion Illustration 1	FAS2000	Fashion Illustration 2	FAS3000	Fashion Illustration 3
FAS1010	Fashion Dynamics	FAS2030	Computer-aided Pattern Design 1	FAS3020	Computer-aided Pattern Design 2
FAS1020	Textiles & Their Care	FAS2040	Evolution of Fashion	FAS3030	Pattern Drafting 2
FAS1030	Sewing Fundamentals	FAS2050	Flat Pattern 1	FAS3040	Contemporary Tailoring
FAS1050	Redesign, Recycle & Restore	FAS2060	Pattern Drafting 1	FAS3050	Flat Pattern 2
FAS1060	Creating Accessories 1	FAS2080	Activewear	FAS3060	Couture
FAS1080	Knitwear	FAS2090	Specialty Fabrics 1	FAS3070	Creators of Fashion
FAS1130	Construction Fundamentals 1	FAS2100	Sewing for Others	FAS3080	Cultural Fashions
FAS1170	Digital Embroidery Tools 1	FAS2110	Creating Home Decor	FAS3090	Specialty Fabrics 2
FAS1190	Textile Arts 1	FAS2120	Surface Embellishment	FAS3120	Wearable Art
FAS1910	FAS Project A	FAS2130	Construction Fundamentals 2	FAS3130	Construction Fundamentals 3
		FAS2140	Fashion Merchandising	FAS3140	Fashion Retailing
		FAS2150	Upholstery	FAS3150	Draping
		FAS2160	Creating Accessories 2	FAS3160	Industrial Sewing Techniques
		FAS2170	Digital Embroidery Tools 2	FAS3170	Digital Embroidery Tools 3
		FAS2180	Creative Costuming	FAS3180	Theatrical Costuming
		FAS2190	Textile Arts 2	FAS3190	Textile Arts 3
		FAS2910	FAS Project B	FAS3200	Outdoor Clothing
		FAS2920	FAS Project C	FAS3910	FAS Project D
		FAS2950	FAS Intermediate Practicum	FAS3920	FAS Project E
				FAS3950	FAS Advanced Practicum

FINANCIAL MANAGEMENT (FIN)

Students plan, organize, direct, control and evaluate the operation of an accountant, auditor or financial service.

http://education.alberta.ca/teachers/program/cts/program-of-studies/bit.aspx

Introductory level		Intermediate level		Advanced level	
Code	**Course title**	**Code**	**Course title**	**Code**	**Course title**
FIN1010	Personal Financial Information	FIN2020	Retail Accounting 1	FIN3010	Advanced Accounting
FIN1015	Accounting Prep	FIN2030	Retail Accounting 2	FIN3020	Management Accounting
FIN1020	Accounting Cycle 1	FIN2040	Accounting Software	FIN3030	Capital Accounting
FIN1030	Accounting Cycle 2	FIN2060	Personal Taxation	FIN3040	Financial Statements
FIN1910	FIN Project A	FIN2070	Payroll Accounting	FIN3050	Small Business Taxation
		FIN2910	FIN Project B	FIN3060	Financial Analysis
		FIN2920	FIN Project C	FIN3070	Financial Planning
		FIN2950	FIN Intermediate Practicum	FIN3080	Personal Investment Planning 1
				FIN3090	Personal Investment Planning 2
				FIN3910	FIN Project D
				FIN3920	FIN Project E
				FIN3950	FIN Advanced Practicum

FOODS (FOD)

Students examine the role of food, looking beyond consumption to production, visual appreciation, nutrition, meal planning, economics and preparation.

http://education.alberta.ca/teachers/program/cts/program-of-studies/hrh.aspx

Introductory level		Intermediate level		Advanced level	
Code	**Course title**	**Code**	**Course title**	**Code**	**Course title**
FOD1010	Food Basics	FOD2030	Food Decisions & Health	FOD3010	Food for Life Stages
FOD1020	Contemporary Baking	FOD2040	Cake & Pastry	FOD3020	Nutrition & Digestion
FOD1030	Snacks & Appetizers	FOD2050	Bread Products	FOD3030	Creative Baking
FOD1040	Meal Planning 1	FOD2060	Milk Products & Eggs	FOD3040	Yeast Products
FOD1050	Fast & Convenience Foods	FOD2070	Soups & Sauces	FOD3050	Advanced Soups & Sauces
FOD1060	Canadian Heritage Foods	FOD2090	Creative Cold Foods	FOD3060	Food Presentation
FOD1070	Farm to Table	FOD2100	Basic Meat Cookery	FOD3070	Short-order Cooking
FOD1080	Food & Nutrition Basics	FOD2110	Fish & Poultry	FOD3080	Advanced Meat Cookery
FOD1910	FOD Project A	FOD2120	Meal Planning 2	FOD3090	Butcher Shop
		FOD2130	Vegetarian Cuisine	FOD3100	Entertaining with Food
		FOD2140	Rush-hour Cuisine	FOD3110	Food Processing
		FOD2150	Food Safety & Sanitation	FOD3120	Food Evolution/Innovation
		FOD2160	Food Venture	FOD3130	The Food Entrepreneur
		FOD2170	International Cuisine	FOD3160	Regional Cuisine
		FOD2180	Vegetables & Fruits	FOD3910	FOD Project D
		FOD2190	Grains, Legumes, Pulses, Nuts & Seeds	FOD3920	FOD Project E
		FOD2910	FOD Project B	FOD3950	FOD Advanced Practicum
		FOD2920	FOD Project C		

HEALTH CARE SERVICES (HCS)

Students prepare for medical careers by examining the anatomy and function of the body systems. Develop first aid, CPR and occupational safety skills necessary for careers in emergency response.

http://education.alberta.ca/teachers/program/cts/program-of-studies/hrh.aspx

Introductory level		Intermediate level		Advanced level	
Code	**Course title**	**Code**	**Course title**	**Code**	**Course title**
HCS1050	Musculoskeletal System	HCS2020	First Aid /CPR with AED	HCS3000	Workplace Safety Systems
HCS1060	Digestive System	HCS2050	Nervous System & Senses	HCS3010	Workplace Safety Practices
HCS1070	Respiratory System	HCS2060	Endocrine System	HCS3020	First Responder 1
HCS1080	Cardiovascular System	HCS2070	Urinary System	HCS3030	First Responder 2
HCS1100	Infection & Immunity 1	HCS2100	Infection & Immunity 3	HCS3040	Child Care First Aid
HCS1110	Infection & Immunity 2	HCS2120	Pain & Pain Management	HCS3050	Reproduction & Readiness for Parenting
HCS1910	HCS Project A	HCS2130	Chronic Conditions	HCS3060	Pregnancy, Birth & Infant Care
		HCS2910	HCS Project B	HCS3150	Advances in Medical Technology
		HCS2920	HCS Project C	HCS3910	HCS Project D
		HCS2950	HCS Intermediate Practicum	HCS3920	HCS Project E
				HCS3950	HCS Advanced Practicum

HUMAN AND SOCIAL SERVICES (HSS)

Students learn about occupations related to wellness, human development, family support, and professional standards and ethics.

http://education.alberta.ca/teachers/program/cts/program-of-studies/hrh.aspx

Introductory level		Intermediate level		Advanced level	
Code	**Course title**	**Code**	**Course title**	**Code**	**Course title**
HSS1010	Health Services Foundations	HSS2020	Nurturing Children	HSS3010	Professional Standards & Ethics
HSS1020	Nutrition & Wellness	HSS2030	Perspectives on Interpersonal Relationships	HSS3020	Mental Health & Wellness
HSS1030	Communication Skills for Health Professionals	HSS2040	Family Foundations	HSS3050	Becoming a Mentee
HSS1040	Developing Maturity & Independence	HSS2050	Becoming a Mentor	HSS3060	Extending the Mentoring Relationship
HSS1050	Introduction to Mentorship	HSS2080	Leadership Fundamentals 2	HSS3070	Peer Mentoring
HSS1080	Leadership Fundamentals 1	HSS2910	HSS Project B	HSS3080	Leadership Fundamentals 3
HSS1090	Speaking & Presenting	HSS2920	HSS Project C	HSS3090	Governance & Leadership
HSS1100	Nature & Wellness	HSS2950	HSS Intermediate Practicum	HSS3910	HSS Project D
HSS1910	HSS Project A			HSS3920	HSS Project E
				HSS3950	HSS Advanced Practicum

HEALTH CARE AID (new field of studies)

Students prepare to work as an unregulated health care aide in a variety of care settings such as continuing care, community living and stable acute care and in mental health programs.

Note: These courses can only be offered through a partnership with a post-secondary institution that has received licensing from Nunavut/Alberta Health to provide the Health Care Aide credential.

http://education.alberta.ca/media/9423895/hca_pos.pdf

Course code	Course title
HCA3400	Role & Responsibilities
HCA3405	Safety Systems
HCA3410	Communication Level 1
HCA3415	Communication Level 2
HCA3420	The Human Body
HCA3425	Aging & Illness
HCA3430	Client Hygiene
HCA3435	Bathing & Elimination
HCA3440	Bed Making & Mobility
HCA3445	Positioning & Meals
HCA3450	Clinical Practice 1A
HCA3455	Clinical Practice 1B
HCA3460	Clinical Practice 1
HCA3465	Complex Care Needs 1
HCA3470	Complex Care Needs 2
HCA3475	Medication Delivery
HCA3480	Diverse Client Groups
HCA3485	Clients with Dementia
HCA3490	Disability & Mortality
HCA3495	Clinical Practice 2A
HCA3500	Clinical Practice 2B
HCA3505	Clinical Practice 2C
HCA3510	Clinical Practice 2D
HCA3515	Clinical Practice 2E
HCA3520	Clinical Practice 2F
HCA3525	Clinical Practice 2G

INFORMATION PROCESSING (INF)

Students take information and process it from one form into another.

http://education.alberta.ca/teachers/program/cts/program-of-studies/bit.aspx

Introductory level		Intermediate level		Advanced level	
Code	**Course title**	**Code**	**Course title**	**Code**	**Course title**
INF1030*	Word Processing 1	INF2020	Keyboarding	INF3010	Hardware& Software Analysis
INF1050	Database 1	INF2050	Word Processing 2*	INF3060	Word Processing 3*
INF1060	Spreadsheet 1	INF2070	Database 2	INF3080	Project Management Tools
INF1070	Digital Presentation	INF2080	Spreadsheet 2	INF3095	Productivity Software Integration
INF1910	INF Project A	INF2090	Correspondence	INF3910	INF Project D
		INF2100	Reports	INF3920	INF Project E
		INF2910	INF Project B	INF3950	INF Advanced Practicum
		INF2920	INF Project C		
		INF2950	INF Intermediate Practicum		
*These three modules are offered in a distance education bundle.					

LEGAL STUDIES (LGS)

Students become familiar with the influence, impact and complexities of the law in daily life.

http://education.alberta.ca/teachers/program/cts/program-of-studies/hrh.aspx

Introductory level		Intermediate level		Advanced level	
Code	**Course title**	**Code**	**Course title**	**Code**	**Course title**
LGS1010	Private Law	LGS2010	Family Law	LGS3010	Property Law
LGS1020	Public Law	LGS2020	Employment Law	LGS3020	Dispute Resolution
LGS1030	Relationship Law	LGS2030	Environmental Law	LGS3040	Negligence
LGS1910	LGS Project A	LGS2040	Aboriginal Law	LGS3050	Small Business Law
		LGS2050	Law & the Traveller	LGS3060	Controversy & Change
		LGS2910	LGS Project B	LGS3070	Landmark Decisions
		LGS2920	LGS Project C	LGS3080	Criminal Law
		LGS2950	LGS Intermediate Practicum	LGS3910	LGS Project D
				LGS3920	LGS Project E
				LGS3950	LGS Advanced Practicum

LOGISTICS (LOG)

Students organize and coordinate the movement of people, materials and data.

http://education.alberta.ca/teachers/program/cts/program-of-studies/tmt.aspx

Introductory level		Intermediate level		Advanced level	
Code	**Course title**	**Code**	**Course title**	**Code**	**Course title**
LOG1010	Logistics	LOG2010	Warehouse & Distribute 2	LOG3010	Warehouse & Distribute 3
LOG1020	Warehouse & Distribute 1	LOG2020	Traffic & Transport 2	LOG3020	Traffic & Transport 3
LOG1030	Traffic & Transport 1	LOG2030	Purchasing 2	LOG3030	Purchasing 3
LOG1040	Purchasing 1	LOG2040	Inventory Management 1	LOG3040	Inventory Management 2
LOG1910	LOG Project A	LOG2910	LOG Project B	LOG3910	LOG Project D
		LOG2920	LOG Project C	LOG3920	LOG Project F
				LOG3950	LOG Advanced Practicum

MANAGEMENT AND MARKETING (MAM)

Students learn the processes associated with promotion for the sale of goods and services.

http://education.alberta.ca/teachers/program/cts/program-of-studies/bit.aspx

Introductory level		Intermediate level		Advanced level	
Code	**Course title**	**Code**	**Course title**	**Code**	**Course title**
MAM1010	Marketing & Management	MAM2010	Managing for Quality	MAM3010	The Business Organization
MAM1020	Quality Customer Service	MAM2030	Visual Merchandising	MAM3020	Business in the Canadian Fconomy
MAM1030	Communication Strategies 1	MAM2040	Retail Operations	MAM3030	Business in the Global Marketplace
MAM1040	E-commerce 1	MAM2050	Office Systems 1	MAM3040	Promotion – Sales Techniques
MAM1050	Agriculture Consumer Products & Services	MAM2060	Communication Strategies 2	MAM3050	Distributing Goods & Services
MAM1910	MAM Project A	MAM2080	Records Management 1	MAM3060	Setting Up a Retail Store
		MAM2090	Promotion – Print Advertising	MAM3070	Office Systems 2
		MAM2110	F-commerce 2	MAM3080	Communication Strategies 3
		MAM2130	Energy & Resources Supply & Distribution	MAM3090	Records Management 2
		MAM2910	MAM Project B	MAM3100	Promotion – Broadcast Advertising
		MAM2920	MAM Project C	MAM3120	E-commerce 3
		MAM2950	MAM Intermediate Practicum	MAM3130	Agriculture Marketing
				MAM3140	Energy & Resources Market Basics & Trends
				MAM3150	The Forest Marketplace
				MAM3910	MAM Project D
				MAM3920	MAM Project E
				MAM3950	MAM Advanced Practicum

MECHANICS (MEC)

Students inspect, diagnose, repair and service mechanical, electrical and electronic systems, and components of cars and light and commercial transport trucks.

http://education.alberta.ca/teachers/program/cts/program-of-studies/tmt.aspx

Introductory level		Intermediate level		Advanced level	
Code	**Course title**	**Code**	**Course title**	**Code**	**Course title**
MEC1010	Modes & Mechanisms	MEC2010	Vehicle Detailing	MEC3010	Buying & Selling Vehicles
MEC1015	Mechanics Tools & Materials	MEC2020	Vehicle Maintenance	MEC3020	Vehicle Value Appraisal
MEC1020	Vehicle Service & Care	MEC2030	Lubrication & Cooling	MEC3030	Engine Diagnosis
MEC1040	Engine Fundamentals	MEC2040	Fuel & Exhaust Systems	MEC3040	Engine Tune-up
MEC1090	Electrical Fundamentals	MEC2050	Alternative Fuel Engines	MEC3050	Engine Replacement
MEC1110	Pneumatics & Hydraulics	MEC2060	Ignition Systems	MEC3060	Engine Reconditioning – Head
MEC1130	Mechanical Systems	MEC2070	Emission Controls	MEC3070	Engine Reconditioning – Block
MEC1150	Ride & Control Systems	MEC2090	Electrical Components	MEC3080	Alternative Energy Systems
MEC1160	Structures & Materials	MEC2100	Power Assist Accessories	MEC3090	Computer Systems
MEC1165	Mechanics Welding Fundamentals	MEC2110	Braking Systems	MEC3100	Safety Systems
MEC1170	Metal Forming & Finishing	MEC2120	Hydraulic Accessories	MEC3110	Climate Control
MEC1190	Surface Preparation 1	MEC2130	Drive Line	MEC3120	Power Assisting
MEC1910	MEC Project A	MEC2140	Transmissions/Transaxles	MEC3130	Automatic Transmissions
		MEC2150	Suspension Systems	MEC3140	Drive Train Repair
		MEC2160	Steering Systems	MEC3150	Wheel Alignment
		MEC2170	Metal Repair & Finishing	MEC3160	Body Repair Estimation
		MEC2180	Trim Replacement	MEC3170	Damage Analysis
		MEC2190	Surface Preparation 2	MEC3180	Damage Repair 1
		MEC2200	Refinishing 1	MEC3190	Damage Repair 2
		MEC2210	Touch-up & Finishing	MEC3200	Refinishing 2
		MEC2220	Interior Repairs	MEC3210	Plastic & Fibreglass
		MEC2910	MEC Project B	MEC3220	Glass Replacement
		MEC2920	MEC Project C	MEC3230	Refinishing 3
		MEC2950	MEC Intermediate Practicum	MEC3910	MEC Project D
				MEC3920	MEC Project E
				MEC3950	MEC Advanced Practicum

NETWORKING (NET)

Students use a group of computers that are connected for the purpose of communication.

http://education.alberta.ca/teachers/program/cts/program-of-studies/bit.aspx

Introductory level		Intermediate level		Advanced level	
Code	**Course title**	**Code**	**Course title**	**Code**	**Course title**
NET1010*	Digital Technology 1	NET2010	Digital Technology 2	NET2950	NET Intermediate Practicum
NET1910	NET Project A	NET2020*	Workstation Technology & Operations	NET3010	Digital Technology 3
		NET2030**	Network Structures	NET3020	Digital Applications
		NET2040**	Network Media & Devices	NET3030	Microprocessors
		NET2050**	Open System Interconnection	NET3040	Microprocessor Interface
		NET2060**	Network Protocols	NET3050	Network Operating Systems
		NET2070**	Local Area Networks	NET3060	Wide Area Networks
		NET2080*	Laptops & Peripherals	NET3070	Routing Fundamentals
		NET2110*	Telecommunications 1	NET3080	Internet Processes
		NET2910	NET Project B	NET3090	Network Management
				NET3100*	Network Media & Devices, Security
				NET3110	Telecommunications 2
				NET3910	NET Project D
				NET3920	NET Project E
				NET3950	NET Advanced Practicum

*These five modules are offered in a distance education bundle as PC hardware and Software-IT Essentials
**These five modules are offered in a distance education bundle as Cisco Certified Network Administrator (CCNA) Discovery 1

PRIMARY RESOURCES (PRS)

Students examine mineral industries and technologies that support sustainable development and efficient use of mineral resources.

http://education.alberta.ca/teachers/program/cts/program-of-studies/nat.aspx

Introductory level		Intermediate level		Advanced level	
Code	**Course title**	**Code**	**Course title**	**Code**	**Course title**
PRS1010	Overview of Alberta Geology	PRS2020	Conventional Oil/Gas Exploration	PRS3020	Conventional Oil/Gas Recovery & Production
PRS1020	Nonrenewable Resources	PRS2030	Non-conventional Hydrocarbons Exploration	PRS3030	Non-conventional Hydrocarbons Recovery & Production
PRS1050	Renewable Resources	PRS2040	Metals/Nonmetals Exploration	PRS3040	Metals/Nonmetals Recovery & Production
PRS1060	Consumer Products & Services	PRS2060	Refining Hydrocarbons	PRS3060	Petrochemicals
PRS1910	PRS Project A	PRS2070	Refining Rocks & Minerals	PRS3070	Industrial Materials
		PRS2910	PRS Project B	PRS3910	PRS Project D
		PRS2920	PRS Project C	PRS3920	PRS Project E
		PRS2950	PRS Intermediate Practicum	PRS3950	PRS Advanced Practicum

FORESTRY (FOR)

Students develop an understanding of the forest as a resource and how to maintain its sustainability.

http://education.alberta.ca/teachers/program/cts/program-of-studies/nat.aspx

Introductory level		Intermediate level		Advanced level	
Code	**Course title**	**Code**	**Course title**	**Code**	**Course title**
FOR1010	Forests & Society	FOR2010	Forestry Protection & Stewardship	FOR3010	Issues & Trends in Forestry
FOR1020	Forest Ecology in Regions of Canada	FOR2030	Regulating Alberta's Forests	FOR3060	Forest Mensuration 2
FOR1050	Forest Imagery	FOR2060	Forest Mensuration 1	FOR3080	Forest Research & Development
FOR1100	Forest Use & Protection	FOR2070	Sustainable Fibre Harvesting & Processing	FOR3090	Forest Ecology – Silvics & Succession
FOR1910	FOR Project A	FOR2100	Forest Management	FOR3110	Silviculture
		FOR2910	FOR Project B	FOR3910	FOR Project D
		FOR2920	FOR Project C	FOR3920	FOR Project E
		FOR2950	FOR Intermediate Practicum	FOR3950	FOR Advanced Practicum

RECREATION LEADERSHIP (REC)

Students develop skills useful for coaching, fitness leadership, sport performance, athletic therapy and leading recreational activities.

http://education.alberta.ca/media/9177165/rec.pdf

Introductory level		Intermediate level		Advanced level	
Code	**Course title**	**Code**	**Course title**	**Code**	**Course title**
REC1020	Injury Management 1	REC2010	Nutrition for Recreation Activities & Sport	REC3010	Human Movement
REC1030	Technical Foundations for Injury Management	REC2015	Athletic Development (new)	REC3015	Flexibility Training (new)
REC1040	Foundations for Training 1	REC2020	Injury Management 2	REC3020	Injury Management 3
REC1045	Group Exercise Trends (new)	REC2030	Anatomy of Joints (new)	REC3025	Cardiovascular Training (new)
REC1050	Sport Psychology 1	REC2040	Foundations for Training 2	REC3040	Training & Conditioning
REC1910	REC Project A	REC2045	Training for Core Muscles (new)	REC3045	Periodization (new)
		REC2050	Sport Psychology 2	REC3050	Sport Psychology 3
		REC2060	Leadership in Recreation & Sport	REC3060	Ever Active Kids Leadership
		REC2070	Ever Active Aging Leadership	REC3070	Fitness Instruction Leadership Principles
		REC2120	Coaching 1	REC3080	Resistance Training Leadership
		REC2910	REC Project B	REC3085	Olympic Weightlifting (new)
		REC2920	REC Project C	REC3090	Aquatic Fitness Training Leadership
		REC2950	REC Intermediate Practicum	REC3100	Fitness Leadership for the Older Adult
				REC3110	Group Exercise Leadership
				REC3120	Coaching 2
				REC3130	Officiating
				REC3140	Sport & Society
				REC3910	REC Project D
				REC3920	REC Project E
				REC3950	REC Advanced Practicum

TOURISM STUDIES (TOU)

Students look at the impact of tourism in Alberta and around the world, and develop knowledge and skills required for the tourism industry.

http://education.alberta.ca/teachers/program/cts/program-of-studies/hrh.aspx

Introductory level		Intermediate level		Advanced level	
Code	**Course title**	**Code**	**Course title**	**Code**	**Course title**
TOU1010*	The Tourism Sector	TOU2010*	Event Management	TOU3000	Tourism Essentials
TOU1030*	Quality Guest Service	TOU2040	Food & Beverage Service	TOU3010	Food & Beverage Functions
TOU1040	Food & Beverage Industry	TOU2050	Meetings & Conferences	TOU3020	Food & Beverage Manager
TOU1050*	The Accommodation Industry	TOU2060	Travel Destinations 1	TOU3040*	Accommodations Operations
TOU1060	The Travel Industry	TOU2070	Travel Destinations 2	TOU3060	Destination Management
TOU1070	The Attractions Industry	TOU2080	Travel Planning	TOU3080	Air Transportation
TOU1120	Adventure & Ecotourism 1	TOU2120	Adventure & Ecotourism 2	TOU3090	Surface Transportation
TOU1910	TOU Project A	TOU2910	TOU Project B	TOU3120	Adventure & Ecotourism 3
		TOU2920	TOU Project C	TOU3910	TOU Project D
		TOU2950	TOU Intermediate Practicum	TOU3920	TOU Project E
				TOU3950	TOU Advanced Practicum
*These five modules are offered in a distance education bundle as Discover Tourism					

WILDLIFE (WLD)

Students examine the human relationship to the natural environment and consider the impact of various human pursuits on species and ecosystems.

http://education.alberta.ca/teachers/program/cts/program-of-studies/nat.aspx

Introductory level		Intermediate level		Advanced level	
Code	**Course title**	**Code**	**Course title**	**Code**	**Course title**
WLD1010	Introduction to Wildlife	WLD2020	Diversity of Wildlife Values	WLD3020	Wildlife Protection & Stewardship
WLD1020	Wildlife Diversity	WLD2040	Wildlife Spaces & Species	WLD3040	Wildlife Management Research Study
WLD1050	People, Culture & Wildlife Heritage	WLD2060	Wildlife & Society	WLD3050	Wildlife Management Principles
WLD1060	Wilderness Navigation	WLD2070	Hunting & Game Management Practice	WLD3060	Wildlife Management Applications
WLD1070	Hunting & Game Management Theory	WLD2080	Angling & Fish Management Practice	WLD3090	Analyzing Issues in Wildlife
WLD1075	Bowhunting Education	WLD2090	Issues in Wildlife	WLD3130	Outdoor Leadership
WLD1080	Angling & Fish Management Theory	WLD2100	Outdoor Cooking Practice	WLD3140	Introduction to Guiding
WLD1090	Boating Safety	WLD2130	Outdoor Excursion	WLD3910	WLD Project D
WLD1100	Outdoor Cooking Theory	WLD2910	WLD Project B	WLD3920	WLD Project F
WLD1130	Outdoor Survival Skills	WLD2920	WLD Project C	WLD3950	WLD Advanced Practicum
WLD1910	WLD Project A	WLD2950	WLD Intermediate Practicum		

Apprenticeship CTS programs (advanced programming)

See www.education.alberta.ca/teachers/program/cts/program-of-studies/draft-programs-of-study.aspx for further program overview and course descriptions.

Apprenticeship modules

http://www.education.alberta.ca/teachers/program/cts/program-of-studies/apprenticeship.aspx

Enhancing the CTS program is integral to transforming the educational experience of high school students. CTS programs create more flexible, inclusive and personalized learning opportunities.

CTS Apprenticeship Pathways must be taught in a Nunavut/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 journeyperson for that trade; i.e., an individual holding a trade certificate recognized in Nunavut.

For trades supported by Individual Learning Modules (ILMs) from Apprenticeship and Industry Training, the ILMs must be utilized as a primary resource for the delivery of instruction. All students must have access to their own set of ILMs.

For trades where ILMs have not been developed, books and materials listed on the Trades and Occupations List (http://tradesecrets.alberta.ca/trades-occupations/trades-occupations-list/) must be utilized.

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.

The following is a list of apprenticeship pathways.

AUTOMOTIVE SERVICE TECHNICIAN APPRENTICESHIP (ASA)

Students begin to learn their skills as an automotive service technician and upon successful completion of this pathway may choose to write the Apprenticeship and Industry exam for first period apprenticeship.

http://education.alberta.ca/media/942020/asa.pdf

Advanced level	
Code	**Course title**
ASA3400	Basic Tools & Materials
ASA3402	Vehicle Service Information
ASA3405	Electrical Principles
ASA3410	Electrical Circuits
ASA3412	Electrical Service
ASA3415	Frames & Undercarriage
ASA3420	Steering Systems
ASA3425	Suspension Systems
ASA3430	Alignment Procedures
ASA3435	Brake Fundamentals
ASA3445	Brake System Repairs
ASA3450	Wheels & Drive Lines
ASA3452	Maintenance & Trailers
ASA3455	ASA Practicum A
ASA3460	ASA Practicum B
ASA3465	ASA Practicum C
ASA3470	ASA Practicum D

COOK APPRENTICESHIP (CKA)

Students begin to learn their skills as a cook and upon successful completion of this pathway may choose to write the Apprenticeship and Industry exam for first period apprenticeship.

http://education.alberta.ca/media/10589798/cka_pos.pdf

Advanced level	
Code	**Course title**
CKA3400	Kitchen Orientation
CKA3405	Kitchen Orientation – Food Service
CKA3410	Culinary Fundamentals
CKA3420	Breakfast Foods
CKA3425	Breakfast – Food Service
CKA3430	Entremetier
CKA3435	Entremetier – Food Service
CKA3440	Pantry – Salads & Sandwiches
CKA3445	Pantry – Food Service
CKA3450	Bakeshop
CKA3465	Bakeshop – Food Service
CKA3470	Yeast Products
CKA3475	Yeast Products – Food Service
CKA3480	Saucier 1
CKA3490	Saucier 2
CKA3495	Saucier – Food Service
CKA3500	Meat Cookery
CKA3515	Meat Cookery – Food Service
CKA3520	Poultry, Fish & Seafood
CKA3525	Poultry, Fish & Seafood – Food Service

CARPENTER APPRENTICESHIP (CRA)

Students begin to learn their skills as a carpenter and upon successful completion of this pathway may choose to write the Apprenticeship and Industry exam for first period apprenticeship.

http://education.alberta.ca/media/942016/cra.pdf

Advanced level	
Code	**Course title**
CRA3400	Introduction to Work Site Safety
CRA3405	Basic Hand, Power Tools & Safety
CRA3410	Construction Materials & Processes
CRA3415	Site Preparation & Floor Systems
CRA3420	Foundations & Concrete Structures
CRA3425	Blueprint Drawings & Sketching
CRA3430	Construction Machines, Tools & Equipment
CRA3435	Blueprint Interpretation
CRA3440	CRA Practicum Course A
CRA3445	CRA Practicum Course B
CRA3450	CRA Practicum Course C
CRA3455	CRA Practicum Course D

HAIRSTYLIST APPRENTICESHIP (HAS)

Students begin to learn their skills as a hairstylist and upon successful completion of this pathway may choose to write the Apprenticeship and Industry exam for first period apprenticeship.

http://education.alberta.ca/media/1179157/hsa.pdf

Introductory level	
Code	**Course title**
HSA3400	Hair & Scalp Care 1
HSA3410	Hair & Scalp Care 2
HSA3420	Hair & Scalp Care 3
HSA3425	Hair & Scalp Care 4 – Client Services
HSA3430	Hair Styling 1
HSA3440	Hair Styling 2
HSA3445	Hair Styling 3 – Client Services
HSA3450	Haircutting 1
HSA3455	Haircutting 2 – Client Services
HSA3460	Haircutting 3 – Advanced Techniques
HSA3465	Haircutting 4 – Advanced Techniques Client Services
HSA3470	Haircutting 5 – Creative Services
HSA3475	Haircutting 6 – Creative Client Services
HSA3485	Haircutting 7 – Current Trends Client Services
HSA3495	Haircutting 8 – Male Client Services
HSA3505	Hair Care & Cutting 1 – Client Services
HSA3515	Hair Care & Cutting 2 – Client Services
HSA3520	Chemical Texturizing 1
HSA3530	Chemical Texturizing 2 – Cold Waving
HSA3540	Chemical Texturizing 3 – Heat Assisted
HSA3550	Chemical Texturizing 4 – Designer
HSA3555	Chemical Texturizing 5 – Client Services
HSA3560	Hair Texturizing
HSA3565	Hair Texturizing – Client Services
HSA3570	Hair Colouring 1
HSA3580	Hair Colouring 2 – Oxidative
HSA3585	Hair Colouring 3 – Client Services
HSA3590	Hair Colouring 4 – Decolourization

Introductory level	
Code	**Course title**
HSA3595	Hair Colouring 5 – Decolourization Client Services
HSA3600	Hair Colouring 6 – Colour Correction
HSA3605	Hair Colouring 7 – Advanced Client Services 1
HSA3615	Hair Colouring 8 – Advanced Client Services 2
HSA3620	Hair Goods & Extensions
HSA3625	Hair Goods & Extensions – Client Services
HSA3630	Historical Cosmetology
HSA3640	Creative Cosmetology
HSA3650	Competition Cosmetology

AUTO BODY TECHNICIAN APPRENTICESHIP (ABA) NEW

Students begin to learn their skills as an auto body technician and upon successful completion of this pathway may choose to write the Apprenticeship and Industry exam for first period apprenticeship.

http://education.alberta.ca/media/8200015/aba.pdf

Introductory level	
Code	**Course title**
ABA3400	Batteries, Trim & Tools
ABA3405	Component Maintenance
ABA3410	Substrates
ABA3415	Fillers
ABA3420	Surface Preparation
ABA3425	Masking
ABA3430	Undercoating
ABA3435	ABA Practicum A
ABA3440	ABA Practicum B
ABA3445	ABA Practicum C
ABA3450	ABA Practicum D
ABA3900	Apprenticeship Safety

AGRICULTURAL EQUIPMENT TECHNICIAN APPRENTICESHIP (AEA) NEW

Students begin to learn their skills as an agricultural equipment technician and upon successful completion of this pathway may choose to write the Apprenticeship and Industry exam for first period apprenticeship.

http://education.alberta.ca/media/9603524/aea_pos.pdf

Introductory level	
Code	**Course title**
AEA3400	Tools & Materials
AEA3405	Welding Equipment
AEA3410	Electric Welding
AEA3415	Electrical Fundamentals
AEA3420	Current & Resistance
AEA3425	Batteries & Diagnostics
AEA3430	Electrical Diagnostics
AEA3435	Hydraulic Fundamentals
AEA3440	Hydraulic Systems
AEA3445	Farm Equipment 1
AEA3450	Farm Equipment 2
AEA3455	Farm Equipment 3
AEA3460	Power Transmission
AEA3465	Gears & Axles
AEA3470	AEA Practicum A
AEA3475	AEA Practicum B
AEA3480	AEA Practicum C
AEA3485	AEA Practicum D
AEA3900	Apprenticeship Safety

BAKER APPRENTICESHIP (BKA) NEW

Students begin to learn their skills as a baker and upon successful completion of this pathway may choose to write the Apprenticeship and Industry exam for first period apprenticeship.

http://education.alberta.ca/media/10591436/bka_pos.pdf

Introductory level	
Code	**Course title**
BKA3400	Tools & Equipment
BKA3405	Raised Goods Theory 1
BKA3410	Raised Goods Practical 1
BKA3415	Raised Goods Theory 2
BKA3420	Raised Goods Practical 2
BKA3425	Baking & Frying
BKA3430	Cakes
BKA3435	Cookies
BKA3440	Quick Breads
BKA3445	Pastries
BKA3450	Custards & Fillings
BKA3455	Icings & Piping
BKA3460	Baking Math
BKA3465	BKA Practicum A
BKA3470	BKA Practicum B
BKA3475	BKA Practicum C
BKA3480	BKA Practicum D
BKA3900	Apprenticeship Safety

COMMUNICATION TECHNICIAN APPRENTICESHIP (CTA) NEW

Students begin to learn their skills as a communication technician and upon successful completion of this pathway may choose to write the Apprenticeship and Industry exam for first period apprenticeship.

http://education.alberta.ca/media/9028416/cta.pdf

Introductory level	
Code	**Course title**
CTA3400	Electricity Fundamentals
CTA3405	AC/DC
CTA3410	Basic Electricity
CTA3415	Mathematics
CTA3420	Outside Cabling
CTA3425	Inside Cabling
CTA3430	Telephone Basics
CTA3435	Switching & Equipment
CTA3440	Network Fundamentals
CTA3445	Network Devices & IP
CTA3450	CTA Practicum A
CTA3455	CTA Practicum B
CTA3460	CTA Practicum C
CTA3465	CTA Practicum D
CTA3900	Apprenticeship Safety

ELECTRICIAN APPRENTICESHIP (ETA)

Students begin to learn their skills as an electrician and upon successful completion of this pathway may choose to write the Apprenticeship and Industry exam for first period apprenticeship.

http://education.alberta.ca/media/9182651/eta.pdf

Introductory level	
Code	**Course title**
ETA3400	Electrical Principles
ETA3405	Electrical Concepts
ETA3410	Resistive Circuits
ETA3415	Edison 3-Wire System
ETA3420	Power & Efficiency
ETA3425	Batteries & Magnetism
ETA3430	Meters & Connections
ETA3435	Switching Circuits
ETA3440	Relays & Controls
ETA3445	Switches & Alarms
ETA3450	Introduction to Code
ETA3455	Conductors & Grounding
ETA3460	Wiring & Installation
ETA3465	Diagrams & Drawings
ETA3470	ETA Practicum A
ETA3475	ETA Practicum B
ETA3480	ETA Practicum C
ETA3485	ETA Practicum D
ETA3900	Apprenticeship Safety

HEAVY EQUIPMENT TECHNICIAN APPRENTICESHIP (HEA)

Students begin to learn their skills as a heavy equipment technician and upon successful completion of this pathway may choose to write the Apprenticeship and Industry exam for first period apprenticeship.

http://education.alberta.ca/media/8200019/hea.pdf

Introductory level	
Code	**Course title**
HEA3400	Basic Tools & Materials
HEA3405	Bearings & Seals
HEA3410	Frames & Suspension
HEA3415	Wheels & Preventative Maintenance
HEA3420	Trailer Systems
HEA3425	Brake Fundamentals
HEA3430	Brake Service & Repair
HEA3435	Hydraulic Systems
HEA3440	Electrical Theory
HEA3445	Electrical Service
HEA3450	Electronics
HEA3455	Air Brake Fundamentals
HEA3460	Air Brake Mechanics
HEA3465	Air Brake Service
HEA3470	HEA Practicum A
HEA3475	HEA Practicum B
HEA3480	HEA Practicum C
HEA3485	HEA Practicum D
HEA3900	Apprenticeship Safety

INSULATOR APPRENTICESHIP (INA)

Students begin to learn their skills as an insulator and upon successful completion of this pathway may choose to write the Apprenticeship and Industry exam for first period apprenticeship.

http://education.alberta.ca/media/9028615/ina.pdf

Introductory level	
Code	**Course title**
INA3400	Introduction & Safety
INA3405	Asbestos Awareness
INA3410	Bonding
INA3415	Pipe Insulation
INA3420	Tools & Materials
INA3425	Fibres & Foam
INA3430	Polystyrenes & Wraps
INA3435	Wool & Fibreglass
INA3440	Cellular Glass
INA3445	Mathematics
INA3450	Blueprints
INA3455	INA Practicum A
INA3460	INA Practicum B
INA3465	INA Practicum C
INA3470	INA Practicum D
INA3900	Apprenticeship Safety

INSTRUMENT TECHNICIAN APPRENTICESHIP (ISA)

Students begin to learn their skills as an instrument technician and upon successful completion of this pathway may choose to write the Apprenticeship and Industry exam for first period apprenticeship.

http://education.alberta.ca/media/12992251/isa_pos.pdf

Introductory level	
Code	**Course title**
ISA3400	Tools
ISA3405	Tube Practice
ISA3410	Pipe Practice
ISA3415	Electrical Theory
ISA3420	Resistive Circuits
ISA3425	Power & Efficiency
ISA3430	Inductance & Capacitance
ISA3435	Hazards & Regulations
ISA3440	Pressure Measurement
ISA3445	Calibration
ISA3450	Control Elements
ISA3455	Control Valves
ISA3460	Applied Math
ISA3465	Applied Physics
ISA3470	ISA Practicum A
ISA3475	ISA Practicum B
ISA3480	ISA Practicum C
ISA3485	ISA Practicum D
ISA3900	Apprenticeship Safety

LANDSCAPE GARDENER APPRENTICESHIP (LGA)

Students begin to learn their skills as a landscape gardener and upon successful completion of this pathway may choose to write the Apprenticeship and Industry exam for first period apprenticeship.

http://education.alberta.ca/media/10897850/lga_pos.pdf

Introductory level	
Code	**Course title**
LGA3405	Landscape Equipment
LGA3410	Soils 1
LGA3415	Soils 2
LGA3420	Plant Identification
LGA3425	Plant Taxonomy
LGA3430	Plants & Landscape
LGA3435	Botany 1
LGA3440	Botany 2
LGA3445	Greenhouse Environment
LGA3450	Greenhouse Production
LGA3455	Greenhouse System
LGA3460	Site Preparation
LGA3465	Turf
LGA3470	Woody Plants
LGA3475	LGA Practicum A
LGA3480	LGA Practicum B
LGA3485	LGA Practicum C
LGA3490	LGA Practicum D
LGA3900	Apprenticeship Safety

MILLWRIGHT APPRENTICESHIP (MWA)

Students begin to learn their skills as a millwright and upon successful completion of this pathway may choose to write the Apprenticeship and Industry exam for first period apprenticeship.

http://education.alberta.ca/media/8200023/mwa.pdf

Introductory level	
Code	**Course title**
MWA3400	Rigging
MWA3405	Measurement
MWA3410	Layout
MWA3415	Portable Tools
MWA3420	Fasteners
MWA3425	Drilling & Milling
MWA3430	Lathe Introduction
MWA3435	Lathe Operation
MWA3440	Machine Installation
MWA3445	Numbers
MWA3450	Mathematics
MWA3455	Print Reading
MWA3460	MWA Practicum A
MWA3465	MWA Practicum B
MWA3470	MWA Practicum C
MWA3475	MWA Practicum D
MWA3900	Apprenticeship Safety

PAINTER AND DECORATOR APPRENTICESHIP (PDA)

Students begin to learn their skills as a painter and decorator and upon successful completion of this pathway may choose to write the Apprenticeship and Industry exam for first period apprenticeship.

http://education.alberta.ca/media/10589746/pda_pos.pdf

Introductory level	
Code	**Course title**
PDA3400	Material Selection
PDA3405	Surface Prep Theory 1
PDA3410	Surface Prep Theory 2
PDA3415	Surface Prep 1
PDA3420	Surface Prep 2
PDA3425	Colour
PDA3430	Painting Theory
PDA3435	Painting Application 1
PDA3440	Painting Application 2
PDA3445	Spraying Theory
PDA3450	Spraying Procedures
PDA3455	Trade Math
PDA3460	Trade Geometry
PDA3465	PDA Practicum A
PDA3470	PDA Practicum B
PDA3475	PDA Practicum C
PDA3480	PDA Practicum D
PDA3900	Apprenticeship Safety

PLUMBER APPRENTICESHIP (PLA)

Students begin to learn their skills as a plumber and upon successful completion of this pathway may choose to write the Apprenticeship and Industry exam for first period apprenticeship.

http://education.alberta.ca/media/9369449/pla_pos.pdf

Introductory level	
Code	**Course title**
PLA3405	Tools & Equipment
PLA3410	Nonferrous Materials
PLA3415	Ferrous Materials
PLA3420	Welded & Flanged Materials
PLA3425	Historic Materials
PLA3430	Residential Plumbing
PLA3435	Drainage & Venting
PLA3440	Fixtures & Trim
PLA3445	Heating
PLA3450	Heating Installation
PLA3455	Gas Fundamentals
PLA3460	Gas Theory
PLA3465	Plumbing Mathematics
PLA3470	Plumbing Science
PLA3475	Print Reading
PLA3480	PLA Practicum A
PLA3485	PLA Practicum B
PLA3490	PLA Practicum C
PLA3495	PLA Practicum D
PLA3900	Apprenticeship Safety

PARTS TECHNICIAN APPRENTICESHIP (PTA)

Students begin to learn their skills as a parts technician and upon successful completion of this pathway may choose to write the Apprenticeship and Industry exam for first period apprenticeship.

http://education.alberta.ca/media/9264958/pta_pos.pdf

Introductory level	
Code	**Course title**
PTA3400	Material Handling
PTA3405	Storage & Packing
PTA3410	Shipping & Returns
PTA3415	Merchandising
PTA3420	Measurement & Stock
PTA3425	Electrical Basics
PTA3430	Suspension & Wheels
PTA3435	Steering & Brakes
PTA3440	Communication
PTA3445	Customer Service
PTA3450	PTA Practicum A
PTA3455	PTA Practicum B
PTA3460	PTA Practicum C
PTA3465	PTA Practicum D
PTA3900	Apprenticeship Safety

WELDER APPRENTICESHIP (WDA)

Students begin to learn their skills as a welder and upon successful completion of this pathway may choose to write the Apprenticeship and Industry exam for first period apprenticeship.

http://education.alberta.ca/media/10589718/wda_pos.pdf

Introductory level	
Code	**Course title**
WDA3401	Tools & Equipment
WDA3403	Oxyfuel & Plasma Arc
WDA3406	Electricity & Metals
WDA3407	Symbols & Drawings
WDA3408	Weld Faults
WDA3411	Wire-feed Welding
WDA3413	Gases & Maintenance
WDA3423	Mild Steel Welds
WDA3427	Mild Steel Pipe Welds
WDA3429	Aluminum & Saw
WDA3432	Welding Math 1
WDA3437	Welding Math 2
WDA3900	Apprenticeship Safety

Section 15

Appendices

Appendix A: Previous graduation requirements

2010-11 Nunavut senior secondary school graduation diploma requirements	
Uqausiliriniq Communication	**18**
English Language Arts (or Français)*	(15)
Fine Arts	(3)
Note: There are equivalent Language Arts courses available for French first language speakers. There will be an Inuit Language Arts graduation requirement introduced in the near future.	
Aulajaaqtut Wellness, Leadership	**18**
Aulajaaqtut	(15)
Physical Education	(3)
Nunavusiutit Nunavut History, Heritage, Environment, Global and National Role	**10**
Social Studies	(10)
Iqqaqqaukkaringniq Innovation and Technology	**25**
Mathematics	(10)
Science	(10)
Nunavut Cultural Studies, Career and Technology Studies, or Nunavut Early Apprenticeship Training	(5)
Additional credits at the Grade 12 level	**10**
Total *specified* credits	**81**
Additional *unspecified* course credits	**19**
Total *minimum* credit requirements	**100**

2009-10 Nunavut senior secondary school graduation diploma requirements	
***Uqausiliriniq* (Communication)**	**15**
English	(15)
***Aulajaaqtut* (Wellness)**	**10**
Aulajaaqtut (includes community practicum) or CALM and Community Service	(4)
Physical Education	(3)
Fine Arts	(3)
***Nunavusiutit* (Nunavut History, Heritage, Environment, Global and National Role)**	**13**
Social Studies	(10)
Northern Studies	(3)
***Iqqaqqaukkaringniq* (Innovation and Technology)**	**25**
Mathematics	(10)
Science	(10)
Career and Technology Studies	(5)
Additional credits at the 30 level	**10**
Total *specified* credits	**73**
Additional *unspecified* course credits	**27**
Total *minimum* credit requirements	**100**

2004-05 – 2008-09 Nunavut senior secondary school graduation diploma requirements	
***Uqausiliriniq* (Communication)**	**15**
English	(15)
***Aulajaaqtut* (Wellness)**	**10**
Aulajaaqtut (includes community practicum)	(4)
Physical Education	(3)
Fine Arts	(3)
***Nunavusiutit* (Nunavut History, Heritage, Environment, Global and National Role)**	**13**
Social Studies	(10)
Northern Studies	(3)
***Iqqaqqaukkaringniq* (Innovation and Technology)**	**25**
Mathematics	(10)
Science	(10)
Career and Technology Studies or SNAP	(5)
Additional credits at the 30 level	10
Total *specified* credits	**73**
Additional *unspecified* course credits	**27**
Total *minimum* credit requirements	**100**

2009-10 Nunavut senior secondary school graduation diploma requirements	
***Uqausiliriniq* (Communication)**	**15**
English	(15)
***Aulajaaqtut* (Wellness)**	**10**
Aulajaaqtut (includes community practicum) or CALM and Community Service	(4)
Physical Education	(3)
	(3)
***Nunavusiutit* (Nunavut History, Heritage, Environment, Global and National Role)**	**13**
Social Studies	(10)
Northern Studies	(3)
***Iqqaqqaukkaringniq* (Innovation and Technology)**	**25**
Mathematics	(10)
Science	(10)
Career and Technology Studies	(5)
Additional credits at the 30 level	**10**
Total *specified* credits	**73**
Additional *unspecified* course credits	**27**
Total *minimum* credit requirements	**100**

2003-04 Nunavut senior secondary school graduation diploma requirements	
English	15
Social Studies	10
Mathematics	10
Science	10
CALM or *Aulajaaqtut*	3
Community Service or ***Aulajaaqtut* Community Practicum**	1
Physical Education	3
Northern Studies	3
Career and Technology Studies or NEAT	5
Fine Arts	3
Additional credits at the 30 level	**10**
Total *specified* credits	**73**
Additional *unspecified* course credits	**27**
Total *minimum* credit requirements	**100**

2003-04 Nunavut senior secondary school graduation diploma requirements	
English	15
Social Studies	10
Mathematics	10
Science	10
CALM or *Aulajaaqtut*	3
Community Service or ***Aulajaaqtut* Community Practicum**	1
Physical Education	3
Northern Studies	3
Career and Technology Studies or NEAT	5
Fine Arts	3
Additional credits at the 30 level	**10**
Total *specified* credits	**73**
Additional *unspecified* course credits	**27**
Total *minimum* credit requirements	**100**

2000-01 Nunavut senior secondary school graduation diploma requirements	
English	15
Social Studies	10
*Mathematics	10
Science	10
CALM	3
Community Service	1
Physical Education	3
Northern Studies	3
Career and Technology Studies or SNAP	5
Fine Arts	3
Additional credits at the 30 level	**10**
Total *specified* credits	**73**
Additional *unspecified* course credits	**27**
Total *minimum* credit requirements	**100**

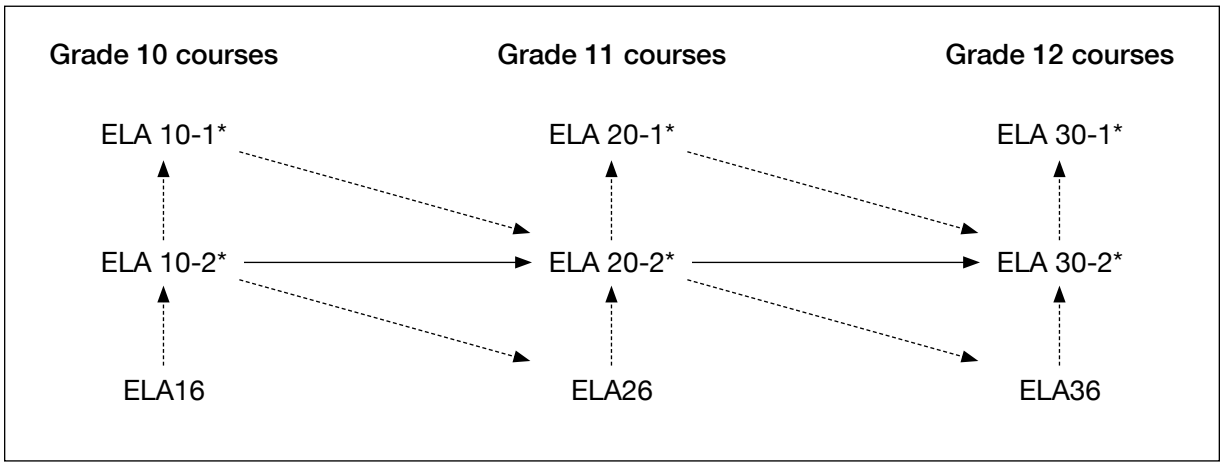
1995-96 Nunavut senior secondary school graduation diploma requirements	
English	15
Social Studies	10
Mathematics	10
Science	10
CALM*	3
Community Service*	1
Physical Education	3
Northern Studies	3
Career and Technology Studies or SNAP	5
Fine Arts	3
Additional credits at the 30 level	**10**
Total *specified* credits	**73**
Additional *unspecified* course credits	**27**
Total *minimum* credit requirements	**100**

Appendix B: Old transfer points

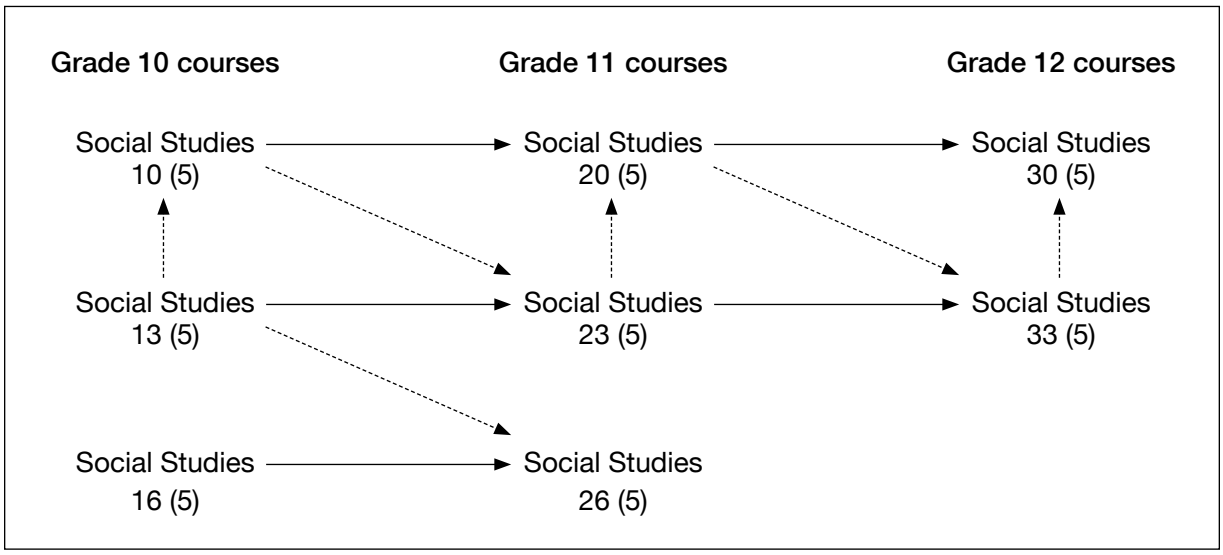
2009-2010 Transfer points and course sequences

(for reference)

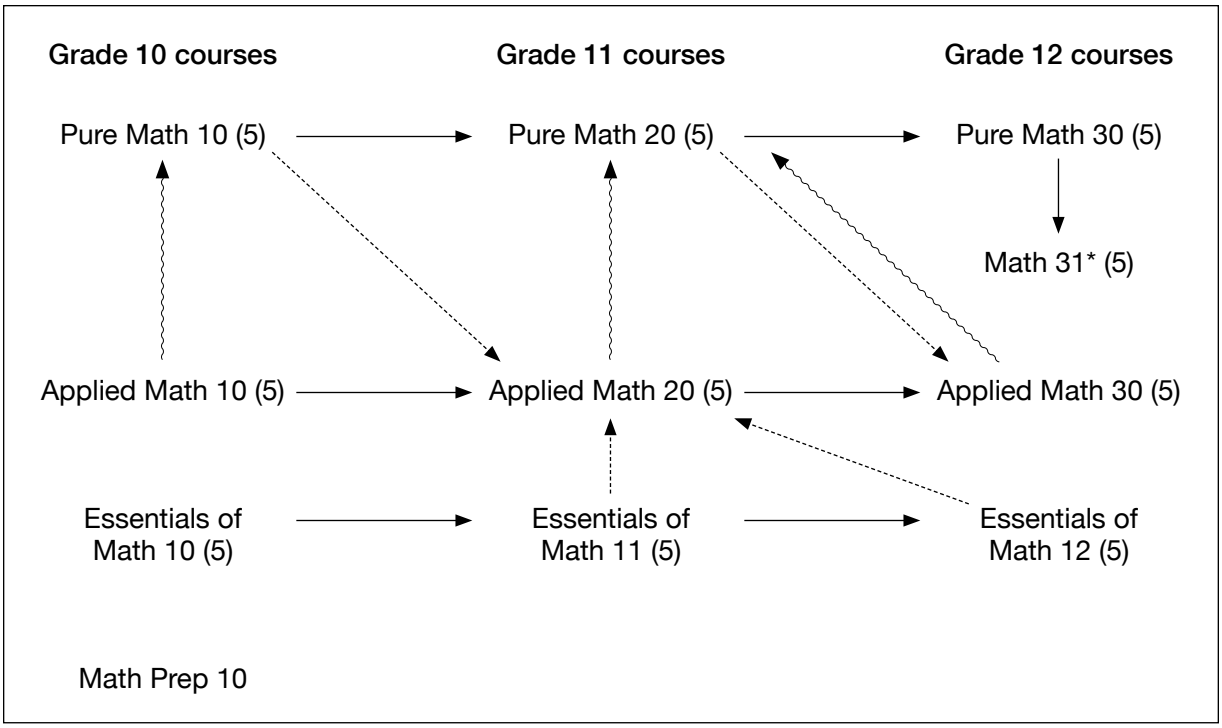
English Language Arts



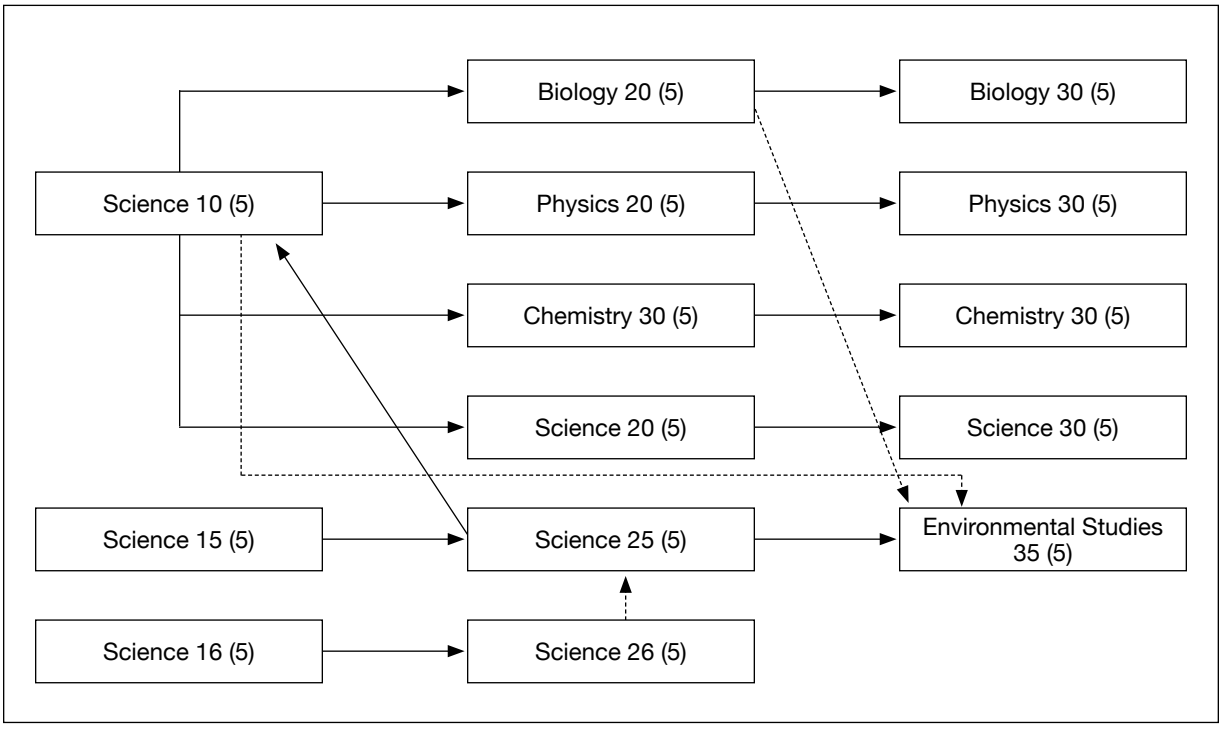
Social Studies



Mathematics



Science



Appendix C: Websites

Links to CTS resources on the Alberta Learning website
www.education.alberta.ca/teachers/resources/connection/january2009/curriculum/dlearn.aspx

Pathways to School Improvement
www.ncrel.org/sdrs/pathways.htm

School Development Program – Newsline
www.schooldevelopmentprogram

Canadian Education on the Web
www.oise.utoronto.ca/canedweb

ASCD
www.ascd.org

Multicultural Perspectives in Education – American based – i.e., bilingual education
www.ece.gov.nt.ca/SENIOR_SECONDARY_HANDBOOK_06/SSS_PDF_Documents/Chapter%2043.pdf

Learning Theories and Classroom Practices Online
www.education.fiu.edu/newhorizons/journals/volume17n1.doc

Educational resources
www.edresources.com

NASSP recommended sites
www.ece.gov.nt.ca

Secondary school educators – links and articles
www.712educators.about.com/

Canada Schoolnet
www.tact.fse.ulaval.ca

Center for Adolescent Studies
www.education.indiana.edu/cas

Polar Libraries and Archives
www.arcticcentre.ulapland.fi/polarweb/polar/lblibdir.htm

MactCentral Index – Saskatchewan Teachers Federation
www.ece.gov.nt.ca

Tammy's Technology Tips for Teachers
www.tammyworcester.com

Watch the Children's Forum
http://www.childrenforum.gov.ab.ca/virtualforum

Rethinking Schools
www.rethinkingschools.org

Skills Canada
www.skillscanada.com

Aboriginal Financial Officers Association of Canada
www.afoa.ca

University websites

Association of Universities and Colleges of Canada
http://www.aucc.ca/

Territorial college websites

Nunavut Arctic College, Iqaluit, Nunavut
www.arcticcollege.ca

Yukon College, Whitehorse, Yukon
www.yukoncollege.yk.ca

Aurora College Online, Yellowknife, Northwest Territories
www.auroracollege.nt.ca

Appendix D: Directory of Nunavut schools

Region: KITIKMEOT				
Community	**School name**	**Telephone**	**Fax**	**Mailing address**
Cambridge Bay	Kiilinik High School	983-2726	983-2455	Box 23 – X0B 0C0
Cambridge Bay	Kullik Ilihakvik	983-2510	983-2515	Box 4 – X0B 0C0
Gjoa Haven	Quqshuun Ilihakvik	360-7201	360-6204	GD – X0B 1J0
Gjoa Haven	Qiqirtaq High School	360-7414	360-7314	Box 217 – X0B 1J0
Kugaaruk	Kugaaruk Ilihakvik	769-6211	760-6116	Box 53 – X0B 1K0
Kugluktuk	Kugluktuk High School	982-7701	982-3404	Box 373 – X0B 0E0
Kugluktuk	Jimmy Hikok Ilihakvik	982-5001	982-5706	Box 148 – X0B 0E0
Taloyoak	Netsilik School	561-5181	561-5036	Box 9 – X0B 1B0
Region: KIVALLIQ				
Community	**School name**	**Telephone**	**Fax**	**Mailing address**
Arviat	John Arnalujuak High School	857-4223	857-4221	Box 450 – X0C 0E0
Arviat	Levi Angmak School	857-2547	857-2656	Box 570 – X0C 0E0
Arviat	Qitiqliq Middle School	857-2778 857-2982	857-2669	Box 290 – X0C 0E0
Baker Lake	Jonah Amitnaaq High School	793-4657	793-4659	Box 30 – X0C 0A0
Baker Lake	Rachel Arngnammaktiq (K-5)	793-2513	793-2500	Box 370 – X0C 0A0
Chesterfield Inlet	Victor Sammurtok	898-9913	898-9413	Box 6 – X0C 0B0
Coral Harbour	Sakku School	925-9923	925-8410	Box 129 – X0C 0C0
Rankin Inlet	Leo Ussak Elementary	645-2814	645-2333	Bag 002 – X0C 0G0
Rankin Inlet	Maani Ulujuk Iliniarvik	645-2761	645-2209	Bag 002 – X0C 0G0
Rankin Inlet	Simon Alaittuq Middle School	645-2780	645-2933	Bag 002 – X0C 0G0
Repulse Bay	Tusarvik School	462-9920	462-4232	Box 130 – X0C 0H0
Whale Cove	Inuglak School	896-9300	896-9005	Box 90 – X0C 0J0

Region: QIKIQTANI				
Community	**School name**	**Telephone**	**Fax**	**Mailing address**
Arctic Bay	Inuujaq School	439-8843	439-8766	Box 90 – X0A 0A0
Cape Dorset	Peter Pitseolak High School	897-8826	897-8919	Box 60 – X0A 0C0
Cape Dorset	Sam Pudlat Elementary	897-8332	897-8405	Box 210 – X0A 0C0
Clyde River	Quluaq School	924-6313	924-6247	GD – X0A 0E0
Grise Fiord	Umimmak School	980-9921	980-9043	Box 75 – X0A 0J0
Hall Beach	Arnaqjuaq School	928-8855	928-8810	Box 83 – X0A 0K0
Igloolik	Ataguttaaluk Elementary	934-8996 934-8969	934-8779	Box 150 – X0A 0L0
Igloolik	Ataguttaaluk High School	934-8600	934-8571	Box 150 – X0A 0A0
Iqaluit	Aqsarniit Middle School	979-3900	979-3399	Box 2350 – X0A 0H0
Iqaluit	Inuksuk High School	979-5281	979-4380	Box 487 – X0A 0H0
Iqaluit	Joamie School	979-6206	979-0686	Box 910 – X0A 0H0
Iqaluit	École des Trois-Soleils	979-5849	979-5878	CP 6030 – X0A 0H0
Iqaluit	Nakasuk Elementary	979-5335	979-5994	Box 1179 – X0A 0H0
Iqaluit (Apex)	Nanook School	979-6597	979-0440	Box 1420 – X0A 0A0
Kimmirut	Qaqqalik School	939-2221	939-2334	GD – X0A 0N0
Pangnirtung	Alookie School	473-8803 473-8804	939-8718	Box 54 – X0A 0R0
Pangnirtung	Attagoyuk High School	473-8815	473-8858	Box 54 – X0A 0R0
Pond Inlet	Nasivvik High School	899-8864	899-8875	Box 490 – X0A 0S0
Pond Inlet	Ulaajuk Elementary	899-8964	899-8780	Box 520 – X0A 0S0
Qikiqtarjuaq	Inuksuit School	927-8938	927-8067	GD – X0A 0R0
Resolute Bay	Qamartalik School	252-3888	252-3690	Box 120 – X0A 0V0
Sanikiluaq	Nuiyak School	266-8816	266-8843	Box 219 – X0A 0W0
Sanikiluaq	Paatsaali High School	266-8170	266-8175	Box 219 – X0A 0W0