



**DELISLE**  
**COMPOSITE SCHOOL**

Working together  
as life long learners -  
Building our FUTURE!







building deeper relationships

side by side learning

excitement

passion

engagement

## Delisle Composite School

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We are a high school and while our focus is on student learning, we also believe that we are training students for their future in our society. Student learning will focus on the course work and curriculum that students need to learn, while also focusing on the skills of collaboration, thinking critically, developing interdependence and social responsibility. Students must take a leadership role in their learning by taking responsibility for their learning.



# MY PRAIRIE SPIRIT CLASSROOM

is diverse in world view, culture, language,  
gender identity, ability and interests  
and this is how we learn together.

## DCS

### • SIDE-BY-SIDE

Learning alongside each other, supporting one another, challenging one another, celebrating together - teachers and students.

### • COLLABORATE

Learning together to build understanding and to solve problems. Not working in isolation. Everyone can contribute.

### • BIG IDEAS

Learning sticks and fits when it is related to the Big Picture, answers the Big Questions.

### • CONSTRUCT

Knowledge that is built by the learner is owned by the learner.

### • NEXT STEPS

Knowing where you are so that you know where you are going as a learner.

### • CHOICE

There are many ways, options, approaches to learn and to show learning.

### • ALL LEARNERS

We teach to all learners. All learners can and have a right to learn. This is who we serve.

INNOVATION

ASSESSMENT

RELATIONSHIPS

RELEVANCE

RIGOUR

## ENGAGEMENT

PARENT

STUDENT

STAFF





## DCS Staff

**Kirk Schlosser**  
Principal

**Josh Hindmarsh**  
Vice Principal

**Diane Busby**  
Administrative Assistant

## Support Staff

**Pat Henderson**  
Educational Assistant

**Miranda Peakman**  
Educational Assistant

**Sandra Traynor**  
Educational Assistant

**Cherryl Schumacher**  
Educational Assistant

**Kristin Starling**  
Educational Assistant

**Faye Mooney**  
Caretaker

**Nichole Beausoleil**  
Caretaker

## Teachers

**Kelsey Lesperance**  
Grade 7/8, Sr. French

**Susan Hundebly**  
Grade Eight

**Edla Landry**  
Grade Seven/Fine Arts/Sr. ELA

**Ken Byers**  
History/Wellness/Phys Ed./French

**Nathaniel Danielson**  
Grade 7 Health/Grade 8 Science/  
Industrial Arts

**Erin Hill**  
Senior Science/Outdoor Education

**Haley Bartsch**  
Special Education/  
Resource Room/Home Ec.

**Barbara Kielo**  
Career Counselling

**Ann Oviatt**  
Senior Math

**Shelby Knapman**  
Grade 9/10 ELA

**Shawna Wirz**  
Grade 9/Senior Math

**Linda Peters**  
Guidance Counsellor

## Delisle School Community Council (SCC)

Every school in Saskatchewan has an SCC that advises the School Division and is mandated to support *parent and community involvement* in education and the school. The SCC also plays an important role in reviewing extra-curricular activities as well as approving school fees and fundraising activities. Each SCC is made of people *just like you* ... parents of students or any community members at large, plus school administration, teachers and students. It really does "take a community to raise a child".

The DCS SCC has supported the DCS Open House and Registration Under One Roof, art night, Fun Night with the DES SCC, and we continue to support student and teacher learning.

**Get involved today!**

## Delisle Community

Delisle is a vibrant, friendly community of 1068 residents. Located on traditional treaty six territory the heartbeat of the community lies in the agriculture and potash industries.

Delisle is only twenty minutes from Saskatoon thus having the advantage of proximity to the big city services as a complement to the many services already offered here in town.

We have two schools; Delisle Elementary (K to 6) and Delisle Composite (7 to 12). The Delisle schools are receiving schools for our outlying communities. The elementary accepts grade 5 students from Pike Lake and the Composite school receives students from the elementary and grade nine students from Vanscoy.

Delisle is a strong, recreation minded community with such amenities as a 9 hole grass greens golf course, hockey and curling arenas and beautiful shale/sod ball diamonds. Our students may be able to utilize these either during their studies or as extra curricular activities.



## Delisle Composite School Course Selections

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Delisle Composite School offers a full academic program for grades 7 to 12. Grades 10, 11 and 12 classes are semestered. Some of our Grade 9 classes are semestered, while most classes run all year long.

Students must select courses carefully in terms of post-secondary plans and career choices. If information is required, the school career counselor can provide you with the most recent information.

The courses listed are those that we are planning to offer at this time. Our actual schedule of courses will be determined by enrollment numbers and resources available. Cancellation of courses may occur due to low enrollment for the class, program need, or staff availability.



In Division IV, to achieve a Grade 12 Diploma, a student must have accumulated a minimum of 24 credits, ideally eight (8) at each grade level, including all compulsory credits. DCS believes that students should accumulate a minimum of 27.

## Grade 7

Subjects taught at DCS for Grades 7 students are:

- English
- Math
- Social Studies
- Science
- Art Education
- Health
- Physical Education
- French
- Skills (Computer & Music)

## Grade 8

Same subjects as Grade 7 with the addition of:

- Home Economics
- Industrial Arts

## Grade 9

Same subjects as Grade 8

## Grade 10

All grade 10 students will be registered for ten (10) classes - 5 classes per semester.

### Compulsory Subjects

- English A10 or A11
- English B10 or B11
- History 10 or 11
- Science 10 or 11
- Wellness 10

**Each student must complete one (1) credit from the following list:**

- Workplace & Apprenticeship Math10
- Foundations of Math & Pre-Calculus 10

### Elective Subjects

**Select three (3) of the following:**

- Food Studies 10
- Industrial Arts 10
- French 10
- Information Processing 10
- Photography 10
- Visual Arts 10
- Kinesiology 10 (Wellness 10 and Personal Fitness 20)
- Career & Work Exploration 10
- Robotics & Automation 10 

## Grade 11

All grade 11 students will register for nine (9) classes.

### Compulsory Subjects

- English 20 or 21

**Select one (1) of the following:**

- Workplace & Apprenticeship Math 20
- Foundations of Math 20
- Pre-Calculus 20




**Select one (1) of the following:**

- Health Science 20
- Physical Science 20
- Outdoor Education (Environmental Science 20 and Physical Education 20)

**Select one (1) of the following:**

- History 20
- Psychology 20

### Elective Subjects

- French 20
- Industrial Arts 20
- Information Processing 20
- Photography 20
- Visual Arts 20
- Career & Work Exploration 20
- Physical Education 20
- Apprenticeship 20A & 20B
- Mental Health & Wellness 20 
- Robotics & Automation 20 
- Financial Literacy 20 

## Grade 12

All grade 12 students will register for a minimum of four (4) classes per semester.

### Compulsory Subjects

- English A30 or A31
- English B30 or B31
- History 30 or 31 **or** Native Studies 30

### Elective Subjects

- Workplace & Apprenticeship Math 30
- Foundations of Math 30
- Pre-Calculus 30
- Calculus 30
- Biology 30
- Chemistry 30
- Physics 30
- Earth Science 30
- Clothing & Textile Fashions 30
- Food Studies 30
- French 30
- Industrial Arts 30
- Information Processing 30
- Photography 30
- Visual Arts 30
- Career & Work Exploration 30A & 30B
- Physical Education 30
- Practical & Applied Arts 30
- Psychology 30
- Robotics & Automation 30 
- Financial Literacy 20 

# DCS Grade 9

## English Language Arts 9

View, listen to, read comprehend and respond to a variety of texts that address identity. Select and use appropriate strategies to construct meaning before, during and after viewing, listening and reading. Create and present an individual researched inquiry project related to a topic, theme or issue studied in ELA. Assess personal strengths and needs as a viewer, listener, reader, representer, speaker and writer and contributions to the community of learners and develop goals based on assessment and work toward them.

## Math 9

Students will demonstrate an understanding of powers with integral bases, rational numbers and square roots. They will study linear relations, problem solve using linear equations and linear inequalities and polynomials. They will demonstrate an understanding of circle properties, area and surface area, similarity of 2-D shapes, line and rotation symmetry and finally a look at data collection and analysis including the role of probability in society.

## Social Studies 9

Students will examine the local, indigenous, and global interactions and interdependence of individuals, societies, cultures and nations and analyze the dynamic relationships of people with land, environments, events, and ideas as they have affected the past, shape the present, and influence the future. They will investigate the processes and structures of power and authority, and the implications for individuals, communities, and nations, and examine various worldviews about the

use and distribution of resources and wealth in relation to the needs of individuals, communities, nations, and the natural environment and contribute to sustainable development.

## Art Education 9

In grade 9 art students will examine how artists get ideas and how they use and transform these ideas when creating works of art. They explore different materials and techniques such as drawing, painting, sculpture and clay work. This will be a fun introduction to working in the Art room.

## Health 9

Develop informed conclusions about the importance of leadership skills and health promotion in healthy decision making. Assess the role of health promotion in making healthy decisions related to comprehensive approaches to safety, non-curable infection/diseases, romantic relationships, healthy food policies, addictions, tragic death and suicide, chronic illness, and sexual health. Design, implement, and evaluate three eight-day action plans that demonstrate responsible health promotion related to comprehensive approaches to safety, non-curable infections/diseases, romantic relationships, healthy food policies, addictions, tragic death and suicide, chronic illness, and sexual health.

## Physical Education 9

Grade 9 students will design and implement plans to use effective tactics and strategies, with consideration for the environment, to support participation in alternate environment activities. Students will reflect

and express insights on the experience of participating in body management activities as a means to support participation in recreational and leisure time activities for physical, emotional, mental, and spiritual wellbeing.

## French 9

The French 9 curriculum consists of several units including: Les Voyages (Trips and Excursions) in which students will research and present a travel brochure on a vacation destination of their choice. Les Films (Movies) in which students will critique movies as well as videotape and show a movie of their own. Les Emplois (Part-time jobs) in which students will learn about professions and will prepare a resume and a job interview. This class will include opportunities to improve grammar, vocabulary and oral speaking skills with emphasis on fun projects and participation. Allons-y!

## Skills (Computer & Music)

This course is an introduction to the Division IV computer classes. Students will learn many of the necessary aspects to be successful using computers at Delisle Composite School.

Music - Please contact the school for more information.

## Home Economics 9

Students continue to develop their food preparation skills with an emphasis on Making Healthy Food Choices. It includes a study of the Canada Food Guide. Food preparation centers around preparing healthy and quick breakfasts, snacks and lunches.



### **Industrial Arts 9**

Woodworking - this unit introduces many of the power tools found in the Industrial Arts shop such as the router, jointer, planer, stationary sanders and shaper. The project is a wall clock, which requires the use of power tools to prepare a wood plank which is decorated with a picture painted on the face. The use of power tools and laminating of wood provide important knowledge and practice that are useful in the woodworking classes in grades 10 - 12. Metalworking - includes the study of careers, metal production, tools, metal shaping and joining. Hand tools are used to cut, shape, thread and forge the parts of a small hammer and a ring.

## DCS extra courses

### **Life Skills**

The life skills program offers targeted intervention and strategies to students (grades 7 -12) in the areas of money management , relationships, and other functional life skills. Students are selected to be part of this program. Students and guardians will be given additional information at the time of selection.

### **Course Levels**

DCS offers many levels of learning for their students, these may include modified, alternate or functionally integrated courses. Please contact the school for more information.

**Some Division IV courses may not be scheduled depending on the number of students requesting the course and/or staff availability.**



# DCS Division IV Courses - Grade 10

All grade 10 students will be registered for ten (10) classes - 5 classes per semester.

## Compulsory Subjects

### English Language Arts A10

ELA A10 consists of three themes, two of which are selected for study: The Mysteries of Life and The Challenges of Life. The course involves study of novels, non-fiction, drama, short stories and film. Students will have numerous opportunities to develop language and literacy skills in reading, writing, speaking and listening.

### English Language Arts B10

ELA B10 consists of three themes, two of which are selected for study: The World Around and Within Us as well as Equality and Ethics. The course involves study of novels, non-fiction, drama, short stories and film. Students will have numerous opportunities to develop language and literacy skills in reading, writing, speaking and listening.

### History 10

This is a continuation of the study of the foundations of western civilization. The course includes political decision-making, economic decision-making, ideology and the decision making process, international economic relations and international political relations from 14th through 19th century Europe.

### Science 10

Through the study of climate and ecosystem dynamics, chemical reactions, and force and motion in our world, and career exploration within these fields, students will gain understanding about the world in which they live. The over-arching goal is for students to acquire knowledge and skills to reinforce and develop the

relationship between science-technology-society and the environment.

### Wellness 10

*May be offered as part of a Kinesiology course*

Wellness 10 is designed to provide you with an opportunity to explore and experience a variety of activities in order to encourage you to pursue an active, healthy lifestyle. Students acquire knowledge, develop understanding, and practice attaining and sustaining personal well-being through the five strands of wellness: Physical Activity and Fitness, Stress Management, Leisure, Healthy Eating, and Relationships. An obvious goal of Wellness is to have students desire to pursue a lifestyle that is made rich by participation in physical activity, and that values the pursuit of Wellness as a lifelong behavior pattern. This would include making healthy lifestyle choices and finding opportunities to grow and learn in body, mind, and spirit. Goal-Setting will allow you to reward yourself for planning, experiencing, and evaluating activities in such areas as recreation, sport, leisure, community, volunteerism, self-concept, education, fitness, nutrition, skill development, and others. The expectation is for you to come ready to be actively involved. The main goal is to have FUN!

## Math

*Select one (1) of the following:*

### Workplace and Apprenticeship Math 10

*Prerequisite: Mathematics 9*

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force. Topics include Unit

Pricing & Currency Exchange, Income (gross & net), Length, Area, & Volume, Mass & Temperature, Angles & Parallel Lines, Similarity of Figures, and Trigonometry.

### Foundations of Math and Pre-Calculus 10

*Prerequisite: Mathematics 9*

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills necessary for the Foundations 20/30 and Pre-Calculus 20/30 Pathways. Topics include Measurement, Trigonometry, Factors and Products, Roots and Powers, Relations and Functions, Linear Functions, and Systems of Linear Equations.

## Elective Subjects

*Select three (3) of the following:*

### Food Studies 10

This course has a major focus on the area of foods. Students will review the basics necessary for food preparation, including: safety, measurement, terminology, and equipment. They will become familiar with guidelines for selection and storage, and preparation methods of: grains, vegetables, fruit, eggs and milk products. Students will also establish the importance of Canada's Food Guide for the development of an individual's health and wellness.

### Industrial Arts 10

This survey course consists of four areas with the emphasis on safety in each area:

1. **Drafting:** both isometric and orthographic drafting and some sketching.



2. **Woods:** students use a combination of most power tools and hand tools in the shop to complete a project. The use of measurement will be emphasized.
3. **Welding:** students will work with oxy/acetylene gas and MIG welding equipment to create a few projects.
4. Students all create a **major project** (pine cabinet) using various power tools and hand tools.

## French 10

The curriculum promotes the teaching of language through themes that focus on student experiences. Each field of experience includes a topic to be developed and an experiential goal. This goal creates a need to know certain language structures and vocabulary which are formally taught. The themes include consumerism, le permis de conduire (driver's license) and les voyages (travel).

## Information Processing 10

This course will focus on using computers for personal use. The students will learn how to write resumes, letters, reports and other personal documents. They will also learn to use a spreadsheet for various applications and how to generate many types of charts. A basic introduction to digital photography will be included and students will learn how to do simple digital editing and photo correction as well as a how to create some simple special effects. Finally, students will learn how to use PowerPoint to put together a slide show presentation. Scanners and digital cameras will be used at various points throughout the course. Students are not required to have their own digital camera but may if they wish to. Students should supply their own cheap set of earbuds or headphones for this course

## Photography 10

This is an introductory course designed for students who are new to digital photography and have little experience working with digital images. The lessons will provide a good foundation of how to use a digital camera. Students are introduced to the fundamentals of taking good pictures as well as basic editing techniques to fix and enhance their photos using Adobe Photoshop. This course is a project-based program

that will help students with the opportunity to acquire some knowledge and develop a few skills needed in the photography and graphic arts industries.

*Note: Students taking this course are encouraged to have their own digital camera, with a memory card and manual for their camera.*

## Visual Arts 10

In this course students will complete one research paper or handout, as well as develop a portfolio of at least 15 sketches, works in progress and projects. Students will also keep a journal where they express, collect, plan and work out ideas and information about art that interests them. There are 4 units in this course:

**Unit I** focuses on how students and artists use imagination to develop new ideas and communicate information in a work of art. Creative thinking is examined and used in imaginative projects ranging from drawings, painting and sculptures inspired by legends, fantasy, science fiction and Hollywood creatures.

**Unit II** looks at a number of styles and artists from many art movements such as the Renaissance, Impressionism and traditional Japanese art. The unit culminates in a project where students create and develop their own "ism," or style.

**Unit III** looks at art and artists of Saskatchewan. Students interview people with art-related jobs in their community, examine the work of several regional artists, and create a public artwork for the school or local community.

**Unit IV** is an open project where students research, plan and create an artwork based on one of four themes: Class and Power, Technology, Functional Objects, or Relationships.

*In addition, students will keep a portfolio of smaller works over the semester where they experiment with several different ideas and media.*

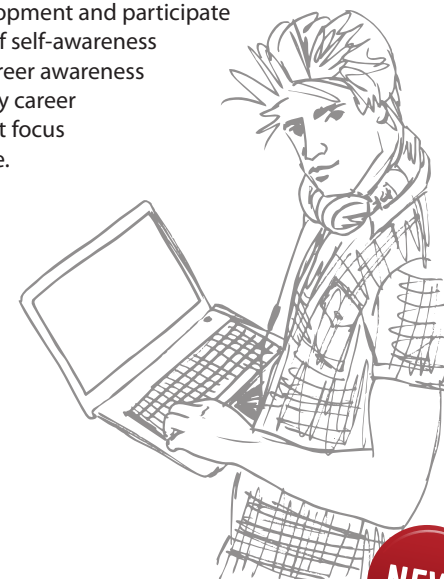
## Kinesiology 10 (Wellness 10 and Personal Fitness 20)

This course includes the Wellness 10 course and a personal fitness component. Please contact the school for more information.

*NOTE: A fee may apply to cover instructors and facility rentals.*

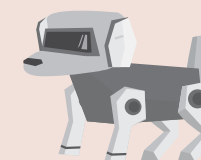
## Career & Work Exploration 10

In Career and Work Exploration 10, students spend 50-70 hours in the classroom and 30-50 hours in the workplace. Students are introduced to career development and participate in a variety of self-awareness activities. Career awareness is the primary career development focus of this course.



## Robotics & Automation 10, 20 & 30

Robotics and Automation 10, 20, 30 focuses on the design, construction, operation and use of autonomous and/or radio-controlled robotic devices, as well as the computer systems necessary for their control, sensory feedback and information processing. Through project based learning, design thinking, and inquiry learning, students will explore the processes and skills needed to design and fabricate physical devices that they will control or automate. Students are able to explore wearable technologies, automation, mobile robotics and animatronics as well as traditional robotic devices. In addition, students will also develop the computational thinking and coding skills necessary to control their robotic or automated devices.



# DCS Division IV Courses - Grade 11

All grade 11 students will register for nine (9) classes.

## Compulsory Subjects

### English Language Arts 20

*Prerequisite: English Language Arts A10 and English Language Arts B10*

ELA 20 is designed to help students extend their language skills and strategies and to become competent and confident users of all six language arts strands through many opportunities to view, listen, read, represent, speak, and write in meaningful contexts. Units include:

- **Starting Out** – Beginning and Becoming – (The Past and the Present; Triumphs and Trials; Discovery and Disillusionment; Relationships with Family and Others; Celebrations and Rites of Passage)
- **Moving Forward** – Establishing and Realizing – (Turning Points and Transitions; Evolving Roles and Responsibilities; Opportunities and Obstacles; Risks and Rewards; Beliefs and Goals)

## Math

*Select one (1) of the following:*

### Workplace and Apprenticeship Math 20

*Prerequisite: Workplace & Apprenticeship Math 10*

Content in this math pathway is chosen to meet the needs of students intending to pursue careers in the trades and general workplaces. Curriculum outcomes are addressed through activities, projects, and problems set in real-world contexts, enabling students to make connections between school mathematics and the workplace. Real-world problems, especially those related to apprenticeship programs and to employment that students can enter after completing secondary school, include workplace applications of mathematical concepts.

Topics include slope and rate of change; graphical representations; surface area, volume, and capacity; trigonometry of right triangles; scale representations; financial services; and personal budgets.

### Foundations of Math 20

*Prerequisite: Foundations of Math and Pre-calculus 10*

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus. The outcomes of this course are based upon the students' prior learning and continue to develop their number sense, spatial sense, logical thinking, and understanding of mathematics as a human endeavor.

Topics include: Inductive and Deductive Reasoning, Properties of Angles and Triangles, Acute and Obtuse Triangle Trigonometry, Statistical Reasoning, Systems of Linear Inequalities, Quadratic Functions, and Proportional Reasoning.

### Pre-Calculus 20

*Prerequisite: Foundations of Math & Pre-Calculus 10*

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus.

Topics include: Quadratic Functions & Equations, Radical Expressions & Equations, Rational Expressions & Equations, Absolute Value & Reciprocal Functions, Sequences & Series, Trigonometry, Systems of Equations, Linear & Quadratic Inequalities.

## Sciences

*Select one (1) of the following:*

### Health Science 20

*Prerequisite: Science 10*

This course will challenge students to look at the health science field from holistic and analytic perspectives to provide a basis for making sound personal health choices. Students will examine the range of philosophies that guide health care and consider ethical decisions within those contexts. Understanding the basic anatomy and physiology of the human body will provide a context for studying the normal and abnormal functioning of various body systems, including the role of nutrition and metabolism. Lastly, students will examine diagnostic tools and procedures and how they are used to inform treatment. Students will also investigate the range of health science careers and post-secondary programs available in Saskatchewan.

### Physical Science 20

*Prerequisite: Science 10*

Do you wonder about how chemistry and physics help industry, agriculture, and pure science research move forward? Physical Science will allow you to investigate scientific concepts in a hands-on, lab-based manner. This course will allow you to investigate the foundations of chemistry, including the mole and quantitative analysis of molecules and chemical reactions, and the characteristics and properties of heat and waves. Students will also have student directed study and career exploration outcomes to help them better understand the physical science related career paths.



## Outdoor Education (Environmental Science 20 & Physical Education 20)

*Prerequisite: Science 10*

Students will learn how to examine local and global environmental issues from a systems perspective while considering the effects of human actions and a growing global population on the climate and environment, as well as the effects of the environment on human health. They will explore the mechanisms and importance of aquatic and terrestrial ecosystems and the sustainability of past and current practices and technologies humans have developed to live with and within the environment.

*See Physical Education 20 for other credit information.*

## Social Sciences

*Select one (1) of the following:*

### History 20

*Prerequisite: None*

History 20 is a comprehensive history of the 20th century, from WWI to present day. This course will focus on a number of themes such as nationalism, totalitarianism, imperialism, militarism, and terrorism. It will also attempt to outline and explain how the important events of our recent past have shaped the world that we live in today. Students will learn and appreciate the past in order to understand the present and influence the future.

### Psychology 20

*Prerequisite: None*

This is an introductory Social Psychology course dealing with developing an understanding of how humans think, feel and behave. This is done through psychological methods and theory as well as discussion and activities. This course deals with many current topics in scientific psychology such as: perception, memory, language and thinking, human communication, personality, motivation, aggression, addictive behavior, learning, emotion, interpersonal relations and data collection.

## Elective Subjects

### French 20

The aim of the Saskatchewan Core French curriculum is to help students understand, use, and appreciate the French language. Its goals are to use the language confidently and correctly in familiar contexts and authentic situations, to develop the strategies that will help them acquire the language, and to develop an appreciation of Francophone cultures.

In order to be successful, students need to learn and use thinking and learning skills and strategies on their own. In order to help students gain control over a repertoire of key skills and strategies, the skills and strategies need to be explicitly taught and practiced using a model such as the following:

- Introduce and explain the purpose of the skill or strategy.
- Demonstrate and model its use.
- Provide guided practice for students to apply the skill or strategy with feedback.
- Allow students to apply the skill or strategy independently and with others.
- Reflect regularly on the appropriate uses of the skills or strategies and their effectiveness.
- Assess the students' ability to transfer the repertoire of skills and strategies with less and less teacher prompting over time.

### Industrial Arts 20

*Prerequisite: None, but recommended that students have Industrial Arts 10*

This survey course consists of:

1. Carpentry and Construction –safety, advanced use of power tools and an introduction to building construction.
2. Career and Work Exploration
3. Workplace Hazardous Materials Information System
4. Blueprint reading.

### Information Processing 20

This course will expand on what was covered in Information Processing 10 and will focus on the use of computers and applications in business. Manuscripts will be reviewed including a complete table of contents, headings, endnotes/footnotes and a bibliography page. Spreadsheets, charting and databases will be covered. Desktop publishing will be introduced and students will create a simple newsletter. Students will also design an advanced power point presentation and use Photoshop to create posters for an event

### Photography 20

*Prerequisite: None, but it is STRONGLY RECOMMENDED that students have Photography 10.*

This course further builds on the knowledge and skills gained from Photography 10. It explores camera controls and functions, photographic composition, legal and ethical issues, career and occupational opportunities, lighting and digital image manipulation.

*NOTE: Students must have their own digital camera for the course.*

### Visual Arts 20

In this course students will complete one research paper or handout, as well as develop a portfolio of at least 15 sketches, works in progress and projects. Students will also keep a journal where they express, collect, plan and work out ideas and information about art that interests them. There are 4 units in this course:

**Unit I** examines the variety of sources of inspiration artists have for the artworks they produce. Students learn more about an artist whose work they admire and use that research in developing their own original artwork.

**Unit II** is a critical examination of how mass media works and affects our lives. Students then use this knowledge to develop their own commercial artworks ranging from silkscreen t-shirts, print advertisements and album or book covers to fads and fashion in clothing and hair design.

**Unit III** focuses on the cultural groups that make up the fabric of Canada, including both traditional and contemporary Indigenous artists. Students are free to develop an artwork that relates to the material presented or to their own cultural roots.

**Unit IV** is an open project in which students research, plan and create an artwork based on one of four themes: Spiritual Images, Sculpture, Design or Differing Perspectives

*In addition, students will keep a portfolio of smaller works over the semester where they experiment with several different ideas and media.*

### Career & Work Exploration 20

In Career and Work Exploration 20, students spend 30-50 hours in the classroom and 50-70 hours in the workplace. They expand their awareness of career opportunities and explore options that are available to them and that match their career goals. The focus of Career and Work Exploration 20 is the exploration stage of the career development continuum.

### Physical Education 20

*Prerequisite: None (Wellness 10 is recommended)*

Physical Education programs in Saskatchewan strive to achieve the mission of developing active, autonomous learners; they also complement Physical Education's aim of lifelong participation through the incorporation of the following perspectives: The Foundational Perspective, The Activity Perspective, and The Personal-Cultural Perspective. An obvious goal of Physical Education is to have you desire to pursue a lifestyle that is made rich by participation in physical activity, and that values the pursuit of Physical Education / Wellness as a lifelong behavior pattern. This would include making healthy lifestyle choices and finding opportunities to grow and learn in body, mind, and spirit. Goal-Setting will allow you to plan, experience, and evaluate activities in such areas as recreation, sport, leisure, community, volunteerism, self-concept, education, fitness, nutrition, skill development, and others.

Physical Education 20 is designed to provide you with an opportunity to explore and experience a variety of activities that you have selected in order to encourage you to pursue an active, healthy lifestyle. The expectation is for you to come ready to be actively involved. Remember, our main goal is to have FUN!

### Apprenticeship 20A & 20B

*1 credit each (a separate credit application is required for these courses) Prerequisite: None*

Students employed under the supervision of a journey person in a trade or sub-trade may earn up to four (4) Secondary Level Apprenticeship credits on the basis of work proposed and completed by the student. Only students who are employed in a trade (i.e. have a paying job in a designated trade or sub-trade) are eligible for Apprenticeship credits. Apprenticeship 20A & 20B are each based on 100 hours of work which can be completed outside of the school day (e.g. after school, weekends, etc.)

### Mental Health & Wellness 20

The K-12 Aim of Saskatchewan health education curricula is to develop confident and competent students who understand, appreciate, and apply health knowledge, skills, and strategies throughout life.

The purpose of this course is to develop confident and competent students who have a sense of themselves and the importance of mental health literacy. This course will also help students know and appreciate the past, understand the present, and influence the future as it relates to the awareness of, supports for, and stigma of mental health.

### Financial Literacy 20/30

The Financial Literacy 20 and 30 electives can be used to fulfill the Practical and Applied Arts/Arts Education requirement for high school graduation. Teachers in grades 7 to 9 are able to introduce financial literacy to their students by using content from this curriculum in middle level Practical and Applied Arts courses. Financial Literacy 20 and 30 addresses financial topics and decisions that students may already be facing while highlighting others they are likely to face within the first few years of leaving high school. It also touches upon more complex topics such as home ownership, debt management and planning for the future, which are part of a lifelong financial journey.

**The areas of focus for Financial Literacy 20, 30 are:**

**Earning** – receiving money and/or resources as recognition for paid or unpaid work;

**Saving** – purposefully setting aside resources for future use and/or enjoyment

**Spending** – consciously using resources to enhance the well-being of self and others;

**Borrowing** – taking something on loan, with a promise of returning it, or its equivalent, often at a higher value, by a specific time;

**Sharing** – giving of one's skills, abilities, time or resources to enhance the well-being of community and self;

**Investing** – engaging in reflective decision-making for future benefit; and,

**Protecting** – recognizing, appreciating and maintaining the value and worth of oneself, community resources and the environment.

**Some Division IV courses may not be scheduled depending on the number of students requesting the course and/or staff availability.**

**NEW!**

**NEW!**

# DCS Division IV Courses - Grade 12

Students are required to have at least five 30-level credits.

## Compulsory Subjects

### English Language Arts A30

*Prerequisite: English Language Arts 20*

In this course students will study a variety of themes that focus on Canadian literature and society. There will also be some coordination of ELA A30 and History 30. This approach will allow students to analyze how our Canadian literature has been shaped by our physical landscape, as well as our history. Units of study include:

**Canadian Landscapes: Diverse and Dynamic**—In this unit students will examine the various landscapes in Canada including: Natural and Constructed; Psychological and Physical; Historical and Contemporary; and Personal and Societal.

**Canadian Perspectives: Distinct and Rich**—In this unit students will examine the various perspectives in Canada including such topics as: The Canadian Identity; Celebrating the Glorious and Acknowledging the Scandalous; Shifting Centres and Blurring Margins; and Understanding Beliefs and Initiating Action.

### English Language Arts B30

*Prerequisite: English Language Arts 20*

In this course students will explore global issues using a variety of traditional and contemporary world literature. Units of study include:

**The Search for Self**—sub themes of this unit include: Identity & Sense of Self, Human Qualities and Ideals, Joy & Inspiration, and Doubt & Fear.

**The Social Experience**—sub themes for this unit include: Dealing with Universal Issues; Ambition, Power & the Common Good; Social Criticism, Addressing the Issues.

## Social Sciences

*Select one (1) of the following:*

### History 30

*Prerequisite: None*

This history program examines the historical forces between the Aboriginal peoples who have always been here and the many different immigrants who came to make a new life for themselves. Canadians have had to deal with issues stemming from the environment and from working out ways of living with each other. This program examines the current state of these issues and alternative viewpoints for dealing with these issues within Canadian society.

### Native Studies 30

*Prerequisite: None*

None Native Studies 20 is an examination of contemporary issues of concern to Indigenous peoples around the world. Case studies are used to support and expand upon the basic concepts, legislation, and Indigenous perspectives presented in the Student Resource Guide. It is hoped that students will: • gain an understanding of the historical bases of current issues of concern to Indigenous peoples; • become aware of and increase their understanding of philosophies which are the foundations of Indigenous cultures; • develop a personal sense of social commitment through the creation and implementation of action plans for social change.

## Elective Subjects Math

### Workplace & Apprenticeship Math 30

*Prerequisite: Workplace & Apprenticeship Math 20*

This pathway was designed for students who may want to pursue post-secondary studies in trades, certified occupations, or direct entry into the workforce. Whether you plan to enroll in college, learn a trade, or enter the workforce after graduating from secondary school, the practical mathematical skills you will learn in this course will support you at work and in your daily life.

Curriculum outcomes are addressed through activities, projects, and problems set in real-world contexts, enabling students to make connections between school mathematics and the workplace. Real-world problems, especially those related to apprenticeship programs and to employment that students can enter after completing secondary school, include workplace applications of mathematical concepts.

Topics include: Linear Relations, Limits to Measurement, Statistics, Probability and Odds, Properties of Geometric Figures, Transformations, Trigonometry, and Owning a Small Business.

### Foundations of Math 30

*Prerequisite: Foundations of Math 20*

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus. The outcomes of this course are based upon the students' prior learning and continue to develop their number sense, spatial sense, logical thinking, and understanding of mathematics as a human endeavor.



Topics include Financial Mathematics (investing and borrowing money), Set Theory and Logic, Counting Methods, Probability, Polynomial Functions, Exponential and Logarithmic Functions, Sinusoidal Functions.

### Pre-Calculus 30

*Prerequisite: Pre-Calculus 20*

In this course, students will investigate function properties, transformations, and operations; trigonometric ratios, equations, and identities; as well as permutations, combinations, and the binomial theorem. The use of graphing technology is implemented throughout the course. This course is a pre-requisite for taking Calculus 30 and is also a good preparation for university and some technology based Saskatchewan Polytechnic courses. Content in this pathway was chosen to meet the needs of students interested in pursuing careers in science-related areas and is also recommended for those pursuing a Bachelor of Commerce Degree at University.

### Calculus 30

*Prerequisite: Pre-Calculus 30*

This is an advanced mathematics class aimed at students who will be taking calculus at university. This course will bring together knowledge from previous math courses and expand upon it.

The course will focus on topics such as: function transformations, domains and ranges, limits and continuity, differentiation, graphical applications of derivatives, rates of change, optimization problems, related rates, differentiation of transcendental functions and applications.

## Sciences

### Biology 30

*Prerequisite: Health Science 20 or Environmental Science 20*

The course examines the significance of evolution as a key unifying theme in biology and to explore what life is and how it changes over time. Students will examine the

organization of life in all kingdoms through the study of biomolecules, cellular processes, and organism function. In genetics and biotechnology, students will explore inheritance, and how information is stored, transmitted, and expressed at chromosomal and molecular levels.

### Chemistry 30

*Prerequisite: Physical Science 20*

Students will connect the theoretical nature of chemical bonds to the properties of ionic, molecular and organic compounds and what makes these materials suitable for various applications. Students will actively investigate the nature of equilibrium in chemical reactions and apply this to solution chemistry, acid-base reactions, and oxidation-reduction reactions, as well as their impacts on society and the environment. Students will also complete an inquiry activity related to one of these phenomena.

### Physics 30

*Prerequisite: Physical Science 20*

Physics 30 consists of four main units:

1. **Forces and Motion** – linear, circular, and projectile
2. **Conservation Laws** – momentum and energy
3. **Fields** – gravitational, electric, and magnetic
4. **Modern Physics** – relativistic principles, quantum mechanics, radioactivity, and nuclear technology.

There is also a student directed study outcome. Laboratory investigations are regular components of this program.

### Earth Science 30

*Prerequisite: Environmental Science 20*

Students will examine our planet's geological origins and the geological timescale as a foundation to guide decision making with regard to the use of its mineral and energy resources, the maintenance and remediation of the environment, and response to geological hazards. Hands-on field experiences will enable students to develop visual-spatial reasoning skills and an understanding of the role of Geographic Information Systems. Students will also explore the historical and contemporary significance of Earth Science and related careers.

## More Elective Subjects

### Clothing, Textiles & Fashion 30

This portion of the course focuses on developing an understanding of key theoretical concepts and on practicing skills associated with the areas of clothing, textiles, and fashion. There is a balance of personal and work-based skills promoted throughout. Practical application of the knowledge and skills will be demonstrated in projects reflected at both the personal and work level. The goals of this course include:

**Consumer Knowledge:** To develop a knowledge base that will enable students to develop buying practices when shopping for clothing and textile products.

**Personal Skills:** To allow students to cultivate practical clothing skills that can be used in their daily lives.

**Technological Advances:** To gain knowledge of the changes in the production of clothing and in the textiles industries and how they influence the lives of people today.

**Careers and Employment:** To explore career opportunities that may lead to successful employment in the areas of clothing, textiles, and fashion.

**Entrepreneurship:** To develop entrepreneurial skills and evaluate opportunities within the textile and fashion industry.

*NOTE: Traditionally students have made costumes for the drama production held at the beginning of February. Students also have time for their own project such as a choice of: quilting, hoodie, bean bag chair, beading, moccasins or mittens.*

### Food Studies 30

This course focuses on essential knowledge and understanding of food and nutrition. It also aims to develop self-reliance, independence, and positive social skills as well as to teach basic life skills and knowledge that all students need. There will be a heavy emphasis on baking and areas of study will include: quick breads, cookies, cakes and icings, pies and pastries, entertaining with food and foods for special occasions. The goals of the

course include:

**Consumer Knowledge:** To develop knowledge that will enable students to make wise buying choices when shopping for food.

**Personal Skills:** To allow students to cultivate practical skills that can be used daily in the preparation of foods.

**Technological Advances:** To gain knowledge of the changes in the production of food and the many conveniences that can be attributed to technological advances.

**Careers and Employment:** To create an awareness of the career opportunities in the fields of Food and Nutrition.

### French 30

*Prerequisite: French 20*

This course is designed to develop vocabulary relevant for daily communication to acquire a knowledge of French idioms, to revise previously learned verb tenses, and to further develop reading and speaking skills. The themes include media, cultures of the world and world issues.

### Industrial Arts 30

*Prerequisite: None, but recommend that students have Industrial Arts 20*

This course consists of:

1. **Carpentry and Construction** –safety, wood theory and garden shed construction
2. **Career and Work Exploration**

### Information Processing 30

This course is composed mostly of large projects and some group work. The focus is on the use of computers and applications for project and office management. Students will produce a variety of more advanced publications like pamphlets, brochures, newsletters, newspapers or children's books using desktop publishing. Students may choose to dedicate a portion of their semester to exploring various applications of personal interest in areas like web page development, animation, areas of graphic arts, advanced office applications, multimedia creations, etc

### Photography 30

*Prerequisite: None, but it is recommended that students have Photography 10 and 20.*

This course further builds on the knowledge and skills gained from Photography 20. The course explores lenses, careers and occupational opportunities, legal and ethical issues, digital image manipulation, critiquing images, presentations of images, and allows individual study in areas such as portraiture, photojournalism, and advertising.

*NOTE: Students must have their own digital camera for the course.*

### Visual Art 30

*Prerequisite: None*

In this course, students complete one research paper or handout. They develop a portfolio of at least 15 sketches, works in progress and projects. Students also keep a journal where they express, collect, plan and work out ideas and information about art that interests them. There are 4 units in this course:

**Unit I** looks at changes in art history, visual art and the students' own visual art expressions. Students learn about how a particular media, artist or art movement has affected or been affected by change and use that research in developing their own original artwork.

**Unit II** looks at the historical visual art of Canada and makes connections with the cultures and times that influenced the works. Some topics include the European influence on Canadian art, the Group of Seven and the search for a Canadian visual identity. Students use what they learn to create an original artwork.

**Unit III** examines many characteristics typical of art in Canada since 1950 including the influence of new technologies on art, large scale works and changes in subject matter. Students will use these findings as a starting point in their own art.

**Unit IV** is an open project where students research, plan and create an artwork based on one of four themes: Social Issues, Film and Video, Innovations in Art or Personal Identity.

*\*\*In addition, students will keep a portfolio of smaller works*

*over the semester where they experiment with several different ideas and media.*

### Career & Work Exploration 30A & 30B

In Career and Work Exploration 30A and 30B, students spend 20-40 hours in the classroom and 60-80 hours in the workplace. Students have the opportunity to experience career choices and to focus on developing entry level skills in a workplace setting. The experiential stage is the primary career development focus of this course. All DCS Grade 12's complete an A30 course by completing 2 -1 week work terms as well as classroom content.

### Physical Education 30

*Prerequisite: None*

Through the study and participation in Aquatics, Developmental Games and Sports, Educational Gymnastics, Fitness, Outdoor Pursuits, Rhythmic Dance and Volunteering, students will adopt a greater responsibility for their own health and fitness choices as well as their involvement in promoting lifetime fitness in the community through individual and group projects.

*\*Please note: A fee is charged to cover instructors and facility rental.*

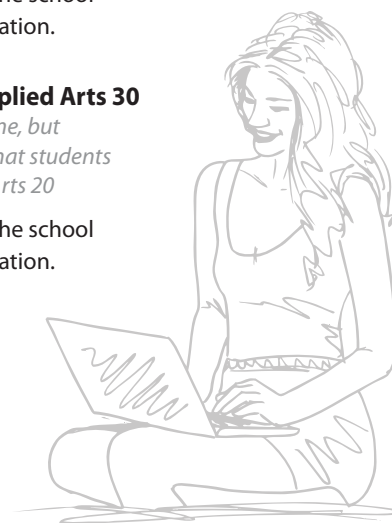
### Psychology 30

Please contact the school for more information.

### Practical & Applied Arts 30

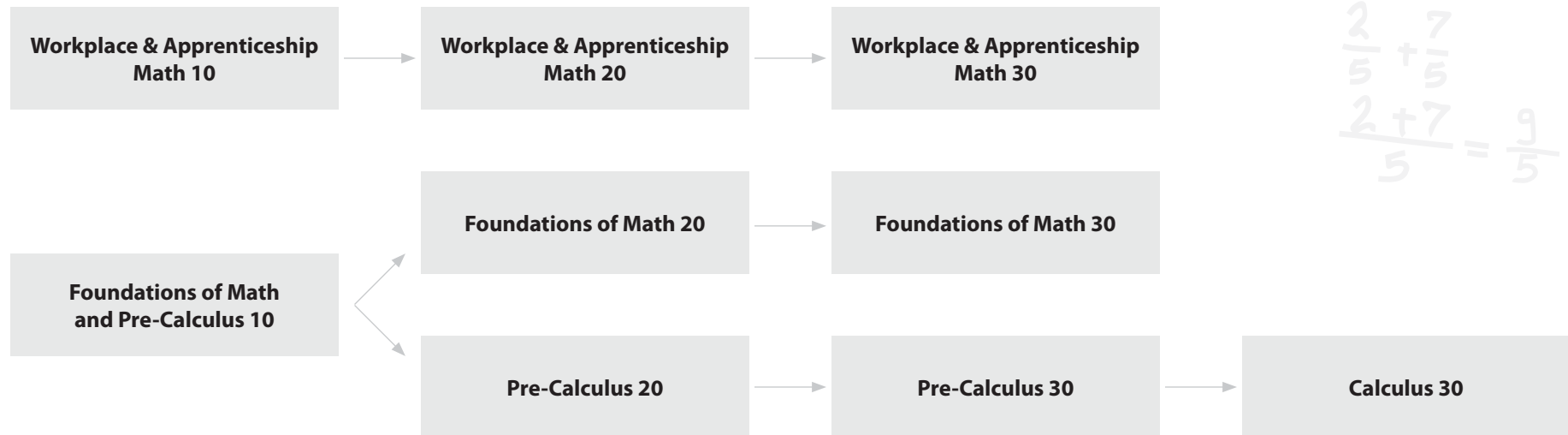
*Prerequisite: None, but recommended that students have Industrial Arts 20*

Please contact the school for more information.



# DCS Division IV - Math Pathways

One 20 level math meets Grade 12 graduation requirements and may meet entry requirements for some trades and/or post secondary programs but not all.



Although the math pathway decision will be based on factors unique to each student, we recommend that each student and their parents reflect on the following four factors before making this selection:

1. Student's performance in Math 10 pathway
2. Student's interest in math
3. Student's future education plans
4. Student's future career plans

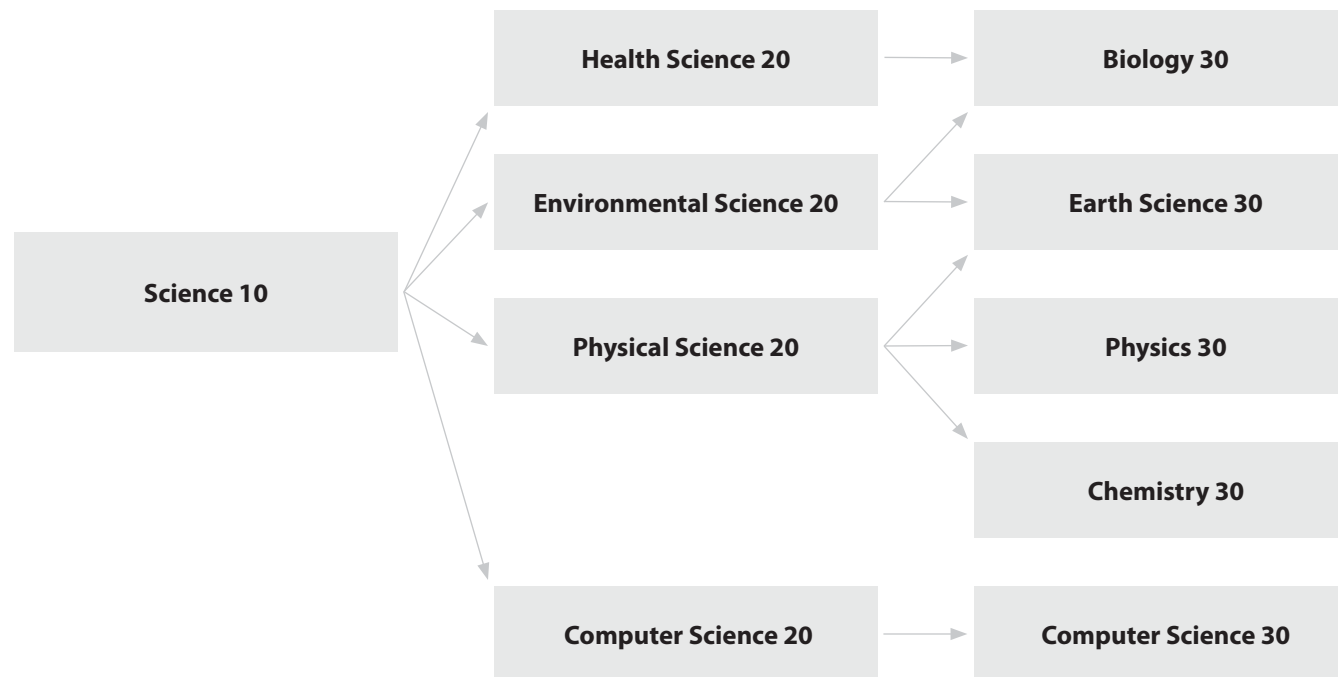
$$7 \times 8 = 56$$

$$\frac{2}{5} + \frac{7}{5} = \frac{9}{5}$$

$$2 \overline{) 50} \begin{matrix} 25 \\ \underline{40} \\ 10 \\ \underline{10} \\ 0 \end{matrix}$$

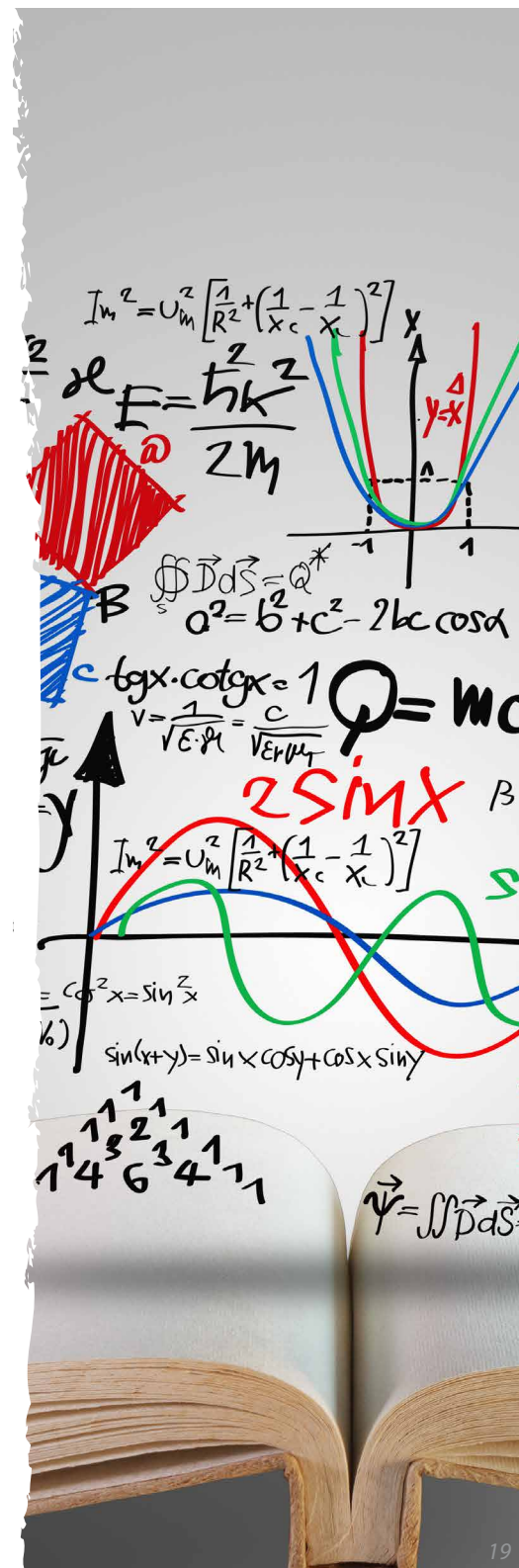


# DCS Division IV - Science Pathways



## Computer Science 20 & 30

These courses are not offered at DCS however if interested in these courses please contact the school for more information.





# Extra Curricular

Delisle Composite is a busy school with numerous opportunities for our students to be involved in. We encourage students to pick one, two or more of these outlined activities and get involved!

## **SRC: Student Representative Council**

The SRC is an executive of students responsible for the planning, organization and co-ordination of activities and events designed to enhance the general school spirit. Students are encouraged to participate and making suggestions to any SRC representative.  
*Grades 7-12 (year round)*

## **Yearbook**

Be a member of the yearbook staff as a writer, photographer, page developer, etc. *Grades 7-12 (year round)*

## **GSA: Gay Straight Alliance**

Open to all DCS students as a safe place to meet.  
*Grades 7-12 (year round)*

## **Golf**

Competition in a division tournament, with a chance for the senior team to attend provincials. *Grades 7-12*

## **Cross Country Running**

Non track distance running, varying from 3 to 6 km depending on age and gender. *Grades 7-12, only Grades 9-12 can qualify for the Provincial Meet (Sept. - Oct.)*

## **Junior Girls & Boys Volleyball**

For skill development and fun! *Grades 7-9 (Sept. - Nov.)*

## **Senior Girls Volleyball**

Girls competitive volleyball. *Grades 9-12 (Sept. - Nov.)*

## **Football**

Student athletes will learn the technical and tactical aspects of the sport of football. *Grades 9-12 (Sept. - Nov.)*

## **Junior Girls & Boys Basketball**

Basketball practices, games and weekend tournaments.  
*Grades 7-9 (Nov. - Feb.)*

## **Senior Girls & Boys Basketball**

Competing against 1A to 4A schools across the province at various tournaments and single games to prepare for provincial playoffs. *Grades 10-12 (Nov. - Feb.)*

## **Senior Girls & Boys Soccer**

We focus on conditioning, improving soccer skills and having fun. *Grades 9-12*

## **Track & Field**

Sprints and distance runs include hurdles, 100m, 200m, 400m, 800m, 1500m, and 3000m. Field events include shot put, javelin, discus, long jump, triple jump, and high jump.

*Grade 6-12, age as of August 31, start of school year (April - May)*

Senior – 16 and over

Junior – under 16

Midget – under 15

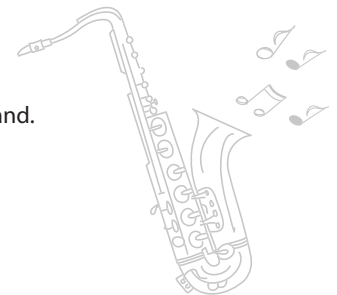
Bantam – under 13

## **Handbells**

Handbell music group, no prior music lessons/reading required.  
*Grades 7-12*

## **Prairie Spirit West Band**

Four skill levels are offered, beginners, junior & senior concert band, and jazz band.  
*Grades 5-12 (year round)*



# What else does DCS have to offer?

## Weight Room

There must be two people in the weight room at all times. Students will be required to go through a training session, often done in Physical Education, and follow the posted guidelines to use the fitness centre. Generally, students need to be in Grade 9 before using the weight room.

## Drivers Education

*Prerequisite: Students must be 15 years of age.  
No credits are given for this class.*

Students who are 15 as of Dec. 31 of 2017 are eligible to take Drivers' Education at the school. The course will start in the fall, even for students with late birthdays who are not 15 when school starts, with classroom sessions on Day 6 during lunch and period 4. Students must have their SGI Account Number prior to starting the course. Students can be withdrawn from the course by the instructors, or by school administration.

## Counselling

Linda Peters is our student guidance counsellor at DCS and is scheduled at the school on Monday, Tuesday and Thursday of each week. This service is confidential and available at any time on request of the student.

## Career Counselling

Barb Kiolo is the career counsellor. She is available to help students with the process of making career decisions. She provides guidance in choosing high school classes, post secondary programs and scholarship opportunities to best prepare you for your chosen career.

## Reading/Learning Time

*Daily 10:50-11:15*

We know that most students appreciate learning time and that we have many students who make use of learning time. We felt that learning time would be more effective at a different time in the day and the hour that we use for learning time may be too much time for students to work independently. To enhance students reading we adopted a school wide reading time that alternates with learning time. On Monday, Wednesday and Friday students read during the 25 minute block, and on Tuesday and Thursday students have the option of doing homework during the 25 minute block. If students do not have homework, they will use the time to read. The first learning time is the third Thursday of a semester.



## FAYE'S KITCHEN

Open Monday to Friday  
8:00am to 1:00 pm

### Breakfast

Bagel & Jam .....	\$2.25
MooMuffin .....	\$2.25
(english muffin, egg, cheese, meat)	
Double MooMuffin .....	\$3.25
Double MooMuffin with Extra meat & Cheese ....	\$5.00

### Sandwiches

Grilled Cheese .....	\$3.00
Grilled Ham & Cheese .....	\$3.75
Ham .....	\$3.50
BLT .....	\$3.75
BLT Bagel .....	\$3.75

<b>Subs</b> - Club, Trio, Turkey, Ham, or Veggie	
.....Small	\$4.25
.....Large	\$5.50

### Salads

Garden Salad .....	\$5.00
Caesar Salad .....	\$5.00
Chicken Caesar Salad .....	\$5.50
Taco Salad .....	\$5.50
Vetter Salad .....	\$5.50

### Snacks

Nachos & Cheese .....	\$5.00
Salsa & Sour Cream .....	\$.50 each
Cinnamon Bun .....	\$1.25




### Drinks

Chocolate Milk .....	\$1.25
Coffee .....	\$1.25
Hot Chocolate .....	\$1.50

*Prices are subject to change without notice.*





-  [blogs.spiritsd.ca/delislecomposite](https://blogs.spiritsd.ca/delislecomposite)
-  Delisle Composite High School
-  @DCS\_Rebels

#### Contact Us

Box 250  
Delisle, SK S0L 0P0

Phone: 306-493-2433  
Fax: 306-493-2345  
Email: [dcs@spiritsd.ca](mailto:dcs@spiritsd.ca)