

Ross River School

2017/2018 Handbook

We respect and acknowledge that we are working on the traditional land of the Ross River Dena Council.



*School policies, courses, and schedules
for students, parents and staff*

Ekúdé negánūstá sj

“See you soon”

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Ross River School

Ross River, Yukon, Y0B 1S0

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Welcome to Ross River School

Kaska Dena people have lived in over 240,000 square kilometers of land in the southeast Yukon, southern Northwest Territories, and north-western British Columbia for tens of thousands of years; long before both recorded history and the existence of provincial land and territorial borders.

Ross River, Yukon, home to the Ross River Dena Council, is situated near the confluence of the Ross and Pelly Rivers, near the Campbell Highway and the North Canol Road. Ross River is one of the two Kaska Dena communities located in Yukon.

Majority of the Ross River School students are of Kaska decent and the members of the Ross River Dena Council. Staff, students, parents, Ross River Dena Council and the School Council is working hard to make the Ross River School a place of learning.

Our main vision is to have happy, respectful, confident, proud and caring individuals. The Ross River School serves 55 pre-kindergarten to grade12 students in a rural setting. All of our students are members of the Ross River Dena First Nation.

The Ross River Dena Council supports school initiatives and provides funding for school supplies and field trips. The Ross River Dena Council support also includes funding for an Education Support Worker in the school, Resident Elders, and cultural and experiential activities.

We have established a sense of “community” within our school. This was done with the Cultural Inclusion funding, First Nation funding, and the dedication and commitment of staff and school council members.

School Mission

- School programs and their delivery respond to students’ unique cultural, emotional, and intellectual needs. They are driven by Kaska tradition and influenced by native philosophy.
- Students’ security and safety remains priority.
- Learning is child centered. Learning outcomes are defined by child abilities.
- Healthy emotional growth and desirable social interaction are the basis for sound intellectual development within students’ potentials.

- School focuses equally on special and curriculum programs.
- School observes the goals and objectives as stipulated in the Education Act.

Ross River School Council

School Council Members

Jenny Caesar

James Dick

Yvonne Ollie

Principal's Message

Denhta? I hope everyone had an enjoyable time out on the land or elsewhere. This year, we will all continue to work hard at making the school culturally inclusive and providing a welcoming and safe atmosphere for all.

We are looking forward in our positive journey with the Ross River Dena Council and community members. In addition, we will thrive to promote culturally relevant programs and activities throughout the school year.

The staff will continue to do everything necessary to include the local First Nation, elders, parents, school council in the lives of the students.

I hope you all have a very enjoyable year and I look forward in working with each and every one of you. Please feel free to drop by the school to discuss any issues, thank you.

Mussi Cho

Fran Etzel

School Staff

2017-2018 School Staff

Principal	Fran Etzel
Administrative Assistant	Judy Sisson
CELC	Victoria Metcalfe
Kaska Teacher	Linda Shorty
Kaska Teacher	Nancy Sterriah
K4-K5/Reading Recovery	Diana Yalowica
Grade 1/2/3	Angeline Costello
Grade 4/5/6	Michelle Riminski
Grade 7/8	Leandro Font Pino
Grade 9	Pierce Butler
Grade 10/11	Ryan Smith
Grade 12/VP	Paul McFadyen
ILC/LAT	Kris Bruneau
Paraprofessional – Florence Etzel	
Paraprofessional – Lois Loewen	
Paraprofessional – Kelly Redies	

Paraprofessional – Amanda Sather

Paraprofessional – Keifer Sterriah

Paraprofessional – Crystal Frost

Ross River School General Daily Schedule

A.M.	8:45 a.m	Warning Bell
8:50 a.m.	9:55 a.m.	A - Block Class
9:55 a.m.	10:05 a.m.	Sustained Silent Reading Class
10:05 a.m.	10:15 a.m.	Break
10:15 a.m.	11:32 a.m.	B - Block Class
11:32 a.m.	12:25 a.m.	Lunch
P.M.		
12:25 p.m.	1:42 p.m.	C - Block Class
1:42 p.m.	1:53 p.m.	Break
1:52 p.m.	3:10 p.m.	D - Block Class
3:10 p.m.		Final Bell & Dismissal

Ross River School Calendar Dates:

- First Day of School - August 29th, 2017

- Last Day of School - June 14th, 2018
- Christmas Break – December 18th, 2017 to January 2nd, 2018
- March Break - March 19th to March 29 (March 30th & April 2nd – Holiday)

Non-Instructional Days:

- September 6th, September 7th,
- October 12th, October 13th,
- November 16th

Holidays:

- Monday, September 4, 2017, Labour Day
- Monday, October 9, 2017, Thanksgiving Day
- Monday, November 13, 2017, Remembrance Day
- Friday, February 23, 2018, Heritage Day
- Friday, March 30, 2018, Good Friday
- Monday, April 2, 2018, Easter Monday
- Monday, May 21, 2018, Victoria Day

Ross River School Growth Goals

On-going Priorities:

- To strengthen a warm and welcoming atmosphere at the school
- To introduce students to the growing world of Robotics, starting with the absolute basics, assessable to even the youngest child
- To increase their understanding of using technology (projects using a 3-D printer)
- To increase the number of cultural artwork and murals throughout the school (plus exterior)
- To continue the Self-Regulation initiative
- Build a Positive relationship between the school, school council, and the community
- Promote Culturally Relevant Kaska programs and activities
- Build positive relationships and attachments between staff and students
- Restorative practices when dealing with situations where behaviour needs to change Ross River School Growth Plan, May 27, 2016, Page 3 of 15
- Ensuring that there is a focus on high standards and continuous improvement
- An emphasis on experiential learning strategies and techniques
- To improve the overall attendance (focus: chronic non-attenders)

These guiding principles and ways will remain priorities for the Ross River School. We will continue our emphasis on growth in social responsibility and respect for others. A safe, caring, and respectful atmosphere is essential in order for learning to take place. We will continue using the principles of self-regulation to help children grow in their social responsibility. We will

also continue to do everything necessary to include the community, Chief and Council, School Council, parents, and elders in the lives of our children.

GOAL #1: *Good Citizenship*

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- School will continue programs, which initiate, establish, and maintain children's sound emotional development in order to adhere to universal societal norms, as well as to reflect specific community needs.

RATIONALE:

- Many Ross River children have been experiencing hardship typical for isolated northern communities. More than an academically driven school environment, the students need a welcoming atmosphere which fosters understanding, friendship, and good feelings; an atmosphere which inspires initiative, promotes social cohesiveness, awakens imagination, and provokes aspirations to formulate ideas. We will attempt it through techniques to cultivate inner strength in children. Education under such circumstances will become a socially responsible process causing desirable changes in children's performances.

OBJECTIVES

- Increase students' awareness of their role in school; establish and maintain a respectful environment conducive to learning and appreciation of everybody's contribution.
- Promote respect for others even in the events of disagreement; to decrease occurrences of disputes and conflicts.
- Foster good feelings of belonging to school and town community.
- Make School an inseparable part of children's life.

STRATEGIES

- Engage children in learning about themselves, their families, and community by exploring the topics in inter-subject concepts (Social Studies, Language Arts, Kaska Studies, and Arts).
- Continue in School initiated community events on a monthly basis.
- Involve elders in School's life.
- Continue in students' assessment and consequent program designs either on Individual Education or Group Education Plan basis.
- Intensify and reinforce individual learning by providing individual and/or small group sessions on a short period pull-out basis with a special education teacher.

INITIATIVES

- **School Council:**
Increase involvement of parents in the School life through questionnaires and invitations to School functions.
- **School:**
 - (a) Open Houses with varying themes related to children's school activities.
 - (b) Social events around major holidays.

OUTCOMES

- Students will discover their worth, increase self-awareness and self-respect; and apply their positive social skills in daily interactions with their peers in and outside of academic environment.
- Students will increase their deliberate participation in classroom activities.
- The periods of quality instructional time will lengthen, suffering fewer disruptions.
- Student interaction will be guided by respect even in conflicting situations.
- A few documented cases of bullying will be further reduced in a number of incidents, a number of bullies, and a number of victims.
- Parents will gain a better understanding of their children's learning through gaining an insight into the multilayered School life.

MONITORING

- *Classroom Management* sessions on a weekly basis.
- Regular Staff meetings (every three weeks).
- School Based Team meetings (as needed).
- Teacher – parent conferences (other than Report Card Conferences).
- Report Card Conferences.
- School Council – Staff meetings (monthly or as needed).

GOAL #2: *Native Language and Culture*

GOAL #2: *Native Language and Culture*

- School will continue in delivery of *Kaska Studies Program* in order to assist the community in preservation of cultural and linguistic heritage. The language portion of the program will be attended by all the students on a daily basis. The traditional teachings will be offered as an *Active Learning Program* to deepen the program's impact on determined learners.

RATIONALE:

Ross River School serves mostly Kaska students. The prescribed programs of studies do not provide any relevant information on Kaska history, tradition, culture, and language. The Yukon Education, however, encourages incorporating locally developed courses into the regular curricula to amend the situation. The Ross River Dena Council had in the past urged the school

administration to introduce the courses, which would teach the students about their past, presence, and future in the context of the Yukon first Nations; which would cause the students to actively practice their culture and language; and which would assist the Council in preservation of Kaska tradition.

OBJECTIVES

- Students learn and use the language on a daily basis.
- Offer Traditional Teachings as an optional program.
- Disseminate skills and knowledge, which will encompass as many aspects of life on the traditional land as possible within the framework of modern society.
- Participate in the community life in order to promote its cohesiveness, as well as to be exposed to its positive influences.
- Foster respect for nature and promote sound environmental management.

STRATEGIES

- Continue *Kaska Language Course* on a daily basis
- Continue Fran Etzel's appointment as a Vice-principal with the responsibility of a Program advisor.
- Continue the *Resident Elder Program* and *Elders-in-School Program*.
- Continue in Wednesday afternoons *Traditional Teachings* program, focusing on life on the land, native arts and crafts, and native traditions.
- Organize special events such as *The Kaska Days* to engage in cultural celebrations with the community.
- Invite guest instructors for in-services such as Drum Making Workshop, or *Tufting*.

OUTCOMES

- Students will learn written and oral Kaska.
- Students will learn traditional outdoor skills such as trapping, snaring, hunting, fishing, as well as the most economic ways of using the harvests.
- Students will learn from elders, and in return provide for them (delivering fresh water, ice; making jam or traditional medicine).
- Students will learn traditional arts and crafts.
- Students will learn the concepts of clans and the traditional Kaska kinship system.

MONITORING

- Regular Kaska staff meetings (with invitations to Elders and Dena Council).
- Regular staff meetings.
- School Council meetings.

GOAL #3: *Literacy and Numeracy*

GOAL #3: *Literacy and Numeracy*

- School will continue in keeping the development and delivery of literacy and numeracy programs an educational priority.
- Literacy. The Foundation pilot project will continue to be implemented from the K5 to the grade 4 level. The Wilson's Reading will continue for special need students selected from the grade 5 – 7.
- Parental Nights:
 - The School will invite Bev Avano, the Yukon Wilson's Reading consultant, for a series of workshops for parents to promote and coordinate literacy efforts on a School – community level.
- Numeracy. We charted our own Math course last year on a primary and elementary level simply because the language based Math textbooks had proven to be beyond most students' comprehension level. The grade 1-2 will use "Ontario Math Book" (Workbook 1 & 2) which exposes the students to Number Sense, Patterns and Algebra, Measurement, Probability, Data Management, and Geometry in an easy to grasp concepts. We will use the certain strong elements of the course, and search for other programs which will better address our students' specific needs, particularly in the problem solving area. The grade 3-4 class combines the Jump Math with the Math Quest, and the Math Makes Sense learning resources in a dynamic program delivery. The teacher will add a new curriculum resource from the Department of Education as needed.
- Parental Nights: School will invite Paula Thompson for Math parental nights.
- Use of Information Technology:
 - (a) Internet information research and data collection;
 - (b) Success Maker program;
 - (c) Smart Board.

RATIONALE

The Ross River School's educational processes are as complex as the needs of the community. The learning is impacted by societal dynamics to which the facilitation of learning is often expected to respond with "accurate immediacy"; yet, the efficiency of the Literacy and Numeracy Programs largely depends on meeting the objectives of the first two goals, and is relative to the students' level of learning (as defined in the School Context on page 1). The ratio of programs' success under such circumstances can be measured only by careful observations with consequent anecdotal reporting rather than by strict percentile ratings. We strive for a well balanced assessment of learning and assessment for learning in order to avoid mechanical manipulation of numbers, thus encouraging understanding of concepts. The progress in most students can not be defined by a narrow horizontal base of the curriculum relative to a vertical acceleration of knowledge in a given, often non-negotiable timeframe. This fact alone affects:

- › Selection of learning and teaching materials within a grade and classroom;
- › Multileveled organization for instruction within a grade and classroom;
- › Instructional time and concepts suitable for target groups within a grade and classroom;
- › Expectations for student performances;
- › Classroom management.

The Literacy and Numeracy Curricula will be taught at different levels and in different pro-

grams to meet every student's distinct needs.

STRATEGIES AND OBJECTIVES

- Assess the grade 1 students' reading, writing, and math skills by the end of October, and decide on appropriate programming levels.
- Continue with Reading Recovery Program for the grade 1 students to accelerate their latent reading skills.
- Observe the regular program of studies for the students not affected by learning disabilities.
- Deliver Individual Education Plans or Group Education Plan to elementary students in the Resource Room.
- Teach rudimentary literacy and numeracy skills to the *Level 1* junior high students in the Experiential Learning class in the morning, and deliver a life skills/outdoor education oriented program in the afternoon.
- Teach modified programs to the Level 2, and adapted programs to the *Level 3* students.

OUTCOMES

- The students in regular programs will read, write, and calculate at their grade level.
- The *Level 3* programs will be adapted to address students' specific needs, and yet meet or almost meet the basic curriculum requirements.
- The *Level 2* programs will be modified without necessary consideration for curriculum criteria.

MONITORING

- Assessment of learning for learning (student portfolios, teachers' observations)
- Quizzes, mini tests, chapter tests, YAT tests, etc.
- School *Wide Write* (or equivalent).

GOAL #4: Active Learning

GOAL #4: Active Learning

- School will continue in the delivery of optional programs to enhance students' practical knowledge and skill.

RATIONALE

- The *Active Learning* courses provide students with work experiences. To increase the program effectiveness, the School will conduct a student interest survey in early September as suggested by the School Council. The selection of courses will be finalized by September 19. The Active Learning classes will start October 1 and continue throughout the year in three semesters.

STRATEGIES

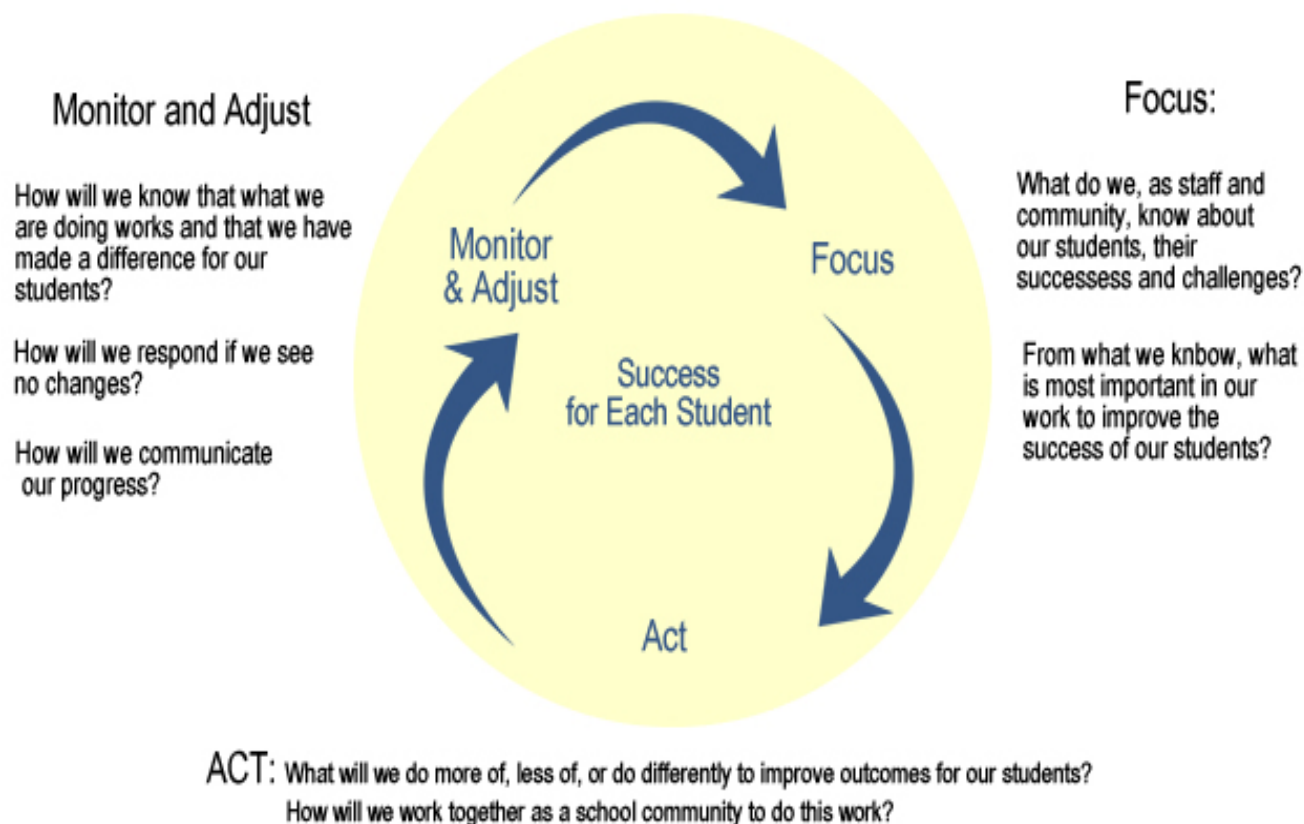
- Cooperate with Skills Canada, Yukon Food for Learning, BC/Yukon Breakfast for Learning, Industry Canada, School Council, and Ross River Dena Council.
- Involve parents in their children's registration through a sign-up campaign.
- Use teachers' expertise in specific program deliveries.

OUTCOMES

- Students will gain new skills applicable in their daily lives.
- Students will discover a true meaning of learning for life.
- Students will participate in the courses regardless of their academic achievements.

MONITORING

- Regular staff meetings.



Student Behavior and Expectations

ATTENDANCE is essential to the continued growth and development of each student at every grade level. Students do better when they're connected to their school, classroom, classmates and their teachers. The benefits of keeping pace with curriculum and maintaining understanding from unit to unit is directly related to higher student success and higher outcomes. Students are expected to attend each day unless ill or away. If your child is unable to make it to school, please contact the school secretary to prevent absences on student records. If a student is known to be ill or away by the front office an EXCUSED absence is recorded into the system.

INAPPROPRIATE STUDENT BEHAVIOUR Generally, when a student's inappropriate behavior interferes with the rights of other students in the class, or interferes with the instructional process, the following progression applies.

1. The teacher deals with the student by:
 - a) discussing the problem privately with the student. This would be an informal interview with the objective of establishing a basic understanding of the problem and formulating a plan of action to prevent further occurrences.
 - b) contacting the parents. A parent or guardian is contacted by the teacher to discuss specific concerns about the student's behaviour.
 - c) When the teacher is unable to deal satisfactorily with the problem, the student is referred to a member of the administrative team, usually the vice-principal and principal.

2. The administrator deals with the student by:
 - a) determining with the student whether the student is capable of providing a satisfactory solution to the problem together.
 - b) attempting to mediate a solution in a formal interview with the teacher, student, and parent.
 - c) soliciting parent help for the student where a student refuses to participate in the solution of the problem. This generally involves a dismissal or suspension from the school.

ASSAULT

Assault is defined as intentionally or recklessly threatening or causing physical injury to another person, or placing another person in fear of imminent physical injury. Threats that pose imminent physical injury to an individual or group will not be treated as a prank. They will be taken seriously and dealt with seriously. The consequence to such an event would be a suspension from school for the balance of the semester. The Administration will contact the RCMP as needed.

GRADUATION REQUIREMENTS:

Required Courses:

Subject Area	Minimum Credits
➤ Language Arts 10	4
➤ a Language Arts 11	4
➤ a Language Arts 12	4
➤ Social Studies 10	4
➤ Social Studies 11, BC First Nations Studies 12	4
➤ Science 10	4
➤ a Science 11 or 12	4
➤ a Mathematics 10	4
➤ A Mathematics 11 or 12	4
➤ Physical Education 10	4
➤ Planning 10	4
➤ a Fine Arts and/or Applied Skills 10, 11, or 12	4

48 credits

Elective Credits:

Students must earn at least 28 elective credits. These credits can be for:

Additional Grade 10, 11 or 12 Ministry-Authorized courses

28 credits

Graduation Transition

Students must earn 4 credits for their Graduation

4 credits

Overall Total:

80 credits

Of the 80 credits needed for graduation, at least 16 credits must be at the Grade 12 level, including a Grade 12 Language Arts.

COURSES 2017/18

PLANNING 10 (MPLAN) 4 credits

Planning 10 will be taught as a four credit course and is for grade 10 students. Planning 10 is a four-credit course required for graduation for those students for whom 2004 Graduation Requirements apply. It is designed as a four-credit course for delivery within the regular timetables of secondary schools. It includes four curriculum content areas (curriculum organizers):

- o Graduation Program Health
- o Education and Careers Finances

GRADUATION TRANSITION PLAN 4 credits

To build a successful future, you need more than academic skills. You need to know about career planning, employability skills and personal health. As part of the Graduation Program, students show their knowledge of these areas by assembling a Graduation Transition Plan. The Graduation Transition Plan is a paper-based or electronic collection of your work or other records of achievement. The Plan begins in Grade 10, with specific support and guidance provided as part of the Planning 10 course.

1. Personal Health component:

- a) 150 minutes of Physical Activity per week b) Healthy Living Plan

2. Community Connections component:

- a) work and/or volunteer experience

3. Transition Plan component:

- a) Year Plan b) Resume c) Documentation: letters of reference, certificates, model assignments etc... d) Financial Plan

ARTS COURSES:**Visual Arts General 10 (VAG10) 4 credits**

Visual Arts General is an introductory art course for students who feel serious about exploring their artistic talents. There is an emphasis on the development of the individual's artistic abilities. Course material will consist of a variety of topics and projects, which may include drawing, painting, design, clay work, graphics, jewelry and art history. This course will include the development of a personal portfolio of a student's artwork.

Art Foundation11 (MAF 11) 4 credits Art 10 or Fine Arts Option

Art 11 is a practical application in the visual expression of art. This course examines two-dimensional and three-dimensional forms such as drawing, painting, printmaking, pottery, sculpture and graphics. The course further develops students' understanding of art history as well as the elements and principles of design.

Art Foundation12 (MAF 12) 4 credits Prerequisite: 50% in MAF11

This advanced course is intended for highly motivated students. It builds on the knowledge and skills of previous art courses and allows the students to take special interest in one of the favoured art forms. As well, this course gives each student the chance to prepare a formal portfolio for college, university, arts school or employment. A year end group art show is also coordinated by the class.

ENGLISH COURSES:

English 10 (MEN 10) 4 credits

English 10 focuses on the study of literature including drama, film, poetry, short story, and novel. The course also emphasizes the use of language through personal writing and composition. Students' oral communication skills are developed using role-playing and presentation exercises. Note: This course has a graduation program exam worth 20% of the final mark.

English 10 First Peoples (MEFP 10) 4 credits

English 10 First Peoples satisfies the English Language Arts 10 requirement and is based entirely on the study of oral, audio, visual, cinematic, electronic media, and written work representing authentic First Peoples voices. It incorporates First Peoples principles of learning in both the course content and teaching methods. The course places an increased emphasis on the study and command of oral language and First Peoples oral tradition and recognizes the value of First Peoples worldview as well as the importance of culture in language and communication. The curriculum for this course is taught with a focus on themes, issues, and topics important to First Peoples.

English 11 (MEN 11) 4 credits Prerequisite: 50% in English 10

English 11 builds on skills developed over the last ten years. The strands addressed include reading, writing, listening, speaking, viewing and presenting. The course focuses on the skills related to each of the above strands. The course uses literature and a variety of other texts including film and electronic media to focus on the skills listed above. Note: An English course in grade 11 is required for graduation. English 11, Communications 11 or English 11 Honours must be completed successfully in order to graduate. .

Communications 11 (MCOM 11) 4 credits Prerequisite: Pass English 10

Communications 11 is designed to develop thinking and practical communication through every day situations in writing, such as business letters. The course also includes a study of short stories, poetry, novel and media. This course is designed for students who are not planning to pursue post-secondary academic education. Note: The Communications 11 exam makes up 20% of the final mark.

English 12 (MEN 12) 4 credits Prerequisite: 50% in English 11

An English 12 credit is required for graduation. English 12 may be that credit. The English 12 course critically analyses short stories, essay, novels, drama and poetry. English 12 gives students the opportunity to develop their writing skills and prepares them for post secondary English courses. Note: This course or Communication 12 is required for graduation. A graduation program exam in English 12 makes up 40% of the marks in this course.

Communications 12 (MCOM 12) 4 credits Prerequisite: 50% in COMM 11 or Mod Pass in En 11

This course is designed for students not planning to pursue post-secondary academic education. The aim is to develop thinking and practical communication through writing. The course also includes the study of short story, poetry, novel, media, business communication and prepares students for interviews. Note: This course or English 12 is required for graduation. The graduation program exam is worth 40% of the final mark.

MATHEMATICS COURSES:

Mathematics Fundamentals 10 (YMBO10B)

This course is recommended for students who have major gaps in their skill set from grade 8 and 9 and would like to improve those skills prior to continuing on to Math10 courses. Topics reviewed will be number operations, measurement, geometry and introduction to algebra as well as data management. Instruction will be individualized to meet student's needs.

Apprenticeship and Workplace Mathematics 10 (MAWM10) 120 hours Prerequisite: Math 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. Note: This course has a graduation program exam worth 20% of the mark

Foundation of Mathematics and Pre-Calculus 10 (MFMP10) 120 hours Prerequisite: Math 9

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post- secondary studies. This course leads to either Foundations of Mathematics 11 or Pre-Calculus 11. Note: This course has a graduation program exam worth 20% of the mark

Foundations of Mathematics and Pre-Calculus 10 /A (XAT Math 10A) 120 hours

This course is the first part of the regular Foundations of Mathematics and Pre-Calculus 10 course. It is designed to move at a slower pace and therefore reinforce necessary prerequisite skills required for success in this and subsequent courses. The student needs to successfully complete both Part A and Part B to receive credit in Foundations of Mathematics and Pre-Calculus 10. This course is designed to provide students with the mathematical understanding and critical thinking skills identified for post- secondary studies. This course leads to either Foundations of Mathematics 11 or Pre-Calculus 11.

Foundations of Mathematics and Pre-Calculus 10 /B (XAT Math 10B)

This course is the second part of the regular Foundations of Mathematics and Pre-Calculus 10 course. It is designed to move at a slower pace and therefore reinforce necessary prerequisite skills required for success in this and subsequent courses. The student needs to successfully complete both Part A and Part B to

receive credit in Foundations of Mathematics and Pre-Calculus 10. This course is designed to provide students with the mathematical understanding and critical thinking skills identified for post- secondary studies. This course leads to either Foundations of Mathematics 11 or Pre-Calculus 11.

Foundations of Mathematics 11 (MFMP11) 120 hours Prerequisite: 50% however, a final grade of 60% or higher in Foundations and Pre-calculus Mathematics 10 is strongly recommended. This course is strongly recommended for students who are planning on pursuing post-secondary studies in the arts or the humanities. Topics studied may include logic and reasoning, functions, geometry, and statistics. Students who successfully master the learning outcomes of this course may continue on to Foundations of Mathematics 12. This course satisfies the Ministry of Education's mathematics graduation requirements. Students who are planning on pursuing post-secondary studies in math or sciences should take Pre-calculus 11.

Pre-Calculus 11 120 hours Pre-requisite 50% however a final grade of 65% or higher in Foundations and Pre-Calculus 10 is recommended. Students with less than 65% should enroll in Foundations of Math 11 prior to taking Pre-Calculus 11.

This course is strongly recommended for students who are planning on pursuing post-secondary studies in math, sciences or economics. Topics covered may include relations and functions, trigonometry, polynomial functions, and graphing. Students who successfully master the learning outcomes of this course may continue on to Pre-calculus 12. This course satisfies the Ministry of Education's mathematics graduation requirements.

Apprentice and Workplace Mathematics 11 (MAWM11) 120 hours Prerequisites: successful completion of Apprentice and Workplace Mathematics 10 or permission from the instructor.

This course is strongly recommended for students who are planning on entering the workforce directly after high school, or who are planning on pursuing a career in the trades industries. Topics covered may include reasoning, rates of change, measurement, and statistics. Students who successfully master the learning outcomes of this course may continue on to Apprentice and

Workplace Mathematics 12. This course satisfies the Ministry of Education's mathematics graduation requirements.

Apprenticeship and Workplace Mathematics 12 (MAWM12) 4 credits Prerequisites: successful completion of Apprenticeship and Workplace Mathematics 11 or permission from the instructor.

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 algebra, geometry, measurement, number, statistics and probability.

Foundations of Mathematics 12 (MFMP12) 4 credits Prerequisite: 50% in Foundations of Mathematics 11; however, a final grade of 60% or higher is strongly recommended.

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. Topics include financial mathematics, geometry, measurement, number, logical reasoning, relations and functions, statistics and probability.

Pre-Calculus 12 (MPREC 12) 4 credits Prerequisite: 50% in Pre-Calculus 11; however, a final grade of 60% or higher is strongly recommended. This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post- secondary studies in programs that require the study of theoretical calculus. Topics include algebra and number, measurement, relations and functions, trigonometry, and permutations, combinations and binomial theorem.

SOCIAL STUDIES COURSES:

First Nations Studies 10 (YMIS 10A) 120 hours

Students will examine some of the rights and responsibilities of First Nations and some of the challenges and decisions we must face in the future. Students will also examine various levels of government and their responsibilities for First Nations people. Furthermore, students will explore the aspirations of First Nations to govern themselves, to reclaim and manage traditional homeland and to maintain a distinct identity within the larger Canadian society. This unit will help students explore the context in which First Nation societies live.

Social Studies 10 (MSS10) 4 credits Prerequisite: 50% in SS 9

The course covers the period from 1815 to 1914 in Canada and includes four areas of study: Society and culture, Politics and law, Economy and technology and Environment. Society and culture examines Aboriginal peoples and Europeans, immigration, the changing roles of families, and the role of women. Politics and law examines responsible government, federalism, western expansion, Confederation and nationhood. Economy and technology covers National Policy, building of C. P. R., industrialization, global and Pacific Rim trade. Under Environment we discuss the Western Cordillera, the Interior Plains and the Canadian Shield. The climate

vegetation, soils, and topography of these regions will be examined. A study of current events is an important part of the course.

Social Studies 11 (MSS 11) 4 credits Prerequisite: 50 % in SS10

This course offers three major areas of study: history, geography and political science. The history section covers Canada from 1914 to the present; the geography section examines geography of the developing world and the global village; and the political science section covers the Canadian system of government, and compares it to other systems in the world. Part of the course will examine current events.

Yukon First Nations Studies 12 (MFNSY 12) 4 credits Prerequisite: SS10 or SS10G

This course examines Yukon First Nations land claims and self-government. Emphasis will be placed on traditional laws and land tenure, the history of the Yukon land claims process as well as the resulting settlements and self-government agreements will be examined. In this course students will explore and discuss the different perspectives brought to this complex topic by a number of key people involved in the process. Students will be provided the opportunity to learn about the impact the claims process has had on their own local communities.

Please note that this course is currently under revision.

Yukon First Nations Studies 12 is one of three courses available for students to complete the Social Studies 11 graduation requirement. This course will have a final exam set by the instructor of this course.

PHYSICSL EDUCATION COURSES:

Physical Education 10 (MPE 10) 4 credits Prerequisite: PE 9 Required for graduation

This course will be offered as a co-educational program. This program enables all learners to enhance their quality of life through active living, the exposure to a variety of activities, and the development of skills and attitudes. The emphasis for these classes will be on creating active healthy lifestyles. Activities are

chosen from a variety of areas: team games, cooperative games, individual and dual activities, aquatics, skiing and fitness. We will emphasize personal fitness, personal responsibility, and fair play strategies. Students will acquire skills through a variety of developmentally appropriate movement activities. Students will also understand experience and appreciate the health benefits that result from physical activity. Students will also interact positively with others and will assume personal responsibility to lead an active way of life. Active Living component (activities completed out of class time) will be worth 10% of the mark.

There will be an activity fee to enable us to access community facilities outside of the school system.

Physical Education 11 (MPE 11) 4 credits Prerequisite: PE10 **Physical Education 12** (MPE 12) 4 credits Prerequisite: PE11 This four credit course meets the Applied Skills requirements. PE 11 and PE 12 is offered as an option for students and is a co- educational program with emphasis on skill learning techniques in a variety of performance and leisure oriented activities. This program enables all learners to enhance their quality of life through active living, the exposure to a wide variety and choice of activities, and the development of skills and attitudes. Personal fitness will be emphasized throughout the course. Students will have to design and implement a weight training program. The course will be offered as a modular program which provides the student with the opportunity to make choices regarding his/her own education, to develop leadership skills and to be accountable for their own learning. Leadership skills will be developed by student presentations and all students will be requested to teach one class.

SCIENCE COURSES:

Science 10 (MSC 10) 4 credits

The Science 10 course is a continuation and conclusion of the general study of science from grades eight and nine. Topics include: Life Science (ecology); Physical Science (study of motion, naming compounds, writing chemical formulae and equations); Earth and Space Science (earth climate and weather, earthquakes, earth's interior). Note: This course has a graduation program exam worth 20% of the final mark.

Earth Science 11 (MESC 11) 4 credits Prerequisite: 50% in SC10

Earth Science is, quite simply, the study of the planet we call "Earth." When we study the Earth, we study not only the solid earth, but also its oceans, its atmosphere, and the universe of which it is a part. Thus, students will study rocks and minerals, folding, faulting, and volcanism, weathering and erosion, the stars and galaxies, the Sun and the solar system, the Moon, as well as our oceans and our atmosphere. We will also examine our planet's geological history. Although Earth Science is not a prerequisite for Geography 12 or Geology 12, it will give students a solid background with which to enter these programs.

PRACTICAL ARTS COURSES:

Foods and Nutrition 10 (FDN 10) 4 credits Prerequisite: None

This is an introductory course in food preparation that can be taken at either the Grade 9 or Grade 10 level. Classes take place in the Cafeteria Instructional kitchen. Students wear a provided uniform and will be first trained in sanitation and work-site safety principles. How to use recipes, measure ingredients accurately and use a variety of slicing, mixing and blending techniques expose the student to lots of delicious and nutritious foods. Basic baking (cookies, scones, muffins, yeast breads, pastries), hot food preparation (meat dishes, pasta, stir-fries, soups, egg and milk dishes), cold food preparation (salads, vegetables, vegetarian foods, desserts, sandwiches) and special holiday foods are included. Canada Food Guide, tracking food intake and recipe analysis give the student experience in basic nutrition principles. Students will take the FOODSAFE Level 1 course as part of the program.

Foods and Nutrition 11 (FDN 11) 4 credits Prerequisite: None

This is a basic course in food production, preparation and nutrition. Students first take FOODSAFE Level 1 (Environment Canada) for certification. Students will study the basic principles of nutrition and use Canada's Food Guide to plan and produce healthy meals for the FHC Cafeteria. Current nutrition issues are studied. Lower fat food and healthy cooking techniques are emphasized in the preparation of foods. Students should have a strong interest in food preparation, production and service as well as lots of energy for the high physical demands and work experience of this course. Wednesday training days allow students to learn and practice new food preparation techniques.

Foods and Nutrition 12 (FDN 12) 4 credits Prerequisite: FN11 and Valid Food Safe Level 1

Students must have successfully completed Foods and Nutrition 11 and hold a valid Food Safe Level 1. While working in our commercial kitchen, students will design and prepare meals to meet a variety of diets and situations for the students and staff of FHC. The study of human digestion and metabolism as well as nutritional requirements through the life-cycle make this a beneficial course for those interested in Dietetics, health careers and culinary arts professions. Wednesday training days teach many new products and techniques.

Visual Arts: Media Arts 10 (MVAM 10) 4 credits Prerequisite: Technology 8

This course will allow students to develop an understanding of the changing place of media arts, especially how it applies to computer technologies and digital images and how it affects us within person, social, cultural and historical contexts. Students will primarily be working on computers with a variety of software to create and manipulate vector (Illustrator), bitmap images (Photoshop) and motion graphic design (Flash). In doing so students will study the creation and manipulation of digital images, digital file formats, color theory and bit depth, resolution and image size. The course will culminate in a final animation.

Visual Arts: Media Arts 11 (VAMT 11) 4 credits No Prerequisite

This course will allow students to develop an understanding of the changing place of media arts, especially how it applies to computer technologies and digital images and how it affects us within person, social, cultural and historical contexts. Students will primarily be working on computers with a variety of software to create and manipulate vector (Illustrator), bitmap images (Photoshop) and motion graphic design (Flash). In doing so students will study the creation and manipulation of digital images.

Visual Arts: Media Arts 12 (VAMT 12) 4 credits Prerequisite: Visual Arts: Media Arts 11

In this course students will further explore the topics discussed in Media Arts 11 with the focus now moving to Web Design. Students will primarily be working on computers with a variety of software to create and manipulate vector and bitmap images, motion graphics and web page design. In doing so students will study the creation and manipulation of digital images, digital file formats, colour theory and bit depth, resolution and image size. The course will culminate in

a personal web portfolio of their work throughout the course as well as various examples of media arts that have influenced them.

TECHNOLOGY EDUCATION COURSES:

Woodworking 10

This course will provide the student with basic instruction in the safe and proper use of woodworking machines and tools. (This course is designed for those students who have little or no previous woodworking experience, but who wish to investigate construction as a possible career choice). The student will be expected to develop a level of competency in the use of these machines and tools and the student will also be expected to construct a practical project that utilizes these tools and machinery. Possible projects include skateboards.

Metal Work 10

This course will provide the student with basic instruction in the metalworking process of welding, jewellery making, sheet metal work, machining, foundry, measurement and layout. Students will learn safety procedures in all areas of study. Students will also learn the principles of changing the properties of metals, forming metals and finishing metals.

Business Computer Applications 11 (MBCA 11) 4 credits No Prerequisite

Business Computer Applications 11 includes touch keyboarding, formatting of standard letters, memoranda, and reports. Students develop skills in business and personal communication. Students produce documents using industry-standard software with emphasis on word processing, spreadsheet, database and desktop publishing.

Entrepreneurship 12 (MENT 12) 4 credits No Prerequisite

Entrepreneurship 12 develops analytical, research, and decision-making processes to assist in the evaluation of viable business ventures and potential market opportunities. Students formulate, implement, and evaluate a mini-venture based on a business plan. Students consider elements such as operating strategies, organizational structures, administrative policies, operational processes, information management systems, and legal, ethical, and regulatory considerations. Students will also complete units on personal finance, labour laws, occupational health and safe

INDIVIDUALIZED WORK PLACEMENT GRADUATION PROGRAMS:

Work Experience: 8 credits

Work Experience 12A and 12B are Ministry-Authorized work experience courses and are worth 4 credits each. These courses are available to all Grade 11 and Grade 12 students and consist of the following components:

- Pre-placement orientation in the classroom during the first two-three weeks of the class.
- Activities to develop an understanding of the similarities and differences in behaviour standards between the workplace and school.
- 100 hours of out-of-school, on-the-job training.
- Activities that focus on employment readiness skills, self-awareness, labor market trends, and goal setting.
- Activities to develop an understanding and appreciation of the importance of workplace safety.

Partnerships: In a joint effort between Ross River and the business community in the Yukon, resources will be used to provide “hands-on” learning experiences outside the classroom. Students will be placed in work locations specifically selected to match individual interests and abilities. The participating employer and the school jointly develop, monitor and evaluate the student’s out- of-school Work Experience placement. Students will be evaluated on performance, attendance, assignments and term projects.

Prerequisite: • as regular attendance at work is also an important employability skill, students who have maintained a good attendance pattern

at school will be given priority in the application process.

Credits: Students who successfully complete the program will receive the following credits:

- 4 Credits WEX 12A
- 4 Credits WEX 12B

Enrolment to this course is by application. Yukon Secondary School Apprenticeship Training

The program is open to Yukon secondary school students who would like to explore a skilled trade and complete high school at the same time.

Many secondary school students work part-time while attending school, or during the summer break period. Some of those students are working in trades designated in Yukon for apprentice training. Those students working in a trade can be registered as apprentices with their employer and receive credit for their trade experience, even if the work is on a part-time or short term basis. Once they complete high school (defined as not returning to high school for the following semester), their apprenticeship agreements convert to a regular apprentice training schedule. They then continue their on-the-job training and access in-school technical training as regular apprentices. .

Kaska Language Resource

Denek’éh/Kaska

English

Dahyégé nedzétl'ūt néneghóde?	What time is it?
Dedī eschúé' Jackson lāt'ā.	This is my son Jackson.
Negā nūstā sǐ.	Goodbye
Denek'éh nezǐ dúguyā.	What is your name in Kaska?
Denezágī kesdǐ.	I am learning Kaska.
Dene k'éh enzǐ' dégúyē?	What's your Kaska name?
Dene k'éh eszǐ' Etsūe Ne'ǐhī gúye.	In Kaska my name is "Grandchild Who Steals."
Sezǐ' Gillian Farnell gúye.	My name is Gillian Farnell.
Sezǐ' Mésdzǐh gúye.	My name is Mésdzǐh [Owl].
Ekúdé negānūstā sǐ.	See you soon.
Soga sénlá'	Thank you
Kola estīe.	I am fine
Kolā entī-am?	Are you doing okay?
Dzenés tēní dzi H'ą négūnets'et.	It's afternoon.
Ītl'ét kētédé entsets.	Eat the berries just like that.
Tāchō yē dénh'īna?	What are you doing tomorrow?
Sóga senlá.	Thank you.
Lūge kah entén yéndíhām?	Do you know how to fish?

Dáhyégá ne dzétl'ũł neneghóde?

What time is it?

Dénht'ā.

Hello, how are you?

Mā ent'ā?

Who are you?