

ALEXANDER GALT



**Secondary 1
Program Descriptions
2019-2020**

Secondary I Program Descriptions

REGULAR PROGRAM	... is intended for students who have successfully met the Cycle III competencies in at least two of the three core subjects (ELA, Math and FSL) and are expected to be able to achieve the Secondary I program objectives in one year. Students have the option of taking up to 750 minutes/week of instruction in French. Social Studies, Science & ERC are offered in both French & English
CONCENTRATION PROGRAMS <i>(Arts, Science, Sports & Performing Arts)</i>	... is intended for students with a keen interest in Visual Arts, Science, Sports or Performing Arts. This program provides students with the opportunity to participate in their area of concentration for 8 blocks per cycle.
ADAPTED REGULAR PROGRAM	... same objectives as the regular program, however, this program allows for extra time in Language Arts and Mathematics and includes instruction in organizational and social skills. Upon successful completion of this program, students will be promoted to Regular Secondary II.
MODIFIED PROGRAMS	... is intended for students who have not yet mastered the Elementary Cycle III competencies in at least two of the three core subjects (ELA, Math, FSL). This program allows for extra time for Language Arts and Mathematics and includes instruction in organizational and social skills.

Cycle 1 Course List

Secondary 1	Secondary 2
English	English
French	French
E.R.C.	E.R.C.
Physical & Health Education	Physical & Health Education
Math	Math
Science	Science
Arts Education (art, music and drama)	Art or Drama or Instrumental Music or Dance
Geography/History and Citizenship	Geography/History and Citizenship

Please see course descriptions for level 1 at the end of this booklet. For levels 2-5: consult our school website: www.etsb.qc.ca/alexandergalt

****Placement in the various programs will occur after consultation with parents and the elementary school which the student has attended.****

AGRHS - Secondary 1 Programs (2019-2020)

Number of 75 minute blocks per 9-day cycle

Subjects	Regular	Adapted Regular	Modified Programs	Sports Concentration	Visual Arts & Performing Arts Concentration	Science Concentration
English	5	8	8	5	5	5
French (Regular, Enriched)	6	5	5	6	6	6
Math	6	9	9	6	6	6
ERC	1	1	1	1	1	1
Science	3	3	3	3	3	3
Phys Ed	3	3	3	3	2	3
Art (Visual Arts / Music / Drama)	3	2	2	2	3	2
Social Studies	5	3	3	5	5	5
Piper Option Blocks	2	2	2	-	-	-
Academic Blocks	2	-	-	1	1	1
Concentration Blocks				4	4	4

Taught in French
Taught In English
Taught in both

CONCENTRATION PROGRAMS

Our Concentration programs at Alexander Galt are an incredible opportunity for students to combine their passion with their academics. During the 2016-17 school year we will be offering the following concentrations:

- Multi-Sports Concentration (Basketball, Badminton, Hockey, Soccer, Swimming)
- Visual Arts Concentration
- Performing Arts Concentration (NEW as of 2017-2018)
- Science Concentration

You will find a list of subjects offered in each concentration program on the previous page.

Recommended Academic Requirements for students in a Concentration Program:

Students are recommended to obtain a 70% overall average and/or no failures, given the accelerated academic vigor of the programs.

If at any time students are not meeting the academic standards, they may be required to use their concentration blocks to catch up on their academic responsibilities. (See the Academic/Behavioural Requirements for Concentration Program document)

PLEASE NOTE:

*All students interested in enrolling in a concentration program should indicate their choice on the course selection form. Students and parents will be required to complete a supplemental application form which includes information about course time allocation and costs. A down-payment of the concentration fees is requested upon registration.

Concentrations at a Glance:

SPORTS CONCENTRATION: Students can practice up to 3 different sports during the year, based on the sports offered: Soccer, Basketball, Hockey, Badminton, & Swimming (new since 2014-2015).

The multi-sport approach is one that embraces a student's desire to participate in sports. This program is ideal both for a student who wishes to participate in sports but also for a student who wishes to excel in athletics. Students can switch sports each term or possibly take the same sport in a different trimester that coincides with each report card. The idea is for students to be engaged, work hard and improve in fundamental skills and game play within team concepts.

The closed group that students enjoy in the concentration program creates a private school atmosphere and setting, where students are expected to do well in both their academic and athletic endeavours, while also experiencing public High School. Our program incorporates strengths from many models along with our own to create a unique offering for our students.

VISUAL ARTS CONCENTRATION: Is open to all students and offers an enriched and multi-levelled Visual Arts curriculum. It expands students' artistic skills and knowledge, while enabling them to establish their unique identity as young artists.

MAIN CURRICULUM - Visual Arts:

DRAWING is the base of all visual arts; with a strong foundation in drawing students will easily develop and expand their artistic skills in all other artistic endeavors.

Students will be introduced to a thorough **ART HISTORY** study, in which they will learn about major art movements, styles and concepts, enhancing students' understanding and application of the visual communication language in the studio arts and drawing courses.

During the **STUDIO ARTS** sessions teachers and students will work closely in an enriching and intimate environment. Students will be exposed to a range of visual arts media and techniques. Courses will alternate through the years and will include: Painting, Sculpture, Ceramics, Photography, Illustration, Graphic Design, Creative Crafts, Printmaking, and Portfolio Design.

Learning is complemented by **SPECIAL EVENTS**, such as Museum and gallery visits, Specialists' workshops, exploration of potential art based careers, and visits to higher education art institutes.

Students will curate an **ART EXHIBIT** to celebrate their achievements and evolution with family and community.

ENROLLMENT & APPLICATION

Students enrolling in the Visual Arts Concentration program will be required to submit:

- An Artist Portfolio include 3 or more pencil drawings, one or more colour images, and one or more images of your choice (photo, sculpture, puppet, jewelry)
- A letter of intent: Please tell us why you enjoy creating art, describe your previous experience in art, and share some of your expectations for the future.

PERFORMING ARTS CONCENTRATION:

Galt Meets Broadway:

The performing Arts program is brand new. It is a program that will allow students to explore and grow their passion for Drama, Music and Dance. Being a new program, we have opened it up to only cycle 1 students (level 1 & 2). The 8 blocks, over a 9-day cycle, will be broken down as such:

- 2 blocks of Music (Piano and/or Vocals)
- 2 blocks of Dramatic Arts
- 2 blocks of Theatrical Movement
- 1 block of all 3 together
- 1 academic block

The program is built around a 2-year rotational system that will allow for no repetition of material and a progressive growth in the areas of Drama, Music and Dance. Students in the program will also enjoy various excursions, theatre and dance performances, as well as workshops and much more.

SCIENCE CONCENTRATION:

The program is a project based curriculum that explores the same topics as a traditional Secondary1 science class, but through an **intensive** hands-on approach, Students go into greater depth in each topic as they apply what they are learning to a project that they can see, touch, and make decisions about.

"Who is it for?"

It is meant for any Secondary1 student who is passionate about science and technology. Typically, these students are hard working, detail-oriented people who have a heightened sense of curiosity about the world around them. They are usually taking things apart (even if they're not broken), testing ideas, and above all asking the question: "Why?"

What is the structure of the program? Students in the program will receive double the amount of science instruction compared to their peers. Whenever possible, students in the program will have two science blocks back to back, allowing for a more in depth exploration of the material and application of their understanding through exciting hands-on projects. This means more labs, more "doing", more learning, and more fun!

What are the program projects?

In-House Biology

- ✓ We will bring nature into the classroom and study how organisms adapt to their environment. Coy fish, ant farms, avocado plants, and degus will all be cared for and studied.

Crisis in Japan

- ✓ A design competition for the best "firefighting robot".

Space Race

- ✓ Students participate in the launching, tracking, and recovery of a high Altitude atmospheric probe. The probe will be equipped with a high definition camera and other data collecting equipment that the students will analyse. This project will include a day in the field, preparing and launching the balloon, tracking its G.P.S. Signal and recovering it once it has re-entered our atmosphere.

Wind Generator Design

- ✓ Students will learn to use Google Sketch-up software to design anything they can imagine in perfect 3-D! Students will be on the cutting edge of the new clean energy economy as they design and build their own, working wind generator.

Sample Schedule for a student in a Concentration Program

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7	DAY 8	DAY 9
PER 1 9:05 - 10:20	Concentration	GEO123-07 Fr. Geography (Con.) <i>Paquette, J.</i> Y205	Concentration	FSL126-02 French 2 Enriched C <i>Allie, S.</i> Y204	GEO123-07 Fr. Geography (Con.) <i>Paquette, J.</i> Y205	MAT126-02 Math 1 (Con.) <i>Coleman, J.</i> O311	HIS123-07 Fr. History 1 (Con.) <i>Paquette, J.</i> Y205	ELA126-02 English 1 (Con.) <i>McCully, S.</i> Y303	ELA126-02 English 1 (Con.) <i>McCully, S.</i> Y303
PER 2 10:40 -	Concentration	ELA126-02 English 1 (Con.) <i>McCully, S.</i> Y303	Concentration	AMD104-50 Art/Music/Drama 1 <i>Grenicer, o..</i> Y104	SCI124-01 Science 1 (Con.) <i>Coleman, J.</i> O311	FSL126-02 French 2 Enriched C <i>Allie, S.</i> Y204	FSL126-02 French 2 Enriched C <i>Allie, S.</i> Y204	MAT126-02 Math 1 (Con.) <i>Coleman, J.</i> O311	HIS123-07 Fr. History 1 (Con.) <i>Paquette, J.</i> Y205
NOON 11:55 -12:45									
PER 3 12:50 - 2:05	MAT126-02 Math 1 (Con.) <i>Coleman, J.</i> O311	MAT126-02 Math 1 (Con.) <i>Coleman, J.</i> O311	ELA126-02 English 1 (Con.) <i>McCully, S.</i> Y303	ELA126-02 English 1 (Con.) <i>McCully, S.</i> Y303	Concentration	SCI124-01 Science 1 (Con.) <i>Coleman, J.</i> O311	Concentration	FSL126-02 French 2 Enriched C <i>Allie, S.</i> Y204	MAT126-02 Math 1 (Con.) <i>Coleman, J.</i> O311
PER 4 2:20 - 3:35	FSL126-02 French 2 Enriched C <i>Allie, S.</i> Y204	ERC122-02 Fr. Ethics & Religion <i>Allie, S.</i> Y204	MAT126-02 Math 1 (Con.) <i>Coleman, J.</i> O311	HIS123-07 Fr. History 1 (Con.) <i>Paquette, J.</i> Y205	Concentration	ELA126-02 English 1 (Con.) <i>McCully, S.</i> Y303	Concentration	AMD104-50 Art/Music/Drama 1 <i>Grenicer, o..</i> Y104	SCI124-01 Science 1 (Con.) <i>Coleman, J.</i> O311



****Please note that one of the concentration blocks is reserved as an Academic Block. In this example, the block indicated by the arrow (Day 5, block 4) is the Academic Block.**

LEVEL 1 COURSE DESCRIPTIONS

ELA100

ENGLISH LANGUAGE ARTS

Description

The aim of the English Language Arts Program is to provide students with the opportunity to UNDERSTAND, USE, and APPRECIATE the essential attributes of the English language. This program will challenge students to realize that effective use of language in formulating their ideas will lead to effective communication.

In accordance with the new Quebec Education Plan and the Progressions of Learning, students in Cycle 1 are expected to develop the following competencies:

1. Able to use language to communicate and learn effectively.
2. Able to represent his/her literacy in different media.
3. Able to read and listen to written, spoken and media texts.

Grammar skills will be taught and students will be expected to master an established list of skills by the end of Level 1 and 2.

Students will be exposed to several study skills including: how to organize and schedule their time effectively; how to take notes, organize and summarize information; how to study and prepare for examinations.

Selected fiction and non-fiction, poetry, novels and/or plays will be studied in depth. Various other materials such as newspaper and magazine articles and other forms of popular media will also be explored. Students will be exposed to a number of writing, listening, speaking, and responding activities to develop language skills.

By the end of the first year students will have begun to learn that the three main competencies set out in the program are related to every subject area and achieving mastery in these areas will allow them to succeed in all areas of learning. On completion of year two of the Language Arts program students should be exhibiting increasing maturity and awareness in their written and oral presentations.

Objectives The goal of the Cycle 1 mathematics program is to prepare students to live and be productive in an ever-increasing mathematical world. In order to accomplish this goal, the program will follow the Quebec Educational Program. Students will be encouraged to develop competencies in the following areas during the two-year Cycle 1 program.

1. Solving Situational Problems – students will be expected to give oral or written explanations showing that they understand a situational problem, to use appropriate mathematical knowledge to solve a situational problem, and to develop an appropriate solution to a problem.
2. Using Mathematical Reasoning – students will be expected to formulate conjectures appropriate to a situation, to use the correct concepts and processes appropriate to a situation, to use reasoning that is appropriate to a situation, and to justify the steps taken or reasoning taken to reach a particular solution.

Mathematics is used in a multitude of everyday activities. However, to appreciate its applications, knowledge of the various branches of Mathematics (arithmetic and algebra, geometry, and probability and statistics) is essential. Because this knowledge makes students aware of the role that Mathematics plays in everyday life, it allows them to expand their world-view.

Secondary 1 Content Covered within Themes

Number theory
Rational Numbers
Integers
Pre-algebra

Data collection methods
Graphing types
Basic statistical calculations

Perimeter and area
Geometric constructions
Isometric transformation

These goals will be accomplished through the use of various resources such as hands on manipulatives, computer technology, (including ipads) calculators and geometry sets. Students will use these materials in activities and projects involving exploration of real life concepts, and the reflection and justification of responses.

FRENCH IS A COMPULSORY COURSE AT ALL LEVELS.

Students in Cycle 1 will be placed in one of two programs:

FRENCH SECOND LANGUAGE (Base)

FRENCH SECOND LANGUAGE (Enriched)

FSL 100

FRENCH SECOND LANGUAGE (Base)

Objectives:

The aim of the program is to develop students' ability to communicate in situations that correspond to their age, needs and interests.

To achieve these objectives students will continue to develop the three competencies found in the elementary school program:

1. Interact orally in French.
2. Read and understand a variety of French texts.
3. Write and produce various French texts.

To develop the three secondary Cycle 1 competencies, students will explore different aspects of the French language and of the culture of French speakers. Students will experiment with and expand their personal language repertoire as well as their use of communication and learning strategies.

Students will use a variety of strategies to respond to different texts, to write and produce texts, and to broaden their understanding of text types and text components.

FRENCH SECOND LANGUAGE (Enriched)

Prerequisite: Grade 6 (French elementary school) or grade 6 (English elementary school – students who are fluent in French and are ready to acquire more advanced skills in the language).

Objectives: The aim of the program is to develop students' ability to communicate in situations that correspond to their age, needs and interests. The focus is on using French with increasing fluency and accuracy to explore a wide variety of issues and to exploit response, writing and production processes more fully.

To achieve these objectives students will continue to develop the three competencies found in the elementary school program:

*Interact orally in French.

*Read and understand various popular and literary texts.

*Write and produce a variety of texts and develop an identity as a writer.

To develop the three secondary Cycle 1 competencies, students will explore different aspects of the culture of French speakers.

Students already have the basic language they need to converse in French; they will continue to expand their language repertoire and participate in a variety of communicative situations with relative ease.

They will explore authentic texts: popular, literary and information-based. Students will exploit a much broader range of text types and demonstrate their understanding of texts through more complex responses and tasks.

They will reflect on their personal language development, and manage strategies and resources more autonomously through speaking, listening, reading, viewing, writing and producing.

Students will also expand their use of the processes to write and produce texts and they will focus on their creativity and personal style.

SCIENCE AND TECHNOLOGY (offered in both French & English)

OBJECTIVES: Science and technology involves a rich variety of fields of knowledge (biology, chemistry, physics, earth science, astronomy, engineering, and manufacturing) that complement one another. The goal of the Cycle 1 Science and Technology course is to help students develop basic scientific and technological literacy among these domains. Students will be encouraged to build this basic knowledge, to improve their ability to make informed decisions, and to develop a positive attitude towards the study of science and technology.

As outlined in the Quebec Educational Program, students in Cycle 1 will develop ability in the following competencies:

1. Seeking answers or solutions to scientific or technological problems.
2. Making the most of his/her knowledge of science and technology.

These competencies will be examined through a series of modules:

- The Material World
- The Technological World
- Earth and Space
- The Living World

An active learning process is emphasized in the course. Concrete hands-on activities designed to reinforce concepts will require students to use information, solve problems, exercise critical judgment, use creativity, adopt effective work methods, co-operate with others, and communicate effectively. Participation in our local science fair will be mandatory.

RESOURCES: Universe textbook; Eureka series of textbooks; handouts; and resources from the Enhanced Learning Strategy Program offered by the ETSB.

SOCIAL STUDIES (offered in both French & English)

GEOGRAPHY

OBJECTIVES: The aim of the Geography course is to place the students in a variety of learning and evaluation situations in which they will be better able to understand, interpret and apply knowledge of territories around them.

Project based learning on relevant territorial and world issues will better prepare them as present and future citizens.

In accordance with the Quebec Education Plan and the Progressions of Learning, students in Cycle I are expected to develop the following competencies:

1. Understand the organization of a territory
2. Interpret a territorial issue
3. Develop and construct an awareness as global citizens

Project-based learning using the ipad

Textbook: Territories Book A (Secondary 1)

HISTORY AND CITIZENSHIP

OBJECTIVES: The aim of the History and Citizenship program is two-fold: To enable students to develop their understanding of the present in light of the past and to prepare them to participate as informed citizens in the social life of a democratic, multicultural society.

In accordance with the new Quebec Education Plan and the Progressions of Learning, students in Cycle 1 are expected to develop the following competencies:

- 1) Examine social phenomena from a historical viewpoint
- 2) Interpret social phenomena using the historical method
- 3) Construct a conscious awareness of citizenship through the study of history

Project-based learning using the ipad

Textbook: From Yesterday to Tomorrow Book A (Secondary 1)

My History Log Book A (Secondary 1)

ETHICS AND RELIGIOUS CULTURE(offered in both French & English)

Objectives: The aim of the Ethics and Religious Culture Program is the construction of identity, the construction of world-view and empowerment. It is designed to help teens better understand the recognition of others, the pursuit of the common good and to open their minds to the different religious cultures through the development of their own opinions on various issues within today's society and to express how they feel through reflection and dialogue.

In following with the new Quebec Education Program (QEP), students will be encouraged to develop three (3) competencies during the two-year Cycle 1 program.

Competency 1 - Reflects on Ethical Questions

Students will be expected to analyze a situation from an ethical point of view, examine a variety of cultural, moral, religious, scientific or social references, and evaluate possible options or actions.

Competency 2 - Demonstrates an Understanding of the Phenomenon of Religion

Students will be expected to analyze forms of religious expressions, make connections between forms of religious expression and the social and cultural environment, and closely examine various ways of thinking, being and acting.

Competency 3 - Engages in Dialogue

Students will be expected to organize his/her thinking, interact with others, and develop and support a point of view.

PHYSICAL EDUCATION

PEH 100

Objectives: The objective of this course is to provide students with the opportunity to develop fundamental skills through involvement in specific sports and physical activities.

Competencies:

1) Perform movement skills in a variety of settings. Students will learn to analyze situations in accordance to their physical abilities and the characteristics of their environment. Students will work toward the improvement of their skills in these settings.

2) Interact with others in a variety of settings. Students will learn to cooperate, participate and develop in peer settings. Demonstration of fair play and intelligent tactics will be ongoing.

3) Adopt a healthy, active lifestyle. Students will work toward fitness standards appropriate to age and sex. Students will begin the process of self-evaluation and understanding of the importance of good health and life habits.

Content: This course consists of units in the following:

Soccer, Basketball, Cross-Country Running, Weight Training, Ringette, Volleyball, Gymnastics, Badminton, Softball, Changes & Choices Program, Cooperative Games and a Winter Activities Program.

ARTS EDUCATION

EXPLORATION ART, MUSIC, DRAMA

Objectives:

The aim of this program is to introduce the students to the principal techniques of Art, Music and Drama, and to develop in students a positive attitude towards the Arts.

In Art, students will learn various creative processes, different artistic techniques, and learn to express themselves using the materials and techniques of Art.

In Music, students will be introduced to a musical instrument such as the guitar. They will learn the basics of handling this instrument by learning the basic theory, reading musical notes and practicing fundamental chords and through the interpretation of several popular songs.

In Drama, students will have the opportunity to explore their identity and express themselves openly in front of their peers. The course will progress from discovery to creation, allowing even the shyest students opportunity to grow as performers.

The students will have approximately three months each of Art, Music, and Drama. At the end of the year, they will have an appreciation of the three fields in The Arts.

Alexander Galt Regional High School – Secondary 1 Course Selection Prep-Form (2019-2020)



Place Label Here (Student, School, Grade 6 teacher, Program)

Options <i>(To be selected online)</i>	Regular Program	Admitted into Science Concentration	Admitted into Sports Concentration	Admitted into Visual Arts / Performing Arts Concentration
French	<input type="checkbox"/> FSL106 – Regular <input type="checkbox"/> FSL116 – Enriched	<input type="checkbox"/> FSL106 – Regular <input type="checkbox"/> FSL116 – Enriched	<input type="checkbox"/> FSL106 – Regular <input type="checkbox"/> FSL116 – Enriched	<input type="checkbox"/> FSL106 – Regular <input type="checkbox"/> FSL116 – Enriched
Science	<input type="checkbox"/> SCI104 – Taught in English <input type="checkbox"/> SCI114 – Taught in French	SCI104 – Taught in English Only	<input type="checkbox"/> SCI104 – Taught in English <input type="checkbox"/> SCI114 – Taught in French	<input type="checkbox"/> SCI104 – Taught in English <input type="checkbox"/> SCI114 – Taught in French
Social Studies (History & Geography)	<input type="checkbox"/> HIS/GEO 103 – Taught in English <input type="checkbox"/> HIS/GEO 113 – Taught in French	<input type="checkbox"/> HIS/GEO 103 – Taught in English <input type="checkbox"/> HIS/GEO 113 – Taught in French	<input type="checkbox"/> HIS/GEO 103 – Taught in English <input type="checkbox"/> HIS/GEO 113 – Taught in French	<input type="checkbox"/> HIS/GEO 103 – Taught in English <input type="checkbox"/> HIS/GEO 113 – Taught in French
Arts Education <i>(Students are required to remain in the same art option for the entire cycle (sec 1 & sec 2))</i>	Indicate your order of preference (1 to 4) in the boxes next to each course. <input type="checkbox"/> ART <input type="checkbox"/> MUSIC <input type="checkbox"/> DRAMA <input type="checkbox"/> DANCE	Indicate your order of preference (1 to 4) in the boxes next to each course. <input type="checkbox"/> ART <input type="checkbox"/> MUSIC <input type="checkbox"/> DRAMA <input type="checkbox"/> DANCE	Indicate your order of preference (1 to 4) in the boxes next to each course. <input type="checkbox"/> ART <input type="checkbox"/> MUSIC <input type="checkbox"/> DRAMA <input type="checkbox"/> DANCE	-----
Piper Option Blocks <i>(Please refer to the descriptions page for more details on each option)</i>	Indicate your order of preference (1 to 11) in the boxes next to each course. <input type="checkbox"/> Active Living <input type="checkbox"/> Sign Language <input type="checkbox"/> Media Literacy <input type="checkbox"/> Sewing & Cooking <input type="checkbox"/> Music Maniacs <input type="checkbox"/> Computer Coding <input type="checkbox"/> Film Making <input type="checkbox"/> Mathletics <input type="checkbox"/> Image-Design-Create (STEAM) <input type="checkbox"/> Recording & Song Writing <input type="checkbox"/> Yoga			

MAPS Programs (Modified & Adapted Programs)

Please note that placement to one of our MAPS programs can only take place after consultation with parents and the elementary school that the student has attended. Students entering the MAPS programs will need to complete course selection for the regular program and will only be confirmed to the program during the month of April.

Parent /Guardian Signature

Teacher Signature

Date