

# ALEXANDER GALT



Cycle 2  
Program Descriptions Booklet  
2020-2021

# Table of Contents

## [Table of Contents](#)

### [Registration & Course Selection Information 2020-2021](#)

[Registration Process:](#)

[Course Selection Process:](#)

### [Overview of Cycle 2 Learning Paths](#)

#### [GENERAL EDUCATION & APPLIED GENERAL EDUCATION PATH](#)

#### [WORK-ORIENTED TRAINING PATH](#)

[PRE-WORK TRAINING](#)

[SEMI-SKILLED TRADE](#)

### [Cycle 2 Programs – Secondary 3 Subject-Time Allocation](#)

### [Cycle 2 Programs – Secondary 4 Subject - Time Allocation](#)

### [Cycle 2 Programs – Secondary 5 Subject - Time Allocation](#)

### [Cycle 2 Programs – Concentrations](#)

[Concentrations at a Glance:](#)

[SPORTS CONCENTRATION:](#)

[VISUAL ARTS CONCENTRATION:](#)

[PERFORMING ARTS CONCENTRATION \(Galt Meets Broadway\):](#)

[HUNTING & FISHING CONCENTRATION:](#)

[Sample Schedule for a student in a Concentration Program](#)

### [Cycle 2 Programs – Enrichment](#)

### [Cycle 2 Programs – Secondary 3 Course Descriptions](#)

[Sec. 3 English Language Arts](#)

[587304 History & Citizenship \(Enriched\)](#)

[Prerequisite: Sec. 3 English average 75%](#)

[Sec. 3 FRENCH](#)

[634306 French Sec. 3 \(Regular\)](#)

[635306 French Sec. 3 \(Enriched\)](#)

[Sec. 3 MATHEMATICS](#)

[Sec. 3 SCIENCE](#)

[555306 Science & Technology – Sec. 3](#)

557306 – Applied Science and Technology

Sec. 3 SOCIAL STUDIES

Sec. 3 PHYSICAL & HEALTH EDUCATION

Sec. 3 ART

Sec. 3 MUSIC

Sec. 3 DRAMA

Sec. 3 DANCE

Cycle 2 Programs – Secondary 4 Course Descriptions

Sec. 4 ENGLISH

632406 English Language Arts

Sec. 4 FRENCH

634404 French Sec. 4 (Regular)

635306 French Sec. 4 (Enriched)

Sec. 4 MATHEMATICS

563404 MATH - Cultural, Social and Tech. Option

565426 MATH - Scientific Option

Sec. 4 SCIENCE

555444 General Science & Technology

557416 Applied Science & Technology

539444 Environmental Science & Technology

Sec. 4 SOCIAL STUDIES

Sec. 4 ETHICS & RELIGIOUS CULTURE

Sec. 4 PHYSICAL & HEALTH EDUCATION

Sec. 4 ART

Sec. 4 MUSIC

Sec. 4 DRAMA

Sec. 4 DANCE

Cycle 2 Programs – Secondary 5 Course Descriptions

Sec 5. ENGLISH

Sec 5. FRENCH

634504 French Sec. 5 (Regular)

635506 French Sec. 5 (Enriched)

Sec 5. MATHEMATICS

563504 MATH - Cultural, Social and Technical Option

565506 MATH - Scientific Option

Sec 5. SCIENCE

[551504 Chemistry \(Advanced Option\)](#)

[553504 Physics Sec. 5 \(Advanced Option\)](#)

[559502 Science Enrichment Sec. 5 \(Advanced Option\)](#)

[Sec 5. SOCIAL STUDIES](#)

[592502 Contemporary World - 602522 Finance](#)

[585594 20th Century History \(Option Course\)](#)

[Sec 5. ETHICS & RELIGIOUS CULTURE](#)

[Sec 5. PHYSICAL & HEALTH EDUCATION](#)

[Sec 5. ART](#)

[Sec 5. MUSIC](#)

[Sec 5. DRAMA](#)

[Sec 5. DANCE](#)

[Cycle 2 Option Courses](#)

[Cycle 2 Programs – 15 + \(Pre-vocational training program\)](#)

[Cycle 2 Programs – 2 4 U \(Concomitance Program \)](#)

[2 4 U PROGRAM – year 1](#)

[2 4 U PROGRAM – year 2](#)

[Cycle 2 Programs – High School Diploma \(MEES Requirements\)](#)

## Registration & Course Selection Information 2020-2021

### **Registration Process:**

Information on how to re-register students at Alexander Galt Regional High School for the 2020-2021 school year was sent to parents via email. Registration can be done online using the secure MOZAIK website. You can access the site from by pointing your browser to the following address: <https://inscription.portailparents.ca>. Students that are not registered by March 10th will not be able to complete their online course selection form.

### **Course Selection Process:**

Alexander Galt Students will be completing their course selection forms with our guidance counselor during the week of March 9<sup>th</sup>. Course selection will take place during math classes. Once the course selection process is completed parents will be asked to verify the selections made by the students.

## Overview of Cycle 2 Learning Paths

In Quebec, from the first year of elementary school to the end of Secondary Cycle 1, all students receive the same education. In Cycle 2, however, it is different. Students are provided with a diversified education and opportunities for career guidance. Sec. 3 students can choose between the General Education Path, the Applied General Education Path and the Work-Oriented Training Path.

### GENERAL EDUCATION & APPLIED GENERAL EDUCATION PATH

#### Two equally academic pathways

These paths are intended for students who wish to continue their general education and earn a Secondary School Diploma. For the most part, the *General Education Path* and the *Applied General Education Path* offer the same subjects: English, French, Mathematics, History & Citizenship, Physical Education & Health, Arts Education (Drama, Visual Arts, Dance, Music).

#### THE DIFFERENCES

- The *Applied General Education Path* offers two compulsory programs of study: Applied Science and Technology (a more hands-on approach to science) and the Personal Orientation Project (POP).
- The *General Education Path* offers Science and Technology (a more traditional approach to science) and a choice of electives (drama, art, woodworking, Spanish, Home Economics, music, etc).

### WORK-ORIENTED TRAINING PATH

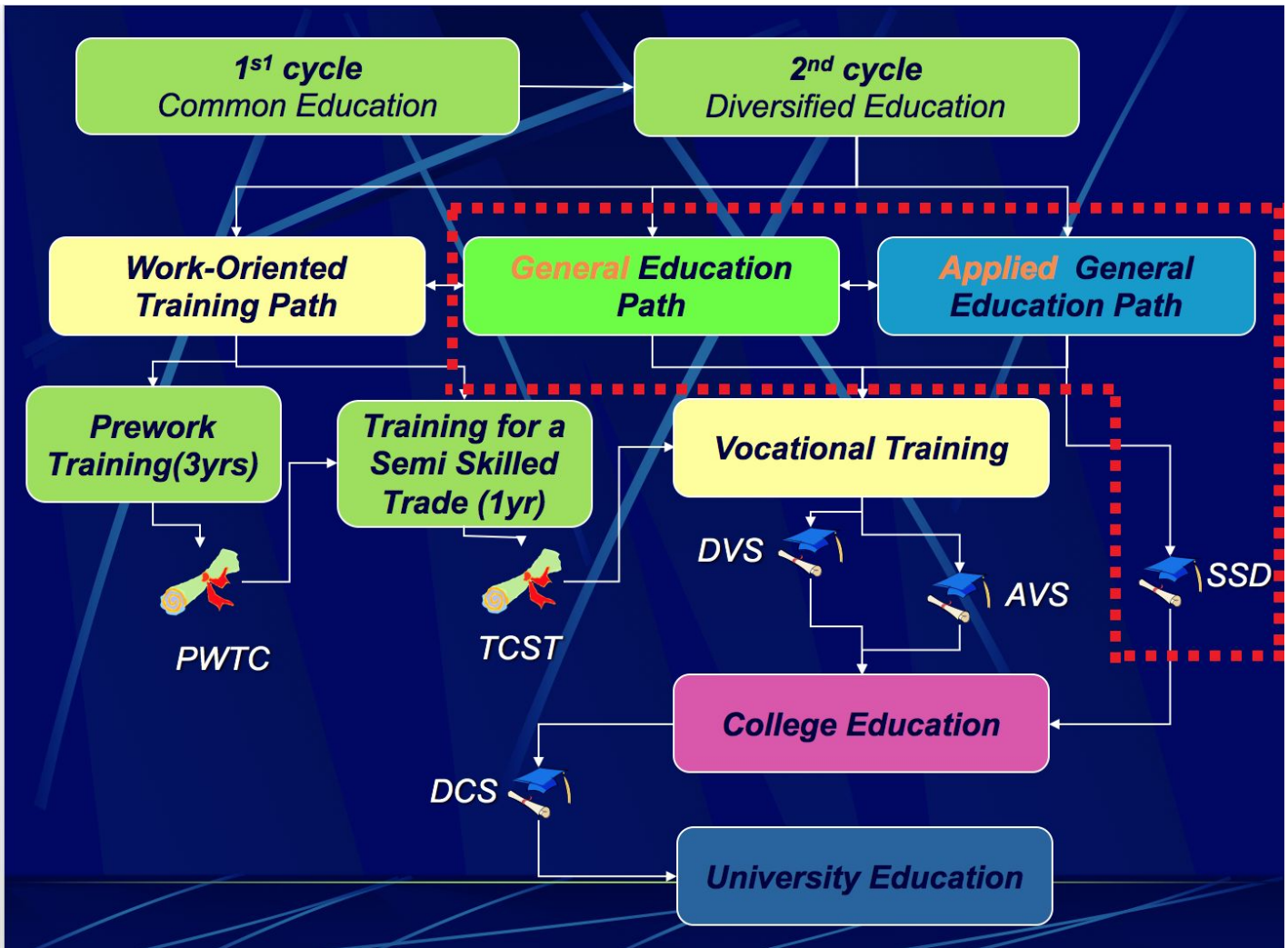
The Work-Oriented Training Path is comprised of two programs: *Preparation for employment* and *Training for a semi-skilled trade*. This path is intended for students who are at least 15 years old, giving them the opportunity to obtain practical training in the workplace while pursuing a general education adapted to their needs.

#### PRE-WORK TRAINING

This 3-year program is intended for students who have not met the requirements of the elementary-level program for language of instruction and mathematics. It contains a general education component (Language of Instruction, Second Language, Mathematics, Technological and Scientific Experimentation, Geography, History and Citizenship, Physical Education, Autonomy and Social Participation) and a practical training component (Preparation for the job market and Introduction to the world of work).

#### SEMI-SKILLED TRADE

This 1-year program is for students who have met the requirements of the elementary-level programs but have not earned the Secondary Cycle 1 credits for language of instruction and mathematics. This training enables students to complete the learning requirements in Secondary Cycle 1 language of instruction, second language and mathematics while developing the competencies required to carry out a semi-skilled trade of their choice.



For more information about these paths, do not hesitate to contact Marie Thibault (Guidance Counselor) or your Cycle Vice Principal.

## Cycle 2 Programs – Secondary 3 Subject-Time Allocation

Secondary 3	MELS	Regular	15+ (Offered over a 10 day cycle)	Sports Concentration	Hunting & Fishing Concentration	Visual Arts/ Performing Arts Concentration
English / Enriched English	6	6	10	6	6	6
French (Regular, Enriched)	6	6	8	6	6	6
Math	6	6	10	6	6	6
Science & Tech/ Applied Science Technology	6	6	NA	6	6	6
Phys Ed	2	2	NA	2	2	2
Art (Visual Arts/ Dance/ Music/ Drama )	2	2	NA	2	2	2
History and Citizenship	4	4	NA	4	4	4
Options (Spanish, Art, Drama, Dance, Music, Mechanics, POP/Skills for Living, Small motors, Woodworking, Leadership)	4	4	4	NA	NA	NA
Concentration				4	4	4
Exploration of vocational Training			4			
Entrepreneurship			4			
Taught in French						
Taught in English						
Taught in Both						
TOTAL NO. OF PERIODS	36	36	40	36	36	36

The numbers in the table represent the number of blocks each subject is taught over a 9-day cycle. Each block is 75 minutes in length. Please note that the 15+ program follows a 10-day cycle.



## Cycle 2 Programs – Secondary 4 Subject - Time Allocation

Secondary 4	General Science	Applied Science	Hunting & Fishing Concentration	Sports Concentration	Visual Arts/ Performing Arts Concentration
English / Enriched English	6	6	5	5	5
French (Regular, Enriched)	4	4	4	4	4
Math (CST, SN)	6	6	6	6	6
History & Citizenship / Enriched History	4	4	4	4	4
Science & Technology	4	6	4	4	4
Phys Ed	2	2	2	2	2
ERC	2	2	1	1	1
Art (Visual Arts /Dance/ Music/ Drama )	2	2	2	2	2
Concentration			4	4	4
Must select one option course: 4 blocks each (Woodworking, Spanish, Mechanics, Small Motors, Film Studies, Environmental Science, Art, Dance, Drama, Music, Spanish, 20th Century History, advanced woodworking, Leadership)	4	4	4	4	4
Must select one option Course: 2 blocks each (Multisport, Food, Fashion, Sign Language, Integrative project)	2	0	0	0	0
	36	36	36	36	36
Taught in French	ERC & English taught by the English teacher, concentration students miss 2 of the 8 blocks).				
Taught in English					
Taught in Both					

The numbers in the table represent the number of blocks each subject is taught over a 9-day cycle. Each block is 75 minutes in length.

## Cycle 2 Programs – Secondary 5 Subject - Time Allocation

Secondary 5	General/Applied	Hunting & Fishing Concentration	Sports Concentration	Visual Arts/ Performing Arts Concentration
English / Enriched English	6	5	5	5
French (Regular, Enriched)	4	4	4	4
Math (CST, SN)	6	6	6	6
CW (English, French)	2	2	2	2
Financial Ed (English, French)	2	2	2	2
Phys Ed	2	2	2	2
ERC	2	1	1	1
Art (Visual Arts /Dance/ Music/ Drama )	2	2	2	2
Concentration		4	4	4
Must select <u>two</u> option courses: (Only one Art option can be selected) 4 blocks each				
(Spanish, Art, Dance, Drama, Music, Community Skills, Film Studies, Woodworking, Advanced Woodworking, Small Motors, Mechanics, Spanish, 20th Century History, Environmental Science, Chemistry, Physics, Leadership, Creation de Literature)	8	8	8	8
Must select one option Course: 2 blocks each (Multisport, Food, Fashion, Science Enrichment, Integrative project, Sign Language)	2	0	0	0
	36	36	36	36
Taught in French	ERC & English taught by the English teacher, concentration students miss 2 of the 8 blocks).			
Taught in English				
Taught in Both				

The numbers in the table represent the number of blocks each subject is taught over a 9-day cycle. Each block is 75 minutes in length.

## Cycle 2 Programs – Concentrations

Our Concentration programs at Alexander Galt are an incredible opportunity for students to combine their passion with their academics. During the 2020-21 school year we will be offering the following concentrations:

Multi-Sports Concentration (Basketball, Badminton, Hockey, Soccer, Swimming)  
Visual Arts Concentration  
Performing Arts Concentration  
Hunting & Fishing Concentration

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

### **Recommended Academic Requirements for students in a Concentration Program:**

A student in the concentration program is expected to maintain a strong academic standing and behaviour throughout the school year. All students are expected to be positive role models, both in school and in the community.

Students are recommended a standing of a 70% overall average, and/or no failures. Any students with an average below 70% and/or a failure in any class may be accepted conditionally on probationary status.

Once accepted, if a student is not meeting the academic and/or behavioural standards, they can be partially, or completely pulled from concentration blocks in order 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 deposit of 50.00\$ is required upon registration. If you any questions, please contact Mr. Walker at [agconcentrations@gmail.com](mailto:agconcentrations@gmail.com).

## 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.

The multi-sport approach is one that embraces a student's desire to participate in sports. This program is ideal for a student who wishes to participate in sports but also for a student who wishes to excel in athletics! In their Course Selection, students may choose from a variety of sports offered each trimester - and may opt to vary their selection or to keep the same sport across trimesters. The idea is for students to be engaged, work hard, improve fundamental skills, and game play within team concepts.

The concentration program creates an atmosphere and setting where students are expected to do well in both their academic and athletic endeavors while also experiencing public High School. The balance between academic growth and success and athletic improvement is incorporated with the advantageous aspects of other programs found throughout Quebec to create this unique offering for our students at Alexander Galt.

Please consult our [Sports Concentration brochure](#) for more details about this program.

## **VISUAL ARTS CONCENTRATION:**

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

### **MAIN CURRICULUM:**

**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.

Please consult our [Visual Arts Concentration brochure](#) for more details about this program.

## **PERFORMING ARTS CONCENTRATION (Galt Meets Broadway):**

The Performing Arts concentration is a program that will allow students to explore and grow their passion for Drama, Music and Dance. Starting as a program which was only available to cycle 1 students (level 1 & 2), the program has now grown to encompass both cycles. The cycle 2 program builds on skills learned in cycle 1, as well as allows students to take on roles with more responsibility, such as directing, assistant directing, designing and running technical aspects for various shows, etc. The cycle 2 program is broken up into different areas of expertise, such as on-stage acting, dance, pit band, and technical theatre.

The program is built around a 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.

In Cycle 2 (Level 3-5), the students attend 6 blocks of concentration. They have the same amount of concentration as Cycle 1. The only difference is that they do not have an academic block, as their courses are not accelerated.

*Please consult our [Performing Arts Concentration brochure](#) for more details about this program.*

## HUNTING & FISHING CONCENTRATION:

This Alexander Galt Regional High School concentration will take you on a fantastic journey through a plethora of hunting and fishing related activities and learning opportunities. You will deepen your knowledge of hunting and fishing while protecting and conserving wildlife, giving back to your community, and sharing with others.

Please consult our [Hunting and Fishing Concentration brochure](#) for more details about this program.

### Sample Schedule for a student in a Concentration Program

Sem		DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7	DAY 8	DAY 9
2	PER 1 9:05 - 10:20	635406-05 Cot 1600 G309	555444-05 Win 1170 B305	585574-01 Hyn 1200 B309	563414-03 Mic 1196 B202	563414-03 Mic 1196 B202	HOC4T2-43 Fis (WHOC22-43) 0495 GYM	630454-03 Maz (WELAR4-05) 1192 G303	085404-01 Pou 0907 B308	HOC4T2-43 Fis (WHOC22-43) 0495 GYM
2	PER 2 10:40 - 11:55	085404-01 Pou 0907 B308	669402-06 Obe (W2BMU-06) 0820 C203	635406-05 Cot 1600 G309	555444-05 Win 1170 B305	585574-01 Hyn 1200 B309	HOC4T2-43 Fis (WHOC22-43) 0495 GYM	563414-03 Mic 1196 B202	569452-13 Maz (WERC4-13) 1192 G303	630454-03 Maz (WELAR4-05) 1192 G303
2	NOON 11:55 - 12:55									
2	PER 3 12:55 - 2:10	HOC4T2-43 Fis (WHOC22-43) 0495 GYM	630454-03 Maz (WELAR4-05) 1192 G303	085404-01 Pou 0907 B308	HOC4T2-43 Fis (WHOC22-43) 0495 GYM	635406-05 Cot 1600 G309	555444-05 Win 1170 B305	585574-01 Hyn 1200 B309	563414-03 Mic 1196 B202	563414-03 Mic 1196 B202
2	PER 4 2:30 - 3:45	HOC4T2-43 Fis (WHOC22-43) 0495 GYM	563414-03 Mic 1196 B202	630454-03 Maz (WELAR4-03) 1192 G303	630454-03 Maz (WELAR4-05) 1192 G303	085404-01 Pou 0907 B308	669402-06 Obe (W2BMU-06) 0820 C203	635406-05 Cot 1600 G309	555444-05 Win 1170 B305	585574-01 Hyn 1200 B309

## Cycle 2 Programs – Enrichment

Many students at Alexander Galt possess talents and learning abilities that cannot be completely met in a regular school program. In making available various educational experiences an attempt is made to meet individual needs and develop each student's ability to the fullest potential. As no single plan is suitable to all students, the options in the Enrichment Program range from tutorials and special projects to enrichment provided in the regular classroom. It is hoped that the program will guide students towards becoming self-sufficient, mature, productive citizens who are able to meet life's challenges with knowledge and confidence.

### **THE FOLLOWING AREAS ARE INCLUDED:**

**IN-CLASS ENRICHMENT** is carried on by teachers who encourage students to pursue some topics in more depth and breadth than what the regular MELS program requires.

**ENRICHED MODULES** are used where students in a course engage in activities different from the regular class work.

**ENRICHED COURSES** are those in which the complete course content is treated in more depth and scope than the regular MELS approved course at the same level. These include Chemistry CHE 504; Physics PHY 504; enriched Mathematics (Science & Technical Option); English-History enrichment (ELA 320, ELA 420, CWL 520), Histoire française (314 & 414).

**Independent studies and projects** take place where students pursue a course or topic of interest under the guidance of a mentor.

**Advanced placement** occurs with an exceptionally bright student who is placed in a course at a higher level.

**Enrichment Projects and Competitions:** Your child is encouraged to participate in a variety of academic opportunities, such as Cybercap, Show Your Talent, Waterloo Math Competition, etc.



### Sec. 3 English Language Arts

#### 632306:

The aim of the Cycle II English Language Arts Program is to develop confident, self-motivated, resourceful student learners. In accordance with the Quebec Education Program, students in Cycle II (Sec. 3, 4 & 5), will achieve competency in the following:

1. Using language/talk to communicate and to learn.
2. Reading and listening to written, spoken and media texts.
3. Producing texts for personal and social purposes.

Through many and varied interactions with teachers and peers, and through self- reflection, students will develop individual voices and become confident in expressing opinions, raising questions, articulating thoughts and making critical judgments. Students will be expected to organize and maintain an integrated profile of samples of their work throughout each year.

Grammar skills will continue from the basics, which were taught in Cycle 1, through more complex aspects in this cycle. Students will be expected to master adult level skills established by the Ministry by the end of Cycle 2.

Various forms of texts (fiction, non-fiction, poetry, essays, photographs, videos, plays, articles, etc.) will be studied and produced.

#### **587304 History & Citizenship (Enriched)**

**Prerequisite:** Sec. 3 English average 75%

The aim of the Cycle 2 History Enrichment Program is to develop creative, confident, self-motivated, and increasingly independent learners. A Quebec history based course, emphasis is placed on content knowledge through individual projects and continual group interactions. These include historical acting, mapmaking, debates and historical presentations. It allows the students to immerse themselves in the history they are learning.

## **Sec. 3 FRENCH**

### **634306 French Sec. 3 (Regular)**

Throughout Cycle II, the student will continue to develop competencies in French second language. He/she will be asked to execute more demanding cognitive, linguistic and cultural work which will help him/her acquire a more profound knowledge of the language. Students are required to interact, to comprehend and write texts in a more complex and varied manner. To achieve this goal, the student must use acquired knowledge of the basic and enriched French. The French program will develop, during their secondary education, skills to function efficiently in French in all aspects of their school and personal lives.

### **635306 French Sec. 3 (Enriched)**

Throughout Cycle II, the student will continue to develop competencies in French second language. He/she will be asked to execute more demanding cognitive, linguistic and cultural work which will help him/her acquire a more profound knowledge of the language. Students are required to interact, to comprehend and write texts in a more complex and varied manner. To achieve this goal, the student must use acquired knowledge of the basic and enriched French. Students in this program must, in the course of their secondary education, already have or be able to easily acquire a level of autonomy and cultural and linguistic ease close to bilingualism.

## **Sec. 3 MATHEMATICS**

### **563306 Mathematics – Sec. 3**

The course is compulsory for all Sec. 3 students.

Designed as a continuation of the Cycle 1 program, the Cycle 2 mathematics program is aimed at developing the following closely linked competencies:

1. Solves a situational problem
2. Uses mathematical reasoning

During their third year in Math, the students, with help from their teacher and their parents, will have to decide for a course option in Sec. 4. This course is the first year of a Cycle II program of two years. Successful completion of the second-year Sec. 4 course is required for graduation.

## **Sec. 3 SCIENCE**

### **555306 Science & Technology – Sec. 3**

The primary theme of the Sec. 3 Science and Technology course is the Human Organism. Students will examine this theme from four perspectives: the Material World, the Living World, Earth and Space and the Technological World. The course begins by investigating the basic properties of matter and energy that compose living systems, and then it develops into an extensive exploration of how the Human Organism functions, our place in the cosmos, and our use of technology, including biotechn. This course is the first year of a Cycle II program of two years. Successful completion of the second-year Sec. 4 course is required for graduation.



## **557306 - Applied Science and Technology**

In Sec. 3 Applied Science and Technology, students will examine the Human Organism. This course covers the same content as Sec. 3 Science & Technology but is less theoretical and uses more hands on methods. From building a mock up of the human cell to understanding biotechnology and its implications in the world, the four main themes (the Material World, the Living World, Earth and Space and the Technological World) will be explored. The methods used to accomplish this will include (but will not be limited to) research, projects and building representations and models of systems. This course is the first year of the Cycle 2 Science program and successful completion of the second year (Sec. 4) course is required for graduation.

## **Sec. 3 SOCIAL STUDIES**

### **587304 History & Citizenship Sec. 3 087304 (French)**

Sec. 3 history has two educational aims: enable students to develop their understanding of the present in the light of the past and to prepare them to participate as informed citizens in the decisions of the world. Emphasis in the course is placed on content knowledge through individual projects and continual group interactions, while examining historic eras from arrival of the First Nations through to 1840.. These map making, timelines, group presentations, historical role playing etc. It allows the students to immerse themselves in the history they are learning.

## **Sec. 3 PHYSICAL & HEALTH EDUCATION**

### **543302 SEC. 3 - PHYSICAL & HEALTH EDUCATION**

Students will have opportunities to develop skills and techniques in several activities. These activities provide the setting for the course and are designed to give a variety of experiences for the student. A desired outcome is that students will become engaged in some of these activities and remain active in them for a lifetime beyond school.

The Physical education course will help students achieve social and emotional maturity through the continuum of adolescent growth, while exploring physical and mental challenges at an age appropriate pace. Students will have options for physical activities within the course.

## **Sec. 3 ART**

### **668302 Compulsory Art**

The aim of this course is to introduce the Elements and Principles of the visual arts and their application in the creative process. Students will apply these concepts into projects that use various Media and techniques. Upon completion of this course, students will have a basic understanding of the Visual Arts.

The following competencies will be evaluated:

- Competency 1: Creates personal and media images
- Competency 2: Art appreciation

## **Sec. 3 MUSIC**

### **669302 Compulsory Music**

The main objective of this course is to allow students to acquire the skills necessary for musical performance as a group.

The three competencies for Music Education are:

- Performs musical works
- Creates musical works
- Appreciates musical works

## **Sec. 3 DRAMA**

### **670302 Compulsory Drama**

Albeit on a finite scale in comparison to the Drama “option” course, the objective here remains the same: the development of self-confidence through the exploration and use of “dramatic language”. This is accomplished by means of creation, performance and audience reception. \*“Students must be active participants and responsible for their own learning as no performance or communication is possible without their genuine commitment.” (\* Quebec Education Program, Secondary Cycle Two, Arts Education)

## **Sec. 3 DANCE**

### **672302 Compulsory Art**

The primary goal and focus of the dance program is to enable students to experience dance as a means of artistic expression and communication adapted to their own personalities. Since dance is always associated with another art, namely music, the dance program will stress the importance of the musical quality of dance and, by extension, the importance of music itself. The dance program is divided into three competencies, which occur simultaneously or alternately. They are:

- Creates and performs dances
- Appreciates dances

### Sec. 4 ENGLISH

#### 632406 English Language Arts

The aim of the Cycle II English Language Arts Program is to develop confident, self-motivated and resourceful student learners. In accordance with the Quebec Education Program, students in Cycle II (Sec. 3, 4 & 5), will achieve competency in the following:

1. Using language/talk to communicate and to learn.
2. Reading and listening to written, spoken and media texts.
3. Producing texts for personal and social purposes.

Through many and varied interactions with teachers and peers, and through self-reflection, students will develop individual voices and become confident in expressing opinions, raising questions, articulating thoughts and making critical judgments. Students will be expected to organize and maintain an integrated profile of samples of their work throughout each year.

Grammar skills will continue from the basics, which were taught in Cycle 1, through more complex aspects in this cycle. Students will be expected to master adult level skills established by the Ministry by the end of Cycle 2.

Various forms of texts (fiction, non-fiction, poetry, essays, photographs, videos, plays, articles, etc.) will be studied and produced.

#### 587404 Canadian History & Citizenship- English/History (EH)

Prerequisite: Sec. 3 English average 75%

The aim of the Cycle 2 Enriched English and History Program is to develop creative, confident, self-motivated, and increasingly independent learners. With the focus being Quebec History and Canadian Literature the students will immerse themselves in studies relating to Canadian literature and history. The emphasis of this course is to develop study skills, critical thinking, and independent researchers. Students will expand their understanding and appreciation of history and literature through discussion, writing, and creative individual and group projects. These include activities such as, but not limited to, Model Parliament mock sessions, debates, presentations, speeches, and creative writing.

### Sec. 4 FRENCH

#### 634404 French Sec. 4 (Regular)

Throughout Cycle II, the student will continue to develop competencies in French second language. He/she will be asked to execute more demanding cognitive, linguistic and cultural work which will help him/her acquire a more profound knowledge of the language. Students are required to interact, to comprehend and write texts in a more complex and varied manner. To achieve this goal, the student must use acquired knowledge of the basic and enriched French. The French program will develop, during their secondary education, skills to function efficiently in French in all aspects of their school and personal lives.

## **635306 French Sec. 4 (Enriched)**

Throughout Cycle II, the student will continue to develop competencies in French second language. He/she will be asked to execute more demanding cognitive, linguistic and cultural work which will help him/her acquire a more profound knowledge of the language. Students are required to interact, to comprehend and write texts in a more complex and varied manner. To achieve this goal, the student must use acquired knowledge of the basic and enriched French. Students in this program must, in the course of their secondary education, already have or be able to easily acquire a level of autonomy and cultural and linguistic ease close to bilingualism.

## **Sec. 4 MATHEMATICS**

### **563404 MATH - Cultural, Social and Tech. Option**

This option is intended for students who prepare to enter certain trades, continue their studies in arts, communications, the humanities, social sciences and some technical professions.

### **565426 MATH - Scientific Option**

They will learn to develop formal proofs and put a greater emphasis on abstract thinking. This course is recommended to students who wish to pursue their studies in the hard sciences or perhaps eventually specialize in research. An academic average above 76% in Sec. 3 Math is strongly recommended for enrollment in the Scientific course. Upon successful completion of the Sec. 4 scientific math course, students may choose Sec 5 scientific math option or the Sec 5 Cultural, Social and Technical math option . A student who has completed the Sec. 4 Cultural, Social and Technical course may choose to take a Sec. 4 Scientific Math Option or the Sec. 5 Cultural, Social and Technical Math course. (An average above 76% in Sec. 4 Cultural, Social and Technical is strongly recommended.)

## **Sec. 4 SCIENCE**

### **555444 General Science & Technology**

The Science and Technology course is more theoretical than the Applied Science and Technology. Students pursuing secondary five science courses next year must succeed in both the Science and Technology course and the Environmental Science and Technology (4 credits). The Science and Technology program explores three themes: the material world, earth and space, and the technological world.

1. Material World: Concepts related to the organization of matter, changes in matter, electricity and energy.
2. Earth and Space: Concepts associated with cycles, climate zones, space and the atmosphere.
3. Technological World: General concepts related to graphical Language and engineering.

### **557416 Applied Science & Technology**

This core course is designed for students who are NOT intending to take any science options in Sec. 5 (i.e.: Chemistry and Physics). The AST is more hands on than the ST. The content in the second year of Cycle 2 is closely related to the applications of energy and transportation technologies. The program creates a single discipline by integrating five scientific fields (astronomy, biology, chemistry, geology, physics) and technology. The Technological World is related to graphical language, engineering, materials and aspects of manufacturing. The Living World examines ecosystems. The Material World examines chemical changes, electricity and electromagnetism, the transformation of energy, fluids and force and motion. The Earth and Space examines lithosphere, hydrosphere, atmosphere and space. The Applied Science and Technology program pays special attention to technical skills and practical applications. Students will develop a deeper understanding of how things work and will be able to deal more effectively with technical objects, systems, products and processes in the world around them.

### **539444 Environmental Science & Technology**

This option course is for advanced students who are planning to take Sec. 5 Physics and Chemistry in Sec. 5. The content for the second year of the Science and Technology program is organized around four environmental themes: the material world, earth and space, the living world, the technological world. Special emphasis is placed on environmental issues as well as preparing students for Secondary 5 Chemistry and Physics option courses. Even though this course uses the same resources as the compulsory Science & Technology program, it contains more complex scientific concepts and requires a greater use of mathematics.

## **Sec. 4 SOCIAL STUDIES**

### **587404 History & Citizenship Sec. 4 087404 (French)**

Sec. 4 history has two educational aims: enable students to develop their understanding of the present in the light of the past and to prepare them to participate as informed citizens in the decisions of the world. Emphasis in the course is placed on content knowledge through individual projects and continual group interactions, while examining historic eras from 1840, through both World Wars to the present day. . These map making, timelines, group presentations, historical role playing etc. It allows the students to immerse themselves in the history they are learning.

## **Sec. 4 ETHICS & RELIGIOUS CULTURE**

### **569404 Ethics and Religious Culture**

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. The ERC themes to be explored in this course include: Religions down through time, Religious Experience, Tolerance, and Human Ambivalence. Students are encouraged to participate in the Sec. 4 Temples trip. This trip to Montreal allows the students to visit a Mosque, a Buddhist Temple, and a Jewish Synagogue.

## **Sec. 4 PHYSICAL & HEALTH EDUCATION**

### **543402 PHYSICAL & HEALTH EDUCATION**

Students will have opportunities to develop skills and techniques in several activities. These activities provide the setting for the course and are designed to give a variety of experiences for the student. A desired outcome is that students will become engaged in some of these activities and remain active in them for a lifetime beyond school. The Physical education course will help students achieve social and emotional maturity through the continuum of adolescent growth, while exploring physical and mental challenges at an age appropriate pace. Students will have options for physical activities within the course.

## **Sec. 4 ART**

### **668402 Compulsory Art**

The aim of this course is to introduce the Elements and Principles of the visual arts and their application in the creative process. Students will apply these concepts into projects that use various Media and techniques. Upon completion of this course, students will have a basic understanding of the Visual Arts.

The following competencies will be evaluated:

- Competency 1: Creates personal and media images
- Competency 2: Art appreciation

## **Sec. 4 MUSIC**

### **669402 Compulsory Music**

The main objective of this course is to allow students to acquire the skills necessary for musical performance as a group.

The three competencies for Music Education are:

- Performs musical works
- Creates musical works
- Appreciates musical works

## **Sec. 4 DRAMA**

### **670402 Compulsory Drama**

Albeit on a finite scale in comparison to the Drama “option” course, the objective here remains the same: the development of self-confidence through the exploration and use of “dramatic language”. This is accomplished by means of creation, performance and audience reception. \*“Students must be active participants and responsible for their own learning as no performance or communication is possible without their genuine commitment.” (\* Quebec Education Program, Secondary Cycle Two, Arts Education)

## **Sec. 4 DANCE**

### **672402 Compulsory Art**

The primary goal and focus of the dance program is to enable students to experience dance as a means of artistic expression and communication adapted to their own personalities. Since dance is always associated with another art, namely music, the dance program will stress the importance of the musical quality of dance and, by extension, the importance of music itself. The dance program is divided into three competencies, which occur simultaneously or alternately. They are:

- Creates and performs dances
- Appreciates dances

## Cycle 2 Programs – Secondary 5 Course Descriptions

### Sec 5. ENGLISH

#### **612536 English Language Arts**

Prerequisite: Sec. 3 English average 75%

The aim of the Cycle II English Language Arts Program is to develop confident, self-motivated, resourceful student learners. In accordance with the Quebec Education Program, students in Cycle II (Sec. 3, 4 & 5), will achieve competency in the following:

1. Using language/talk to communicate and to learn.
2. Reading and listening to written, spoken and media texts.
3. Producing texts for personal and social purposes.

Through many and varied interactions with teachers and peers, and through self-reflection, students will develop individual voices and become confident in expressing opinions, raising questions, articulating thoughts and making critical judgments. Through exposure to many texts, students will become conscious of their individual reading profiles, the purposes and pleasures they find in reading, and will view themselves as lifelong readers. Through participating in the classroom community, students will develop skills as writers/producers of multiple types of texts, able to discuss, reflect on, and critically examine choices and processes used in production; support peers in their productions; and move from producing texts for familiar to more distant audiences.

Students will be expected to organize and maintain an integrated profile of samples of their work throughout each year.

Grammar skills will continue from the basics, which were taught in Cycle 1, through more complex aspects in this cycle. Students will be expected to master adult level skills established by the Ministry by the end of Cycle 2.

Various forms of texts (fiction, non-fiction, poetry, essays, photographs, videos, plays, articles, etc.) will be studied and produced.

#### **612536 & 592502 & 602522 Contemporary World and Literature (Enriched) Finance**

The aim of the Cycle 2 English Enrichment Program is to develop creative, confident, self-motivated, and increasingly independent learners. The course will be centered on literature units emanating from the major topics of the World History course: World War II, The Cold War, The War on Terror and The Korean War. Students will be enriched through the exploration and study of many literary genres aiding the students in gaining a deeper understanding of the human experience all the while developing their analytical and writing skills.



## **Sec 5. FRENCH**

### **634504 French Sec. 5 (Regular)**

Throughout Cycle II, the student will continue to develop competencies in French second language. He/she will be asked to execute more demanding cognitive, linguistic and cultural work which will help him/her acquire a more profound knowledge of the language. Students are required to interact, to comprehend and write texts in a more complex and varied manner. To achieve this goal, the student must use acquired knowledge of the basic and enriched French. The French program will develop, during their secondary education, skills to function efficiently in French in all aspects of their school and personal lives.

### **635506 French Sec. 5 (Enriched)**

Throughout Cycle II, the student will continue to develop competencies in French second language. He/she will be asked to execute more demanding cognitive, linguistic and cultural work which will help him/her acquire a more profound knowledge of the language. Students are required to interact, to comprehend and write texts in a more complex and varied manner. To achieve this goal, the student must use acquired knowledge of the basic and enriched French. Students in this program must, in the course of their secondary education, already have or be able to easily acquire a level of autonomy and cultural and linguistic ease close to bilingualism.

## **Sec 5. MATHEMATICS**

### **563504 MATH - Cultural, Social and Technical Option**

This option is intended for students who prepare to enter certain trades, continue their studies in arts, communications, the humanities, social sciences and some technical professions.

### **565506 MATH - Scientific Option**

The students will learn to develop formal proofs and put a greater emphasis on abstract thinking. This course is recommended to students who wish to pursue their studies in the sciences or to specialize in research. An academic average above 76% in Sec. 4 Math is strongly recommended for enrollment in the Sec 5 Scientific course.

## **Sec 5. SCIENCE**

### **551504 Chemistry (Advanced Option)**

This advanced pre-CEGEP course focuses on four general concepts: gases, energy changes in reactions, reaction rates and chemical equilibrium. Topics include: gases and their applications, energy changes in chemical and nuclear reactions, rates of reaction, equilibrium in reactions, solubility and ionic equilibrium, and acids/bases. The content is addressed in meaningful contexts that may require the application of knowledge related to the major areas of study in previous science courses. In particular, special attention is paid to lab work and strengthening the link between chemistry and mathematics.

### **553504 Physics Sec. 5 (Advanced Option)**

This advanced pre-CEGEP course focuses on five general concepts: geometric optics, mechanics, kinematics, dynamics, and transformation of energy. A total of seventeen chapters are covered in this course with topics that

include: vectors, forces, types of motion, Newton's Laws, mechanical energy and light phenomena. The content is addressed in meaningful contexts that may require the application of knowledge related to the major areas of study in previous science courses. In particular, special attention is paid to strengthening the link between physics and mathematics.

### **559502 Science Enrichment Sec. 5 (Advanced Option)**

This optional science course is designed for students who are taking Chemistry and Physics. The main objectives are to introduce students to various scientific topics and methods not covered in the regular curriculum in an effort to better prepare students for Pure & Applied and Health Sciences at CEGEP. The concepts examined will supplement the concepts covered in the Chemistry and Physics courses while providing further enrichment. Students will learn to become independent researchers in this project based course. Students will construct the knowledge through their own investigations that will help them to be informed citizens, well equipped to participate in the decision-making process that will affect the future of humanity. The course is organized into four main categories that will be studied through research and lab work. They include designing an experiment, collecting and analyzing data, exploration in aviation, robotics, forensics and calculus.

## **Sec 5. SOCIAL STUDIES**

### **592502 Contemporary World - 602522 Finance**



### **585594 20th Century History (Option Course)**

The 20th Century course takes a look at the last 100 years, and allows the students to allow the students to understand the world today, through its relationship with the recent past. This hands on course will engage students in acquiring knowledge from the most recent past and the creation and destruction of civilizations throughout. Students through a variety of group and individual projects will be able to examine the world moving from the class structure through the most violent and destructive period in human civilization, through the scientific, human and technological advances that make our world what it is today.

## **Sec 5. ETHICS & RELIGIOUS CULTURE**

### **569502 Ethics and Religious Culture**

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. The ERC themes to be explored in this course include: The Future of Humanity, Justice, Existential Questions, and Religious References in Art and Culture. Students are encouraged to participate in the Sec. 5 Museum trip. This trip to Nicolet allows the students to visit the Museum of World Religions.

## **Sec 5. PHYSICAL & HEALTH EDUCATION**

### **543502 PHYSICAL & HEALTH EDUCATION**

Students will have opportunities to develop skills and techniques in several activities. These activities provide the setting for the course and are designed to give a variety of experiences for the student. A desired outcome is that students will become engaged in some of these activities and remain active in them for a lifetime beyond school.

The Physical education course will help students achieve social and emotional maturity through the continuum of adolescent growth, while exploring physical and mental challenges at an age appropriate pace. Students will have options for physical activities within the course.

## **Sec 5. ART**

### **668502 Compulsory Art**

The aim of this course is to introduce the Elements and Principles of the visual arts and their application in the creative process. Students will apply these concepts into projects that use various Media and techniques. Upon completion of this course, students will have a basic understanding of the Visual Arts.

The following competencies will be evaluated:

- Competency 1: Creates personal and media images
- Competency 2: Art appreciation

## **Sec 5. MUSIC**

### **669502 Compulsory Music**

The main objective of this course is to allow students to acquire the skills necessary for musical performance as a group.

The three competencies for Music Education are:

- Performs musical works
- Creates musical works
- Appreciates musical works

## **Sec 5. DRAMA**

### **670502 Compulsory Drama**

Albeit on a finite scale in comparison to the Drama “option” course, the objective here remains the same: the development of self-confidence through the exploration and use of “dramatic language”. This is accomplished by means of creation, performance and audience reception. \*“Students must be active participants and responsible for their own learning as no performance or communication is possible without their genuine commitment.” (\* Quebec Education Program, Secondary Cycle Two, Arts Education)

## Sec 5. DANCE

### 672502 Compulsory Dance

The primary goal and focus of the dance program is to enable students to experience dance as a means of artistic expression and communication adapted to their own personalities. Since dance is always associated with another art, namely music, the dance program will stress the importance of the musical quality of dance and, by extension, the importance of music itself. The dance program is divided into three competencies, which occur simultaneously or alternately. They are:

- Creates and performs dances
- Appreciates dance

## Cycle 2 Option Courses

<p>VISUAL ARTS Sec. 3, 4 &amp; 5 668304, 668404, 668504</p>	<p>The aim of this course is to further develop the students' creative abilities and their understanding of the theory and history of the visual arts. Students will be given projects and exercises to help develop their creative and technical abilities as well as their knowledge of visual communication. They will be working with various media and techniques such as drawing, painting, printmaking, collage and sculpture. Upon completion of the course the student should have confidence in his/her aesthetic awareness and knowledge of art of the past and today.</p>
<p>MUSIC (BAND) Sec. 3, 4 &amp; 5 MUS 314, MUS 414, MUS 514</p>	<p>The aim of this course is to develop practical and theoretical musical skills. No previous experience is necessary. The course provides opportunities for students to progress at their own speed as well as developing a sense of ensemble playing. Students will create and perform music, and become familiar with musical notation, literature and language. Instruments taught (flute, clarinet, saxophone, trumpet, trombone, guitar, bass, violin, keyboard, voice, drums) are provided by the school. Upon completion of the course, students should have an appreciation of many aspects of music, and the ability to play a musical instrument for their own pleasure as well as others.</p>
<p>DRAMA 4 Sec. 3, 4 &amp; 5 670304, 670404, 670504</p>	<p>This course is a continuation of the Drama program wherein students are encouraged to further develop and use "dramatic language" in expression, communication and the creative process. The Drama students here are involved in activities set in a more clearly defined experimental and creative context. Projects explore specific forms such as improvisation, mask and movement work, as well as montage and prepared presentations that connect their personal observations and experiences with their stage work. Upon completion of this course, students should be able to apply more varied elements of dramatic language and the creative process that "holds a mirror up to life". At least one field trip is incorporated: i.e. Theatre of Tomorrow Program at the Centaur Theatre in Montreal.</p>
<p>DRAMA 5 Sec. 3, 4 &amp; 5 672304, 672404, 672504</p>	<p>This course is the completion of the Drama program wherein the primary goal is to enable students to develop an intuitive understanding of Drama and the creative process it entails. Students further explore the relationships between the individuals and their social and cultural environment through participation in concrete activities including scene preparation and presentation. Upon completion of the course, students should be able to use (in a coherent and authentic way) means of expression and communication in different dramatic contexts. The goal is for students to achieve self-awareness and confidence through development of their own ideas and through individual as well as group creation. At least one field trip is incorporated: i.e Theatre of Tomorrow Program at The Centaur Theatre in Montreal.</p>
<p>SKILLS FOR LIVING Sec. 3 620344</p>	<p>This course allows students the opportunity to explore 3 subject areas: Cooking, Sewing &amp; POP. The aim of this course is to provide students with the opportunity to solve problems related to relevant and current life skills issues. An active learning process is emphasized. This course concentrates on:</p> <ol style="list-style-type: none"> <li>1. Cooking: Lots of cooking labs!</li> <li>2. Sewing: Lots of sewing projects!</li> <li>3. Pop: Discover various career opportunities!</li> </ol>

<p>PERSONAL ORIENTATION PROJECT (POP) Sec. 3 &amp; 4 606404</p>	<p>The Personal Orientation Project is a part of the process begun in elementary school with the implementation of the Guidance Oriented Approach to Learning (GOAL). It allows students the unique opportunity to discover various occupations that may correspond to their aptitudes, interests, and aspirations. POP provides students an opportunity to be at the center of their own learning as they explore various fields that interest them and test out their choices using a variety of resources.</p>
<p>COMMUNITY SKILLS Sec. 5 606544</p>	<p>The aim of this course is to help students prepare for living on their own. Students will develop awareness of the needs, resources and responsibilities of adult life."Real Life" topics may include: Financial Literacy, Mediation and Conflict Resolution, Civil Responsibility, Time Management Skills, Goal Setting, Decision Making, The book "The 7 Habits of Highly Effective Teens", Global Awareness, Self-sufficiency... 25% of this course requires the student to do "community service" in our school community in order to learn to become a contributing member of any community.</p>
<p>FASHION Sec. 4 or 5 620582</p>	<p>Students taking FASHION will obtain fabric knowledge, sewing skills and fashion sense. Lots and lots of sewing!</p>
<p>FOODS Sec. 4 or 5 620562</p>	<p>The aim of the Foods course is to have students: understand basic nutritional needs, develop healthy eating habits, and acquire basic culinary skills required to become independent and wise consumers. This is a very "hands-on" cooking class where the students participate in a lot of labs. Instructional packages are provided for students to complete and these packages are used for the open-note testing.</p>
<p>MECHANICS Sec. 3, 4 &amp; 5 614344, 614444, 614544</p>	<p>Small Engines Mechanics will cover the theory of operation, disassembly, inspection, assembly, and tuning of small engines. Emphasis will be placed on understanding the universal principles of two and four stroke engines. Small engines can be used to learn all of the techniques and skills for engine rebuilding that are necessary for any size engine. The Briggs &amp; Stratton power portal course outline and video lectures are used as a foundation, followed by group discussion and hands-on experience. Projects will include engine tear downs, rebuilds and troubleshooting. The use of Math, physics, chemistry, and logic will support everything the students will learn. There will be a fee charged to cover all basic materials for this course. Motors donated by Briggs &amp; Stratton and used motors donated from various sources will be supplied. This course will be evaluated based on Attendance, behavior, participation in class, projects completed and written tests. As all the students will start with a different level of knowledge, personal improvement will be taken into account.</p>
<p>WOODWORKING Sec. 3, 4 &amp; 5 693344, 693444, 693544</p>	<p>Level IV woodworking will introduce students to hand and power tools, equipment and technologies used in the woodworking field. Students will complete a series of projects. Each project will build upon the skills learned in the previous. The use of math, geometry, logic and common sense will refine their skills. Upon completion students will be able to identify and safely use most of the tools in the shop. They will be able to plan and complete projects. Use of these skills will be beneficial in everyday life. A course fee will be charged to cover materials Safety is emphasized and strictly enforced. All students will have to complete a general shop safety test and various other safety tests on power tools used in the shop. Students will be evaluated on safety, conduct in class, tests, projects completed, also cleanup and attendance.</p>

<p>SPANISH AS A THIRD LANGUAGE Sec. 3, 4 &amp; 5 641304, 641404 641504</p>	<p>Spanish is offered as a one-year course for those interested in learning Spanish. The purpose of this course is to enable students to get along with the basic vocabulary needed to have a basic conversation in Spanish as well as to acquaint the student with the history, art, music, folklore and geography of Spanish speaking countries. To achieve these objectives students will be required to question, answer, order, request, tell, explain, describe, refuse, compare, react, identify and count. The content is organized into oral and written documents.</p>
<p>MEDIA LITERACY Sec. 5 612514</p>	<p>This hands-on course will enable the student to become familiar with the influence and power of media on our society today. The intent and objectives of media literacy are to have the students develop their critical and creative abilities necessary to navigate our media dominated society. The student will analyze, evaluate, and create messages in a wide variety of mediums and genres. They will be exposed to text deconstruction, specific terminology as well as constructivist exercises. Students will also become familiar with the technology, regulation, and circulation methods of mass media. The course will be divided into two areas. The first will cover the theoretical background of media literacy, as well as the skills necessary for the deconstruction of media. The second segment will concentrate on the construction and production of media. Topics associated with these areas will include media violence, social media, propaganda, censorship, gaming culture, app design, and identity theft as well as others. The evaluation will be project based with no final exam. Projects will include the construction of an app, producing school media outlets, the analysis of various media sources, film deconstruction, and production of various media texts on a chosen topic.</p>
<p>CLASSE DE CREATION LITTERAIRE Secondaire 5</p>	<p>Développer le plaisir de l'écriture de fiction chez les élèves. Ouvrir les portes de l'imagination et de la création. Rédiger des textes via différents genres littéraires tels que la nouvelle, le conte ou le roman. Comment captiver un lecteur ? Comment nourrir l'inspiration ? Comment construire un personnage ? Comment structurer une histoire ? Comment profiter de l'interaction et de la collaboration ? Ce cours offre de multiples occasions d'écrire et de s'initier à l'univers narratif... simplement pour le plaisir d'imaginer !</p>
<p>SIGN LANGUAGE Sec. 4 &amp; 5</p>	<p>This is an introduction to Sign Language. You should quickly be able to understand and sign basic conversations and become more familiar with Deaf culture. We will be learning and practicing signs during different activities as well as occasional visits from members of the Deaf community. Knowing the rudiments of Sign Language will be an asset for you on the job market.</p>
<p>INTRODUCTION TO FILM STUDIES Sec. 4 &amp; 5 670584</p>	<p>The Introduction to Film Studies course incorporates the history of film production in North America, as well as, the evolution of specific film genres. The course will cover a mix of technique, history, and genre. Subject matter will include history on film, religion in film, documentary film making, as well as the evolution of film genres such as comedy, science fiction, horror, and animation. Each section of the course will include film screenings with accompanied readings and assignments. Evaluation will be based on a variety of term projects, assignments, and class participation. Term projects may include essays and oral presentations. Assignments will include film comparisons, film critiques, and reflections.</p>
<p>INTEGRATIVE PROJECT Sec. 4 &amp; 5 602502</p>	<p>A project will be completed that originates from the student's personal interests. It is a year long process with an end result such as: an essay, a piece of artwork, a dance, a theatrical performance, a scientific experiment/research, the organization of an event, etc. Students will follow a continuum of learning and evaluation situations such as the following:</p>

	<ul style="list-style-type: none"> <li>● Generate a list of ideas, identify available resources and select the best choice based on interest and previous learning.</li> <li>● Formulate a list of steps and a timeline to follow</li> <li>● Perform the tasks needed to carry out the project and complete ongoing reflection of execution and learning</li> <li>● Prepare, present the project, and write a reflection that demonstrates what they have learned from the project.</li> </ul>
<p>MULTI-SPORTS Sec. 4 &amp; 5 549552</p>	<p>Multi-Sports as a Level V option was developed to further student development in specific sports. The desired outcomes will include a better understanding of the sports being played as well as ideas around strategic thinking and fostering growth within the specific parameters of each activity. Students interested in adding Physical Education courses to their course load should consider this class.</p>
<p>LEADERSHIP SEC 3,4 &amp; 5</p>	<p>The leadership course is aimed at developing greater leadership skills and abilities within the school and local community. Students will demonstrate their individual and cooperative leadership capabilities. This course will empower students to further understand themselves, the role they play in society, and the development of effective communication skills. The leadership class will work in conjunction with student council and will collaborate in planning events and increasing school spirit.</p>



## Cycle 2 Programs – 15 + (Pre-vocational training program)

The 15+ program is a 1-year academic project designed to prepare students to enter a vocational training program.

Objective:

- Prepare students to enter a vocational training program
- Increase self-awareness (interests, aptitudes, values, etc)
- Develop academic and professional goals
- Increase school success & decrease drop out
- Help students obtain a first diploma

Who is it for?

- Must be 15 years of age as of September 30th
- Must have successfully met Secondary 2 competencies in at least 2 of the 3 core courses: Math, English or French
- Would be unlikely to obtain a diploma otherwise

General Education Component:

Secondary 3 English, French, Math and Exploration of Vocational Studies

Practical Training Component:

- 210 hours of practical training (stages, workplace, vocational centre or in the community)
- Preparation for the world of work

Future Possibilities:

Students will be able to:

- Enter certain vocational programs (that require a secondary 3)
- Enter 2 4 U year-1 program

## Cycle 2 Programs – 2 4 U (Concomitance Program )

### 2 4 U PROGRAM – year 1

The 2 4 U (year 1) program is an academic project designed to help students continue working towards earning their Secondary School Diploma while at the same time beginning to work towards a Diploma of Vocational Studies.

Objective:

- Prepare students to obtain their prerequisites for a vocational training program
- Increase self-awareness (interests, aptitudes, values, etc)
- Develop academic and professional goals
- Increase school success & decrease drop out
- Help students obtain a first diploma

Who is it for?

- Has obtained secondary 3: Math, English and French
- Ready to begin their vocational studies
- Required to write a letter of intent and attend an interview

General Education Component:

Secondary 4 English, French and Math (at least 20% of time completing General Education)

Vocational Training Component:

450 hours towards their Diploma of Vocational Studies

Future Possibilities:

Students will be able to:

- Enter their vocational program full-time
- Enter 2 4 U year 2 program

### 2 4 U PROGRAM – year 2

The 2 4 U (year 2) program is an academic project designed to allow students to complete their Secondary School Diploma at the same time working towards their Diploma in Vocational Studies.

Objective:

- Help students to obtain both their Secondary School Diploma and their Diploma of Vocational Studies
- Increase self awareness (interests, aptitudes, values, etc)
- Develop academic and professional goals
- Increase school success & decrease drop out

Who is it for?

- o Has obtained secondary 4 English and French and minimally secondary 3 math
- o Ready to begin (or continue) their vocational studies
- o Required to write a letter of intent and attend an interview

General Education Component:

Secondary 5 English, French, Math (can be secondary 4) and 1 unit in Adult Education

Vocational Training Component:

450 hours towards their Diploma of Vocational Studies

Future Possibilities:

Students will:

- Enter the world of work
- Attend Cegep
- Complete a second Diploma of Vocational Studies

Students will qualify for a Secondary School Diploma once they have earned Secondary 5 English & French; Secondary 4 Math; 1 unit of Adult Education; and successfully completed their Diploma of Vocational Studies

## Cycle 2 Programs – High School Diploma (MEES Requirements)

The Ministry of Education, Leisure and Sports (MELS) of Quebec awards Secondary School Diplomas to students who have met certain requirements. Students will need to obtain a minimum of 54 credits in secondary 4 and 5, at least 20 of which will have to be secondary 5 credits. The following courses must be successfully completed in order to obtain the diploma. The credits attached to each course are part of the 54 credits needed for certification.

### Including the following Sec.4 courses:

- 4 credits in mathematics (Cultural, Technical or Scientific)
- 4 credits in History and Citizenship (in English or French)
- 4 credits in General Science & Technology or 6 credits in Applied Science & Technology
- 2 credits in Arts Education (Visual Arts, Music, Drama or Dance)

### And including these Sec. 5 courses:

- 6 credits in English (Mother Tongue)
- 4 credits of French (French Second Language)
- 2 credits of Ethics or Physical Education

The pass mark in all subjects is 60%

### REQUIREMENTS FOR ADMISSION TO CEGEP

To be eligible for admission to a program leading to a diploma of collegial studies, the student must satisfy the following condition:

- Have completed a Secondary School Diploma.

It should be noted that some CEGEP programs have additional requirements.

*For more information on our programs please contact our Guidance counselor Ms. Thibault.  
(819) 563-0770, ext. 22073.*