

ALEXANDER GALT



CYCLE 1

Course Description Booklet

2010 - 2011

INFORMATION REGARDING THE QUEBEC EDUCATION PROGRAM & THE ETSB LANGUAGE INITIATIVE

Dear Parents and Cycle 1 Students:

This booklet has been prepared in order to inform you about courses and programs that will be offered to students who will be in level 1 or 2 during the 2010 – 2011 school year. If after consulting it you still have questions, please feel free to call the school and ask for Mrs. Marie Thibault, our counsellor in academic training. She can be reached at extension 258.

You will see in the following pages that a variety of programs will be offered to students. The choice of the program most appropriate for each child will be made following discussions between parents and the sending elementary schools in the case of students entering level 1 and by the teachers with consultation with parents where required for students moving into the second year of the cycle.

At the very core of the new QEP is the importance of keeping relatively stable student groups working on cross-curricular competencies with a limited number of teachers who themselves are regrouped into teams. This has been taken into account during our organizational planning phases. As such, certain choices were made regarding which courses would be most effectively taught in English and in French for those students who opt to take more French than what the core program offers. You are invited to consult the distribution of the Cycle 1 courses further on in this booklet to view these choices.

For those students and parents interested in what the future holds in Cycle 2 or in Vocational Education, a copy of the Cycle 2 course description book can be borrowed by asking our counsellor in academic training or by stopping by one of the House Offices.

Sincerely,

Serge Béliveau
Principal

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**MINISTRY OF EDUCATION REGULATIONS
FOR HIGH SCHOOL GRADUATION**



(Secondary School Diploma)

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 IV and V, 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. IV 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 Arts Education (Fine Arts, Music, Drama or Dance)

- **And including these Sec. V 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%

ADDITIONAL 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:

- 1) Have completed a Secondary School Diploma.

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

DISTRIBUTION OF COURSES AT CYCLE I

Level 1

Subject	Number of Periods
English	6
Social Studies (Geography & History)	6
E.R.C.	2
Mathematics	6
Arts Education (Art, Music & Drama)	3
French	6
Science	4
Physical & Health Education	3
TOTAL	36

Level 2

Subject	Number of Periods
English	6
Mathematics	6
Science	4
Arts Education (Art, Music & Drama)	3
Physical & Health Education	3
French	6
Social Studies (Geography & History)	6
E.R.C.	2
TOTAL	36

DISTRIBUTION OF COURSES AND THEIR CREDIT VALUES

Secondary 1 & 2

COURSE	Sec. I	Sec. II
English	6	6
French	6	6
Mathematics	6	6
E.R.C.	2	2
Physical & Health Education	2	2
Arts Education	4	4
Science and Technology	4	4
Geography	3	3
History and Citizenship	3	3
Total	36	36

Credits are maintained in Secondary 1 & 2 for the purpose of promotion decisions only.

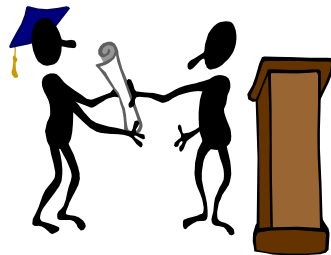
COURSE SELECTION & REGISTRATION INSTRUCTIONS

In the pages that follow you will find all subjects and programs that are to be offered in Cycle 1 at Galt for 2010 - 2011. Although most courses in Cycle 1 are pre-selected for students, there are a few areas where students and parents get to make choices. This is true at level 2 where students get to choose between one of the three Arts Education options (choice of Art, Drama or Instrumental Music).

In early February, students presently in level 1 at Galt will get to choose an Arts Education course. These choices should be discussed with your parents, your teachers and if you wish with our Counselor in Academic Training. In the Arts Education area in particular, you will be asked to indicate first, second and third choices. Although we will try to accommodate everyone's first choice, we cannot guarantee such choices as we are limited in the number of classes available for each option.

The selection of these options in Cycle 1 will be done during special class periods. It is important therefore that discussion occur prior to this process. Students presently at Galt will have been given these course description books as of February 4, 2010. Distribution to the elementary schools will occur a little later that month.

Once all courses have been selected, a printed version of the courses a student will have in 2010 - 2011 will be sent home. Inquiries concerning these forms are to be directed to the appropriate house office. For students entering level 1 or going into level 2 this is Yellow House Office.





PEDAGOGICAL COORDINATORS

SUBJECT	COORDINATOR	LOCATION
English Cycle I Cycle II	Ms. J. Boluk Mrs. M.-C. Marcotte	Orange Green
French Cycle I Cycle II	Ms. M. Lord Mrs. L. Allen	Orange Green
Social Studies I Social Studies II	Ms. J. Huard Mr. R. Fisk	Orange Green
Science I Science II	Mr. M. Proulx Ms. C. Powell/Mr. K. Shea	Orange Green
Mathematics I Mathematics II	Mr. P. Dubois Mrs. L. Rasidescu	Orange Green
Arts Education	Mr. N. Gonyer	Green
E.R.C.	Ms. G. Boucher	Green
Physical Education	Mr. S. Dunn	Physical Education office
Home Economics	Mrs. M. Young	Green
MRP Special Ed. Resource Leader Resource Teacher	Mrs. B. Spoor	Orange

ENRICHMENT PROGRAM

Many students at Galt possess talents and learning abilities that cannot be 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.

Galt's Enrichment Program includes the following areas :

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 Français Langue Maternelle (FR 144, 244, 344, 444, 544); and Environment Science, Chemistry; Physics; enriched Mathematics (Math 304, 404, 504); English-History enrichment (EH 320, EH 420, HL 520) .



YOUR PLANNING GUIDE

CYCLE ONE **(Level 1 & 2)**

Cycle One students are grouped for their core classes according to the following categories:

REGULAR, CORE+ and BILINGUAL (Years 1 & 2):

Students are expected to meet the cycle I competencies in the regular specified time of two years. Where applicable, the core program is supplemented with enriched activities.

MODIFIED PROGRAM (Year 1):

The first year of the program will consist of special courses that will provide extra time for students to develop and strengthen basic skills in English, Mathematics and French. The program will also help guide students to a better understanding of themselves and their social environment. And, it will provide instruction in practical computer skills. Students will be integrated in the regular groups for Arts Education and Physical and Health Education.

Those students, who demonstrate a high level of progress after the first year, may re-integrate the regular program (Cycle I, Year 1) the following year.

MODIFIED PROGRAM (Year 2 – Adapted Cycle I Y1):

In the second year of the program, students will be expected to meet the competencies of the regular Cycle I, Year 1 program. Adaptations will be provided in the way of smaller class size, extra time for Mathematics and specific support in the remaining core classes. Students will continue to be integrated in the regular groups for Arts Education and Physical and Health Education.

Upon completion of the two years, the majority of students will be re-integrated in the regular Cycle I, Year 2 program.

DISTRIBUTION OF COURSES AT CYCLE I

Regular, Core+ and Bilingual (Years 1 & 2)

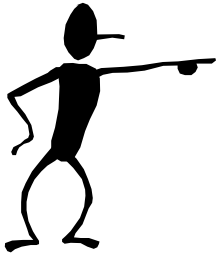
Subject	Number for 75 min-blocks Per 9-day cycle
English	6
Mathematics	6
French	6
Social Studies (Geography and History)	6
Science	4
Arts Education (Art, Music, Drama, Dance)	3
Physical & Health Education	3
Ethics & Religious Culture	2
TOTAL:	36

Modified Program (Year 1)

Subject	Number for 75 min-blocks Per 9-day cycle
English	9
Mathematics	9
French	6
Social Skills & Self-awareness	3
Computer Technology	3
Phys. Ed.	3
Arts Education	3
TOTAL:	36

Modified Program (Year 2 – Adapted Cycle I, Y1)

Subject	Number for 75 min-blocks Per 9-day cycle
English	6
Mathematics	9
French	6
Social Studies	6
Science	3
Phys. Ed.	3
Arts Education	3
TOTAL:	36



CYCLE 1

PLANNING GUIDE

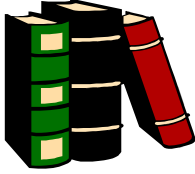
Level 1	Level 2
English	English
French	French
E.R.C.	E.R.C.
Physical & Health Education	Physical & Health Education
Math	Math
Science	Science
Arts Education	Art or Drama or Instrumental Music
Geography/History and Citizenship	Geography/History and Citizenship

FRENCH OPTIONS FOR STUDENTS IN CYCLE 1

Students in Cycle 1 have three French program options.
Please note that a student timetable has 1500 minutes of instruction per week.

1. **Core French Program** – 250 minutes of French per week as prescribed by the Ministry of Education. Remaining time, subjects taught in English.
2. **Core Plus French Program** – 250 minutes of French per week plus Social Studies taught in French for a total of 500 minutes per week. Remaining time, subjects taught in English.
3. **Bilingual French Program** – 250 minutes of French per week plus Science, Social Studies and Moral Education taught in French for a total of 750 minutes per week. Remaining time, subjects taught in English.

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



ENGLISH CYCLE ONE

Level 1

YEAR 1-EN 126 ENGLISH LANGUAGE ARTS YEAR 2-EN 226

Prerequisite: None

Objectives: 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 following with the new Quebec Education Program, students in Cycle 1 (Level 1 and 2), will achieve competency in the following areas:

1. Be able to use language to communicate and learn effectively.
2. Represent his/her literacy in different media.
3. Read and listen to written, spoken and media texts.
4. Write a variety of genres for personal and social purposes.

A portfolio may also be compiled for each student where progress in the four competencies can be seen and this will be regularly self, peer, and teacher evaluated. This portfolio will continue to be compiled throughout Cycle 1.

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 four 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.

Texts:

Year One:

Novel Studies:

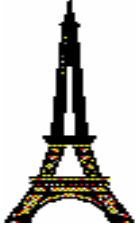
Theme Units: Fantasy, Individual Differences, Canadian History, and Adventure Perspectives 1
Inquiry Into Literature 1
Hannah
Pit Pony
Cleopatra
City of Ember
Where the Red Fern Grows
Dear Joe
Freak the Mighty

Year Two:

Theme Units: The Holocaust, Historical Fiction, and the Elderly
Invitation to Drama
Poems to Enjoy
Perspectives III
Dragonwings
The Diary of Anne Frank: The Play
King Arthur
Walkabout
Wrong Again Robbie
The Thief Lord
Shakespeare's Scribe
The Giver
Eva
The People of Sparks

Different texts and resource materials will be used so students can be exposed to many kinds of literature. These are chosen to address the social functions of texts as outlined in the QEP that include texts for planning, reflective texts, explanatory texts, reports and expository texts.

Not all of the texts listed will be used by every student.



FRENCH

FRENCH IS A COMPULSORY COURSE AT ALL LEVELS.

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

FRENCH SECOND LANGUAGE (Base)

CYCLE 1 FRENCH SECOND LANGUAGE (Base)

Level 1 & 2

Prerequisite: None

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:

1. Interact orally in French.
2. Read and understand various popular and literary texts.
3. Write and produce a variety of texts and develop an identity as a writer.

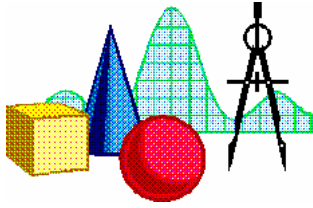
To develop the three secondary Cycle 1 competencies, students will explore different aspects of the culture of French speakers.

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.



MATHEMATICS

CYCLE 1 Combines Level 1 and Level 2.

Year 1 - MA 116

Year 2 - MA 216

Prerequisite: None

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 three 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.
3. **Communicating effectively using Mathematical Language** – students will be expected to interpret mathematical representations and to produce and convey (orally or written) a clear message using proper mathematical language.

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.

It is with this goal in mind that the content of the Cycle 1 Mathematics curriculum is divided into themes for the two-year cycle.

THEMES	YEAR 1 Content Covered within Theme	YEAR 2 Content Covered within Theme
Arithmetic & Algebra	<ol style="list-style-type: none"> 1. Number theory 2. Rational Numbers 3. Integers 4. Pre-algebra 	<ol style="list-style-type: none"> 1. Algebra 2. Solving equations 3. Various Modes of representing data (graphs, tables, algebraic rules) 4. Proportions
Statistics & Probability	<ol style="list-style-type: none"> 1. Data collection methods 2. Graphing types 3. Basic statistical calculations 	<ol style="list-style-type: none"> 1. Probability theory of simple and compound experiments 2. Probability of events
Geometry	<ol style="list-style-type: none"> 1. Perimeter and area 2. Geometric constructions 3. Isometric transformations 	<ol style="list-style-type: none"> 1. Similarity transformations 2. Circles 3. Polygons

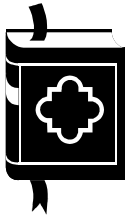
These goals will be accomplished through the use of various resources such as hands on manipulatives, computer technology, calculators and geometry sets.

Students will use these materials in activities and projects involving exploration of real life concepts, and the reflection and justification of responses.

Texts:

Course packages, notes packages, and various textbook resources.

By the end of Cycle 1, students will have achieved competencies in solving situational problems, using mathematical reasoning, and communicating effectively using mathematical language. Students' success in their other subject areas will be enhanced as students become proficient at using reasoning to solve problems.



ETHICS & RELIGIOUS CULTURE

CYCLE 1

Combines Level 1 and Level 2

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.

SECONDARY CYCLE ONE

THEMES & RELATED CONTENT

Ethics

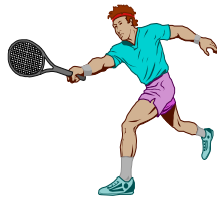
1. Freedom (Reflections on Freedom, Limits to Freedom)
2. Autonomy (Dependence & Autonomy, Individuals and Groups)
3. Social Order (Groups, Institutions and Organizations, Forms of obeying and disobeying the law, Transformations of Values and Norms)

Religious Culture

1. Quebec's Religious Heritage (Founders, influential figures and institutions, influences on values and norms, heritage works)
2. Key elements of religious traditions (Stories, Rites, Rules)
3. Representations of the divine and of mythical and supernatural beings (Names, attributes and symbols of the divine, mythical and supernatural beings)

Dialogue

1. Forms of dialogue and conditions that foster dialogue (Conversation, Discussion, Narration, Deliberation, Interview, Debate, Panel)
2. Means for developing a point of view (Description, Comparison, Synthesis, Explanations, Justification)
3. Means for examining a point of view (Types of judgements, processes likely to hinder dialogue)



PHYSICAL & HEALTH EDUCATION

Each student in the school is expected to follow a regular Physical and Health Education program in order to improve and maintain fitness and good health. The development of ideas and thoughts surrounding health and habits are also explored. An ability to function in different environments both team and individual are key elements to the program.

You will have opportunities to develop skills and techniques in several activities. Time has shown that you will likely remain active in some of these activities many years after you have left Alexander Galt.

The Physical and Health Education course will help you to achieve social and emotional maturity through the continuum of adolescent growth, while exploring physical and mental challenges.

LEVEL 1

DPF-DPM 112

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.

Evaluation: 30% Effort; 30% Attitude; 30% Skill Performance and Development; 10% Written Tests.

Level 2

DPF-DPM 212

Prerequisite: None

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.

Content: This course consists of units in the following:

Football, Basketball, Cross-Country Running, Weight Training, Handball, Volleyball, Wrestling, Badminton, Floor Hockey, Softball, Cooperative Games and a Winter Activities Program.

Evaluation: 30% Effort; 30% Attitude; 30% Skill Performance and Development; 10% Written Tests.



SOCIAL STUDIES CYCLE 1

YEAR 1 & 2: 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, 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

A portfolio will be compiled throughout the cycle to show progress of the competencies.

Textbook: Geography I and II (Brian Maddock)

YEAR 1 & 2: 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, 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

A portfolio will be compiled throughout the cycle to show progress of the competencies.

Textbook: Human Heritage (McGraw-Hill; Glencoe)



SCIENCE & TECHNOLOGY CYCLE 1

Prerequisite: None

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 three competencies:

1. Seeking answers or solutions to scientific or technological problems.
2. Making the most of his/her knowledge of science and technology.
3. Communicates in the languages used in 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: Univers textbook; Eureka series of textbooks; handouts; and resources from the Enhanced Learning Strategy Program offered by the ETSB.



ARTS EDUCATION

Level 1

HU 124

Prerequisite:

Objectives:

EXPLORATION ART, MUSIC, DRAMA

None

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 visual and tactile properties of everyday objects, different artistic techniques and how to use them, 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.

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.

Level 2

AR 214

Prerequisite:

Objectives:

ART

None

The aim of this course is to encourage the development of the students' creative abilities as well as their understanding of the theory and history of visual art.

Students will be given projects and exercises to help develop a further awareness of their surroundings as well as introduce them to the creative process through various types of drawing, painting, print making, collage and three dimensional work.

Upon completion of the course the student should have more awareness of their aesthetic surroundings and creative abilities.

Text:

Art and Man, Book 1

Level 2**MI 224****INSTRUMENTAL MUSIC (BAND)****Prerequisite:**

None

Objectives:

This course is an introduction to the art of Brass, Woodwind, and Percussion techniques. No previous experience is necessary. The school provides instruments.

Students will create and perform music, become familiar with some musical notation, literature and language, and will develop an awareness of the sound environment.

Upon completion of this course, students will have an appreciation of the introductory aspects of music, and the ability to play a musical instrument for the pleasure of others and themselves.

Texts:*Belwin Elementary Band Method*

Note : All band students will be charged a fee of \$20.00 to cover the costs of consumable items, (reeds, valve oil, grease, corks, etc.)

Level 2**HU 224****GUITAR****Prerequisite:**

None

Objectives:

The aim of this course is for students to further develop skills introduced to them in Level 1 music. The students will be learning more songs individually and also in a group setting.

Level 2**DR 224****DRAMA****Prerequisite:**

None

Objectives:

This course is an introduction to Drama. The aim of the program is to enable pupils to use 'dramatic language' as a means to express, communicate, and create individually or in a group.

Drama students will strengthen oral language skills and develop self-confidence through individual effort and group projects in pantomime, tableau-vivant, videos, etc.

Upon completion of the course the students should have an appreciation of the basic elements of dramatic language and the creative process.

Texts:*Selected playscripts and teleplays, Theatre Games : A New Approach to Drama Training*