

ALEXANDER GALT



CYCLE 2

**Course Description Booklet
2011 - 2012**

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February 2011

Dear Parents, Present & Future Cycle 2 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 3, 4 or 5 during the 2011 - 2012 school year. If after consulting it you still have questions, please feel free to call the school and ask for Mrs. Marie Thibault, our Counselor in Academic Training. She can be reached at extension 258.

The New Education Program (QEP) is now fully implemented in all levels. In order to assist all students with the program choices available to them, special orientation information sessions will be given by our Counselor in Academic Training in the weeks preceding the course selection process.

Please note that we have included a special section on vocational education courses available in English for those students and parents interested in finding out about the vocational education option. A new concurrent studies program is in the development stages. Alexander Galt will be working as a partner with the Vocational Education Centre to offer senior students an opportunity to work on a DEP and DES at the same time. More information will be available in the near future. These courses are available at the Lennoxville Vocational Education Centre located right here on our campus.

Sincerely,

Serge Béliveau
Principal



PEDAGOGICAL COORDINATORS

<u>SUBJECT</u>	<u>COORDINATOR</u>	<u>LOCATION</u>
ENGLISH		
Cycle I	Mrs. J. Boluk	Orange
Cycle II	Mrs. M.-C. Marcotte	Green
FRENCH		
Cycle I	Ms. M. Lord	Orange
Cycle II	Mrs. L. Allen	Green
SOCIAL SCIENCES		
Cycle I	Ms. J. Huard	Orange
Cycle II	Mr. R. Fisk	Green
SCIENCE		
Cycle I	Mr. M. Proulx	Orange
Cycle II	Mr. M. Learned	Green
MATHEMATICS		
Cycle I	Ms. J. Vallée	Orange
Cycle II	Mrs. L. Rasidescu	Green
PHYSICAL EDUCATION	Mr. S. Dunn	Phys. Ed. Office
ETHICS & RELIGIOUS CULTURE	Ms. G. Boucher	Green
ARTS EDUCATION	Ms. A. Blampied	Green
HOME ECONOMICS	Mrs. M. Young	Green
MP/SPECIAL ED. RESOURCE LEADER RESOURCE TEACHER	Ms. T. Comeau	Orange

MINISTRY OF EDUCATION REGULATIONS

Course Selection Planning Guide – Cycle 2 General and Applied Education Path

Secondary 3		Secondary 4		Secondary 5	
Subjects	Units	Subjects	Units	Subjects	Units
English	6	English	6	English	6
French Regular Enriched	6 6	French Regular Enriched	4 6	French Regular Enriched	4 6
Math	6	Math CST TS S	4 6 6	Math CST TS S	4 6 6
History & Citizenship or Histoire et citoyenneté	4	History & Citizenship or Histoire et citoyenneté	4	Contemporary World	4
Arts Education	2	Arts Education	2	Arts Education	2
Physical Education	2	Physical Education	2	Physical Education	2
		Ethics	4	Ethics	2
Science: ST AST	6 6	Science: ST AST	4 6	Integrative Project	2
Options:	4	Options:	4 or 6	Options:	8 or 10
TOTAL		TOTAL		TOTAL	

Options (Sec. 3): POP is a compulsory course for students in the Applied Path. In the General Path, students have a choice of Spanish, Art, Drama, Music, POP or Home Economics (*4 units*)

Options (Sec. 4): Woodworking, Art, Dance, Drama, Music, POP, Spanish, Fashion & Food; (*4 units*) Sports Leadership, Entrepreneurship, or Exploration (*2 units*)

Options (Sec. 5): Chemistry, Physics, Art, Band, Drama, History, Media, Community Skills, (4 units) Fashion & Food and new this year - Cultural Geography (4 units).

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%

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.

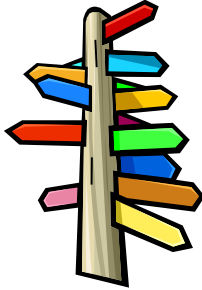
COURSE SELECTION INSTRUCTIONS

In the pages that follow, you will find all subjects that are to be offered in Cycle 2 at Galt for 2010 - 2011. We suggest that you proceed through the following steps on your way to completing your course selection form for next year.

1. Read carefully the course descriptions for each course, making sure which subject best suits your individual program, as well as each course that is compulsory for you in your level.
2. Discuss your choice of options with your parents, your homeroom teacher, your subject teachers, and your counselor in academic training.
3. Circle the courses on the Course Selection Planning Guide (p. 2). Rank (1st, 2nd, 3rd) your option choices ready for the official Course Selection Form.
4. Once your final selections have been made, you will enter the information called for on the official course selection form for your level. At the appropriate time you will receive the instructions you need to fill in the form accurately and correctly.

SPECIAL NOTES:

1. The school is prepared to offer all the courses listed and described, providing a sufficient number of students enroll to meet class size requirements. In the event of insufficient enrollment, or other unforeseen circumstances, students must plan alternative course choices. Therefore, students are asked to rank their first, second and third choice.
2. Please see the section entitled "Course Selection Planning Guide". By reviewing it carefully, you should be able to develop a tentative outline of your complete high school career.



DIVERSITY OF PATHS IN SECONDARY CYCLE 2

In Quebec, from the first year of elementary school to the end of Secondary Cycle 1, all students receive the same education. In Secondary Cycle 2, however, it is different. Students are provided with a diversified education and opportunities for career guidance. Level 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 (e.g.: drama, art, band, Spanish, Home Economics, POP, 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 new paths, do not hesitate to contact Marie Thibault or your Cycle Vice Principal.

FRENCH OPTIONS FOR STUDENTS IN LEVEL 3

Students entering Level 3 will have two 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 Sciences taught in French for a total of 416 minutes per week. Remaining time, subjects taught in English.

Placements are made after consultation with students, parents and teachers.

ENRICHMENT PROGRAM

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 534; Physics 534; enriched Mathematics (Science & Technical Option); English-History enrichment (BEN 320, BEN 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.



Is meant for students who perform at a high level in a particular sport and who are recognized by their club as Relève, Espoir, Élite or Excellence. These students practice their sport every day, for the whole year. Student will spend 70% of their time on academics and 30% will be devoted to their sport. By following this, our student athletes have the chance to have a better balance between Academics and sports.

Each day, parents must take their child to the different training facilities and the school will bus all students back to school after their training and back home at the end of the day.

Certain criteria must be respected when students and parents are interested in the Sport-Études option:

- Students must maintain marks of at least 70% in English Language Arts and Math.
- Students must be passing all other subjects
- Students must keep a top-of-the-line behavior code

The following sports are currently offered at Galt under the Sport-Études formula for 2010-2011:

Hockey Development (boys and girls), Hockey Bantam AA, Hockey Midget Espoir, Soccer, Figure Skating, and Triathlon.

Starting in the fall of 2011, we wish to be able to offer the following sports: Speed Skating, Cycling, Baseball, Track and Field, Volleyball, Gymnastics, Canoe-Kayak, & Table Tennis.

Fees: \$30 to open the file

- \$250 for registration payable to Sport-Études payable to the school.
- Individual fees payable to the clubs in charge of the sport. These fees vary according to the sport.



SPORTS CONCENTRATION



This is a one-of-a-kind program offered only at Galt and is meant for students who enjoy sports and are motivated by being involved in sports in general. We are thrilled to be starting this program!

These students will practice up to 3 different sports during the year, based on the sports offered: Soccer, Basketball, Rugby, Fitness Training, Swimming, Hockey, Badminton, & Football.

Students take their regular bus and practice their chosen sports 3 mornings a week.

The other 2 mornings, students will be with their Homeroom/Advisor teacher to make sure they keep up with their studies. Academic help will be offered to assure success.

Certain criteria must be respected when students and parents are interested in the Sports Concentration option:

- Students must maintain marks of at least 70% in English Language Arts and Math.
- Students must be passing all other subjects.
- Students must keep a top-of-the-line behavior code

*All interested students should register. The above criteria will be discussed in full.

Fees:

- \$30 to open the file
- \$950 for the Concentration Program also payable to school in order to support the rental facilities and transportation.



VISUAL ARTS CONCENTRATION



- Creative Crafts
- Media Arts
- Studio in Sculpture (Level 1)
- Ceramics
- Drawing & Painting (Level 1)
- Introduction to Printmaking
- Artist Portfolio and Career Development
- Art History (Level 1)

These classes will be completed over the course of 5 years in the Visual Arts Concentration Program.

ENROLMENT AND APPLICATION

General Requirements:

1. Minimum average of 70% or score of 4 and higher in ELA, Math & no failures
2. Artist portfolio
3. Short letter of intent

Portfolio Requirements:

1. 3 or more pencil drawings
2. 1 or more colour images (painting, marker, crayon, pastel)
3. 1 or more images of your own choice (photographs, sculpture, jewellery, craft work, etc.)* please photograph any 3 dimensional work.

Please place all portfolio items in a well-labelled folder. Please include your full name, address and telephone number.

Letter of Intent Requirements:

1. Tell us why you enjoy making art.
2. Describe some of your experiences in art making.
3. What are your expectations?
4. Make your letter as creative and beautiful as you wish.

Program Costs:

\$600 per year

Cost includes the following:

1. Sketchbook and pencil set per student
2. Art materials and tools
3. 4 field trips (museums, art events, workplaces and art schools)
4. Artists visits and specialist workshops
5. Art History package



ENGLISH CYCLE II

**Year 1 – BEN 306 ENGLISH LANGUAGE ARTS –
COMPULSORY**

Year 2 – BEN 406

Year 3 – BEN 506

PREREQUISITE: Cycle 1 Language Arts.

OBJECTIVES:

The aim of the Cycle II English Language Arts Program is to develop confident, self-motivated, resourceful adult learners who find in language, discourse, and genre a means of coming to terms with ideas and experiences, and a medium for communicating with others and for increasingly independent learning.

In accordance with the Quebec Education Program, students in Cycle II (Levels 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, which will follow them through the years of the cycle.

Grammar skills will continue from the basics, which were taught in Cycle I, 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 II.

Various forms of texts (fiction, non-fiction, poetry, essays, photographs, videos, plays, articles, etc.) will be studied and produced. The following is a list of *some* of the resources that *may* be used.

TEXTS:

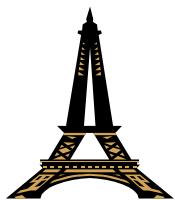
For level 3: Print texts: *Currents in Drama, Currents in Fiction, After the Eclipse Currents in Poetry, Monster, MAUS I & II Sunburst, Romeo and Juliet, Merchant of Venice, Fallen Angels, The Pigman, The Hound of the Baskervilles, The Chocolate War, Hunter in the Dark, The Outsiders, That was Then, This is Now, Summer of my German Soldier, Dune, Zack; Of Mice and Men;* and various **media texts**.

For level 4: Print texts: *Designs in Fiction; In Your Own Words 1; Inquiry into Literature #4; Three Way Mirror; Designs in Non-Fiction; Rhyme and Reason, The Poet's Craft; Inside Poetry; Designs in Poetry; Designs in Drama; Macbeth, Othello.* Novels: *Fahrenheit 451; Maximum Ride; Rumblefish; The Chrysalids; The Contender; The Brave; Forbidden City, Rough Waters, FEED, The Curious Incident of a Dog in the Night Time; Johnny Got His Gun;* and various **media texts**.

For level 5: Print texts: *Literary Experiences I and II, The Recurring Image; Essays and Short Stories; Story and Structure; In Your Own Words 2; Sense and Feeling; Theme and Image; Poetry in Focus; New Horizons; Sound and Sense; The Glass Menagerie; Death of a Salesman; Hamlet.* Novels: *Lord of the Flies; Ordinary People; Stone Angel; Crabbe; Flowers for Algernon; Dead Poets' Society; 1984, The Glass Castle; My Sister's Keeper; The Hunger Games; The Road; Lullabies for Little Criminals; To Kill a Mockingbird;* and various **media texts**.

CREDITS:

6 Credits at each level



FRENCH CYCLE II - COMPULSORY

Level 3, 4 5

PREREQUISITE: Cycle I French

OBJECTIVES: 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.

Basic French
CFR304
CFR404
CFR504

The basic French Second Language course is the continuation of the Cycle I program and its goal is to have the Anglophone student participate in the Québec Francophone community which will help him/her grow on a personal, social and professional level. Students in the Basic French program will develop, during their secondary education, skills to function efficiently in French in all aspects of their school and personal lives.

Enriched French
CFR306
CFR406
CFR506

The Cycle II Enriched French Second Language course is the continuation of the Cycle I program, and its goal is to bring the Anglophone student to understand Francophone society, and to integrate easily into this milieu in a harmonious manner on a personal, social and professional basis. Students in this program must, in the course of their secondary education, acquire a level of autonomy and cultural and linguistic ease close to bilingualism.

Students will develop the following competencies:

- 1) Interact in French
- 2) Read a variety of French texts (base program). Read current texts and specialized and literary texts (enriched program).
- 3) Produce written texts

While developing the above competencies students:

- 1) Learn to express themselves with greater ease
- 2) Learn about another culture and expand their vision of the world
- 3) Gain in confidence and autonomy while communicating in French

Learn to establish themselves in the French community

CREDITS: 6 Credits – Level 3
 4 Credits per Level – Level 4 & 5



SPANISH

Level 3 or 4

CSP404

SPANISH AS A THIRD LANGUAGE (Option)

Spanish is offered as a one-year course for those interested in traveling in a Spanish speaking country.

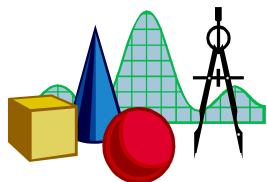
PREREQUISITE: An interest in exploring the Spanish language as well as the culture of the peoples of Spain, Mexico, Central and South America.

Students must be registered in an Enriched French class or have an average of 76% in a regular French class.

OBJECTIVES: The purpose of this course is to enable students to get along with the basic vocabulary needed to travel for the first time in a Spanish speaking country as well as to acquaint the student with the history, art, music, folklore and geography of these 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.

CREDITS: 4 SECONDARY IV CREDITS



MATHEMATICS – CYCLE II

Designed as a continuation of the Secondary Cycle I program, the Cycle II mathematics program is aimed at developing the following closely linked competencies:

1. **Solves a situational problem**
2. **Uses mathematical reasoning**
3. **Communicates by using mathematical language**

MATHEMATICS Cycle II, Year 1 (Level 3)

Textbook: Point of View, Editions Grand Duc

Workbook: Mathematics 3000, Editions Guerin

The course is compulsory for all Level 3 students.

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 level 4.

Based on their personal abilities, interests and future plans, they will have to choose one of the following Math courses in level 4:

1. **KMC 404 -Cultural, Social and Technical Option (4 credits)**

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.

2. **KMT 406 -Technical and Scientific Option (6 credits)**

This option is intended for students interested to explore situations that involve both manual and intellectual work. It is recommended to students who wish to work in fields such as engineering, biology, health, nutrition, computer sciences, computer design, business administration, finance, etc.

3. **KMS 406 - Scientific Option (6 credits)**

This option is intended for students who seek to understand the origin of different phenomena and how they work. 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 (Health, Pure and Applied Sciences) or to perhaps eventually specialize in research.

- **An academic average above 75% in level 3 Math is strongly recommended for enrollment in the TS or Scientific course.**
- **All options will allow students to enter a pre-university program. Some programs may require the TS or Scientific course.**
- **The TS and Scientific courses are completely equivalent, they differ only in the method of teaching. Any pre-university program will accept either of the two.**

MATHEMATICS Cycle II, Year 2 (Level 4)

As described above, in Level 4 there are 3 options for the Math course:

1. KMC 404 -Cultural, Social and Technical Option (4 credits)

Textbook: Visions, Editions CEC

Workbook: Mathematics 3000, Editions Guerin

2. KMT 406 -Technical and Scientific Option (6 credits)

Textbook: Visions, Editions CEC

Workbook: Mathematics 3000, Editions Guerin

3. KMS 406 - Scientific Option (6 credits)

Textbook: Visions, Editions CEC

Workbook: Mathematics 3000, Editions Guerin

From Secondary Cycle II, Year 2 (Level 4) the students will continue in the same option or may choose a different option to continue their math education in Secondary Cycle II, Year 3 (Level 5).

A student who has successfully completed the KMT or Scientific course may choose to switch to any of the two other courses, upon completing a bridge course that covers the differences between options.

A student who has completed the Level 4 KMC course **may not** switch to a Level 5 KMT or Scientific course, but may choose to take a Level 4 KMC or KMS course. An average above 75% in level 4 KMC is strongly recommended.

MATHEMATICS Cycle II, Year 3 (Level 5)

1. KMC 504 -Cultural, Social and Technical Option (4 credits)

Textbook: Visions, Editions CEC

Workbook: Mathematics 3000, Editions Guerin

2. KMT 506 -Technical and Scientific Option (6 credits)

Textbook: Point of View, Editions Grand Duc

Workbook: Mathematics 3000, Editions Guerin

3. KMS 506 - Scientific Option (6 credits)

Textbook: Visions, Editions CEC

Workbook: Mathematics 3000, Editions Guerin



SCIENCE

AST 306 - Applied Science

ASC 306 - Science and Technology

Cycle II, Level 3

Credits: 6 credits

Number of blocks: 6 blocks

Mandatory Yes

There are two science options in level 3: “Applied Science” and “Science and Technology”. The two courses are very similar in content. The difference in the two courses is the “Science and Technology” course has more theoretical content. Each of the level three courses is divided into: The Living World, The Material World, Earth and Space* and The Technological World. All the scientific principles within the courses are related to the human body and human condition.

Science and Technology

Example Approach

Your best friend has asthma and you would like to learn more about the factors that affect respiratory health to help him reduce the frequency of his asthma attacks.

You could be asked to:

- Examine the respiratory system
- Design and conduct an experiment to determine what factors affect respiration
- Examine a stethoscope from a scientific and technological point of to understand how it allows one to hear both the heartbeat and air moving in and out of the lungs
- Use what you learned to make suggestions on how to maintain good respiratory health

Applied Science and Technology

Example Approach

Your mother is a respiratory therapist.

You have broken her stethoscope. You decide to build a replacement that will allow her to hear heartbeats and air moving in and out of the lungs.

You could be asked to:

- Analyze a technical object (stethoscope, speakers, drum) to understand the concepts involved
- Design and construct a replacement stethoscope (using the physics of sound waves, pressure-volume relationship, etc)
- Prepare a technical manual describing the operation and function of the object
- Examine the respiratory system, using what was learned about the stethoscope as a starting point.

Both science options in level three prepare students for the level four science courses.

EVALUATION: The following three competencies are evaluated:

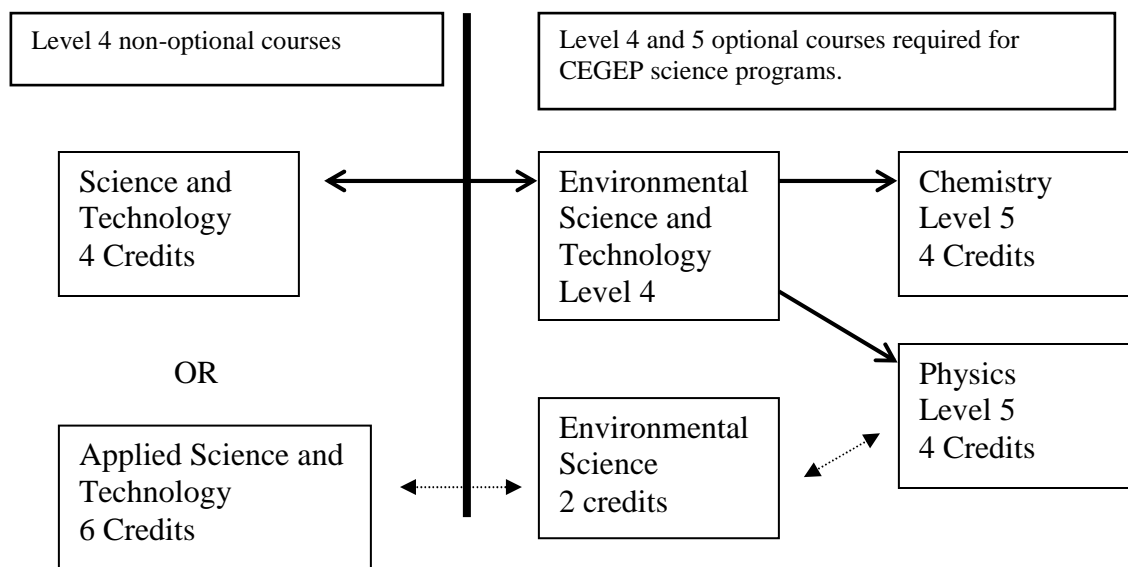
- Seeks answers or solutions to problems involving science
- Makes the most of his/her scientific knowledge

- Communicates ideas relating to questions involving science, using the languages associated with science and technology

* Space is examined in Science and Technology only.

Sciences Courses– Cycle II, Level 4 - Compulsory

Level: Secondary 4
Credits: 4 or 6 credits
Number of blocks: 4 or 6 blocks
Pre-requisite: Level 3 Science



- This arrow means that the courses should be taken in the same year in order to take Chemistry and Physics in level 5
 This arrow means that the course requires a prerequisite.
 This arrow means that this course could lead to Chemistry and Physics but it is not highly recommended by the science department.

Although they are part of different educational paths, the “Science and Technology” and the “Applied Science and Technology” programs have the same competencies (apart from one key feature), and more than 60 per cent of their respective program content is identical. Both courses contain the major topics: The Living World, The Material World, Earth and Space and The Technological World.

The Applied Science and Technology course offers the opportunity to learn science using technology. The other course, which is called Science and Technology, offers a more traditional scientific approach. The six-credit course offers the opportunity to

carry out more technological projects.

“Environmental Science and Technology” is taught in association with “Science and Technology”. It is a challenging optional course for highly motivated students. The “Environmental Science and Technology” properly prepares students for Chemistry and Physics at level 5. Environmental Science and Technology is a prerequisite for Chemistry and Physics at level 5.

The Environmental Science and Technology emphasizes the concepts of many scientific disciplines including astronomy, biology, chemistry, geology, physics and technology. The key features to this course are to consolidate the student’s scientific concepts and to develop their critical thinking.

Secondary IV Science

General Science and Technology 4 Credits (It is offered in 4 blocks in a 9-day cycle)

General Science and Technology is a core course for Secondary IV students.
It meets the graduation requirements to obtain a high school diploma.

This core course is designed for students who **ARE** intending and for students who **ARE NOT** intending to take any science options in Secondary V (Chemistry and Physics). Students intending on taking Chemistry and/or Physics in Secondary V **must also follow and succeed** the Environmental Science and Technology course in secondary IV.

The content for the second year of the Science and Technology program is organized around four environmental topics: climate change, the energy challenge of humankind, drinking water and deforestation.

The course involves hands-on, inquiry-based learning to develop problem solving, to emphasize the application of science knowledge, and to teach communication using scientific and technological language.

The program creates a single discipline by integrating five scientific fields (astronomy, biology, chemistry, geology, physics) and technology. The curriculum is organized in this way because it is often necessary to refer to subject matter and methods from several fields at once to solve problems or form opinions about major scientific and technological issues.

Evaluation:

The program focuses on the development of the same three competencies as the Secondary Three Program:

- Seeks answers or solutions to scientific or technological problems
- Makes the most of his/her knowledge of science and technology
- Communicates in the languages used in science and technology

The competencies are evaluated based on the Ministry's criteria for each competency. The criteria are applied following an approach called Learning and Evaluation Situations (LES). A Learning and Evaluation Situation can be created in the form of written test, research projects, experimental processes, technology design and production projects, oral presentations and the use of information technology. During the year and at the end-of-the-year the students are evaluated using an Evaluation Situation in which the student may receive no help.

The student's mark is based on the student's performances in the Learning and Evaluation Situations throughout the year using the criteria to evaluate each competency. The teacher's judgment is based on the consistency and the improvement of the student's performances in the Learning and Evaluation Situations.

Materials:

Textbook: Observatory , Cycle Two © 2009 Éditions du Renouveau pédagogique inc.
Workbook: Observatory, Cycle Two © 2009 Éditions du Renouveau pédagogique inc.

Applied Science and Technology *Secondary 4* 6 Credits (It is offered in 6 blocks in a 9-day cycle)

Applied Science and Technology is a core course for Secondary IV students.
It meets the graduation requirements to obtain a high school diploma.

This core course is designed for students who **ARE NOT** intending to take any science options in Secondary V (i.e.: Chemistry and Physics).

The content in the second year of Cycle Two is closely related to the applications of energy and transportation technologies.

The course involves hands-on, inquiry-based learning to develop problem solving skills, to emphasize the application of science knowledge, and to teach communication using scientific and technological language.

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 process in the world around them.

Evaluation:

The program focuses on the development of the same three competencies as the Secondary Three Program:

- Seeks answers or solutions to scientific or technological problems
- Makes the most of his/her knowledge of science and technology
- Communicates in the languages used in science and technology

The competencies are evaluated based on the Ministry's criteria for each competency. The criteria are applied following an approach called Learning and Evaluation Situations (LES). A Learning and Evaluation Situation can be created in the form of written test, research projects, experimental processes, technology design and production projects, oral presentations and the use of information technology. During the year and at the end of-the-year the students are evaluated using an Evaluation Situation in which the student may receive no help.

Students could take the Applied Science and Technology course (6 credits) matched with “Environmental Science” (2 credits) but students are being encouraged to follow the General Path if they are interested in pursuing chemistry and physics in Level V (required for Pure and Applied at CEGEP).

The student's mark is based on the student's performances in the Learning and Evaluation Situations throughout the year using the criteria to evaluate each competency. The teacher's judgment is based on the consistency and the improvement of the student's performances in the Learning and Evaluation Situations.

Materials:

Textbook: Observatory , Cycle Two © 2009 Éditions du Renouveau pédagogique inc.
Workbook: Observatory, Cycle Two © 2009 Éditions du Renouveau pédagogique inc.

Environmental Science and Technology Secondary 4
4 credits (It is offered in 4 blocks in a 9-day cycle)

PREREQUISITE: Level 3 Math (75%) and Level 3 Science (75%)

Environmental Science and Technology is an optional course for Secondary IV students.

It meets the requirements to register for the Secondary V Chemistry and Physics option courses.

This optional course is designed for students who **ARE** intending to take any science options in Secondary V (i.e.: Chemistry and Physics).

It is aimed at developing the same competencies as the General Science and Technology but the compulsory concepts address other environmental issues. The Environmental Science and Technology program focuses on citizenship and scientific skills. Like the basic program, it pays

special attention to the development of students' critical judgment. It aims to consolidate scientific and technological learning and is a prerequisite for the optional science and technology programs offered in Secondary V.

The optional Environmental Science and Technology program uses the same resources as the compulsory Science and Technology program. However, it contains more complex scientific concepts and requires a greater use of mathematics. Special emphasis is placed on preparing students for Secondary V Chemistry and Physics option courses.

In addition to the issues suggested in the basic *Science and Technology* program, i.e. climate change, the energy challenge, drinking water and deforestation, the optional program includes the issues of energy, residual materials and food production. The compulsory concepts are divided into the same four areas as the General Science and Technology course: The Living World, The Material World, The Earth and Space, and The Technological World.

Evaluation:

The program focuses on the development of the same three competencies as the Secondary Three Program:

- Seeks answers or solutions to scientific or technological problems
- Makes the most of his/her knowledge of science and technology
- Communicates in the languages used in science and technology

The competencies are evaluated based on the Ministry's criteria for each competency. The criteria are applied following an approach called Learning and Evaluation Situations (LES). A Learning and Evaluation Situation can be created in the form of written test, research projects, experimental processes, technology design and production projects, oral presentations and the use of information technology. During the year and at the end-of-the-year the students are evaluated using an Evaluation Situation in which the student may receive no help.

The student's mark is based on the student's performances in the Learning and Evaluation Situations throughout the year using the criteria to evaluate each competency. The teacher's judgment is based on the consistency and the improvement of the student's performances in the Learning and Evaluation Situations.

Materials:

Textbook: *Observatory*, Cycle Two © 2009 Éditions du Renouveau pédagogique inc.
Workbook: *Observatory, Cycle Two* © 2009 Éditions du Renouveau pédagogique inc.

Level 5**LCH 534****CHEMISTRY V (Option) 4 credits, 4 periods per cycle****PREREQUISITE:**

Environmental Science Level 4 and Technology Level 4
It is also suggested that students have successfully completed Level 4 Technical Science Math **or** level 4 Science Math.

**EVALUATED
SUBJECT
COMPETENCIES:**

The Chemistry program is designed to develop the following three competencies:

- Seeks answers or solutions to problems involving physics
- Makes the most of his/her knowledge of chemistry
- Communicates ideas relating to questions involving chemistry, using the languages associated with science and technology

OBJECTIVES:

This is a highly laboratory oriented course which is intended to consolidate and enrich students' scientific training and is a **prerequisite** for several pre-university or technical programs at the college level.

The content is addressed in meaningful contexts that may require the application of knowledge related to the major areas of study in previous science and technology programs or knowledge associated with various subjects, themes and problems. In particular, special attention is paid to strengthening the link between chemistry and mathematics.

Its content focuses on one subject with compulsory concepts organized around four general concepts: gases, energy changes in reactions, reaction rate 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 and bases.

TEXTS:

Quantum Chemistry (La Chenelière)

CREDITS:

4 SECONDARY V CREDITS

Level 5**LPH 534****PHYSICS V (Option) 4 credits, 4 periods per cycle****PREREQUISITE:**

Environmental Science and Technology Level 4
It is also suggested that students have successfully completed
Technical Science Math **or** Science option Math at level 4.

**EVALUATED
SUBJECT
COMPETENCIES:**

The Physics program is designed to develop the following three
competencies:

- Seeks answers or solutions to problems involving physics
- Makes the most of his/her knowledge of physics
- Communicates ideas relating to questions involving physics,
using the languages associated with science and technology

OBJECTIVES:

This optional science course is mainly designed for students who plan
to study science at the post secondary level. The main objectives are
to foster the student's interest in Physics, to help the students adapt to
the constant changes brought about by science, and to prepare them
for a career in science or technology.

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 concepts that will be studied
through problem solving and lab work. They include kinematics,
dynamics, transformation of energy and geometric optics.

TEXTS:

Quantum Physics (La Chenelière)

CREDITS:

4 SECONDARY V CREDITS



ETHICS AND RELIGIOUS CULTURE COMPULSORY

ERC 402
ERC 502

Ethics and Religious Culture – Level 4
Ethics and Religious Culture – Level 5

PREREQUISITES: None if in English in Level 4 only. If in French, acceptance in the course is based on achieving an average of 4 (76%) in Level 3 French.

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, over a two year term, 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:

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.

ETHICS AND RELIGIOUS CULTURE – CYCLE 2

THEMES & RELATED CONTENT

Ethics

1. Tolerance (Indifference, tolerance, and intolerance, Tolerance in Quebec)
2. The future of humanity (Ways of seeing the future of humanity, Challenges to be met)
3. Justice (Ways of defining justice, Questions of justice)
4. The ambivalence of human beings (Expressions of ambivalence, Ambiguities of human action)

Religious Culture

1. Religions down through time (Founding times, Times of development and diffusion, Religious renewal and new religious movements)
2. Existential Questions (The existence of divine, The meaning of life and death, The nature of human beings)
3. Religious experience (The nature of religious experience, Effects of religious experience)
4. Religious references in art and culture (Works of art of a religious character, The presence of religious forms of expression in secular arts)

Dialogue

1. Forms of dialogue and conditions that foster dialogue
 - a. Conversation, discussion, narration, deliberation, interview, debate, Panel
2. Means for developing a point of view
 - a. Description, comparison, synthesis, explanations, justification
3. Means for examining a point of view
 - a. Types of judgments
 - b. Processes likely to hinder dialogue
 - c. Types of reasoning

CREDITS: 4 Credits in ERC 569402 – Level 4
2 Credits in ERC 569502 – Level 5



PHYSICAL & HEALTH EDUCATION COMPULSORY – CYCLE II

Each student is expected to follow a regular Physical & 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 & 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 3, 4, & 5 Physical & Health Education

DPE302, DPE402, DPE502

PREREQUISITE: Level 2 for DPE302
Level 3 for DPE402
Level 4 for DPE502

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

CONTENT: The course consists of the following units. Please note “or” denotes a student option within the time frame of the unit.

Soccer or Football or Cross-Country
Volleyball, Wrestling, Weight Training
Fitness Testing
Winter Activities Program, Cooperative Games
Handball, Badminton, Cosom Hockey
RECREATIONAL Soccer or Softball or Ultimate Frisbee
Term Assignment

Evaluation: 33% Effort; 33% Attitude; 34% Skill Performance
(Term Assignment will constitute 25% of **one** term grade for level 4 & 5 students)

CREDITS: 2 SECONDARY 3 CREDITS FOR DPE 302
2 SECONDARY 4 CREDITS FOR DPE 402
2 SECONDARY 5 CREDITS FOR DPE 502



SOCIAL SCIENCES

Level 3

HAC 304

HISTORY & CITIZENSHIP EDUCATION - COMPULSORY

PREREQUISITE: Level 2 English

OBJECTIVES: This is the first part of the new two-year social science course to be taught as part of the Quebec Education Program (QEP).

The History and Citizenship Educational program has two educational aims: to 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 and community life of a democratic. Pluralistic society that is open to a complex world.

In the History and Citizenship Education program, students are expected to develop the following three competencies:

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

The above three competencies will be implemented in the following seven content periods:

1. The First Occupants
2. The Emergence of a Society in New France
3. The Change of Empire
4. Demands and Struggles in the British Colony
5. The Formation of the Canadian Federation
6. The Modernization of Quebec Society
7. Issues in Quebec Society since 1980

TEXTS: *A Question of History (workbook), Film Series- Canada: A People's History and handouts.*

CREDITS: 4 Secondary III credits

Level 4**HAC 404 HISTORY & CITIZENSHIP EDUCATION (Compulsory)****PREREQUISITE:** Level 3 English and History 304**OBJECTIVES:** This is the second part of the new two-year social science course to be taught as part of the Quebec Education Program (QEP).

The History and Citizenship Educational program has two educational aims: to 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 and community life of a democratic, pluralistic society that is open to a complex world.

In the History and Citizenship Education program, students are expected to develop the following three competencies:

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

The above three competencies will be implemented in the following five content periods:

1. Population and Settlement
2. Economy and Development
3. Culture and Currents of Thought
4. Official Power and Countervailing Powers
5. Issues in Quebec Society

TEXTS: *A Question of History (workbook). Film Series-Canada: A People's History and handouts.***CREDITS:** 4 Secondary IV credits (required for graduation – compulsory exam)

Level 5**CW 504 CONTEMPORARY WORLD - COMPULSORY****PREREQUISITE:** None**OBJECTIVES:** The Contemporary World program enables students to use knowledge and techniques specific to previous competency development as a means of understanding complex international news events within the contemporary world and how they are manifested within the world today.

This program focuses on two competencies:

- Interprets a contemporary world problem
- Takes a position on a contemporary world Issue

Rigorous research methodology will call on students to adopt the **geographic** and **historical** perspectives and consider the **economic** and **political** dimensions depending on the issue/event being studied.

The above two competencies will be implemented in the following five content periods:

1. Environmental Management
2. Population Movement
3. The Powers of State
4. The Distribution of Wealth
5. Intervention in Conflict Zones

TEXTS: *Contemporary World (workbook), the students will utilize a wide variety of media resources (news programs, documentaries, internet, films, hand-outs etc.)***CREDITS:** 4 SECONDARY V CREDITS

Level 5

HAC 534 History – Ancient Concentration (option course)

Prerequisite: Level 4 English

Objectives: *World History Study* provides the student with the opportunity to consider our existence on this earth through chronological development. This world history course will enable students to learn through the use of a variety of methodologies. This hands on course will engage students in acquiring knowledge from our earliest and our most distant past, shedding light on how humans began to advance to the status of a civilization. The course commences with the origin of humans to the point of Neolithic Man. The study of prominent River Civilizations follows leading to the Aegean era. The course concludes with study of Classical Greece, leading to the rise and fall of Rome. Analysis of civilization accomplishments will be measured with the test of time. On completion of this course, students should be prepared for related social science courses at the CEGEP level.

Format: Various methodologies will be used, including how to consider research as a learning tool. Other means of acquiring knowledge will include substantial group work, featuring seminar presentation and debate. However the research essay will be featured with emphasis.

The students are expected to develop the following two competencies:

1. Defines a historical turning point
2. Interprets a social phenomena using the historical method

Content:

Module 1. Pre History to Neolithic Man		
Module 2. River Civilizations	- Sumeria	- Phoenicia
	- Babylonia	- Assyria
	- Egypt	- Hebrews
	- Hittite	- Persia
Module 3. Aegean Civilization	- Atlantis	- Mycenaean
	- Minoan	- Homeric
Module 4. Classical Greece	- City State	- Hellenic
Module 5. Rome	- Early/Late/Pa Romana/Contributions	

Texts: *Human Heritage/Handouts/Film*

Credits: 4 Secondary V Credits



Level 5

GEO 520

Cultural Geography – New Option Course

PREREQUISITE: None

COMPETENCIES:

1. Understands the organization of a cultural area
2. Interprets the dynamics of a cultural area

OBJECTIVES: The course competencies are developed on the basis of six cultural areas and a selected designated focus for each cultural area.

Cultural Area

Designated Focus

African: The constructions of an African identity
 Arab: The crossroads of tradition and modernity
 Indian: The importance of the peasant community
 Latin America: The assertion of identity
 Western: The cohabitation of cultures
 Eastern: An economic power in expansion

The program requires the use of techniques both to obtain information and to convey research results. The techniques are: Interpreting and creating a map, Interpreting a thematic or skeleton map, interpreting a landscape, interpreting a written document, interpreting a pictorial document, interpreting and creating a graph, and interpreting and constructing a contingency table.

RESOURCES USED:

The students will utilize a wide variety of media resources including, documentaries, Internet, films, maps, newspapers, magazines, audio video documents, firsthand accounts, thematic atlases and encyclopaedias.

CREDITS: 4 SECONDARY V CREDITS

ENRICHED CYCLE II ELA AND SOCIAL SCIENCES PROGRAMS

Requirements (levels 3-4-5):

1. Letter of Application
2. Marks (76% in ELA and Social Sciences and no failures in the other subjects)
3. Teacher Recommendation
4. Attitude and Work Ethic
5. Attendance
6. ECA

BEN 320 **Canadian Literature (Enriched)**

PREREQUISITE: Acceptance in the course is based on achieving an average of a 4 (76%) in Level 3, and a mark of 4 (76%) or higher in BEN 206 and AGH 200.

OBJECTIVES: The aim of the Cycle II English Language Arts Program is to develop confident, self-motivated, resourceful adult learners who find in language, discourse, and genre a means of coming to terms with ideas and experiences, and a medium for communicating with others and for increasingly independent learning.

Special emphasis is placed on content knowledge through special projects and assignments. This is done through continual group interactions as well as individual projects. These include reporting and writing for the Sherbrooke Record newspaper, storytelling and working with the local elementary schools in the ETSB, as well as, meeting and conducting videoconferences with published authors.

TEXTS: The course includes a *Canadian author/genre study (various Canadian plays, films, short stories)*. Novels: *Zack*, *Hunter in the Dark*, and various **media texts** will also be used.

CREDITS: 6 Secondary III Credits

BEN 420 Canadian History & Literature (Enriched)

PREREQUISITE Acceptance in these courses with a mark of over 76% in BEN 306 and Social Studies.

OBJECTIVES: The aim of the Cycle II English Language Arts Program is to develop confident, self-motivated, resourceful adult learners who find in language, discourse, and genre a means of coming to terms with ideas and experiences, and a medium for communicating with others and for increasingly independent learning.

BEN 420 - In this course, through a study of Canadian literature, emphasis will be on the development of study skills, critical thinking and independent research. Students will expand their understanding and appreciation of history and literature through discussion and creative individual and group projects. *Special projects: Canadian Identity, Dramatic Anthology, Model Parliament, etc.*

In accordance with the Quebec Education Program, students in this course 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 the year, continuing from previous years.

Grammar skills will continue from the basics, which were taught in Cycle I, through more complex aspects in this cycle.

Various forms of texts (fiction, non-fiction, poetry, essays,

photographs, videos, plays, articles, etc.) will be studied and produced. The following is a list of *some* of the resources that *may* be used.

TEXTS:**Print Texts:**

BEN 420: *The Oxford Anthology of Canadian Literature, Marked By the Wild, Theme and Image, Heartland, A Book of Canadian Poems. Who Has Seen the Wind, The Apprenticeship of Duddy Kravitz, Why Shoot The Teacher, Sunshine Sketches of a Little Town, Never Cry Wolf, The Trial of Louis Riel, Yesterday the children were Dancing, Two Solitudes*, various novels of the immigrant experience (e.g. *Obason, Roughing it in the Bush*), and various novels of contemporary Canadian authors (e.g. *The Life of Pi, etc.*) and various **media texts** will also be used.

CREDITS:

6 Secondary IV Credits

Level 5**CWL 520****CONTEMPORARY WORLD AND LITERATURE
(Enriched) (Formerly entitled HL)**

PREREQUISITE: Acceptance to this course with a mark of 76% in BEN 406 and Social Studies.

OBJECTIVES: This course is intended for enriched students who have successfully completed Level 4 English. The literature and media texts spans roughly the time of World War II to the present day. The Language Arts course will expand the study of history through the exploration of literature and film studies by various authors and creators.

Students will learn to communicate their ideas appropriately with others in a wide variety of contexts (speaking, listening, reading, viewing) and in a wide variety of forms. This course presents students with a focus on the study of the creative side of production, with an emphasis on project-based learning.

Students will learn to reach out beyond their own world to experience the situations in which others find themselves and to understand, analyze and evaluate these vicarious experiences in terms of their own world.

Wherever possible, the texts studied will correspond with the history taught in the complementary course at this level. Many written/media production assignments will involve a critical analysis of these texts.

Students will leave the course with a deeper understanding of the “human” aspect of historical events in our world.

TEXTS: *The Book Thief, Life is Beautiful, Forrest Gump, Independent Reading Study, The Kite Runner, Three Cups of Tea, 1000 Splendid Suns*, and other selections.

CREDITS: 6 Secondary V Credits

Enrollment in this course replaces BEN 506 AND 592504.



SOCIAL SCIENCES (ENRICHED)

Level 3
BEN 320

PREREQUISITE:

HISTORY & CITIZENSHIP EDUCATION (Enriched)

A mark of 4 (76%) or higher in BEN206 and AGH 200.

OBJECTIVES:

This is the first part of the new two-year social science course to be taught as part of the Quebec Education Program (QEP).

The History and Citizenship Education program has two educational aims: to 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 and community life of a democratic, pluralistic society that is open to a complex world.

In the History and Citizenship Education program, students are expected to develop the following three competencies:

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

The above three competencies will be implemented in the following seven content periods:

1. The First Occupants
2. The Emergence of a Society in New France
3. The Change of Empire
4. Demands and Struggle in the British Colony
5. The Formation of the Canadian Federation
6. The Modernization of Quebec Society
7. Issues in Quebec Society since 1980

For the enrichment aspect of the course, the students are given the opportunity to explore Canadian and Quebec History beyond the confinements of the regular curriculum. That is done through debates, historical acting, oral presentation and special group projects.

Field trips to Montreal to the Lachine Trading Post and a 3-day trip to Quebec City also enrich their historical experience.

TEXTS:

A Question of History (workbook), Film Series - *Canada: A People's History* and handouts

CREDITS:

4 Secondary III Credits (History 306)

Level 4**BEN 420 HISTORY & CITIZENSHIP EDUCATION (Enriched)****PREREQUISITE:** A mark of 76% or higher in BEN 306 and HAC 304.**OBJECTIVES:** This is the second part of the new two-year social science course to be taught as part of the Quebec Education Program (QEP).

The History and Citizenship Education program has two educational aims: to 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 and community life of a democratic, pluralistic society that is open to a complex world

In the History and Citizenship Education program, students are expected to develop the following three competencies:

- 4) Examine social phenomena from a historical perspective
- 5) Interpret social phenomena using historical method
- 6) Construct a consciousness of citizenship through the study of history

The above three competencies will be implemented in the following five content periods:

1. Population and Settlements
2. Economy and Development
3. Culture and Currents of Thought
4. Official Power and Countervailing Powers
5. Issues in Quebec Society

For the enrichment aspect of the course, the students are given the opportunity to explore beyond the confinements of the regular curriculum. Special emphasis is placed on group interaction that includes field trips to a local mountain, Old Montreal and Ottawa. Projects such as Dramatic Anthologies and Model Parliament are also developed within the group.

TEXT: *A Question of History* (workbook), Film Series – *Canada: A People's History* and handouts**CREDITS:** 4 SECONDARY IV CREDITS (required for graduation – compulsory exam)

Level 5**CW 504****CONTEMPORARY WORLD (Enriched)**

PREREQUISITE: A mark of 76% or higher in BEN 406 and HAC 404.

OBJECTIVES: The Contemporary World component of the program enables students to use knowledge and techniques specific to previous competency development as a means of understanding complex international news events within the contemporary world and how they are manifested within the world today.

The program focuses on two competencies:

- Interprets a contemporary world problem
- Takes a position on a contemporary world issue

Rigorous research methodology will call on students to adopt the **geographic** and **historical** perspectives and consider the **economic** and **political** dimensions depending on the issue/event being studied.

The above two competencies will be implemented in the following five content periods:

1. Environmental Management
2. Population Movement
3. The Powers of State
4. The Distribution of Wealth
5. Intervention in Conflict Zones

For the enrichment aspect of the course the students will also be investigating the various topics in great detail through a variety of methodologies (oral presentations, multi-media presentations, debates, I-movies etc.)

The trip to Europe is optional

TEXTS: Contemporary World (workbook). The students will utilize a wide variety of media resources (news programs, documentaries, internet, films, hand-outs etc.)

CREDITS: 4 SECONDARY V CREDITS

Level 5**IPR 502 INTEGRATIVE PROJECT – COMPULSORY “NEW”****PREREQUISITE:** None**OBJECTIVES:** The Integrative Project program targets the development of two closely linked competencies:

Competency 1: Carries out an integrative project. Students demonstrate that they can formulate a relevant project and bring it to completion.

Competency 2: Makes connections between elements of his/her learning. Students will be able to build on previous learning and gain a more concrete understanding of concepts and strategies they have yet to explore more fully.

The goal is to integrate the learning they have accomplished throughout the course of their schooling. Competency in completing projects and in integrating and transferring learning are essential in planning and carrying out all activities in life and are always improved through practice and development.

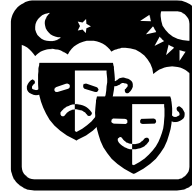
The projects may be completed individually or collaboratively. Students will be assigned reflection periods at critical times in the year as a strategy to promote self-regulation and ongoing reflection of their work.

The project refers to a structured set of activities. The idea must originate 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 or theatrical performance, a scientific experiment or research, the construction of a technological object, the organization of an event, etc.

Students will follow a continuum of learning and evaluation situations such as the following:

- Generate a list of ideas, identify available resources and select the best choice based on interest and previous learning.
- Formulate a list of steps and a timeline to follow
- Perform the tasks needed to carry out the project and complete ongoing reflection of execution and learning
- Prepare, present the project, and write a reflection that demonstrates what they have learned from the project.

CREDITS 2 Level V credits



ARTS EDUCATION

Art / Music / Drama / Dance

Level 3, 4 or 5

302 HAR
402 HAR
502 HAR

COMPULSORY ART

PREREQUISITE: None

OBJECTIVES: The aim of this course is to introduce the Elements and Principals of Design and their application in the Visual Arts. 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.

TEXTS:
CREDITS: 2 SECONDARY CREDITS

Level 3, 4 or 5

302 HMU
402 HMU
502 HMU

COMPULSORY MUSIC

PREREQUISITE: None

OBJECTIVES: 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

TEXTS: Graded and selected intermediate band repertoire

Level 3, 4, 5
302HDA,402 HDA
502HDA

COMPULSORY DANCE

PREREQUISITE: None.

OBJECTIVES: 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 dances
- Performs dances
- Appreciates dances

TEXTS: None.

CREDITS: 2 SECONDARY III CREDITS



Level 3, 4, or 5

302HDR,402HDR
502HDR

COMPULSORY DRAMA

PREREQUISITE: None.

OBJECTIVES: 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)
 Evaluation is based on the following:

- Competency 1: Creates Dramatic Works**
- Competency 2: Presents / Performs Dramatic Works**
- Competency 3: Appreciates Dramatic Works**

TEXTS: Varies

CREDITS: 2 SECONDARY IV CREDITS at each Level

Level 3, 4 or 5**HAR 304****ART (Option)**

OBJECTIVES: 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 the visual. They will be working with various media and techniques such as drawing, painting, print making, collage and sculpture.

Upon completion of the course the student should have more confidence in their creative abilities, aesthetic awareness and knowledge of art of the past.

TEXTS: *None*

CREDITS: 4 SECONDARY III CREDITS

Level 4 or 5**HAR 404****ART (Option)**

OBJECTIVES: The aim of this course, as in Art 314, is to develop the students' creative abilities and their understanding of the theory and history of visual art.

Students will be given projects and exercises to help develop their creative abilities as well as their knowledge of the visual arts of the past. They will be working with various media and techniques such as drawing, painting, print making, collage and three-dimensional work.

Upon completion of the course the student should have more confidence in their creative abilities, aesthetic awareness and knowledge of art of the past.

TEXTS: *None*

CREDITS: 4 SECONDARY IV CREDITS

Level 5**HAR 504 ART - Option****PREREQUISITE:** Art 414 or equivalent with Subject Coordinator's approval.**OBJECTIVES:** The aim of this course is to help give the student confidence in their creative abilities as well as an understanding of contemporary art in Quebec and Canada.
Students will be given projects to help develop their confidence and abilities in visual art through the production of art works in various media and techniques.
Upon completion of this course, the student will have a good awareness of their aesthetic surroundings, confidence in their creative abilities and an overview knowledge of the visual arts of the past.**TEXTS:** *None***CREDITS:** 4 SECONDARY V CREDITS**Level 3, 4 or 5****HMU 314 INSTRUMENTAL MUSIC (BAND) - Option****PREREQUISITE:** MI 224 or the equivalent.**OBJECTIVES:** The aim of this course is to develop practical and theoretical musical skills. 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, become familiar with musical notation, literature and language, and develop an awareness of the sound environment. Brass, Woodwind and Percussion instruments 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.**TEXTS:** Graded and selected intermediate band repertoire**CREDITS:** 4 SECONDARY III CREDITS

Level 4 or 5**HMU 404 INSTRUMENTAL MUSIC (BAND) - Option**

PREREQUISITE: Music 324 or the equivalent. An audition may be arranged to determine if the student is qualified to take this course.

OBJECTIVES: The aim of this course is to develop practical and theoretical musical skills. The course permits students to progress at their own speed as well as developing techniques for ensemble playing. Students will create and perform music, become familiar with musical notation, literature and language, and develop an awareness of the sound environment. Brass, Woodwind and Percussion instruments 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.

TEXTS: Graded and selected senior band repertoire
If you have any questions about this course, please see Mr. Obermeir in Orange Staff or C-203.

CREDITS: 4 SECONDARY IV CREDITS

Level 5**HMU 504 INSTRUMENTAL MUSIC (BAND) - Option**

PREREQUISITE: Music 424 or the equivalent. An audition may be necessary to enter this course.

OBJECTIVES: The aim of this course is to develop practical and theoretical musical skills. The course permits students to progress at their own speed as well as developing a sense of ensemble playing. Students will create and perform music, become familiar with musical notation, literature and language, and develop an awareness of the sound environment. Brass, Woodwind and Percussion instruments 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.

TEXTS: Graded and selected senior band repertoire.
If you have any questions about this course, please see Mr. Obermeir in Orange Staff or C-203.

CREDITS: 4 SECONDARY V CREDITS



Level 3, 4, or 5

HDR 404

DRAMA 404

PREREQUISITE: HDR 224, equivalent or consent of instructor

OBJECTIVES: 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.

CONTENT: This course continues two major approaches used throughout the Galt Drama program: “**improvisation**” and “**prepared presentation**”. Evaluation will be based on quick return class exercises such as “improv.” And a major project: i.e. “spin plays”, “masked movement to music”, “radio plays”, “shadow plays”, etc. (marking rubrics are available) wherein the following competencies will be evaluated:

Competency 1: Creates Dramatic Works

Competency 2: Presents/Performs Dramatic Works

Competency 3: Appreciates Dramatic Works

TEXTS:

- Selected scenes/scripts from film, television and theatre
- *Theatre Games: A new Approach to Drama Training*
- *Exploring Theatre and Education:* by Ken Robinson
-

CREDITS: 4 SECONDARY IV CREDITS



Level 4 and 5

HDR 504

DRAMA 504

PREREQUISITE: HDR 424, equivalent or consent of instructor

OBJECTIVES: 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.

CONTENT: Again, this course continues two major approaches used throughout the Galt Drama program: **“improvisation”** and **“prepared presentation”** wherein the following competencies will be evaluated:

Competency 1: Creates Dramatic Works

Competency 2: Presents/Performs Dramatic Works

Competency 3: Appreciates Dramatic Works

TEXTS:

- Selected scenes/scripts from film, television and theatre
- *Theatre Games: A New Approach to Drama Training*
- *Exploring Theatre and Education:* by Ken Robinson
- *Drama as a Learning Medium:* by Betty Jane Wagner
- *Teaching Drama:* by Noah Morgan
- *Basic Drama Projects:* by Fran Averett Tanner
- *Interpretation:* by Charles J. Lundy

CREDITS: 4 SECONDARY V CREDITS

**Level 5 MEDIA LITERACY IN EDUCATION (Option course)****ME 514****PREREQUISITE:** Level 4 English

OBJECTIVES: This hands-on course will enable the student to become familiar with the **influence** and **power** of the *media* on our society today. The intent and objectives of media literacy are to have the students acquire the particular skills necessary in absorbing the many mediums that dominate our present society. The student will be exposed to text deconstruction, specific terminology as well as constructivist exercises. A typical issue to deconstruct would be, “does society lead the media or does media lead society?” Using specific theoretical concepts, the student will learn how they may be applied to various every day themes.

CONTENT: The course will be divided into two segments. The first will include the theoretical background of media literacy, as well as the deconstruction of texts’ skills. The second segment will concentrate on the construction and production of texts.

TEXTS: *Mass Media and Popular Culture/Film*

CREDITS: 4 SECONDARY V CREDITS



HOME ECONOMICS

Level 3

QHE 344

PREREQUISITE:

OBJECTIVES:

SKILLS FOR LIVING - Option

None.

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:

1. Cooking (muffins, pizza, pretzels, and much more.... at least 20 cooking labs)
2. Sewing (drawstring bag, patchwork pillow cover, pencil case, boxers, apron, bed caddy, messenger bag)

Upon completion, students should develop abilities in the following competencies: understanding basic nutrition and clothing terminology; construct sewing projects; interpret recipes.

CREDITS:

4 SECONDARY III CREDITS

Level 4 or 5

HE 514

FASHION & FOOD - Option

PREREQUISITE:

None.

OBJECTIVES:

- a) The aim of the **Fashion** course is to encourage critical and creative thinking. Students will obtain fabric knowledge, sewing skills and fashion sense. Lots of sewing!
- b) The aim of the **Food** 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. Lots of labs!

CREDITS:

4 SECONDARY V CREDITS

Level 5**WES 544 COMMUNITY SKILLS - Option****PREREQUISITE:** None.**OBJECTIVES:** 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.

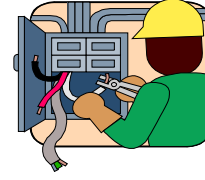
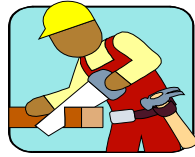
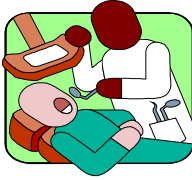
The course directs students to adopt an effective approach to living with themselves and others through theoretical exercises based on the book "The 7 Habits of Highly Effective Teens" and practical exercises based on "real" life.

25% of this course requires the student to do "community service" either in school or in their community.

CREDITS: 4 SECONDARY V CREDITS

Additional information may be obtained from Mrs. M. Young (Green).

Level 4**ECN414 WOODWORKING - Option****OBJECTIVES:** The aim of the Construction course is to introduce the student to the proper and safe use of hand tools and shop machinery. The student will apply the skills learned to construct projects, the complexity of which will depend upon ability.



PERSONAL ORIENTATION PROJECT (POP)

CYCLE 2

Year 1 (Level 3)

2 (Level 4)

PREREQUISITE:

Compulsory for students in the Applied General Education path.

N/A (option)

Successful completion of Cycle 1.

OBJECTIVES:

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.

The Personal Orientation Project will allow students to carry out 3 to 8 individual career explorations during the course of the year in order to develop **2 primary competencies**. These are:

1) **Carries out a process of career exploration:**

- a. Plans his/her exploration process
- b. Varies the means of exploration
- c. Looks critically at his/her exploration process

2) **Contemplates his/her learning work possibilities:**

- a. Consolidates his/her personal profile
- b. Shares his/her reflections
- c. Considers possible career paths

RESOURCES: Three main types of resources will assist students in their explorations.

1. **Documentary Resources:**

- a. Consists of written books, documents, library resources, and websites.

2. **Material Resources:**

- a. Experiential tool kits, simulation games, tests, and practical activities, many of them on electronic media.

3. **Resource Persons:**

- a. Includes the teacher, parents, academic counselor, and professionals from the world of work.

EXPLORATION OF VOCATIONAL TRAINING (Option) (EXPLO)

**CYCLE 2,
Level 4
EXP 402**

PREREQUISITE: None

OBJECTIVES: This course offers students a chance to research and explore 21 of the vocational training sectors and at the same time think about their futures, aptitudes, aspirations and interests.

The course concentrates on the following two competencies:

Competency 1: Explores Vocational Training

Action:

- Consults different sources of academic and career information
- Learns about the different trades and occupations
- Takes stock of his/her discoveries

Competency 2: Contemplates his/her suitability for vocational training

Reflections:

- Updates his/her personal profile
- Considers the possibility of enrolling in vocational training
- Shares his/her reflections

Approach:

Students will visit vocational training sections in action, and work on a variety of Learning and Evaluation Situations which are divided into four broad categories: Observation, Reflection, Information-gathering and Experimentation (ORIE).

Credits: Two level IV

Level 4 ENTREPRENEURSHIP - OPTION**PREREQUISITE:** None**OBJECTIVES:** The Entrepreneurship program targets the development of two closely linked competencies**Competency 1:** Determines his/her suitability for entrepreneurship

- Determines his/her entrepreneurial characteristics
- Expands his/her vision of the entrepreneurial experience
- Looks critically at his/her entrepreneurial experience

Competency 2: Implements an entrepreneurial project

- Chooses an entrepreneurial project
- Plans the project
- Carries out the project
- Evaluates the project

The characteristics of an entrepreneurial project are:

- Designed and carried out by students
- Rewarding for students
- Meets a real need in the community
- Gives rise to innovative action through the creation of a good, a service or an event
- Calls on one's ability to excel and make a commitment
- Involves problem-solving
- Is dynamic and can be modified as it is being carried out
- Creates value in the community for which it is intended

Students will discover entrepreneurship by:

- Developing entrepreneurship qualities
- By using strategies (communication, exploratory, conflict-management, problem-solving, metacognition, decision-making, reflection and review strategies)
- Using resources
- By acquiring knowledge
- By considering socioeconomic and cultural elements

The projects may be completed individually or collaboratively. Students will be assigned reflection periods at critical times in the year as a strategy to promote self-regulation and ongoing reflection of their work.

RESOURCES: Business portal for young entrepreneurs (PAJE)
Entrepreneurship Portal produced by MELS**CREDITS:** 2 Level IV credits

Level 4 only **SPORTS LEADERSHIP**
DPL 502

PREREQUISITE: None

OBJECTIVES: High school students interested in athletics can be highly visible and influential members of their school community. Realizing the need to prepare these special young people to demonstrate their leadership potential through service is essential to the individuals concerned and the school as a beneficiary. While most athletes are formally trained to perform athletically, few receive comprehensive leadership training. The Athletic Leadership Course will equip high school students enrolled with the leadership and interpersonal skills necessary for them to effectively guide their schoolmates and reach their personal potential. The course will teach them through a constructivist model along with the skills to increase the positive impact they can have throughout their school and for a lifetime of successful living. Through the course, students will learn valuable skills including:

- Types of Leadership
- Effective Communication
- Problem Solving Strategies
- Planning & Organizing
- Structures within Athletics Context
- Finance and Budgets in Athletics
- Formal Leadership Structures/Models
- Understanding & Valuing Diversity
- Goals (setting, planning & executing)
- Effective/Efficient Decision Making
- Process and Outcome Based Analysis
- * Special Projects Series

* Special Programs, Intramurals, and aspects of Interscholastic Athletics will be included in the Special Project Series which will be student guided and run throughout the course of the year.

Evaluation

Student evaluation will take place through formal examination of cognitive knowledge as well as by the use of acquired knowledge through individual and team project work. Ongoing required course readings and reflection through seminars and debates will also shape student evaluative process.

Details to be determined as a class.

CREDITS: 2 Level V credits