



COMMISSION SCOLAIRE SIR-WILFRID-LAURIER  
SIR WILFRID LAURIER SCHOOL BOARD

# PROGRAM GUIDE

## Secondary 3 – 4 – 5

### 2020 – 2021



PERSEVERANCE • INTEGRITY • CITIZENSHIP • ACHIEVEMENT  
PERSÉVÉRANCE • INTÉGRITÉ • CITOYENNETÉ • RÉUSSITE

LAVAL SENIOR ACADEMY

3200 Souvenir Blvd. Ouest

Laval, Quebec H7V 1W9

Tel: (450) 686-6300



## MISSION STATEMENT

Laval Senior Academy provides a solid educational foundation to achieve both academic and personal growth. Our goal is to develop responsible citizens and life-long learners. Through a committed partnership b

## VISION STATEMENT

Laval Senior Academy is a school where all active members work together, to fulfill potential growth by teaching through engagement. We value respect and strongly believe in integrity, identity, choice and personal responsibility. Our educational programs form the basis for a comprehensive and individualized education, which prepares students for post-secondary studies. LSA is an inclusive school that offers equal opportunity, embracing diversity and acceptance for all.

## WELCOME TO LAVAL SENIOR ACADEMY

Laval Senior Academy is presently the largest English-speaking school in the province of Quebec. We offer a well-defined disciplined structure so that you can be ensured of an environment that is conducive to learning, providing many opportunities to excel in **ACADEMICS**, **ARTS**, and **ATHLETICS**.

We are an **ACADEMIC** school with high standards and many opportunities to build on individual strengths and talents. We strongly believe in partnership with our community, working together as a team to encourage life-long learners. **Perseverance**, **Integrity**, **Citizenship**, and **Achievement** are the core values that exemplify Laval Senior Academy.

Laval Senior Academy is pleased to present its 2020 -2021 Program Guide. Within this guide, you will find information about the programs offered at LSA, as well as our promotion policies. This guide was created to provide you with answers to some of the questions you might have as your child moves through high school towards graduation. In order to make the best possible choices for the coming school year, please read this guide with your child so that you are both fully informed. In addition, students are always welcome and encouraged to visit our Student Services department and meet with one of our guidance counsellors to answer any questions or concerns they may have.

Courses and programs should be chosen to suit students' particular needs, interests or profiles. If the goal is to continue to study beyond secondary school, care must be taken to select the courses and paths that are prerequisite for admission to the intended program at CEGEP or other institution. Students may consult with the particular post-secondary school (through their promotional documentation, website, or even directly with their admissions department) to learn which courses are prerequisite. Students are urged to plan, with the help of their guidance counsellors at LSA, a complete profile of their school program.

We would like to take this opportunity to wish you a successful 2020 -2021 school year.

## **GENERAL INFORMATION**

- Students at Laval Senior Academy follow a 9-day cycle with four 75-minute periods scheduled each day and a 60 minute lunch period. Our school day begins at 8:50 a.m. and finishes at 3:35 p.m.
- LSA website is: <https://lsa.schoolqc.ca>. This site contains the most up to date information about our school including notices and upcoming events. We encourage both students and parents to refer to it regularly.
- To find out more about the Quebec Education Program or the different subject areas your child is being taught, please visit the website of the Ministère de l'Éducation, de l'Enseignement Supérieur et de la Recherche at: [www.education.gouv.qc.ca](http://www.education.gouv.qc.ca)
- There are over 50 extracurricular activities available to join, offered during lunch and after school, including Intramurals (sports), Yearbook Committee, Games Room, Oasis Lounge, Art Club, Grad Committee, Blue and Gold, Student Council, Theatre Productions, Fitness Room, Science Fair, Robotics, and much more.

### **DIRECTORY**

Tel.: (450) 686-6300

**Principal:** Ms. Nathalie Rollin Ext. 9010

#### **Vice - Principals:**

Ms. Jennifer Vaughan (sec 5) Ext. 9013

Ms. Melissa Rioux (sec 3) Ext. 9011

Ms. Sonia Garofalo (sec 4) Ext. 9012

If you have questions regarding this guide, please contact one of our guidance counsellors:

Ms. Leslie Shuster, Ext. 9027 --- Ms. Fani Triantos, Ext. 9064 --- Mr. Ioannidis, Ext. 9061

## EDUCATIONAL PATHS

Over the past few years, economic and educational organizations have identified the need to offer senior high school students more diversified educational options. To this end, the new Secondary Cycle Two curriculum offers new options and courses, including the choice between three Learning Paths:

- A general education path
- An applied general education path
- A work-oriented training path consisting of two learning options

### General Education Path Science Program vs. Applied General Education Path Science Program:

The difference between these two paths lies in the delivery of the Science program. The General Education Path has a general Science and Technology course, while the Applied General Education Path has an Applied Science and Technology course. These two courses are very similar (90% of the content is the same), but differ in modules (the Applied Path features more technological modules) and the way it is taught (the Applied Path has a more hands-on approach to learning). Both paths lead to high school certification as well as to post-secondary studies, and **both can lead to the Science Path (enriched Math and Science courses at the secondary IV and V levels).**

#### General Education Path Science Program

**Organized around four conceptual ‘worlds’:**

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

#### Applied General Education Science Path Program

**Organized around four conceptual ‘worlds’:**

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

## SCIENCE AND TECHNOLOGY

The Science and Technology Program is designed to help students gain a better understanding of scientific phenomena and technological achievements in order to understand more and to make decisions about the world around them.

## APPLIED SCIENCE AND TECHNOLOGY

The Applied Science and Technology Program is designed to help students gain a better understanding of scientific phenomena and technological achievements in order to develop a deeper understanding of how things work and to deal more effectively with technical objects, systems, products and processes in the world around them.

	<b>Science and Technology</b>	<b>Applied Science and Technology</b>
<b>Key Element</b>	Scientific method Forming opinions about scientific and technological issues	Technological design process Developing an understanding of how things work
<b>Starting Point</b>	A scientific phenomenon or issue	A technological application
<b>Emphasis</b>	More science activities than technological analysis or design activities	More technological analysis or design activities than science activities

### **WORK-ORIENTED TRAINING PATH (WOTP):**

The WOTP Program is an alternative to the traditional, academic General Education Pathway. Students who enroll in WOTP often find that the **smaller class size and personal focus** offers them the opportunity to achieve success and enjoy learning in ways that previously did not seem possible for them. This path is offered in work-study and may lead directly to the job market; under some conditions, it may also lead to vocational training programs or continued studies in general education. Placement into one of the two learning options (Pre-Work Training and Semi-skilled Trades) is determined by the school.

### **Pre-Work Training:**

- The Pre-Work Training program is a three-year program, which provides a supportive transition into work and community life. Students follow a modified curriculum according to their IEP, in addition to an intensive employability component beginning in year II. Successful students receive a Pre-Work Training Certificate issued by the MEESR (formerly MELS). If students meet certain conditions after year II, they have the opportunity to transition into the Semiskilled Trades Program or Adult Education. These students are active participants in school life.

### **Semi-skilled Trades:**

- The Semi-skilled Trades Program is a one-year program, which offers an intensive focus on core Secondary Cycle I subjects (English, French, and Math) and includes an internship component in a local business for one third of the year. Successful students receive a Semi-skilled Trades Certificate issued by the MEESR (formerly MELS). Students may continue their academic education in the youth or adult education sectors. If students meet certain conditions, they may also transition into specific, designated vocational training / trades programs. These students are active participants in school life.

### **VOCATIONAL EDUCATION EXPLORATION PROGRAM:**

The Vocational Exploration Education Program allows students to receive an additional year to complete secondary III core courses. The program offers the opportunity for extra time and support for sec. III academics, and includes an engaging, active career exploration component. Students will become familiar with a wide variety of trade and technological careers. Successful students will continue on to secondary IV the following year. Placement in the Active Program is determined by the school.

### **CHALLENGES PROGRAM: AN EDUCATIONAL APPROACH THAT FACILITATES SOCIAL INTEGRATION**

The Challenges Program is a modified curriculum for students aged 16 – 21 with moderate to severe intellectual impairments. Students in this classroom receive ongoing support with a core teacher and in-class support.

The curriculum focuses on the core subjects (English, Math, Social Studies, and Ethics) as well as social integration and preparing for the job market. Students will complete work placements in Year III, IV, and V, and will receive a Challenges Attestation upon completion of the program. These students are active participants in school life. Placement in the Challenges Program is determined by the school.

## **CERTIFICATION REQUIREMENTS**

### **Graduation Requirements for Obtaining a Secondary School Diploma:**

**Minimum** of 54 credits from Secondary IV and V, *including at least 20* credits at the Secondary V level, with:

***Secondary IV Mathematics***

***Secondary IV History and Citizenship Education***

***Secondary IV Science***

***Secondary IV (2 credit Arts Education course; Dance, Music, Art, or Drama)***

***Secondary V English***

***Secondary V French***

***Secondary V Ethics and Religious Culture or Physical Education)***

### **ADMISSION TO CEGEPS (Quebec colleges)**

Please note that while the high school diploma is the minimum standard to access college, it is imperative that students' grades be relatively strong to maximize their chances of being accepted into their first choice college and program. Students compete with others for limited spots in college programs. Additionally, certain programs have specific prerequisites from the sec. IV and/or V levels.

Other programs still may require an audition (e.g. Professional Music or Theatre), interview (e.g. Diagnostic Imaging), drawing test (e.g. 3D Animation), physical testing (e.g. Police Technology), portfolio (e.g. Professional Photography), letter of intent (e.g. Early Childhood Education), or probationary driver's license (i.e. Police Technology and Pre-Hospital Emergency Care).

Students seeking to enter Pure and Applied Science or Health Science straight out of high school will need to have been in the Science Path (consisting of enriched Math and Science courses) at both the sec. IV and V levels.

Students may consult with their guidance counsellors for more information regarding program prerequisites and cut-off averages.

Students seeking to enter Pure and Applied Science or Health Science straight out of high school will need to have been in the Science Path (consisting of enriched Math and Sciences) at both the sec. IV and V levels. Students may consult with their guidance counsellors for more information regarding program prerequisites and cut-off averages.

### **ADMISSION TO VOCATIONAL EDUCATION PROGRAMS (trades)**

Increasingly, our graduating students are choosing the trades as a viable and relevant career path. The training for these programs is highly focused, very hands-on, short-term, and the careers they lead to are in great demand. Examples include carpentry, welding, professional cooking, hairdressing, auto mechanics, and computing support. Students can access these programs with a high school diploma. For those who do not attain a high school diploma, the trades could be accessed with passing grades in sec. IV English, French, and Math. A very limited number of trades could be accessed with sec. III English, French, and Math.

## ENGLISH, FRENCH, AND MATHEMATICS LEVELS

### English Language Arts in secondary III

- English 306 (regular; most students are registered in this course)
- English 306 Enriched (for students with **minimum 85% in English sec. II**; entry based on grades and school recommendations)

### French as a Second Language in secondary III

- French 306 (regular; most students are registered in this course)
- French 306 Enriched (for students with **minimum 80% in French sec. II**; entry based on grades and school recommendations)

### Mathematics in secondary III

- Math 306 (regular; most students are registered in this course)
- Math 306 Enriched (placement based on teacher recommendation; a minimum of 85% in Math sec. II. (Advanced or Enriched).

## PLANNING FOR SECONDARY IV

### PROMOTION RECOMMENDATIONS BETWEEN SECONDARY III AND IV

- English III Regular **to** English IV Enriched: 85%+
- English III Enriched **to** English IV Enriched: 80%+
- French III Regular **to** French IV Enriched: 80%+
- French III Enriched **to** French IV Enriched: 75%+
- Math III Regular **to** Math Science Option (SN) IV (Enriched): 80%+ (overall mark, final exam)
- Math III Enriched **to** Math Science Option (SN) IV (Enriched): (75%+ overall mark) + (80% final exam)
- Science III Regular **to** Environmental Science and Technology (EST) IV (Enriched): 75%+ **and** must qualify for Math Science Option (SN) IV (Enriched)
- Science III Enriched **to** Environmental Science and Technology (EST) IV (Enriched): 70%+ **and** must qualify for Math Science Option (SN) IV

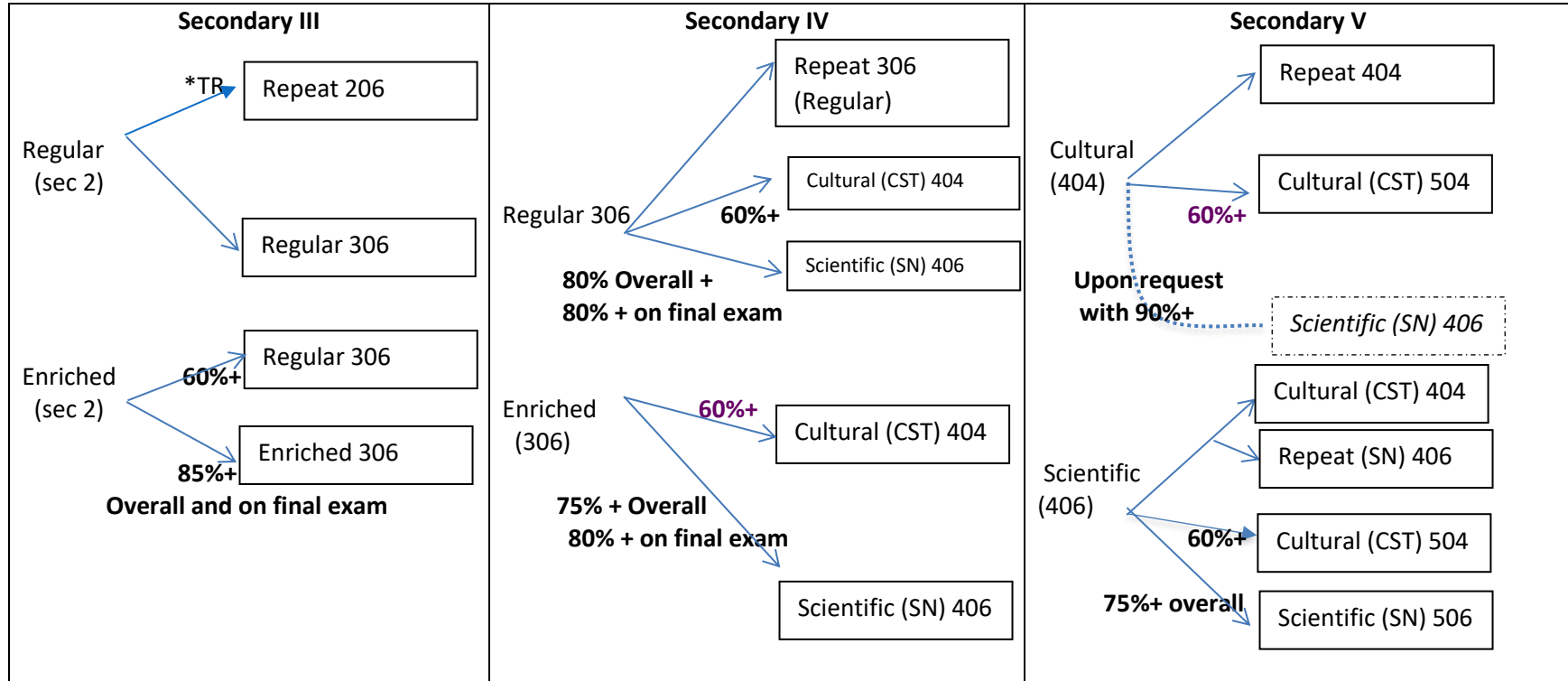
### PROMOTION RECOMMENDATIONS BETWEEN SECONDARY IV AND V

- English IV Regular **to** English V Enriched:..... 85%+
- English IV Enriched **to** English V Enriched: ..... 80%+
- French IV Regular **to** French V Enriched: ..... 80%+
- French IV Enriched **to** French V Enriched: ..... 75%+
- Math Cultural (CST) IV (Regular) **to** Math Cultural (CST) V Regular: ..... 60%+
- Math Science Option (SN) IV **to** Math Science Option (SN) V :..... 75%+



## MATHEMATICS PATHWAYS

### School Recommendations for Student Placements in Cycle 2 for 2020-2021



**Note:** \*TR is by “teacher recommendation”. These recommendations were created in order to ensure that a student is placed in a course that can lead to success. Summer school results will **not** be considered when placing students in enriched courses.

Teachers would like to encourage the parents of any student and the students questioning their options to meet with them, the counsellors and/or administration for details.

**Extra Support Available:**

- **Math-Tactics:** An elective offered to students in Secondary 3. Students will have the opportunity to master the skills required for success in the field of mathematics. Strategies taught will include: organizational skills, memory aid production, time management skills, studying skills and how to use technology as a tool for learning. Students will explore fundamentals in the field of mathematics such as number sense, manipulating algebraic expressions and solving equations.
- **Math Resource/Support Teacher:** LSA has a math resource teacher who helps students needing extra support. This resource teacher either helps within the classroom setting or may work with a smaller group of students in a quiet space.
- **Remediation:** All math teachers have remediation throughout the school day available to all students. Teachers have remediation in the morning, at recess, during lunch and/or afterschool.
- **Math X-Change:** A classroom open every day at recess and lunch to all students of all levels. There is always at least two math teachers available as well as a peer tutoring system in place.

## SCIENCE PATHWAYS

### Where does each pathway lead?

The diagram below gives an overview of the pathways with a focus on the science courses.

### Important points to remember:

Both paths lead to the identical high school leaving diploma.

At the end of Secondary III, you may switch science paths if you choose.

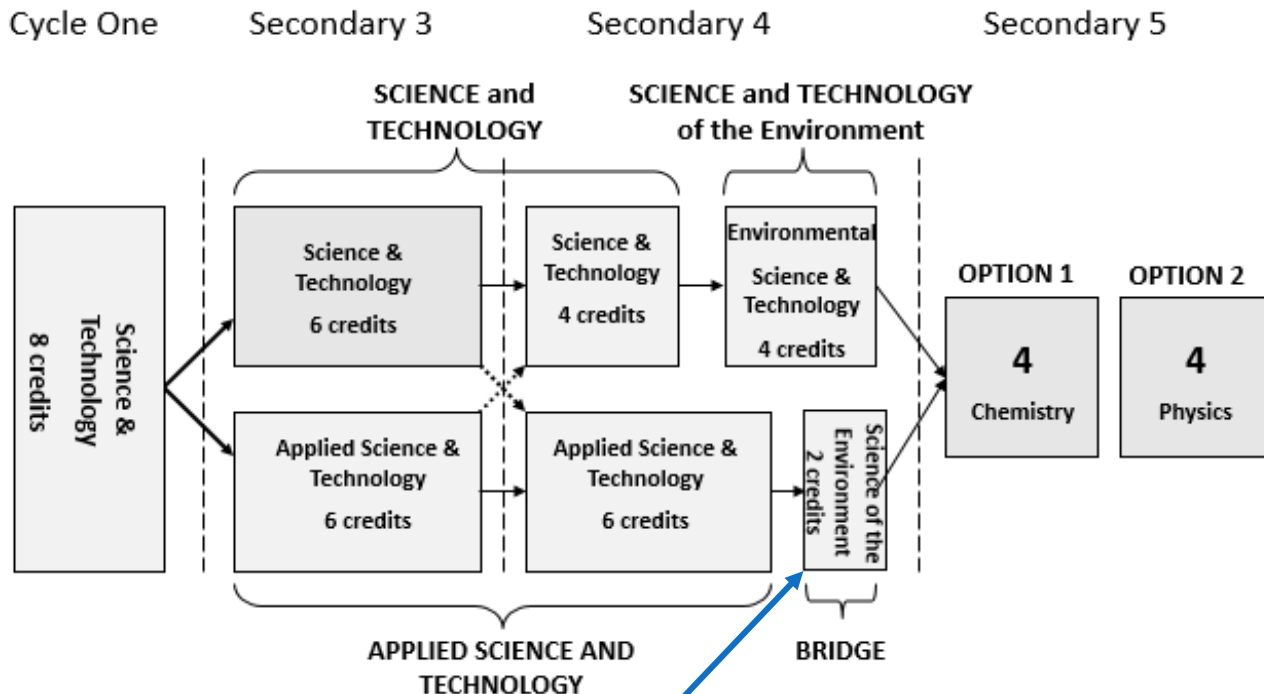
### Recommended promotion criteria for sec. IV:

- Science III Regular **or** Applied Path **to** Environmental Science and Technology IV (Enriched):  
75%+ **and** must qualify for Math SN IV (Enriched)
- Science III Enriched Science to Enriched Science IV:  
70%+ **and** qualify for Math SN IV (Enriched)

### Recommended promotion criteria for sec. V:

- Environmental Science and Technology IV **to** Chemistry V / Physics V:  
70%+ **and** must qualify for Math SN V (Enriched)
- Applied Science and Technology IV **to** Chemistry V / Physics V:  
**Must** take Science of the Environment IV “bridge course” in summer school upon completion of sec. IV **and** must qualify for Math SN V (Enriched)

### GENERAL EDUCATION PATH AND APPLIED EDUCATION PATHWAYS



This “bridge course” is available in summer school and only available to students who have completed the Applied Science Program at the secondary 4 level.

## **SECONDARY 3 COURSE DESCRIPTIONS**

### **Mathematics 306 (Regular):**

Topics will include Real Numbers, Algebraic Calculations, Equations and Inequalities, Relations and Functions, Area and Volume of Solids, Probability, and Statistics.

### **Mathematics 306 (Enriched):**

The enriched groups will proceed at a faster pace and will go into further depth; however, all evaluations remain the same as both regular and enriched students write the same midterm and final exams. Students must indicate this course on their course selection sheet.

### **English Language Arts 306 (Regular):**

Secondary III English Language Arts focuses on exposing the students to a new environment, as they become more mature readers and writers. Students will build upon their prior knowledge, skills and experience toward a more worldly and comprehensive study of Language Arts.

Students will focus on literature as both readers and writers. They will be introduced and interact with a variety of texts, including media texts. These texts will expose students to the rich and diverse voices in our society. Students will become familiar with the convention of different forms of writing and produce texts of their own. They will develop their understanding of literature and the ability to communicate it. There is also an emphasis on fostering critical thinking and analytical skills. In addition, students will be provided with various opportunities to further develop their communication skills (oral competency) in both individual and group settings.

### **English Language Arts 306 (Enriched):**

In addition to meeting and developing the criteria set for Secondary III English Language Arts, the advanced program provides an opportunity for the students to be immersed in a more challenging environment, including reading and writing more complex texts. This course will take a more in depth look at all forms of literature, and hone students' writing abilities. This course has a limited enrolment and requires a minimum mark and teacher recommendation for admission. This course is geared for students who possess advanced Language Arts skills and value literature as reader, writer and audience.

LSA's summer reading initiative for Enriched ELA students is meant to provide additional exposure to the diverse writers and voices in our society. The goal is also to encourage the act of independent reading. Students are encouraged to take notes as they read, paying attention to characters, setting, conflict, and theme, as they will complete an evaluation based on their summer reading upon return.

**In English (regular and Enriched) Three competencies are evaluated on an ongoing basis throughout the year, including an MEESR exam:**

Competency 1: Uses language/talk to communicate and to learn

Competency 2: Reads and listens to written, spoken and media texts

Competency 3: Produces spoken, written and media texts

### **Français 306 (Régulier):**

Trois compétences sont évaluées:

**Production de textes variés:** Les activités reliées à cette compétence incluent l'écriture, les compositions, la grammaire, le vocabulaire, les présentations orales.

**Compréhension de textes variés :** Les activités reliées à cette compétence incluent la lecture de textes et le travail de compréhension, l'écoute de documents divers comme des documents audio, vidéo ou même oraux.

**Interaction en français :** Les activités reliées à cette compétence sont essentiellement l'évaluation continue de la communication spontanée en français entre l'élève, ses camarades, l'enseignant, les employés de l'école ou les intervenants.

### **Français 306 (Enrichi):**

Le cours enrichi offre aux élèves un environnement plus riche, ce qui leur donne l'occasion d'aller plus loin dans leur exploration de la langue française. La lecture de textes littéraires occupant une plus grande place, ils seront à même de pouvoir mieux s'approprier l'aspect culturel de la langue.

### **History and Citizenship Education 304:**

This course is designed to help students develop their understanding of the present in the light of the past, and to prepare students to participate as informed citizens in the discussion, choices and community life of a society that is democratic, pluralistic and open to a complex world. They examine and interpret social phenomena while addressing key periods in the history of Québec and Canada. This program is taught chronologically over the course of two years. Beginning in secondary three, students are taught our history from the arrival of the First Nations to the 1840s; continuing in secondary four, they study our history from the 1840s to the present.

### **Science and Technology (Regular Path):**

This program is organized around four compulsory concepts: The Living World, The Material World, Earth and Space, and The Technological World. These concepts are organized around the theme of The Human Organism. Students will gain a better understanding of the human body and the interdependence of its systems. The systems that will be covered are the respiratory, circulatory, excretory, digestive, nervous, and reproductive ones.

### **Applied Science and Technology:**

This program is similar to the general program. It encourages the active participation of the students, as the course adopts a more hands-on approach compared to the general course and involves more time spent in the lab.

## SECONDARY IV COURSE DESCRIPTIONS

### English Language Arts IV (Regular):

Secondary IV English Language represents an important year in a student's journey to become a more mature and competent reader, writer, communicator and critical thinker.

Students will focus on literature as both readers and writers. They will be introduced to and interact with a variety of texts, including media texts. These texts will expose students to the rich and diverse voices in our society. Students will become familiar with the conventions of different forms of writing and produce texts of their own. They will develop their understanding of literature and the ability to communicate effectively. There is also an emphasis on fostering critical thinking and analytical skills. In addition, student will be provided various opportunities to further develop their communication skills (oral competency) in both individual and group settings.

**Three competencies are evaluated on an ongoing basis throughout the year.**

**Competency One:** Uses language, talk to communicate and to learn

**Competency Two:** Reads and listens to written, spoken and media texts

**Competency Three:** Produces spoken, written and media texts

### English Language Arts IV (Enriched):

In addition to meeting and developing the criteria set for Secondary IV English Language Arts, the advanced program provides an opportunity to the advanced students to be immersed in a more challenging environment, including more complex texts. This course will take a more in depth look at various forms of literature, and hone students' writing abilities. This course has a limited enrolment, which requires a minimum mark and teacher recommendation (see promotion recommendation page). This course is geared for students who possess advanced Language Arts skills and value literature as reader, writer and audience.

LSA's summer reading initiative for Enriched ELA students is meant to provide additional exposure to the diverse writers and voices in our society. The goal is also to encourage the act of independent reading. Students are encouraged to take notes as they read, paying attention to characters, setting, conflict, and theme, as they will complete an evaluation based on their summer reading upon return.

### Français Langue Seconde IV (Régulier):

Trois compétences sont évaluées:

**Production de textes variés:** Les activités reliées à cette compétence incluent l'écriture, les compositions, la grammaire, le vocabulaire, les présentations orales.

**Compréhension de textes variés :** Les activités reliées à cette compétence incluent la lecture de textes et le travail de compréhension, l'écoute de documents divers comme des documents audio, vidéo ou même oraux.

**Interaction en français :** Les activités reliées à cette compétence sont essentiellement l'évaluation continue de la communication spontanée en français entre l'élève, ses camarades, l'enseignant, les employés de l'école ou les intervenants.

### **Français 406 (Enrichi):**

Le cours enrichi offre aux élèves un environnement plus riche, ce qui leur donne l'occasion d'aller plus loin dans leur exploration de la langue française. La lecture de textes littéraires occupant une plus grande place, ils seront à même de pouvoir mieux s'approprier l'aspect culturel de la langue.

### **Mathematics Cultural, Social, Technical Option (CST) IV (Regular):**

Topics include: Algebraic Expressions, Systems of Equations, Analytical Geometry, Functions, Isometric and Similar Triangles, Trigonometry, and Statistics.

### **Mathematics Science Option (SN) IV (Enriched):**

Topics include:

Algebraic Expressions, Functions, Analytic Geometry, System of Equations, Polynomial Functions, Greatest Integer Function, Triangles, Trigonometry, Equivalent Figure, and Statistics.

### **Science and Technology 404 (General):**

This is the basic Secondary IV science course that all students are required to take. The content of this course are found within four worlds: The Material World will look at the atomic structure, chemical reactions and properties of solutions, electricity and electromagnetism, and energy transformations. The Living World, will focus on the field of ecology. In Earth Science World, biogeochemical cycles and the layers surrounding the earth will be the focus. Finally, the Technological World will focus on mechanical and electrical engineering as well as the use and behavior of different materials in building.

### **Applied Science and Technology 406:**

The Applied Science and Technology program is similar to the general program. It encourages active participation of the students. This course takes a more hands on approach and involves more time spent in the lab. Students will gain a better understanding of scientific phenomena and technological achievements in order to be able to deal with the environment.

### **Environmental Science and Technology (EST) IV (Enriched):**

This course is designed for students who intend on studying Chemistry and Physics in Secondary V. In addition to covering all the material in the general science and technology program, students in this program will be expected to cover additional topics such as molarity, stoichiometry, kinetic and potential energy etc. As with the basic program, it pays special attention to the development of students' critical judgment. This enriched course is taken in conjunction with Science and Technology, but evaluated separately.

#### **History and Citizenship Education IV:**

This course will help you to understand the evolution of Quebec society within the Canadian, North American, and Western contexts. It attempts to answer, in a relevant manner, many of the questions that you, as a young person, ask yourself about society as well as the institutions, customs, practices, and trends of current Quebec society that are traced to their origins through the French Regime, British Rule, and the development of Canada as an independent society. This course is concerned with an analysis of the History of Quebec and Canada in which the past, present, and future are interrelated.

#### **Physical Education and Health IV:**

The purpose of this program is to assist students in developing an understanding of the importance of physical fitness, health and well-being, along with factors that contribute to them. The program consists of a variety of sports, fitness activities, and health education. The following values are highly promoted and encouraged: a commitment to daily physical activity and positive health behaviors, appropriate social interactions such as cooperation, teamwork, group participation, and respect for others.

#### **Ethics and Religious Cultures IV:**

This course will cover the following topics: various major world religions, ethical issues, and critical thinking. The objectives center around the recognition of others and the pursuit of the common good.



## **SECONDARY V COURSE DESCRIPTIONS**

### **English Language Arts Secondary V:**

Secondary Five English Language Arts represents an important part in a student's development as a reader, writer and critical Thinker. It emphasizes the preparation for entrance into the competitive worlds of CEGEP and the work place. There is an emphasis on a student's growth, both intellectually and socially.

Students will focus on literature as both readers and writers. They will be introduced and interact with a variety of texts, including media texts. These texts will expose students to the rich and diverse voices in our society. Students will become familiar with the conventions of different forms of writing and produce texts of their own. They will develop their understanding of literature and the ability to communicate it. There is also an emphasis on fostering critical thinking and analytical skills. In addition, students will be provided various opportunities to further develop their communication skills (oral competency) in both individual and group settings.

**Three competencies are evaluated on an ongoing basis throughout the year.**

**Competency One:** Uses language, talk to communicate and to learn

**Competency Two:** Reads and listens to written, spoken and media texts

**Competency Three:** Produces spoken, written and media texts

### **English Language Arts V (Enriched):**

In addition to meeting and developing the criteria set for Secondary V English Language Arts, the advanced program provides an opportunity to the advanced students to be immersed in a more challenging environment, including more complex texts. This course will take a more in depth look at all forms of literature, and hone students' writing abilities. This course has a limited enrolment, which requires a minimum mark and teacher recommendation (see promotion recommendation page). This course is geared for students who possess advanced Language Arts skills and value literature as reader, writer and audience.

LSA's summer reading initiative for Enriched ELA students is meant to provide additional exposure to the diverse writers and voices in our society. The goal is also to encourage the act of independent reading. Students are encouraged to take notes as they read, paying attention to characters, setting, conflict, and theme, as they will complete an evaluation based on their summer reading upon return.

### **Français Langue Seconde V (Regular):**

Trois compétences sont évaluées:

**Production de textes variés:** Les activités reliées à cette compétence incluent l'écriture, les compositions, la grammaire, le vocabulaire, les présentations orales.

**Compréhension de textes variés :** Les activités reliées à cette compétence incluent la lecture de textes et le travail de compréhension, l'écoute de documents divers comme des documents audio, vidéo ou même oraux.

**Interaction en français :** Les activités reliées à cette compétence sont essentiellement l'évaluation continue de la communication spontanée en français entre l'élève, ses camarades, l'enseignant, les employés de l'école ou les intervenants.

### **Français 506 (Enrichi):**

Le cours enrichi offre aux élèves un environnement plus riche, ce qui leur donne l'occasion d'aller plus loin dans leur exploration de la langue française. La lecture de textes littéraires occupant une plus grande place, ils seront à même de pouvoir mieux s'approprier l'aspect culturel de la langue.

### **Mathematics Cultural, Social, Technical Option (CST) V (Regular):**

Topics include Optimization, Graphs, Transformations, Equivalence, and Probability.

### **Mathematics Science Option (SN) V (Enriched):**

Topics include Vectors, Algebraic and Arithmetic Expressions, Optimization, Real Functions (Absolute value, Square Root, Rational, Piecewise), Exponential and Logarithmic Functions, Conics (Circle, Ellipse, Hyperbola, Parabola), and Trigonometric Functions.

This course is a prerequisite to several programs at the CEGEP level, such as Commerce, Pure and Applied Science, Health Science, Computer Science, Aircraft Maintenance...

**Chemistry V:** (optional course; description available under electives section)

**Physics V:** (optional course; description available under electives section)

### **Financial Education:**

Through analyzing financial issues that affect them, students exercise and develop their critical judgment. By exercising the competency developed in this program, they are encouraged to learn more about themselves, helping them to set their own goals and determine the degree to which they can tolerate the risks associated with the management of their personal finances.

### **Contemporary World (CWO) V:**

This course aims to:

--help students grasp the complexity of the world today and be open to the diversity of the societies that make it up

--help students develop their critical judgment by studying problems and issues of the contemporary world

--prepares students to participate as responsible citizens in social debate

By helping students understand the nature of the relationships that form among societies and the way in which these relationships shape the organization of the world today, the program contributes to their general education and prepare them to take part in the life of their society and make up their minds regarding social debates as citizens—informed, critically aware and open to diversity. It also brings them into contact with a

range of viewpoints regarding some of the world's great concerns, thus increasing their awareness of the various ways in which the problems and issues of the contemporary world are envisaged.

**Physical Education and Health V:**

The purpose of this program is to assist students in developing an understanding of the importance of physical fitness, health and well-being, along with factors that contribute to them. The program consists of a variety of sports, fitness activities, and health education. The following values are highly promoted and encouraged: a commitment to daily physical activity and positive health behaviors, appropriate social interactions such as cooperation, teamwork, group participation, and respect for others.

**Ethics and Religious Cultures V:**

This course will allow for the exploration of a variety of ethical issues such as: stereotypes, relationships, animal rights, euthanasia, bystander effect, bioethics, environment, racism, and war. The objectives center around the recognition of others and the pursuit of the common good.

## **ARTS EDUCATION – All levels**

**(Student must choose *one* from Drama, Dance, Music, or Visual Arts):**

➤ **Drama:**

Whether creating, performing or appreciating dramatic works, students experience the advantages, challenges and synergy of teamwork. In drama, communication is validated in the eyes of partners and the audience. Students become familiar with the principles of interpreting and performing dramatic works. Performing dramatic works may involve various types of complex tasks: performing a character, dramatization, adapting, producing or staging a dramatic work.

➤ **Dance:**

Dance involves giving concrete and deliberate expression to ideas, sensations, or emotions through movement. The three competencies of: Creation, Performing and Analyzing; requires the students' commitment to a process involving concept development, experimentation and production. The creation/performance/analyzing of varied dances reflect the students' personality, experience, aspirations, values and world-view; which will enable students to develop their creativity in different contexts.

➤ **Music:**

At LSA we hope to increase the enjoyment that students get from music by offering them the opportunity to play an instrument in a Concert Band. (A Concert Band is made up of woodwind, brass and percussion instruments). In this course students will develop an ability to listen, an appreciation of culture, an open mind, cooperation and self-discipline. Students will participate in concerts at school and study music theory in order to learn the basic terms and symbols used in various styles of music. Students will gain a better understanding of music in general and the role it plays in our lives. Please be aware that this course is a practical course where students will play wind instruments and percussion.

➤ **Visual Arts:**

This course offers an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials through working with a range of materials, processes, techniques, and styles. They will learn and use methods of analysis and criticism, and will study the characteristics of particular historical art periods and a selection of Canadian art and the art of other cultures.

## **CONCENTRATION PROGRAMS**

Our Concentration Programs offer students the core curriculum while allowing them the opportunity to focus on their area of interest: Science, Art, Music, Theatre, Hockey, Football, and Soccer. While participation in a Concentration Program is optional, demand for these programs is quite strong, and we cannot always guarantee placement. Please note that all Concentration Programs carry additional fees, above and beyond the regular school fees.

### **SCIENCE CONCENTRATION**

Science and Technology are the forefront of many world issues. Students will analyze some of these issues (environmental, societal, etc.) and attempt to produce viable solutions. Students will study these issues and, through the design process, create projects that may be helpful to the world at large. This program will be taking a project-based approach, with a focus on STEM (Science, Technology, Engineering and Mathematics). Topics may include mechanic, robotics and programming. Knowledge of Raspberry Pi is an asset, but not a requirement. Students in this concentration will most likely follow a scientific pathway in secondary four and five.

**Criteria for entry:** It is recommended that students have done the Science Concentration program at the Junior level. Notwithstanding, students who are serious in applying themselves are also welcome if space is available. Students must be in an enriched math class in secondary three.

**All students interested must write an entry exam. More information to follow.**

### **ART CONCENTRATION:**

The goal of the program is the pursuit of artistic excellence and academic success through participation of a visual arts atelier-style learning environment. Students will become familiar with the work of different artists and a variety of Artistic Movements and styles. Students will experiment with a variety of media and express themselves visually through creating artistic works. Drawing, painting, printmaking, ceramics, sculpture, etc., will be done more in depth. Students are expected to contribute and mount collective visual arts exhibitions. As much as possible students will attend workshops with visiting artists or avail themselves of the cultural offerings in the community.

**Criteria for entry:** Although an artistic aptitude is desirable, all motivated students with a sincere interest in and appreciation for the visual arts will be considered for entry.

### **BASKETBALL CONCENTRATION:**

The Basketball Concentration program consists of learning and developing the fundamentals of basketball.

### **MUSIC CONCENTRATION:**

The Music Concentration Program is designed to give students the opportunity to enjoy making music with others through performing in a Concert Band (made up of woodwind, brass, and percussion instruments). Music Concentration students are expected to participate in concerts and other events organized throughout the year where they will showcase various styles of music. Students will develop the techniques, knowledge, and discipline required to help them to become more musical and to appreciate all aspects of making music, particularly the process of learning an instrument. Additionally, students will have the opportunity to participate in music related field trips.

**Criteria for entry:** Students should have some basic musical knowledge, having taken music in secondary I and/or secondary II, or from private music lessons.

### **THEATRE CONCENTRATION:**

The Theatre Concentration Program is designed to expose our students to the various aspects of a theatrical production. Students will have the opportunity to act, sing, dance, as well as to create props, and perhaps engage in some costume designing.

**Criteria for entry:** Although a theatrical background would be an asset, it is not a prerequisite. All motivated students with a sincere interest in and appreciation for the performing arts will be considered for entry.

### **HOCKEY CONCENTRATION:**

The Hockey Concentration Program aims to assist the student-athlete to achieve academic excellence, optimum athletic performance and exceptional conduct as a citizen of the community. This is an ice hockey program; all students are required to have their own ice hockey equipment. Students admitted to this program will be placed in one of several groups, as per their ability of play. All games and practices occur during the school day. School grades and behavior will determine the amount of games students will participate in.

**Criteria for entry:** Students must complete a comprehensive and thorough skills and ability test both on and off the ice. Previous experience is highly recommended. Tryouts take place in June.

### **FOOTBALL CONCENTRATION:**

The Football Concentration Program aims to assist the student-athlete to achieve academic excellence, improve athletic performance and become an exceptional citizen within their community. Students will be provided with all the equipment needed to play, except for cleats and other accessories such as gloves and additional padding. During the school day, students will play a variety of sports as well as train in order to prepare for the season. Practices will be held after school. School grades and behavior will determine the amount of games students will participate in.

**Criteria for entry:** All motivated and interested students are welcome to join, but must be in good standing with the school. Spring training starts in January and regular season training starts in August.

### **SOCCER CONCENTRATION:**

The Soccer Concentration Program is designed for student-athletes who are interested in being part of a competitive environment. Selections for school teams will take place at a later time. Students must provide their own outdoor cleats and indoor soccer shoes.

**Criteria for entry:** It is recommended that students be performing at the A, AA, or AAA level. Notwithstanding, a student who is serious in applying themselves to learning the sport, is also welcome, if space is available. Tryouts take place in June. Students are expected to maintain a minimum of 75% overall average in order to remain in the program. Please note that one study period is provided per nine-day cycle in order to help students with their academics.

### **ELECTIVE COURSES (Secondary III)**

Students in the General Path will be required to take **one** of the following elective courses. Since electives are granted to students based on the availability of spaces, such students may not always be granted a spot in the elective of their first choice. Students are encouraged to submit their course selection sheets as soon as possible.

#### **Introductory Intensive Sports:**

In this course, students will take a closer look at various sports. In addition to playing and learning the rules, students will also learn strategies as well as how to officiate and keep score.

#### **Basketball:**

From rules to strategies, students in this course will be exploring the game of Basketball.

#### **Introduction to weight training:**

Students will be introduced to the basic principles of weight training as well as the proper techniques to prevent injury.

#### **Sculpture:**

This course will explore elements of architecture, engineering and 3-dimensional arts. We will look at structure and strength as well as aesthetics. Projects will focus primarily on form, shape and space while giving the student the opportunity to work on creative problem solving skills and divergent thinking. Throughout the course, students will be given the chance to work with a variety of art mediums and materials such as plaster, clay, wood, found objects, etc.

#### **Mixed Media Arts:**

This course explores the 2D possibilities of mixed media. Working with collage, students will investigate a wide variety of approaches, both traditional and non-traditional that may include drawing, painting, image transfer, printed textiles, sewing, and papermaking.

#### **Vocals:**

This course is designed for students that wish to participate in a vocal music program. In this course, students will develop their ability to listen and to appreciate music as well as perform vocally, individually or in an ensemble.

**ICT -- Integrated Computer Applications:**

An introductory course to computer principles. It is designed for students who have an interest in computer technology and wish to further develop their skills. Students will explore and learn the functionality of basic applications of the Microsoft Office Suite (Word, PowerPoint, Excel) through a variety of projects and assignments, as well as further their typing accuracy and speed. The course also explores the introductory concepts of programming, algorithms and debugging through gaming creation and design.

**Math-Tactics:**

Students in this course will have the opportunity to develop the skills required for success in the field of mathematics. Strategies taught will include, organizational skills, memory aid production, time management skills, studying skills and how to use technology as a tool for learning. Students will explore fundamentals in the field of mathematics such as number sense, manipulating algebraic expressions and solving equations.



## **ELECTIVE COURSES (Secondary IV-V)**

### **Weight Training Secondary V Boys:**

Students will be exposed to various training principles and introduced to topics such as nutrition, injury prevention and recovery as well as different training methods to suit specific needs.

### **Fitness Training Secondary V Girls:**

Students will be exposed to various training principles and introduced to topics such as nutrition, injury prevention and recovery as well as different training methods to suit specific needs.

### **Intensive Sports – Leadership V:**

Students will work towards mastering certain sports. Students will learn how to officiate sports as well as how to organize tournaments in order to assist in the organization and running of lunch time intramurals. Furthermore, students will be offered a C.P.R. certification course.

### **Basketball V:**

From rules to strategies, students in this course will be exploring the game of Basketball.

### **Nutrition and Food Science V:**

Have you ever wondered what you should eat to build muscle or prevent muscle cramps? Have you thought about why popcorn pops or how to make a cookie crispy on the outside and chewy on the inside?

All these questions can be answered with the help of Science. This course will examine the science that surrounds food, from nutrition to the chemistry that happens during cooking. In addition, it will look at ethical issues that are involved with food, including GMO's, factory farming, organic foods, etc.

### **General Biology V:**

Biology is an exciting and rapidly growing field of study. Themes that will be studied in this course include scientific skills, cellular processes, biochemistry, genetics, natural selection, ecology, and the social implications of biology on society.

### **Science - food science local program V:**

Specifically designed for students who have failed the secondary four science course, student begin the first two terms by revisiting the secondary IV course and will re-visit topics such as the periodic table, electricity, natural resources and technological systems. This will be done in preparation of the rewriting of the final exam, which takes place in January. Student's success in this first part will result in obtaining the credits associated with the secondary 4 science program and lead to graduation. The second half of this course will examine the science that surrounds food, from looking at food labels to the science that happens during cooking. In addition, this course will look at ethical issues that are involved with food, including GMO's, factory farming, organic foods, etc.

### **Psychology and Criminology V:**

This course offers an opportunity to study psychology and criminology in an engaging, relevant and interactive approach. Therefore, there is a strong emphasis on the practical applications of psychological knowledge in everyday life. While open to all students, it especially prepares those interested in the psychology course options offered at both the CEGEP and university levels.

**Citizenship 404 local program:**

Specifically designed for students who have failed the secondary four History course, this begins as a preparation for the rewriting of the final exam which takes place in January. The course then focuses on the varied and vital skills that will facilitate the transition into, and completion of CEGEP and university studies. These include those required to complete a research paper, including how to cite and credit work, as well as how to detect falsehoods on the World Wide Web. Students will acquire this essential knowledge by working on a multimedia project on a subject of their choosing. This course will permit students to gain credits while securing the much needed support in their passing the January exam.

**Digital Media Arts V:**

This class is designed for students who are interested in expressing themselves visually and digitally. Students will learn about graphic design principles, rules of photography, composition/page layout, creative and expressive typography and digital image manipulation through different software. Students will also explore a variety of techniques for animation and videography, develop ideas such as storyline, storyboarding, audio (speech, narration and sound), learn film genres, pre-production, production and post-production.

Methods of instruction include software demonstrations, lectures, visual presentations, discussions and critiques. Working on the Macintosh platform, students will learn how to create thought-provoking images and time-based work. Working and final critiques will help each student with his or her application of concepts learned, as well as further develop each student's individual approach to the projects.

**Guitar V:**

This course is for students of all abilities on the guitar. Students will have the opportunity to improve their playing skills and to work on appropriate music of their choice in small groups. Acoustic and electric bass guitars are provided.

**Painting V:**

Students will work with wet and dry paint media. Transparent and opaque techniques will be experimented and applied to different surfaces. Art History and Art criticism of painting and artists is included.

**Advanced Computer Technology (ACT) V:**

An introductory course to computer science principles. It is designed for students who have no prior knowledge in programming, but wish to further their interest in the field. Students will explore the concepts of coding languages (HTML, Javascript, CSS, etc.), algorithm design, debugging, user-centered designs, physical computing, gaming design, website design, and app development.

**Chemistry V:**

This is a highly laboratory-oriented course, which concentrates on the use of chemical concepts through the interpretation of mathematical data and graphs. Students need to have successfully completed the Environmental Science and Technology IV program. 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. The course is a prerequisite for several science-based programs at the CEGEP level.

**Physics V:**

The goal of this course is to provide a mathematical and experimental Physics basis for the interested students. Students need to have successfully completed the Environmental Science and Technology IV program. Topics are studied through problem solving and lab work. They include kinematics, dynamics, work, energy and geometric optics. This course is a prerequisite for several science-based programs at the CEGEP level.

**Rock Band V:**

This course is designed for students who would like to play or sing in a band! Students will have the option of playing electric guitar, bass guitar, keyboard or drums. Singers are also welcome. This course suits all levels of ability – no previous experience is necessary, since groups will be formed to suit the students enrolled. Students will learn to play their chosen instrument in Rock or Popular music style and will join with others to form a band. Students will choose their own music to play, following appropriate guidelines.

### **Improving Yourself: Mindfulness, Leadership and Public Speaking**

This course is designed for you if you want to decrease your stress, build teamwork skills, become self-confident, create individual goals and action steps and learn how to speak in public confidently.

The course is divided into three parts: Mindfulness, Leadership and Public Speaking. These 3 parts have simultaneous and/or separate exercises and activities that will make you improve your own skills and creativity, focus on the positive, be aware of your own thoughts, manage your time in a more efficient way, balance a harmonious life and be prepared for Cegep.

The course will also include:

Guided meditation exercises (10 to 15 minutes max) for stress management, class discussions, selected Ted Talks, readings, and presentations on a regular basis to prepare you for Cegep.

### **Other elective courses available:**

- Digital Art
- Yoga Fitness
- Volleyball (girls)
- Préparation à L'emploi (Français)
- Conversation Plus (Français)
- Spanish (beginner course)