



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

# PROGRAM GUIDE

## SECONDARY III

2019 – 2020



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 between students, staff, and community, we are dedicated to uphold diversity and mutual respect.

## **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 2019 -2020 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 2019 -2020 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

**Vice-Principals:** Ms. Jennifer Vaughan (sec 3)

Ms. Melissa Rioux (sec 4)

Ms. Sonia Garofalo (sec 5)

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

Ms. Leslie Shuster, ext. 9027 --- Ms. Fani Triantos, ext. 9064

## EDUCATIONAL PATHS

### Diversity in Cycle Two

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

**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



*“Education is not the filling of a pail, but the lighting of a fire.”*

*-- Plutarch*

## **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 Semiskilled 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.

### **Semiskilled Trades:**

- The Semiskilled 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 Semiskilled 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.

## **ACTIVE PROGRAM:**

The ACTIVE 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; strong marks required; our recommendation is a minimum of 85% in Math sec. II. (Advanced or Enriched).

## PLANNING FOR SECONDARY IV

### PROMOTION RECOMMENDATIONS BETWEEN SECONDARY III AND IV

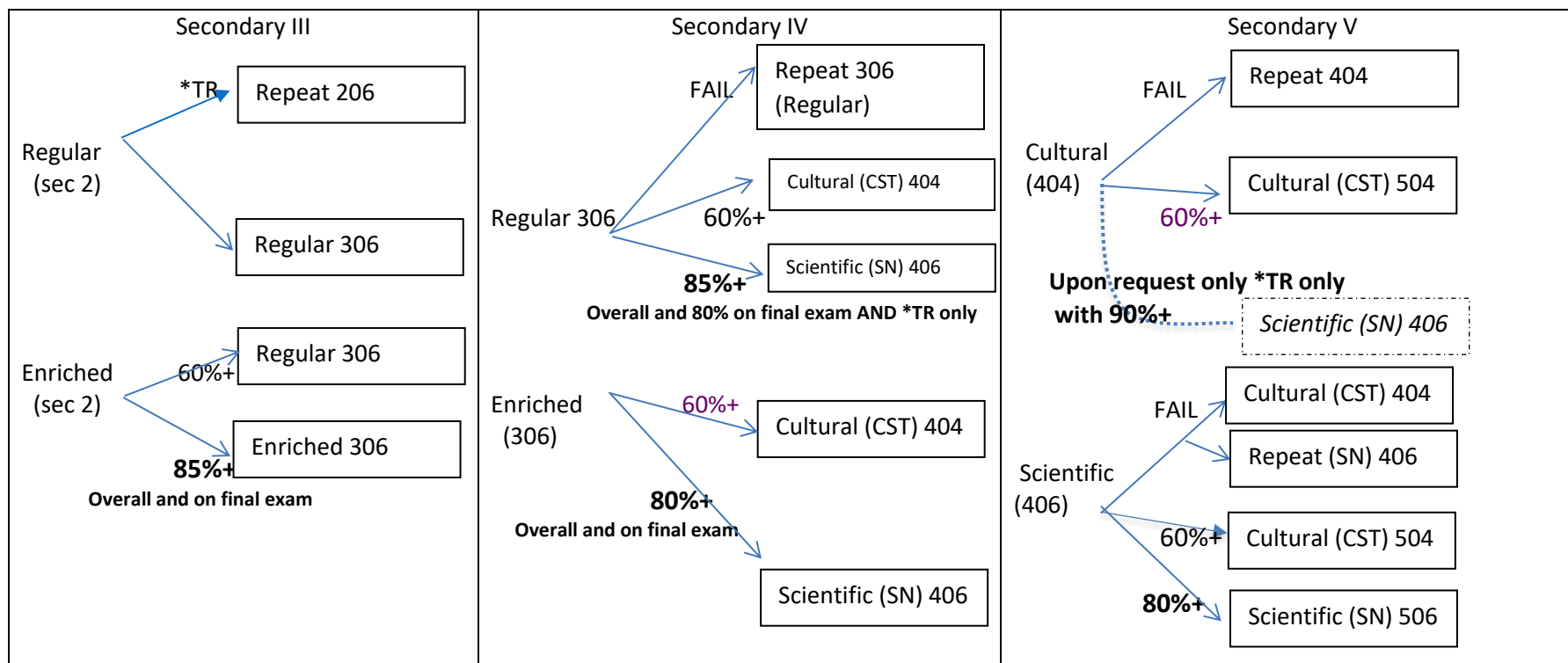
- English III Regular **to** English IV Enriched: 85%+
- English III Enriched **to** English IV Enriched: 80%+
- French III Regular **to** French IV Enriched: 80%+
- French III Enriched **to** French IV Enriched: 75%+
- Math III Regular **to** Math Science Option (SN) IV (Enriched): 85%+ (overall mark, final exam and teacher recommendation)
- Math III Enriched **to** Math Science Option (SN) IV (Enriched): (80%+ overall mark) + (80% final exam) and teacher recommendation
- 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





## MATHEMATICS PATHWAYS

### School Recommendations for Student Placements in Cycle 2 for 2018-2019



**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.

## 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.

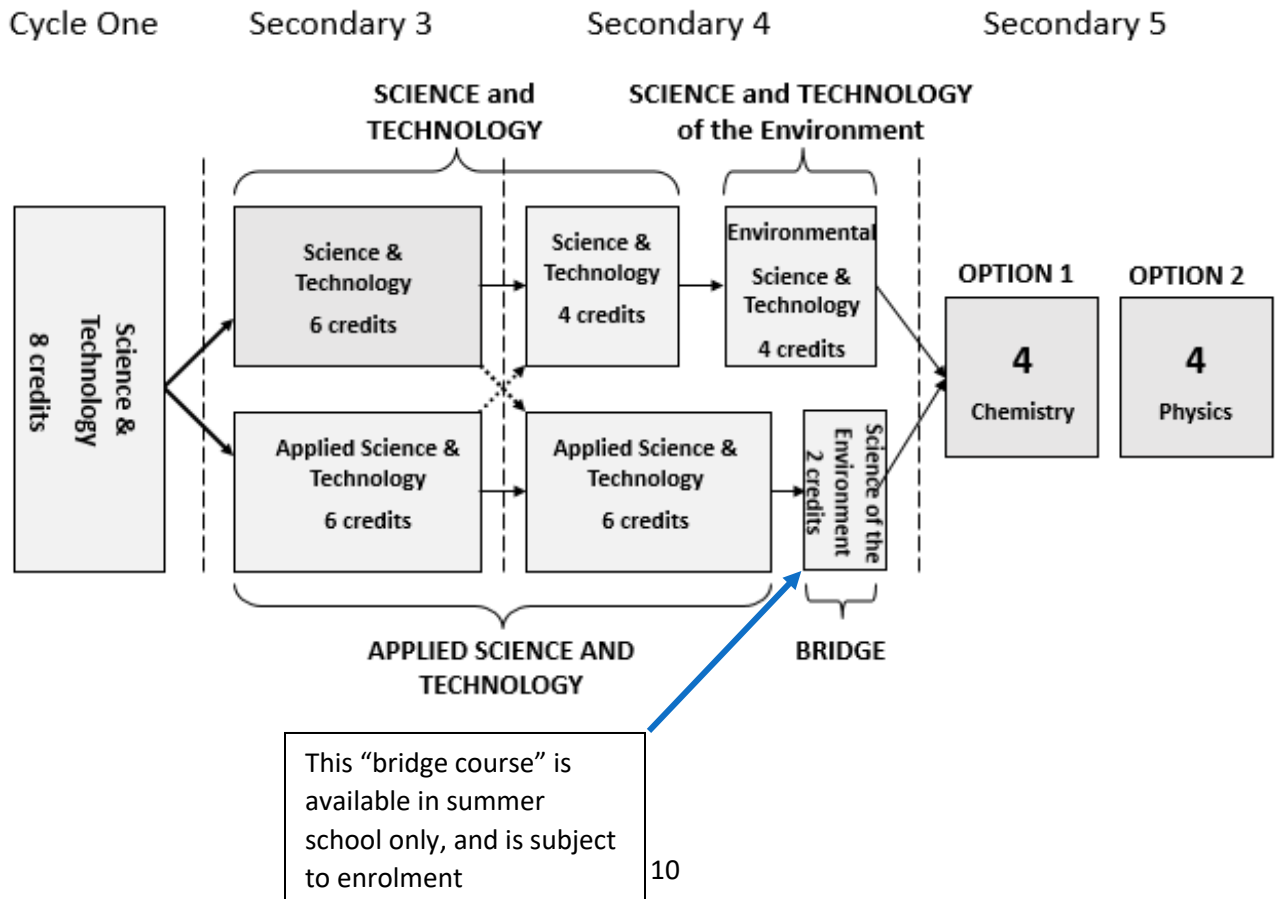
### Recommended promotion criteria for sec. IV:

- 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



## 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.

**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.

## **ARTS EDUCATION (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.

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

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.

### **Personal Orientation Project (POP):**

This course is one which creates opportunities for career exploration through the evaluation of personal interests, aptitudes, and values. Students will learn how to use various means to explore their career options as well as to learn how to make sound career choices. All students in the Applied Path will take this course instead of an elective.

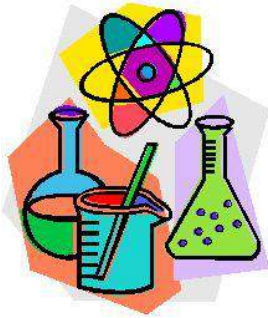
***“Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do.”***

--Steve Jobs, Former Apple CEO



## **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, Basketball 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 on March 16<sup>th</sup>, 2019 from 9am-12pm.**

**Please confirm your presence with Lynn McArthur at (450) 686-6300 Ext. 9016.**



### **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.



### **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**

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 intermediate course in essential applications such as Excel, PowerPoint / Prezi, Paint, Word and Publisher. Students will learn desktop publishing and the effective ways of researching topics on the Internet as well as efficient keyboarding techniques and photo editing. Proper methods of creating reports using footnotes, bibliographies, tables, charts, wrapping text and graphics, borders and shading, bullets, line spacing and columns, etc. will also be learned.

### **Advanced Student Leadership:**

This course provides students the opportunity to learn and practice essential leadership skills, while making a difference at their school and in their community. Focus is placed on the development of the required tools and skill sets for the planning and execution of intricate events and activities. Through teamwork and teambuilding, students train, practice and take action! The course affords the development of a greater understanding of the self and others, a deeper sense of responsibility and commitment, as well as the necessary tools to enable followership in all aspect of life. Having earned certifications and upon completion of the program, which will continue in the later grades, students are better prepared to succeed in CEGEP and University, as well as the workplace.

### **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.

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

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