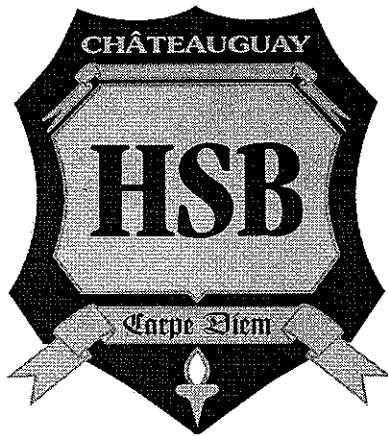


Howard S. Billings Regional High School



Course Dictionary
2011 - 2012

Secondary III

HISTORY OF HOWARD S. BILLINGS REGIONAL HIGH SCHOOL

In the early 1960's, the Howard S. Billings site contained Maple Elementary School, which lay tucked beside McLeod Street and on the corner of Maple and McLeod stood Chateaugay High School.

Launched on a solid educational base inherited from Chateaugay High, September 1967 saw students from Secondary I to V, including Chateaugay's recently amalgamated English-speaking Catholic students, move into the two existing schools. Since facilities could not accommodate the more than 1400 students at one time, shifts were organized whereby the Juniors attended in the forenoon and Seniors after lunch.

Work on the 2400 student 5 million dollar school began in mid-February of 1968. Although construction and teaching went on simultaneously, it was mainly with the commendable adaptability of staff and students, along with the cooperation of the contractor and sub-contractors, that the courses of studies were successfully completed during the construction period.

The "Grand Opening" took place on November 15, 1968, with educational displays by some 500 students at the stellar event. Chateaugay High and Maple Elementary Schools became history as the new complex became Howard S. Billings Regional High School, named after the guest speaker, and then retired Deputy Minister of Education, Dr. Billings.

Already hailed as one of the most advanced Polyvalent schools in the province, it featured some 14 shops, 8 home economics classes, 7 commercial rooms, 6 gymnasias, facilities for music teaching and practice, modern equipped science labs, a Guidance Centre, a chapel for Catholics and Protestants, library facilities for 30,000 volumes that could accommodate 4 classes per period, a 500 student auditorium and 800 seat cafeteria.

Prior to the opening, some 500 Native students from Kahnawake entered Billings, bolstering the ranks that continued to grow. In the early 70's the student body outgrew the planned facilities reaching over 2800. Students were housed in some 100 homerooms and taught by a staff of over 170 teachers, complemented by some 75 technical and support staff and 7 administrators.

High teaching standards and a developing school spirit moved Billings to excel in academics, drama, science fairs, and sports embodied in some 80 extra-curricular school organizations.

The 70's and 80's witnessed a decline in enrolment that eventually saw the former Maple Elementary School become the new home of the Board Office and Adult Education (Nova Career Centre).

Present day Billings offers a variety of programs to cater to the diverse needs of our student population, such as the International Baccalaureate (IB) program, Options Etudes Program (an enriched bilingual middle school program), the Bilingual program, a Differentiated Approaches Related to Education (DARE), and a Work-Oriented Training Pathway program. An Alternative program opened as a "school within a school" in September 1996: Directions is a successful and thriving alternative environment serving the needs of Cycle II (grade 10 & 11) students who have had difficulty achieving success in the traditional classroom setting.

Today, our enrolment is slightly under 1050 students with approximately 60 teachers, Resource and Native Resource support departments, a Student Services – Guidance department with support for students in Guidance counselling & Psychology, Health, Social services, Drug & alcohol intervention, Organizational help & work on behaviour & other issues in SOS (Student Options Service) from our social aide technicians, and liaison support from our local Police department.

HSB Secondary Cycle II (Senior) Learning Paths

Comprised of Secondary III, IV and V students, the H.S.B. Cycle 2 - Senior School offers three pathways in education to allow for diversification. Within these pathways, there are a variety of programs, such as the International Baccalaureate, Bilingual, English, and Work Oriented pathways programs.

Both enrichment and/or remediation may be offered based on students' needs and teachers' referrals. Tutorials are offered via our after school program for students at risk academically and more advanced courses are offered in Secondary IV and V. An Arts program is compulsory for students at the Secondary III, IV & V levels. There is also a comprehensive choice of other courses as options as well as additional Arts options, available from Secondary III on up through Secondary IV and V. Our goal is to ensure that our students are well prepared for their post-secondary education choices.

The program for Secondary Cycle Two has four distinctive characteristics:

- It targets the development of competencies by students actively involved in the learning process.
- It integrates all the subjects into a coherent whole focused on major issues of contemporary life.
- It explicitly targets cross-curricular learning, that transcends the boundaries between subjects.
- It calls on the professional expertise of school staff and allows for individual and collective choices.

As part of the Reform in Quebec Education, students going into Cycle II at the secondary level will have three clear Pathways to choose from. The diversification of these Pathways aims to increase student motivation, improve overall learning, and decrease the student dropout rate in the province. It also provides for a variety of educational choices and an exploration of various occupational fields. It is based on the recognition that students are not all the same, they do not learn in the same ways, so a variety of pathways is needed to respect their diversity. These pathways were created to help students develop their personal strengths and lead them on their personal path for success. The pathways are:

- A General Education Path
- An Applied General Education Path
- A Work-oriented Training Path

The 1st two paths lead to possibilities in Vocational training, and /or CEGEP or college-level studies, followed by entry into the labour market or university studies.

The 3rd path, the Work-Oriented Training Path, offers work-study programs intended to give students practical training for the workplace, while continuing general core education courses adapted to their needs and academic level. This path may lead directly to the job market, **OR under certain conditions**, may lead to vocational training or continued studies in general education.

The General Education Pathway & the Applied General Education Pathways

Both of these paths offer most of the same subjects: English, French, Math, Science, History & Citizenship, Contemporary Economic issues, one subject from the Arts (Drama, Visual Arts, Dance, or Music), Physical Education & Health, and Ethics & Religious Culture. They prepare the way toward a diploma of Secondary Studies.

The **Applied Education Path** differs from the **General Education Path** with its two compulsory courses: **Applied Science & Technology** and the **Personal Orientation Project (POP)**. Look at the course description section for more info on these two courses and their contents. For a more in depth explanation, please read the pamphlet entitled, "Which Pathway is Best For Me?"

The following programs exist within the General & Applied Pathways

The IB - International Baccalaureate Program

The International Baccalaureate Middle Years Program focuses on respect for cultures, religions, racial and intellectual diversity to foster a better understanding of others and concerns for international issues. It promotes a holistic perspective to learning and stresses the importance of communication, which in turn develops language skills.

Bilingual Program

The Bilingual Program is designed for the majority of students who have successfully completed the bilingual program in the elementary sector. This program includes French as a Second language, as well as other subjects taught in French such as Geographie, Histoire, Education physique, etc. There is also the grade 9 FSL course). In grade 10, students in a bilingual program continue with certain options in French. In grade 11, students may continue with the regular FSL course and some options in French.

English Program

The English Program is designed for students who have experienced difficulties within the bilingual program at the Secondary Cycle 1 level (grade 7 & 8). This program is only available in Cycle II. The standardized curriculum of this program includes French as a Second Language in grade 9, 10 and 11. All other subjects are taught in English.

Modified Grade 9 Program

This program is designed for students who have not met the competencies of Secondary Cycle I but do not meet the age criteria for the Work-Oriented Training Path. This program allows for the opportunity to acquire the necessary competencies of Cycle I, thereby allowing for the possibility to continue the following year into Cycle II year I (grade 9) or to go into the Work-Oriented Training Pathway.

The Work-Oriented Training Pathway

A student who is 15 years of age before the 1st day of classes of the coming school year, who has not met the competencies of Secondary Cycle I, may apply to enrol in OR be referred to the ***Work-Oriented Training Pathway*** if this path is most likely to meet their interests, needs and abilities. This pathway is comprised of two programs: ***Training for Semiskilled Occupations*** and ***Preparation for Employment***.

Training for Semi-skilled Occupations is a 1 year program geared toward students who have achieved the competencies of the Elementary program in English and Mathematics, but have not achieved these competencies at the Secondary Cycle I (grade 7 & 8) level. This program includes English, French and Mathematics, as well as Introduction to the World of Work, and 375 hours of preparation for a specific semi-skilled trade. There could be some possibility for moving from this path to another should the need or interest arise. **These possibilities will depend on the competencies students have acquired.**

Preparation for Employment is a 3 year program geared toward students who have not achieved the elementary level program competencies for English and Mathematics. This program includes a general education component comprised of the core courses, and a practical training component consisting of an Introduction to the World of Work, World of Work Orientation, and Work Skills.

COURSE SELECTION PROCEDURES

To take place after Term 3 Report Cards

Every student in Secondary 2, 3, and 4 is given a copy of the course dictionary pertaining to their grade level, containing all the information needed about compulsory and option courses for the next school year. They also receive the course selection sheet and school registration form to bring home. Students are responsible to:

1. Complete the course option part of their course selection sheet.
2. Have the course option form signed by their parent/guardian.
3. Have parents/guardians correct information that has changed on the registration form, sign and return it.

Students **must return their course selection** and registration sheets to the Guidance office or to the Reception in the Administration office **no later than April 21st, 2011.**

Parents and/or students are welcome to call or make an appointment to meet with the Guidance Counsellor if they wish to discuss course option selections. **Students may request changes to their option selection with parental permission up to the end of June or during course option change period, which starts during the 2nd week of September and runs for 1 week only. Request for Course Change forms must be used.**

When setting your educational goals, and subsequently selecting your courses, you are making a commitment. Great care is required in choosing your options since changing from one option to another later on may be difficult or even impossible. To help you decide which option(s) you might select, please read the next section on High School Diploma requirements, CEGEP entrance and specific program requirements, as well as Adult Education Vocational training program requirements.

Be sure to adhere to the deadline for course selection so that you will not be disappointed. Delay in returning your course option selection form may result in a student not getting their choice of options.

Note: To complete the competencies required in Cycle I (grade 7 & 8), a student must be successful in English 206 and Math 206 (a minimum of 60% in each). Then students may move to Cycle II year 1.

Have Questions?

Call the Student Services Department at 691-3230, ext. 340 to speak with the Guidance counsellor, Ms. Lorraine Beaton, or drop in during recess, lunch, or after school to make an appointment or ask questions.

Quebec Secondary School Diploma Requirements for 2009-2010

The Minister of Education, Leisure & Sports (MELS) shall award a Secondary School Diploma under the following conditions: Specifically, a student must:

Earn at least 54 credits from Secondary IV and V credit courses, including at least 20 of those credits from the Secondary V credit level. The following credits are a compulsory part of the 54 credits required:

- 6 credits in Secondary 5 Language of Instruction (English) 632-506
- 4 credits in Secondary 5 Second Language (French) 634-504
- 4 credits in Secondary 4 Mathematics minimum 563-404 **OR** Mathematics 563-406
- 4 credits in Secondary 4 Science and Technology 555-404 **OR**
6 credits in Secondary 4 Applied Science and Technology 557-406
- 4 credits in Secondary 4 History and Citizenship education 587-404 **OR** Histoire 087-404
- 2 credits in Secondary 4 Arts education 668-402 **OR** 669-402 **OR** 670-402 **OR** 672-402
- 2 credits in Secondary 5 Ethics and Religious culture 569-502 **OR**
Physical education and Health 543-502

Entrance Requirements for Admission to College / CEGEP

In addition to satisfying the requirements for a Secondary School Diploma (SSD) as stated above, students who wish to pursue their studies at the college level (i.e. CEGEP) must successfully complete the following courses for general admission:

- Secondary 4 Science and Technology 404 (ST) **OR** Applied Science and Technology 406 (AST)
- Secondary 5 Mathematics 504 (preferable) **OR** Secondary 4 Science Mathematics 406 **OR**
Tech Science Math 406 **OR** a minimum of Cultural Social Technical Math 404 (the latter may require a 15 hour bridge course for access to certain CEGEP programs)

Note: Many programs have additional course prerequisites. Check the various College websites or program brochures to determine what these additional prerequisites might be. **Be sure to be successful in your courses in Secondary 3 so that you may include some of the more advanced courses in your course selection for Secondary 4 and 5, providing you have the required marks to allow for these choices.**

Note: Prerequisites may be subject to change in future years.

****CEGEP program prerequisites are listed below in the next section****

CEGEP Program Prerequisites Information

Many programs in CEGEP require a student to take or have taken specific prerequisite high school level courses in addition to courses required for a Secondary School Diploma or for general CEGEP admission. This information is important for students in Secondary 2, 3, and 4, to encourage them to obtain the academic marks necessary to be able to choose these prerequisite courses and options.

Please check the CEGEP program requirements and verify the prerequisite courses required in the Prerequisite Table Code in the following pages before choosing your Math, Science, and other option courses. Also verify requirements online at the CEGEP websites.

Prerequisite Table Codes

Code	Course
1	Mathematics 564-506 (Science Math) OR 565-506 (Technical Science Math)
2	Mathematics 564-406 (Science Math) OR 565-406 (Technical Science Math)
3	Science Technology (ST) 555-404 OR Applied Science Technology (AST) 557-406 **
4	Environment-Science Technology (EST) 558-404 OR Science-Environment (SE) 558-402**
Note :	**Science ST & EST should be taken together OR Science AST & SE should be taken together, they are prerequisites for Chemistry 504 and Physics 504
5	Chemistry 551-504
6	Physics 553-504
7	Music 669-502 minimum, preferably Music 669-504
8	Mathematics CST 563-504
9	Mathematics CST 563-404, plus a 15 hr Math 'activity' taken in CEGEP
10	Science & Technology 555-404 OR Applied Science & Technology 557-406

Pre-University Programs (2-year)

Prerequisite Requirements

Science: Health and Pure and Applied	1 + 5 + 6, + high grades (minimum 75% and up)
Science: First Choice or Honours Science	1 + 5 + 6, + high grades (80% to 85% +),
IB Science: Health & Pure and Applied	1 + 5 + 6, + high grades + letter of intent
Science/Music (3 year double DEC)	1 + 5 + 6, + high grades + 7, plus audition, and Theory & Ear Training test
Social Science (Commerce)	1
Honours Social Science	1 + High grades (80% +)
Social Science	9 minimum, 8 is preferable & often required
IB Theatre Arts & Psychology	2 preferable or 8 minimum, + high grades
IB Commerce: Economics, Math & Psych.	1 + high grades
IB Commerce & Computer Science	1 + high grades
IB Commerce & Spanish	1 + high grades
Liberal Arts	80%+ average, letter of intent, + Interview; 8 is minimum
Creative Arts, Literature & Languages	no specific prerequisites, good marks
Fine Arts &/or Visual Arts	Portfolio; and possible Interview
Music	7+ audition + Theory & Ear Training tests
Explorations/Pathways-Prerequisites to Science	65% minimum in 9 (8 is preferable) & 10 at Vanier + letter of intent; 2 + 3 & 4 at John Abbott College;
Developmental Science	1+ 5+ 6 is required at Dawson, marks between 60% & 74%;
Exploration Science	2 + 3 & 4 at Vanier; 2 + 3 at Dawson; both require good marks; 75 % in 8 & 10 at Champlain St Lambert

Career Programs (3 years)

Requirements

Accounting & Management Technology	minimum of 2 is required; 1 is recommended
Adventure Tourism	Physical fitness test + interview
Aircraft Maintenance	1 + 6 with good marks (in English at ENA)
Animal Health	8 + 4, (2 + 5 strongly recommended) + letter of intent
Architectural Technology	2 + 4 with decent marks
Biomedical Laboratory Technology	2 + 5; Interview; medical required, good English & French
Building systems Engineering Technology	2 + 4 + interview
Business Management - Marketing	2, 1 is recommended
Analytical Chemistry/ Laboratory Technology	1+5 + good marks
Civil Engineering Technology	1 + 3 & 5

Computer Science Technology	1
Computerized Systems Technology	2 + 4
Community Recreational Leadership Training Youth & Adult Correctional Intervention	Personal interview + working knowledge of French no specific prerequisites
Dental Hygiene	3+ 4 + 5; 1 is strongly recommended at JAC + medical
Diagnostic Imaging	2 + 4 + interview & medical, & minimum 65% in Eng & Fr.
Information and Library Technologies	no specific prerequisites
Early Childhood Education	no specific prerequisites; volunteer or work experience with children; + letter of Intent required at Vanier
Environment & Wildlife Management option	1 + 5
Engineering Technology (Photonics & Energy)	1 + 3 & 4
Farm Management	no specific prerequisites
Graphic Design	An interview + portfolio
Illustration and Design	An interview + portfolio
Electronics Technology	2 + 3
(Communications & Microcomputers)	
Industrial Design	2 + 4
Interior Design	An interview + portfolio
Mechanical Engineering Technology	2 + 6
Nursing	4 + 5; 2 is strongly recommended; + Strong in English; + letter of intent & medical
Office Systems Technology	Good marks in English, Working knowledge of French
Police Technology	9 minimum, + Physical tests + probationary driver's license, + Certificate of Good Conduct if over 18 years of age
Professional Music & Song Techniques	Audition + theory + ear test
Professional Theatre – Production/Design	Interview required
Professional Theatre – Acting	Audition- a classical & modern dialogue, + Sing a song
Radiation Oncology	1 + 4 & 5; + interview & medical, 65%+ in English &
French Respiratory and Anaesthesia Technology	2 + 5 + English placement test result, letter of intent + interview + immunization
Social Service	Working knowledge of French, + volunteer experience is required + testing, & interview
Special Care Counselling	Personal Interview + volunteer work + letter of intent + immunization record is required
Tourism	Working knowledge of French
Adventure tourism	Resume; letter of intent; medical certificate; & an interview

For other programs not mentioned here, go to the college websites, check in Academic or Career Programs for descriptions and specific prerequisite course requirements. Here are some sites:

Champlain Regional College (all Campuses)	www.champlaincollege.qc.ca
Dawson College	www.dawsoncollege.qc.ca
John Abbott College	www.johnabbott.qc.ca
Vanier College	www.vaniercollege.qc.ca
Marianopolis College	www.marianopolis.edu
Heritage College (Hull)	http://www.cegep-heritage.qc.ca/

For info about admission to French language CEGEPs in Montreal & the surrounding areas, go to the Service regional admission metropolitain at www.sram.qc.ca; for the Quebec & the Gaspé areas, go to www.sraq.qc.ca

Professional Vocational Education

One of the toughest questions students face is what to do after high school. It used to be that the choices were work or CEGEP. Trade schools were also an option but they were often expensive or not highly regarded. In the last decade or two, different options were being provided for residents of Quebec. Professional Vocational Education is available at Adult Education Centers around the province in both English and French. Today in the labour market, these trained technicians are highly sought after due to shortages in skilled labour.

We are lucky to have two of these centers right here in our school board at the Nova Career Centre in Chateauguay or the Chateauguay Valley Career Education Centre in Ormstown. The philosophy of these centers is learning by doing. Learning is done in realistic settings with state of the art equipment. Upon completion of a training program, a secondary diploma from the Ministry of Education is given. These programs are attractive because graduates are well prepared for the labour market.

All programs are tuition free for Quebec residents who have the appropriate prerequisites as recognized by the Ministry of Education. The requirements for entrance into a Professional training program are:

- Have a Secondary School Diploma (DES), **OR**
 - Be 16 years of age as of the 30th of June of the year they wish to enter an Adult program, **AND**
 - Have obtained Secondary IV credits in English, French 2nd language and Mathematics.
- Note: A few programs require only Secondary III level French, English and Math.

In the New Frontiers School Board, the following day programs are offered –

At CVCEC:

Accounting
Business Technology (Administrative Assistant)
Construction Carpentry
Home Care & Family and Social Assistance
Landscaping Construction
Nursing Assistant
Starting a Business

Evening Programs:

Carpentry
Home Care

At NOVA:

Accounting
Administrative Assistant
Automotive Technician (mechanics)
Hairdressing
Interior Decorating & Display
Residential & Commercial Drafting
RV Maintenance & Repair
Welding Assembly
Pipe Welding
Starting a Small Business

For more information about any of the CEGEP technology career programs or any of the Adult Education Professional Vocational programs or other Technical and/or Vocational programs offered elsewhere in the province, please contact our guidance counsellor, Lorraine Beaton in Student Services (Guidance) at (450) 691-3230, ext 340. You may also contact a guidance counsellor at an Adult Education Center or go to the Minister of Education's Professional & Vocational Training website for more information on all Vocational and Technology Career programs offered in the province at www.inforoutefpt.org

Cycle II year 1 (Secondary III) Compulsory Courses

In order to complete the competencies required in Cycle I year 2, a student must be successful in English 206 and Mathematics 206 (a minimum of 60% in each). Students might then move to Cycle II (grade 9).

There are two Pathways in Cycle II year 1:

The General Education Pathway and the Applied General Education Pathway. All courses are the same in both Pathways, except for the Science & Technology course. In the General Pathway, students will take Science & Technology and a 4-credit option course. In the Applied General Pathway, students will take Applied Science & Technology and the Personal Orientation Project - POP course.

English Language Arts

In the Secondary Cycle II English Language Arts program (SELA2 or English for grades 9, 10, 11), students develop competencies in oral communication, reading and writing. They have many opportunities to interact in class, to listen, to read, and to produce a broad range of media, and oral, written and visual texts. This is basically a literacy program which prepares students to make intellectual and aesthetic judgments, raise questions, articulate their thoughts and respect the ideas of others. Discovering writers, exploring and analyzing texts, and discussing their understanding and interpretation of these texts with their fellow students helps students to consolidate and increase their language knowledge.

Students learn that every text is a deliberate, social construct. As they consider how a writer persuades a reader, they learn that meanings are designed with very specific intentions in mind.

The SELA2 program promotes the importance of reading and production to develop personal interests, as well as for learning and pleasure; the use of technology in reading and producing texts; enrichment in problem-solving strategy and formal occasions for self-evaluation as a means for students to monitor their progress, reflect on their learning and establish future learning goals.

Talk is central to individual and social processes of making meaning, as students learn to extend their views, opinions, preferences and knowledge in dialogue with the teacher and their peers. Varied opportunities to use talk to learn and to communicate reinforce the sense of community in the classroom, and the importance of exchanges with peers and teacher to the development of students' literacy.

SELA2 is meant to provide:

- Opportunities for students to work both individually and collaboratively
- Regular and sustained periods for students to read and produce texts for pleasure and to learn
- Opportunities for students to work in situations that integrate aspects of all three competencies
- Opportunities for students to read and produce a balance of spoken, written and media texts
- Access to texts that reflect and expand personal interests and preferences
- Student choice regarding projects, activities, and the topics/subjects for reading and production
- Regular opportunities and time for students to reflect on literacy and learning and to self-evaluate

English Language Arts

MELS Code 632306

The Secondary III English program continues to develop the students' abilities in reading, writing, speaking, and critical viewing. Students will be reading novels, plays, and short stories for some depth of study, interpreting texts for underlying meaning. Discussion of characters, themes, and plot is important. Poetry is read, discussed, and written. Shakespeare is read in many grade 9 classes.

Students will continue to develop their creative writing and expository writing abilities. The essay is introduced and students will continue their development in library and Internet research. Public speaking is developed through extemporaneous and planned presentations and speeches. Students will learn the elements of debate.

French

French Second Language

MELS Code 634306

All levels follow the new program as outlined by the MEQ. Every student attending H.S.B. should have a textbook, workbook, and reading book. We strongly recommend the use of a "Bescherelle" for verbs, as well as a French-English dictionary.

The Regular French program at the Secondary III, IV, and V levels will help students to improve oral skills and has been designed to also encourage reading correctly, writing properly, and understanding French. Well.

On completion of this course, students should be able to communicate well in French.

Mathematics

Mathematics 306

MELS Code 563306

Prerequisite: 60% in Mathematics 206

This course is broken down into four major sections: Algebra, Proportional Reasoning, Geometry, and Statistics:

- The algebra section deals with all operations on algebraic expressions, solving equations, rational and irrational numbers and the Pythagorean Theorem.
- The proportional reasoning section consists of determining, representing and graphing the dependent and independent variables in a given situation.
- The geometry section consists of transformations, descriptions of three-dimensional objects, classification of solids and calculation of their surface area and volume.
- Statistics deals with tabulating and representing data graphically.

Science (Choose one of the following)

Science & Technology - General Education Pathway

MELS Code 555306

This program helps students develop their scientific and technological literacy, enabling them to become active, critical and informed participants in debates on social issues, to use the products of science and technology responsibly and to take concrete, practical and innovative action in these areas. The central theme is The Human Organism. The program integrates five scientific fields (astronomy, biology, chemistry, geology, and physics & technology).

OR

Applied Science & Technology - Applied General Pathway

MEQ Code 557306

This program helps students develop their scientific and technological literacy, enabling them to become active, critical and informed participants in debates on social issues, to use the products of science and technology responsibly and to take concrete, practical and innovative action in these areas. The central theme

is The Human Organism. Compulsory concepts studied pertain to applications related to different technological fields. The program integrates five scientific fields (astronomy, biology, chemistry, geology, and physics) and technology.

Social Studies

Histoire & Citoyenneté – Bilingual Program
History & Citizenship – English Program

MELS Code 087304
MELS Code 587304

The student will construct his/her consciousness of citizenship through the study of history. Social phenomena will be examined from a historical perspective and interpreted using the historical method.

Topics include:

- * First occupants – the links between the concept of the world and the organization of the society;
- * Emergence of a society in New France - the impacts of the colonization programs, the organization of the society and the organization of the territory;
- * Change of empire - the consequences of the Conquest on the organization of the society and the territory;
- * Claims and struggles in the British colony – the influence of liberal ideas;
- * Formation of the Canadian Federation – the dynamics between industrialization and social, territorial and political changes;
- * Modernization of Quebec society – the relationship between changes in mindset and the role of the government;
- * Issues in Quebec society since 1980 – addressing the issues facing Quebec society today.

Physical Education & Health

Bilingual Program
English Program

MELS Code 043302
MELS Code 543302

Each term, students will be given a written test, a practical test and a fitness test. Tests will account for 60% of their physical education mark. The remaining 40% is based on overall effort, attitude and sportsmanship, participation, and conduct. Students must wear HSB gym shorts, T-shirt, socks, and proper footwear. HSB gym wear is available for purchase.

Physical Education is a compulsory course for all students as prescribed by the Department of Education. The course focuses on skill development in team and individual sports as well as basic knowledge and rules of the games. The student's personal physical fitness will be stressed.

Permanent or long-term exemptions can be made for the chronically ill. Temporary exemptions can be made for students who are medically unfit for a week or more. In both cases a note from the doctor must be brought in attesting to the condition, given to the Phys. Ed. teacher who will turn it over to the School Nurse. Short-term 1-day exemptions can be given but require a note from a parent or guardian stating the reason that the exemption is necessary.

Secondary III Compulsory Creative Arts Courses (Choose one 2-Period course)

Dance III

MELS Code 672302

This course is designed to enable the student to appreciate many different types of dance. They will have the opportunity to perform and teach creative dances, as well as interpret nonverbal movements, and read simple choreography steps. Students will also learn a variety of popular social dances.

Drama III

MELS Code 670302

The student is now familiar with the stage. Drama III continues the same acting process, but at a slightly higher level. The student is criticized after improvisation. Work is centered on expression of emotions, individual creativity, and movement in his/her acting ability.

Music III

MELS Code 669302

Students are expected to continue on their concert band instrument and further develop their ability to Compose and perform. In order to fulfill the competency of appreciation, students will attend various cultural fieldtrips to help enrich the program. Students will also participate in the music program's major concerts and will need to practice their instrument on a regular basis.

COURSE FEE: \$20 - \$30.

Visual Art III

MELS Code 668302

Students will explore a variety of art materials to create painted self-portraits, assemblages & collages, charcoal sketches, papier-mâché sculptures, origami, pastel illustrations... etc. Students may gain inspiration from artists throughout history, from the Neanderthal cave paintings to Andy Warhol's Pop Art. There is the possibility of field trips to visit Montreal Museums.

COURSE FEE: *Approximately \$50 for art material and supplies.*

Secondary III General Option Courses (Students must take one option)**Visual Arts III - a 4-period Option course**

MELS code 668304

Students will explore a variety of art materials, in addition to the compulsory content. Students will learn how to create and will create painted self-portraits, assemblages and collages, charcoal sketches, papier-mâché, sculptures, origami, pastel illustrations...etc. Students may also gain inspiration from artists throughout history, from the Neanderthal cave paintings to the more modern Andy Warhol's Pop Art. There will be the possibility of field trips to visit Montreal Museums as well.

Course fee: A minimum of \$50 on art material and supplies.

Drama III – a 4-period Option course

MELS code 670304

Prerequisite: Cycle I - Drama I and II

Designed for the student who likes working in theatre, students can now have extra time to learn more about what they would like to know about in theatre. This could be acting, set & design for theatre, or writing or costume design. Students must take a lot of notes but there are no formal exams. They will spend twice as much time on the stage as with the compulsory course. Improvisations are harder and require more preparation and acting ability. Written quizzes on specific aspects are done in class to enhance one's creativity on stage. For example, students will go more in depth in the settings, emotions, character motivation, and comedy versus tragedy etc. During two of the four terms, students will prepare term projects. Students are expected to see and criticize at least two plays outside of school during the school year. They should also participate in school plays, concerts, LESSs, write for the newspaper and work with English & History students to produce skits and scenes that compliment what is being studied in other classes. Students are also encouraged to find directing opportunities within the events occurring at school.

Music III – a 4-period Option course

MELS code 669304

Special Note: This class is open to students with no previous musical background

This course is for students who would like to pursue music in depth. Students are encouraged to continue on their concert band instrument and they will further develop their ability to compose and perform. Students are expected to work individually, developing a wide and varied repertoire of solo pieces (their choice and the choice of the teacher), in addition to performing in small and large ensembles of like and mixed music instruments. Students will be expected to perform and practice their instrument regularly. This course is also for students who wish to prepare to enter Music in CEGEP.

Students will attend a wide variety of cultural musical events and are expected to help plan and carry out musical projects. Also students will have a chance to meet with professional musicians and explore various careers associated with music other than performance.

Course Fee: Between \$60- \$80

Dance III – a 4-period Option course

MELS code 672304

This course is designed to enable students to appreciate different types of dance. Students will be given the opportunity to perform, and teach creative dances, as well as, interpret nonverbal movement, and read and create simple choreography steps. Learning popular social dances will also be involved in this course.

Personal Orientation Project - POP

MELS Code 606304

The nature of the POP Program is to give students the opportunity to carry out several individual career exploration projects during the course of the year. The educational approach used will give students an active role, whether in the classroom, the school or the community. Students will be the primary artisans of their own projects, with the teacher's guidance and the support of other professionals and resources available within the school and community.

Note: POP is compulsory in the Applied Education Path and optional in the General Education Path.

Introduction to the Sociology of Sport (Social Science course)

MELS Code 548344

Prerequisite: Successful completion of competencies in Cycle 1 year 2 grade 8

This course is designed to introduce students to the concepts of sport and physical activity in society. The competencies that will be measured involve ethics and culture. They will measure whether the student can:

1. Reflect on ethical questions in sport
2. Demonstrate an understanding of the phenomena
3. Engage in constructive dialogue

There is no physical activity in this course. Course content and concepts to be studied will include:

- Sports psychology
- Education in sport
- Economics and sports
- Gender and sports
- Politics and sports
- Violence and sports
- Media and sports
- Youth and sports
- History of sport

Racket Sports (Sports for Leisure)

MEQ Code 548344

Prerequisites: Successful completion of Cycle 1 year 2 (grade 8) Physical Ed. And/or get pedagogical coordinator

This course is designed for students interested in racket sports and other racket activities. Racket sports and activities will be presented in detail equally through theory and practice. The theoretical portion of the course will cover the history of the sport, different strategies used in the game and where the sport is commonly played. We will also be discussing the popularity and media's views regarding these sports. Some of the sports that we will be practicing are tennis, table-tennis, badminton, squash and racquetball.

Introduction to Team Sports

MEQ Code 548344

Prerequisites: Successful completion of Cycle 1 year 2 (grade 8) Physical Ed. And/or get pedagogical coordinator

This course is designed for students who are interested in learning about and participating in team sports. The course will focus on the student's overall skill development, as well as learning and practicing offensive and defensive strategies in the following team sports:

- Speedball
- European handball
- Rugby
- Lacrosse
- Volleyball
- Soccer
- Ultimate Frisbee
- Basketball

Using these various team sports, the class will explore each student's level of fitness and wellness. Students who choose this course option must have a strong interest in Physical Education, a desire to participate in physical activity, and have a goal of being or becoming physically fit.

Fitness Walking & Introductory Orienteering

MEQ Code 546344

Prerequisites: Successful completion of Cycle 1 year 2 (grade 8) Physical Ed. **OR** Phys. Ed. Dept. approval.

This course is designed to provide the student with cardiovascular and muscular conditioning by means of speed walking and hiking both in indoor and outdoor training venues. The course combines both theoretical and practical sessions that will provide the student with the necessary knowledge and skills that will promote health, wellness, and positive lifestyle habits.

There will be field trips to various locations around the Montreal – Chateaugay area that will allow the students to gauge their level of fitness and to apply their introductory skills of orienteering using a map and compass. Success in this course will be based on theory, physical practice and level of fitness attained.

Woodworking

MEQ Code 755832

This course is designed for both the experienced and the beginner wood worker. It will deal with all the tools of the trade and their usages. Students will gain the necessary skills required to produce a minimum of 5 simple wood projects and a minimum of 2 larger wood projects. Students will also gain an understanding of the various types of woods and stains used to protect or enhance them. There will be a course fee to cover material cost for the projects being made.

COURSE FEE: \$60.00 for materials