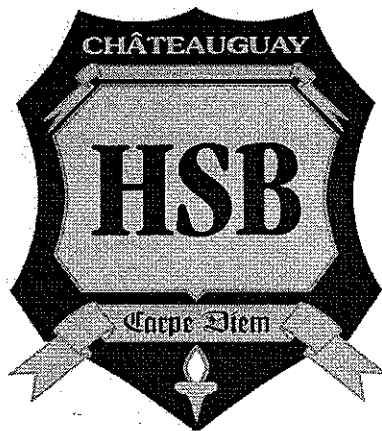


Howard S. Billings Regional High School



**Course Dictionary
2011 - 2012**

Secondary V

HISTORY OF HOWARD S. BILLINGS REGIONAL HIGH SCHOOL

In the early 1960's, the site of Howard S. Billings contained Maple Elementary School, which lay tucked beside McLeod Street and some yards away securing the corner of Maple and McLeod stood Chateauguay High School.

Launched on a solid educational base inherited from Chateauguay High, September 1967 saw students from Secondary I to V, including Chateauguay'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. Chateauguay 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. Senior School offers three pathways in education to allow for diversification. Within these pathways, there are a variety of programs, such as the English, Bilingual, Challenge (Sec. III) and Work Oriented programs.

Both enrichment and/or remediation may be offered based on students' needs and teachers' referrals. Tutorials are offered by senior students in PALS (Progressive Adolescents Lending Support) after school for students at risk academically or who need help with homework. Advanced courses are offered in Secondary IV and V. An Arts program is compulsory for students at the Secondary III & IV 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 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, History & Citizenship, Contemporary Economic Environment, one subject from the Arts (Drama, Visual Arts, Dance, or Music), Physical Education & Health, Ethics & Religious Culture, and an integrative project in Cycle II year 3 (Secondary 5).

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 and Applied Pathways in Cycle 2

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, Economie etc, (grade 8 includes levels 8 & 9 FSL together; in grade 9, students follow the grade 10 FSL course). In grade 10, these students will take the Secondary 5 FSL course required for graduation. In grade 11, students may take an enriched FSL course or if their marks warrant, a French mother tongue course.

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 courses. All other subjects are taught in English.

Alternative Program

"Directions" alternative program is designed as a "school within a school" for students going into Secondary 4 or 5 who are encountering difficulties in a regular classroom setting. The students in this program are academically capable yet are considered at risk, in need of a fresh start in an alternative setting. Teachers, administrators and student services professionals recommend students for Directions, whose staff interviews prospective candidates and formulates a list of accepted students. Curriculum and pedagogy focus on goal-setting, teamwork, community building & empowerment to help at risk students regain confidence, experience positive learning experiences and learn skills to become successful students.

The Work-Oriented Training Pathway

A student who is 15 years of age before the 1st day of classes of the school year, and who has not met all the competencies of Cycle I may enrol in or be referred to the *Work-Oriented Training Path* if this path is the most likely to meet their interests, needs and abilities. The Work-Oriented Training Path 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 who have not achieved these competencies at the Secondary Cycle I 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 will be some possibilities 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's 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: For a student to move up from grade 10 - Cycle 2 Year 2 up to Grade 11 - Year 3, he/she must successfully acquire the competencies in English Language Arts 406, and French 2nd Language 404, and have obtained a minimum of 22 credits in their Cycle 2 Year 2 grade 10 courses. Failing this, students may not acquire the necessary credits to graduate.

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

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. At least 20 of those credits must come 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 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 hr 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 (Communications & Microcomputers)	2 + 3
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 Chateaugay or the Chateaugay 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 2 year 3 (Secondary 5) Compulsory Courses

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 help 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

English Language Arts

MELS Code 632506
6 Credits – Secondary 5

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

Students will continue to develop their creative writing and expository writing abilities. The students will become skilled in essay writing and library and Internet research. Public speaking is developed through extemporaneous and planned presentations and speeches.

French

French Second Language
Bilingual & English Program

MELS Code 634504
4 credits – Secondary 5

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

The goal and design of the Regular French program at the Secondary 5 level is to improve oral skills, and encourage reading correctly, writing properly, and having a better understanding in French.

634-510 Interaction orale 40 %
634-520 Compréhension orale et écrite 30 %
634-530 Production écrite 30 %

Mathematics

Mathematics 504 - Cultural, Social and Technical Option

MELS Code 563504

Prerequisite: 60% minimum in Math 404 or

4 credits – Secondary 5

60% in Math 406 + an appropriate bridge course

This course is designed for students who are heading toward professional training, technical & trade programs and pre-university programs in Arts and Social sciences. Emphasis will be on performing tasks & interpreting the results, and applying them to real life situations.

The course is made up of the following sections: Algebra, Probability, Geometry and a Student Project

- The Algebra section covers systems of two variable linear inequalities and optimization
- The Probability section covers interpretation of probability situations and conditional probability
- The Geometry section covers equivalent figures and graph theory
- The Student Project is a student centered evaluation in which the student creates a project that demonstrates their understanding of the mathematics material over the last five school years

Note: Students must achieve a minimum of 65% in Mathematics 504 to advance to CEGEP and may require a bridge course depending on their choice of program.

Mathematics 564-506 – Technical and Scientific Option

MELS Code 564506

6 credits – Secondary 5

Prerequisite: Students must achieve a minimum of 60% in Science Math 406 OR Technical & Scientific Mathematics 406 + the appropriate bridge course OR a minimum of 60% in CST Math 404 + appropriate bridge course

This course is designed for students who are heading towards technical programs in many fields in the CEGEP as well as the pre-university programs in technologies and sciences. Emphasis is on performing tasks, interpreting the results, finding errors and solutions, the introduction of technological instruments and working with case studies from an economic and scientific context.

The course is broken down into the following sections: Algebra, Geometry and a Student Project

- The Algebra section covers operations on functions, quadratic and sinusoidal functions, linear and non-linear systems of equations and inequalities
- The Geometry section covers equivalent figures, conics, loci, standard unit circles, vectors, and metric relations in circles and trigonometric relations in triangles
- The Student Project is a student centered evaluation in which the student creates a project that demonstrates their understanding of the mathematics material over the last 5 years of school

Note: Students must achieve a minimum of 65% in Mathematics 506 to advance to some CEGEP programs and Mathematics courses.

Mathematics 565-506 – Science Option

MELS Code 565506

6 credits – Secondary 5

Prerequisite: Students must have a minimum of 60% in Science-Mathematics 406 OR a minimum of 60% in Technical & Science Math 406 + the appropriate bridge course OR CST-Math 404 + the appropriate bridge course.

This course is designed for students who are heading toward technical programs in many fields in CEGEP as well as pre-university programs in technologies and sciences. Emphasis will be on performing tasks, on abstract theorizing, origins and functionality of certain phenomenon, research procedures, and subject matter from the field of science.

The course is broken down into the following sections: Algebra, Geometry and a Student Project

- The Algebra section covers absolute value, radicals, exponents, logs, operations on functions, absolute value, rational, square root, exponential, log, trigonometric & piecewise functions, linear and non-linear systems of equations and inequalities
- The Geometry section covers equivalent figures, conics, the standard unit circle, vectors, and trigonometric identities
- The Student Project is a student centered evaluation in which the student creates a project that demonstrates their understanding of the mathematics material over the last 5 years of school

Note: Students must achieve a minimum of 65% (often more like 75%+) to advance to some CEGEP programs.

Mathematics 564-406 – Technical Science Option

MELS Code 564406

Mathematics 565-406 – Science Option

565406

6 credits – Secondary 4

Prerequisite: Students must have achieved comprehensive competency development in Math 404 with and overall average above 75%. Accessibility will depend on scheduling & teacher availability.

These courses are designed for students who are heading toward technical programs in many fields at CEGEP as well as pre-university programs in the sciences and technologies. Emphasis will be not only on performing tasks but on abstract theorizing, origins and functionality of certain phenomenon, research procedures and subject matters from the field of science.

For more specific course descriptions, see the course description in the Secondary 4 Course dictionary.

Note: Students must achieve a minimum of 65% (often more like 75%+) to be eligible for many CEGEP Science & Technology programs that require either of these Maths as a prerequisite.

Mathematics 404 - Cultural, Social and Technical Option

MELS Code 563404
4 credits – Secondary 4

This course is designed for students who are heading towards professional training, technical and trade programs, as well as pre-university programs in Arts and some Social Science programs. Emphasis will be on performing tasks, interpreting the results and applying them to real life situations.

The course is broken down into the following sections: Algebra, Statistics, Probability, and Geometry.

- The Algebra section covers two variable linear inequalities, properties of functions, various functions, and systems of linear equations.
- The Statistics section covers single variable distributions, percentiles, and mean deviation as well as two variable distributions through linear correlation. Students will also construct tables and graphs to illustrate and aid interpretation of data.
- The Probability section covers interpretation of probability situations, odds, fairness and mathematical expectation.
- The Geometry section covers analytic geometry, isometric and similar triangles and trigonometry.

Note: Students must achieve a minimum of 65% to meet the minimum CEGEP entrance requirements. In most cases, students must also take a bridge course or another higher level of Math to be accepted.

Social Studies

Contemporary World Studies

MELS Code 592504
4 credits – Secondary 5

The goal of Contemporary World is to prepare students to be able to interpret and take a position on a contemporary world problem. Using a variety of documents such as maps, texts, graphs, tables, illustrated documents and timelines a student will be expected to carry out tasks related to a contemporary world such as:

- Finding information (factors, facts, points of view, world context) on various manifestations of a particular problem in the world
- Determining causes and consequences
- Establishing similarities and differences in the forms the problem takes in the world
- Identifying global trends
- Explaining the problem
- Identifying interests and values that underlie the points of view of actors such as states, international institutions, multinational firms, citizen groups and media
- Establishing points of convergence and divergence among the points of view of actors
- Identifying some solutions proposed by actors
- Recognizing some advantages and disadvantages of the solutions proposed
- Expressing their opinion on an issue, supporting it with arguments

Personal Development

Physical Education

MELS Code 543502
2 credits – Secondary 5

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. One's personal physical fitness will be stressed. Students must wear gym shorts, T-shirt, socks, and proper footwear. HSB gym wear is available for purchase.

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.

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 and given to the Physical Education teacher who will turn them over to the School Nurse. Short-term exemptions can be made for students who are unable to participate in Physical Education on a given day. A note from a parent or guardian stating the reason is necessary.

Ethics and Religious Culture

MELS Code 569502
2 credits – Secondary 5

This program promotes the development of three competencies to enable students to:

- Reflect on ethical questions
- Demonstrate an understanding of the phenomenon of religion
- Engage in dialogue

There are two main areas explored and studied in this program:

Ethics – In the Ethics section, students will learn:

- To think rigorously about different aspects of certain social realities and about subjects such as justice, happiness, laws and regulations
- To ask questions of themselves such as: Which values should guide people in their relationships in society? What characterizes acceptable behaviour and unacceptable behaviour? How can we recognize these behaviours?

Thus it would be easier for students to gather their ideas and express them with respect and conviction.

Religious Culture – In the Religious Culture section, students will progressively learn:

- To know the importance of Catholicism and Protestantism in the religious heritage of Quebec
- To discover the contribution that Judaism and the spiritualism of aboriginal peoples have had in the religious heritage of Quebec
- To know elements of other religious traditions that have appeared recently in Quebec society

Note: One of the above two courses is required to graduate and get a high school diploma

Arts Education Compulsory Courses (As per previous year's courses)

Dance V

MEQ Code 672502
2 credits – Secondary 5

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 V

Prerequisite: Secondary 2, 3, and 4 Drama

MEQ Code 670502
2 credits – Secondary 5

Drama 5 continues the “Method” acting process. Term projects will be done during two of the four terms, as well as term tests and a final evaluation. By now, the students are familiar with stage terms, scripts, acting technique and the value of body & vocal warm-ups. Improvisations are at a more difficult level and are derived from what is learned in each chapter of the text. Criticism is an essential part of developing competence. Students work on improvisations and on memorized scenes that are performed at the end of each term. During one term, they will thoroughly study one full length play. Students should also be auditioning for any acting parts available in school plays, concerts or in other classes.

Music V

Course Fee: Approximately \$20 - \$30

MEQ Code 669502
2 credits – Secondary 5

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

Visual Art V

Course Fee: Approximately \$50 for art material and supplies

MEQ Code 668502
2 credits – Secondary 5

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.

Secondary V Option Courses

Most of the following option courses are 4-credit options. Students will have two (2) of the following options in their schedule, unless they must repeat a Secondary 4 course in a required subject.

----- SCIENCE and TECHNOLOGY OPTIONS -----

Chemistry

MELS Code 551584
4 credits – Secondary 5

Prerequisites: Students must have a minimum of 60% in both Science & Technology 404 and Environmental Science & Technology 404, as well as competency in either of Mathematics 406.

This course is designed for students who have demonstrated ability and motivation in the field of science and mathematics. It is a required prerequisite for students who wish to follow a CEGEP program in Pure and Applied Sciences, Health Sciences or several Technologies. **Students who select Chemistry will be scheduled to take Tools & Methodology of Science (556532) as part of the Chemistry program.**

Physics

MELS Code 553504
4 credits – Secondary 5

Prerequisites: Students must have a minimum of 60% in both Science & Technology 404 and Environmental Science & Technology 404, as well as competency in either of Mathematics 406 **OR** have a minimum of 60% in both Applied Science & Technology 406 and Science & the Environment 402, as well as competency in either of Mathematics 406..

This course is intended for students who plan to study the Pre-University Sciences or some advanced Career Technical programs at CEGEP. Some topics in this course are: Newton's laws, motion, momentum, kinematics and optics.

Introduction to Sound Engineering

MELS Code 780544
4 credits – Secondary 5

This course is an introduction to the tools and techniques of a sound engineer. The focus will be on the proper use of equipment (microphones, wires, mixing boards, Pro Tools software) in both a live setting and a recording studio environment. In the end, students will be competent in the basics of sound engineering.

The course focuses on professionalism in the field of sound engineering, as students are expected to perform real tasks of mixing in a live environment and working together as a team with other sound engineers, performers and organizers of performances.

Competency 1 – Create multimedia products

Students must be able to use Pro Tools to produce final mixes of either pre-recorded material or material they have recorded themselves.

Competency 2 – Perform the duties of a Sound Engineer in a live environment

Students must be able to perform tasks in a live environment for production

Competency 3 – Communicate in the language of sound engineering

Students must be able to use the terminology of sound engineering.

NOTE: Extra time outside regular class hours is required for studio practice & running sound & lighting for school functions. Don't take this course if you can't give time for this during lunch and after school.

----- PHYSICAL EDUCATION OPTIONS -----

Advanced Physical Education

MELS Code 546544
4 credits – Secondary 5

Prerequisite: Successful completion of Physical Education 412 and/or have the pedagogical coordinator's approval

This course is designed to further a student's knowledge of physical education and fitness, both in the classroom setting as well as in the gymnasium. The curriculum is aimed at developing body awareness as well as increasing one's understanding of sports, as competition and leisure activities.

With a focus on classroom lectures, a student will continue their interest in physical education by learning about first aid, human anatomy, and the history of physical education and competitive sport. Students are also required to participate in school wide sporting events and projects.

To be successful in this course, students must have a mature attitude and a sincere interest in physical education and fitness, as well as overall health and well-being.

Weight Training and Wellness

MELS Code 548544
4 credits – Secondary 5

Prerequisite: Successful completion of Physical Education 412 and/or have the pedagogical coordinator's approval

This course is an introduction to fitness and healthy living. Students will analyse, evaluate and incorporate various models of wellbeing in order to informatively adjust their own habits, as well as come to a better understanding of the biomechanics of weight training. The course will also focus on weight training, recovery phases, and nutrition. Classroom, gymnasium and weight room lessons will be applied.

Health and Fitness

MELS Code 546544
4 credits – Secondary 5

Prerequisite: Successful completion of Phys. Ed 412 & dept. approval

This course is a **female-centered exploration** into fitness and healthy living. Students will examine, in more depth, their lifestyle and habits, in order to become healthier and more fit. Students of varying degrees of fitness are welcome to take this class. They will develop a fitness plan that will involve Pilates, Step-aerobics, free weights, and Yoga. There will be classroom theory all about the many issues and concerns surrounding female health. Guest speakers and field trips will help the students gain a better understanding of their lifestyle choices and how those choices affect their health and fitness.

Introduction to Golf

MELS Code 548544
4 credits – Secondary 5

The focus of this course is to introduce students to the game of GOLF. Students will learn about the different components of the golf swing as well as the specialty shots. Students will also learn about golf theory, including the different rules of the game as well as the etiquette of the sport.

Videos and video-taping will be used throughout the year to help students learn and improve their technique. There will also be a number of field outings where students will be able to go to a practice facility, as well as a golf course. **Course fee: Approximately \$50.00**

----- SOCIAL STUDIES, ENGLISH, LIFE SKILLS & LANGUAGES OPTIONS -----

Current Affairs

MELS Code 583544
4 credits - Secondary 5

The Study of Current International Issues - "Expect the World of Yourself ... As We Expect the World of You." The focus of this course will be to study current international issues using newspapers, magazines, documentaries and interviews as a "living textbook." This promises to be an interesting and evolving course meant to open the students' minds to the world around them.

Proven resources will be used for: Critical Thinking, Problem Solving Lessons, Vocabulary Development, Writing Improvement as well as Economic and Political Education.

European Life and Culture

MELS Code 583544
4 credits – Secondary 5

This course will focus on finding out about all the great stories behind some of Europe's most remarkable landmarks. Students will examine and discuss texts from sources such as Literature, Visual Art, and Media that will enrich their understanding of modern life in Europe. Students will develop their own linguistic survival guide in several European languages that will help them navigate through the European continent. They will also cultivate their own culinary repertoire of various dishes through taste testing many of Europe's delicacies.

Competency to be attained: to show an appreciation of diversity through the study of European culture.
Evaluation criteria will be:

- Appropriate use of knowledge
- Meaningful selection of information
- Interaction with others with open-mindedness

Students will demonstrate their appreciation through the creation and use of a personal travel guidebook.

Introduction to the Sociology of Sport (Social Science option)

MELS Code 548544
4 credits – Secondary 5

Prerequisite: Successful pass in competencies for Cycle II Year 2 - grade 10

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

Film Studies "Movies are stories too!"

MELS Code 630564
4 credits – Secondary 5

This class is about telling a story through the medium of film. We will examine the history of film-making from its earliest moments to today, paying special attention to the choices directors and editors make to achieve the results we see on the screen.

In this class you will watch, discuss, and analyze several of the greatest stories ever told. Then you will learn to use some of the techniques you have discovered to produce your own music video and short film.

Students who have taken this course in Secondary IV are eligible to select this course again in Secondary V to improve and perfect their portfolio.

Journalism

MELS Code 630574
4 credits - Secondary 5

Writing/photography/editing skills will serve as a base for this course that involves creating our community newspaper, *Vision*. Students will cover community stories in Chateaugay and Kahnawake, in addition to highlighting the diverse activities at HSB.

Four classes per cycle will be devoted to developing the project using cross-curricular competencies. The students will participate in every step of newsroom production, making use of information and communications technologies such as computers and digital photography. Students will research articles, prepare for and conduct interviews, go on photography assignments, develop editing skills, develop public relations skills, solve problems together as a "newspaper staff", design lay-out and acquire skills in desktop publishing.

All work will be created in a newsroom setting in conjunction with the input of the wider community. To enhance the learning experience, guest speakers from the local community as well as those experienced in journalism will be incorporated.

Student Leadership

MELS Code 616544
4 credits – Secondary 5

"Good leaders are made, they are not born"

This course is designed to complete the academic and personal development of high school students. The leadership program will provide students with the opportunity to grow as people and to learn to work with people. There is no pre-requisite for this course; however students must possess a positive attitude and a willingness to work. Students who choose the student leadership course will have the opportunity to develop many skills such as:

- Communication
- Public speaking
- Team work
- Event planning
- Time management
- Setting and running meetings
- Cooperation
- Program development
- Activity based learning

Yearbook Production

MELS Code
4 credits – Secondary 5

The purpose of this course is to deal with the recurring issue of a yearbook staff which dwindles away over the course of the school year, leaving few students to complete the task of creating a yearbook on their own.

With the use of Jostens' curriculum, students will learn life skills such as communication, leadership, time management, problem solving, writing, photography, team building and conflict resolution. They will also learn basic concepts of journalism, such as concept brainstorming, editing, graphic arts, and design & layout. Student will acquire and put into practice business skills, budget planning, promotion & advertising, marketing, selling, and customer relations. Finally, they will also acquire technological skills in the use of software applications such as desktop publishing, photo-editing, and online design.

Home Economics

MELS Code 620564
4 credits – Secondary 5

The curriculum consists of both practical (hands on) and theory (written) work in Food & Nutrition, Consumer Education, and Textiles & Clothing. **Student who have taken this course in Secondary IV are NOT eligible to select this course again in Secondary V.**

Introduction to Spanish

MELS Code 641554
4 credits – Secondary 5

This course will introduce the students to the Spanish language and the Hispanic culture (history, traditions/customs, schedule, music, food, etc). Students will learn how to interact in Spanish in various daily situations such as asking for directions and going to the restaurant. Students will gain knowledge of the Spanish language by using present, future and past verb tenses. They will learn vocabulary and expressions, as well as some of the differences between the languages in different countries where Spanish is spoken. By year's end, students should understand Spanish and speak conversationally.

----- ART OPTIONS -----

Dance V

MELS Code 672504
4 credits – Secondary 5

This course is designed to enable the student to appreciate in many different types of dance, perform and teach creative dances and interpret nonverbal movements. The course will also teach the student common dance vocabulary and how to perform some of the more popular social dances.

Drama V

Prerequisites: Secondary 2, 3, and 4 Drama

MELS Code 670534
4 credits - Secondary 5

This course is designed for students who wish to follow a career in the theatre. Dramatic works (possibly matching with the English and History classes) will be studied, and scenes from these works will be performed for the classes studying that novel, play or History section. Students should have an excellent grasp of the English language. At least two productions will be staged by these students during the year, in which they will handle writing or choosing the play, casting, directing, acting, costumes, sets and public relations. Students will now assume the roles of director, assistant director, stage manager and those of various crew

members. They should rotate jobs throughout the year to learn how each position contributes to the end result. They will study theatre history and continue to hone their skills through advanced improvisations, either in creative drama or classical acting. Students will be marked by peer evaluation, self evaluation, quizzes done in class, and term projects. Their productions should be entered into the Quebec Entrepreneurial Contest.

Music V

Course Fee: Approximately \$60 To \$80

MELS Code 669504

4 credits – Secondary 5

This course is for students who wish 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. They 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 instruments. Students will be expected to perform and practice their instrument regularly. This course is also for students who wish to prepare for entry into music at the CEGEP level.

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

Visual Arts V

Course Fee: Approximately \$50 on art material and supplies.

MELS Code 668504

4 credits – Secondary 5

This course is Art making inspired by Art History. Students will experience an exploration of a variety of art materials and art styles. Personal projects could include book-making, photo essays, sculpture, comic strips, animation, painting portraits, work in sketchbook... etc.

Students can develop a portfolio that may be used for applications in Visual Art programs at the CEGEP level. Careers in the Art world will also be discussed. There is the possibility of field trips to visit Montreal Museums. *Students who have taken this course in Secondary IV are eligible to select this course again in Secondary V to improve and perfect their portfolio.*

Career Exploration Options

Exploration of Vocational Training

MELS Code 680524

4 credits – Secondary 5

Exploration of Vocational Training or Explo offers students the opportunity to become familiar with the vocational training sectors and the world of work. Explo is a process that contributes to a students' development of their career identities by having them think about their future, identify their aptitudes, aspirations and keenest interests and consider the *possibility* of themselves as future workers. Students are encouraged to follow their career path whatever it might be.

Students will learn, as a class, in a group, or individually about all the vocational sectors by gathering information from various sources such as the Internet, documentation, workers; participating in experiential activities such as trying out tasks associated with a trade or occupation; observing trades and occupations through job shadowing, and visits to the vocational training centre and more.

Students will use ministerial Web site offering a virtual resource library of specific tools such as experiential tools, virtual visits, key resource people. They will be able to reflect on their suitability for vocational training, either on their own, with classmates, parents or other trusted people and considers the *possibility* of enrolling in vocational training.

With the help of community partners, parents, and the school community working together, students will be involved in meaningful exploration opportunities and have access to resources and information relevant to their communities and needs. They will also be able to contemplate career possibilities in trades and occupations with the knowledge that these opportunities fit with their personal characteristics and aptitudes without yet having to make any final decision.

The Integrative Project

MELS Code 602502
4 credits – Secondary 5

The Integrative Project is a 2-credit course (which will be compulsory for all grade 11 students in 2012-2013) that aims to provide an opportunity for Secondary 5 students to engage in personal, stimulating, creative work, making use of all the learning and competencies they have developed throughout their schooling. By allowing students to think ahead to future accomplishments, this course will help students to develop greater awareness of integrating their learning and consolidating the foundations of continuing education and training. They will have the ability to make connections between fields of knowledge and to reorganize them.

The idea for an integrative project must originate from the student's personal interests. The production must be of sufficient scope to require several weeks to carry it to completion and include such things as: an essay, artwork, dance or theatrical performance, scientific research, construction of a technological object, or organization of an event, etc.

Students must present the underlying idea of their project, along with a plan detailing the steps to carry it out, in a written document at the end of the 1st step and obtain the teacher's formal approval.

Overall competencies:

- to be able to create and carry out an integrative project
- to be able to make connections between elements of his/her learning

Evaluation Criteria: to verify the student's knowledge & ability to apply it by:

- formulating a coherent project development
- effectiveness in carrying out the project
- relevant analysis of execution and integration processes