



**MASSEY-VANIER HIGH SCHOOL**

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# **COURSE SELECTION INFORMATION BOOKLET**

- **EDUCATION PATHWAYS**
- **COURSE DESCRIPTIONS**

## REQUIREMENTS FOR OBTAINING A HIGH SCHOOL DIPLOMA

The Ministry of Education will grant a High School Diploma to a student who has fulfilled the following requirements:

54 credits in Sec. IV and Sec. V  
20 of these credits must be at the Sec. V level.

**Of these credits, the following courses are compulsory:**

- Sec. V Language of Instruction (English)  
6 credits
- Secondary V French Second Language  
4 credits
- Sec. IV History & Citizenship Ed. 4 credits
- Sec. IV Mathematics 4 Credits
- Sec. IV Arts education 2 credits
  
- Sec. IV Science & Technology 4 credits  
OR
- Sec. IV Applied Science & Tech 6 credits
  
- Sec. V Ethics & Religious. Culture  
OR
- Sec. V Physical Ed. & Health 2 credits

# WHAT YOU NEED TO KNOW BEFORE CHOOSING YOUR PATHWAY OR OPTIONS

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**If your goal is to enter a D.E.P. (Vocational Education Program) you will need the following:**

- You must have obtained a high school diploma

**Or**

- You are 16 years of age and have obtained credits for Secondary IV English Language Arts, French Second Language and Mathematics

## **Samples of D.E.P. programs:**

Hairdressing

Professional Cooking

Cabinet Making

Auto Mechanics

Construction Trades (Plumbing, Carpentry)

Home Care Assistance

***For more information about programs in Vocational Education check the website at:***

**[www.inforoutefpt.org](http://www.inforoutefpt.org)**

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## If you plan to attend CEGEP (college studies) once you have obtained your high school diploma:

Most CEGEPS offer two kinds of programs:

- **Pre-university:**  
2 year general programs of study for students who wish to continue their education at the university level
- **Career Technologies:**  
3 year specialized career programs for students who wish to enter the work force once they have completed their college studies.

Along with requiring a high school diploma, some CEGEP programs have additional course requirements you should be aware of:

### **PRE-UNIVERSITY PROGRAMS (2 YEAR):**

<b>Program</b>	<b>Leading to</b>	<b>High School Courses Required</b>
Sciences (Health and Pure and Applied Sciences)	Dentistry, Medicine, Pharmacy, Veterinary Medicine, Physiotherapy, Physical and Occupational Therapy, Architecture, Engineering and Computer Science, Forestry	<ul style="list-style-type: none"> <li>• Sec. V Science or Tech. &amp; Scientific Math;</li> <li>• Chemistry and Physics;</li> <li>• Overall average of 75%</li> </ul>
Social Science	Anthropology, Criminology, Social Work, Law, Education, Psychology, History and Economics	<ul style="list-style-type: none"> <li>• Cultural, Social and Technical Math</li> </ul>
Social Science (with Math)	Commerce, Accounting, Finance, Management, Marketing and Advertising	<ul style="list-style-type: none"> <li>• Science or Tech. &amp; Scientific Math</li> </ul>
Creative Arts	Cinema, Communications, Journalism, Studio	<ul style="list-style-type: none"> <li>• Sec. IV Cultural, Social and Technical Math</li> </ul>
Liberal Arts	Arts, Translation, Linguistics, Languages Translation, Linguistics, Languages Classics, Education, History, Law, Philosophy, Journalism	<ul style="list-style-type: none"> <li>• Sec. V Science or Tech. &amp; Scientific Math;</li> <li>• An overall average of 75%</li> </ul>
Fine Arts and Music	Ceramics, Fine Arts, Music, Graphic Arts	<ul style="list-style-type: none"> <li>• Sec. IV Cultural, Social and Technical Math</li> </ul>

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### **CAREER OR TECHNOLOGY PROGRAMS (3 YEAR):**

In general, career programs in the **biological or physical sciences** will require students to have a minimum of Secondary IV Technical and Scientific Math and/or Secondary IV Environmental Science and Technology.

However, some programs may also require students to have either Chemistry or Physics. For a more detailed list, see your guidance counsellor.

**Social Science** careers (working with people) require a minimum of Sec. IV Cultural, Social and Technical Math

**Administrative careers** that deal with business and/or finance have a minimum requirement of Sec. IV Technical and Scientific Math.

Careers in the **Applied Arts** (Music, Theatre, Photography, Graphic or Interior Design) require a minimum of Sec. IV Cultural, Social and Technical Math and students may also have to submit a portfolio or audition to be admitted.

Explore occupations and fields of study at [www.careercruising.com](http://www.careercruising.com)

Username: Massey

Password: Vanier

Still not sure?

See your guidance counsellor assistance.

# FRENCH IMMERSION PROGRAMS

Massey-Vanier High School offers **FRENCH IMMERSION** programs for students who wish to follow the majority of their courses in French at the Secondary 1, 2 and 3 levels.

The criteria for entry into French Immersion are that students must be passing **all** of their previous levels courses.

**Please note:** If sufficient numbers do not warrant two groups, only one group will be offered. Students will then be selected based on academic standing as well as teacher recommendation.

<b><u>COURSE OUTLINE FOR SECONDARY 1</u></b>	
Language Arts	In English
French	In French
Mathematics	In French
Geography	In French
Science & Technology	In French
Ethics & Religious Culture	In French
Physical Education	In English
Arts Option	In English

<b><u>COURSE OUTLINE FOR SECONDARY 2</u></b>	
Language Arts	In English
French	In French
Mathematics	<b>*May be taught in English</b>
History & Citizenship	In French
Science & Technology	In French
Ethics & Religious Culture	In French
Physical Education	In English
Arts Option	In English

<b><u>COURSE OUTLINE FOR SECONDARY 3</u></b>	
Language Arts	In English
French	In French
Mathematics	<b>*May be taught in English</b>
Gen. Science & Technology	In French
History & Citizenship	In French
Physical Education	In English
Arts Option	In English

# **LEARNING PATHS IN SECONDARY CYCLE 2**

**As part of the Quebec Education Program (QEP), students going into Cycle 2 at the secondary level will have three options to choose from.**

These paths aim primarily to increase student motivation, improve learning and decrease the student dropout rate by recognizing that students are not all the same, so a variety of paths are needed to respond to their individual needs and learning styles.

The three paths students will choose from are:

- 1. GENERAL EDUCATION PATH**
- 2. APPLIED GENERAL EDUCATION PATH**
- 3. WORK ORIENTED TRAINING/SEMI-SKILLED**

The first two paths lead to vocational training (DEP), college level studies or university. They do not prepare a student for immediate entry into the workplace other than to provide them with a high school leaving diploma. The third option (WORK ORIENTED-TRAINING PATH) is intended to give students practical training for the workplace, while pursuing general education courses adapted to their needs. In this option, students may enter the work market, or, in some cases continue, their studies in vocational or adult education.

## **GENERAL AND APPLIED GENERAL EDUCATION PATHWAYS**

For the most part, the GENERAL and the APPLIED EDUCATION paths offer the same subjects; English, French, Mathematics, History and Citizenship Education, Understanding the Contemporary World, one of the four arts subjects (Music, Dance, Visual Arts or Drama), Physical Education and Health, Ethics and Religious Culture. The differences between the APPLIED and GENERAL paths lie more in the teaching approach than in the actual content of the course.

The APPLIED Education Path differs from the GENERAL Education path with its two compulsory programs of study: the PERSONAL ORIENTATION PROJECT (POP) and the APPLIED SCIENCE AND TECHNOLOGY.

The Personal Orientation Project is a course that allows students to develop two core competencies; carrying out a process of career exploration and contemplating learning and possibilities through a series of self-directed activities and experiences.

GENERAL EDUCATION PATHWAY	APPLIED GENERAL EDUCATION PATHWAY
<ul style="list-style-type: none"> <li>• Leads to DEP</li> <li>• Leads to College level studies or University</li> <li>• Leads to High School Diploma (DES)</li> </ul> <p><b><u>COURSES FOLLOWED:</u></b></p> <ul style="list-style-type: none"> <li>• English (All levels)</li> <li>• French (All levels)</li> <li>• Mathematics (All levels)</li> <li>• History (Sec. 3 &amp; 4 only)</li> <li>• Science &amp; Technology (Sec. 4 only)</li> <li>• <b>ENVIRONMENTAL SCIENCE &amp; TECH</b> (Sec. 4 only)</li> <li>• Physical Education (All levels)</li> <li>• Fine Arts Option (All levels)</li> <li>• 4 Period Option (Sec. 5 only)</li> <li>• Personal Orientation Project (Sec. 3 only)</li> </ul> <p style="text-align: center;"><b>REQUIRED PATHWAY FOR SECONDARY 5 CHEMISTRY &amp; PHYSICS</b></p>	<ul style="list-style-type: none"> <li>• Leads to DEP</li> <li>• Leads to College level studies or University</li> <li>• Leads to High School Diploma (DES)</li> </ul> <p><b><u>COURSES FOLLOWED:</u></b></p> <ul style="list-style-type: none"> <li>• English (All levels)</li> <li>• French (All levels)</li> <li>• Mathematics (All levels)</li> <li>• History (Sec. 3 &amp; 4 only)</li> <li>• Science &amp; Technology (Sec. 4 only)</li> <li>• Physical Education (All levels)</li> <li>• Fine Arts Option (All levels)</li> <li>• 4 Period Option (Sec. 5 only)</li> <li>• Personal Orientation Project (Sec. 3 only)</li> </ul>

### **WORK ORIENTED TRAINING/SEMI-SKILLED PATHWAYS**

The Work-Oriented Training Pathway is intended for students who are at least 15 years old. It gives students the opportunity to obtain Practical training in the workplace while pursuing a general education adapted to their needs.

The program consists of two separate pathways; **Pre-Work Training** and **Training for a Semi-Skilled Trade**.

If you are interested in either of these programs, please contact your Vice-Principal or make an appointment with the Guidance Counsellor for more information.

**Option Course**

**Descriptions**

**ALL Levels**

## SECONDARY 1 ARTS OPTIONS

Please number your choices in order of preference.

### VISUAL ARTS

**668104** **NOTE:** There will be a user fee attached to this course.

In the visual arts course, students will be involved in three basic activities during the year: they make artworks based on their own ideas, they create artworks intended to communicate ideas, and they learn to appreciate works of art made by others. In secondary I this last area of interest, appreciating works of others, the topics will include pre-historic art, the art of Egypt, as well as Greek and Roman art.

Students will have a chance to explore various media that may include drawing, painting, printmaking, photography and clay. Students will also be encouraged to participate in special projects and an end-of-year art exhibition.

### MUSIC

**669104** **NOTE:** There will be a user fee attached to this course.

The Massey-Vanier Music program will introduce students to the fundamentals of music theory, music appreciation, including the exploration of a variety of instruments, playing solo and within a group.

### DRAMA

**670104** **NOTE:** There will be a user fee attached to this course.

You will be actively exploring Performing Arts with a specific focus on acting. You will be introduced to the use of movement and voice in theatre in various theatre games. You will create different characters and you will be performing short scenes as well as larger projects in front of the teacher, class and live audiences.

### DANCE

**672104** **(Mandatory Dance T-Shirt and footwear for every class)**

The Massey-Vanier dance program focuses on interpretive dance. All styles and forms of dance are combined within various choreographies. Level One Dance is an **active class** that will physically and mentally challenge participants. **As an introduction to the MV Dance program, students will learn quickly that sitting idle and failing to participate is not an option in this class.** Each lesson is comprised of a warm-up, an instruction session whereby students will learn a choreographed dance, a practice session that will involve students performing in small groups as a means to demonstrate achievements, followed by a fun dance cool-down activity. If the class proves to be productive throughout the year they will perform in our production **Kaleidoscope**, which is usually held during the first week of May.

## SECONDARY 2 ARTS OPTIONS

Please number your choices in order of preference.

### VISUAL ARTS

**668204** **NOTE:** There will be a user fee attached to this course.

In the visual arts course, students will be involved in three basic activities during the year: they make artworks based on their own ideas, they create artworks intended to communicate ideas, and they learn to appreciate works of art made by others. In Secondary II, this last area of interest, appreciating works of others, the topics will include the art Amerindian peoples and the art Renaissance.

Students will continue exploring various media that may include drawing, painting, printmaking, photography and clay. Students will also be encouraged to participate in special projects and an end-of-year art exhibition.

### MUSIC

**669204** **NOTE:** There will be a user fee attached to this course.

The secondary 2 Music program will build upon knowledge of musical theory, develop skills on a chosen instrument, investigate musical genres with performances of contemporary songs, both solo and within a group. Live performances will take place in front of their teacher, class, and live audiences.

### DRAMA

**670204** **NOTE:** There will be a user fee attached to this course.

You will be actively exploring Performing Arts with a specific focus on acting. You will be introduced to the use of movement and voice in theatre in various theatre games. 'Improv' rules and performance strategies will be introduced. You will create different characters, write and perform short scenes as well as interpret written scripts in front of the teacher, class and live audiences.

### DANCE

**672204** **(Mandatory Dance T-Shirt and footwear for every class)**

Secondary 2 Dance is an extension of the Secondary 1 course. Students at this level will begin to develop stronger dance and choreography skills. In addition to learning, creating and performing dances, students will gain confidence, develop leadership skills, and stay in shape. This is a challenging class both physically and mentally. Students that choose dance must be ready to be active throughout each session.

**Sitting down or choosing not to participate is not an option! Cell phones are prohibited!**

If the class proves to be productive throughout the year they will perform in our May production, **Kaleidoscope**.

## SECONDARY 3 ARTS OPTIONS

Please number your choices in order of preference.

### DANCE

#### **672302** (Mandatory Dance T-Shirt and footwear)

Secondary 3 Dance is an extension of the Secondary 2 course. Students at this level will begin to develop stronger dance and choreography skills. In addition to learning, creating and performing dances, students will gain confidence, develop leadership skills, and stay in shape. This is a challenging class both physically and mentally. Students that choose dance must be ready to be active throughout each session.

**Sitting down or choosing not to participate is not an option! Cell phones are prohibited.**

If the class proves to be productive throughout the year they will perform in our May production, **Kaleidoscope**.

### DRAMA

#### **670302** **NOTE:** There will be a user fee attached to this course.

You will be actively exploring Performing Arts with a focus on acting while exploring other technical theatre responsibilities. You will continue to use movement and voice in theatre in various theatre games. 'Improv' rules and performance strategies will be expanded to include tournament play. You will create different characters, write and perform short scenes as well as larger projects that include technical sound and light design. Performances will take place in front of the teacher, class and live audiences.

### MUSIC

#### **669302** **NOTE:** There will be a user fee attached to this course.

Secondary 3 music will continue musical theory with both reading and writing musical notation, tablature, and chord charts. Previous study of contemporary music will be developed into original compositions to be performed both solo and in groups. Live performances will take place in front of their teacher, class, and live audiences.

### VISUAL ARTS

#### **668302** **NOTE:** There will be a user fee attached to this course.

In the visual arts course, students will be involved in three basic activities during the year: they make artworks based on their own ideas, they create artworks intended to communicate ideas, and they learn to appreciate works of art made by others. In Secondary III, this last area of interest, appreciating works of others, the topic will be Canadian Art of the past and present.

Students will continue exploring various media, including drawing, painting, printmaking, photography and clay. Students will also be encouraged to participate in special projects and an end-of-year art exhibition.

# SECONDARY 4

## A. Choose your English course based on the following:

### ENGLISH LANGUAGE ARTS COURSES

The focus of the **regular stream** is the strengthening of reading, writing, and speaking skills, while preparing for the Secondary 5 MEES leaving exam. For the **enriched stream**, students strengthen their skills and prepare for the Secondary 5 leaving exam, as well; however, they also explore additional aspects of literature, language, and literacy. They study other novels that help them gain a deeper appreciation of English literature. They also complete writing pieces that will help them deepen this appreciation.

The same evaluation criteria are used in both streams of ELA. While students with strong abilities in English will be placed in the enriched stream, students who have demonstrated growing potential, an interest in the subject, concerted effort, and/or a particular drive are also considered for enriched English.

## B. Choose your French course based on the following:

### FRENCH SECOND LANGUAGE COURSES

The Enriched course is targeted towards students who are already competent in French and who are interested in further exploration of the language through the use of linguistics, poetry, and short stories.

The course gives the opportunity to study and appreciate literary and cinematographic works from La Francophonie. The students will be asked to interpret and produce texts of different literary genres.

Advanced vocabulary will be developed and enriched through the differing themes and genres explored. Grammar is incorporated through the correction of errors that are often made by first language speakers. (agreement of past participle, pronouns complement...)

**C.** All students must choose ONE Education Pathway:

<b>GENERAL EDUCATION PATHWAY</b>	<b>APPLIED GENERAL EDUCATION PATHWAY</b>
<ul style="list-style-type: none"><li>• For students interested in pursuing a science pathway in the future</li><li>• Covers the world of science including Chemistry, Earth Sciences, Life Sciences and Technology</li><li>• Students in this pathway <b><u>MUST</u></b> take Environmental Science &amp; Technology</li><li>• <b>This Pathway is needed for Secondary 5 Chemistry and/or Physics next year.</b></li></ul>	<ul style="list-style-type: none"><li>• For students interested in covering the world of science, including Life Sciences and Earth Sciences, with a heavier focus on technology.</li></ul>

**NOTE:**

**Students who wish to change Pathways must meet with a Guidance Counselor before this change can be made.**

## **SCIENCE PATHWAY COURSES**

### ➤ **GENERAL EDUCATION PATHWAY**

#### **SCIENCE & TECHNOLOGY**

##### **555444**

This is a survey course of the whole world of science including chemistry, earth sciences, life sciences, and technology. This is the basic level science class needed for a DES.

#### **ENVIRONMENTAL SCIENCE & TECHNOLOGY**

##### **558404**

***NOTE: This course is a prerequisite for Chemistry and/or Physics in Secondary 5 & must be taken with Science & Technology***

The content draws heavily from chemistry, physics and biology. Students need a strong math background to succeed in this course. For students interested in pursuing a science pathway, this course is an introduction that will help you make an informed decision on your ability and desire to take chemistry or physics.

### ➤ **APPLIED GENERAL EDUCATION PATHWAY**

#### **APPLIED SCIENCE & TECHNOLOGY**

##### **557416**

This is a survey course of the whole world of science including earth sciences, life sciences, with a heavy focus on technology. As there are 6 periods, students have more time to complete building construction projects especially in the technology section. This is the basic level science class needed for a DES.

**D. Choose your Math course based on the following:**

**OVERVIEW OF MATHEMATICS COURSES IN CYCLE II**

In secondary IV, students must choose a mathematics program. Massey-Vanier offers two math courses to secondary IV students. A student's choice in secondary IV mathematics should correspond with his/her future aspirations, an interest and strength in math, usually based on secondary III math results.

The table below gives a brief comparison of the two courses.

<b><u>CULTURAL SOCIAL AND TECHNICAL</u></b> <b>(CST)</b>	<b><u>SCIENCE OPTION</u></b> <b>(SN)</b>
Prepares students more specifically for studies in the arts, communications, the humanities and the social sciences. Gives access to professional trade training.	Prepares students more specifically to pursue their studies in pure sciences or to perhaps eventually specialize in research
Helps students build on their knowledge of basic mathematics	Mainly aims at developing concepts and processes inherent to algebra and geometry, while examining statistics as it relates to functions
Emphasizes situations that students will encounter in their personal and professional lives related to health, the environment, consumerism or the media	Emphasizes the students' ability to develop their capacity for abstract thinking and analyzing theoretical models

**Please keep in mind that the SN IV math option is very challenging. Students who have not displayed a good work ethic or students who require more time to synthesize new material will struggle in this course. Students who have an end of year math average of less than 75% in secondary III tend not to be successful in SN IV math.**

## **E. 2 PERIOD ARTS OPTIONS (BOTH PATHWAYS)**

**Please number your choices in order of preference.**

### **DANCE**

#### **672402 (Mandatory Dance T-Shirt and footwear for every class)**

Secondary 4 Dance is an extension of the Secondary 3 course. Students at this level will begin to develop stronger dance and choreography skills. In addition to learning, creating and performing dances, students will gain confidence, develop leadership skills, and stay in shape. This is a challenging class both physically and mentally. Students that choose dance must be ready to be active throughout each session. **Sitting down or choosing not to participate is not an option! Cell phones are prohibited.** If the class proves to be productive throughout the year they will perform in our May production, **Kaleidoscope**.

### **DRAMA**

#### **670402 NOTE: There will be a user fee attached to this course.**

You will be actively exploring Performing Arts with a focus on acting while exploring other technical theatre responsibilities. You will refine the use of movement and voice in theatre in various theatre games and live performances. 'Improv' rules and performance strategies will include tournament play. You will create different characters, write and perform short scenes as well as larger projects that include technical sound and light design. Interpretation of written scripts will be performed in front of the teacher, class and live audiences.

### **MUSIC**

#### **669402 NOTE: There will be a user fee attached to this course.**

Secondary 4 music, will challenge students to incorporate previous musical theory study and song composition to create original musical performances that will be recorded. The songs will require musical skills developed over the previous years on their chosen instrument(s). The recordings will be compiled onto a CD and presented to a panel of music industry professionals for feedback and support.

### **VISUAL ARTS**

#### **668402 NOTE: There will be a user fee attached to this course.**

In the visual arts course, students will be involved in three basic activities during the year: they make artworks based on their own ideas, they create artworks intended to communicate ideas, and they learn to appreciate works of art made by others. In Secondary IV this last area of interest, appreciating works of others, the topics will be the Impressionists and early 20th century modernist art.

Students will continue exploring various media that may include drawing, painting, printmaking, photography and clay. Students will also be encouraged to participate in special projects and an end-of-year art exhibition.

The level four art program will concentrate on various media in drawing, painting and sculpture.

# SECONDARY 5

## A. Choose your English course based on the following:

### ENGLISH LANGUAGE ARTS COURSES

The focus of the **regular stream** is the strengthening of reading, writing, and speaking skills, while preparing for the Secondary 5 MEES leaving exam. For the **enriched stream**, students strengthen their skills and prepare for the Secondary 5 leaving exam, as well; however, they also explore additional aspects of literature, language, and literacy. They study other novels that help them gain a deeper appreciation of English literature. They also complete writing pieces that will help them deepen this appreciation.

The same evaluation criteria are used in both streams of ELA. While students with strong abilities in English will be placed in the enriched stream, students who have demonstrated growing potential, an interest in the subject, concerted effort, and/or a particular drive are also considered for enriched English.

## B. Choose your French course based on the following:

### FRENCH SECOND LANGUAGE COURSES

The Enriched course is targeted towards students who are already competent in French and who are interested in further exploration of the language through the use of linguistics, poetry, and short stories.

The course gives the opportunity to study and appreciate literary and cinematographic works from La Francophonie. The students will be asked to interpret and produce texts of different literary genres.

Advanced vocabulary will be developed and enriched through the differing themes and genres explored. Grammar is incorporated through the correction of errors that are often made by first language speakers. (agreement of past participle, pronouns complement...)

**C.** Choose your Math course based on the following:

<b>Cultural, Social &amp; Technical Math 4 (CST 4)</b>	<b>Science Option 4 (SN 4)</b>
<ul style="list-style-type: none"><li>• Are successful in Secondary 3 math</li><li>• Not successful in CST 4</li><li>• Not successful in SN 4</li></ul>	<ul style="list-style-type: none"><li>• Not successful in SN 4</li><li>• Have achieved an <b><u>80% or above</u></b> final average in CST 4</li></ul>
<b>Cultural, Social &amp; Technical Math 5 (CST 5)</b>	<b>Science Option 5 (SN 5)</b>
<ul style="list-style-type: none"><li>• Successful in CST 4</li><li>• Successful in SN 4</li></ul>	<ul style="list-style-type: none"><li>• Successful in SN 4</li></ul>

**NOTE:**

Scheduling constraints cannot guarantee the SN 4 option. Should this not be possible, the students will be registered in CST4 or CST 5 depending on their Secondary 4 Math results.

## **D. 2 PERIOD ARTS OPTIONS**

**Please number your choices in order of preference.**

### **DANCE**

#### **672502 (Mandatory Dance T-Shirt and footwear for every class)**

The sec 5 dance course is an interpretive dance class that will concentrate on dance as a creative process through four inter-dependent stages; perception, exploration, creation and appreciation. Using a variety of music and dance styles students will be challenged by a more intense and technical choreography than proposed in level four, with more emphasis on personal choreography, contribution and the building of leadership skills. Sec 5 Dance welcomes students that not only love to dance, but are willing to dance and be active. The Dance T-Shirt and proper footwear are mandatory and essential for students to participate. Cell phones are prohibited in the classroom at all times. If the class proves to be productive throughout the year they will perform in our production **Kaleidoscope**, which is usually held during the first week of May.

### **DRAMA**

#### **670502 NOTE: There will be a user fee attached to this course.**

You will be actively exploring Performing Arts with a focus on acting while incorporating other technical theatre responsibilities. You will refine the use of movement and voice in theatre in various theatre games and live performances. 'Improv' rules and performance strategies will include tournament play and Improv Olympics. You will create different characters, write and perform short scenes as well as larger projects that include technical sound and light design. Interpretation of written scripts, both classic plays and original scripts, will be performed in front of the teacher, class and live audiences.

### **MUSIC**

#### **669502 NOTE: There will be a user fee attached to this course.**

Secondary 5 music will culminate all previous musical study in a year of live performances. Students will be asked to create, rehearse and perform a set of live music at school activities, after school events, and auditorium concerts.

### **VISUAL ARTS**

#### **668502 NOTE: There will be a user fee attached to this course.**

In the visual arts course, students will be involved in three basic activities during the year: they make artworks based on their own ideas, they create artworks intended to communicate ideas, and they learn to appreciate works of art made by others. In Secondary V this last area of interest, appreciating works of others, the topic will be contemporary art.

Students will continue exploring various media, including drawing, painting, printmaking, photography and clay. Students will also be encouraged to participate in special projects and an end-of-year art exhibition.

## **E. 4 PERIOD OPTION COURSES**

**Please select your choices in order of preference.**

Ensure that your first and second choices are not in the same block.

Courses with enrolments under 25 are subject to cancellation.

Some courses have prerequisite criteria.

Alternates are considered as firm commitments.

### ➤ **CARDIORESPIRATORY & STRENGTH TRAINING**

#### **546544**

This course is intended to provide students with the opportunity to learn conditioning techniques used for obtaining optimal personal physical fitness. Students will have the opportunity to learn and benefit from different weight training and cardiorespiratory endurance activities. Students will learn the basic fundamentals of strength training, aerobic training, and overall fitness training and conditioning.

Course includes both lecture and activity sessions. Students will be informed and empowered to make wise choices, meet challenges, and develop positive behaviors in fitness guiding them towards lifelong healthy and active living.

### ➤ **MULTI-SPORT**

#### **548544**

The multisport option will be a class composed of one theory class and three practice classes. Many different aspects will be studied. Such as, cooperation through team and individual sports, leadership through sport, healthy living and first aid. Physical literacy will also be assessed and developed. As a physically literate individual, you will have the skills and competencies to remain active and healthy throughout your entire life.

### ➤ **CHEMISTRY**

#### **551504**

**NOTE: There will be a user fee attached to this course.**

**Prerequisite: Student must have taken General Science and Environmental Science in Secondary 4**

Chemistry is a science that deals with the composition, reactions and properties of matter and is organized around four general concepts: gases, energy changes in reactions, reaction rate and chemical equilibrium. The chemistry program is intended to enrich students' scientific training and is a prerequisite for several pre-university or technical programs at the college level.

## **4 PERIOD OPTION COURSES - CONTINUED**

### ➤ **INTRODUCTION TO FILM STUDIES**

**612544**

There is nothing better than sitting on the couch with a big bowl of popcorn while enjoying a favourite movie. Movies, however, are more than meets the eye. While very enjoyable, they are also vessels for important aesthetic elements and cultural ideas and opinions. This course will focus on many genres of films: comedy, drama, musicals, suspense/horror, and documentary, amongst others. The emphasis will be on viewing and critiquing films, as well as creating a variety of short films.

### ➤ **LEADERSHIP**

**616554**

The Leadership course is designed to give students an awareness of social and civic responsibility and an understanding of effective leadership styles and methods. This program will provide students with the opportunity to understand the nature of being a group member, as well as the values and benefits of being in service to others. Focus will be on personal abilities, interests, communication skills and methods, coaching, organizing, group norms and decision making. The students may take on events such as fundraising, volunteering, small business start-up, event coordinating, coaching, or refereeing of sports etc.

### ➤ **MYTHOLOGIES OF THE WORLD**

**657504**

Our modern tales and stories are nothing compared to the myths of ancient civilizations. Mesopotamia, Ancient Egypt, Ancient Greece/Rome, Scandinavia, and the British Isles all have myths that are filled with drama, monsters, creatures, heroes, gods, and goddesses. This course will explore the mythologies of the civilizations listed above, with a primary focus on Graeco-Roman mythology. A variety of myth types will be addressed: creation myths, myths about the gods, hero myths, nature myths, for example.

## **4 PERIOD OPTION COURSES - CONTINUED**

### ➤ **PHYSICS**

**553504**

**NOTE: There will be a user fee attached to this course.**

**Prerequisite: Student must have taken General Science and Environmental Science in Secondary 4**

Physics deals with the fundamental components of the universe and their interactions, and with forces and their effects and is organized around four general concepts: kinematics, dynamics, transformation of energy and geometric optics. The physics program is intended to enrich students' scientific training and is a prerequisite for several pre-university or technical programs at the college level.

### ➤ **INTRODUCTION TO FORENSICS**

**559534**

**NOTE: There will be a user fee attached to this course.**

Rooted in the core sciences of chemistry and physics, with an overall theme of human anatomy, physiology and pathology, the intent of this course is to show students practical applications of how the science they learn can be used the field, in this instance, to solve criminal investigations.

#### **Course content will include the following:**

Observational science and the scientific method (advanced); Human Anatomy and physiology (advanced); Human DNA comparison techniques; Human pathology and injury; Fingerprint development and identification techniques; Footwear impression development and identification techniques; Ballistics (physics section); Basic Blood Stain Pattern Recognition (physics section); Crime Scene Analysis and Evidence Collection; The Judicial System and the Court Process

### ➤ **TWENTIETH CENTURY HISTORY**

**585574**

**Prerequisite: Student must have passed History and Citizenship in Secondary 4 OR have achieved a summary average above 55%**

This course will acquaint students with the great events of the Twentieth Century and foster an understanding of how these events have shaped our lives in the Twenty-First Century. The "facts" of history will be subjected to historical interpretation in order to search for underlying truths. Topics will include: the Industrial Revolution, World War I, the Great Depression, World War II, the Cold War and post-Cold War eras.