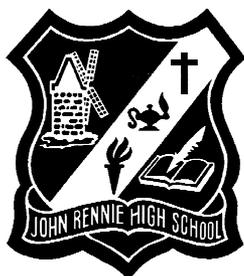


CYCLE 2 Course Handbook



February 2018

Dear Parents,

The Course Selection Handbook is a guide that has been created to help our students make decisions about elective courses, and understand, in brief, the course outline for the compulsory courses that they will need to take at each grade level.

This handbook will help you fill out the Course Option Form. When your form is completed, please return it to the school **no later than February 23rd, 2018.**

Please note that all course descriptions apply to all of our in school programs.

As always, should you have any questions regarding this process, please feel free to contact us.

Sincerely,

A handwritten signature in cursive script that reads "Cristina Prata".

Mrs. Cristina Prata
Principal



Secondary III

ENGLISH

ENGLISH

At the Secondary III level, students continue to experience language in a wide variety of forms. Novels, short stories, scripts, poetry, as well as non-print media are read for comprehension and analysis. Students are encouraged to read, write and discuss to develop their own self-awareness and an understanding of the world around them. They are encouraged to think critically and reflect while writing various forms of genres and participating in class discussions and self-evaluations.

ENRICHED ENGLISH

The Secondary III Enriched English program is a challenging course offered to motivated students with above average English skills in reading, writing and speaking. Students who are creative, reflective and have the ability to think in abstract terms belong in this enriched class.

Prerequisite: Placement by Secondary II teachers.

FRENCH

Parents are urged to do their utmost to foster a positive attitude towards the learning of French, and to provide opportunities to apply and reinforce, outside the school setting, the skills acquired in the classroom.

French marks are divided into three categories with one overall average mark.

The percentages used for the overall marks are as follows:

	<u>Secondary III Second Language and Immersion</u>	<u>Secondary III Enriched</u>
Interagir	40%	40%
Compréhension	30%	30%
Production	30%	30%

FRENCH SECOND LANGUAGE

This course develops reading, writing, listening and speaking skills. By using oral and written messages of general interest and common usage, students will learn to:

- Speak on subjects related to their experience and knowledge
- Write on topics related to their physical and social environment
- Use various models in their oral and written productions
- Use appropriate grammar and vocabulary in their oral and written productions

This course is for those following a regular English path.

FRENCH IMMERSION

The emphasis is placed equally on reading, written, and oral expression in everyday situations related to the students' age, interests and needs. While oral proficiency is very important, students are also expected to be able to express themselves adequately and correctly in written French.

ENRICHED FRENCH IMMERSION / SPANISH

French Content: This course provides challenging material and opportunities to use the French language to the student's maximum ability.

Spanish Content: This is the continuation of first level **SPANISH**. It provides basic vocabulary and main structure. This program is taught with the direct method of communication using the support of audio and videotapes.

Prerequisite: Placement by Secondary II teachers.

MATH

Math Cycle II Year 1 (Grade 9)

Math Cycle 2 Year 1 (Grade 9)

Students in grade 9 will be exposed to several concepts in mathematics. Students are encouraged to start their reflection on their preferences, areas of interests and aptitudes in various mathematical topics.

General topics covered in grade 9 are:

Arithmetic

Real numbers

Algebra

Geometry

Statistics & probability

The evaluations will be competency based.

The student:

- Solves a situational problems (30%)
- Uses mathematical reasoning (70%)

HISTORY AND CITIZENSHIP EDUCATION HISTOIRE ET ÉDUCATION À LA CITOYENNETÉ

This compulsory course may be taken in English or in French. This course is year one of a two year program. The course will cover the history of Quebec from the First Occupants to Modern Quebec. The emphasis will be on the interpretation and analysis of social phenomena in a chronological way. The students will develop their critical thinking as a citizen. Students will learn how to read and interpret original text, various maps, graphs, statistical tables, pictures and diagrams.

PHYSICAL EDUCATION

The following is an overview of the aims presented in the program:

- *Development according to individual talents and abilities*
- *Promotion of an optimal level of physical fitness*
- *Development of good health habits*
- Development of a positive attitude towards life-long, active participation in physical activities

Various activities are involved, and could include: basic movement and warm-up exercises, track and field, gymnastics, basketball, volleyball, soccer, wrestling, badminton, softball and dance. A unit in Health Education will also be included. Course is offered 2 periods on a 6 day cycle for the full year.

Students are encouraged to wear a JRHS t-shirt and shorts.

SCIENCE PATHWAYS

Both Applied and General Science lead to advance General Science path for grade 10.

Applied Science and Technology (Applied Education Path)

This is a yearlong course separated into three compulsory concepts:

The Technological World	The Living World	The Materials World
<ul style="list-style-type: none">● Graphical Language● Mechanical Engineering● Electrical Engineering● Materials● Manufacturing● Biotechnology	<ul style="list-style-type: none">● Nutrition● Nervous and Muscular System● Reproduction	<ul style="list-style-type: none">● Properties of Matter● Changes in Matter● Organization of Matter● Fluids● Waves

Topics will be studied through a hands-on approach with an emphasis on their application to technology. Students will explore technological systems by deconstructing and analyzing the components.

***PLEASE NOTE THAT STUDENTS TAKING APPLIED SCIENCE MUST TAKE POP (Personal Orientation Project), AS THEIR ELECTIVE OPTION COURSE.**

Science and Technology (General Education Path)

This is a yearlong course separated into four compulsory concepts:

The Living World	The Material World	The Earth and Space	The Technological World
Cell Division Tissues, organs and systems Nutrition Nervous and Muscular System Reproductive System	Properties of Matter Changes in Matter Organization of Matter Fluids Waves	The Earth Space	Graphical Language Mechanical Engineering Materials Biotechnology

Topics will be studied through a hands-on approach with an emphasis on the scientific principles, laboratories and application of scientific theory to modern issues. Students will develop opinions with respect to the applications and limitations of science.

Compulsory Art Education Courses

The Quebec Education Program now mandates that every Secondary III student take at least one Compulsory Arts Education Course. This course may be chosen from a specific list of courses, (Art, Music, Drama, Dance and Jazz Band), that are listed on the front of the Course Selection Form. These courses should not be confused with the Elective Courses that are listed on the back of that form. Here is a brief description of those courses:

Under the new QEP (Quebec Educational Program), study in the arts is compulsory. This regulation recognizes the important role the arts play in our society as an expression of our cultural identity. Courses in dance, drama, music and visual arts, will provide students with opportunities to create and perform their own material as well as expose them to the significant art of our culture.

COMPULSORY ARTS COURSES (SEC. III)

Students must choose one of the following Compulsory Art Courses:

ART STUDIO

DANCE STUDIO

DRAMA STUDIO

INSTRUMENTAL MUSIC STUDIO

ELECTIVE CURRICULUM (OPTIONS)

Secondary III - Grade 9

Students must choose one of the following;

ATHLETIC LEADERSHIP

SECONDARY III

This course is designed to help students acquire the skills needed to coordinate athletic events from proposal to product while providing a quality lunchtime intramural sport program for Cycle I. Students will be expected to plan and execute the running of activities, games, leagues, and tournaments, understand basic principles of officiating, promotion, and team management, and begin to look at athletics and sport from a business, sales, and marketing perspective. There may be an extra-curricular component to this course.

COOKING

SECONDARY III

This course will discuss the various nutritional components of food. It will further the student's knowledge of the importance of proper eating in helping the body to combat cancer in its initial stages. The student will be able to make healthy choices of food and gain knowledge of scientific studies that have shown the link between poor eating habits and bad health. Another component of the course will involve learning simple recipes, meal planning and preparation to incorporate the knowledge gained in the theoretical part of the course. Students will learn how to prepare nutritious meals in the home economics room.

LEADERSHIP

SECONDARY III

This course will deal with the theoretical and practical applications of human relations. The time in the class will be split between classroom instruction and practical workshops acquiring and using the basic knowledge of leadership. Students will develop communication skills, organize and run events sometimes outside of their timetable, demonstrate independent study and develop an understanding of their selves. A uniform t-shirt will be provided for students to wear at events. Also, please note that

students will be required to attend and run events that take place in the evenings and on PED days

A signature is required from the Leadership Department for admission to this course.

MUSICAL THEATER

SECONDARY III

Musical theatre is a form of theatrical performance that combines singing, acting and dance. If you like to have fun, like to perform and often find yourself humming along to songs or tapping your toes to a beat, musical theater is for you.

WOODWORKING FOR BEGINNERS

SECONDARY III

This course is an option course directed to grade 9 students who are interested in learning how to build projects out of wood. The students will be taught how to safely use common hand tools and some basic power tools to shape and assemble projects out of wood. The focus of the course is to give students the opportunity to safely develop competency with selecting and using the right tool for each task.

The course is directed towards beginners or students who have not had a lot of experience with woodworking. Should this option be selected the student will need to have proper footwear in the form of steel-toed boots.

PERSONAL ORIENTATION PROJECT (POP)

SEC. III

The POP gives students the central role to explore, reflect and discover various fields that interest them by accessing pedagogical resources and actively trying out a variety of work functions. It is a process that starts early in a student's elementary school life through Guidance Oriented Approach to Learning activities. The development of their career identities carries on throughout their lives as a result of the foundation of new competencies they acquire through POP. The student: develops his/her own project on an individual basis and develops between three to eight career explorations processes by:

- using “tool kits”, consulting career resources, job shadowing, visiting educational institutions, etc.
- using a ministerial Web site offering a virtual resource library of specific tools such as experiential tools, virtual visits, key resource people

The student reflects on his/her career exploration and those of his/her classmates alone, with classmates, parents or other trusted people and considers hypothetical career paths

ELECTIVE COURSES ARE OFFERED WHERE THERE IS SUFFICIENT REGISTRATION FOR THE COURSE. PLEASE NOTE THAT STUDENTS WHO REGISTER FOR THE APPLIED SCIENCE COURSE MUST AUTOMATICALLY TAKE POP AS AN ELECTIVE.



SECONDARY IV & V

Graduation Requirements:

The Ministry of Education (MEES) awards a Secondary School Diploma to students who have earned 54 credits in Secondary IV and V, at least 20 of which must be at the Secondary V level. The following credits are compulsory:

6 Secondary V credits in English, language of instruction

4 Secondary V credits in French, second language

4 Secondary IV credits in Mathematics

4 Secondary IV credits in Science and Technology OR 6 credits in Applied Science and Technology

4 Secondary IV credits in History and Citizenship Education

2 Secondary IV credits in Arts

2 Secondary V Ethics and Religious Culture or Physical Education and Health

ENGLISH –SECONDARY IV AND V

ENGLISH ENGLISH

SECONDARY IV SECONDARY V

The Secondary IV and V English Language Arts program is designed to help students use language effectively, both in formulating their ideas and in communicating with others. To this end, students are given the opportunity to expand their use of language in a wide variety of listening, reading, speaking, writing and viewing situations. Students engage in:

- the process of responding to literature through the study of poems, short stories, novels, plays, non-fiction and media;
- the process of composing which allows students to explore an idea or topic through brainstorming or research, to organize and plan their writing, to draft and then revise their work, and to present their product for feedback and appraisal;
- the process of communicating through listening and speaking activities in informal class situations, such as small group discussions, as well as more formal individual and group presentations;
- the critical analysis of print and non-print media
- Preparation for Ministry of Education exam at the end of the Secondary V year.

ENRICHED ENGLISH
ENRICHED ENGLISH

SECONDARY IV
SECONDARY V

The enriched Secondary IV course is offered to motivated and talented English students. Reading, writing and presentations by students demand more time and effort than the regular Secondary IV English workload. Students who are creative and reflective belong in the enriched program. Some Secondary IV texts: *Catcher in the Rye*, *The Crucible*, *Night*, *Dawn*, *Speak*, *Ender's Game*, *A Separate Peace*, *Theories of Relativity*, *Of Mice and Men* and *A Streetcar Named Desire*.

At the Secondary V level, the course is designed for the advanced student. At this point, the course focuses on original and dynamic critical thinking above all else. Students are encouraged to show initiative beyond the boundaries of the course. Some English Secondary V texts could include: (*Hamlet*, *Othello*, *Slaughterhouse Five*, *The Power of One*, *East of Eden* and *Cider House Rules*).

Prerequisite: Placement based on marks and teacher recommendation.

ETHICS & RELIGIOUS CULTURE

SEC. IV & V

The recognition of others and the pursuit of the common good are the two main objectives of the program. They are interdependent and common to both ethics and religious culture. By bringing together ethics and religious culture into a single program, students will be encouraged to engage in critical reflection on ethical questions and to understand the phenomenon of religion.

The ERC program focuses on the development of two competencies which must be developed in light of their complementarities, one with the other, as opposed to in a linear manner:

- Reflects on ethical questions
- Demonstrates an understanding of the phenomenon of religion

Engaging in dialogue is an essential aspect in the evaluation of both competencies. Students are expected to reflect on issues, through interaction, with others to develop a point of view.

The ERC program also takes into account secular expressions and representations of the world and of human beings, which seek to define the meaning and value of human experience outside the realm of religious beliefs and affiliation.

Students will have the opportunity to analyze forms of religious expressions, make connections between these expressions and the social and cultural environment, and examine various ways of thinking, being and acting. Ethical themes for Cycle 2 include, "The Future of Humanity" and "Justice". Religious Culture themes for Cycle 2 include, "Existential Questions" and "Religious Experience".

Please note that in Secondary IV, Ethics and Religious Culture will be integrated with the History Course. In Secondary V, Ethics and Religious Culture will be integrated into the Secondary V English Course.

FRENCH (sec 4)

FRENCH SECOND LANGUAGE **IV**

SECONDARY

The overall aims of the course are to provide students with a solid foundation of the language which will allow them to participate in the professional, social and cultural life of their milieu, to enable students to communicate in everyday life situations which are meaningful to their age group and to develop in them a positive attitude towards the French language and culture. The students should be able to:

- Understand conversation on topics based on their needs and experience.
- Read communications on subjects of general interest.
- Express themselves orally and in writing on topics of general interest to them and within the range of their own experience.

This course is for those following a regular English path.

FRENCH IMMERSION

SECONDARY IV

This course is designed for students from Immersion classes. It is an enriched course, the objectives of which are to develop the mechanics of written expression, to improve oral communication.

FRENCH (sec 5)

Secondary V students will undertake a common year-end Ministry examination in French that they must pass in order to graduate from high school.

FRENCH SECOND LANGUAGE

SECONDARY V

Students completing this course will be able to express themselves on all subjects within their daily experiences. Class discussions center on content of the assigned texts, augmented with newspapers and radio programs. This course requires students to be able to write fairly accurately using the main structures of the French language. This course is for those following a regular English path.

FRENCH IMMERSION

SECONDARY V

This is a more advanced course offering a challenging study of the French language and culture. The main emphasis is on oral communication and written comprehension. Reading assignments include several short novels, short stories and newspaper articles.

Prerequisite: *Teacher recommendation.*

ENRICHED FRENCH

SECONDARY V

This course provides challenging material and opportunities to use the French language to the student's maximum ability.

Prerequisite: *Teacher recommendation.*

COMPULSORY ART EDUCATION COURSES FOR SECONDARY IV and SECONDARY V STUDENTS

Students in Secondary IV must choose one course from the following Compulsory Art Education Courses. Students in Secondary V must choose one Compulsory Arts Course and two Elective Options Courses. (The Elective Option Courses may include Chemistry and Physics)

The Quebec Education Program now mandates that every Secondary IV student take at least one Compulsory Arts Education Course. This course may be chosen from a specific list of courses, (Art, Music, Drama, and Dance), that are listed on the front of the Course Selection Form.

Under the new QEP (Quebec Educational Program), study in the arts is compulsory. This regulation recognizes the important role the arts play in our society as an expression of our cultural identity. Courses in dance, drama, music and visual arts, will provide students with opportunities to create and perform their own material as well as expose them to the significant art of our culture.

COMPULSORY ART COURSES FOR SEC. IV

ACTORS' STUDIO*

SECONDARY IV

(Dramatic Literature and Performance)

This course is open to students in Secondary III, IV, and V who are passionate about theatre performance and want to be involved in the annual school production. Both actors and crew members are welcome in this class but must first audition and interview for the course. Students must be prepared to work outside the regular student timetable.

***Prerequisite: successful audition**

VISUAL ARTS

SECONDARY IV

This course will initiate the students to a variety of art materials and art techniques that relate to drawing, painting, sculpturing and some printing. The art will be related to the appropriate historical period. No experience is required other than the will to learn and experiment.

DRAMA

SECONDARY IV

Through experiences in playmaking, performance and stage directing, students will develop performance skills and techniques. Students will learn how to turn their ideas into drama, how to edit and structure scenes, and to analyze and present scenes from different periods of dramatic literature. Students will work with the media of both live theatre and cinema. They will develop an appreciation for theatre and its place in our culture. The course will culminate in a public performance.

MUSIC/JAZZ

SECONDARY IV

This is a traditional Concert and Jazz Band Program. Students will learn to play a woodwind, brass or percussion instrument in a band setting. This is a dynamic and energetic course. Mandatory uniform, music competitions, concerts, workshops, and field trips will be subject to additional costs during the course of the year. Join the JRHS Music Department and become a member of the Junior or Senior Band. Finally, mandatory morning rehearsals are also a key component to the success of the program.

ELECTIVE COURSES FOR SECONDARY IV STUDENTS

FITNESS

SECONDARY IV

This course would focus on fitness and health for Secondary 5 students through theory, lab and training.

LEADERSHIP

SECONDARY IV

This is a course open to Secondary IV and V students. This course is designed to help students acquire the tools they will need to be active leaders in our ever changing world.

Students enrolled in this course will be expected to involve themselves in:

- The school's Leadership program
- The JRHS School Store
- Any JRHS extracurricular activity that may require our assistance
- Preparing promotional materials for a major school activity
- Preparing promotional materials for a community based event
- Promotion of Student Activities at John Rennie

The teaching approach will combine lecture and independent project work. Active student participation and collaboration is required both during and outside the class time. **A signature is required from the Leadership Department for admission to this course.**

PHOTOGRAPHY

SECONDARY IV

Students will explore photography and all that it has to offer. Projects and assignments will be both digital and hardcopy. Creativity and a willingness to observe things in different ways is key to success in this course. Device (iphone, ipad etc) and/or digital camera is required.

SET DESIGN/PROP CONSTRUCTION

SECONDARY IV

This course has been created for those with a creative mind that are interested in a more hands on approach to their arts through sculpture and construction. This visual arts class will co-exist alongside the school plays each year and students will be asked to create 3-D props, murals and stage sets as well as participating in additional EC activities relating to their artistic challenges. This is a great course for those who love the arts, theatre and change, as it will be a new adventure with each production on stage!

SPATIAL DESIGN

SECONDARY IV

Spatial Design is an art option that focuses on 3D art. It explores sculpture, architectural and interior design with hands-on techniques like carving, assembly (building) and modeling.

This course will give students who struggle with drawing and painting the opportunity to develop an appreciation of art, architecture, sculpture and the artistic process.

Each term the students will be given a 3D problem to solve e.g., an object/sculpture to create using selected materials with specific parameters. They will brainstorm, research and discuss solutions. They will then design and build their creations.

MUSICAL THEATER

SECONDARY IV

Musical theatre is a form of theatrical performance that combines singing, acting and dance. If you like to have fun, like to perform and often find yourself humming along to songs or tapping your toes to a beat, musical theater is for you.

MATHEMATICS -SECONDARY IV

Cultural, Social & Technical Math (CST) or Scientific Math (SN)

Students' placement in math will be determined by marks and teacher recommendation.

Cultural, Social & Technical (CST)	Science (SN)
<p>This option provides students with tools that help them to <i>increase their capacity for analysis</i>, to consider different possibilities, to make informed decisions, to <i>support their reasoning</i> and to take a position with respect to various issues.</p> <ul style="list-style-type: none"> - consolidating and integrating knowledge in a variety of activities <ul style="list-style-type: none"> - hands on activities - exploration activities - games - research - presentations - debates - analysis of newspaper articles and advertising - interpreting reality as well as making generalizations, predictions, decisions - carry out concrete, practical activities - use technology to represent or process large amounts of data or relieve tedium 	<p>Students become familiar with new networks of concepts and processes. Their capacity for abstract thinking enables them to make a variety of connections among the different branches of mathematics. They make more formal use of symbols, rules and conventions in their work and are required to construct proofs.</p> <p>This option emphasizes the modeling process.</p> <p>Students analyze a situation, a phenomenon or a behavior, and notice related patterns or trends. They interpolate, extrapolate and generalize. Students encounter situations that require them to use their knowledge of math <i>and</i> other subject areas. They work with purely mathematical contexts while continuing to deal with concrete situations, particularly of a scientific nature.</p>

MATHEMATICS -SECONDARY V

Cultural, Social & Technical Math

CST Math is a continuation of the grade 10 program intended for students interested in social causes. It involves a greater use of statistics and discrete mathematics. Specifically, it prepares students for studies in the arts, communications, the humanities and the social sciences.

The main concepts pertaining to CST are:

- Algebra (system of first-degree inequalities in two variables)
- Geometry (equivalent figures, path, circuit)
- Statistics (conditional probability)

Science Math

Science Math (SN) is a continuation of the grade 10 program intended for students interested in seeking to understand the origin of various phenomena. Its emphasis is on students' capacity for abstract thinking and performing more complex algebraic operations. Specifically, this option prepares students for studies in pure sciences where they may eventually specialize in research.

The main concepts pertaining to Science are:

- Algebra (real functions, system of first-degree inequalities in two variables)
- Geometry (equivalent figures, conics, vectors, trigonometric identities)

SOCIAL SCIENCES- SEC. IV AND V

HISTORY AND CITIZENSHIP

SECONDARY IV

Histoire et éducation à la citoyenneté*

This course is mandatory for a high school leaving certificate.

This compulsory course may be taken in English or in French. This is year two of a two-year program. The course will cover the history of Quebec using a thematic approach. The students will cover population and settlement, economy and development, culture and currents of thought, official power and prevailing powers. They will finish the year with an issue in society today. Using original texts, various maps, graphs, statistical tables, pictures and diagrams, the students will develop their critical thinking as a citizen. **A final MEES exam will count for 50% of the final evaluation.**

**Students in Enriched French must take Histoire.*

ETHICS & RELIGIOUS CULTURE

SEC. IV & V

The recognition of others and the pursuit of the common good are the two main objectives of the program. They are interdependent and common to both ethics and religious culture. By bringing together ethics and religious culture into a single program, students will be encouraged to engage in critical reflection on ethical questions and to understand the phenomenon of religion.

The ERC program focuses on the development of two competencies which must be developed in light of their complementarities, one with the other, as opposed to in a linear manner:

- Reflects on ethical questions
- Demonstrates an understanding of the phenomenon of religion

Engaging in dialogue is an essential aspect in the evaluation of both competencies. Students are expected to reflect on issues, through interaction, with others to develop a point of view.

The ERC program also takes into account secular expressions and representations of the world and of human beings, which seek to define the meaning and value of human experience outside the realm of religious beliefs and affiliation.

Students will have the opportunity to analyze forms of religious expressions, make connections between these expressions and the social and cultural environment, and examine various ways of thinking, being and acting. Ethical themes for Cycle 2 include, "The Future of Humanity" and "Justice". Religious Culture themes for Cycle 2 include, "Existential Questions" and "Religious Experience".

CONTEMPORARY WORLD

SECONDARY V

The aim of this course is to help students grasp the complexity of the world today by developing their critical judgment through the study of problems and issues of the contemporary world.

The course will focus on 5 themes:

The environment and sustainable development

Population and migration

Power of the states

Disparity of wealth

Intervention in zones of tension and conflict

The two competencies that will be evaluated in this final year of Social Studies will be:

Interpretation: interprets a contemporary world problem

Position: Takes a position in a contemporary issue

LE MONDE CONTEMPORAIN*

SEC. V

Learn Contemporary World History with **a few twists:**

1. The course will be offered in French to further the Immersion experience.
2. Learn “*Le Monde Contemporain*” through viewing and studying of contemporary world related documentaries.
3. The students will learn the different stages of producing a documentary through a year long group project.
4. Learning will be further enhanced through various field trips, and guest speakers.

SCIENCES -SECONDARY IV AND V

SCIENCE PATHWAYS

Grade 10 Science is a compulsory course for graduation.

Applied Science and Technology (6 Credits)

Topics:

Living World	Material World	Earth and Space	Technological World
Dynamics of Ecosystems	Graphical Language Mechanical and Electrical Engineering Materials Manufacturing	Chemical Changes Electricity Electromagnetism Transformation of Energy Fluids Force and Motion	Lithosphere Hydrosphere Atmosphere Space

Students will use a hands on approach to acquire skills and knowledge to solve diverse problems. They will analyze and understand the construction and inner workings of technical objects and technological systems. The course will place emphasis on the control of objects and systems, the principles involved in maintenance and repair as well as the applications of energy.

***General Science and Technology (4 credits)**

***Environment Science and Technology(8 credits)**

For both courses students will use a theoretical approach to acquire skills and knowledge to solve problems. They will also explore the inner workings of technical objects and study topics related to earth and space, ecology, energy and matter. They will conceptualize and apply what they have learned to deal with everyday issues and to make informed judgments.

* The 8 credit course covers many enrichment topics for students interested in pursuing Chemistry and Physics in Secondary V.

Topics:

Living World	Material World	Earth and Space	Technological World
Ecology	Physical Properties of Solutions Organization of Matter Electricity Electromagnetism Transformation of Energy	Biogeochemical cycles Climate Zones Lithosphere Hydrosphere Atmosphere Space	Mechanical and Electrical Engineering Materials

PHYSICAL EDUCATION

SECONDARY IV & V

The following is an overview of the aims presented in the program:

- Development according to individual talents and abilities
- Promotion of an optimal level of physical fitness
- Development of good health habits
- Development of a positive attitude towards life long, active participation in physical activities

Various activities are involved, and could include: basic movement and warm-up exercises, track and field, gymnastics, basketball, volleyball, soccer, wrestling, badminton, softball, dance, weight training and CPR. A unit in Health Education will also be given.

***Students are encouraged to wear a JRHS t-shirt and shorts.**

COMPULSORY ART COURSES FOR SECONDARY V STUDENTS

(All Secondary V students must choose one of these courses)

Please note that all Compulsory Arts Courses and electives will be given 4 periods on 6 days for a full year.

VISUAL ARTS

SECONDARY V

This course will initiate the students to a variety of art materials and art techniques that relate to drawing, painting, sculpturing and some printing. The art will be related to the appropriate historical period. No experience is required other than the will to learn and experiment.

DRAMA

SECONDARY V

Through experiences in playmaking, performance and stage directing, students will develop performance skills and techniques. Students will learn how to turn their ideas into drama, how to edit and structure scenes, and to analyze and present scenes from different periods of dramatic literature. Students will work with the media of both live theatre and cinema. They will develop an appreciation for theatre and its place in our culture. The course will culminate in a public performance.

MUSIC

SECONDARY V

This is a traditional Concert and Jazz Band Program. Students will learn to play a woodwind, brass or percussion instrument in a band setting. This is a dynamic and energetic course. . Mandatory uniform, music competitions, concerts, workshops, and field trips will be subject to additional costs during the course of the year. Join the JRHS Music Department and become a member of the Junior or Senior Band. Finally, mandatory morning rehearsals are also a key component to the success of the program.

ELECTIVE COURSES FOR SECONDARY V STUDENTS

ACTORS' STUDIO*

SECONDARY V

This course is open to students in Secondary III, IV, and V who are passionate about theatre performance and want to be involved in the annual school production. Both actors and crew members are welcome in this class but must first audition and interview for the course. Students must be prepared to work outside the regular student timetable. This course includes enriched English.

***Prerequisite: successful audition**

ADAPTIVE PHYSICAL EDUCATION

SECONDARY V

This half-year course provides a great opportunity for students who might be considering a career in child-care, social work, education, or health care. This course is offered to students interested in learning how to assist and adapt sports and physical activities for individuals with a variety of special needs. This course will enable John Rennie students with special needs to develop their muscle control, coordination and cooperation with the assistance of their peer mentors. Students entering this course as a mentor will be expected to assist in the development of activities and games as well as to assist the student they are mentoring in carrying out physical tasks.

BIOLOGY

SECONDARY V

Biology, which is the study of life and living things, will focus on the relationship between form and function in different organisms.

The principal aim of the course is to instill a sense of curiosity and discovery of the living world. This course is designed for students who love the natural world, but are not necessarily pursuing science as a study or career path. Unlike grade 9, where the focus was solely on humans, this course will cover a broad overview of living organisms (bacteria to mammals).

Biology will be presented using lectures, hands-on activities, video clips, individual research, demonstrations and lab dissections. Hands-on laboratory and fieldwork will be used as much as possible to reinforce the theoretical material covered in the course. Biology is sure to be an interesting and fun class in your last year of high school.

CHEMISTRY

SECONDARY V

The Chemistry program is an extension of the programs in Secondary Cycles One and Two. It is intended to consolidate and enrich students' scientific training and is a prerequisite for several pre-university or technical programs at the CEGEP level (Pure and Applied Science and Health Science).

Its content focuses on one subject with compulsory concepts organized around four general concepts:

- Gases
- Energy Changes in Reactions
- Reaction Rate
- Chemical Equilibrium

The content will be covered meaningfully and will require the application of knowledge to various subjects, themes and problems with a focus on the link between chemistry and mathematics.

To be eligible to take Chemistry, students must take the 8 credit advanced course in grade 10 Science. Students must have 80% or higher in grade 10 Science and be enrolled in grade 11 Technical and Science Math or Science Math

ECONOMICS

SECONDARY V

The course enables students to acquire a basic knowledge of economic theory and the challenges of a global economy. Part of the evaluation is a term paper that allows students to visit a corporation and interview an entrepreneur or an employee of that company. This will give student the experience to see what skills and challenges are required in our present day

economy.

FITNESS

SECONDARY V

This course would focus on fitness and health for Secondary 5 students through theory, lab and training.

INTRODUCTION TO LAW

SECONDARY V

This course will introduce students to their rights and obligations as defined by the Canadian Charter of Rights and the Quebec Charter of Rights. The course will stress such rights as:

- Basic Rights and Freedoms
- Consumer Rights
- Tenant's Rights
- Young Offenders Rights

This course will be a hands-on course using real life cases. Visits by lawyers and judges will help students to better understand the justice system.

LEADERSHIP (Community Projects/ School Spirit)

SECONDARY V

This is a course open to Secondary V students. This course is designed to help students acquire the tools they will need to be active leaders in their community. Students enrolled in this course will be expected to involve themselves in:

- Organizing and running a major school activity
- A community-based event
- Fundraising activities for Leadership
- Promoting the Leadership Program

The teaching approach will combine lectures and independent project work. Active student participation and collaboration is required both during and

outside of class time. **A signature is required from the Leadership Department for admission to this course.**

MUSICAL THEATER

SECONDARY V

Musical theatre is a form of theatrical performance that combines singing, acting and dance. If you like to have fun, like to perform and often find yourself humming along to songs or tapping your toes to a beat, musical theater is for you.

PHYSICS

SECONDARY V

The Physics program is an extension of the programs in senior Science. It is intended to consolidate and enrich students' scientific training and is a prerequisite for several pre-university or technical programs at the CEGEP level (Pure and Applied Sciences and Health Science).

The curriculum is organized around four general concepts:

- Kinematics
- Dynamics
- Transformation of Energy
- Geometric Optics

The content will be covered meaningfully and will require the application of knowledge of various subjects, themes and problems with a focus on the link between Physics and Mathematics.

To be eligible to take Physics, students must take the 8 credit Advanced Science course in grade 10. Students must have 80% or higher in grade 10 Science and be enrolled in grade 11 Technical and Science Math (TS 11) or Science Math (SN 11).

PSYCHOLOGY

SECONDARY V

This is an introductory course to the study of Psychology. The aim of the course is to introduce students to the study of behaviour and mental processes, as well as, the major fields within Psychology. Students will be encouraged to make connections between their own lives and material

studied.

COOKING

SECONDARY V

This course will discuss the various nutritional components of food not covered in the Secondary 3 Science program. It will further the student's knowledge of the importance of proper eating in helping the body to combat cancer in its initial stages. The student will be able to make healthy choices of food and gain knowledge of scientific studies that have shown the link between poor eating habits and bad health. Another component of the course will involve learning simple recipes, meal planning and preparation to incorporate the knowledge gained in the theoretical part of the course. Students will learn how to prepare nutritious meals in the home economics room.

STUDY OF SCIENCE FICTION

SECONDARY V

This is a course that will focus on the genre of science fiction. Students will examine the different media of science fiction such as novels, short stories, television, movies, comics and radio. This course will focus on:

- The historical context of the science fiction writer.
- The underlying political, social, economic and scientific messages throughout the genre.
- The creativity and science in science fiction.

Generally the class will focus on classic examples of science fiction in all its forms. Students will be given opportunity to bring in their own specific areas of interest and will be encouraged to discuss them with the class. Students will be expected to participate in class discussion, express their opinions in written form and complete a term project each term.

BASIC ELECTRONICS

SECONDARY V

This course will introduce students to electronics, one of the fastest growing high-tech fields of our century. Through a theoretical and hands-on approach using a multitude of components and devices, students will explore the fascinating world of electricity and solid-state electronics. This captivating program will present electricity, basic electronic components, semiconductors, photonic semiconductors, as well as digital and linear integrated circuits. Through demonstrations and basic circuit design and assembly, students will demystify the wonderful world of electronics.

ENRICHED PHYSICAL EDUCATION

SECONDARY V

This course is offered to students interested in developing skills while playing a variety of different sporting activities.

DISCOVER THE FASCINATING WORLD OF COLOR THROUGH PAINTING SEC. V

For those of you who love to paint or who want to learn. This painting course will cover watercolor and gauche painting on paper, acrylic painting on canvas and glaze painting on ceramic pieces. You will learn about color mixing and experiment with new techniques and styles. This class offers you the possibility to create realistic and abstract original paintings based on a variety of subjects.

SPATIAL DESIGN

SECONDARY V

Spatial Design is an art option that focuses on 3D art. It explores sculpture, architectural and interior design with hands-on techniques like carving,

assembly (building) and modeling.

This course will give students who struggle with drawing and painting the opportunity to develop an appreciation of art, architecture, sculpture and the artistic process.

Each term the students will be given a 3D problem to solve e.g., an object/sculpture to create using selected materials with specific parameters. They will brainstorm, research and discuss solutions. They will then design and build their creations.

LIFE SKILLS PROGRAM

The Life Skills Program offers a modified curriculum to students with high special needs. The program provides an opportunity for students to develop communication skills, living skills, literacy, numeracy, and social as well as leisure skills within a highly supportive and structured environment. The classroom composition is small with a ratio of one adult to no more than three students.

Students are fully integrated in school spirit activities and have the option of participating with peers in a standard art, drama and/or gym class. Student progress is monitored relative to IEP and TEVA goals as well as formally evaluated on an alternative report card. The program collaborates with community supports in transition planning for seniors and may include work experience opportunities both at school and in the community.

Course: Current Events

Description: This course focuses on comprehension, fluency and accuracy when reading. Activities are centered on newspaper articles.

Course: Math

Description: This course focuses on basic math functions, measurement, money and time management.

Course: Social Studies

Description: This course emphasizes community access and awareness. Students receive public transportation training as well as opportunities to visit landmarks and points of interest including: community centers, shopping centers and recreational facilities. They learn to read and recognize signs for safety, direction and information. Students also study basic Canadian geography and history.

Course: Independent Living

Description: This course emphasizes the skills needed to live independently or semi-independently including: budgeting, finance, home management, health and physical education. Social skills training is also provided in the following areas: assertiveness, sex education, relationships and stranger awareness. The F.L.A.S.H. (Friendship, Love, and Sexual Health) curriculum is covered in this program.

Course: Science

Description: This course emphasizes the applications of science in the everyday lives of students. Students are guided through various hands-on-activities and develop skills, including problem solving, teamwork and communication.

Course: Work Study

Description: This course is central to transition planning for life after high school. The course provides job training, coaching and preparation services. Students begin working in the classroom, learning the principles of appropriate work habits and team-work. Work experience opportunities are then available at school and at times in the community.

Course: Technology

Description: This course examines technology and the applications for daily life. Students examine technology for word processing, communication, research and multimedia projects.

Course: Cooking

Description: This course teaches simple cooking skills using easy and nutritious recipes. The goal is to develop autonomy with respect to meal preparation.

SPORT-ÉTUDES PROGRAM



Sport-études Program

The Sport-études Program is a scholar-athlete program for students who are elite athletes in their chosen sport. This unique program, supported by the Ministère de l'Éducation (MEES), offers reduced time in the school schedule, allowing students to spend afternoon time in training. The Ministry uses *balance* in its philosophy: school in the morning, training in the afternoon and *normal* adolescent life at night and during week-ends.

Morning and afternoon PED support, (supervised study halls with teachers available for individualized help), is offered daily. Afternoon pedagogical supports are mandatory when students are not participating in training, and are essential for academic consistency. Teachers can also require students' attendance in PED support following an absence or in case of academic difficulties. Students entering the Sport-études program in Secondary I must write the entrance exam in order to be considered for acceptance and must also be accepted by their corresponding sports organization. Students entering in Secondary II to V must submit report cards, samples of work in French, English, and a third subject, reference letters can also be accepted by their corresponding sports organization.

Below you will see the course offerings and the subject-time allocation for each course and grade level. Due to the small size of the program, (300 students), full electives and compulsory arts courses are determined by the administrative coordinators of the program.

History and Histoire are offered in both Grade 9 and Grade 10; however, class numbers will dictate whether the course will be given in French. In the math and science packages, placement into advanced courses will be determined by the marks and teacher recommendation.

Please consult the link on our JRHS website for more information regarding our Sport-Etudes program. For a more complete description of the courses, please consult the course outlines in this handbook.