



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

## **PROGRAM GUIDE**

**Cycle I  
Secondary I and II**



**LAURENTIAN REGIONAL HIGH SCHOOL  
448 Avenue Argenteuil  
Lachute, Qc  
J8H 1W9**

**Learning and Respect Harvest Success**

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## **FORWARD**

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The Program Guide for Secondary I and II is specifically designed to provide students with essential information about the compulsory and optional programs offered in our high school. We invite and encourage parents/guardians to review the Program Guide and discuss course selections with their sons or daughters for the upcoming academic year.

Any additional information required may be obtained from faculty members and our Guidance Department.

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## **GENERAL EDUCATION**

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- All students are subject to the certification rules of the new certification system.
- Credits accumulated in Secondary I, II and III are not taken into consideration in granting a Secondary School Diploma although courses taken at these levels may serve as prerequisites for higher level courses.
- The pass mark is 60%.
- Students should take a summer school course if they have failed any of the core courses (English, French or Mathematics) in order to help prevent an additional year of high school.

## **PROMOTION POLICY**

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### **Cycle 1 - Secondary I & II**

Students in Secondary Cycle I have two years to acquire the competencies necessary to be promoted to Cycle II (Secondary III, IV & V).

*Note: Final placement of all students rests with the Principal following consultation with the constituents concerned within the school.*

### **CERTIFICATION REQUIREMENTS**

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The Minister shall award a Secondary School Diploma to students who earn at least 54 credits at the Secondary IV or V Level. Among those credits, there must be at least 20 credits at the Secondary V level, and the student the following courses/credits are compulsory.

- (1) 6 credits in Secondary V language of instruction;
- (2) 4 credits in Secondary V second language;
- (3) 4 credits in Secondary IV mathematics;
- (4) 4 credits in Secondary IV science and technology or 6 credits in Secondary IV applied science and technology;
- (5) 4 credits in Secondary IV history and citizenship education;
- (6) 2 credits in Secondary IV arts education; and
- (7) 2 credits in Secondary V ethics and religious culture or physical education and health.

## **DISTRIBUTION OF COMPULSORY COURSES, OPTIONS & CREDITS**

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<b>Secondary I</b>		<b>Secondary II</b>	
<b>Course</b>	<b>Periods</b>	<b>Course</b>	<b>Periods</b>
English Language Arts	6	English Language Arts	6
Français, langue seconde (programme de base ou enrichi)	6	Français, langue seconde (programme de base ou enrichi)	6
Mathematics (Regular or Enriched)	6	Mathematics (Regular or Enriched)	6
Geography and History & Citizenship Education	4	Geography and History & Citizenship Education	6
Science & Technology	4	Science & Technology	4
Ethics & Religious Culture	2	Ethics & Religious Culture	2
Physical Education & Health	4	Physical Education & Health	3
Visual Arts, Dance, Drama or Music	4	Visual Arts, Dance, Drama or Music	3
<b>Total Periods</b>	<b>36</b>		<b>36</b>

**Note: The schedule is based on a 9-day cycle with 4 - 75 minute periods daily.**

## **ENGLISH LANGUAGE ARTS**

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### **English Language Arts (ELA106 - 632106)**

The objective of this program is the development of a confident learner who finds in language, discourse and text a means of coming to terms with ideas and experiences, as well as a medium for communicating with others and for learning across the curriculum.

English Language Arts Competencies are:

1. Uses language to communicate and to learn;
2. Reads and listens to texts; and
3. Produces spoken, written and media texts.

To achieve these aims, students read novels, plays, short stories and poems; view films, documentaries and television programs; listen to teachers, peers, and recordings; speak in group and class discussions; write answers that may include journals, diaries, letters, skits, essays and creative compositions for both oral and written presentation.

### **English Language Arts (ELA206 – 632206)**

The objective of this course is to lead students to realise that effective use of language in formulating their ideas and effective participation in the communication process are essential to their lives. At Secondary II, the program addresses five strands of communication: listening, speaking, writing, reading and viewing.

The aims of this program are to:

1. encourage students to participate in all five strands;
2. improve the students' communication skills;
3. foster the students' appreciation for the value of effective language;
4. develop mature, rational thoughts and attitudes through use of language.

To achieve these aims, students read novels, plays, short stories and poems; view films, documentaries and television programs; listen to teachers, peers, and recordings; speak in group and class discussions; write answers that may include journals, diaries, letters, skits, essays and creative compositions for both oral and written presentation.

## **FRENCH, SECOND LANGUAGE**

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### **French, Second Language (FSL106 - 634106)**

This course is compulsory for all regular students arriving at the high school.

Class activities will allow students to pursue the three areas of competencies as described by the Ministère de l'Éducation, de l'Enseignement supérieur (MEES) (Interact orally in French, Read and understand a variety of texts, Produce a variety of written texts).

Six different themes allow for the study of different elements of grammar, reading comprehension, written expression and oral production. Evaluation will be held throughout the year on all competencies.

### **French, Second Language - Enriched (FSL1E6 – 635106)**

This course is designed for students who have demonstrated superior ability in French. The programme is limited to students who have been recommended by their grade six teacher. Final acceptance of the student into the programme remains at the discretion of the L.R.H.S. French Department.

Class activities will allow students to pursue the three areas of competencies as described by the Ministère de l'Éducation, de l'Enseignement supérieur (MEES) (Interact orally in French, read and understand a variety of texts, produce a variety of written texts).

Reading plays an important role in the programme and will be reinforced through a variety of novels, articles and texts.

Four different themes allow for the study of different elements of grammar. Evaluation will be held each term. The students must maintain a high standard of achievement to enter the level two enriched program.

### **French, Second Language (FSL206 – 634206)**

This is a compulsory course for students of level two.

Class activities will allow students to pursue the three areas of competencies as described by the Ministère de l'Éducation, de l'Enseignement supérieur (MEES) (Interact orally in French, Read and understand a variety of texts, Produce a variety of written texts).

Five different themes allow for the study of different elements of grammar, reading comprehension, written expression and oral production. Evaluation will be held on all three competencies through regular reporting session. A summative evaluation will take place at the end of the cycle and will influence the placement of the student for the following year.

## **French, Second Language – Enriched (FSL2E6 – 635206)**

This course is offered to Secondary II students who have successfully completed the level one enriched programme and who have maintained a high standard of achievement.

Class activities will allow students to pursue the three areas of competencies as described by the Ministère de l'Éducation, de l'Enseignement supérieur (MEES) (Interact orally in French, Read and understand a variety of texts, Produce a variety of written texts).

Reading plays an important role in the programme and will be reinforced through a variety of novels, articles and texts.

Eight different themes allow for the study of different elements of grammar, reading comprehension, written expression and oral production. Evaluation will be held on all three competencies through regular reporting session. A summative evaluation will take place at the end of the cycle and will influence the placement of the student for the following year.

## **MATHEMATICS**

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### **Mathematical Department Promotional Guidelines:**

A student must have an overall average of 60% or more in order to be promoted from one level to the next in Regular Math.

Promotion from Regular Math to Enriched Math is NOT a frequent occurrence. Such promotions will be done if and only if there is a recommendation from the Math Department. This recommendation will be done based primarily on the work ethic and motivation of the student and secondly on the student's results.

Students in Enriched Math must maintain a strong average (specified by the teacher).

Students who do not wish to stay in Enriched Math or whose results are less than specified (but more than 60%) will be promoted to regular Math in June.

### **Mathematics - Regular (MAT106 - 563126)**

Natural Numbers:	order of operations, patterns, exponents, estimating.
Integers:	four operations, order of operations.
Rational Number:	understanding, four operations, order of operations, convert fractions to and from decimals and percents, word problems using rational numbers.
Geometry:	transformations, straight lines, angles, triangles, quadrilaterals, perimeter and area.
Statistical Data:	tables to graph.

### **Mathematics - Enriched (MAT1E6 – 563126)**

This is an enriched program in which students cover the regular MAT1E6 program and additional topics. Number sense skills, fractions, pre-algebra, and introductions to MAT2E6 material are strongly emphasized. Students are chosen for this program based on very strong Grade 6 Math results and specific teacher recommendation.

### **Mathematics – Regular (MAT226 - 563226)**

Algebra: representations of a situation, sequences, the Cartesian plane, variables, tables of values and the rule, graphs, ratios and proportions, percentage, equations  
Geometry: similarity, regular polygons, the circle, and solids  
Probability: events and outcomes

### **Mathematics – Enriched (MAT2E6 – 563226)**

This is an enriched program in which students cover the regular MAT2E6 program and additional topics. The main emphasis is on increasing algebra skills and number sense skills (specifically fractions) to better prepare these students for success in the advanced Math 306 program.

## **SCIENCE**

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### **Science & Technology (SCT104 – 555104)**

This is a compulsory science course for all Secondary 1 students. Topics in the areas of Astronomy, Biology, Chemistry, and Physics will be studied.

### **Science & Technology (SCT204 – 555204)**

This is a compulsory science course for all Secondary 2 students, and is a continuation of the Secondary 1 science course. Topics in the areas of Astronomy, Biology, Chemistry, and Physics will be studied.

## **SOCIAL SCIENCES**

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The Social Science subject area is made up of the Geography and the History & Citizenship Education programmes. The History & Citizenship Education Programme presents a vision of social reality where change results from human action over time, leaving an imprint that continues to be visible in our society. The Geography Programme defines a territory as a social space that human beings have occupied, adapted to and modified.

### **Geography and History & Citizenship Education (GHC106 – 595103 + 587103)**

In the Social Sciences, students develop the following competencies:

Geography:

- Understands the organization of a territory
- Interprets a territorial issue
- Constructs his/her consciousness of global citizenship

History & Citizenship Education

- Examines social phenomena from an historical perspective
- Interprets social phenomena using the historical method
- Constructs his/her consciousness of history through the study of history

### **Geography and History & Citizenship Education (GHC206 – 595203 + 587213)**

An extension of the Secondary I course with greater emphasis on locating and understanding territories that are flash points of contemporary issues such as environmental protection, international conflicts and the problems of the 3<sup>rd</sup> world.

## **ETHICS & RELIGIOUS CULTURE**

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### **Ethics and Religious Culture (ERC102-569102 or ERC202-569202)**

This program focuses on two main areas. The first is the religious heritage of Québec. The objective is to help students become aware that Québec's religious heritage has been shaped by the contributions of various religions, especially Catholicism and Protestantism.

The program includes examples of influential figures, heritage works and values and norms derived from Québec's religious traditions in order to help students understand the contributions these religions have made to Québec society. The students are introduced to the stories, rites, rules and symbols associated with a given religion in order to help them identify the origins, characteristics and roles of the key elements of religious tradition.

The second main area of the program focuses on three related themes:

- Freedom: Students will learn that there are different ways of viewing freedom and that exercising freedom involves constraints and obligations.
- Autonomy: There are different ways of experiencing autonomy and of understanding its demands and impacts on individuals and groups.
- Social Order: There are different ways of understanding social order and reacting to it depending on the individuals or groups involved.

In the ERC program, students are encouraged to reflect on ethical questions and engage in dialogue to demonstrate their understanding of religion.

## **PHYSICAL EDUCATION & HEALTH**

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### **Physical Education & Health (PEH102 – 543102 & PEH202 – 543202)**

Students will be expected to participate in a variety of physical education activities which will help them to develop skills in order to function in a personal and social context for the rest of their lives.

The course will focus on several lifetime sports, be they team or individual, such as soccer, flag football, basketball, volleyball, badminton, softball and swimming.

Students are evaluated on their participation, effort, attitude and athletic ability. Everyone is expected to have a change of clothes for physical education class for ease of participation and reasons of hygiene. Proper gym attire is mandatory: shorts, sweatpants or track pants, t-shirt and running shoes. During swimming classes: an appropriate bathing suit, towel and bathing cap (required).

### **Physical Education & Health – Concentration Hockey (PEH1H2-543102 & PEH2H2-543202)**

This option is open to all levels for all students. Our goal is to provide students the opportunity to play hockey within their daily schedule. Required equipment will be necessary to participate in this option. There will also be a cost attached. Please call the school for further information.

Course Content:

1. 30 two-hour sessions on the ice learning individual skills and team skills.
2. Dry land training, ball hockey and a variety of Physical Education activities in the spring.
3. 2 to 4 classroom and game tape sessions going over previous games and strategies of ice hockey, marrying plays and trying them out and learning why coaches make certain decisions.
4. Some players will be selected to participate in games and tournaments outside the regular curriculum.

### **Physical Education & Health – Concentration Rugby (Secondary II only) Combination Sports Program (PEH2R2-543202):**

Sport serves as a vehicle to help develop talent, promote socialization and facilitate other developmental outcomes among youth. Rugby is becoming one of the quickest growing sports in the world as it offers many new opportunities for young people willing to learn and participate. **The Rugby Multisport Program is not designed as a sport specific course, but rather a multisport combination that allows all students to develop their personal overall skills to improve in any sport they chose to pursue in the future; consolidating and integrating specific talents encouraging socialization and other developmental progress.**

Thus, the Junior Rugby Combination Program is adapting the multisport approach; creating competitive experiences, bolstering confidence, encouraging discipline, strengthening friendships and having fun.

**Sport Combination Outline:** Each 9 Day cycle will consist of four back to back periods (2 periods in a row, twice in the cycle). **The first period will/can consist of a sport, and its specific skills, that are not rugby.** The sports selected will combine Cardio, body co-ordination (eye-hand, footwork, pass – catch) speed and agility, communication, sportsmanship, teamwork and individual effort and the responsibilities of being a part of a team. The sports will/can include basketball, indoor handball, badminton, wrestling, water polo.

The Rugby periods will consist of the following intents:

Initial Goal: To enhance overall sport skills while introducing core rugby skills

- 1) Develop endurance, strength (body weight exercises only) and speed.
- 2) Develop and consolidate rugby specific skills, and tactics  
(Run, Pass, Catch, Run without ball, Find/create open space, Evasion, Safe body positioning)
- 3) Identify player talents / enjoyment of playing rugby.

Grades from both Multisport period and Rugby Period will reflect the individual's:

- 1) Being on time to class before the bell. (10%)
- 2) Dressing appropriately for the day's activities (inside, outside) (30%)
- 3) Efforts, Attitude, Encouragement for others, Leadership, Cooperation, Respect and Contribution during all of the classes. (70%).

The assessment of the students will be done by teacher observation. The main objective is to get all the students moving, enjoying, and taking personal assessments and modifying their efforts inside the classroom atmosphere.

## **COMPULSORY ARTS**

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**\*Options are set for 2 years (students take the same option in Secondary 1 and 2 (mandatory from MEES))**

### **Visual Arts (ART104 – 668104) and (ART204 – 668204)**

At the Cycle I level, the overall objective of the Visual Arts program is to enable students to have aesthetic experiences through the "making" and "seeing" of images. The program evolves through four modules:

Theme: Students find personal ways to express themselves through perceiving, comparing and representation.

Visual Language: Students develop a conceptual knowledge of the visual vocabulary they are called upon to use and look for in images.

Gesture and Technique: Students become familiar with certain tools, media and processes.

Art and Society: To enrich their understanding of themselves and their world students are introduced to some aspects of their own cultural environment.

Evaluation: Students are expected to complete all assigned projects. If more time is needed, the art class is opened during lunch time. Sketchbook work can be done in class or at home. During the year, students will be evaluated using a variety of projects. These projects will enable students to demonstrate their competency in creating images as well as being able to appreciate works of art, in accordance with the requirements of the Quebec Education Program.

### **Dance (DAN104 – 672104) and (DAN204 – 672204)**

At the Cycle I level, the Dance program focuses on movement awareness and expression through dance. The program gives students a comprehensive understanding of dance as they learn specific terms and techniques, begin to respond critically as audience and work on creating their own simple dances. Open to all students.

Note: All students and their parents must sign the Dance Class Expectations form.

### **Drama (DRA104 – 670104) and (DRA204 – 670204)**

At the Cycle I level, the goal of the Drama program is twofold: to introduce students to the world of Drama, and to show them how, through the dramatic medium, they can grow as individuals.

There are four main objectives which are stressed throughout their experience in Drama class. The students:

1. are introduced to basic Drama techniques and language.
2. become aware of how they can develop their self-confidence through Drama.
3. begin to see how their communication skills can be extended through the use of Drama techniques.
4. develop an improved ability to work with others in a variety of situations.

The goal of the Secondary II program is to help develop the students' imagination, creativity, ability to work with others, and get them used to working as actors on stage. They will work on observation skills, improvisation techniques, characterization and interpretation, as well as writing and performing their own monologues and group skits.

### **Music (MUS104 – 669104) and (MUS204 – 669204)**

At the Cycle I level, the Music program is designed to introduce the student to playing a musical instrument in an ensemble situation. The course will introduce and develop the ability of reading musical notation as well as introduce and develop technique, methods, and concepts in the field of instrumental music.

Objectives: To help the student:

1. discover, develop, and evaluate their talents and abilities relative to playing a musical instrument and to establish and reinforce correct technique and skills.
2. develop the ability to make aesthetic judgements based on critical listening and analysis of music.
3. interpret rhythm, melody, harmony, form and expression as they appear in musical notation through both cognitive and psychomotor responses.
4. become aware of the implications of music in our society with respect to music careers; it's a vocational and leisure uses; and to grow in the appreciation, understanding and enjoyment of music as a source of personal fulfilment.