

# LAVAL SENIOR ACADEMY PROGRAM GUIDE

Secondary 3 - 4 - 5

Commission scolaire Sir-Wilfrid-Laurier  
Sir Wilfrid Laurier School Board

ÉCOLE SECONDAIRE LAVAL SENIOR  
LAVAL SENIOR ACADEMY



The courses and options in this program are subject to change without notice



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

# Table of Contents

General Information.....	Page 1
Mission, Vision and Welcoming Words.....	Page 2
Educational Paths.....	Page 3
Certification Requirements.....	Page 5
Secondary 3 - Course Descriptions.....	Page 9
Secondary 4 - Course Descriptions.....	Page 11
Secondary 5 - Course Descriptions.....	Page 13
Arts Education - All Levels.....	Page 15
Concentration Programs.....	Page 16
Elective Courses - Secondary 3.....	Page 18
Elective Courses - Secondary 4 and 5.....	Page 19



## General Information

Students at Laval Senior Academy follow a 9-day cycle with four 75-minute periods scheduled each day and a 60-minute lunch period. The school day begins at 9:05 a.m. and finishes at 3:40 p.m.

LSA website is: [lsa.swlauriersb.qc.ca](http://lsa.swlauriersb.qc.ca). This site contains the most up-to-date information about the school including notices and upcoming events. We encourage both students and parents to refer to it regularly.

To find out more about the Québec Education Program or the different subject areas your child is being taught, please visit the website of the Ministère de l'Éducation du Québec at: [www.education.gouv.qc.ca](http://www.education.gouv.qc.ca).

There are over 50 extracurricular activities available to join, offered during lunch and after school, including Intramurals (sports), Games Room, Oasis Lounge, Art Club, Grad Committee, Student Council, Fitness Room, Science Fair, and much more.

Programs		Laval Junior Academy		Laval Senior Academy		
ACADEMICS	Academic Pathway	✓	✓	✓	✓	✓
	Academic Pathway with possibility of qualifying for Enriched English, French, and/or Math	✓	✓	✓	✓	✓
	Science Concentration	✓	✓	✓	Science MEQ Path	
	Sport-études	✓	✓	✓	✓	✓
ARTS	Art Concentration (visual and fine arts)	✓	✓	✓	✓	✓
	Music Concentration	✓	✓	✓	✓	✓
SPORTS	Hockey Concentration	✓	✓	✓	✓	✓
	Soccer Concentration	✓	✓	✓	✓	✓
	Basketball Concentration	✓	✓	✓	✓	✓
	Football Concentration			✓	✓	✓
	Volleyball Concentration			✓	✓	✓
EDUCATIONAL	Diversified Pathway	✓	✓	✓		
	CASP/Challenges	✓	✓	✓	✓	✓
	Work Oriented Training Path			✓	✓	✓

If you have questions regarding this guide, please contact one of our guidance counsellors - 450 686-6300:  
 Ms. Leslie Shuster, Ext. 9027 • Ms. Fani Triantos, Ext. 9064 • Mr. Ioannidis, Ext. 9061



## Mission Statement

Laval Senior Academy provides a solid educational foundation to achieve both academic and personal growth. Our goal is to develop responsible citizens and lifelong learners. Through a committed partnership between students, staff and community, we are dedicated to uphold diversity and mutual respect.

## Vision Statement

Laval Senior Academy is a school where all active members work together, to fulfill potential growth by teaching through engagement. We value respect and strongly believe in integrity, identity, choice and personal responsibility. Our educational programs form the basis for a comprehensive and individualized education, which prepares students for post-secondary studies. LSA is an inclusive school that offers equal opportunity, embracing diversity and acceptance for all.

## Welcome to Laval Senior Academy

Laval Senior Academy is the largest English-speaking senior high school in the province of Québec. We offer a well-defined disciplined structure so that you can be ensured of an environment that is conducive to learning, providing many opportunities to excel in **ACADEMICS, ARTS, and ATHLETICS**.

We are an **ACADEMIC** school with high standards and many opportunities to build on individual strengths and talents. We strongly believe in partnership with our community, working together as a team to encourage lifelong learners. **Perseverance, Integrity, Citizenship** and **Achievement** are the core values that exemplify Laval Senior Academy.

Within this guide, you will find information about the programs offered at LSA, as well as our promotion policies. It was created to provide you with answers to some of the questions you might have as your child moves through high school towards graduation. In order to make the best possible choices for the coming school year, please read this guide with your child so that you are both fully informed. In addition, students are always welcome and encouraged to visit our Student Services department and meet with one of our guidance counsellors to answer any questions or concerns they may have.

Courses and programs should be chosen to suit students' particular needs, interests or profiles. If the goal is to continue to study beyond secondary school, care must be taken to select the courses and paths that are prerequisite for admission to the intended program at CEGEP or other institution. Students may consult with the particular post-secondary school (through their promotional documentation, website, or even directly with their admissions department) to learn which courses are prerequisite. Students are urged to plan, with the help of their guidance counsellors at LSA, a complete profile of their school program.



## Educational Paths

Over the past few years, educational organizations have identified the need to offer senior high school students more diversified educational options. To this end, the new Secondary Cycle Two curriculum offers new options and courses, including the choice between three learning paths:

1. **A general education path**
2. **An applied general education path**
3. **A work-oriented training path consisting of two learning options**

### General Education Path

#### Science Program vs. Applied General Education Path Science Program:

The difference between these two paths lies in the delivery of the science program. These two courses are very similar, but differ in modules (the applied path features more technological modules). Both paths lead to high school certification as well as to post-secondary studies.

#### General Education Path Science Program

##### *Organized around four conceptual worlds:*

- The Living World
- The Material World
- The Earth and Space
- The Technological World

#### Applied General Education Path Science Program

##### *Organized around three conceptual worlds:*

- The Living World
- The Material World
- The Technological World

### Science and Technology

The Science and Technology Program is designed to help students gain a better understanding of scientific phenomena and technological achievements in order to make decisions about the world around them.

### Applied Science and Technology

The Applied Science and Technology Program is designed to help students gain a better understanding of scientific phenomena and technological achievements in order to develop a deeper understanding of how things work and to deal more effectively with technical objects, systems and processes in the world around them.



## Diversified Path (DP) to Learning Program

The Diversified Path (DP) to Learning Program provides low-ratio classes that allow students to work on a modified curriculum that matches their individual needs. This low ratio classroom provides a positive environment that matches the student's learning style, academic level and individual needs according to their IEP. These students receive ongoing support with a core teacher and in class support. This classroom reinforces the development of critical thinking skills, emotional regulation and good decision-making skills, as well as reaching their potential. These students are active participants in school life.



## Work-Oriented Training Path (WOTP)

The Work-Oriented Training Path (WOTP) Program is an alternative to the traditional, academic General Education Pathway. Students who enrol in WOTP often find that the smaller class size and personal focus offer them the opportunity to achieve success and enjoy learning in ways that previously did not seem possible for them. This path is offered in work-study and may lead directly to the job market; under some conditions, it may also lead to vocational training programs or continued studies in general education.

The WOTP consists of two distinct learning programs: **Prework Training** and **Training for a Semiskilled Trade**.

### Prework Training (PWT)

Prework Training (PWT) is a three-year program, which provides a supportive transition into work and community life. Students follow a modified curriculum according to their IEP, in addition to an intensive employability component. Students who successfully complete the work placement requirements of the PWT program receive an official **Prework Training Certificate (PWTC)** from the Ministère de l'Éducation du Québec, which attests to their overall employability skills. In the final year of the PWT program, if students meet the criteria, they may transition into the Training for a Semiskilled Trade program.

### Training for a Semiskilled Trade (TST)

Training for a Semiskilled Trade (TST) is a one-year program. TST program offers students the opportunity to focus their academic efforts on the three core academic subjects: English Language Arts, Mathematics and French Second Language, while at the same time training for a specific Semiskilled Trade.

The work placement component of the program is compulsory. The experience students gain in the workforce is an important part of the learning process and helps reinforce academic skills in a real-world context.

Students who successfully complete the TST program will receive an official **Training Certificate for a Semiskilled Trade (TCST)** granted by the Ministère de l'Éducation du Québec. The TCST indicates the specific Semiskilled Trade in which the student received training.

Students may continue their academic education in the adult education sectors. If students meet certain conditions, they may also transition into specific, designated vocational training / trades programs.

## Challenges Program

The Challenges program is an adapted curriculum aimed at fostering the social integration of students aged 16 to 21 with moderate to severe intellectual impairments.

The curriculum focuses on the core subjects (English, Math, Social Studies, and French) as well as social integration and preparing for the job market. Students will complete work placements in year 3, 4 and 5, and will receive a **Challenges Attestation** upon completion of the program. These students are active participants in school life. Placement in the Challenges Program is determined by the School Board.

## Certification Requirements

### Graduation Requirements for Obtaining a Secondary School Diploma:

A **minimum of 54 credits** from Secondary 4 and 5, including **at least 20 credits** at the Secondary 5 level, with:

- Secondary 4 - Mathematics
- Secondary 4 - History of Québec and Canada
- Secondary 4 - Science
- Secondary 4 - 2 credit Arts Education course; Music, Art, or Drama
- Secondary 5 - English
- Secondary 5 - French as a Second Language
- Secondary 5 - Culture and Citizenship in Québec or Physical Education



### Admission to CEGEPS (Québec colleges)

Please note that while the high school diploma is the minimum standard to access college, it is imperative that students' grades be relatively strong to maximize their chances of being accepted into their first-choice college and program. Students compete with others for spots in college programs. Additionally, certain programs have specific prerequisites from the secondary 4 and/or 5 levels.

Other programs still may require an audition (e.g. Professional Music or Theatre), interview (e.g. Diagnostic Imaging), drawing test (e.g. 3D Animation), physical testing (e.g. Police Technology), portfolio (e.g. Professional Photography), letter of intent (e.g. Early Childhood Education), or probationary driver's licence (i.e. Police Technology and Pre-Hospital Emergency Care).

Students seeking to enter Pure and Applied Science or Health Science straight out of high school will need to have been in the Science Path (consisting of enriched Math and Science courses) at both the secondary 4 and 5 levels.

Students may consult with their guidance counsellors for more information regarding program prerequisites and cut-off averages.

### Admission to Vocational Education Programs (Trades)

Increasingly, our graduating students are choosing the trades as a viable and relevant career path. The training for these programs is highly focused, very hands-on, short-term, and the careers they lead to are in great demand. Examples include carpentry, welding, professional cooking, hairdressing, auto mechanics, and information technology support. Students can access these programs with a high school diploma.

For those who do not attain a high school diploma, the trades could be accessed with passing grades in secondary 4 English, French, and Math. A very limited number of trades could be accessed with secondary 3 English, French, and Math.

### Promotion Policy: High School Cycle 2 (secondary 3-4-5)

As per the government's new promotion policy, as of the school year 2024-2025, students in the second cycle of high school (secondary 3, 4, and 5) **MUST** receive a **passing grade in all subjects**. Failing any given subject will require the student to retake that subject at its failed grade level.

## English, French and Mathematics Levels

### English Language Arts in secondary 3

- English 306 (regular; most students are registered in this course)
- English 306 Enriched (for students with minimum 85% in English secondary 2; entry based on grades and school recommendations)

### French as a Second Language in secondary 3

- French 306 (regular; most students are registered in this course)
- French 306 Enriched (for students with minimum 80% in French secondary 2; entry based on grades and school recommendations)

### Mathematics in secondary 3

- Math 306 (regular; most students are registered in this course)
- Math 306 Enriched (placement based on secondary 2 marks). This will be a school decision.

## Planning for Secondary 4

### Promotion recommendations between secondary 3 and 4

From	To	Average mark/criteria needed
English 3 Regular	English 4 Enriched	85%+
English 3 Enriched	English 4 Enriched	80%+
French 3 Regular	French 4 Enriched	80%+
French 3 Enriched	French 4 Enriched	75%+
Math 3 Regular	Math - Science Option (SN) 4 Enriched	85%+ overall and 80% on final exam
Math 3 Enriched	Math - Science Option (SN) 4 Enriched	80%+ overall and on final exam
Science 3 Regular	Environmental Science and Technology (EST) 4 Enriched	75%+ and must qualify for Math - Science Option (SN) 4 Enriched
Science 3 Enriched	Environmental Science and Technology (EST) 4 Enriched	70%+ and must qualify for Math - Science Option (SN) 4

### Promotion recommendations between secondary 4 and 5 (averages needed)

From	To	Average mark needed
English 4 Regular	English 5 Enriched	85%+
English 4 Enriched	English 5 Enriched	80%+
French 4 Regular	French 5 Enriched	80%+
French 4 Enriched	French 5 Enriched	75%+
Math - Cultural (CST) 4 Regular	Math - Cultural (CST) 5 Regular	60%+
Math - Science Option (SN) 4	Math Science Option (SN) 5	80%+ overall and on final exam



## Mathematics Pathways

### School Recommendations for Student Placements in Cycle Two



Secondary 3 - From	To	Average mark/criteria needed
Regular secondary 2 Enriched secondary 2	Regular 306 Enriched 306	School decision based on overall mark and final exam

Secondary 4 - From	To	Average mark/criteria needed
Regular 306	Repeat regular 306	Less than 60%
	Cultural (CST) 414	60%+
	Scientific (SN) 426 If requested on course selection	85% Overall and 80%+ on final exam
Enriched 306	Cultural (CST) 414	60%+
	Scientific (SN) 426 If requested on course selection	80% Overall and on final exam

Secondary 5 - From	To	Average mark/criteria needed
Cultural (CST) 414	Repeat Cultural (CST) 414	Less than 60%
	Cultural (CST) 504	60%+
	Scientific (SN) 426 If requested on course selection	85+ overall and on final exam
Scientific (SN) 426	Cultural (CST) 414	Less than 60%
	Repeat Scientific (SN) 426	Less than 60%
	Cultural (CST) 504	60%+
	Scientific (SN) 506 If requested on course selection	80% Overall and on final exam

The **Scientific Option courses** are heavy in abstract concepts such as algebra and functions and require both a strong base knowledge as well as a significant amount of time for homework and studying. The minimum grades recommended for placement into these scientific option courses are based on the results of our students in previous years. Summer school results will not be used for placement into these courses.

Parents and students questioning their options are encouraged to meet with the teachers, the counsellors and/or administration for details.

#### Extra Support Available:

**Math Resource/Support Teacher:** LSA has a math resource teacher who helps students needing extra support. This resource teacher either helps within the classroom setting or may work with a smaller group of students in a quiet space.

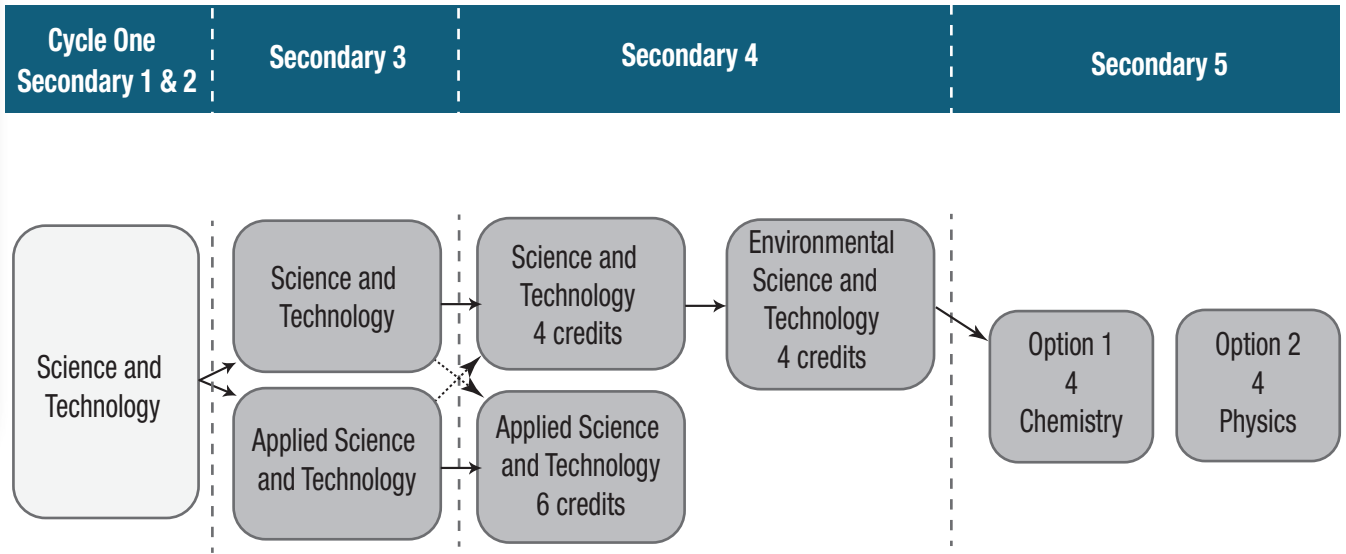
**Remediation:** All math teachers have remediation throughout the school day available to all students. Teachers have remediation in the morning, at recess, during lunch and/or afterschool.



## Science Pathways

### Where does each pathway lead?

The diagram below gives an overview of the pathways with a focus on the science courses.



### Important points to remember:

- Both paths lead to a high school leaving diploma
- At the end of Secondary 3, you may switch science paths if you choose.

### Recommended promotion criteria for Secondary 4

From	To	Average mark/criteria needed
Science 3 Regular or Applied Path	Environmental Science and Technology 4 (Enriched)	75%+ in the C2 mark and must qualify for Math SN 4 (Enriched)
Science Concentration 3 (Enriched)	Environmental Science and Technology 4 (Enriched)	70%+ in the C2 mark and must qualify for Math SN 4 (Enriched)

### Recommended promotion criteria for Secondary 5

From	To	Average mark/criteria needed
Environmental Science and Technology 4	Chemistry 5 / Physics 5	75%+ in C2 mark and must qualify for Math SN 5 (Enriched)

## Secondary 3 - Course Descriptions

### Mathematics 306 (Regular)

Topics will include real numbers, algebraic calculations, equations and inequalities, relations and functions, area and volume of solids, probability, and statistics.

### Mathematics 306 (Enriched)

The enriched groups will proceed at a faster pace and will go into further depth; however, all evaluations remain the same as both regular and enriched students write the same midterm and final exams. Students must indicate an interest in this course on their course selection sheet. Placement into enriched groupings will be determined by the school based on final exam and overall grades in secondary 2 Mathematics.

### English Language Arts 306 (Regular)

In English (regular and enriched) three competencies are evaluated on an ongoing basis throughout the year, including a possible midyear and end of year summative evaluation:

- Competency 1: Uses language/talk to communicate and to learn
- Competency 2: Reads and listens to written, spoken and media texts
- Competency 3: Produces spoken, written and media texts

Secondary 3 English Language Arts represents an important year in a student's journey as they transition to secondary cycle 2 and become a more mature and competent reader, writer, communicator, and critical thinker. Students will examine and interact with a variety of fiction and non-fiction texts, including media. These texts will expose students to the rich and diverse voices in our society. Students will become familiar with the conventions of different forms of writing and produce texts of their own. They will develop their understanding of literature and the ability to communicate it. There is also an emphasis on fostering critical thinking and analytical skills. In addition, students will be provided with various opportunities to further develop their communication skills (oral competency) in both individual and group settings.

### English Language Arts 306 (Enriched)

#### Enriched Program Requirements:

- Students who wish to be promoted into the enriched program must achieve a minimum of an 85% average in all three competencies.
- Students presently enrolled in the enriched program must achieve a minimum of 80% in all three competencies to remain in the program.
- All students must have teacher recommendation to be enrolled in the enriched program.

In addition to meeting and developing the criteria set for Secondary 3 English Language Arts, the advanced program provides an opportunity for students to be immersed in a more challenging environment, including reading, and writing more complex texts. This course will take a more in-depth look at all forms of literature, and further develop students' writing and analytical skills. This course has limited enrolment and requires a minimum mark and teacher recommendation for admission. This course is geared for students who possess advanced reading, writing, communication and critical thinking skills and value literature as a reader, writer and audience.



	Simple	Continuous
Present	I do it	I am doing it
Past	I did it	I was doing it
Future	I will/shall do it	I will/shall be doing it
Future	I would/should	I would/should be doing it

### Français 306 (Régulier)

Trois compétences sont évaluées:

**Production de textes variés :** Les activités reliées à cette compétence incluent l'écriture, les compositions, la grammaire, le vocabulaire, les présentations orales.

**Compréhension de textes variés :** Les activités reliées à cette compétence incluent la lecture de textes et le travail de compréhension, l'écoute de documents divers comme des documents audio, vidéo ou même oraux.

**Interaction en français :** Les activités reliées à cette compétence sont essentiellement l'évaluation continue de la communication spontanée en français entre l'élève, ses camarades, l'enseignante ou l'enseignant, le personnel de l'école ou les intervenants.

### Français 306 (Enrichi)

Le cours enrichi offre aux élèves un environnement plus riche, ce qui leur donne l'occasion d'aller plus loin dans leur exploration de la langue française. La lecture de textes littéraires occupant une plus grande place, ils seront à même de pouvoir mieux s'approprier l'aspect culturel de la langue.

### History of Québec and Canada 304

**Ce cours se donne également en français pour les élèves qui le souhaitent.**

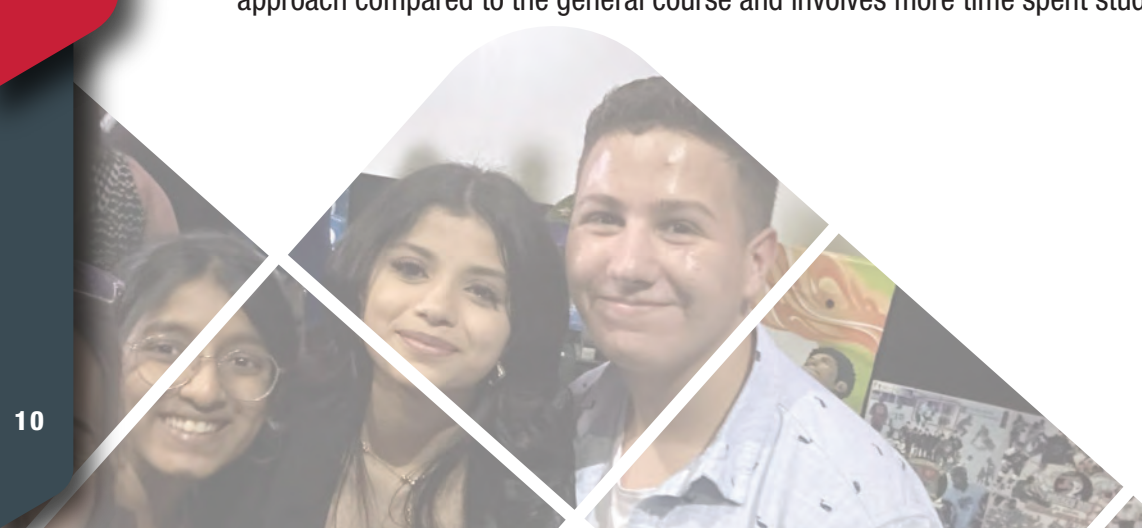
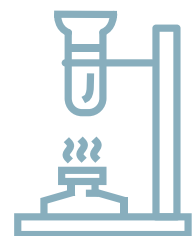
This course is designed to help students develop their understanding of the present in light of the past, and to prepare students to participate as informed citizens in the discussion, choices and community life of a society that is democratic, pluralistic and open to a complex world. They examine and interpret social phenomena while addressing key periods in the history of Québec and Canada. This program is taught chronologically over the course of two years. Beginning in secondary 3, students are taught our history from the arrival of the First Nations to the 1840s; continuing in secondary 4, they study our history from the 1840s to the present.

### Science and Technology (Regular Path)

This program is organized around four compulsory concepts: The Living World, The Material World, The Technological World and Earth and Space. These concepts are organized around the theme of The Human Organism. Students will gain a better understanding of the human body and the interdependence of its systems. The systems that will be covered are the respiratory, circulatory, excretory, digestive, nervous, and reproductive ones.

### Applied Science and Technology

This program is similar to the general program but has only 3 compulsory worlds (living, material and technological). It encourages the active participation of the students, as the course adopts a more hands-on approach compared to the general course and involves more time spent studying the technological world.





## Secondary 4 - Course Descriptions

### English Language Arts 406 (Regular)

In English (regular and enriched), three competencies are evaluated on an ongoing basis throughout the year, including a possible midyear and end of year summative evaluation:

- Competency 1: Uses language/talk to communicate and to learn
- Competency 2: Reads and listens to written, spoken and media texts
- Competency 3: Produces spoken, written and media texts

Secondary 4 English Language Arts will expand on students' prior knowledge, abilities, and experiences toward becoming a more worldly and skilled reader, writer, communicator, and critical thinker.

Students will examine and interact with a variety of fiction and non-fiction texts, including media. These texts will expose students to the rich and diverse voices in our society. Students will become familiar with the conventions of different forms of writing and produce texts of their own. They will develop their understanding of literature and the ability to communicate it. There is also an emphasis on fostering critical thinking and analytical skills. In addition, students will be provided with various opportunities to further develop their communication skills (oral competency) in both individual and group settings.

### English Language Arts 406 (Enriched)

#### Enriched Program Requirements:

- Students who wish to be promoted into the enriched program must achieve a minimum of an 85% average in all three competencies.
- Students presently enrolled in the enriched program must achieve a minimum of 80% in all three competencies to remain in the program.

In addition to meeting and developing the criteria set for Secondary 4 English Language Arts, the advanced program provides an opportunity for students to be immersed in a more challenging environment, including reading, and writing more complex texts. This course will take a more in-depth look at all forms of literature, and further develop students' writing and analytical skills. This course has limited enrolment and requires a minimum mark for admission. This course is geared for students who possess advanced reading, writing, communication and critical thinking skills and value literature as reader, writer, and audience.

### Français Langue Seconde 406 (Régulier)

Trois compétences sont évaluées:

**Production de textes variés:** Les activités reliées à cette compétence incluent l'écriture, les compositions, la grammaire, le vocabulaire, les présentations orales.

**Compréhension de textes variés :** Les activités reliées à cette compétence incluent la lecture de textes et le travail de compréhension, l'écoute de documents divers comme des documents audio, vidéo ou même oraux.

**Interaction en français :** Les activités reliées à cette compétence sont essentiellement l'évaluation continue de la communication spontanée en français entre l'élève, ses camarades, l'enseignante ou l'enseignant, le personnel de l'école ou les intervenants.

### Français 406 (Enrichi)

Le cours enrichi offre aux élèves un environnement plus riche, ce qui leur donne l'occasion d'aller plus loin dans leur exploration de la langue française. La lecture de textes littéraires occupant une plus grande place, ils seront à même de pouvoir mieux s'approprier l'aspect culturel de la langue.

### Mathematics - Cultural, Social, Technical Option 414 (CST) (Regular)

Topics include: Algebraic expressions, systems of equations, analytical geometry, functions, isometric and similar triangles, trigonometry, and statistics.

### Mathematics - Science Option (SN) 426 (Enriched)

The Scientific Option course is heavy in abstract concepts such as algebra and functions and requires both a strong base knowledge as well as a significant amount of time for homework and studying. The minimum grades recommended for placement into these scientific option courses are based on the results of our students in previous years.

**Topics include:** Algebraic expressions, functions, analytic geometry, system of equations, polynomial functions, greatest integer function, triangles, trigonometry, equivalent figure, and statistics.

### Science and Technology 404 (General)

This is the basic secondary 4 science course that all students are required to take. The content of this course is found within four worlds: The Material World will look at the atomic structure, chemical reactions and properties of solutions, electricity and electromagnetism, and energy transformations. The Living World will focus on the field of ecology. In Earth Science World, biogeochemical cycles and the layers surrounding the earth will be the focus. Finally, the Technological World will focus on mechanical and electrical engineering as well as the use and behaviour of different materials in building.

### Applied Science and Technology 406

The Applied Science and Technology program is similar to the general program. It encourages active participation of the students. This course takes a more hands-on approach. Students will gain a better understanding of scientific phenomena and technological achievements in order to be able to deal with the environment. This course **does not** lead to Chemistry and Physics. If the student is planning to go into Chemistry and Physics in secondary 5, this course is **not recommended**.

### Environmental Science and Technology (EST) (Enriched)

This course is designed for students who intend on studying Chemistry and Physics in secondary 5. In addition to covering all the material in the general science and technology program, students in this program will be expected to cover additional topics such as molarity, stoichiometry, kinetic and potential energy, etc. As with the basic program, it pays special attention to the development of students' critical judgment.

This enriched course is taken in conjunction with Science and Technology and is evaluated separately. Students must also qualify for and be enrolled in the Mathematics Science Option (SN) 426 (Enriched) class.

### History of Québec and Canada

**Ce cours se donne également en français pour les élèves intéressés.**

This course will help you to understand the evolution of Québec society within the Canadian, North American, and Western contexts. It attempts to answer, in a relevant manner, many of the questions that you, as a young person, ask yourself about society as well as the institutions, customs, practices, and trends of current Québec society that are traced to their origins through the French Regime, British Rule, and the development of Canada as an independent society. This course is concerned with an analysis of the History of Québec and Canada in which the past, present, and future are interrelated.

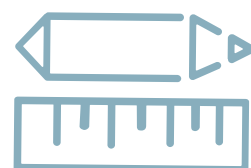
### Physical Education and Health

The purpose of this program is to assist students in developing an understanding of the importance of physical fitness, health and well-being, along with factors that contribute to them. The program consists of a variety of sports, fitness activities, and health education. The following values are highly promoted and encouraged: a commitment to daily physical activity and positive health behaviours, appropriate social interactions such as cooperation, teamwork, group participation, and respect for others.

### Culture and Citizenship in Québec

This course has as its main objectives to:

1. prepare students to exercise citizenship in Québec,
2. help students learn to recognize themselves and others, and
3. pursue the common good.



## Secondary 5 - Course Descriptions

### English Language Arts

In English (regular and enriched), three competencies are evaluated on an ongoing basis throughout the year, including a possible midyear and a compulsory MEQ examination:

- Competency One: Uses language, talk to communicate and to learn
- Competency Two: Reads and listens to written, spoken and media texts
- Competency Three: Produces spoken, written and media texts

Secondary 5 English Language Arts represents an important part in a student's development as a reader, writer, communicator, and critical thinker as they transition into the next stage of their learning.

Students will examine and interact with a variety of fiction and non-fiction texts, including media. These texts will expose students to the rich and diverse voices in our society. Students will become familiar with the conventions of different forms of writing and produce texts of their own. They will develop their understanding of literature and the ability to communicate it. There is also an emphasis on fostering critical thinking and analytical skills. In addition, students will be provided with various opportunities to further develop their communication skills (oral competency) in both individual and group settings.

### English Language Arts 506 (Enriched)

#### Enriched Program Requirements:

- Students who wish to be promoted into the enriched program must achieve a minimum of an 85% average in all three competencies.
- Students presently enrolled in the enriched program must achieve a minimum of 80% in all three competencies to remain in the program.

In addition to meeting and developing the criteria set for Secondary 5 English Language Arts, the advanced program provides an opportunity for students to be immersed in a more challenging environment, including reading, and writing more complex texts. This course will take a more in-depth look at all forms of literature, and further develop students' writing and analytical skills. This course has limited enrolment and requires a minimum mark for admission. This course is geared for students who possess advanced reading, writing, communication and critical thinking skills and value literature as reader, writer, and audience.

### Français Langue Seconde 504 (Regular)

Trois compétences sont évaluées :

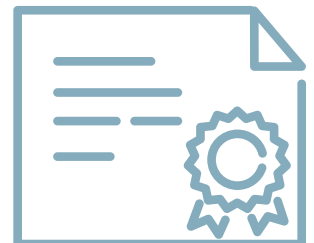
**Production de textes variés** : Les activités reliées à cette compétence incluent l'écriture, les compositions, la grammaire, le vocabulaire, les présentations orales.

**Compréhension de textes variés** : Les activités reliées à cette compétence incluent la lecture de textes et le travail de compréhension, l'écoute de documents divers comme des documents audio, vidéo ou même oraux.

**Interaction en français** : Les activités reliées à cette compétence sont essentiellement l'évaluation continue de la communication spontanée en français entre l'élève, ses camarades, l'enseignante ou l'enseignant, le personnel de l'école ou les intervenants.

### Français 506 (Enrichi)

Le cours enrichi offre aux élèves un environnement plus riche, ce qui leur donne l'occasion d'aller plus loin dans leur exploration de la langue française. La lecture de textes littéraires occupant une plus grande place, ils seront à même de pouvoir mieux s'appropriier l'aspect culturel de la langue.



**Mathematics - Cultural, Social, Technical Option 504 (CST) (Regular)**

Topics include optimization, graphs, financial mathematics, equivalence, and probability.

**Mathematics - Science Option (SN) V 506 (Enriched)**

The Scientific Option course is heavy in abstract concepts such as algebra and functions and requires both a strong base knowledge as well as a significant amount of time for homework and studying. The minimum grades recommended for placement into these scientific option courses are based on the results of our students in previous years.

Topics include vectors, algebraic and arithmetic expressions, optimization, real functions (absolute value, square root, rational, piecewise), exponential and logarithmic functions, conics (circle, ellipse, hyperbola, parabola), and trigonometric functions.

This course is a prerequisite to several programs at the CEGEP level, such as Commerce, Pure and Applied Science, Health Science, Aircraft Maintenance.

**Chemistry**

(optional course; description available under electives section)

**Physics**

(optional course; description available under electives section)

**Financial Education**

Through analyzing financial issues that affect them, students exercise and develop their critical judgment. By exercising the competency developed in this program, they are encouraged to learn more about themselves, helping them to set their own goals and determine the degree to which they can tolerate the risks associated with the management of their personal finances.

**Contemporary World (CWO)**

This course aims to:

- help students grasp the complexity of the world today and be open to the diversity of the societies that make it up.
- help students develop their critical judgment by studying problems and issues of the contemporary world.
- prepare students to participate as responsible citizens in social debate.

By helping students understand the nature of the relationships that form among societies and the way in which these relationships shape the organization of the world today, the program contributes to their general education and prepare them to take part in the life of their society and make up their minds regarding social debates as citizens—informed, critically aware and open to diversity. It also brings them into contact with a range of viewpoints regarding some of the world's great concerns, thus increasing their awareness of the various ways in which the problems and issues of the contemporary world are envisaged.

**Physical Education and Health**

The purpose of this program is to assist students in developing an understanding of the importance of physical fitness, health and well-being, along with factors that contribute to them. The program consists of a variety of sports, fitness activities, and health education. The following values are highly promoted and encouraged: a commitment to daily physical activity and positive health behaviours, appropriate social interactions such as cooperation, teamwork, group participation, and respect for others.

**Culture and Citizenship in Québec**

This course has as its main objectives to:

1. prepare students to exercise citizenship in Québec,
2. help students learn to recognize themselves and others, and
3. pursue the common good.



## Arts Education – All Levels

Students must choose one from one of the following options:

### Drama

Through in-class performance and collaboration, students build confidence, improve public speaking, and learn to express themselves clearly. Drama also teaches empathy and emotional awareness as students explore diverse characters and stories. Overall, Drama provides a supportive space for students to grow both as individuals and as members of a community.

### Music

This course is for students who want to learn to play a musical instrument with others. Students choose an instrument from the wind or percussion families (flute, clarinet, saxophone, trumpet, drums and more!) and learn to play a variety of styles of music. Students learn basic music theory in order to be able to read a piece of music and play together in an ensemble. Students will also have the opportunity to explore their musical creativity through composition projects. At the end of the year, students perform in a concert for parents.

No previous musical experience required.

### Visual Arts

This course offers an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials through working with a range of materials, processes, techniques, and styles. They will learn and use methods of analysis and criticism, and will study the characteristics of particular historical art periods and a selection of Canadian art and the art of other cultures.



## Concentration Programs

### Requires signing of behavioral and academic contract

Our Concentration Programs offer students the core curriculum while allowing them the opportunity to focus on their area of interest: Science, Art, Music, Volleyball, Hockey, Football, Basketball and Soccer. While participation in a concentration program is optional, demand for these programs is quite strong, and we cannot always guarantee placement. Please note that all concentration programs carry additional fees, above and beyond the regular school fees. Final decisions are at the discretion of the school administration.



### Science Concentration Secondary 3

Science and Technology are the forefront of many world issues. Students will analyze some of these issues (environmental, societal, etc.) and attempt to produce viable solutions. Students will study these issues and, through the design process, create projects that may be helpful to the world at large. This program will be taking a project-based approach, with a focus on STEM (Science, Technology, Engineering and Mathematics). Students in this concentration will most likely follow a scientific pathway in secondary 4 and 5.

**Criteria for entry:** It is recommended that students have done the Science Concentration program at the Junior level. Notwithstanding, students who are serious in applying themselves are also welcome if space is available. Students must be in an **enriched math class in secondary three**. An entrance exam may be required.



### Art Concentration

The goal of the program is the pursuit of artistic excellence and academic success through participation of a visual arts atelier-style learning environment. Students will become familiar with the work of different artists and a variety of artistic movements and styles. Students will experiment with a variety of media and express themselves visually through creating artistic works. Drawing, painting, printmaking, ceramics, sculpture, etc., will be done more in depth. Students are expected to contribute and mount collective visual arts exhibitions. As much as possible students will attend workshops with visiting artists or avail themselves of the cultural offerings in the community.

**Criteria for entry:** Although an artistic aptitude is desirable, all motivated students with a sincere interest in and appreciation for the visual arts will be considered for entry.

### Music Concentration

The Music Concentration Program is designed to give the students the opportunity to enjoy making music with others by performing in a concert band. (A concert band is made up of wind instruments, such as clarinets and saxophones, and percussion instruments such as xylophones and drums). Students learn about music theory and musical styles in order to be able to read a piece of music and play together in an ensemble. Students will also have the opportunity to explore their musical creativity through composition projects. Music concentration students perform in concerts and other events throughout the year both in school and in the community. A highlight of the program is participating in MusicFest Québec- a music festival at which several past LSA Music Concentration groups have achieved the gold standard.

**Criteria for entry:** Students should have an interest in learning an instrument to the best of their ability and be prepared to practice. All levels of ability will be catered for in this multi-level class.



### LSA Sport-Études program

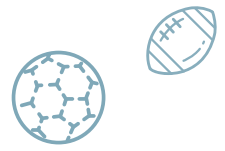


The Sport-Études program was launched at Laval Senior in the 2018-2019 school year with 26 students. Four years later, we have surpassed 130 students.

The sports federations involved have concluded protocols with the Sir Wilfrid Laurier School Board and Laval Senior Academy, local clubs and association and the Ministère de l'Éducation du Québec (MEQ).

Entrance criteria and practice requirements are set by the individual federations.

To be eligible for the LSA Sport-Études program, athletes must be identified (Espoir, Relève or Élite) with one of the recognized sports federations. Further information on the Provincial Sport- Études program can be found at the MEQ website.



### Basketball Concentration

Our objective in Basketball Concentration is to establish a connection with each student, measure their development in sports and academics and provide personalized feedback throughout the year. Our basketball program teaches the fundamentals of basketball rules and regulations. Our main focuses will be on leadership, professionalism and a positive attitude.

**Criteria for entry:** All students who are motivated and interested, with good fundamental basketball skills are welcome. Must pass a mandatory skills assessment tryout before acceptance into the program.

### Football Concentration

The Football Concentration Program aims to assist the student-athlete to achieve academic excellence, improve athletic performance and become an exceptional citizen within their community. Students will be provided with all the equipment needed to play, except for cleats and other accessories such as gloves and additional padding. During the school days, students will play a variety of sports as well as train to prepare for the season. Football training during concentration classes is mostly non-contact. School team tryouts are held in March. Playing on the school Football team is optional. School grades and behavior will determine the number of games in which the students will participate.

**Criteria for entry:** All motivated and interested students are welcome to join so long as they are in good academic and behavioral standing with the school. Spring training starts in January and regular season training starts in August.

### Hockey Concentration

The Hockey Concentration Program aims to assist the student-athlete to achieve academic excellence, optimal athletic performance and exceptional conduct as a citizen of the community. This is an ice hockey program and takes place off campus, at Chomedey Arena. All students are required to have their own ice hockey equipment and should have some experience skating. All practices and most of the games occur during the school day. Various team-building activities will also take place throughout the year. It is deemed a privilege to represent LSA in the GMAA league, therefore effort in class, grades and behavior will determine whether the students will be allowed to participate in the games for the school.

**Criteria for entry:** Students will be evaluated, both on and off the ice. Previous experience is highly recommended.

### Soccer Concentration

The Soccer Concentration Program aims to assist the student-athlete to achieve academic excellence, improve athletic performance and become an exceptional citizen within their community. The program is designed for student-athletes who are interested in being part of a competitive environment. Selections for school teams will take place in early September. Students must provide their own outdoor cleats and indoor soccer shoes.

**Criteria for entry:** All students who are motivated and interested with strong fundamental soccer skills are welcome. Must pass a mandatory skills assessment tryout before acceptance to the program. Spaces are limited.

### Volleyball Concentration

All students who are motivated and interested with strong fundamental volleyball skills are welcome. Spaces are limited.

**Criteria for entry:** All students who are motivated and interested with strong fundamental volleyball skills are welcome. Must pass a mandatory skills assessment tryout before acceptance into the program.



## Elective Courses - Secondary 3

Students in the General Path will be required to take one of the following elective courses. Since electives are granted to students based on the availability of spaces, such students may not always be granted a spot in the elective of their first choice. Students are encouraged to submit their course selection sheets as soon as possible.

### Introductory Intensive Sports

In this course, students will take a closer look at various sports. In addition to playing and learning the rules, students will also learn strategies as well as how to officiate and keep score.

### Introduction to Weight Training

Students will be introduced to the basic principles of weight training as well as the proper techniques to prevent injury.

### Volleyball

From rules to strategies, students in this course will be exploring the game of volleyball.

### Yoga Fitness

In this course, students will learn and practice different yoga movements.

### Sculpture

This course will explore elements of architecture, engineering and 3-dimensional arts. We will look at structure and strength as well as aesthetics. Projects will focus primarily on form, shape and space while giving the student the opportunity to work on creative problem-solving skills and divergent thinking. Throughout the course, students will be given the chance to work with a variety of art mediums and materials such as plaster, clay, wood, found objects, etc.

### Mixed Media/Collage/Assemblage

Mixed media and collage class explores a wide range of possibilities for material explorations and art making. In mixed media, drawing, painting, 3D elements and printmaking processes and materials are utilized. In collage, fine art papers, found imagery and text are transformed through cutting and recomposition. In assemblage, students learn how to create sculptures using a variety of found objects.

### Digital Art Imaging

Digital Imaging introduces the computer as a creative tool for visual art, with a focus on editing student's art work using Adobe Photoshop. Students learn photo retouching, digital painting, collage, and drawing techniques. Operation of digital apps, file management, and digital practices are covered. Includes discussion of digital art concepts and examples of digital media in contemporary art and design. Each project is designed to introduce students to different areas within art, such as painting, photography, sculpture, and video. Contemporary artists often use digital means to create their work within each of these areas; we will explore how the computer can be used as a tool within each.

### Art of Portraiture 101

The Art of Portraiture 101 is an engaging and immersive elective designed for high school students with a passion for visual arts. This introductory course invites students to explore the dynamic world of portraiture, where they will learn to transform the human form into compelling works of art that convey emotion, personality, and narrative. Students will use materials such as pencils, inks and pastels, providing a foundation for self-discovery and artistic growth.

## Introduction to Computer APPS and Coding

An introductory course to computer principles. It is designed for students who have an interest in computer technology and wish to further develop their skills. Students will explore and learn the functionality of basic applications of the Microsoft Office Suite (Word, PowerPoint, Excel) through a variety of projects and assignments, as well as further their typing accuracy and speed. The course also explores the introductory concepts of programming, algorithms and debugging through gaming creation and design.

## Leadership

This course is designed for you if you want to learn different strategies to organize yourself efficiently to achieve your personal and academic goals. This is especially important if you're nervous and anxious about senior high. You will also learn to develop team building and leadership skills, which in turn will allow you to develop self-confidence and organizational skills.

Public Speaking and Mindfulness are the other two components of this course. This course will prepare you for future challenges that you may face during your academic journey. This is a project-based course that will also include gratitude exercises, projects, and activities. It is designed to improve your skills and creativity and teach you how to manage your time more efficiently, leading to a balanced, harmonious school life in secondary three and beyond.



## Elective Courses - Secondary 4 and 5

### Volleyball

From rules to strategies, students in this course will be exploring the game of volleyball.

### Yoga Fitness

In this course, students will learn and practice different yoga movements.

### Ceramics

Students will explore the nature of potter's clay through hand-building methods and glaze application. We will cover the following topics and techniques throughout the year: pinch method, coil method, slab method, and surface enrichment.

### Weight Training - Secondary 5

Students will be exposed to various training principles and introduced to topics such as nutrition, injury prevention and recovery as well as different training methods to suit specific needs.

### **Fitness Training - Secondary 5**

Students will be exposed to various training principles and introduced to topics such as nutrition, injury prevention and recovery as well as different training methods to suit specific needs.

### **General Biology - Secondary 5**

Biology is an exciting and rapidly growing field of study. Themes that will be studied in this course include scientific skills, cellular processes, biochemistry, genetics, natural selection, ecology, and the social implications of biology on society.

### **Intensive Sports – Leadership - Secondary 5**

Students will work towards mastering certain sports. Students will learn how to officiate sports as well as how to organize tournaments in order to assist in the organization and running of lunch time intramurals. Furthermore, students will be offered a CPR certification course.

### **Introduction to Stocks and Trading - Secondary 5**

This course will serve as a beginner's class to stocks, trading, and the markets that so strongly impact our financial world. With overlapping themes from the Secondary 5 Financial Education course, Stocks and Trading will offer students the chance to understand the cause-and-effect relationship of the stock market and the global economy. Students will learn about trends, short-term versus long-term impacts of stocks, the legalities of the stock market and trading industry, the difference between short day trades and long-term swing trades, investments, and a comprehension of past mistakes and crashes.

### **Nutrition and Food Science - Secondary 5**

Have you ever wondered what you should eat to build muscle or prevent muscle cramps? Have you thought about why popcorn pops or how to make a cookie crispy on the outside and chewy on the inside?

All these questions can be answered with the help of science. This course will examine the science that surrounds food, from nutrition to the chemistry that happens during cooking. In addition, it will look at ethical issues related to food, including GMOs, factory farming, organic foods, etc.

### **Painting - Secondary 5**

Students will work with wet and dry paint media. Transparent and opaque techniques will be experimented and applied to different surfaces. We will explore and get comfortable with gouache (pan and tube), watercolour, acrylic and mix our own egg tempera.

### **Psychology and Criminology - Secondary 5**

This course offers an opportunity to study psychology and criminology in an engaging, relevant and interactive approach. Therefore, there is a strong emphasis on the practical applications of psychological knowledge in everyday life. While open to all students, this course can be of particular interest to those wishing to pursue post-secondary studies in the fields of psychology, law, and education.

### **Spanish - Secondary 5**

This course introduces students to the Spanish language while exploring the cultures of Spanish-speaking countries. Students will build beginner skills in listening, speaking, reading, and writing through interactive activities focused on real-life communication. Cultural topics such as music, film, food, and traditions will enrich the learning experience and highlight the global importance of Spanish.

## Digital Media Arts - Secondary 5

This class is designed for students who are interested in expressing themselves visually and digitally. Students will learn about graphic design principles, rules of photography, composition/page layout, creative and expressive typography and digital image manipulation through different software. Students will also explore a variety of techniques for animation and videography, develop ideas such as storyline, storyboarding, audio (speech, narration and sound), learn film genres, pre-production, production and post-production.

Methods of instruction include software demonstrations, lectures, visual presentations, discussions and critiques. Working on the Macintosh platform, students will learn how to create thought-provoking images and time-based work. Working and final critiques will help each student with his or her application of concepts learned, as well as further develop each student's individual approach to the projects.

## Fundamentals of Computer Science - Secondary 5

An introductory course to computer science principles. It is designed for students who have no prior knowledge in programming, but wish to further their interest in the field. Students will explore the concepts of coding languages (HTML, JavaScript, CSS, etc.), algorithm design, debugging, user-centred designs, physical computing, gaming design, website design, and app development.

## Chemistry - Secondary 5

This is a highly laboratory-oriented course, which concentrates on the use of chemical concepts through the interpretation of mathematical data and graphs. Students need to have successfully completed the Environmental Science and Technology IV program. Topics include gases and their applications, energy changes in chemical and nuclear reactions, rates of reaction, equilibrium in reactions, solubility and ionic equilibrium, and acids and bases. The course is a prerequisite for several science-based programs at the CEGEP level. Students **must be in secondary 5 SN Math and must take Physics.**

## Physics - Secondary 5

The goal of this course is to provide a mathematical and experimental Physics basis for the interested students. Students need to have successfully completed the Environmental Science and Technology 4 program. Topics are studied through problem solving and lab work. They include kinematics, dynamics, work, energy and geometric optics. This course is a prerequisite for several science-based programs at the CEGEP level. Students **must be in secondary 5 SN Math and must take Chemistry.**



## LSA Guidance

The guidance team is committed to providing our students with exceptional support. We offer personal and academic counselling. Our goal is to help maximize student's potential and to support them in the planning and realization of their dreams.

- Need help exploring careers or training paths?
- Need someone to talk to in confidence?
- We're here to help!

Visit us at: [www.lsaguidance.com](http://www.lsaguidance.com)



## REGISTRATION PERIOD

**New registrations:** Please contact the school to make an appointment with our school secretary during the month of January.

**Re-registration forms** for Sir Wilfrid Laurier students should be completed online during the first week of January.

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## LAVAL SENIOR ACADEMY

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