

# LAVAL SENIOR ACADEMY PROGRAM GUIDE

2023-2024 • 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

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## 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 8:50 a.m. and finishes at 3:35 p.m.

LSA website is: <https://lsa.schoolqc.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, de l'Enseignement Supérieur et de la Recherche 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), Yearbook Committee, Games Room, Oasis Lounge, Art Club, Grad Committee, Blue and Gold, Student Council, Theatre Productions, Fitness Room, Science Fair, Robotics, and much more.

Programs		Laval Junior Academy		Laval Senior Academy		
A C A D E M I C S	Academic Pathway	✓	✓	✓	✓	✓
	Academic Pathway Enriched English, French and Math	✓	✓	✓	✓	✓
	Science Concentration	✓	✓	✓	Science MEQ Path	
	Sport-études	✓	✓	✓	✓	✓
A R T S	Art Concentration (visual and fine arts)	✓	✓	✓	✓	✓
	Music Concentration	✓	✓	✓	✓	✓
	Theatre Concentration			✓	✓	✓
S P O R T S	Hockey Concentration	✓	✓	✓	✓	✓
	Soccer Concentration	✓	✓	✓	✓	✓
	Basketball Concentration	✓	✓	✓	✓	✓
	Football Concentration			✓	✓	✓
	Physical Education Leadership Concentration	✓	✓			
E D U C A T I O N	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 life-long 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 life-long 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, economic and 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. The General Education Path has a general Science and Technology course, while the Applied General Education Path has an Applied Science and Technology course. 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, and **both can lead to the Science Path (enriched Math and Science courses at the secondary 4 and 5 levels).**

#### 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 four conceptual worlds:*

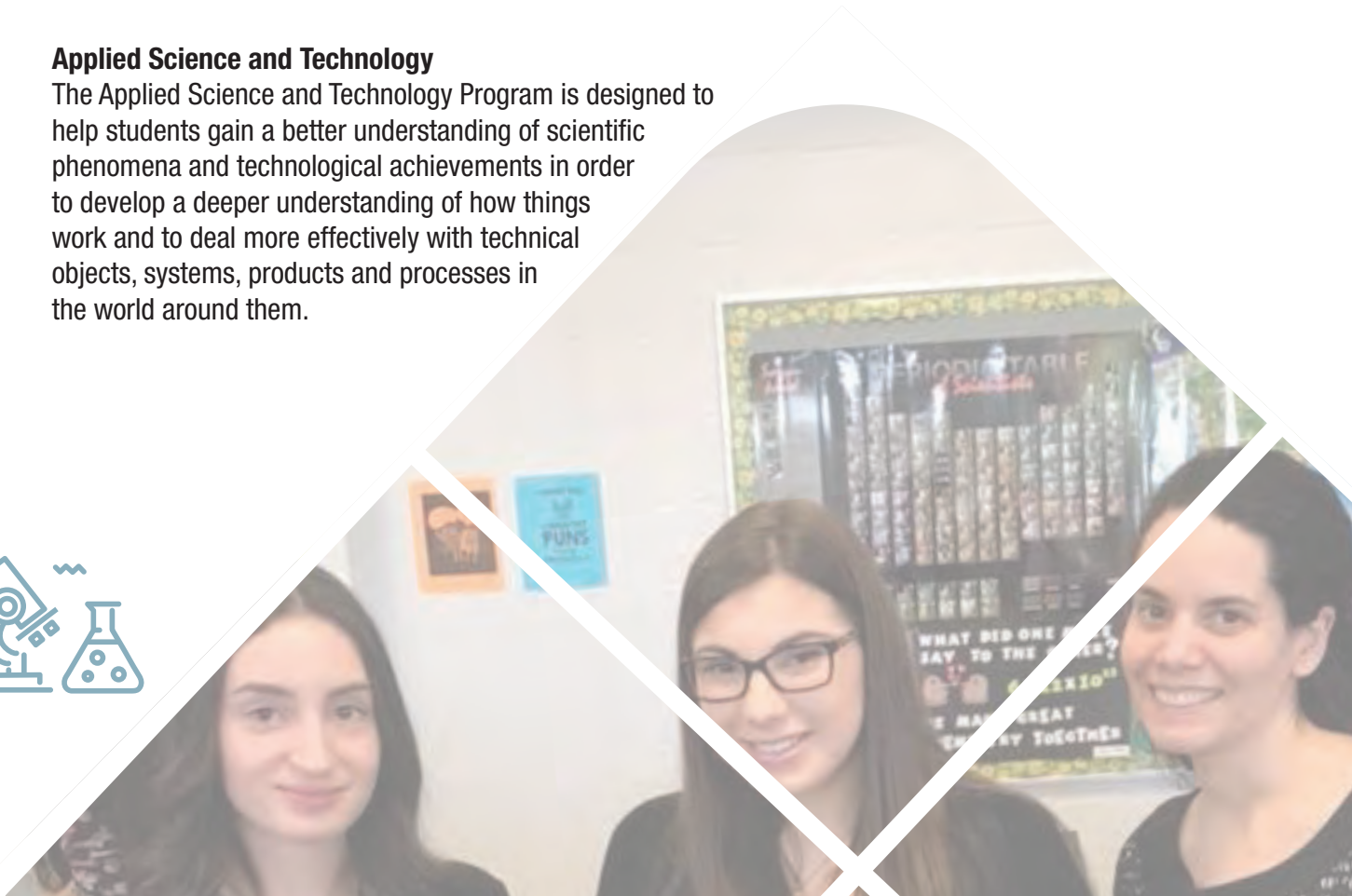
- The Living World
- The Material World
- The Technological World

### 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 understand more and 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, products and processes in the world around them.



## Work-Oriented Training Path (WOTP)

The Work-Oriented Training Path (WOTP) Program is an alternative to the traditional, academic General Education Pathway. Students who enroll in WOTP often find that the smaller class size and personal focus offers 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 work force 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 and Citizenship Education
- Secondary 4 - Science
- Secondary 4 - 2 credit Arts Education course; Dance, Music, Art, or Drama
- Secondary 5 - English
- Secondary 5 - French
- Secondary 5 - Ethics and Religious Culture 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 limited 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 license (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 computing 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.

## 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.

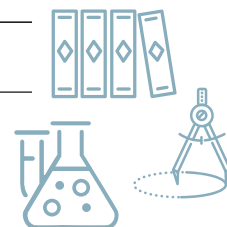
## Planning for Secondary 4

### 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 mark and 80% on final exam
Math 3 Enriched	Math Science Option (SN) 4 (Enriched)	80%+ overall mark and on final exam
Science 3 Regular	Environmental Science & Technology (EST) 4 (Enriched)	75%+ and must qualify for Math Science Option (SN) 4 (Enriched)
Science 3 Enriched	Environmental Science & Technology (EST) 4 (Enriched)	70%+ and must qualify for Math Science Option (SN) 4

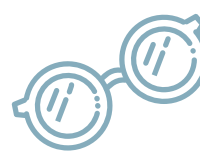
### Promotion recommendations between secondary 4 and 5 (averages needed)

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%+



## Mathematics Pathways

### School Recommendations for Student Placements in Cycle 2



Secondary 3 - From	To	Average mark/criteria needed
Regular secondary 2	Regular 306	
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	
	Cultural (CST) 404	60%+
	Scientific (SN) 406	85% Overall and 80%+ on final exam
Enriched 306	Cultural (CST) 404	60%+
	Scientific (SN) 406	80% Overall and on final exam

Secondary 5 - From	To	Average mark/criteria needed
Cultural (CST) 404	Repeat Cultural (CST) 404	
	Cultural (CST) 504	60%+
	Scientific (SN) 406	Upon request with 85%+ and Teacher recommendation
Scientific (SN) 406	Cultural (CST) 504	
	Repeat Scientific (SN) 406	
	Cultural (CST) 504	60%+
	Scientific (SN) 506	80% Overall and on final exam

Teacher recommendation was created in order to ensure that a student is placed in a course that can lead to success. Summer school results will not be considered when placing students in enriched courses.

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 by the Mathematics department for placement into these scientific option courses are based on the results of our students in previous years as well as the minimum requirements for acceptance into various CEGEP programs. Summer school results will not be used for placement into these courses.

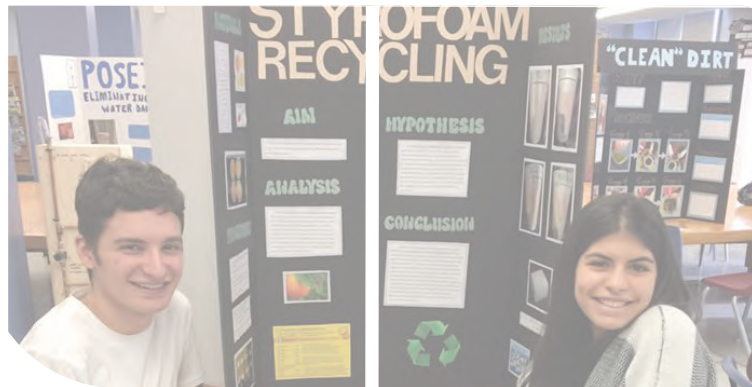
Parents and students questioning their options are encouraged to meet with the teachers, the counsellors and/or administration for details.

#### 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.

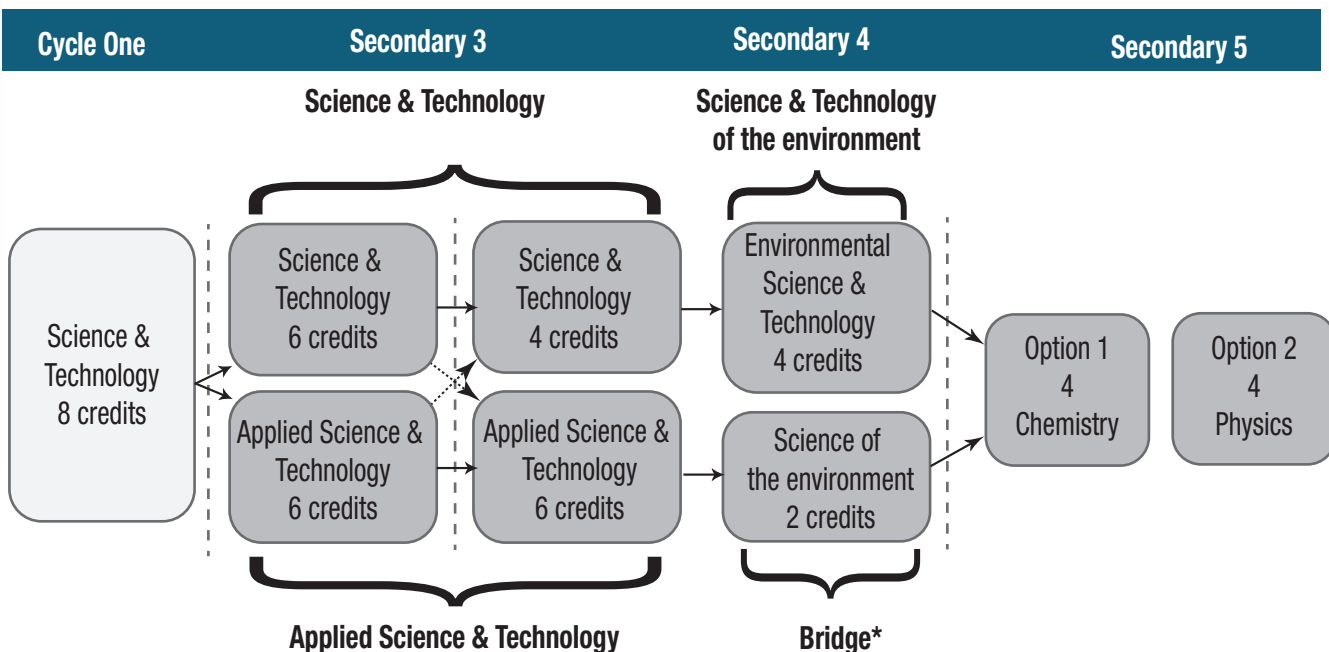
**Math X-Change:** A classroom open every day at recess and lunch to all students of all levels. There are always at least two math teachers available as well as a peer tutoring system in place.



## Science Pathways

### Where does each pathway lead?

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



\*The bridge course is available in summer school and only available to students who have completed the Applied Science Program at the secondary 4 level.

### Important points to remember:

- Both paths lead to the identical 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)	80%+ in the C2 mark and must qualify for Math SN 4 (Enriched)
Science 3 Enriched Science	Enriched Science 4	75%+ in the C2 mark and qualify for Math SN 4 (Enriched)

### Recommended promotion criteria for secondary 5

From	To	Average mark/criteria needed
Environmental Science & Technology 4	Chemistry 5 / Physics 5	75%+ in C2 mark and must qualify for Math SN 5 (Enriched)
Applied Science and Technology 4	Chemistry 5 / Physics 5	Must take Science of the Environment 4 bridge course in summer school upon completion of secondary 4 and must qualify for Math SN 5 (Enriched)

## Secondary 3 Course Descriptions

### 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.

### 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 this course on their course selection sheet.

### 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)

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 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	would/should	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'enseignant, les employés 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'appropriier l'aspect culturel de la langue.

### History and Citizenship Education 304

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

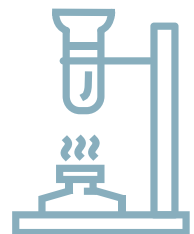
This course is designed to help students develop their understanding of the present in the light of the past, and to prepare students to participate as informed citizens in the discussion, choices and community life of a society that is democratic, pluralistic and open to a complex world. They examine 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 and The Technological World. 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

### 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.

### 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)

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 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 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'enseignant, les employés 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'appropriier l'aspect culturel de la langue.

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

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

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

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 behavior 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, but evaluated separately.

### History and Citizenship Education

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

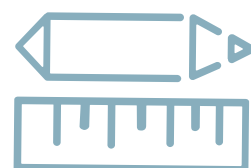
This course will help you to understand the evolution of Québec society within the Canadian, North American, and Western contexts. It attempts to answer, in a relevant manner, many of the questions that you, as a young person, ask yourself about society as well as the institutions, customs, practices, 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 behaviors, appropriate social interactions such as cooperation, teamwork, group participation, and respect for others.

### Ethics and Religious Cultures

This course will cover the following topics: various major world religions, ethical issues, and critical thinking. The objectives center around the recognition of others and the pursuit of the common good.



## Secondary 5 Course Descriptions

### 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.

### 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 (Enriched)

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 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 reader, writer, and audience.

### Français Langue Seconde (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'enseignant, les employés 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 (CST) (Regular)

Topics include optimization, graphs, transformations, equivalence, and probability.

### Mathematics Science Option (SN) V (Enriched)

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, Computer 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 behaviors, appropriate social interactions such as cooperation, teamwork, group participation, and respect for others.

### Ethics and Religious Cultures

This course will allow for the exploration of a variety of ethical issues such as: stereotypes, relationships, animal rights, euthanasia, bystander effect, bioethics, environment, racism, and war. The objectives center around the recognition of others and the pursuit of the common good.



## Arts Education – All Levels

Student must choose one from one of the following options:

### Drama

Whether creating, performing or appreciating dramatic works, students experience the advantages, challenges and synergy of teamwork. In drama, communication is validated in the eyes of partners and the audience. Students become familiar with the principles of interpreting and performing dramatic works. Performing dramatic works may involve various types of complex tasks: performing a character, dramatization, adapting, producing or staging a dramatic work.

### Dance

Dance involves giving concrete and deliberate expression to ideas, sensations, or emotions through movement. The three competencies of: Creation, Performing and Analyzing; requires the students' commitment to a process involving concept development, experimentation and production. The creation/performance/analyzing of varied dances reflect the students' personality, experience, aspirations, values and world-view; which will enable students to develop their creativity in different contexts.

### 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

Our Concentration Programs offer students the core curriculum while allowing them the opportunity to focus on their area of interest: Science, Art, Music, Theatre, 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.



### Science Concentration

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). Topics may include mechanic, robotics and programming. Knowledge of Raspberry PI is an asset, but not a requirement. 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 clarinet and saxophone, and percussion instruments such as xylophone 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.

### Theatre Concentration

The Theatre Concentration Program is designed to expose our students to the various aspects of a theatrical production. Students will have the opportunity to act, sing, dance, as well as to create props, and perhaps engage in some costume designing.

**Criteria for entry:** Although a theatrical background would be an asset, it is not a prerequisite. All motivated students with a sincere interest in and appreciation for the performing arts will be considered for entry.





## Hockey Concentration

The Hockey Concentration Program aims to assist the student-athlete to achieve academic excellence, optimum athletic performance and exceptional conduct as a citizen of the community. This is an ice hockey program; all students are required to have their own ice hockey equipment. Students admitted to this program will be placed in one of several groups, as per their ability of play. All games and practices occur during the school day. School grades and behavior will determine the amount of games students will participate in.

**Criteria for entry:** Students must complete a comprehensive and thorough skills and ability test both on and off the ice. Previous experience is highly recommended. Tryouts take place in June.

## 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 day, students will play a variety of sports as well as train in order to prepare for the season. Practices will be held after school. School grades and behavior will determine the amount of games students will participate in.

**Criteria for entry:** All motivated and interested students are welcome to join, but must be in good standing with the school. Spring training starts in January and regular season training starts in August.

## Soccer Concentration

The Soccer Concentration Program is designed for student-athletes who are interested in being part of a competitive environment. Selections for school teams will take place at a later time. Students must provide their own outdoor cleats and indoor soccer shoes.

**Criteria for entry:** It is recommended that students be performing at the A, AA, or AAA level. Notwithstanding, a student who is serious in applying themselves to learning the sport, is also welcome, if space is available. Tryouts take place in June. Students are expected to maintain a minimum of 75% overall average in order to remain in the program. Please note that one study period is provided per nine-day cycle in order to help students with their academics.

## 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. Whether their goal is just to have fun with friends or make it to the next level; we treat all players with equal respect and importance. Our main focus will be on leadership, professionalism and positive attitude.

**Criteria for entry:** All motivated and interested students are welcome to join, but must be in good standing with the school.

## 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 sport federations involved have concluded protocols with the Sir Wilfrid Laurier School Board and Laval Senior Academy, local clubs and association and le 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.



## 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.

### Basketball

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

### Introduction to weight training (boys)

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

### Volleyball (girls)

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

### Yoga Fitness (girls)

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.

### 2D Mixed Media Arts

This course explores the 2D possibilities of mixed media. Working with collage, students will investigate a wide variety of approaches, both traditional and non-traditional that may include drawing, painting, image transfer, printed textiles, sewing, and papermaking.

### Vocal music

This course is designed for students that wish to participate in a vocal music program. In this course you will develop an ability to listen and appreciate music as well as perform vocally; individually or in an ensemble.

### Music Production

This course is designed for students who would like to learn about producing backing tracks and other types of recorded music using popular music software. Students will work on projects that develop their creative process in the musical style of their choice.

### 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.

### Introduction to computer APPS & 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 would like to learn about teamwork, creating and achieving personal, individual goals, as well as public speaking. In studying these skills, you will also learn about developing self-confidence and coping with stress.

Divided into three parts, Mindfulness, Leadership, and Public Speaking, the course will prepare you for the challenges that you will face in your future academic endeavours. The three sections will have both simultaneous and/or separate exercises, projects, and activities, all designed to improve your skills and creativity, as well as teach you how to manage your time in a more efficient way, leading to a balanced, harmonious school-life



## Elective Courses - Secondary 4 and 5

### Volleyball (girls)

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

### Yoga Fitness (girls)

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 (boys)

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 (girls)

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.

### 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 C.P.R. certification course.

### **Basketball - Secondary 5**

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

### **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 that are involved with food, including GMO's, factory farming, organic foods, etc.

### **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.

### **Nutrition - Food Science (local program Secondary 5)**

Specifically designed for students who have failed the secondary 4 science course, students begin the first two terms by revisiting the secondary 4 course and will re-visit topics such as the periodic table, electricity, natural resources and technological systems. This will be done in preparation of the rewriting of the final exam, which takes place in January. Student's success in this first part will result in obtaining the credits associated with the secondary 4 science program and lead to graduation.

The second half of this course will examine the science that surrounds food, from looking at food labels to the science that happens during cooking. In addition, this course will look at ethical issues that are involved with food, including GMO's, factory farming, organic foods, etc.

### **Guitar - Secondary 5**

This course is for students of all levels of ability from beginner to advanced who wish to play guitar. Students will have the opportunity to improve their playing skills and to work on music of their choice. Acoustic and electric bass guitars are provided.

### **Painting - Secondary 5**

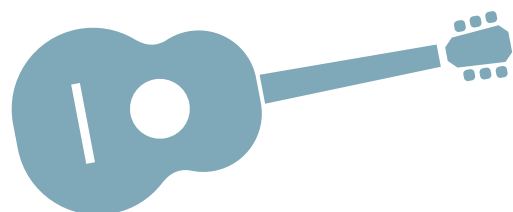
Students will work with wet and dry paint media. Transparent and opaque techniques will be experimented and applied to different surfaces. We will explore and get comfortable with: gouache (pan and tube), watercolor, acrylic and mix our own egg tempera.

### **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, it especially prepares those interested in the psychology course options offered at both the CEGEP and university levels.

### **Citizenship 404 (local program Secondary 5)**

Specifically designed for students who have failed the secondary 4 History course, this begins as a preparation for the rewriting of the final exam which takes place in January. The course then focuses on the varied and vital skills that will facilitate the transition into, and completion of CEGEP and university studies. These include those required to complete a research paper, including how to cite and credit work, as well as how to detect falsehoods on the World Wide Web. Students will acquire this essential knowledge by working on multimedia project on a subject of their choosing. This course will permit students to gain credits while securing the much-needed support in their passing the January exam.



## 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 technique 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-centered 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 SN math.

## 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 SN math.

## Leadership

This course is designed for you if you would like to learn about teamwork, creating and achieving personal, individual goals, as well as public speaking. In studying these skills, you will also learn about developing self-confidence and coping with stress.

Divided into three parts, Mindfulness, Leadership, and Public Speaking, the course will prepare you for the challenges that you will face in your future academic endeavours. The three sections will have both simultaneous and/or separate exercises, projects, and activities, all designed to improve your skills and creativity, as well as teach you how to manage your time in a more efficient way, leading to a balanced, harmonious school-life.





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## REGISTRATION PERIOD

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

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

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## LAVAL SENIOR ACADEMY

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**Principal** • Nathalie Rollin, ext. 9010

**School Secretary** • Filia Koutsos, ext. 9015



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