

Howard S. Billings Regional High School



Course Dictionary
2015 - 2016

Secondary IV

HISTORY OF HOWARD S. BILLINGS REGIONAL HIGH SCHOOL

In the early 1960's, the Howard S. Billings site contained Maple Elementary School, which lay tucked beside McLeod Street and on the corner of Maple and McLeod stood Chateaugay High School.

Launched on a solid educational base inherited from Chateaugay High, September 1967 saw students from Secondary I to V, including Chateaugay's recently amalgamated English-speaking Catholic students, move into the two existing schools. Since facilities could not accommodate the more than 1400 students at one time, shifts were organized whereby the Juniors attended in the forenoon and Seniors after lunch.

Work on the 2400 student 5 million dollar school began in mid-February of 1968. Although construction and teaching went on simultaneously, it was mainly with the commendable adaptability of staff and students, along with the cooperation of the contractor and sub-contractors, that the courses of studies were successfully completed during the construction period.

The "Grand Opening" took place on November 15, 1968, with educational displays by some 500 students at the stellar event. Chateaugay High and Maple Elementary Schools became history as the new complex became Howard S. Billings Regional High School, named after the guest speaker, and then retired Deputy Minister of Education, Dr. Billings.

Already hailed as one of the most advanced Polyvalent schools in the province, it featured some 14 shops, 8 home economics classes, 7 commercial rooms, 6 gymnasias, facilities for music teaching and practice, modern equipped science labs, a Guidance Centre, a chapel for Catholics and Protestants, library facilities for 30,000 volumes that could accommodate 4 classes per period, a 500 student auditorium and 800 seat cafeteria.

Prior to the opening, some 500 Native students from Kahnawake entered Billings, bolstering the ranks that continued to grow. In the early 70's the student body outgrew the planned facilities reaching over 2800. Students were housed in some 100 homerooms and taught by a staff of over 170 teachers, complemented by some 75 technical and support staff and 7 administrators.

High teaching standards and a developing school spirit moved Billings to excel in academics, drama, science fairs, and sports embodied in some 80 extra-curricular school organizations.

The 70's and 80's witnessed a decline in enrolment that eventually saw the former Maple Elementary School become the new home of the Board Office and Adult Education (Nova Career Centre).

Present day Billings offers a variety of programs to cater to the diverse needs of our student population, such as the International Baccalaureate (IB) program, Options Etudes Program (an enriched bilingual middle school program), the Bilingual program, and a Work-Oriented Training Pathway program. An Alternative program opened as a "school within a school" in September 1996: Directions is a successful and thriving alternative environment serving the needs of Cycle II (grade 10 & 11) students who have had difficulty achieving success in the traditional classroom setting.

Today, our enrolment is slightly under 1000 students with approximately 60 teachers, Resource and Native Resource support departments, a Student Services – Guidance department with support for students in Guidance counselling & Psychology, Health, Social services, Drug & alcohol intervention, Organizational help & work on behaviour & other issues in SOS (Student Options Service) from our social aide technicians, and liaison support from our local Police department.

HSB Secondary Cycle II (Senior) Learning Paths

Comprised of Secondary III, IV and V students, the H.S.B. Senior School offers two pathways in education to allow for diversification: the General Education Pathway and the Work-Oriented Training Pathway. Within these pathways, there are a variety of programs, such as the English, Bilingual, IB (International Baccalaureate Program) and Preparation for Work programs. They are further described below.

Both enrichment and/or remediation may be offered based on students' needs and teachers' referrals. Advanced courses are offered in Secondary IV and V. An Arts program is compulsory for students at the Secondary III & IV levels.

There is also a comprehensive choice of other courses as options as well as additional Arts options, available in Secondary IV and V. Our goal is to ensure that our students are well prepared for their post-secondary choices.

The program for Secondary Cycle Two has four distinctive characteristics:

- It targets the development of competencies by students actively involved in the learning process.
- It integrates all the subjects into a coherent whole focused on major issues of contemporary life.
- It explicitly targets cross-curricular learning, that transcends the boundaries between subjects.
- It calls on the professional expertise of school staff and allows for individual and collective choices.

The General Education Pathway leads to possibilities in Vocational training, and /or CEGEP or college-level studies, followed by entry into the labour market or university studies.

The Work-Oriented Training Pathway offers work-study programs intended to give students practical training for the workplace, while continuing general core education courses adapted to their needs and academic level. This path may lead directly to the job market, **OR under certain conditions**, may lead to vocational training or continued studies in general education.

Programs within the General Educational Pathway

IB - International Baccalaureate Program

The International Baccalaureate Middle Years Program focuses on respect for cultures, religions, racial and intellectual diversity to foster a better understanding of others and concerns for international issues. It promotes a holistic perspective to learning and stresses the importance of communication, which in turn develops language skills.

Bilingual Program

The Bilingual Program is designed for the majority of students who have successfully completed the bilingual program in the elementary sector. This program includes French as a Second language, as well as other subjects taught in French such as Géographie, Histoire, Education physique, etc. There is also the grade 9 FSL course). In grade 10, students in a bilingual program continue with certain options in French. In grade 11, students may continue with the regular FSL course and some options in French.

English Program

The English Program is designed for students who have experienced difficulties within the bilingual program at the Secondary Cycle 1 level (grade 7 & 8). This program is only available in Cycle II. The standardized curriculum of this program includes French as a Second Language in grade 9, 10 and 11. All other subjects are taught in English.

The Work-Oriented Training Pathway

A student who is 15 years of age before the 1st day of classes of the coming school year, who has not met the competencies of Secondary Cycle I, may apply to enrol in OR be referred to the ***Work-Oriented Training Pathway*** if this path is most likely to meet their interests, needs and abilities. This pathway is comprised of two programs: ***Training for Semiskilled Occupations*** and ***Preparation for Employment***.

Training for Semi-skilled Occupations is a 1 year program geared toward students who have achieved the competencies of the Elementary program in English and Mathematics, but have not achieved these competencies at the Secondary Cycle I (grade 7 & 8) level. This program includes English, French and Mathematics, as well as Introduction to the World of Work, and 375 hours of preparation for a specific semi-skilled trade. There could be some possibility for moving from this path to another should the need or interest arise. **These possibilities will depend on the competencies students have acquired.**

Preparation for Employment is a 3 year program geared toward students who have not achieved the elementary level program competencies for English and Mathematics. This program includes a general education component comprised of the core courses, and a practical training component consisting of an Introduction to the World of Work, World of Work Orientation, and Work Skills.

COURSE SELECTION PROCEDURES

To take place after Term 2 Report Cards

Every student in Secondary 3 and 4 is given a copy of the course dictionary containing all the information needed about compulsory and option courses for the next school year for their grade level. They also receive the course selection sheet and the school registration form to bring home. Students are responsible to:

1. Complete the course option part of their course selection sheet.
2. Have the course option form signed by their parent/guardian.
3. Have parents/guardians correct information that has changed on the registration form, and then sign it.

Students **must return their course selection** and registration sheets to the Guidance office or to the Reception in the Administration office **no later than May 1st, 2015.**

Parents and/or students are welcome to call or make an appointment to meet with the Guidance Counsellor if they wish to discuss course option selections. **Students may request changes to their option selection with parental permission up to the end of June or during course option change period, which starts during the 2nd week of September and runs for 1 week only. Request for Course Change forms must be used.**

When setting your educational goals, and subsequently selecting your courses, you are making a commitment. Great care is required in choosing your options since changing from one option to another later on may be difficult or even impossible. To help you decide which option(s) you might select, please read the next section on High School Diploma requirements, CEGEP entrance and specific program requirements, as well as Adult Education Vocational training program requirements.

Be sure to adhere to the deadline for course selection so that you will not be disappointed. Delay in returning your course option selection form may result in a student not getting their choice of options.

Note: To complete the competencies required in Cycle II Year I necessary to move up to Cycle II Year II (grade 10), a student must be successful in two of the three core courses: English 306, French 306, Math 306, and either Science 306 or History 306 (a minimum of 60% in each). Then students may move to Cycle II year II (grade 10).

Have Questions?

Call the Student Services Department at 691-3230, ext. 340 to speak with the Guidance counsellor, Ms. Kateri Duknic, or drop in during recess, lunch, or after school to make an appointment or ask questions.



Programs

SEC.1 PLACEMENT CRITERIA*
 IB: Students are selected after writing an entrance exam in October or June

ENGLISH: Students must have passed 2 of 3 core subjects (Eng/Math) & obtained less than 65% in French

BILINGUAL: Students must have passed core subjects (Eng/Math/Fre) & obtained at least 65% in French

LEARNING CENTRE: Students have relatively severe learning & physical disabilities, & are coded - School Board approval is required for placement

*subject to change based on staffing & scheduling parameters

PROMOTION CRITERIA

Sec.1 & 2: Students must pass 2 of 3 core subjects (Eng/Math/Fre*) to be promoted

Sec. 3 & 4: Students must pass 2 of 3 core subjects (Eng/Math/Fre*) to be promoted and 1 of 2 other subjects (Sci/Hist)

*In addition to the above-mentioned prerequisites, students must pass French to remain in the Bilingual program & for all programs, the age of the student will be taken into consideration

LEARNING CENTRE
 Special Needs instruction for all subjects in a self-contained class with special needs technician support in class

WORK-ORIENTED TRAINING PATH (Pre-work)
 Work preparation program designed to prepare students for the workforce after 3 years

Students have NOT obtained Elementary Cycle 3 competencies in English & Mathematics

Leads to "Qualification" in a trade.

WORK-ORIENTED TRAINING PATH (Semi-skilled)
 Work skills program designed to prepare students for the workforce after 1 year

Students have NOT obtained Secondary Cycle 1 (Grade 8) competencies in English & Mathematics

Leads to "Qualification" in a trade.

DIRECTIONS
 Adapted setting, instruction, curriculum, & evaluation, in a self-contained class

Students are selected based on being at-risk of dropping out & not graduating, the efficacy of the program for each student & a willingness to participate in the program

Leads to "Graduation" (DES)

OPTIONS ETUDES
 SEC.1 & 2: Alternate linguistic setting (HSB & Gabrielle-Roy) with a Sports & Entrepreneurship concentration

INTERNATIONAL BACCALAUREATE
 Sec.1 & 2: Français Enrichi instruction & other subject in French

Sec.3, 4, 5: Français Enrichi and other subjects taught in French - Français de Base may be offered to more challenged students in FSL

All subjects & grade levels adapted to required IB curriculum & evaluation

Leads to "Graduation" (DES) & IB Certification

BILINGUAL
 Sec.1 & 2: Enriched French instruction & Social Studies in French

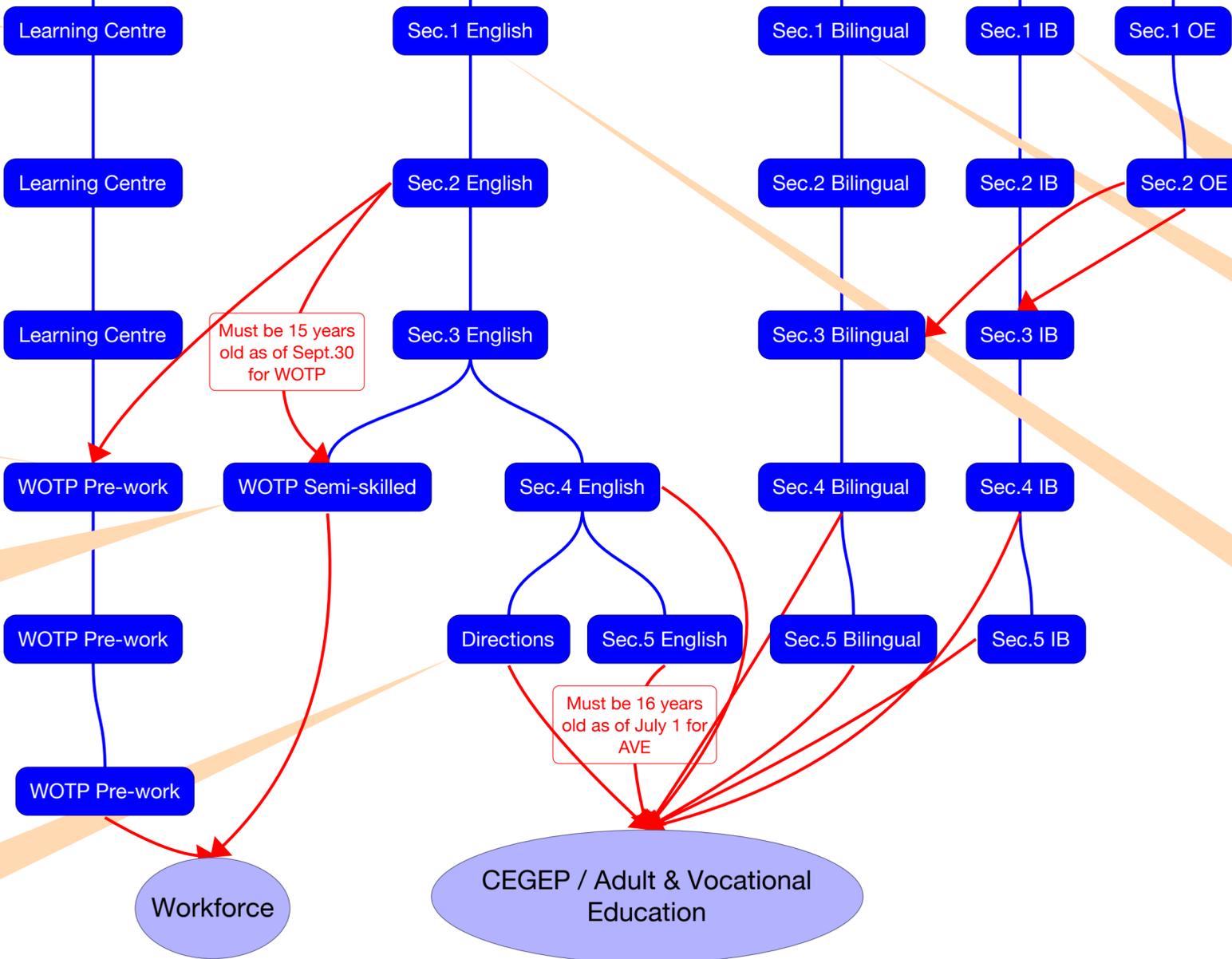
Sec.3, 4, 5: Enriched French Instruction with the possibility of other subjects taught in French

Leads to "Graduation" (DES) & Bilingual Recognition

ENGLISH CORE
 Sec.1 & 2: Basic French instruction & all other subjects taught in English

Sec.3, 4, 5: Basic French Instruction with all other subjects taught in English

Leads to "Graduation" (DES)



Additional CEGEP Program Prerequisites

All CEGEP programs require a Secondary School Diploma (SSD), which is granted with a minimum of **54 credits (20 of these from Sec. 5)**, and which must include Sec. 5 English, French, & Phys. Ed. OR ERC, AND Sec. 4 Math, Science, History, & Art.

Prerequisites

(* = Not required but recommended)

Certain CEGEP programs require specific additional courses. Prerequisite courses that were not taken in High School MAY be added to the student's program in CEGEP. Verify requirements online at the CEGEP websites as these may be subject to change.

Please Note: Only programs for which additional High School prerequisites exist are listed below.

Pre-University Programs (2 years)	Sc. or Tech. Sc. Math. (506)	Chemistry (504)	Physics (504)	Music (502, preferably 504)	Sc. Or Tech. Sc. Math. (406)	Environment-Sc. Tech. (404) or Sc. Environment (402)	Sc. Tech. (404) or Applied Sc. Tech. (406)
Arts and Sciences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Commerce / International Business	<input checked="" type="checkbox"/>						<input checked="" type="checkbox"/>
Computer Science and Mathematics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Honours Social Science & Commerce	<input checked="" type="checkbox"/>						<input checked="" type="checkbox"/>
Music				<input checked="" type="checkbox"/> *			<input checked="" type="checkbox"/>
Science						<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Health / Pure and Applied / IB / First Choice / Honours	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Social Science with Mathematics	<input checked="" type="checkbox"/>						<input checked="" type="checkbox"/>

Double DEC (3 years)							
Modern Languages and Music				<input checked="" type="checkbox"/> *			<input checked="" type="checkbox"/>
Science and Music	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Social Science and Music				<input checked="" type="checkbox"/> *			<input checked="" type="checkbox"/>
Science and Social Science	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Career Programs (3 years)							
Accounting and Management Technology	<input checked="" type="checkbox"/> *				<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Animal Health Technology		<input checked="" type="checkbox"/> *			<input checked="" type="checkbox"/> *	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Architectural Technology					<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Biomedical Laboratory Tech		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Bio-Pharmaceutical Technologies					<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Building Systems Engineering Technology					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Computer Science Technology	<input checked="" type="checkbox"/>						<input checked="" type="checkbox"/>
Computerized Systems Technology					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Dental Hygiene	<input checked="" type="checkbox"/> *	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Diagnostic Imaging					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Engineering / Civil Engineering Technologies	<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Environmental and Wildlife Management	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Industrial Design	<input checked="" type="checkbox"/>						<input checked="" type="checkbox"/>
Industrial Electronics					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Laboratory Technology / Analytical Chemistry	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Mechanical Engineering Technologies			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Nursing		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/> *	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Physical Rehabilitation			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Radiation Oncology	<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Respiratory and Anesthesia Technology		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Electronics Engineering Technology					<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

Professional Vocational Education

Professional Vocational Education is available at Adult Education Centers around the province in both English and French. The philosophy of these centers is learning by doing. Learning is done in realistic settings with state of the art equipment. Upon completion of a training program, graduates receive a Diploma of Vocational Studies (DVS) from the Ministry of Education. In today's labour market, these trained technicians are highly sought after due to shortages in skilled labour.

All programs are tuition free for Quebec residents who have the appropriate prerequisites as recognized by the Ministry of Education. The requirements for entrance into a vocational training program are:

- Have a Secondary School Diploma (DES), **OR**
- Be 16 years of age as of September 30 of the school year in which the training is to begin, **AND have obtained the necessary prerequisites for the program:**

- **Secondary V credits in English Language Arts and Secondary IV credits in French and Mathematics:**

Health, Assistance and Nursing (5825)

Travel Sales (5736)

- **Secondary IV credits in English Language Arts, French and Mathematics:**

Accounting (5731)*

Aesthetics (5535)

Aircraft Mechanical Assembly (5807)

Aircraft Structural Assembly (5697)

Automated Systems Electromechanics (5781)

Automobile Mechanics (5798)*

Automotive Body Repair and Repainting (5717)

Beef Production (5668)

Business Equipment Technical Service (5765)

Cabinet Making (5530)

Cable and Circuit Assembly (5769)

Carpentry (5819)*

Computing Support (5729)

Dairy Production (5667)

Dental Assistance (5644)

Desktop Publishing (5721)

Electricity (5795)

Electronic Audio/Video Equipment Repair (5771)

Elevator Mechanics (5700)

Fire Safety Techniques (5822)

Furniture Finishing (5642)

Hairdressing (5745)*

Hog Production (5671)

Horticulture and Garden Centre Operations (5788)*

Hotel Reception (5783)

Industrial Construction and Maintenance Mechanics (5760)

Industrial Drafting (5725)

Installation / Repair of Telecoms. Equipment (5766)

Interior Decorating and Visual Display (5827)*

Machining Technics (5723)

Marine Mechanics (1750)

Moulding Machine Set-up and Operation (5693)

Pastry Making (5797)

Pharmacy Technical Assistance (5802)

Plumbing and Heating (5648) (5833)

Precision Sheet Metal Work (5744)

Printing (5813)

Professional Cooking (5811)

Professional Sales (5821)

Protection and Development of Wildlife Habitats (5679)

Refrigeration (5815)

Residential and Commercial Drafting (5750)*

Sale of Mechanical Parts and Accessories (5694)

Secretarial Studies (5712)*

Sheet Metal Work (5733)

Trucking (5791)

Welding and Fitting (5695)*

- **Secondary III credits in English Language Arts, French and Mathematics:**

Assistance in Health Care Facilities (5816)*

Bread Making (5770)

Commercial and Residential Painting (5616)

Diamond Drilling (5753)

Food and Beverage Services (5793)

General Building Maintenance (5711)

Home Care Assistance (5817)*

Landscaping operations (5820)*

Machine Ops., Mineral and Metal Processing (5774)

Masonry: Bricklaying (5803)

Northern Building Maintenance (5702)

Northern Heavy Equipment Operations (5784)

Ore Extraction (5761)

Plastering (5786)

Preparing and Finishing Concrete (5617)

Production Equipment Operation (5810)

Retail Butchery (5768)

RV Maintenance and Repair (5714)*

Tiling (5800)

***New Frontiers School Board offers these vocational training programs**

Cycle 2 year 2 (Secondary IV – grade 10) Compulsory Courses

NOTE: In the General Education Path, students will take Science & Technology 555-404 and may take an option such as Environmental Science & Technology 558404. This combination is essential if a student wishes to take Chemistry and Physics in Secondary 5. These science courses are prerequisites to many CEGEP programs, in particular, any Science related program. Otherwise other option selections may be chosen.

English Language Arts

In the Secondary Cycle II English Language Arts program (SELA2 or English for grades 9, 10, 11), students develop competencies in oral communication, reading and writing. They have many opportunities to interact in class, to listen, to read, and to produce a broad range of media, and oral, written and visual texts. This is basically a literacy program which prepares students to make intellectual and aesthetic judgments, raise questions, articulate their thoughts and respect the ideas of others. Discovering writers, exploring and analyzing texts, and discussing their understanding and interpretation of these texts with their fellow students help students to consolidate and increase their language knowledge.

Students learn that every text is a deliberate, social construct. As they consider how a writer persuades a reader, they learn that meanings are designed with very specific intentions in mind.

The SELA2 program promotes the importance of reading and production to develop personal interests, as well as for learning and pleasure; the use of technology in reading and producing texts; enrichment in problem-solving strategy and formal occasions for self-evaluation as a means for students to monitor their progress, reflect on their learning and establish future learning goals.

Talk is central to individual and social processes of making meaning, as students learn to extend their views, opinions, preferences and knowledge in dialogue with the teacher and their peers. Varied opportunities to use talk to learn and to communicate reinforce the sense of community in the classroom, and the importance of exchanges with peers and teacher to the development of students' literacy.

SELA2 is meant to provide:

- Opportunities for students to work both individually and collaboratively
- Regular and sustained periods for students to read and produce texts for pleasure and to learn
- Opportunities for students to work in situations that integrate aspects of all three competencies
- Opportunities for students to read and produce a balance of spoken, written and media texts
- Access to texts that reflect and expand personal interests and preferences
- Student choice regarding projects, activities, and the topics/subjects for reading and production
- Regular opportunities and time for students to reflect on literacy and learning and to self-evaluate

English

MELS Code 632406
6 credits – Secondary 4

The Secondary 4 English program develops the students' competencies in oral communication, reading and writing and critical viewing. Students will read novels, plays, and short stories in some depth, attempting to interpret texts for underlying meaning. Discussion of characters, themes, and plot is important. Poetry is read, discussed, and written. Shakespeare is read in some Secondary IV classes. Students will continue to develop their creative and expository writing skills. They will become more familiar with essay writing and become skilled in library and Internet research. Oral competency is developed through extemporaneous and planned class presentations and speeches.

French

French Second Language
Bilingual & English Programs

MELS Code 634404
4 credits – Secondary 4

All levels follow the new program as outlined by the MEQ. Every student attending H.S.B. has a textbook, workbook, and reading book. We strongly recommend the purchase and use of a “Bescherelle” for verbs and a French-English dictionary.

The goal and design of the Regular French program at the Secondary 4 level is to improve oral skills, and to encourage reading correctly, writing properly, and having a better understanding in French.

634-410 Interaction orale 40 %
634-420 Compréhension orale et écrite 30 %
634-430 Production écrite 30 %

Mathematics

Mathematics 414 - Cultural, Social and Technical Option (100 hours)
Prerequisite: 60% minimum in Math 306

MELS Code 563414
4 credits – Secondary 4

This course is designed for students who are heading towards professional training, technical and trade programs, as well as pre-university programs in Arts and some Social Science programs. Emphasis will be on performing tasks, interpreting the results and applying them to real life situations.

The course is broken down into the following sections: Algebra, Statistics, Probability, and Geometry.

- The Algebra section covers two variable linear inequalities, properties of functions, various functions, and systems of linear equations.
- The Statistics section covers single variable distributions, percentiles, and mean deviation as well as two variable distributions through linear correlation. Students will also construct tables and graphs to illustrate and aid interpretation of data.
- The Probability section covers interpretation of probability situations, odds, fairness and mathematical expectation.
- The Geometry section covers analytic geometry, isometric and similar triangles and trigonometry.

Note: Students must achieve a minimum of 60% in Mathematics 563-404 to advance to the Cultural, Social & Technical Mathematics 563-504 course in Cycle 2 Year 3 (grade 11).

Mathematics 565-426 – Science Option (150 hours)

MELS Code 565426
6 credits – Secondary 4

Prerequisite: Students must have achieved comprehensive competency development in Mathematics 306. Mathematics department recommendation is required. A min. of 75% in gr 9 is recommended.

This course is designed for students who are heading toward technical programs in many fields at CEGEP as well as pre-university programs in technologies and sciences. Emphasis will be on not only performing tasks but on abstract theorizing, origins and functionality of certain phenomenon, research procedures and subject matters from the field of science.

The course is broken down into the following sections: Algebra, Statistics, and Geometry:

- The Algebra section covers inequalities, greatest integer and quadratic functions, systems of linear and semi linear equations.
- The Statistics section covers correlation, regression and coefficient.
- The Geometry section covers equivalent figures, lines, distance and metric and trigonometric relations in triangles (sine, cosine, tangent, sine and cosine laws)

Note: Students must achieve a minimum of 60% (preferably 75%+ or higher) in this Mathematics 565-406 to advance to the Science Mathematics 565-506 in Cycle 2 year 3.

In certain cases, if along the way, a student's ambitions or interests change, they may still have the opportunity to opt out of one pathway and into another. Additional bridge course hours would be required.

Mathematics 400 - Cultural, Social and Technical Option (150 hours) MELS Code 563414
4 credits – Secondary 4

This program is designed for students who did not successfully meet all the competencies in Mathematics 306 in Secondary Cycle 2 Year 1 (grade 9) and are struggling in mathematics. The course will cover the same material as the Cultural, Social and Technical Mathematics 414 course, but it will cover it in an increased number of periods. This allows students more time to attain the minimum Mathematics graduation requirements.

Note: General entry into CEGEP requires a minimum of a successful completion of Math 563-414 (*this course will require a 15 hr bridge course in order to access certain CEGEP programs*). Other CEGEP programs may require higher levels of Math as prerequisites.

Science

Science & Technology MELS Code 555444
4 credits – Secondary 4

This program helps students develop their scientific and technological literacy, enabling them to become active, critical and informed participants in debates on social issues, to use the products of science and technology responsibly and to take concrete, practical and innovative action in these areas. The central themes deal with elements of the environment (climate change, energy resources, drinking water, deforestation). The program integrates five scientific fields (astronomy, biology, chemistry, geology, and physics) and technology.

Note: Students who wish to take Chemistry and/or Physics Science options in Cycle 2 year 3 (grade 11) required for CEGEP Health and Pure & Applied Science programs must also take the 4 credit option course in Environmental Science & Technology 558404 in the General Education Path.

Social Studies

History and Citizenship Education MELS Code 587404
4 credits – Secondary 4

The program is a study of the History of Quebec and Canada from its earliest settlements to the present. Included in this course is the growth of responsible government, Confederation, growth of autonomy and Canada's position in past and present world affairs.

Note: History is compulsory for all students and is required for graduation.

The History of Quebec and Canada course is concerned with educational objectives dealing with knowledge, abilities, and attitudes. At the conclusion of the course, the students should:

- Understand the main political, social economic, cultural and religious factors which have shaped Quebec within the Canadian context
- Have developed intellectual skills useful in the historical approach
- Be aware of the diversity of social groups, and of the existence of interdependence and conflict
- Have developed the ability to analyze their personal values and those of their social milieu
- Have developed open and respectful attitudes toward values which are different from their own
- Have become aware of their role as citizens responsible for the future of the community

Creative Arts Compulsory Courses - Required for graduation

Dance IV

Course Fee: Approximately \$10.*

MELS Code 672402

2 credits – Secondary 4

This course is designed to enable students to appreciate many different types of dance. They will have an opportunity to perform & teach creative dances, as well as interpret nonverbal movements, and read simple choreography steps. Students will also learn a variety of popular social dances. Dance clothing is required.

Drama IV

Course Fee: Approximately \$10.*

Prerequisite: Secondary 1 or 2 and 3 Drama

MELS Code 670402

2 credits – Secondary 4

Drama 4 continues the “Method” acting process. A textbook is introduced and 24 chapters of notes will be covered. There are term evaluations as well as a final June evaluation. Term projects will be done during two of the four terms. By now, the students are familiar with stage terms, scripts, acting technique and the value of body & vocal warm-ups. Improvisations are at a more difficult level and are derived from what is learned in each chapter of the text. Criticism is an essential part of developing competence. Students work on improvisations and on memorized scenes that are performed at the end of each term. During one term, they will thoroughly study one full length play. Students should also be auditioning for any acting parts available in school plays, concerts or in other classes.

Music IV

Course Fee: Approximately \$55.*

MELS Code 669402

2 credits – Secondary 4

Students are expected to continue to work on their concert band instrument and to further develop their ability to compose and perform. In order to fulfill the competency of appreciation, students will attend various cultural field trips to help enrich the program. Students will also participate in the music program’s major concerts and they will need to practice their instrument on a regular basis.

Visual Art IV

Course Fee: Approximately \$30.*

MELS Code 668402

2 credits – Secondary 4

Students will explore a variety of art materials to create painted self-portraits, assemblages & collages, charcoal sketches, papier-mâché sculptures, origami, pastel illustrations... etc. Students may gain inspiration from artists throughout history, from the Neanderthal cave paintings to Andy Warhol's Pop Art. There is the possibility of field trips to visit Montreal Museums.

*** Course fees are subject to change without notice**

Additional Compulsory Courses

Physical Education

MELS Code 543402
2 credits – Secondary 4

Physical Education is a compulsory course for all students as prescribed by the Department of Education. The course focuses on skill development in team and individual sports as well as basic knowledge and rules of the games. One's personal physical fitness will be stressed. Students must wear gym shorts, T-shirt, socks, and proper footwear. HSB gym wear is available for purchase.

Each term, students will be given a written test, a practical test and a fitness test. Tests will account for 60% of their physical education mark. The remaining 40% is based on overall effort, attitude and sportsmanship, participation, and conduct.

Permanent or long-term exemptions can be made for the chronically ill. Temporary exemptions can be made for students who are medically unfit for a week or more. In both cases a note from the doctor must be brought in attesting to the condition and given to the Physical Education teacher who will turn them over to the School Nurse. Short-term exemptions can be made for students who are unable to participate in Physical Education on a given day. A note from a parent or guardian stating the reason is necessary.

Ethics and Religious Culture

MELS Code 569404
4 credits – Secondary 4

This program promotes the development of three competencies to enable students to:

- Reflect on ethical questions
- Demonstrate an understanding of the phenomenon of religion
- Engage in dialogue

The interrelations between the competencies are numerous and contribute to attaining the program objectives, i.e. the recognition of others and the pursuit of the common good. With rigorous dialogue on ethical questions & topics dealing with the phenomenon of religion, the result is a respectful awareness of persons, their attitudes and their actions. It allows for seeking out common values, valorizing projects that foster community life and the promotion of democratic principles and ideals inherent in Québec society.

In Secondary Cycle Two, students address new aspects of ethics, religious culture and dialogue using complex topics for reflection. Their understanding of what constitutes values & norms should thus enable them to identify large numbers of ethical questions or significant challenges related to the future of humanity, tolerance, justice and human ambivalence. Students explore the symbolic and experiential dimensions of religion, and the study of important periods in the development of religious traditions. Also they acquire a greater facility in the practice of dialogue and more easily master its various components.

Secondary IV Option Courses

----- SCIENCE OPTIONS -----

Environmental Science & Technology
Course Fee: To be determined

MELS Code 558404
4 credits – Secondary 4

The program emphasizes scientific skills and citizenship, paying special attention to the development of students' critical judgment. This course will address addition concepts, methods and attitudes dealt with in the Science & Technology course. It also includes the issues of energy, residual materials and food production.

NOTE: This course is a prerequisite for Chemistry & Physics options offered in grade 11 and must be taken together with the regular Science and Technology 404 course.

----- ENGLISH, LIFE SKILLS & LANGUAGES OPTIONS -----

Film Studies

MELS Code 663442
& 663452
4 credits – Secondary 4

Course Fee: To be determined

The purpose of this course is to introduce students to the art of filmmaking. You will be exposed to the basic elements of producing a variety of different cinematic forms, including, but not limited to: computer generated animation, stop-motion animation, drama and suspense. You will also be introduced to the basic concepts of screenplay writing, storyboarding, sound, lighting, filming and editing. This will be done through both film analysis and hand-on experience. No special equipment will be required.

Journalism

MELS Code 630474
4 credits - Secondary 4

Course Fee: To be determined

Writing, photography, and editing skills will serve as a base for this course that involves creating our community newspaper, Vision. The course will allow you to cover community stories in Chateauguay and Kahnawake, in addition to highlighting the diverse activities at Billings. You will learn how to find reliable Internet sources and how to write opinion pieces and entertainment reviews, as well as discuss the importance of ethical journalism in a free society.

In a newsroom setting, you will participate in many aspects of newspaper production, such as brainstorming and choosing topics you wish to write about, conducting thorough research, preparing for and conducting interviews, going on photography assignments, and solving problems as part of the newspaper staff. We will invite guest speakers from the local community and those who have experience in the media. A field trip is a possibility if there is adequate interest.

This course will help you to develop skills in writing, editing, public relations, debating, and problem solving. It will also be useful to those considering a career in communications, public affairs, business, and management, among others.

Home Economics

MELS Code 620564
4 credits – Secondary 5

*Course Fee: Approximately \$60**

The Home Economics course is comprised of both theory and labs. The units of theory include an examination of the elements of healthy eating, budgeting practices and home decorating. The labs involve application of theory in the kitchen as well as practical hand sewing techniques. A machine-sewed article along with other handmade crafts will be taught.

----- **PHYSICAL EDUCATION OPTIONS** -----

Advanced Physical Education

Course Fee: To be determined

Prerequisite: Successful completion of Phys. Ed 312 & dept. approval

MELS Code 546444

4 credits – Secondary 4

This course is designed to introduce and develop a student's knowledge of physical education as well as physical fitness. The curriculum is an extension of the grade 10 physical education curriculum with specific focus on skill development and theory. A student will continue their interest in physical education by learning about nutrition, first aid and basic human anatomy. Moreover, an introduction will be made to sports beyond the scope of the compulsory physical education curriculum.

The course is available to Secondary IV students who fulfill the following criteria:

- Students must have a mature approach to physical education.
- Students must have a sincere interest in learning about physical education and physical fitness.

----- **CREATIVE ART OPTIONS** -----

Dance IV

*Course Fee: Approximately \$15**

MELS Code 672404

4 credits - Secondary 4

This course is designed to enable the student to appreciate many different types of dance, perform and teach creative dances and interpret nonverbal movements. The course will also teach the student common dance vocabulary and how to perform some of the more popular social dances.

Drama IV

*Course Fee: Approximately \$25**

Prerequisite: Secondary 3 Drama

MELS Code 670404

4 credits - Secondary 4

Students should now be self-motivated and interested in directing, acting, designing & building sets, and writing. Individual paths of learning can be accommodated. Notes and quizzes on all aspects of theatre will be done in class. **Basic training will not be done here.** Improvisations will be harder with harsher criticism. Stage make-up and costuming, as well as other theatre related projects will be term projects for students. The acting lessons are designed for fine tuning the portrayal of diversified characters in different circumstances. Students will work on believable action, handling special stage movement, love scenes, death scenes, character make-up, masks, voice training, pantomime, monologues and soliloquies. The student will do vocal and body work without prompting from the teacher. They should be commanding lead roles in any of the school plays or drama related LESs available to them. They should be inventing and creating drama related projects for the Quebec Entrepreneur Contest. The teacher should now be learning from the students.

Visual Arts

*Course Fee: Approximately \$50**

MELS Code 668404

4 credits - Secondary 4

Art-making inspired by Art History. This course is an exploration of a variety of art materials and art styles. Personal projects could include book-making, photo essays, sculpture, comic strips, animation, painting portraits, work in sketchbook... etc. For students interested in Visual Arts programs at the CEGEP level, an art portfolio can be developed. There is the possibility of field trips to visit Montreal Museums.

----- CAREER EXPLORATION OPTIONS -----

The Personal Orientation Project (POP)

Course Fee: To be determined

MELS Code 606404

4 credits – Secondary 4

POP or the Personal Orientation Project is a course that is designed to help students explore, reflect and discover various fields that might interest them by accessing pedagogical resources and by actively trying out a variety of work functions. This process should help students to develop their career identity or identities that they can carry throughout their lives as a result of the foundation of new competencies that they will acquire.

Students will develop between three to eight career exploration projects on an individual basis by using “tool kits”, by consulting career resources, job shadowing, and visiting educational institutions. They will use a ministerial Web site that offers them a virtual resource library of specific experiential tools, virtual visits, and key resource people. Students will reflect on their own career exploration and that of their classmates, on their own or with other classmates, parents, and other trusted people so that they can consider possible career paths.

With the help of community partners, parents, and the school community working together, students should be able to complete the POP course with some identified career possibilities in sectors/fields of interest with the knowledge that these possibilities fit well with their personal characteristics, interests, and aptitudes.

POP should help students to adopt a career/life management approach throughout their lives as a consequence of the new attitudes and competencies they have acquired.

Exploration of Vocational Training

Course Fee: To be determined

MELS Code 617544

4 credits – Secondary 5

Exploration of Vocational Training or Explo offers students the opportunity to become familiar with the vocational training sectors and the world of work. Explo is a process that contributes to a students’ development of their career identities by having them think about their future, identify their aptitudes, aspirations and keenest interests and consider the *possibility* of themselves as future workers. Students are encouraged to follow their career path whatever it might be.

Students will learn, as a class, in a group, or individually about all the vocational sectors by gathering information from various sources such as the Internet, documentation, workers; participating in experiential activities such as trying out tasks associated with a trade or occupation; observing trades and occupations through job shadowing, and visits to the vocational training centre and more.

Students will use ministerial Web site offering a virtual resource library of specific tools such as experiential tools, virtual visits, key resource people. They will be able to reflect on their suitability for vocational training, either on their own, with classmates, parents or other trusted people and considers the *possibility* of enrolling in vocational training.

With the help of community partners, parents, and the school community working together, students will be able to be involved in meaningful exploration opportunities and have access to resources and information relevant to their communities and needs. They will also be able to contemplate career possibilities in trades and occupations with the knowledge that these opportunities fit with their personal characteristics and aptitudes without yet having to make any final decision.

*** Please note that course fees are subject to change without prior notice**