

**WESTWOOD HIGH SCHOOL**

**SENIOR CAMPUS**

**69 Côte St. Charles**

**Hudson, Québec J0P 1H0**

**Telephone: (514) 798-4900**

**School Website: <http://westwood.lbpsb.qc.ca/>**



**Westwood  
High School**

**STRONG IN TRADITIONS  
COMMITTED TO SUCCESS**



**COURSE SELECTION HANDBOOK**

**A guide to the programs offered at  
Westwood High School Senior Campus  
For the academic year 2019-2020**

**WESTWOOD HIGH SCHOOL  
COURSE SELECTION HANDBOOK**  
...About the guide

## **INTRODUCTION**

The Course Selection Handbook is a guide to enable you to help your child choose their program for next year. This page will provide a brief introduction to the Handbook's four key segments:

- 1. General Information**
- 2. Requirements for Graduation** explain how many credits and which compulsory courses are needed to graduate from High School and to be accepted to CEGEP.
- 3. The Course Descriptions** explain the nature of each course offered at Westwood Senior High School and if any prerequisites are required. These brief explanations expand on the program-planning guide and allow a greater understanding of a given subject's three-year program or a complete overview of the school's programs:
  - a) Core
  - b) Options
  - c) Special Programs

If you would like further information please do not hesitate to consult with an administrator, your child's teacher or the guidance counsellor.

Please contact any of the above at (514) 798-4900

# **GENERAL INFORMATION**

## **REGISTRATION PROCEDURES**

Students currently attending a high school of the Lester B. Pearson School Board are registered for secondary school through their high school.

Students new to the Lester B. Pearson School Board must meet with the Guidance Counsellor prior to registering. The registration process includes meeting with the school secretary, completing a registration form and various other forms. An original Birth Certificate, original Certificate of Eligibility, a valid Medicare Card, a parent's Québec Driver's licence, proof of residency and a copy of the last report card will be required at that time. Registrations are considered incomplete without the final approval from Administration and the Admissions Office.

Students coming from outside Canada must first contact the Admissions Office of the Lester B. Pearson School Board at (514) 422-3022.

## **TRANSFERS**

When students transfer from one LBPSB school to another, an appointment must be made with the Guidance Counsellor for course selection. Transfer forms must be signed by both home school and receiving school principals.

## **ORGANIZATIONAL PATTERN FOR SECONDARY EDUCATION**

The last three years of secondary school, Secondary III, IV and V, are the vital transition years during which students begin to accept a greater role in their education, characterized by the progressive development of independent thinking linked with personal, social and educational decision making.

Courses are selected at the high school level with the help of teachers and the academic counsellor to ensure success and the fulfillment of educational goals. Recommendations for placement in mathematics, science and advanced courses are made by the school and based on the students' achievement at each grade level. Course selection forms are distributed in February and must be signed and returned to the school as soon as possible to avoid disappointment.

## **WESTWOOD SENIOR: A BYOD (BRING YOUR OWN DEVICE) SCHOOL**

In keeping with our commitment to promote leaders of the next generation who will have the skills and tools they need to successfully navigate through our ever changing technological society, Westwood Senior Campus is a BYOD (Bring Your Own Device) school. To support this realistic and achievable experience for all students, Westwood Senior has 5 Mobile Labs with 32 Chrome books in each.

By definition a BYOD program refers to a technology model where students bring a personally owned device to school for the purpose of learning. Students will be allowed to use an iPad, Mac or PC that they own. We realize that technology cannot replace the traditional student/teacher relationships, and with that in mind our teachers will strive to find a balance between both technology and traditional learning. The use of the device will always be at the discretion of the teacher.

## **CO-CURRICULAR PROGRAMS**

At Westwood High School – Senior Campus, we are committed to the belief that co-curricular programs are critically important to the educational process. Thanks to the many staff members who give voluntarily of their time and talents, we have an extensive co-curricular program to offer our students which includes athletics, drama, music, art, cultural activities, student council, community service, student life, glee club, tutoring, etc. Participation in these activities enriches the student's life at school and supports achievement in his/her academic program, and is an integral part of the educational experience at Westwood High School.

## **LEARNING CENTER**

This facility is designed to ensure that the learning experience for students at Westwood Senior High School is both positive and rewarding.

A team of teachers, educational technicians and integration aides work out of our Learning Centre with students who have special needs, learning difficulties, or who are experiencing academic difficulty. This may occur through direct remedial instruction to a small group of students in the resource facility or the teacher may work in a team-teaching situation within the regular classroom. In addition, instruction is also provided to groups of students in the areas of study skills, time management, and organizational skill-building. The Learning Centre teacher works as part of the Resource Team to facilitate the referral process for the various other support services.

# **HIGH SCHOOL GRADUATION REQUIREMENTS**

## **YOUTH SECTOR**

### **Quebec High School Graduation Requirements**

The minister shall award a Secondary High School Diploma to students who earn at least 54 credits at the secondary IV or V level. Among those credits, there must be at least 20 credits at the secondary V level.

1. 6 credits in Secondary V language of instruction; English Secondary V;
2. 4 credits in Secondary V second language; French Secondary V;
3. \*4 credits in Secondary IV Mathematics;
4. \*4 credits in Secondary IV Science and Technology or 6 credits in Secondary IV <sup>2</sup> Applied Science and Technology;
5. \*4 credits in Secondary IV History and Citizenship Education;
6. 2 credits in Secondary IV Arts Education;
7. 2 credits in Secondary V Ethics and Religious Culture or Physical Education and Health.

**\* Students who fail Secondary IV graduation requirements must contact the Guidance Counsellor about supplemental exams.**

## **ADULT AND VOCATIONAL EDUCATION SECTOR**

### **ADULT EDUCATION**

A Secondary School Diploma can be obtained through the Adult Education Sector alone, or in combination with the Youth Sector. A diploma will be awarded to a student, who earns at least 54 credits at the Secondary IV or V level, including:

1. 12 credits in Secondary IV and V language of instruction
2. 6 credits in Secondary V second language
3. At least 36 optional credits, 18 of which must be at the Secondary V level or credit considered equivalent from a Vocational Studies program (DVS).

To obtain pre-requisites for a program leading to a Diploma of Vocational Studies (DVS) and CEGEP entry: The Adult Education Sector offers Sec. IV and V course prerequisites for entry to Vocational Studies (DVS) and CEGEP programs.

## **VOCATIONAL EDUCATION**

For admission to Vocational Studies programs directly from high school an applicant must:

1. Have been awarded a high school diploma, or,
2. Be at least 16 as of June 30 in the year training commences, and in most cases have Sec. IV credits in English, French and Math;
3. Admission requirements may vary for some programs, and in particular circumstances; contact the office responsible for admission to the program in question for details.

To obtain a Diploma of Vocational Studies (DVS) a student must meet the requirements for the particular program in any of the following sectors:

Administration; Commerce & Computer Tech; Agriculture & Fisheries; Food Service & Tourism; Arts; Woodworking & Furniture Making; Buildings & Public Works; Electrotechnology; Motorized Equipment; Mechanical Manufacturing; Communications & Documentation; Maintenance Mechanics; Metallurgical Technology; Fashion, Leather, & Textiles; Health Services; Beauty Care.

To Obtain an Attestation of Vocational Studies (AVS) students must have earned a DVS in a related field and have met the requirements for supplementary specialized training.

Additional Resources for Vocational Studies:

Lester B. Pearson School Board – 925 Avenue Brookdale, Dorval, 514-422-3000

[www.pearsonskills.com](http://www.pearsonskills.com)

[www.clicfp.qc.ca](http://www.clicfp.qc.ca) [www.inforoutefpt.org](http://www.inforoutefpt.org)

[www.headingforsuccess.com](http://www.headingforsuccess.com)

## **CEGEP ENTRY REQUIREMENTS**

Current minimum entry requirements for admission to CEGEP are the same as for obtaining a high school diploma (DES) as above.

Please pay attention to specific course pre-requisites for particular programs as they are indicated by each CEGEP

Application deadline is March 1st.

CEGEPs require secondary IV final marks and term 1 and 2 secondary V marks when considering applications

Final acceptance is based on final secondary V marks and graduation diploma

# COMPULSORY CORE COURSES SECONDARY III-V

## ENGLISH REGULAR/ENRICHED

### Objectives

The main objectives of the ELA program at Westwood Senior are the development of individual literacy skills and competencies that permit students to be active members of society.

All levels of English share three main goals:

1. Developing oral communication skills
2. Literacy
3. Writing and production skills

The Quebec Curriculum Reform defines these objectives as set out below:

#### **1. Uses Talk/ Language to Communicate and Learn**

- Adapts resources and strategies to purpose and audience
- Collaborates to carry out an inquiry project
- Organizes information in a report for a specific audience
- Applies rhetorical strategies in a persuasive text
- Selects appropriate data-collecting strategies
- Self-evaluates development as a learner
- 

#### **2. Reads and listens to written, spoken and media texts**

- Adjusts reading strategies to build and sustain meaning
- Draws on discussions with peers to extend, reshape and clarify own responses
- Makes connections between reader, text and context to justify own interpretations
- Applies research & organizational strategies for working with information
- Evaluates own growth as a reader of spoken, written and media texts
- 

#### **3. Produces texts for personal and social purposes**

- Produces texts that exhibit understanding of purpose, audience & tone, appropriate to specific contexts
- Uses different modes and genres
- Collaborates with peers to produce media texts
- Adapts process and strategies to the production context
- Self-evaluates growth as a writer/ producer



## **FRENCH CORE/ENRICHED FRENCH PROGRAMS**

The deep commitment to excellence in French Language instruction is one of the key characteristics of Senior High School.

We offer:

4. The Core French Program which consists of a course in French Second Language appropriate for the graduates of the junior school. As well, other courses such as Monde Contemporain and Histoire are taught entirely in French.
5. An Enriched French Program designed to meet the needs of the ever increasing number of students coming to us from French elementary schools and immersion students who excel in French. It is expected that students enrolled in this program will take Histoire and Monde Contemporain. .

The overall goal of the secondary French program is to provide the student with a solid foundation of the language which will allow him/her, within the limits of the student's command of French, to participate in the professional, social and cultural life of his milieu. During the last three years of secondary courses, the student is provided learning opportunities to exploit his proficiency by using the language as a means of self-expression and to polish his skills for purposes of communication. All courses aim at maintaining previously learned language competencies and at extending them.

The French Department recommends strongly that students listen to radio in French, watch French television, attend French movies, read French books, magazines and newspapers, and seek opportunities to speak French. Parents are urged to do their utmost to facilitate this task by fostering a positive attitude towards the learning of French and by giving their adolescents opportunities to apply, outside the school, the knowledge acquired within the classroom.

## **CRITÈRES D'ÉVALUATION**

### **INTERAGIR EN FRANÇAIS**

- Utilisation du français en classe/et examen
- Adoption d'attitudes favorables aux interactions
- Gestion de la démarche
- Intégration de repères culturels
- Cohérence du message

### **LIRE DES TEXTES EN FRANÇAIS**

- Diversité des textes explorés
- Adoption d'attitudes favorables à la lecture
- Démonstration de sa compréhension du texte
- Interprétation de repères culturels et d'éléments médiatiques
- Gestion de la démarche

### **PRODUIRE DES TEXTES VARIÉS EN FRANÇAIS**

- Diversification des productions
- Adoption d'attitudes favorables à la production
- Gestion de la démarche
- Cohérence du texte
- Interprétation de repères culturels et d'éléments médiatiques

## **1. Linguistic Goals**

- To listen to and understand spoken French as heard in everyday conversations and on radio and television programs on subjects within the range of his experience.
- To express orally his experiences, thoughts, and feelings with clarity and confidence. Makes connections between reader, text and context to justify own interpretations
- To read, with direct understanding, materials which are consistent with his/her linguistic achievement.

- To write with ease and an acceptable degree of correctness.

## **2. Cultural Goals**

- To become familiar with the customs, geography, history, institutions, traditions and arts of French Canada and the other French-speaking regions of the world.
- To participate in the culture of French Canada through an active, natural use of the language.
- To develop an understanding of the communicative function of the locations learned in real or simulated social situations.

### **INTERAGIR EN FRANÇAIS 40%**

- Participer à des interactions
- S'approprier la démarche intégrée d'interaction, de compréhension et de production
- Mettre à profit ses connaissances sur la langue et la culture

### **LIRE DES TEXTES VARIÉS EN FRANÇAIS 30%**

- Diversifier ses expériences de lecture
- S'approprier la démarche intégrée d'interaction, de compréhension et de production
- Se situer par rapport au texte

### **PRODUIRE DES TEXTES VARIÉS EN FRANÇAIS 30%**

- Diversifier ses expériences de production
- S'approprier la démarche intégrée d'interaction, de compréhension et de production
- Se situer en tant que communicateur

## **FRANÇAIS ENRICHI**

This program is for students who have either been enrolled in a French school or who are very adept in French (written and oral). The Programme enrichi puts its emphasis on reading and writing. At the end of the program, students will have a thorough grasp of important literary works and styles.

These courses are designed for students who have received a minimum of 75% in their previous French courses. The expectations for these students will be very high especially in the area of written expression. Students enrolled in the Enriched French will also be expected to enroll in Histoire and Monde Contemporain.

### INTERAGIR EN FRAN 33.33%

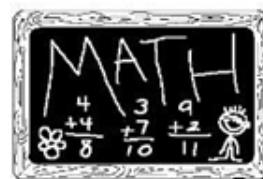
- Participer à des interactions
- Se donner une démarche personnalisée
- Mettre à profit ses connaissances sur la langue et la culture
- 

### LIRE DES TEXTES COURANTS, SPÉCIALISÉS ET LITTÉRAIRES EN FRANÇAIS 33.33%

- Diversifier ses expériences de lecture
- Se donner une démarche personnalisée
- Se situer par rapport au texte

### PRODUIRE DES TEXTES VARIÉS EN FRANÇAIS 33.33%

- Diversifier ses expériences de production
- Se donner une démarche personnalisée
- Se situer en tant que communicateur



## MATHEMATICS

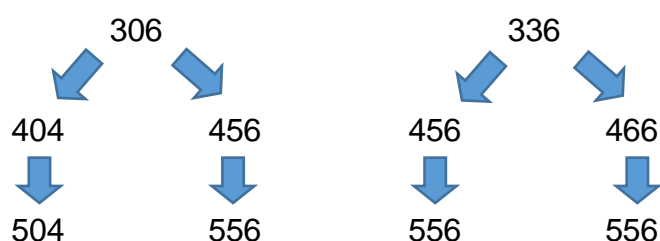
### **SPIRAL MATHEMATICS PROGRAM (300, 400, 500)**

Westwood Senior High School offers a 3-year “Spiral” Mathematics program, 300, 400 & 500 to a select group of students coming into Secondary III. This program is intended for students who have a strong desire to succeed, but who experience difficulties with the regular Mathematics course.

The minimum Math credits necessary for the high school diploma is a passing grade in the Sec IV Math Cultural, Social and Technical (CST) course. Our “Spiral” Math program breaks this course down into attainable goal of completing the secondary IV CST Math course over 3 years and provides the students with numerous opportunities to fulfill the requirements of this course. .

It is intended that the number of students in the “Spiral” class be minimized and that the students remain together for the full 3 years.

#### **MATH PATHWAYS**



#### **SPIRAL**



## **SEC III**

### **Regular Program 306**

Students who have successfully completed the Secondary II Mathematics course will continue their Mathematics education in the Regular Secondary III Math program. Completion of this math course leads into Sec IV Math 404 or 456.

### **Matrix Enriched Math 336**

Westwood Senior offers a Math Matrix Enriched 336. Acceptance into this program is based on final results in Grade 8 and teacher recommendation. Completion of this course leads into Sec IV 456 or 466. Please be advised that the 466 class is limited to the top 32 students. Teacher recommendation again plays a part in your child's placement in Sec IV.

## **SEC IV**

Students will be placed into a particular Math pathway based on recommendations by members of the Math Department. This recommendation will be based on:

- The student's particular learning style in both the Math and Cross-Curricular competencies,
- Mathematical aptitude and
- Final marks from grade 9

The grade 10/11 Math leads to acceptance into either the technical or pre-university programs at CEGEP.

### **Cultural, Social & Technical Math (404)**

This option provides students with tools that help them to increase their capacity for analysis, to consider different possibilities, to make informed decisions, to support their reasoning and to take a position with respect to various issues. By consolidating and integrating knowledge in a variety of activities including the use of technology, students will be interpreting reality as well as making generalizations, predictions and decisions based on situational problems. The main concepts pertaining to CS&T are:

- Algebra (Real Functions)
- Geometry (Similar Figures, Trigonometry)
- Statistics & Probability

### **Scientific Math (456)**

In this option, students become familiar with new networks of concepts and processes. Their capacity for abstract thinking enables them to make a variety of connections among the different branches of mathematics. Use of more formal symbols, rules and conventions are required to construct proofs. Students will analyze situations, phenomenon or behavior and notice related patterns or trends. They will interpolate, extrapolate and generalize as they work with purely mathematical contexts while dealing with concrete situations of a scientific nature. The main concepts pertaining to SM are:

- Algebra (Real Functions)
- Geometry (Equivalent figures, Trigonometry, Metric Relations, Vectors, Matrices)
- Statistics

### **Accelerated Mathematics 466 and 566**

Westwood Senior offers an accelerated Math program beginning in Sec IV (Mat 466) and continuing into Sec V (Mat 566) for students who have shown an affinity to Mathematics and a superior work ethic.

Mat 466 will cover all of the Sec IV Scientific and half of the Sec V Scientific Program. When they move up to Sec V, they will complete the Sec V Scientific program during the first half of the year and then start on Pre-Cal for the remainder.

As there is limited space in both the 466 and 566 classes acceptance into this program is based on final results and teacher recommendation.

## **SEC V**

### **Cultural, Social & Technical Math (504)**

This course is a continuation of the grade 10 CS&T course and is intended for students interested in social causes. It involves a greater use of statistics and discrete mathematics. Specifically, it prepares students for studies in the arts, communications, the humanities and the social sciences. The main concepts pertaining to CS&T are:

- Algebra (Systems of inequalities)
- Geometry (Graph Theory, Equivalent Figures, Transformations)
- Statistics and Probability

### **Scientific Math (556)**

This course is a continuation of the grade 10 program intended for students interested in seeking to understand the origin of various phenomena. Its emphasis is on students'

capacity for abstract thinking and performing more complex algebraic operations. Specifically, this option prepares students for studies in pure sciences where they may eventually specialize in research. The main concepts pertaining to SM are:

- Algebra (functions, systems of inequalities)
- Geometry (Equivalent figures, Transformations, Conics, Vectors, Metric relations in circles and triangles)

**\*\* Students will cover and be evaluated on 6 different topics over the course of the year.**

## **SOCIAL STUDIES/SCIENCES HUMAINES**

### **SEC III**



**HISTORY OF QUEBEC AND CANADA - new program**

**HISTOIRE DU QUEBEC ET DU CANADA - nouveau programme**

The aim of this compulsory course is to prepare students to acquire knowledge of the history of Quebec and Canada, to develop the intellectual skills associated with the study of history, and to develop critical thinking and discussion skills conducive to social participation.

Subject – Specific Competencies:

- To characterize a period in the history of Quebec and Canada
- To interpret a social phenomenon

The specific social phenomena covered are:

- 1500-1608:
  - The experience of the Native peoples in the context of colonization attempts
- 1608-1760:
  - The evolution of society under French rule
- 1760-1791:
  - The Conquest and the change of empire
- 1791-1840:
  - The demands and struggles of nationhood



## **SEC IV**

### **HISTORY OF QUEBEC AND CANADA - new program**

### **HISTOIRE DU QUEBEC ET DU CANADA - nouveau programme**

This compulsory course is a continuation of the aims and subject-specific competencies introduced at the secondary 3 level.

The specific social phenomena covered are:

- 1840-1896:
  - The formation of the Canadian federal system
- 1896-1945:
  - Nationalisms and the autonomy of Canada
- 1945-1980:
  - The modernization of Quebec and the Quiet Revolution
- 1980-Present day:
  - Quebec at a time of choices

**Please note that, at this time, the pilot program is still being edited and the final version will be implemented as of September, 2017.**

## **SEC V**

### **CONTEMPORARY WORLD OR MONDE CONTEMPORAIN**

The main themes covered in the course will concentrate on:

- Environmental management
- Population mobility
- The powers of national states
- The distribution of wealth
- Areas of tension and conflict

Societies are more interdependent today than they used to be; they have more social, economic, political and cultural relationships. Because the problems and issues that characterize the contemporary world are both interconnected and multidimensional, the various stakeholders – states, organizations and citizens – have to work together to find global solutions.

The program aims to:

- Teach students how to form an educated opinion and be able to back up their opinion using information taken from documents and articles
- Help students grasp the complexity of the world, to be critically aware and open to diversity
- Help students develop their critical faculties 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 exist in society and the way in which these relationships shape the organization of the world today, the course will increase their awareness of current world issues.

## **ETHICS OR ETHIQUE**

### **SEC IV**

**(taught in conjunction with History/Histoire)**

### **SEC V**

#### **AIMS OF THE COURSE:**

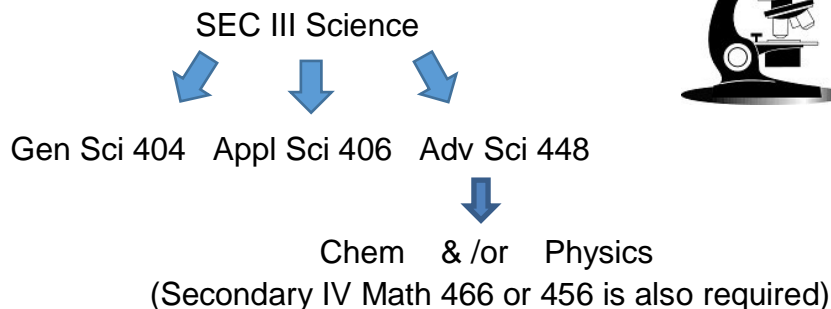
To critically reflect on the meaning of conduct and on the values and norms that the members of a given society or group adopt in order to guide or regulate their conduct. To gain an understanding of the development of a person's moral sense, individual autonomy and capacity for exercising critical judgment.

By the end of these courses students will be able to carry out ethical reflection on topics dealing with tolerance, the future of humanity, justice and human ambivalence. Students will have the opportunity to analyze forms of religious expressions, make connections between these expressions and the social and cultural environment, and examine various ways of thinking, being and acting

Subject – Specific – Competencies Include:

- 1) Reflects on ethical issues
- 2) Demonstrates an understanding of the phenomena of religion

## **SCIENCE**



### **SEC III**

#### **GENERAL SCIENCE & TECHNOLOGY (SCG 306)**

The theme of the secondary 3 Science & Technology program is the Human Organism. Students will investigate concepts from the Living, Material and Technological Worlds as well as Earth and Space in order to gain a better understanding of the human body and the interdependence of its different systems. In doing so, students will learn about scientific phenomena and technological achievements in order to understand more and make decisions about the world around them.

### **SEC IV**

Students have three choices

- General Science and Technology 404 (SCG404)
- Applied Science and Technology 406 (SCA406)
- Advanced Science and Technology 448 \*\*\*\* ( SCG404 +Environmental Science & Technology)

**\*\*\*\*Please note: Students wishing to pursue their science studies in Secondary 5 Physics and Chemistry and later at CEGEP must be enrolled in the Advanced Science and Technology 448**

**\*\*\*\*There are prerequisites for this program.\*\*\*\***

## **GENERAL SCIENCE & TECHNOLOGY 404**

This course or Applied Science and Technology 406 (below) is a compulsory requirement for high school graduation.

The theme of the secondary 4 Science & Technology program is the environment. Students will investigate concepts from the Living, Material and Technological Worlds as well as Earth and Space in order to gain a better understanding of scientific phenomena, technological achievements and issues related to such topics as climate change, the energy challenge, drinking water and deforestation.

## **APPLIED SCIENCE & TECHNOLOGY 406**

This course or General Science and Technology 404 (above) is a compulsory requirement for high school graduation.

The secondary 4 Applied Science & Technology program focuses on the analysis of technical applications. Students will investigate concepts from the Living, Material and Technological Worlds as well as Earth and Space in order to learn about scientific phenomena and technological achievements related to such fields as energy and transportation technologies. In doing so, students will develop a deeper understanding of how things work and will be able to deal more effectively with technical objects, systems, products and processes in the world around them.

**\*Teacher recommendation is required for Grade 10 Applied.**

## **ADVANCED GENERAL SCIENCE AND TECHNOLOGY 448 (Combines SCIENCE & TECHNOLOGY 404 + ENVIRONMENTAL SCIENCE & TECHNOLOGY)**

The Environmental Science and Technology program addresses additional concepts in science & technology to provide a more in-depth look at the concepts involved in environmental issues. In addition, it includes the concepts of energy, residual materials and food production. This course is intended to make students aware of the importance of the environmental impact of science and technology, but puts an additional emphasis on scientific skills.

**Prerequisites:** Successful completion of any Science and Technology course at the Grade 9 level with a mark of 80%+ and Successful completion of Math 306 (Regular Math) with a mark of 85%+

**\*\*\*Note: The Science and Technology 404 portion of the course is necessary for high school graduation. This program is a pre-requisite for the optional chemistry and physics programs in Grade 11.**

## **ART ELECTIVES**

One Art Elective (Art, Drama or Music) is compulsory each year (9, 10, & 11)

### **SEC III**

#### **VISUAL ART**

(also offered in French)

Techniques of drawing and painting are expanded at this level to include portraiture and commercial art. Printmaking and sculpture are introduced. The elements of design and composition become the basis for the appreciation of the masters.

#### **INTRO TO ART**

This introductory art course will incorporate cultures, history and artistry from ancient to modern day civilizations. Students will learn through interactive web based lessons and hands on teaching how to create works of art from various countries and cultures around the world.

### **SEC IV**

#### **VISUAL ART**

At this level students are expected to produce a portfolio including drawings, paintings (watercolour and acrylic), three dimensional work and prints in both the realistic and abstract modes. They work on projects in commercial art and illustration and design. Art history becomes an integral part of the studio experience. This course is intended to prepare students for art at the Secondary V level.

#### **ADVANCED ART**

This enriched course is geared to students with a keen interest in Visual Art. Careful attention will be brought to the preparation of a portfolio for those students interested in pursuing studies in the Visual Arts. The students will be given practical (studio) assignments based on different themes. Portraits, social issues and the environment are among themes to be explored. As space is limited to 1 class, the top 32 students will be selected. Marks and teacher recommendation are part of this process.

## **SEC V**

### **VISUAL ART**

At this level students develop expertise in drawing, painting, sculpture, commercial art, illustration, etc., using a variety of materials. The elements of design and composition are expected to be an integral part of each piece of work. Art history and research come into the course as they relate to the studio work. Portfolios completed at this level are used for entrance in CEGEPs in most fine arts divisions.

### **ADVANCED ART**

This enriched course is a continuation of the advanced program in Sec IV. As space is limited to 1 class, the top 32 students will be selected. Students will be evaluated based on their skills and efforts. Individual assignments, as well as the consistency of their body of work will be considered. Marks and teacher recommendation are part of this process.

### **DRAMA-SEC III, IV, V**

Drama is offered at each grade level. The global objective of the Drama Program is to immerse each student in all aspects of Theatre: acting; rehearsing; directing; voice; set design; set construction; wardrobe; lighting; sound; stage management; program layout; advertising; promotion and production.

## **SEC III**

In this course, grade 9 students participate in a variety of improvisation games and structured activities to teach them the basic fundamentals of theatre production. Stress is placed on character, movement, gesture, and diction. Monologues and short plays are used as a basis for class discussion and reflection. All students participate in a class presentation during their second term.

## **SEC IV**

This senior level drama course explores in greater detail the fundamentals of theatre production. Students participate in a variety of improvisation games and are encouraged to reflect on the elements of an effective presentation. One-act plays are studied and presented as a foundation for in class discussion. Students are required to play an active role in the creation and formal presentation of a short play at the end of their second term.

## **SEC V**

This senior level drama course allows the students to further develop their talent. Students participate in a variety of improvisation games and are encouraged to reflect on the elements of an effective presentation. One-act plays are studied and presented as a foundation for in class discussion. Students are required to play an active role in the creation and formal presentation of a short play at the end of their second term.



## **MUSIC**

### **SEC III TO V**

The music program aims to develop the playing skills and musical understanding of our students so they become independent musical thinkers. Instruments that are part of the program include a variety of wind and percussion instruments such as flute, oboe, clarinet, saxophone, trumpet, french horn, trombone, baritone horn, euphonium, tuba, snare, timpani, orchestra bells, vibraphone, and drum set.

Band Uniform is required (sweater and tie) can be ordered through the music department.

### **INTRO TO MUSIC SEC III**



(No previous experience needed)

This Music course is offered to students who have had little or no previous music experience but would like to learn how to play a new instrument.

At the beginning of the course, students will have the opportunity to try out all of the wind and percussion instruments in order to determine which instrument fits them the best. All playing and practicing will be done in class. Band uniform is required (sweater & tie) and can be ordered through the music department.

3/9 Periods per cycle

## **SEC III MUSIC REGULAR PROGRAM**

(6/9 Periods per cycle)

This course is offered to students who have at least two years of experience on a concert band instrument and possess the requisite music-reading and ensemble skills of a second year player. Students will have after school rehearsals. If a student becomes involved in another after-school activity arrangements can be made so that students are able to participate in both (music and other activity).

**\*\*\*Secondary III students who take the 6-day music option will have the chance to learn a second instrument. They can eventually play that instrument full time if desired.**

## **SEC IV & V**

Students following the music program will move into the Secondary IV and V programs. Students will have after school rehearsals. If a student becomes involved in another after-school activity arrangements can be made so that students are able to participate in both (music and other activity).

## **ELECTIVE COURSES SEC. III**

### **CERAMICS**



Pottery / Ceramics: This course is open to all Grade 9 students. This is a fun visual art studio course where students will be learning traditional hand-building and throwing on the wheel techniques using clay. We will be making interesting artistic works, functional ceramic pottery and learning colorful glazing techniques. Students will also learn aspects of firing ceramics ware in the kiln that includes bisque and glaze firings.

### **BASKETBALL**

This course is offered to Sec. 3 students who want a more in-depth look and feel of the sport of basketball in a positive but competitive learning environment. Students will work hard to perfect advanced individual skills and execute offensive and defensive tactics. Teamwork will be focused on in the last semester so as to gain a competitive perspective. Students will also learn how to referee, score keep and time games. There will be on-court tests, a mid-term exam and a final exam.





## **SPANISH**

This is an introductory course that is aimed at basic vocabulary, grammar and writing to introduce the student to a third language. The focus will be on conversation and an introduction to the Spanish world.

## **OUT DOOR EDUCATION**

This course is intended as an introduction to the basic skills required for the full enjoyment of outdoor related pursuits. Evaluation for the course will be based on assignments, written tests as well as actual performance of various outdoor skills. The course will take place largely outdoors but will also be comprised of a classroom style theoretical component.

### **UNITS:**

The following will be the units covered throughout the school year.

1. Camp cooking
2. Archery
3. Environmentalism (conservation)
4. Cross-country skiing
5. Basic orienteering
6. Cycle touring
7. Canoe skills
8. Camping
9. Trail first aid

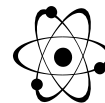
## **HEALTH & WELLNESS**

Become lifelong learners and effective citizens. This course will provide you with an understanding of the role each plays in their own decision making and the impact it will have on their future and those around them. Emphasis is on creating a positive self-image, a healthy lifestyle, coping skills, stress management, and the importance of play, movement, fairness and community. Upon completion of this year long course, students will become critical thinkers in matters concerning self, others and health.

# OPTION COURSES FOR SECONDARY V

## CHEMISTRY

The Chemistry V program is aimed at students who have already succeeded in Advanced Science 448 and wish to complete their chemistry program at the secondary level. This program features an in-depth study of scientific concepts, an intensive experimental approach and a rigorous mathematical treatment.



## PHYSICS

This is a basic course in Physics with emphasis on mechanics and optics. Lectures are accompanied by demonstrations, computer work, and films, with student experiments designed to extend the principles introduced in class. Algebra is used extensively throughout the course.

**Students who wish to enroll in Chemistry &/or Physics  
Must Have Passed Advanced Science & Technology with a minimum of 75% in  
the Theory Component of Grade 10 (including Environmental Science) AND a  
minimum mark of 75% in Grade 10 Scientific Math  
Both of these criteria can be met during the regular school year or by taking the  
summer bridge course and receiving a minimum of 75%**

## DIGITAL PHOTOGRAPHY

This course introduces students to the practical, theoretical and artistic side of digital photography. Students will learn about the digital camera, how to take successful photographs, and how to create, manipulate and enhance their photos through digital software. By the end of the course it is expected that the student will come away with a printed and digital portfolio of their work and a better understanding of digital photography and digital art as an art form.

### **Course Requirements**

Students **must** have their own **digital camera** (ideally a digital SLR, but a point and shoot will also be acceptable). A **memory stick** would also be very useful to save your images to. You will be responsible for your own camera and any other equipment you use (your own or the schools). Students do not need to have prior knowledge of digital imaging and creation software, as these will be taught throughout the course.

## **ANTHROPOLOGY/SOCIOLOGY & PSYCHOLOGY**

This course will provide a basic introduction to the disciplines of Anthropology (the study of humanity in light of evolutionary theory), Sociology (the study of human social behaviour), and Psychology (the study of the mind), including the history, basic principles of the discipline, case studies and the chance to apply the discipline to hands on research project. Students will need to combine participation in class activities with independent and group problem-based learning projects. In this way the course will combine a theoretical and practical approach to the disciplines.

## **STUDENT LEADERSHIP**

This course will be designed to provide students with opportunities to grow and to learn to work with others. Students who take responsibility for their own success and get involved in many different aspects of the school are more likely to succeed in and out of class. Students in our Leadership class will be required to take part in planning and running activities throughout the year.

## **SPANISH**

This is an introductory course that is aimed at basic vocabulary, grammar and writing to introduce the student to a third language. The focus will be on conversation and an introduction to the Spanish world.

## **BUSINESS & ENTREPRENEURSHIP**

This is an introductory course offered to all Sec. V students. It is intended to provide students with an understanding of the principles of business concepts & entrepreneurship skills, business ethics and fair trade practices and micro economics

First, students will learn about market principles and the economy. Then the focus will be on starting a business. Students will draw up a business plan including, financing, advertising & market research. Students have the opportunity to participate in a competitive Dragons Den simulation pitch working along with John Molson School of Business Professors and students. Also, students learn about business structures & ownership, labour relations, unionism & collective bargaining, the labour code, and their rights under the Act Respecting Labour Standards meant for non- unionized workers.

Students will also learn about investments & savings by conducting a stock market investment simulation, mortgages, debt, and consumerism. This course is challenging and is meant for students interested in commerce & entrepreneurial studies.

## **FITNESS & HEALTH**

This course offered to grade 11 students focuses on personal fitness and health. Each class will begin with a fitness workout routine that involves active physical participation. Students will have to train and demonstrate their ability to do independent work resulting in noticeable improvements in their physical fitness levels and health

Focuses of this course are nutrition, outdoor training (cycling, xcountry skiing and running), weight training, core training, taebo, pilates, yoga etc. Students will also be expected to keep logs on their training, conditioning and nutrition. Students may require a bicycle to cycle for trips. There will be short assignments and mid-term & final exams.

## **CANADIAN LAW/DROIT CANADIEN**

This bilingual course focuses on Canadian law and in particular, legal issues that affect everyday life. Students gain a working knowledge of the Canadian legal system by examining fundamental concepts and judicial processes, including criminal law. The analysis of questions of law allows the student to develop his critical thinking and to form an opinion on questions of law. The student is expected to carry out case studies, research in the legal field and participate in fictitious trials and debates. This course is a good base for people who want to study law and political science.

## **WORLD HISTORY**

Discover the history of the 20th century starting with World War I and the Russian Revolution. We'll take an in-depth look at the Second World War and the changes in the world leading to the Cold War. The conflicts in the modern era will also be discussed focusing on recent events in history. If you find history interesting and love great stories why not give World History a try.

## **YOGA, HEALTH AND WELLBEING**

The purpose of this course is to introduce students to basic yoga postures, relaxation techniques, mindful focusing and healthy dietary choices. We live in a fast paced world where stress related illnesses are on the rise. This course is designed to give the students the tools needed to live a more healthy and meaningful life. Through relevant readings, guest speakers and hands on experience, students will learn to make healthy life choices which will have a positive impact on their relationships, school work, and overall wellbeing.

## **WOOD CARVING... HANDS ON APPROACH**

Students will be introduced to specific theoretical knowledge which provides the foundation for further learning and hands-on practice. Students get to develop their practical skills in our woodworking shop.

Discover the world of wood carving and develop your wood carving skills! If you want to learn new skills, boost your confidence and learn in a supportive atmosphere, then this course is for you. This is a craftsmanship program, ideal for anyone with an interest in wood working.

## **DIGITAL FILMMAKING**

In this course students will learn about the foundations and basic elements of creating films and videos. Screenwriting, story-board planning, camera angles, sound mixing editing and post production principals will all be explored and applied in this class. A variety of genres will be explored including; comedies, infomercials, documentaries and action/adventures. Students will be required to work cooperatively on projects and take on a variety of roles including cameraperson, director and editor. Students will be required to provide their own digital filming device. iPhones and Smart-phones will not be permitted in class and will not be the source of film footage.

The goal of this course is to practice the process of filmmaking in order to create an inspiring and impacting product. Evaluations will be based on the quality and creativity of how the various techniques have been applied to the different steps of filmmaking.

# **SPECIAL PROGRAMS**

## **WORK ORIENTED TRAINING PROGRAM**

Training for a Semi-Skilled Trade. This path is intended to give students practical training for the workplace while pursuing a general academic education adapted to their needs. Candidates for this program are:

- Minimum 15 years of age on September 30th
- Have not achieved the competencies of Secondary 1 and Secondary 2, English, French and Mathematics

The program runs five days per week over the course of one school year.

- 525 hours in-school to increase academic competency (three days per week)
- 375 hours' work training in an off-site work placement (two days per week)

Students successfully completing the Work-Oriented Training Pathway will obtain an official training certificate from the Québec Ministry of Education, Leisure and Sports. The student will have an attestation describing the competencies they have developed in the Semi-Skilled Training Program. For more information on the Semi-Skilled Trades offered for certification, please refer to the directory:  
<http://mels.gouv.qc.ca/sections/metiers/>

### **Key Elements:**

- Close involvement of the school team and work training partners
- Quest for the best possible match between the student's capacities and needs.
- QEP and the job possibilities offered in the community at large

## **WORK STUDY PROGRAM**

Selected Secondary III, IV and V students may work outside the building one day per week to practice a skill/trade they may be interested in or plan to choose as a career.

Students work in local businesses or in facilities on the island of Montreal.

Transportation is the responsibility of the parent/student. Four credits are available for this course.

Students participate in a full academic course load appropriate to their grade level and take Work Study in addition. Because students are responsible to make up the classroom work they missed on their day away from classes, this course assumes that a student will be motivated to be pro-active in collecting work, communicating with staff to make adjustments for tests missed, etc.

The resultant experience and skills acquired are a valuable addition to the student's résumé. Those students who plan to attend a Vocational Training facility after high school may consider this program. Students who wish to enter the job market immediately after high school would add this program for the documented work experience it offers.

## CO-CURRICULAR ACTIVITIES

### ATHLETICS

WWHS participates in the GMAA sports league. Below is a list of our teams available to the student body. Team schedules and standings may be found at [www.gmaa.ca](http://www.gmaa.ca)

Fall Season	Winter Season	Spring Season
Soccer	Basketball	Rugby
Golf	Hockey	Outdoor Track & Field
X-Country Running	Curling	Girls Touch Football
Volleyball	X-Country Skiing	Lacrosse
Softball	Wrestling	
	Badminton	
	Futsal	
	Indoor Track & Field	
	Swimming	

### We offer a variety of different clubs and activities:

Yearbook Club

Glee Club

GSA club

Athletic Council

Student Council

Student Life Camp

Terry Fox Run

Along with.....



## **SECONDARY V: INTERNATIONAL DEVELOPMENT PROJECT**

This project aims to enrich the student's understanding of, attitude toward and commitment to global issues and community involvement through a two to three week community development project and cultural exchange in a Central or South American country. It provides the opportunity to develop the values outlined by the Lester B. Pearson School Board to:

- Foster a respect for self, for each other, for our diversity and for our environment. Strive for excellence by maximizing the potential of each individual and by promoting a commitment to lifelong learning.
- Encourage responsible citizenship, cooperation and a strong sense of community.
- Support a caring, nurturing and safe environment that is responsive to the needs of all.
- Create an atmosphere of openness, honesty, integrity and accountability.

Student participants are expected to actively commit to fundraising activities, pre-departure training workshops, assignments and post-trip debriefing events. These activities begin in spring and students should be prepared to incorporate them throughout their year. Students will be eligible for Secondary V credits.

Costs are estimated to be approximately \$3,300 per student. The application form, interviews, teacher recommendations and other pre-project activities will be part of the screening process. It is our intention to take students who can both cope with and be productive in various environments. In addition, the following requirements are essential:

- Participants must have been successful in Sec IV History and Sec IV Physical Science
- In Sec V, the student must be passing core subjects and have a term average of 65%+ (terms 1)
- Participants with a record of behavior-related school suspensions will not be considered
- A student must have an acceptable attendance record for the current school year

Students should declare their interest to Linda Sanders, project coordinator.

[lsanders@lbpearson.qc.ca](mailto:lsanders@lbpearson.qc.ca)

## **THE WESTWOOD BRIDGE TO BURUNDI PROJECT**

A group of students is changing the world, one classroom at a time. We are the students, teachers and friends of Westwood High School.

### **Our Mission**

- To build a complete elementary school L'Ecole Primaire Rwoga Westwood in the village of Rwoga, Burundi East Africa and provide the school and village with sustainable fresh water supply
- To assist the village in developing a sustainable economy and improve agricultural practices
- To improve the overall health conditions.

We hope that our project is the inspiration for other students and schools to take action. We want to share our project model so that it can be replicated. We believe that the life and business skills that are being learned and experienced by our students will have far reaching positive effects for them and for the world.

Help us change the world: [www.bridge-to-burundi.org](http://www.bridge-to-burundi.org)

## **CORPORATE PITCH**

Corporate Pitch is the club that raises money for the Westwood Bridge to Burundi Project. During meetings, members discuss ways to pitch the Bridge to Burundi project to local businesses and corporations to raise the funds needed to keep the Bridge to Burundi initiative going. It is a great way to practice your public speaking skills and to get involved in a great project.

## **SISTERHOOD**

Sisterhood is a club that brings girls together in making a change, empowering girls through giving them a safe space where they can speak freely. We are involved in many projects in our school and the surrounding communities including girls-night-in and an annual anti bullying campaign. Sisterhood creates ever-lasting friendships and brings you into a community you can always look to for support. To get involved please contact Isabella Gavanski, Mrs. White or just show up to room 510 on Thursdays.

## **BROTHERHOOD**

Brotherhood was created four years ago in hopes to better the image of high school boys. The idea behind it is that not all guys are alike and many of us have outstanding qualities. By engaging in school activities year round, Brotherhood aims to raise the bar for our own Westwood boys, but also for teenage boys around the world.

## **ART CLUB**

Art Club is led by our very own Andre Bougie and formed by many students who work hard to make the school more appealing for all to enjoy. They gather once a week to make seasonal decorations. They are going to start working on Christmas decorations as soon as Remembrance Day has passed. Bougie says "Art Club is a place where anyone and everyone of all grades can come and experience art."

## **OUTDOORS CLUB**

Outdoors Clubs is a group formed by Mr. Miller who organizes various camping trips. It encourages people to experience being in nature more, when they otherwise might not have had the chance. It allows them to gather incredibly interesting learning experiences and survival techniques used in either modern or even ancient times.

## **MODEL UN**

Model UN Club attracts students who are highly motivated and interested in actively participating in discussions, debates, and possible solutions on a wide range of topics. Our members annually participate in conferences locally and in other cities. A Model UN conference provides the perfect platform for applying research, improving diplomatic skills, and understanding global challenges from multiple perspectives. Mixed with hundreds and sometimes thousands of other students from all over North America and the world, the various bodies of the United Nations as well as historical events are thoroughly discussed and ultimately actions are voted upon.

## **JOURNALISM**

Journalism is a club that allows students to show their writing capabilities through article writing and personal pieces. Students gather together during Homeroom to develop their work ethic, and get a sense of the world of literature.

## **LIBRARY CLUB**

Westwood Readers is our book discussion group. We meet monthly to discuss the books we are reading, share our opinions and give recommendations for future reads. If you are interested in joining please see Westwood Sr.'s finest librarian, Lynn Austin, for more information.

**Please note that the Course Selection Handbook may be subject to modification.  
Updated: February 6<sup>th</sup>, 2019**