

**A guide to the programs offered at Westwood High School Senior Campus
2024-2025**



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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 3 key segments:

- ❖ **General Information**

- ❖ **Requirements for Graduation** explain how many credits and which compulsory courses are needed to graduate from High School and to be accepted to CEGEP.

- ❖ **Course Descriptions** explain the nature of each course offered at Westwood Senior 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.

If you would like further information please do not hesitate to contact administration or guidance dept by phone (514) 798-4900 or email westwoodseniorschool@lbpearson.ca

GENERAL INFORMATION

REGISTRATION PROCEDURES

Students currently attending an elementary school of the Lester B. Pearson School Board are registered for secondary school through their elementary schools.

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 by the due date indicated.

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 is a BYOD (Bring Your Own Device) school. 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 expected to bring their own chromebook or laptop to school daily. Should they require a chromebook loan, please contact administration. 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 Senior, 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, debating, student government, community service, 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.

RESOURCE

A team of teachers, special ed technicians and integration aides work 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 classroom 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 Resource Team facilitates the referral process for the various other support services.

REQUIREMENTS FOR GRADUATION - YOUTH SECTOR

QUEBEC HIGH SCHOOL GRADUATION REQUIREMENTS

The Ministry of Education awards 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 IV² Mathematics;
4. *4 credits in Secondary IV² Science and Technology or 6 credits in Secondary IV² 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 and to review credits.**

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 – 1925 Brookdale Avenue, Dorval, 514-422-3000

<https://international-voc.lbpsb.qc.ca/>

www.inforoutefpt.org

CEGEP ENTRY REQUIREMENTS

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

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

COURSE DESCRIPTIONS - COMPULSORY CORE COURSES SECONDARY III-V

ENGLISH REGULAR/ENRICHED

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:

- ❖ Developing oral communication skills
- ❖ Literacy
- ❖ Writing and production skills

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

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

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

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

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 strongly recommends 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.

French Enrichi program is for students who have either been enrolled in a French school or who are very adept in French (written and oral). The expectations for these students will be higher than average especially in the area of written expression. Students enrolled in the French Enrichi program will be enrolled in Histoire and Monde Contemporain.

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.

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.

CORE PROGRAM

French 306	Secondary III
French 404	Secondary IV
French 504	Secondary V

ENRICHED PROGRAM

French 336	Secondary III
French 436	Secondary IV
French 536	Secondary V

FRENCH REGULAR

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

FRENCH ENRICHI

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

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

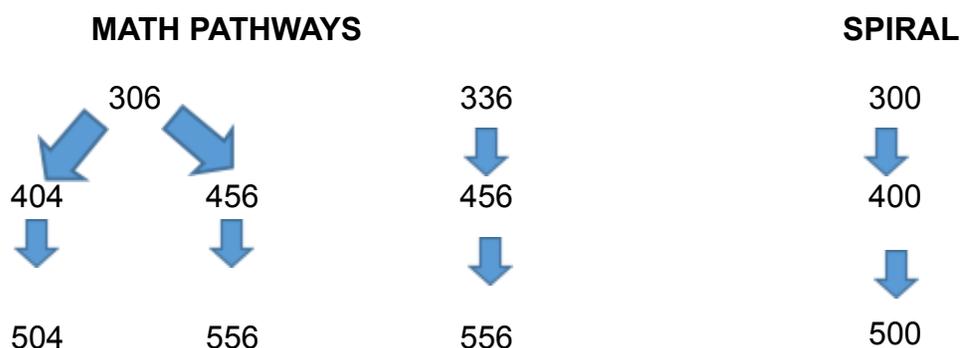
- Diversification des productions
- Adoption d'attitudes favorables à la production
- Gestion de la démarche
- Cohérence du texte
- Interprétation de repères culturels et d'éléments médiatiques

MATHEMATICS- Pathways

Spiral Math Program 300, 400, 500

Westwood Senior 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 goals over 3 years and provides the students with numerous opportunities to fulfill the requirements of this course. On the successful completion of the Sec IV course, students may have the opportunity to commence the Sec V CST course.



SECONDARY III MATH

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.

ENRICHED MATH 336

Westwood Senior offers a Math Enriched 336. Acceptance into this program is based on final results in Sec II and teacher recommendation. Completion of this course leads into Sec IV 456 or 466. Teacher recommendation again plays a role in placement in Sec IV.

SECONDARY IV MATH

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 overall learning style in Math and Cross-Curricular
- Mathematical aptitude
- Final marks from sec III

The Sec III/IV Math leads to acceptance into either the technical or pre-university programs at CEGEP.

CST [CULTURAL, SOCIAL & TECHNICAL] MATH 4C6

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 CST are:

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

SN [SCIENTIFIC MATH] 4S6

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

SECONDARY V MATH

CST [CULTURAL, SOCIAL AND TECHNICAL] MATH 5C6

This course is a continuation of the sec IV CST 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 CST are:

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

SN [SCIENTIFIC MATH] 5S6

This course is a continuation of the sec IV 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 SN are:

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

SOCIAL STUDIES/SCIENCES HUMAINES

SECONDARY III

HISTORY OF QUEBEC AND CANADA ~ HISTOIRE DU QUÉBEC ET DU CANADA

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 Indigenous people 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

SECONDARY IV

- **HISTORY OF QUEBEC AND CANADA**
HISTOIRE DU QUÉBEC ET DU CANADA

This compulsory course is a continuation of the aims and subject-specific competencies introduced at the Secondary III 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

SECONDARY V

CONTEMPORARY WORLD ~ 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 and studying problems and issues of the contemporary world.
- Prepare students to participate as responsible citizens in social debate.

ETHICS OR ETHIQUES (SECONDARY IV is taught in conjunction with History/Histoire)

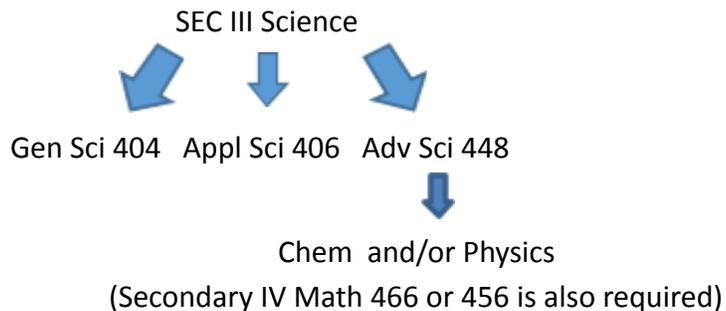
ETHICS OR ETHIQUES (SECONDARY V)

The aim of this course is 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.

Competencies Include:

- Reflects on ethical issues
- Demonstrates an understanding of the phenomena of religion.

SCIENCE



SECONDARY III

GENERAL SCIENCE & TECHNOLOGY (SCG 306)

The theme of the Sec III 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.

SECONDARY IV

Students have three choices:

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

NB: Students wishing to pursue their science studies in Secondary V Physics and Chemistry and later at CEGEP must be enrolled in the Advanced Science and Technology 448

GENERAL SCIENCE & TECHNOLOGY

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

The theme of the Secondary IV 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

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

The Secondary IV 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 Sec IV Applied.*

ADVANCED GENERAL SCIENCE AND TECHNOLOGY

(Combines SCIENCE & TECHNOLOGY + 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 material 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 sec III level with a mark of 80%+ and successful completion of Math 306 with a mark of 85%+

NB: The Science and Technology portion of the course is necessary for high school graduation. This program is a pre-requisite for the optional chemistry and physics programs in Sec V.

ART ELECTIVES

One Art Elective (Art, Drama or Music) is compulsory each year in sec III, IV and V.

SECONDARY III

VISUAL ART

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.

SECONDARY 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 recommendations are part of this process.

WOOD ART

Students get to develop their practical skills in our woodworking shop. Discover the world of wood art and develop your 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 woodworking.

SECONDARY 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

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.

SECONDARY III

In this course, sec III 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.

SECONDARY 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.

SECONDARY 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

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 and ordered through the music department.

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.

SECONDARY IV and V

Students following the music program will move into the Secondary IV and V programs. Students will have after school rehearsals.

OPTION COURSES Sec III

ACTIVE GAMES

This course will introduce students to a variety of non-traditional, modified traditional, low organized and cooperative games. Examples include dodgeball, spikeball, floor hockey, speedminton, crazy ridiculous football, capture-the-flag, speedball, four-way soccer, broomball, modified tchoukball/volleyball/ultimate, group challenges, tag games, team-building games, among other innovative activities.

The primary focus of the course is to:

- examine the role that physical activity plays in the promotion of health
- foster cooperation and fair play in competitive and non-competitive settings
- learn the basics of the variety of tournament styles such as round-robin, single-elimination, ladder, etc
- develop leadership through play, coaching and refereeing

CERAMICS

Pottery / Ceramics: This course is open to all sec III 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.

FITNESS

This course is offered to sec III 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, taeko, 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.

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. The 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.

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.

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.

NB: Students who wish to enroll in Chemistry &/or Physics must have passed Advanced Science & Technology with a minimum of 75% in Grade 10 (including Environmental Science) AND a minimum mark of 75% in Grade 10 Scientific Math.

ANTHROPOLOGY

This course will provide a basic introduction to the disciplines of Anthropology (the study of humanity in light of evolutionary theory), 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

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 and 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 and market research. Students learn about business structures and ownership, labour relations, unionism and 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 and savings by conducting a stock market investment simulation, mortgages, debt, and consumerism. This course is designed for students interested in commerce and entrepreneurial studies.

CERAMICS

Students will experience the designing, forming, and finishing processes of clay. This will include basic hand building methods, glaze and slip application, and firing procedures. Design fundamentals will be stressed as well as exposure to ceramic traditions and trends worldwide, both past and present. Problem solving and creative thinking skills are also emphasized. Students will be responsible for developing an online portfolio to showcase their work. Sketchbook and research assignments are a part of this course.

FITNESS & HEALTH

This course offered to sec V 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, tae bo, 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.

FORENSIC BIOLOGY

In this course, students will study biology and earth science by engaging in investigations of how scientific evidence is used to solve crimes. Students will take on the roles of public safety professionals to identify, collect, preserve, test, and analyze physical evidence. Each unit of this course asks how physical evidence can be used to solve a type of crime, and students will explain and explore the scientific principles at work. Students will learn not only how and why evidence can be used to solve a crime, but also how biogeological processes affect the preservation and viability of physical evidence. Professional report writing will be emphasized in this course, reflecting the high frequency and importance of writing reports in public safety careers. Throughout this course, students will also collect and analyze evidence from simulated crime situations.

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.

MOVEMENT, MINDFULNESS MEDITATION & JOURNALING

This course will allow individuals to not only learn how to listen to their body more intuitively, but also become more aware of its needs. Students will learn the benefits and importance of being present in the now through mindfulness meditation. Some benefits associated with this practice range from decreased stress to increased levels of focus and happiness.

Physical movement will be an integral part of this course, from quiet reflective movements to purposeful movement, to free movement - each student will learn balance, discipline, and strength through these activities.

Students will also be taught different and innovative ways to become more reflective writers. Through this process, students will focus on positive aspects of their lives and learn to let go of negative tensions. This is a lifelong skill with many benefits.

Learning will take place, but not limited to, the classroom, school grounds, community and nature trails. Guest speakers, performers, and professionals in their field will be provided to solidify understanding of materials and topics.

Evaluation will focus primarily on participation, peer interaction, challenges, hands-on crafts and cooperative group work. Students will be required to take part in several challenges, as well as self-evaluate their progress. Moreover, active participation in the course will be necessary for students to gain a full understanding of the concepts related to mindful practices and meditation, movement, and creative journaling.

SPORTS NUTRITION

Do you want to train effectively and reach your goals? Do you want to be successful on the field of play? Do you want to prevent illness and injury as much as possible? If you have answered YES to any of these questions, learning about sport nutrition is for you. Being an athlete and meeting your dietary needs is different than a non-athletic person's needs, therefore learning what to eat, how to build muscle naturally and have peak performance is key to your sporting success and ultimately your life as a whole.

TECHNO-CRAFT

A basic crafting course with a technological twist. This course is a combination of several different types of crafting mediums, producing some amazing results by incorporating the latest technology. 3D printers, laser engravers and the famous Cricut machine. Projects will be constructed using a variety of materials, wood, leather, glass, metal, fabric, vinyl and plastics. All you need is an imagination.

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.

WOODWORKING

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 woodworking and develop various skills along the way. If you want to 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 woodworking.

SPECIALIZED PROGRAMS

WORK ORIENTED TRAINING PROGRAM- WOTP (PREWORK)

The Pre-Work program is a three-year plan which allows students to focus on the competencies required for English, Math and French in elementary cycle 2/3 (grade 6). Students will complete an outside stage in years 2 and 3 of the program with a potential stage in year 1 (dependent on readiness). This pathway 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
- A student may be admitted to prework training if the student has not achieved the objectives of the elementary level programs of studies for *language of instruction and mathematics*.

Key Elements of the PreWork Program:

- 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 of the program

3 Year Work Program
Goal: Gradual, supportive integration into the workforce; continue to support academic progress at the elementary level based upon IEP; develop life skills
Reporting: By Letter Grades (A,B,C or D)
Certification based solely upon success in practical training components: Year I: Introduction to the World of Work (150 hours: all in school) Year II: 300 hour Work Skills course (80% of this time out at work) Year III: 600 hour Work Skills course ** Upon completion the student earned certificate of General Employability from the Québec Ministry of Education, Leisure and Sports

Future Opportunities:

- Go into the semi skilled program or Adult Ed to achieve competencies for vocational training program or high school leaving certificate
- Students can enter the workforce

CO-CURRICULAR ACTIVITIES

THEATRE PRODUCTION

Theatre Production is formed by students who enjoy the art of acting. This includes the annual play. Theatre Club is a good place to meet new people and learn ways to be more comfortable in front of large audiences. Anyone who would like to audition for this year's play, see Ms Phillips.

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

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

WESTWOOD HOCKEY PROGRAM

Interested in joining Westwood's Hockey Program and play in the RSEQ D3 league? See Mr Mischook for try-out information or email jlussier@lbpearson.ca

SECONDARY V: IDP [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.

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 passing overall average of 65%+
- Participants with any behavior-related or absenteeism concerns will not be considered

For information about IDP trips contact; lsanders@lbpearson.qc.ca

AFTER SCHOOL CLUBS

After School Clubs are offered throughout the year at no cost. Students must register online at the start of each session. Information is shared via morning announcements. For example; Horseback riding, Dungeon and Dragons, Sisterhood, Fat Biking, Homework Club, Skiing and Cooking are some of the clubs offered. Join and enjoy!