

**HADLEY JUNIOR HIGH SCHOOL  
PHIEMON WRIGHT HIGH SCHOOL**

**ACADEMIC  
STANDARDS AND PROCEDURES  
HANDBOOK**



**Hadley Junior High School &  
Philemon Wright School**

80 Daniel Johnson Blvd.  
Gatineau, Quebec, J8Z 1S3

Tel: 819-776-3158

Fax: 819-776-1107

Email: [Hadley@wqsb.qc.ca](mailto:Hadley@wqsb.qc.ca)

Email: [pwhs@wqsb.qc.ca](mailto:pwhs@wqsb.qc.ca)

Website: [www.hadleyjuniorhighschool.com](http://www.hadleyjuniorhighschool.com)

Website: [www.pwhs.com](http://www.pwhs.com)

This Academic Standards and Procedures Handbook is a guide that has been created in order to help our parents/guardians and students to make decisions about future courses of study and to understand, in brief, the course outline for the courses that they will need to take at each grade level. This handbook can help students plan for future courses of study and future program decisions. The academic programs and policies follow the Ministry of Education directives.

This document will be updated every year and will be available in printed form for each student (one per family) and in the name of environmental concerns, parents/guardians can print their own copies because the document will be available as a PDF and found on our website [www.hadleypwhs.com](http://www.hadleypwhs.com).



**Hadley Junior High School  
& Philemon Wright High School**  
80 Daniel Johnson, Gatineau, Quebec  
[www.hadleypwhs.com](http://www.hadleypwhs.com)



Dear Students, Parents and Guardians:

September 2012

The Ministry of Education (MELS) has made significant changes to the reporting process across the province as of July 1, 2012. As part of these changes, the school must provide parents with a summary of the Standards and Procedures for the Evaluation of Student Learning at the beginning of the school year. Please find attached this document specifying the main types of evaluation that will be carried out and when they will take place during the year.

## Evaluation of Student Learning for Secondary Cycle 1 and 2 in 2012-2013

You will find information below concerning the evaluation and reporting of your child's progress.

Subject	Description	Types of Assessments and Evaluations	Final Evaluations/ Exams
<b><u>English Language Arts</u></b>  Uses language to communicate and to learn 33%  Reads and listens to texts 33%  Produces spoken, written and media texts 34%	<ul style="list-style-type: none"> <li>Students will be evaluated on their ability to use language to communicate as well as their reading and writing skills</li> <li>All 3 competencies will be evaluated and reported on at the end of every term.</li> <li>The students' knowledge of language and texts will also be evaluated throughout the year</li> <li>The students will write a School Board exam- please see Exam Chart for details</li> </ul>	Assignments  Projects  Reports  Oral Presentations  Tests  Learning Evaluation Situations &	School Board Exam May /June 2012
<b><u>Mathematics</u></b>  Solves a situational problem 30%  Uses math reasoning 70%	<ul style="list-style-type: none"> <li>Students will be evaluated on their ability to solve situational problems and use mathematical reasoning</li> <li>Competency 2 will be evaluated in term 1, and both Competencies 1 and 2 will be evaluated in terms 2 and 3</li> <li>The students' mathematical knowledge of arithmetic, algebra, geometry, statistics and probability will also be evaluated throughout the year</li> <li>The students will write a School Board exam in grades 9 and 11, and a Provincial exam in grade 10 - please see Exam Chart for details</li> </ul>	Tests  Quizzes  In-class work  Learning Evaluation Situations &	School Board Exam or Provincial Exam June 2012
<b><u>French, Second Language</u></b>  Communicates in French 40%  Understands oral and written texts in French 30%  Produces oral and written texts in French 30%	<ul style="list-style-type: none"> <li>All 3 competencies will be evaluated and reported on at the end of every term</li> <li>The students' knowledge of oral language, reading comprehension and writing will also be evaluated throughout the year</li> <li>The students will write a School Board exam- please see Exam Chart for details</li> <li>Students will be evaluated on their ability to use language to communicate as well as their reading and writing skills</li> </ul>	Assignments  Projects  Reports  Oral Presentations  Tests  Learning Evaluation Situations &	School Board Exam May/June 2012

Subject	Description	Types of Assessments and Evaluations	Final Evaluations/ Exams
<b><u>Science &amp; Technology</u></b>  Theory 60%  Practical 40%	<ul style="list-style-type: none"> <li>Students will be evaluated on their ability to:               <ul style="list-style-type: none"> <li>make the most of their knowledge of science and technology</li> <li>seek answers or solutions to scientific or technological problems</li> <li>communicate in the language used in science and technology</li> </ul> </li> <li>Both <i>Theory</i> and <i>Practical</i> components will be evaluated and reported on at the end of every term</li> <li>The students' knowledge of the <i>Material World, Living World, Earth and Space and the Technological World</i> will also be evaluated throughout the year</li> </ul>	Tests  Quizzes  Projects  Experimental Activities	N/A
<b><u>Geography</u></b>	<ul style="list-style-type: none"> <li>Students will be evaluated on their ability to:               <ul style="list-style-type: none"> <li>understand the organization of a territory</li> <li>interpret a territorial issue</li> <li>develop a greater awareness of geographic problems in the world</li> </ul> </li> <li>The students' knowledge about different territories will also be evaluated throughout the year</li> <li>Only an overall <i>Subject Mark</i> will appear on each report card</li> </ul>	Tests  Quizzes  Projects	N/A
<b><u>History &amp; Citizenship Education</u></b>	<ul style="list-style-type: none"> <li>Students will be evaluated on their ability to :               <ul style="list-style-type: none"> <li>examine society, making connections with the past</li> <li>explain important changes that have taken place in history</li> <li>develop a greater awareness of his/her place as a citizen in society</li> </ul> </li> <li>The students' knowledge about different societies will also be evaluated throughout the year</li> <li>Only an overall <i>Subject Mark</i> will appear on each report card</li> </ul>	Tests  Quizzes  Projects	N/A
<b><u>Physical Education &amp; Health</u></b>	<ul style="list-style-type: none"> <li>Students will be evaluated on their ability to:               <ul style="list-style-type: none"> <li>perform movement skills in different physical activity settings</li> <li>interact with others in different physical settings</li> <li>adopt a healthy and active lifestyle</li> </ul> </li> <li>The students' knowledge of different physical activities and strategies will also be evaluated throughout the year</li> <li>Only an overall <i>Subject Mark</i> will appear on each report card</li> </ul>	Participation  Tests  Performances/ Movements	N/A

Subject	Description	Types of Assessments and Evaluations	Final Evaluations/ Exams
<b><u>Ethics and Religious Culture</u></b>	<ul style="list-style-type: none"> <li>Students will be evaluated on their ability to reflect on ethical questions, understand the phenomenon of religion and the practice of dialogue</li> <li>The students' knowledge of the needs of human beings as individuals and in groups as well as the knowledge of different religions will also be evaluated throughout the year</li> <li>Only an overall <i>Subject Mark</i> will appear on each report card</li> </ul>	Tests Projects Oral Presentations	N/A
<b><u>Dance</u></b>	<ul style="list-style-type: none"> <li>Students will be evaluated on their ability to create, perform and appreciate dance</li> <li>The students' knowledge of the language of dance, movement techniques and procedures will also be evaluated throughout the year</li> <li>Only an overall <i>Subject Mark</i> will appear on each report card</li> </ul>	Projects Performances/ Movements	N/A
<b><u>Music</u></b>	<ul style="list-style-type: none"> <li>Students will be evaluated on their ability to create, perform and appreciate musical works</li> <li>The students' knowledge of the language of music and instrumental techniques will also be evaluated throughout the year</li> <li>Only an overall <i>Subject Mark</i> will appear on each report card</li> </ul>	Projects Performances Presentations	N/A
<b><u>Visual Arts</u></b>	<ul style="list-style-type: none"> <li>Students will be evaluated on their ability to create and appreciate personal and media images</li> <li>The students' knowledge of the language of visual arts, transforming images, materials and tools will also be evaluated throughout the year</li> <li>Only an overall <i>Subject Mark</i> will appear on each report card</li> </ul>	Projects Presentations	N/A
<b><u>Drama</u></b>	<ul style="list-style-type: none"> <li>Students will be evaluated on their ability to create, perform and appreciate dramatic works</li> <li>The students' knowledge of the language of drama, performance techniques and procedures will also be evaluated throughout the year</li> <li>Only an overall <i>Subject Mark</i> will appear on each report card</li> </ul>	Projects Performances/ Movements	N/A

### **Students with Special Needs**

Please note that some students with special needs are provided with an individualized program to meet their needs. Their programs, including the evaluation and reporting procedures, may differ from those described in these pages. The teachers, in collaboration with the school's resource department, develop Individual Education Plans (IEPs) that outline the individualized programs, strategies implemented as well as resource support measures.

### **Report Cards**

<b>Official Communications:</b> Please note that you will receive the following official communications during the school year:	
<b>Interim Report</b>	On October 12 <sup>th</sup> , you will receive an Interim Report which will include comments on your child's learning and behavior.
<b>Term 1 Report Card</b>	The Term 1 Report Card will be issued on November 16 <sup>th</sup> . This report card will cover the period from August 30 <sup>th</sup> to November 2 <sup>nd</sup> and will count for 20% of the final mark for the year.
<b>Term 2 Report Card</b>	The Term 2 Report Card will be issued on March 12 <sup>th</sup> . This report card will cover the period from November 2 <sup>nd</sup> to February 15 <sup>th</sup> and will count for 20% of the final mark for the year.
<b>Term 3 Report Card</b>	The Term 3 Report Card will be issued by July 10. It will cover the period from February 15 <sup>th</sup> to the end of the year and will count for 60% of the final mark for the year.

### **Comments on Learning (by Subject)**

The report card will include a section for general teacher comments for each subject area. The comments will deal with the student's strengths, challenges and progress.

### **General Competencies**

The report cards will also include comments on the following general competencies at the end of the first and third term:

- Term 1: *Organizes his/her work and Works in a team*
- Term 3: *Organizes his/her work and Works in a team*

If there are any changes made to the above evaluation and reporting information, an updated version of this document will be made available. For any more information concerning the evaluation of your child's learning, please contact us at your convenience.

Terry Kharyati, Principal

# **Hadley Junior High School and Philemon Wright School**

## **Academic Handbook**

### Vision and Mission

Student planning of his/her high school program of study is extremely critical. This booklet provides information about graduation requirements, programs of study, and course descriptions. The Ministry of Education in Quebec requires each student to have a basic curriculum of English and French language arts, social studies, mathematics, science, physical education, ethics and religious culture, and the cultural arts. An important task is to reflect upon a path and plan of study that leads students to a career area or post-secondary educational opportunity of interest to them and that they are proud of. We are not content with successes that just allow students to receive a diploma or a certificate. We want for all of our students to develop a plan that gives them a variety of life opportunities once they graduate.

The following course outlines are general in nature and are designed to give students, parents and guardians' information about the present and future course of study for all students. Teachers at Hadley and Philemon may give more detailed versions of their course outlines.

Ministry Course Frameworks for all courses at all levels are available at the following website:  
[http://www.mels.gouv.qc.ca/progression/secondaire/index\\_en.asp](http://www.mels.gouv.qc.ca/progression/secondaire/index_en.asp)

The following course outlines are included: Grade 7 to Grade 11, MAP, WOTP and Lifeskills Programs. If students or parents have any questions regarding the information provided here or about information that is not provided, please contact a school Administrator or our Academic Advisors/Guidance Team.

## GRADE 7 and GRADE 8 ENGLISH LANGUAGE ARTS

### Materials Needed:

- Binder
- Dividers (5)
- Lined paper
- Pens, pencils, eraser, whiteout
- Highlighter
- Coloured pencils
- Markers
- Glue
- Scissors
- Ruler
- Independent novel

### Evaluation of Student Learning-Secondary:

Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<b>English Language Arts</b> <ul style="list-style-type: none"> <li>• Uses language to communicate and to learn 33%</li> <li>• Reads and listens to texts 33%</li> <li>• Produces spoken, written and media texts 34%</li> </ul>	Students will be evaluated on their ability to use language to communicate as well as their reading and writing skills <ul style="list-style-type: none"> <li>• All 3 competencies will be evaluated and reported on at the end of every term.</li> <li>• The students' knowledge of language and texts will also be evaluated throughout the year.</li> <li>• The students will write a teacher-made exam.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Projects</li> <li>• Responses</li> <li>• Reports</li> <li>• Oral presentations</li> <li>• Media presentations</li> <li>• Responses</li> </ul>	Teacher-made exams (February & June)

### Content Outline of the Course:

ELA provides students with the knowledge and skills to use language in all its range of contexts and purposes through a variety of print and non-print media. Students will be able to understand and draw conclusions from communication whether written, spoken, or displayed visually. Language knowledge and skills are taught within the context of the curriculum. We encourage students to read a wide variety of texts every day for the first 15 minutes of class. ELA grade 8 will cover novel study, written responses, narrative writing, oral presentations, reading comprehension and group work.

## GRADE 7 FRENCH

### Materials Needed:

- Binder (1 ½ ")
- Lined paper (package of 100)
- Highlighters (3 different colours)
- 2 "Canada" or "Hilroy" notebooks (32 pages minimum)
- 5 pencils & 1 eraser
- Pens ( blue, black, & red)
- Colouring crayons
- English/French dictionary / Bescherelle (optional)

### Evaluation of Student Learning-Secondary:

Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<b>French</b> <b>Interagir (40%)</b> -Interagir spontanément oralement ou par écrit lors d'un échange Exemples: discussions, débats, improvisations, journal, etc. <b>Produire des textes variés à l'oral et à l'écrit (30%)</b> -Répondre à une intention de communication Exemples: présentations orales, compositions, entrevues <b>Lire des textes variés (30%)</b> -Compréhension orale (écoute) et écrite (lecture) Exemples: documents vidéo, articles de journaux, romans, films	Students will be evaluated on their ability to communicate as well as their reading and writing skills. <ul style="list-style-type: none"> <li>• Les 3 compétences seront évaluées à la fin de chacune des 3 étapes.</li> <li>• Les élèves écriront un examen final qui comptera pour 20% de l'étape 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Projets</li> <li>• Dictées</li> <li>• Devoirs</li> <li>• Quiz</li> <li>• Productions écrites</li> <li>• Discussions de groupes</li> <li>• Examens</li> <li>• SAE</li> <li>• SE</li> </ul>	School Board Exam May/June

### Content Outline of the Course:

Students will develop the listening, speaking, reading and writing of the previous level. They will become more proficient in that use of the language and will continue to make real-life and functional applications. Activities and tasks encourage students to reflect, explore, manipulate the words, simulate the real world, discuss and practice strategies and previous knowledge.

The course consists of the following topics:

Verbes, grammaire, syntaxe, prononciation, écoute, communication orale

## GRADE 7 FRANÇAIS

### Materials Needed:

- Binder (1 ½ ")
- Lined paper (package of 100)
- Highlighters (blue, yellow, pink)
- 4 "Canada" or "Hilroy" notebooks (32 pages),( blue, yellow, green & pink)
- 5 pencils / mechanical pencil & 1 eraser & correction tape
- Pens ( blue, black, & red)
- English/French dictionary / Livre de conjugaison (Bescherelle)

### Evaluation of Student Learning-Secondary:

Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<b>French Interagir (33%)</b> -Interagir spontanément oralement ou par écrit lors d'un échange Exemples: discussions, débats, improvisations, journal, etc. <b>Produire des textes variés à l'oral et à l'écrit (33%)</b> -Répondre à une intention de communication Exemples: présentations orales, compositions, entrevues <b>Lire des textes variés (34%)</b> -Compréhension orale (écoute) et écrite (lecture) Exemples: documents vidéo, articles de journaux, romans, films	Students will be evaluated on their ability to communicate as well as their reading and writing skills. <ul style="list-style-type: none"> <li>• Les 3 compétences seront évaluées à la fin de chacune des 3 étapes.</li> <li>• Les élèves écriront un examen final qui comptera pour 30% de l'étape 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Projets</li> <li>• Dictées</li> <li>• Devoirs</li> <li>• Quiz</li> <li>• Productions écrites</li> <li>• Discussions de groupes</li> <li>• Examens</li> <li>• SAE</li> <li>• SE</li> </ul>	School Board Exam May/June

### Content Outline of the Course:

Students will develop the listening, speaking, reading and writing of the previous level. They will become more proficient in that use of the language and will continue to make real-life and functional applications. Activities and tasks encourage students to reflect, explore, manipulate the words, simulate the real world, discuss and practice strategies and previous knowledge.

The course consists of the following topics: Verbes, grammaire, syntaxe, prononciation, écoute, communication orale



## GRADE 7 MATH

### Materials Needed:

- Pencils, erasers
- 2 packages of Hilroy scribbles for notes/work (pink, yellow, green, blue = 32 pages each)
- Graph paper
- Geometry set
- Calculator (strongly suggest 2 line display)
- 2" binder with dividers (strongly suggest Zipper Binder)
- Coloured pens for correction

### Evaluation of Student Learning-Secondary:

Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<b>Math</b> <ul style="list-style-type: none"> <li>• Competency 1= 30% Solves a situational problem</li> <li>• Competency 2=70% Uses mathematical reasoning</li> </ul>	<p>Students will be evaluated on their ability to solve situational problems (i.e. multi-step, multi-concept real world situations) and their ability to use mathematical reasoning to solve application questions, short answer questions as well as multiple choice math questions.</p> <ul style="list-style-type: none"> <li>• Both competencies will be evaluated and reported on each term</li> <li>• The students will write a School Board exam that will count for 30% of the 3<sup>rd</sup> term mark</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes/tests</li> <li>• Assignments</li> <li>• Projects</li> <li>• Midterm assessments</li> <li>• End of term assessments</li> </ul>	School Board Exam

### Content Outline of the Course:

**Fractions:** Reading, writing, various representations, patterns, properties, comparisons, operations  $+$   $-$   $\times$   $\div$ , rules; Order of operations; Estimating the order of magnitude; Simplifications & reduction (term 1)

**Decimals:** Reading, writing, various representations, patterns, properties, comparisons; Operations  $+$   $-$   $\times$   $\div$ , rules; Order of Operations; Estimating the order of magnitude; Simplifications & reduction; Locating on a number line (term 2)

**Percent:** Understanding percent; Fractions to decimals to percent; Percent of ...; Taxes; Discount; Switching from one way of writing numbers to another or from one type of representation to another (term 2)

**Integers:** Number line; Order and compare; Operations  $+$   $-$   $\times$   $\div$ , rules (term 2)

**Geometry:** Area & Perimeter; Area & perimeter of quadrilaterals & triangles; Quadrilaterals; Triangles; Formulas; Lines and angles; Geometric constructions; Transformations (term 3)

**Date Management:** Population, sample; Sample survey, poll, census; Frequencies; Reading & constructing graphs: bar, broken-line & circle; Arithmetic mean, mode, median (average), Range; Conducting a survey or census; Constructing Tables and graphs(term 3)

**Number Sense** will be incorporated into these units as concepts arise (divisibility, multiples, factors, exponents, BEDMAS)

## GRADE 7 SCIENCE & TECHNOLOGY

<b>Materials Needed:</b>			
<ul style="list-style-type: none"> <li>• Binder (3 ring) with separators, loose leaf paper</li> <li>• Calculator, Sharpener, ruler</li> <li>• Pens, pencils, erasers</li> </ul>			
<b>Evaluation of Student Learning-Secondary:</b>			
<b>Subject</b>	<b>Description</b>	<b>Types of Assessments /Evaluations</b>	<b>Final Evaluations/Exams</b>
<u>Science &amp; Technology</u> <ul style="list-style-type: none"> <li>• Practical 40%</li> <li>• Theory 60%</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be evaluated on their ability to:               <ul style="list-style-type: none"> <li>-make the most of their knowledge of science and technology</li> <li>-seek answers or solutions to scientific or technological problems</li> <li>-communicate in the language used in science &amp; technology</li> </ul> </li> <li>• Both <i>Theory and Practical</i> components will be evaluated and reported on the end of every term</li> <li>• The students' knowledge of the <i>Material World, Living World, Earth and Space and the Technological World</i> will also be evaluated throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Projects</li> <li>• Lab Reports</li> <li>• Oral Presentations</li> <li>• Tests / Quizzes</li> <li>• Learning &amp; Evaluation Situations</li> </ul>	School Exam May/June
<b>Content Outline of the Course:</b>			
<p>In the Quebec Education Program (QEP), the Science and Technology. The Science and Technology program is to be covered over a two year period. The general domains of the program are listed below.</p> <ul style="list-style-type: none"> <li>• The Living World</li> <li>• The Earth and Space</li> <li>• The Material World</li> <li>• The Technological World</li> </ul>			

## GRADE 7 & 8 HISTORY

<b>Materials Needed:</b>			
<ul style="list-style-type: none"> <li>Binder, lined paper, dividers</li> <li>Pens, pencils, eraser and coloured pencils</li> <li>White-out, scissors, glue</li> </ul>			
<b>Evaluation of Student Learning-Secondary:</b>			
Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<u>History and Citizenship</u> One Competency, Three Components: <ul style="list-style-type: none"> <li>Examines social phenomena from a historical perspective</li> <li>Interprets social phenomena using the historical method</li> <li>Constructs his/her consciousness of citizenship through the study of history</li> </ul> <p><b>The term “social phenomena” refers to human action in societies of the past or the present. These phenomena encompass all aspects of the life of a society—the cultural, economic, political and territorial aspects—as well as the social aspect itself.</b></p>	Students will be evaluated on <ul style="list-style-type: none"> <li>Their ability to examine and understand historical events. (<i>What happened?</i>)</li> <li>Their ability to interpret these events. (<i>Why did they happen? What were the enduring consequences?</i>)</li> <li>Their ability to understand social phenomena of the present through a historical perspective. (<i>How does understanding the past help us to understand the present?</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Assignments</li> <li>Projects</li> <li>Journal</li> <li>Oral presentations</li> <li>Quizzes/Tests</li> <li>Class Participation (Discussion, Group work)</li> </ul>	Exam (February & June)
<b>Content Outline of the Course:</b>			
In History and Citizenship students have the opportunity to learn about significant turning points in the history of the Western world, whose impact is still felt today. The social phenomena covered include: <b>Grade 7:</b> Sedentarization (Agricultural Revolution), The Emergence of Civilization (Mesopotamia), First Experience of Democracy (Ancient Greece), Romanization (The Roman Empire), The Christianization of the West (Middle Ages), Growth of Cities and Trades <b>Grade 8:</b> A New Vision of Humanity (The Renaissance), European Expansion in the World (Age of Exploration), The French Revolution, Industrialization: an economic and social revolution, Imperialism and Colonization (The Scramble for Africa), Winning of Civil Rights and Freedoms			

## GRADE 7 & 8 HISTOIRE & CITOYENNETÉ

<b>Materials Needed:</b>			
<ul style="list-style-type: none"> <li>Histoire only binder (2”), loose leaf paper</li> <li>Coloured pencil crayons, pens, pencils, eraser</li> <li>Ruler, highlighter</li> </ul>			
<b>Evaluation of Student Learning-Secondary:</b>			
Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<u>Histoire &amp; Citoyenneté</u> <ul style="list-style-type: none"> <li>Interroger les réalités historiques</li> <li>Interpréter les réalités historiques</li> <li>Développer sa conscience citoyenne</li> </ul>	Les élèves seront évaluées sur leurs compétences et leurs connaissances des réalités historiques étudiées en classe.	<ul style="list-style-type: none"> <li>Tests</li> <li>Projets</li> <li>Devoirs</li> </ul>	Examen maison
<b>Content Outline of the Course:</b>			
Le cours d'histoire et citoyenneté du premier cycle du secondaire vise à développer les connaissances et les compétences en lien avec les sociétés du passé qui ont contribué à former la civilisation occidentale actuelle.			

## GRADE 7 GEOGRAPHY

### Materials Needed:

- Binder (2") and lined paper (100)
- Coloured pencils, highlighter
- Scissors, glue

### Evaluation of Student Learning-Secondary:

Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<u>Geography Competencies</u> <ul style="list-style-type: none"> <li>• Understands the organization of a territory</li> <li>• Interprets a territorial issue</li> <li>• Constructs his/her consciousness of global citizenship</li> </ul>	Students are evaluated on the three competencies in the five broad content areas.	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Projects</li> <li>• Tests/quizzes</li> <li>• Oral Presentations</li> <li>• Learning and Evaluation Situations</li> <li>• Participation</li> <li>• Workbook</li> <li>• Binder checks</li> </ul>	End of Year Exam May/June

### Content Outline of the Course:

In the Quebec Education Program (QEP) the Geography program is covered over a two year period (grade 7 and 8). The general domains of the program are listed below :

- Urban Territory
- Regional Territory
- Agricultural Territory
- Native Territory
- Protected Territory

## GRADE 7 & 8 GEOGRAPHIE

### Materials Needed:

- Binder (2") and lined paper (100)
- Colour pencils, ruler, and highlighters (2)
- Textbook, workbook & fiches: "Territoires"

### Evaluation of Student Learning-Secondary:

Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<u>Géographie (Enrichi)</u> <ul style="list-style-type: none"> <li>• Lire l'organisation d'un territoire</li> <li>• Interpréter un enjeu territorial</li> <li>• Construire sa conscience citoyenne à l'échelle planétaire</li> </ul>	Les élèves seront évalués sur les 3 compétences par chacun des 6 dossiers à l'étude.	<ul style="list-style-type: none"> <li>• projet</li> <li>• video</li> <li>• présentation</li> <li>• participation</li> <li>• examen</li> <li>• devoir</li> <li>• cahier d'activité</li> <li>• fiche d'activité</li> </ul>	Examen final

### Content Outline of the Course:

L'élève développera les compétences reliées à l'interprétation des territoires urbains et ruraux & ruraux.  
L'élève prendra connaissances des enjeux territoriaux et prendra conscience des actions humaines à l'échelle planétaire.

## GRADE 7 ETHICS AND RELIGIOUS CULTURE

<b>Materials Needed:</b>			
<ul style="list-style-type: none"> <li>Pen (blue or black ink) or pencil</li> <li>Binder with paper in it</li> <li>Pencil crayons or markers (minimum 8)</li> </ul>			
<b>Evaluation of Student Learning-Secondary:</b>			
Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<u>Ethics and Religious Culture</u> <ul style="list-style-type: none"> <li>Reflects on ethical questions 33%</li> <li>Understands the phenomenon of religion 33%</li> <li>Uses dialogue in an effort to understand 34%</li> </ul>	<ul style="list-style-type: none"> <li>Students will be evaluated on their ability to reflect on ethical questions, understand the phenomenon of religion and the practice of dialogue</li> <li>The students' knowledge of the needs of human beings as individuals and in groups as well as the knowledge of different religions will also be evaluated throughout the year</li> <li>Only an overall <i>Subject Mark</i> will appear on each report card</li> </ul>	<ul style="list-style-type: none"> <li>Assignments</li> <li>Quiz</li> <li>Test</li> <li>Oral Presentations (including debate)</li> <li>Learning and Evaluation Situations</li> </ul>	End of Year Project
<b>Content Outline of the Course:</b>			
<p>Ethics and Religious Culture provides an opportunity for students to learn about the religious histories and traditions of the people that inhabit the Outaouais, Quebec, Canada and the world (e.g. Christianity, Judaism, Islam, Native Spirituality and others). The classroom activities and assignments are presented to foster dialogue and deepen the student's understanding of these religions. Further, students are challenged to form and express their own opinions on multiple topics through the examination of ethical questions. These topics could include, but are not limited to: religious vs. secular celebrations of holidays; the relationship between freedom and responsibility; drug and alcohol education.</p>			

## GRADE 7 VISUAL ARTS

<b>Materials Needed:</b>			
Pencil case, pencils, eraser, scissors, glue stick, ruler, compass			
<b>Evaluation of Student Learning-Secondary:</b>			
Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<b>Art</b>  Creates personal images Creates media images 70% Appreciates images 30%	Students will be evaluated on their completed art assignments, their creativity and originality and their efficient use of class time. Criterion upon which assignments are marked are explained when the assignment is handed out	Art assignments Sketchbook assignments Written/oral critiques of art work (personal, peers and famous masterpieces)	All competencies will be evaluated and reported at the end of every term Art assignments may be weighted differently. There is no mid-term or final exam.
<b>Content Outline of the Course:</b>			
<ul style="list-style-type: none"> <li>This course will give students the opportunity to experience different art mediums such as oil/chalk pastels, acrylic/tempura/watercolour paints, charcoal/conté chalk, printmaking/black ink</li> <li>When producing their own work, students will develop skills and techniques in drawing, painting, printmaking, and sculpting 3 dimensional forms</li> <li>Students will learn the concepts and language of art and will become sufficiently knowledgeable to explore and critique a variety of well-known artist's works.</li> <li>Students will use a sketchbook for sketching as well as for planning their work</li> </ul>			

## GRADE 7 PHYSICAL EDUCATION

<b>Materials Needed:</b>			
<ul style="list-style-type: none"> <li>Physical Education uniform, non-marking athletic shoes</li> <li>T-shirt &amp; shorts (PE uniform issued by school) or athletic pants</li> <li>Weather appropriate change of clothes for outdoor classes</li> <li>Pencil as required</li> </ul>			
<b>Evaluation of Student Learning-Secondary:</b>			
Subject	Description	Types of Assessments /Evaluations	Final Evaluations/ Exams
<u>Physical Education</u> <ul style="list-style-type: none"> <li>Performs movement skills in different physical activity settings 33%</li> <li>Interacts with others in different physical activity settings 33%</li> <li>Adopts a healthy active lifestyle 34%</li> </ul>	<ul style="list-style-type: none"> <li>Students will be evaluated on their ability to perform skills and participate effectively in games or modified games in the activities covered.</li> <li>Students will also perform fitness assessments each term and compare their results to age-group norms</li> </ul>	<ul style="list-style-type: none"> <li>Skill assessments</li> <li>Game play Assessments</li> <li>Quizzes</li> <li>Activity/nutrition logs</li> <li>Fitness testing</li> </ul>	N/A
<b>Content Outline of the Course:</b>			
<p>Students will learn skills and game concepts in various team and individual activities such as: touch football, basketball, ultimate, badminton, hiking, volleyball, handball, group fitness, individual fitness and gymnastics.</p> <p>Students will be introduced to and develop their understanding of the components of fitness, and basic components of the cardiovascular and musculoskeletal systems.</p>			

## GRADE 8 FRENCH

<b>Materials Needed:</b>			
<ul style="list-style-type: none"> <li>Binder (1 1/2 ") and Lined paper (package of 100) and Highlighters (3, different colours)</li> <li>2 "Canada" or "Hilroy" notebooks (32 pages minimum) and 5 pencils &amp; 1 eraser</li> <li>Pens ( blue, black, &amp; red) and Colouring crayons</li> <li>English/French dictionary / <i>Bescherelle</i> (optional)</li> </ul>			
<b>Evaluation of Student Learning-Secondary:</b>			
Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<u>French</u>  <u>Interagir (40%)</u> -Interagir spontanément oralement ou par écrit lors d'un échange Exemples: discussions, débats, improvisations, journal, etc. <u>Produire des textes variés à l'oral et à l'écrit (30%)</u> -Répondre à une intention de communication Exemples: présentations orales, compositions, entrevues <u>Lire des textes variés (30%)</u> -Compréhension orale (écoute) et écrite (lecture) Exemples: documents video, articles de journaux, romans, films	Students will be evaluated on their ability to communicate as well as their reading and writing skills. -Les 3 compétences seront évaluées à la fin de chacune des 3 étapes. -Les élèves écriront un examen final qui comptera pour 20% de l'étape 3.	<ul style="list-style-type: none"> <li>Projets</li> <li>Dictées</li> <li>Devoirs</li> <li>Quiz</li> <li>Productions écrites</li> <li>Discussions de groupes</li> <li>Examens</li> <li>SAE</li> <li>SE</li> </ul>	School Board Exam May / June
<b>Content Outline of the Course:</b>			
<p>Students will develop the listening, speaking, reading and writing of the previous level. They will become more proficient in that use of the language and will continue to make real-life and functional applications. Activities and tasks encourage students to reflect, explore, manipulate the words, simulate the real world, discuss and practice strategies and previous knowledge.</p> <p>The course consists of the following topics: Verbes, grammaire, syntaxe, prononciation, écoute, communication orale.</p>			

## GRADE 8 FRANÇAIS

### Materials Needed:

- Binder (1 ½ ")
- Lined paper (package of 100)
- Highlighters (blue, yellow, pink)
- 4 "Canada" or "Hilroy" notebooks (32 pages),( blue, yellow, green & pink)
- 5 pencils / mechanical pencil & 1 eraser & correction tape
- Pens ( blue, black, & red)
- English/French dictionary / Livre de conjugaison (*Bescherelle*)
- 

### Evaluation of Student Learning-Secondary:

Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<b><u>French</u></b> <b><u>Interagir (33%)</u></b> -Interagir spontanément oralement ou par écrit lors d'un échange Exemples: discussions, débats, improvisations, journal, etc. <b><u>Produire des textes variés à l'oral et à l'écrit (33%)</u></b> -Répondre à une intention de communication Exemples: présentations orales, compositions, entrevues <b><u>Lire des textes variés (34%)</u></b> -Compréhension orale (écoute) et écrite (lecture) Exemples: documents vidéo, articles de journaux, romans, films	Students will be evaluated on their ability to communicate as well as their reading and writing skills. <ul style="list-style-type: none"> <li>• Les 3 compétences seront évaluées à la fin de chacune des 3 étapes.</li> <li>• Les élèves écriront un examen final qui comptera pour 35% de l'étape 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Projets</li> <li>• Dictées</li> <li>• Devoirs</li> <li>• Quiz</li> <li>• Productions écrites</li> <li>• Discussions de groupes</li> <li>• Examens</li> <li>• SAE</li> <li>• SE</li> </ul>	School Board Exam May/June

### Content Outline of the Course:

Students will develop the listening, speaking, reading and writing of the previous level. They will become more proficient in that use of the language and will continue to make real-life and functional applications. Activities and tasks encourage students to reflect, explore, manipulate the words, simulate the real world, discuss and practice strategies and previous knowledge. The course consists of the following topics: Verbes, grammaire, syntaxe, prononciation, écoute, communication orale.

## GRADE 8 MATH

### Materials Needed:

- Pencils, erasers
- 2 packages of Hilroy scribbles for notes/work (pink, yellow, green, blue = 32 pages each)
- Graph paper
- Geometry set
- Calculator (strongly suggest 2 line display)
- 2" binder with dividers (strongly suggest Zipper Binder)
- Coloured pens for correction

### Evaluation of Student Learning-Secondary:

Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<b>Math</b> <ul style="list-style-type: none"> <li>• Competency 1= 30% Solves a situational problem</li> <li>• Competency 2=70% Uses mathematical reasoning</li> </ul>	Students will be evaluated on their ability to solve situational problems (i.e. multi-step, multi-concept real world situations) and their ability to use mathematical reasoning to solve application questions, short answer questions as well as multiple choice math questions. <ul style="list-style-type: none"> <li>• Both competencies will be evaluated and reported on each term</li> <li>• The students will write a School Board exam that will count for 30% of the 3<sup>rd</sup> term mark</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes/tests</li> <li>• Assignments</li> <li>• Projects</li> <li>• Midterm assessments</li> <li>• End of term assessments</li> </ul>	School Board Exam

### Content Outline of the Course:

1. **Algebra** – variables, expressions, operations, equations, substitution (all term 1)
2. **Modes of representation** – relationship, table of values, equations (term 1)
3. **Proportions** – ratio and rates, analyzing, drawing (term 1 & 2)
4. **Percent** – concepts and calculating (term 2)
5. **Circles** – diameter, radius, circumference, area (term 2)
6. **Polygons** – construction, symmetry, perimeter, area (term 2)
7. **Transformations/dilations** – similarity, ratio, enlarging, reducing and scale (term 3)
8. **Surface Area** – geometric solids & nets of solids (term 3)
9. **Probability** – chance, outcome, events, dependent, independent (term 3)



## GRADE 8 SCIENCE & TECHNOLOGY

<b>Materials Needed:</b>			
<ul style="list-style-type: none"> <li>Binder (3 ring) with separators, loose leaf paper, calculator, ruler</li> <li>Pens, pencils, erasers, sharpener</li> </ul>			
<b>Evaluation of Student Learning-Secondary:</b>			
Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<u>Science &amp; Technology</u>  Practical 40%  Theory 60%	<ul style="list-style-type: none"> <li>Students will be evaluated on their ability to:               <ul style="list-style-type: none"> <li>-make the most of their knowledge of science and technology</li> <li>-seek answers or solutions to scientific or technological problems</li> <li>-communicate in the language used in science &amp; technology</li> </ul> </li> <li>Both <i>Theory and Practical</i> components will be evaluated and reported on the end of every term</li> <li>The students' knowledge of the <i>Material World, Living World, Earth and Space and the Technological World</i> will also be evaluated throughout the year.</li> </ul>	Assignments  Projects  Lab Reports  Oral Presentations  Tests / Quizzes  Learning & Evaluation Situations	School Exam May/June
<b>Content Outline of the Course:</b>			
In the Quebec Education Program (QEP), the Science and Technology. The Science and Technology program is to be covered over a two year period. The general domains of the program are listed below. <ul style="list-style-type: none"> <li>The Living World</li> <li>The Earth and Space</li> <li>The Material World</li> <li>The Technological World</li> </ul>			

## GRADE 8 ETHICS AND RELIGIOUS CULTURE

<b>Materials Needed:</b>			
<ul style="list-style-type: none"> <li>Pen (blue or black ink) or pencil</li> <li>Binder with paper in it</li> <li>Pencil crayons or markers (minimum 8)</li> </ul>			
<b>Evaluation of Student Learning-Secondary:</b>			
Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<u>Ethics and Religious Culture</u> <ul style="list-style-type: none"> <li>Reflects on ethical questions 33%</li> <li>Understands the phenomenon of religion 33%</li> <li>Uses dialogue in an effort to understand 34%</li> </ul>	<ul style="list-style-type: none"> <li>Students will be evaluated on their ability to reflect on ethical questions, understand the phenomenon of religion and the practice of dialogue</li> <li>The students' knowledge of the needs of human beings as individuals and in groups as well as the knowledge of different religions will also be evaluated throughout the year</li> <li>Only an overall <i>Subject Mark</i> will appear on each report card</li> </ul>	<ul style="list-style-type: none"> <li>Assignments</li> <li>Quiz</li> <li>Test</li> <li>Oral Presentations (including debate)</li> <li>Learning and Evaluation Situations</li> </ul>	End of Year Project
<b>Content Outline of the Course:</b>			
Ethics and Religious Culture provides an opportunity for students to learn about the religious histories and traditions of the people that inhabit the Outaouais, Quebec, Canada and the world (e.g. Christianity, Judaism, Islam, Native Spirituality and others). The classroom activities and assignments are presented to foster dialogue and deepen the student's understanding of these religions. Further, students are challenged to form and express their own opinions on multiple topics through the examination of ethical questions. These topics could include, but are not limited to: religious vs. secular celebrations of holidays; the relationship between freedom and responsibility; drug and alcohol education.			

## GRADE 8 MUSIC

### Materials Needed:

- Binder, Pencil, Eraser
- Reeds – for woodwind instruments if chosen (purchased in class) \$4 – first reed is free
- Mouth piece – if student wishes not to share his/her mouthpiece with other students – otherwise provided by the school
- Student instruments are property of PWHS, and intentional damage to instrument may result in fines for repair.
- Student instruments (provided by school) – student is responsible for cleaning of mouthpiece/head-joint.
- Textbook: Standard of Excellence (provided by teacher)

### Evaluation of Student Learning-Secondary:

Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<b>Music</b> <ul style="list-style-type: none"> <li>• Music appreciation</li> <li>• Performance</li> <li>• Composition</li> </ul>	Students will be evaluated on their ability to understand, perform and compose music. <ul style="list-style-type: none"> <li>• All 3 competencies will be evaluated and reported on at the end of every term</li> <li>• The students' knowledge of music and application of knowledge will also be evaluated throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• Solo performances</li> <li>• Ensemble performance</li> <li>• Regular written quizzes</li> <li>• Playing quizzes</li> <li>• Tests</li> <li>• In-class assignments</li> </ul>	End of the year concert called "Rhythms"

### Content Outline of the Course:

This course focuses on the following components: performance, theory, history and appreciation of music, and composition. Students will learn to play a wind or percussion instrument in a concert band setting, as a soloist, and in small groups. Students will learn correct instrument assembly, care and use, posture, rudimentary theory to help decode musical notation, breathing, and articulation. Students will investigate basic musical forms, and will listen to excerpts of musical works, including productions of classmates and those of composers from various periods and cultures. Students will be asked to share appreciation / criticisms orally or in writing. Students will carry out various experiments in melodic and rhythmic composition for solo instruments and small groups, using voice, body, sound objects, percussion instruments and wind instruments. Students will have the opportunity to learn about recording technology, and record their work. This course will help students expand their understanding of music, and strengthen their communication and teamwork skills.

## GRADE 8 PHYSICAL EDUCATION

### Materials Needed:

- Physical Education uniform
- Non-marking athletic shoes
- T-shirt & shorts (PE uniform issued by school) or athletic pants
- Weather appropriate change of clothes for outdoor classes
- Pencil as required

### Evaluation of Student Learning-Secondary:

Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<ul style="list-style-type: none"> <li>• <u>Physical Education</u></li> <li>• Performs movement skills in different physical activity settings 33%</li> <li>• Interacts with others in different physical activity settings 33%</li> <li>• Adopts a healthy active lifestyle 34%</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be evaluated on their ability to perform skills and participate effectively in games or modified games in the activities covered.</li> <li>• Students will also perform fitness assessments each term and compare their results to age-group norms</li> </ul>	<ul style="list-style-type: none"> <li>• Skill assessments</li> <li>• Game play Assessments</li> <li>• Quizzes</li> <li>• Activity/nutrition logs</li> <li>• Fitness testing</li> </ul>	N/A

### Content Outline of the Course:

Students will learn skills and game concepts in various team and individual activities such as: touch football, basketball, ultimate, badminton, hiking, volleyball, handball, group fitness, individual fitness and gymnastics. Students will be introduced to and develop their understanding of the components of fitness, and basic components of the cardiovascular and musculoskeletal systems.

## MAP ENGLISH LANGUAGE ARTS

### Materials Needed:

- Pencils, Eraser, Pens
- 5 duotangs (Year 1: Blue, Year 2: Red, Year 3: Green)
- Loose leaf paper and 1:1" binder and 1: 3" binder

### Evaluation of Student Learning-Secondary:

Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<b>MAP English Language Arts</b> <ul style="list-style-type: none"> <li>• Uses language to communicate and to learn 33%</li> <li>• Reads and listens to texts 33%</li> <li>• Produces spoken, written and media texts 34%</li> </ul>	Students will be evaluated on their ability to use language to communicate as well as their reading and writing skills according to levels indicated on their IEP. <ul style="list-style-type: none"> <li>• All 3 competencies will be evaluated and reported on at the end of every term.</li> <li>• The students' knowledge of language and texts will also be evaluated throughout the year.</li> <li>• The students will write a leveled exam that will count for 30% of the 3<sup>rd</sup> term mark.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Projects</li> <li>• Media Reports</li> <li>• Oral Presentations</li> <li>• Quizzes &amp; tests</li> <li>• Learning &amp; Evaluation situations</li> <li>• Classroom discussions</li> </ul>	School designed exam

### Content Outline of the Course:

The English Language Arts (ELA) class allows students to continue building their reading and writing abilities through hands on activities and modified curriculum design. Each task and assignment is individualized to the student according to their IEP to encourage success and progress. The course consists of the following topics: Poetry, Media, Letter writing, Spelling and grammar, Drama, Advance 5.

## MAP MATH

### Materials Needed:

- Math only binder
- Bound notebook
- Loose leaf paper, graph paper
- Scientific calculator, geometry set
- Pens, pencils, erasers

### Evaluation of Student Learning-Secondary:

Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<b>MAP Math</b>	Students will be evaluated on their ability to use language to communicate as well as their reading and writing skills according to levels indicated on their IEP.	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Hands-on projects</li> <li>• Test/Quizzes</li> <li>• Learning &amp; Evaluation Situations</li> <li>• Work based projects</li> </ul>	School designed exam

### Content Outline of the Course:

The Math class allows students to continue their learning, at grade level, to acquire the skills and strategies needed to reflect, manipulate, explore, construct, simulate, discuss and practice mathematical concepts. Each task and assignment is individualized to the student according to their IEP to encourage success and progress. The course consists of the following topics: Order of Operations, Geometry, Area & Perimeter, Decimals/Percentages/Fractions, Probability, Statistics, Measurement.

## MAP Science

### Materials Needed:

- Pens, pencils, white erasers, highlighters
- Scientific calculator
- Duotang for Notes/assignments and Labs (provided by teacher)
- Loose leaf paper (provided by teacher)
- Graphing Paper (provided by teacher)
- Protractor and Ruler (provided by teacher)

### Evaluation of Student Learning-Secondary:

Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<b>Science</b> <ul style="list-style-type: none"> <li>• Practical - 40%</li> <li>• Theoretical - 60%</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be evaluated on their ability to:               <ul style="list-style-type: none"> <li>• Make the most of their knowledge of science and technology</li> <li>• Seek answers and solutions to scientific or technological problems</li> <li>• Communicate in the language used in science and technology</li> </ul> </li> <li>• Both Theory and practical components will be evaluated and reported on at the end of every term.</li> </ul>	Practical: <ul style="list-style-type: none"> <li>• Lab activities</li> <li>• LES</li> </ul> Theoretical: <ul style="list-style-type: none"> <li>• Tests</li> <li>• Quizzes</li> <li>• LES</li> </ul>	School Exam

### Content Outline of the Course:

- Problem Solving / Physics ( Magnetism, Electricity) / Chemistry / Global Warming / Human Development / Space
- Problem Solving / Density / Flight / Structures Computers

## MAP WORKSKILLS

### Materials Needed:

- Binder, paper and pens, pencils, erasers

### Evaluation of Student Learning-Secondary:

Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<b>Workskills</b> <ul style="list-style-type: none"> <li>• Understands the requirements of different work situations</li> <li>• Perform tasks associated with different work situations</li> <li>• Adopts attitudes and behaviors appropriate to work situations</li> </ul>	Enables students to become familiar with the characteristics and obligations of the working world and to develop competencies as workers. In year 2/3, students move on to practicums in the community and practice specific competencies.	<ul style="list-style-type: none"> <li>• Assigns</li> <li>• Projects</li> <li>• Reports</li> <li>• Oral presentations</li> <li>• Test/Quizzes</li> <li>• Group work</li> <li>• Practicums</li> </ul>	Exam Practicums

### Content Outline of the Course:

Areas of focus will include:

- In-school workplace situations (Bike shop/T-shirt factory)
- Certificate training (first aid, WHMIS, babysitting)
- Workplace hazards
- Starting a small business
- Worker's rights and responsibilities/ ethics
- Volunteerism
- Career mapping and Technology in the workplace
- Resumes and Interviewing skills
- Health and nutrition

## GRADE 8 LIFESKILLS (HADLEY PLACE)

### Materials Needed:

- Loose leaf paper
- Large 3 ring binder
- Dividers
- Pens, pencils, erasers
- Colouring markers & pencil crayons
- Glue stick
- Box of kleenex

### Evaluation of Student Learning-Secondary:

Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<u>Lifeskills</u>	<ul style="list-style-type: none"> <li>• Ongoing evaluation of IEP goals throughout the year</li> <li>• Student IEP is a living document that is used to create appropriate learning situations and evaluations on an ongoing basis according to the needs of each individual student</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Hands on projects</li> <li>• Real life situations</li> <li>• Work skills</li> </ul>	Evaluation of all IEP goals and creation of updated document for following year

### Content Outline of the Course:

Hadley Place is the life skills program that operates out of Hadley Junior High School for students with moderate to severe physical and/or mental impairments. This classroom serves as a safe, enriched learning environment where these students can acquire the skills necessary to become more independent and achieve their full potential as members of the larger community. Besides providing instruction in the basics of literacy (reading, writing and communication skills) and numeracy (mathematical operations, problem-solving strategies, etc.), students learn to be a part of a peer group, foster appropriate social relationships and obtain experience in performing everyday life skills in a fully-functional, mock-home setting. Students are provided the opportunity to integrate into regular-stream classrooms whenever possible, allowing for interaction outside of the centre as well. An atmosphere of patience, acceptance and support is essential to the success of this program; creating an environment where the students feel comfortable, and are encouraged to function independently is the primary goal.

## GRADE 9 ENGLISH

<b>Materials Needed:</b>			
<ul style="list-style-type: none"> <li>Binder and loose leaf paper</li> <li>Pens, pencils, erasers</li> </ul>			
<b>Evaluation of Student Learning-Secondary:</b>			
Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<u>English Language Arts</u> <ul style="list-style-type: none"> <li>Uses language to communicate and to learn 33%</li> <li>Reads and listens to texts 33%</li> <li>Produces spoken, written and media texts 34%</li> </ul>	Students will be evaluated on their ability to use language to communicate as well as their reading and writing skills <ul style="list-style-type: none"> <li>All 3 competencies will be evaluated and reported on at the end of every term.</li> <li>The students' knowledge of languages and texts will also be evaluated throughout the year.</li> <li>The students will write an exam that will count as a part of the term 3 mark</li> </ul>	<ul style="list-style-type: none"> <li>Assignments</li> <li>Projects</li> <li>Reports</li> <li>Oral Presentations</li> <li>Tests</li> <li>Learning &amp; Evaluation situations</li> </ul>	June Exam
<b>Content Outline of the Course:</b>			
English is the study of a variety of literature, media and visual texts. Students will develop their reading, producing and speaking skills. Activities and tasks will include essays, posters, narratives, response, poetry, research projects, presentations, speeches, debates and much more.			

## GRADE 9 & 10 FRENCH (BASE)

<b>Materials Needed:</b>			
<ul style="list-style-type: none"> <li>3 inch binder with dividers dedicated specifically to French, loose leaf paper</li> <li>Pens, pencils, white erasers, highlighters</li> <li>French/English dictionary and <i>Bescherelle</i> (recommended)</li> </ul>			
<b>Evaluation of Student Learning-Secondary:</b>			
Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<u>French</u> <ul style="list-style-type: none"> <li>Communicates in French 40%</li> <li>Understands oral and written texts in French 30%</li> <li>Produces oral and written texts in French 30%</li> </ul>	Students will be evaluated on their ability: <ul style="list-style-type: none"> <li>To communicate in French in class and during oral exams</li> <li>To understand a text (listening and reading comprehension)</li> <li>To produce oral and written texts in a coherent manner and with respect to linguistic conventions.</li> </ul>	<ul style="list-style-type: none"> <li>Oral spoken in class and formal group discussions</li> <li>Listening tests and reading comprehension</li> <li>Exercises</li> <li>Projects</li> <li>Dictées</li> <li>Quiz/Tests</li> <li>Essays</li> <li>Mid-year exams</li> </ul>	The students will write a School Board exam that will count for 50% of the 3 <sup>rd</sup> term mark  Term 1: 20% Term 2: 20% Term 3: 60%
<b>Content Outline of the Course:</b>			
<ul style="list-style-type: none"> <li>Students will learn, through the use of many themes, the vocabulary and the linguistic conventions that enable them to communicate in French in various situations. Students will learn different strategies to help them communicate, comprehend, and produce a variety of spoken and written texts.</li> <li>Students must make a conscious effort to communicate in French throughout the class. Students should demonstrate a willingness to learn and work as this is the surest path to success.</li> <li>Please note that students are also expected to take advantage of every opportunity to practice French outside of school hours (listen to French television or radio, read French magazines or novels, participate in French activities, etc...) as the learning of a language requires constant practice.</li> </ul>			

## GRADE 9 FRANCAIS

### Materials Needed:

- English/French dictionary
- French unilingual dictionary
- *Bescherelle* verb book
- Binder with 5 dividers dedicated specifically to French
- Loose leaf paper
- Pens, pencils, highlighter
- White erasers

### Evaluation of Student Learning-Secondary:

Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<ul style="list-style-type: none"> <li>• Communicates in French 33%</li> <li>• Understands oral and written texts in French 34%</li> <li>• Produces oral and written texts in French 33%</li> </ul>	Students will be evaluated on their ability: <ul style="list-style-type: none"> <li>• To communicate in French class and during oral exams</li> <li>• To understand a text (reading comprehension)</li> <li>• To produce and written texts in a coherent manner and with respect to linguistic conventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Projects/Essays</li> <li>• Dictées</li> <li>• Oral presentations/discussions</li> <li>• Test/Quiz</li> <li>• Learning &amp; evaluation situations</li> <li>• Oral spoken in class and formal group discussions</li> <li>• Reading comprehension</li> </ul>	School Board Exam May/June

### Content Outline of the Course:

The main goal is to achieve if not surpass Ministry objectives. Students will develop skills that enable them to communicate in various situations. The students will be able to use the grammatical structures and new vocabulary included in the texts. They will also be capable of working cooperatively in group settings as well as working independently on projects throughout the year. In addition to increased reading comprehension and development in composition, the students should demonstrate a more sophisticated use of language and an increased level of auditory comprehension over the course of the next few months. Students must strive to speak French in class at all times.

## GRADE 9 MATHEMATICS

### Materials Needed:

- Math only binder
- Bound notebook
- Loose leaf paper
- Graph paper
- Scientific calculator
- Geometry set
- Pens, pencils, erasers

### Evaluation of Student Learning-Secondary:

Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<b>Mathematics</b> <ul style="list-style-type: none"> <li>• Solves a situational problem (Competency 1) : 30%</li> <li>• Uses mathematical reasoning (Competency 2): 70%</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be evaluated on their ability to solve situational problems and use mathematical reasoning.</li> <li>• Competency 2 will be evaluated in term 1, and both Competencies 1 and 2 will be evaluated in terms 2 and 3</li> <li>• The students' mathematical knowledge of arithmetic, algebra, geometry, statistics and probability will also be evaluated throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Tests</li> <li>• Learning and evaluation situations</li> <li>• Situational problems</li> <li>• Homework assignments</li> <li>• In-class work</li> </ul>	<ul style="list-style-type: none"> <li>• School Board Exam - June</li> </ul>

### Content Outline of the Course:

Mathematics is a science that involves abstract concepts and language. Students develop their mathematical thinking gradually through personal experiences and exchanges with peers. Their learning is based on situations that are often drawn from everyday life. In secondary school, students take part in learning situations that allow them to use objects, manipulatives, references, and various tools and instruments. The activities and tasks suggested encourage them to reflect, manipulate, explore, construct, simulate, discuss, structure and practice, thereby allowing them to assimilate concepts, processes and strategies that are useful in mathematics. Students must also call on their intuition, sense of observation, manual skills as well as their ability to express themselves, reflect and analyze. By making connections, visualizing mathematical objects in different ways and organizing these objects in their minds, students gradually develop their understanding of abstract mathematical concepts. With time, they acquire mathematical knowledge and skills, which they learn to use effectively in order to function in society. The course consists of the following topics:  
Arithmetic/Algebra/Geometry/Probability Theory/Statistics



## GRADE 9 SCIENCE & TECHNOLOGY

### Materials Needed:

- “Duotang” style folder for labs and assignments
- Separate notebook or binder for class notes
- Loose leaf paper for notebooks
- Calculator, ruler and protractor
- Pencils, pens, red pen and coloured pencils
- Students will be required to have their textbooks and workbooks in class

### Evaluation of Student Learning-Secondary:

Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<b>Science &amp; Technology</b> <ul style="list-style-type: none"> <li>• Practical-40%</li> <li>• Theoretical-60%</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be evaluated on their ability to: <ul style="list-style-type: none"> <li>-make the most of their knowledge of science and technology</li> <li>-seek answers or solutions to scientific or technological problems</li> </ul> </li> <li>• Communicate in the language used in science &amp; technology</li> <li>• Both <i>Theory</i> and <i>Practical</i> components will be evaluated and reported on at the end of every term</li> <li>• The students’ knowledge of the <i>Material World, Living World, Earth and Space</i> and <i>Space and the Technological World</i> throughout the year</li> </ul>	<b>Practical:</b> <ul style="list-style-type: none"> <li>• Projects</li> <li>• Lab Activities</li> <li>• L.E.S</li> </ul> <b>Theoretical:</b> <ul style="list-style-type: none"> <li>• Tests</li> <li>• Quizzes</li> <li>• L.E.S</li> </ul>	Practical Examinations Theoretical Examinations

### Content Outline of the Course:

The Technological World: Graphical Language, Technical Drawing, Mechanical Engineering, Biotechnology  
The Material World: Properties of Matter, Changes in Matter, Organization of Matter, Fluids and Waves.  
The Living World: Cell Division, Tissues, Organs and Systems (Digestion, Respiration, Excretory, etc.)  
(General Science and Technology only: Earth and Space)

## GRADE 9 HISTORY and CITIZENSHIP

<b>Materials Needed:</b>			
<ul style="list-style-type: none"> <li>• 2 inch binder with dividers, loose-leaf paper</li> <li>• Pens, pencils, erasers, colour pencils: 7- 10 colours for map work</li> <li>• Glue stick and scissors</li> </ul>			
<b>Evaluation of Student Learning-Secondary:</b>			
Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<u>History and Citizenship</u>  Competency 1 <ul style="list-style-type: none"> <li>• Examines social phenomena from a historical perspective</li> <li>• Interprets Social phenomena using the historical method</li> <li>• Strengthens his or her exercise of citizenship through the study of history</li> </ul>	To develop their competency students will: <ul style="list-style-type: none"> <li>• Focus on the social, economic, political, and territorial development of Quebec and Canada.</li> <li>• Develop citizenship through the study of history.</li> <li>• Examine , interpret, and create different types of documents: maps, graphs, paintings, photographs</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes/tests</li> <li>• Formal Essays</li> <li>• Written opinion</li> <li>• Assignments</li> <li>• Projects</li> <li>• Midterm assessments</li> <li>• End of term assessments</li> </ul>	School Board Exam
<b>Content Outline of the Course:</b>			
<ol style="list-style-type: none"> <li>1) The First Occupants</li> <li>2) The Emergence of a Society in new France</li> <li>3) The Change of Empire</li> <li>4) Demands and Struggles in the British Colony</li> <li>5) The Formation of the Canadian Federation</li> <li>6) The Modernization of Quebec Society</li> <li>7) Issues in Quebec since 1980</li> </ol>			

## GRADE 9 HISTOIRE

<b>Materials Needed:</b>			
<ul style="list-style-type: none"> <li>• Binder and Loose leaf paper and pens, pencils, erasers and lined paper</li> <li>• French dictionary (recommended)</li> </ul>			
<b>Evaluation of Student Learning-Secondary:</b>			
Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<u>Histoire</u>	<ul style="list-style-type: none"> <li>• Examines social phenomena from a historical perspective</li> <li>• Interprets social phenomena using the historical method</li> <li>• Constructs his/her consciousness of citizenship through the study of history (cycle 1)</li> <li>• Strengthens his/her exercise of citizenship through the study of history (cycle 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Projects</li> <li>• Tests</li> <li>• LES</li> </ul>	<ul style="list-style-type: none"> <li>• January exams</li> <li>• June exams</li> </ul>
<b>Content Outline of the Course:</b>			
<ul style="list-style-type: none"> <li>• This course focuses on the development of Canada as a nation and the importance of historical events to Canadian citizenship.</li> <li>• Developing these competencies, in conjunction with the facts of Canadian history, will allow students to derive comparisons to other historical and contemporary situations and places.</li> <li>• Students will examine, interpret, and create different documents in their study of history such as maps, graphs, paintings, statistics, photographs, and text to help them understand the historical process and development of Quebec and Canada and their citizenship.</li> </ul>			

**GRADE 9 DRAMA**

<b>Materials Needed:</b>			
N/A			
<b>Evaluation of Student Learning-Secondary:</b>			
<b>Subject</b>	<b>Description</b>	<b>Types of Assessments /Evaluations</b>	<b>Final Evaluations/Exams</b>
<b>Drama</b> <ul style="list-style-type: none"> <li>Creates</li> <li>Performs</li> <li>Appreciates</li> </ul>	<ul style="list-style-type: none"> <li>Students will be evaluated on their participation in class, their creative input in group work, their appreciation of other performances.</li> <li>All three competencies will be evaluated at the end of the term.</li> <li>Students will take part in the writing and production of a final play at the end of the year.</li> </ul>	<ul style="list-style-type: none"> <li>In-class performances</li> <li>Character studies</li> </ul>	April-May students will write and produce a 15 minute play that will be performed in front of an audience
<b>Content Outline of the Course:</b>			
Drama 302 is an introduction to drama that focuses on developing a student's confidence level both on and off-stage. Students are introduced to ideas on using their bodies, and voices on stage to create, perform and appreciate theatre.			

**GRADE 9, 10, 11 Visual Arts**

<b>Materials Recommended:</b>			
<ul style="list-style-type: none"> <li>HB pencils, erasers</li> <li>Sketchbook (optional)</li> <li>Pencil crayons (optional)</li> </ul>			
<b>Evaluation of Student Learning-Secondary:</b>			
<b>Subject- Evaluation focuses on the development of three (3) competencies.</b>	<b>Description- All 3 competencies will be evaluated and reported on at the end of each term.</b>	<b>Types of Assessments /Evaluations</b>	<b>Final Evaluations</b>
<ul style="list-style-type: none"> <li>Competency 1 – Creates personal images</li> <li>Competency 2 – Creates media images 70%</li> <li>Competency 3 – Appreciates images (Art History Based Assignments) 30%</li> </ul>	Students will be evaluated on their ability to : <ul style="list-style-type: none"> <li>Effectively demonstrates their understanding of transforming gestures, use of materials and tools.</li> <li>Coherent organization of elements.</li> <li>Consideration of elements related to organization of space.</li> <li>Effectively uses the elements and principles of design.</li> <li>Makes use of and understands subject-specific vocabulary in their project reflections.</li> <li>Effectively demonstrates their understanding of the meaning and impact of visual arts through time. (Art History)</li> </ul>	<ul style="list-style-type: none"> <li>Skills exercises</li> <li>Art Based Projects</li> <li>Participation, Presentation and Discussion</li> <li>Art Appreciation work sheets, assignments &amp; tests.</li> </ul>	Major projects  Art History Projects and presentations
<b>Content Outline of the Course:</b>			
<ul style="list-style-type: none"> <li>The focus of the course will be to create different lessons yearly that will expose students to a variety of different materials and techniques that are specific to all types of learners and their interests.</li> <li>Through visual arts students will learn to use different art materials, techniques and processes to communicate context, ideas and themes.</li> <li>They are able to relate their understandings about the historical and cultural context of art to situations in contemporary life.</li> <li>They are expected to develop a broad and in-depth understanding of the meaning and impact of visual arts through time and the visual world in which they live.</li> </ul>			

## GRADE 9 PERSONAL ORIENTATION PROJECT (POP)

### Materials Needed:

- Paper
- Pens
- Markers
- Glue sticks

### Evaluation of Student Learning-Secondary:

Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<u>Personal Orientation Project (POP)</u>	<ul style="list-style-type: none"> <li>• The POP gives students the central role to explore, reflect and discover various fields that interest them by accessing pedagogical resources and actively trying out a variety of work functions</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes/tests</li> <li>• Formal Essays</li> <li>• Written opinion</li> <li>• Assignments</li> <li>• Projects</li> <li>• Midterm assessments</li> <li>• End of term assessments</li> </ul>	

### Content Outline of the Course:

In Secondary Cycle Two, students envision themselves in the future. They have to make choices that will influence their academic progress and career plans: choices between vocational and technical training and pre-university education, and between immediate or later entry into the job market. A multitude of occupations are available to them, and they have access to an increasing range of sources of academic and career information. The POP is specifically designed to help them make sense of all this and to support them in their search for ways to achieve their potential and prepare for life in a changing world. By allowing students to explore their career options by experiencing a variety of situations, the POP provides opportunities for them to find answers to questions they are asking, to ask new questions and thus to broaden their view of the world of work. All fields of activity, from electronics to the arts, health care to mechanics, become less abstract and possibly more accessible to them.

## GRADE 9 PHYSICAL EDUCATION

### Materials Needed:

- Shorts, t-shirt
- 1 pair of athletic shoes

### Evaluation of Student Learning-Secondary:

Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<u>Physical Education</u> <ul style="list-style-type: none"> <li>• Perform movement skills in different physical activity settings 33%</li> <li>• Interacts with other in different physical activity settings 33%</li> <li>• Adopts a healthy and active lifestyle 34%</li> </ul>	All three competencies will be evaluated and reported on at the end of every term	<ul style="list-style-type: none"> <li>• Tests</li> <li>• Skills tests</li> <li>• Fitness tests</li> <li>• Participation</li> </ul>	<ul style="list-style-type: none"> <li>• Tests</li> <li>• Skills tests</li> <li>• Fitness tests</li> <li>• Participation</li> </ul>

### Content Outline of the Course:

Physical Education will provide healthy active living through various physical activities.

## GRADE 10 ENGLISH

<b>Materials Needed:</b>			
<ul style="list-style-type: none"> <li>Binder, loose leaf paper</li> <li>Pens, pencils, erasers</li> </ul>			
<b>Evaluation of Student Learning-Secondary:</b>			
Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<u>English Language Arts</u> <ul style="list-style-type: none"> <li>Uses language to communicate and to learn 33%</li> <li>Reads and listens to texts 33%</li> <li>Produces spoken, written and media texts 34%</li> </ul>	Students will be evaluated on their ability to use language to communicate as well as their reading and writing skills <ul style="list-style-type: none"> <li>All 3 competencies will be evaluated and reported on at the end of every term.</li> <li>The students' knowledge of languages and texts will also be evaluated throughout the year.</li> <li>The students will write an exam that will count as a part of the 3<sup>rd</sup> term mark</li> </ul>	<ul style="list-style-type: none"> <li>Assignments</li> <li>Projects</li> <li>Reports</li> <li>Oral Presentations</li> <li>Tests</li> </ul>	June Exam
<b>Content Outline of the Course:</b>			
English is the study of a variety of literature, media and visual texts. Students will develop their reading, producing and speaking skills. Activities and tasks will include essays, posters, narratives, responses, poetry, research projects, presentations, speeches, debates and much more.			

## GRADE 10 FRANCAIS (Enrichi)

<b>Materials Needed:</b>			
<ul style="list-style-type: none"> <li>English/French dictionary</li> <li>French unilingual dictionary</li> <li><i>Bescherelle</i> verb book</li> <li>Binder with 5 dividers dedicated specifically to French</li> <li>Loose leaf paper, pens, pencils, highlighter, white erasers</li> </ul>			
<b>Evaluation of Student Learning-Secondary:</b>			
Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<ul style="list-style-type: none"> <li>Communicates in French 33%</li> <li>Understands oral and written texts in French 34%</li> <li>Produces oral and written texts in French 33%</li> </ul>	Students will be evaluated on their ability: <ul style="list-style-type: none"> <li>To communicate in French in class and during oral exams</li> <li>To understand a text (reading comprehension)</li> <li>To produce oral and written texts in a coherent manner and with respect to linguistic conventions.</li> </ul>	<ul style="list-style-type: none"> <li>Oral spoken in class and formal group discussions</li> <li>Reading comprehension</li> <li>Exercises</li> <li>Projects</li> <li>Dictées</li> <li>Quiz/Tests</li> <li>Essays</li> <li>Mid-year exams</li> </ul>	The students will write a School Board exam that will count for 50% of the 3 <sup>rd</sup> term mark  Term 1: 20% Term 2: 20% Term 3: 60%
<b>Content Outline of the Course:</b>			
The main goal is to achieve if not surpass Ministry objectives. Students will develop skills that enable them to communicate in various situations. The students will be able to use the grammatical structures and new vocabulary included in the texts. They will also be capable of working cooperatively in group settings as well as working independently on projects throughout the year. In addition to increased reading comprehension and development in composition, the students should demonstrate a more sophisticated use of language and an increased level of auditory comprehension over the course of the next few months. Students must strive to speak French in class at all times.			

## GRADE 10 MATH Cultural, Social and Technical Option

### Materials Needed for each class:

- Pencil, eraser, ruler with “mm” scale,
- Binder with dividers
- Notebook with pages attached (spiral or other)
- Calculator (with sin, cos and tan)
- Workbook Mathematics 3000 paid for with school fees
- Visions textbook provided in class as needed

### Evaluation of Student Learning-Secondary:

Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<b>Math</b> <ul style="list-style-type: none"> <li>• Competency 1= 30% Solves a situational problem</li> <li>• Competency 2=70% Uses mathematical reasoning</li> </ul>	Students will be evaluated on their ability to solve situational problems (i.e. multi-step, multi-concept real world situations) and to use mathematical reasoning to solve application questions, short answer questions and multiple choice questions. <ul style="list-style-type: none"> <li>• Competency 2 will be evaluated in term 1, and both Competencies 1 and 2 will be evaluated in terms 2 and 3</li> <li>• Term Weightings: Term 1 20% Term 2 20% Term 3 60%</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Quizzes</li> <li>• Tests</li> <li>• Homework</li> <li>• Situational problems</li> <li>• Midyear exam</li> <li>• June exams</li> </ul>	C1 MAST Provincial exam 2 hours.  C2 MELS uniform exam 3 hours.

### Content Outline of the Course:

1. **Systems of Linear Equations** – (term 1) Setting up and solving with graphs and with algebra
2. **Linear inequalities** – (term 1) graphing, shading and interpreting
3. **Analytic Geometry** – (terms 1 & 2) distance, midpoint, point of division, slope, equations of the line, metric relations in right triangles
4. **Properties of Functions** – (term 2 ) domain, range, interval notation, function notation, zeros of the function
5. **Functions** – (term 2) constant , linear, quadratic, exponential, step, periodic, piecewise
6. **Congruent and Similar Figures** – (term 2) triangle congruencies, triangle similarities
7. **Trigonometry** – (term 2 & 3) law of sines, areas of triangles, Hero's formula
8. **Statistics** – (term 3) Mean, median, mode, Mean deviation, stem and leaf plots, percentiles, scatter plots, correlation coefficient, linear regression
9. **Probability** – (term 3 ) Probability of an event, geometric probability, fairness, odds for and against; types of probability, mathematical expectation

## GRADE 10 MATH Science Option

<b>Materials Needed:</b>			
<ul style="list-style-type: none"> <li>Math only binder, bound notebook and loose leaf paper/graph paper</li> <li>Scientific calculator, pens, pencils, erasers, ruler</li> </ul>			
<b>Evaluation of Student Learning-Secondary:</b>			
Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<u>Math Grade 10 CST</u> <ul style="list-style-type: none"> <li>C1. Solves a situational problem 30%</li> <li>C2. Uses mathematical reasoning 70%</li> </ul>	Students will be evaluated on their ability to solve situational problems (i.e. multi-step, multi-concept real world situations) and to use mathematical reasoning to solve application questions, short answer questions and multiple choice questions. Competency 2 will be evaluated in term 1, and both Competencies 1 and 2 will be evaluated in terms 2 and 3	<ul style="list-style-type: none"> <li>Daily homework</li> <li>Weekly quizzes</li> <li>Monthly tests</li> <li>Monthly Situational Problems</li> </ul>	C1 Provincial exam 2 hours.  C2 MELS uniform exam 3 hours.
<b>Content Outline of the Course:</b>			
Term 1: Polynomials and Factoring. Term 2: Functions Properties, Function Models and Systems of Equations. Term 3, Analytical Geometry, Triangles and Trigonometry, Statistics.			

## GRADE 10 GENERAL SCIENCE

<b>Materials Needed:</b>			
<ul style="list-style-type: none"> <li>3 ring binder with divider for notes (to be used exclusively for science)</li> <li>Textbook (provided)</li> <li>Pens, pencils, paper, ruler</li> <li>Inexpensive scientific calculator (no more than \$20.00) (NB: graphing calculators will not be allowed on the final exam)</li> </ul>			
<b>Evaluation of Student Learning-Secondary:</b>			
Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<u>General Science</u> <ul style="list-style-type: none"> <li>Theory 60%</li> <li>Practical 40%</li> </ul>	<ul style="list-style-type: none"> <li>Makes the most of his/her knowledge in science;</li> <li>Communicates in scientific terms and vocabulary</li> <li>Problem Solving and experiments</li> <li>Laboratory work</li> </ul>	<ul style="list-style-type: none"> <li>Tests</li> <li>Quizzes</li> <li>Projects</li> <li>Lab reports</li> <li>Learning and Evaluation Situations</li> <li>Building projects</li> <li>Assignments</li> </ul>	MELS Final exam worth 50% of course mark
<b>Content Outline of the Course:</b>			
This course will further develop our understanding of the physical and life sciences, building on what we learned in Grade 9. Focus will be on chemistry and electricity. This course is a requirement for graduation. The courses cover the following main topics: <ul style="list-style-type: none"> <li>Atoms and elements</li> <li>Molecules and solution chemistry</li> <li>Energy</li> <li>Electricity and Magnetism</li> <li>Lithosphere, hydrosphere, atmosphere</li> <li>Ecosystems and biomes</li> <li>Introduction to genetics</li> <li>Technical manufacturing</li> <li>Mechanical and electrical engineering</li> </ul>			

## GRADE 10 ENVIRONMENTAL SCIENCE

### Materials Needed:

- 3 ring binder with divider for notes (to be used exclusively for science)
- Textbook (provided)
- Pens, pencils, paper, ruler
- Inexpensive scientific calculator (no more than \$20.00)  
(NB: graphing calculators will not be allowed on the final exam)

### Evaluation of Student Learning-Secondary:

Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<u>General Science</u> <ul style="list-style-type: none"> <li>• Theory 60%</li> <li>• Practical 40%</li> </ul>	<ul style="list-style-type: none"> <li>• Makes the most of his/her knowledge in science;</li> <li>• Communicates in scientific terms and vocabulary</li> <li>• Problem solving and experiments</li> <li>• Laboratory work</li> </ul>	<ul style="list-style-type: none"> <li>• Tests/ Quizzes</li> <li>• Projects</li> <li>• Lab reports</li> <li>• Learning and Evaluation Situations</li> <li>• Building projects</li> <li>• Assignments</li> </ul>	MELS Final exam worth 50% of final mark

### Content Outline of the Course:

This course will further develop our understanding of the physical and life sciences, building on what we learned in Grade 9. It will cover topics that are more advanced than the Grade 10 General Science Course. By taking the extra science course (SCE 404), you be able to take Physics and Chemistry in Grade 11. The courses cover the following main topics in more detail than the General Science Course:

- Atoms and elements
- Molecules and solution chemistry
- Energy
- Electricity and Magnetism
- Lithosphere, hydrosphere, atmosphere
- Ecosystems and biomes
- Introduction to genetics
- Technical manufacturing
- Mechanical and electrical engineering



## GRADE 10 HISTORY

<b>Materials Needed:</b>			
<ul style="list-style-type: none"> <li>• Pens/pencils, erasers</li> <li>• Notebook or Loose leaf paper in a binder</li> <li>• Binder for handouts</li> <li>• Dividers for binder</li> </ul>			
<b>Evaluation of Student Learning-Secondary:</b>			
Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<u>History and Citizenship</u> <ul style="list-style-type: none"> <li>• Examines social phenomena from a historical perspective</li> <li>• Interprets social phenomena using the historical method</li> <li>• Strengthens his/her exercise of citizenship through the study of history</li> </ul>	<ul style="list-style-type: none"> <li>• Examination, interpretation, and creation of documents to help the student understand the historical process and development of Quebec and Canada and citizenship in this country</li> </ul>	<ul style="list-style-type: none"> <li>• Tests &amp; Quizzes</li> <li>• Assignments</li> <li>• Essays</li> <li>• Projects</li> <li>• In-class work including oral presentations</li> </ul>	Provincial exam MELS uniform exam  This course is a requirement for graduation. Ministry Exam June
<b>Content Outline of the Course:</b>			
The History and Citizenship course is designed to help students to develop their understanding of the present in light of the past. It is to help them to develop the competencies and knowledge required to understand social phenomena in light of the past and assume their responsibilities as citizens capable of making informed decisions and contributing in a positive way to society. This course is a requirement for graduation.			

## GRADE 10 HISTOIRE

<b>Materials Needed:</b>			
<ul style="list-style-type: none"> <li>• Binder</li> <li>• Pens, pencils, erasers and Lined paper</li> <li>• French dictionary (recommended)</li> </ul>			
<b>Evaluation of Student Learning-Secondary:</b>			
Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<u>Histoire</u>	<ul style="list-style-type: none"> <li>• Examines social phenomena from a historical perspective</li> <li>• Interprets social phenomena using the historical method</li> <li>• Constructs his/her consciousness of citizenship through the study of history (cycle 1)</li> <li>• Strengthens his/her exercise of citizenship through the study of history (cycle 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Projects</li> <li>• Tests</li> <li>• LES</li> </ul>	Provincial exam MELS uniform exam  This course is a requirement for graduation.
<b>Content Outline of the Course:</b>			
<ul style="list-style-type: none"> <li>• This course focuses on the development of Canada as a nation and the importance of historical events to Canadian citizenship.</li> <li>• Developing these competencies, in conjunction with the facts of Canadian history, will allow students to derive comparisons to other historical and contemporary situations and places.</li> <li>• Students will examine, interpret, and create different documents in their study of history such as maps, graphs, paintings, statistics, photographs, and text to help them understand the historical process and development of Quebec and Canada and their citizenship.</li> <li>• This course is a requirement for graduation.</li> </ul>			

## GRADE 10 & 11 ETHICS

### Materials Needed:

- Pens/pencils, binder with lined paper, USB memory stick
- Glue stick (optional) and pencil crayons or markers (optional)

### Evaluation of Student Learning-Secondary:

Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<b>Ethics</b> <ul style="list-style-type: none"> <li>• Reflects on ethical dilemmas and engages in dialogue 50%</li> <li>• Demonstrates an understanding of the phenomenon of religion and engages in dialogue 50%</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be evaluated on their ability to reflect on ethical questions, understand the phenomenon of religion and the practice of dialogue</li> <li>• The students' knowledge of the needs of human beings as individuals and in groups as well as the knowledge of different religions will also be evaluated throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Projects</li> <li>• Debates</li> <li>• Oral Presentations</li> <li>• Power points</li> <li>• Learning and Evaluation Situations</li> </ul>	Cumulative end of year project

### Content Outline of the Course:

The recognition of others and the pursuit of the common good are the two main objectives of the program. Students will be encouraged to engage in critical reflection on ethical questions and to understand the phenomenon of religion by practicing dialogue, in a spirit of openness.

## GRADE 10 SPANISH

### Materials Needed:

- Binder, pen, pencils and eraser
- Spanish workbook

### Evaluation of Student Learning-Secondary:

Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<b>Spanish</b> <ul style="list-style-type: none"> <li>• Interacts in Spanish 50%</li> <li>• Understand a variety of texts in Spanish 25%</li> <li>• Produces a variety of texts in Spanish 25%</li> </ul>	<p>The Spanish course has been carefully designed to meet the standards of Philemon Wright High School students. These standards call for a method of teaching that focuses on successful communication through speaking, writing, reading, and listening, as well as a thorough grounding in aspects of culture. Each unit embodies all of these standards in accordance with the theories described in this document. Unit activities blend different forms of communication and culture to ensure that the student meets all standards. Course strategies include warm-up activities, vocabulary study, reading, threaded discussions, multi-media presentations, self-checks, practice activities and games, oral and written assignments, projects, quizzes, and exams. Learning activities in each unit are focused upon a specific theme.</p>	<ul style="list-style-type: none"> <li>• Information Materials: Handouts, books, workbooks, overheads, videos</li> <li>• Assessments: Quizzes, sketches, oral presentations</li> </ul>	In class mid/end of year exam.

### Content Outline of the Course:

During this course students will be able to interact in Spanish topics most used on a daily basis. Students will learn a variety of common phrases as well as vocabulary and different aspects of the Spanish culture.

**GRADE 10 DRAMA (404)**

<b>Materials Needed:</b>			
N/A			
<b>Evaluation of Student Learning-Secondary:</b>			
<b>Subject</b>	<b>Description</b>	<b>Types of Assessments /Evaluations</b>	<b>Final Evaluations/Exams</b>
<u><b>Drama</b></u> <ul style="list-style-type: none"> <li>Creates</li> <li>Performs</li> <li>Appreciates</li> </ul>	<ul style="list-style-type: none"> <li>Students will be evaluated on their participation in class, their creative input in group work, their in-class performances, and their appreciation of other performances.</li> <li>All three competencies will be evaluated at the end of each term.</li> <li>Students will take part in the writing and production of a final play at the end of the year.</li> </ul>	<ul style="list-style-type: none"> <li>In-class performances</li> <li>Character studies</li> </ul>	April-May students will write and produce a 15 minute play that will be performed in front of an audience
<b>Content Outline of the Course:</b>			
Drama 404 expands on what is learned in Drama 402. Students spend more time exploring the art of creating different characters on stage. Students also get in more time to work on lighting, sound, stage and set design as well as directing. Students in Drama 404 are expected to take part in at least one of the extracurricular drama productions of Philemon Wright.			

**GRADE 10 LEADERSHIP**

<b>Materials Needed:</b>			
<ul style="list-style-type: none"> <li>Pens, pencils</li> <li>Loose leaf paper</li> <li>Duotang</li> </ul>			
<b>Evaluation of Student Learning-Secondary:</b>			
<b>Subject</b>	<b>Description</b>	<b>Types of Assessments /Evaluations</b>	<b>Final Evaluations/Exams</b>
<u><b>Leadership</b></u>	Students will be evaluated on their ability to demonstrate: <ul style="list-style-type: none"> <li>Responsibility</li> <li>Interpersonal skills</li> <li>Organizational skills</li> <li>Skills to recognize the needs of others and formulate a plan to assist</li> </ul>	<ul style="list-style-type: none"> <li>Journals</li> <li>Community projects</li> <li>Inter-school projects &amp; initiatives</li> </ul>	Presentation and review of each individuals years' work
<b>Content Outline of the Course:</b>			
This course will deal with the Theoretical and Practical applications of human relations. The time in the class will be split between classroom instruction and practical workshops acquiring and using the basic knowledge of leadership. Students will develop communication skills, organize and run events, demonstrate independent study and develop an understanding of their selves.			

## GRADE 10 PHYSICAL EDUCATION

<b>Materials Needed:</b>			
<ul style="list-style-type: none"> <li>Shorts and t-shirt</li> <li>1 pair of athletic shoes</li> </ul>			
<b>Evaluation of Student Learning-Secondary:</b>			
Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<u>Physical Education</u> <ul style="list-style-type: none"> <li>Perform movement skills in different physical activity settings 33%</li> <li>Interacts with other in different physical activity settings 33%</li> <li>Adopts a healthy and active lifestyle 34%</li> </ul>	All three competencies will be evaluated and reported on at the end of every term	<ul style="list-style-type: none"> <li>Tests</li> <li>Skills tests</li> <li>Fitness tests</li> <li>Participation</li> </ul>	<ul style="list-style-type: none"> <li>Tests</li> <li>Skills tests</li> <li>Fitness tests</li> <li>Participation</li> </ul>
<b>Content Outline of the Course:</b>			
Physical Education will provide healthy active living through various physical activities.			

## GRADE 11 ENGLISH

<b>Materials Needed:</b>			
<ul style="list-style-type: none"> <li>English only binder and loose leaf paper and dividers (8-10), 2 duotang folders</li> <li>Pens, pencils, erasers, highlighters, sticky notes</li> <li>English dictionary and thesaurus (optional)</li> </ul>			
<b>Evaluation of Student Learning-Secondary:</b>			
Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<u>English Language Arts</u> <ul style="list-style-type: none"> <li>Uses language to communicate and to learn 33%</li> <li>Reads and listens to texts 33%</li> <li>Produces spoken, written and media texts 34%</li> </ul>	Students will be evaluated on their ability to use language to communicate as well as their reading and writing skills <ul style="list-style-type: none"> <li>All 3 competencies will be evaluated and reported on at the end of every term.</li> <li>The students' knowledge of languages and texts will also be evaluated throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>Learning &amp; evaluation situations</li> <li>Growth portfolio</li> <li>Independent studies</li> <li>Assignments</li> <li>Projects</li> <li>Oral presentations</li> <li>Reports</li> </ul>	Provincial exam MELS uniform exam  This course is a requirement for graduation.
<b>Content Outline of the Course:</b>			
The Secondary English Language Arts Program for Cycle Two is a literacy program that focuses on fluency in the reading and production of spoken, written and media texts. This program provides students with the opportunity to develop language competencies that respond to the realities of diverse situations, as well as, the interpersonal and communication strategies that they require in order to become active, critical members of society.			

**GRADE 11 FRENCH (BASE)****Required Materials:**

- French only binder
- 4 dividers
- Loose leaf paper
- Pens, pencils, white eraser
- Highlighters
- French/English dictionary,
- *Bescherelle* (recommended)

**Evaluation of Student Learning:**

Competencies	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<u>French</u> <ul style="list-style-type: none"> <li>• Communicates in French 40%</li> <li>• Understands oral and written texts in French 30%</li> <li>• Produces oral and written texts in French 30%</li> </ul>	Students will be evaluated on their ability <ul style="list-style-type: none"> <li>• to communicate in French in class and during oral exams</li> <li>• to understand a text (listening and reading comprehension)</li> <li>• to produce oral and written texts in a coherent manner and with respect to linguistic conventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral spoken in class and formal group discussions</li> <li>• Listening tests and reading comprehension</li> <li>• Exercises</li> <li>• Projects</li> <li>• Dictées</li> <li>• Quiz/Tests</li> <li>• Essays</li> <li>• Mid-year exams</li> </ul>	Term 1: 10% Term 2: 10% Term 3: 30%  MELS Provincial Exam will count as 50% of the final result (June)

**Course Expectations:**

- Students will learn, through the use of many themes, the vocabulary and the linguistic conventions that enable them to communicate in French in various situations. Students will learn different strategies to help them communicate, comprehend, and produce a variety of spoken and written texts.
- Students must make a conscious effort to communicate in French throughout the class. Students should demonstrate a willingness to learn and work as this is the surest path to success.
- Please note that students are also expected to take advantage of every opportunity to practice French outside of school hours (listen to French television or radio, read French magazines or novels, participate in French activities, etc.) as the learning of a language requires constant practice.

**GRADE 11 FRANCAIS****Materials Needed:**

- English/French dictionary
- French unilingual dictionary
- *Bescherelle* verb book
- Binder with 5 dividers dedicated specifically to French
- Loose leaf paper
- Pens, pencils, white erasers
- Highlighter

**Evaluation of Student Learning-Secondary:**

Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<ul style="list-style-type: none"> <li>• Communicates in French 33%</li> <li>• Understands oral and written texts in French 34%</li> <li>• Produces oral and written texts in French 33%</li> </ul>	<p>Students will be evaluated on their ability to use language to communicate as well as their reading and writing skills</p> <ul style="list-style-type: none"> <li>• All 3 competencies will be evaluated and reported on at the end of every term.</li> <li>• The students' knowledge of languages and texts will also be evaluated throughout the year.</li> <li>• The students will write a School Board exam that will count for 50% of the 3<sup>rd</sup> term mark</li> <li>• Students will write a ministry exam worth 50% of final mark</li> </ul>	<p>Assignments Projects Dictées Oral Presentations Tests Learning &amp; Evaluation situations</p>	<p>Provincial exam MELS uniform exam</p> <p>This course is a requirement for graduation.</p>

**Content Outline of the Course:**

The main goal is to achieve if not surpass Ministry objectives. Students will develop skills that enable them to communicate in various situations.

The students will be able to use the grammatical structures and new vocabulary included in the texts. They will also be capable of working cooperatively in group settings as well as working independently on projects throughout the year. In addition to increased reading comprehension and development in composition, the students should demonstrate a more sophisticated use of language and an increased level of auditory comprehension over the course of the next few months. Students must strive to speak French in class at all times.

## GRADE 11 MATHEMATICS – CULTURAL

### Materials Needed:

- Math only binder
- Bound notebook
- Loose leaf paper
- Graph paper
- Scientific calculator
- Geometry set
- Pens, pencils, erasers

### Evaluation of Student Learning-Secondary:

Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<b>Mathematics 11 – Cultural Option</b> <ul style="list-style-type: none"> <li>• Solves a Situational Problem 30%</li> <li>• Mathematical reasoning 70%</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment based on acquisition of knowledge</li> <li>• Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Binder checks</li> <li>• Homework</li> <li>• Quizzes</li> <li>• Tests</li> <li>• Situational problems</li> </ul>	Provincial exam

### Content Outline of the Course:

<b>Topic 1 Optimization</b> <ul style="list-style-type: none"> <li>• Equations in the 1<sup>st</sup> degree with two variables</li> <li>• Inequations in the 1<sup>st</sup> degree with two variables</li> <li>• Systems of Equations in 1<sup>st</sup> degree</li> <li>• Systems of Inequations in 1<sup>st</sup> degree</li> <li>• Polygon of Constraints</li> <li>• Optimization of a situation</li> </ul> <b>Topic 2 – Graphs</b> <ul style="list-style-type: none"> <li>• Representing situations using graphs</li> <li>• Chains-Hamiltonian and Euler graphs</li> <li>• Trees, directed and weighted graphs</li> <li>• Optimization of graphs</li> </ul> <b>Topic 3 – Transformations In the</b> <ul style="list-style-type: none"> <li>• Translations</li> <li>• Rotations</li> <li>• Reflections</li> <li>• Scale Changes</li> <li>• Homothety (Congruence)</li> <li>• Dilations</li> <li>• Sequence of Transformations</li> </ul>	<b>Topic 4 – Equivalent Figures</b> <ul style="list-style-type: none"> <li>• Area and Volume of Solids</li> <li>• Equivalent Plane Figures</li> <li>• Equivalent Solids</li> <li>• Comparing Polygons</li> <li>• Comparing Solids</li> </ul> <b>Topic 5 – Probabilities</b> <ul style="list-style-type: none"> <li>• Arrangements and Combinations</li> <li>• Voting Procedures</li> <li>• Events</li> <li>• Operation between events</li> <li>• Probability of events</li> <li>• Axioms and theorems</li> <li>• Conditional Probability</li> <li>• Independent Events</li> <li>• Problems</li> </ul>
--	---

## GRADE 11 CHEMISTRY

### Materials Needed:

- "Duotang" style folder for labs and assignments
- Separate notebook or binder for class notes
- Loose leaf paper for notes
- Scientific calculator
- Ruler and protractor and pencils, pens, red pen

### Evaluation of Student Learning-Secondary:

Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<b>Chemistry</b> • Practical – 40% • Theoretical – 60%	• Students will be evaluated on their ability to: <ul style="list-style-type: none"> <li>- Make the most of their knowledge of science and technology</li> <li>- Seek answers or solutions to scientific or technological problems</li> <li>- Communicate in the language used in science and technology</li> </ul> • Both Theory and Practical components will be evaluated and reported on at the end of every term	Practical: <ul style="list-style-type: none"> <li>• Lab activities</li> <li>• LES</li> </ul> Theoretical: <ul style="list-style-type: none"> <li>• Tests</li> <li>• Quizzes</li> <li>• L.E.S.</li> </ul>	• Practical (Lab) Examination • Theoretical Examination

### Content Outline of the Course:

Chemistry includes the following topics:

- Behavior of gases (Gas Laws, diffusion)
- Rates of Reaction (Kinetic Theory, Collision Theory)
- Energy in Reactions (Enthalpy, Thermochemistry)
- Equilibrium (Acids and Bases, Solubility)

## GRADE 11 Physics

### Materials Needed:

- Binder for Notes/assignments and Labs
- Loose leaf paper and Graphing Paper
- Pens, pencils, white erasers, highlighters
- Scientific calculator and Protractor and Ruler

### Evaluation of Student Learning-Secondary:

Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<b>Physics</b> • Practical - 40% • Theoretical - 60%	• Students will be evaluated on their ability to: <ul style="list-style-type: none"> <li>• Make the most of their knowledge of science and technology</li> <li>• Seek answers and solutions to scientific or technological problems</li> <li>• Communicate in the language used in science and technology</li> </ul> • Both Theory and practical components will be evaluated and reported on at the end of every term.	Practical: <ul style="list-style-type: none"> <li>• Lab activities</li> <li>• LES</li> </ul> Theoretical: <ul style="list-style-type: none"> <li>• Tests</li> <li>• Quizzes</li> <li>• LES</li> </ul>	• Practical (LAB) Examination • Theoretical Examination

### Content Outline of the Course:

Physics includes the following topics:

- Optics
- Kinematics
- Dynamics
- Energy and transformation



## GRADE 11 CONTEMPORARY WORLD

<b>Materials Needed:</b>			
<ul style="list-style-type: none"><li>Binder, paper, pen, pencil</li></ul>			
<b>Evaluation of Student Learning-Secondary:</b>			
Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<u>Contemporary World</u> <ul style="list-style-type: none"><li>Understanding current events 50%</li><li>Taking a stand 50%</li></ul>	Students will be evaluated on knowledge of current events and how these events impact their daily lives. They will also be asked to take a position on these events.	<ul style="list-style-type: none"><li>Assignments</li><li>Projects</li><li>Reports</li><li>Power points</li><li>Quiz</li></ul>	Cumulative end of year project
<b>Content Outline of the Course:</b>			
Contemporary World is a social science program that looks at the environment, migrations, power, wealth and conflict. It looks at all of these world issues from a historical, geographical, economic and political perspective.			

## GRADE 11 LAW

<b>Materials Needed:</b>			
<ul style="list-style-type: none"><li>Binder, paper, pen</li></ul>			
<b>Evaluation of Student Learning-Secondary:</b>			
Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<u>Law</u> Comprehends basic legal concepts and procedure	The students' knowledge of terms and procedures will be tested throughout the year.	<ul style="list-style-type: none"><li>Quiz</li><li>Mock trial</li><li>Projects</li><li>Oral presentations</li><li>Debates</li></ul>	Mock trial
<b>Content Outline of the Course:</b>			
Law is a social science that will introduce students to their rights and obligations as defined by the Charter of Rights and Freedoms. Students will also explore the basic concepts of criminal and civil law.			

## GRADE 11 JOURNALISM

<b>Materials Needed:</b>			
<ul style="list-style-type: none"><li>USB flash drive (removable)</li><li>Binder, loose leaf paper</li><li>Pens, pencils, erasers</li><li>Digital cameras are recommended</li></ul>			
<b>Evaluation of Student Learning-Secondary:</b>			
Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<u>Journalism</u>	Students will be evaluated on their ability to use written and oral language to communicate as well as their multimedia and photography skills	<ul style="list-style-type: none"><li>Written assignments</li><li>Oral presentations</li><li>Photo Essays</li><li>Multimedia projects</li></ul>	<ul style="list-style-type: none"><li>Professional portfolio</li><li>Complex independent project</li></ul>
<b>Content Outline of the Course:</b>			
Students will examine techniques for information gathering, writing, photography and editing relevant to publication. Through understanding the principles of effective communication, students will analyze contemporary issues and organize material for public delivery.			

**GRADE 11 DRAMA (502)**

<b>Materials Needed:</b>			
N/A			
<b>Evaluation of Student Learning-Secondary:</b>			
<b>Subject</b>	<b>Description</b>	<b>Types of Assessments /Evaluations</b>	<b>Final Evaluations/Exams</b>
<u>Drama</u> <ul style="list-style-type: none"> <li>Creates</li> <li>Performs</li> <li>Appreciates</li> </ul>	<ul style="list-style-type: none"> <li>Students will be evaluated on their participation in class, their creative input in group work, their appreciation of other performances.</li> <li>All three competencies will be evaluated at the end of each term.</li> <li>Students will take part in the writing and production of a final play at the end of the year.</li> </ul>	<ul style="list-style-type: none"> <li>In-class performances</li> </ul>	April-May students will choose a 15 minute scene from an existing play and will memorize, stage, produce and perform the scene.
<b>Content Outline of the Course:</b>			
Drama 502 builds on the skills of Drama 402, through the exploration of voice, movement, character, skits, improvisation and performance. Drama 502 also introduces students to the history of drama.			

**GRADE 11 DRAMA (504)**

<b>Materials Needed:</b>			
<ul style="list-style-type: none"> <li>Black shorts/yoga pants/tights</li> <li>Black shirt</li> </ul>			
<b>Evaluation of Student Learning-Secondary:</b>			
<b>Subject</b>	<b>Description</b>	<b>Types of Assessments /Evaluations</b>	<b>Final Evaluations/Exams</b>
<u>Drama 504</u> <ul style="list-style-type: none"> <li>Creates</li> <li>Performs</li> <li>Appreciates</li> </ul>	<ul style="list-style-type: none"> <li>Students will be evaluated on their participation in class, their creative input in group work, their in-class performances, and their appreciation of other performances.</li> <li>All three competencies will be evaluated at the end of each term.</li> <li>Students will take part in the writing and production of a final play at the end of the year.</li> </ul>	<ul style="list-style-type: none"> <li>In-class performances</li> <li>Extra- curricular performances</li> </ul>	April-May students will choose a 15 minute scene from an existing play and will memorize, stage, produce and perform the scene.
<b>Content Outline of the Course:</b>			
Drama 504 students acting and directing skills will be further advanced through scene studies, skits, improvisations, creative and dance-oriented drama, lighting, sound and set design. Students will also be expected to take part in at least one extracurricular production attending all lunch and after school rehearsals.			

## GRADE 11 HOME ECONOMICS

### Materials Needed:

- Binder, pens, pencils, and erasers
- Apron

### Evaluation of Student Learning-Secondary:

Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<u>Home Economics</u> <ul style="list-style-type: none"><li>• Cooperate with others 25%</li><li>• Achieve potential 25%</li><li>• Demonstrate quality work 25%</li><li>• Focus on the task 25%</li></ul>	The objective of this class is to prepare the students for independent and responsible living. This class concentrates on learning social skills and cooperation that will help the students in their class, school, home and outside in the community. Home Economics will focus on these areas of study: Foods and Nutrition, Consumerism, and Self-management, Hotel Management and Tourism.	Evaluation: <ul style="list-style-type: none"><li>• Quizzes</li><li>• Individual performance</li><li>• Group work</li><li>• Following tasks</li><li>• Projects</li></ul>	<ul style="list-style-type: none"><li>• In classroom end of year exam</li><li>• End of year final project</li></ul>

### Content Outline of the Course:

This course focuses on the following components: cooking, consumerism and nutrition, health habits and personal budgets. Students will learn to use tools and equipment for food preparation, handling, storage and serving, demonstrate different cooking methods, create menus. Students will learn a variety of information useful for becoming knowledgeable consumer. Students will investigate healthy habits. Students will gain an understanding of the importance of personal management skills. The students will be introduced to basic design elements. The components of this course will help the students gain an understanding of the importance of communication, time-management and team work skills.

## GRADE 11 LEADERSHIP

### Materials Needed:

- Pens, pencils
- Loose leaf paper
- Duotang

### Evaluation of Student Learning-Secondary:

Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<u>Leadership</u>	Students will be evaluated on their ability to demonstrate: <ul style="list-style-type: none"><li>• Responsibility</li><li>• Interpersonal Skills</li><li>• Organizational Skills</li><li>• Skills to recognize the needs of other and formulate a plan to assist</li></ul>	<ul style="list-style-type: none"><li>• Journals</li><li>• Community projects</li><li>• Inter-school projects &amp; initiatives</li></ul>	Presentation and review of each individuals years' work

### Content Outline of the Course:

This course will deal with the theoretical and practical applications of human relations. The time in the class will be split between classroom instruction and practical workshops acquiring and using the basic knowledge of leadership. Students will develop communication skills, organize and run events, demonstrate independent study and develop an understanding of their selves.

## GRADE 11 PHYSICAL EDUCATION

<b>Materials Needed:</b>			
<ul style="list-style-type: none"> <li>Shorts, T-shirt</li> <li>1 pair of athletic shoes</li> </ul>			
<b>Evaluation of Student Learning-Secondary:</b>			
Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<u>Physical Education</u> <ul style="list-style-type: none"> <li>Perform movement skills in different physical activity settings 33%</li> <li>Interacts with other in different physical activity settings 33%</li> <li>Adopts a healthy and active lifestyle 34%</li> </ul>	All three competencies will be evaluated and reported on at the end of every term	<ul style="list-style-type: none"> <li>Tests</li> <li>Skills tests</li> <li>Fitness tests</li> <li>Participation</li> </ul>	<ul style="list-style-type: none"> <li>Tests</li> <li>Skills tests</li> <li>Fitness tests</li> <li>Participation</li> </ul>
<b>Content Outline of the Course:</b>			
Physical Education will provide healthy active living through various physical activities.			

## WOTP FRENCH

<b>Materials Needed:</b>			
<ul style="list-style-type: none"> <li>French only binder</li> <li>Loose leaf paper</li> <li>Pens, pencils, white erasers, highlighters</li> <li>French/English dictionary</li> </ul>			
<b>Evaluation of Student Learning-Secondary:</b>			
Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<u>French</u> <ul style="list-style-type: none"> <li>Communicates in French 40%</li> <li>Understands oral and written texts in French 30%</li> <li>Produces oral and written texts in French 30%</li> </ul>	<ul style="list-style-type: none"> <li>Students will be evaluated on their ability to communicate in French in class and during oral exams,</li> <li>to understand a text (listening test and reading comprehension) and</li> <li>to produce oral and written texts in a coherent manner and in respect of the linguistic conventions.</li> </ul>	<ul style="list-style-type: none"> <li>Oral spoken in class and formal group discussions</li> <li>Listening tests and reading comprehension</li> <li>Exercises</li> <li>Projects</li> <li>Dictées</li> <li>Quiz/Tests</li> <li>Essays</li> <li>Mid-year exams</li> </ul>	Term 1: 20% Term 2: 20% Term 3: 60%  School Exam (May/June) will count for 50% of term 3
<b>Content Outline of the Course:</b>			
<ul style="list-style-type: none"> <li>Students will learn, through the use of everyday themes, the vocabulary and the linguistic conventions that enable them to communicate in French in various situations. Students will learn different strategies to help them communicate, comprehend and produce a variety of spoken and written text.</li> <li>Students must make a conscious effort to communicate in French throughout the class. Students should demonstrate a willingness to learn and work as this is the surest path to success.</li> <li>Please note that students are also expected to take advantage of every opportunity to practice French outside of school hours (listening to French television or radio, read French magazine or novels, participate to French activities...) as the learning of a language require a lot of practice.</li> </ul>			

## WOTP MATH

### Materials Needed:

- Math only binder, loose leaf paper
- Calculator (does not have to be scientific)
- Geometry set
- Pens, pencils, erasers

### Evaluation of Student Learning-Secondary:

Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<u>Pework 1, 2, 3 – Math</u> <ul style="list-style-type: none"> <li>• Solves Situational Problems 30%</li> <li>• Uses Mathematical Reasoning 70%</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be evaluated on their ability to solve “real” life problems and their use of reasoning.</li> <li>• Both competencies will be evaluated each term.</li> <li>• Each student will be evaluated according to their needs and IEP.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Tests</li> <li>• Projects</li> <li>• Learning &amp; Evaluation Situations</li> </ul>	<ul style="list-style-type: none"> <li>• Midyear Exam</li> <li>• June Exam</li> <li>***for students not on work placement**</li> </ul>

### Content Outline of the Course:

The math in the WOTP is based on getting students ready for the world of work by practicing mental math skills, budgeting, and everyday problem solving.  
The students will practice their skills through: Arithmetic/Geometry/Probability/Statistics.

## WOTP Science

### Materials Needed:

- Binder for Notes/assignments and Labs
- Loose leaf paper, graphing paper
- Pens, pencils, white erasers, highlighters
- Scientific calculator
- Protractor and Ruler

### Evaluation of Student Learning-Secondary:

Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<u>Science</u> <ul style="list-style-type: none"> <li>• Practical - 40%</li> <li>• Theoretical - 60%</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be evaluated on their ability to:               <ul style="list-style-type: none"> <li>• Make the most of their knowledge of science and technology</li> <li>• Seek answers and solutions to scientific or technological problems</li> <li>• Communicate in the language used in science and technology</li> </ul> </li> <li>• Both Theory and practical components will be evaluated and reported on at the end of every term.</li> </ul>	Practical: <ul style="list-style-type: none"> <li>• Lab activities</li> <li>• LES</li> </ul> Theoretical: <ul style="list-style-type: none"> <li>• Tests</li> <li>• Quizzes</li> <li>• LES</li> </ul>	

### Content Outline of the Course:

Science includes the following topics: Chemistry, Physics, Food and nutrition, Forensics and Botany

## WOTP WORKSKILLS

### Materials Needed:

- Binder, paper
- Pens, pencils, erasers

### Evaluation of Student Learning-Secondary:

Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<b>Workskills</b> <ul style="list-style-type: none"> <li>• Understands the requirements of different work situations</li> <li>• Perform tasks associated with different work situations</li> <li>• Adopts attitudes and behaviors appropriate to work situations</li> </ul>	Enables students to become familiar with the characteristics and obligations of the working world and to develop competencies as workers.	<ul style="list-style-type: none"> <li>• Assigns</li> <li>• Projects</li> <li>• Reports</li> <li>• Oral presentations</li> <li>• Test/Quizzes</li> <li>• Group work</li> <li>• Practicums</li> </ul>	Exam Practicums

### Content Outline of the Course:

Areas of focus will include:

- In-school workplace situations (Bike shop/T-shirt factory)
- Certificate training (first aid, WHMIS, babysitting)
- Workplace hazards
- Starting a small business
- Worker's rights and responsibilities/ ethics
- Volunteerism
- Career mapping
- Technology in the workplace
- Resumes
- Interviewing skills
- Health and nutrition

## CHALLENGES/LOFT LIFESKILLS AGES 16-21

### Materials Needed:

- Pens, pencils, erasers
- Coloured pencils, markers
- 4 cahier style books
- 4 duotangs

### Evaluation of Student Learning-Secondary:

Subject	Description	Types of Assessments /Evaluations	Final Evaluations/Exams
<u>Challenges Program</u>	<ul style="list-style-type: none"><li>• Students will be evaluated using the Challenges report and their IEPs as guides</li><li>• The evaluation is ongoing with 3 formal periods with</li></ul>		Teacher reflection/judgement

### Content Outline of the Course:

- The LOFT program this year will consist of several components: Lifeskills, Academics, Work life, Physical Education and Arts.
- Lifeskills: From proper social interaction to practical living skills like cooking and paying bills, we will be working to help students gain autonomy. Guided by the IEP, students will work to meet individualized goals which will be reviewed frequently.
- Academics: Academic goals such as reading, writing and mathematics are established in the individual IEPs. We will be working towards meeting these goals within the context of practical living. Money, budgeting, shopping will be main themes in the Mathematics portion. Literacy study will include the practice of reading for necessity as well as for pleasure.
- Work Life: Students will be exposed to work duties within the school and classroom and some will be placed on work placements outside of school. We have a workshop where we handle binding and lamination along with other work that comes up in the school. We also will be running bake sales and BBQs to raise funds for out of school activities.
- Physical Education: Students participate in Physical Education on a daily basis. The intent is to help with their overall fitness level and foster an appreciation of the benefits of physical activity.
- The Arts: Students in the LOFT will be taking part in Music and a specialized Art class. Their creative side will have an opportunity to grow

Although each of the components is broken down above, we will be doing our best to help the students achieve their goals through practical life experiences. From our daily work activities to major fieldtrips, we will be working to teach through living.