



BCS | Bishop's
College
School

2025-2026
Academic Handbook



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INTRODUCTION

Our approach to teaching and learning is strongly influenced by our school mission and values. These drive the implementation of our programs as well as the continuous review of our curriculum so that it prepares students for an ever-changing world. Our students live academic and extra-curricular experiences on and off campus that help them grow into caring, principled leaders.

At BCS, students study in a vibrant multicultural, collaborative environment. With a small average class size, students receive ample individualized attention and support through a coherent curriculum that balances the development of competencies, concepts, and approaches to learning. Students develop a love of learning and academic confidence to succeed in the different roles they will play in our global society. We tailor our holistic approach to meet each student's needs, interests or passions so that they reach their full potential, while maintaining the highest academic standards of our Middle and Senior schools' rigorous programs.

Bishop's College School is committed to delivering excellence in academics, to providing a curriculum that is student-centered, and to developing our students' critical thinking skills, creativity, resilience, and independence.

The purpose of the Academic Handbook is to provide essential information about the BCS academic program and to help students and their families plan the appropriate course of study at Bishop's College School. The Academic Handbook is divided into three sections:

- General
- Universal supports
- Academic programs/pathways and course descriptions

If you have any questions, please feel free to contact one of the following individuals:

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DAILY SCHEDULE

REGULAR SCHEDULE

Breakfast	M, W, F: 7:30 - 8:15 AM T, TH: 8:00 - 8:40 AM
Chapel	M, W, F: 8:20 - 8:45 AM
Period 1	8:45 - 10:00 AM
Break	10:00 - 10:10 AM
Period 2	10:10 - 11:25 AM
Lunch	11:25 AM - 12:35 PM
Period 3	12:35 - 1:50 PM
Transition	1:50 - 1:55 PM
Period 4	1:55 - 3:10 PM
Break	3:10 - 3:30 PM
Crease* or Cadets	3:30 - 4:30 PM
Dinner	5:15 - 6:30 PM
Prep time	7:30 - 9:15 PM

FLEX SCHEDULE

Breakfast	7:30 - 8:15 AM
Chapel	8:20 - 8:40 AM
Period 1	8:45 - 9:35 AM
Transition	9:35 - 9:40 PM
Period 2	9:40 - 10:30 AM
Break	10:30 - 10:40 AM
Period 3	10:40 - 11:30 AM
Transition	11:30 - 11:35 AM
Period 4	11:35 AM - 12:25 PM
Lunch	12:25 - 1:25 PM

JUNIOR & SENIOR

Junior grades (Middle School) are grades 7-10 (Forms II-V) and Senior grades are grades 11-12 (Forms VI and VII).

PREP

Time dedicated to supervised homework in the boarding house. Students, depending on their grade level and needs, may do their schoolwork in the library, in other houses (for group projects) or in the Enrichment Center (where tutoring is available).

CREASE

Time dedicated to sports. *These times vary depending on the sport, season, or activity.

CHAPEL

Morning assembly for all students on Mondays, Wednesdays, and Fridays is held in the Chapel.

FLEX SCHEDULE

Half day of classes to accommodate special events, sports tournaments, or activities.

GENERAL

THE SCHOOL'S MISSION & VISION

Bishop's College School creates a caring community of learning and development where cultures connect and individuals matter.

Bishop's College School provides a life-enriching, global experience for our entire community.

BCS CORE VALUES

Lead-Grow-Engage-Experience-Explore

DEFINITION OF TERMS

The duration of secondary school in Quebec is five years and is called Secondary I-V (Sec I-V for short) or simply Grades 7-11. BCS continues with a Grade 12 that enables our students to enter post-secondary options directly. The table below provides clarification of the terminology used in Quebec and by BCS to describe the various grade levels.

Form II	Grade 7	Secondary 1	Cycle 1, Year 1
Form III	Grade 8	Secondary 2	Cycle 1, Year 2
Form IV	Grade 9	Secondary 3	Cycle 2, Year 1
Form V	Grade 10	Secondary 4	Cycle 2, Year 2
Form VI	Grade 11	Secondary 5	Cycle 2, Year 3
Form VII	Grade 12		

CERTIFICATION

There are three avenues to certification at BCS.

- A student follows the Quebec Education Program. At the end of Grade 11, the student achieves a Quebec Secondary School Diploma (DES in French). Please note that this Quebec Diploma does not allow a student to enter directly into university. A student must either attend a Quebec Cégep (two-year pre-university college) or Grade 12 at BCS to be eligible for university studies.
- A student follows the New Brunswick Senior High School Program in Grades 11 and 12. At the end of Grade 12 the student receives the New Brunswick High School Diploma (NB HSD). The New Brunswick Diploma is recognized in Canadian and American universities, as well as universities worldwide.
- A student follows the International Baccalaureate Diploma Program in Grades 11 and 12. At the end of Grade 12, a student writes IB examinations in one or more subjects to achieve individual subject certificates or course credits. Alternatively, a student completes six IB subjects and the core IB Diploma Program requirements (Theory of Knowledge, Creativity, Activity, Service (CAS), and the Extended Essay). Upon successful completion of these requirements, the student receives an IB Diploma (IB DP). The IB Diploma is recognized internationally as an excellent pre-university qualification and can give a student advanced placement at university.

Bilingual Certification

Within the context of the Quebec Education Program, students are given the opportunity to follow certain courses in French, namely, Culture & Citizenship of Quebec and Visual Arts for example.

Within the IB Diploma Program framework, BCS students are eligible for an IB Bilingual Diploma.

Co-curricular Programs and Activities

The co-curricular programs at BCS complement fully the international nature of the academic programs at BCS. Through co-curricular programs such as Round Square exchanges & conferences, the Ondaatje Endeavour, the Senegal Service Trip Project and Cadets, students are given a wide range of opportunities to explore other cultures and languages. Additionally, the school promotes diversity as part of its mission and core values, and it celebrates various cultures at morning assemblies, especially the rich experiences lived by our students in their home countries.

ACADEMIC POLICIES

The following academic policies can be found on our BCS portal, accessible to our community. On the other hand, important assessment information can be found below.

- Academic Integrity Policy
- Assessment Policy
- Language Policy
- Inclusion Policy
- Complaint Processing Procedure Policy

Academic Reporting

Throughout the year, BCS will issue various academic reports on a student's effort and academic performance in each of their courses. Consistent feedback on effort, achievement, or performance throughout the academic year is used to provide guidance on individual progress and assist teachers in monitoring and tracking student progress within individual subject areas, as well as adjusting teaching and learning accordingly.

- **Mid-term Progress Reports:** Students in Form II-VI receive progress reports twice yearly, in October and in April. The categories in this report are behavior, participation, engagement in class, self-management skills, completion of assignments, and meeting course objectives.
- **Report Cards:** For Forms II – VI students, the reporting of grades with complementary comments to students and their families occurs three times a year: November, March, and June. Form VII students receive a midterm grade in January and a final grade in June. For the Quebec and New Brunswick programs, the passing grade is 60%.
 - The Term 1 report card reflects 20% of the student's final mark; the Term 2, 20% and Term 3, 60%. Each report card includes the student's grade and the class average (except for Form 7) for each subject.

- Additionally, each subject teacher comments on the student's performance in the course by highlighting their strengths, areas for improvement, and general progress on reaching the learning objectives. Teachers may also suggest targets to focus on for the next reporting period.
- Form VII students can access a cumulative grade at all times in the portal for each of their subject courses. The IB grading scale is from 1 to 7, with 7 being the highest. An IB Diploma is awarded to those students who gain at least 24 points in six subjects. Students can gain three (3) additional points through the DP core (that is, the Extended Essay, Theory of Knowledge, and CAS (Creativity, Activity, Service)). The maximum number of points for the IB Diploma is 45.
- **Parent-Student-Teacher Interviews:** This is a time when the parent(s) or guardian(s) as well as the student can discuss the performance in the course with each of their subject teacher. The interviews usually follow a reporting period for which a report card was issued.
- **Effort Ratings – Approaches to Learning:** Up to twice a month, students are assessed by teachers on their approaches to learning. Effort Ratings are not about performance; they are an evaluation of a student's self-management and collaborative skills, attitude, and general engagement. These ratings serve several purposes: they encourage students to further grow as learners; they help identify students who may need extra attention or supervision during prep time (homework); and they keep parents informed of their child's progress.
 - A letter rating is awarded to let the student know where they stand in the development of their approaches to learning within the classroom. The descriptors associated with the letter provide a holistic understanding of how a student is working in terms of their behavior (B), continuous effort (C), and self-management (S). These are intrinsically linked with communication, social and self-management skills. Because it is a best-fit model, students may not demonstrate all the characteristics in the category. As such no + or - are awarded with the letter grade. The rating is not cumulative and therefore, is applied for the duration of approximately 2-3 weeks. The descriptors below may also be used for self-assessment by students.
 - A 'C' is the minimum working level of attitude and conduct from students in the classroom. A teacher must report the behaviors or conduct in lessons that have led to a 'D'. N/A is only used when a student has been absent for a prolonged period or for any special circumstances. Students and parents have access to Effort Ratings Reports on the portal. An exceptional effort ratings student list will be posted monthly on the Academics board. Students who obtain all 'A's in 3 consecutive effort ratings reports receive the Effort Academic Pin.

GENERAL SUPPORT

UNIVERSAL SUPPORTS AT BCS

Students at BCS have access to a comprehensive suite of support designed to help them achieve their full academic potential. These supports are rooted in the understanding that a student's academic competency is not static but in constant development. The academic support structure at BCS is intended to strengthen a student's competencies, confidence and character, and to facilitate the development of skills that allow them to be successful in all settings. Moreover, as an IB World School, BCS encourages students to become inquirers, thinkers, and communicators. Thus, they develop their intercultural competence to become global citizens and lifelong learners.

From the first day of school, all BCS students make use of universal supports daily. These supports are a deeply embedded aspect of the culture at BCS and are the foundation of our tradition of academic excellence. The range of universal supports at BCS are defined below.

Advisory Program

In Forms II, III, and V, the Advisory program is intertwined with the Culture and Citizenship course of Quebec, ensuring that students are exposed to themes and resources that support their learning, i.e., approaches to learning (e.g., self-management), SMART goal setting, academic presentations or speakers, and current affairs discussions. In Form V, students are guided through a Personal Orientation Project (POP) and in Forms VI and VII, Advisory is used for skills development sessions, university guidance and IB Core work. At the secondary level, the Culture and Citizenship in Québec program teaches students how to engage in sociological interpretation, ethical reflection, dialogue and critical thinking. More information can be found [HERE](#).

Counsellor & Social Work Technician (Enrichment Centre)

The school counsellor and the social work technician are available Monday through Friday most of the day for confidential individual or small group meetings with students regarding, for example, academic stress, time management, life skills, and social-emotional learning. Both work in collaboration with teachers, parents/houseparents and external services to support individual needs. Appointments can be made in person or by email. The Counsellor is available after hours for emergencies.

Evening House Prep

As part of the varied daily schedule at BCS, students are given the opportunity for evening study in their house or residence. 'Evening House Prep' takes place from Sunday to Thursday evenings between 7:30 – 9:15 PM. It is a quiet time for students to focus on their school tasks or assignments (homework). 'Evening House Prep' is supervised by the Houseparent or by a faculty member, whose expertise in a particular subject is helpful to students. The 'Teacher on Duty' (TOD) also helps students stay on task or discusses with them any concerns they may have about their academic program. 'Evening House Prep' is a BCS tradition that helps to establish the routine and structure necessary for our students to learn lifelong study habits that will help them achieve excellence well beyond their years on our campus.

Subject-Specific Evening support in the R.D.W. Howson Enrichment Centre

The R.D.W. Howson Enrichment Centre helps equip students with the tools they need to excel in their studies and life in general. Recognizing that not everyone has the same learning styles or needs, the EC team works collaboratively with students to help them set goals, manage their time, rank their priorities, and find strategies to help them succeed.

They also work in conjunction with teachers to help students develop confidence in their own abilities.

Subject-specific support is coordinated through the R.D.W. Howson Enrichment Centre and provides all students with the opportunity to improve or develop their skills in various subjects. Subject-specific support is offered from Monday through Thursday between 7:00-9:00 PM. In addition to the regular classroom support during the school day, students may need additional help with an assignment or with the preparation for a summative evaluation (e.g., test, exam, project).

The EC support team members are current BCS teachers, retired BCS teachers, or university students with a particular area of expertise, for example, Math, Science, Chemistry, Physics, French, History, or English. These educators work with students in a one-on-one or small group setting, depending on the specific needs.

Each subject area is assigned one or two evenings per week, depending on student demand. The schedule for subject-specific support is communicated with students at the start of the school year and, if necessary, it is adjusted accordingly. Students, faculty, and house staff receive daily updates and reminders on this type of support. It is also used as a resource for teachers to send students if they need extra support at the end of the day. A student signs up for support in a specific subject, such as Math, on the EC sign-up document located on the BCS Portal.

SPORTS OR EXTRA-CURRICULAR PROGRAM SUPPORT SERVICES

Academic Coaching

The role of the Academic Coach is to support students who must miss one or more classes due to extracurricular commitments, for example, sports teams who travel for tournaments or students who attend school-related events for several days. Sports events and leadership opportunities are an important part of BCS life; students are encouraged to participate in these extracurricular activities, with the reassurance that they will not be disadvantaged in their academic program.

The teachers and EC staff work collaboratively to support these students. The teacher provides any schoolwork missed to the EC staff. When the student returns from their activity, the Academic Coach meets with the student, normally on Monday or Tuesday, from 3:30-4:30 PM, the week following an extra-curricular activity.

An Academic Coach, along with Athlete POP teachers, are also advisors to the varsity and prep hockey team members and their families. This ensures that our student-athletes learn to balance effectively academics and their sport commitments. From the commencement of the academic year, the Academic Coach holds meetings with the hockey team members to establish a working relationship, to allow for a smooth transition into the new academic year and to answer any concerns or questions pertaining to academics. Examples of the approaches to learning that the Academic Coach focuses on are time management, organization, study skills and wellness.

The 'Return-to-Learn' (RTL) and 'Return-to-Play' (RTP) Strategies

The 'Return-to-Learn' and 'Return-to-Play' supports are implemented as part of BCS's overall Concussion Protocol and procedures for those students who have suffered a concussion. The BCS team of certified professionals work in collaboration to oversee the prevention, detection, and management of concussions. The BCS professionals on the concussion protocols and management team include a doctor, a nurse, a physiotherapist, the Athletic Director, and a learning strategist. The various constituents (that is, parents, the Head of School, teachers, coaches, and residential life staff) are kept informed of the student's progress within the concussion protocol.

The Return-to-Learn (RTL) Strategy is used to guide a student through a gradual return to full school participation. An initial period of 24-48 hours of rest is recommended before starting the Return-to-Learn. We recognize that concussions have different levels of severity and types of symptoms, resulting in a different rate of progression for each student. The gradual 'Return-to-Learn' protocol is coordinated through the Enrichment Centre, the Infirmary and the BCS physiotherapist. The concussion protocol includes the following steps to support the student:

Stage	Aim	Activity	Goal of each step
1	Daily activities at home that do not give the student-athlete symptoms	Typical activities during the day as long as they do not increase symptoms (i.e. reading, texting, screen time). Start at 5-15 minutes at a time and gradually build up.	Gradual return to typical activities
2	School activities	Homework, reading, or other cognitive activities outside of the classroom.	Increase tolerance to cognitive work.
3	Return to school part-time	Gradual introduction of schoolwork. May need to start with a partial school day or with increased breaks during the day.	Increase academic activities.
4	Return to school full-time	Gradually progress	Return to full academic activities and catch up on missed schoolwork.

McCrory et al. (2017). Consensus statement on concussion in sport – the 5th international conference on concussion in sport held in Berlin, October 2016. *British Journal of Sports Medicine*, 51(11), 838-847.

The Return-to-Play (RTP) Strategy is used to guide athletes, coaches, and health care professionals to make a gradual return to their sport. An initial period of 24-48 hours of rest is recommended before starting the Return-to-Play. There must be a minimum of 24 hours symptom-free before progressing to the next step. If symptoms present or worsen, the student must return to the previous stage.

Stage	Aim	Activity	Goal of each step
1	Symptom-limiting activity	Daily activities that do not provoke symptoms.	Gradual re-introduction of work/school activities.
2	Light aerobic activity	Walking or stationary cycling at slow to medium pace. No resistance training	Increase heart rate.
3	Sport-specific exercise	Running or skating drills. No head impact activities.	Add movement.
4	Non-contact training drills	Harder training drills, i.e. passing drills. May start progressive resistance training.	Exercise, coordination, and increased thinking.
5	Full contact practice	Following medical clearance	Restore confidence and assess functional skills by coaching staff.
6	Return to sport	Normal game play	

McCrory et al. (2017). Consensus statement on concussion in sport – the 5th international conference on concussion in sport held in Berlin, October 2016. *British Journal of Sports Medicine*, 51(11), 838-847.

SUPPORT FOR ONLINE COURSES

Support for Students Following Online Courses

In partnership with the New Brunswick Department of Education and Pamoja Education, an online provider of IB courses, BCS offers online courses in various subjects for independent learners. Students follow their online courses in the library and are closely monitored by the Senior School Coordinator and the Director of Academics. They follow their progress and liaise with the online teacher and the student's family on a regular basis. These online courses are part of the student's academic program and take place during the school day, at times, instead of other courses offered at school.

SPECIALIZED SUPPORT AND ENRICHMENT

Accommodation or Inclusive Assessment Arrangements

According to the IB, inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers to learning. Consequently, upon receiving a psychological report with psychological/ psycho-educational/ medical report (paid and organized by the family) and educational evidence such as teacher observations or work samples, a student can benefit from various accommodations for assessments such as access to:

- additional time
- a scribe
- a word processor
- a speech recognition or reading software
- transcriptions
- practical assistance or modified papers

These accommodations are part of an Individual Education Plan (IEP) because the student has to practice using the accommodations throughout the academic year, and not only for final examinations.

IEP (Individual Education Plan) Implementation

The Enrichment Centre manages, implements, and overlooks, and oversees Individual Education Plans (IEPs) for students with neuropsychological assessments. There are three IEP meetings throughout the academic year: the initial meeting at the start of the

year (September or October), the mid-session review (February) and the final review/report (May-June). The constituents who may participate in an IEP are the student, the parents, the student's teachers, the EC team members, the counsellor/external psychologist, and the Director of Academics. The meetings focus primarily on the strengths of the student, specific learning strategies to be implemented, areas of improvement, along with confirming and setting up entitled accommodations. The students are monitored through the EC, and there is communication with all constituents involved throughout the academic year.

The IEP is a working document developed by the EC staff following the reading of assessments and recommendations, the IEP meetings, and the implementation of strategies and support. The goal is for the student to feel at ease in developing and using strategies and accommodations that will help them to demonstrate their learning and to work to their full potential.

Supervised Prep

Students who need an increased level of accountability and supervision may opt in or be referred to Supervised Prep sessions by their teacher or their Advisor. These sessions take place at the same time as the Evening House Prep (7:30-9:15 PM) in the Houses.

In Supervised Prep, there are between 10-15 students. The EC supervisor checks with each individual student the schoolwork to be completed, helps students stay on task, and provides them with guidance on study skills. Each evening, the supervisor completes a brief report on the students' progress during Supervised Prep. A student can be placed on Supervised Prep from one to four nights a week, depending on the support they require. A student is referred by a teacher or EC staff to attend Supervised Prep.

Private Subject-Specific Tutoring

Students who want to improve their general knowledge and understanding in a particular academic subject or who want to improve their overall performance or grade can benefit from having a tutor. The tutor will essentially teach and explain in a variety of ways the concepts the student wants to focus on or learn more about. At times, the tutor can help with homework or assessment preparation. A tutor usually costs approximately 40\$/hour and is organized by the EC Tutoring/Supervised Prep Coordinator.

SUPPORT BY DEPARTMENT

English as a Second Language (ESL) Plus (+)

The ESL course and the ESL Plus (+) program cater to non-native English students with a curriculum designed to support their language development. It differs from English Language Arts (ELA); rather than providing learning within a specific subject area, ESL or ESL+ provides essential tools that will span across all subjects in the academic program. Students will apply the language skills acquired in the ESL environment to understand concepts throughout their educational experience.

The ESL course and the ESL+ program is offered by dedicated ESL Coordinator and the ESL tutor. These are designed to enhance students' written, oral, reading, and listening comprehension skills, whilst ensuring that students are engaged in content that would

resemble that of a regular English class. Depending on the Form the student is in, they will be doing ESL+ instead of another language, such as French or other subjects that are not part of the Ministry examinations.

For some new students in Form II (Grade 7), who are learning new material through the medium of English, which is either their second or third language, some subject classes, such as History, are adapted to allow for extra time to develop the required language skills, such as reading and writing. The English as a second language (ESL) tutor works closely with the subject teacher and the small group of students who are taught not just the content, but also the language skills essential to accessing this content.

Throughout the year, continued assessment is geared towards ensuring that the student is placed and moved into the appropriate level. Continued assessment also ensures that students who have improved their language skills by reaching established objectives may be moved into a regular English Language Arts (ELA) group. The ESL+ program has associated fees.

Mathematics Support

Some students may need support to learn mathematical concepts that perhaps were not part of the curriculum in their home country or that they find challenging. BCS has one or two dedicated Maths teachers who work one-on-one or in a small group setting with these students to develop the knowledge and understanding of mathematical concepts.

Peter G. Holt Memorial Library

- **Library Learning Commons Services**

With the support and guidance of our highly experienced librarians, students have a wide spectrum of research databases and collections at their disposal. Workshops are also provided throughout the duration of the school year that focus on how to methodically research both print and online resources, how to maintain high standards of academic integrity, how to properly write a formal bibliography, and how to critically evaluate websites.

Open during break, lunch, after school, and in the evenings, students congregate, work independently, or work in groups within the library space. Two study rooms can house up to four students each, for group work, and isolated tasks. Students can go to the library with teacher permission, to pick up resources, ask for help, etc. Teachers can also book the library to use as a classroom space, or as a library space (with librarians interacting). As well, the librarian visits classrooms for team-teaching on various topics.

The library encourages and promotes a reading curriculum for students, both independently and for class. It advocates and teaches information literacy skills to students and staff. It hosts and animates activities, programming, and special events that foster diverse learning strategies and promote lifelong academic opportunities across multiple subject areas.

- **Library Prep**

Inter-house groupings of senior students collaborating on course assignments, and

individual senior students wishing to work independently may reserve a space to work during Evening Prep hours (7:20-9:15PM) in the Peter G. Holt Memorial Library. There, they have access to group study rooms and the full resources of the library. Evening Prep is open to students in Forms V, VI and VII who are in good academic standing. The student signs up in person with the library staff on the day that they wish to attend Library Prep.

- **Writing Success Centre**

Writing Success Centre services are available at various times during the week. The librarian is there to help with homework, research, essay writing, and non-subject-specific assistance with the students' coursework. Whether it be dealing with the fundamentals and expectations of the Internal Assessments, Extended Essays, or personal statements needed for university application, the WSC is there to improve the students' academic success in their secondary and post-secondary pursuits.

The goal is to provide the opportunities that a CEGEP or university writing centre offers, guiding and scaffolding students to learn how they learn, and the ways to strengthen and improve those skills. The WSC also provides workshops on academic honesty, to give students the chance to learn the necessary tools to write with integrity.

Post-Secondary & University Advising

The University Advising Department works closely with students and their families throughout their time at BCS to support and guide each step of the university admissions process. We aim to have students choose a post-secondary option that provides the best social and academic fit. We will provide the students with the tools and knowledge to move into their post-secondary life with confidence and success. BCS is committed to providing the following services to students.

- **University Advising Classes**

For Forms VI and Form VII students, university advising classes are designed to prepare students to explore the post-secondary institutions at which they wish to apply, and to consider potential careers. This will include support and resources to help students prepare and navigate the post-secondary application process in Canada, the United States, the United Kingdom, and many other universities around the world.

- **Individual University Discussion Interviews**

BCS organizes individual university discussion interviews with each student in Form V, Form VI, and Form VII every year. These interviews are designed to supplement the university advising classes. The discussion interviews will dive deep into the hopes and plans for that student and will consider what is required for the student to achieve success, along with providing information and resources for next steps. The discussion will culminate in a detailed message from the University Advisor containing resources, suggestions and other information sent to the student and family. The department also has an open-door policy where students are encouraged to drop in for a host of informal chats as they progress towards their post-secondary destination. This support is intended to spark further communication and discussions leading to the student's best post-secondary decision.

- **Naviance**

BCS works with Naviance software to further support students in making informed decisions. Naviance is an online program geared towards universities and colleges in the United States. Naviance can be matched with the Common Application, which will allow our Form VII students and the university advisor to send application documents quickly and easily to American universities. This powerful tool also has further personality inventories to engage all students in more reflection and thought as they consider the wide range of opportunities that await them.

- **UCAS**

BCS is a UCAS Centre, which allows support of students who are interested in using this centralized application system for universities in the United Kingdom. The University Advising department is very familiar with the UK university system and is well placed to support such applications.

- **University Fairs and Visits**

The University Advising department organizes a wide variety of university visits to BCS throughout the year. Included is the Ontario University Fair in October, in addition to the East Coast University Fair in November. BCS also arranges for a variety of university visits held over the lunch hour, and students of all ages are encouraged to attend. Each year, BCS tries to organize a university fair with national and international college/university representatives, as well as visits to various institutions.

- **Form V Career Day**

As part of our student support initiative, the department, when possible, organizes an annual Career Day for Form V students. Working closely with the Advancement Department, BCS alumni who are industry experts are brought in to speak to our students about how to achieve success in a wide variety of career areas.

- **University Applications**

The department, in conjunction with students and their families, will ensure student applications are submitted in a timely manner, as well as all required supporting documentation, such as transcripts and reference letters.

- **SAT Preparation Course**

Every fall and spring, the Post-Secondary Advising Department organizes a SAT Preparation Course held at BCS. This is paid for by the parents who register their children for the course (resources included). A course will run only with a minimum of 8-10 students.

- **IB Course Exploration and Selection**

In conjunction with the Director of Academics, the Senior School Academic & IB DP Coordinator and the Post-Secondary & University Advisor meet with students to explain the IB Diploma program (IB DP). The advice focuses on the impact of IB course choices on post-secondary options and applications. IB meetings are organized with Form V, Form VI, and Form VII students.

ACADEMIC PROGRAMS

THE MIDDLE SCHOOL ACADEMIC PROGRAM – FORM II (GRADE 7) AND FORM V (GRADE 10)

POP PROGRAM

As a school, we believe in valuing students' interests and in developing skills and new competencies that matter to them for the future. We continuously strive to become more innovative, creative, and captivating while maintaining excellence and high standards in academics. It is important for us to ensure that students' time is well organized and filled with authentic experiences, because the students of today learn differently than the students of yesterday. They are more global, digital, and social; therefore, they regularly connect, they co-create, they embed well-being in their daily lives, and they inspire with a global mindset.

The program is characterized by curricular courses with clear learning objectives focusing on the development of skills beyond the classroom. The courses highlight the importance of lifelong learning through collaborative processes, interdisciplinarity and authenticity. Courses are organized in four domains:

- Creative Arts & Languages
- Health & Movement
- STEM (Science, Technology, Engineering, Mathematics) and Entrepreneurship
- Athlete Prep (*reserved for elite student-athletes)

Students choose one or 3 POP courses throughout the year (depending on POP timing) and will be assessed on competencies developed during the various projects.

The following are examples of the courses that will be on offer as of September 2025 by our experienced teachers:

- Theatre & Improvisation
- Band & Musical Performance
- Media Creation
- Outdoor Education
- Kitchen Skills
- Robotics – Full STEAM ahead!
- Sustainable Agriculture/Regenerative Gardening
- Athlete Prep

The Quebec Education Program

The Quebec Ministère de l'Éducation et de l'Enseignement supérieur (MEES) awards Secondary School Diplomas to students who have met certain requirements.

A Quebec High School Diploma (DES) is issued to Form VI (Grade 11) students who have met the following requirements:

54 credits in Form V (Grade 10) and Form VI (Grade 11) - 20 of these credits must be at the Form VI level (Grade 11); of these credits, the following courses are compulsory:

- Form V & VI English (6 credits)
- Form V & VI French
- Français, langue d'enseignement or (6 credits)

- Français, langue seconde (Enrichi) or (6 credits)
- Français, langue seconde (Base) (4 credits)
- Form V & VI Physical Education (2 credits)
- Form V History (or Histoire) of Quebec & Canada (4 credits)
- Form V Mathematics (4 credits)
- Form V Science and Technology (4 credits)
- Form V & VI Arts Education (2 credits)
- Form V & VI Physical Education or Culture & Citizenship of Quebec (2 credits)

In May and June in a given academic year, BCS Form V and VI students are required to write the following Quebec examinations:

Form V (Grade 10) Science

Form V (Grade 10) Math

Form V (Grade 10) History of Quebec & Canada (Histoire du Québec et du Canada)

Form VI (Grade 11) Français, langue d'enseignement or Français, langue seconde

Form VI (Grade 11) English Language Arts

All schools in Quebec follow the same term weightings (for all levels of study):

Term 1 results count for 20% of a student's final mark in a subject.

Term 2 results count for 20% of a student's final mark in a subject.

Term 3 results count for 60% of a student's final mark in a subject.

At the end of the year, a final mark is calculated by considering the results from all three terms, as well as the Quebec final examination result, where applicable. Moderation is then applied by the Ministry of Education.

*Should there be no mark for Term 1, the final calculation becomes 25% for Term 2, 75% for Term 3.

The passing mark is 60% for all subject courses.

THE SENIOR SCHOOL ACADEMIC PROGRAM – FORM VI (GRADE 11) AND FORM VII (GRADE 12)

Bishop's College School offers **three** educational pathways to its senior students, which prepare them well for university study.

In the **first option**, BCS students can complete the full International Baccalaureate (IB) Diploma programme, which is a two-year comprehensive and balanced course of study that is highly regarded by universities around the world. For successful completion of the IB Diploma, the following requirements must be met:

One course in each of the six subject groups (with the possibility of taking an extra science or social science course in the place of a Fine Arts course). Three courses must be taken at Higher Level (240 hrs), and three at Standard Level (150 hrs).

Completion of the core requirements:

- Creativity, Activity, Service (CAS)
- The Extended Essay
- The Theory of Knowledge (TOK) course

For each IB course a student receives a grade from 1 to 7, with 7 being the highest possible score. Students who successfully complete the six courses, as well as the core requirements, are granted an IB Diploma.

Please note that BCS students who complete the full IB Diploma program will automatically be granted a High School Diploma from the province of New Brunswick.

The following IB courses (may be taken at Standard level (SL) or Higher level (HL)), which provide a broad and balanced education program, are offered at BCS:

Group 1: Studies in Language and Literature

- English A: Language and Literature SL and HL
- English A: Literature SL and HL
- French A: Language and Literature SL and HL

Group 2: Language Acquisition

- French B SL and HL
- French ab initio SL only

Group 3: Individuals and Societies

- History HL and SL
- Philosophy HL
- Social and Cultural Anthropology HL
- Business and Management SL and HL
- Psychology SL and HL
- Geography SL and HL

Group 4: Experimental Sciences

- Physics SL and HL
- Chemistry SL and HL
- Biology SL and HL
- Sports, Exercise and Health Science SL

Group 5: Mathematics

- Mathematics: Analysis and Approaches SL & HL
- Mathematics: Applications and Interpretation SL & HL

Group 6: Arts or Other Group 3 or 4

- Visual Arts SL and HL
- Music SL and HL
- Theatre SL and HL

A student who does not wish to complete the full IB Diploma Program at the end of Grade 11 can opt for the second option available to BCS students: a High School Diploma that is accredited by the Canadian province of New Brunswick. This High School Diploma is recognized internationally.

Credits in this program are granted by the Department of Education in New Brunswick. These credits have authority to count towards the New Brunswick High School Diploma.

In order to earn the New Brunswick High School Diploma, students must earn a total of 17 credits in grades 11 and 12 (now course in hours) .

This High School Diploma can be enhanced by the completion of individual IB certificates or course credits in one or more subjects. This is the third option offered to BCS students. The majority of grade 11 and 12 courses follow the IB curriculum. Therefore, a student can choose whether to pursue IB course credits or certificates in individual subjects.

In addition to the IB courses mentioned above, BCS offers the following New Brunswick courses in grade 12:

- Dramatic Arts 120
- Economics 120
- Introduction to Accounting 120
- Introduction to Environmental Science 120 (may not be offered)
- Graphics Design 120
- Law 120
- Music 121

A student who enters BCS in their grade 12 (Form VII) year can earn a High School Diploma from New Brunswick, upon successful completion of 9 credits and a passing grade on the English Language Proficiency Assessment mentioned below. Courses such as English are compulsory.

English Language Proficiency Assessment

Students must also meet the provincial literacy requirement. In other words, they must pass the English Language Proficiency Assessment (ELPA), which is an assessment of students' literacy abilities based on the Atlantic Canada English Language Arts Curriculum Outcomes (grade 8) and the New Brunswick Provincial Achievement Standards in Reading (end of grade 8). This aligns with the definition of functional literacy by the Organization for Economic Co-operation and Development (OECD).

Note:

Bishop's College School falls within New Brunswick District #99 and has been assigned the school identifier 0045.

Academic options after successful completion of Form VI (Grade 11) at BCS

Upon successful completion of Form VI (Grade 11), BCS students can consider the following options:

- Form VII (Grade 12) Year at BCS
 - Completion of the requirements for the High School Diploma that is accredited by the New Brunswick Department of Education.
 - Completion of the requirements for the International Baccalaureate Diploma program or individual IB course credits or certificates.
 - Selected high-achieving students in Form VI (at least 80% overall average), who have also demonstrated superior organizational and time

management skills, may qualify to take an entry level university course at Bishop's University, concurrently with the Grade 12 Program. This is called the Bishop's University Bridge Program.

- CEGEP (Collège d'enseignement général et professionnel) is an educational level distinctive to the province of Quebec. It offers two-year university preparatory programs. It also offers three-year technical programs from which students usually enter the workforce. The minimum requirement for CEGEP is a Quebec Secondary School Diploma (DES). Students seeking admission to CEGEP apply during the month of February.
- Any Grade 12 Program in North America or Europe.
- A two-year Sixth Form program in the UK.

Post-secondary options after Form VII (Grade 12) at BCS

Upon successful completion of Form VII (Grade 12), BCS students can consider the following options:

Entry into universities in Canada, the United States, the United Kingdom, and other tertiary educational institutions worldwide. The academic programs offered at BCS, namely, the International Baccalaureate and the New Brunswick High School Program, are recognized and well-respected globally.

Note: Admission requirements vary among universities and faculties.

COURSE OFFERINGS/PATHWAYS

	Form II Grade 7 Sec. 1 Cycle 1 yr.1	Form III Grade 8 Sec. 2 Cycle 1 yr.2	Form IV Grade 9 Sec. 3 Cycle 2 yr.1	Form V Grade 10 Sec. 4 Cycle 2 yr.2	Form VI Grade 11 Sec. 5 Cycle 2 yr.3	Form VII Grade 12
English	English Language Arts (ELA) or English as a Second Language (ESL)	English Language Arts (ELA) or English as a Second Language (ESL)	English Language Arts (ELA) or English as a Second Language (ESL)	English Language Arts (ELA) or English as a Second Language (ESL)	English Language Arts/IB English Language & Literature IB English Literature	IB English Language & Literature
Français	Français langue maternelle (FLM) or Français langue seconde (FLS) or Français langue étrangère (FLE)	Français langue maternelle (FLM) or Français langue seconde (FLS) or Français langue étrangère (FLE)	Français langue maternelle (FLM) or Français langue seconde (FLS) or Français langue étrangère (FLE)	Français langue maternelle (FLM) or Français langue seconde (FLS) or Français langue étrangère (FLE)	FLM/IB Français langue & littérature, FLS/Français B or FLE/Français ab initio	IB Français, langue et littérature, Français B or Français ab initio
Mathematics	Mathematics	Mathematics	Mathematics	Math CST or Math SN	Math CST/IB Math AI or Math SN/IB Math AA	IB Math AI or IB Math AA
Sciences	Science & Technology	Science & Technology	Integrated Science & Technology	Integrated Science & Technology or Environmental Science	IB Biology IB Chemistry IB Physics	IB Biology IB Chemistry IB Physics r IB Environmental Systems and Societies
Social Sciences	Social Science	Social Science	History of Quebec and Canada	History of Quebec and Canada	Contemporary World/Financial Literacy IB Psychology IB Business & Management IB History IB Geography IB Philosophy IB Social and Cultural Anthropology	NB Introduction to Accounting NB Law IB Psychology IB Business & Management IB History IB Geography IB Global Politics IB Social and Cultural Anthropology
Arts	Music and Visual Arts	Music and Drama	Visual Arts and Drama or Music	Visual Arts or Music or Drama	IB Music Dramatic Arts	NB/IB Music NB Graphics Design
Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education, Leadership, Health & Wellness	Physical Education, Leadership, Health & Wellness, and Outdoor Education
Reflection and Inquiry	Culture & Citizenship of Quebec (CCQ)	Culture & Citizenship of Quebec	Advisory – Personal Orientation Project	Culture & Citizenship of Quebec	CCQ/Theory of Knowledge	Theory of Knowledge

COURSE DESCRIPTIONS

FORM II (GRADE 7-CYCLE 1, YEAR 1) - COURSE DESCRIPTIONS

English Language Arts-Form II (632106)

Students read and respond, orally and in writing, to a variety of texts. They are exposed to different types of literature such as short stories, myths, and selections from Shakespeare, novels, plays, and poetry. They are encouraged to make connections between their own lives and the literature they are studying. At all times, they are expected to read their own choice of literature for pleasure and enrichment.

Students learn the importance of writing to engage and entertain their readers. In the beginning, there is an emphasis on writing that is informal, reflective, and familiar. During the year, they learn how to write for different purposes and audiences. Modes of writing practiced at this level are autobiographies, narratives, poems, descriptions, journals, reports, skits, newspaper articles, and personal letters. The students will also recognize that writing is a process, and that the final product is, therefore, the result of a series of writing activities in which they must fully participate.

Oral expression is encouraged and cultivated in all classroom activities. Students participate daily in class and small-group discussions. They also take part in drama workshops, presentations, and public-speaking contests.

Finally, students are often asked to represent their ideas in a variety of media, engaging in, for example, the illustration of stories and poems, and collage and poster making.

English as a Second Language-Form II-Cycle 1 Year 1 (135234)

The ESL course is designed to allow the student to achieve proficiency in conversational and academic English so as to integrate as quickly and as fully as possible into the content-area subject classes and the regular BCS English program. In doing so, the student will maintain an English-only environment while developing their speaking, reading, writing, and listening skills. Each task and project done in the ESL class will ask the student to draw upon one or more of the three targeted competencies in the MELs program: *Interacts Orally, Writes and Produces Texts, and Reinvests Understanding of Texts*.

Such tasks include recognizing and understanding different types of writing (short stories, novels, poems, plays, speeches, newspaper articles, short research papers), communicating effectively in social and academic settings, and understanding English at a normal speed, in unstructured and structured situations (chats with peers, speeches, TV and movie representations, etc.). The student will also create visual representations to express personal responses to a variety of texts to express their own message using collages, portfolios, book jackets, posters, etc.

The ESL course is made to teach students how to interact comfortably and confidently with others at BCS: in the classroom, in the residences, and on sports teams, by understanding the Canadian and BCS cultures and expectations, but without sacrificing the values of the student's own cultural heritage.

Français, langue d'enseignement, 1^{re} année du 1^{er} cycle (132108)

Ce cours s'adresse aux élèves qui ont complété le troisième cycle du primaire dans une école francophone du Québec ou d'ailleurs. L'objectif premier est d'amener ces élèves à développer les compétences disciplinaires requises : « Lire et apprécier des textes variés », « Écrire des textes variés » et « Communiquer oralement selon des modalités variées ». Dans leur cheminement personnel, les élèves devraient atteindre une autonomie qui leur permettra de poursuivre leur apprentissage de tous les volets de la langue dans les années ultérieures.

Français langue seconde, programmes de base et enrichi-1^{re} année du 1^{er} cycle

Selon le niveau atteint à la fin du 3^e cycle du primaire, l'élève sera classé au programme enrichi ou au programme de base.

Programme enrichi-1^{re} année du 1^{er} cycle (635106)

Ce cours s'adresse soit aux élèves qui possèdent une certaine aisance en français, soit à ceux qui ont suivi le parcours d'immersion au primaire. Il vise le développement d'habiletés plus complexes, tant à l'écrit qu'à l'oral. Le programme enrichi développe trois différentes compétences disciplinaires : « Interagir en français », « Produire des textes variés en français » et « Lire des textes courants et littéraires en français ». Tout comme les autres programmes, le niveau enrichi permet à l'élève de s'approprier les compétences générales suivantes: exercer son jugement critique, organiser son travail, savoir communiquer, et savoir travailler en équipe.

Programme de base-1^{re} année du 1^{er} cycle (634106)

Ce cours s'adresse aux élèves qui ont suivi le programme de base du primaire. Il vise une connaissance fonctionnelle de la langue qui permet à l'élève de participer à la vie de la communauté francophone. Le programme de base développe trois différentes compétences disciplinaires : « Interagir en français », « Produire des textes variés en français » et « Lire des textes variés en français ». Tout comme les autres programmes, le niveau de base permet à l'élève de s'approprier différentes compétences générales suivantes: exercer son jugement critique, organiser son travail, savoir communiquer et savoir travailler en équipe.

French as a foreign language (634144)

This course is intended for students who have very little or no experience in French. Its principal aim is to allow students to communicate orally on topics that are relevant to them. They are often encouraged to work in groups and at other times their projects are individual. Typical topics include introducing oneself, the family, school, friends, city and country of origin, sports, food, professions, heroes, and vacation plans.

Math-Form II-Cycle 1 Year 1 (563106)

The Grade 7 course is designed to provide students with the opportunity to develop, understand, and use math within a real-life context. Most of the work revolves around word problems, based on the following areas of course content: number theory, decimals, fractions, percentage, rates and ratios, statistics and probability, coordinate geometry, solid geometry, transformational geometry and plane geometry, as well as integers and basic polynomials.

General Science & Technology-Form II-Cycle 1 Year 1 (555104)

The objective of this course is to introduce students to science and technology. Specifically, the technological world, the material world, earth and space, and the living world are examined. Students engage in both the scientific inquiry process and a technological design process. They examine questions relating to natural phenomena and analyze them from a scientific or technological point of view. Finally, they communicate their knowledge in the language of science and technology.

Culture & Citizenship of Quebec -Form II-Cycle 1 Year 1 (569102)

The primary aim of this course is to help the youngest, newest students in the school to be comfortable in their new environment and in themselves. It concentrates on two major themes: Respect and self-esteem. The course deals with some of the most difficult issues relevant to their lives. It also looks at the major world religions and some common themes, such as creation stories, to give them a better understanding of the different cultural backgrounds of the students in our school.

History-Form II-Cycle 1 Year 1 (587103)

Students are encouraged to open up to the world. They use the historical method to examine and interpret social phenomena that constitute turning points in the history of the Western world, from prehistorical times to the present. They become aware of the importance of human action in social change.

Geography-Form II-Cycle 1 Year 1 (595103)

Students study how human beings use, occupy, and take possession of space and transform it into a territory. Different types of territories in Québec, Canada, and other parts of the world have been selected for study: urban territory (metropolises, cities subject to natural hazards, and heritage cities), regional territory (tourist regions, forest regions, energy-producing regions, and industrial regions), agricultural territory (agricultural territory in a national space and agricultural territory subject to natural hazards),

Native territory, and protected territory. Students learn to understand the organization of these territories and interpret issues associated with them. These territories are presented in the same order as in the Geography program, however, they may be taught in any sequence. It is up to teachers and cycle teams to decide how to distribute the content based on their planning needs.

Univers social

Ce cours d'univers social est le résultat du *Renouveau pédagogique* amorcé par le Ministère de l'Éducation des Loisirs et des Sports. **Ce programme s'échelonne sur une période de deux ans.** Il comprend deux disciplines qui sont la géographie et l'histoire. Le programme est conçu en alternance dans le but d'assurer la progression de l'élève dans ces deux matières tout au long du cycle.

Histoire–1^{re} année du 1^{er} cycle (087103)

Ce cours d'histoire permet aux élèves de découvrir et de sonder l'histoire du monde, de la préhistoire à l'époque contemporaine. Pour l'élève, l'objectif est de développer un intérêt pour le passé et de voir comment le monde actuel se bâtit, s'appuyant sur le développement de civilisations antérieures. Les principaux domaines d'étude sont la Préhistoire et l'Antiquité. Divers aspects de l'histoire de l'Afrique, de l'Asie, et de l'Amérique du Sud sont également à l'étude. Avant d'explorer ces thèmes, les élèves apprennent la méthode et la terminologie historiques appropriées.

Pour chaque civilisation ou période étudiée, les élèves s'impliquent dans des projets variés. Ils élaborent des notes d'après les lectures faites et des activités en classe, produisent des affiches ou autres projets d'art qui seront exposés et préparent de courts textes comparatifs. Les élèves sont aussi mis en contact avec des spécialistes et ont la chance de parfaire leurs connaissances par certaines visites. Pour chaque unité, les élèves entreprennent un projet de recherche. Les élèves développent des habiletés de recherche efficaces, apprennent à évaluer les documents de première et de deuxième main et produisent une bibliographie complète.

Géographie–1^{re} année du 1^{er} cycle (095103)

Ce cours de géographie amène les élèves à développer trois compétences fondamentales à cette discipline. Dans un premier temps, comprendre l'organisation d'un territoire, ensuite s'interroger sur la complexité d'un enjeu territorial et, finalement, prendre conscience des problèmes géographiques à l'échelle planétaire. Pour arriver à ces fins, les élèves étudient, durant l'année, différents types de territoires tels le territoire urbain, le territoire régional, le territoire agricole, le territoire autochtone et, finalement, le territoire protégé.

À travers des projets de recherche, l'élève se donne des méthodes de travail, exploite des sources variées et utilise les technologies de l'information. Concrètement, il décode des paysages, étudie et produit des cartes, schémas et croquis géographiques, met en relation différentes échelles d'analyse des territoires et, enfin, évalue les conséquences des actions humaines sur un territoire ainsi que la portée des solutions à des problèmes planétaires.

Health and Physical Education–Form II–Cycle 1 Year 1 (543102)

Physical education is a participation-based class that will provide opportunity for all students to develop physical, social, and communication skills. With consideration for the Quebec Education Program, the courses will be focused on three main competencies:

Movement Skills

The principles of balance and coordination combined with movement skills will be integrated into different physical activities.

Interaction Skills and Teamwork

Students will interact with others during various physical activities. Emphasis will be placed on plans of action, communication, and teamwork. Physical activities will focus on cooperation, opposition or a combination of both. Students must follow a code of ethics and develop strategies that involve individual and group tactics.

Adoption of a Healthy Lifestyle

Students will be encouraged to examine and document the impact of their lifestyle habits. Through research and information analysis, students will reflect on their lifestyle habits, especially, physical activities, diet, substance abuse, sleep, stress, and personal hygiene. A plan of action should be developed that will contribute to improvement in their overall lifestyle habits and choices. Upon completion of this Program, students will be able to make positive lifestyle connections that can be applied in school, family, and community settings.

Music-Form II-Cycle 1 Year 1 (669104)

Students are introduced to the various instruments and make two choices. We do our best to give them their first choice, but it is not always possible. Upon completion of this course students are able to play a musical instrument with good tone production and various methods of articulation. Students have an understanding of the basic musical vocabulary and its applications and they are taught proper instrument care. Basic theory is taught at this level and students use Yamaha Band Method Book 1. Students in Grade 7 are encouraged to play in the Junior Band after Christmas break.

Art-Form II-Cycle 1 Year 1 (668104)

The Visual Arts program in Grade 7 introduces students to a variety of media including drawing, painting, sculpture, and collage. Students are encouraged to develop complementary competencies of personal images, media images, and appreciating images. An example of a Grade 7 assignment is the Alexander Calder wire and cork circus sculpture project.

FORM III (GRADE 8-CYCLE 1, YEAR 2) - COURSE DESCRIPTIONS

English-Form III-Cycle 1, Year 2 (632206)

English Language Arts

Students read and respond to a variety of texts. They learn to identify specific genres of writing as they are exposed to short stories, novels, plays, and poetry. They also have the opportunity to read and discuss articles and essays that relate to specific literary themes and real-life issues. Students learn to develop their initial responses by making connections between their own lives and the literature they are studying. Throughout the year, they work towards a deeper interpretation and some evaluation of the prescribed reading, while at the same time, reading their own choice of literature for pleasure and enrichment.

Students learn the importance of writing to engage and entertain their readers. In the beginning, there is an emphasis on writing that is informal, reflective, and familiar. During the year, they learn how to write for different purposes and audiences. Modes of writing practiced at this level are autobiographies, narratives, poems, descriptions, journals, expository essays (both formal and informal), newspaper articles, and personal and business letters. The students will also recognize that writing is a process, and that the final product is therefore the result of a series of writing activities in which they must fully participate.

Oral expression is encouraged and cultivated in all classroom activities. Students participate daily in class and small-group discussions, as well as readings and recitations. They also take part in role-plays, debates, presentations, and public-speaking contests. In addition, there is a media component to the English program, through which students learn to be active and critical watchers of film, while learning to deconstruct a variety of media texts. Finally, students are often asked to present their ideas in forms other than writing. They may illustrate poems and stories, make posters, bookmarks, or play programs.

English as a Second Language-Form III-Cycle 1, Year 2 (134208)

The ESL course is designed to allow the student to achieve proficiency in conversational and academic English so as to integrate as quickly and as fully as possible into the content-area subject classes and the regular BCS English program. In doing so, the student will maintain an English-only environment while developing his or her speaking, reading, writing, and listening skills. Each task and project done in the ESL class will ask the student to draw upon one or more of the three targeted competencies in the MELS program: *Interacts Orally*, *Writes and Produces Texts*, and *Reinvests Understanding of Texts*.

Such tasks include recognizing and understanding different types of writing (short stories, novels, poems, plays, speeches, newspaper articles, short research papers), communicating effectively in social and academic settings, and understanding English at a normal speed, in unstructured and structured situations (chats with peers, speeches, TV and movie representations, etc.). The student will also create visual representations to express personal responses to a variety of texts to express their own message using collages, portfolios, book jackets, posters, etc.

The ESL course is made to teach students how to interact comfortably and confidently with others at BCS: in the classroom, in the residences, and on sports teams, by understanding the Canadian and BCS cultures and expectations, but without sacrificing the values of the student's own cultural heritage.

Français, langue d'enseignement-2^e année du 1^{er} cycle (132208)

Ce cours s'adresse aux élèves qui ont complété la 1^{re} année du 1^{er} cycle. Il s'inscrit dans la continuité du développement des compétences disciplinaires « Lire et apprécier des textes variés », « Écrire des textes variés » et « Communiquer oralement selon des modalités variées ». Tout est mis en œuvre pour que les élèves consolident et approfondissent leurs connaissances acquises au cours du 1^{er} cycle. Dans leur cheminement personnel, les élèves devraient atteindre une autonomie qui leur permettra de poursuivre leur apprentissage de tous les volets de la langue dans les années ultérieures.

Français, langue seconde, enrichi-2^e année du 1^{er} cycle (635206)

Ce cours s'adresse aux élèves qui ont réussi le niveau enrichi en français, langue seconde de la 1^{re} année du 1^{er} cycle. Il a comme objectif de permettre aux élèves inscrits d'atteindre, à la fin de la 3^e année du 2^e cycle, un niveau de compétence permettant à l'élève de poursuivre ses études en français ou d'exercer sa

profession dans un milieu francophone. Le programme enrichi développe trois différentes compétences disciplinaires : « Interagir en français », « Produire des textes variés en français » et « Lire des textes variés en français ». Tout comme les autres programmes, le niveau enrichi permet à l'élève de s'approprier les compétences générales suivantes: exercer son jugement critique, organiser son travail, savoir communiquer, et savoir travailler en équipe.

Français, langue seconde, base-2^e année du 1^{er} cycle (634206)

Ce cours s'adresse aux élèves qui ont réussi le niveau de base en français, langue seconde de la 1^{re} année du 1^{er} cycle. Il a comme objectif de permettre aux élèves inscrits d'atteindre, à la fin de la 3^e année du 2^e cycle, un niveau de compétence qui permet de fonctionner efficacement en français. Le programme de base développe trois différentes compétences disciplinaires : « Interagir en français », « Produire des textes variés en français » et « Lire des textes variés en français ». Tout comme les autres programmes, le niveau de base permet à l'élève de s'approprier les compétences générales suivantes: exercer son jugement critique, organiser son travail, savoir communiquer et savoir travailler en équipe.

French as a foreign language-Form III-Cycle 1, Year 2 (634244)

This course is intended for students who have very little or no experience in French. Its principal aim is to allow students to communicate orally on topics that are relevant to them. They are often encouraged to work in groups and at other times their projects are individual. Typical topics include: introducing oneself, the family, school, friends, city and country of origin, sports, food, professions, heroes, and vacation plans.

Math-Form III-Cycle 1, Year 2 (563206)

The Grade 8 course is a continuation of the Grade 7 program. The premise is that students are to relate mathematics to the real world. Therefore, questions revolve around areas of concrete mathematics. Students focus on areas including various modes of representation, proportions, similarity transformations, algebraic calculations and equations, transformations on the Cartesian plane, percent, the circle, probability, and regular polygons.

Science & Technology-Form III-Cycle 1, Year 2 (555204)

This is a continuation of the content and methods introduced in the Science and Technology course which began in Year 1, Cycle 1. The aim is to continue to help students develop and improve various competencies related to the investigation of scientific phenomena.

Social Studies-Form III-Cycle 1, Year 2

In keeping with the Ministry of Education reform plan, students in Grades 7 and 8 are considered to be in a two-year program called Secondary Cycle 1. Cycle 1 covers history, geography, and citizenship. Students use a variety of learning techniques that involve research, group work, and testing in order to have the capacity to analyse the material being investigated.

Students build upon the skills and knowledge they acquire throughout the two-year cycle, thus the geography component constantly refers back to map reading techniques undertaken in the early sections of the course.

History (587213)

This history course allows students to discover and explore world history, from prehistoric to contemporary times. For students, the goal is to develop an interest in the past and see how the world of today is built, based on the development of earlier civilizations. The main areas of study are Prehistory, Antiquity, Middle Ages, the Renaissance, Imperialism, and the 20th century. Various aspects of the history of Africa, Asia, and South America are also under consideration. Before exploring these themes, students learn the method and the appropriate historical terminology.

For each civilization or period, students are involved in various projects. They prepare notes from the readings and classroom activities, produce posters or other art projects that will be exposed and prepare short texts comparative. For each unit, students undertake a research project. Students develop effective research skills, learn to evaluate primary and secondary source documents and produce a comprehensive bibliography.

Geography (595203)

This geography course helps students develop three basic skills in this discipline. Students must first understand the organization of a territory, then consider the complexity of a territorial issue and finally, become aware of the geographical problems globally. To achieve these ends, students study different types of territories such as urban land, land area, agricultural land, the indigenous territory, and finally, the protected territory.

Through research projects the student is given work methods, operates a variety of sources and uses of information technology. Specifically, the student decodes landscapes, and studies produced maps, diagrams and sketch maps, connects different scales of analysis of the territories and finally, evaluates the consequences of human actions on a territory and the scope of solutions to global problems.

Univers social

Ce cours d'univers social est le résultat du *Renouveau pédagogique* amorcé par le Ministère de l'Éducation des Loisirs et des Sports. Ce programme s'échelonne sur une période de deux ans. Il comprend deux disciplines qui sont la géographie et l'histoire. Le programme est conçu en alternance dans le but d'assurer la progression de l'élève dans ces deux matières tout au long du cycle.

Histoire–2^e année du 1^{er} cycle (087213)

Ce cours d'histoire permet aux élèves de découvrir et de sonder l'histoire du monde, de la préhistoire à l'époque contemporaine. Pour l'élève, l'objectif est de développer un intérêt pour le passé et de voir comment le monde actuel se bâtit, s'appuyant sur le développement de civilisations antérieures. Les principaux domaines d'étude sont le Moyen Âge, la Renaissance, l'Impérialisme et le 20^e siècle. Divers aspects de l'histoire de l'Afrique, de l'Asie, et de l'Amérique du Sud sont également à l'étude. Avant d'explorer ces thèmes, les élèves apprennent la méthode et la terminologie historiques appropriées.

Pour chaque civilisation ou période étudiée, les élèves s'impliquent dans des projets variés. Ils élaborent des notes d'après les lectures faites et des activités en classe, produisent des affiches ou autres projets d'art qui seront exposés et préparent de courts textes comparatifs. Les élèves sont aussi mis en contact avec des spécialistes et ont la chance de parfaire leurs connaissances par certaines visites. Pour chaque unité, les élèves entreprennent un projet de recherche. Les élèves développent des habiletés de recherche efficaces, apprennent à évaluer les documents de première et de deuxième main et produisent une bibliographie complète.

Géographie–2^e année du 1^{er} cycle (095203)

Ce cours de géographie amène les élèves à développer trois compétences fondamentales à cette discipline. Dans un premier temps, comprendre l'organisation d'un territoire, ensuite s'interroger sur la complexité d'un enjeu territorial et, finalement, prendre conscience des problèmes géographiques à l'échelle planétaire. Pour arriver à ces fins, les élèves étudient, durant l'année, différents types de territoires tels le territoire urbain, le territoire régional, le territoire agricole, le territoire autochtone et finalement, le territoire protégé.

À travers des projets de recherche l'élève se donne des méthodes de travail, exploite des sources variées, et utilise les technologies de l'information. Concrètement, il décode des paysages, étudie et produit des cartes, schémas et croquis géographiques, met en relation différentes échelles d'analyse des territoires et, enfin, évalue les conséquences des actions humaines sur un territoire ainsi que la portée des solutions à des problèmes planétaires.

Culture & Citizenship of Quebec –Form III–Cycle 1, Year 2 (569202)

The primary aim of this course is to help the youngest, newest students in the school to be comfortable in their new environment and in themselves. It concentrates on two major themes: Respect and self-esteem. The course deals with some of the most difficult issues relevant to their lives. It also looks at the major world religions and some common themes, such as creation stories, to give them a better understanding of the different cultural backgrounds of the students in our school.

Physical Education–Form III–Cycle 1, Year 2 (543202)

Physical education is a participation-based class that will provide opportunity for all students to develop

physical, social and communication skills. With consideration for the Quebec Education Program, the courses will be focused on three main competencies:

Movement Skills

The principles of balance and coordination combined with movement skills will be integrated into different physical activities.

Interaction Skills and Teamwork

Students will interact with others during various physical activities. Emphasis will be placed on plans of action, communication, and teamwork. Physical activities will focus on cooperation, opposition, or a combination of both. Students must follow a code of ethics and develop strategies that involve individual and group tactics.

Adoption of a Healthy Lifestyle

Students will be encouraged to examine and document the impact of their lifestyle habits. Through research and information analysis, students will reflect on their lifestyle habits, especially, physical activities, diet, substance abuse, sleep, stress, and personal hygiene. A plan of action should be developed that will contribute to improvement in their overall lifestyle habits and choices.

Upon completion of this program, students will be able to make positive lifestyle connections that can be applied in school, family and community settings.

Music-Form III-Cycle 1, Year 2 (669204)

Prerequisite: Grade 7 or equivalent. This is a continuation of music from Grade 7. Students are introduced to music that is a little more demanding. Upon the completion of this course students are more competent on their chosen instruments. Students use a more sophisticated musical vocabulary and students have the experience of the performance of band music. Students have a better understanding of the various demands necessary in performing music. Theory taught at this level includes note spelling, major scales and key signatures. Students use Yamaha Band Student Book 2. Junior Band is compulsory. After Christmas students are encouraged to join the senior band.

Music Beginners

This course follows the same pattern as Grade 7. This course is for new students arriving at BCS with no prior musical training. The only exception is that participation in the Junior Band after Christmas is compulsory.

Visual Art-Form III-Cycle 1, Year 2 (668204)

Grade 8 students continue to develop the complementary competencies of personal images, media images, and appreciating images. The complexity of assignments and creative outcomes allow students to gain understanding of the artistic process and rationale. Students will have acquired artistic skills and knowledge to create personal images that reflect expressiveness and originality. An example of a Grade 8 assignment is a product design with multiple viewpoints and a written description and logo design.

Drama-Form III-Cycle 1, Year 2 (670204)

The theatre games, exercises, and improvisations in this course develop the student's personal resources (senses, imagination, emotion) and acting skills (observation, concentration, vocal and physical expressiveness, listening, relaxation) while engendering collaboration and ensemble play. Introducing the art of storytelling, the course engages the student in the interpretation of narrative materials drawn from a wide multicultural base (creation myths, legends, folktales, and fairytales). Materials are also generated by the students themselves as they tell their own stories and create new ones, using improvisation and role-play to explore characters and situations. The course culminates with a performance of Story Theatre. Journal keeping is ongoing: students are required to reflect on their experiences both in class and in the theatre. Students attend the BCS Players' Club productions and one performance each term outside the school.

FORM IV (GRADE 9-CYCLE 2, YEAR 1) - COURSE DESCRIPTIONS

English Language Arts-Form IV-Cycle 2, Year 1 (632306)

Students read and respond to a variety of texts selected from young adult literature. They learn to identify specific genres of writing as they are exposed to short stories, novels, plays, and poetry. They also have the opportunity to read and discuss articles and essays that relate to specific literary themes and real-life issues. Students learn to develop their initial responses by making connections between their own lives and the literature they are studying. Throughout the year, they work towards a deeper interpretation and some evaluation of the prescribed reading, while at the same time, reading their own choice of literature for pleasure and enrichment.

Students learn the importance of writing to engage and entertain their readers. In the beginning, there is an emphasis on writing that is informal, reflective, and familiar. During the year, they learn how to write for different purposes and audiences. Modes of writing practiced at this level are autobiographies, narratives, poems, descriptions, journals, expository essays (both formal and informal), newspaper articles, and personal and business letters. The students will also recognize that writing is a process, and that the final product is therefore the result of a series of writing activities in which they must fully participate.

Oral expression is encouraged and cultivated in all classroom activities. Students participate daily in class and small-group discussions, as well as readings and recitations. They also take part in role-plays, debates, presentations, and public-speaking contests. In addition, there is a media component to the English Program, through which students learn to be active and critical watchers of film, while learning to deconstruct a variety of media texts. Finally, students are often asked to present their ideas in forms other than writing. They may illustrate poems and stories, make posters, bookmarks, or play programs.

English as Second Language-Form IV-Cycle 2, Year 1 (134304)

The ESL course is designed to allow the student to achieve proficiency in conversational and academic English so as to integrate as quickly and as fully as possible into the content-area subject classes and the regular BCS English program. In doing so, the student will maintain an English-only environment while developing his or her speaking, reading, writing and listening skills. Each task and project done in the ESL class will ask the student to draw upon one or more of the three targeted competencies in the MELS program: Interacts Orally, Writes and Produces Texts and Reinvests Understanding of Texts.

Such tasks include recognizing and understanding different types of writing (short stories, novels, poems, plays, speeches, newspaper articles, short research papers), communicating effectively in social and academic settings, and understanding English at a normal speed, in unstructured and structured situations (chats with peers, speeches, TV and movie representations, etc.). The student will also create visual representations to express personal responses to a variety of texts to express their own message using collages, portfolios, book jackets, posters, etc.

The ESL course is made to teach students how to interact comfortably and confidently with others at BCS: in the classroom, in the residences, and on sports teams, by understanding the Canadian and BCS cultures and expectations, but without sacrificing the values of the student's own cultural heritage.

Français, langue d'enseignement-1^{re} année du 2^e cycle du secondaire (132308)

Ce cours s'inscrit dans la continuité du premier cycle du secondaire dans le développement des compétences « Lire et apprécier des textes variés », « Écrire des textes variés », et « Communiquer oralement selon des modalités variées ». Tout est mis en œuvre pour que les élèves consolident, approfondissent leurs connaissances antérieures et établissent des liens entre les apprentissages qu'ils font dans des situations diversifiées.

Français, langue seconde, enrichi-1^{re} année du 2^e cycle (635306)

Ce cours s'adresse aux élèves qui ont réussi le niveau enrichi en français, langue seconde de la 2^e année du 1^{er} cycle. Il a comme objectif de permettre aux élèves inscrits d'atteindre, à la fin de la 3^e année du 2^e cycle, un niveau de compétence permettant à l'élève de poursuivre ses études en français ou d'exercer sa profession dans un milieu francophone. Le programme enrichi développe trois différentes compétences

disciplinaires : « Interagir en français », « Produire des textes variés en français », et « Lire des textes courants, spécialisés et littéraires en français ». Tout comme les autres programmes, le niveau enrichi permet à l'élève de s'approprier les compétences générales suivantes : exercer son jugement critique, organiser son travail, savoir communiquer, et savoir travailler en équipe.

Français, langue seconde, base-1^{re} année du 2^e cycle (634404)

Ce cours s'adresse aux élèves qui ont réussi le niveau de base en français, langue seconde de la 2^e année du 1^{er} cycle. Il a comme objectif de permettre aux élèves inscrits d'atteindre, à la fin de la 3^e année du 2^e cycle, un niveau de compétence qui permet de fonctionner efficacement en français. Le programme de base développe trois différentes compétences disciplinaires : « Interagir en français », « Produire des textes variés en français » et « Lire des textes variés en français ». Tout comme les autres programmes, le niveau de base permet à l'élève de s'approprier les compétences générales suivantes : exercer son jugement critique, organiser son travail, savoir communiquer et savoir travailler en équipe.

French as foreign language, bridge group (634344)

This course is intended for students who have already completed one year of French at BCS. It introduces them to the basics in writing, reading, speaking and listening. Its principal aim is to allow the students to become more independent and proficient in French. The linguistic content includes such aspects as: simple verb tenses, sentence structure, enriched vocabulary, improved pronunciation, understanding of the written and spoken word, and knowledge of cultural aspects of the French world. Different activities include dialogues, oral presentations, individual and group projects. Themes studied may include: the school environment, comic strips and humor, pastimes and hobbies, heroism, and sports.

French as foreign language (634344)

This course is intended for students who have very little or no experience in French. Its principal aim is to allow students to communicate orally on topics that are relevant to them. They are often encouraged to work in groups and at other times their projects are individual. Typical topics include introducing oneself, the family, school, friends, city and country of origin, sports, food, professions, heroes, and vacation plans.

Mathematics-Form IV-Cycle 2, Year 1 (563306)

The Grade 9 course is designed to prepare students for Math and Science in Grade 10. Students will be introduced to problem solving of different types so that they, with some counselling, can make an informed choice for their direction in Mathematics in Grade 10. Students will focus on the following topics: the real number system, Pythagorean Theorem, exponents, algebraic expressions and operations, equations, and inequalities and an introduction to relations and functions, notably the straight line. These linear relations will include direct, partial and constant functions. Also studied: area and volume of solids, isometry and similarity of plane figures and solids, probability and statistics (including measures of central tendency; mean, median and mode; sources of bias; sampling techniques; and quartiles). All students write the University of Waterloo Pascal Contest.

Science & Technology-Form IV-Cycle 2, Year 1 (555306)

The objective of this course is for students to continue to develop their skills and competencies introduced in Cycle 1. The living world, the material world, earth and space and the technological world are the focus of the content. In this first year of Cycle 2, these four areas are combined to address the theme, the human organism. Once again, students work towards mastering not only the content but refining and improving various competencies related to the investigation of scientific phenomena.

History of Quebec and Canada-Form IV-Cycle 2, Year 1 (587304)

Students examine the main historical developments in Quebec and Canada from the earliest times to the nineteenth century.

The main political, economic and social aspects of the past are looked at by using a range of pedagogical methodology. There is a heavy emphasis on student research and analysis of the subjects being studied. The effects of the historical experience on the present is a theme that is followed throughout the year in order to develop the students' sense of how the past affects current events and their role in society.

Histoire du Québec et du Canada–1^{re} année du 2^e cycle (087304)

Le programme Histoire et Éducation à la Citoyenneté est réparti sur une période de deux ans. La première année est structurée selon une approche chronologique qui présente l'histoire du Québec du 16^e siècle à nos jours. La deuxième est structurée selon une approche thématique qui permet de réinvestir les savoirs construits en première année et de les consolider. Le cours est construit en fonction des exigences du Renouveau Pédagogique et couvre les trois compétences disciplinaires au programme.

Ce cours d'histoire est conçu dans le but d'aider les élèves à développer des connaissances sur le passé du Québec et du Canada ainsi que son lien avec les sujets d'actualité courante. Les élèves sont encouragés à développer leurs propres opinions sur l'histoire du Québec et du Canada en favorisant le développement des habiletés au niveau de la lecture, de l'écriture, de la connaissance des événements importants et de la pensée critique. Les thèmes principaux étudiés dans ce cours reflètent les changements politiques, sociaux, démographiques et économiques qui se sont produits au Québec et au Canada depuis la colonisation. Le cours débute par une étude des Premières Nations nord-américaines avant l'arrivée des Européens. Cela est suivi par une étude de la colonisation de la Nouvelle-France au 16^e et 17^e siècles et son impact sur la culture amérindienne. La conquête de la Nouvelle-France et l'instauration du régime anglais précèdent l'étude de la colonisation du Haut et du Bas Canada. La Confédération et ses débuts difficiles amorcent le 20^e siècle ainsi que la Première Guerre mondiale et les années de la Dépression. Le cours se termine par les principaux événements qui ont suivi la Deuxième Guerre mondiale. Les travaux individuels et collectifs, les cours magistraux, les discussions, le débat et les présentations orales sont des éléments essentiels de ce cours. Les travaux écrits jouent un rôle essentiel et chaque élève doit compléter un travail de recherche pour chaque module du cours.

Health and Physical Education–Form IV–Cycle 2, Year 1 (543302)

Physical education is a participation-based class that will provide opportunity for all students to develop physical, social and communication skills. With consideration for the Quebec Education Program, the courses will be focused on three main competencies:

Movement Skills

The principles of balance and coordination combined with movement skills will be integrated into different physical activities.

Interaction Skills and Teamwork

Students will interact with others during various physical activities. Emphasis will be placed on plans of action, communication and teamwork. Physical activities will focus on cooperation, opposition or a combination of both. Students must follow a code of ethics and develop strategies that involve individual and group tactics.

Adoption of a Healthy Lifestyle

Students will be encouraged to examine and document the impact of their lifestyle habits. Through research and information analysis, students will reflect on their lifestyle habits, especially, physical activities, diet, substance abuse, sleep, stress, and personal hygiene. A plan of action should be developed that will contribute to improvement in their overall lifestyle habits and choices.

Upon completion of this program, students will be able to make positive lifestyle connections that can be applied in school, family and community settings.

Art–Form IV–Cycle 2, Year 1 (668302)

Grade 9 students develop the competencies of media production. They will begin to develop transforming gestures, develop critique of media creation and structure the media production. Students understand how to integrate several competencies. An example of a Grade 9 assignment is the design and construction of a robot sculpture. The robot project is then coupled with a written description and a narrative painting of the robot in a created setting.

Music–Form IV–Cycle 2, Year 1 (669302)

This course is a continuation of music from Grade 8. It is at this level that certain fundamentals and abilities

in the students' playing begin to be established. Upon the completion of this course, students are much more comfortable with their playing ability and they have a better understanding of the various technical difficulties of the instrument. The student will have more experience with problem solving. Students are able to understand and execute different playing styles. The student's overall comprehension and exposure is broadened. Students use Yamaha Band Student Book 3 and the Belwin series. Senior Band and participation in the marching band are compulsory. Participation in the stage band is a possibility if space exists and the student is of the correct caliber.

Drama-Form IV-Cycle 2, Year 1 (670302)

Activating the senses and stimulating imagination and emotional response, the Grade 9 theatre games, exercises and improvisations develop the student's personal resources and acting skills, while engendering collective creation and ensemble play. Focused on speaking and listening activities with an emphasis on movement, the course engages the students in improvisation and playmaking, enabling them to learn about dramatic language and form. Required to attend the BCS drama productions, students also attend theatrical performances outside the school, reflecting on and critiquing these experiences in discussions and journals. They also chronicle and reflect on their classroom experiences in their journals, developing their understanding of themselves, the art form and the world around them.

FORM V (GRADE 10-CYCLE 2, YEAR 2) – COURSE DESCRIPTIONS

English–Form V–Cycle 2, Year 2 – (632406)– (6 credits)

Students respond to a variety of texts, covering different genres. They are led to understand the attributes and the purposes of the different genres. Reading is geared to the abilities of each student, but in general texts are more demanding as students move away from young adult literature. Students are taught to recognise implications in texts by authors who represent a variety of periods and voices. They are encouraged to move from an initial response and simple comprehension, to analysis, synthesis and evaluation of a text. Building on skills developed in earlier grades, students continue to write for a variety of audiences in a variety of contexts. During the year, they assemble a portfolio of their writing which will include poetic, creative writing such as poetry, stories, monologues, descriptions and play scripts, as well as transactional writing in the form of essays designed to inform, persuade, analyse, instruct, theorise or speculate. They are expected to understand the attributes of different forms, as well as the importance of voice in writing. There is increasing emphasis on the mastery of the formal, academic essay style. At all times, the writing process is emphasised, as students become increasingly skilled and autonomous editors of their work. Oral skills continue to be developed at all times. During class time, students engage in whole-group discussions and small-group discussions, readings, recitations, debates, enactments and speech-making. Participation in local public speaking contests is encouraged. Media literacy continues to be taught as students master skills in interpreting visual media.

English as Second Language (ESL)–Form V–Cycle 2, Year 2–(136406)–(6 credits)

The ESL course is designed to allow the student to achieve proficiency in conversational and academic English so as to integrate as quickly and as fully as possible into the content-area subject classes and the regular BCS English program. In doing so, the student will maintain an English-only environment while developing his or her speaking, reading, writing and listening skills. Each task and project done in the ESL class will ask the student to draw upon one or more of the three targeted competencies in the MELS program: Interacts Orally, Writes and Produces Texts and Reinvests Understanding of Texts.

Such tasks include recognizing and understanding different types of writing (short stories, novels, poems, plays, speeches, newspaper articles, short research papers), communicating effectively in social and academic settings, and understanding English at a normal speed, in unstructured and structured situations (chats with peers, speeches, TV and movie representations, etc.). The student will also create visual representations to express personal responses to a variety of texts to express their own message using collages, portfolios, book jackets, posters, etc.

The ESL course is made to teach students how to interact comfortably and confidently with others at BCS: in the classroom, in the residences, and on sports teams, by understanding the Canadian and BCS cultures and expectations, but without sacrificing the values of the student's own cultural heritage.

Français, langue d'enseignement, 2^e année du 2^e cycle du secondaire (132406)–(6 credits)

Ce cours s'adresse aux élèves qui ont complété la 1^{re} année du 2^e cycle du secondaire. Le développement des compétences « Lire et apprécier des textes variés », « Écrire des textes variés » et « Communiquer oralement selon des modalités variées » continue de s'actualiser dans des contextes diversifiés, engageants et stimulants.

Français, langue seconde, enrichi–2^e année du 2^e cycle (635406)–(6 credits)

Ce cours s'adresse aux élèves qui ont réussi le niveau enrichi en français, langue seconde de la 1^{re} année du 2^e cycle. Il a comme objectif de permettre aux élèves inscrits d'atteindre, à la fin de la 3^e année du 2^e cycle, un niveau de compétence permettant à l'élève de poursuivre ses études en français ou à exercer sa profession dans un milieu francophone. Le programme enrichi continue de développer trois différentes compétences : « Interagir en français », « Lire des textes courants, spécialisés et littéraires en français » et « Produire des textes variés en français ». Ces compétences sont interreliées. Tout comme les autres programmes, le niveau enrichi permet à l'élève de s'approprier les compétences générales suivantes : exercer son jugement critique, organiser son travail, savoir communiquer et savoir travailler en équipe.

Français, langue seconde, base–2^e année du 2^e cycle (634404)–(4 credits)

Ce cours s'adresse aux élèves qui ont réussi le niveau de base en français, langue seconde de la 1^{re} année du 2^e cycle. Il a comme objectif de permettre aux élèves inscrits d'atteindre, à la fin de la 3^e année du 2^e cycle, un niveau de compétence qui permet de fonctionner efficacement en français. Le programme de base continue de développer trois différentes compétences : « Interagir en français », « Lire des textes variés en français » et « Produire des textes variés en français ». Ces compétences sont interreliées. Tout comme les autres programmes, le niveau de base permet à l'élève de s'approprier les compétences générales suivantes : exercer son jugement critique, organiser son travail, savoir communiquer et savoir travailler en équipe.

French as foreign language, bridge group (634444)–(4 credits)

This course is intended for students who have already completed one year of French at BCS. It introduces them to the basics in writing, reading, speaking and listening. Its principal aim is to allow the students to become more independent and proficient in French. The linguistic content includes such aspects as: simple verb tenses, sentence structure, enriched vocabulary, improved pronunciation, understanding of the written and spoken word, and knowledge of cultural aspects of the French world. Different activities include dialogues, oral presentations, individual and group projects. Themes studied may include: the school environment, comic strips and humor, pastimes and hobbies, heroism, and sports.

French as Foreign Language (634444)–(4 credits)

This course is intended for students who have very little or no experience in French. Its principal aim is to allow students to communicate orally on topics that are relevant to them. They are often encouraged to work in groups and at other times their projects are individual. Typical topics include introducing oneself, the family, school, friends, city and country of origin, sports, food, professions, heroes and vacation plans.

Mathematics Science Option–Form V–Cycle 2, Year 2 (565416)–(6 credits)

This option is meant for students who are interested in the theoretical aspects of science. This course involves the formal proof of theorems in math and not just the application of math. Topics are algebraic expressions, solving equations, factoring, various polynomial functions and their properties, analytic geometry of a straight line, systems of equations, trigonometry and solid geometry, equivalent figures, and solids. In order to develop problem solving skills students work with situational problems that may involve experiments, while others may be purely mathematical. The situations involve using a rigorous mathematical approach and deductive strategies, explaining clearly as the student moves from step to step. The student must be ready to carry out an in-depth analysis, finding patterns or using extrapolation or interpolation. Students participate in the Cayley Contest sponsored by the University of Waterloo.

Mathematics Cultural, Science, and Technological Option–Form V–Cycle 2, Year 2 (563414)–(4 credits)

This course includes a study of specific functions and their properties (linear, rational, quadratic, exponential) in their most basic form, some analytic geometry of the straight line, solving and graphing inequalities, solving systems of equations, plane geometry, trigonometry, probability and statistics (dispersion, regression, and correlation). The curriculum emphasizes a problem-solving approach and develops each student's ability to set up mathematical models of real-life situations. Students are encouraged to participate actively in the learning process, to improve their ability to reason logically, and to acquire facility in using electronic tools such as graphing calculators to solve problems. Problems should be related to their future workplaces and should develop pro active learners. Students are allowed to enter the Cayley Contest sponsored by the University of Waterloo.

Integrated Science & Technology–Form V–Cycle 2, Year 2 (555404)–(4 credits)

This course follows the objectives established by the Quebec Ministry of Education (MEQ). Specifically, the course covers topics from the fields of biology, physics, chemistry, and their respective technologies within an environmental context. The issues of climate change, drinking water, energy crisis, and deforestation guide the students' learning and approach to a variety of solutions to address these issues. The students will construct a knowledge base through experiments, research, and field study. They will also engage in constructing and analysing a variety of technologies in order to better understand limitations and functions of our environment.

Environmental Science and Technology–Form V–Cycle 2, Year 2 (558404)–(4 credits)

The main objective of this course is to give students the opportunity to learn about the roles science and technology play in their environment. The students are challenged to think like scientists by adopting a problem-solving approach involving the experimental method or design process. Students will take on a hands-on approach and use modelling and the observation method and, in some cases, the empirical method. There are two tiers within this course: Integrated Science and Technology and Environmental Science and Technology. The main course is a general science course for all Form V students and the second part covers topics for those students who want to continue taking sciences in Form VI.

History of Quebec and Canada–Form V–Cycle 2, Year 2 (587404)–(4 credits)

This course follows the Quebec Ministry of Education guidelines for the second year of the second cycle in high schools.

There are three competencies that will be examined

1. Examination of social phenomena from a historical perspective
2. Interpretation using historical method
3. Citizenship through the study of history.

The following modules will be covered:

- World War One, the inter war years, and World War Two.
- The Duplessis Era and the Quiet Revolution
- The 1970s and 1980s
- The contemporary period

In all of these modules Canadian events will be put into an international context.

Citizenship: Major themes, population, economic changes, social and political developments since the 1500s. The final module will compare demographic, economic, and social change throughout the period studied, and relate these elements of society to Canada and Quebec today. The themes cover the entire period of the Second Cycle Program.

Histoire du Québec et du Canada–2^e année du 2^e cycle (087404) – (4 credits)

Le programme d'histoire et éducation à la citoyenneté est réparti sur **une période de deux ans**. En cette deuxième année, une approche thématique permet de réinvestir les savoirs construits en première année et de les consolider. Le cours est construit en fonction des exigences du Renouveau Pédagogique et couvre les trois compétences disciplinaires au programme.

Ce cours d'histoire est conçu dans le but d'aider les élèves à développer des connaissances sur le passé du Québec et du Canada ainsi que son lien avec les sujets d'actualité courante. Les élèves sont encouragés à développer leurs propres opinions sur l'histoire du Québec et du Canada en favorisant le développement des habiletés au niveau de la lecture, de l'écriture, de la connaissance des événements importants et de la pensée critique. Les thèmes principaux étudiés dans ce cours reflètent les changements politiques, sociaux, démographiques et économiques qui se sont produits au Québec et au Canada depuis la colonisation. Le cours débute par une étude des sources de la Révolution tranquille pour se poursuivre avec les éléments des débats constitutionnels. Ensuite, nous explorons spécifiquement les thèmes suivants : le peuplement et les migrations, le développement économique, l'évolution des systèmes politiques. Afin de bien compléter les attentes de la troisième compétence sur la citoyenneté, nous incluons les éléments culturels et les enjeux présents de notre société.

Les travaux individuels et collectifs, les cours magistraux, les discussions, les débats et les présentations orales sont des éléments essentiels de ce cours. Les travaux écrits jouent un rôle essentiel et chaque élève doit compléter un travail de recherche pour chaque module du cours. Ce cours est ultimement évalué par un examen du Ministère et sa réussite est requise pour obtenir les crédits nécessaires à la certification des études secondaires au Québec.

Health and Physical Education–Form V–Cycle 2, Year 2 (543402)–(2 credits)

Physical education is a participation-based class that will provide opportunity for all students to develop physical, social and communication skills. With consideration for the Quebec Education Program, the courses will be focused on three main competencies:

Movement Skills

The principles of balance and coordination combined with movement skills will be integrated into different physical activities.

Interaction Skills and Teamwork

Students will interact with others during various physical activities. Emphasis will be placed on plans of action, communication and teamwork. Physical activities will focus on cooperation, opposition or a combination of both. Students must follow a code of ethics and develop strategies that involve individual and group tactics.

Adoption of a Healthy Lifestyle

Students will be encouraged to examine and document the impact of their lifestyle habits. Through research and information analysis, students will reflect on their lifestyle habits, especially, physical activities, diet, substance abuse, sleep, stress, and personal hygiene. A plan of action should be developed that will contribute to improvement in their overall lifestyle habits and choices.

Upon completion of this Program, students will be able to make positive lifestyle connections that can be applied in school, family and community settings.

Culture & Citizenship of Quebec –Form V–Cycle 2, Year 2 (569404)–(4 credits)

The Ethics and Religious Culture Program will allow your child to acquire an understanding of how all individuals are equal in terms of right and dignity. The students will learn to reflect on ethical issues and questions; this will include discussion of human rights and responsibility, environmental issues, and globalization. They will also explore various religious traditions from throughout Quebec and the world.

Options:

Visual Arts–Form V–Cycle 2, Year 2 (668402)–(2 credits)

Grade 10 students will develop competencies of coherence of the creative intention, the shaping of the work and the visual message. They will have an authenticity of production and an effectiveness of transforming gestures. The work produced by Grade 10 students will have coherence of organization and an integration and review of the creative process. An example of a Grade 10 assignment is the use of text as an art form. Students use knowledge of design and composition and couple that with font choice and narrative. Critique and reflection complete the cycle when displaying the work in a public space.

Music–Form V–Cycle 2, Year 2 (669402)–(2 credits)

This course is a continuation from music in Grade 9. It is in this year that many of the fundamentals learned in the previous years begin to solidify. The musicians play more principal roles in the sections and greater demands are placed on them musically. Upon completion of this course students have a more expanded repertoire of band music and a specialized approach to problem solving in terms of the music played and technical difficulties on the instrument. Students also have better capabilities as section leaders. Theory taught at this level includes major and minor scales (harmonic), intervals, and chords. Students use are I Recommend method book plus others. Senior, stage and marching band are compulsory at this level. There is the possibility of the issuance of rank in the marching band.

Drama–Form V–Cycle 2, Year 2 (670402)–(2 credits)

The theatre games, exercises and improvisations in this course develop the student's personal resources and acting skills, equipping them to work confidently as individual and ensemble players. Students engage in the oral interpretation of dramatic poems and monologues, public speaking activities, storytelling, issue-driven improvisation and scene work from contemporary dramatic forms. Required to attend the BCS drama productions, students also attend theatrical performances outside the school, reflecting on and critiquing these experiences in discussion and in their journals. They also chronicle and reflect on their classroom experiences in their journals, developing their understanding of themselves, the art form and the world around them.

FORM VI (GRADE 11) (QC CYCLE 2, YEAR 3) (IB YEAR 1) – COURSE DESCRIPTIONS

English Language Arts

Students will study a variety of texts, both literary and non-literary. As in previous years, texts will represent a variety of voices, periods, and cultures. Works are examined in detail as students develop initial responses and move towards the formation of intellectually founded judgements. As understanding deepens, students become involved in the process of synthesis: drawing inferences from the works and generalizing about them. Ultimately, they are encouraged to judge the value of each text for themselves, in relation to their world and to the world of literary experience.

It is essential at this level that students gain control of the elements of language and style used in formal and informal creative and transactional writing. They continue to write for a variety of audiences in a variety of contexts. They are expected to understand the conventions of different types of texts, as well as the importance of voice in writing. While a great deal of creative writing is encouraged, there is increasing focus on the mastery of the formal, academic essay style. Strong emphasis continues to be placed on the writing process, as students further develop the revision and editing skills which will allow them to succeed in passing the Quebec Ministry examination required for graduation, and to handle college or university level writing assignments. Students are strongly encouraged to submit their work externally for publication; they often meet with outstanding success in local, national and international contests.

(QC 612536–6 credits) (IB English A: Language & Literature HL/SL–Year 1)

Français, langue d'enseignement

Ce cours s'adresse aux élèves qui ont complété la 2^e année du 2^e cycle du secondaire. Le développement des compétences « Lire et apprécier des textes variés », « Écrire des textes variés » et « Communiquer oralement selon des modalités variées » continue de s'actualiser dans des contextes diversifiés, engageants et stimulants et les élèves approfondissent des problématiques en les abordant sous différents angles. Ce cours amène aussi les élèves à étudier de nombreux aspects de la langue et de la littérature propres à la culture francophone.

(QC 132506–6 credits) (IB Groupe 1 Français A : Langue et Littérature HL/SL–1^{ère} année)

Français, langue seconde, enrichi

Ce cours s'adresse aux élèves qui ont réussi le niveau enrichi en français, langue seconde de la 2^e année du 2^e cycle. Il a comme objectif de permettre aux élèves inscrits d'atteindre, à la fin de cette année, un niveau de compétence permettant à l'élève de poursuivre ses études en français ou d'exercer sa profession dans un milieu francophone. Le programme enrichi continue de développer trois différentes compétences : « Interagir en français », « Lire des textes courants, spécialisés et littéraires en français » et « Produire des textes variés en français ». Ces compétences sont interreliées. Tout comme les autres programmes, le niveau enrichi permet à l'élève de s'approprier les compétences générales suivantes : exercer son jugement critique, organiser son travail, savoir communiquer et savoir travailler en équipe.

(QC 635506–6 credits) (IB Français B HL/SL–1^{ère} année)

Français, langue seconde, base

Ce cours s'adresse aux élèves qui ont réussi le niveau de base en français, langue seconde de la 2^e année du 2^e cycle. Il a comme objectif de permettre aux élèves inscrits d'atteindre, à la fin de cette année, un niveau de compétence qui permet de fonctionner efficacement en français. Le programme de base continue de développer trois différentes compétences : « Interagir en français », « Lire des textes variés en français » et « Produire des textes variés en français ». Ces compétences sont interreliées. Tout comme les autres programmes, le niveau de base permet à l'élève de s'approprier les compétences générales suivantes : exercer son jugement critique, organiser son travail, savoir communiquer et savoir travailler en équipe.

(QC 634504–4 credits) (IB Français B HL/SL–1^{ère} année)

French as a foreign language, pont (bridge) group

This course is intended for students who have already completed one year of French at BCS. It introduces them to the basics in writing, reading, speaking and listening through a contextualized study of language, texts and themes. The variety of authentic texts and productions in a variety of communicative contexts help students to become more independent and proficient in French. Different activities include dialogues, oral

presentations, individual and group projects. The linguistic content includes such aspects as: simple verb tenses, sentence structure, enriched vocabulary, improved pronunciation, understanding of the written and spoken word, and knowledge of cultural aspects of the French-speaking world, as well as developing intercultural understanding.

(QC 634544–4 credits) (IB Langue ab initio SL–1^{ère} année)

French as a foreign language, débutant

This course is intended for students who have little or no experience in French. Its principal aim is to allow students to communicate orally on topics that are relevant to them. They are often encouraged to work in groups and at other times they work independently on their projects. Each theme comprises a list of topics that provide students with opportunities to practise everyday conversations and basic situations of communication.

(QC 634544–4 credits) (IB Langue ab initio SL–1^{ère} année).

Contemporary World/Modern History/Financial Literacy

This course examines 19th and 20th century history in terms of cause and effect on modern day events. Students will examine major events of the 19th and 20th centuries and draw relevance on modern day issues such as: population movements, the power of states, the distribution of wealth and interventions in conflict zones. The first module examines political revolutions such as the French, American and British revolutions of the 19th century and examines revolutions that occur today to find similarities and differences between them. The second module looks at war and violence in the first half of the 20th century and examines the effects this has had on our world view. The third module has the students look at wars by proxy during the Cold War and examine the nature of a bipolar Cold War in comparison to modern proxy wars. These modules are designed to give students a better understanding of politics, social phenomena, economics and conflicts that occur in our day and age.

Financial literacy focuses on what Form VI students need to manage their personal finances. It will examine situations with which they are already familiar or that they may encounter in the near future. The following three financial issues are examined in the course: *Consuming goods and services*, *Entering the workforce* and *Pursuing an education*. (MEES)

(QC 592504–4 credits) (NB HEHIB1110–1 credit)

Monde contemporain/Modern History/Éducation financière

Ce cours est axé sur le développement de deux compétences qui aideront les élèves à mieux comprendre les événements qui ponctuent l'actualité internationale. Ils seront plus en mesure de saisir comment ces faits s'inscrivent dans la complexité du monde actuel. Ils auront à expliquer un problème contemporain ainsi qu'à prendre position sur certains enjeux mondiaux. Pour y parvenir, ils devront recourir aux perspectives géographique et historique tout en considérant les dimensions économique et politique, ainsi que comprendre l'impact possible sur les sociétés.

Au cours de l'année, les élèves travailleront plus spécifiquement sur les préoccupations environnementales qui amènent les sociétés à se questionner sur l'importance des choix en matière de gestion et de la responsabilisation des actes posés. Ils auront aussi à se questionner sur les implications des tendances démographiques et analyser les éléments liés à la répartition de la richesse. Pour être en mesure de réfléchir sur ces problématiques, les élèves élaboreront des projets permettant de saisir toute la complexité des enjeux mondiaux. Un contact constant avec l'actualité internationale les amènera à réfléchir et à considérer les divers points de vue.

Le cours d'éducation financière est centré sur les besoins des élèves de cinquième secondaire relatif à la gestion de leurs finances personnelles. Les situations choisies s'inscrivent dans des contextes qui leur sont déjà familiers ou dans lesquels ils sont susceptibles de se trouver dans un avenir proche. Le cours prescrit l'analyse de trois enjeux financiers : *Consommer des biens et des services*, *Intégrer le monde du travail* et *Poursuivre des études*. (MEES)

(QC 092504–4 credits) (NB HFHIB1110–1 credit)

Global Politics

This course examines global politics as a whole and uses specific case studies to delve further into the content. The main themes of the course are: Power, Sovereignty, Legitimacy, Interdependence, Human Rights, Justice, Liberty, Equality, Development, Globalization, Inequality, Sustainability, Peace, Conflict, Violence and Non-Violence. Each Theme will be examined through case studies. The two main studies will be on Egypt and Myanmar. Justice will also be discussed concerning major international tribunals, as well as historical precedents.

(QC 584554–4 credits) (IB Global Politics SL–Year 1)

Psychology

The IB Psychology course is taught over two years. The course examines the interaction of biological, cognitive and sociocultural influences on human behavior. Students undertaking the course can expect to develop an understanding of how psychological knowledge is generated, developed and applied. This will allow them to have a greater understanding of themselves and appreciate the diversity of human behavior. The holistic approach reflected in the curriculum which sees biological, cognitive and sociocultural analysis being taught in an integrated way ensures that students are able to develop an understanding of what all humans share, as well as the immense diversity of influences on human behavior and mental processes. The ethical concerns raised by the methodology and application of psychological research are also key considerations in the IB psychology course.

(QC–4 credits) (IB Psychology SL/HL–Year 1)

Business and Management

Business and Management is a rigorous, challenging and dynamic discipline in the IB Individuals and Societies subject group. The Diploma Program Business and Management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyze, discuss and evaluate business activities at local, national, and international levels. The course covers a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate. Through the exploration of six concepts underpinning the subject (change, culture, ethics, globalization, innovation and strategy), the Business and Management course allows students to develop their understanding of interdisciplinary concepts from a business management perspective. Links between the topics are central to the course, as this integration promotes a holistic overview of business management.

(QC 621504–4 credits) (IB Business and Management SL–Year 1)

Social and Cultural Anthropology

What does it mean to be human? Anthropology and Sociology seek to offer unique perspectives and approaches to defining our world and our place within it. Anthropological fieldwork is both immersive and reflective. Students of Socio-Cultural Anthropology will be asked to study and participate in these techniques. As such, students will be required to read and reflect upon selected ethnographic material in addition to undertaking fieldwork of their own. This course is intended to be an introduction to the disciplines with the hopes that students will gain insight into their own cultural practices while fostering a deeper level of understanding and respect for the diversity that exists within our world.

(QC 603544–4 credits) (IB Social & Cultural Anthropology–Year 1)

Philosophy

The philosophy course provides an opportunity for students to engage with some of the world's most interesting and influential thinkers. It also develops highly transferable skills such as the ability to formulate arguments clearly, to make reasoned judgments and to evaluate highly complex and multifaceted issues. The emphasis of the DP philosophy course is on "doing philosophy", that is, on actively engaging students in philosophical activity. The course is focused on stimulating students' intellectual curiosity and encouraging them to examine both their own perspectives and those of others. Students are challenged to develop their own philosophical voice and to grow into independent thinkers. They develop their skills through the study of philosophical themes and the close reading of a philosophical text. They also learn to apply their philosophical knowledge and skills to real-life situations and to explore how non-philosophical material can be treated in a philosophical way. HL students also engage in a deeper exploration of the nature of philosophy

itself. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources.

Biology

This course is an introduction to the biology of living things. It is expected that students will have had little previous experience in this subject. It is intended as a foundation course for further studies. Topics include Cells, Genetics, Evolution, Microorganisms, Plants, Invertebrates, Chordates and Ecology. Students conduct experiments in the lab and use the environs of the school for their field work.

Biologists investigate the living world at all levels using many different approaches and techniques. At one end of the scale is the cell, its molecular construction and complex metabolic reactions. At the other end of the scale biologists investigate the interactions that make whole ecosystems function. Many discoveries remain to be made and great progress is expected in the 21st century. Other areas of study include Chemical Elements and Water, Human Health and Physiology, Nucleic Acids and Proteins, Cell Respiration and Photosynthesis, Plant Science, and Statistical Analysis.

(QC 53534-4 credits) (IB Biology SL–Year 1)

Chemistry

This course is designed as a basic course in general chemistry. This is a course intended for students who plan to continue in Pure and Applied or Health Sciences at the post-secondary level. Its major objectives are to reinforce and help to broaden the students' scientific knowledge of matter and the changes it undergoes. Major areas of investigation include gases, energy changes which accompany reactions, kinetics and equilibrium. Laboratory activities form a very significant portion of this course.

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigation skills. Chemical principles support both the physical environment in which we live and all biological systems. Chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological sciences and environmental sciences. Major areas of study include Stoichiometric relationships, Atomic structure, Periodicity, Chemical bonding and structure, Energetics/thermochemistry, Chemical kinetics, Equilibrium, Acids and bases, Redox processes, Organic chemistry, and Measurement and data processing.

(QC 551504-4 credits) (IB Chemistry SL/HL–Year 1)

Physics

This is a course in Introductory Physics. Objectives seek to foster student interest in physics and to prepare them for a career in science or technology. The course is divided into three modules. Module 1, The Nature of Light, is a study of geometric optics, the transmission, reflection and refraction of light using various mirrors and lenses. Module 2, Optical Devices, is a study of the design and construction of instruments such as telescopes, microscopes and cameras. Finally, Module 3, Mechanics, is an introduction to the principles of kinematics and dynamics and the laws of conservation of energy and momentum. Students develop their understanding of basic physics principles as a result of problem solving exercises and laboratory work.

Physics is the most fundamental of the experimental sciences as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations. Major areas of study include Measurements and uncertainties, Mechanics, Thermal physics, Waves, Electricity and magnetism, Circular motion and gravitation, Atomic, nuclear and particle physics, Energy production.

(QC 553504-4 credits) (IB Physics SL –Year 1)

Mathematics–Cultural, Social and Technical Option/Mathematics: Applications & Interpretations

This course is meant for students who are interested in Math as it applies to the arts, social sciences and law. Topics include optimization, graph theory, transformations in the Cartesian plane, equivalent figures and solids, as well as probabilities. The curriculum emphasizes a problem-solving approach and develops each student's ability to set up mathematical models of real life situations. Students are encouraged to

participate actively in the learning process, to improve their ability to reason logically, and to acquire facility in using electronic tools such as graphing calculators to solve problems. Problems should be related to their future workplaces and should develop proactive learners. Students are allowed to enter the Fermat Contest sponsored by the University of Waterloo.

(QC 563504-4 credits) (IB Math Analysis and Approaches HL and SL–Year 1)

Mathematics–Science Option/Mathematics: Analysis & Approaches

This option is meant for students who are interested in the theoretical aspects of science. Topics include working with complex algebraic expressions, polynomial functions, absolute value functions, square root functions, piecewise functions, rational functions, exponential and logarithmic functions, vectors, optimization, trigonometric ratios and functions, trigonometric identities and conics. In order to develop problem solving skills, students work with situational problems that may involve experiments, while others may be purely mathematical. The situations involve using a rigorous mathematical approach and deductive strategies, explaining clearly as the student moves from step to step. The student must be ready to carry out an in-depth analysis, finding patterns or using extrapolation or interpolation. Students participate in the Fermat Contest sponsored by the University of Waterloo.

(QC 565506-6 credits) (IB Math Applications and Interpretation HL and SL–Year 1)

Theatre Arts

The theatre games, exercises and improvisations in Grade 11 develop the student's personal resources and acting skills, enabling them to engage in the expressive and collective work of dramatic play with confidence and commitment. Focusing on the actor's craft, especially characterization, students explore situations in scripts and through improvisation. Theatre history is introduced as materials for monologues and scene study are drawn from classical and modern texts. Students read, research, design, rehearse and perform a one act play as a final project. Students are required to attend the BCS drama productions, as well as theatrical performances outside of the school, reflecting on and critiquing these experiences in discussions and in journals. Students also chronicle and reflect on their classroom experiences in their journals, developing their understanding of themselves, the art form and the world around them.

(QC 670502-2 credits) (IB Theatre Arts SL/HL–Year 1)

Music

This course draws on the content and skills learned in the Form V Music course. It is not uncommon for the student to have reached section leader status by this point. Upon completion of this course the student should have continued to expand their repertoire. Students will have a stronger, more evident command of their respective instruments and they will have a better, more personal approach to problem solving. Students are expected to show mature leadership skills not only in their respective section, but also in general. Books used are "I Recommend" as well as other method books and performance repertoire.

The Form VI Music course will also develop the skills and knowledge required in the first year of the IB. The student will be introduced to various concepts and fundamentals thus far and it is this year where their applications will be performed. Listening skills will be enhanced and refined leading up to a music listening paper. Also, the information and techniques necessary to write the Musical Links Investigation will be introduced and expanded upon. Senior, stage and marching band are all compulsory at this level. Ranks for Cadets issued from the previous year come up for review.

(QC 669502-2 credits) (IB Music SL/HL – Year 1)

FORM VII (GRADE 12) - IB YEAR 2-COURSE DESCRIPTIONS

English Language Arts/IB English A Language and Literature

This course expands on the knowledge and skills students have been developing in previous years. Students develop abilities to read, listen, or view critically, asking questions and analyzing ideas found in essays, poems, stories, novels, plays, and media texts of increasing complexity, from different periods, cultures, and genres. They respond by describing stylistic features and evaluating them in light of the intended audience, purpose, theme and overall effect of the work. Students demonstrate their understanding in class discussions, and by gathering information, formulating a thesis, planning, drafting, and editing short and medium-length papers. As well, students develop their own ideas by producing a variety of creative writing and media texts.

(IB English A: Language & Literature SL/HL-Year 2)

Français A : Langue et littérature

Ce cours s'adresse aux élèves qui ont complété la 3^e année du 2^e cycle du secondaire. Il implique l'étude de textes variés, courants et littéraires. Ce cours amène les élèves à poursuivre l'étude de nombreux aspects de la langue et de la littérature propres à plusieurs communautés culturelles.

(IB Français A : Langue & Littérature SL/HL-2^e année)

French B

This course draws on a variety of themes to promote extensive development of French language skills. Students will consolidate their oral skills as they discuss literature, culture, and current issues. They will read a variety of texts and will write a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

(IB French B SL/HL-Year 2)

French *ab initio*

This course is intended for students who have already completed the first year of French *ab initio*. It continues to help them progress in writing, reading, speaking and listening skills through the contextualized study of language, texts and themes. The course introduces students to a variety of authentic texts and productions in a variety of communicative contexts. By the end of the year, students will be prepared to demonstrate their understanding and communicative skills through authentic speaking, reading and writing situations. The main objective of this course is to integrate knowledge of cultural aspects of the French-speaking world, as well as developing intercultural understanding.

(IB French *ab initio* SL-Year 2)

History

This course is designed to allow students to delve into specific topics in twentieth century history. The overarching theme of the move to global war is studied from multiple perspectives, with in-depth case studies in a variety of countries to allow students to arrive at a more complete knowledge of world systems during the twentieth century. Primary source documents and the role of the historian will be explored and evaluated. Students will engage in historical research and scholarship in a culminating project.

(IB History SL/HL-Year 2)

Global Politics

This course examines Canadian and world politics from a variety of perspectives. Students will investigate the ways in which individuals, groups, and states work to influence domestic and world events, the role of political ideologies in national and international politics, and the dynamics of international cooperation and conflict resolution. Students will apply critical thinking and communication skills to develop and support informed opinions about current political conflicts, events, and issues.

(IB Global Politics HL-Year 2)

Social and Cultural Anthropology

What does it mean to be human? Anthropology and Sociology seek to offer unique perspectives and approaches to defining our world and our place within it. Anthropological fieldwork is both immersive and reflective. Students of Socio-Cultural Anthropology will be asked to study and participate in these techniques. As such, students will be required to read and reflect upon selected ethnographic material in

addition to undertaking fieldwork of their own. This course is intended to be an introduction to the disciplines with the hopes that students will gain insight into their own cultural practices while fostering a deeper level of understanding and respect for the diversity that exists within our world.

(IB Group 3 Social & Cultural Anthropology SL/HL–Year 2)

Economics

This course investigates the nature of the competitive global economy and explores how individuals and societies can gain the information they need to make appropriate economic decisions. Students will learn about the principles of microeconomics and macroeconomics, apply economic models and concepts to interpret economic information, assess the validity of statistics, and investigate marketplace dynamics. Students will use economic inquiry and communication skills to analyze current economic issues, make informed judgments, and present their findings.

(NB HEECA1200–1 credit)

Introduction to Accounting

Accounting is the language of business. It is difficult to imagine an organization or an individual that is not affected in some way by accounting. From the local corner store to the world's largest corporation, businesses use accounting to organize, understand, synthesize, and communicate all aspects of their financial position. It is this understanding that assists many people formulate informed business decisions. Students will learn not only the fundamentals of accounting, but how to think and apply that knowledge. Students will learn about financial statements for various forms of business ownership and how those statements are analyzed and interpreted for the purpose of making business decisions. Ultimately, this course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business.

(NB BEBUB1200–1 credit)

Law

The purpose of learning about the law is not to make everyone in society into a lawyer, but rather, to help students become more informed and, as a result, freer citizens with a greater understanding of their rights and obligations - all of this contributing to a more just and orderly society. It will become quite clear as we go through the course, how law regulates the use of our lives. The law regulates and governs how we do business, drive a car, go to school, and buy a cup of coffee at a restaurant. Law involves making choices, often moral ones. Law settles disputes. Some people choose to disobey the law, and so law must be enforced. This course will focus on the historical roots of law, Human Rights Law, the structure of the Canadian legal system, Criminal Law, and Civil Law. Students will engage in discussions about real life cases, interpret previous decisions made by courts and participate in mock trials. The goal of the course is to provide students with a well-rounded introduction to the Canadian Legal system.

(NB HFLAA1200–1 credit)

Environmental Systems and Societies (ESS)

Environmental Systems and Societies is an interdisciplinary course and is firmly grounded in a scientific exploration of environmental systems in their structure and function, and in the exploration of cultural, economic, ethical, political and social interactions of societies with the environment. Major areas of study include ecosystems, ecology, biodiversity and conservation, water and aquatic food production, soil systems, atmospheric systems, climate change, and human systems.

(NB SEEND1200–1 credit) (IB ESS–Year 2)

Biology

This course is an introduction to the biology of living things. It is expected that students will have had little previous experience in this subject. It is intended as a foundation course for further studies. Topics include cells, genetics, evolution, microorganisms, plants, invertebrates, chordates, and ecology. Students conduct experiments in the lab and use the environs of the school for their field work.

Biologists investigate the living world at all levels using many different approaches and techniques. At one end of the scale is the cell, its molecular construction and complex metabolic reactions. At the other end of the scale biologists investigate the interactions that make whole ecosystems function. Many discoveries remain to be made and great progress is expected in the 21st century. Other areas of study include

Chemical Elements and Water, Human Health and Physiology, Nucleic Acids and Proteins, Cell Respiration and Photosynthesis, Plant Science, and Statistical Analysis.

(IB Biology SL/HL–Year 2)

Chemistry

Form VII Chemistry is offered as the second year of the two-year Chemistry program at Bishop's College School. The course is highly technical and focuses heavily on topics from inorganic chemistry, physical chemistry and organic chemistry. In the first introductory year students cover topics such as Stoichiometry, Gas laws, Energy in Chemical Reactions, Kinetics and Equilibrium, and in the second year these topics are expanded upon and further topics are added. These additional topics are the modern representation of the atom and VSEPR theory as well as organic chemistry. The topics and experiments covered set the foundation for further study.

In addition, chemistry is an experimental science that combines academic study with the acquisition of practical and investigation skills. Chemical principles support both the physical environment in which we live and all biological systems. Chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological sciences and environmental sciences. Other major areas of study include: Atomic structure, Periodicity, Chemical bonding and structure, Energetics/thermochemistry, Acids and bases, Redox processes, Organic chemistry, and Measurement and data processing.

(IB Chemistry SL/HL–Year 2)

Physics

This is a course in Introductory Physics. Objectives seek to foster student interest in physics and to prepare them for a career in science or technology. The course is divided into three modules. Module 1, The Nature of Light, is a study of geometric optics, the transmission, reflection, and refraction of light using various mirrors and lenses. Module 2, Optical Devices, is a study of the design and construction of instruments such as telescopes, microscopes, and cameras. Finally, Module 3, Mechanics, is an introduction to the principles of kinematics and dynamics and the laws of conservation of energy and momentum. Students develop their understanding of basic physics principles because of problem- solving exercises and laboratory work.

Physics is the most fundamental of the experimental sciences as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations. Major areas of study include measurements and uncertainties, mechanics, thermal physics, waves, electricity and magnetism, circular motion and gravitation, atomic, nuclear and particle physics, and energy production.

(IB Physics SL/HL–Year 2)

Mathematics: Applications and Interpretation

This course is meant for students who are interested in Math as it applies to the arts, social sciences and law. Topics include optimization, graph theory, transformations in the Cartesian plane, equivalent figures and solids, as well as probabilities. The curriculum emphasizes a problem-solving approach and develops each student's ability to set up mathematical models of real life situations. Students are encouraged to participate actively in the learning process, to improve their ability to reason logically, and to acquire facility in using electronic tools such as graphing calculators to solve problems. Problems should be related to their future workplaces and should develop proactive learners. Students are allowed to enter the Fernet Contest sponsored by the University of Waterloo.

(IB Math Analysis and Approaches HL and SL–Year 2)

Mathematics: Analysis and Approaches

This option is meant for students who are interested in the theoretical aspects of science. Topics include working with complex algebraic expressions, polynomial functions, absolute value functions, square root functions, piecewise functions, rational functions, exponential and logarithmic functions, vectors, optimization, trigonometric ratios and functions, trigonometric identities and conics. In order to develop problem solving skills, students work with situational problems that may involve experiments, while others

may be purely mathematical. The situations involve using a rigorous mathematical approach and deductive strategies, explaining clearly as the student moves from step to step. The student must be ready to carry out an in-depth analysis, finding patterns or using extrapolation or interpolation. Students participate in the Fermat Contest sponsored by the University of Waterloo.

(IB Math Applications and Interpretation SL–Year 2)

Visual Arts

The Grade 12 art program is a student-centered art studio course. Students will be encouraged to explore their own themes and create their own content as much as possible. Students will be responsible for documenting their process in a sketchbook and a cumulative portfolio. There will also be explorations of different mediums facilitated by a teacher, as well as art history and some written work. The year will come to a peak in a student-curated art show in which each student will be responsible for their own artistic contribution in a gallery-style exhibition. In Year 2 of the IB Visual Arts course students complete the Comparative Study, Portfolio and Exhibition; all of these tasks demonstrate the student's developing artistic skills in a variety of artistic forms.

(IB Visual Arts SL/HL–Year 2)

Music

Music in Form VII is a continuation of music from Form VI. The student's playing ability should be up to at least Grade 2 Royal Conservatory or its equivalent. Emphasis will also be on leadership in the band as well as overall independence in terms of problem solving and playing ability. Books used are "I Recommend" as well as other method books and performance repertoire. The IB curriculum will also be continued at this level. The student will continue to further enhance and hone their listening skills using the various concepts and fundamentals already studied resulting in an overall ability to achieve success in a Listening Paper exam situation. Also, the information and techniques covered in the previous year will be applied in writing the Musical Links Investigation paper. Senior, stage and marching band are all compulsory at this level. Ranks for Cadets issued from the previous year come up for review.

(IB Music SL/HL–Year 2)

COURSE SELECTIONS

FORM IV (GRADE 9-CYCLE 2, YEAR 1) COURSE SELECTION-2025-2026

Use this page as a draft worksheet in making your choices and decisions for your course selection. Your final course selection will be completed on the BCS Portal.

The Form IV Program consists of 8 courses. All Grade 9 students take the following courses:

- English
- French
- Science and Technology
- Mathematics
- Physical Education
- History
- Arts and Elective Courses (select two)

English	632306	Placement determined by the English Language Arts department.
English, Second language	134304	
Français, langue d'enseignement	132308	Placement determined by the French department.
Français, langue seconde, enrichi	635306	
Français, langue seconde, base	634404	
French, foreign language (pont)	634344	
Science & Technology	555306	√
Mathematics	563306	√
Physical Education	543302	√
History of Quebec and Canada	587304	√
Art Options: Select one		
Visual Arts	668302	
Music	669302	
Drama	670302	

FORM V (GRADE 10-CYCLE 2, YEAR 2) COURSE SELECTION-2025-2026

Use this page as a draft worksheet in making your choices and decisions for your course selection.

The Form V Program consists of 8 courses. All Grade 10 students take the following courses:

- English
- French
- Mathematics (CST or SN)
- Science and Technology or Science and Technology with Environmental Sciences option
- History
- Physical Education
- Culture & Citizenship in Quebec
- Art (Music, Visual Arts, Theatre)

Form V (Grade 10) Courses	Course Code	Course Selected (✓)
Required Courses:		Placement is determined by the English Language Arts department.
English Language Arts (6 credits)	632406	
English as a Second Language (6 credits)	136406	
Français, langue d'enseignement (6 crédits)	132406	Placement determined by the French department.
Français, langue seconde, enrichi (6 crédits)	635406	
Français, langue seconde, base (4 crédits)	634404	
Foreign Language (pont) (4 crédits)	634444	
Mathematics Science (6 credits)	565406	Placement determined by Form IV results and approved by the Maths department.
Mathematics Cultural, Science, and Technological Option (4 credits)	563404	
History & Citizenship (4 credits)	587404	
Science and Technology (4 credits)	555404	✓
Environmental Science (Advanced) (4 credits)	558404	✓
Culture and Citizenship of Quebec (4 credits)	569404	✓
Physical Education (2 credits)	543402	✓
Art Option: Select One		
Music (2 credits)	669402	
Art (2 credits)	668402	
Drama (2 credits)	670402	

FORM VI (GRADE 11-CYCLE 2, YEAR 3) COURSE SELECTION-2024-2025

Use this page as a draft worksheet for making your choices and decisions for your graduation years.

The Form VI Program consists of the following courses:

- English
- French
- Social Science
- Science
- Mathematics
- Contemporary World/Modern History/Financial Literacy
- Drama (Art)
- Physical Education
- Culture & Citizenship in Quebec/Theory of Knowledge

The choice of the students' 3 courses at Standard Level and 3 courses at Higher Level will depend on their skills and interests. This choice will be made with the Senior School/IB Coordinator.

Choose ONE Course from each group:

	Form VI (Grade 11) Courses	Selection
Group 1: English A	English A: Language and Literature SL/HL	SL or HL
	English A: Literature SL/HL	SL or HL
Group 2: Language Acquisition	French A: Language and Literature SL/HL	SL or HL
	French B (second language) SL/HL	SL or HL
	French ab initio (foreign language) SL	SL
Group 3: Individuals and Societies or Music <u>**List your top three choices and label them 1, 2, 3**</u>	History SL/HL	SL or HL
	Philosophy SL/HL	SL or HL
	Geography SL/HL	SL or HL
	Business Management SL/HL	SL or HL
	Social and Cultural Anthropology HL	HL
	Music SL/HL	SL or HL
Group 4: Sciences	Physics SL	SL
	Chemistry SL	SL
	Biology SL	SL
	Sports, Exercise, and Health Science	SL
Group 5: Mathematics	Math Applications SL (AISL)	SL
	Math Analysis SL (AASL)	SL
	Math Analysis HL (AAHL)	HL
Group 6/4/3: The Arts or 2nd Science or Social Science	Theatre Arts SL/HL	SL or HL
	Chemistry SL	SL
	Chemistry HL	HL

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	Physics HL	HL
	Biology HL	HL
	Business and Management SL/HL	SL or HL
	Psychology SL/HL	SL or HL
Theory of Knowledge (TOK)	CCQ/Theory of Knowledge	Required for all
Quebec Diploma <u>The QC Diploma is required to attend CEGEP.</u>	Contemporary World History/Financial Education	Do you wish to earn the Quebec Diploma? Yes or No
	Art	

HL = Higher Level (240 hours) SL = Standard Level (150 hours)

***The courses above meet the requirements of the Quebec Ministry of Education and the International Baccalaureate.**

FORM VII (GRADE 12) COURSE SELECTION FORM-2025-2026

Students in Grade 12 continue with their Grade 11 choices, but in some groups, they can change to new NB courses such as:

- Economics
- Introduction to Accounting
- Introduction to Environmental Science
- Law
- Graphics Design
- Music

Forms VI and VII–Notes:

Note 1: The New Brunswick Department of Education requires all graduates to pass the English Language Proficiency Assessment.

Note 2: Completion of the New Brunswick High School Diploma requires one Math course and one Science course in Grade 11.

Note 3: As part of the curricular and co-curricular programs, BCS students will receive one credit for each of the following three courses: Health & Wellness, Physical Education, and Leadership and Outdoor Pursuits.

Note 4: Individual IB certificates are available in all subjects except Grade 12 NB courses.

Note 5: All students enrolled in the full IB Diploma program must complete the IB core requirements: Theory of Knowledge course, Creativity, Activity, Service (CAS), and the Extended Essay.