



CYCLE 1 PROGRAM DESCRIPTION HANDBOOK

2025-2026

Table of contents

Registration & Course Selection	1
Cycle 1 Learning Programs	2
Secondary 1 Subject-Time Allocation	3
Secondary 2 Subject-Time Allocation	4
Concentration Programs	5
Cycle 1 Program Descriptions	12
Attendance & Participation Expectations	22
Contact Information	23

Registration & Course Selection

Registration Process

Information on how to re-register students at Alexander Galt Regional High School for the 2025-2026 school year was sent to parents via email. Registration can be done online using the secure MOZAIK website. You can access the site by pointing your browser to the following address:

<https://inscription.portailparents.ca>.

Students that are not registered by February 1st will not be able to complete their online course selection form.



Registration Process

Alexander Galt Students will be completing their course selection forms with our guidance counselor in February. Course selection will take place during math classes. Once the course selection process is completed parents are asked to verify the selections made by the students. If the parent has concerns with their child's selection, they must communicate with the school prior to the end of March. After this point, there is no course change period. The school scheduling is organized around the selections completed in course selection. As there are no course changes, we highly encourage students to take course selection very seriously, to discuss with their parents, and ensure they are prepared to commit to their choices. Final placements are confirmed following June and Summer Supplemental exam results.

Cycle 1 Programs

REGULAR PROGRAM	... is intended for students who have successfully met the Elementary Cycle III competencies in at least two of the three core subjects (ELA, Math and FSL) and are expected to be able to achieve the Secondary I program objectives in one year. Students have the option of taking up to 1120 minutes/cycle of instruction in French. In addition to FLA, Social Studies & Science are offered in both French & English
CONCENTRATION PROGRAMS <i>(Arts, Science, Sports & Performing Arts)</i>	... is intended for students with a keen interest in Visual Arts, Science, Sports or Performing Arts. This program provides students with the opportunity to participate in their area of concentration for 7 blocks per cycle.
ADAPTED REGULAR PROGRAM	... is intended for students at risk, maintains the same objectives as the regular program, however, this program allows for extra time in Language Arts and Mathematics and includes instruction in organizational and social skills.
MODIFIED PROGRAMS	... is intended for students who have not yet mastered the Elementary Cycle III competencies in at least two of the three core subjects (ELA, Math, FSL). This program allows for extra time for Language Arts and Mathematics and includes instruction in organizational and social skills.
CASP	... is a program specific to students aged 6 - 15 with moderate to severe intellectual disabilities. The program seeks to educate and socialize students and provide them with qualifications based on their needs and abilities so that they are able to succeed. The program focuses on the development of essential competencies. To this end, teachers will offer differentiated instruction adapted to meet the needs of children and adolescents.

Secondary 1	Secondary 2
English	English
French (base/enriched)	French (base/enriched)
CCQ	CCQ
Physical & Health Education	Physical & Health Education
Math	Math
Science	Science
Art or Drama or Instrumental Music or Dance	Art or Drama or Instrumental Music or Dance
Geography/History and Citizenship	Geography/History and Citizenship

Please see course descriptions for level 1 at the end of this booklet. For levels 2-5: consult our school website: www.etsb.qc.ca/alexandergalt

Placement in the various programs will occur after consultation with parents and the elementary school which the student has attended.

Cycle 1 Programs

Secondary 1 Subject-Time Allocation

AGRHS Sec. I SUBJECT-TIME ALLOCATION (2025 - 2026)						
Secondary 1	<i>Regular</i>	<i>*Adapted Regular</i>	<i>*Modified Programs</i>	<i>Sports Concentration</i>	<i>Visual/ Performing Art Concentration</i>	<i>Science Concentration</i>
English	6	8	8	6	6	6
French (Regular, Enriched)	6	6	6	6	6	6
Math	6	9	9	6	6	6
Culture & Citizenship of Quebec	2	1	1	1	1	1
Science	4	3	3	3	3	3
Phys Ed	3	3	3	3	2	3
Art (Visual Arts / Music/ Drama /Dance) <i>Selected for entire cycle</i>	3	3	3	2	3	2
Social Studies	6	3	3	5	5	5
Concentration Blocks				4	4	4
TOTAL NO. OF PERIODS	36	36	36	36	36	36
Taught in French		Taught in English		Taught in Both		

The numbers in the table represent the number of blocks each subject is taught over a 9-day cycle. Each block is 70 minutes in length.

Cycle 1 Programs

Secondary 2 Subject-Time Allocation

AGRHS Sec. 2 SUBJECT-TIME ALLOCATION (2025 - 2026)					
SECONDARY 2	<i>Regular</i>	<i>*Adapted Regular</i>	<i>Sports Concentration</i>	<i>Visual/ Performing Art Concentration</i>	<i>Science Concentration</i>
English	6	8	6	6	6
French (Regular, Enriched)	6	6	6	6	6
Math	6	9	6	6	6
Culture & Citizenship of Quebec	2	1	1	1	1
Science	4	3	3	3	3
Phys Ed	3	3	3	2	3
Art (Art, Music, Drama, Dance) <i>Same as Secondary 1</i>	3	3	2	3	2
Social Studies	6	3	5	5	5
Concentration Blocks			4	4	4
TOTAL NO. OF PERIODS	36	36	36	36	36
Taught in French		Taught in English		Taught in Both	

The numbers in the table represent the number of blocks each subject is taught over a 9-day cycle. Each block is 70 minutes in length.

Cycle 1 Programs Concentrations

Our Concentration programs at Alexander Galt are an incredible opportunity for students to combine their passion with their academics. During the 2025-2026 school year we will be offering the following concentrations:



Sports Concentration



Visual Arts Concentration



Performing Arts Concentration



Science Concentration

A student accepted into the program will commit to:

- Remaining in the selected concentration for the year (no course changes)
- Academic effort and growth
- Positive attitude and behavior
- Respecting the financial deadlines
- Attend class on a regular basis
- Always give a 100% effort both in academics and program requirements
- Attending academic help and/or remediation when necessary

Should a student not meet the academic and/or behavioural standards of the program - they can be partially, or completely be pulled from concentration blocks in order to catch up on their academic responsibilities.

Cycle 1 Programs Concentrations

While in a concentration program student miss the following in their academic schedule and are responsible for making sure they keep up to date with their classes:

1 CCQ

1 Social Studies

1 Science

1 Arts block

**As with all programs and courses, the ability to run the program can only be done based on sufficient numbers.

Cycle 1 Programs Concentration Costs



Sports Concentration

\$175-\$1150 Depending on selected sport



Visual Arts Concentration

Approximately \$200



Performing Arts Concentration

Approximately \$150-\$250



Science Concentration

Approximately \$100-\$300



Sports Concentration:.....

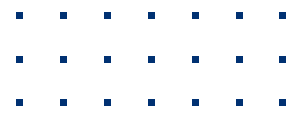
The sports concentration program is a unique program that allows students to choose a specific sport(s): hockey, basketball or soccer for TERM 1 and TERM 2. For TERM 3 - students will go through a multisport rotation allowing them to stray away from their sport of choice. No matter what sport is chosen, students will be engaged, work hard, improve fundamental skills and game play.

The sports concentration program creates an atmosphere where students are expected to balance academics and athletics. The balance between academic growth, success and athletic improvement is a unique offering to our students at Alexander Galt.

If you are passionate about sports and want to improve your game, this program is for you!



Visual Arts Concentration



Open to all students and offers an enriched and multi-leveled Visual Arts curriculum. It expands students' artistic skills and knowledge, while enabling them to establish their unique identity as young artists.

MAIN CURRICULUM:

DRAWING is the base of all visual arts; with a strong foundation in drawing students will easily develop and expand their artistic skills in all other artistic endeavors.

Students will be introduced to a thorough ART HISTORY study, in which they will learn about major art movements, styles and concepts, enhancing students' understanding and application of the visual communication language in the studio arts and drawing courses.

During the STUDIO ARTS sessions teachers and students will work closely in an enriching and intimate environment. Students will be exposed to a range of visual arts media and techniques. Courses will alternate through the years and will include: Painting, Sculpture, Ceramics, Photography, Illustration, Graphic Design, Creative Crafts, Printmaking, and Portfolio Design.

Learning is complemented by SPECIAL EVENTS, such as Museum and gallery visits, Specialists' workshops, exploration of potential art based careers, and visits to higher education art institutes.

Students will curate an ART EXHIBIT to celebrate their achievements and evolution with family and community.

ENROLLMENT & APPLICATION

Students enrolling in the Visual Arts Concentration program will be required to submit:

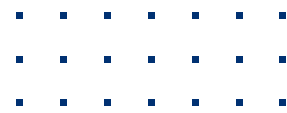
An Artist Portfolio include 3 or more pencil drawings, one or more colour images, and one or more images of your choice (photo, sculpture, puppet, jewelry)

A letter of intent: Please tell us why you enjoy creating art, describe your previous experience in art, and share some of your expectations for the future.

Please consult our [Visual Arts Concentration brochure](#) for more details about this program.



Performing Arts Concentration



The Performing Arts Concentration program offers an enriched and multilevel curriculum by combining theatre, dance, and music in an effort to provide a safe and open-minded environment to students who show a passion for and/or talent in these three disciplines. Through new and varied opportunities, our students will be inspired to achieve a common goal of excellence through the development of a cooperative creative process which will instill a sense of belonging. In return, such an environment will foster a sense of self-worth and confidence through performance achievements.

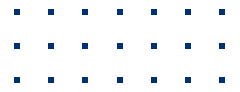
Throughout the year, students practice the performance and appreciation of different styles of dramatic works, dances, and music. These competencies are developed through a variety of lessons and projects that touch on theory and analysis, and the practical application of skills learned. Students have multiple opportunities to perform individually, in small groups, and as a collective group in front of peers and other audiences.

Cycle 1(Level 1-2) has 7 blocks dedicated to Concentration and

Please consult our [Performing Arts Concentration Brochure](#) for more details about this program.



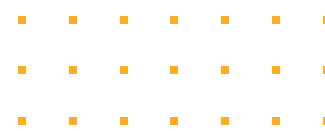
Science Concentration



This project-based curriculum explores the same topics as a traditional science class, but through an intensive hands-on approach. Students go into greater depth in each topic as they apply what they are learning to a project that they can see, touch, and make decisions about.

This program is looking for students who are passionate about science and technology, who are hard working, detailed-oriented people and who have a heightened sense of curiosity about the world around them. Depending upon numbers, students may be grouped by Sec. 1 and Sec. 2 separately or may be grouped together in a multi-level grouping. The students will receive double the amount of science instruction, allowing for a more in depth exploration of the material and application of their understanding through exciting hands-on projects. This means more labs, more “doing”, more learning, and more fun!!

Cycle 1 Program Descriptions



English Language Arts

The English Language Arts curriculum aims to equip students with the skills needed to gather information effectively, critically analyze it to uncover deeper meanings and develop the confidence to articulate their perspectives. This program challenges students to understand that effectively using language to formulate their ideas leads to successful communication.

Following the Quebec Education Plan and the Progressions of Learning, students in Cycle 1 are expected to develop the following competencies:

- 1.- The ability to use language to communicate and learn effectively.
- 2.- The ability to represent their literacy through various media.
- 3.- The ability to read and listen to written, spoken, and media texts.

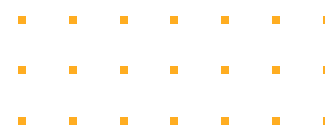
Grammar skills will be taught, and students are expected to master a defined list of skills by the end of Levels 1 and 2.

Students will develop a range of essential study skills, including annotating texts, organizing and summarizing information, and preparing thoroughly for examinations.

Selected fiction and non-fiction texts, graphic texts, poetry, novels, and videos will be studied. Various other materials, such as articles and forms of popular media, will also be explored. Students will participate in a variety of writing, listening, speaking, and responding activities to enhance their language skills.

By the end of the first year, students will begin to learn how the three main competencies outlined in the program relate to every subject area. Mastery of these competencies will support their success across all areas of learning. Upon completing the second year of the Language Arts program, students should demonstrate increasing maturity and awareness in their written and oral presentations.

Cycle 1 Program Descriptions



French Second Language

French Sec. 1 (Regular)

The aim of the program is to develop students' ability to communicate in situations that correspond to their age, needs and interests.

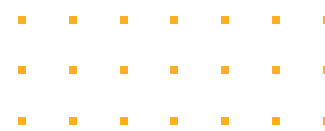
To achieve these objectives students will continue to develop the three competencies found in the elementary school program:

1. Interact orally in French.
2. Read and understand a variety of French texts.
3. Write and produce various French texts.

To develop the three secondary Cycle 1 competencies, students will explore different aspects of the French language and of the culture of French speakers. Students will experiment with and expand their personal language repertoire as well as their use of communication and learning strategies.

Students will use a variety of strategies to respond to different texts, to write and produce texts, and to broaden their understanding of text types and text components.

Cycle 1 Program Descriptions



French Second Language

French Sec. 1 (Enriched)

The aim of the program is to develop students' ability to communicate in situations that correspond to their age, needs and interests. The focus is on using French with increasing fluency and accuracy to explore a wide variety of issues and to exploit response, writing and production processes more fully.

To achieve these objectives students will continue to develop the three competencies found in the elementary school program:

- *Interact orally in French.
- *Read and understand various popular and literary texts.
- *Write and produce a variety of texts and develop an identity as a writer.

To develop the three secondary Cycle 1 competencies, students will explore different aspects of the culture of French speakers.

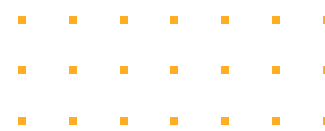
Students already have the basic language they need to converse in French; they will continue to expand their language repertoire and participate in a variety of communicative situations with relative ease.

They will explore authentic texts: popular, literary and information-based. Students will exploit a much broader range of text types and demonstrate their understanding of texts through more complex responses and tasks.

They will reflect on their personal language development, and manage strategies and resources more autonomously through speaking, listening, reading, viewing, writing and producing.

Students will also expand their use of the processes to write and produce texts and they will focus on their creativity and personal style.

Cycle 1 Program Descriptions



Social Studies (English & French)

GEOGRAPHY

OBJECTIVES: The aim of the Geography course is to place the students in a variety of learning and evaluation situations in which they will be better able to understand, interpret and apply knowledge of territories around them. Project based learning on relevant territorial and world issues will better prepare them as present and future citizens.

In accordance with the Quebec Education Plan and the Progressions of Learning, students in Cycle I are expected to develop the following competencies:

1. Understand the organization of a territory
2. Interpret a territorial issue
3. Develop and construct an awareness as global citizens

Project-based learning supported by technology

HISTORY AND CITIZENSHIP

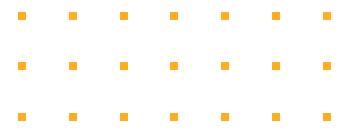
OBJECTIVES: The aim of the History and Citizenship program is two-fold: To enable students to develop their understanding of the present in light of the past and to prepare them to participate as informed citizens in the social life of a democratic, multicultural society.

In accordance with the new Quebec Education Plan and the Progressions of Learning, students in Cycle 1 are expected to develop the following competencies:

- 1) Examine social phenomena from a historical viewpoint
- 2) Interpret social phenomena using the historical method
- 3) Construct a conscious awareness of citizenship through the study of history

Project-based learning supported by technology

Cycle 1 Program Descriptions



Mathematics

The goal of the Cycle 1 mathematics program is to prepare students to live and be productive in an ever-increasing mathematical world. In order to accomplish this goal, the program will follow the Quebec Educational Program. Students will be encouraged to develop competencies in the following areas during the two-year Cycle 1 program.

1. Solving Situational Problems – students will be expected to give oral or written explanations showing that they understand a situational problem, to use appropriate mathematical knowledge to solve a situational problem, and to develop an appropriate solution to a problem.
1. Using Mathematical Reasoning – students will be expected to formulate conjectures appropriate to a situation, to use the correct concepts and processes appropriate to a situation, to use reasoning that is appropriate to a situation, and to justify the steps taken or reasoning taken to reach a particular solution.

Mathematics is used in a multitude of everyday activities. However, to appreciate its applications, knowledge of the various branches of Mathematics (arithmetic and algebra, geometry, and probability and statistics) is essential. Because this knowledge makes students aware of the role that Mathematics plays in everyday life, it allows them to expand their world-view.

Secondary 1 Content Covered within Themes

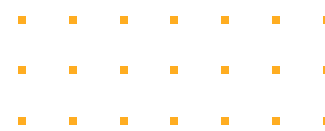
Number theory
Rational Numbers
Integers
Pre-algebra

Data collection methods
Graphing types
Basic statistical calculations

Perimeter and area
Geometric constructions
Isometric transformation

These goals will be accomplished through the use of various resources such as hands on manipulatives, computer technology, calculators and geometry sets. Students will use these materials in activities and projects involving exploration of real life concepts, and the reflection and justification of responses.

Cycle 1 Program Descriptions



Science

OBJECTIVES: The goal of the Cycle 1 Science and Technology course is to help students develop basic scientific and technological literacy while exploring different scientific fields of study. Our aim is to give students the tools to better understand the world around them. Students will be encouraged to build basic knowledge, to observe and experiment in a lab setting, and to develop a positive attitude towards the study of science and technology.

As outlined in the Quebec Educational Program, students in Cycle 1 will develop ability in the following competencies:

1. Seeking answers or solutions to scientific or technological problems.
2. Making the most of his/her knowledge of science and technology.

These competencies will be examined through a series of modules:

- The Material World (pre-chemistry basics)
- The Technological World (engineering)
- Earth and Space (earth science and astronomy)
- The Living World (plant and animal biology)

An active learning process is emphasized in the course. Concrete hands-on activities designed to reinforce concepts will require students to use information, solve problems, exercise critical judgment, use creativity, adopt effective work methods, cooperate with others, and communicate effectively.

Cycle 1 Program Descriptions



Culture & Citizenship of Quebec

In the government program, the content is organized into main and specific concepts, which are compulsory to teach and are grouped into themes (cultural realities). Throughout secondary school, students build their understanding of cultural realities and their ethical reflection from content related to the individual and collective dimensions of culture and citizenship in Québec.

The content is organized based on a planned progression anticipating that students starting secondary school are familiar with the more general concepts and that they will be addressing more specific concepts in the following years. Therefore, learning related to the main and specific concepts of a given year will also be necessary in the following years. Teachers refer to the orientations to understand the angles from which the different content must be addressed, as well as to specific information on the topics related to sexuality education.

The themes targeted in Secondary 1 are Identities and Belonging. The themes targeted in Secondary 2 are Autonomy & Interdependence as well as Democracy and Social Order.

Cycle 1 Program Descriptions



Art

In Visual Arts, students will learn various creative processes, different artistic techniques, and learn to express themselves using the materials and techniques of Art. In term 1, students will focus on drawing techniques. In Term 2, students will focus on painting techniques. In Term 3, students will explore a diversity of different mediums.

Music

In Music, students will be introduced to a musical instrument. They will learn the basics of handling this instrument by learning the basic theory, reading musical notes and practicing fundamentals and through the interpretation of several popular songs.

Drama

In Drama, students will have the opportunity to explore their identity and express themselves openly in front of their peers. The course will progress from discovery to creation, allowing even the shyest students opportunity to grow as performers. The course consists of a mix of small group performances done in class and dramatic activities exploring acting skills through games.

Cycle 1 Program Descriptions



Dance

In Dance, students will build upon their prior knowledge of the subject, learned in Elementary School, to introduce them to new theories, historical elements, and various techniques involved in the discipline, as well as to develop their creative abilities. Throughout the cycle, students will practice the creation, performance and appreciation of different styles of dances. These competencies will be developed through a variety of lessons and projects that touch on theory and analysis, and the practical application of skills learned. Students will have opportunities to perform individually and/or as a group, depending on their comfort level.· Creates and performs dances

Cycle 1 Program Descriptions



Physical Education

The objective of this course is to provide students with the opportunity to develop fundamental skills through involvement in specific sports and physical activities.

VARIOUS UNITS IN PE: Teaching units are also dependent on the specialties of each teacher assigned to various groups.

PHYSICAL EDUCATION UNITS:

SOCCER
ARCHERY
SPIKEBALL
RINGETTE
FITNESS STATIONS
BALANCE & FLEXIBILITY
GAMES
FLAG FOOTBALL
BASKETBALL
HEALTH & NUTRITION
VOLLEYBALL
FITNESS CHALLENGES
BADMINTON
CROSS COUNTRY
PICKLEBALL
SOFTBALL
WEIGHT ROOM
FLOOR HOCKEY
WINTER ACTIVITIES ETC.

Students will develop and be evaluated in 3 interrelated COMPETENCIES:

- Performs movement skills in different physical activity settings

Students will learn to analyze situations in accordance to their physical abilities and the characteristics of their environment. Students will work toward the improvement of their skills in these settings.

- Interacts with others in different physical activity settings

Students will learn to cooperate, participate and develop in peer settings. Demonstration of fair play and intelligent tactics will be ongoing.

- Adopts a healthy, active lifestyle

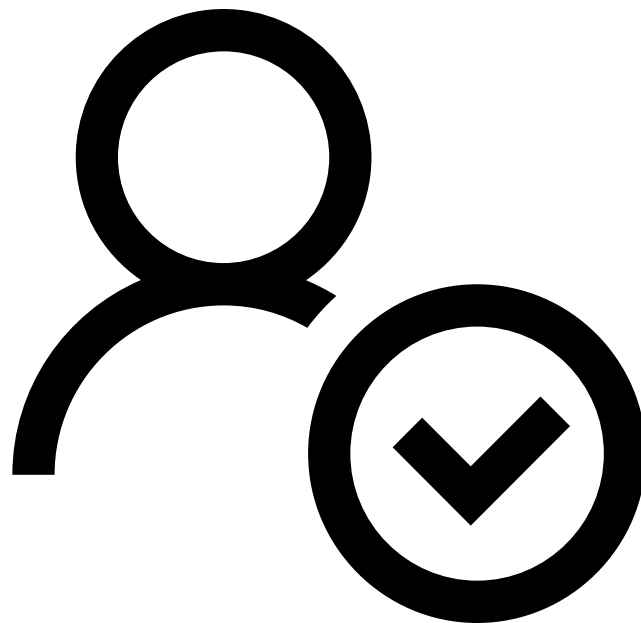
Students will work toward fitness standards appropriate to age and gender. Students will begin the process of self-evaluation and understanding of the importance of a healthy and active lifestyle.

Student Attendance & Participation Expectations



Pursuant to **Section 14** of the **Quebec Education Act**, students in the youth sector are required to be enrolled in a full-time course schedule as prescribed by the Basic School Regulation. This means that all students must have a complete timetable and attend each of their assigned classes.

Regular attendance and active participation are essential for academic success. Students are expected to be present, on time, and engaged in their learning.




Contact Information




Marie Thibault **Counsellor in Academic Training**

 **ThibaultM@etsb.qc.ca**

 **(819) 563-0770 Ext. 22073**


Marc Ghilarducci **Cycle 1 & MAPs Vice-Principal**

 **GhilarducciM@etsb.qc.ca**

 **(819) 563-0770 Ext. 22004**

Kohl Kelso **Cycle 2 & WOTP Vice-Principal**

 **KelsoK@etsb.qc.ca**

 **(819) 563-0770 Ext. 22005**