

better self-understanding through the knowledge of basic human needs and development. The students will gain practical “child care” experience at a daycare.

### **Family Studies 40S**

This course focuses on all aspects of the family in society, covering such topics as human and personal development, self management, relationships, building a family and the changing family. The student will also be given information pertaining to the concerns of our aging population. Content of this course is useful for students who are interested in the areas of Psychology, Nursing, Education and Sociology.

### **Information & Communication Technology**

#### **Creative Digital Design**

This 1.5 credit course will cover the material from the curriculum for Digital Pictures 25S, Web Design 35S and Data Collection and Analysis 35S as stated in the learning outcomes developed by Manitoba Education, Citizenship and Youth. In the Digital Pictures 25S component, students will learn how to use Adobe Photoshop to manipulate a digital image to create a new image by using painting tools, editing tools, layers, and image properties and by flattening files. Students will also learn about various graphic file formats. The Web Design component will provide students with the skills and knowledge to design a website for a defined audience and purpose. Students will learn to create a website that includes multiple pages, tables, objects, and hyperlinks.

In the Data Collection and Analysis section students will create spreadsheets by entering and importing data; create formulas including cell references, mathematical expressions and functions; sort data; create, modify and publish charts; automate tasks using macros; ensure the validity and integrity of data; and improve the reliability of a spreadsheet.

### **Choral Music Program**

This half-credit course provides an introduction to a variety of music genres. Students learn the basics of vocal technique and choral singing through an array of repertoire. Students develop a basic understanding of music rudiments and apply that understanding to the learning of new material.

# *St. Mary's Academy*



*Educating Young Women Within A Catholic Faith Community*  
550 Wellington Crescent·Winnipeg·MB·R3M0C1·204.477.0244·[www.stmarysacademy.mb.ca](http://www.stmarysacademy.mb.ca)

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activity plan must also consider the development of muscular strength and endurance.

*Note: Parents/guardians will be required to review the student's physical activity plan and sign a Parent Declaration and Consent Form acknowledging their approval of the chosen activities and acceptance of the responsibility for risk management, safety, and supervision. Parents/guardians will also be required to verify the entries of the student's physical activity log through a sign-off procedure.*

As well the students will develop knowledge and skills in various health topics and in-school gym time for an additional 55 hours. Students will be graded for completion of the course with a Complete or Incomplete designation.

### **Home Economics & Family Studies**

Home Economics is a field of study that uses the knowledge base of human and natural sciences to provide the students with skills to improve their quality of life. The philosophy of the senior years curriculum emphasizes the growth and development of individuals and their environment in a rapidly changing multicultural society. The task is accomplished by providing education in foods and nutrition, human relationships and development, clothing and textiles as well as housing and design.

#### **Home Economics 10F**

This course includes three areas: Food and Nutrition -relates the selection of food to the needs of individuals; factors influencing energy balance are addressed; applies the decision making process to the planning and purchasing of food; involves preparation and serving of nutritious food. Clothing and Textiles -explores the significance of clothing to the individual; develops an understanding which assists the consumer in making decisions about the construction and purchasing of textile products; encourages an appreciation of the skills and personal satisfaction derived from constructing a textile project or projects.

#### **Home Economics 20F**

This course addresses the needs of our changing society and provides for lifelong learning in the areas of food, nutrition, clothing, textiles and housing. Emphasis is placed on foods of other lands, diseases that affect one's lifestyle, the significance of textiles, the creativity of clothing construction and housing and design.

#### **Family Studies 30S**

This course is a child development program where emphasis is placed upon the human journey from conception to the beginning of the school years. This course will enable the students to acquire a

### **Physical Education and Health Education 20F**

This course focuses on developing physical well-being through education of the body and how it works (heart rate related to exercise and fitness); developing desired movement patterns through the neuromuscular system; learning to express ideas, thoughts, and feelings with confidence through physical activity; developing independence and leadership skills through physical activity; developing positive social interactions through a variety of physical activities and developing safety and survival practices. These activities will range from individual, team and lifetime physical activities. As well the students will develop knowledge and skills in various health topics.

### **Physical Education and Health Education 30F**

This compulsory full-credit course is designed to help youth take greater ownership of their own physical fitness, to encourage them to seek out activities that interest them, and to engage in active lifestyles into their futures. Students will be required to plan, commit, participate in, and certify their involvement in a variety of physical activities. This physical activity practicum requires the student to participate in a minimum of 55 hours of moderate to vigorous activity. These activities must also contribute to the development of their cardio-respiratory fitness.

*Note: Parents/guardians will be required to review the student's physical activity plan and sign a Parent Declaration and Consent Form acknowledging their approval of the chosen activities and acceptance of the responsibility for risk management, safety, and supervision. Parents/guardians will also be required to verify the entries of the student's physical activity log through a sign-off procedure.*

As well the students will develop knowledge and skills in various health topics and in-school gym time equally for an additional 55 hours. Students will be graded for completion of the course with a Complete or Incomplete designation.

### **Physical Education and Health Education 40F**

This compulsory full-credit course is designed to help youth take greater ownership of their own physical fitness, to encourage them to seek out activities that interest them, and to engage in active lifestyles into their futures. Students will be required to plan, commit, participate in, and certify their involvement in a variety of physical activities. The recommended activity will be to do something different from the grade 11 course or to be active in an additional activity. This physical activity practicum requires the student to participate in a minimum of 55 hours of moderate to vigorous activity. These activities must also contribute to the development of their cardio-respiratory fitness. Their physical

### **Senior Years Academic Program**

All senior years courses prepare students for university or other post-secondary accredited institutions. St. Mary's Academy offers a full variety of courses required by Manitoba Education, Citizenship and Youth to meet graduation requirements.

All students must take the required courses for each senior level and they may select a number of elective courses to complete their course load for a given year. In the section **Senior Years Courses at a Glance** you will find a complete listing of required and elective courses offered at each level.

It is essential for each student to carefully plan her course selections each year since all students must fulfill the St. Mary's Academy Graduation requirements as outlined in the **Graduation Requirements** section. Please note that the school administrators and the career counselor are available to offer advice and support to students and their families.

All students receive additional instructional time in Mathematics and English Language Arts starting in Grade 7 through to Grade 12. Mastery in academic writing is the central focus of the additional time allotted to the English Language Arts program. Practice in writing nationally-acknowledged mathematics competitions (such as Pascal) is the focus of the additional time allotted to the Mathematics program.

Students at the Grade 12 level who are interested and committed to the pursuit of university credits as part of their high school experience can register for Advanced Placement courses in French, Calculus and English Literature. If these students obtain a mark of 3 to 5 on the College Board examinations they may be given advanced standing at university; parents/guardians are responsible for payment of the exam written in May (approx. \$100). Students and parents are asked to note that the career counselor can provide assistance with determining how specific universities and faculties within a given university recognize Advanced Placement credits.

### **Graduation Requirements**

Manitoba Education, Citizenship and Youth designates the four levels of the senior high school program as Grade 9, Grade 10, Grade 11 and Grade 12. In Grade 9 students begin earning credits towards a Manitoba high school diploma for which a minimum of **30 credits** is required. Many students exceed the minimum required credits in

each of these years of study by earning extra credits. In many cases, St. Mary's Academy courses are designed to exceed the requirements of Manitoba Education, Citizenship and Youth.

All graduates of St. Mary's Academy are required to successfully complete a Religion course in each of the years from Grade 9 to Grade 12. This accounts for two of the 30 minimum credits.

### Extra Credit Courses

Students of St. Mary's Academy can earn extra credits through private music options, special language credits, independent study, and summer (non-repeating) session. The school principal will arrange, with students who provide the necessary documentation, to have these credits recorded on the student's transcript and with Manitoba Education, Citizenship and Youth.

### Course Codes

Manitoba Education, Citizenship and Youth has numbered all courses in three-characters.

1 <sup>st</sup> Character	1	Designated for courses developed for Grade 9
	2	Designated for courses developed for Grade 10
	3	Designated for courses developed for Grade 11
	4	Designated for courses developed for Grade 12
2 <sup>nd</sup> Character	0	Developed or approved by MECY for 1 credit
	1	Developed by schools or school divisions and approved or registered by MECY (includes School Initiated Courses – SICs)
	2	Developed elsewhere and approved or registered by MECY (i.e. university, out-of-country)
	5	Developed or approved by MECY for 0.5 credit
3 <sup>rd</sup> Character	F	Foundation – educational experiences that are broadly based and appropriate for all students and may lead to further studies beyond the senior years
	G	General – general educational experiences for all students
	S	Specialized – learning experiences and appropriate skills leading to further studies at the post-secondary level
	A	Advanced – academically challenging courses that go beyond the curriculum expectations for general and specialized courses and are either developed or approved by MECY
	E	ESL – English as a Second Language

study of all types of French literature: short texts, novels, one or two plays and selected poems.

### French 30S

The communicative approach is emphasized. Listening comprehension exercises, pronunciation drills and questionnaires offer opportunity for oral practice. Vocabulary, verb and grammatical study are also developed. There is a review of the indicative mood, the study of other tenses of the indicative, and the study of the "conditionnel". A variety of literary pieces are studied to further develop language acquisition.

### Advanced French 30S

This program continues to emphasize oral and written skills, with approximately 50% of the class time being spent on grammar and text analysis. The remainder of the classes are given to an in-depth study of all types of French literature: short texts, novels, one or two plays and selected poems.

### French 40S

This program continues with the communicative approach. Advanced concepts such as the passé simple, the subjunctive, possessive pronouns are but a few examples of the grammar component. Selected poems and text are studied for pronunciation purposes and for general appreciation.

### AP French 42S

This course meets the requirements of the College Board for Advanced Placement programs. The level of study is certified to be equivalent to a first year course at University. The emphasis of half of this course is language while the other half is devoted to representative literature classics.

### **Physical Education & Health Education**

Courses in the Physical Education department are organized to help students develop and participate in a purposeful, physically active lifestyle, which will enable students to experience a more enjoyable quality of life - today and tomorrow.

### Physical Education and Health Education 10F

In this course students are exposed to: basketball, volleyball, touch football, low organized games, badminton, cross-country skiing, team handball, baseball, ultimate (disc sport), soccer, St. John's Ambulance First Aid. Through the sports students will learn about: fitness, weight training, mechanics of movement, safety precautions, and how to analyze and evaluate their own personal fitness levels. As well the students will develop knowledge and skills in various health topics.

on human relationships and how they reflect one's values and faith stance and help determine one's lifestyles.

**Catholic Faith** - This course explores the beliefs essential to being a Catholic. Some topics are faith, reasons for belief, the God of Christian belief, the problems of evil and suffering, dogma, theology, and law in church structure, the Gospels as counter-cultural, and the enneagram as a help to self-understanding.

## French

Knowledge of and fluency in a second language contributes to an understanding and tolerance of diverse cultures. Thus in keeping with the bilingual tradition of St. Mary's Academy all Grade 9 students are enrolled in a French course. Students can choose to take an advanced French course at this level if they meet course requirements. French is an option in Grades 10-12. Through personal interest and ability to meet course requirements students can enrol in AP French 42S at the Grade 12 level.

### French 10G

The communicative approach is the basis of the program. Listening, speaking, reading and writing skills are developed through introduction of new vocabulary, conjugation of both regular and irregular verbs in the "présent", "passé composé" and "futur proche" tenses. Selected poems/songs are studied for pronunciation purposes and for general appreciation.

### Advanced French 10F

The program is divided into two parts: the study of language and literature. The texts used for literature include descriptive passages, prose (including legends and stories), songs and poems. The grammar study focuses on nouns, adjectives, verbs, adverbs and prepositions.

### French 20G

Listening, speaking, reading and writing skills are developed through tape work, vocabulary, verbs (regular and irregular). Grammatical skills focus on pronouns, the command forms, the comparison of adjectives and adverbs, and negative expressions. Oral competence skills are further developed via group/pair work, presentations, skits, conversational situations.

### Advanced French 20F

This program emphasizes both spoken and written skills, with approximately 50% of the class time being spent on grammar and text analysis. The remainder of the classes are given to an in-depth

## Senior Years Courses at a Glance

Grade 9	Grade 10	Grade 11	Grade 12
<b>Required Courses</b>	<b>Required Courses</b>	<b>Required Courses</b>	<b>Required Courses</b>
<b>English</b> English 10F	<b>English</b> English 20F	<b>English</b> English 30S	<b>English</b> Comprehensive Focus 40S <b>Plus one of:</b> AP Literature 42S Transactional Focus 40S
<b>Mathematics</b> Mathematics 10F	<b>Mathematics</b> One of: Pre-Calculus Math 20S Essential Maths 20S	<b>Mathematics</b> One of: Pre-Calculus Math 30S Consumer Math 30S	<b>Mathematics</b> One of: Pre-Calculus Math 40S Consumer Math 40S
<b>Religion</b> Religion 11G	<b>Religion</b> Religion 21G	<b>Religion</b> Religion 31G	<b>Religion</b> Religion 41G
<b>Social Studies</b> Social Studies 10G	<b>Social Studies</b> Geography 20G	<b>Social Studies</b> Canadian History 30S	
<b>Physical Education</b> Phys. Ed & Health Education 10F	<b>Physical Education</b> Phys. Ed & Health Education 20F	<b>Physical Education</b> Phys. Ed. & Health Education 30F	<b>Physical Education</b> Phys. Ed. & Health Education 40F
<b>Science</b> Science 10F	<b>Science</b> Science 20F		
<b>Options</b>	<b>Options</b>	<b>Options</b>	<b>Options</b>
<b>One of:</b> Advanced French 10F French 10G	<b>Two of:</b> Advanced French 20F American History 20G *Chemistry 30S Creative Digital Design 35S French 20G Home Economics 20F Theatre Arts 20G Visual Art 20G	<b>Three of:</b> Advanced French 30S Biology 30S Chemistry 30S *Chemistry 40S Current Topics in Science 30S Family Studies 30S French 30S Law 40S Physics 30S Theatre Arts 30S Visual Art 30S	<b>Three or Four of:</b> AP Calculus 42S AP Chemistry 42S AP French 42S Art History 41G Biology 40S Chemistry 40S Family Studies 40S French 40S Interdisciplinary Topics in Science 40S Law 40S Physics 40S Theatre Arts 40S Visual Art 40S World Issues 40S
Choral Music Option (15S, 25S, 35S, 45S) available for .5 of a credit			
* For students opting to take AP Chemistry in Grade 12			

## Course Selection Process

1. In early March, students and parents are informed of the required and optional courses for each grade and their course descriptions.
2. Students are given a course selection sheet on which they make their choices.
3. The course selection sheet is returned to the school office.
4. The Career Counselor and Principal will review course selections and advise students and parents about any concerns raised by a student's course selection.
5. Upon review of all course selection sheets, the school's Administration Team will determine whether there is sufficient enrollment to offer optional courses. If necessary students will be asked to make an alternative choice. Students will be notified before the end of the school year if a change is required.
6. Any student who requires a change to her course selections will have an opportunity to meet with the Principal in June. Course changes may only be made with written approval of parents and Principal.

## Assessment

There are 2 major assessment periods during the school year. A mid-year assessment is completed in each core subject area, worth 10% of the final grade. June exams are written by all students and are worth 30% of the final grade. All students are expected to write their mid-year assessments and June exams on the dates scheduled.

experience enable all students to be women of faith, prepared to live the faith and act with justice.

### **Religion 11S**

*Requirement: Minimum 10 hours of Service Learning*

The study of Hebrew Scriptures as related to Christian tradition is done through study of key leaders and prophets. Salvation history is learned through different stories and relationships. The structure, literary forms and techniques of the scriptures are examined. Hebrew Scriptures help to develop our relationship with God, deepen our personal prayer lives, and connect our faith values to our lived experience.

### **Religion 21S**

*Requirement: Minimum 10 hours of Service Learning*

A New Testament study is the core of this course. Following a review of the Hebrew Scriptures it focuses on the gospels of Matthew, Mark, Luke and John, the letters of Paul, the Acts of the Apostles, and a glimpse of Revelation. This course is about Jesus, Christian community, the liturgy and service to others. Students explore who Jesus is for them at this time in their life.

### **Religion 31S**

*Requirement: Minimum 10 hours of Service Learning*

*Students take the following TWO courses: (one semester each)*

World Religions - Where do we come from? Why are we here? What is the nature of salvation and how is it achieved? This option surveys how Hinduism, Buddhism, Taoism, Confucianism, Islam, and Judaism answer these questions. The nature of both religion and faith are examined and the Christian/Catholic perspective is interwoven throughout the course. The course concludes with an examination of Christianity's uniqueness and "different branches".

Peace through Justice - This course focuses on basic needs of all humans. It explores ways in which all people can create a more peaceful and just society by addressing the following needs: the dignity of each human person, racial justice and equality, poverty in Canada (specifically Winnipeg) and the building of a more peaceful world.

### **Religion 41S**

*Requirement: Minimum 10 hours of Service Learning*

*Students take the following TWO courses: (one semester each)*

Love & Lifestyles - Self-awareness and acceptance is emphasized as a way to greater openness to God's love. This course concentrates

events, issues, and leaders of American History. The course will introduce students to concepts re: government organization, economic and social principles, and questions of public policy which are applicable to their future social sciences understandings and as part of their “tool-kit” for good citizenship.

*The five learning clusters are:*

Unit I: Colonization, Revolution, Constitution

Unit II: Expansion, Civil War, Reconstruction

Unit III: Economic, Political, Social Developments from 1865-1919

Unit IV: Foreign Policy and Domestic Changes 1896-1945

Unit V: Post-WWII

### **History 30S**

The purpose of this course is to give students an introduction to History as a discipline and a basic understanding of Canada's history since pre-Columbus times, with emphasis on social and political history since 1600. Topics include: Canada's First Nations peoples, New France (1600 - 1760), the British colonial period (1760 - 1867), post-Confederation Canada through three major themes: French-English relations; constitutional development (with an emphasis on dominion-provincial relations); and economic and cultural dependence/independence. Canada's role in a North American nation is also closely examined in the context of all the stated topics.

### **Law 40S**

This course presents an in-depth study of Canadian law and the Canadian legal system. It is designed to make accessible to students a practical knowledge of Canadian law and to provide students with an opportunity to develop their skills of analysis, research, and communication.

### **World Issues 40S**

This course is organized to provide students with a broad overview of 20th century history focusing on the rise of nationalism, totalitarianism, and post World War II geopolitics, as well as an overview of different economic and political systems - fascism, capitalism, socialism, and communism. There is an emphasis on current events with special attention to globalization, the media, the American political system, and the Middle East.

### **Religion**

Religion is a core program at St. Mary's Academy and thus courses in this department are organized at the school level to provide students with a deeper understanding of the Catholic faith and offer students the opportunity to live out their faith through community service and participation in a wide variety of faith based experiences. The gathering of knowledge, development of skills and participation in

## **Senior Years Curriculum**

### **English Language Arts**

The English Department has organized courses that extend the learning outcomes related to listening, speaking, reading, writing, viewing and representing as developed by Manitoba Education, Citizenship and Youth. At each senior high level students are immersed in a challenging program of language and literary study that promotes a lasting appreciation of literature and the development of effective, reading, writing and thinking skills.

### **English Language Arts 10F**

Students at this level are exposed to literature through the study of the novel, a Shakespearean play and poetry. They examine film and are expected to present oral presentations and interpret visual representations. The writing component of the course focuses on writing expository paragraphs with emphasis on content, organization, style and mechanics. Students are also introduced to the essay.

### **English Language Arts 20F**

This course is organized to provide students with a study of archetypes in myths, film and literature. The poetry component focuses on literary devices, with a special emphasis on symbolism. Students also study a Shakespearean play and two classic novels. Communication skills are taught through essay writing, creative writing and poetry. Many of the techniques and principles covered in the poetry and mythology overlap into the study of the novels, films and Shakespearean literature.

### **English Language Arts 30S**

In this course short prose, the novel, drama and poetry work together in the development of literary concepts, particularly satire and tragedy. Emphasis is placed on expository essay writing with all students required to complete one term paper and several essays. Students study one Shakespearean play as well as two contemporary plays. Communication skills mastered through essay writing, oral expression and dramatization.

### **Comprehensive Focus 40S**

Students develop and refine a range of literacy skills that deepen their engagement with a variety of texts. They extend their knowledge of forms, structures and language choices as they learn to evaluate literature for appropriate audience, purpose, form and effectiveness. This course focuses on Canadian Literature and tragedy. Students are exposed to and develop an appreciation of Canadian literature.

All students are required to complete a term paper related to a Canadian novel. In term two, students study tragedy through a Shakespearean play and a Greek tragedy.

### **AP Literature 42S**

AP English is an advanced and accelerated program. This course teaches students to read “deliberately and thoroughly, taking time to understand a work’s complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form.” Students will respond to literature analytically and critically, both orally and in writing, identify the elements within literature, examine the style of the piece with an emphasis on tone, and learn important literary concepts such as meter, scansion, imagery, biblical and classical allusion. Students will develop the ability to construct mature arguments and analysis. Students who challenge the AP Exam may earn a university credit. Students must maintain a minimum 80% average in Grade 11 English in order to take the AP course.

### **Literary Focus 40S**

Students explore a variety of English literary masters of the ages (Medieval to Contemporary) through a wide range of genre and style: fables, parables, poems, plays, short stories, reviews, etc. The Literary Focus explores the mastery of literary style in developing universal ideas on the human condition. Students will study the aesthetic language of renowned master writers such as Chaucer, Shakespeare, Bacon, Donne, Herbert, Thomas, Shelley, Keats, Yeats, etc to analyze, compare and contrast the use of stylistic devices to create profound meaning in written text. Students study aesthetic text to respond in a variety of different forms, both aesthetic and pragmatic writing: fables, greeting cards, poems, literary reviews, reports and essays. Students will submit their aesthetic pieces for publication in *What If?*, a national Canadian publication of students’ original/creative writing. Literary 40S allows students the option to challenge the AP Literature and Composition exam.

### **Transactional Focus 40S**

In this course students explore several different literary forms including: the memoir, novels, drama and poetry. Communication skills concentrate on pragmatic forms of writing, such as; language that informs, directs, persuades, analyzes, argues and explains. Transactional focus addresses a variety of skills such as; note taking, data gathering, case studies and research reports. Although the focus is pragmatic, students also use aesthetic language to compose texts such as editorials, speeches, and advertisements. Finally, students will utilize technology such as power point, publisher, and film making

also study Shakespeare and his times, as well as do scene work from *King Lear*.

For their final performance exam, students are expected to be involved in a class production of a play chosen and fully produced by the class. A variety of theatre and production interests may be followed by the students. The performance exam for 40S students takes place in the Spring. Previous experience in theatre is recommended.

### **Social Studies**

Courses in the Social Studies Department focus on history and geography and are organized to meet and often exceed the requirements outlined by Manitoba Education, Citizenship, & Youth. In each course current political, economic, and social issues are interwoven so that students can make connections from past events to present situations and be prepared to fully participate in all aspects of citizenship.

### **Social Studies 10G**

This course focuses on Canada in the contemporary world through the examination of four learning clusters: *Diversity and Pluralism in Canada, Democracy and Governance in Canada, Canada in the Global Context and Canada: Opportunities and Challenges*. Topics include: An introduction to the demographics and geography of Canada, French foundation, Canadians and their country, government and law, French-English relations, Canadian-American relations, and Canada and the world.

### **Geography 20G**

The intent of this course is to examine the characteristics of the physical and social environments of North America and to analyze the interrelationships and interaction among them. North America has been divided into large regions. The study is focused on the Canadian portion of each region, but at the same time, the study will examine and analyze each region in its North American context; i.e., examples of industries, resources, processes are emphasized from the Canadian context of each region where appropriate. There is also an opportunity to examine significant, current, local issues or concerns within each region. Some of these issues are a result of national or international forces and are examined in that context.

### **American History 20G**

Revolution! Slavery! Pearl Harbour! Vietnam! From colonization by British castoffs to becoming the most awesome military, economic, and cultural power the world has ever seen, come and see the key

a regular work component throughout the year. *The students will finish the Art History component.\**

### **Art History 41S**

This is an overview course of the history of art from Palaeolithic times to the modern era. Attention is paid to the socio-economic environment in which the art was developed. Evaluation is arrived at through art history - related art work, papers and tests. The students' Art History marks from Art 20G, 30S and 40S (Grade 10 to Grade 12) will entitle them to a ½ credit at the end of Grade 12, assuming successful completion of all required work

### **Theatre Arts 10G**

This course focuses on theatre arts learning outcomes as outlined by Manitoba Education, Citizenship and Youth. The activities include warm-up and drama exercises, custom creation, script writing, use of lighting, direction, and the development and creation of a character. The students' production work involves many scene presentations as well as adapting a short story to the stage. Students also do extensive research to prepare for a historical role in the play *The Diary of Anne Frank*. Students also perform scenes from *Romeo & Juliet*.

### **Theatre Arts 20G**

This course introduces students to several styles of theatre including the musical, drama, the mystery and Shakespeare's *Much Ado about Nothing*. Students also do work in improvisation and film and edit commercials. Students perform scenes from contemporary movies as their performance exam in December.

### **Theatre Arts 30S**

This course is centred on creating original theatre pieces with a focus on social issues. Students in this program prepare one audition piece from a published scripted work. In addition, anthologies, creative collection and consideration of many theatre genres are considered by the class as possible frameworks for their original pieces on a variety of topics. The students perform pieces and workshops for grade 7 students as well as perform a collective creation (original work) for the school in the Spring.

### **Theatre Arts 40S**

In this course the emphasis is on all aspects of a theatrical production. The students are expected to be involved in an extensive way with one (or more) aspects of the SMA senior high musical. Additional course work includes the writing of an original stage monologue and either a performance or other theatrical interpretation (for example a set design) of their original monologue. The students

technology to either publish a professional text or create a documentary.

### **Mathematics**

All courses organized within the Mathematics Department, with the exception of AP Calculus 42S, adhere to and often exceed the standards set by Manitoba Education Citizenship and Youth and the Western Protocol. At Grade 11, students are directed to the Pre-Calculus Mathematics stream or the Essential Mathematics stream. AP Calculus 42S, as stated below, is a course organized for students with exceptional skill and interest in Mathematics.

### **Mathematics 10F**

This course serves to prepare students for studies in the Grade 10 curriculum. The recently revised curriculum focuses on understanding mathematics processes and being able to apply them in a variety of problem-solving situations. Mental math and estimation are essential elements of the program at this level. Topics include operations with exponents, linear relations and systems of linear equations, polynomial expressions, the geometry of circles, and statistics and probability. It is intended that this course become a bridge between concrete and abstract ways of approaching mathematics. A portion of the course will be devoted to practicing math contest questions in order to enrich and expand students' mathematical experience in the application of mathematics.

### **Pre-Calculus Mathematics**

The recently revised courses with this designation are designed for students who intend to study calculus and related mathematics as part of their post-secondary education. Each course is, primarily, a high-level study of theoretical mathematics with an emphasis on problem solving and mental mathematics.

### **Introduction to Applied and Pre-Calculus Mathematics 20S**

Topics include: measurement (metric and imperial), trigonometry, polynomials and factoring, radicals and exponents, relations and functions, linear functions and systems of linear equations.

### **Pre-Calculus Mathematics 30S**

Topics include: Functions, expressions, equations and inequalities with rational, radicals, absolute values, quadratics, and reciprocals, trigonometry, sequences and series.

### **Pre-Calculus Mathematics 40S**

Topics include: circular functions, transformations, trigonometric identities, exponents, logarithms, probability, permutations,

combinations, binomial theorem, conics, geometric sequences and statistics.

### **Essential/Consumer Mathematics**

Courses with this designation are intended for students whose post-secondary planning does not include a focus on mathematics and science-related fields. Students choosing these courses will learn about mathematical topics that are related to daily life, business, industry and government. The focus is on problem-solving, using technology and communication.

#### **Essential Mathematics 20S**

Topics include: problem solving, analysis of games and numbers, personal finance, measurement, 2-D geometry, trigonometry, consumer decisions, transformations, angle construction.

#### **Essential Mathematics 30S**

Topics include: problem analysis, statistics, algebra, income and debt, data analysis and interpretation, measurement and geometry, owning and operating a vehicle, and personal finances.

#### **Consumer Mathematics 40S**

Topics include: personal finance, government revenue, variations and formulas, statistics, problem analysis, analysis of games and numbers, taxation, investment, design and measurement and a career life project.

#### **AP Calculus 42S**

This course is concerned with developing the students' understanding of the concepts of calculus and providing experience with its method and applications. The course covers a variety of mathematical topics that students have not previously studied such as limits, derivatives, areas under curves, integrals, rotations of conic sections, and the Fundamental Theorem of Calculus. Students who successfully earn a grade of 3 to 5 on the international exam can, in some cases, receive university credit for this course.

### **Science**

The Science Program at St. Mary's Academy follows the guidelines developed by Manitoba Education, Citizenship & Youth. Students are engaged in laboratory activities, class activities and projects that examine the fundamental processes and skills of science. Science is a required course in Grade 9 and Grade 10, continuing a sequence of units begun at grade 5 level that gives a basic understanding of a wide range of scientific disciplines. At the 30S and 40S level students choose to study specific disciplines in more depth. Choices made at

*Physics 40S* is a required prerequisite for studying physics at university.

### **Arts**

This department is organized into the visual and theatre arts. The learning outcomes match those developed by Manitoba Citizenship and Youth and thus are intended to provide students with an understanding and appreciation of the arts. Through participation in the courses provided in this department students develop skills whereby the arts become a lifelong source of personal enjoyment.

#### **Visual Art 10G**

Since this is the first level at which art is an optional program, it is therefore assumed the student has an interest in the subject area. The course offers an accelerated program of skill development including colour pointillism, pen and ink, perspective drawing, clay figurines, and portraiture. These are introduced through a thematic approach. Students are required to create a sketchbook/journal in which they will explore different media and images and will be marked on a regular basis.

#### **Visual Art 20G**

This course begins with a major still life project of pen and ink with a watercolour wash. In the second half of the year the students will experiment with different media through assigned projects and self-directed work. Students are required to create a sketchbook/journal which will reflect regular explorations of varied media and techniques and will be marked on a regular basis. *Art History is introduced at this level.\**

#### **Visual Art 30S**

A number of projects take up the first half of the year, one of which will be the examination of the work of an artist of the student's choice, the learning of his/her techniques and the creation of the student's own image using that artist's style. Other assignments will challenge the students to increase their skill levels through the use of different media and new techniques. The second half of the year the students will design their own projects in consultation with and under the supervision of the teacher. Throughout the year students will continue working in their sketchbooks to develop ideas for projects and to improve their skills. *The study of Art History will continue.\**

#### **Visual Art 40S**

A major focus of the first half of the year will be a number of projects based on themes from our culture and global issues. Students will be expected to research different issues and design a project which explains the issue visually. The second half of the year the students will explore advanced design problems. Sketchbook work remains as

where appropriate. Many labs are performed throughout the year. Due to the demanding nature of this program, a strong math background is required.

*Chemistry 40S* is a required prerequisite for studying chemistry at university. It is strongly recommended that students taking this course also take Pre-Calculus Math.

### **Advanced Placement Chemistry 42S**

*Prerequisite: Chemistry 40S*

*Corequisite: Pre-Calculus Math 40S*

*Advanced Placement Chemistry 42S* is the equivalent of a 1<sup>st</sup> year university chemistry course. The curriculum is similar to a typical 1<sup>st</sup> year university chemistry course, and the expectations on the students are similar to what they can expect at university. Students who do well on the Advanced Placement exam at the end of this course can potentially gain credit for some 1<sup>st</sup> year chemistry courses at many universities. This course is only available to students who have completed *Chemistry 40S* in grade 11, as part of an accelerated chemistry programme. Students taking this course are expected to spend considerably more time both in class and in home study than in a regular high school course.

### **Physics 30S**

*Corequisite: Pre-Calculus Math 30S*

This course introduces the basic concepts that are the foundation of further study in physics. Basics of mechanics (motion), electromagnetism and wave phenomena are studied. Students also develop important data collection and analysis skills and learn some important mathematical tools. Lab activities, computer-aided data collection and analysis and various practical assignments are used to help students become familiar with the fundamental concepts and skills.

This course, along with *Physics 40S*, provide the necessary prerequisite for studying physics at university level.

### **Physics 40S**

*Prerequisite: Physics 30S*

*Corequisite: Pre-Calculus Math 40S*

In this course students build on the fundamental concepts introduced in *Physics 30S*. They delve deeper into the areas of mechanics and electromagnetism, and meet some basics of nuclear physics and its application to medicine. Mathematical skills and laboratory skills are further developed. Lab activities, computer-aided data collection and analysis and various practical assignments are used to help students become familiar with the fundamental concepts and skills.

the 30S and 40S level can have a direct impact on post high school options.

St. Mary's Academy also offers an Advanced Placement (AP) Chemistry programme. Potential AP students follow an accelerated Chemistry programme, taking Chemistry 30S (normally taken in grade 11) as an option while in grade 10, Chemistry 40S (normally taken in grade 12) while in grade 11, and the AP Chemistry course in their grade 12 year.

### **Science 10F**

This course is divided into four clusters as follows: reproduction – an examination of asexual and sexual reproduction with an emphasis on system functions and stages of human reproduction; atoms & elements – familiarity with the basic constituents of matter through learning about atomic models and the periodic table; nature of electricity – basic grounding in static and current electricity; exploration of the universe - an exploration of the universe starting with some basic hands-on astronomy and ending with a critical look at issues surrounding space science and technology.

### **Science 20F**

This course continues and expands on topics taken in previous years. The core topics are: chemistry - patterns and compounds, investigating chemical reactions, acids and bases, and chemical reactions and the environment, physics and weather.

### **Current Topics in Science 30S**

This course looks at the science behind current issues. It is significantly different in nature from the other science courses offered at the 30S level. Those courses are content driven, i.e. there is a specific body of knowledge that students are required to master during the course. This course is context driven. The class investigates topics during the year, chosen at the local level. Good science is learned, but it is the science needed to understand the context being investigated rather than a predetermined syllabus. Current Topics 30S is multidisciplinary in nature, drawing on all the traditional branches of science as necessary. The emphasis is on critical thinking, problem solving, and research and presentation skills. Current Topics 30S is an excellent enrichment course for students who are also studying other sciences and have a real interest in the sciences. It is also an excellent alternative to the university preparation science courses for students who are not looking at studying sciences at university. Students, who are capable of independent work, have good academic standing, appropriate work ethic and research skills are the best candidates for this course.

Assessment is based on ongoing laboratory and project work, tests & quizzes, and other in-class activities. There are no exams for this course. Note that this course is not accepted as a prerequisite for university science. Students looking at university science still need to study whatever combination of biology, chemistry and physics is relevant to them.

### **Interdisciplinary Topics in Science 40S**

Topics 40S is a complementary course to the Grade 11 *Current Topics in the Sciences 30S*, having similar elements in design and approaches. Consequently, rather than emphasizing the principles and foundations of a particular discipline (e.g., Chemistry 40S), this course integrates across disciplines, *contextually*, in order for the student to better understand a science-related issue, trend, innovation, or point of view.

*Interdisciplinary Topics in the Sciences 40S* is intended for a broad spectrum of students whose interests, aspirations, science background, and future plans vary. It is an excellent enrichment course for students taking other science courses as well as a good science literacy course for non-science students. Students who are capable of independent work have good academic standing, appropriate work ethic and research skills are the best candidates for this course.

Assessment is based on ongoing laboratory and project work, tests & quizzes, and other in-class activities. There are no exams for this course. Note that this course is not accepted as a prerequisite for university science. Students looking at university science still need to study whatever combination of biology, chemistry and physics is relevant to them.

### **Biology 30S**

This introductory course examines the key concepts associated with the structure and function of cells, and then applies these concepts to the human body. The course begins with sections on biochemistry, homeostasis and cell structure; it then progresses to each of the human body systems. Emphasis is placed on developing scientific literacy and critical thinking skills. This is achieved through laboratory work, written assignments, discussions and videos. To enhance the comprehension of content, learning experiences encourage students to make connections between the topics studied and real life situations.

This course is a good preparation for university biology, although it is

not a required prerequisite.

### **Biology 40S**

This secondary course builds upon content developed in *Biology 30S*, with particular emphasis on biodiversity, genetics and ecology. The biodiversity unit enables students to study and experience the vast diversity of life on Earth. In the genetics unit, key concepts include Mendelian and modern genetics, and examine how genes - DNA - exert their effects at the molecular level. A section on biotechnology and biomedical ethical issues provides students with the opportunity to be more informed about a variety of societal issues and career opportunities including genetic engineering. In the ecology unit, students study the delicate nature of ecological systems and observe how easily they can be affected through human intervention. To enhance content comprehension and critical thinking skills, learning experiences include laboratory dissections and reports, discussion, and videos.

This course is not a required prerequisite for university biology at most universities (there are exceptions) but it would be a valuable preparation. Note that the University of Manitoba is one of those that does require Biology 40S as a prerequisite for first year university biology. Regardless of whether or not it is required, this course is a valuable preparation for further biology studies.

### **Chemistry 30S**

This course covers the study of the physical properties of matter as well as the concepts of gases and the atmosphere. The chemistry topics covered in the Grade 10 Science course will be studied at a more intensive level. This includes atomic structure, formation of compounds, chemical reactions and why these reactions occur. A strong mathematical background is essential for problem solving, conversion problems, solution concentration problems, and ionic equations. Basic organic chemistry with a heavy stress on nomenclature and structure of compounds is also studied.

This course is a prerequisite for *Chemistry 40S*, which is a prerequisite for studying chemistry at university level. It is strongly recommended that students taking this course also take Pre-Calculus Math.

### **Chemistry 40S**

*Prerequisite: Chemistry 30S*

This course expands on the knowledge of the previous course. Major topics analyzed are electromagnetic radiation, atomic structure, bonding, molecular architecture, periodicity, equilibrium, solubility, oxidation and reduction reactions, reaction rates, and acids and bases. Reference is continually made to the previous year's work