



# St. Mary's Academy

## Senior Years Academic Handbook 2021-2022

**Educating Young Women within a Catholic Faith Community**

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## 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 and Training to meet graduation requirements.

All students must take the required courses for each grade 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.

St. Mary's Academy devotes additional instructional time to 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 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 Chemistry. Students have the option of challenging the AP Board exam. 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. \$150). Students and parents are asked to note that the academic advisor can provide assistance with determining how specific universities and faculties within a given university may or may not recognize Advanced Placement credits.

## Graduation Requirements

Manitoba Education and Training (MET) 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. Given the nature of our intellectually challenging courses, many of St. Mary's Academy courses are designed to exceed the requirements and expectations of Manitoba Education and Training.

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. In addition, all students must complete two ELA credits as part of their Grade 12 program.

### Extra Credit Courses

Students of St. Mary’s Academy can earn extra credits through private music options, cadets, 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 and Training.

### Course Codes

Manitoba Education and Training 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 MET for 1 credit
	1	Developed by schools or school divisions and approved or registered by MET(includes School Initiated Courses – SICs)
	2	Developed elsewhere and approved or registered by MET(i.e. university, out-of-country)
	5	Developed or approved by MET 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 MET
	E	EAL – English as an Additional Language

## Senior Years Courses at a Glance

<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<p><b><u>Required Courses</u></b></p> <p><b>English</b> English 10F</p>          <p><b>Mathematics</b> Mathematics 10F</p>          <p><b>Religion</b> Religion 11S</p>          <p><b>Social Studies</b> Social Studies 10F</p>          <p><b>Science</b> Science 10F</p>          <p><b>Physical Education</b> Phys. Ed &amp; Health Education 10F</p>	<p><b><u>Required Courses</u></b></p> <p><b>English</b> English 20F</p>          <p><b>Mathematics</b> One of: Essential Math 20S Pre-Calculus Math 20S</p>          <p><b>Religion</b> Religion 21S</p>          <p><b>Social Studies</b> Geography 20F</p>          <p><b>Science</b> Science 20F</p>          <p><b>Physical Education</b> Phys. Ed &amp; Health Education 20F</p>	<p><b><u>Required Courses</u></b></p> <p><b>English</b> English 30S</p>          <p><b>Mathematics</b> One of: Applied Math 30S Essential Math 30S Pre-Calculus Math 30S</p>          <p><b>Religion</b> Religion 31S</p>          <p><b>Social Studies</b> Canadian History 30F</p>	<p><b><u>Required Courses</u></b></p> <p><b>English</b> Comprehensive Focus 40S <b>Plus one of:</b> Literary Focus 40S Transactional Focus 40S</p>          <p><b>Mathematics</b> One of: Applied Math 40S Essential Math 40S Pre-Calculus Math 40S</p>          <p><b>Religion</b> Religion 41S</p>
<p><b><u>Electives</u></b></p> <p><b>One of:</b> Advanced French 10F French 10F</p> <p><b>One of:</b> Human Ecology 10G Theatre Arts 10S Visual Art 10S</p>	<p><b><u>Electives</u></b></p> <p><b>Two of:</b> Advanced French 20F American History 20G French 20F Human Ecology 20G Intro to Interactive Digital Media 20S Theatre Arts 20S Visual Art 20S</p>	<p><b><u>Electives</u></b></p> <p><b>Three of:</b> AP Chemistry 32S Advanced French 32S Biology 30S Chemistry 30S Current Topics in Science 30S Family Studies 40S French 30S Interactive Digital Media Design 30S Law 40S Physics 30S Theatre Arts 30S Visual Art 30S</p>	<p><b><u>Electives</u></b></p> <p><b>Three (or Four) of:</b> AP Calculus 42S AP Chemistry 42S AP French 42S Art History 45S Biology 40S Chemistry 40S Economics 40S French 40S Interdisciplinary Topics in Science 40S Law 40S Physics 40S Psychology 40S Theatre Arts 40S Visual Art 40S World Geography 40S</p>
<b>7.5 credits</b>	<b>7.5 credits</b>	<b>7.5 credits</b>	<b>7.5 credits or 8.5 credits</b>
Additional electives available outside of regular school hours			
Intermediate Debate Option (21G) available for .5 of a credit		Advanced Debate Option (31G) available for .5 of a credit	
Choral Music Option (15S, 25S, 35S, 45S) available for .5 credit each			
Prep for Advanced Placement Literary Exam			

## Course Selection Process

1. Students and parents are informed of the required courses and electives available for each grade level.
2. Students will be given instructions to complete their course choices via *PowerSchool*.
3. The Administration Team and academic advisor will review course selections and advise students and parents about any concerns raised by a student's course selection.
4. Upon review of all course selections, the school's Administration Team will determine whether there is sufficient enrollment to offer electives. If necessary, students will be asked to make an alternative choice. Students will be notified if a change is required.
5. Course changes may only be made with approval of parents and Administration Team.

## Assessment

In addition to ongoing course-related assessments, there are common and cumulative assessments completed in each core subject area, worth 15% 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 common cumulative assessments and June exams on the dates scheduled.

## Senior Years Curricula

### Religious Studies

Religious Studies is an essential and integral component of the culture and the academic curriculum at St. Mary's Academy. "Faith seeking Understanding" is our guiding principle which facilitates students' learning and experience. The six year program is designed to *inform*, *form* and *transform* students in their faith journey. They are encouraged to grow spiritually and morally, with the beliefs, values and attitudes needed to build a better world. The Religious Studies program follows the tradition of the Catholic Christian faith.

### Religion 11S

*Requirement: Participation in and completion of Service Learning*

This course *forms* students in Scripture and deepens its meaning in their lives. Through the lenses of the Old and New Testament, it explores formative events in our faith history and God's relationship with God's people in the theme of covenant. Students will explore modern day prophets including our foundress, Mother Marie Rose Durocher.

### **Religion 21S**

*Requirement: Participation in and completion of Service Learning*

This Grade 10 course *forms* students in the knowledge of Christian discernment and morality, as they journey through life. Students experience different prayer methods, such as Lectio Devina and use them to make meaning of New Testament messages. The course also explores the structure, symbols and themes of the Liturgy.

### **Religion 31S**

*Requirement: Participation in and completion of Service Learning*

The Grade 11 course *transforms* students as they deepen their knowledge within the themes of Social Justice and World Religions.

Within the Social Justice theme, students will focus on the key social teachings of the Catholic Church, supported by scripture, church documents, media and personal experience. Through reflection, research, service learning, field trips and discussion students examine the interconnectedness of peace and justice and how it applies in their daily lives.

Within the World Religion theme, students will explore Hinduism, Islam, and Judaism and their perspectives on life and the nature of salvation, while also examining the Christian/Catholic perspective.

### **Religion 41S**

*Requirement: Participation in and completion of Service Learning*

This Grade 12 course *transforms* students as they deepen their knowledge of Christian history and apply to their story. Students observe that in order to prepare for the future, there must be an awareness of where we have come from-which has shaped the world we live and the people we are today.

## **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 MET. In each senior high grade, 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 critical thinking skills.

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

Students at this level are exposed to literature through the study of short stories, novels, a Shakespearean play and poetry. They examine films and are expected to participate in oral presentations and interpret visual representations. The writing component of the course focuses on 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 units 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 analysis and expository essay writing. Students study one Shakespearean play and an additional play. Communication skills are mastered through essay writing, oral expression, creative writing 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. Students also study tragedy, reading one Shakespearean play. All students are required to complete a term paper worth 15%.

### **Literary Focus 40S**

The focus of this course is the study of literary works. Students will study a wide variety of literary genres and modes and attention will be paid to the voices of specific literary eras. Students will expend considerable effort exploring “how” the writers of past and present convey(ed) their material. The intricate relationship between form and content will be central to course work. Significant attention will be given to enhancing student writing skills as they explore this relationship and to developing personal responses to literature. Students may choose to challenge the Advanced Placement Board exam for English Literature and Composition. Preparation time will be allotted after school.

### **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, analyses, argues and explains. 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 technology to either publish a professional text,

PSA ad, or create a documentary.

## **Mathematics**

Through the curricular outcomes covered in Grades 7-12 mathematics, students learn to communicate using mathematical reasoning to solve a variety of problems. Additional time has been allotted to the program in all grades.

### **Grade 9 - Mathematics 10F**

This is the first year of the high school mathematics courses and, as such, serves to prepare students for future math courses: applied math, pre-calculus math and essential math. The Grade 9 math course focuses on problem-solving and mental math skills. Topics covered include: rational expressions, exponents, scale and scale factor, polynomial expressions, linear relations, measurement, circle geometry, statistics and probability. A significant amount of class time is devoted to practicing problem-solving geared to the University of Waterloo mathematics competitions in February.

### **Grades 10-12 Mathematics 20S-40S**

In Grade 10, students can begin to choose different streams of math based on their interests and future goals. The three streams are Essential Mathematics, Applied Mathematics, and Pre-Calculus Mathematics.

#### **a) Essential Math**

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.

#### **b) Applied Mathematics**

These courses are intended for students considering post-secondary studies that do not require the study of theoretical calculus. They are context driven and promote the learning of numerical and geometrical problem-solving techniques as they relate to the world. The primary goal is to have students develop critical thinking skills by describing real-world situations using mathematical language in order to make predictions. Technology is any integral part of both learning and assessment in Applied Mathematics. Graphing calculators, spreadsheets, or other computer software will be used by students for mathematical explorations, modeling and problem solving.

**c) Pre-Calculus Mathematics**

The courses with this designation are created for students who intend to study calculus and related mathematics as part of their post-secondary education. Each course is, primarily, a study of higher-level theoretical mathematics with an emphasis on problem solving and mental mathematics. Calculators are permitted for less than 50% of the year.

**Grade 10**

**Essential Math 20S**

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

**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.

*Recommended 65% in Mathematics 10F*

**Grade 11**

**Essential Math 30S**

Topics include: problem-solving, statistics, algebra, income and debt, data analysis and interpretation, geometry, trigonometry, and communication.

**Applied Mathematics 30S**

Topics include: trigonometry, geometry, logical reasoning, statistics, and relations and functions.

*Recommended 70% in Intro to Applied and Pre-Cal Math 20S*

**Pre-Calculus Mathematics 30S**

Topics include: sequences and series, trigonometry, quadratic functions, radical functions, rational and reciprocal functions, absolute value functions. Study of functions include graphing, equation-solving, and proficiency with expressions.

*Recommended 70% in Intro to Applied and Pre-Cal Math 20S*

**Grade 12**

**Essential Math 40S**

Topics include: analysis of games and numbers, vehicle finance, statistics, precision measurement, home finance, business finance, geometry and trigonometry, probability, and a career-life project.

### **Applied Mathematics 40S**

*Pre-Requisite: Applied Math 30S or Pre-Cal Math 30S*

Topics include: Functions, Logical Reasoning, Probability, Finance, Combinatorics, Sinusoidal Functions, and Design and Measurement.

*Recommended 70% in Applied 30S or Pre-Cal 30S*

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

*Pre-Requisite: Pre-Calculus Mathematics 30S*

Topics include: transformations, polynomial functions, trigonometric functions, trigonometric equations and identities, exponential and logarithmic functions, combinatorics and the binomial theorem, radical functions, and rational functions.

*Recommended 70% in Pre-Cal Math 30S*

### **AP Calculus 42S**

*Pre-Requisite: 75% in Pre-Cal Math 30S, Co-Requisite Pre-Cal 40S*

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.

### **Economics 40S**

This course includes aspects of business and economics: marketing, production and distribution of goods, consumerism, and entrepreneurship. You will be challenged to become inquisitive of the dynamics between social, political, and business domains by developing your own perspectives drawing from your knowledge and skills gained in class. You will do projects in which you collaborate, share, and gain feedback from local, and Global audiences gaining a sense of professionalism, sophistication, and ethics.

## **Science**

The Science Program at St. Mary's Academy follows the guidelines developed by Manitoba Education and Training. 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 the 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 the 30S and 40S level can have a direct impact on post-secondary options.

St. Mary's Academy also offers an Advanced Placement (AP) Chemistry programme as an alternative to the regular Chemistry 30S/40S high school program.

### **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. A Chemistry topic further develops ideas from the Grade 9 Chemistry unit. Students are introduced to the Physics through the study of motion. Aspects of ecology and sustainable development are also explored.

### **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 a required prerequisite for university Biology at many universities but not all. 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 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 32S**

*Corequisite: Pre-Calculus Math 30S*

Advanced Placement Chemistry 32S is the first half of a two year accelerated Chemistry program. This program is intended to bring students, at the end of their Grade 12 year, to a level normally achieved at the end of a first year university chemistry course. Students complete the equivalent of the regular high school Chemistry 30S and Chemistry 40S courses plus a first year university chemistry course over two years. Students taking AP Chemistry 32S in Grade 11 will normally continue with AP Chemistry 42S in Grade 12. Potential students should be highly motivated and have an interest in chemistry. **The expectations on the students are similar to what they can expect in university. They will spend considerably more time both in class**

**and in home study than in a regular high school course.** Many universities offer advanced standing or credit in chemistry, dependent solely upon the student's performance in the external AP Chemistry exam taken at the end of the Grade 12 year.

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

*Prerequisite: Advanced Placement Chemistry 32S, Pre-Calculus Math 30S*

*Corequisite: Pre-Calculus Math 40S*

This is a continuation of Advanced Placement Chemistry 32S and is only available to students who have successfully completed that course. See the AP Chemistry 32S description for more information.

### **Physics 30S**

*Corequisite: Pre-Calculus Math 30S or Applied 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.

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

### **Psychology 40S**

Psychology is a course that focuses on the study of human behaviour and mental processes. It uses the scientific method to discover ways of understanding the complexities of human thought and behaviour, as well as differences among people. Students will also learn the research methods used in the field of psychology. Major topics in the field of psychology are also explored. Among these topics are: social psychology and group dynamics, ethics and experiments, biology and behavior, psychological disorders and treatments, development psychology, cognitive psychology, memory,



motivation and emotion. The course focuses on areas that are interesting and relevant to the students. Throughout the year, the students will also learn through various film studies, independent experiments and presenters. Assessments will take place in the form of tests, projects, presentations, reflections and other application assignments.

## **The Arts**

This department is organized into the visual arts, theatre arts and choral music. The learning outcomes match those developed by Manitoba Education and Training and thus are intended to provide students with an understanding and appreciation of the arts. Students develop skills whereby the arts become a lifelong source of personal enjoyment.

### **Visual Art 10S**

This course reinforces the principles and elements of design and expands upon their previous knowledge. Students will continue to expand their use of mediums such as pencils, coloured pencils, India Ink, watercolour paints, acrylic paints, and clay. Students will work, throughout the year, on their personal sketchbook. Grade 9 projects include: *Inktober*, intermediate colour theory lessons, creating a clay sculpture, coloured pointillism, portraiture, still-life and outside drawing.

### **Visual Art 20S**

Students will apply their knowledge of mediums to more student-directed projects allowing them to work more conceptually. Students will develop their own artistic style and preference of medium and will be challenged to do more inquiry-based work. They will improve their ethical and effective use of references as they respond to the process of constructive criticism. Students will work, throughout the year, on their personal sketchbook. Grade 10 projects include: Pinterest Project, *Inktober*, perspective and scale, Photoshop colourization, discordant harmony, and tiny painting.

### **Visual Arts 30S and 40S**

These courses will continue to foster creativity while preparing students for post-secondary education and potential professions in the field of art and design. Projects in these courses have a range of parameters to work within. Students will increase their capacity to be self-directed, to critique, and to best utilize references and manage larger projects. These are skills that all working artists need to be successful; whether it be in graphic design, website development, professional artistry, animation, or content creation and curation. Students will create portfolios, which they can use if they choose to apply to an art and design program. Grade 11 and 12 projects include: *Inktober*, Make Your Own Monster, Animal vs. Elements, and a major project with open media/ theme series.

### **Art History 45S**

Art History is integrated within the Art 30S and Art 40S courses. Students will connect significant historical events to artistic movements and revolutions allowing them to see the relationship between the work they are creating and the historical context of their creation. There will be a written assessment with a final presentation at the end of the 40S course to obtain the credit.

### **Theatre Arts 10S**

This course is designed to introduce students to a variety of theatrical concepts and creating work as a community. Students will participate in a number of units and exercises that develop acting skills and can be translated to all aspects of the theatre with a heavy emphasis on realism. Students will explore, building skills through activities and theatre games, team building exercises, monologue work, story to script adaptation, historical drama, and Shakespeare.

### **Theatre Arts 20S**

This course is designed to introduce students to a variety of different theatre styles and as well creating work as a community. Students will explore styles from Realism, Comedy of Manners, Shakespeare and Musical Theatre, amongst other styles if time permits. Possible options that may be considered are Theatre of the Absurd, Brecht, commedia Dell'Arte and Farce. Students will explore, building skills through activities and theatre games, team building exercises, monologue work and scene work.

### **Theatre Arts 30S**

This course is designed to hone skills for acting theory and practice. Students will participate in a variety of units and exercises that will help develop acting skills that can be translated to all aspects of the theatre. There will be a major focus on writing, Realism and the development of acting and directing skills. Students will continue to explore, building their skills through activities, theatre games, team building exercises, monologue work and scene work. They are required to be involved in the SMA production in an apprenticeship position for course credit. Students will also create and perform a full final production.

### **Theatre Arts 40S**

This course is designed to introduce students to an ensemble piece. Students will participate in a variety of units and exercises that will help develop their acting and production skills that can be translated to all aspects of the theatre. Students will continue to explore, building their skills through activities, theatre games, team building exercises, monologue work and a film unit. Their major focus will be learning the roles necessary to produce a play (stage management, sound and lighting, directing, costumes, PR, etc.) The first half

of the year will focus on monologues, scene work, directing and acting. The second half of the year focused on the selection and process of producing a full-scale ensemble performance. They are required to be involved in the SMA production in an apprenticeship position for course credit.

### **Choral Music 15S, 25S, 35S, 45S – Con Fuoco Choir**

This .5 credit course lays a foundation for choral part singing, and aims to help form expressive and engaged music-makers. Grades 9-12 students meet once a week for 1 hour to rehearse music from diverse genres such as classical, pop, and world music. Students will also improve their knowledge of musical language, symbols, and sight-singing. Performance opportunities are part of the course, and allow all of the work done in class to be shared with the wider community. This class is held outside of regularly scheduled class time.

## **Social Studies**

### **Social Studies 10G**

Students focus on the opportunities and challenges at the core of Canada's contemporary plurality. They begin with an overview of Canada today, including its demographics, geography, and political organization. They examine the evolving stories of interaction among the people of Canada, and the influence of the land on the development of Canada. They explore the historical and contemporary complexities of citizenship and identity, considering the challenges and opportunities that emerge when groups with differing identities and perspectives interact with one another. Students are given opportunities to explore how they may become involved in Canadian issues. Through this inquiry, they are enabled to become informed decision makers actively involved in their local, national, and global communities.

### **Geography 20G**

Students focus on a variety of issues and challenges of the contemporary world. They explore the nature of geography and develop skills related to geographical thinking. Students use the methods and tools of geography to examine issues and problems and to propose solutions. They study concepts related to ownership and development of natural resources, production and distribution of food, development of industry and trade, and increasing urbanization. Students consider these issues in the context of Canada, North America, and the world. Through their study, students become aware of the importance of the environment, stewardship, and sustainable development, as well as the social, political, and economic implications of their personal choices.

### **American History 20G**

Students will develop a greater understanding of significant historical events that shaped the United States. It is intended to be a survey course with a focus and emphasis on those historical developments that have influenced the world, especially Canada. The course will help students explore and better understand the impact that American history has had on shaping American society and influencing other areas of the world.

### **History 30F**

Students will explore Canadian and world history to acquire knowledge and appreciation of the past, to understand the present, and to live with regard for the future. An important aspect of this process is the disciplined investigation and interpretation of history. Students learn to think historically as they explore people, events, ideas, and evidence of the past. As they reflect upon diverse perspectives, personal narratives, parallel accounts, and oral and social histories, students develop the historical understanding that provides a foundation for active democratic citizenship. This course will explore the Indigenous, French, and British foundations of Canada as well as examine the development of Canada as its own nation.

### **Law 40S**

This course gives students the opportunity to acquire knowledge and competencies that will help them throughout their lives as responsible citizens. Basic practical knowledge of the Canadian legal system allows students to play a positive, active role in society. In addition to understanding the relevance of law in everyday life, the outcomes of this course are aimed at helping students develop critical thinking skills and form personal opinions on contemporary legal issues through case studies, simulations, field trips, guest speakers, and debates.

### **World Geography 40S**

This course deals with locations, patterns, distribution, and interrelationships between the physical and human environments in a constantly changing world. The major goals of the World Geography curriculum are to help students explore and better understand the following ideas with reference to a world view: roles, purposes, concepts, and skills related to geography; major features of the physical and human environments; characteristics of developed and developing nations; population characteristics, distribution, growth, and challenges; environmental management and protection, and economic growth in the context of sustainable development; the experiences of Canada's Indigenous peoples; food production and distribution; the status of industrialization and urbanization; and interdependence of the developed and developing nations.

## **Debate and Public Speaking**

### **Intermediate Public Speaking & Debate 21G**

This course is an introduction to formal public speaking and debating and offered to students in Grades 9 and 10. It is designed to help students to establish a foundation in the fundamentals, with a focus on development of argumentation, refutation, and presentation skills. This half credit course meets **after school** for two hours once a week.

### **Advanced Public Speaking & Debate 31G**

This course is an extension of the Intermediate Public Speaking and Debate 21G course. Students will explore argument development and persuasive techniques in greater detail. Students will participate in a wider variety of more advanced styles of debate, including cross-examination. This half credit course meets **after school** for two hours once a week.

## **French**

Knowledge of and fluency in a second language contributes to an understanding and acceptance of diverse cultures. 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. Students studying advanced French also prepare for the Canadian Parents for French *Concours d'art Oratoire* and are encouraged to participate at the annual provincial competition.

### **French 10F**

The communicative approach, with an emphasis on culture, is the basis of the program. Listening, speaking, reading and writing skills are developed through a continuum of new vocabulary and grammar concepts. Selected literary works, songs, plays/films are studied for pronunciation purposes and for cultural enhancement.

### **Advanced French 10F**

The program focuses on language development and literature. The texts used for literature include classic and modern verse, legends, and stories. French european cultural activities such as film study, music, food and fashion are incorporated.

### **French 20F**

The focus of this program is the further development of the four competencies within the context of culture. Through literature, research and technology,

students prepare group skits, presentations, and participate in daily conversations. Frequent oral assessment and feedback is conducted to improve communication and comprehension.

### **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, while the other half is focused on oral communication. An in-depth study of all types of French literature: short texts, novels, one or two plays and selected poems. Cultural activities such as film study and music from various French speaking countries are incorporated.

### **French 30S**

The communicative approach is emphasized at this level. Listening comprehension exercises, pronunciation drills and presentations offer opportunity for oral practice. Vocabulary and grammatical study are also developed. A variety of literary pieces are studied to further develop language acquisition.

### **Advanced French 32S**

This program continues to emphasize oral and written skills, with approximately 70% of the class time being spent on grammar, text analysis, and creative writing. The remainder of the classes are given to study of all types of French literature: short texts, novels, one or two plays and selected poems. Students may choose to challenge the Advanced Placement Board exam but it is not a requirement.

### **French 40S**

This program continues with the communicative approach, while incorporating technology. Advanced concepts such as the subjunctive, possessive pronouns are but a few examples of the grammar component. Selected poems and texts are studied for pronunciation purposes and for general appreciation. Essay writing is developed with an emphasis on use of various grammatical structures and tenses.

### **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 this course is language while one third is devoted to representative literature. Students may choose to challenge the AP Board exam but it is not a requirement.

## **Physical Education & Health Education**

The combined Physical Education/Health Education Curriculum is designed to address the major health risks for children and to provide planned and balanced programming to develop the knowledge, skills and attitudes for physically active and healthy lifestyles.

### **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 these activities students will learn fitness, weight training, mechanics of movement, safety precautions, and how to analyse and evaluate personal fitness levels. Students will also develop knowledge and skills in various health topics.

### **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 ; 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 physical activities and developing safety and survival practices. These activities will range from individual, team and lifetime physical activities. Students will also develop knowledge and skills in various health topics.

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

This compulsory full-credit course is designed to help students take greater ownership of their physical fitness, to encourage activities that are of interest them, and to engage in a healthy, active lifestyle. 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 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.

## **Human Ecology**

### **Human Ecology 10G**

This program is comprised of the following areas of study: Foods and Nutrition, and Clothing and Textiles and Design. The Foods and Nutrition program covers the following topics: seasonal and multicultural cooking, effectively using Canada's Food Guide, Nature's Miracle Foods, sports nutrition, Reducing, Reusing and Recycling and ingredient substitutions. Students will also review kitchen safety, reading recipes, food prep and clean-up, kitchen equipment, measuring methods, and recipe conversions. The study of clothing, textiles and design includes the major concepts of the individual as a consumer of textiles in clothing, fashion and home décor. Thus, the construction of all textiles projects will focus on the use of numeracy and reading of documents for the establishment of the basic foundation skills for flat pattern construction. Likewise, the appreciation of creativity/hand skills is developed with an 'at home project' component. The demonstration and application of the *Elements & Principles of Design* will be the key focus in an individualized design portfolio / accessory created by the student.

### **Human Ecology 20G**

This program is comprised of the following areas of study: Introduction to Child Development and Parenting, Foods and Nutrition, Introduction to Clothing, Housing and Design. As part of the introduction to Child



Development, the Grade 10 student will experience what it is like to be a “parent” by tending to a *Realcare* baby in a take-home parenting simulation. Along with the parenting simulation, the skills and resources required to be an effective parent will be explored. The Foods and Nutrition component focuses on the relationship between nutrition and disease, and the relationship between diet and lifestyle diseases. To maximize learning, food preparation labs are conducted to help the student learn how to prepare foods that help to maintain a healthy lifestyle. Another area of exploration is that of the influence of culture in our food choices. Students will have an opportunity to prepare and sample foods from various cultural backgrounds. The Clothing, Housing & Design component focuses on the growth and development of individuals and their environment. Key concepts explored will be the significance of Clothing & Textiles, Creativity and Design and the application of Design (theoretical and practical) to the self and home environment. Technical skills used in lab projects are very personalized. The involvement of technology in the research and assessment of their garment and home décor will be required. More advanced knowledge in Measurement (numeracy) and Comprehension of documents used in Design concepts is an integral part of Grade 10 practical skills acquisition and appreciation.

### **Applied Family Studies 40S**

Family Studies is a combined course studying a variety of topics in child development as well as studying the adolescent, and the roles and relationships in the family. Students taking this course have opportunity to be an active part of a child-care practicum. They will attend a practicum placement at a nursery or kindergarten school. Aside from observing the young children, students will work with them one on one, and in small groups, eventually instructing the children in full group/class activities at least once. Students will learn leadership roles of both childcare and teaching.

## **Information & Communication Technology**

### **Introduction to Interactive Digital Media 20S**

This course is designed for students interested in the various facets of interactive digital media. Students will develop creativity, critical thinking, problem-solving, and decision-making skills as they create digital work. Introductions to digital pictures, spreadsheets, web design, desktop publishing, computer programming and digital film are provided. Students choose the medium through which they will interact with an authentic global audience.

### **Interactive Digital Media Design 30S**

This course brings digital media to the next level, with a heavier focus on computer programming. Students will build skills in basic app design encountering coding languages such as VB and Java. Introductory video game design is a key feature of this course. Students will improve their project management skills with more advanced projects getting them ready for careers as programmers and software developers; becoming producers in a world that is increasingly digital.

*Educating young women spirit, mind and body*