

# **Immaculata Regional High School**

**You are able to achieve  
whatsoever you set your mind to**

**2011/2012  
Graduation Program**

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## **PRINCIPAL'S MESSAGE**

This handbook is designed to help parents and students to be well informed of the educational opportunities in the senior years at Immaculata Regional High School. I urge you to study it so that you may choose your program and your courses wisely.

Many of you have not settled on a vocation yet. This is quite natural and in many ways, desirable. BUT - while you are looking around, you must make sure that certain doors are still open to you as long as the possibility of turning that way exists. Eventually, your interests, experiences and ability will set you on a course towards your life's work. In the meantime, don't neglect your share of the responsibility for preparing for the senior grades.

The staff of Immaculata Regional High School has educated young men and women for over 50 years. We look forward to sharing with you the responsibility of the challenge of the coming years.

If parents would like more information concerning programs and courses at Immaculata Regional High School, please phone (250-762-2730) and we will try to answer your questions as best we can.

## GRADUATION REQUIREMENTS

To graduate, a student must successfully complete: (number of credits is in brackets with each course).

### Required Courses

1. Religious Studies 10\* (4)  
Religious Studies 11\* (4)  
Religious Studies 12\* (4)
2. English 10 or Humanities 10 (4)  
English 11 or Communications 11 (4)  
English 12 or Communications 12 (4)
3. Social Studies 10 (4)  
Social Studies 11 (4)
4. Science 10 (4)  
A Science 11 course (4) - one of:  
Biology 11    Physics 11    Chemistry 11
5. A Mathematics 10 course (4) - one of:  
Foundations of Mathematics and Pre-Calculus 10  
Apprenticeship and Workplace Mathematics 10  
A Mathematics 11 course (4) - one of:  
Apprenticeship and Workplace Mathematics 11  
Foundations of Mathematics 11                  Pre-Calculus 11
6. Physical Education 10 (4)
7. Planning 10 (4)
8. Fine Arts and/or Applied Skills 10, 11 or 12 (4)
9. Graduation Transitions 12 (4)

### Selected Studies

Students must earn a minimum of 80 credits at Immaculata Regional High School in Gr. 10, 11 & 12, of which 48 must be from the above (called Required Courses). The **elective courses** will be appropriate to their career and/or post secondary plans.

- (a) At least 16 of these credits must be in Provincial Grade 12 level courses.
- (b) Of the 80 credits for graduation, up to 12 can be locally developed courses.

\* Religious Studies 12 is a Board Authorized course and is a graduation requirement at Immaculata. Graduating students **must pass** Religious Studies 12 to be eligible to take part in the Graduation ceremonies.

## COURSE OFFERINGS

Grade 10	Grade 11	Grade 12
Religious Studies 10 ----->	Religious Studies 11 ----->	Religious Studies 12
English 10 ----->	English 11 ----->	English 12 English Literature 12
Humanities 10 ----->	Communications 11 ----->	Communications 12
Social Studies 10 ----->	Social Studies 11 ----->	History 12 Geography 12 Law 12
Foundations of Mathematics --> and Pre-Calculus 10	Foundations of Mathematics 11-> and Pre-Calculus 11	Principles of Mathematics 12 Calculus 12
Apprenticeship -----> and Workplace Mathematics 10	Apprenticeship and Workplace Mathematics 11	
Science 10 ----->	Biology 11 -----> Chemistry 11 -----> Physics 11 ----->	Biology 12 Chemistry 12 Physics 12
French 10 ----->	French 11 ----->	French 12
Physical Education 10 ----->	Physical Education 11 ----->	Physical Education 12
Planning 10 ----->	Graduation Transitions ----->	Graduation Transitions
Band 10 ----->	Instr. Music Concert Band 11--->	Instr. Music-Concert Band 12
Music : Jazz Band 10 ----->	Jazz Band 11 ----->	Jazz Band 12
Drama 10 ----->	Theatre Performance-Acting 11 ->	Theatre Performance-Acting 12
Visual Art - General 10----->	Art Foundations 11 ----->	Art Foundations 12
	Accounting 11----->	Accounting 12
	Marketing 11 ----->	Family Studies 12
	Carpentry and Joinery 11----->	Carpentry and Joinery 12
		Foods and Nutrition 12
	Applied Digital Comm. 11----->	Applied Digital Comm 12

**NOTE:**

\*Some of the electives above may not be on the timetable if demand is insufficient.

\*An arrow (--->) indicates a **pre-requisite or a co-requisite course**

## **Other Course Offerings**

### **Correspondence**

Correspondence courses are offered in various disciplines by the Ministry of Education. Students may take correspondence courses by applying and paying a \$100 fee for each course being taken. (The fee is refundable upon successful completion of the course)

The courses are administered through the distance education or on-line school and students receive a regular credit for courses completed and also receive recognition by having the correspondence marks recorded on their report card. A counsellor will set up a time-line for completion of the various assignments and writing of tests.

Because correspondence courses require a great deal of work and self-discipline to complete, students are urged to carefully consider whether correspondence is a viable option in their education.

### **General Comments**

An honours designation is given to students with better than B average on courses that satisfy graduation requirements. Student transcripts will include only courses that have been successfully completed.

All provincial Grade 12 level courses have a prerequisite. However, the principal may waive the prerequisite in special circumstances in the best interest of a particular student.

### **Unassigned Learning Time (ULT)**

Unassigned learning time blocks are granted to grade 12 students who have heavy school commitments in addition to their academic programs. An example might be a student council executive member or a student taking a correspondence course as an extra subject. A ULT is a privilege and may be revoked if not appropriately used. The following criteria should be noted:

1. A maximum of 1 ULT will be granted in a year.
2. A ULT will not be granted simply because a student has sufficient courses for graduation. Our belief is that it is a wise practice to have more than the minimum required courses in order to ensure graduation.
3. Profitable use of a ULT depends on good work habits. Therefore, ULT requests will be denied if a student had an 'N' work habit in the previous term.
4. All ULT students will be assigned study areas in the school.
5. Before a ULT is granted to complete a correspondence course, the course must be paid for and a time-line for completion of the course set up with the counselling centre.

## Scholarships And Bursaries

Information pertaining to any of the scholarships, awards or bursaries may be obtained from the Counselling department at the school.

### District and Provincial Scholarships

District scholarships are awarded through the Federation of Independent Schools (FISA) in some areas which do not have provincial exams eg. Music

Provincial Scholarships based on performance in examinations established by the Ministry of Education are awarded to students annually in B.C.. Students are required to write at least three provincial examinations and the English 12 provincial examination to qualify. The Ministry offers provincial examinations in the following subjects:

Biology 12	Geography 12	Mathematics 12
Chemistry 12	Geology 12	Physics 12
English 12	German 12	Spanish 12
History 12	Japanese 12	Punjabi 12
French 12	English Literature 12	Mandarin 12

### University and other Scholarships and Awards

Scholarships are also administered directly by various post-secondary institutions. Students are required to complete the proper application forms to be eligible for the awards.

### Bursaries

Bursaries are available to the students from various organizations within Kelowna and from within the Diocese. Applications must be made by the students for such bursaries. Information regarding these bursaries is given to grade 12 students in September of each year.

### Passport to Education

Students in grade 10-12, who are Canadian citizens or landed immigrants, are eligible for these awards. The following scale is used for allocating credits:

Grade 10-\$250      Grade 11-\$250      Grade 12-\$500

On graduation, passports may be presented at post-secondary institutions or certain job training programs for a reduction of tuition or other related educational expenses. Credits must be redeemed within 5 years of graduation.

### University Requirements

In addition to minimum graduation requirements listed above, students wanting to enter a university for further training are **usually** required to meet the following criteria:

- (1) Completion of English 12, Math 11, Second Language 11, and a Science 11 (preferably Biology, Chemistry, Earth Sciences or Physics).
- (2) A minimum of a B (sometimes A) average in English 12 and 3 other provincially authorized academic courses.

These are general requirements. A more detailed discussion of University requirements should be obtained at the counselling office and students are urged to check with a counsellor or the university calendar for the specific requirements for each post-secondary area of study.

## Course Outlines

### Religious Studies

#### Religious Studies 11/12

In all grades there is a family life component:

Family life education addresses life issues that are relevant to teens from a vision that is faithful to the Gospel of Jesus Christ and to church teaching. The content of this component focuses on different elements of human identity: positive self-image, healthy relationships, changes in adolescence, personal choices and decisions, and sexuality.

#### World Religions

All religions are attempts to respond to the mystery present in our existence and that of the universe. This accounts for the common traits that exists in religions: all religions attempt to understand and explain mystery (creeds); all express the need to respond to the presence of mystery in worship (cult); all delineate appropriate responses in daily life (codes of conduct); these responses are supported and lived out in community. The main practices, beliefs and laws of Judaism and Islam will be studied in this light. These will be compared to the practices and beliefs of the Catholic church.

The students will be introduced to the Catholic Church=s teaching on non-Christian religion, especially as expressed in conciliar documents and the teachings of Pope John Paul the second.

Students will also be able to distinguish between worship and magical practices as well as be able to understand the difference between a religion and a destructive cult.

#### Exploring The New Testament

The four gospels, the Acts of the Apostles, the Letter to the Hebrews, the Letters of John, 1 and 2 Thessalonians will be studied. Students are given the basic tools to understand the concerns of the early Christian community as expressed in each of these texts. They are also invited to see how these concerns parallel some of their own concerns today just as the early Christians were invited to respond to the Good News in their own lives. The students are invited to recognize in scripture a call to respond to the Good News in their own lives as well.

#### Church History

A church history course helps give the students a sense of the rich tradition of the Catholic Church. It also allows them to see how influential the Church has been in shaping the world as we know it. It helps shape a vision of how the world can further be influenced by the message of Jesus. It also provides the students with models of men and woman who followed Jesus.

## **Religious Studies 11/12 (cont.)**

### Vocations

We are compelled by our very nature to love and to seek love. The Christian vocation, or call, is to love. This is the path which leads to fulfilment and happiness. There are several lifestyles through which this path can be followed: the single life, married life, the consecrated life, and ordained ministry. This part of the grade 12 course explores the unique possibilities and problems of each of these states of life.

Catholic Education is not limited to Religious Education classes. Many other activities serve to ensure the spiritual development of the students. Activities include:

- prayer in homeroom every day and throughout the day in different classes;
- regular masses in which the students not only participate but take an active part in preparing;
- class retreats;
- penitential services during Advent and Lent;
- liturgical celebrations on special occasions: All Saints/All Souls day, Remembrance Day, Feast of the Immaculate Conception, retreats, etc.;
- the Catholic beliefs and principles are integrated into all courses taught in the school and all activities;
- students are challenged to live out their faith in their relationships with other students and with their teachers;
- understanding the difference between a religion and a destructive cult.

## **Language Arts / English**

### **English 11** (Prerequisite - English 10 or minimum B in Humanities 10)

The course is a development from the work covered in the earlier grades as well as a preparation for English 12 and English Literature 12. Listening and speech skills are developed through debate and discussion. Writing skills are prompted through the periodic review of earlier material, revision of students' writing and examination of worthwhile models from literature. Some emphasis is given to the various levels of writing - casual, informal and formal. More precise use of vocabulary will be prompted especially through a number of units in the first quarter. Drama, the novel and poetry will be studied in some depth. Well-developed paragraphs, essays and formal reports are studied and practiced. A variety of literature ranging from Shakespeare to twentieth century poetry and prose is examined in depth.

### **Communications 11**

This is an alternative course to English 11. It is suitable for students who need to emphasise basic language skills. Some time is spent on the study of literature but we also focus on language uses and writing. Those skills needed for success in written work are taught with special emphasis on spelling, vocabulary development, and paragraph and letter writing. It may be combined with English 11 where modified tests will be provided.

## **English 12**

English 12 utilizes all the writing and comprehension skills that have been acquired in previous grades. Much time is spent in developing literal, inferential and critical comprehension of works of literature. Students study how to evaluate the literary merits of various works of literature in a variety of genres: short stories, novels, drama and poetry.

## **Communications 12**

Communications 12 is a continuation of the Communications 11 course with emphasis on business and career related activities. Students will practice a wide variation of practical, personal and business writing and oral communication skills. It may be combined with English 12.

## **English Literature 12**

The aim of English Literature 12 is to enhance the students' literacy through the study of a body of works representative of the literary heritage of English-speaking peoples. English Literature 12 offers senior students opportunities to examine and appreciate this rich heritage.

English Literature 12 offers students opportunities to:

- study significant works written in English
- explore a broad range of literature
- develop increasingly sophisticated skills in the interpretation and analysis of literature
- develop precision in the use of language
- develop creative and critical-thinking skills
- appreciate the power of literature to express the human experience throughout cultural history
- refine critical discernment with respect to literature

Historical context is an integral part of the English Literature 12 course. The literary works included in both the Core Studies module and optional modules are grouped in the following historical divisions:

- Classical (Greek, Roman) / Medieval (Anglo-Saxon/Middle Ages)
- Renaissance/17th Century
- Enlightenment
- Pre-Romantic
- Romantic
- Victorian
- Early 20th Century
- Late 20th Century

## **French 11**

The French 11 program focuses on three main areas: written expression, reading skills and oral communication.

In further developing their written skills, students will be expected to integrate new grammatical concepts throughout the year. Several verb tenses (imperfect, pluperfect, simple future and conditional) as well as the entire range of relative pronouns should be mastered by the end of the year.

## **French 11(cont.)**

Students will also be expected to read authentic documents from a wide range of sources, thus being exposed to and learning a broad range of common and idiomatic expressions. Students will also be expected to express themselves orally both in the informal setting of the classroom, in structured activities, in presentations and in the formal setting of tests which will take the form of conversation in pairs.

## **French 12**

This course is a conclusion of the knowledge gained in high school. It emphasizes to the greatest degree possible the development of a greater efficacy and confidence in spoken French through frequent class discussions, presentations and in the formal setting of tests which will take the form of a debate. Regular review of various grammar points (from Gr. 8-12) occurs continually during the year as well as the addition of a new verb tense - subjunctive. Literature consists of short stories, news articles and other excerpts chosen at the discretion of the teacher, in accordance with ministry guidelines.

## **Social Studies**

### **Social Studies 11**

The overall theme of Social Studies is one of responsible citizenship. Building on the earlier grade Social Studies 11 provides the knowledge and skills necessary for the students to become responsible citizens of Canada and the world. In grade 11 students continue their study of contemporary Canada by examining government and politics and by examining Canadian society and our relations with the rest of the world. Students then make the transition to a global perspective by investigating such major concerns as population growth, the distribution of resources and the impact of industrialization on contemporary society. Twentieth century Canadian history is also studied. Major units of study include:

<p style="text-align: center;"><b>Government and Politics</b></p> <ul style="list-style-type: none"><li>• Understanding the political spectrum</li><li>• How Canadians effect political change</li><li>• Formation of governments in Canada</li><li>• The Canadian constitution</li></ul>	<p style="text-align: center;"><b>Autonomy and International Development</b></p> <ul style="list-style-type: none"><li>• Canada's development as an autonomous nation</li><li>• Impact of WW I and Canada's role</li><li>• Impact of WW II and Canada's role</li><li>• Canada's participation in world affairs</li></ul>
<p style="text-align: center;"><b>Human Geography</b></p> <ul style="list-style-type: none"><li>• Significance of changes in world population</li><li>• Comparing Canada's standard of living with those of developing nations</li><li>• Assessing environmental changes affecting Canadians</li></ul>	<p style="text-align: center;"><b>Society and Identity</b></p> <ul style="list-style-type: none"><li>• Development and impact of Canadian social policies and programs</li><li>• Economic cycles and the Great Depression</li><li>• Role of women in Canada</li><li>• Impact of the conscription crisis, Quebec nationalism, bilingualism, and regionalism on Canadian unity</li><li>• Challenges faced by Aboriginal people in Canada</li><li>• What it means to be Canadian</li></ul>

## **History 12**

History 12 is not intended only for those who wish to specialize in history. It is intended to provide a challenging opportunity for serious study of the major trends and events of the 20<sup>th</sup> century (1900-1990).

Through this study the student should:

- (1) Gain a clearer understanding of the world in which we live through a study of the background and the genesis of many present-day problems.
- (2) Gain some understanding of why nations and people act as they do.
- (3) Realize the interdependence of the people of the world.
- (4) Comprehend the futility and dangers of modern wars and the need to find peaceful solutions for the problems which threaten the peace of the world.
- (5) Appreciate the attempts to achieve successful global co-operation.

## **Geography 12**

Geography 12 uses the interdisciplinary geographic tradition to address concerns for both physical and human environments, and their interrelationships. The Geography 12 curriculum examines many of the characteristics, processes, distributions, and interactions among the physical components of the Earth's surface. These physical components are considered not only for their own inherent importance, but also for the influences they exert on people's activities - the way the physical environment is used, misused, and altered by humans. The curriculum is designed to give students an understanding of the dynamic nature of the physical environment as a basis for developing the context and decision-making framework within which the use of the Earth's resources may occur.

This course is a life-relevant geography course that will help students develop a sound understanding of basic geographic skills, knowledge, and concepts. Its purpose has been to use "good basic geography" to encourage students to examine conditions, issues, and problems that are real and important, and that touch the lives of those who will be leaders in the twenty-first century. It has the potential for motivating students to focus on their personal responsibilities as citizens in a rapidly changing world.

- Units:
- (1) Themes and skills
  - (2) Tectonic Processes
  - (3) Gradational Processes
  - (4) Weather and Climate
  - (5) Biomes
  - (6) Resources and Environmental Sustainability

## Law 12

Law 12 fosters skills and attitudes that enhance students' abilities to address legal, social, and ethical issues, and reflect critically on the role of law in society. In this course, students have opportunities to consider various viewpoints related to legal issues and to make reasoned judgements in order to develop their own positions. The prescribed learning outcomes are grouped under four organizers: Foundations of Law, Criminal Law, Civil Law, and Law and the Family. Students learn about the role of law in regulating their lives and the institutions that create and enforce the law. The prescribed learning outcomes promote skills and understandings that enable students to become informed, law abiding citizens who can participate in law-related discussions, recognize the means available to resolve legal problems, and to think critically about the effectiveness of legal institutions.

## Economics 12

Economics 12 is designed primarily to give students an opportunity to be aware of the basic potential economic systems of the world, Canada's economy and how it is affected and affects the world economies. The role of government in business, the labour force, the banking system, international trade, Canada's economic strengths and weaknesses as well as some general aspects in our Canadian economy are studied. The units covered specifically are production, exchange, distribution, consumption, government and economic life, economics, and business and taxation. A great deal of our material is also drawn from current events.

## Mathematics

BC's new Math curriculum which aims to enhance the math literacy of students will see a complete restructuring in how Math is taught in grades 10, 11 and 12 in our province.

Over the long term this will lead to the following courses no longer being offered:

- Applications of Math 10, 11, and 12;
- Essentials of Math 10, 11, and 12;
- Principles of Math 10, 11, and 12.

The new Math courses that will be offered are:

- **Apprenticeship and Workplace Mathematics 10, 11 and 12** - is designed to prepare students to enter the majority of trades programs, as well as the general workforce.
- **Foundations of Mathematics & Pre-Calculus 10 Course** - enables students to continue in the Foundation of Math or Pre-Calculus streams described below.
- **Foundations of Mathematics 11 or 12** - enables students to enter post-secondary programs that do not require the study of theoretical calculus.
- **Pre-Calculus 11 or 12** - is designed to prepare students to enter post-secondary programs that require the study of theoretical calculus.

## **Foundations of Math 11**

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus. Topics include financial mathematics, geometry, measurement, number, logical reasoning, relations and functions, statistics and probability.

## **Pre-Calculus 11**

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus. Topics include algebra and number, measurement, relations and functions, trigonometry, and permutations, combinations and binomial theorem.

## **Apprenticeship and Workplace Mathematics 11**

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force. Topics include algebra, geometry, measurement, number, statistics and probability.

## **Accounting 11**

Students need financial, economic and consumer skills to survive in our complex society. This course is designed as an introduction to accounting concepts for those seeking entry-level employment skills or personal skills. Students gain insights into financial problems and solutions which have far-reaching benefits for entrepreneurial and professional careers. Students are introduced to computerized accounting systems.

## **Accounting 12**

This course builds on the concepts developed in Accounting 11 and introduces more advanced concepts of financial accounting. Students are introduced to industry-standard computer software and systems. Throughout, students are taught how to analyse and solve accounting problems in order to produce and present accounting reports.

**Principles of Mathematics 12** (Prerequisite Pre- Calculus 11 or Foundations of Mathematics 11 with teacher recommendation)

Principles of Mathematics 12 is designed for students who intend to enter post-secondary institutions to study in those fields which require some mathematics beyond the Grade 12 level. Students who have a particular interest in mathematics, or who have career aspirations in the fields of engineering, mathematics, the sciences, economics and some business programs, are encouraged to take the Principles of Mathematics pathway.

Principles of Mathematics 12 is designed for those students who have achieved a satisfactory level in Principles of Mathematics 11, who have mastered the appropriate algebraic techniques and who have demonstrated that they can understand abstract material.

Problem solving is emphasised in the course and will be an ongoing theme in each unit. Although there will be a focus on the applications of mathematics, the main purpose of the program is the development of the formalism needed to continue on with the study of calculus. New technology has changed the kind of mathematical problems encountered today, as well as the methods that mathematicians use to investigate them. Graphing-capable calculators, are powerful problem-solving tools. They will be used during the Principles of Mathematics program and it is strongly recommended that each student purchase a graphing-capable calculator for use during this course and subsequent mathematics courses they may take.

It is important to recognize that calculators are tools that simplify, but do not accomplish, the work at hand. The availability of calculators does not eliminate the need for students to learn basic and necessary facts and algorithms.

For more information please visit the Principles of Mathematics 12 site at:

<http://members.shaw.ca/ekwasniewski/>

## **Calculus 12**

Calculus 12 is intended for students who have completed (or are concurrently taking) Principles of Mathematics 12 or who have completed an equivalent college preparatory course that includes algebra, geometry and trigonometry.

Calculus 12 is primarily concerned with an intuitive understanding of the concepts of calculus and experience with its methods and applications. Use of the word "intuitive" is not meant to suggest a reduction of either clarity of concept or precision of expression. Rather, it attempts to distinguish between a calculus course that emphasizes precise proofs of all theorems - rigour in the formal sense - and a calculus that states definitions and theorems correctly but that defers some proofs until later. Please note that the comments in the Principles of Mathematics 12 course outline regarding the use of technology apply equally to Calculus 12.

For more information please visit the Calculus 12 site at:<http://members.shaw.ca/ekwasniewski/>

## **Science**

### **Biology 11**

Biology 11 is an elective science course. As such, a keen interest in the biology of living organisms (plant, animal and microbial) is needed to ensure success in the course. Biology 11 stresses: the relationship between living organisms and their environment, classification and identification of organisms and their characteristics, experimental design and technique, and a thorough survey analysis of the five major groupings of organisms. Laboratory exercises (investigations) are quantitative in nature and involve basic statistical mathematics and graphical analysis. Students are encouraged to take Chemistry 11 concurrently with Biology 11.

### **Chemistry 11**

Chemistry 11 provides the students with a broad, general base in Chemistry - the study of matter. The course is a combination of chemical theory, stoichiometry and laboratory investigations.

The major topics covered include the nature of science and scientists, laboratory techniques, description and classification of matter, the mole concept, the Atomic Theory, the Periodic table and a brief introduction to organic chemistry. A good grasp of Mathematics is recommended.

### **Physics 11**

Physics 11 is intended to be accessible to students who have successfully completed Science and Mathematics courses at the Junior Secondary level. It is regarded as a self-contained course.

The Physics 11 course is intended to provide insight into the scope, nature, relevance and limitations of Physics, in order that student's may better understand and cope with our complex society. Topics have been chosen to illustrate the substance of physics. They include wave motion and optics, kinematics, dynamics, special relativity, energy, nuclear fission and fusion, and displacement. These topics can be treated well at this grade level. They can be adapted to meet the needs and interests of the students and they relate well to other aspects of the students= general education.

For more information please visit the Physics 11 site at: <http://members.shaw.ca/ekwasniewski/>

### **Applied Digital Communications 11**

This course is designed to meet the needs of the majority of high school students, not only students who are, or wish to become "computer specialists". Information Technology 11 is intended to provide the student with introductory skills in the areas of: Programming, Electronic Communications, and Multimedia. This is a "project" oriented course with the emphasis on the learning of how to use applications effectively. We will learn keyboarding skills, advanced word-processing skills, programming of web pages, efficient Internet search techniques, animation, and "PowerPoint" like presentations.

### **Biology 12** (Recommended Prerequisite : Biology 11)

Biology 12 is an intensive course in the study of life science. Particular emphasis is placed on human cellular physiology, anatomy and biochemistry. Biology 12 is a fairly difficult course and it is recommended that students have a very keen interest in Biology. Moreover, the students should have a good background in Chemistry (a C grade, or better, in Chemistry 11). This will ensure success in the biochemistry area of Biology 12. The grade 12 Biology course is an informative and challenging course for the hard-working student especially interested in the Life Sciences.

### **Chemistry 12** (Prerequisite : Chemistry 11)

Whereas Chemistry 11 is a general overview of chemistry, Chemistry 12 goes into greater depth in three specific areas.

One of these areas is oxidation-reduction reactions. This unit is concerned with the processes which control the operation of electrochemical and electrolytic cells as well as some of their applications in today's world.

The second unit is chemical energetics and equilibrium. In this unit, heats of reactions, reaction rates and physical and chemical equilibria are studied.

In the acids and bases unit, we will study acid-base equilibria and introduce the requirements, techniques and calculations of volumetric analysis. A successful mark (minimum C) in Chemistry 11 and successful completion of Principles of Math 11 are strongly recommended.

## **Physics 12** (Prerequisite: Physics 11)

This course is intended to provide students with a solid grounding in the discipline of Physics, as the students who take it may subsequently engage in further study of the subject. The treatment of the topics is mathematically more rigorous than in Physics 11 and there is a greater emphasis on problem solving and inquiry. Because of this more detailed treatment, the range of topics is narrower than in Physics 11. The topics covered include Vector Kinematics and Dynamics, Mechanical Energy and Vector Momentum, Electricity and Magnetism, etc. Physics 12 students should have successfully completed Physics 11 at a satisfactory level and should possess an appropriate background in senior level Mathematics. Students who plan to continue in Science and Engineering are encouraged to take both Physics 11 and Physics 12.

For more information please visit the Physics 12 site at: <http://members.shaw.ca/ekwasniewski/>

## **Information and Communications Technology 12**

The Information and Communications Technology 12 course is not intended to be just a “computer programming” course tailored to the pre-professional training of university bound students. Some students may go on to take Computer Science in College or University but the goal of Information and Communications Technology 12 is to provide a course for *any* student with an interest in information literacy and the tools required to prepare for, and participate in, an evolving information-based society.

One of the major goals of the course *is* to extend the students' computer programming and problem solving abilities from the relatively small-scale problems that may have been considered in previous years to the broader environment of realistic applications. Structured design and OOP are used as vehicles for teaching problem analysis and structured thought processes which are valuable in computing and other fields of study. The programming language used is Python.

As mentioned earlier, programming is only one aspect of the course. Work is also done in the areas of Networking, Electronic Communications, Multimedia, etc. The Information and Communications Technology curriculum provides students with analytical, interpersonal and technical skills they require to be active participants in a highly computer-literate and Awired@ society.

For more information please visit the Information and Communications Technology 12 site at:  
<http://members.shaw.ca/ekwasniewski/>

## **Fine Arts**

### **Art Foundations 11** (No Prerequisite, but Art 10 desirable)

Visual arts education in Art 11 builds on previous learning by providing students with a range of opportunities in the visual. Students have opportunities to explore a variety of materials, technologies and processes in a general way, and to specialize in areas of particular interest. Topics in this course will include drawing (pencil, ink, charcoal, pastels, chalk, pencil crayon), painting (tempura, watercolour & acrylic), print making and graphics, sculpture, poster design, elements and principles of design, art history (historical and contemporary art developments), reasoned art criticism (field trips, various art galleries, studios and UBC-O fine arts), art vocabulary, and creative image development.

## **Theatre Performance :Acting 11/12** (No Prerequisite, but Drama 10 desirable)

The Acting 11/12 program at Immaculata contains two strands. It is an academic course, focusing on theory, history and technical nature of the theatre. The course is also a practical course, working as a financially viable theatre company, dealing with all of the aspects of running a theatre company (business, technical and performance) through a single semester, culminating in a series of performances at professional theatrical venues. Hopefully, the use of a real production at the end of the semester will aid in fulfilling the needs of both strands. Other demands of the course aside from the academic side and performance side include the use of extra-curricular time. Students must be prepared to give more than the time allotted in the daily schedule.

Performances, rehearsals, fundraising, set design and promotions all will require out of class time to complete. Curriculum Organizers are used to categorize the learning outcomes for this course.

They are as follows:

- Exploration and analysis of dramatic forms and techniques.
- Performance skills for body and voice, characterization and analysis of the elements and structure of performance.
- Context of theatre performance focusing on its purpose historically and in the present.
- The work of the Theatrical Company.

To see our Theatre Department in action, go to [www.mustangtheatre.com](http://www.mustangtheatre.com)

## **Art Foundations 12** (Prerequisite - Art Foundations 11)

Visual arts education in Art Foundations 12 builds on previous learning by providing students with a range of opportunities in the visual arts and by responding to each student's particular needs and interests. Students have opportunities to explore a variety of materials, technologies and processes in a general way, and to specialize in areas of particular interest. They are able to design self-directed studies, explore career paths and access community resources.

An advanced art course which will be divided into these major components:

- 1) Drawing using the medium of pencil, charcoal, pastels, chalk, and ink. Extensive drawing of the human form and face, still life, multiple points perspective drawing.
- 2) Painting using the medium of tempura, watercolor and acrylic. Besides producing their own compositions, the students will study and copy the styles of world famous artists. Advanced students have the option to try airbrush.
- 3) 3-D creative works, eg. Sculpting, pottery, found objects.
- 4) Printmaking - monoprint, linocuts, screen printing
- 5) Elements and Principles of Design as used in the Graphic Arts
- 6) Techniques for the manipulation and creation of images.
- 7) Art History as applied to student art work.

## **Instrumental Music: Concert Band 11/12**

Instrumental Music: Concert Band 11/12 is a continuation of Band 10. In this course the students continue to work on and perfect skills learned in previous years. There are at least two concerts per year. The music is of a much more difficult nature. The pieces are usually longer and require greater musical maturity to perform well. The pieces done this year are of varying style, including 20th. century, classical, popular, jazz, marches, concert overtones, etc.

In this year students also continue to perfect their listening skills through the study of ear-training and theory - all areas which are necessary in order to do more extracurricular playing as well as coaching of younger instrumentalists.

## **Applied Skills**

### **Marketing 11**

Marketing skills and strategies are applicable to every career and lead to the development of desirable personal attributes. The retailing focus of this course lends itself to creative, practical, and activity-based application of marketing concepts. Marketing principles will be integrated with a variety of school and community-based projects. This will provide practical and immediate relevancy. Students will have the opportunity to learn how to be productive and motivated employees (intrapreneur) and gain confidence in their abilities to proceed with ideas for creative self-employment (entrepreneur).

The goals of the Marketing 11 course are to provide students with opportunities to:

- develop an understanding of marketing concepts, operations, and techniques as they apply to business;
- develop skills required for employment or for further entrepreneurial studies;
- demonstrate interpersonal skills necessary for success in business;
- develop an understanding and appreciation of entrepreneurial and intrapreneurial attitudes;
- integrate technology as it applies to production and retailing;
- examine entrepreneurial opportunities and post-secondary programs in retailing production;
- apply retailing concepts and skills to their involvement in school or community projects; and,
- understand and apply the principles of responsible business ethics.

### **Foods and Nutrition 11**

The Foods and Nutrition 11 course provides students with the knowledge and information they will need in order to live a healthy and active lifestyle. Students learn about the Canada Food Guide and the essential nutrients that make up a healthy, well balanced diet. The course also includes topics such as cholesterol, advertising, media images, eating disorders, illness and disease, food safety and preservation, vegetarianism and ethnic foods. Students have kitchen activities based on various food preparation methods.

## **Physical Education 11/12**

The PE 11/12 program is designed to develop the student's attitudes, knowledge, leadership qualities, physical skills and levels of fitness. Weekly away from school activities are an essential element of this course. There are four dimensions included in the program:

- (1) Performance oriented activities (i.e. team games, individual activities, volleyball, basketball)
- (2) Leisure oriented activities (i.e. Life time sports - racquet sports, dance, golf)
- (3) Active Health (anatomy, effects of exercise, nutrition)
- (4) Personal Development (i.e. Community Service, First Aid, Intramurals)

These four areas will develop the student's overall character within the scope of physical education. As this is an activity based course, there is an activity fee of \$125 to cover the costs of the external activities.

## **Family Studies 12**

This course is concerned with human growth and development, interpersonal relationships, management of human and material resources, and social and physical environments. The curriculum is designed to encourage students to use decision-making processes, communicating, and problem solving in a wide variety of learning situations. The overall aim is to provide students with the necessary skills, knowledge and abilities to meet the challenge of our dynamic and complex society. Communication skills, independent living, money management, relationships, parenting, and the cycle of life and death are emphasised.

## **Carpentry and Joinery 11/12**

This curriculum contains the fundamental skill sets that are common to the trades of carpentry and joinery. Students will have the opportunity to enjoy the benefits of creating projects made with wood and will attain necessary skills expected by employers and post-secondary institutions. The program delivered at the KLO campus of Okanagan College provides the students with a modern shop environment and professional instruction from the OC staff.

There is a strict attendance policy in this class and on the 4<sup>th</sup> absence, the student may be removed from the class. This is a safety issue and must be adhered to. Absences include leaving class for meetings and appointments.

## **Foods and Nutrition 12**

Through their participation in Foods and Nutrition, students will be encouraged and enabled to:

- develop the knowledge, skills, and attitudes necessary to use a variety of food-preparation techniques to prepare nutritious, tasty, attractive foods in a cost- and time-effective manner
- access information and support relevant to Foods and Nutrition topics:
  - apply the principles of nutrition to their own food preparation
  - understand global issues related to food production and consumption and how they affect their food choices
  - develop the knowledge, skills, and attitudes to understand the importance of effective communication and teamwork

## **Graduation Transitions 11/12**

Graduation Transitions provides a forum for students to reflect on their personality, skills, abilities, knowledge, and accomplishment over the past formative years and then plan for life after high school. This can be done by collecting evidence of their achievements in the areas of Personal Health, Community Connections and Career, and Life. Graduations Transitions is an ongoing process beginning in Planning 10 and ending with a final Grade 12 presentation of a clear and detailed transition plan.