



# Collège Miles Macdonell Collegiate

River East Transcona School Division



# Course Handbook

2026-2027

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This Course Handbook is intended to provide accurate and up-to-date information regarding courses, programs, and scheduling. However, all course offerings are subject to change based on factors including, but not limited to, student enrollment, staffing, timetabling, and resource availability. The school reserves the right to add, cancel, or modify courses, programs, and scheduling at any time without prior notice. Not all courses listed in this handbook will necessarily be offered each year or scheduled in a given semester.



# MISSION STATEMENT

At Collège Miles Macdonell Collegiate we value the development of critical thinkers who responsibly and compassionately contribute to a more peaceful, sustainable and equitable world. The compass represents our four core values.



## Direction

We value perseverance: setting and pursuing goals and developing leadership skills.

## Exploration

We value inquiry:  
being academically dedicated, thoughtful, and intellectual risk-takers who consider both global and local issues.

## Inclusion

We value balance: supporting all members of our community, inclusive of language, culture, and background.

## Compassion

We value service: striving to be caring, empathetic citizens.

# BUCKEYES

As students experience a myriad of programs, courses, community events, activities, and clubs at Collège Miles Macdonell Collegiate, they will also learn about themselves. The key characteristics of being a Buckeye are traits that students can carry with them throughout their lives. Once a Buckeye, always a Buckeye!

**B - BOLD:**

We are confident.  
*Nous sommes confiants.*

**U - UNITED:**

We are connected.  
*Nous faisons partie d'une communauté.*

**C - CREATIVE:**

We are imaginative.  
*Nous avons de l'imagination.*

**K - KNOWLEDGEABLE:**

We are curious.  
*Nous sommes curieux.*

**E - EMPOWERED:**

We are responsible.  
*Nous sommes responsables.*

**Y - YOURSELF:**

We are unique.  
*Nous sommes uniques.*

**E - ENTHUSIASTIC:**

We are positive.  
*Nous sommes enthousiastes.*

**S - SELFLESS:**

We are caring.  
*Nous sommes sympathiques.*



# CREDIT SYSTEM & CODES

A credit is earned by successfully completing 110 hours of instruction. A half-credit represents 55 hours of instruction. Students must earn a minimum of 30 credits to graduate from high school.\*

Each course is assigned an alpha-numeric code formed as follows:

## First Character

- 1 – courses developed for Grade 9
- 2 – courses developed for Grade 10
- 3 – courses developed for Grade 11
- 4 – courses developed for Grade 12

## Second Character

- 0 – developed or approved by Manitoba Education for 1 credit
- 5 – developed or approved by Manitoba Education for ½ credit
- 1 – developed by school or division (includes SICs – School Initiated Courses and SIPs - Student Initiated Projects). These courses may be full or ½ credit courses.
- 2 - developed elsewhere and approved by Manitoba Education (Advanced Placement)

## Third Character

<b>AP</b>	Advanced Placement	Academically challenging advanced placement AP courses at the grade 11 and 12 level that are recognized for credit or placement at most post-secondary institutions.
<b>S</b>	Specialized	Courses that provide learning experiences, knowledge and skills that may lead to further post-secondary studies.
<b>F</b>	Foundation	Courses which are broadly based and appropriate for all students and which may lead to further studies beyond grade 12.
<b>G</b>	General	Courses that provide a general educational experience.
<b>M</b>	Modified	Courses in which the number, essence, and content of the curriculum outcomes are altered.
<b>FI</b>	French Immersion	Courses with French instruction and eligible for a French Immersion Diploma.

- \* Grade 9 students are typically scheduled for up to 9.5 courses per year
- Grade 10 students are typically scheduled for up to 8 courses per year
- Grade 11 students are typically scheduled for up to 7 courses per year
- Grade 12 students are typically scheduled for up to 6 courses per year



# GRADUATION REQUIREMENTS for the English Program

## MINIMUM 30 CREDITS

The English Program consists of 17 compulsory credits and 13 optional credits.

## 17 COMPULSORY CREDITS

SUBJECT AREAS	GRADE 9 5 Compulsory Credits	GRADE 10 5 Compulsory Credits	GRADE 11 4 Compulsory Credits	GRADE 12 3 Compulsory Credits
<b>English Language Arts</b>	English Language Arts 10F/E/M	English Language Arts 20F/E/M	<b>One of the following:</b> <ul style="list-style-type: none"> <li>• ELA: Comprehensive Focus 30S/E/M</li> <li>• ELA: Literary Focus 30S/E/M</li> <li>• ELA: Transactional Focus 30S/E/M</li> </ul>	<b>One of the following:</b> <ul style="list-style-type: none"> <li>• ELA: Comprehensive Focus 40S/E/M</li> <li>• ELA: Literary Focus 40S/E/M</li> <li>• ELA: Transactional Focus 40S/E/M</li> </ul>
<b>Mathematics</b>	Mathematics 10F/E/M	<b>One of the following:</b> <ul style="list-style-type: none"> <li>• Essential Mathematics 20S/E/M</li> <li>• Essential Mathematics I 25S/E/M and Essential Mathematics II 25S/E/M</li> <li>• Introduction to Applied and Pre-Calculus Mathematics 20S/E/M</li> </ul>	<b>One of the following:</b> <ul style="list-style-type: none"> <li>• Applied Mathematics 30S/E/M</li> <li>• Essential Mathematics 30S/E/M</li> <li>• Essential Mathematics III 35S/E/M and Essential Mathematics IV 35S/E/M</li> <li>• Pre-Calculus Mathematics 30S/E/M</li> </ul>	<b>One of the following:</b> <ul style="list-style-type: none"> <li>• Applied Mathematics 40S/E/M</li> <li>• Essential Mathematics 40S/E/M</li> <li>• Essential Mathematics V 45S/E/M and Essential Mathematics VI 45S/E/M</li> <li>• Pre-Calculus Mathematics 40S/E/M</li> </ul>
<b>Physical Education/Health Education</b>	Physical Education/Health Education 10F/E/M	Physical Education/Health Education 20F/E/M	Physical Education/Health Education 30F/E/M	Physical Education/Health Education 40F/E/M
<b>Social Studies</b>	Canada in the Contemporary World 10F/E/M	Geographic Issues of the 21st Century 20F/E/M	History of Canada 30F/E/M	
<b>Science</b>	Science 10F/E/M	Science 20F/E/M		

## 13 OPTIONAL CREDITS

**Thirteen credits** from subject areas such as:

- English language arts (additional courses for credit)
- mathematics (additional courses for credit)
- sciences (additional courses for credit)
- social studies (additional courses for credit)
- French (English Program)
- other languages
- arts education: visual arts, music, drama, and dance
- career development
- human ecology
- industrial arts
- senior years information and communication technology (ICT)

- senior years technology education: applied commerce, High School Apprenticeship Program (HSAP), technical-vocational education
- others as offered by the school, including School-Initiated Courses (SICs) and Dual Credits
- others as initiated by the student, including Student-Initiated Projects (SIPs) and Special Language Credit Options (SLCOs)
- Private Music Option credits (PMOs) and Cadet credits are recognized as additional credits beyond the minimum 30 credits required for high school graduation.

See your school for a complete list of course offerings.

## NOTES

- 1 All subjects are taught in English with the exception of other languages studied.
- 2 Credit cannot be held concurrently for the same course with different course designations (e.g., English Language Arts 10F and 10E).
- 3 Non-Manitoba courses from other jurisdictions may be evaluated and accepted by the school principal for credit to meet Manitoba high school graduation requirements.
- 4 In exceptional circumstances and in discussion with parents/caregivers, a school administrator may approve the substitution of a maximum of two optional credits for two compulsory credits. All substitution of credits must be reported to Education Administration Services.

**5** Students following Advanced Placement (AP) or International Baccalaureate (IB) programs must meet the Manitoba graduation requirements, including attaining credits in 40S English language arts and mathematics, and must write the provincial tests associated with these courses.

**6** ELA: Language and Technical Communication 40S/E/M may be used to satisfy the Grade 12 English language arts requirement for the Senior Years Technology Education Program diploma.

**7** At least one optional credit must be at the Grade 11 level and at least two optional credits must be at the Grade 12 level.

**8** Students may obtain credit for a maximum of 11 SICs, 3 SIPs, 4 SLCOs, and 4 PMOs.

**9** Students should ensure that they meet the entrance requirements of the post-secondary education (college or university), training, or employment they intend to pursue.

# Graduation Requirements

for the

# French Immersion Program

\*As of September 2024, students starting Grade 9 must earn a minimum of 15 credits taught in French of the 30 required to obtain a provincial French immersion diploma. The additional required credit from a course taught in French must be earned in either Grade 11 or 12.

Minimum 30 credits of which a minimum of 14 taught in French\*

## 21 Compulsory Credits

	Grade 9 6 credits	Grade 10 6 credits	Grade 11 5 credits	Grade 12 4 credits
Compulsory Subjects	<b>French Language Arts</b> <ul style="list-style-type: none"> <li>• Français arts langagiers – immersion</li> </ul>	<b>French Language Arts</b> <ul style="list-style-type: none"> <li>• Français arts langagiers – immersion</li> </ul>	<b>French Language Arts</b> <ul style="list-style-type: none"> <li>• Français arts langagiers – immersion</li> </ul>	<b>French Language Arts</b> <ul style="list-style-type: none"> <li>• Français arts langagiers – immersion</li> </ul>
	<b>English Language Arts</b> <ul style="list-style-type: none"> <li>• English Language Arts</li> </ul>	<b>English Language Arts</b> <ul style="list-style-type: none"> <li>• English Language Arts</li> </ul>	<b>English Language Arts</b> - 1 of the following: <ul style="list-style-type: none"> <li>• ELA - Imm: Comprehensive Focus</li> <li>• ELA - Imm: Literary Focus</li> <li>• ELA - Imm: Transactional Focus</li> </ul>	<b>English Language Arts</b> - 1 of the following: <ul style="list-style-type: none"> <li>• ELA - Imm: Comprehensive Focus</li> <li>• ELA - Imm: Literary Focus</li> <li>• ELA - Imm: Transactional Focus</li> </ul>
	<b>Mathematics</b> <ul style="list-style-type: none"> <li>• Mathématiques or Mathematics</li> </ul>	<b>Mathematics</b> - 1 of the following: <ul style="list-style-type: none"> <li>• Mathématiques au quotidien or Essential Mathematics</li> <li>• Mathématiques au quotidien I and Mathématiques au quotidien II or Essential Mathematics I and Essential Mathematics II</li> <li>• Introduction aux mathématiques appliquées et au pré-calcul or Introduction to Applied and Pre-Calculus Mathematics</li> </ul>	<b>Mathematics</b> - 1 of the following: <ul style="list-style-type: none"> <li>• Mathématiques appliquées or Applied Mathematics</li> <li>• Mathématiques au quotidien or Essential Mathematics</li> <li>• Mathématiques au quotidien III and Mathématiques au quotidien IV or Essential Mathematics III and Essential Mathematics IV</li> <li>• Mathématiques pré-calcul or Pre-Calculus Mathematics</li> </ul>	<b>Mathematics</b> - 1 of the following: <ul style="list-style-type: none"> <li>• Mathématiques appliquées or Applied Mathematics</li> <li>• Mathématiques au quotidien or Essential Mathematics</li> <li>• Mathématiques au quotidien V and Mathématiques au quotidien VI or Essential Mathematics V and Essential Mathematics VI</li> <li>• Mathématiques pré-calcul or Pre-Calculus Mathematics</li> </ul>
	<b>Éducation physique et Éducation à la santé</b> or Physical Education/Health Education	<b>Éducation physique et Éducation à la santé</b> or Physical Education/Health Education	<b>Éducation physique et Éducation à la santé</b> or Physical Education/Health Education	<b>Éducation physique et Éducation à la santé</b> or Physical Education/Health Education
	<b>Social studies</b> <ul style="list-style-type: none"> <li>• Le Canada dans le monde contemporain or Canada in the Contemporary World</li> </ul>	<b>Social studies</b> <ul style="list-style-type: none"> <li>• Les enjeux géographiques du XXI<sup>e</sup> siècle or Geographic Issues of the 21<sup>st</sup> Century</li> </ul>	<b>Social studies</b> <ul style="list-style-type: none"> <li>• Histoire du Canada or History of Canada</li> </ul>	
	<b>Science</b> <ul style="list-style-type: none"> <li>• Sciences de la nature or Science</li> </ul>	<b>Science</b> <ul style="list-style-type: none"> <li>• Sciences de la nature or Science</li> </ul>		

## 9 Optional Credits

### 9 credits from subject areas such as:

- Français  
(additional courses for credit)
- English language arts  
(additional courses for credit)
- Mathematics  
(additional courses for credit)
- Sciences  
(additional courses for credit)
- Social studies  
(additional courses for credit)
- Other languages
- The arts: visual arts, music, drama, dance
- Career development
- Psychology
- Senior years information and communication technology (ICT)
- Technical/vocational education
- Human ecology
- Business and marketing
- Industrial arts
- Others as offered by the school including School-Initiated Courses (SICs) and Dual Credits
- Others as initiated by the student including Student-Initiated Projects (SIPs) and Special Language Credit Options (SLCOs)

See your school for a complete list of course offerings.

## Notes

- 1** Students must earn at least **14 credits\*** from courses taught in French to meet the requirements of the French Immersion Program Diploma.
  - In Grade 9, a minimum of **4 credits** from courses taught in French;
  - In Grade 10, a minimum of **4 credits** from courses taught in French;
  - In Grade 11, a minimum of **3 credits** from courses taught in French;
  - In Grade 12, a minimum of **3 credits** from courses taught in French.
- 2** Credit cannot be held concurrently for the same course with different course designations (ex: English language arts 10F and 10E).
- 3** Non-Manitoba courses from other jurisdictions may be evaluated and accepted by the school principal for credit to meet Manitoba high school graduation requirements.
- 4** In exceptional circumstances and in discussion with parents, a school administrator may approve the substitution of a maximum of two optional credits for two compulsory credits. All substitution of credits must be reported to Student Records.
- 5** Students following Advanced Placement (AP) or International Baccalaureate (IB) programs must meet the Manitoba graduation requirements, including attaining credits in Grade 12 Français, English, and Mathematics prescribed by the Department, and must write the provincial tests associated with these courses.
- 6** At least **one** optional credit must be at the Grade 11 level and at least **one** optional credit must be at the Grade 12 level.
- 7** Students may obtain credit for a maximum of 11 SICs, 3 SIPs, 4 SLCOs and 4 PMOs at the senior years level.
- 8** Students should ensure that they meet the entrance requirements of the post-secondary education (college or university), training or work situation they intend to pursue.

For graduation requirements for the [French Immersion - Technology Education Program](#)

# COLLÈGE MILES MACDONELL COLLEGIATE

## ADVANCED PLACEMENT

Advanced Placement (AP42) courses provide students with an opportunity to explore university-level coursework while studying in a familiar high school setting. Students begin with advanced courses in their grade 11 year in preparation for the Advanced Placement 42S courses. Advanced Placement 42S courses are offered through an external organization, The College Board. In order to ensure consistency and academic rigour, The College Board establishes the curriculum for each course. A final exam is held in May for each Advanced Placement 42 course and students are scored on a scale of 1-5 on the exam. Depending on the exam result and the guidelines for the university of choice, a student may be recognized for equivalent course credit at the university level. Students may choose to enrol in just one Advanced Placement course or may choose multiple courses, depending on their interest and aptitude. Students who complete an Advanced Placement course benefit from the skills and experiences that come with engaging in extra academic challenge through exposure to a university level course while still attending high school.

**Advanced courses (30SA/40SA)** prepare students for the Advanced Placement (AP42) courses by giving them opportunities to build additional skills while they move at an accelerated pace and explore provincial curricular content with additional depth and breadth.

**Any one course or more may be taken based on interest and aptitude.**

GRADE 11	GRADE 12
Pre-Calculus Mathematics 30S Advanced Pre-Calculus Mathematics 40S Advanced or Mathématique pre-calcul 30S avancée Mathématique pre-calcul 40S avancée	Calculus AB 42 AP
English: Literary Focus 30S Advanced English: Literary Focus 40S Advanced	English Literature and Composition 42 AP
Biology 30S Advanced or Biology 30S or Biologie 30S	Biology 42 AP
Chemistry 30S Advanced or Chemistry 30S or Chimie 30S	Chemistry 40S Advanced Chemistry 42 AP
Physics 30S Advanced or Physics 30S or Physique 30S	Physics 42 AP

RETSD sTeam labs offer an integrated programming structure that provides increased student choice in learning to earn credits. Rather than subjects being isolated, the curriculum from different subjects are integrated while students work with a team of teachers in larger blocks of time. The scheduling provides opportunities for deep thinking about complex ideas.

### Grade 10 PROGRAM REGISTRATION

Students earn credits in the following areas:

- Science
- English Language Arts
- Arts

Working in one three-period block of time each day for a semester, students utilize the design thinking process, develop project management strategies, and share their work in various settings. Students will learn to use different technologies to creatively implement their understanding of curriculum through smaller class projects to improve their global competencies. Contact with industry through guest speakers, and site visits allow students to make connections between the skills they are learning in class and the skills needed for life beyond high school.

French Immersion students can participate in the sTeam program and still fulfill all grade 10 FI course requirements. Students earn credits in the following areas:

- Science de la nature
- Français
- Arts visuels

### Grade 11 PROGRAM REGISTRATION

Students earn credits in the following areas:

- History of Canada
- English Language Arts: Comprehensive Focus

Working in a two-period block of time each day for a semester, students use historical thinking concepts to inform their thinking about present societal issues. They will continue to build their global competencies and digital literacy skills by connecting with a variety of audiences. Projects are of an expanded scope and utilize the design thinking process to design and manage their ideas. Industry connections become more personalized as students engage in individual networking, attend guest speaker sessions, and participate in site visits.

French Immersion students can participate in the sTeam program and still fulfill all grade 11 FI course requirements. Students earn credits in the following areas:

- Histoire du Canada
- Français

### Grade 12 PROGRAM REGISTRATION (Prerequisite Grade 10 and/or Grade 11 sTeam)

Students earn credits in the following areas:

- English Language Arts: Comprehensive Focus
- and a choice of English Language Arts: Transactional Focus, Global Issues, or Visual Art.

Working in a two-period block of time each day, students create and manage their own capstone projects. Students will connect and collaborate with industry partners to apply global competencies in a real-world context. Students will be given the semester to complete the project and will utilize the capstone to highlight their personal development, culminating in a final presentation where they share their learning and growth. Students will be connected to an industry mentor in their area of interest.

# INTENSIVE TECHNICAL VOCATIONAL PROGRAM INFORMATION

RETSD students can apply to take Technology Vocational Education courses at Kildonan-East Collegiate and Murdoch MacKay Collegiate, beginning in their grade 11 year. The exception to this is Hairstyling, which begins in their grade 10 school year. The courses being offered at each school include:

## Programs Offered

### Kildonan-East Collegiate

- Automotive Technology
- Baking and Pastry Arts
- Carpentry
- Culinary Arts
- Collision Repair and Refinishing Technology
- Electrical Trades Technology
- Graphic Design
- Hairstyling
- Interactive Digital Media
- Photography
- Refrigeration and Air Conditioning

### Murdoch MacKay Colegiate

- Carpentry
- Fashion Technology



Successful applicants will spend one semester in grade 11 at their home school completing academics and one semester at either Kildonan-East Collegiate or Murdoch MacKay Collegiate, taking their selected vocation. The same applies for grade 12.

## Program Requirements

- Two-year commitment (three-year for Hairstyling)
- Attendance in good standing
- On track for graduation
- Awareness and commitment to complete an all-day course every day for a full semester
- Be responsible for own transportation to and from Kildonan-East Collegiate or Murdoch MacKay Collegiate. *Students who currently meet the criteria outlined for divisional bussing will be eligible for transportation to Kildonan-East Collegiate and Murdoch McKay Collegiate.*
- Completion of Expression of Interest application
- Students are responsible for purchasing/supplying their own safety clothing (PPE) and supplies.
- Students are responsible for ensuring appropriate dress and providing PPE and supplies as indicated for each vocation .

For more information, please refer to the RETSD Technical Vocational Handbook on our school website.



# APPRENTICESHIP

## High School Apprenticeship Program (HSAP)

The High School Apprenticeship Program (HSAP) is a great opportunity for students to get on-the-job experience with an employer. HSAP provides practical, paid, work experience and up to eight credits towards your high school diploma. HSAP provides an opportunity for early entry into trades and to build interest with youth. Students are able to transfer their hours of HSAP on-the-job training after graduation to a Level One apprenticeship training program.

Students should be either currently working in the skilled trades, or have a genuine interest in a career in the skilled trades.

*Students should be:*

- 16 years or older
- Currently enrolled in high school courses (either academic or vocational stream)
- Willing to find an employer to take them on as an apprentice

*Benefits of Apprenticeship and a Career in the Trades:*

- An affordable post-secondary opportunity and lower student debt
- Federal and provincial tax incentives and scholarship opportunities
- Strong earning potential
- Red Seal Certification transferable across Canada
- Steadily increasing demand and extensive opportunities for advancement

*For more information:*

River East Transcona School Division: [www.retsd.mb.ca](http://www.retsd.mb.ca)

Apprenticeship Manitoba Website: [www.gov.mb.ca/tradecareers](http://www.gov.mb.ca/tradecareers)

River East Transcona School Division Apprenticeship Teacher: [apprenticeship@retsdb.ca](mailto:apprenticeship@retsdb.ca)



# OTHER CREDIT OPTIONS

## **Community Service Credit (Student-Initiated Project)**

The skills, knowledge, and attitudes gained through community service can increase a student's confidence and maturity, and provide more awareness of the needs of others in the community. Students participating in such an activity may earn a credit towards graduation. Students must apply through Student Services before beginning a service project.

## **Credit for Employment**

Students gain valuable skills through on-the-job work experience, therefore the Credit for Employment (CFE) credit is available to provide students with the opportunity to earn up to 2 high school credits for paid employment. CFE can enrich students' understanding of the relevance of education and the importance of developing career readiness. Students must be 16 years of age or older and are responsible for finding their own employment. Students must hold a minimum of a 0.5 credit in a career development course (Life Exploration 10S) to be eligible.

## **Special Language Credit**

Students can apply to gain up to four academic credits in a Heritage language. More information is available from our Student Services Department. Exams can be written in either fall or spring.

## **Cadets Credit**

Students can earn up to two credits for successful completion of the Cadet basic and advanced training programs. The Cadet credits are recognized only as additional credits beyond the minimum 30 credits required for graduation. Students wishing to add these credits to their transcript should visit Student Services.

## **Private Music Option Credit**

The Private Music credits are recognized only as additional credits beyond the minimum 30 credits required for graduation. Students wishing to add these credits to their transcript should visit Student Services.

## **Royal Winnipeg Ballet Credit**

Students can be granted a credit for the Royal Winnipeg Ballet. The Royal Winnipeg Ballet credits are recognized only as additional credits beyond the minimum 30 credits required for graduation. Students wishing to add these credits to their transcript should visit Student Services.



# CAREER CONNECT

## LIFE/WORK BUILDING & TRANSITIONING COURSE DESCRIPTIONS

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### LIFE/WORK EXPLORATION 15S

Credit: .5

This grade 9 course provides students with the opportunity to begin their exploration in the world of work. Students increase their self-awareness and develop skills in personal management and career exploration while learning about their interests, skills, personality traits and values. This course is taken in conjunction with English Language Arts 10F.

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### VIE-TRAVAIL: EXPLORATION 15S

Credit: .5

Ce cours de 9e année offre aux élèves l'occasion de commencer leur exploration du monde du travail. Les élèves augmentent leur conscience de soi, développent des compétences en gestion personnelle et ils explorent des carrières tout en apprenant sur leurs intérêts, leurs compétences, leurs traits de personnalité et leurs valeurs. Ce cours est suivi en conjonction avec le cours de Français 10F pour les élèves dans le programme d'immersion.

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### LIFE/WORK PLANNING 20S

Credit: 1

Students will receive an overview of career development outcomes while building positive self-esteem, locating work information, and selecting high school courses. Students will develop skills in personal management, career exploration, and career/community experiences.

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### LIFE/WORK BUILDING & TRANSITIONING 30S & 40S

Credits: 2 (30S and 40S)

Students will identify work or career interests and will then be placed in an entry level position with a local business partner. This three month placement will develop students' knowledge, skills, confidence, and employability through new contacts and references, and an enhanced resume. Students will work with their teacher mentor to ensure a successful transition to the world of work or to continued career-related training and education.

Some examples of past placements include:

- Cancer Care Manitoba
- Law enforcement
- Salons
- Elementary and middle schools
- Restaurants
- Community clubs
- Animal services
- Law firms
- Physiotherapy clinics
- Trades
- Veterinary clinics
- Autobody

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### BUSINESS INNOVATIONS 10S

Credit: 1

This introductory course allows students to sample the various strands within the applied commerce education program. The course offers students the opportunity to explore commerce-related topics, such as economics, entrepreneurship, business, marketing, technology, and finance. Throughout the course, students will apply the concepts and strategies they learn to a variety of creative business projects or simulations.

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### ENTREPRENEURSHIP 20S

Credit: 1

Entrepreneurship focuses on developing the foundational skills and ideas needed to plan and develop a business. This course is relevant to high school students since many are already involved in their communities and are starting to recognize various needs and opportunities in their areas. Students start by analyzing innovations, inventions, and creative ideas. They learn the process of planning, marketing and implementing a venture. This course is designed for students interested in business principles related to the ownership and management of a business



# CREATIVE ARTS COURSE DESCRIPTIONS

## DANCE

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### DANCE 10S

Credit: 1

Students will be introduced to fundamentals of ballet, jazz, lyrical, hip hop, and modern dance. Students will develop body strength and coordination as well as a basic understanding of dance terminology, performance etiquette, and choreographic skills. Students will apply their learning by choreographing and performing a dance routine. Opportunities for viewing different dance styles will be provided.

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### DANCE 20S

Credit: 1

Students will explore various dance styles, including ballet, jazz, hip hop, lyrical and modern. Students will learn a variety of dance routines that emphasize coordination, technique, and endurance. This course will strengthen and improve dance fundamentals. Opportunities for viewing and creating choreography will be integrated into the course.

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### DANCE 30S

Credit: 1

Students will extend their dance experience by focusing on improving technique and flexibility. Students will enhance their dance etiquette, knowledge, and choreographic skills. Students will explore dance as medium to develop self-discipline, risk taking, cooperation, assertiveness, and creativity by creating, and reflecting through dance. Opportunities for viewing and creating choreography will be integrated into the course.

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### DANCE 40S

Credit: 1

This course is designed as a consolidation of the fundamental elements in dance. Students will continue to develop dance technique, flexibility, agility, coordination, fitness, musicality, and creativity while continuing to explore ballet, jazz, hip hop and modern dance. This class strives to complete the dancers' education by giving them the opportunity to teach a class to others. Opportunities for viewing and creating choreography will be integrated into the course.



# CREATIVE ARTS COURSE DESCRIPTIONS

## DRAMA

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### DRAMA 10S

Credit: 1

This introductory course is based on the premise that everyone can act and does act. Students will be introduced to drama through participation in a variety of games, exercises, and performance opportunities. Students will explore the world of theatre and will act on stage in small and large groups and individually. Students will learn the basics of stage composition and will experiment with ideas, elements, and forms to create several original performance pieces.

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### DRAMA 20S

Credit: 1

Students will discover acting's component parts in various theatre games, workshops, and activities. Students will learn the basics of the theory and practice of acting and how to immerse themselves in the "truth of the moment." Students will develop a greater understanding of drama and will perform for their peers while developing on-stage and backstage skills using a range of dramatic forms.

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### DRAMA 30S

Credit: 1

Students will focus on the interpretation of characters and scripts. Students will examine the psychology of acting and role creation. Students will learn to develop characters using both published and original scripts. Students will continue to develop skills for both on-stage and backstage work and will delve into a range of styles of theatre.

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### DRAMA 40S

Credit: 1

This advanced course in theory, writing, acting, directing, and play production focuses on the creative voice. Students will study theatre practitioners and various schools of theatre. Students will explore drama and theatre, including techniques of analysis and interpretation, script writing, and directing. Students will develop and direct several original scripted creations.



# CREATIVE ARTS COURSE DESCRIPTIONS

## MUSIC

**MUSIC - CHOIR**  
10S, 20S, 30S and 40S  
Credit: 1 at each level

There is a singer in everyone one of us. Making music together is a powerful and meaningful social practice important for communities and self-expression. Each student has a unique voice and in singing with others we come together as a unique CMMC community addressing personal growth and understanding of our diverse world through the art of vocal music. Students will learn about vocal technique, artistic performance, practice/performance procedures, and the value of bringing many voices together to create one choir. Previous singing experience is not necessary.

**MUSIC - GUITAR**  
10S, 20S, 30S, & 40S  
Credit: 1 at each level

The guitar is a great instrument for making music in a wide range of settings. No previous musical experience is necessary to enter this program. In the first year, students will focus on acquiring foundational and practical skills for making music on the guitar. Students will learn to play common chord forms, become familiar with rhythmic patterns, and learn melodies aurally and from notation. In subsequent years, students will build upon their experience and skills, continuing to explore chord theory, different musical genres, and notation. Students may be placed in a class suited to their level of previous experience.

**MUSIC - CONCERT BAND**  
10S 20S, 30S and 40S  
Credit: 1 at each level

Making music with others is an amazing community-building experience. The concert band provides the opportunity for students to develop their instrumental performance skills as an individual while in an ensemble setting. Students will learn about performance/practice procedures, technique, active listening, and accountability. There will be opportunities to explore creative expression and recording technology. All instruments are welcome. Students should supply their own instruments. A limited number of instruments are available to rent from the school. Any inquiries should be directed to the teacher.

**MUSIC - JAZZ BAND**  
10S, 20S, 30S and 40S  
Credit: 1 at each level

This performance-oriented course develops a student's skills for making music in the context of a jazz band. Jazz music has its own unique language which students will have the opportunity to explore through experience with multiple genres as an individual and in the ensemble. Students will learn about musical and linguistic vocabulary relating to jazz. The expressive art of improvisation will also be considered. While standard jazz band instruments are the norm, non-traditional instruments will be considered. Previous experience is required. All rhythm section players should expect to play an audition for placement in the band. Any inquiries should be directed to the teacher.



# CREATIVE ARTS COURSE DESCRIPTIONS

## MUSIC PRODUCTION

### MUSIC PRODUCTION 20S

Credit: 1

Students will learn to compose and think creatively through a unique method of teaching and learning. Previous music knowledge is not necessary, but helpful. Students will create their own compositions and will have access to computers with professional music software. Through artistic inquiry and creative expression, students will examine, reflect upon and develop an understanding of themselves and other cultures.

### MUSIC PRODUCTION 30S

Credit: 1

Students will continue learning methods to develop their creativity. Elements of music such as rhythm, pitch, melody, timbre, and harmony will be explored in a way that is challenging and fun. Students have the opportunity to participate in recording projects.

### MUSIC PRODUCTION 40S

Credit: 1

Students will gain critical knowledge and experience to continue their growth as creative artists and if they choose, will be prepared for post-secondary music studies or the professional music industry. Students will deepen and broaden skills and understandings of communication, artistic/musical expression, cultural practices and creativity. Students will submit a portfolio of work that represents their craft, talent, and understandings.



# CREATIVE ARTS COURSE DESCRIPTIONS

## VISUAL ARTS

### VISUAL ARTS 10S

Credit: 1

Students will explore the elements and principles of art, while experimenting with a variety of media. As students learn and grow as artists, they will apply their knowledge in larger art projects that allow for individual creative expression. Art will be viewed and discussed, highlighting how art makes connections to time, place and community, and reflects identity and society. There is a written component to this course as students view, reflect, and respond to artwork.

### ART VISUEL 10S

(VISUAL ARTS 10S)

Crédit: 1

Les élèves exploreront les éléments et les principes de l'art, tout en expérimentant avec une variété de médias. Au fur et à mesure que les élèves apprennent et grandissent en tant qu'artistes, ils appliqueront leurs connaissances dans des projets artistiques de plus grande envergure qui permettent une expression créative individuelle. L'art sera vu et discuté, mettant en évidence la façon dont l'art établit des liens avec le temps, le lieu et la communauté, et reflète l'identité et la société. Il y a une composante écrite à ce cours pendant que les étudiants voient, réfléchissent, et répondent aux illustrations.

### VISUAL ARTS 20S

Credit: 1

Students will explore a variety of art mediums to develop artistic and creative processes. Students are introduced to the work of local and international artists and develop their skills through sketching and hands-on art making. Students will explore the elements and principles of art and design, the proportions of the human form, perspective and observational drawing, and sculpting and ceramics. Students learn about historical art styles as well as how to analyze context and meaning.



### VISUAL ARTS 30S

Credit: 1

Students will focus on idea development and the creative process. Students will continue developing technical skills and working with a variety of art media. The importance of design, composition, and conceptual thought will be highlighted. Students will be expected to prepare art works as well as written components, and to share and discuss their work. Students will be responsible for developing a portfolio.

### VISUAL ARTS 40S

Credit: 1

Students will be encouraged to achieve more expression through the media and techniques explored in previous courses. They will develop their own means of fulfilling assignment criteria, allowing individuals to use their personal strengths in meaningful ways. Students will be responsible for developing a portfolio.



# ENGLISH COURSE DESCRIPTIONS

English is a required course from Grade 9 to Grade 12. English courses teach students to use language as a means of understanding themselves and the world around them. Courses focus on the development of thinking, reading, speaking, writing, viewing, representing, and listening skills and aim to develop an appreciation of all types of expressed thought. Students have the opportunity to take more than one English course at the Grade 12 level.

“Literary” and “Transactional” are terms that describe the way language is used.

We use literary language for creative and imaginative purposes. Literary language is used in novels, poems, plays, and short stories.

We use transactional language out of necessity to conduct our lives. We use transactional language in biography, documentary film, journalism, advertising, resumes, proposals, reports, essays, manuals, and many other forms of communication.

## GRADE 9 ENGLISH

**ENGLISH LANGUAGE ARTS 10F**  
Credit: 1

Learners will explore diverse literary and informational texts, examine themes and perspectives, and develop critical awareness of rhetoric and bias. Learners create clear, well-structured texts across genres—such as essays, persuasive writing, and creative works—using precise language and effective techniques. This course prepares learners to engage confidently with complex ideas and texts.

## GRADE 10 ENGLISH

**ENGLISH LANGUAGE ARTS 20F**  
Credit: 1

Learners deepen their language expertise through advanced analysis, research, and communication. They engage with diverse texts exploring global and cultural themes, critically examine rhetoric and bias, and develop nuanced arguments. Learners create polished texts across genres—such as essays, persuasive writing, creative works, and research projects—using precise language and effective techniques. This course prepares learners to confidently tackle complex language tasks..



# ENGLISH COURSE DESCRIPTIONS

## GRADE 11 ENGLISH

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### ENGLISH: COMPREHENSIVE FOCUS 30SCF

Credit: 1

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Learners engage equally with literary and informational texts, developing analytical skills, critical thinking, and competent control of written and spoken language. Learners deepen their understanding of how language functions to influence, persuade, and convey power, and they examine how voice, bias, structure, and tone are used to position audiences across a wide range of texts.

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### ENGLISH: LITERARY FOCUS 30SLFA (Advanced)

Credit: 1

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This course exposes students to a variety of texts which may include novels, plays, poems, non-fiction, and short prose in order to offer a wide range of cultural, historical and literary works to students. The analytical approach to the study of literature continues to be stressed with an added emphasis on the purpose and writing style of authors as well as the writing style of students taking the course.

Students interested in taking 42AP English Literature and Composition are encouraged to register for this course.

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### ENGLISH: LITERARY FOCUS 30SLF

Credit: 1

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Learners engage primarily with literary texts (approximately 70%) while also exploring related informational texts (30%) to deepen understanding. The course emphasizes aesthetic study, encouraging learners to analyze, discuss, and create multimodal literary and informational texts. Learners experiment with various forms of aesthetic writing and advanced reading.

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### ENGLISH: TRANSACTIONAL FOCUS 30STF

Credit: 1

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Learners engage primarily with informational texts (approximately 70%) while also exploring related literary texts (30%) to enhance understanding. The course emphasizes analyzing, explaining, and conveying information, as well as prompting audience action, while learners create multimodal texts in both informational and literary forms for academic purposes.



# ENGLISH COURSE DESCRIPTIONS

## GRADE 12 ENGLISH

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### ENGLISH: COMPREHENSIVE FOCUS 40SCF

Credit: 1

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Learners explore and analyze a wide spectrum of texts and topics in a balanced approach of equal attention to literary and informational forms. This includes texts that use language to represent creative ideas and feelings, or images and language to explain information and viewpoints. As learners experience and compose a variety of texts, approximately 50 per cent are literary and 50 per cent informational in purpose.

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### ENGLISH: LITERARY FOCUS 40S LFA (Advanced)

Credit: 1

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This course provides students the opportunity to examine and compose a variety of literary texts. Students explore properties of language to convey experience, ideas, and perspectives as they deepen their appreciation of literature. Students develop the skills required to respond to texts, to manage diverse ideas and information, to communicate effectively, and to learn about the connection between purpose and writing style.

**Students interested in taking English Literature and Composition 42AP are encouraged to register for this course.**

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### ENGLISH: TRANSACTIONAL FOCUS 40STF

Credit: 1

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Learners explore and analyze a wide spectrum of texts and topics, with an emphasis on texts with informational purposes. This includes texts that use language to analyze, convey, or explain information and viewpoints, or to prompt an action from the audience. Learners deepen their understanding of informational texts and forms by exploring related literary texts that use language to convey creative expressions and interpretations as well. As learners experience and compose a variety of texts, approximately 70 per cent are informational and 30 per cent literary in purpose.

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### ENGLISH: LITERARY FOCUS 40SLF

Credit: 1

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Learners explore and analyze a wide spectrum of texts and topics, with an emphasis on forms with literary purposes. This includes texts that use language to represent creative ideas, experiences, feelings, or images. Learners deepen their understanding of literary texts by exploring related informational texts that use language to analyze, convey, or explain information and viewpoints. As learners experience and compose a variety of texts, approximately 70 per cent are literary and 30 per cent informational in purpose.

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### ENGLISH: LITERATURE & COMPOSITION 42SAP

Credit: 1

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AP English Literature and Composition is an introductory university-level literary analysis course. The course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.



# ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) COURSE DESCRIPTIONS

The EAL courses are specifically designed to meet the needs of newcomers to Canada for whom English is an additional language. The purpose of the program is to develop English language skills in the areas of listening, speaking, reading and writing. All courses listed below are offered in sheltered classroom environments.

\*Access to LAL and EAL courses is limited to those students that have been screened for this divisional program.

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## EAL LITERACY STAGE 1

Credit: 1

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This course is intended for students who are at emergent and beginning stages of acquiring English skills. Students will develop basic communication skills in speaking, listening, reading, and writing. Students will focus on vocabulary development and survival language for functioning in the school and the community. This is a pass/fail course.

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## ELA/EAL FOR ACADEMIC SUCCESS: S4 LEARNERS

Credit: 1

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This course is designed for advanced-level English as an additional language (EAL) students who wish to further develop the academic English language skills required for success in Senior Years and post-secondary education. Advanced EAL students who have studied English as a second language will benefit from integrated ELA/EAL courses, which reinforce and build proficiency in a range of language knowledge and skills required across the Senior Years curriculum and areas of postsecondary study. This course will help ensure success for advanced EAL learners in Senior 4 across a number of subject areas, with emphasis on the sciences, mathematics, and social sciences, as well as help students prepare for post-secondary study.

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## EAL LITERACY STAGE 2

Credit: 1

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Students will expand their essential English communication skills. Students will continue to receive some language support and will develop their speaking and listening skills, develop reading strategies, expand vocabulary, and begin to use more complex sentence structures. Students will have a variety of language opportunities and experiences to support and enhance their developing English skills. This is a pass/fail course.

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## ENGLISH 10/20E

Credit: 1

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Students will develop knowledge and academic language relevant to the reading and study of fiction and non-fiction texts, poetry, and drama. Emphasis is placed on developing reading, writing, and speaking skills.

*Students will receive only one credit, based on their respective grade level.*

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## EAL LITERACY STAGE 3

Credit: 1

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Students will continue to develop reading, writing, listening, and speaking skills. Students will experience varied styles and forms of reading and writing. Students will have greater opportunities to speak and listen. Students will be introduced to academic vocabulary, language skills and concepts in preparation for academic classes. This is a pass/fail course.



# ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) COURSE DESCRIPTIONS

E-designated courses offered follow the Manitoba Education approved curriculum for the indicated grade level course, with significant adaptations to the curriculum goals and outcomes. E-designation facilitates English language acquisition and interpersonal communication skills, academic language proficiency, and subject area knowledge. E-designated courses recognize that students are on a continuum of language development. Credits earned can be used to meet requirements for high school graduation.

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## SCIENCE 10E

Credit: 1

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Students will develop knowledge and academic language relevant to the course topics of matter, energy, genetics and evolution.

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## CANADA IN THE CONTEMPORARY WORLD 10E

Credit: 1

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Students will develop knowledge and academic language relevant to the diversity in Canada, democracy and governance, and the many challenges facing our country.

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## SCIENCE 20E

Credit: 1

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Students will develop knowledge and academic language relevant to matter, force, earth science and space science.

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## GEOGRAPHIC ISSUES 20E

Credit: 1

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Students will develop knowledge and academic language about Canada. Topics studied include Canada from a global perspective, physical and human aspects of Canada's regions, as well as Canada's natural resources, food from the land, and industry and trade. Hands-on activities and field trips are integrated into coursework.

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## HISTORY OF CANADA 30E

Credit: 1

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Students will develop knowledge and academic language about Canada's history. Topics studied include First Peoples of Canada, pre-European contact, early explorers, New France, the British-French conflict, and Canada from Confederation to present day.

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## MATH 10E

Credit: 1

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Students will develop knowledge and academic language relevant to geometry, number sense, and statistics.



# LITERACY, ACADEMICS, AND LANGUAGE (LAL)

LAL is an acronym for Literacy, Academics, and Language and describes students who are learning English as an Additional Language who had interrupted or no prior schooling. The goal of the LAL program is to help students learn English, develop basic knowledge, and improve their literacy skills for life in Canada and success in regular classrooms.

EAL stands for English as an Additional Language and is about English language programs for students with diverse language backgrounds. The term recognizes the positive process of learning another language. It is especially important in acknowledging the strengths and contributions of Manitoba's intercultural, multilingual student population. EAL refers to students whose first language is not English and who need special programs or services to improve their English proficiency and reach their potential in Manitoba's school system.

The learning goals for LAL and EAL are explained as a progression in four areas: Linguistic Competency, Contextual Applications, Intercultural Competency and Global Citizenship, and Strategic Competency



# FAMILY STUDIES COURSE DESCRIPTIONS

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## FAMILY STUDIES 10S

Credit: 1

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Students will explore adolescent development from the perspective of the adolescent student. Topics include building skills and knowledge in developing positive relationships to enhance personal health and wellness within the context of their own family dynamics and the community in which they live.

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## FAMILY STUDIES 20S

Credit: 1

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Students will focus on the skills and knowledge that parents and caregivers need, with emphasis on maternal health, pregnancy, birth, and the early years of human development. Students will learn about the developmental needs, effective care, and guidance of young children. The development of these skills and knowledge will enhance their overall well-being now as adolescents and in the future as parents and caregivers.

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## FAMILY STUDIES 30S

Credit: 1

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Students will focus on children's and adolescents' relationship within their families. Students will learn about developmental needs, effective care, and positive interactions with children/adolescents. The skills and knowledge that students will gain will provide them the opportunity to make informed decisions related to parenting, relationships, and families.

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## FAMILY STUDIES 40S

Credit: 1

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Students will explore the transition from adolescence to adulthood with the ability to examine and practice skills that help develop healthy interpersonal relationships. The skills and knowledge will provide the opportunity for students to make informed and responsible life management choices now and in the future.



# FOOD & NUTRITION COURSE DESCRIPTIONS

## FOOD & NUTRITION 10S

Credit: 1

Students focus on the individual and the relationships and influences that affect food choices. Students will examine the fundamentals of nutrition and learn how to apply the information to their lives. The course provides opportunities for students to develop safe food handling and food preparation skills in a practical setting.

## FOOD & NUTRITION 20S

Credit: 1

Students focus on the individual within the family unit and the influence that marketing and media have on family food choices. Students will gain a strong understanding of the categories of nutrients, why our bodies need them, and what foods are consumed for health and well-being. The course provides opportunities for students to further develop food preparation skills in a practical setting.

## FOOD & NUTRITION 30S

Credit: 1

Students focus on the individual within the community and Canada, including the influence regions have on our food choices and personal practices. Students will be exposed to food and production in Manitoba and examine food availability within Manitoba. Students will analyze the nutritional composition of food and reflect on their own nutritional choices. This course provides opportunities for students to apply food preparation skills in a practical setting.

## FOOD & NUTRITION 40S

Credit: 1

This course offers a critical examination of the individual as a responsible citizen. Students will explore sustainability and ethical practices within food production and access. They will examine food security and barriers that exist to achieve food security for all people. Students will investigate solutions to local and global food accessibility. This course will provide opportunities for students to apply food preparation skills in a practical setting.



# FRENCH IMMERSION COURSE DESCRIPTIONS

French Immersion students from École John Henderson Middle School, École Munroe Middle School and École Robert Andrews Middle School may apply to the French Immersion Program at Collège Miles Macdonell Collegiate.

To obtain a provincial French Immersion Diploma, students in grades 11 and 12 for the 2026 - 2027 school year will need to earn a minimum of 14 credits in French instruction. Grade 9 students for the 2026 - 2027 school year will need to earn a minimum of 15 credits in French instruction throughout their time at CMMC.

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## FRANÇAIS 10F FI

Crédit: 1

Les élèves seront capables de communiquer des messages à l'oral et à l'écrit avec précision et aisance. Ils seront appelés à interagir avec une variété de textes pour but de développer les compétences d'analyse et de pensée critique. Ce cours est suivi en conjonction avec le cours de vie-travail: exploration 15S pour les élèves dans le programme d'immersion.

Students will be able to communicate various messages (both oral and written) with precision and accuracy. They will interact with a variety of texts to develop their analytical and critical thinking skills. This course is taken in conjunction with vie-travail: exploration 15S.

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## FRANÇAIS 20F FI

Crédit: 1

Les élèves seront exposés à une gamme d'activités littéraires et communicatives dont le but est d'approfondir leurs connaissances du français oral et écrit. Les élèves seront exposés à diverses oeuvres d'auteurs classiques et contemporains et seront capables de rédiger des textes oraux et écrits pour transmettre de l'information selon leur intention de communication. Le développement des compétences d'analyse et de pensée critique continue.

Students will be exposed to a variety of activities to deepen their knowledge of oral and written French. Students will encounter literary works of various classical and contemporary authors and will be able to create personal texts to achieve a variety of communicative goals. Students will continue to develop their analytical and critical thinking skills.

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## FRANÇAIS:

### Langue et Communication 30S FI

Crédit: 1

Les élèves seront capables d'interagir avec une gamme de textes selon une double perspective: analyse du fonctionnement textuel et réaction critique. Les élèves seront par ailleurs capables de présenter et de défendre leur point de vue avec efficacité et de saisir l'essentiel du contenu d'un texte.

Students will study both literary and transactional works. They will learn to present and defend their point of view and to speak, write and synthesize with precision and accuracy.

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## FRANÇAIS:

### Langue et Communication 40S FI

Crédit: 1

Les élèves seront capables d'interagir avec une gamme de textes selon une double perspective: analyse du fonctionnement textuel et réaction critique, avec une mise en relief particulière sur la capacité de créer des effets dans leurs productions orales et écrites, de faire une présentation orale et de rédiger des textes argumentatifs et/ou analytiques.

Students will be exposed to a variety of texts. Students will make formal oral presentations and will write in a variety of styles and forms.



# FRENCH IMMERSION COURSE DESCRIPTIONS

## MATHÉMATIQUES

Math is a required compulsory course from Grade 9 to Grade 12. All Math courses offered at CMMC lead to access to post secondary education. Students enrolled in any Mathematics 40S level course, write a Provincial Assessment.

The goals of our Math courses are to provide attitudes, knowledge, skills, and understandings for specific post-secondary programs or direct entry into the workforce. The Math pathways provide students with mathematical understandings and critical-thinking skills. When choosing a math course, students should consider their interests and aptitude, as well as possible future pursuits.

**\*\*GRAPHING AND SCIENTIFIC CALCULATOR USE IN MATHEMATICS.** The use of technology in the study of mathematics has become more important in recent years. The graphing calculator that is recommended to be used at CMMC will be the Texas Instruments 83 Plus or Texas Instrument 84 Plus. Students who intend to take Calculus AP or Applied Mathematics in Grade 11 and 12 are recommended to have a graphing calculator.

### MATHÉMATIQUES DE TRANSITION

10F FI

(TRANSITIONAL MATHEMATICS 10F)

Crédit: 1

Les élèves renforcent leurs compétences fondamentales en arithmétique, en algèbre, en géométrie et en statistiques. Le cours vise à développer la confiance et à appliquer les mathématiques à des décisions et à des problèmes de la vie quotidienne.

### MATHÉMATIQUES 10F FI

(MATHEMATICS 10F FI)

Crédit: 1

Les élèves approfondissent leur compréhension des nombres, des régularités et des relations linéaires tout en explorant la géométrie, l'analyse de données et les probabilités. L'accent est mis sur la résolution de problèmes et l'application des mathématiques à des situations concrètes.

### INTRODUCTION AUX MATHÉMATIQUES APPLIQUÉES / PRÉ-CALCUL 20SI FI

(INTRODUCTION TO APPLIED & PRE-CALCULUS 20S FI)

Crédit: 1

Les élèves développent leur raisonnement algébrique et graphique en travaillant la mesure, la trigonométrie, l'algèbre et les fonctions. Ils s'engagent dans des mathématiques mentales et théoriques afin de développer davantage leur pensée critique. Le cours met l'accent sur le raisonnement proportionnel et la résolution de problèmes à l'aide d'applications concrètes.

Les élèves intéressés à suivre les cours de Mathématiques appliquées et de Pré-calcul en 11e et 12e années sont encouragés à s'inscrire à ce cours.

### MATHÉMATIQUES AU QUOTIDIEN 20SE FI

(ESSENTIAL MATHEMATICS 20SE)

Crédit: 1

Les élèves appliquent les mathématiques à des tâches pratiques telles que la mesure, les décisions de consommation et la trigonométrie de base. L'accent est mis sur la résolution de problèmes et l'utilisation des mathématiques dans la vie quotidienne.

### MATHÉMATIQUES AU QUOTIDIEN

30SE FI

(ESSENTIAL MATHEMATICS 30SE)

Crédit: 1

Les élèves se concentrent sur des applications pratiques telles que le budget, la mesure et le raisonnement proportionnel. Le cours met l'accent sur la résolution de problèmes et la prise de décisions éclairées.

### MATHÉMATIQUES APPLIQUÉES

30SA FI

(APPLIED MATHEMATICS 30SA FI)

Crédit: 1

Les élèves explorent le raisonnement algébrique, spatial et statistique à travers des applications concrètes, notamment la trigonométrie, l'analyse de données et les systèmes d'inégalités.



*NOTE: To see the French Immersion course descriptions written in English, please see the description of the equivalent course (shown in brackets after course title) in their department sections.*

# FRENCH IMMERSION COURSE DESCRIPTIONS

## MATHÉMATIQUES

**MATHÉMATIQUES  
PRÉ-CALCUL 30SPC FI**  
(PRE-CALCULUS MATHEMATICS 30SPC)  
Crédit: 1

Les élèves renforcent leur raisonnement algébrique et trigonométrique en analysant des fonctions et des suites. Le cours développe des compétences en vue d'études mathématiques avancées.

**MATHÉMATIQUES  
PRE-CALCUL 30SPCA (avancée)**  
Crédit: 1

Ce cours s'appuie sur les concepts dans le cours d'introduction aux mathématiques appliquée et pré-calculs 20S. Les sujets incluent l'algèbre, les fonctions quadratiques, les fonctions inverses, et la trigonométrie.

**Les élèves qui s'intéressent à suivre le cours de 42AP Calculus AB en douzième année devraient s'inscrire à ce cours et au cours de Mathématiques pré-calcul 40S avancée en onzième année.**

**MATHÉMATIQUES AU QUOTIDIEN  
40SE FI (ESSENTIAL MATHEMATICS 40SE)**  
Crédit: 1

Les élèves utilisent les mathématiques dans des contextes de finances personnelles, de logement et d'affaires, tout en explorant l'analyse de données et les probabilités. Le cours favorise la prise de décisions éclairées et la résolution de problèmes de la vie quotidienne.

**MATHÉMATIQUES APPLIQUÉES  
40SA FI (APPLIED MATHEMATICS 40SA)**  
Crédit: 1

Les élèves appliquent les mathématiques à la planification financière, aux probabilités et à la modélisation de données. L'accent est mis sur le raisonnement logique et les liens entre les mathématiques et des défis concrets.

**MATHÉMATIQUES  
PRÉ-CALCUL 40SPC FI**  
(PRE-CALCULUS 40S)  
Crédit: 1

Les élèves approfondissent leur raisonnement algébrique et trigonométrique à travers l'étude de fonctions complexes et de la combinatoire. Le cours prépare les élèves aux mathématiques de niveau postsecondaire.

**MATHÉMATIQUES PRÉ-CALCUL  
40SPCA (avancée)**  
Crédit: 1

Ce cours est une continuation du cours de mathématiques pré-calcul 30S avancée. Les sujets incluent la trigonométrie et fonctions circulaires avancées, les opérations sur les fonctions, les transformations et permutations et combinaisons.

**Les élèves qui s'intéressent à suivre le cours de 42AP Calculus AB devraient s'inscrire à pour ce cours en onzième année.**

*NOTE: To see the French Immersion course descriptions written in English, please see the description of the equivalent course (shown in brackets after course title) in their department sections.*



# FRENCH IMMERSION COURSE DESCRIPTIONS

## SCIENCES

NOTE: To see the French Immersion course descriptions written in English, please see the description of the equivalent course (shown in brackets after course title) in their department sections.

### SCIENCES DE LA NATURE

#### 10F FI (SCIENCE 10F)

Crédit: 1

Les élèves développent leur littératie scientifique par des enquêtes actives portant sur la matière, l'énergie, la génétique et l'évolution. Ils explorent les liens entre la science, la vie quotidienne et la société, tout en intégrant des perspectives autochtones et des apprentissages pratiques.

### SCIENCES DE LA NATURE

#### 20F FI (SCIENCE 20F)

Crédit: 1

Les élèves terminent les études scientifiques fondamentales en étudiant la matière, les forces, les systèmes de la Terre et de l'espace, ainsi que les processus du vivant. L'accent est mis sur la démarche d'enquête, les applications pratiques et la compréhension de la science dans des contextes sociaux et environnementaux.

### BIOLOGIE 30S FI (BIOLOGY 30S)

Crédit: 1

Ce cours est une introduction aux notions fondamentales de l'homéostasie et du bien-être, suivie d'un aperçu de la biologie des systèmes humains. L'élève est invité à prendre conscience de son corps par une étude approfondie de l'anatomie et de la physiologie humaine.

### BIOLOGIE 40S FI (BIOLOGY 40S)

Crédit: 1

Ce cours aborde les thèmes suivants: les acides nucléiques, la génétique, l'évolution et la biodiversité. Ce cours met également l'accent sur l'interaction entre les sciences, la technologie et la société en abordant des questions d'actualité et des problèmes impliquant la science.

### CHIMIE 30S FI (CHEMISTRY 30S)

Crédit: 1

*Une calculatrice Scientifique est requise.*

Ce cours comprend une étude des phénomènes chimiques au niveau moléculaire. Les principaux sujets abordés sont les propriétés physiques de la matière, les gaz et l'atmosphère, les réactions chimiques, les solutions, et la chimie organique. L'élève doit avoir une base solide en mathématiques au préalable.

### CHIMIE 40S FI (CHEMISTRY 40S)

Crédit: 1

*Une calculatrice Scientifique est requise.*

Ce cours est destiné aux élèves désirant poursuivre des études post-secondaires. Les sujets traités sont la structure atomique, la cinétique, l'équilibre chimique, les acides et les bases, et l'oxydoréduction. Il est attendu que l'élève puisse résoudre les problèmes selon l'approche molaire. L'élève doit avoir une base solide en mathématiques au préalable.

### PHYSIQUE 30S FI (PHYSICS 30S)

Crédit: 1

*Une calculatrice Scientifique est requise.*

Les élèves vont étudier le mouvement de la matière et de l'énergie. Les élèves vont recevoir une éducation de la fondation de la mécanique, les champs, les ondes, et la lumière. L'élève doit avoir une base solide en mathématiques au préalable.

### PHYSIQUE 40S FI (PHYSICS 40S)

Crédit: 1

*Une calculatrice Scientifique est requise.*

Les élèves vont étudier le mouvement de la matière et de l'énergie. Les sujets principaux du cours sont : le mouvement en deux dimensions, la conservation de quantité de mouvement et d'énergie, la motion orbitale, les champs électriques et magnétiques, les circuits électriques, l'induction électromagnétique, et la physique nucléaire. L'élève doit avoir une base solide en mathématiques au préalable.



# FRENCH IMMERSION COURSE DESCRIPTIONS

## SCIENCES HUMAINES

*NOTE: To see the French Immersion course descriptions written in English, please see the description of the equivalent course (shown in brackets after course title) in their department sections.*

### LE CANADA DANS LE MONDE CONTEMPORAIN 10F FI

(CANADA IN THE CONTEMPORARY WORLD 10F)

Crédit: 1

Les élèves explorent la diversité du Canada et les défis contemporains auxquels il est confronté. Ils commencent par un survol de la démographie, de la géographie et de la structure politique du Canada, puis examinent comment les personnes et le territoire ont façonné son développement. Les élèves étudient la citoyenneté et l'identité, en tenant compte des interactions entre des groupes diversifiés et des contextes mondiaux.

### GÉOGRAPHIE 20F FI

(GEOGRAPHY 20F F FI)

Crédit: 1

Les élèves examinent les principaux défis mondiaux contemporains tout en développant des compétences fondamentales en pensée géographique. À l'aide d'outils tels que les systèmes d'information géographique (SIG), ils étudient des enjeux liés aux ressources naturelles, à la production alimentaire, à l'industrie et au commerce, ainsi qu'à l'urbanisation au Canada, en Amérique du Nord et ailleurs dans le monde.

### ÉTUDES DE LA FAMILLE 20S

(FAMILY STUDIES 20S)

Crédit: 1

Les élèves se concentreront sur les compétences et les connaissances dont les parents et les personnes aidantes ont besoin, en mettant l'accent sur la santé maternelle, la grossesse, l'accouchement et les premières années du développement humain. Les élèves apprendront les besoins développementaux des jeunes enfants, ainsi que les soins efficaces et l'accompagnement approprié. Le développement de ces compétences et de ces connaissances contribuera à leur bien-être global, tant maintenant à l'adolescence que plus tard dans leur rôle de parents et de personnes aidantes.



### HISTOIRE DU CANADA 30F FI

(HISTORY OF CANADA 30F FI)

Crédit: 1

Les élèves examinent la citoyenneté comme concept central et s'engagent dans une démarche d'enquête historique. Guidés par des questions essentielles, ils se concentrent sur l'histoire du Canada de la période précontact à aujourd'hui. Au cours de ce processus, les élèves développent une pensée historique et acquièrent des compréhensions durables liées à cinq thèmes de l'histoire canadienne.

### PSYCHOLOGIE 40S

(PSYCHOLOGY 40S)

Crédit: 1

Ce cours initie les élèves aux principaux domaines du champ de la psychologie. Il met également l'accent sur des enjeux qui sont pertinents pour les élèves, notamment la compréhension de la complexité de la pensée et du comportement humains, ainsi que des différences entre les personnes. Les élèves explorent les méthodes scientifiques sur lesquelles repose la psychologie et peuvent ensuite appliquer leurs apprentissages dans leur vie quotidienne.



# LANGUAGES COURSE DESCRIPTIONS

**Please Note** For all French Immersion courses please refer to the French Immersion listings.

French: Communication and Culture courses are intended for those students where French is not their first language.

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## FRENCH COMMUNICATION & CULTURE 10F

Credit: 1

Students will develop their skills in French as a means of communication. This course serves as a follow up to middle years, and provides a foundation for future high school studies. Students will develop both oral and written communication and comprehension skills and increase their awareness of Francophone culture. They will engage in a variety of guided or independent activities to increase their language skills, strategies and knowledge of structures and vocabulary.

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## FRENCH COMMUNICATION & CULTURE 20F

Credit: 1

Students will continue to develop knowledge and skills in speaking, listening, reading and writing, using an increased variety of sentence structures and vocabulary. Students will further develop strategies to support authentic communication with fluency and spontaneity. They will increase their awareness of Francophone cultures and various French-speaking communities, and work towards becoming life-long language learners.

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## FRENCH COMMUNICATION & CULTURE 30S

Credit: 1

Students will continue to develop proficiency, accuracy, and spontaneity in both oral and written communication. Students will communicate and interact in French with increasing independence and enhance their understanding and appreciation of diverse French-speaking communities. Students will further develop skills as life-long language learners.

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## FRENCH COMMUNICATION & CULTURE 40S

Credit: 1

Students will develop a wider appreciation of French culture and an increased knowledge of language elements. They will understand and communicate in a variety of situations with relative ease and accuracy. Students will see the value of their French education as a tool for personal, intellectual, and social growth, as well as a factor contributing to global citizenship. Students will develop a strong basis for continued academic or conversational studies as life-long learners of French.



# LANGUAGES COURSE DESCRIPTIONS

## SPANISH 10G

Credit: 1

This course is designed for students who have no previous knowledge of Spanish. Students will practice pronunciation and intonation as well as develop an extensive, practical vocabulary that will focus on oral communication. It also introduces students to the history of Spanish culture, dance, piñata making and more. It will provide glimpses of geography and culture of the Latin American countries. Students will learn to speak and communicate basic Spanish through a cultural perspective. The conversational aspect is highly encouraged. In addition, students will be introduced to Hispanic art, music, and culture. Students will be also exposed to American and European Spanish.

## SPANISH 20G

Credit: 1

This beginner course emphasizes aural-oral Spanish. Students will practice pronunciation, intonation, and will develop an extensive, practical vocabulary. Students will learn about various Spanish-speaking cultures. Students will speak in Spanish during class discussions, group work, skits, and presentations to develop confidence in newly acquired Spanish-speaking skills.

## SPANISH 30S

Credit: 1

Students will undertake a more detailed exploration of the language and culture of the Spanish-speaking world. Students will continue to develop fluency in oral expression as well as comprehension. Students will be able to listen, speak, read, and write at an intermediate level.

## SPANISH 40S

Credit: 1

Students will focus on Spanish culture and will be challenged to converse in Spanish every class. Students will continue to develop speaking fluency and will learn to understand a variety of written materials. Students will discover the rich cultural diversity of the Spanish-speaking world through history, architecture, music, food, politics, literature, and celebrations.



# MATHEMATICS COURSE DESCRIPTIONS

Math is a required compulsory course from Grade 9 to Grade 12. All Math courses offered at CMMC lead to access to post secondary education. Students enrolled in any Mathematics 40S level course, write a Provincial Assessment.

The goals of our Math courses are to provide attitudes, knowledge, skills, and understandings for specific post-secondary programs or direct entry into the workforce. The Math pathways provide students with mathematical understandings and critical-thinking skills. When choosing a math course, students should consider their interests and aptitude, as well as possible future pursuits.

**\*\*GRAPHING AND SCIENTIFIC CALCULATOR USE IN MATHEMATICS** The use of technology in the study of mathematics has become more important in recent years. The graphing calculator that is recommended to be used at CMMC will be the Texas Instruments 83 Plus or Texas Instrument 84 Plus. Students who intend to take Calculus AP or Applied Mathematics in Grade 11 and 12 are recommended to have a graphing calculator.

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## TRANSITIONAL MATHEMATICS 10F

Credit: 1

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Learners strengthen foundational skills in arithmetic, algebra, geometry, and statistics. The course focuses on building confidence and applying math to everyday decisions and problem-solving.

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## MATHEMATICS 10F

Credit: 1

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Learners deepen understanding of numbers, patterns, and linear relations while exploring geometry, data analysis, and probability. Emphasis is on problem-solving and applying mathematics to real-world contexts.

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## INTRODUCTION TO APPLIED AND PRE-CALCULUS MATHEMATICS 20SI

Credit: 1

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Learners develop algebraic and graphical reasoning through work with measurement, trigonometry, algebra, and functions. Students engage in both mental and theoretical mathematics to further develop critical thinking skills. It emphasizes proportional reasoning and problem-solving using real-world applications.

**Students interested in taking Applied Mathematics and Pre-Calculus Mathematics in Grades 11-12 are encouraged to register for this course.**

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## ESSENTIAL MATHEMATICS 20SE

Credit: 1

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Learners apply math to practical tasks such as measurement, consumer decisions, and basic trigonometry. Emphasis is on problem-solving and using mathematics in daily life.

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## ESSENTIAL MATHEMATICS 30SE

Credit: 1

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Learners focus on practical applications such as budgeting, measurement, and proportional reasoning. The course emphasizes problem-solving and informed decision-making.

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## APPLIED MATHEMATICS 30SA

Credit: 1

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Learners explore algebraic, spatial, and statistical reasoning through real-world applications, including trigonometry, data analysis, and systems of inequalities.



# MATHEMATICS COURSE DESCRIPTIONS

## PRE-CALCULUS MATHEMATICS 30SP

Credit: 1

Learners strengthen algebraic and trigonometric reasoning while analyzing functions and sequences. The course builds skills for advanced mathematical study.

## PRE-CALCULUS MATHEMATICS 30SPA (Advanced)

Credit: 1

This course builds on the concepts learned in Introduction to Applied and Pre-calculus Mathematics 20S. Topics of study include algebra, quadratic functions, absolute value, reciprocal functions, and trigonometry.

Students interested in taking the 42AP Calculus AB in their Grade 12 year are encouraged to register for this course as well as the Pre-Calculus Mathematics 40S Advanced course in their Grade 11 year.

## ESSENTIAL MATHEMATICS 40SE

Credit: 1

Learners use math for personal finance, housing, and business contexts while exploring data analysis and probability. The course supports informed decision-making and everyday problem-solving.

## APPLIED MATHEMATICS 40SP

Credit: 1

Learners apply math to financial planning, probability, and data modeling. Emphasis is on logical reasoning and connecting mathematics to real-world challenges.

## PRE-CALCULUS MATHEMATICS 40SP

Credit: 1

Learners advance algebraic and trigonometric reasoning through complex functions and combinatorics. The course prepares learners for post-secondary mathematics.

## PRE-CALCULUS MATHEMATICS 40SPA (Advanced)

Credit: 1

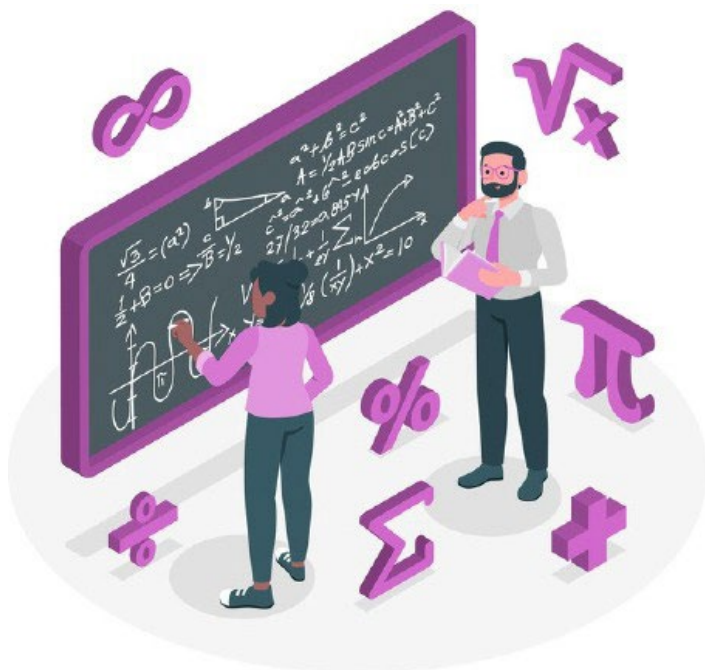
This course is a continuation of Pre-Calculus Mathematics 30S Advanced. Topics in this course include advanced trigonometric and circular functions, operations on functions, transformations and permutations and combinations.

Students interested in taking the 42AP Calculus AB are encouraged to register for this course in their Grade 11 year.

## CALCULUS (AB) 42S AP (Advanced Placement)

Credit: 1

AP Calculus AB is an introductory university-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions. A graphing calculator is required.



# PHYSICAL EDUCATION COURSE DESCRIPTIONS

## GRADE 9

### PHYSICAL EDUCATION / HEALTH EDUCATION 10F

Credit: 1

Learners will develop the knowledge, skills, and attitudes needed to lead a healthy and active lifestyle. This course emphasizes personal fitness, participation in physical activities and sports, and making informed choices that support overall well-being.

## GRADE 10

### PHYSICAL EDUCATION / HEALTH EDUCATION 10F

Credit: 1

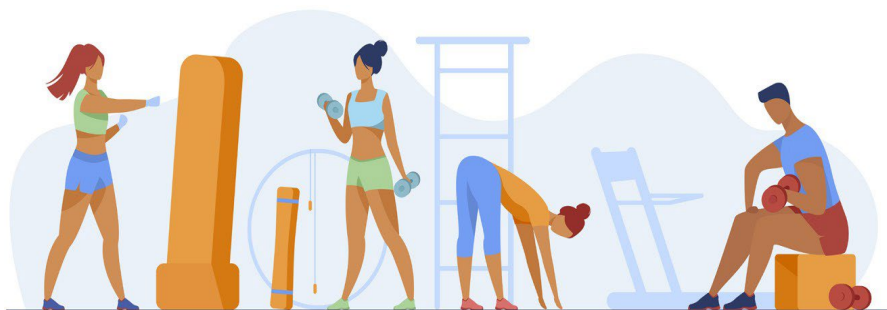
Learners will learn how to maintain a physically active and healthy lifestyle through a combined physical education and health education curriculum. The course emphasizes making informed decisions about physical activity, healthy eating, substance use, sexual and reproductive health, and injury prevention.

## GRADE 11 & 12

### PHYSICAL EDUCATION / HEALTH EDUCATION 30F & 40F

Credit: 1

Learners will develop personal fitness, leadership skills, and sport abilities while exploring lifetime activities and health modules. The grade 11 and grade 12 courses, scheduled every second day for one semester, include a 55-hour physical activity practicum outside class time. In class, learners engage in fitness training, team and individual sports, and apply concepts through a personal fitness plan. The courses are assessed as Complete or Incomplete and encourage learners to take responsibility for their health and wellness.



# SCIENCE COURSE DESCRIPTIONS

## SCIENCE 10F

Credit: 1

Learners build science literacy through active investigations of matter, energy, genetics, and evolution. They explore how science connects to everyday life and society, while engaging with Indigenous perspectives and hands-on learning.

## SCIENCE 20F

Credit: 1

Learners conclude foundational science studies by investigating matter, force, earth and space systems, and life processes. Emphasis is on inquiry, practical applications, and understanding science in societal and environmental contexts. reactions), Physics (motion), Biology (ecology) and weather.

## BIOLOGY 30SA (Advanced)

Credit: 1

This course is designed to help students develop a conceptual framework for modern biology and an appreciation of science as a process. Students will be involved in laboratory work with the goal of developing an understanding of concepts including the science of life, evolution, energy transfer, interdependence in nature and science, and the anatomy and physiology of many of the major human body systems.

**Students interested in taking 42AP Biology are encouraged to register for this course in their Grade 11 year.**

## BIOLOGY 30S

Credit: 1

Students will develop an interest in biology while focusing on the structure and function of the human body. Students will explore topics including wellness and homeostasis, digestion and nutrition, excretion, circulation, immunity, and response.

## BIOLOGY 40S

Credit: 1

Students will focus on concepts and common themes in biology, including DNA, mechanisms of inheritance, evolution, and biodiversity. Students will apply problem solving skills and critical thinking to important biological concepts.

**Biology 30S is not required to register for Biology 40S.**

## BIOLOGY 42S AP (Advanced Placement)

Credit: 1

AP Biology is an introductory university-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore topics like evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions.

## INTERDISCIPLINARY TOPICS IN SCIENCE 40S

Credit: 1

This course invites students to explore the connections between natural systems and human activity while examining current environmental challenges shaping the planet. Through hands-on investigations, outdoor learning, and real-world case studies, students will study ecosystems, climate change, freshwater systems, biodiversity, and sustainable energy and technologies. The course integrates scientific knowledge, Indigenous perspectives, and evidence-based solutions to support understanding of land stewardship, sustainability, and environmental citizenship, while developing critical thinking and problem-solving skills.



# SCIENCE COURSE DESCRIPTIONS

## CHEMISTRY 30S

Credit: 1

*A scientific calculator is required.*

Students will receive an introduction to chemistry and a basis for further studies in the field. A good grasp of mathematics is critical. Students will study a variety of topics, including the physical properties of matter, chemical reactions, and organic chemistry.

## CHEMISTRY 30SA (Advanced)

Credit: 1 at each level

*A scientific calculator is required.*

This course is designed to expose students to topics in Chemistry such as the physical properties of matter, gases and the atmosphere, chemical reactions, solutions, as well as organic chemistry. This course will also incorporate some units from the Chemistry 40S curriculum.

**Students interested in taking 42AP Chemistry are encouraged to register for this course in their Grade 11 year.**

## CHEMISTRY 40S

Credit: 1

*A scientific calculator is required.*

Students will study a variety of topics, such as atomic structure, kinetics, acids and bases, and electrochemistry.

## CHEMISTRY AP 42S

Credit: 1 at each level

*A scientific calculator is required.*

AP Chemistry is an introductory university-level chemistry course. Students cultivate their understanding of chemistry through inquiry-based lab investigations as they explore the four Big Ideas: scale, proportion, and quantity; structure and properties of substances; transformations; and energy. Students explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

## PHYSICS 30S

Credit: 1

*A scientific calculator is required.*

Students will study the motion of matter and energy. Students will receive a foundation for further studies in the field of Physics. Students should have a good background in mathematics and problem solving.

## PHYSICS 30SA (Advanced)

Credit: 1

*A scientific calculator is required.*

Physics combines math with an inquiring mind to analyze physical phenomena. Students will procure an understanding of basic physical concepts while developing their problem-solving skills. Major areas of focus include graphical analysis, equation development, trigonometry, vectors, waves, and sound.

**Students interested in taking 42AP Physics are encouraged to register for this course in their Grade 11 year.**

## PHYSICS 40S

Credit: 1

*A scientific calculator is required.*

Students will study the motion of matter and energy. Students will receive a foundation for further studies in the field of Physics. Students should have a good background in mathematics and problem solving.

## PHYSICS 1 42S AP (Advanced Placement)

Credit: 1

*A scientific calculator is required.*

AP Physics 1 is an algebra-based, introductory university-level physics course. Students cultivate their understanding of physics through inquiry-based explorations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force, DC circuits, and mechanical waves and sound. Students build understanding through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore these concepts.



# SOCIAL SCIENCES COURSE DESCRIPTIONS

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## CANADA IN THE CONTEMPORARY WORLD 10F

Credit: 1

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Learners explore Canada's diversity and contemporary challenges. They begin with an overview of Canada's demographics, geography, and political structure, then examine how people and land have shaped its development. Learners investigate citizenship and identity, considering interactions among diverse groups and global contexts.

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## GEOGRAPHIC ISSUES OF THE 21ST CENTURY 20F

Credit: 1

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Learners examine key contemporary global challenges while developing core geographic thinking skills. Using tools such as Geographic Information Systems, they investigate issues related to natural resources, food production, industry and trade, and urbanization in Canada, North America, and beyond.

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## HISTORY: AMERICAN 20G

Credit: 1

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Students will learn about major events in American history and how they have shaped the United States of today. Students will study founding documents such as the Declaration of Independence and the Bill of Rights, as well as watershed moments like the Civil War and the upheavals of the 1960s. Students will also study contemporary socio-economic and political issues. Students will explore multiple perspectives, evaluate the reliability of research sources, and use historical evidence to support written arguments.

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## HISTORY OF CANADA 30F

Credit: 1

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Learners examine citizenship as a core concept and engage in historical inquiry. Guided by Essential Questions, learners focus on the history of Canada from pre-contact times to the present. Through this process, learners think historically and acquire Enduring Understandings related to five themes in Canadian history.



# SOCIAL SCIENCES COURSE DESCRIPTIONS

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## PSYCHOLOGY 40S

Credit: 1

*Grade 11 students may register for this course*

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This course exposes learners to the major topics found in the field of Psychology. It also emphasizes the issues that are of interest and relevant to learners, including understanding the complexities of human thought and behavior, as well as differences among people. Learners explore the scientific methods upon which Psychology is based and can then apply what they learned in their daily lives.

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## GLOBAL ISSUES: CITIZENSHIP AND SUSTAINABILITY 40S

Credit: 1

*Grade 11 students may register for this course.*

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Learners develop critical awareness of global challenges and their impact on society and the environment. Learners explore democratic citizenship, ecological and media literacy, and ethical decision-making while completing an action-research project that promotes positive change locally or globally.

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## CURRENT TOPICS IN FIRST NATIONS, METIS AND INUIT STUDIES 40S

Credit: 1

*Grade 11 students may register for this course*

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This course empowers learners to explore the histories, cultures, world views, and contemporary issues of Indigenous Peoples in Canada and worldwide. The course develops critical thinking, communication, and inquiry skills that help learners understand both past and present Indigenous experiences. Topics such as self-determination, self-government, and language and cultural revitalization support a deeper understanding of Indigenous visions for a post-colonial future.

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## PERFORMANCE PSYCHOLOGY 31G (Healthy Lifestyles)

Credit: 1

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Students will investigate the relationship between mental skill development and enhancing performance. Students will become aware of how their mental and emotional skills, attitudes, perspectives, strategies and processes can lead to optimal performance in competition, training, well-being, and personal growth. *It is recommended that students are currently participating in sport or and/or performing arts.*

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## LAW 40S

Credit: 1

*Grade 11 students may register for this course*

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Learners examine the foundations of law, the Charter of Rights and Freedoms, and key areas such as criminal, civil, and family law. They also investigate specialized topics of interest, such as international law, human rights, youth and the law, labor law, or environmental law.

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## HISTORY: WESTERN CIVILIZATION 40S

Credit: 1

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This course is a study of the ideas and concepts that are at the foundation of western societies. Take a wild ride through thousands of years of history looking at topics like ancient Egypt, Greece and Rome and moving through to medieval life, renaissance values, reformation ideas and industrialization. Recent twentieth century ideas and trends will also be studied.



# TECHNOLOGY EDUCATION COURSE DESCRIPTIONS

## COMPUTER SCIENCE

### COMPUTER SCIENCE 20S

Introductory Computer Science

Credit: 1

*Note: This course is open to grade 9 and 10 students*

Computer Science 20S is an introductory course focused on learning how computers solve problems. Students explore the fundamentals of computer programming by creating, editing, and testing simple programs using a high-level programming language. Throughout the course, students develop logical thinking, problem-solving skills, and confidence working with technology. Topics also include digital citizenship, ethical use of technology, and the impact of computers on society and the environment. Computer Science 20S is ideal for students curious about coding or considering future studies in computer science, engineering, or technology-related fields.

### COMPUTER SCIENCE 30S

Intermediate Programming

Credit: 1

Computer Science 30S builds on the skills learned in Computer Science 20S. Students write more complex programs and learn structured programming techniques to solve real-world problems. Students design algorithms, work with data collections such as arrays and files, and apply debugging and testing strategies. Collaboration and project-based learning are emphasized, along with continued exploration of technology's role in society and ethical decision-making. This course prepares students for advanced programming in Computer Science 40S and supports pathways into post-secondary computer science and technology programs.

### COMPUTER SCIENCE 40S

Advanced Computer Science

Credit: 1

Computer Science 40S is an advanced course for students interested in furthering their programming and software development skills. Students design, develop, and evaluate larger programs using object-oriented and event-driven programming concepts. The course emphasizes independent thinking, collaboration, and real-world applications through major programming projects. Students also examine issues such as cybersecurity, ethics, and the social impact of computing technologies. Computer Science 40S is strongly recommended for students planning to pursue university or college studies in computer science, engineering, or related technological fields.



# TECHNOLOGY EDUCATION COURSE DESCRIPTIONS

## GRAPHIC COMMUNICATION TECHNOLOGY

### GRAPHIC COMMUNICATION TECHNOLOGY 10G

Start communicating your ideas visually  
Credit: 1

Learn how to turn ideas into visuals that others can understand. In Graphic Communications 10G, students use presentation and graphic tools to create simple, well-organized visuals and short technical write-ups. They practice the language of design (key terms and conventions), learn how to read and follow instructions, and begin using a basic design/problem-solving process to improve their work. Students also learn how to find, store, and organize information for projects.

Perfect for: Students curious about design, engineering, media, or any field where clear visual communication matters.

### GRAPHIC COMMUNICATION TECHNOLOGY 20G

Build skills in design and problem-solving  
Credit: 1

Graphic Communications 20G deepens the skills from 10G. Students plan and build more polished visuals and presentations while using correct technical terminology. They apply a structured design process—identifying problems, comparing options, making informed decisions—and they refine designs to meet specific criteria.

Information-management skills grow too: students gather relevant content and organize digital files effectively for class projects.

Ideal next step: For students who enjoyed 10G and want more hands-on design with real-world applications.

### GRAPHIC COMMUNICATION TECHNOLOGY 30S

Create and explain complex visual solutions  
Credit: 1

In Graphic Communications 30S, students produce more complex graphics and technical presentations. They learn to document their process clearly writing step-by-step instructions and using visuals that accurately explain ideas. Problem-solving becomes more advanced: students evaluate multiple approaches and design to detailed specifications. Strong organization of digital assets and project materials is expected.

You will: Plan, build, test, and refine designs while communicating your process like a professional.

### GRAPHIC COMMUNICATION TECHNOLOGY 40S

Professional-level communication & capstone design  
Credit: 1

Graphic Communications 40S prepares students for post-secondary programs and entry-level roles where visual and technical communication are essential. Students combine written, oral, digital, and graphic techniques to present professional quality work. They research real problems that can be addressed with technology, design and develop solutions, and critically evaluate the impact and effectiveness of their final products. Advanced project planning and information management skills are emphasized.

Best fit for: Students aiming for careers or further study in design, communications, engineering technologies, or media.



# TECHNOLOGY EDUCATION COURSE DESCRIPTIONS

## DRAFTING DESIGN TECHNOLOGY

### DRAFTING DESIGN TECHNOLOGY 10G

Explore how ideas become technical drawings  
Credit: 1

Drafting Design Technology 10S introduces students to the world of technical drawing and design. Using industry-standard computer-aided design (CAD) tools, students learn basic drawing techniques, measurement skills, and how to communicate ideas visually. Throughout the course, students build confidence by creating simple mechanical and architectural drawings while developing accuracy, attention to detail, and early problem-solving skills connected to real design challenges.

### TECHNOLOGIE DU DESSIN INDUSTRIEL 10G

(DRAFTING DESIGN  
TECHNOLOGY 10G)  
Credit: 1

Le dessin industriel est la discipline qui vise la création d'objets à la fois fonctionnels et esthétiques en combinant les éléments artistiques et technologies.

### DRAFTING DESIGN TECHNOLOGY 20G

Build essential drafting skills in engineering and architecture  
Credit: 1

Drafting Design Technology 20G expands on introductory skills with a deeper look at engineering and architectural drawing. Students learn core drafting conventions, apply intermediate CAD tools, and begin producing more detailed drawings that follow industry standards. The course also introduces the design process—students learn how to plan, sketch, revise, and evaluate drawings with technical precision.

### DRAFTING DESIGN TECHNOLOGY 30S

Take on advanced design challenges with 2D and 3D drafting  
Credit: 1

Drafting Design Technology 30S allows students to specialize further in architectural, engineering, or manufacturing design. Using advanced 2D and 3D CAD software, students create detailed project drawings such as floor plans, elevations, mechanical components, and 3D models. Problem-solving, critical thinking, and precision are emphasized as students complete more complex design tasks and begin producing working drawings similar to those used in professional settings.

### DRAFTING DESIGN TECHNOLOGY 40S

Develop professional-level drafting and design skills  
Credit: 1

Drafting Design Technology 40S prepares students for post-secondary design, engineering, manufacturing, and architecture programs. Students complete sophisticated design projects using advanced CAD techniques, including architectural plans, mechanical assemblies, furniture design, and engineered components. They also learn how to manage longer-term design projects, apply industry standards, and produce complete drawing sets suitable for real clients or community use. This capstone-level course emphasizes creativity, technical accuracy, and readiness for future career pathways.

