



# **STUDENT HANDBOOK**

## **2026-2027**

**“The students, staff, and communities of Winnipeg School Division are committed to truth and reconciliation through building relationships with Mother Earth, the original peoples of this land, and the stories that bring us together. We acknowledge the place in which we gather is on Treaty 1 territory, the homeland of the Red River Métis, and the ancestral lands of the Anishinaabe, Ininiwak, and Dakota Oyate peoples.”**

## TABLE OF CONTENTS

STUDENT CODE OF CONDUCT & STUDENT EXPECTATIONS.....	6
CODE OF CONDUCT.....	6
CYBER MISCONDUCT.....	6
ACADEMIC HONESTY.....	6
DRESS CODE.....	7
ILICIT SUBSTANCES.....	7
VISITORS.....	7
ATTENDANCE POLICY.....	7
RESPONSE TO ABSENTEEISM .....	8
LATE POLICY .....	8
SAFE ARRIVAL / SCHOOL MESSENGER.....	9
CRISIS RESPONSE DRILLS .....	9
CRITICAL ROLE OF FAMILIES .....	9
WELL-BEING AND SUPPORTS FOR STUDENTS.....	9
GENERAL INFORMATION.....	10
LOCKER POLICY AND PROCEDURES .....	10
CHANGE OF ADDRESS OR PHONE OR EMAIL .....	10
MEDICATION AND MEDICAL CONDITIONS.....	10
STUDENT PARKING.....	10
BICYCLES.....	10
LOST AND FOUND .....	11
LIBRARY .....	11
ALUMNI ASSOCIATION .....	11
PARENT ADVISORY COUNCIL .....	11
PARENT TEACHER CONFERENCES .....	11
ATHLETIC PROGRAM.....	12
STUDENT CLUBS, COMMITTEES AND OPPORTUNITIES.....	13
OSHKII OGITCHEDAA.....	13
LEADERSHIP PROGRAM .....	13
APPLICATION PROCEDURES .....	14
STUDENTS FROM LOCAL SCHOOLS .....	14
DANIEL McINTYRE RETURNING GRADE 10, GRADE 11 AND GRADE 12 STUDENTS.....	14
NEW STUDENTS .....	14
NEW STUDENTS – SEMESTER II .....	14
TIMETABLES.....	15
GUIDELINES FOR SELECTING COURSES .....	15
STUDENTS .....	15
HOW PARENTS/GUARDIANS CAN HELP .....	15

THE SEMESTER SYSTEM.....	16
SENIOR YEARS CREDIT SYSTEM .....	17
COURSE NUMBERS.....	17
ACADEMIC GRADUATION REQUIREMENTS.....	18
OPTIONAL CREDITS .....	18
HONOUR ROLL .....	18
GUIDANCE AND COUNSELLING .....	19
THE LODGE AT DMCI .....	20
CREDIT RECOVERY.....	21
INCLUSIVE EDUCATION – RESOURCE SUPPORTS.....	21
INCLUSIVE PROGRAMMING .....	21
ADVANCED PLACEMENT PROGRAM .....	21
PROGRAM OVERVIEW.....	21
COURSES .....	22
ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) .....	24
PROGRAM OVERVIEW.....	24
HOW WE SUPPORT OUR STUDENTS.....	24
ADDITIONAL EAL PROGRAMS.....	24
GRADE 9 PROGRAM .....	25
PROGRAM OVERVIEW.....	25
GRADE 9 COURSES.....	25
APPLIED COMMERCE, TECHNOLOGY, AND DIGITAL MEDIA .....	28
OVERVIEW.....	28
APPLIED COMMERCE EDUCATION COURSES .....	28
DIGITAL MEDIA COURSES .....	30
FILMMAKING COURSES.....	31
COMPUTER SCIENCE COURSES .....	33
LIFE/WORK CAREER DEVELOPMENT .....	34
PROGRAM OVERVIEW.....	34
COURSES .....	34
ENGLISH .....	35
PROGRAM OVERVIEW.....	35
ENGLISH FOUNDATIONS GRADE 9 - 10.....	35
ENGLISH GRADE 11 AND GRADE 12 COMPULSORY OPTIONS .....	36
GRADE 11 COURSES.....	36
GRADE 12 COURSES.....	36
SECOND CREDIT COURSES GRADE 12 .....	37
ADVANCED PLACEMENT CAPSTONE PROGRAM.....	38
HUMAN ECOLOGY .....	39
PROGRAM OVERVIEW.....	39

FOODS AND NUTRITION COURSES.....	39
FAMILY STUDIES COURSES.....	40
APPLIED TECHNOLOGY.....	41
PROGRAM OVERVIEW.....	41
METALWORK COURSES.....	41
POWER MECHANICS COURSES.....	42
DRAFTING AND DESIGN TECHNOLOGY COURSES.....	43
ELECTRONICS .....	44
LANGUAGES .....	45
MATHEMATICS.....	46
PROGRAM OVERVIEW.....	46
COURSES .....	46
ADVANCED PLACEMENT MATH COURSES.....	48
MEDICAL PROGRAM.....	49
PROGRAM OVERVIEW.....	49
COURSES .....	49
PHYSICAL & HEALTH EDUCATION.....	50
PROGRAM OVERVIEW.....	50
COURSES .....	50
SCIENCE.....	52
PROGRAM OVERVIEW.....	52
COURSES .....	52
ADVANCED PLACEMENT SCIENCE COURSES .....	54
SOCIAL SCIENCES.....	55
PROGRAM OVERVIEW.....	55
COURSES .....	55
VISUAL AND PERFORMING ARTS - ART .....	58
PROGRAM OVERVIEW.....	58
COURSES .....	58
VISUAL AND PERFORMING ARTS - MUSIC.....	60
PROGRAM OVERVIEW.....	60
COURSES .....	60
VISUAL AND PERFORMING ARTS - DANCE.....	62
OTHER CREDIT OPTIONS.....	63
SPECIAL LANGUAGE CREDITS.....	63
VOLUNTEER CREDIT.....	63
CULTURAL EXPLORATION STUDENT INITIATED PROJECT .....	63
CADETS.....	64
PRIVATE MUSIC OPTION .....	64

# SCHOOL INFORMATION

## STUDENT CODE OF CONDUCT & STUDENT EXPECTATIONS

### CODE OF CONDUCT

The code of conduct was developed to establish an environment of mutual respect, safety and academic achievement. Students are expected to act in accordance with the following:

- Attend school regularly.
- Be on time, bring all required supplies and completed homework. When finished for the day, leave the school grounds promptly.
- Show common courtesy and respect to all: defiance of authority, abusive language and aggressive behaviours are unacceptable at all times.
- Behave respectfully to all regardless of race, religion, gender, age, or sexual orientation.
- Solve conflicts peacefully through discussion or by seeking help.
- Dress appropriately for classes and activities
- Reported membership with a group whose purpose or effect is to interfere with the operation of the school or school activities or with the safety and security of students and staff will not be tolerated.
- Respect school property and the property of others.
- Be aware of the school based and divisional policies regarding appropriate use of electronic mail and internet usage. Any violations shall be treated as a serious violation of policy and dealt with appropriately.
- The camera/video function of all electronic devices (e.g. camera, cell phones, tablets, etc.) is strictly prohibited except with the prior permission of the principal or a classroom teacher for a class/school/Division project/event.
- Make the most of the time in school: strive for academic excellence through classroom participation.
- Students who are in the school, but do not otherwise have a class, must be either in the library, cafeteria or be off campus.
- Students are required to carry an updated timetable with them at all times to verify prep periods.
- Follow this code of conduct and any code that the school may have.
- Cell phones must be on silent and stored in student backpacks or their locker during class time.

Any violations of the code of conduct will be dealt with quickly and with appropriate consequences as determined by the teachers and administration of the school.

### CYBER MISCONDUCT

Cyber misconduct is the misuse of technology to invade or threaten personal privacy or to disrupt the school's culture of learning. Cyberbullying is the use of technology to threaten, ridicule and spread rumors or to defame character and will not be tolerated. Serious cases of cyber misconduct may warrant suspension and/or removal from our school community.

**All forms of cyber-threats WILL be reported to law enforcement.**

### ACADEMIC HONESTY

All members of the DMCI community share the responsibility for the academic standards and reputation of our school. Academic honesty is a foundation for the development and obtaining of knowledge.

Academic dishonesty, like other forms of dishonesty, is misrepresentation of work designed to deceive, without regard to the source or the accuracy of statements or findings. Academic dishonesty, in whatever form, is ultimately damaging of the values of DMCI; it is, additionally, discriminating and discouraging to the vast majority of students who do their studies honestly.

All forms of academic dishonesty will be dealt with quickly and with appropriate consequences that could include loss of grades and/or suspension.

## DRESS CODE

Students' dress must not disrupt the educational process, interfere with the maintenance of a positive teaching/learning climate, or compromise reasonable standards of health, safety, and decency at school or school sponsored events. The following clothing is prohibited:

- Clothing with graphics or wording which depicts violence in any form.
- Clothing which depicts the use of tobacco, marijuana, alcohol, or illegal substances.
- Clothing which depicts graphics or wording with sexual, vulgar, lewd, or indecent meanings or connotations.
- Clothing which identifies one with a group whose purpose or effect is to interfere with the operation of the school or school activities or with the safety and security of students and staff.

## ILICIT SUBSTANCES

Smoking, vaping, or consumption of alcohol is **not permitted** on school property at any time.

A student participating in any school activity under the influence of alcohol or drugs will be suspended. The parents/guardians will be contacted and required to attend the school for re-admittance. Possession or trafficking of drugs will result in suspension and police contact.

## VISITORS

All visitors to the school must report to the main office. We discourage students from having friends from outside the school visit or meet them at the school. The school is to be viewed as a place of learning. Students are expected to report anyone who does not have legitimate reason to be on school grounds or in the building to the school's main office.

## ATTENDANCE POLICY

DMCI's Attendance Policy will reflect the Provincial guidelines by Manitoba Education and Early Childhood learning policy directive on student presence and engagement. In order to successfully enhance student presence and engagement at school, DMCI's student attendance policy will reflect the following guiding principles:

1. Building relationships with students, parents, families and community partners. This includes collaborating with Elders, Knowledge Keepers, Community agencies and organizations.
2. Student success and well-being are at the core of our values, and it is the collective responsibility of the school administration, staff, clinical and support teams.
3. Student absences will be addressed proactively by identifying and solving barriers to student absence early to limit and prevent the risk of chronic absenteeism.
4. Understand that student absenteeism has many root causes. Therefore, interventions to address chronic absenteeism will be geared toward developing student specific plans.
5. Understanding the following common terminologies about student attendance:
  - a. Regular attendance: coming to school and/or participating in learning consistently and on a routine, habitual basis, missing no more than five days for the entire school year.
  - b. Absence: any time that a student is not in class or not participating in a school activity while not being on suspension/expulsion. When using the term "absence" we are referring to absences in general, both "verified" and "unverified."
  - c. **Excused absence** refers to any time that a student is not in class, but is participating in a school activity while not being on suspension/expulsion.
  - d. **Verified absence** refers to any time that a student is not in class or not participating in school activities while not being on suspension/expulsion, with a valid excuse and the mutual consent of a parent and the school principal.
  - e. **Unverified absence** refers to any time a student is not in class or not participating in school activities while not being on suspension/expulsion without a valid excuse, with or without parental approval.
  - f. Chronic absenteeism: being absent for 10 or more classes in a single high school course or 10 percent or more of instructional days in Kindergarten to Grade 8 in a reporting period.

- g. Severe chronic absenteeism: being absent for 20 or more classes in a single high school course or 20 percent or more of instructional days in Kindergarten to Grade 8 in a reporting period.
- h. Student Specific Plan (SSP): a planning, record-keeping, and communication document, as outlined in Standards for Appropriate Educational Programming in Manitoba (MEECL, 2022). Student-specific planning is a process through which members of the student support team meet the unique needs of individual students; it may range from short-term strategies applied in the classroom to comprehensive, individualized programming.

## RESPONSE TO ABSENTEEISM

DMCI's response to absenteeism will include an intervention based on student-specific planning for students who are experiencing consecutive absences, chronic or severe chronic absenteeism.

A 3-5-10-20 student specific intervention system based on proactive and tiered system of documenting, planning, monitoring, analyzing and reporting student absenteeism will be implemented this school year as follows:

1. 3 consecutive absences
2. 5 absences
3. 10 absences (chronic)
4. 20 absences (severe chronic)

Note:

1. Student specific interventions will be implemented at each of the 4 tiers by the in-school team, WSD staff/clinical support staff and outside resources/agencies to support student presence and engagement in school.
2. Student Specific Plans (SSP) will be developed by the in-school support team in collaboration with school administration and WSD clinical support staff for students with chronic absenteeism.
3. Students may lose eligibility for credit/standing in a course, as chronic absenteeism impacts student success.

## LATE POLICY

The Late Policy is closely related to the Attendance Policy. The objective is to help students appreciate the importance of attending classes on time. Teachers, Guidance Counsellors and administrators will be connecting with families to support students who are finding it difficult to get to school on time. If excessive lates continue, this may impact student success and credit attainment.



## SAFE ARRIVAL / SCHOOL MESSENGER

To enhance our existing absence procedures, we have a student absence reporting system called **SafeArrival**. This system reduces the time it takes to verify student absences, making it easy for parents/guardians to report student absences and assists staff in responding to unexplained student absences. With **SafeArrival**, caregivers are asked to report student absences in advance using either of these methods.

1. Call 1-855-278-4513 or visit <http://go.schoolmessenger.ca>
2. Call DMCI reception @ 204-783-7131

**Safe Arrival** will provide information directly to parents through email and voicemail.

## CRISIS RESPONSE DRILLS

The possibility that school communities may experience fires, death, school closures, bomb-threats or violence always exists. Accidents, illness and death involving members of the school community have an impact on other students, staff and the community at large. DMCI has a crisis response procedure in place for responding to emergency crisis situations in the event of an emergency.

Throughout the year, we will practice ten (10) fire drills, three (3) hold and secure drills, three (3) lockdown drills and one (1) evacuation practice drill with our students. These drills are only meant for practice purposes. In the event of a real emergency, parents will be informed accordingly.

## CRITICAL ROLE OF FAMILIES

Parents/guardians can help their child be successful in school by:

1. Sending your child to school on time every day and scheduling appointments and vacations outside of school hours.
2. Maintaining an open communication with your child's teacher through the preferred platforms for each teacher – email, telephone and conferences.
3. Follow the school's absence reporting procedure via **SafeArrival**.
4. In the event of an extended period of absence due to illness, special circumstances or a planned vacation, parents must complete a request form available in the office for their child's absence and/or vacation. Students will be responsible for all schoolwork during the period of absence.

## WELL-BEING AND SUPPORTS FOR STUDENTS

DMCI is committed to continue to provide ongoing support to students who need it by:

- Checking in with students regarding personal needs and academic challenges
- Having teachers focus on building community and student relationships
- Maintaining a relaxed and calm classroom environment
- Providing designated space for students to go if they are feeling overwhelmed
- Support for developing school routines
- Providing support and resources for social-emotional skills, mental health and well-being
- Use of our Guidance Counsellors and/or Clinical Support Services as required (Social Worker, School Psychologist) and referrals to outside resources and agencies

We know all staff will have a critical role to play in supporting students' mental health and well-being. Having a focus on joy, love and rigour, building relationships with students and offering academic, social and emotional support will help ensure students success and create a sense of belonging within our school community.

DMCI values our **Diverse Meaningful Community of Inclusive** learners. As always, we value any feedback you may have. Please feel free to contact staff or administration at 204-783-7131.

## GENERAL INFORMATION

### LOCKER POLICY AND PROCEDURES

Each student will be assigned a locker on the first day of school. At this time, students will be provided a locker number and lock combination as well as a review of the locker procedures. Students are responsible for the content or personal belongings of their assigned locker as well as their lock combination. Therefore, lock combinations must be kept confidential by students in order to protect the contents of their lockers. Lost valuables in lockers are not the responsibility of the school.

**The following policy regulations govern the use of lockers:**

- Lockers are to be treated with respect. Food or other perishable items are not to be left in the lockers for prolonged periods of time to prevent stench, infestations and mold.
- All lockers must have a combination lock that is provided by the school. Under no circumstances can a student use their own personal lock.
- Students may decorate the inside of their lockers to their choosing; however, it must be kept free of inappropriate graffiti, posters, and/or images.
- Students will have access to their lockers for the duration of the school year. The locker must be emptied by a specified date in June that will be announced at a later time. Any items in the locker after the specified date will be removed.
- Under no circumstances will a student physically place their body in the locker.
- In addition, illegal or unsafe items stored in lockers will lead to consequences. Administration has the authority, with reasonable suspicion, to search personal property and/or lockers. The right to search helps administration provide a safe and secure learning environment. Administration has the right to confiscate any unsafe or illegal material found in lockers. Illegal material will be held by an administrator as evidence in disciplinary proceedings and may be turned over to the police. The parent/guardian of a minor student or the student, if they are 18 years of age or older, will be notified by the school administration if illegal or unsafe items are removed from the locker. Failure to comply with any part of this policy will result in the student losing the privilege of having a locker.

### CHANGE OF ADDRESS OR PHONE OR EMAIL

The school contacts parents/guardians/caregivers primarily by email, including our School Messenger system (report cards, school messages, Safe Arrival, attendance letters, etc.). If you move or your personal information changes during the school year, inform the office immediately. In addition, notify the office regarding changes to emergency contact information. To make any of these changes, visit the Guidance office or contact the school at 204-783-7131.

### MEDICATION AND MEDICAL CONDITIONS

Parents/guardians should notify the office if a student requires medication to be administered during the school day. The Winnipeg School Division offers URIS (Unified Referral and Intake System) support to develop health care plans for students with medical conditions. Please notify the school if your child has an ongoing or newly diagnosed medical condition.

**Parents/guardians are advised that school staff may not provide or administer over the counter medication.**

### STUDENT PARKING

There is no parking available to students at Daniel McIntyre Collegiate. If students bring their vehicles to school, they must park on the streets around the school. Most streets around the school have a one hour parking limit during the school day.

### BICYCLES

A bicycle compound is available at the front of the school. Students that choose to ride to school should ensure bicycles are U-locked to the racks inside of the compound. The bike compound access code is available in the main office. Bicycles must not be chained or locked to the fences or guardrails around the school property. **The school assumes no responsibility for bicycles brought to school.**

## LOST AND FOUND

If any items are lost, please check with office staff. Any items found should be taken to the office so they can be reclaimed.

## LIBRARY

- Library hours: 8:00 a.m. to 4:00 p.m. Monday to Friday
- The library technician is Ms. Debra Fedak
- DMCI library is the place where students can borrow books (maximum 3 at a time), study and hang out quietly
- Food and drinks are not permitted in the library
- Link to library website: <https://www.winnipegsd.ca/danielmcintyre/page/5090/library>

## ALUMNI ASSOCIATION

The DMCI Alumni Association meets on a regular basis. If you would like to get involved with the alumni committee or would like to be added to the mailing list to receive alumni information and newsletters, please visit <http://www.dmcialumni.org> or leave your name, address, e-mail and telephone number with the office staff.

The Alumni Association works to raise funds to provide scholarships and awards for the students of DMCI. As well, they have provided funds for various projects around the school. Donations to the Alumni Association are always welcome and can be directed to a specific program. Please feel free to contact the school at [dmci@wsd1.org](mailto:dmci@wsd1.org) for additional information.



## PARENT ADVISORY COUNCIL

The Parent Advisory Council meets on a regular basis to discuss school issues with administration and staff representatives. We encourage all parents to get involved in the school. If you would like to attend a meeting, please contact the school or the Chairperson of the Council through the school office.

## PARENT TEACHER CONFERENCES

Parent-Teacher conferences provide an opportunity for parents/guardians to discuss their child's academic progress with their teachers. Parent-Teacher conferences are held twice annually, once in the middle of each semester. If you have concerns regarding student progress or attendance please contact the appropriate teacher immediately so we may work together to discuss and plan for student success.



# EXTRA CURRICULAR INFORMATION

## ATHLETIC PROGRAM

In addition to the required Grade 9, 10, 11 and 12 Physical Education Program, DMCI offers an excellent inter-collegiate athletic program. Sports offered include Indoor & Outdoor Track & Field, Basketball, Cross Country, Football, Handball, Ultimate, Badminton, Indoor & Outdoor Soccer and Volleyball.

Students also have access to a premier Fitness Center that includes a track, extensive weight room and a wide variety of fitness training equipment. The athletic program also offers Athletic Training and Sport Specific Development opportunities.



## STUDENT CLUBS, COMMITTEES AND OPPORTUNITIES

Students are encouraged to become actively involved in student life outside of the school. DMCI offers many opportunities with a wide scope of interest areas for students, some of these are:

- Indigenous Youth Leadership Programs
- Anime Club
- Drum Circle
- GSA
- Running Club
- EAL Ambassador Program
- Youth in Philanthropy
- Sewing Club
- Grad Committee
- Craft Club
- eSports Club
- Ribbon Skirts
- McIntyre Anglers Program
- Art Club
- Chess Club
- Fun French Film Fridays
- Photography Club
- SHArK
- Student Council
- Cribbage Club
- Board Games
- Leadership
- Book Club
- Beading



## OSHKII OGITCHEDAA



DMCI's traditional pow wow drum group, Oshkii Ogitchedaa, the Young Warriors, welcomes any young men who are interested in learning about traditional drumming and singing. The group performs in the Winnipeg School Division and for other groups throughout the year. Joining the drum group provides Indigenous students an opportunity to learn more about and share their culture with students across the division.

## LEADERSHIP PROGRAM

Do you want to be one of the leaders of tomorrow and gain life-long valuable volunteer experience? If so, join DMCI LEADERSHIP. This is a volunteer based program where you will be running events within the school, such as dances, pep-rallies, sports tournaments and many other activities. You will also be volunteering around the city at various businesses and community organizations. These experiences may include working with young children, or helping at Winnipeg Harvest in addition to many other opportunities.

After 110 leadership hours, you will receive a leadership credit. You have your entire time at DMCI to achieve this goal and if you decide to stay in the program after reaching 110 hours, you will be rewarded with one graduation dollar for each additional leadership hour. This means that if you have put in 115 hours, you have earned a credit plus \$5 towards your graduation dinner/dance ticket in grade 12.

The real rewards with this program come when you get to display all of your experiences, teamwork and leadership skills learned along the way on your resume. Once you are in the program, you will be given your own DMCI LEADERSHIP t-shirt and after 40 hours you will receive a hoodie that you can wear proudly and represent DMCI wherever you go, being a great leader!

We currently have over 250 members and counting and we look forward to having you.



# REGISTRATION & COURSE SELECTION PROCEDURES

## APPLICATION PROCEDURES

### STUDENTS FROM LOCAL SCHOOLS

In February, Daniel McIntyre will host school tours for junior high schools in the area. This is an opportunity for junior high students to see if they would like to come to Daniel McIntyre Collegiate. School visits can also be arranged for parents and guardians who wish to visit Daniel McIntyre. To assist in timetabling, please return completed applications by the deadline date.

### DANIEL MCINTYRE RETURNING GRADE 10, GRADE 11 AND GRADE 12 STUDENTS

Courses are offered on a “first come, first served” basis. Counsellors will announce deadlines for registrations in early spring.

Registrations received after the deadline are not guaranteed course selections.

Please note: if there are insufficient requests for a course, the course will not be offered.

### NEW STUDENTS

New students who apply after July 1 and up to the first week of school in the fall, should leave their application forms at the school office. The forms will be processed by counsellors during the last week of August and schedules for classes will be made available. Your last school report card or a transcript of marks is required for your application to be processed. New students must make an appointment with an administrator and then a counsellor. School personnel are available one week before school begins for appointments.

### NEW STUDENTS – SEMESTER II

Applications will be received in the Guidance Office during the last week of January. Students should bring their latest report card with them and be prepared to arrange an interview with their parents/guardians and the principal or a vice-principal. It is expected that a full program will be taken even though all first choice courses may not be available.



## TIMETABLES

Individual timetables for courses are provided to all pre-registered students before school opens in the fall. It is advisable that you obtain your timetable before opening day because classes start immediately. Upon receipt of your timetable, it is advised that you review it for accuracy of courses requested/required. Arrangements may be made for changes if successful summer course results or unsuccessful examination results have changed your course selections, or simply to review your timetable with a guidance counsellor before the start of the school year.

## GUIDELINES FOR SELECTING COURSES

### STUDENTS

- Try to choose courses that suit your special interests, abilities, skills and aptitudes.
- Select courses in which you have reasonable chances to succeed. The way you worked and the success you have achieved this year are good indications of how well you are likely to do next year.
- Discuss your choices with your parents/guardians, your teachers and/or your counsellors.
- Never plan to take a course just because your friends are taking it. Every person is different. You will be more likely to succeed if you consider your own interests and abilities.
- Courses should be chosen with your career goals in mind. Try to keep as many options as possible open to enable you to be prepared for all future employment and post-secondary opportunities.
- Review your course selections with a guidance counsellor to ensure you have the necessary pre-requisites for your chosen career.

### HOW PARENTS/GUARDIANS CAN HELP

- Consider your child's achievement levels prior to selecting courses.
- Try to make an honest assessment of your child's interests and abilities.
- Avoid being influenced by your thoughts on what you took or would like to have taken in school. Your child may not have the same interests.
- All the courses offered are equal in importance but different in emphasis. It is unwise to register your child into a course just because you think it has more prestige than another course.
- It is important that you help in the choice of courses that will lead to your child's success and satisfaction.



## THE SEMESTER SYSTEM

At DMCI the school year is divided into two five (5) month semesters: Semester I (September to January) and Semester II (February to June). Students may take up to five credits each semester. Students generally enter Grade 10 with 8 credits gained in Grade 9.

This system allows time in the final year for studying difficult courses, repeating failed subjects or adding special interest subjects. Also, if a full course load is taken every semester, students may complete the course requirements for graduation in January rather than in June of their final year.



# CREDIT SYSTEM & GRADUATION

## SENIOR YEARS CREDIT SYSTEM

The Senior Years (Grade 9-12) credit system provides flexibility to enable students to pursue Senior Years courses best suited to their individual requirements and aspirations. A student may earn one credit by undertaking and successfully completing a course of study designed for approximately 110 hours of instruction. A half-credit represents 55 hours of instruction.

Manitoba Education requires that students earn a minimum of **30 credits** to graduate from high school.



Credits fall into two categories:

**Compulsory Course** - a course for which students must receive credit (e.g. English Language Arts, Mathematics, Social Studies, Physical Education, and Science)

**Optional Course** – also called an elective, a course that students may choose based on their interests, abilities, values and career goals (e.g. Visual and Performing Arts, Languages, Music, Applied Technology, Information and Communication Technology, etc.). Some courses are full credit; others are half credit. Students and parents/guardians are encouraged to discuss credit requirements with their school counsellors and teachers.

## COURSE NUMBERS

Each course has a description and is assigned a 3-digit alpha-numeric code (e.g. English 10F, Mathematics 20S).

First Character	Second Character
1 – courses developed for Grade 9	0 – developed by Manitoba Education for 1 credit
2 – courses developed for Grade 10	5 – developed by Manitoba Education for ½ credit
3 – courses developed for Grade 11	1 – developed by the school or division. (School Initiated Courses)
4 – courses developed for Grade 12	

Third Character	
F - Foundational	Courses which are broadly based and appropriate for all students, and which may lead to further studies beyond Grade 12.
G – General	Courses which provide a general educational experience or courses that are developed by the school or division (SICs)
S – Specialized	Courses in specialized areas leading to further studies beyond the Senior Years, typically at a post-secondary institution.
E – EAL	Courses focusing on English as an Additional Language (EAL) learning goals based on assessed levels of EAL proficiency to assist the student in making the transition into regular Senior Years programming in this content area.
M – Modified	Courses whose curriculum outcomes have been modified more than 50% to take into consideration the learning requirements of students. A Curriculum Modification Plan (CMP) is required for students receiving M designated credits.

## ACADEMIC GRADUATION REQUIREMENTS

To obtain Grade 12 standing and receive a high school diploma, a student must complete a minimum of 30 credits. DMCI's graduation requirements consist of 17 compulsory courses and 13 optional courses as described in the chart below. Students must meet the entrance requirements of the post-secondary institution (college or university), training or work situation they intend to pursue.

GRADE 9 COMPULSORY – 6 CREDITS	GRADE 10 COMPULSORY – 5 CREDITS	GRADE 11 COMPULSORY – 5 CREDITS	GRADE 12 COMPULSORY – 5 CREDITS
English Language Arts - 2 credits	English Language Arts - 1 credit	English Language Arts - 1 credit	English Language Arts - 1 credit
Mathematics - 2 credits	Mathematics - 1 credit	Mathematics - 1 credit	Mathematics - 1 credit
Physical Education/Health Education – 1 credit			
Social Studies - 1 credit	Social Studies - 1 credit	Social Studies - 1 credit	
Science - 1 credit	Science - 1 credit		
Technology & Life Work – 1 credit			
Indigenous Studies – 1 credit			
Option Credits – 1 credit	Option Credits – min. 5 credits	Option Credits – min. 1 credit	Option Credits – min. 2 credits

## OPTIONAL CREDITS

Students require a minimum of 13 optional credits with a minimum of 1 credit at the Grade 11 level and 2 credits at the Grade 12 level from subject areas such as:

- Language Arts (additional courses for credit)
- Mathematics (additional courses for credit)
- Sciences (additional courses for credit)
- Social Studies (additional courses for credit)
- Second Languages
- Medical Professionals Program
- The Arts
  - Visual Arts
  - Music
  - Dance
- Technology Education
  - Applied Commerce, Technology, and Digital Media
  - Home Economics
  - Applied Technology

## HONOUR ROLL

To be on the Honour Roll requires the following:

- Minimum 6 **marks-based** courses taken at DMCI (virtual/online courses do not count towards Honour Roll)
- Overall average of 80% minimum with no mark below 70%, exam marks do not count towards Honour Roll

To be on the Honour Roll with Distinction requires the following:

- Minimum 6 **marks-based** courses taken at DMCI (virtual/online courses do not count towards Honour Roll)
- Overall average of 90% minimum with no mark below 80%, exam marks do not count towards Honour Roll



# STUDENT SERVICES

## GUIDANCE AND COUNSELLING

The Student Services Department at Daniel McIntyre Collegiate Institute provides a number of services for students, parents, guardians and teachers.

Presently, there are four guidance counsellors and a guidance clerk to help with students' requests and concerns.

Student services personnel can assist students regarding:

- course selection and planning
- academic support
- social / emotional support
- career exploration and planning
- school / course changes or withdrawals
- Independent / virtual course options
- preparation of transcripts
- information on Manitoba post-secondary institutions

The School Division provides additional testing, counseling, and assessment services through such professionals as social workers, psychologists, audio and speech therapists, and public health nurses. These professionals work closely with each school and may be contacted through Student Support Services.

Students wishing to see a counsellor or resource teacher are encouraged to arrange appointments with them directly or to leave a message at the Guidance office. Appointments can be arranged during the student's spares, during the lunch hour, and prior to or immediately after regular school hours. However, if the student's needs are very urgent, they can be seen during regular class time.



## THE LODGE AT DMCI

The Lodge at DMCI is a dedicated cultural space that supports Indigenous students in their learning, identity, and well-being through education. Rooted in respect, relationship, and community, the Lodge offers daily and ongoing opportunities for students to connect with their culture, strengthen their voices, and build confidence both inside and outside the classroom.

In the Lodge, students can take part in a wide range of cultural practices such as daily smudging, ceremony, drumming, beading, ribbon skirt and ribbon shirt making, and other landand culture-based activities. These experiences help students deepen their understanding of who they are as Indigenous youth while building meaningful relationships with peers, mentors, and knowledge keepers and elders across the division. This space is an alternative workspace where students can receive academic support in a welcoming and culturally grounded environment. In addition, it helps guide students as they explore pathways toward post-secondary education, connecting them with opportunities, mentors, and resources that support their long-term goals.

The Lodge also supports staff learning and cultural appreciation within the school. Teachers, administrators, and professionals in the building are invited to engage in cultural teachings, participate in activities, and learn about Indigenous perspectives to strengthen relationships and create a more inclusive environment for all students. Overall, the Lodge is a space of belonging, one that nurtures identity, supports learning, and builds capacity for Indigenous students to thrive in school and beyond.



# PROGRAMS & ACADEMICS

## CREDIT RECOVERY

Credit Recovery is a repeater program that offers credits in grade 9 - 12 core subject areas including English Language Arts, Mathematics, Science, Social Studies, and Physical Education. The recovery program's philosophy is learner-centered programming with a focus on hands-on and inquiry-based activities. The aim of the program is to offer students an alternative classroom setting which recognizes multiple learning styles and incorporates various forms of assessment and learning strategies. The intent is that students attain a minimum competency level in order to enroll in regular grade 10 and 11 programming.

## INCLUSIVE EDUCATION – RESOURCE SUPPORTS

Various educational supports are available to all registered students. Resource supports are put in place to assist students who require additional time to complete course requirements, have experienced limited academic success, and/or have various diagnoses that impact credit attainment. A resource teacher or educational assistant can support students with completing assignments, developing organizational or problem-solving skills, or improving reading skills. A student may access resource support through a classroom teacher, guidance counsellor or by speaking directly to a resource teacher in Room 18.

## INCLUSIVE PROGRAMMING

Our dedicated teachers and classroom support staff work to create positive and inclusive learning environments that encourage students to reach their full potential. Inclusion takes a one-learner and one-family-at-a-time approach and DMCI is focused on ensuring the gifts and experiences of every child are honoured.

## ADVANCED PLACEMENT PROGRAM

### PROGRAM OVERVIEW



What is the Advanced Placement Program? The AP Program provides special opportunities to those students who are highly academically skilled and motivated. This program of university level courses and exams for secondary students was designed to allow the successful student to receive credit and/or standing upon entering university. DMCI offers Biology, Chemistry, English, Calculus, Physics, and Art as possible AP courses, depending on enrollment in each class.

The AP program is recognized worldwide. Most universities and colleges in Canada and the United States recognize AP courses. Some universities - such as McGill, Queens, and Toronto - actively recruit high school graduates who have AP course credits. In the United States, in addition to active recruitment, major scholarships (average \$20 000 - \$80 000) are offered to those students who have successfully completed AP Programs. At the present time, there are over 11 000 secondary schools that have students taking AP courses.

The Advanced Placement Program is best known for giving high school students the opportunity to earn university credit, to save on tuition costs, and even to graduate early from university. As well, AP offers students many additional benefits.

- AP allows high school students to take courses that are challenging, rigorous, and in-depth.
- Success in an AP course is one of the strongest predictors of college and university success. The credits earned for AP achievements enable many students to pursue a double major, to study or travel abroad, or to undertake a combined bachelor's and master's program.
- Students may also take more advanced courses in disciplines where they have received a firm grounding from AP. Students who participate in AP are ultimately given the responsibility to reason, analyze, and understand for themselves.
- The high school atmosphere gives the student the flexibility to take enriched courses without compromising social or extra-curricular activities.

Former students who successfully completed AP courses frequently visit DMCI and confirm that they felt better prepared and more confident in their abilities to meet the challenges and requirements of their first year at university. Interested students who would like more information about the AP program at DMCI can phone the school and make an appointment with one of the guidance counsellors.

## COURSES

### AP CAPSTONE - SEMINAR | CASP4S//ENGT3S – 2 Credits

This full year interdisciplinary course blends the Advanced Placement Seminar Program with a Grade 11 English Language Arts Transactional Focus credit. The course encourages students to demonstrate critical thinking, collaboration, and academic research skills on topics of the student's choosing. Students will develop and practice the skills in research, collaboration, and communication that are needed in any academic discipline. Students will investigate topics in a variety of subject areas, write research-based essays, and design and give presentations both individually and as part of a team.

**PREREQUISITE:** Grade 10 English Language Arts (ENGR2F)



### AP CAPSTONE - RESEARCH | CARP4S/ENGT4S – 2 Credits

This full year interdisciplinary course blends the Advanced Placement Research Program with a Grade 12 English Language Arts Transactional Focus credit. Students will build on what was learned in AP Seminar to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students will design, plan, and conduct a year-long research-based investigation to address a research question.

**PREREQUISITE:** Grade 11 AP Capstone Seminar (ELAP3S)



### ADVANCED PLACEMENT (AP) STUDIO ART: DRAWING PORTFOLIO | SADP4S – 1 Credit



The Advanced Placement Program in Studio Art is intended for highly motivated students who wish to further advance their skills and expression through a variety of chosen media. Students taking this course will create an individualized portfolio of work composed of 10-15 finished pieces in total; works that demonstrate sustained investigation of a specific visual idea, and exhibit the synthesis of form, technique, and content in accordance with guidelines set out by the AP College Board. The portfolio is evaluated by the art teacher for a high school credit and by a separate agency for possible college credit. Candidates for this course should expect to work independently and meet rigorous, ongoing, short-term deadlines. The AP Art program runs from September – May and class will meet daily for one semester.

**PREREQUISITE:** Grade 11 Art (VIAR3S) with a minimum final mark of 80%, completed or enrolled in Grade 12 Art (VIAR4S), and Art Teacher's recommendation.

### ADVANCED PLACEMENT (AP) BIOLOGY | BIOP4S – 1 Credit



This course is an excellent opportunity for students to experience university-level biology in the more relaxed setting of high school. The course covers all of the topics seen in 30S and 40S biology, but in much greater depth. It also covers topics such as animal and plant diversity, ecology, and cutting-edge biotechnology. Completing the AP Biology course greatly enhances the chance of success in first year biology for most students.

**PREREQUISITE:** Grade 12 Biology (BIOR4S).

### ADVANCED PLACEMENT (AP) CALCULUS | CAAP4S – 1 Credit



AP Calculus provides an opportunity to pursue college-level studies in high school and a first year university credit (based on receiving a 4 or 5 out of 5 on the AP Exam). The course covers differential and integral calculus topics. It is highly recommended that students will have completed the Grade 11 and Grade 12 Pre-AP Pre-Calculus courses in their grade 11 year. The course runs for one and one-half semesters. (September to May). (A TI-83/84 graphing calculator is required for this course.)

**PREREQUISITE: Grade 12 Pre-Calculus (PCMR4S).**

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ADVANCED PLACEMENT (AP) CHEMISTRY | CHEP4S – 1 Credit



This course is designed to be the equivalent of the general chemistry course usually taken during the first year of university. For some students, (who receive a 4 out of 5 on the AP exam) this course enables them to undertake, as first year students, second-year work in the chemistry sequence at the university level, or to register for courses in other fields where general chemistry is a prerequisite. The course will take place over one and a half semesters (September to May).

**PREREQUISITE: Grade 12 Chemistry (CHER4S) or a combination of Grade 11 Chemistry (CHER3S) and Grade 11 Pre-Calculus (PCMR3S) with a minimum grade of 80% in both courses.**

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ADVANCED PLACEMENT (AP) PHYSICS | PH1P4S – 1 Credit



AP Physics 1 is a course that has been designed to help students develop a deep understanding of the foundational principles that shape classical mechanics. Students taking this course will have the opportunity to study university level physics in a high school setting. This course builds on the topics of kinematics, dynamics, circular motion, gravitation, momentum, and energy. The topics of simple harmonic motion, torque and rotational motion will also be introduced and studied in detail. Throughout the course there is an emphasis placed on data collection and experiments, along with experimental design. This course is a full year course and runs from September to May.

**PREREQUISITE: Grade 12 Physics (PHYR4S) OR a combination of Grade 11 Physics (PHYR3S) and Grade 11 Pre-Calculus Mathematics (PCMR3S) with a minimum grade of 90% in both courses.**



## ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

### PROGRAM OVERVIEW

At DMCI, we are dedicated to helping newcomer students thrive both academically and socially. Our courses are designed to support students from diverse linguistic backgrounds, ensuring they have the tools and confidence to achieve their academic goals and find balance to lead the good life.

### HOW WE SUPPORT OUR STUDENTS

We recognize that every student comes with a unique set of skills and experiences. Our teachers tailor lessons to meet individual needs, helping students progress at their own pace.

- Through engaging reading, writing, listening, and speaking activities across curricular outcomes, students build their English proficiency in real-world contexts, ensuring that they can fully participate in classroom discussions and assignments, in addition to extending their learning beyond the classroom.
- Our courses are designed to support students in all subjects. Students can start out in our Literacy centre to develop their literacy and numeracy skills. They will then move into regular EAL courses. We provide instruction in core subjects like English, Math, Science, Social Studies, Physical Education as well as several option classes like Foods and Nutrition, Textile Arts and Design, and Information and Communication Technology so that students can excel in all areas of the curriculum.
- Our teachers are committed to continually updating lessons according to best practice through professional development opportunities and a sense of responsibility to integrate current research in the fields of language acquisition.
- We understand the challenges of adjusting to a new country and culture. Our team of teachers and educational assistants fosters welcoming classroom environments where students build a community of acceptance, mutual respect, and shared experiences.
- We work with each student to ensure that they are prepared for their individual path beyond graduation.

If you are new to Canada, discover how DMCI can help you achieve your full potential!



**NOTE: Students who plan to pursue post-secondary education cannot graduate with a 4E credit and must continue on to EALR4S, 4S ELA, and 4S Math.**

### ADDITIONAL EAL PROGRAMS



- Special Language Credits: Earn up to 4 credits for being fluent in a language other than English or French
- \*Mentorship: Volunteer as a teacher's assistant at Wellington School or Sargent Park (earn 1 credit)
- \*EAL Ambassadors: Represent DMCI at various events and support other Newcomer students
- \*Life and Work Experience Class: This class supports newcomers to Canada in developing essential language, cultural awareness, and workplace skills. Participants gain practical experience and knowledge to navigate daily life and succeed in future employment opportunities.

\*Offered when scheduling and interest levels permit.

## GRADE 9 PROGRAM

### PROGRAM OVERVIEW

The grade 9 program is designed to ensure students have a seamless transition to high school by developing a strong support network and fostering a sense of belonging and community by embracing the rich diverse culture of DMCI and participating in a plethora of school events and extracurricular activities. Students will travel with their grade 9 cohort to most classes with the exception of their options and Phys. Ed courses. Each cohort will have three teachers for their four core academic courses: ELA, Social Studies, Math, Science. They will have another teacher for Phys. Ed/Health. Elective courses will be drawn from the list on page 25 to provide students with the foundational skills for grade 10-12. Grade 9 creates a strong foundation for future specialized programs and courses that cater to the interests and strengths of students.

### GRADE 9 COURSES

#### GRADE 9 ENGLISH FOUNDATIONS | ENGR1F/RITR1S – 2 Credits

The Grade 9 English course is a two-credit course that runs the full year. This course is meant to support learners in strengthening their language and communication skills. Students will explore ways to enhance their written artistry, examine different points of view and respond to a wide variety of texts. This course is a 50/50 combination of Literary and Transactional components that will prepare students for their high school English journey.

#### MATHEMATICS 10F | MATR1F/TRMR1F – 2 Credits

Math 10F is a compulsory course for all **Grade 9 students**. A main goal of the course is to enable students to reason and communicate mathematically with confidence. It includes such topics as Mathematical Reasoning, Statistics, Polynomials, Spatial Geometry/Transformations, Linear Relations, Powers and Exponents, and Operations with Rational Numbers. Grade 9 Mathematics is a full year course. (A scientific calculator is required.)

#### PHYSICAL EDUCATION & HEALTH 10F | PHER1F - 1 Credit

This is a full credit compulsory course that teaches students the benefits of leading an active and healthy lifestyle. This course is designed to allow students the opportunity to participate in a wide variety of activities that will increase their knowledge of fitness and build movement and personal management skills. The health portion of the course discusses topics such as Nutrition, Substance Abuse, First Aid/CPR, Family Life, Anti-Bullying, and Mental Wellness.

#### SCIENCE 10F | SCIR1F – 1 Credit

To develop scientifically literate students, this course is built upon five foundations: skills and attitudes, reproduction, atoms and elements, nature of electricity, and exploring the universe. This course is compulsory for all students.



## GRADE 9 SOCIAL STUDIES: CANADA AND THE CONTEMPORARY WORLD 10F | SOSR1F – 1 Credit

Social Studies 10F is a compulsory course that is offered at the (Foundations) F level. The intention of the course is to help students gain a greater understanding of the society in which they live, their roles within that society, and the role of Canada within the world. Concepts that will be covered include diversity and pluralism; democracy and government; Canada in a global context; and the challenges and opportunities experienced by citizens from the past to the present and into the future.

## LIFE WORK EXPLORATION 10S | LWER1S - 1 Credit

Career Exploration is all about building confidence and the skills necessary to succeed in life - high school and beyond! Students will learn how to build a resume and cover letter that will impress, and practice job interview skills. Students learn communication and interpersonal skills when working collaboratively with others through problem-solving and project-based work - skills that every employer is looking for!

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## INDIGENOUS PEOPLES ATLAS OF CANADA 20S | IPAY2S - 1 Credit

The overarching goal of this course is to investigate the traditional territories of Canada and examine the impacts of colonization throughout. Students will gather a deeper understanding of traditional territorial acknowledgements and begin to apply knowledge in a variety of contexts. The development of empathy and understanding of Indigenous people, the stories, and the land is fortified by students engaging in theory and practice. Enhancing the student experience through the application of the Indigenous Peoples Atlas of Canada Giant Floor map will provide experiential learning. Students will take an inquiry approach through various topics of provocation through the “Walking in Our Footsteps – Anishinaabe Bimigawé” interactive exercise. Students will have opportunities to expand and deepen their knowledge using the Indigenous Peoples Atlas of Canada Giant Floor Map for a minimum of two 3-week blocks throughout the course.

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## FOODS AND NUTRITION 15S | FNUR1S - 1 Credit



This course emphasizes skills and techniques in food preparation and healthy eating practices. They will also learn to make wise decisions in selecting and purchasing foods which emphasize healthy eating patterns.

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## DANCE 10S | DANR1S - 1 Credit

Program components include technique, theory, composition, and presentation. Students will have opportunities not only to learn and refine their techniques but also to develop their expressive and creative abilities. All dance students are invited to perform at the final recital, providing a chance to showcase their progress and skills.

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## BAND 10S | MCBR1S - 1 Credit

Concert band rehearses every second day throughout the entire year. Students will develop their musicianship through rehearsal in an ensemble setting. Students' musical skills and knowledge will grow through performing a variety of concert band literature, music theory, individual studies and group projects. Members of the band will participate in school concerts and festivals.

#### ELECTRONICS 10G | ELER1G - 1 Credit

Students will learn about basic electronic terminology, basic electronic theory, electronic components and electronic test equipment. The students will become acquainted with the electronic workshop environment, workshop safety as well as constructing printed circuit boards.

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#### VISUAL ARTS 10S | VIAR1S - 1 Credit

This course provides an introductory and exploratory overview of various art forms including drawing, painting, ceramics, and sculpture. It focuses on providing hands-on art-making experiences to help build student confidence as artists through building a foundation of skills for further artistic study. Students will experiment with different media and techniques, create work that considers the elements of art and the principles of design, learn to analyze and interpret art in different contexts, and build confidence as art makers.

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#### WOODWORKING 10G | WOOR1G - 1 Credit

Students will learn project development, woodworking design and the safe use of hand and power tools when creating projects.



## APPLIED COMMERCE, TECHNOLOGY, AND DIGITAL MEDIA

### OVERVIEW

Our Applied Commerce and Digital Media courses offer students a unique hands-on educational experience, building the skills essential for success after high school. Within our diverse department, students engage in practical projects and activities designed to cultivate critical thinking and creative problem-solving abilities. Our approach ensures graduates are well-equipped for future challenges, making them poised for success as business leaders, innovators, citizens, and professionals. Join us in shaping tomorrow's leaders - where education extends beyond textbooks.

Our department consists of four trending areas:

- Applied Commerce Education
- Digital Media including Graphics, Photography, Animation
- Filmmaking
- Computer Science

### APPLIED COMMERCE EDUCATION COURSES

#### BUSINESS INNOVATIONS 10S | BINR1S – 1 Credit

Prepare to think outside the box and lead the way in *Business Innovations*! *Business Innovations* is a dynamic course that explores how groundbreaking ideas reshape industries and drive success. This course is designed to help students unlock their creative potential, develop practical skills in brainstorming, understand the principles of innovation, and apply cutting-edge strategies to solve business challenges. Whether you're an aspiring entrepreneur, a business professional, or a curious learner, this course equips you with the tools and mindset needed to foster innovation and lead transformative initiatives in any business.



#### CAREER EXPLORATION 10S | LWER1S- 1 Credit

Career Exploration is all about building confidence and the skills necessary to succeed in life - high school and beyond! Students will learn how to build a resume and cover letter that will impress, practice job interviews, and even experience working at your future career choice! Students learn communication and interpersonal skills when working collaboratively with others through problem-solving and project-based work - skills that every employer is looking for!

#### CAREER EXPLORATION 20S | LWPR2S – 1 Credit

This course will enable students to develop job-readiness skills for specific occupations and careers, and expand their knowledge regarding education and training requirements in the workforce. It is the prerequisite course that will enable a student to earn up to 2 high school credits for working outside of school while getting paid. Students' employability skills will be further enhanced through a combination of course material and practical experience.

#### PERSONAL FINANCE 20S | PFNR2S – 1 Credit

Personal Finance is about financial literacy and developing goals towards a financial future. Through project-based and hands-on learning experiences students will explore career aspirations, learn how to do your taxes (for FREE!), how to buy a car, and how to buy your first home. Students will learn about investing with a TFSA, RRSP, First Home Savings Account, and compete in the Stock Market Challenge! Personal Finance provides the opportunity to gain valuable skills in collaboration, creativity, problem-solving, and adaptability while growing your confidence towards financial independence.

## ENTREPRENEURSHIP (START YOUR OWN BUSINESS) 20S/20E/20M | ENTR2S - 1 Credit

Grade 10 Entrepreneurship focuses on fundamental skills that are required to plan, develop and operate a business. Students will assess the needs and wants of their community and learn the process of planning, marketing and implementing a venture that meets those needs. Entrepreneurship is an activity-based course that allows students the opportunity to explore entrepreneurship with a hands-on approach and with the infusion of technology.

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## BUSINESS COMMUNICATIONS 30S | BCOR3S – 1 Credit

This course introduces both theory and practical skills required to succeed in a professional work environment. Students will learn the essentials of office technology, refine their business communication skills, explore human relations, master conflict-resolution, and gain insights into effective management. Whether you're looking to enhance your existing skill set or venture into the world of front-line reception, this course offers a window into the intricacies of the modern workplace.



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## VENTURE DEVELOPMENT 30S/30E/30M | VDER3S – 1 Credit

Plan, Develop and Launch! Ignite your entrepreneurial spirit in this course. Dive into the dynamic world of creating, evaluating, and launching your own business ventures. With collaboration, innovation, and mentorship as your guides, unleash your creativity to bring your unique product or service to market. Get ready to turn your ideas into reality! *This course builds upon the concepts introduced in Entrepreneurship 20S/20E/20M, but ENTR2S is not a prerequisite for this course.*

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## ACCOUNTING ESSENTIALS 30S | AESR3S – 1 Credit

Accounting is the language of business. Accounting Essentials introduces you to the world of accounting where students will work through the steps of the accounting cycle for a service business. The course is a project-based learning experience where students will practice bookkeeping starting with case studies and build towards creating their own business. Accountants work in a variety of fields including healthcare, education, environment, and entertainment. Accounting goes beyond just the books, and can lead to careers in financial planning, financial analyst, forensic auditing, and Chief Financial Officer (CFO) in the private and public sector.

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## ACCOUNTING SYSTEMS 40S | ASYR4S – 1 Credit

Accounting Systems builds on the concepts and practice of Accounting Essentials. Systems includes an introduction to financial analysis and inventory management with an emphasis on accounting for a merchandising business. In Accounting Systems students will demonstrate the accounting cycle through case studies and projects. The course will have students create their own merchandising business to complete the accounting cycle, provide financial analysis, and pitch their business. Students will utilize Google Workspace with Google Sheets. *This course builds upon concepts introduced in Accounting Essentials, but AESR3S is not a prerequisite for this course.*

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## ECONOMICS 40S | ECPR4S – 1 Credit

Economics explores microeconomic and macroeconomic topics like supply and demand, market systems, global markets, and how economic factors influence decisions. This course helps students understand how the economy impacts personal and business choices locally, nationally, and globally. Since everyone is a participant in our economic system, all students would benefit from taking this course. It is also an excellent course for students interested in pursuing post-secondary studies in accounting, business, or economics. *Economics 40S is a course which can be used to calculate the admission and entrance scholarship averages at the University of Winnipeg. This 40S course has no prerequisites.*

## MANAGEMENT 40S | BMAR4S – 1 Credit

This dynamic, project-based management course equips students with essential 21st-century skills through hands-on learning and collaborative experiences. Students will develop core management competencies including leadership, relationship building, decision making, and team collaboration to enhance productivity and team synergy. The course fosters a practical understanding of how to lead diverse teams, build strong interpersonal relationships, and make informed decisions under various scenarios. Students will engage in group projects, and problem-solving activities that mirror today's fast-paced work environment. Students will showcase learned management skills by hosting a school carnival game highlighting their ability to integrate 21st-century skills with management practices, preparing them for future academic and career endeavors.

## TOPICS AND TRENDS IN BUSINESS 40S | TTBR4S - 1 Credit

Embark on a dynamic exploration of contemporary business and technology with Topics and Trends in Business. This course employs an inquiry-based learning approach, empowering students to delve into current and emerging subjects within the business and technology fields—whether at the local, national, or global level. Through this immersive journey, students will not only gain insights into key topics but also design, recommend, and implement action plans based on their findings. Get ready to navigate the ever-evolving landscape of business and technology with a hands-on, inquiry-driven learning experience!

## DIGITAL MEDIA COURSES

### TECHNOLOGY FOUNDATIONS | ICTA1F/ICTB1F – 1 Credit – (Information & Communication Technology)

In this course, students will gain the foundational technology skills required to succeed at DMCI and beyond. Through a series of engaging projects, students will learn to effectively use productivity software to create documents, spreadsheets, webpages, and presentations. They will also explore the concepts and skills needed for filmmaking, game design, and animation. Additionally, students will study emerging developments in technology and examine key issues related to technology use, such as privacy, ethics, and the impact of technology on society.

### PHOTOGRAPHY 20G | VA1R2S – 1 Credit

Explore the exciting world of digital photography in this interactive course! Learn to use a DSLR camera, discover digital editing techniques, and express your creativity in diverse assignments – from honing technical skills to tackling creative challenges and capturing images for school projects. Dive into the works of both historic and contemporary photographers, gaining inspiration as you master the art of visual storytelling through the lens. Get ready to enhance your photography skills and have a fantastic time in this engaging class!



### ANIMATION 35S | ANHR3S/MOHR3S – 1 Credit

Embark on a creative journey in this course where learning meets action! Dive into the world of animation through dynamic demonstrations and hands-on exercises that empower you to bring your own short animations to life. Unleash your imagination as you master the art of animating characters, crafting captivating title sequences, and beyond. In the 2D animation segment, we will be using Adobe Animate, an industry-standard software. For the 3D portion we will be using the versatile professional software Blender to sculpt 3D images ready for games, 3D printing, illustration and animation. If you are into art, graphic design, or computer science, this course is your ticket to unlocking the exciting world of animation. Join us and let your creativity soar!

Embark on a creative journey in this course where learning meets action! Dive into the world of animation through dynamic demonstrations and hands-on exercises that empower you to bring your own short animations to life. Unleash your imagination as you master the art of animating characters, crafting captivating title sequences, and beyond. In the 2D animation segment, we will be using Adobe Animate, an industry-standard software. For the 3D portion we will be using the versatile professional software Blender to sculpt 3D images ready for games, 3D printing, illustration and animation. If you are into art, graphic design, or computer science, this course is your ticket to unlocking the exciting world of animation. Join us and let your creativity soar!

## GRAPHICS 20G | GRAR2G - 1 Credit

In this course students will use professional software and production tools to create effective and compelling graphics for both print and digital applications. This hands-on experience extends to using a vinyl printer/cutter for designing apparel, fostering creative problem-solving and a solid understanding of design principles. Through engaging projects, activities, and the creation of a digital portfolio, students not only develop vital skills but also gain a valuable asset for future employment or education opportunities. Unleash your creativity and readiness for the world of design in this comprehensive class.

## GRAPHICS 30G | GRAR3G - 1 Credit

This course is your gateway to real-world design experiences. Students will engage with clients, working on school projects that go beyond the theoretical. Exploring a range of professional tools, they will manipulate photos, design posters, and create packaging. The vinyl cutter makes a comeback, allowing students to craft inspirational quotes for classroom walls. The introduction of sublimation printing provides an opportunity for prototyping unique products. This course strikes a balance between digital art and hands-on practice, offering a practical blend of creativity and client collaboration.



## GRAPHICS 40S | GRAR4S - 1 Credit

In this course, students will be exposed to dealing with professional clients as they start to establish connections with small businesses in the community and do some design work for them. Students will have some experience working on the school yearbook as well as creating high impact designs for school groups and programs. Students will also be working in teams to do school promo work, such as poster design, logo manipulation and fulfilling other school needs. This course is for students who are curious about a career in graphic design and want to experience a wide variety of design techniques.

## FILMMAKING COURSES



### CONCEPT ART 20S | ADKR2S/PCHR2S – 1 Credit

In Concept Art students will develop the skills and knowledge needed to create visual concepts that capture the emotional core of your story. Embrace and imagine new worlds, full of characters, vehicles, props, and environments. Dream of designing the creative blueprints for animations and visualize stories for film and video games.

### INTRODUCTION TO FILMMAKING 20S | DFHR2S/DIHR2S – 1 Credit

We are all storytellers. Through the art of filmmaking, you can bring your stories to life. In this course, you learn the principles and techniques of storytelling and screenwriting, film grammar, composition and action, sound design, and editing by writing and directing your own short films. Students will gain valuable skills in project management, creativity, and collaboration. You will have the opportunity to have your stories and ideas come to life on the big screen.



#### ADVANCED FILMMAKING 30S | BMHR3S/IMHR3S – 1 Credit

In Advanced Filmmaking, students build on the concepts and practices learned in Intro to Film to extend their learning in the visual storytelling medium that is filmmaking. Students will dive into Documentary filmmaking and capture the stories around them. Using VFX learned in this course, students will be able to create films with motion design, green screen, and masking to develop their digital portfolio to show future employers in the film industry. This course builds upon concepts introduced in Introduction to Film, but there is no prerequisite for this course.

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#### SCREENWRITING 30S | VA1R3S - 1 Credit

In the world of Screenwriting, budding writers will dive into crafting unique tales for short films, TV shows, and streaming platforms, exploring both comedy and drama. Get ready to team up in the writer's room, brainstorm ideas, and pitch your heart out! Screenwriting is where the magic of storytelling meets the spark of creativity!



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#### PRODUCTION 40S | VA1R4S – 1 Credit

Get ready to dive into the world of lights, camera, action! With Production - the ultimate training ground for future filmmakers and animators! This course has students explore a creative stream of their choice - film or animation, where you will create your own short film or animation production. Get set for a crash course in project management, all while crafting a professional digital portfolio.



## COMPUTER SCIENCE COURSES

### COMPUTER SCIENCE: GAME DESIGN & PROGRAMMING WITH AI INTEGRATION 20S | COSR2S – 1 Credit

This course introduces students to the exciting world of game design and programming, with a focus on how these elements are enhanced by artificial intelligence (AI). Students will learn the fundamentals of computer science, including coding, algorithms, and problem-solving, while applying these concepts to create interactive games. The course covers at least one programming language and tools used in game development, along with foundational AI principles, enabling students to design intelligent game behaviors. By the end of the course, students will have a deeper understanding of how programming, game mechanics, and AI work together to create engaging digital experiences.

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### COMPUTER SCIENCE: ADVANCED ALGORITHMS & COLLABORATIVE GAME DESIGN WITH AI 30S | COSR3S – 1 Credit

This course builds on foundational programming knowledge, focusing on advanced algorithms, problem-solving techniques, and collaborative game design. Students will explore how algorithms are essential for solving complex problems and driving intelligent game behaviors. The course emphasizes teamwork, with students working together to design and develop games that incorporate AI-driven mechanics. By delving deeper into AI design principles, students will learn how to create dynamic, responsive systems within their games. Throughout the course, students will see how algorithms, AI, and collaborative design integrate to produce innovative, interactive gaming experiences.

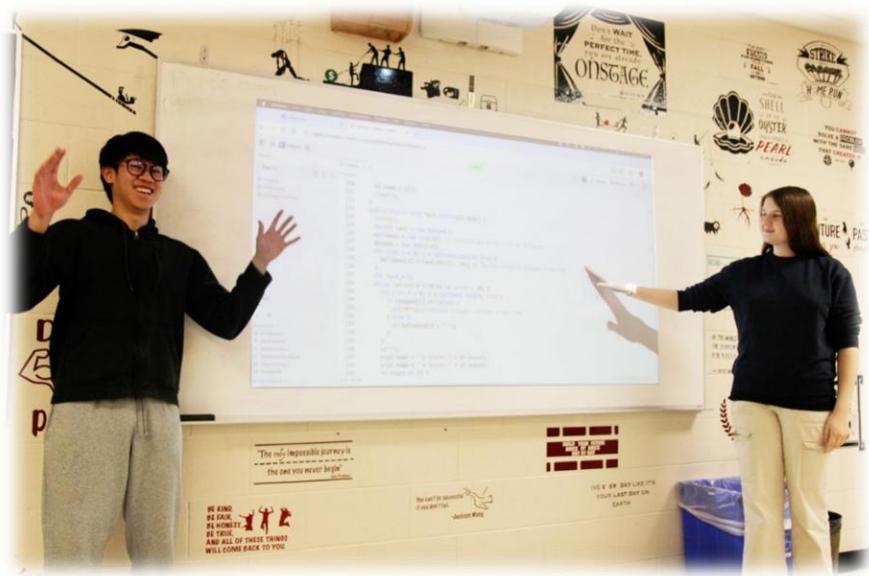
**PREREQUISITE:** Grade 10 Computer Science 20S (COSR2S)

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### COMPUTER SCIENCE: AI, BIG DATA, AND ADVANCED PROBLEM SOLVING FOR THE FUTURE 40S | COSR4S – 1 Credit

This course prepares students for the rapidly evolving world of computer science by focusing on cutting-edge topics such as artificial intelligence (AI) and big data. Students will tackle advanced problem-solving challenges and collaborate on projects that reflect real-world applications of AI and data analysis. The course emphasizes critical thinking, teamwork, and innovation, as students explore how AI and big data are transforming industries. Through exposure to new technologies and exciting challenges, students will be equipped with the skills and knowledge to thrive in the next generation of computer science and technology.

**PREREQUISITE:** Grade 11 Computer Science 30S (COSR3S)



## LIFE/WORK CAREER DEVELOPMENT

### PROGRAM OVERVIEW

The new realities of the contemporary workplace and the contemporary worker have changed our perception and use of the concept of career. Career development is now viewed as complex and multidimensional, involving growing through life and work - an interweaving of learning, experiencing, living, working, changing, and identifying and discovering pathways. Thus career development can be seen as the creation of an individual's life/work design.

### COURSES

#### LIFE/WORK EXPLORATION 10S | LWER1S - 1 Credit

Students enrolled in Career Development courses can expect to gain the skills necessary to secure employment, to be successful in the job/career of choice, and to be productive citizens. Curriculum includes resume and cover letter construction, interview skill practice, communication and interpersonal skills development, personal management and transferable skills enhancement, the creation of employability portfolios, and a comprehensive study of workplace expectations. Courses are designed to raise the level of confidence and self-esteem necessary to pursue successful endeavors in post-secondary life. **This course is mandatory for DMCI Grade 9 students.**

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#### LIFE/WORK PLANNING 20S | LWPR2S – 1 Credit

This course will enable students to develop job-readiness skills for specific occupations and careers, and expand their knowledge regarding education and training requirements in the workforce. It is the prerequisite course that will enable a student to earn up to 2 high school credits for working outside of school while getting paid. Students' employability skills will be further enhanced through a combination of course material and practical experience.

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#### LIFE/WORK BUILDING 30S | LWBR3S – 1 Credit

Life/Works Building is designed to assist students in further refining their understanding of the world of work and to help them make realistic career and education plans based on solid knowledge of themselves, their skills, and their interests. This course further develops concepts found in Life/Work Planning, recognizing that many students will bring real work experiences to the course. Students will examine, for example, roles and responsibilities of employers and employees, workplace ethics, norms, and issues.

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#### LIFE/WORK TRANSITIONING 40S | LWTR4S – 1 Credit each

Life/Work Transitioning provides students with an opportunity to reflect on their interests and strengths, develop essential career competencies, link education to employment, learn about possible career opportunities, and gain expertise in the "real world".

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#### CREDIT FOR EMPLOYMENT 30G, 40G | 1 Credit each

Students can earn high school credit for paid work experience, up to a maximum of 2 CFE credits towards graduation.

**PREREQUISITE: Life/Work Exploration 10S or Life/Work Planning 20S**

## ENGLISH

### PROGRAM OVERVIEW

The English Language Arts program at Daniel McIntyre meets all provincial requirements and reflects Manitoba's English Curriculum. Students engage in reading, writing, speaking, viewing, and listening to build strong communication skills and express themselves with clarity and creativity. Through diverse texts, meaningful tasks, and real-world connections, students strengthen key global competencies such as critical thinking, collaboration, problem-solving, and responsible citizenship. Our program encourages students to explore their identities, understand others, and connect with their communities and the wider world. We support students in developing lifelong literacy skills and a lasting passion for learning by fostering curiosity and a love of language and literature.

Grade 9			
COURSE NAME		COURSE CODE	SEMESTER/CREDITS
Foundations		ENGR1F/RITR1S	Semester 1 and 2 – 2 Credits
Grade 10			
Foundations		ENGR2F/RITR2S	Semester 1 or 2 – 1 Credit
Grade 11			
Option 1	Literary	ENGL3S	Semester 1 or 2 – 1 credit
Option 2	Comprehensive	ENGC3S	Semester 1 or 2 – 1 credit
Option 2	Transactional	ENGT3S	Semester 1 or 2 – 1 credit
Grade 12 (First Credit)			
Option 1	Literary	ENGL4S – includes Manitoba Provincial Exam	Semester 1 or 2 – 1 credit
Option 2	Transactional	ENGT4S – included Manitoba Provincial Exam	Semester 1 or 2 – 1 credit
Option 3	Comprehensive	ENGC4S – Included Manitoba Provincial Exam	Semester 1 or 2 – 1 credit
Grade 12 (Second Credit)			
Media, Social Media and The DMCEye		ENCS4S	Semester 2 ONLY – 1 credit
Film Appreciation and Genre Studies		ENLS4S	Semester 2 ONLY – 1 credit

### ENGLISH FOUNDATIONS GRADE 9 - 10

#### GRADE 9 ENGLISH FOUNDATIONS | ENGR1F/RITR1S – 2 Credits

This full-year Grade 9 English Language Arts course develops students' skills in reading, writing, speaking, listening, viewing, and representing through engagement with a wide range of texts. Students explore several topics while examining how language shapes ideas, builds connections, and reflects diverse perspectives. Through individual and collaborative learning, they strengthen their critical thinking, communication, and creative expression, and build a strong foundation for their high school academic journey..

#### GRADE 10 ENGLISH FOUNDATIONS | ENGR2F – 1 Credit

The Grade 10 English course focuses on enhancing students' writing and literacy skills, providing them with rich opportunities to create and explore a variety of texts. Emphasis is placed on understanding narrative structure, voice, and character development, as well as developing clarity and creativity in personal expression. Throughout the course, students also strengthen essential global competencies such as communication, critical thinking, collaboration, creativity, and citizenship by engaging thoughtfully with diverse texts and media. These skills support their academic growth and prepare them for the demands of advanced English studies.

**Prerequisite: Grade 9 English (ENGR1F)**

## ENGLISH GRADE 11 AND GRADE 12 COMPULSORY OPTIONS

**In grades 11 and 12, students can personalize their English path by choosing Comprehensive, Literary or Transactional focus areas. In all three courses, students will continue to read and write extensively to support their academic growth.**

**NOTE: students may choose to take more than one focus area; however, only one credit is needed for grade 11 and one for grade 12.**

### GRADE 11 COURSES

#### GRADE 11 ENGLISH -LITERARY | ENGL3S –1 Credit

English Literature invites students to explore how stories and language create meaning, emotion, and connection. Using short stories, memoirs, articles, films and other multimedia texts, students learn to notice the artistic choices authors make and how those choices shape our experience as readers. Throughout the course, students will create their own work, for example: memoirs, short stories, and poetry, while developing skills in academic writing through literary analysis essays and research inquiry projects. The goal is to help students grow as thoughtful readers, writers, and confident communicators.

**Prerequisite: Grade 10 English (ENGR2F)**

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#### GRADE 11 ENGLISH -COMPREHENSIVE | ENGC3S – 1 Credit

This comprehensive English course blends both literary and transactional approaches, giving students the chance to explore the beauty of language while also developing practical communication skills. Through short stories, memoirs, articles, and multimedia texts, students study how authors craft meaning and express ideas, while also examining real-world issues and themes. Students will create a mix of creative work such as memoirs, short stories, and poetry and practical, persuasive writing like essays, editorials, and speeches. This course helps students become thoughtful readers, skilled writers, and confident communicators, able to connect literature and language to both personal and real-world experiences.

**Prerequisite: Grade 10 English (ENGR2F)**

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#### GRADE 11 ENGLISH -TRANSACTIONAL | ENGT3S – 1 Credit

Transactional English focuses on the practical and persuasive power of language. Using short stories, articles, memoirs, films and multimedia texts, students explore real-world issues, themes, and ideas, and learn how writers use language to inform, influence, and inspire. While students will still read fiction and other creative texts, the emphasis is on understanding arguments, perspectives, and the connections between texts and everyday life. Throughout the course, students will create a range of persuasive and informative pieces such as editorials, speeches, and essays to build strong communication, and critical thinking skills.

**Prerequisite: Grade 10 English (ENGR2F)**

### GRADE 12 COURSES

In Grade 12 English, students continue to have the choice of three pathways—Literary, Comprehensive, and Transactional—building on the options offered in Grade 11. While the focus of each pathway remains the same, the texts and assignments become more challenging, encouraging deeper analysis, stronger communication, and more sophisticated creative and academic writing. The course is designed to support students in literacy and critical thinking skills while also becoming thoughtful, responsible, and engaged members of their communities and the world. Each course is designed to prepare students for the final Manitoba provincial exam and to suit a variety of interests and learning goals.

**NOTE: First credit courses are attached to the Manitoba Provincial Exam and are required for graduation in Manitoba.**

**Choose one of the following options:**

**ENGLISH COMPREHENSIVE 40S | ENGT4S COMPULSORY – 1 CREDIT**

This comprehensive English course blends both literary and transactional approaches, giving students the chance to explore the beauty of language while also developing practical communication skills. Through short stories, memoirs, articles, and multimedia texts, students study how authors craft meaning and express ideas, while also examining real-world issues and themes. Students will create a mix of creative work such as memoirs, short stories, and poetry and practical, persuasive writing like essays, editorials, and speeches. This course helps students become thoughtful readers, skilled writers, and confident communicators, able to connect literature and language to both personal and real-world experiences.

**Prerequisite: Grade 11 English (ENGL3S, ENGT3S or ENG3CS)**

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**ENGLISH LITERARY 40S | ENGL4S COMPULSORY – 1 CREDIT**

English Literature invites students to explore how stories and language create meaning, emotion, and connection. Using short stories, memoirs, articles, films and other multimedia texts, students learn to notice the artistic choices authors make and how those choices shape our experience as readers. Throughout the course, students will create their own work, for example: memoirs, short stories, and poetry, while developing skills in academic writing through literary analysis essays and research inquiry projects. The goal is to help students grow as thoughtful readers, writers, and confident communicators

**Prerequisite: Grade 11 English (ENGL3S, ENGT3S or ENG3CS)**

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**ENGLISH TRANSACTIONAL 40S | ENGT4S COMPULSORY – 1 CREDIT**

Transactional English focuses on the practical and persuasive power of language. Using short stories, articles, memoirs, films and multimedia texts, students explore real-world issues, themes, and ideas, and learn how writers use language to inform, influence, and inspire. While students will still read fiction and other creative texts, the emphasis is on understanding arguments, perspectives, and the connections between texts and everyday life. Throughout the course, students will create a range of persuasive and informative pieces such as editorials, speeches, and essays to build strong communication, and critical thinking skills.

**Prerequisite: Grade 11 English (ENGL3S, ENGT3S or ENG3CS)**

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## **SECOND CREDIT COURSES GRADE 12**

The Grade 12 second-credit English courses provide students with the opportunity to explore specialized areas of English in greater depth. These courses allow students to focus on specific interests such as film studies or media and social media, while continuing to develop advanced literacy, critical thinking, and communication skills. These courses offer a chance to apply English skills in specialized contexts, engage deeply with topics of personal interest, and explore the ways that texts impact and reflect the world around them.

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**GRADE 12 FILM APPRECIATION AND GENRE STUDIES 40S | ENLS4S – 1 Credit**

This Grade 12 specialized English course focuses on analyzing a wide range of films across multiple genres, exploring how filmmakers use narrative, cinematography, sound, and symbolism to convey themes and evoke emotions. Students will critically engage with classic and contemporary films, examining storytelling techniques, character development, and cultural impact. The course also delves into the evolution of film genres, such as drama, comedy, horror, and documentary, while encouraging students to understand the social, historical, and artistic contexts of each. Through written analyses, discussions, and presentations, students will deepen their appreciation for the medium and develop the skills to analyze films as complex texts, while gaining insight into how film influences and reflects society.

**Prerequisite: Grade 12 1<sup>st</sup> Credit Course (ENG4S or ENGL4S or ENGT4S + Manitoba Provincial Exam)**

## GRADE 12 MEDIA, SOCIAL MEDIA AND THE DMCEYE 40S | ENCS4S– 1 Credit

This Grade 12 specialized English course focuses on the dynamic world of media and social media, with a hands-on approach to creating and producing the school newspaper, *The DMCEye*. Students will explore the role of media in shaping public opinion, influencing culture, and communicating across various platforms. Through analyzing different forms of media, including print, digital, and social media, students will develop critical media literacy skills and learn how to craft compelling articles, editorials, and features. In addition to writing and editing, students will collaborate on the production process, gaining experience in layout, design, and publishing. This course offers an in-depth look at modern communication while allowing students to contribute directly to their school community through the creation of the *DMCEye*.

**Prerequisite: Grade 12 1<sup>st</sup> Credit Course (ENGC4S or ENGL4S or ENGT4S + Manitoba Provincial Exam)**

## ADVANCED PLACEMENT CAPSTONE PROGRAM

### AP CAPSTONE - SEMINAR | CASP4S/ENGT3S – 2 Credits

This full year interdisciplinary course blends the Advanced Placement Seminar Program with a Grade 11 English Language Arts Transactional Focus credit. The course encourages students to demonstrate critical thinking, collaboration, and academic research skills on topics of the student's choosing. Students will develop and practice the skills in research, collaboration, and communication that are needed in any academic discipline. Students will investigate topics in a variety of subject areas, write research-based essays, and design and give presentations both individually and as part of a team.

**PREREQUISITE: Grade 10 English/Reading Is Thinking (ENGR2F/RITR2S)**



### AP CAPSTONE - RESEARCH | CARP4S/ENGT4S – 2 Credits

This full year interdisciplinary course blends the Advanced Placement Research Program with a Grade 12 English Language Arts Transactional Focus credit. Students will build on what was learned in AP Seminar to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students will design, plan, and conduct a year-long research-based investigation to address a research question.

**PREREQUISITE: Grade 11 AP Capstone Seminar (ELAP3S)**



## HUMAN ECOLOGY

### PROGRAM OVERVIEW

Human Ecology explores how individuals and families function within society, emphasizing the role of the family as the foundational unit. Students learn how personal and family needs are met by applying both theory and practical skills through courses in Foods and Nutrition and Family Studies. The program also introduces related post-secondary fields such as Nutritional Science, Child Development, Social Work, and Education.

Human Ecology courses include Foods and Nutrition and Family Studies offered at the Grade 9, 10, 11, and 12 levels. No prerequisites are required at any level of study.



### FOODS AND NUTRITION COURSES

#### FOODS AND NUTRITION 15S | FNUR1S - 1 Credit

This course emphasizes skills and techniques in food preparation and healthful eating practices. They will also learn to make wise decisions in selecting and purchasing foods which emphasize healthy eating patterns.

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#### FOODS AND NUTRITION 20S | FNUR2S - 1 Credit

This lab-based course develops your hands-on skills in food preparation while examining your nutritional needs. When you select this course, you will be able to examine the effects of food on health and the nutrients they contain. Learn to make healthy food choices by improving your ability to understand, evaluate and use food label information. Food labs will relate to the nutrition topics explored in class as well as the development of food preparation techniques.

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#### FOODS AND NUTRITION 30S | FNUR3S – 1 Credit

This lab-based course allows you to gain information on topics such as wellness and lifestyle choices in the area of food selection and preparation. Increase your knowledge of topics such as foodborne illnesses, drink choices, vitamin supplements, vegetarianism and heart health to improve the quality of life for you and your family. The influences of culture and current research on personal food selection are examined. This course helps provide you with the necessary skills to plan meals and prepare a variety of foods.

## FOODS AND NUTRITION 40S | FNUR4S – 1 Credit

This is a lab-based course where you will explore how nutrition plays a role in your life. Current food related issues and topics are explored. Topics in this course include food trends, new food products, and current and future food technology. You will examine career opportunities in food science, food business, industrial food services and dietetics. This course will provide you with skills to plan and prepare a variety of food.

**Note: the 40S Grade 12 course is recognized as a university entrance course.**



## FAMILY STUDIES COURSES

### FAMILY STUDIES 20S | FSTR2S - 1 Credit

The course focuses on early child development and the role of parenting. Current theories in the areas of human development will also be examined. Students will be given the opportunity to participate in the Reality Works Project by taking home an interactive mechanical doll over one weekend. Students will have the opportunity to build upon theoretical lessons by working in a community-based practicum setting.

### FAMILY STUDIES 30S | FSTR3S – 1 Credit

This course focuses on the relationship of individuals and families within society. Students will learn how their social environment influences their own development. Students will also examine how improved communication and problem-solving skills enhance the decisions they make today as adolescents and in their future as adults. In this study of individuals in the family context, students will apply and relate what is learned in the classroom to practicum experiences in elementary school classrooms. Students will have the opportunity to build upon theoretical lessons by working in a community-based practicum setting.



### FAMILY STUDIES 40S | FSTR4S - 1 Credit

This course allows students to acquire knowledge about how families function within the broader context of community and society. Students will focus on how their personal development and relationships in adolescence influence life choices in adulthood. Topics include conflict resolution and violence prevention, mental and emotional well-being, and strategies to build healthy relationships. Current issues related to the Canadian family will be examined with a focus on careers related to family and children. Students will have the opportunity to build upon theoretical lessons by working in a community-based practicum setting.

**Note: the 40S Grade 12 course is recognized as a university entrance course.**

## APPLIED TECHNOLOGY

### PROGRAM OVERVIEW

Applied Technology courses integrate core academic subjects with hands on learning to develop lifelong skills for living and working in a changing technological environment. Students work with technology, tools, materials and processes to transform concepts and ideas into goods and services. Students work both independently and cooperatively as they apply decision-making, problem-solving and critical thinking skills to product construction. Courses are available in Applied Technology at the Grade 9, 10, 11 and 12 levels and include Electronics, Metalwork, Power Mechanics, and Woodworking.



### METALWORK COURSES

#### METALWORK 20G | METR2G - 1 Credit

This is an introductory course designed to offer practical experience planning, designing and fabricating consumer products using common metal working processes. Topics discussed include safety, hand tools, wrought iron work, oxy-acetylene welding, arc welding, soldering, casting processes, flame-cutting, and potential careers.

#### METALWORK 30G | METR3G - 1 Credit

This course is for students who wish to become more familiar with the fundamentals of metalwork, fabrication, problem solving, machinery design and planning. More emphasis will be placed on the use of power machines, advanced welding and finishing techniques. Students will develop skills through the completion of compulsory projects with the opportunity for personal expression.

**PREREQUISITE: Grade 10 Metalwork (METR2G)**

#### METALWORK 40S | METR4S - 1 Credit

This course is an advanced metal working course that includes continued exposure/practice in welding, machining and fabrication. Successful completion of this course will prepare students for post-secondary work in metal working trades by choosing one of welding, machining, metal fabrication, or foundry work. Students will be able to undertake an individual program related to a future vocation.

**PREREQUISITE: Grade 10 Metalwork (METR2G)**



## WOODWORKING COURSES

### WOODWORKING 10G | WOOR1G - 1 Credit

Students will learn project development, woodworking design and the safe use of hand and power tools when creating projects.



### WOODWORKING 20G | WOOR2G – 1 Credit

This course is designed to introduce students to all phases of woodworking. Some of the topics include the safe and proper use of hand and power tools, working from drawings, cost calculation, and finishing techniques. Students develop their skills making boxes and small furniture pieces which they keep!

### WOODWORKING 30G | WOOR3G – 1 Credit

This course is for students who wish to become more familiar with woodworking and modern manufacturing. Students will explore more advanced joinery and build more complex projects to take home. An emphasis will be placed on the use of power machines, advanced joinery and finishing techniques.

**PREREQUISITE: Grade 10 Woodworking (WOOR2G)**

### WOODWORKING 40S | WOOR4S – 1 Credit

Students will work independently on more advanced projects of their own choice. An emphasis is placed on the use of jigs and fixtures used in mass production and fine furniture making. Design concepts and building construction will also be introduced.

Successful completion of this course will prepare the student for post graduate courses, skilled trades and the world of work.

**PREREQUISITE: Grade 11 Woodworking (WOOR3G)**

## POWER MECHANICS COURSES



### POWER MECHANICS 20G | POMR2G – 1 Credit

This course will survey the basic operating principles of tools and the routine service procedures associated with the automobile and small engines. Students will complete theoretical as well as practical work on engine assembly, basic ignition, braking, charging, fuel delivery, tires, electrical, lubrication, cooling and starting systems.

### POWER MECHANICS 30G | POMR3G – 1 Credit

This course offers practical as well as theoretical assignments in electronic ignition, standard transmissions, differentials, brakes, electrical, drive trains, lubrication and cooling systems. Students will be servicing lubrication, cooling, brake and starting/charging systems. They will perform minor tune-ups and routine maintenance service on road-worthy vehicles incorporating the use of service and reference manuals.

**PREREQUISITE: Grade 10 Power Mechanics (POMR2G)**

#### POWER MECHANICS 40S | POMR4S – 1 Credit

This course is designed for students who want to service the more complicated automotive systems on their own vehicles or planning a career in automotive, aircraft or heavy equipment mechanics trades. Topics to be covered include electronic ignition, power trains, fuel delivery, starting/charging, electrical, steering, suspension, exhaust and emission control systems. Students will also learn the use of advanced automotive testing equipment such as engine analyzer; battery load tester; starting/charging analyzer; and, emission control testing gauges.

**PREREQUISITE: Grade 11 Power Mechanics (POMR3G)**

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#### APPLIED AUTOMOTIVE TECHNOLOGY – APRENTICESHIP PREP 40S | APTR4S – 1 Credit

This course includes an automotive technology practicum with a focus on school-to-work transition. Students will receive both the theory and practical application on the following topics: A.B.S. braking systems; advanced fuel injection technology; welding technology and fabrication; advanced automotive electronics, and advanced steering and suspension systems. There will be an apprenticeship practicum with employers that is optional for students.

**PREREQUISITE: Students must have successfully completed POMR3G to enroll in APTR4S Apprenticeship Prep. Students may be enrolled in POMR4G as well as APTR4S Apprenticeship Prep. Primary consideration will be given to students who have already complete POMR4G.**

### DRAFTING AND DESIGN TECHNOLOGY COURSES

#### DRAFTING AND DESIGN TECHNOLOGY 20G | DRAR2G – 1 Credit

This course is an introduction to drafting and design with a focus on basic mechanical drafting along with architectural drafting. Students will be using industry standard CAD software to create sketches and multi-view drawings. Vector Works and Google Sketch Up are used to complete projects. Floor plans, site plans and interior design plans are some of the drafting projects students will complete. This is an excellent course for anyone planning to pursue post-secondary education in Engineering, Architecture, Design or Manufacturing.

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#### DRAFTING AND DESIGN TECHNOLOGY 30G | DRAR3G – 1 Credit

The aim of this course is to further enhance students' auto cad drafting knowledge in residential drafting and design. Emphasis of focus will be on geometric construction as well as residential buildings drawings for structural foundations, electrical schematics and material options. Students will have the opportunity to create, design and build projects in 3D printing application. This is an excellent course for anyone looking to pursue a number of different careers in the design, building or engineering industry.

**PREREQUISITE: Grade 10 Drafting (DRAR2G)**



## ELECTRONICS

### ELECTRONICS 10G | ELER1G - 1 Credit

Students will learn about basic electronic terminology, basic electronic theory, electronic components and electronic test equipment. The students will become acquainted with the electronic workshop environment, workshop safety as well as constructing printed circuit boards.

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### ELECTRONICS 20G | ELER2G – 1 Credit

This course is intended to expose students to the fundamentals of Electronics. Students will be provided with the opportunity to construct projects with circuit design, working through trouble shooting and being able to test and install electrical components using electronic testing equipment. A computer rendering program will be used to design the exterior shell of some electronics projects built using a 3d printer. Students will also be provided with the opportunity to learn about residential house wiring.

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### ELECTRONICS 30G | ELER3G – 1 Credit

This course is designed for students to further their curiosity in advanced circuit boarding and interest in learning about computer technology as it is applied to digital electronic programming. Students will focus on own design programming and coding, working with sumo kits to build a remote-controlled programmable sumo bot. Students will also have opportunity to further their interest in residential house wiring.

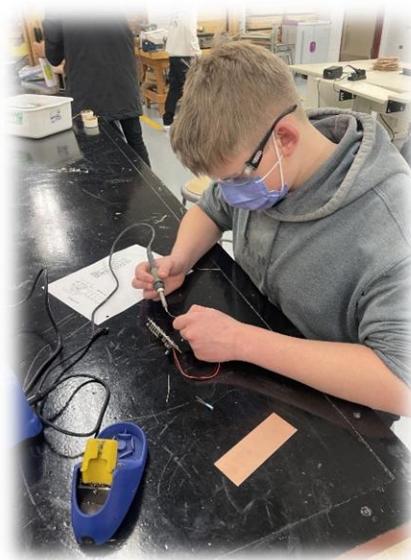
**PREREQUISITE: Grade 10 Electronics (ELER2G)**

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### ELECTRONICS 40S | ELER4S – 1 Credit

Thinking green for the environment! In this course students can look forward to studying alternative energy resource, designing and building using solar and wind energy. Further opportunity to explore programming and coding for robotics application, as well as independent project construction design building.

**PREREQUISITE: Grade 10 Electronics (ELER2G)**



## LANGUAGES

FRENCH 20F, 30S, 40S | FRER – 1 Credit Each

The basic French program is designed to provide students with the theory and practice necessary to begin fluency in French. In addition to language study, students participate in a variety of activities, such as conversations, stories, plays, movies, online programs and games. French culture and its global influence are also addressed. No previous knowledge of French is required for the first level (French 20F). Bienvenue à la classe de Français.

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PORTUGUESE 20G, 30S, 40S | PORR – 1 Credit Each

The aim of these courses is to enable students to develop some fluency in the language. Portuguese culture, influence and history are also explored. Students participate in a variety of activities such as skits, movies, games, songs and group projects. Instruction is in Portuguese and in English. Bem-vindo!



## MATHEMATICS

### PROGRAM OVERVIEW

The mathematics program is designed to provide prerequisite knowledge, skills, and critical-thinking skills for specific post-secondary programs or direct entry into the workforce.

- **GRADE 9 MATHEMATICS:** This is a required foundation course for all Grade 9 students.
- **ESSENTIAL MATHEMATICS:** This program is designed to provide students with the mathematical understandings and critical-thinking skills for entry into the majority of trades, and for direct entry into the workforce.
- **APPLIED MATHEMATICS:** This program is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies that do not require the study of theoretical calculus.
- **PRE-CALCULUS MATHEMATICS:** This program is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary studies that require theoretical calculus.

In selecting mathematics courses, students should select based on the requirements for admission to their desired post-secondary program. Programs may have specific grade entrance requirements. See your guidance counsellor for additional information.

### COURSES

#### MATHEMATICS 10F | MATR1F/TRMR1F – 2 Credits

Math 10F is a compulsory course for all **Grade 9 students**. A main goal of the course is to enable students to reason and communicate mathematically with confidence. It includes such topics as Mathematical Reasoning, Statistics, Polynomials, Spatial Geometry/Transformations, Linear Relations, Powers and Exponents, and Operations with Rational Numbers. Grade 9 Mathematics is a full year course. (A scientific calculator is required.)

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#### ESSENTIALS MATHEMATICS 20S | ESMR2S – 1 Credit

Essential Mathematics 20S involves applications to practical problems from business and consumer mathematics. This course is intended for students whose post-secondary studies do not require math as a pre-requisite. Topics include: Analysis of Games and Numbers, Personal Finance, Measurement, 2-D Geometry, Trigonometry, Consumer Decisions, Transformations and Angle Construction. (A scientific calculator is required.)

**PREREQUISITE:** **Grade 9 Mathematics (MATR1F)**

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#### INTRODUCTION TO APPLIED AND PRE-CALCULUS MATHEMATICS 20S | IAPR2S – 1 Credit

Introduction to Applied and Pre-Calculus Mathematics is the prerequisite for Applied 30S and Pre-Calculus 30S. This course is intended for students who are considering post-secondary studies that require math as a pre-requisite. It emphasizes independent thinking and the development of strong problem solving and analysis skills. Topics include factors and products, roots and powers, relations, linear relations, functions and systems of linear equations. (A scientific calculator is required.)

**PREREQUISITE:** **Grade 9 Mathematics (MATR1F), with a recommended minimum grade of 75%**

#### ESSENTIAL MATHEMATICS 30S | ESMR3S – 1 Credit

Essential Math 30S involves applications to practical problems from business and consumer mathematics. The topics include: Analysis of Games and Numbers, Interest and Credit, 3-D Geometry, Statistics, Managing Money, Relations and Patterns, and Trigonometry. (A scientific calculator is required.)

**PREREQUISITE: Any Grade 10 Mathematics course**

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#### APPLIED MATHEMATICS 30S | APMR3S – 1 Credit

Applied Math 30S places emphasis on critical thinking and analysis of data using technology. The topics include: Measurement, Geometry/Trigonometry, Logical Reasoning, Statistics, Relations and Functions, Mathematics Research Project. (A TI-83/84 graphing calculator is required.)

**PREREQUISITE: Grade 10 Introduction to Applied and Pre-Calculus (IAPR2S)**

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#### PRE-CALCULUS MATHEMATICS 30S | PCMR3S – 1 Credit

Pre-Calculus Math 30S places emphasis on theoretical problem solving and independent thinking. The topics include Algebra and Number Sense, Trigonometry, Relations and Functions. (A scientific calculator is required.)

**PREREQUISITE: Grade 10 Introduction to Applied and Pre-Calculus (IAPR2S), with a recommended minimum grade of 70%**

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#### ESSENTIALS MATHEMATICS 40S | ESMR4S – 1 Credit

Essential Math 40S involves applications to practical problems from business and consumer mathematics. Topics include Analysis of Games and Numbers, Vehicle Finance, Statistics, Precision Measurement, Career Life, Home Finance, Geometry and Trigonometry, Business Finance, Probability. (A scientific calculator is required.)

**PREREQUISITE: Any Grade 11 Mathematics course.**

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#### APPLIED MATHEMATICS 40S | APMR4S - 1 Credit

Applied Math 40S places emphasis on critical thinking and analysis of data using technology. The topics include Financial Mathematics (Investing, Borrowing), Logical Reasoning, Probability, Relations and Functions, Design and Measurement, Mathematics Research Project. (A TI-83/84 graphing calculator is required.)

**PREREQUISITE: Grade 11 Applied Math (APMR3S) or Grade 11 Pre-Calculus (PCMR3S)**

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#### PRE-CALCULUS MATHEMATICS 40S | PCMR4S – 1 Credit

Pre-Calculus Math 40S places emphasis on theoretical problem solving and independent thinking. The topics include Trigonometry, Permutations, Combinations and Binomial Theorem, Relations and Functions. (A scientific calculator is required.)

**PREREQUISITE: Grade 11 Pre-Calculus Math (PCMR3S), with a recommended minimum grade of 70%**

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#### INTRO TO CALCULUS MATHEMATICS 40S | CALR4S – .5 Credit

This course is designed as an introduction to the topics taught in the first level University Calculus course. The topics include Limits, Derivatives, Applications of Derivatives, and Definite Integrals. (A scientific calculator is required.)

**PREREQUISITE: Grade 12 Pre-Calculus Math (PCMR4S)**

## ADVANCED PLACEMENT MATH COURSES

### PRE-CALCULUS MATHEMATICS 30S | PCME3S – 1 Credit

**Preparation for AP Calculus. Must register for PCME3S and PCME4S during Gr 11 year.**

Pre-Calculus Math 30S places emphasis on theoretical problem solving and independent thinking. The topics include Algebra and Number Sense, Trigonometry, Relations and Functions. (A scientific calculator is required.)

**PREREQUISITE: Grade 10 Introduction to Applied and Pre-Calculus (IAPR2S), with a recommended minimum grade of 85%**

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### PRE-CALCULUS MATHEMATICS 40S | PCME4S – 1 Credit

**Preparation for AP Calculus. Must register for PCME3S and PCME4S during Gr 11 year.**

Pre-Calculus Math 40S places emphasis on theoretical problem solving and independent thinking. The topics include Trigonometry, Permutations, Combinations and Binomial Theorem, Relations and Functions. (A scientific calculator is required.)

**PREREQUISITE: Grade 11 Pre-Calculus Math (PCME3S), with a recommended minimum grade of 85%**

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### ADVANCED PLACEMENT MATHEMATICS CALCULUS (AP) | CAAP4S – 1 Credit



AP Calculus provides an opportunity to pursue college-level studies in high school and a first year university credit (based on receiving a 4 or 5 out of 5 on the AP Exam). The course covers differential and integral calculus topics. It is highly recommended that students will have completed the preparatory Pre-Calculus courses in their grade 11 year. The course runs for one and one-half semesters (September to May). (A TI-83/84 graphing calculator is required for this course.)

**PREREQUISITE: Grade 12 Pre-Calculus Mathematics (PCMR4S or PCME4S)**



## MEDICAL PROGRAM

### PROGRAM OVERVIEW

The Medical Professionals Program (MPP) is offered as a three-year program that integrates academic and career related portions that will prepare students for study and careers related to the medical field and biomedical industry. Students completing this program will be exposed to the necessary topics, training and skills required for them to be successful in their chosen medical career paths. A student should pursue the MPP if they are interested in entering a medical field, enjoy studying human biology, are self-motivated, and can work in teams as well as independently.

### COURSES

#### MEDICAL PROFESSIONALS PROGRAM I 20S | MD1R3S- 1 Credit

The first level of the course will introduce students to basic anatomy and physiology involving histology, skeletal and integumentary systems. Students will receive training in CPR/First Aid and be eligible for certification. Exposure to various medical professions and off-site visits will be an important component of the course.



#### MEDICAL PROFESSIONALS PROGRAM II 30S | MD2R3S -1 Credit

The second level of the MPP will continue the study of the human body with topics including the musculoskeletal system, nervous system, and pharmacology. Specialized research projects will have students explore specific topics related to human health, disease prevention, and treatment options. This level of the course includes several presentations from health care professionals, as well as students from various health care faculties.

**PREREQUISITE: Medical Professionals Program I (MD1R3S)**

#### MEDICAL PROFESSIONALS PROGRAM III 40S | INSR4S/MD3R3S - 2 Credits

The final level of the program will include First Aid and CPR training, with the opportunity to be re-certified. Further topics will include biotechnology, diagnostic medicine, radiation therapy, dentistry, epidemiology and health care systems. Students will take part in several off-site health science related learning experiences throughout the entire school year. Each student will be encouraged to explore various medical professions, with the opportunity to job-shadow and receive valuable mentorship from healthcare professionals.

**PREREQUISITE: Medical Professionals Program II (MD2R3S)**



## PHYSICAL & HEALTH EDUCATION

### PROGRAM OVERVIEW

The Physical & Health Education program focuses on providing students with balanced programming to develop the knowledge, skills, and attitudes for physically active and healthy lifestyles. The goal is for all students to be physically active and make healthy lifestyle choices.

### COURSES

#### PHYSICAL EDUCATION & HEALTH 10F & 20F | PHER - 1 Credit Each

This is a full credit compulsory course that teaches students the benefits of leading an active and healthy lifestyle. This course is designed to allow students the opportunity to participate in a wide variety of activities that will increase their knowledge of fitness and build movement and personal management skills. The health portion of the course discusses topics such as Nutrition, Substance Abuse, Family Life, and Mental Wellness.

#### PHYSICAL EDUCATION – ACTIVE AND HEALTHY LIFESTYLES 30F & 40F | PHER – 1 Credit Each

This full-credit compulsory course is designed to provide students with the knowledge and skills needed to develop a lifelong commitment to active and healthy living. The course follows a 50/50 delivery model, with 50% completed in class (activity and health-based learning) and 50% completed through an out-of-class practicum.

During the in-class component, students will begin developing their personal physical activity plan, have the opportunity to participate in various physical activities and explore health topics relevant to their grade level. The out-of-class practicum requires students to implement and follow their activity plan, which is monitored and revised throughout the course to support ongoing progress and healthy lifestyle habits.



#### PHYSICAL EDUCATION – VOLLEYBALL PERFORMANCE COURSE 30F & 40F | PFFR – 1 Credit Each



The Volleyball Performance Course offers Grade 11 and 12 students an exciting opportunity to earn their Physical Education credit through a curriculum focused on the sport of volleyball. This course is designed for students who want to deepen their knowledge of the game, enhance their on-court performance, and develop a broader understanding of sport-related concepts. Students engage in both theoretical and practical learning, creating a well-rounded athletic and academic experience. The course emphasizes physical fitness, critical thinking, teamwork, leadership, and personal accountability. This program is ideal for current DMCI volleyball athletes who are passionate about the sport and committed to advancing their skills both athletically and academically.

## PHYSICAL EDUCATION – FITNESS, PERFORMANCE AND DEVELOPMENT - 30F & 40F | PESC – 1 Credit Each

This full credit course helps individuals improve their strength, fitness, and overall wellness through a mix of classroom learning and hands-on training. Students will learn how to develop a fitness program specifically to meet personal fitness goals using advanced training techniques and will learn about various health topics such as nutrition and mental wellness. Students will gain the skills needed to reach personal goals, whether for competition, athlete development or long-term health and wellness. This course is ideal for students who are also looking for advanced training for fitness or athletic performance and for students who are looking to pursue careers as personal trainers or fitness instructors, or to pursue post-secondary studies in recreation, exercise science, kinesiology or physical education.



## PHYSICAL EDUCATION – BASKETBALL PERFORMANCE COURSE - 30F & 40F | PEAB – 1 Credit Each

The Basketball Performance Course offers Grade 11 and 12 students an exciting opportunity to earn their Physical Education credit through a curriculum centered on the sport of basketball. Designed for students who want to expand their knowledge of the game and elevate their performance, the course also builds a strong foundation in key sport-related concepts. Students engage in both theoretical and practical learning, creating a well-rounded athletic and academic experience. The course emphasizes physical fitness, critical thinking, teamwork, leadership, and personal accountability.

This program is ideal for current DMCI basketball athletes who are passionate about the sport and committed to advancing their skills both athletically and academically.

## RECREATION AND ATHLETIC LEADERSHIP – 30S & 40S | LWBR/LWTR – 1 Credit Each

**Recreation and Athletic Leadership** is a full-year option course, offered every second day, for Grade 11 and 12 students. The course is designed to develop leadership skills within the context of physical education. Students will explore key elements of leadership, including roles, leadership styles, effective behaviors, and strong communication skills. Through hands-on learning, they will gain practical experience in planning and running an intramural sports program, learning basic first aid and CPR, and exploring leadership opportunities within the school and division. Emphasizing personal growth, teamwork, and service, this course prepares students to take on meaningful leadership roles in both the school and the broader community.

## SCIENCE

### PROGRAM OVERVIEW

"The most incomprehensible thing about our universe is that it can be comprehended." Albert Einstein

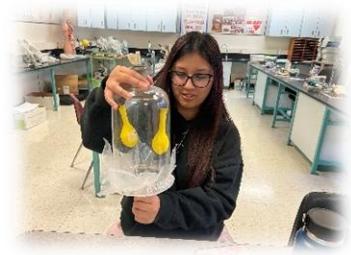
Your understanding of science begins here at DMCI. Our science programs will help you explore the world around you and provide you with a solid foundation for your future careers in science. Advanced Placement (AP) classes, enriched classes, hands on labs, special projects and competitions, and partnerships with universities and the community provide students with a wide range of opportunities to challenge themselves and make their science learning at DMCI the best experience possible.

### COURSES

#### SCIENCE 10F | SCIR1F – 1 Credit

To develop scientifically literate students, this course is built upon five foundations: skills and attitudes, reproduction, atoms and

elements, nature of electricity, and exploring the universe. This course is compulsory for all students.



#### SCIENCE 20F | SCIR2F – 1 Credit

Science 20F is a course that is built upon five foundations for scientific literacy: skills and attitudes, dynamics of ecosystems, chemistry, forces and motion, and weather dynamics. This course is compulsory for all students.

**PREREQUISITE: Grade 9 Science (SCIR1F)**

#### BIOLOGY 30S | BIOR3S – 1 Credit

This is a biology program with a focus on the following clusters: biology skills and attitudes, wellness and homeostasis, digestion and nutrition, transportation and respiration, excretion and waste management, protection and control, and wellness and homeostatic changes. Studies will be based on the human species.

**PREREQUISITE: Grade 10 Science (SCIR2F)**

#### BIOLOGY 40S | BIOR4S – 1 Credit

In this continuation of Biology 30S, greater emphasis is placed on broad topics such as: classification of living things, cellular respiration, photosynthesis, protein synthesis, animal and plant diversity, and genetics.

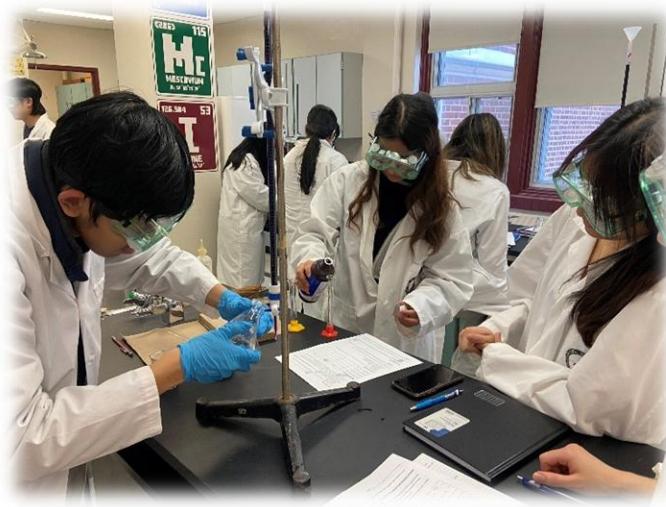
**PREREQUISITE: Grade 11 Biology (BIOR3S)**



## CHEMISTRY 30S | CHER3S – 1 Credit

Physics 30S introduces students to the basic concepts of physics. Unit topics include waves in one and two dimensions, kinematics and dynamics, nature of light, and fields including gravitational, electric, magnetic and electromagnetic fields. Emphasis is on linear relationships at this level. This course is recommended for students considering careers in science and technology.

**PREREQUISITE: Grade 10 Science (SCIR2F) AND Grade 10 Intro to Applied & Pre-Cal Math (IAPR2S)**



## CHEMISTRY 40S | CHER4S – 1 Credit

Chemistry 40S provides students with a more challenging aspect of chemistry topics. These include chemistry skills and attitudes, aqueous reactions, atomic structure, chemical kinetics, chemical equilibrium, acids and bases, and electrochemistry. A strong foundation in Chemistry 30S and Pre-Calculus Mathematics is strongly recommended.

**PREREQUISITE: Grade 11 Chemistry (CHER3S) AND Grade 11 Pre-Calculus Mathematics (PCMR3S)**

## PHYSICS 30S | PHYR3S – 1 Credit

Physics 30S introduces students to the basic concepts of physics. Unit topics include waves and sound, kinematics, nature of light, and fields. Emphasis is on linear relationships at this level. This course is recommended for students considering careers in science and technology.

**PREREQUISITE: Grade 10 Science (SCIR2F) AND Grade 10 Intro to Applied & Pre-Cal Math (IAPR2S)**

## PHYSICS 40S | PHYR4S – 1 Credit

Physics 40S deals with the following topics: kinematics, dynamics, momentum, projectile motion, circular motion, work and energy, exploration of space, low Earth orbit, electric and magnetic fields, electric circuits, electromagnetic induction, and medical physics. A strong foundation in Pre-Calculus Mathematics is strongly recommended.

**PREREQUISITE: Grade 11 Physics (PHYR3S) AND Grade 11 Pre-Calculus Mathematics (PCMR3S)**

## ADVANCED PLACEMENT SCIENCE COURSES

### ADVANCED PLACEMENT (AP) BIOLOGY | BIOP4S – 1 Credit



This course is an excellent opportunity for students to experience university-level biology in the more relaxed setting of high school. The course covers all of the topics seen in 30S and 40S Biology, but in much greater depth. It also covers topics such as animal and plant diversity, ecology, and cutting-edge biotechnology. Completing the AP Biology course greatly enhances the chance of success in first year University Biology for most students. This is a full year course.

**PREREQUISITE: Grade 12 Biology (BIOR4S)**

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### ADVANCED PLACEMENT (AP) CHEMISTRY | CHEP4S – 1 Credit



This course is designed to be the equivalent of the general chemistry course usually taken during the first year of university. For some students, (who receive a 4 out of 5 on the AP exam) this course enables them to undertake, as first year students, second-year work in the chemistry sequence at the university level, or to register for courses in other fields where general chemistry is a pre-requisite. The course will take place over one and a half semesters (September to May).

**PREREQUISITE: Grade 12 Chemistry (CHER4S) or a combination of Grade 11 Chemistry (CHER3S) and Grade 11 Pre-Calculus (PCMR3S) with a minimum grade of 80% in both courses.**

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### ADVANCED PLACEMENT (AP) PHYSICS | PH1P4S – 1 Credit



AP Physics 1 is a course that has been designed to help students develop a deep understanding of the foundational principles that shape classical mechanics. Students taking this course will have the opportunity to study university level physics in a high school setting. This course builds on the topics of kinematics, dynamics, circular motion, gravitation, momentum, and energy. The topics of simple harmonic motion, torque and rotational motion will also be introduced and studied in detail. Throughout the course there is an emphasis placed on data collection and experiments, along with experimental design. This course is a full year course and runs from September to May.

**PREREQUISITE: Grade 12 Physics (PHYR4S) OR a combination of Grade 11 Physics (PHYR3S) and Grade 11 Pre-Calculus Mathematics (PCMR3S) with a minimum grade of 90% in both courses.**



## SOCIAL SCIENCES

### PROGRAM OVERVIEW

Social studies is the study of people in relation to each other and to the world in which they live. In Manitoba, social studies comprises the disciplines of history and geography, draws upon the social sciences, and integrates relevant content from the humanities. As a study of human beings in their physical, social, and cultural environments, social studies examines the past and present and looks toward the future. Social studies helps students acquire the skills, knowledge, and values necessary to become active democratic citizens and contributing members of their communities, locally, nationally, and globally.

### COURSES

#### GRADE 9 SOCIAL STUDIES: CANADA AND THE CONTEMPORARY WORLD 10F | SOSR1F – 1 Credit

Social Studies 10F is a compulsory course that is offered at the (Foundations) F level. The intention of the course is to help students gain a greater understanding of the society in which they live, their roles within that society, and the role of Canada within the world. Concepts that will be covered include diversity and pluralism; democracy and government; Canada in a global context; and the challenges and opportunities experienced by citizens from the past to the present and into the future.

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#### GRADE 10 GEOGRAPHY: GEOGRAPHIC ISSUES OF THE 21ST CENTURY 20F | GEOR2F – 1 Credit

Geography 20F is a compulsory course in which students will focus on a variety of issues and challenges of the contemporary world. They explore the nature of geography and develop skills related to geographic thinking. Students use the methods and tools of geography to examine issues and problems and propose solutions. They study concepts related to ownership and development of natural resources, production and distribution of food, development of industry and trade, and increased urbanization. Students consider these issues in the context of Canada, North America, and the world. Through their study, students become aware of the importance of the environment, stewardship, and sustainable development, as well as the social, political and economic implications of their personal choices.

**PREREQUISITE: Grade 9 Social Studies (SOSR1F)**

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#### GRADE 11 CANADIAN HISTORY 30F | HISR3F – 1 Credit

History is a compulsory course. This course examines the history of Canada, starting with the First Peoples in Canada to the present. Students will be introduced to the relative issues and events that have occurred in the past; and describe and analyze how they have shaped the development of our country.

**PREREQUISITE: Grade 10 Geography (GEOR2F)**

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#### GRADE 12 A WORLD OF RELIGIONS: A CANADIAN PERSPECTIVE | WORR4S – 1 Credit

World Religions is an optional course designed to expand students' knowledge and appreciation of the various world religions that continue to shape and reflect human cultures. We will study the places, practices, and philosophies associated with Judaism, Christianity, Islam, Hinduism, Buddhism, Confucianism, and Taoism.

#### GRADE 12 GLOBAL ISSUES: CITIZENSHIP AND SUSTAINABILITY 40S | GLIR4S – 1 Credit

Global Issues is an optional course offered at the Specialized (S) level. Students conduct inquiry into the social, political, environmental, and economic impacts of contemporary and emerging global issues. Through their inquiry, students focus on questions of quality of life locally, nationally and globally. This course is based on the principles of active democratic citizenship, ecological literacy, critical media literacy and ethical decision-making. This course brings together information and ideas from different disciplines in order to empower students to be agents of change for a sustainable and equitable future. This course will help prepare students for post-secondary studies, as it includes inquiry and seminar-based discussions.

**Due to the course content, it is recommended that any student taking this grade 12 option course would benefit from already having successfully completed a minimum of one of the following:**

1. Grade 11 History and Grade 11 English
2. Grade 12 EALR4S (EAL students)

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#### GRADE 12 WORLD GEOGRAPHY: A HUMAN PERSPECTIVE - 40S | GEOR4S – 1 Credit

World Geography is an optional course offered at the Specialized (S) level. This course explores locations, patterns, distribution, and interrelationships between the physical and human environments in a constantly changing world. Specific topics of study relate to development, world population, food production, resources, energy and the environment. Current case studies, inquiry projects and examining geographical issues will be included.

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#### GRADE 12 PSYCHOLOGY 40S | PSYR4S – 1 Credit

Psychology is an optional course offered at the Specialized (S) level. This is an introduction to the field of psychology and the major theorists who have influenced past and current psychological research. General topics include consciousness, perception, memory, learning, intelligence, human development, stress, abnormal behaviour, personality theories and current therapies. Guest speakers, case studies, observations, unit tests and a final exam are included in this course.

**Due to the course content, it is recommended that any student taking this grade 12 option course would benefit from already having successfully completed a minimum of one of the following:**

1. Grade 11 English or Grade 12 EALR4S (EAL students)
2. Grade 11 Biology, Sports Psychology, or Family Studies

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#### GRADE 12 LAW 40S | LAWR4S – 1 Credit

Law is an optional course offered at the Specialized (S) level. This course studies Canadian law as it relates to investigation, criminal law, lawsuits, forensics, human rights, family law, etc. A field trip to observe the courts in action, guest speakers, movies, case studies, project work and group work are included in the course. Law 40S is now a Senate approved course which can be used to calculate the admission and entrance scholarship averages at the University of Winnipeg.

**Due to the course content, it is recommended that any student taking this grade 12 option course would benefit from already having successfully completed a minimum of one of the following:**

1. Grade 11 History and Grade 11 English
2. Grade 12 ESLR4S (EAL students)

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## GRADE 12 EXERCISE SCIENCE – SPORTS PSYCHOLOGY | EXSR4S – 1 Credit

Sport Psychology is a vibrant branch of the larger psychological discipline. It is the branch of psychology which deals with the study and application of the psychological principles that enhance athletic performance. This class will cover a wide range of topics and skills including Focus and Concentration, Confidence, Mental Toughness, Intrinsic and Extrinsic Motivation, Goal Setting and Assessment, The Power of Positive Attitude, The Power of Relaxation, Mental Imagery and Visualization, and Stress Management. Students will learn to improve actual performance by effectively applying sport psychology principles in a performance context as well as strategies to improve quality of life by effectively applying sport psychology principles in all areas of life.

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## GRADE 12 CINEMA AS A WITNESS TO MODERN HISTORY | CMHR4S- 1 CREDIT

This optional course will provide an enriched consciousness through the concepts of historical thinking to develop an understanding of key significant events of the 20th century, and to acquire critical media literacy & technical skills in analyzing the medium of film.

The course will introduce students to significant historical events of the 20th/21st century through viewing of a variety of film genres. This includes historical drama, fiction, biographies, documentary, docudrama, satire, propaganda and traditional heritage films. The visual media have in many ways become the new story tellers, constructing narratives that seek to engage the hearts and minds and the aesthetic sensibilities of viewers.



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## GRADE 9 INDIGENOUS INGENUITY | INNY1G - 1 CREDIT

The overarching goal of this course is to investigate Indigenous ingenuity as it applies to STEAM. Highlighting Indigenous contributions to Science, Technology, Engineering, and Mathematics will allow learners to position Indigenous people, knowledge, and ways of living and learning as a positive and valuable part of society. This course will embed Indigenous pedagogy (look listen, learn, live), and through an Inquiry process, develop the 6 Global Competencies. Students will investigate Indigenous Ingenuity through themes of: the water (nibi), the sky (giizhig), the land (aki), and the people (Anishinaabe). Students will gift their knowledge by sharing a performance-based task with their classmates, school, and community.

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## GRADE 10 INDIGENOUS PEOPLES ATLAS OF CANADA | IPAY2G - 1 CREDIT

The overarching goal of this course is to investigate the traditional territories of Canada and examine the impacts of colonization throughout. Students will gather a deeper understanding of traditional territorial acknowledgements and begin to apply knowledge in a variety of contexts. The development of empathy and understanding of Indigenous people, the stories, and the land is fortified by students engaging in theory and practice. Enhancing the student experience through the application of the Indigenous Peoples Atlas of Canada Giant Floor map will provide experiential learning. Students will take an inquiry approach through various topics of provocation through the “Walking in Our Footsteps – Anishinaabe Bimigawé” interactive exercise. Students will have opportunities to expand and deepen their knowledge using the Indigenous Peoples Atlas of Canada Giant Floor Map for a minimum of two 3-week blocks throughout the course.

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## GRADE 12 TREATIES AND THE TREATY RELATIONSHIP | TRIY4G -1 CREDIT

The overarching goal of this course is to investigate the local Treaty 1 experience. The development of active democratic citizenship is fortified by a student understanding of the local Treaty relationship by engaging with local sources of knowledge as well as local spaces and places. Students investigate the historical and contemporary aspects of Treaty 1 using the themes of relationships, traditional teachings, local history, and Manitoba Numbered Treaties as entry points.

## VISUAL AND PERFORMING ARTS - ART

### PROGRAM OVERVIEW

The Visual Arts Program at DMCI is designed to encourage students to cultivate their artistic skills, creativity, self-expression, and passion for art. The program provides opportunities for students to create, interpret, and appreciate art, as well as develop and extend their aesthetic perception, techniques, problem-solving skills, and personal artistic voice.

### COURSES

#### ART 10S | VIAR1S – 1 Credit

This course provides an introductory and exploratory overview of various art forms including drawing, painting, ceramics, and sculpture. It focuses on providing hands-on art-making experiences to help build student confidence as artists through building a foundation of skills for further artistic study. Students will experiment with different media and techniques, create work that considers the elements of art and the principles of design, learn to analyze and interpret art in different contexts, and build confidence as art makers.

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#### ART 20S | VIAR2S – 1 Credit

Assignments for this course are designed to help develop students' fundamental artistic skills and techniques, such as shading and highlighting, perspective, form, value, anatomy, colour theory, and composition. Students explore various media to help them develop new skills in drawing, painting, clay, sculpture, and mixed media. Basics of design, visual awareness, and the incorporation of meaning are emphasized.

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#### ART 30S | VIAR3S – 1 Credit

This course builds on the skills and understanding acquired in Art 20S. Assignments are designed to introduce students to more sophisticated ideas, and expand on techniques and skills, incorporating meaning, and developing their artistic voice. Students assume greater independence in the process of idea development and expression in drawing, painting, clay, sculpture, and mixed media.

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#### ART 40S | VIAR4S – 1 Credit

Refining and expressing students' own artistic voice and style is the main focus of this course. Students independently experiment with, expand, and refine their drawing, painting, and sculpting skills, by creating art that reflects their unique point of view, life experiences, identity, values, and ideas, working to fulfill teacher-provided criteria. Students are provided with opportunities to create individualized, self-directed projects, which explore personal, social, and artistic issues. Artwork is subjected to more rigorous standards of evaluation. This course is recommended for students with a serious passion for art.

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#### AP STUDIO ART: DRAWING PORTFOLIO | SADP4S – 1 Credit

The Advanced Placement Program in Studio Art is intended for highly motivated students who wish to further advance their artistic skills and expression through a variety of chosen media. Students taking this course will create an individualized



portfolio of work composed of approximately 10-15 works of art in total; works that demonstrate sustained investigation of a specific visual idea, and exhibit the synthesis of form, technique, and content in accordance with guidelines set out by the AP College Board. The portfolio is evaluated by the art teacher for a high school credit, and by a separate agency for possible college credit. Candidates for this course should expect to work independently and meet rigorous, ongoing, short-term deadlines. The AP Art program runs from September to May and class will meet daily for two semesters.

**PREREQUISITE: Grade 12 Art (VIAR4S) with a minimum final mark of 85%, or Grade 11 Art (VIAR3S) with a minimum final mark of 85% and enrolled in Grade 12 Art (VIAR4S), and/or Art teacher's recommendation.**

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#### VISUAL ARTS SPECIAL INTEREST – PHOTOGRAPHY | VA1R2S – 1 Credit

Explore the exciting world of digital photography in this interactive course! Learn to use a DSLR camera, discover digital editing techniques, and express your creativity in diverse assignments – from honing technical skills to tackling creative challenges and capturing images for school projects. Dive into the works of both historic and contemporary photographers, gaining inspiration as you master the art of visual storytelling through the lens. Get ready to enhance your photography skills and have a fantastic time in this engaging class!



### PROGRAM OVERVIEW

The DMCI Music Program is designed for any student in any grade with a desire to learn more about singing or playing a musical instrument. The courses are designed to appeal to a diverse student population. The program fosters a love of music from many cultures, time periods, and genres while enabling students to learn and fluently use musical notation, sight reading, and listening skills. Participation in music courses encourages leadership, responsibility, teamwork, confidence, inter-personal relationships, and fosters a sense of community within the school. The mission of the Music Program at DMCI is to equip students with musical and personal skills that will prepare them for a productive and fulfilling life.



### COURSES

#### CONCERT CHOIR 10S, 20S, 30S, 40S | MCCR – 1 Credit Each

Choir rehearsals are scheduled three periods per cycle, and students must attend both semesters to earn a credit. Students will study correct breathing and vocal techniques to enable the successful performance of choral repertoire. A wide variety of musical styles from different cultures, historical periods and languages will be presented for rehearsal and performances. Choristers are required to attend all performances.

#### CONCERT BAND 10S, 20S, 30S, 40S | MCBR – 1 Credit Each

Grade 9 Concert Band students rehearse as one class, developing and refining the playing skills they gained in grades 7 & 8. As students are coming from many different Junior High schools, this year of Band instruction is integral for their comfort and understanding of each other in an ensemble setting. Concert Band members will have numerous performance opportunities throughout the course.

Grade 10-12 Concert Band rehearses every second day throughout the entire year and is offered in two different slots. Students continue to develop their musicianship through rehearsal in an ensemble setting. Students' musical skills and knowledge will grow through performing a variety of concert band literature, music theory, individual studies and group projects. Members of the band will participate in school concerts and festivals, as well as additional performance opportunities in the community.

**PREREQUISITE: Previous experience playing in concert band (or permission granted by teacher).**

#### CHAMBER CHOIR 10S, 20S, 30S, 40S | MCER – 1 Credit Each

DMCI's Chamber Choir is an **auditioned** mixed vocal ensemble with between 16 and 24 singers. Singers in the Chamber Choir are vocally challenged through advanced level singing and complex harmonies in choral music from Medieval Period up to Twentieth Century and atonal compositions. Singers learn to work in small groups (sectionals) and become leaders within the group. Choristers also get many chances to work with professional conductors and guest adjudicators from throughout North America and Europe. Chamber Choir members are also members of the Concert Choir.

**COREQUISITE: Concert Choir**



## VOCAL JAZZ CHOIR 10S, 20S, 30S, 40S | MVJR – 1 Credit Each



Vocal Jazz rehearsals are scheduled three times per week after school. Enrollment is limited to choir members who pass the **entrance audition** in September. Students will learn repertoire representing a variety of jazz styles, including swing, Latin, ballad and pop, and be required to demonstrate good microphone technique and dynamic stage presentation. As this group is in great demand for performances at a variety of functions, students must be prepared to participate in a busy performance schedule.

**COREQUISITE: Concert Choir**

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## JAZZ BAND 20S, 30S, 40S | MJBR – 1 Credit Each

This course is for students who like to challenge themselves and their musical development by playing a variety of jazz repertoire in a big band ensemble. The jazz band rehearses twice per week after school and performs in a variety of styles including swing, Latin, rock, ballads and funk. Focus will also be placed on learning basic jazz improvisational skills, collaboration to create original songs and jazz history.

**COREQUISITE: Concert Band (or permission granted by Band Teacher)**

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## PIANO 10S, 20S, 30S, 40S | MPIR – 1 Credit Each

This program is designed for students who have little or no formal training on piano. Students learn basic music notation and the skills required for playing simple to intermediate level piano repertoire. Home practice is not required, since students can do all of their practicing at school. All piano students are invited to perform at the final recital. MPIR2S is a pre-requisite for students with no previous instrumental experience who wish to join the band program.

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## GUITAR 20S | MGUR – 1 Credit

This course is designed for students with little or no formal training on guitar. Students will learn the skills required for playing simple to intermediate level guitar repertoire and basic accompaniment styles. These skills will include basic levels of reading music staff and TAB notation, chord shapes and chord progressions, strumming patterns, and finger picking.

GUITAR 30S, 40S | MGUR – 1 Credit each

This course is for students who have previous experience playing guitar (e.g. Guitar 20S). Students will continue improving techniques and styles in staff notation, TAB, and chord playing in both individual and group settings.

**PREREQUISITE: Guitar 20S (or permission granted by teacher)**

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MUSICAL THEATRE 1S, 2S, 3S, 4S | DMTR – 1 Credit Each

Students involved in the school musical may receive a full credit in Musical Theatre. Vocal, Instrumental, Dance, Drama, Art and Technical support are the components that make up this program. The program runs outside the regular timetable, allowing students to maximize their course options. This is a wonderful opportunity to become actively involved in one of DMCI's most exciting events. **THIS COURSE IS ENTERED THROUGH AN AUDITION PROCESS.**

**COREQUISITE: Concert Choir or Dance**

## VISUAL AND PERFORMING ARTS - DANCE

DANCE 10S, 20S, 30S, 40S | DANR – 1 Credit Each

This program is designed for students at all skill levels, from beginner to advanced. The course covers a variety of dance styles, including Street Dance forms like Breakdance, Dancehall, and Hip Hop, as well as Jazz styles such as Tap, Lyrical Jazz, and Pop Jazz, along with Musical Theater.

Program components include technique, theory, composition, and presentation. Students will have opportunities not only to learn and refine their techniques but also to develop their expressive and creative abilities. All dance students are invited to perform at the final recital, providing a chance to showcase their progress and skills.



## OTHER CREDIT OPTIONS

### SPECIAL LANGUAGE CREDITS

This credit option provides for the recognition of Manitoba's linguistic diversity. Students proficient in languages other than English or French are eligible to obtain up to 4 credits. (Only 1 special language credit may be earned at each of the high school grades.) Student marks can be reported as a percentage mark, however "S" for "Standing" may be used for granting additional/prior credit(s).

Students have two opportunities per year to write a Special Language Exam, once in the fall and once in the spring.

For further information refer to: <http://www.edu.mb.ca/k12/docs/policy/lancredits>

### VOLUNTEER CREDIT

Grade 12 Volunteer Credit | CSVZ4G – 1 Credit

Students may earn only one credit for unpaid volunteer work to be applied towards the 30 credits for graduation. There is paperwork to fill out before, during and after. You must complete a minimum of 110 hour for a full credit or 55 hours for a half credit and you cannot be paid for your volunteer hours. The pace is self-directed, and you can begin in Grade 9 or 10 and continue right until Grade 12. You can finish the credit as quickly as you want.

Note that students cannot receive credit for both this course as well as the Leadership course offered through the Leadership program.

Guidelines are available at: [http://www.edu.mb.ca/k12/policy/gradreq/docs/choice\\_attachb.pdf](http://www.edu.mb.ca/k12/policy/gradreq/docs/choice_attachb.pdf)

### CULTURAL EXPLORATION STUDENT INITIATED PROJECT

Culture Credit | CUEZ4G – 1 Credit

Students can gain valuable educational experience by enhancing their knowledge of their own cultural origins or a cultural group that interests them through interaction with community members such as Elders and members of cultural organizations. The skills, knowledge and attitudes obtained from such activities can increase a student's self-esteem and maturity, strengthen cultural identity and/or provide greater intercultural understanding and an appreciation of cultural diversity. One credit may be available to a student who participates in such activity in their high school years for graduation purposes and does not require departmental registration.

You must complete a minimum of 110 hours for a full credit or 55 hours for a half credit, and you cannot be paid for these hours. Cultural activities at or through the school can be counted toward the required total.

Additional information is available at [http://edu.gov.mb.ca/k12/policy/gradreq/docs/culture\\_guidelines.pdf](http://edu.gov.mb.ca/k12/policy/gradreq/docs/culture_guidelines.pdf)

## CADETS

Cadets – 11G /21G | CADR1G/2G – up to 2 Credits

**Two credits will be recognized only as additional credits beyond the minimum 30 credits required for provincial graduation.**

One credit can be recognized on the basis of successful completion of the cadet basic training program. Basic training program is defined as successful completion of the Level Two program. An additional credit can be recognized on the basis of successful completion of the cadet advanced training program. Advanced training program is defined as successful completion of the Level Four program. The granting of credits is controlled by each individual school. See your commanding officer for a letter and form.

## PRIVATE MUSIC OPTION

Private Music Option | PMOR1G/2G/3G/4G – 1 Credit Each

The Private Music Option code is used to record credits obtained from Conservatory Canada or the Royal Conservatory of Music. Upon successful completion of practical examinations and theory corequisites, marks can be reported only as an “S” for “Standing” for Grade 9 (12G), Grade 10 (22G), Grade 11 (32G), and Grade 12 (42G).

**The credits are recognized only as additional credits beyond the minimum 30 credits required for provincial graduation.**

Additional information is available at: <http://www.edu.gov.mb.ca/k12/cur/arts/music/pmo.html>

# DMCI GRADUATION PLANNER

GRADUATION REQUIREMENTS ARE BASED ON THE SENIOR YEARS ENGLISH PROGRAM (30 CREDITS)

GRADE 9 COMPULSORY	CREDIT VALUE	CREDIT RECEIVED	GRADE 10 COMPULSORY	CREDIT VALUE	CREDIT RECEIVED
ENGLISH 10F	1.0		ENGLISH 20F	1.0	
READING IS THINKING 10S	1.0		READING IS THINKING 20S	1.0	
MATH 10F	1.0		MATH 20S _____	1.0	
SCIENCE 10F	1.0		SCIENCE 20F	1.0	
SOCIAL STUDIES 10F	1.0		GEOGRAPHY 20F	1.0	
PHYSICAL EDUCATION 10F	1.0		PHYSICAL EDUCATION 20F	1.0	
OPTIONAL			OPTIONAL		
GRADE 9 TOTAL CREDITS			GRADE 10 TOTAL CREDITS		

GRADE 11 COMPULSORY	CREDIT VALUE	CREDIT RECEIVED	GRADE 12 COMPULSORY	CREDIT VALUE	CREDIT RECEIVED
ENGLISH 30S _____	1.0		ENGLISH 40S _____	1.0	
MATH 30S _____	1.0		MATH 40S _____	1.0	
PHYSICAL EDUCATION 30F	1.0		PHYSICAL EDUCATION 40F	1.0	
HISTORY 30F	1.0				
OPTIONAL (MINIMUM 1 CREDIT AT GRADE 11 LEVEL)			OPTIONAL (MINIMUM 2 CREDITS AT GRADE 12 LEVEL)		
GRADE 11 TOTAL CREDITS			GRADE 12 TOTAL CREDITS		





