

Pickering High School

Course Calendar



180 Church Street North
Ajax, Ontario L1T 2W7

Phone: 905-683-4760
Email: PickeringHS@ddsb.ca
Website: pickeringhs.ddsb.ca



Pickering High School

Director
School Area Superintendent
Area School Trustee
Principal
Vice Principal (A-G last names)
Vice Principal (H-O last names)
Vice-Principal (P-Z last names)
Curriculum Lead- Guidance

C. Williams-Taylor
J. Leacock
D. Edwards & K. Miller
M. Hunte
S. Forbes
K. De Andrade
T. Brown
T. Craig

The course calendar and myBlueprint are useful tools in helping plan both secondary and post-secondary education. A high school education is imperative and at Pickering High School, we are committed to reaching all students to ensure they achieve their secondary school diploma. We provide students with opportunities for high quality instruction and programs customised to their skills and interests within a caring and supportive learning environment. Pickering High School fosters an inclusive, innovative, inquisitive community, inspiring success in learning.

Contents

The Ontario Secondary School Diploma (before Fall 2023)	3-4
The Ontario Secondary School Diploma (after Fall 2024)	5
The Ontario Secondary School Certificate	6
The Certificate of Accomplishment	7
Course Types	8
Ministry of Education Prerequisite Chart for English	9
Ministry of Education Prerequisite Chart for Mathematics	10
Ministry of Education Prerequisite Chart for Science	11
How to Read Course Codes	12
Online Learning Graduation Requirement	13
Community Involvement	13
Ontario Secondary School Literacy Test	13
Ontario Student Transcript and Record	13
Full Disclosure	14
The Ontario Credit System	14
Semester System	14
Alternate Ways to Earn a Credit	15-16
General School Information	16-18
Specialized Programs	19-23
Course Offerings for the 2025-2026 School Year	24-30

The Ontario Secondary School Diploma Requirements

If you started Grade 9 in or before Fall 2023

18 compulsory credits

Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma (OSSD):

Credits	Subject
4	English (1 credit per grade)*
3	Mathematics (Grade 9, Grade 10 and 1 Credit in Grade 11 or 12)
2	Science
1	Canadian Geography (Grade 9)
1	French as a Second Language
1	Canadian History (Grade 10)
1	Health and Physical Education
1	Arts (Drama, Music, Visual Arts, Media Arts)
0.5	Career Studies
0.5	Civics and Citizenship

Plus one credit from each of the following groups:

Group 1	Group 2	Group 3
English or French as a Second Language** A Native Language A Classical or International Language Social Sciences and the Humanities Canadian and World Studies Guidance and Career Education Cooperative Education*** First Nations, Metis, and Inuit Studies American Sign Language as a Second Language	Health and Physical Education The Arts Business Studies French as a Second Language** Cooperative Education*** American Sign Language as a Second Language	Science (Grade 11 or 12) Technological Education French as a Second Language** Computer Studies Cooperative Education*** American Sign Language as a Second Language

In addition to the compulsory credits, students must complete:

- **12 elective credits†**
- **40 hours of community involvement activities**
- **the provincial literacy requirement**
- **at least 2 online learning credits††**

* A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.

** In groups 1, 2, and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.

*** A maximum of 2 credits in cooperative education can count as compulsory credits.

† The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

†† To opt-out of the online eLearning Graduation requirement, see the Guidance Department for a form or visit the PHS website or guidance google classroom.

The Ontario Secondary School Diploma Requirements

If you started Grade 9 in or after Fall 2024

17 compulsory credits

Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma (OSSD):

Credits	Subject
4	English (1 credit per grade)
3	Mathematics (Grade 9, Grade 10 and 1 Credit in Grade 11 or 12)
2	Science
1	Canadian Geography (Grade 9)
1	French as a Second Language
1	Canadian History (Grade 10)
1	Health and Physical Education
1	Arts (Drama, Music, Visual Arts, Media Arts)
0.5	Career Studies
0.5	Civics and Citizenship
1	Technological Education (Grade 9 or Grade 10)
1	STEM Related Course Group Business Studies Cooperative Education Mathematics (<i>in addition to the 3 compulsory credits</i>) Science (<i>in a addition to the 2 compulsory credits</i>) Technological Education (<i>in addition to the 1 compulsory credit</i>)

In addition to the compulsory credits, students must complete:

- **13 elective credits**
- **40 hours of community involvement activities**
- **the provincial literacy requirement**
- **at least 2 online learning credits***

*To opt-out of the online eLearning Graduation requirement, see the Guidance Department for a form or visit the PHS website or guidance google classroom.

The Ontario Secondary School Certificate

The Ontario Secondary School Certificate (OSSC) will be granted on request to students who leave school before earning the Ontario Secondary School Diploma, provided that they have earned a minimum of 14 credits distributed as follows:

7 compulsory credits

Credits	Subject
2	English
1	Canadian Geography or Canadian History
2	Mathematics
1	Science
1	Health and Physical Education
1	Arts or Technological Education

In addition to the compulsory credits, students must complete:

- **7 optional credits**

Students who return to school to complete additional credit and non-credit courses will have their transcript updated accordingly. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when a student has fulfilled the appropriate requirements.

The Certificate of Accomplishment

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment (COA). The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school.

Course Types

A **graduated streaming** system allows students flexibility as they proceed through their secondary school careers. This system provides greater opportunities for students to change pathways in the senior years.

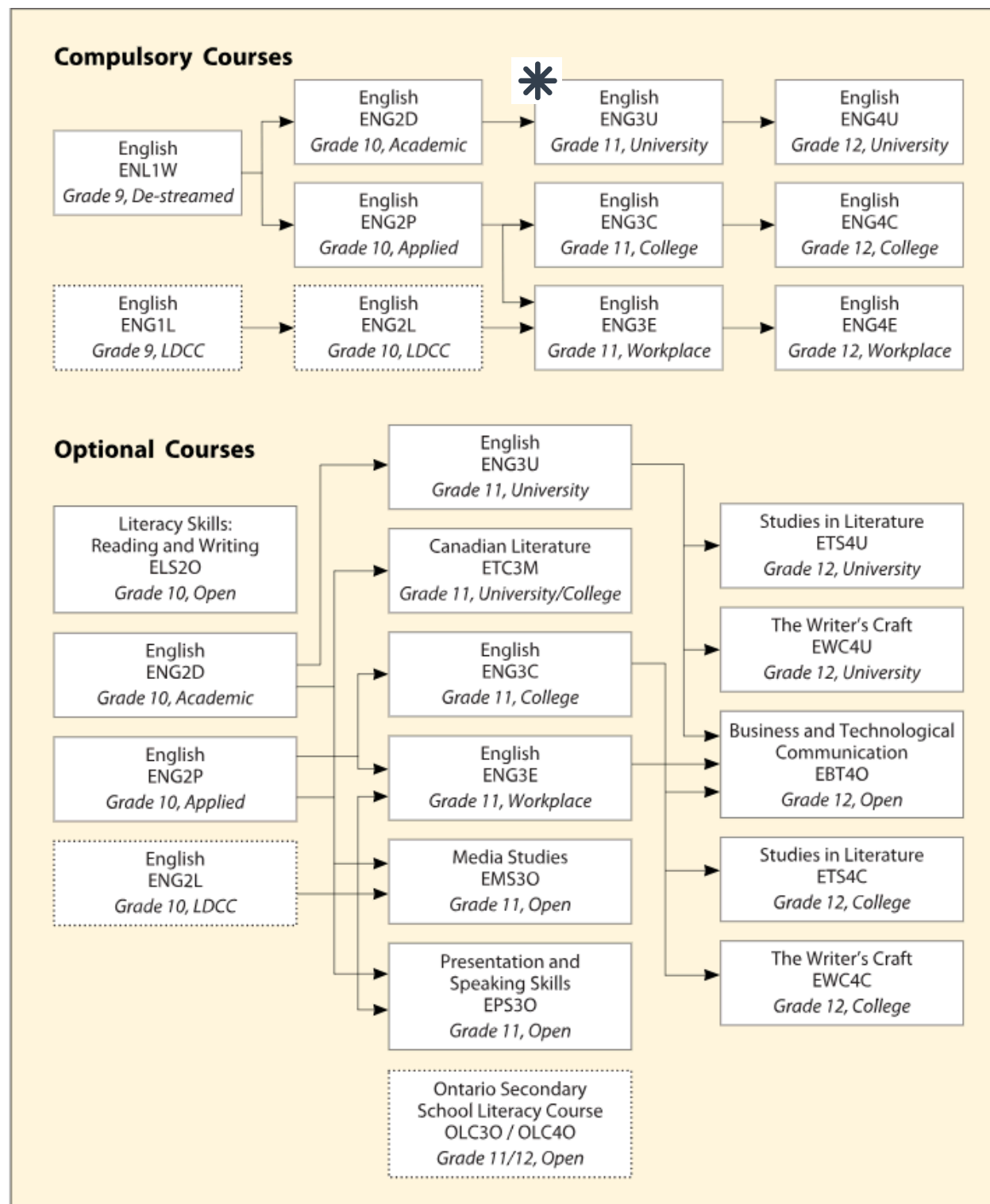
Secondary school programs are **destination focused**. Course streams in Grade 11 and 12 are designed to prepare students for particular destinations after they finish their secondary school program (College, University, Apprenticeship, and Workplace).

Grade 9	Grade 10	Grade 11 and 12
<p>De-streamed (W) Focus is on meeting students' needs while keeping future pathway options open for all students.</p> <p>Locally Developed (L) Are intended for students who require flexibility and support in order to meet credit requirements. These courses review and reinforce the elementary curriculum expectations to provide the skills necessary for further study at the secondary level.</p>	<p>Applied Stream (P) A focus on the essential concepts of the discipline. Develop students' knowledge and skills by emphasising practical, concrete applications of the essential concepts while incorporating theoretical applications, as appropriate.</p> <p>Academic Stream (D) A focus on the essential concepts of the discipline plus additional related concepts. Academic courses develop student's knowledge and skills by emphasising theoretical, abstract applications of the essential concepts while practical applications, as appropriate.</p> <p>Locally Developed (L) A focus on the essential concepts of the discipline. Develop students' knowledge and skills by emphasising practical, concrete applications of the essential concepts.</p>	<p>College (C) Courses designed to prepare students for entrance to most college programs following secondary school.</p> <p>Mixed (M) (College or University) Courses designed to prepare students for entrance to specific college and university programs following secondary school.</p> <p>University (U) Courses designed to prepare students for entrance to university programs following secondary school.</p> <p>Workplace (E) Courses designed for students planning to enter the workplace directly following secondary school</p>

Open Level: Courses that are appropriate for all students and are not linked to any specific post-secondary destination.

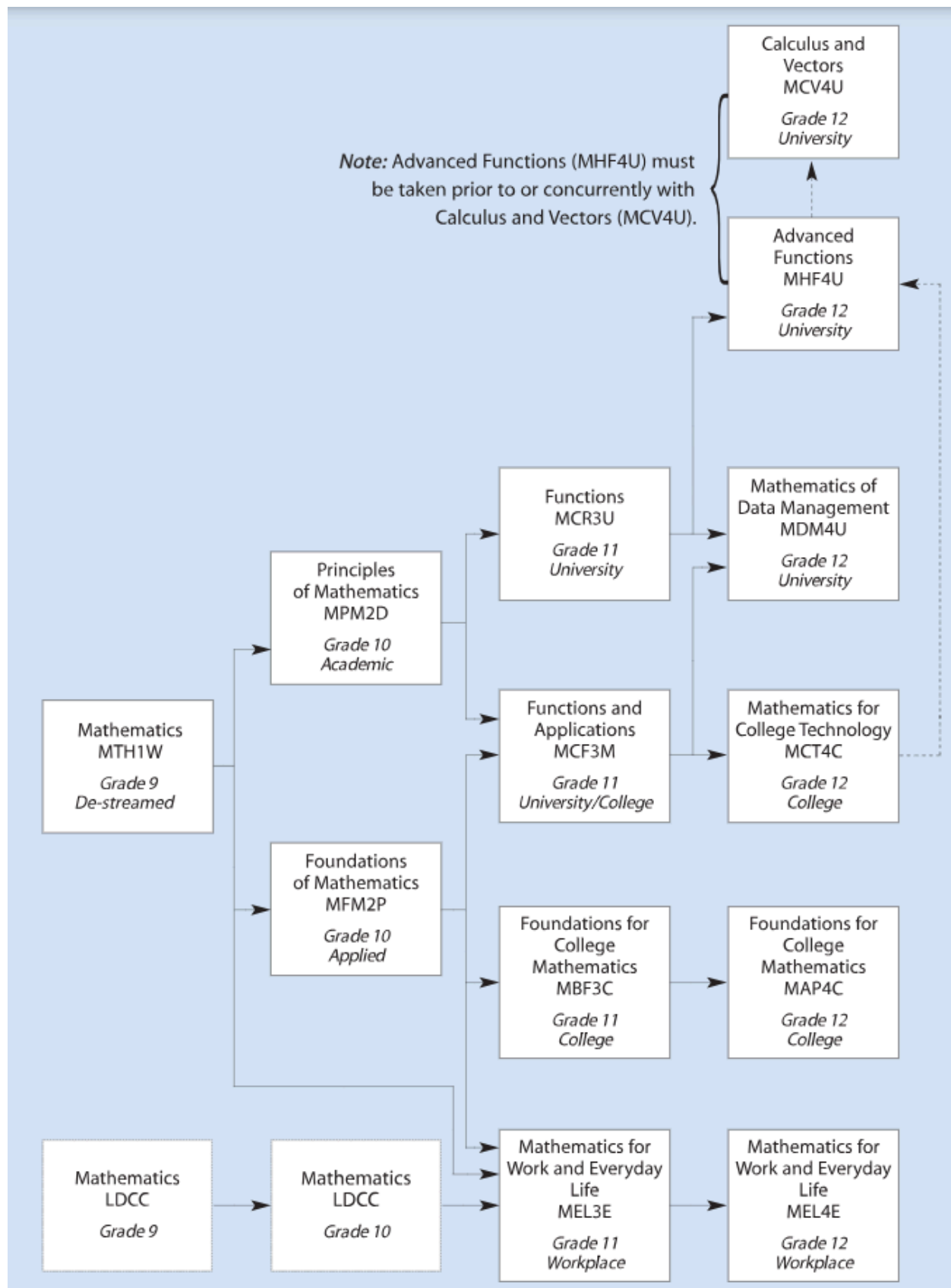
- ☐ **Prerequisite charts for English, math, and science are included for planning (pages 9-11).**
- ☐ **Students should use the prerequisite charts to select courses for the following school year.**

Ministry of Education Prerequisite Chart for English

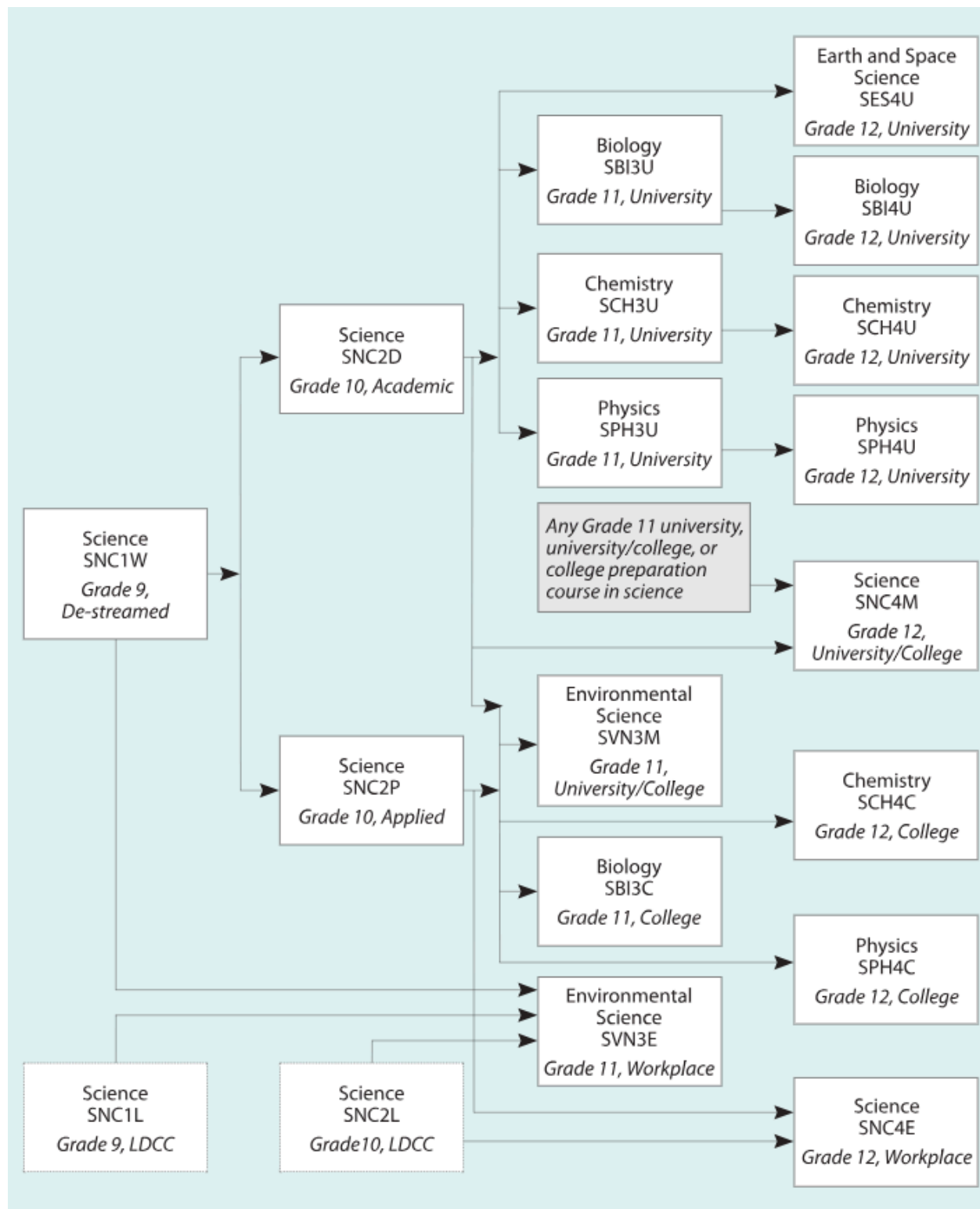


* The compulsory grade 11 English class in the DDSB is delivered as NBE3U/3UG/3C/3E - English:Understanding Contemporary First Nations, Metis and Inuit Voices.

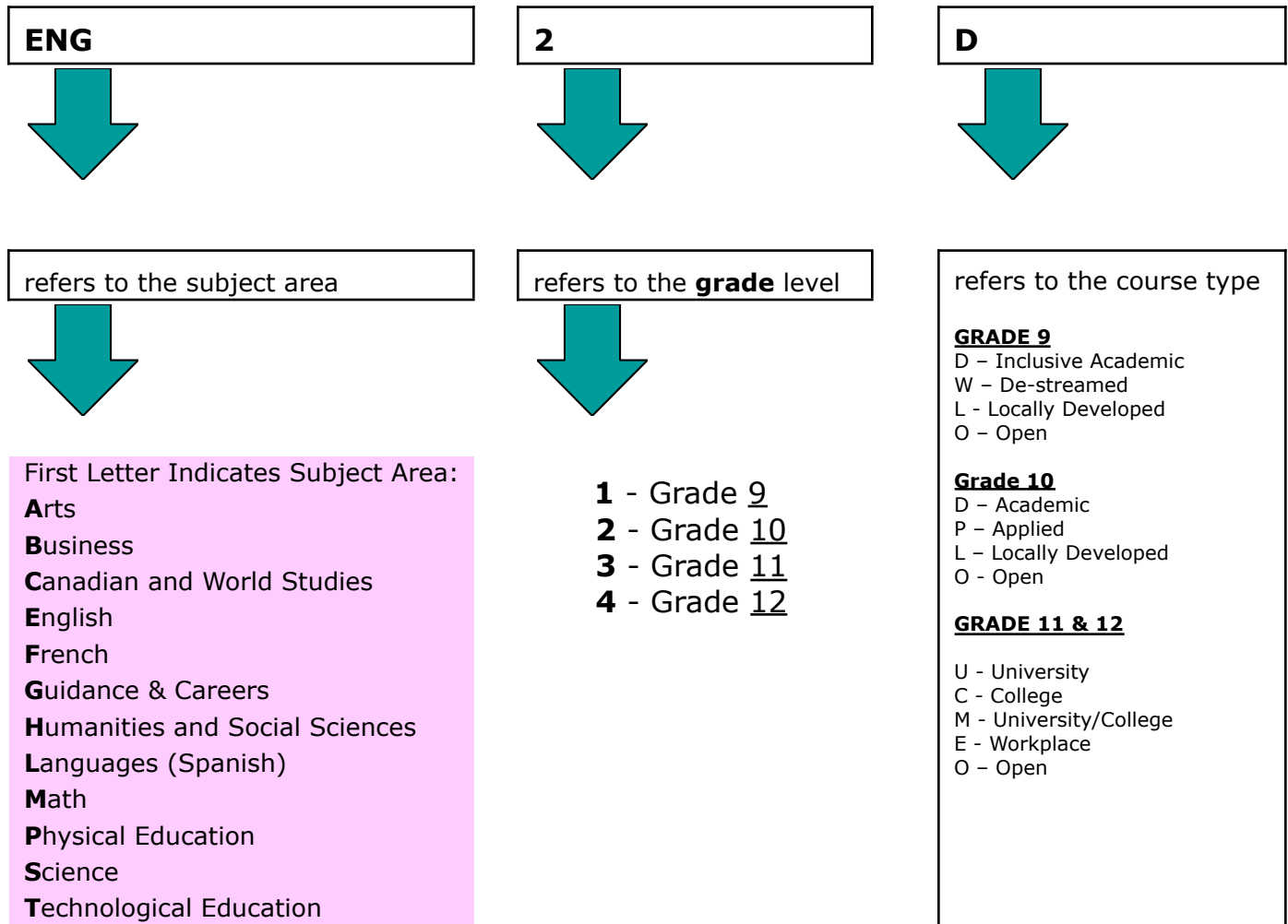
Ministry of Education Prerequisite Chart for Mathematics



Ministry of Education Prerequisite Chart for Science



How to Read Course Codes



Online Learning Graduation Requirement

Students are required to earn two online learning credits to graduate from secondary school. The graduation requirement is intended to support students in developing familiarity and comfort with learning and working in a fully online environment, as well as developing digital literacy and other important transferable skills that they will need for success after secondary school, including in post-secondary education and the workplace.

Parents/guardians may choose to opt their child out of the mandatory online courses required for graduation. To opt-out of the online eLearning graduation requirement, complete the required form and return it to the guidance office. Forms can be found on the Pickering High School website, in the guidance office or on students' guidance google classroom.

Community Involvement

As part of the Ontario Secondary School Diploma, every student entering Grade 9 must complete 40 hours of community involvement prior to graduation. The purpose of this requirement is to promote community values. Students will develop an awareness of community needs, and a positive self-image while gaining a greater sense of identity within the community. Students can find the criteria for eligible and ineligible activities, as well as a Community Involvement Activity Record on the Pickering High School website or Guidance Google Classroom.

Ontario Secondary School Literacy Requirement

All students are required to successfully complete the Ontario Secondary School Literacy Requirement. The Literacy Test (OSSLT) will measure basic levels of literacy and will be based on the literacy expectations up until the end of Grade 9. Students who are unsuccessful on the test may be recommended to take the Ontario Secondary School Literacy Course. Secondary school diplomas will only be awarded to students who successfully meet the provincial literacy requirement for graduation. Exemptions may be granted to students **NOT** working towards an Ontario Secondary School Diploma. In certain circumstances students may be deferred until a later administration of the test. Students with an Individual Education Plan (IEP) may write OSSLT with accommodations as long as those accommodations are contained in the IEP.

Ontario Student Transcript and the Ontario Student Record

In secondary schools, a student's record of successfully completed courses in Grade 9 and 10 and all courses taken at the Grades 11 and 12 level (i.e., credits), is kept on the Ontario Student Transcript. This Transcript becomes part of a student's Ontario Student Record (O.S.R.) which was established for the student when he/she first attended school in Ontario. Both the Ontario Student Transcript and the Ontario Student Record are retained at the last secondary school the student attended for a period of fifty-five (55) years after the student leaves the school. The Transcript is particularly important as the information it contains may be required by the student to qualify for employment or a post-secondary opportunity in the future. Therefore, copies of this Transcript are available upon request from the school's Guidance Department. The Ontario Student Transcript and the Ontario Student Record may be inspected by the student and his/her parents upon request.

Full Disclosure

All students taking Grade 11 and 12 courses will be subject to a Full Disclosure policy. All courses taken from this date on will be recorded on a student's transcript, whether the course has been successfully completed or not. This information is to be made available to Community Colleges and Universities for them to consider when making admission and scholarship decisions. Parents/Guardians and students who have further questions about this policy should contact a Guidance Counsellor.

The Ontario Credit System

Credit Definition:

A credit is granted upon successful completion of a course which has at least 110 hours of scheduled instructional time.

Mark Reporting and Student Promotion:

Each semester a student will receive a progress report, a mid-term report, and a final report. If appropriate, a student will receive a Credit Endangered letter. Students are promoted by subject rather than by grade and may repeat courses on an individual basis when necessary.

Individualized Timetables:

On the first day of school, each student is provided with a personal timetable based upon his/her course selections. An individual timetable allows each student to work at his/her level in each course and permits a wider selection of subjects appropriate to his/her unique needs and interests.

Courses offered have been developed according to the requirements of the Ontario Ministry of Education.

Semester System

The school year is divided into two parts. Students take four subjects from September to January; then, four from February to June. Each period is seventy-five minutes in length. Regular attendance is very important. While methods of evaluation vary according to subject areas, emphasis is placed on day-to-day work, assignments, projects, term tests and final summative evaluation. A credit will not be granted where the student does not meet the attendance requirements. The timetable is designed to allow students to complete eight subjects every year. The more credits a student passes every year the more choices they have in the following years. Students in Grade nine, ten and eleven are required to take four courses per semester.

Alternate Ways to Earn a Credit

Students may earn credits in alternative ways such as summer school and night school. Students should make an appointment with a Guidance Counsellor for further information and to determine if they are eligible for these programs. All requests must be approved by the day school Principal.

Summer School:

Summer school courses may be available for students to:

- retake courses they did not successfully complete
- upgrade their mark
- earn a credit in a new course they have not attempted

Night School:

Night school courses are offered for the public. Under special circumstances, the principal may give approval for a day school student to enrol in a night school course. All students must have the permission of their home school before registering for night school.

Royal Conservatory of Music Certificates:

Certificates accepted as credits toward the OSSD are as follows:

Level 7 Practical and Level 6 or 7 Theory	AMX3M1
Level 8 Practical and Level 8 Theory	AMX4M1

Students may earn these credits in addition to any music credits earned in school. Verification should be brought into the Guidance Department. *Note: Royal Conservatory of Music credits cannot be used to meet the arts compulsory credit requirements.*

Prior Learning Assessment and Recognition (PLAR):

The PLAR challenge process

Prior learning includes the knowledge and skills that students have acquired outside secondary school. It is a formal process where students enrolled in Ontario secondary schools may have their knowledge and skills evaluated against the expectations outlined in the provincial curriculum policy documents in order to earn credits towards the secondary school diploma. This evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR).

The "PLAR challenge process" refers to the process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document.

Students interested in obtaining credits through the PLAR Challenge Process, and who are currently registered in Durham School Board secondary schools should complete the following steps:

1. Seek information from the home school Guidance Department.
2. Call Durham Continuing Education (905-436-3211) and book a PLAR Challenge appointment with a guidance counsellor. This is typically a phone appointment.
3. Complete a Challenge Application package as directed at the orientation appointment and meet all deadlines.
4. If approved, complete the Challenge Assessment according to the specific dates and timelines as established.
5. After completion of assessments, a grade will be given to students at a meeting where all feedback regarding the PLAR Challenge will be presented.

What credits may be challenged?

Students may challenge for credit only in Grade 10, 11 or 12 courses developed from a provincial curriculum policy document. Students may obtain a maximum of four credits through the challenge process and no more than two credits in one subject area.

A student is eligible to challenge credits that have not been completed or attempted through previous enrollment in the past four years. A student may challenge a Grade 10, 11 or 12 courses regardless of their current grade.

PLAR Equivalency Credits:

A student who turns or is at least 18 years of age in the current school year and who is enrolled in a program for the purposes of obtaining their OSSD, may qualify to earn Equivalency Credits. Students may be eligible to receive secondary credits if missing grade 9 or 10 courses. Senior PLAR credits may be granted with documentation/evidence of learning. These credits do not generate a grade. Students should see their guidance counsellor to determine eligibility for PLAR credits.

<https://www.ddsb.ca/en/programs-and-learning/resources/Documents/Secondary/Mature-PLAR-Flowchart-AODA.pdf>

General School Information

Attendance:

Regular attendance on the part of students is vital to the process of learning. Normally lesson plans employ a variety of processes, including discussion among the students themselves. A unit of study usually involves the development of a sequence of related concepts. When the processes and content of learning are disrupted by irregular attendance, both the individual student and his/her classmates suffer a loss of experiences that cannot be entirely regained. Therefore, a credit may not be granted where the student does not meet the attendance requirements. Attendance is tracked period by period and by an automated call home system.

Evaluation and Examination Policies:

Detailed information about specific evaluation strategies for each course will be distributed to students and parents at the start of the school year.

Final examinations and/or summative evaluations are held at the end of each semester. All students are required to write these final examinations and/or summative evaluations at the scheduled time.

Provisions for Special Needs:

Under the Education Act, every school board must establish a Special Education Advisory Committee (SEAC). The purpose of this committee is to make recommendations to the school board with respect to the establishment, and development of a system-wide special education plan. The special education plan must outline how the board intends to meet the needs of its exceptional pupils. The SEAC Handbook can be viewed on www.ddsb.ca.

The special education staff at Pickering High School provides program support to students with learning difficulties. The aim of the Inclusive Student Services department is to provide the learning environment that most effectively meets the needs of the student.

Students who have been formally identified through a Durham District School Boards IPRC (Identification, Placement and Review Committee) are eligible to access the services provided by the Inclusive Student Services Department. An Individual Education Plan (IEP) is developed by the academic resource staff in conjunction with the teachers of the identified student and is reviewed and updated annually.

The IEP will document any accommodations that are necessary for each exceptional pupil to succeed. The term "accommodations" is used to refer to the special teaching and assessment strategies, human supports, and/or individualised equipment required to enable a student to learn and to demonstrate learning. Accommodations do not alter the provincial curriculum expectations for the grade.

Modifications are changes made in the course in order to meet a student's learning needs. These changes may involve developing expectations that reflect knowledge and skills required in the curriculum for a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade-level curriculum expectations. When curriculum expectations are modified in a particular course, students MAY NOT earn a credit in that course.

School Code of Conduct:

At the start of each school year, students can download the Student Handbook/Agenda as it contains the school's Code of Conduct from the PHS website. Students and parents should familiarise themselves with this Code of Conduct.

Library:

The PHS library offers an extensive collection of both print and electronic resources. The library collection is built upon the interests and needs of the students. The teacher-librarians are committed to teaching practical research skills to prepare students for their current and future academic lives – with an emphasis on accessing and evaluating information, and its ethical use. A series of 'Skills Continuum' lessons start in grade nine to meet these priorities.

Guidance Office:

The Secondary School Guidance Counsellor is a teacher with additional courses to help in clarifying student concerns, individually and in groups. The Guidance staff coordinates and plans appropriate placement for students with special needs and recommends procedures for course selection by students. The Counsellor works with the student to set goals, determine priorities, and evaluate his/her unique educational, vocational, and personal objectives. This involves the student in seeing his or her present situation clearly, and in establishing a tentative plan and a way to accomplish it. The process may also involve the Counsellor in providing students with specific job information. Parents of secondary school students should initiate discussion with Counsellors and teachers for the purpose of gaining information and discussing their student's abilities and attitudes as they relate to educational and vocational planning.

Substitutions for Compulsory Courses:

In special circumstances, the principal may substitute a limited number of compulsory credit courses using courses from the remaining courses offered by the school that meet the requirements for compulsory credits. For further information on substitutions, please contact the Guidance Department.

Subject Certificates:

Specific subject certificates will be awarded at Commencement for students who obtain credits in the following manner.

Certificate	Number of Credits
Arts, Business, Technology	6
French Immersion	10
Gifted	8 (including 1 grade 11 credit)
Core French	4
Spanish	3

Pickering High School Awards:

Certificate	Requirements
Academic Excellence	Presented annually to the student with the highest academic average at each grade level.
Highest Subject Proficiency	Awarded to students who have obtained the greatest proficiency in a given subject during the school year.

Honour Roll:

Certificate	Requirements
Grades 9-11	An aggregate of their highest achieving 8 full-credit courses (110 hours) earned from July to June. Full-time attendance during the school year (8 courses) is required.
Grade 12	An aggregate of their highest achieving 6 full-credit courses (110 hours) earned from July to June. Full-time attendance during the school year (6 courses) is required.

Ontario Scholar:

Certificate	Requirements
Grade 12	Ontario Scholars are high school graduates in Ontario who attain an average of 80% or greater in their six best Grade 12 courses. The grade 12 courses can be taken in their last two years of high school.

Specialized Programs

French Immersion:

Durham District School Board (DDSB) has a French Immersion program that allows students to become proficient and fluent in French as well as English. Students who complete the elementary and secondary French Immersion program should be versed and confident enough in French to allow them to study French in post-secondary or accept employment in a French-speaking environment.

Generally, the program a student selects at the secondary school level is determined by the total number of hours of French instruction accumulated by the end of Grade 8:

- a minimum of 600 for Core French
- a minimum of 1260 for Extended French
- a minimum of 3800 for French Immersion

In order to earn a Certificate of French Immersion Studies, students must complete a minimum of ten (10) French Immersion courses which must include four "FIF" – French Immersion courses (one per grade level).

Grade	Courses
9	CGC1WF- Canadian Geography FIF1DF- French Immersion HIF1OF- Exploring Family Studies PPL1OF- Healthy Active Living Education SNC1WF- Science
10	CHC2DF- Canadian History CHV2OF/GLC2OF- Civics and Careers FIF2DF- French Immersion HFN2OF - Food and Nutrition
11	CGG3OF- Travel and Tourism FIF2D9- Co-op FIF3UF- French Immersion HSP3UF- Introduction to Anthropology, Sociology, and Psychology
12	FIF4UF- French Immersion

Senior students may also select FIF2D9 CO-OP.

Note: Although it is our intention to offer the French Immersion courses listed above, Pickering High School reserves the right to substitute other French Immersion courses due to student demand and/or the availability of qualified teachers.

Gifted:

The Ontario Ministry of Education defines giftedness as an unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided. Your child must be identified as gifted by an Identification, Placement and Review Committee (IPRC) to be placed in a gifted program.

All curriculum in the Gifted courses parallels the regular program but provides differentiated instruction (enrichment) to meet the specific needs of students in the Gifted program.

To earn a certificate of Gifted studies, students must complete a minimum of eight (8) courses that have been designated as gifted courses, including a minimum of one grade 11 gifted course.

Listed below are the Gifted courses currently available:

Grade	Courses
9	ENL1WG- English CGC1WG- Canadian Geography MTH1WG- Mathematics SNC1WG- Science
10	CHC2DG- Canadian History ENG2DG- English MPM2DG- Mathematics SNC2DG- Science
11	NBE3UG- English MCR3UG- Mathematics

Note: Although it is our intention to offer the Gifted courses listed above, Pickering High School reserves the right to substitute other Gifted courses due to student demand and/or the availability of qualified teachers.

English as a Second Language:

Pickering High School offers courses in English as a second language / dialect to assist in the integration of students who come from other parts of the world. In addition to learning English and upgrading their language skills, these courses give students the opportunity to share their own cultures and learn about Canadian traditions and customs. As well, students learn about the Ontario school system and available resources within the school and community. They will receive support to help them make friends and reach their full potential in a new cultural setting. A student may take a maximum of three (3) ESL/ELD courses for credit towards the four (4) compulsory English credits required to graduate. The fourth credit must be a credit earned for a Grade 12 compulsory English course. Upon arrival at Pickering High School, a student's level of English will be assessed to determine proficiency level.

Specialist High Skills Major:

Pickering High School currently offers four Specialist High Skills Majors: Construction, Non-Profit, Transportation and Information and Communications Technology.

A Specialist High Skills Major (SHSM) is a ministry-approved specialised program that allows students to focus their learning on a specific economic sector while meeting the requirements of the Ontario Secondary School Diploma. Students receive the SHSM's red seal on their diplomas when they complete:

Bundled Credits: Each SHSM program offers students a bundle of 9 - 11 credits, including:

- ☐ 4 "major" credits in the identified sector in Grade 11 and Grade 12
- ☐ 2 or 3 supporting credits in English, math or science that will be delivered in the context of that sector

Sector-Partner Contextualized Experience Component: Sector-recognized components related to the major, both generic and specific to support the sector (i.e. Coding, Innovation, Creativity and Entrepreneurship, Mathematical Literacy)

Certifications and Awareness Training: Sector-recognized certifications related to the major and selected from a list, both generic and specific to support the sector (i.e., WHMIS, First Aid, CAD / CAM Training)

Experiential Learning Opportunities:

- ☐ Job-shadowing, job-twinning, work experience
- ☐ Minimum of 2 cooperative education credits linked to the major
- ☐ Field trips, other workplace experiences for students to explore careers related to that sector

Documentation of Essential Skills and Work Habits through the Ontario Skills Passport

Reach Ahead Experiences: In the field and sectors considered as a post-secondary destination, ranging from a few hours to full courses (dual credit programs)

Clearly valuing and providing a pathway to all four post-secondary destinations, apprenticeship, college, university and work

See Guidance for more information about Specialist High Skills Major.



Dual Credits:

Dual credit programs are ministry-approved programs that allow students, while they are still in secondary school, to take college or apprenticeship courses that count towards both of the Ontario Secondary School Diploma (OSSD) and a postsecondary certificate, diploma, or an apprenticeship certification.

eLearning Asynchronous:

The DDSB recognizes the needs of the 21st century learners and will offer several e-Learning credit courses during the school year. Each participating student must be enrolled as a full-time day student at one of the participating secondary schools. Students entering grades 11 or 12 may select e-Learning classes at the time of course selection. Enrollment is subject to seat availability.

Benefits of e-Learning:

- Enables students to learn in an environment that is flexible and engaging
- Increases opportunity for students to obtain their first choice in course selections
- Gives students access to courses that may not be available at their home school
- Helps to resolve timetable conflicts

Online Courses

The courses and online classroom will be provided by the Ministry of Education through e-Learning Ontario. These online courses:

- Meet the Ministry of Education curriculum expectations
- Are compliant with DDSB and Ministry of Education policies and procedures
- Are taught by qualified Ontario teachers who are full time day school teachers with the Durham District School Board
- Will be part of a student's timetable and appear on the student's transcript upon completion

Online Learning Environment

e-Learning teachers interact with students on a regular basis online and consistently monitor their progress. This teacher-mediated system contains a wide range of collaborative and administration tools such as discussion rooms, quizzes, multimedia resources, internal email, and student tracking. For these courses, all course material will be delivered in an e-Learning (fully online) format and therefore require students to have access to a computer with internet access.

Successful e-Learning Students are:

- Independent learners
- Academically motivated
- Comfortable with technology
- Have excellent time management skills



eLearning Programs:

Please refer to MyBlueprint for a list of all eLearning courses that are offered.

Co-operative Education:

Co-operative Education is an active learning process which integrates theory from the classroom with practical experience. There is a classroom component and a placement component. Pre-placement sessions include health and safety training, review of career opportunities in the community, confidentiality, work ethic, the Employment Standards Act, the role of unions, and a learning plan for the student. Together the classroom and the placement provide students with:

- Credit(s) towards their OSSD.
- Valuable experience for their future career destination.
- Exploration of a career.
- Hands on training for employment opportunities after graduation.
- Apprenticeship training in the skilled trades during high school.

Cooperative Education is credit granting (1, 2 or 4 credits). The number of credits depends on the length of the experience in the program: 110 hours for 1 credit; 220 hours for 2 credits; 440 hours for 4 credits. Cooperative Education is offered in all subject areas, in all destinations.

Note: The placement (out-of-school) component of Cooperative Education DOES NOT count as prerequisite courses towards your college or university admission.

To Apply for Cooperative Education

- Students will have completed a minimum of 16 credits.
- Students will complete an application indicating the area in which they are seeking placement.
- Students will be given an interview to match their anticipated destination with possible placements.
- Students will provide the names of two teachers who may act as references.

Participation Can Depend on several Factors Including:

- Student's attendance and references.
- The availability of a placement.
- Specific selection criteria of some placements.

Ontario Youth Apprenticeship Program (OYAP):



The Durham District School Board provides opportunities for students to begin an apprenticeship in skilled trades during secondary school. If accepted by an employer, students may begin an apprenticeship while earning OSS credits at their home school. Some apprenticeship preparation courses are provided at a central site school, and students may be required to attend classes at another school for half days during semester 2. Students may begin to explore an apprenticeship with a Cooperative Education placement in any recognized skill trade. For further information, contact the Guidance/Cooperative Education Department. An interview will be set up to discuss the current apprenticeship programs.

Student Success:

We have instituted a Student Success program that supports academically In-Risk students with mentoring and advocating. The Student Success Team is comprised of the Student Success teacher and members from the following departments: Administration, Inclusive Student Services, and Guidance and Career Education. The Student Success Teacher (SST) is directly involved in student tracking and monitoring of marks and attendance. The SST acts as a facilitator for students, staff, and parents in an effort to improve communication and motivation to become successful at earning credits toward achieving an OSSD. Support and interventions are provided for In-Risk students through the Student Success program.

School to Work Programs:

Students who decide on a work destination secondary school program may participate in a Cooperative Education program to work in an industry. A typical program might be Cooperative Education for one half day in Grade 11 and continue a placement or internship in Grade 12 for a full day in Semester 2. Student Pathways for Work Destinations have been developed. For further information, please contact the Guidance/Cooperative Education Department.

Grade 9 Courses at a Glance

SECTION A: COMPULSORY COURSES

(French Immersion Students must select FIF1DF)

Course (Course descriptions can be found on myBlueprint)	Stream	Code	
English	Inclusive Academic	ENL1W1	
	Gifted	ENL1WG	
Mathematics - Grade 9	Inclusive Ministry De-streamed	MTH1W1	
	Gifted	MTH1WG	
	Locally Developed	MAT1L1	
Science	Inclusive Ministry De-streamed	SNC1W1	
	Gifted	SNC1WG	
	Inclusive Ministry De-streamed	SNC1WF	French Immersion
Geography	Inclusive Academic	CGC1W1	
	Gifted	CGC1WG	
	Inclusive Academic	CGC1WF	French Immersion
French	Inclusive Academic	FSF1D1	
	Open	FSF1O1	For students that accumulated less than 600 hours of French instruction.
	French Immersion	FIF1DF	

SECTION B: OPTIONAL COURSES

Dramatic Arts	Open	ADA1O1	
Music – Instrumental	Open	AMU1O1	
Vocal	Open	AMV1O1	
Visual Arts	Open	AVI1O1	
Building the Entrepreneurial Mindset	Open	BEM1O1	
Skills for Success (Gap Closing Math)	Open	MAT1LJ	
Exploring Family Studies	Open	HIF1O1	
	Open	HIF1OF	French Immersion
Healthy Active Living	Open – For Identifying Females	PPL1O4	
	Open – For Identifying Males	PPL1O3	
	Open – Inclusive of all Identities	PPL1O1	
	Open – Inclusive of all Identities	PPL1OF	French Immersion
Technology and the Skilled Trades	Open	TAS1O1	

Grade 10 Courses at a Glance

SECTION A: COMPULSORY COURSES

(French Immersion Students must select FIF2DF)

Course (Course descriptions can be found on myBlueprint)	Stream	Code	
English	Academic	ENG2D1	
	Gifted	ENG2DG	
	Applied	ENG2P1	
Mathematics	Academic	MPM2D1	
	Gifted	MPM2DG	
	Applied	MFM2P1	
Science	Academic	SNC2D1	
	Gifted	SNC2DG	
	Applied	SNC2P1	
History	Academic	CHC2D1	
	Gifted	CHC2DG	
	Applied	CHC2P1	
	Academic	CHC2DF	French Immersion
Careers	Open	GLC2O1	
	Open	GLC2OF	French Immersion
Civics	Open	CHV2O1	
	Open	CHV2OF	French Immersion
SECTION B: OPTIONAL COURSES			
Dramatic Arts	Open	ADA2O1	
Music and Computers	Open	AMM2O1	
Music- Instrumental	Open	AMU2O1	
Vocal	Open	AMV2O1	
Media Arts	Open	ASM2O1	
Visual Art	Open	AVI2O1	
Launching and Leading a Business	Open	BEP2O1	
French	Academic	FSF2D1	
	Immersion	FIF2DF	
Spanish	Level 1	LWSBD1	
Digital Tech. and Innovations	Open	ICD2O1	
Healthy Active Living	Open- Female	PPL2O4	
Healthy Active Living	Open- Male	PPL2O3	
Rhythm & Movement: Fitness	Open- Female	PAR2O4	

Course	Stream	Code	
Food and Nutrition	Open	HFN2OF	Food Immersion
Food and Nutrition	Open	HFN2O1	
Clothing	Open	HNL2O1	
Technology and the Skilled Trades- Women in the Trades	Open	TAS2O1	
Construction Technology	Open	TCJ2O1	
Technological Design	Open	TDJ2O1	
Computer Technology	Open	TEJ2O1	
Communications Technology	Open	TGJ2O1	
Transportation Technology	Open	TTJ2O1	

Grade 11 Courses at a Glance

SECTION A: COMPULSORY COURSES

(French Immersion Students must select FIF3UF)

Course (Course descriptions can be found on myBlueprint)	Stream	Code	
English – First Nation/Metis/Inuit Voice	University	NBE3U1	
	Gifted	NBE3UG	
	College	NBE3C1	
Mathematics	University	MCR3U1	
	Gifted	MCR3UG	
	University/College	MCF3M1	
	College	MBF3C1	
	Workplace	MEL3E1	
SECTION B: OPTIONAL COURSE			
Dramatic Arts	University/College	ADA3M1	
Adaptive Arts	Open	AEA3O1	
Music Theatre	University/College	AMT3M1	
Music	University/College	AMU3M1	
Music Vocal/Chorale	University/College	AMV3M1	
Media Arts	University/College	ASM3M1	
Visual Arts	University/College	AVI3M1	
Crafts	Open	AWA3O1	
Yearbook	University/College	AWD3M1	
Financial Accounting Fundamentals	University/College	BAF3M1	
Entrepreneurship	College	BDI3C1	
Travel and Tourism	Open	CGG3OF	French Immersion
World History to the 15th Century	University/College	CHW3M1	
The Individual and the Economy	University/College	CIE3M1	
Understanding Canadian Law	University/College	CLU3M1	
Film Studies	Open	IDC3O1	
French	University	FSF3U1	
	Immersion	FIF3UF	
Spanish	Level 2	LWSCU1	
Computer Science	University	ICS3U1	
Cooperative Education	Open 2 credit	DCO3O9	2 credits
	French Immersion - 1 credit only in FI	FIF2D9	2 credits

Course	Level	Code	
Healthy Living & Personal Fitness: Strength Training	Open – Male	PAF3O3	
Healthy Living & Personal Fitness: Strength Training	Open – Female	PAF3O4	
Rhythm & Movement - Yoga	Open – Female	PAR3O4	
Healthy Active Living: Sports (co-ed)	Open	PPL3O1	
Biology	University	SBI3U1	
	College	SBI3C1	
Chemistry	University	SCH3U1	
Physics	University	SPH3U1	
Environmental	University/College	SVN3M1	
Food and Culture	University/College	HFC3M1	
Parenting	Open	HPC3O1	
Anthropology, Psychology & Sociology	University	HSP3U1	
	University	HSP3UF	French Immersion
Philosophy	University/College	HZB3M1	
Construction Engineering Technology	College	TCJ3C1	
Technological Design	University/College	TDJ3M1	
Computer Engineering Technology	University/College	TEJ3M1	
Communications Technology	University/College	TGJ3M1	
Transportation Technology	College	TTJ3C1	
Custom Woodworking	Workplace	TWJ3E1	

Grade 12 Courses at a Glance

SECTION A: COMPULSORY COURSES

(French Immersion Students must select FIF4UF)

Course	Level	Code	
English	University	ENG4U1	
	University	ENG4UJ	STEM English
	College	ENG4C1	
SECTION B: OPTIONAL COURSES			
Adaptive Arts	Open	AEA4O1	
Dramatic Arts	University/College	ADA4M1	
Music Theatre	University/College	AMT4M1	
Instrumental Music	University/College	AMU4M1	
Vocal Music	University/College	AMV4M1	
Visual Arts	University/College	AVI4M1	
Digital Art	University/College	AWS4M1	
Financial Accounting Principles	University/College	BAT4M1	
International Business	University/College	BBB4M1	
Business Leadership Management	University/College	BOH4M1	
Building Financial Security	University	IDC4U1*	
Sports and Entertainment Marketing	Open	IDC4O1	
Analysing Current Economic Issues	University	CIA4U1	
World Geography	University/College	CGU4M1	
Canadian and International Law	University	CLN4U1	
World History	College	CHY4C1	
	University	CHY4U1	
Canadian & World Politics	University	CPW4U1	
World Cinema Studies	University	IDC4UJ*	
Cooperative Education	Open 2 credit	DCO3O9	2 credits
	French Immersion - 1 credit only in FI	FIF2D9	2 credits (only 1 FI credit)
French	University	FSF4U1	
	Immersion	FIF4UF	
Spanish	Level 3	LWSDU1	
Computer Science	University	ICS4U1	
Healthy Living & Personal Fitness Activities: Weight Training	Open – Co-ed	PAF4O1	
Adaptive Phys. Ed.	Open	PAL4O1	
Healthy Active Living: Sports	Open – Co-ed	PPL4O1	
Recreation & Healthy Leadership	University/College	PLF4M1	
Introduction to Kinesiology	University	PSK4U1	

Course	Level	Code	
Mathematics of Data Management	University	MDM4U1	
Advanced Functions	University	MHF4U1	
Calculus and Vectors	University	MCV4U1	
Mathematics	College	MAP4C1	
Contemporary Indigenous Issues	University/College	NDW4M1	
Biology	University	SBI4U1	
Chemistry	University	SCH4U1	
	College	SCH4C1	
Science	University/College	SNC4M1	
Physics	University	SPH4U1	
	College	SPH4C1	
Nutrition and Health	University	HFA4U1	
Human Development	University/College	HHG4M1	
Families in Canada	College	HHS4C1	
Personal Life Management	Open	HIP4O1	
Challenge and Change in Society	University	HSB4U1	
The World of Fashion	University/College	HNB4M1	
Philosophy: Questions and Theories	University	HZT4U1	
Construction Engineering Technology	College	TCJ4C1	
Communications Technology	University/College	TGJ4M1	
Technological Design	University/College	TDJ4M1	
Computer Engineering Technology	University/College	TEJ4M1	
Transportation Technology	College	TTJ4C1	
Custom Woodworking	Workplace	TWJ4E1	

*Students cannot receive a credit for both IDC4U1 and IDC4UJ, rather they must choose one or the other.