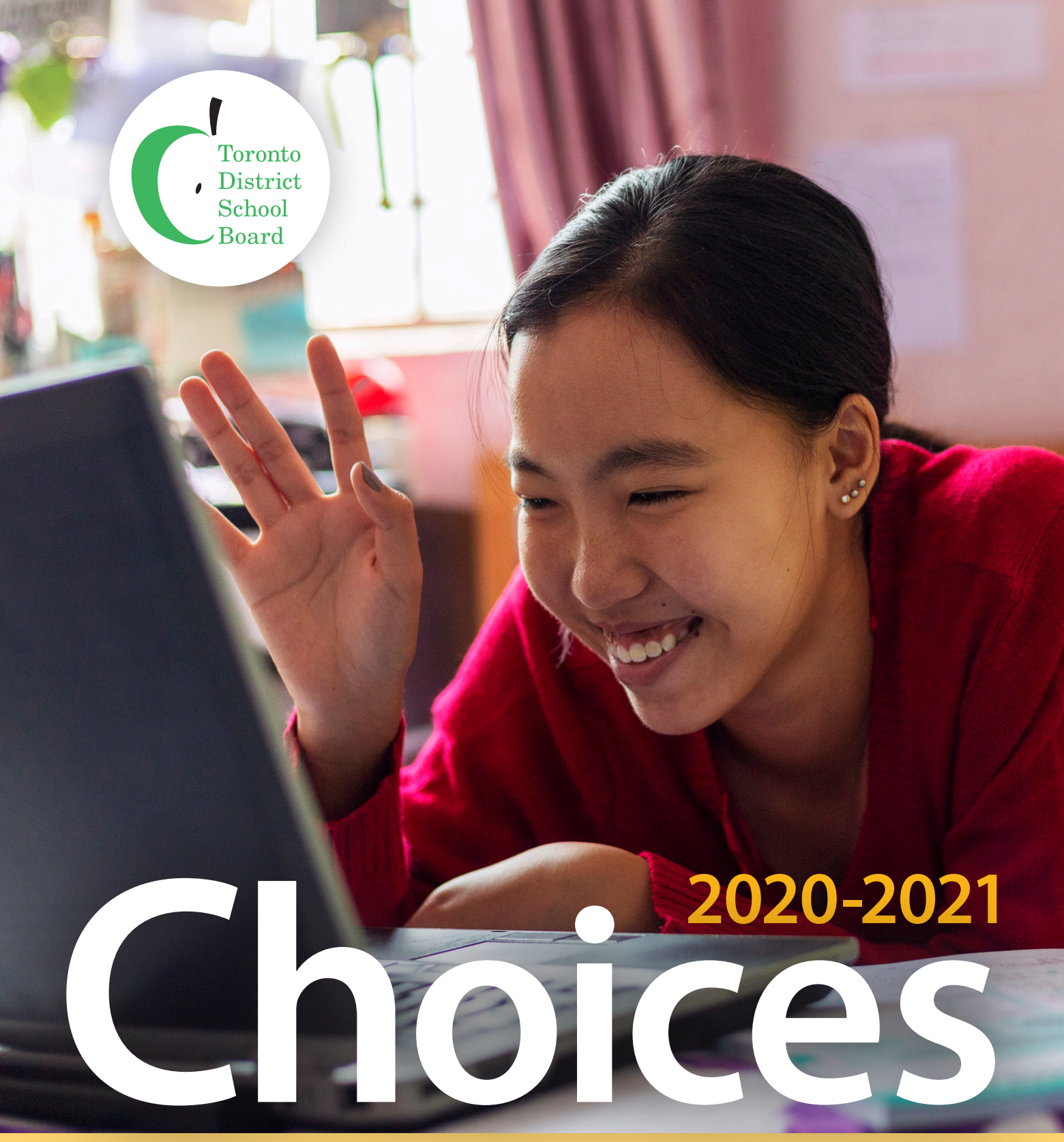

Choices 2020-2021

SECONDARY SCHOOLS
COURSE SELECTION & PLANNING GUIDE

tdsb.on.ca

Choices

Our Mission

is to enable all students to reach high levels of achievement and to acquire the knowledge, skills and values they need to become responsible members of a democratic society.

We Value

- Each and every student
- A strong public education system
- A partnership of students, schools, family and community
- The uniqueness and diversity of our students and our community
- The commitment and skills of our staff
- Equity, innovation, accountability and accessibility
- Learning environments that are safe, nurturing, positive and respectful

Strategic Directions

- Make every school an effective school
- Build leadership within a culture of adaptability, openness and resilience
- Form strong and effective relationships and partnerships
- Build environmentally sustainable schools that inspire teaching and learning
- Identify disadvantage and intervene effectively

Toronto District School Board

tdsb.on.ca

ACKNOWLEDGEMENTS

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Disclaimer: Every effort has been made to ensure that all information in this guide is as accurate as possible at the time of publishing.

Introduction

Dear Student,

High school is an exciting time in your educational career, as you explore new opportunities, begin planning for your future and prepare to graduate. While the pandemic has certainly changed the way schools operate and how and when students learn, please be assured that you will be provided with the information and tools needed to make informed decisions, achieve success and, ultimately, complete your **Ontario Secondary School Diploma**. As always, your school, teachers and your parents/guardians will support your educational journey and help prepare you for success in whatever post-secondary path you choose. To further assist you, the Choices guide is a comprehensive collection of information about the variety of learning opportunities available to you at the TDSB and includes an outline of the step-by-step course selection process. Please use this resource as you research and determine your path forward in high school and beyond. I wish you great success for your future learning.

K. Witherow

Kathy Witherow

Director of Education

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Getting Started

Choices: Secondary Schools Course Selection & Planning Guide is published online to encourage parents/guardians* and students to keep themselves informed about the opportunities available to them, both in and beyond secondary school. It is the goal of this publication to provide information that will help with the decision-making process that must occur around the course selection process.

Planning Guide

There is a course selection planning section to assist students and their parents/guardians with the course selection process. Students are encouraged to use this guide and keep it, where possible, in their career/life portfolio. Also visit **www.myBlueprint.ca/tdsb**.

Course Selection Process

Course selection for students under the age of 18 must be made with parent/guardian approval. Therefore, keeping in touch with the school's guidance counsellor is of great importance. Consideration of the student's achievement for the past several years and the advice of the school, aid in choosing a program.

Course Selection Sheet or myBlueprint Online

Program selection for September will be made in January or February. Course selection will take place either via myBlueprint (online) or by course selection sheet. Courses offered at your secondary school will be listed on myBlueprint and on the course selection sheet (if being used). Planning on myBlueprint or on a course selection sheet is important and students should take it seriously. An Individual Pathway Plan (IPP) needs to be completed each year and regularly reviewed, as plans and destinations may change over time. It is the responsibility of all students and their parents/guardians to complete course selections by the date prescribed by the school. Subsequent modifications to a student's program will be made for sound educational reasons only. Please note that where enrolment is insufficient, a course may be withdrawn or cancelled.

Learning to 18

Ontario Ministry of Education requires students to attend school until they reach the age of 18 or until they have obtained an Ontario Secondary School Diploma (OSSD).

Ontario Guidance Program

Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016 (often referred to as OS), describes the three areas of learning that constitute the Ontario guidance and career education program, as follows:

- Student development – the development of habits and skills necessary for learning.
- Interpersonal development – the development of the knowledge and skills needed in getting along with others.
- Career development – the development of the knowledge and skills needed to set short-term and long-term goals in planning for the future. (*Creating Pathways to Success*, page 4)

Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools – Policy and Program Requirements, Kindergarten to Grade 12, 2013 (referred to as CPS) is designed to support all three areas of learning as they relate to education and career/life planning. This is a school-wide program delivered through instruction linked to the curriculum and through broader school programs and activities. This program is designed to support students in becoming competent, successful and contributing members of society. The focus of the program enables students to complete secondary school in four years and make a successful transition to their initial postsecondary destination.

The program's effectiveness will be determined by monitoring the implementation and finding evidence of the program in students' Individual Pathways Plan (IPP), gauging students' awareness of personal strengths and needs and gathering evidence from exit surveys completed by students. (*Creating Pathways to Success*, page 40)

For additional information, visit **www.tdsb.on.ca/HighSchool/Guidance**

Choices Secondary Schools Course Selection & Planning Guide
is available at **www.tdsb.on.ca/choices**

* Where parent/guardian is found, it is inclusive of caregivers and a significant adult.

Creating Pathways to Success

An Education and Career/Life Planning Program to Support Student Success* Program Goals

What students believe about themselves and their opportunities, and what their peers and the adults in their lives believe about them significantly influences the choices they make and the degree to which they are able to achieve their goals. The education and career/life planning policy for Ontario schools is based on the belief that all students can be successful, that success comes in many forms, and that there are many different pathways to success. The policy is founded on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination— whether it be apprenticeship training, college, community living, university, or the workplace—and with the confidence that they can revise their plans as they, and the work around them, change. This vision sees students as the architects of their lives.

The goals of the Education and Career/Life Planning Program are to:

- ensure that students develop the knowledge and skills they need to make informed education and career/life choices;
- provide classroom and school-wide opportunities for this learning; and
- engage parents and the broader community in the development, implementation, and evaluation of the program, to support students in their learning.

Program Framework

The framework of the Education and Career/Life Planning Program is a four-step inquiry process based on four questions linked to four areas of learning—Who am I? (Knowing Yourself); What are my opportunities? (Exploring Opportunities); Who do I want to become? (Making Decisions and Setting Goals); and What is my plan for achieving my goals? (Achieving Goals and Making Transitions). The steps are not necessarily sequential—throughout their school years and throughout their lives, students will continually explore, assess, and reassess their knowledge of themselves, their opportunities, their goals, and their plans for achieving their goals.

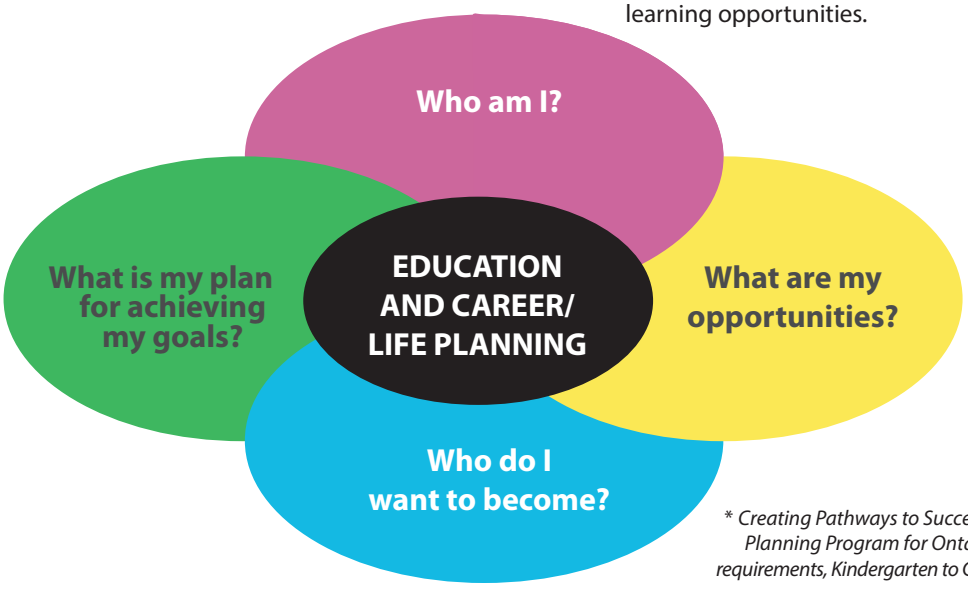
Individual Pathways Plan (IPP)

Students will need to create and maintain an Individual Pathways Plan (IPP) during Grades 7 to 12. The IPP becomes the planning tool for course selection, goal setting and postsecondary destination planning.

The Toronto District School Board has provided its students with an electronic version of the IPP through **www.myBlueprint.ca/tdsb**. The IPP Tracker provides grade-specific activities to complete in order to build an effective education plan annually.

Postsecondary Transition Planning

As students move through secondary school, they need to begin to focus on an initial destination with regard to education, training, the workplace or community living. During the course selection process, students research and select their courses in order to reach this initial destination. Their plan needs to reflect their achievement, information on postsecondary opportunities, a financial plan, employment opportunities, job search skills and career exploration and experiential learning opportunities.



* *Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools– Policy and Program requirements, Kindergarten to Grade 12, 2013* (referred to as CPS)

Creating Pathways to Success

Message to Parents/Guardians

Use these four inquiry questions to have conversations with your child. Encourage them to discover their interests, explore opportunities open to them, create future goals and construct a plan for how to achieve them.

EDUCATION AND CAREER/LIFE PLANNING: A FOUR-STEP INQUIRY PROCESS	
Inquiry Question	**Area of Learning (Knowledge and Skills)**
Who am I?	**Knowing Yourself** To help answer the question "Who am I?", students will: • identify the characteristics that describe who they are, and create and maintain a personal profile that reflects those characteristics (e.g., interests, strengths, intelligences, accomplishments, values, and skills, including the learning skills and work habits evaluated on the provincial report cards and the Essential Skills described in the Ontario Skills Passport (OSP); • identify factors that have shaped who they are and that are likely to shape their profile over time; • reflect on how the characteristics described in their profile influence their thoughts and actions, and how those thoughts and actions may in turn affect their development as a learner, their relationships, and their education and career/life choices.
What are my opportunities?	**Exploring Opportunities** To help answer the question "What are my opportunities?", students will: • explore the concept of "opportunity" and how the choices they make can open pathways for them; • identify co-curricular and community-based opportunities (e.g., recreational, social, leadership, volunteer, part-time employment); • investigate a variety of fields of work, occupations, and jobs, as well as the potential impact of local and global trends (e.g., demographic, technological, economic, social) on the opportunities available to them; • investigate the preparation required for a variety of co-curricular and community-based opportunities, occupations, and jobs (i.e., acquiring the necessary experience, education/training, and specific skills, including the Essential Skills and work habits documented in the OSP) and how this preparation can be obtained.
Who do I want to become?	**Making Decisions and Setting Goals** To help answer the question "Who do I want to become?", students will: • identify the demands, rewards, and other features of the various opportunities they have explored, and reflect on the fit between those features and the characteristics they have described in their personal profile; • based on the connections they identify, use a decision-making process to determine personal and interpersonal goals as well as education and career/life goals; • review and revise their goals in light of any changes that may arise in their personal profile and in the opportunities that are available to them.
What is my plan for achieving my goals?	**Achieving Goals and Making Transitions** To help answer the question "What is my plan for achieving my goals?", students will: • create a plan that identifies in detail the steps required to achieve the goals they have set; • identify the resources required to implement their plan; • identify potential obstacles and challenges they may encounter in implementing their plan, and devise possible solutions.

(Creating Pathways to Success, page 15)

The Journey: myBlueprint

myBlueprint education planner

myBlueprint* is an online resource available to all TDSB students (Grade 7 to 12) and families that lets you plan high school courses, complete the Individual Pathways Plan (IPP), research postsecondary opportunities and occupations, build a resume or cover letter, discover interests and learning styles and lots more.

The easiest way to plan your education and career

Who Am I
Six comprehensive interest and career assessments

Goals
Create S.M.A.R.T. goals and a plan of action to stay on track

Resumes & Cover Letters
Record experiences and export them for school or work

Post-Secondary
Research the opportunities available in every pathway

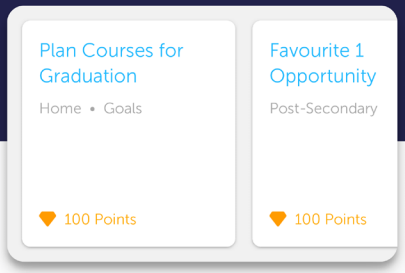
Occupations
Compare extensive information on careers across Canada

Money
Improve financial literacy and build an interactive budget

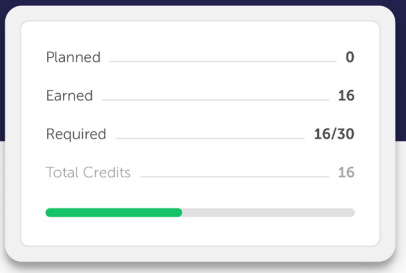
High School
Plan to graduate and discover the impact of course selections

Portfolios
Upload and share photos, files, and videos to multiple portfolios

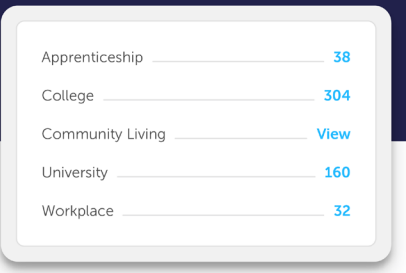
Guides
Information on topics related to education and career/life planning



Grade-specific Tasks
Complete activities to earn points and win prizes or scholarships



Graduation Indicator
Track towards Ontario-specific graduation requirements



Pathway Eligibility
Instantly discover post-secondary opportunities based on courses

Log In to Get Started

1. Visit **www.myblueprint.ca/tdsb**
2. Click School Account Login and enter your TDSB email and password

Parent Access?

Visit **www.myblueprint.ca/tdsb**, click Sign Up, and select your child's school from the drop down to create your account

myBlueprint.ca/tdsb www.myblueprint.ca/support @myBlueprint

*as provided by myBlueprint

Building Character

Build Character

Character development at the TDSB is about helping students learn and practice positive character attributes. When we build good character, we build strong communities. In the school community, character development is woven into programs and practices and it becomes a way of life. Student success is dependent on a safe, caring and inclusive learning environment where all students feel valued. This starts by teaching our students about the value of character – respecting themselves and each other, making positive contributions to their school and community and thinking critically and creatively.

Character Development:

- Develops the whole student
- Contributes to a healthy, safe and orderly school environment
- Creates a collaborative school where the teaching and learning can be the focus
- Provides high expectations for learning and behaviour
- Engages students in their learning
- Is universal
- Is respectful
- Strives for an ever growing depth of self-awareness, self-discipline and understanding

Go to: **www.tdsb.on.ca/Character**

Student Success

Student Success is about meeting the individual learning needs of each and every student. This includes understanding their learning style, capitalizing on their strengths, abilities and interests. Schools are providing students with more opportunities to customize their high school experience.

Every secondary school in Ontario now has a team comprised of a principal, a Student Success teacher, special education teacher, and a guidance counsellor. Together, they:

- Identify and support students
- Provide more options for learning
- Monitor student progress

Other opportunities to support Student Success include:

Grade 8 to 9 Transition
Student Success Teams
Credit Recovery/Rescue
Dual Credit Program
Expanded Co-op Credits/OYAP
Specialist High Skills Major
Student Voice

How do I find out more? If you are interested in any of these programs contact your guidance counsellor and/or Student Success Teacher to find out which opportunity may be available at your school.

More information is available at:
www.edu.gov.on.ca/MoreStudentSuccess

BUILD CHARACTER
BUILD SUCCESS

Respect Responsibility Empathy
Kindness & Caring Teamwork Fairness
Honesty Co-operation Integrity Perseverance

Build Your Future

Career/Life Development

A career is your path through life. It includes education, learning, different jobs, work (paid and unpaid), family life, friendships, community activities and leisure activities. Career development requires students to understand themselves and opportunities in both the world and workplace so that when presented with opportunities they are prepared to make decisions about their future.

Career development requires students to learn how to make informed choices to ensure their successful transition from elementary to secondary school and from secondary school to further education, training, and work. It involves understanding self, goal setting, decision making and opportunity awareness.

The workplace is rapidly changing. As existing jobs become more complex and new jobs demand increased levels of education, career development is more critical than ever before. *The reality is that the challenges and opportunities faced by students in this century are unlike those of any previous generation, and that all students today require specific knowledge and skills in education and career/life planning to support them in making sound choices throughout their lives.* (*Creating Pathways to Success*, page 6)

What is a Job?

A job is the position a person holds doing specific duties. For example, consider the occupation of a doctor. The doctor's job is working at Toronto General Hospital. People usually change jobs more often than they change occupations.

What is an Occupation?

An occupation is similar work for which people usually have similar responsibilities and develop a common set of skills and knowledge. Occupational titles include: cashier, chef, insurance agent, nurse, teacher, etc.

What is a Career?

A career is your life path or life story in progress. It includes, learning, work (paid and unpaid), family life, friendships, community and leisure activities.

Go to
www.tdsb.on.ca/BUILDYOURFUTURE

High Five

1 Change Is Constant

We change constantly, and so does the world around us — including the working world. Chances are that a single occupation will no longer take workers from the beginning to the end of their working lives. Adaptability is an important skill to carry into the world of work.

2 Learning Is Ongoing

Graduating from high school or a post-secondary program doesn't mean that your education is complete. Education is not limited to classrooms in a school. Opportunities to learn are everywhere! Learn to recognize them and make your learning a lifelong experience.

3 Focus on the Journey

Travelling through life is like travelling down a road: having a destination gives direction, but most of the time is spent moving along. Pay attention to the journey, with all of its pitfalls, sidetracks, opportunities, and highways to new destinations.

4 Follow Your Heart

Dreaming about your future can help you to understand what you really want in life. Knowing what you want and keeping it in mind can give you the motivation you need to deal with life's challenges. Listen to your inner voice.

5 Access Your Allies

The journey of life is not taken alone. Life is like a team sport, and your team members are your friends, family, teachers, and neighbours. Any of them can be willing and helpful allies when it comes to deciding what steps to take on life's path.

Policies & Practice

Equity & Inclusion in Education

The Toronto District School Board has policies and procedures to ensure that students have equity of access to learning opportunities. For students to achieve their full potential, the education system must be free from discrimination and must provide all students with a safe and secure environment so that they can participate fully and responsibly in the educational experience. The implementation of these principles influences all aspects of school life. It promotes a school climate that encourages all students to strive for high standards, affirms the worth of all students, and helps them strengthen their sense of identity and develop a positive self-image. It encourages staff and students to value and show respect for diversity in the school and in the larger community.

Learning activities are designed to help students develop a respect for human rights and dignity and to develop a sense of personal, social, and civic responsibility. These activities reflect diverse points of view and experiences and enable students to learn about the contributions of a variety of peoples, in the past and the present, to the development of Canada. Students are encouraged to think critically about aspects of their own and their peers' backgrounds and to become more sensitive to the experiences and perceptions of others.

TDSB Equity Foundation Statement

The TDSB values the contribution of all members of our diverse community of students, staff, parents/guardians and community groups to our mission and goals. We believe that equity of opportunity, and equity of access to our programs, services, and resources are critical to the achievement of successful outcomes for all those whom we serve, and for those who serve our school system.

Caring & Safe Schools

The Toronto District School Board is committed to creating school learning environments that are caring, safe, peaceful, nurturing, positive, and respectful and that enable all students to reach their full potential.

When a school has a positive climate, all members of the school community feel safe, included and accepted; positive behaviours and interactions with each other are actively promoted. Students are expected to demonstrate respect for human rights and social justice and promote the values they need to become responsible members of society.

Caring & Safe Schools information is available on the Toronto District School Board website at: **www.tdsb.on.ca** click on **High School** and go to **Caring and Safe Schools**.

The Board code of Conduct is available at: **www.tdsb.on.ca/AboutUs/Polices,proceduresForms/Detail.aspx?docid=1714**

All TDSB Schools adhere to the following Ministry Policies:

- *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016 (OS)*, which outlines all policy related to secondary education in the province of Ontario.
- *Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools, 2013 (CPS),* which describes the career development policy designed to help students achieve their personal goals and become competent, successful and contributing members of society (page 2).
- Curriculum policy documents, which outline the requirements for study in each subject available in Grades 9 and 10 and Grades 11 and 12.
- *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12 (2010).*
- *Ontario First Nation, Métis and Inuit Education Policy Framework* (2007)

The diploma requirements for students is carefully outlined on page 31 of this publication. Students and their parents/guardians are responsible for ensuring that they adhere to these requirements, and that they give careful consideration each year to the educational planning process. All Ministry of Education documents are available at **www.edu.gov.on.ca**.

TDSB Urban Indigenous Education Centre

The Urban Indigenous Education Centre offers a range of services for First Nation, Métis and Inuit students and families, including wholistic approaches that enhance Aboriginal student success and well-being. It also provides ongoing guidance and support for TDSB staff that work with Aboriginal students and communities. The Centre utilizes a wholistic approach to enhance the overall achievement of First Nation, Métis and Inuit students throughout the TDSB.

The Urban Indigenous Education Centre seeks to create more inclusive teaching and learning environments that enhance the education of all students in the TDSB by promoting the infusion of Aboriginal perspectives, histories and cultures across the curriculum for all students.

For more information: **www.tdsb.on.ca/AboriginalEducation**

Policies & Practice

Special Education Programs

Recognizing the needs of exceptional students and designing programs that respond effectively to these needs are important and challenging aspects of program planning to which the Toronto District School Board staff are committed. The Board provides a wide range of program options for students with special needs, including the Learning Strategies Course (GLE) for students with an Individual Education Plan (IEP).

After an Identification, Placement, and Review Committee (IPRC) identifies a student as exceptional, an Individual Education Plan (IEP) is developed and maintained for that student. An IEP may also be prepared for students who are receiving Special Education programs and services but who have not been formally identified as exceptional by an IPRC.

The IEP is based on a thorough analysis of the student's strengths, needs, and interests. It will identify what the student is expected to learn and will explain how the Special Education program and services will help the student achieve those learning goals and expectations. The IEP will also outline a coordinated plan for supporting students when making transitions. Further information can be obtained from the secondary school Special Education personnel or from the Guidance or Student Services department or **www.tdsb.on.ca/HighSchool/SpecialEducation.**

SEAC - Special Education Advisory Committee

This committee consists of representatives from local associations, community representatives, and trustees all appointed by the TDSB. SEAC members are available as a resource for parents of students with exceptional needs. All interested parents, guardians and members of the public are invited to attend SEAC meetings.

Further information concerning SEAC can be obtained by visiting:
www.tdsb.on.ca/HighSchool/Special Education > click **Special Education Advisory Committee (SEAC)**

Students who have an IEP or an IPRC designation generally receive the following support:

ACCOMMODATION

The process of changing, for individual students, the way the curriculum is delivered to them in ways that are appropriate to their identified learning needs. These may be in the form of individualized teaching and assessment strategies, human supports, and/or individualized equipment. Accommodations allow the student to participate in learning without any changes to the knowledge and skills the student is expected to demonstrate.

MODIFICATION

Modifications are changes made in the age-appropriate grade-level expectations for a subject or course in order to meet a student's learning needs. Such changes may reflect a decrease in the number or complexity of expectations.

Student Planners

Many schools use student planners (paper or digital) as important communication vehicles. Planners contain valuable information regarding upcoming events, Code of Conduct, examination protocol and information regarding co-curricular and extra-curricular activities. These publications are extremely useful time management tools and where available, their use needs to be encouraged.

Student planners also contain TDSB common pages about the homework policy, code of online conduct, etc.
For more information, visit **www.tdsb.on.ca/AboutUs/Calendar/StudentPlanners**

TDSB Student Senate **Captivate • Motivate • Initiate**

The TDSB Student Senate is a group of 20 democratically elected students from all over TDSB. The Senate's main goal is to bring a student voice to the Boardroom.

There are monthly regional meetings in the TDSB regions/quadrants. Through these meetings students can voice their opinions and ideas. The student voice then goes through the Senate and into the Boardroom through two Student Trustees.

Student Senate also hosts events, such as the Elections Conference and Grade 9 and 10 Leadership Retreat. The Senate and student voice has initiated items including the Student Leadership Policy, SAC Handbook, Homework Moratorium Policy.

Get involved! Attend the meetings and events and learn more about the opportunities that Senate can offer.
Visit **www.tdsb.on.ca/High-School/TDSB-Student-Senate** or join the TDSB Student Senate Facebook group.

Assessment & Evaluation of Student Achievement

Levels of Achievement

The achievement chart identifies four levels of achievement, defined as follows:

Level 4 (80 to 100%) identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness.

Level 3 (70 to 79%) represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness.

Level 2 (60 to 69%) represents achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.

Level 1 (50 to 59%) represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness.

Below 50: The student has not demonstrated the required knowledge and skills. Extensive remediation is required.

Academic Honesty

It is the intention of the TDSB to provide a consistent and fair approach to dealing with instances of academic dishonesty, specifically with plagiarism and cheating. To ensure academic honesty and avoid instances of plagiarism, it is the student's responsibility to understand what actions constitute plagiarism, as well as the penalties that correspond to academic dishonesty and plagiarism. Direction to staff and students on this issue are described in the Academic Honesty Procedure (PR 613) found at the Policies, Procedures and Forms **www.tdsb.on.ca/AboutUs/Policies,ProceduresForms**

Not all things that count can be counted.
Not all things that are counted count.

Our responsibility as educators is to be accountable for things that count.

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12 (2016) clarifies, coordinates, and consolidates the various aspects of the policy, with the aim of maintaining high standards, improving student learning, and benefiting students, parents/guardians and teachers in elementary and secondary schools across the province.

The Seven Fundamental Principles of Assessment and Evaluation:

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents/guardians at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

Assessment & Evaluation

The primary purpose of assessment and evaluation is to improve student learning.

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. Assessment is seen as both **assessment *for* learning**, a process which determines where students are in their learning and where they need to go, and **assessment *as* learning** which focuses on the explicit fostering of students' capacity over time to be their own best assessors.

Evaluation refers to the process of judging the quality of student learning on the basis of established performance standards and assigning a value to represent that quality (*Note* **Levels of Achievement**). Evaluation accurately summarizes and communicates to parents/guardians, other teachers, employers, institutions of further education, and students themselves what students know and can do with respect to the overall curriculum expectations. Evaluation is based on **assessment *of* learning** that provides evidence of student achievement at strategic times throughout the grade/course, often at the end of a period of learning.

As referenced from *Growing Success*. For the entire document, visit **www.edu.gov.on.ca/eng/policyfunding/GrowSuccess.pdf**.

Reporting

The Credit System

A credit is granted when a course that has been scheduled for a minimum of 110 hours is successfully completed (a mark of 50% or more). "Scheduled time" is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of the course.

Failure to Complete Courses

If a student has completed a course, but has failed to achieve the curriculum expectations at a passing level, no credit will be granted. At this time, staff will determine the best way to enable the student to earn a credit for the course, in consultation with the student and parents/guardians. This may be done at summer school, through an individualized remediation program, credit recovery or by repeating the entire course.

Withdrawal from a Course

If a student in a Grade 11 or 12 course withdraws after five instructional days following the issue of the second to last provincial report card, the withdrawal is recorded on the Ontario Student Transcript (OST). The percentage grade at the time of the withdrawal is recorded. If a student withdraws before the five instructional days following the issue of the second to last provincial report card, the withdrawal is not recorded on the OST. (*The Ontario Student Transcript* (2010), page 12)

Provincial Report Card

The standard Provincial Report Card includes the following information:

- each course that the student is studying;
- the student's mark expressed as a percentage grade, along with the course median;
- number of classes missed and times late for class;
- the student's achievement in six learning skills;
- an anecdotal comment from each subject teacher with a focus on what students have learned, including significant strengths, and identified next steps.

The report card will include information with respect to a student's Individual Education Plan (IEP) where appropriate. The report card will also indicate whether a course has been adapted to meet the needs of students who are learning English as a Second Language or need assistance with English Literacy Development.

Student progress is generally reported at mid-term or mid-semester and completion of the year. A Response Form is included for student and parent/guardian comment. A summary of credits earned to date, including a break-down of compulsory and optional credits, is provided at the end of the final report card of the year or semester.

Ontario Student Transcript

- The Ontario Student Transcript (OST) is a provincially standardized document which provides a comprehensive record of a student's achievement in secondary school. Copies are available to students upon request.
- The credits that a student has earned towards fulfillment of the requirements for the graduation diploma will be recorded on the OST, regardless of how or where the credits were earned.
- In Grades 9 and 10 only the successfully completed courses are recorded on the OST.
- In Grades 11 and 12 withdrawals, repeats and successful courses are recorded on the OST.

Attendance

Regular attendance at school is critical for students' learning and achievement of course expectations. Students are required to attend school until they reach the age of 18 or graduate. Where, in the Principal's judgment, a student's frequent absences from school are jeopardizing his/her/their successful completion of a course, staff will communicate with the student and parents/guardians to explain the potential consequences of the absences, and to discuss steps that could be taken to improve student attendance.

Ontario Student Record

- The Ontario Student Record folder (OSR) is the official record for a student. The OSR is created when a student enters the Ontario school system and moves with the student from school to school. Every Ontario school keeps an OSR for each student enrolled.
- The OSR is created under the authority of the Education Act, and the contents of the OSR are protected under the Freedom of Information and Protection of Privacy Act. Parents/guardians and the student may examine the contents of the OSR on request, with the assistance of the principal or designated administrator.
- The OSR folder contains achievement results, credits earned, and other information important to the education of the student.

Alternative Learning Opportunities

School Profiles on the web:
www.tdsb.on.ca
▼
Click on
Find Your School
▼
By Program
▼
Alternative Schools

Alternative Schools

The following chart provides an overview of the alternative learning experiences available to students in the TDSB. The environments vary and are aimed at providing students with an alternative educational experience suited to their learning styles/preferences and/or needs. Each of the schools and programs differs in their approach to student learning and program structure. Some admission criteria has been included to help guide interested students to an appropriate choice. For more specific admission requirements, please contact the school or program directly or access school profiles. For more information, go to **www.tdsb.on.ca** click on **Find Your School** and then **Alternative Schools**.

Alternative Learning Environments	Phone	Profile
ALPHA II Alternative School	416-393-0501	Student directed learning; Grades 7 to 12
(ASE I) Alternative Scarborough Education	416-396-6914	Self-directed and motivated learners; student-centred, supportive and inclusive community; blended and e-Learning options; semestered, Grades 11 to 12
Avondale Secondary Alternative School	416-395-4542	Small, flexible, supportive and inclusive community for academic self-directed students; non-semestered; Grades 10 to 12
EdVance Adolescent Program - BCALC	416-394-7130	18 to 20 year olds
CALC	416-393-9740	
EALC	416-395-3225	
YALC	416-395-3350	
SCAS	416-396-6921	
City School	416-393-1470	Student-centered, small, supportive community of academic learners; semestered; Grades 9 to 12
Contact Alternative School	416-393-1455	Retention and re-entry program; 16 years and older; Grades 9 to 12; quadmestered
Delphi Secondary Alternative School	416-396-6919	Problem-based learning for highly motivated students; student-centred, supportive and inclusive community; semestered; Grades 9 to 12
East York Alternative Secondary School	416-396-2925	Small, flexible, student-centered, restorative, community school; for 16-20 year olds; Grades 10 to 12; semestered
Inglenook Community School	416-393-0560	Small, intimate, community-focused environment; semestered; Grades 11 and 12
Oasis Alternative Secondary School		
a) Oasis Arts and Social Change Program	416-393-9830	Several unique continuous-intake programs, meeting a variety of needs; age varies depending on program (14 to 20 year olds); Grades 9 to 12; semestered
b) Oasis Triangle Program	416-393-8443	
c) Oasis Skateboard Factory	416-393-0845	
Parkview Alternative School	416-396-5592	Small, quiet, student-centred community for 16 to 20 year olds; Applied/College Courses; quadmestered; Grades 9 to 12
Co-op Program	416-396-3321	
(S.E.E.) School of Experential Education	416-394-6990	Focus on re-engagement; small, caring community; credit recovery; continuous intake; 14-20 year olds; Grades 9-12; semestered
SEED Alternative School	416-393-0564	Small, highly academic program; university and college preparation for Grades 11 and 12; semestered.
(S.O.L.E.) School of Life Experience	416-393-0756	Semestered, academic and personalized alternative; Grades 11 to 12; blended and e-Learning options
Subway Academy I	416-393-9466	Small, quiet, student-centred community school; college and university pathways; credit recovery options for grade 10-12 courses; Grades 11-12
Subway Academy II	416-393-1445	Flexible, independent study program; semestered; Grade 11 and 12
The Student School	416-393-9639	Semestered blended learning model with individual support; Grades 11 and 12
West End Alternative School	416-393-0660	Semestered; minimum 8 credits; Grades 10 to 12
Year Round Alternative Centres		
a) Etobicoke - 160 Silverhill Dr.	416-394-2120	Focus on re-engagement; small, caring community; Grades 10 to 12 courses are offered (dependent on need); credit recovery options for grade 9-12 courses; coop options available; quadmestered; Grades 10 to 12
b) North East - 2900 Don Mills Rd.	416-395-5300	
c) North West - 425 Patricia Ave.	416-395-4824	
d) South East - 720 Midland Ave.	416-396-4552	

Alternative Learning Opportunities

Credit Recovery

Students may enroll in a credit recovery program if one is offered at the school through a referral from the Student Success Team. Credit Recovery provides opportunity to get a credit without repeating the entire course. Credit Rescue provides support to students by way of intervention to attempt to rescue the credit before the student fails. See your guidance counsellor for details.

Music Certification

The Ministry of Education allows students who complete appropriate Royal Conservatory of Music (RCM), "Certificates" to be granted credits under OS, section 7.3.4.

The two external credits pertaining to RCM - Toronto are as follows:

RCM Grade 7 Practical & Level 6 or 7 Theory = AMX3M (1 credit)

RCM Grade 8 Practical & Level 8 Theory = AMX4M (1 credit)

Please note the following:

- External credits cannot be used as the compulsory art credit requirement.
- A maximum of two external credits can be awarded to students taking music programs outside the school.
- The mark assigned for AMX3M or AMX4M is the *average* of the RCM practical and the RCM theory/ rudiments marks.
- There are restrictions on the number of additional in-school music credits a student can earn in Grade 12 and/or through PLAR. Students should check with a guidance counsellor.

Continuing Education

The Toronto District School Board offers a night school program and a Saturday credit program under the OSS curriculum guidelines. Course selections must be made in accordance with the Ministry of Education curriculum guidelines. Parents and students must consult with their day school guidance counsellor regarding course selections and pre-requisite courses. The Ministry of Education requires day school students to obtain permission from the day school to enrol in night school and Saturday credit courses.

Credit courses are open to all high school students and adults with current pre-requisites. Students may take a new credit, or re-take a course previously taken to upgrade a mark. Students cannot enrol in a course if they are taking the course in day school.

For more information, go to **www.CreditPrograms.ca**

Other Ways of Meeting Diploma Requirements

Although most students complete the majority of their studies in a secondary school, credits towards the Ontario Secondary School Diploma may be earned in a variety of other ways. These include e-Learning, Continuing Education, Independent Learning Centre (ILC), private schools , etc. See your guidance counsellor for more information.

Prior Learning Assessment & Recognition (PLAR)

The PLAR "challenge process" allows adolescent students who have gained knowledge and skills outside secondary school, in both formal and informal ways to obtain credits (OS, section 7.2.5). The prior learning is evaluated against the expectations outlined in the provincial curriculum policy documents for the purpose of granting credit. The PLAR policy states:

- Students may earn a maximum of four credits, including a maximum of two credits in any one discipline.
- Students can only challenge courses that are taught in TDSB schools.
- Students may challenge only Grades 10, 11 and 12 courses.
- The PLAR challenge process includes a formal test (70%) and other assessments (30%).
- PLAR occurs annually each winter.
- For more information about the PLAR application and process, see your guidance counsellor.

Summer School

The Toronto District School Board offers credit courses under the OSS curriculum guidelines. Course selections must be made in accordance with the Ministry of Education curriculum guidelines. Parents and students must consult with their day school guidance counsellor regarding course selections and pre-requisite courses. Adults wishing to enrol in summer school courses at our two adult high schools must have earned the pre-requisite in Ontario. Courses taken out of province or in Ontario prior to 2004 are not accepted as pre-requisites in summer school.

The following types of courses are offered:

Regular Credit Courses: Open to all high school students and adults with current pre-requisites. Students may take a new credit, or re-take a course previously taken to upgrade a mark.

Remedial Credit Courses: Open to all high school students who completed the course during the previous school year and earned a final mark of at least 35% but below 50%. Students who have successfully completed the credit with a mark of 50% or higher are not eligible for remedial credit courses.

For Summer School information, visit **www.CreditPrograms.ca**

Alternative Learning Opportunities

Dual Credit Programs

The Dual Credit Programs provide students the unique opportunity to experience new and varied learning that appeals to their interests, strengths, and learning profile. Upon successful completion of the college-delivered course, students earn both a college and secondary school credit. A maximum of four optional credits may count toward the OSSD for approved college courses or Level 1 in-school apprenticeship training.

For more details on program offerings and the application process, please contact your school Student Success Team, guidance counsellor or visit **https://www.tdsb.on.ca/High-School/Going-to-High-School/Specialized-Schools-and-Programs/Dual-Credits**

Below is a sample of dual credit courses that were previously offered. Each year courses may change pending SCWI (School College - Work Initiative) and Ministry funding and approval.

Arts/Communications Technology

George Brown	2D Digital Art
Humber	Acting for Film and Television
Centennial	Art and Design Portfolio Development
Humber	Broadcast Equipment
Seneca	Composition and Creativity
Seneca	Computer Applications
George Brown	Digital Art and Design
Seneca	Digital Art and Design
Centennial	Digital Photography and Image Editing
Seneca	Drawing
Seneca	Fashion Design (& Illustration)
George Brown	Fashion Design (Intro to Sewing & Drafting)
George Brown	Film Studies
George Brown	Good Vibrations: The Evolution of Popular Music
Centennial	Growing Up Digital
Humber	Illustration (Life Drawing)
Humber	Introduction to Studio Production
Humber	Lighting Technology
George Brown	Modelling and Animation
Humber	Modelling and Animation
Centennial	Network Technologies
George Brown	Performing Arts Career Studies
Seneca	The Beat Generation
Seneca	Theory and Practice of Film and Television
Centennial	Web Page Design

Business/Finance/Sales and Service

Seneca	Accounting Basics
Seneca	Accounting Basics II
Centennial	Customer Service
Humber	Introduction to Business
Seneca	Introduction to Marketing
George Brown	Project Management

Health/Natural and Applied Sciences

Seneca	Anatomy and Physiology (Nursing)
Centennial	Body Treatments (Makeup/Pedicures & Manicures)
Seneca	Forensic Science
Centennial	Health Care in Canada
George Brown	Health Literacy: From Individual to Communities
Humber	Introduction Spa Management
Seneca	Make-Up (Beauty and Glamour Makeup Techniques)
Humber	Make-Up (Cosmetic Application)
Seneca	Nutrition: Making Better Choices
Humber	Promoting Health and Safety (ECE)
Humber	Sociology of Sport

Social Sciences and Human Services

George Brown	Aboriginal People and Canadian Society - Introduction
Centennial	Canadian Criminal Justice Systems
Humber	Canadian Criminal Justice Systems
Humber	College Seminar (Educational Planning)
Centennial	College Success
Centennial	Dynamics of Global Tourism
George Brown	Forensic Psychology
Humber	Indigenous Perspectives (on Music, Film & Media)
Seneca	Interpersonal Communication Skills
George Brown	Introduction to Psychology
Seneca	Introduction to Psychology
George Brown	Introduction to Sociology
Seneca	Introduction to Sociology
Humber	Introduction to Sociology
Seneca	Leadership in Society
Humber	Popular Culture
Centennial	Principles of Psychology
Seneca	Principles of Psychology
Humber	Psychology
Seneca	Psychology and Group Dynamics
Humber	Skills for Success (Digital Culture)
Centennial	Sociology (Exploring Identity)
George Brown	Speaking with Confidence
George Brown	Visual Gestural Communication

Trades/Transport and Industrial Technologies

Seneca	Aeronautics
Centennial	Automotive Basic Skills
Humber	Baker
George Brown	Baking and Pastry
Centennial	Baking Techniques (Principles & Practices)
Humber	Blueprint Reading
Humber	Building Systems
Seneca	CAD Fundamentals
Humber	Child Development
Seneca	CNC Manual Programming
George Brown	Construction Health, Safety Awareness
Humber	Cook
Humber	Culinary Techniques
Seneca	Engineering Drawing
George Brown	General Machining Principles and Practice
Centennial	Heavy Duty Equipment Technician
Humber	Home Renovation (Safety)
Humber	Horticulture
Humber	Hospitality and Tourism
George Brown	Mathematics for Building Technology
Humber	Methods of Construction
George Brown	Special Event Planning and Delivery
Seneca	Sprinklers (Fire Protection)
George Brown	Trends and Issues in Tourism
Centennial	Truck and Coach Technician
George Brown	Welding

School Within A College Program (SWAC)

SWAC is a Ministry initiative partnering the Toronto District School Board with local community colleges to offer secondary students the opportunity to earn secondary school credits and dual credit 'General Education' college credits with the continued goal for our students to complete an Ontario Secondary School Diploma (OSSD).

To be eligible for this program, students must be between the ages of 17 to 20, have completed 22 or more credits, passed the Literacy Test and be in a position to graduate. Students must have the potential to succeed in college and will be choosing the apprenticeship or college pathway upon graduation.

Students spend a semester in secondary school courses (including credit recovery) as well as college-delivered dual credit courses. Students participate in this comprehensive program five days per week for one semester on a college campus. For more information, please contact your Student Success Team and/or Guidance Counsellor.
https://www.tdsb.on.ca/High-School/Going-to-High-School/Specialized-Schools-and-Programs/School-Within-a-College

Alternative Learning Opportunities

tdsb eLearning Day School

TDSB secondary students are eligible to apply for one e-Learning day school course per semester. Students remain at their Day School (OSR School) and course requests require approval from the student's Guidance Counsellor.

The Online Classroom provides an innovative, relevant and engaging learning environment where students work independently and collaboratively.

The e-Learning courses have been developed by the Ministry of Education and are delivered by TDSB Day School Teachers These courses are part of TDSB student's timetable, appear on the student's transcript upon completion and are fully compliant with TDSB and Ministry expectations and policies.

Benefits of e-Learning

- access to courses that may not be available at the student's TDSB school;
- enables students to learn in a flexible, engaging environment;
- may help to resolve timetable conflicts.

Is e-Learning for you?

Students who are successful in an online course are usually:

- self-directed, self-motivated and able to plan, organize time and complete assignments and activities;
- comfortable with technology, i.e. email, attachments, internet research, etc;
- capable of working independently;
- able to regularly use a computer with internet access.

Important

All enrolled students must attend an orientation session to meet their teacher at the beginning of each semester (September and February). In addition, if the e-Learning course has a final examination, students must attend a supervised face to face exam at a central location at the end of each semester (January and June).

Students need to spend an equal amount of time with their online coursework as they would in a face-to-face classroom course.

Interested in learning more?

- Please visit http://schoolweb.tdsb.on.ca/elearning/e-LearningDaySchool.aspx for a full list of courses offered
- Select your course online and follow the online registration process
- Make an appointment with your Guidance Counsellor to submit your signed parent/guardian permission form, review your course selection and obtain approval

tdsb eSummer School

TDSB's e-Summer School is available to all Ontario residents, aged 14-20. This free high school credit program is for Ontario secondary school students who wish to pursue secondary school credit courses online. There are two sessions during the summer months.

During the e-Summer school students are expected to:

- login daily to the classroom;
- participate regularly in classroom discussion threads, tutorials and lessons
- complete and submit assignments as required

Registration includes making an online course request, printing the permission form attached to the e-Summer school confirmation email, getting parent/guardian signature and providing it to your Guidance Counsellor.

Students are eligible to take one course per session. [The only exception is half credit courses (GLC2OE/CHV2OE) which can both be taken in one session]

Important

All enrolled students must attend an orientation session (online) to meet their teacher at the beginning of each session. In addition, if the e-Summer course has a final examination, students must attend a supervised face to face exam at a central location at the end of each session.

For more information visit, **schoolweb.tdsb.on.ca/elearning/e-SummerSchool.aspx** after April 1.

Re-Engagement Opportunities

Continuing Education and Community Opportunities

www.tdsb.on.ca
Adult Learners or **Community**

The Toronto District School Board is the community's key provider of alternative, life-long opportunities for learning.

Continuing Education and Community programs include the following:

- **Adult Credit Programs**
  - Adult High Schools
  - e-Learning 18+
- **Community Programs**
  - General Interests (Learn 4 Life)
- **Learn English**
  - LINC (Language Instruction for Newcomers to Canada)
  - ESL Programs
- **Skills Development**
  - Essential Skills Upgrading

For more information, visit:

www.tdsb.on.ca

Click on
Adult Learners
or
Community

e-Credit Courses +18

tdsb eCredit

The e-Credit 18+ program is for adult learners age 18 and over who are no longer attending school full time and want to earn credits online to complete their High School Diploma.

Important

All enrolled students must attend an orientation session to meet their teacher at the beginning of each session (September and February). In addition, if the e-Credit course has a final examination, students must attend a supervised face to face exam at a central location at the end of each session (January and June).

Our eligibility criteria require that students enrolled in the e-Credit Course Program must not be attending another TDSB or Ontario secondary school simultaneously. If you are enrolled in a full-time day school program you will be removed from your e-Credit Course.

For more information on how to register please visit our website: http://schoolweb.tdsb.on.ca/elearning/e-Credit18.aspx

Eligibility

Students must:

- be 18 years of age or older;
- not attending a publicly funded day school;
- provide an official transcript;
- meet the necessary prerequisites for course eligibility.

Adult High Schools

Toronto District School Board has five adult high schools for students 21 years of age and older, wishing to complete their diploma or upgrade their skills for post-secondary opportunities or transition to work. For complete program offerings and admission requirements please contact the appropriate school directly or visit **www.adultschoolstoronto.ca**.

Re-Engagement Opportunities

EdVance and Adult High Schools

The Toronto District School Board offers five EdVance schools, a program that enables learners 18-20 years old to complete their high school diploma or change career paths at an accelerated rate. Each EdVance school is attached to an adult high school offering credit courses for students 21 years of age and older. Students may complete their diploma, improve their language skills, upgrade for post-secondary opportunities or transition to work. For complete program offerings and admission requirements, please contact the appropriate school directly or visit **www.adultschoolstoronto.ca**.

School	Phone	Profile
Burhamthorpe Adult Learning Centre	416-394-7130	Burnhamthorpe offers EdVance and adult programming with a wide range of credit courses at both the college and university level, ensuring students are prepared to excel in their chosen pathway whether it be the workplace, trades, college or university. Burnhamthorpe has a growing program of tech programs to prepare learners for the job market. Focusing on student success and wellbeing, we offer a variety of student supports, settlement services and community partnerships. We are located in Toronto's west end at Burnhamthorpe Rd & the 427. **www.burnhamthorpe.org**
City Adult Learning Centre (CALC)	416-393-9740	CALC offers a wide range of credit courses at the college and university levels, and specialty programs including Personal Support Worker (PSW), Culinary Arts, Co-op and ESL Credit. In addition CALC has many community partners providing support to our learners. We are conveniently located downtown at Broadview subway station. **www.calconline.net**
Emery Adult Learning Centre	416-395-3225	At Emery our EdVance and adult programs boast a caring, supportive and nurturing environment, designed to meet your unique learning needs. We offer academic credit courses leading to university, college, trades and the workplace. In addition Emery offers Co-op, Business and Hairstyling programs. We are located in the north west part of the city on Weston Rd near Finch Ave. **schoolweb.tdsb.on.ca/emeryalc**
Scarborough Centre for Alternative Studies (SCAS)	416-396-6921	SCAS Adult and EdVance offers credit courses leading to university, college, apprenticeship programs, and other post-secondary endeavours. Our Adult programs include ESL, Medical Office Administration, Hairstyling, and Co-op. Our EdVance programs offer students between 18-20 years an opportunity to accelerate their learning towards earning their graduation diploma. We focus on our students' ongoing success. SCAS (Adult and EdVance) is located at 720 Midland Avenue near Eglinton Ave. East. Please visit us at **www.scasonline.com** for more information.
Yorkdale Adult Learning Centre	416-395-3350	At Yorkdale we believe in your success. Our EdVance programs include Co-op, ESL, Culinary Arts, Hairstyling, Woodworking, Technology, Business and Arts. Our adult specialty programs include Co-op, ESL, Business I.T., Personal Trainer, Introduction to Healthcare, Nutrition Certificate, Personal Support Worker (PSW), Hairstyling and Child Care. We also offer a range of credit courses at the college and university level. Yorkdale is located on Orfus Rd. near the 401 & Dufferin. **www.yorkdale.net**

Re-Engagement Opportunities

The following opportunities are available within the Toronto District School Board (TDSB) for students aged 18 to 21 who have left school and are looking to re-engage in their education.

Alternative Schools

These schools provide an alternative, unique learning experience in each school (see page 15). The environments vary and provide an educational experience suited to individual learning styles/preferences and/or need. Admission criteria, age and grade for entry differ for each school.
www.tdsb.on.ca/Find-your/School/alternative-schools

Continuous Intake Co-op

Continuous Intake Co-op (CIC) provides an opportunity to earn credits while gaining work experience. Students complete the co-op curriculum, learn about workplace safety, human rights, resume writing, interview skills, employment standards and other work-related topics. You can join the program at any time during the school year and may earn one, two, three or four credits. This program is open to 17 to 20 year olds.

EdVance

EdVance programs allow students ages 18 to 20 years old to complete a high school diploma in a flexible, personalized program in an adult environment. The program focuses on strengthening literacy skills, accumulation of credits (2 to 3 in a nine-week term and 8 to 10 in a full year) and valuable work experience through cooperative education. Students who are eligible have been out of school, but have demonstrated dedication to earning their diploma, and can attend regularly.

Night School

Continuing Education offers an Academic Credit Night School Program two nights per week in two 15-week semesters. Night School is open to TDSB day school and non-TDSB adolescent students who are working towards their secondary school diploma and who meet the criteria.

PLAR for Mature Students

(Prior Learning Assessment Recognition) If you are 18-21 years old and have been out of school for one year, you may be eligible for Prior Learning Assessment Recognition (PLAR). This is a formal evaluation to grant high school credits for past learning, training, work and volunteer experience, hobbies and interests, and knowledge of a first language (other than English or French). The Assessment may grant up to 16 Grade 9 and 10 credits through the completion of individual subject assessments and up to 10 credits at the Grade 11 and 12 level. The last four grade 11 or 12 credits cannot be granted. They must be earned credits. Contact Continuing Education for more information about the equivalency process or visit **www.tdsb.on.ca/Adult-Learners/Adult-Credit-Programs**.

Year Round Schools

These four schools assist students to get back on track and then transition to other opportunities. There are four different entry points annually; each session being approximately 10 weeks. These schools offer: Grade 9 and 10 courses, dual credits, credit recovery, access to a child and youth worker, a nutrition program and expanded cooperative education opportunities.

General Educational Development (GED) Testing

Earn your ONTARIO HIGH SCHOOL EQUIVALENCY CERTIFICATE from the Ministry of Education.

The GED is for adults 18 years or older and out of school for one full year who have gained the lasting skills of a Grade 12 graduate through life-long learning and on-the-job experiences.

The Independent Learning Centre (ILC) is the sole provider of the GED testing services for the province. For information, visit **www.ilc.org**.

Toronto District School Board's GED Program will assess how close you are to passing and, if needed, will coach you through practising your skills to maximize your success on the tests.

GED Achievement offers you a two-part program:

GED Readiness Assessment: 2.5 hours (1 session)

GED Coaching and Practice: 18 hours (7 sessions)

Location: Central Technical School, 725 Bathurst Street

Visit the website at **www.gedcanada.net**. Call 416-481-6043 for information and registration.

Specialized Programs

Interested in Specialized Schools and Programs?

Below is information outlining specific specialized programs. You will need to follow the Optional Attendance guidelines if you intend to apply to these schools/programs or any other school you may be interested in.

Research these opportunities at **www.tdsb.on.ca/findyourschool** and click on **By Program**. If you are considering a change, ask your guidance counsellor.

Africentric Secondary Program

This program offers students the opportunity to learn in some of their courses through an Africentric lens. This program provides an alternative way of learning while still being part of the Winston Churchill CI, and Downsview SS.

Art Focus/Program

These programs are for students who wish to pursue visual and performing arts at a professional level. This program consists of intensive programs within select schools as well as specialized schools focused solely on the arts. The specialized facilities within these schools enable them to offer a unique learning experience for students who want to specialize in their elective courses in the arts.

Cyber Arts/Studies

These programs combine computers and art in small classroom settings where students may learn animation, sound and design technology, integrated computer studies and applications.

Elite Athletes

These programs accommodate the special needs of provincial or national athletes by constructing special time tables and unusual arrangements to complement coaching and travel schedules. TDSB schools provide programs that bring athletes together for curriculum contact, leadership and mutual support.

Leadership Pathway

The Leadership Pathway program helps students assume ownership for their leadership development. Students must take the initiative to become involved in a variety of in-school and community leadership opportunities. Students develop and expand their leadership skills through involvement in clubs and councils, specialized classes, additional community involvement hours, guest speaker sessions and workshops.

Math, Science & Technology

These programs are designed for students who express a deep understanding and interest of these subjects.

Optional Attendance

All students have the right to attend the school designated to serve their residential address. The TDSB Optional Attendance Policy (P013) governs the procedures for students who wish to attend a school beyond their designated attendance area.

Maps showing the secondary school(s) designated by address can be found at **www.tdsb.on.ca/Findyour/School/ByMap**

www.tdsb.on.ca
↓
Find Your School
↓
By Program

International Baccalaureate

The International Baccalaureate (IB) program is a world-renowned graduation diploma which is recognized for admission to universities throughout the world. Students participating in the program will:

- demonstrate and maintain superior academic achievement;
- grasp new information quickly and retain it;
- be persistent and self-motivated;
- demonstrate excellence;
- show commitment to community service; and,
- study at least two languages and increase their understanding of cultures, including their own.

All external examinations, certificates and diplomas are prepared, graded and awarded by the Geneva-based International Baccalaureate Office.

This program is designed to provide a global perspective, as part of these programs you will study a variety of disciplines from business and commerce to languages.

Specialist High Skills Major Programs

Specialist High Skills Majors include:

Arts & Culture

- Albert Campbell CI
- George Harvey CI
- Georges Vanier SS
- Kipling CI
- Newtonbrook SS
- Northern SS
- Northview SS
- Oakwood CI
- R.H. King Academy
- Rosedale Heights School of the Arts
- Silverthorn CI
- Thistletown CI
- Western Technical School
- Weston CI
- Westview Centennial SS
- Wexford Collegiate School for th
- York Memorial CI

Aviation & Aerospace

- Georges Vanier SS
- Weston CI

Business

- A.Y. Jackson CI
- Agincourt CI
- Bloor CI
- Cedarbrae CI
- Central Toronto Academy
- Dr. Norman Bethune CI
- Forest Hill CI
- Jarvis CI
- John Polanyi CI
- L'Amoreaux CI
- Lakeshore CI
- Sir Wilfrid Laurier CI

Construction

- Albert Campbell CI
- Cedarbrae CI
- Central Technical School
- George Harvey CI
- Lakeshore CI
- Lester B. Pearson CI
- Sir Wilfrid Laurier CI
- West Humber CI
- Westview Centennial SS

Environment

- George S. Henry Academy
- SATEC @ W.A. Porter CI

Health & Wellness

- A.Y. Jackson CI
- Birchmount CI
- Bloor CI
- Central Technical School
- George Harvey CI
- George S. Henry SS
- John Polanyi CI
- L'Amoreaux CI
- Lester B. Pearson CI
- Martingrove CI
- Newtonbrook SS
- Northern SS
- Parkdale CI
- Westview Centennial SS
- York Memorial CI

Horticulture & Landscaping

- Burnhamthorpe CI
- David and Mary Thomson CI
- Parkdale CI

Hospitality & Tourism

- Central Technical School
- Danforth C&TI

Specialist High Skills Major (SHSM)

Specialist High Skills Major (SHSM) are Ministry approved programs. Every SHSM program must include the following five components.

1. A package of 8 to 10 required credits earned in Grade 11 or 12 that constitute a pathway to one of four possible destinations: apprenticeship training, college, university, or the workplace.

The package must include:

- four credits – called the "major" credits – these courses provide knowledge and skills closely related to the particular sector of specialization, which are specified in each of the SHSM sectors.
- two to four additional required credits for courses in English and other relevant disciplines (e.g., science, mathematics, or business studies), as specified in each of the SHSM sectors which include a minimum of 6 hours of learning that contextualizes the subjects curriculum expectations for a particular SHSM sector.
- two cooperative education credits.

2. Certifications and training, which are identified in each SHSM sector.
3. Experiential learning through job shadowing, job twinning, work experience, and career exploration activities.
4. Sector-partnered experiences in which students engage with a sector partner to explore sector-related content, skills, and knowledge involving either ICE (innovation, creativity, and entrepreneurship), coding, or mathematical literacy.
5. "Reach ahead" opportunities, which allow students to experience learning in their intended postsecondary destination.

- George S. Henry Academy
- Kipling CI
- Lakeshore CI
- Lawrence Park CI
- Marc Garneau CI
- Newtonbrook SS
- Northview Heights SS
- Sir Wilfrid Laurier CI
- Sir William Osler HS
- Thistletown CI
- Western Technical School

Information Communication Technology

- Bloor CI
- Central Technical School
- Etobicoke CI
- George Harvey CI
- Georges Vanier SS
- Kipling CI
- L'Amoreaux CI
- Lakeshore CI
- Marc Garneau CI
- Northview Heights SS
- Runnymede CI
- SATEC @ Porter
- Stephen Leacock CI
- Thistletown CI
- West Humber CI

Justice, Community Safety, and Emergency Services

- Central Technical School
- Humberside CI
- John Polanyi CI
- Runnymede CI

Manufacturing

- Agincourt CI
- Birchmount CI
- East York CI
- Etobicoke CI
- Northern SS
- Western Technical-Commercial School
- Weston CI

Non-Profit

- A.Y. Jackson CI
- Agincourt CI
- George Harvey CI
- Harbord CI
- Western Technical-Commercial School

Sports

- Agincourt CI
- Central Technical Academy
- Etobicoke CI
- Malvern CI
- Oakwood CI
- Weston CI

Transportation

- Albert Campbell CI
- Central Technical School
- Danforth C and TI
- Emery CI
- John Polanyi CI
- Northern SS
- West Hill CI
- Westivew Centennial SS
- Winston Churchill CI

How do I find more information about SHSM?
www.edu.gov.on.ca/morestudentsuccess/SHSM.asp

SHSM programs offered are subject to change.

Other Programs

Newcomer Reception Centres

At the Newcomer Reception Centres, students new to Canada receive a warm welcome, an orientation to the school system, and an in-depth assessment of their English and mathematical skills. During the 2020-2021 school year, assessments may be conducted after students register at their home school.

West End Reception Centre call 416-393-0542 • Georges Vanier Reception Centre call 416-395-9440

Advanced Placement (AP)

The Advanced Placement Program (AP) allows students to earn a Grade 12, University Preparation credit and pursue university level work while still in high school. In partnership with the College Board, schools offer AP exams which are compiled by the Development Committee which consists of representatives from a wide range of well known universities. These exams are graded by university professors and experienced AP teachers from different parts of the world by using common scoring standards. Successful completion of the AP exam may result in the opportunity to earn placement into second year university courses.

Cisco/Nortel Systems

These programs provide specialized equipment and staff training so that Technology departments can offer selected students the opportunity to earn CISCO/ Nortel Networking certification through the completion of successive Communications Technology credits.

English Language Learning

Toronto schools are proud to serve the most multicultural city in the world. Most Toronto secondary schools offer special programs for newcomers from other countries, so they can learn English and continue their education at the same time. Newcomers begin their new educational careers with a visit to a Newcomer Reception Centre for an assessment and advice on starting school and choosing courses.

ESL and ELD PROGRAMS

Credit courses in English as a Second Language (ESL) help students to learn English and develop the academic skills they need for success in Ontario schools. Credit courses in English Literacy Development (ELD) are for students whose education has been interrupted and who need help in developing their literacy skills. Special credit courses
for newcomers are available in other subject areas, such as geography, history, or science.

LEAP

The Literacy Enrichment Academic Program (LEAP) is for newcomers who need intensive upgrading in literacy, mathematics, and study skills due to restricted educational opportunity in their previous country. LEAP is offered in secondary schools across the TDSB.

French Language Programs

There are 3 programs in French as a Second Language at the secondary level in the Toronto District School Board. For more information about TDSB French programming, visit **www.tdsb.on.ca/Elementary-School/School-Choices/French-Programs**

CORE FRENCH PROGRAMS

These courses are designed as a continuation of the Core French program begun in elementary schools. A special Introductory French course for students who have not accumulated the 600 hours of instruction in French at the elementary level for whatever reason is also available in many schools. All students are required to complete one credit in French as a Second Language as a graduation requirement.

EXTENDED FRENCH PROGRAMS

These courses have been designed for students who have accumulated a minimum of 1,260 hours of instruction in French at the elementary level via the elementary Extended French program. The program includes French, plus other subjects studied in the French language. Students who complete a total of 7 credits in French, 4 credits in Extended French and 3 in a subject taught in French, are eligible for the Certificate of Bilingual Studies (Extended French). This program is available at 11 secondary schools.

IMMERSION FRENCH PROGRAMS

These courses have been designed for students who have had a minimum of 3,800 hours of instruction in French at the elementary level via the elementary French Immersion program.This program includes French, plus other subjects studied in the French language Students who complete 10 credits total in French, 4 credits in French Immersion and 6 credits in subjects taught in French, are eligible for the Certificate of Bilingual Studies (French Immersion). This program is offered at 12 secondary schools.

Specialized Tech/Co-op OYAP Programs

These programs offer students the opportunity to take concentrated senior tech courses combined with cooperative education experiences that will help them find employment.

Specific Program Information: Cooperative Education

How Does Co-op Work?

A company agrees to provide a placement for a student and designates an employee to supervise the learning in a one-on-one mentoring relationship. A scheduled interview determines the student's acceptance.

Work schedules vary: half, full, consecutive, alternate days, and summer employment. Learning opportunities at the placement are linked with the student's academic studies, education plan, personal goals and abilities through the Personalized Placement Learning Plan (PPLP) developed by the teacher in collaboration with the supervisor and student.

The teacher regularly monitors to assess student progress with the supervisor's input. Credits are awarded upon successful completion of the program. All placements are assessed for educational suitability as well as health and safety.

Who Takes Co-op?

Cooperative Education students are typically in senior grades, have a variety of postsecondary destinations: apprenticeship, college, university, work, and may be studying in any subject area. Cooperative Education and OYAP are also available to students with special needs through alternative programs.

Central Programs

Some placements are coordinated through central staff. These opportunities include drama and dance, health care, uniformed services (UHN, Toronto Police, Military) and more. See your Co-op teacher for more information.

For more information about cooperative education, contact your co-op teacher or guidance counsellor.

All secondary schools offer Cooperative Education. Cooperative Education is a unique program for students, integrating academic study with practical experience in business and industry. This learning experience helps students make informed decisions about future careers. Students also develop the work habits, attitudes and job skills necessary for a successful transition from secondary school to the workplace or postsecondary education.

Sample Timetables

A Grade 11 student in a non-semestered school is interested in fashion design. The student's schedule, spending a half-day in a placement, could look like this:

Period	Day 1	Day 2
1	AWI3M1	HNC301
2	ENG3C1	AVI3M1
3	AWI3MC	MBF3C1
4	AWI3MC	SBI3C1

half-day placement in fashion store 2 credit Co-op

A Grade 12 student in a semestered school is interested in journalism. The student's schedule, spending a full-day in placement, could look like this:

Period	Sem 1	Sem 2
	MEL4E1	ENG4EC
	ENG4E1	ENG4EC
	SNC4E1	GLN40C
	GLN401	GLN40C

full-day placement in community newspaper 4 Co-op credits

NOTE

- Co-op can count towards two compulsory credits.
- There is no limit to the number of optional co-op credits that a student can take.
- Co-op credits cannot be used for substitution of a compulsory course credit.

Experiential Learning

Experiential learning is planned learning experiences that take place in the community. It includes job shadowing, job twinning, work experience, school-to-work and OYAP – all of which can be a part of ANY course in secondary school. Experiential learning:

- Engages students in active work experience;
- Provides a framework for making career decisions;
- Develops knowledge skills and attitudes that are essential in today's society;
- Gives students a connection to the community; and,
- Promotes problem-solving and critical thinking and maximizes student growth and development.

Ask your teacher for details!

Experiential Learning

Job Shadowing and Job Twinning

- Students may accompany a cooperative education student to his/her/their placement for a half or full day to learn more and observe what someone does in their job, one-on-one. You can participate in more than one job shadowing or non-credit experience.

Specific Program Information: Apprenticeship

What is OYAP?

Ontario Youth Apprenticeship Program (OYAP) allows students to acquire high school credits, and in some cases, apprenticeship hours at the same time. This allows secondary school students to "try out" a potential choice by going to work for part of a school day, semester or year.

- Are you considering apprenticeship as a pathway to future employment?
- Have you completed 16 credits?
- Are you 16 years old?
- Do you enjoy learning by doing?

Students meeting the above criteria can enroll in a cooperative education program that will enable completion of the high school diploma while gaining skills and competencies towards an apprenticeship.

How Does OYAP Work?

Students who are interested in participating in OYAP take cooperative education during Grade 11 and/or 12. If the student and employer agree, an apprenticeship agreement can be signed and the co-op hours then counted towards the apprenticeship. There are over 150 different skilled trades that qualify. Many Accelerated Programs may also provide students with a Dual Credit opportunity (page 17).

Get the OYAP Advantage:

- Make future connections in the job market
- Become a skilled professional
- Have access to great jobs and good wages

OYAP: www.oyaptdsb.com

Specialized Co-op Programs

Specialized Co-op OYAP programs combine multiple credit specialized technology courses and cooperative education with a licensed tradesperson. *Application deadline is in late May in most cases.*

Specialized Co-op OYAP Programs	
Auto Collision Repair	Danforth C&TI
Auto Service Technician	John Polanyi CI, Danforth C&TI
Construction	Birchmount Park CI
Cook/Baker	Central Technical School, Danforth C&TI, Thistletown CI
Electrician	Central Technical School
General Carpenter	Central Technical School
Hairstylist	Central Technical School
Plumber	Central Technical School
Transportation – Automotive, Truck & Coach/Heavy Equipment	Central Technical School

Accelerated Program

OYAP opportunities that include Level 1 "trade school" are open to TDSB students in their graduating year. Students must have completed all of their compulsory credits and prepare an application package for the competitive interview process. *Application deadline is in early November*. Contact your co-op or guidance teacher to apply.

Accelerated Programs	Training Delivery Agent
Baker	Humber College - North Campus,
Brick and Stone Mason	Ontario Masonry Centre (Kennedy & Derry Rd E.)
Carpentry	College of Carpenters and Allied Trades- Woodbridge (Hwy 7 & Weston Rd)
Child and Youth Worker (CYW)	Centennial College-Progress Campus
Child Development Practitioner (ECE)	Seneca College – Newnham Campus
Automotive Service Technician	Centennial College – Ashtonbee Campus
Construction Craft Worker	Liuna Local 183 Training Centre (8700 Huntington Rd (Langstaff & Hwy 7)
Cook	Humber College – North Campus
Electrician	George Brown – Casa Loma, Humber – North Campus
Floor Covering Installer	Local 27 – Woodbridge (Hwy 7 + Weston Rd)
Hairstylist	Studio 500 – Burnhamthorpe CI/ALC
Interior Finishing Systems	Interior Finishing Systems Training Centre
Plumber	George Brown – Casa Loma, Humber – North Campus
Refrigeration Air Conditioning Systems Mechanic	George Brown College – Casa Loma Campus
Terrazzo, Tile & Marble Setter	TT&M Trade School (Off Steeles E. of Keele)

For further information about this opportunity, prerequisites or other work placements, contact your school's Cooperative Education Teacher, Technological Education Teacher or guidance counsellor.
Visit **www.oyaptdsb.com** or call the OYAP Office at **416-396-7483**

Specific Program Information: Technology (subject to change)

Communications Technology (TGJ)

Learning Centre 1
Central Etobicoke CI
Franke Oke SS
George Harvey CI
Kipling CI GG GV
Lawrence Park CI
Leaside HS GP
Marc Garneau CI GI GG
Martingrove CI GG GV
North Albion CI GG
Northern SS GI GP GV
Richview CI GG GP
Silverthorn CI GI GG GV
Thistletown CI GP GGGV
Weston CI GG GV
Westview Centennial SS GG GP
York Humber HS

Learning Centre 2
A.Y. Jackson SS
CALC
Don Mills CI
Downsview SS GG
Drewry SS GG
Earl Haig SS GI GG GV
Emery CI
George S. Henry Academy GP GV
Georges Vanier SS GG
L'Amoreaux CI GV GI
Newtonbrook SS GG
Northview Heights SS
SCAS
Sir John A. Macdonald CI
Stephen Leacock CI GV GI
William Lyon Mackenzie CI

Learning Centre 3
Agincourt CI GI
Albert Campbell CI
Birchmount Park CI
Cedarbrae CI GP
Contact Alternative GG
David & Mary Thomson CI GG GV
East York Alternative SS GG GI
Lester B. Pearson CI
Maplewood HS
R. H. King Academy GR GV
Sir Oliver Mowat CI
Sir Wilfrid Laurier CI GI GG
Sir William Osler HS
Subway Academy I GP
Wexford CI
Winston Churchill CI GP

Learning Centre 4
Bloor CI GG
Central Tech School GR GI GP GG GV
Danforth C & TI
East York CI
Eastdale CI Grade 9/10
Etobicoke School of Arts GI GG
Harbord CI
Lakeshore CI GI GP GG GV
Monarch Park CI
Oakwood CI
Riverdale CI
The Student School GI GP GR
Western T- CS GP GR

Computer Technology & Engineering (TEJ)

Learning Centre 1
George Harvey CI EI EL
John Polanyi CI
Kipling CI
Lawrence Park CI
Leaside HS
Marc Garneau CI ER
Martingrove CI
North Albion CI
Silverthorn CI
Thistletown CI
Weston CI
York Memorial CI
York Mills CI

Learning Centre 2
A.Y. Jackson SS
Don Mills CI
Dr. Norman Bethune CI
Earl Haig SS
Emery CI
George S. Henry Academy
Georges Vanier SS EN EL
L'Amoreaux CI
Northview Heights SS

Learning Centre 2 cont'd
Sir John A. Macdonald
Stephen Leacock CI
Victoria Park CI
Westview Centennial SS ER
William Lyon Mackenzie CI ER

Learning Centre 3
Albert Campbell CI EC
Birchmount Park CI
David & Mary Thomson CI ER
East York CI
Lester B. Pearson CI
R. H. King Academy EN ER
SATEC @ W A Porter CI EN
Sir Oliver Mowat CI
Sir Wilfrid Laurier CI ER
West Hill CI EL
Winston Churchill CI
Woburn CI

Learning Centre 4
Central Tech School EL
Harbord CI
Malvern CI
Runnymede CI ER
Western T- CS EN

Construction Technology & Engineering (TCJ)

Learning Centre 1
Central Etobicoke CI
Etobicoke CI
North Albion CI
Northern SS
Thistletown CI WJ
Weston CI
York Humber HS

Learning Centre 2
C W Jefferys CI
Downsview SS
Drewry SS
Emery CI CP
L'Amoreaux CI
Northview Heights SS
Victoria Park CI
Westview Centennial SS WJ
Yorkdale Secondary School WJ

Learning Centre 3
Albert Campbell CI
Birchmount Park CI
Cedarbrae CI WJ
Lester B. Pearson CI
Maplewood HS WJ
Sir Oliver Mowat CI
Sir Wilfrid Laurier CI
Sir William Osler HS CC CM
West Hill CI
Wexford CI
Winston Churchill CI

Learning Centre 4
Central Tech School CCWJ CHCP CE CC
Danforth C & TI CCWJ CE
Lakeshore CI WJ
Oakwood CI
Western T- CS

Green Industries (THJ)

Learning Centre 1
Maplewood HS
Sir William Osler HS

Learning Centre 2
Burnhamthorpe CI
Don Mills CI
Drewry SS
SCAS

Learning Centre 3
Maplewood HS
Sir William Osler HS HH
David and Mary Thomson CI

Learning Centre 4
Heydon Park SS HF
Parkdale CI HD
The Student School

Hairstyling and Aesthetics (TXJ)

Learning Centre 1
Central Etobicoke CI
George Harvey CI
John Polanyi CI
Thistletown CI XH
York Humber HS

Learning Centre 2
Downsview SS XA XH
Earl Haig SS XH
Westview Centennial SS
SCAS
Yorkdale Secondary School XA XH

Learning Centre 3
Maplewood HS
Sir William Osler HS

Learning Centre 4
Central Tech School XH
Danforth C & TI
Eastdale CI Grade 9/10
Heydon Park SS
Lakeshore CI

Health Care (TPJ)

Learning Centre 2
Drewry SS
SCAS
Westview Centennial SS
Yorkdale Secondary School

Learning Centre 3
Lester B. Pearson CI
Sir William Osler HS

Learning Centre 4
Central Tech School OJ
Heydon Park SS

Specific Program Information: Technology (subject to change)

Hospitality & Tourism (TFJ)

Learning Centre 1
Central Etobicoke CI FB FC
Franke Oke SS
Kipling CI
Lawrence Park CI
Marc Garneau CI
Thistletown CI
York Humber HS

Learning Centre 2
CALC FR
Drewry SS
Earl Haig SS
Newtonbrook SS
Northview Heights SS FB
SCAS FE
Westview Centennial SS FC
Yorkdale Secondary School FB FC

Learning Centre 3
Maplewood HS FB FC
Native Learning Centre East
Sir William Osler HS FB FC FE
Subway Academy I FN
West Hill CI FC

Learning Centre 4
Central Tech School FB FR
Danforth C & TI FB FR
Eastdale CI FC
Heydon Park SS FB FE
Lakeshore CI
Western T- CS FC

Manufacturing Technology & Engineering (TMJ)

Learning Centre 1
Central Etobicoke CI
Etobicoke CI MR
Silverthorn CI
West Humber CI
Weston CI MP

Learning Centre 3
Agincourt CI
Birchmount Park CI
Cedarbrae CI
David & Mary Thomson CI MM
West Hill CI

Learning Centre 4
Central Tech School MY
East York CI
Western T- CS MM MY

Technological Design (TDJ)

Learning Centre 1
Central Etobicoke CI
Etobicoke CI DM
George Harvey CI
John Polanyi CI
Marc Garneau CI
Martingrove CI DR
North Albion CI DA
Northern SS DA DM DR
Silverthorn CI DA
Thistletown CI DA DR
West Humber CI
Weston CI DA DM
York Mills CI

Learning Centre 2
A Y Jackson SS
C W Jefferys CI DR
Don Mills CI
Downsview SS
Dr. Norman Bethune CI DA
Earl Haig SS DA DM
Emery CI DR
Georges Vanier SS
L'Amoreaux CI
Northview Heights SS
SCAS
Sir John A. Macdonald CI
Westview Centennial SS DP
William Lyon Mackenzie CI DA

Learning Centre 3
Agincourt CI DA
Albert Campbell CI DA DR
Birchmount Park CI
Cedarbrae CI
David & Mary Thomson CI DA
Lester B. Pearson CI
R. H. King Academy
SATEC @ W A Porter CI
Sir Oliver Mowat CI
Sir Wilfrid Laurier CI
Sir William Osler HS
Woburn CI

Learning Centre 4
Central Tech School DP DA
Danforth C & TI DA
East York CI DR
Heydon Park SS
Malvern CI
Oakwood CI
Western T- CS

= Specialized Tech/Co-op OYAP Programs

Emphasis Options

Communications Technology
Broadcast & Print Production* BC
Digital Imagery & Web Design* DI
Interactive New Media & Animation GI
Photography & Digital Imaging GP
Print & Graphic Communications GG
Radio, Audio & Sound Production GR
TV, Video & Movie Production GV

Computer Technology & Engineering
Computer Interfacing EI
Electronics EL
Computer Networking EN
Computer Repair EC
Robotics & Control Systems ER

Construction Technology & Engineering
Carpentry CC
Civil Engineering CY
Construction Mngmt & Science CS
Custom Woodworking WJ
Electrical/Network Cabling CE
Heating & Cooling CH
Masonry CM
Plumbing CP

Green Industries
Horticulture HH
Landscaping Architecture HD
Landscaping Construction & Maintenance HL

Hairstyling and Aesthetics
Aesthetics XA
Hairstyling XH

Health Care
Child Development & Gerontology OJ
Dental Assistant/Technician PD
Nursing/Medical PM

Hospitality and Tourism
Baking FB
Cooking FC
Culinary Arts & Management FR
Event Planning FE

Manufacturing Technology & Engineering
Computer Aided Manufacturing MC
Mechanical Engineering MM
Precision Machining MP
Robotics & Control Systems MR
Welding Technician MY

Technological Design
Apparel/Textile Design DP
Architectural Design DA
Interior Design DV
Mechanical & Industrial Design DM
Robotics & Control System Design DR
Tech. Design & the Environment* DJ

Transportation Technology
Auto Body TB
Auto Service TA
Heavy Duty & Agriculture Equip. TH
Light Aircraft TL
Small Engine/Recreational TS
Vehicle Ownership/Maintenance* TJ

* NO multiple credits are allowed for Grades 11 and 12 Open courses.

Transportation Technology (TTJ)

Learning Centre 1
Central Etobicoke CI
Etobicoke CI
George Harvey CI TL
John Polanyi CI
Marc Garneau CI
Martingrove CI
North Albion CI
Northern SS TA
Silverthorn CI TA
Thistletown CI TA
West Humber CI
Weston CI
York Humber HS

Learning Centre 2
Downsview SS TA
Dr. Norman Bethune CI
Emery CI
Georges Vanier SS TL
Northview Heights SS
Sir John A. Macdonald
Stephen Leacock CI TA
Victoria Park CI
Westview Centennial SS

Learning Centre 3
Agincourt CI TA
Albert Campbell CI
Birchmount Park CI
Cedarbrae CI
Lester B. Pearson CI
Maplewood HS
R. H. King Academy
Sir Oliver Mowat CI TA
Sir Wilfrid Laurier CI
Sir William Osler HS
West Hill CI
Winston Churchill CI TA
Woburn CI

Learning Centre 4
Central Tech School TA TH TS
Danforth C & TI TB TA
Lakeshore CI TA
Western T- CS TA TB

Toronto District School Board

Choices

myBlueprint

Planning Guide

How to use the Planning Guide:

Step #1 - **Getting Ready** – Gather the resources you may need from your school: Credit Counselling Summary, Course Selection Sheet, myBlueprint login, OEN (Ontario Education Number) and online CHOICES publication and placement.

Step #2 - **Access Your Allies** – You need to meet and consult with teachers, guidance counsellor, parent/guardian and others about your choices and your plan for achieving your goals.

Step #3 - **Course Planning** - Record the names and codes of courses that you might want to take.

Step #4 - **Research** - Review Diploma Requirements, Pathways, Things to Consider and your IPP. Using the Planning Guide, gather the information needed to complete your course selections.

Step #5 - **Course Selection** - Complete the Online Course Selection on myBlueprint.ca/tdsb or the school's course selection sheet. When finished, print and hand in a copy to your guidance counsellor or teacher.

Diploma & Certificate Requirements

Ontario Secondary School Diploma Requirements

- Successful completion of literacy requirement*
- **40** hours of community involvement**
- **30** credits (18 compulsory and 12 optional)

Compulsory Credits (Total of 18)

4 credits in English (1 credit per grade)

- The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or the Grade 12 English compulsory credit requirement.
- The Grade 11 Contemporary Aboriginal Voices course may be used to meet the Grade 11 English compulsory credit requirement.
- For English language learners, the requirement may be met through earning a maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD); the fourth credit must be a Grade 12 compulsory English course.

3 credits in mathematics (at least 1 credit in Grade 11 or 12)

2 credits in science

1 credit in the arts

- The Grade 9 Expressing Aboriginal Cultures course may be used to meet the compulsory credit requirement in the arts.

1 credit in Canadian geography (Grade 9)

1 credit in Canadian history (Grade 10)

1 credit in French as a second language

- Students who have taken Native languages in place of French as a second language in elementary school may use a Level 1 or 2 Native language course to meet the compulsory credit requirement for French as a second language.

1 credit in health and physical education

0.5 credit in career studies

0.5 credit in civics

3 additional credits, consisting of 1 credit from each of the following groups:

Group 1: English (including the Ontario Secondary School Literacy Course), French as a second language, classical languages, international languages, Native languages, Canadian and world studies, Native studies, social sciences and humanities, guidance and career education, cooperative education

Group 2: French as a second language, the arts, business studies, health and physical education, cooperative education

Group 3: French as a second language, science (Grade 11 or 12), computer studies, technological education, cooperative education

Note: The following conditions apply to selections from the above three groups:

- A maximum of 2 credits in French as a second language may count as additional compulsory credits, 1 credit from Group 1, and 1 credit from either Group 2 or Group 3.
- A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of Groups 1, 2, or 3.

Ontario Secondary School Certificate (OSSC)

Ontario Secondary School Certificate will be granted, on request, to students who are leaving school upon reaching the age of 18 without earning the Ontario Secondary School Diploma. (OS, section 6.3) A student must have earned:

- 2 English
- 1 Canadian Geography or Canadian History
- 1 Mathematics
- 1 Science
- 1 Health and Physical Education
- 1 Arts, Computer Studies or Technological Education
- 7 optional credits selected by the student from available courses

Certificate of Accomplishment

Students who leave school upon reaching the age of 18 without having met the requirements for the OSSD or OSSC may be granted a Certificate of Accomplishment. This certificate is a useful means of recognizing achievement for students who plan to continue certain kinds of training or find employment.

A student may return to school and take additional credit and non-credit courses and have their transcript (OST) updated. A new certificate will not be awarded, but an OSSD or OSSC will be granted when the returning student has fulfilled the requirements. (OS, section 6.4)

*Note: *The literacy graduation requirement will be waived for all students graduating during the 2020-21 school year.*

Note: For students graduating in the 2020-21 school year, the community involvement graduation requirement will be reduced to a minimum of ***20 hours* of community involvement activities. This recognizes that graduating students have had barriers to earning their community involvement hours last school year and there may be continued barriers this school year.

Diploma & Certificate Requirements

Literacy Requirement

Ontario Secondary School Literacy Test (OSSLT)

In the spring of their Grade 10 school year, students will write the provincial literacy test, which is created and marked by the Education Quality and Accountability Office (EQAO).

- Students who pass the test fulfill the Literacy requirement.
- School boards are required to provide remedial assistance for students who do not complete the test successfully.
- If students have an Individual Education Plan (IEP) accommodations and/or modifications are available for the test although content may not be altered.
- English Language Learners (ELL) only take the test when they have reached an appropriate language level of language ability.
- Accommodations, deferral and exemption information is available at **www.eqao.com/en/assessmentosslt/educators/pages/administer.aspx**.

Visit **www.eqao.com** for information about test date, eligibility criteria, practice versions of the test and tips.

Ontario Secondary School Literacy Course (OSSLC)

Students who have been eligible to write the Ontario Secondary School Literacy Test (OSSLT) and who have been unsuccessful at least once are eligible to take the Ontario Secondary School Literacy Course (OLC4O).

Students who successfully complete this course will have met the provincial literacy requirement for graduation, and will earn one credit. The credit may be used to meet the Grade 11 or Grade 12 compulsory credit requirement in English or the Group 1 additional compulsory credit requirement.

Adjudication Panel Opportunity

Some students who have earned enough credits to graduate in June but because of special circumstances have not completed their literacy graduation requirement will be afforded the opportunity to acquire the literacy credential through an Adjudication Panel's accreditation of their literacy skills. This is sponsored by the Ministry of Education and is managed by the TDSB English/Literacy Department. The eligibility criteria are very specific and accordingly few students are eligible. Contact your guidance counsellor for more information.

Community Involvement

What is Community Involvement?
An event or activity designed to be of benefit to the community.

A volunteer activity – not for pay or credit.

An event or activity to support a not-for-profit initiative unless pre-approved by school Principal or designate

---

Students must complete a minimum of 40 hours of community involvement prior to graduation.

- An indication of completion will be entered on the student's Ontario Student Transcript when the 40 hours have been submitted.
- The selection and management of the involvement is to be directed by the student and approved by the secondary school.
- Activities may take place inside or outside the school. If inside, activities may not be part of a credit program.
- The student may not displace a worker who would normally have been paid to perform the same function.
- Community involvement may begin in the summer after Grade 8.

40 HOURS – Get Started!

Ask first – Keep a record – Get Proof:

- dates
- hours
- organization/contact information

For volunteer opportunities check:
www.volunteertoronto.ca
www.sparkontario.ca

Learning to 18

Students must attend school until age 18 or graduation.

Understanding Course Codes & Descriptors

Every course in an Ontario Secondary School has a six-character course code. A code can be broken down as follows:

3 letters identify subject

Number/ Letter reflects grade/ level

Letter shows course type

The first letter represents the course's department area:

- **A** = The Arts
- **B** = Business Studies
- **C** = Canadian and World Studies
- **E** = English, English Literacy Development, English As a Second Language
- **F** = French
- **G** = Guidance and Career Education
- **H** = Social Sciences and the Humanities
- **K** = Alternative (Non-credit)
- **L** = Classical, International and Native Languages
- **M** = Mathematics
- **N** = First Nations, Métis and Inuit Studies
- **P** = Health and Physical Education
- **I** = Computer Studies or Interdisciplinary Studies
- **S** = Science
- **T** = Technological Education

Grades

- **1** = Grade 9
- **2** = Grade 10
- **3** = Grade 11
- **4** = Grade 12

Languages

- **A** = Level 1
- **B** = Level 2
- **C** = Level 3
- **D** = Level 4
- **E** = Level 5

Course Type

- **C** = College
- **D** = Academic
- **E** = Workplace
- **L** = Locally Developed
- **M** = College or University
- **O** = Open
- **P** = Applied
- **U** = University
- **N** = Non-Credit

A number for school boards to distinguish a course program

- **1** = Regular credit course
- **2** = Beginner or Introductory course
- **3** = Enriched course
- **4** = Extended French course
- **5** = French Immersion course
- **6** = Gifted course
- **7** = International Baccalaureate course
- **8** = ESL course
- **9** = Special Education course
- **0** = Advanced Placement
- **A** = Part 1 (0.5)
- **B** = Part 2 (0.5)
- **C** = 2 credit co-op work placement
- **R** = credit recovery
- **S**= 1 credit co-op work placement
- **T**= transfer course
- **U**= upgrading course
- **E** = e-Learning course

Health and Physical Education

- **F** = course for females
- **M** = course for males
- **1** = co-ed courses

French Immersion and other specialty programs have a unique sixth character indicated on individual school chart.

Program Differentiation for Tech Courses

Tech credits sixth character indicate credit value: **1**, **2** or **3** credits e.g. **TTJ3C2** = **2** credits.

Careful attention should be given to these:

Prerequisite:
A course which the Ministry of Education has designated as a requirement to be completed prior to undertaking a course.

Corequisite:
A course which must be studied at the same time as another course.

Recommended Preparation:
A course which is highly recommended as providing the necessary foundation for another course but which is not designated as mandatory preparation by the Ministry of Education.

Begin with an End in Mind

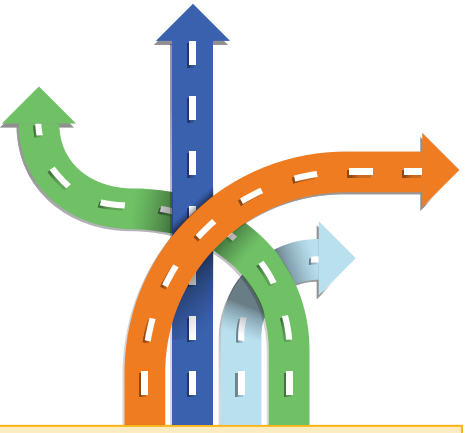
Where are you going first after secondary school?

PLAN AHEAD

- What courses will you need to graduate?
- What courses will you need to get into a postsecondary program, e.g. training program or college or university?

ACCESS YOUR ALLIES

- Visit the Guidance Office
- Talk to your...
  - parents/guardians
  - teachers
  - guidance counsellor
  - friends



APPRENTICESHIP?

- Learn a skilled trade by combining courses with paid on-the-job training
- Check out Co-op as an OYAP Opportunity

What is your destination?

APPRENTICESHIP ❑ COLLEGE ❑ SUPPORTED COMMUNITY LIVING ❑
UNIVERSITY ❑ WORK ❑

COMMUNITY LIVING?

- What skills do I need to obtain?
- What community connections have I made?
- Ensure that you develop community connections through volunteer and participation in programs

COLLEGE?

Offers programs that tend to be more career-oriented

Offers certificate (1 year), diploma (2-3 years) and degree (4 years) programs

Also offers pre-trades and apprenticeship programs see www.ontariocolleges.ca for details about requirements

UNIVERSITY?

Offers bachelor degree programs (3-4 years in length) as well as graduate (master's and doctoral) degrees

Offers degree in professional programs such as Medicine, Dentistry, Law and Education see www.electronicinfo.ca for details about requirements and mark cut-offs

WORK?

Check out:

- TDSB Job Fair – Work Connections
- Community Employment Centres
- myBlueprint.ca> Resume & Cover Letter > JOB FINDER

ONtransfer.ca - A website to help you plan post-secondary education, whether you want to go straight to your educational goal or make some stops along the way. Also, looks at transfers between college and university programs.

Is OYAP for you?

- Enjoy learning by doing?
- Earn while you learn
- Make future connections
- Become a skilled professional
- See a counsellor or co-op teacher

Cooperative Education

- Links academics with work experience
- Usually a separate application
- Interview is required
- Interested? See your guidance counsellor.

Internet research sites

- www.apprenticesearch.com
- www.electronicinfo.ca
- www.ontariocolleges.ca
- www.ouac.on.ca
- myBlueprint.ca/tdsb
- Apprenticeship: www.tcu.gov.on.ca/eng/employmentontario/training
- www.careercruising.com

oyap
ONTARIO YOUTH APPRENTICESHIP PROGRAM

OYAP

Ontario Youth Apprenticeship Program

- Enables students in Grade 11 or 12 to complete OSSD requirements while starting their apprenticeship training in one of the skilled trades

Examples: Early Childhood Education, Carpentry, Automotive, Culinary Arts, Plumbing.

www.oyaptdsb.com

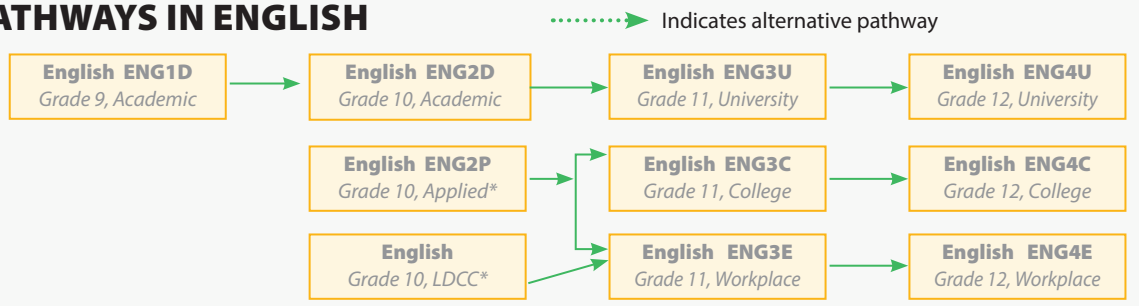
NEED TO SEE A COUNSELLOR?

Counsellors are available to assist you. Make an appointment or follow the protocol that your school uses during course selection time.

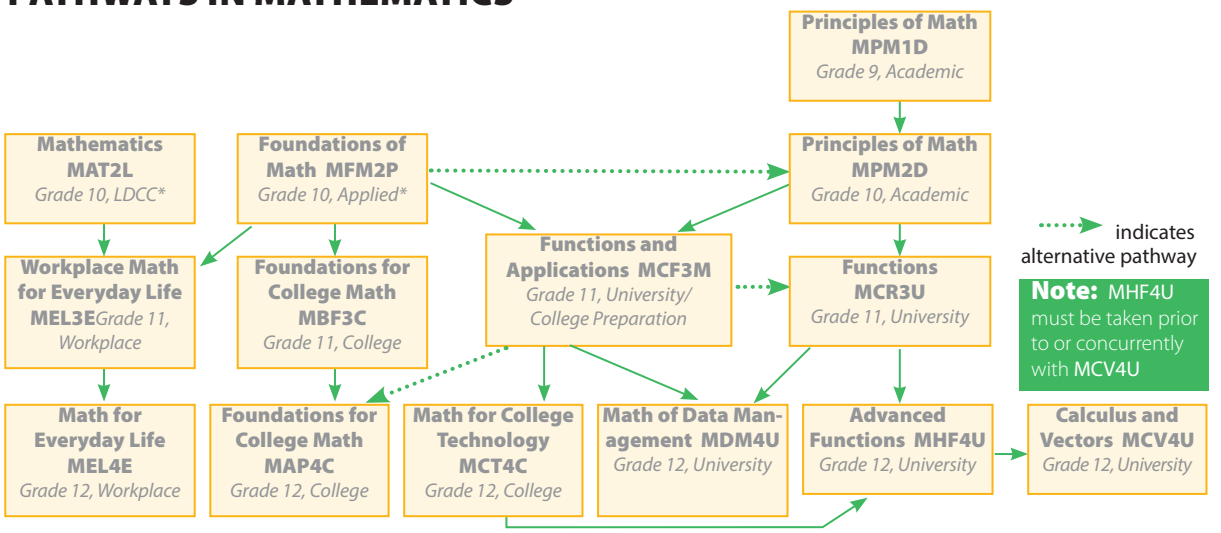
Pathways

These charts map out all the courses in the discipline and show the link between courses and the possible prerequisites for them. They do not attempt to depict all possible movements from course to course.

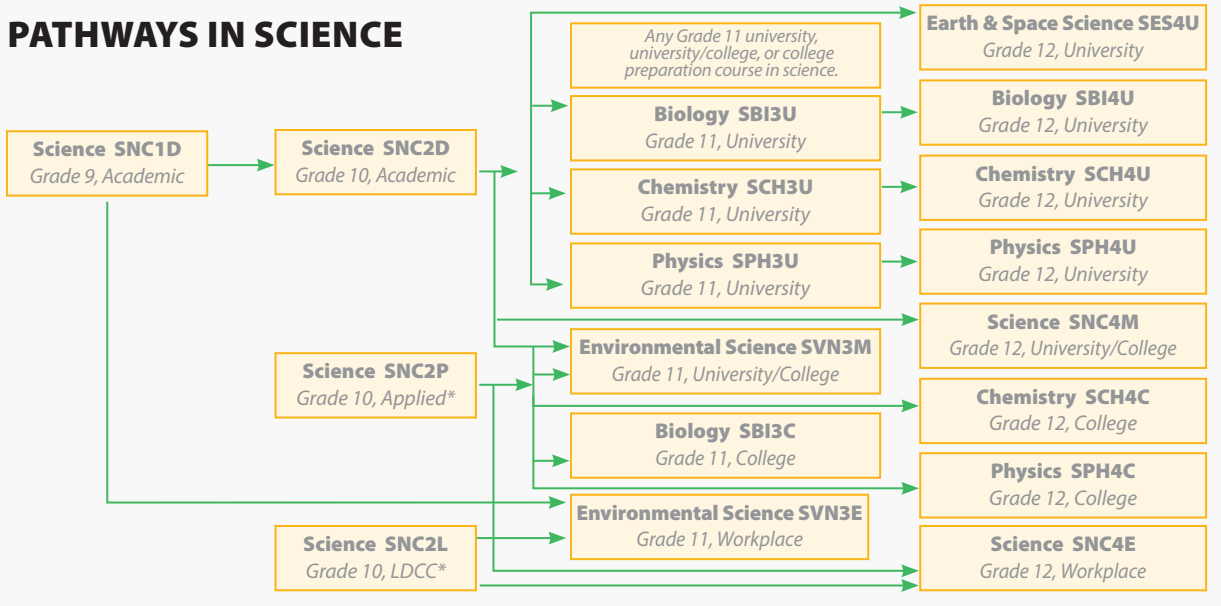
PATHWAYS IN ENGLISH



PATHWAYS IN MATHEMATICS



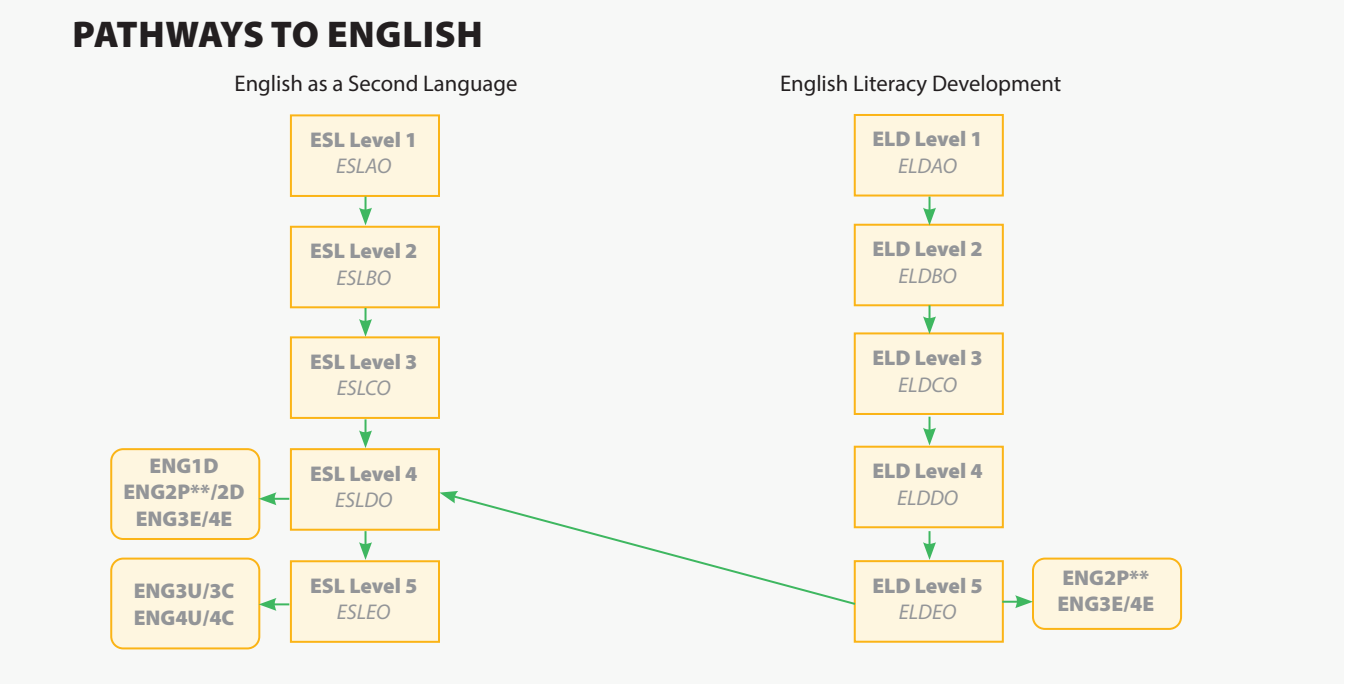
PATHWAYS IN SCIENCE



*Note: Grade 10 Applied and Locally Developed courses will be phased out effective September 2022.

Pathways

The chart below shows how most English language learners may progress through their English as a Second Language (ESL)* and/or English Literacy Development (ELD)* courses and into mainstream English courses. Not all students will follow this sequence exactly, and individual students may vary in the rate at which they progress through the levels.



*Note: ESL courses are designed for English language learners who have had opportunities to develop language and literacy skills in their own language appropriate to their age or grade level. ELD courses are designed for English language learners with limited prior schooling who have not had opportunities to develop age-appropriate literacy skills in any language.

**Note: Grade 10 Applied and Locally Developed courses will be phased out effective September 2022.

Course Types

Academic Courses (Grades 9 and 10)

(D in the 5th position) develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate. (OS, Section 7.2.1) The emphasis is on theory and abstract thinking as a basis for future learning and problem-solving.

Alternative (Non-Credit) Courses (Grades 9 to 12)

(N in the 5th position) are individualized courses, documented in a student's Individual Education Plan (IEP), that comprise alternative expectations – that is expectations not found in the Ontario curriculum (OS, Section 3.3.1). "K-Courses" focus on a developmental continuum of specific skill development which may be taken in preparation for credit courses.

Applied Courses (Grades 10)

(P in the 5th position) focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study. (OS, Section 7.2.1)

Locally Developed Compulsory Credit Courses (LDCC) (Grades 10)

(L in the 5th position) have been developed to meet students' education needs not met by the existing provincial curriculum. Courses currently available in Grade 10 include: English, mathematics, science and Canadian history. A student may count no more than seven as compulsory credits. Students who successfully complete eight LDCC courses may count the eighth course as an optional credit. (OS, Section 7.3.1)

Locally Developed Courses (Grades 9 to 12)

Boards may develop other courses locally that are counted as optional credits. These may be created in any discipline. These courses require the approval of the Ministry (OS, Section 7.3.1) Schools with specialized programs often include such courses in areas such as entrepreneurship, athletics and specialized arts.

Open Courses (Grades 9 to 12)

(O in the 5th position) are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. These courses, which comprise a set of expectations that are appropriate for all students, are not designed with the specific requirements of university, college or the workplace in mind. (OS, Section 7.2.2)

For access to Ontario curriculum policy documents, please visit:
http://www.edu.gov.on.ca/eng/curriculum/

Course Types

College Preparation Courses (Grades 11 and 12)

(C in the 5th position) are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeship or other training programs. (OS, Section 7.2.2) Teaching and learning will emphasize concrete applications of the theoretical material and the development of critical thinking and problem-solving skills.

University Preparation Courses (Grades 11 and 12)

(U in the 5th position) are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. (OS, Section 7.2.2) The courses will focus on the development of both independent research skills and independent learning skills.

Other Course Types - Dual Credit

A dual credit program course is a Ministry approved course that allows students who are still in secondary school to take college or apprenticeship courses that count towards both an OSSD and a postsecondary certificate, diploma or degree or apprenticeship certification. (OS, Section 7.3.3) For more information, visit:
www.tdsb.on.ca/High-School/Going-to-High-School/Specialized-Schools-and-Programs/Dual-Credits

English Language Learners

- "8" in the 6th position of the course code
- Some schools offer selected self-contained classes for ELL/ELD students.
- Check with a guidance counsellor or ESL Department in your school.

Substitutions

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory credit courses using selections from the remaining courses offered by the school. The decision to make a substitution for a student should be made only if the student's educational interests are best served by such substitution. If a parent/guardian or an adult student requests a substitution, the principal will determine whether or not this should be made. A principal may also initiate consideration of whether a substitution should be made. The principal will make his/her/their decision in consultation with the parent/guardian or adult student and appropriate school staff.

University/College Preparation Courses (Grades 11 and 12)

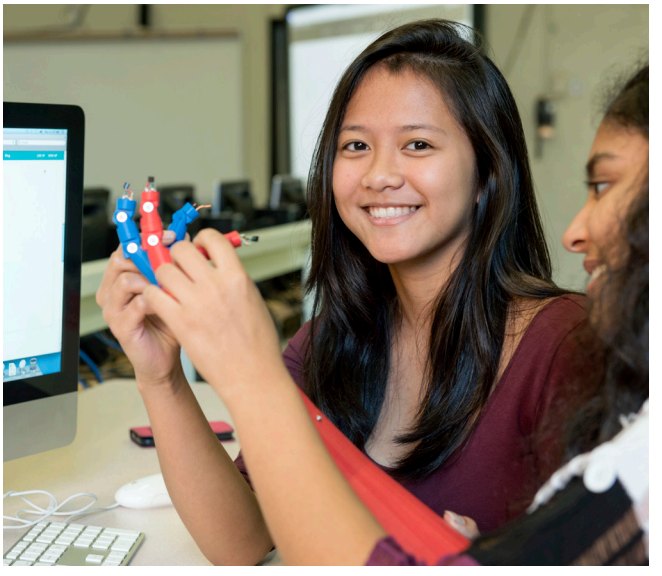
(M in the 5th position) are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges (often referred to as mixed courses). (OS, Section 7.2.2) Teaching and learning will emphasize both theoretical aspects and related concrete applications of the course content.

Workplace Preparation Courses (Grades 11 and 12)

(E in the 5th position) are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workforce directly after graduation, or the requirements for admission to certain apprenticeship or other training programs. (OS, Section 7.2.2)

Other Course Types - Credit Recovery

Credit recovery programs are designed to help regular day school students meet the expectations of a course they have completed but for which they have received a failing grade. A credit for a course must be recovered within two years from the time the student fails the course. Students may work on recovering more than one credit at a time through the credit recovery process, and there is no limit on the number of credits a student may recover. (OS, Section 7.5.1)



In secondary school, students receive a percentage grade. A credit is granted with a mark of 50% or higher.

Things to Consider

DID YOU KNOW?

- There are many pathways to the same destination and sometimes it is more beneficial to build self-esteem, confidence and a sense of hope by being successful first and foremost.
- Students who select courses that are consistent with their interests, most recent achievement, strengths, needs or preferred learning style(s) create a foundation for success.
- There are many opportunities to build on success and change pathways at many points on your secondary path.
- If you are interested in changing your pathway to a new destination, see your guidance counsellor.

5-YEAR PLAN OPTION

- Is it part of your plan to take five years in secondary school?
- Do you want to do co-op, apprenticeship training (OYAP) and explore more options?

Although courses are organized into four grade categories, some students may take longer than four years to complete their diploma without repercussions to their future plans.

For students who have an IEP or have credits in ESL or want to explore cooperative or technological education, OYAP, etc, a five-year option may be another planning option.

QUADMESTER, SEMESTER & FULL-YEAR SCHOOLS

- Secondary schools are generally organized on either a full-year model (non-semestered), a half-year model (semestered), or a quarter-year model (quadmester).
- Students in a full-year, non-semestered secondary school usually study eight courses from September to June. The year is divided into two or three terms for examination and reporting purposes.
- Students in a half-year semestered secondary school usually study four courses from September to January, and four courses from February to June, with examinations and reports at the end of each semester.
- Students in a quarter-year, quadmester secondary school concentrate on two subjects at a time from September to November, November to January, February to April, and April to June. This model also reduces potential contact between students and supports health and safety protocols

STUDENTS WITH SPECIAL NEEDS

Students who have had an IPRC or have an IEP have the opportunity to take Learning Strategies courses (GLE) in secondary schools in the TDSB. Students requiring a more individualized program or self-contained classes need to consult the Special Education teacher in your school to access additional supports your school may offer.

FULL DISCLOSURE

- All Grade 11 and 12 final course marks, withdrawals and repeats are recorded on transcripts, unless the course is dropped by the Marks Maintain After Date.
- WITHDRAWAL – Dropped course after second to last report card.
- REPEAT course(s) – both mark attempts are shown, but only one credit issued for highest mark.

NO GUARANTEES

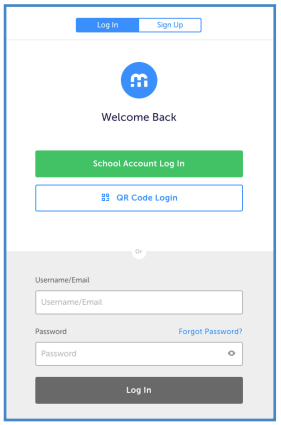
- All course offerings are subject to availability.
- Successful completion of a diploma does not guarantee admission to training programs or postsecondary institutions such as colleges and/or universities.

Completing Your Online Course Selection

1) Get Started

In your browser go to **www.myBlueprint.ca/tdsb**.

myBlueprint

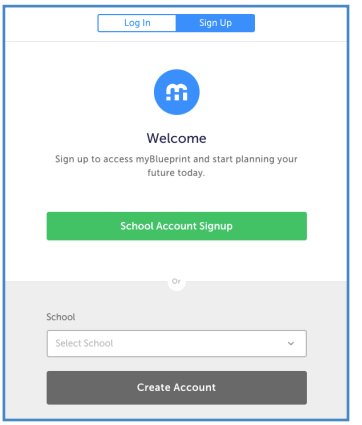


2) Existing User?

Enter your email and password.

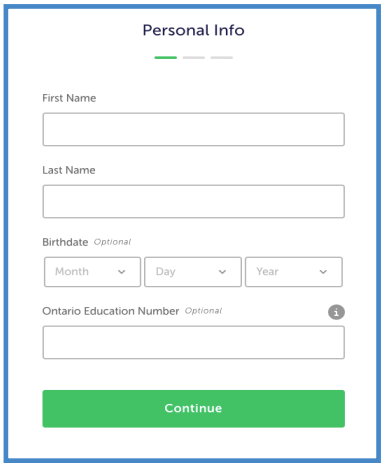
Need An Account?

In the **New Users** box on the left of the page, select your Secondary School from the dropdown and click "**Create Account**".



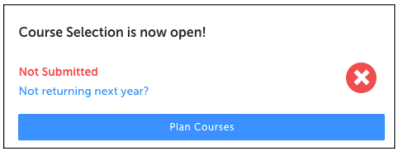
As a New User, you will require the following information before you begin:

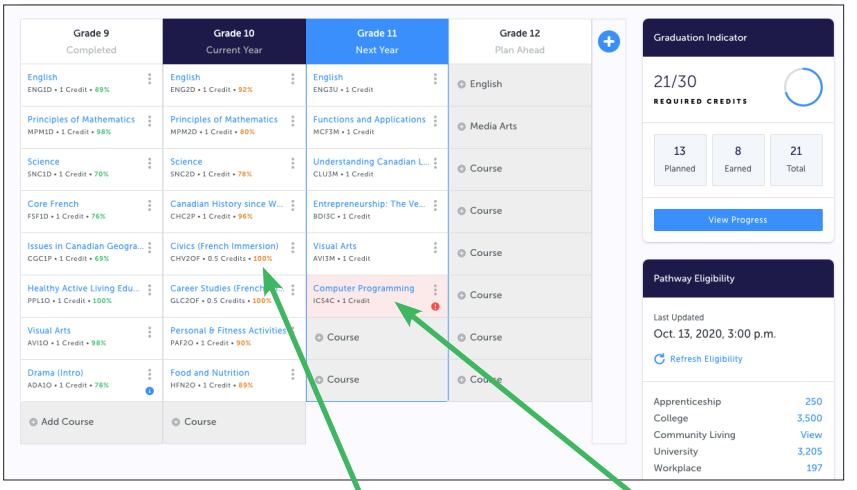
- Valid email address
- Ontario Education Number (OEN) found on timetable Required once only
- Your date of birth (DOB) Required once only



3) Your Official High School Plan

Once you have completed the registration process, you can access your "**Official High School Plan**" by clicking on the "**Submit Courses**" button in the Course Selection box on the home page.





If the Course Selection box on your Dashboard says **"Currently Closed"** you can plan your courses but you cannot submit them until your school has opened course selection."

If you do not see the Course Selection box, check the Course Selection Issue alert at the top right of Dashboard.

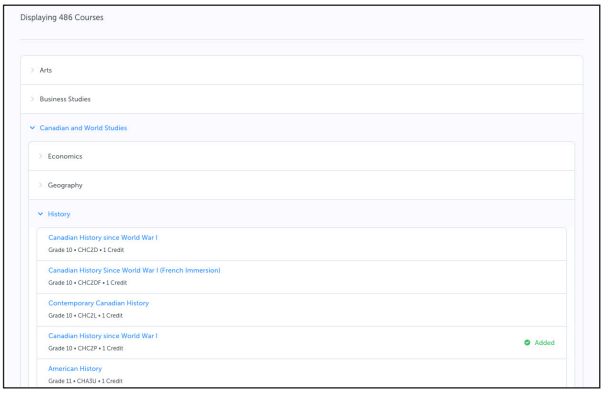
Your marks are indicated for all completed courses.

Red box indicates issue with course. If a prerequisite is missing, fill it in.

Completing Your Online Course Selection

4) Add Your Courses for Next Year

- In the High School Planner grid, click "**Add [Course]**".
- Add compulsories first, and if required use the first four spaces for Semester I prerequistes for Semester II courses.
- In the "**Courses tab**", explore the courses available to you.
- Click "**Add Course**" when you find the course you want. It is automatically saved.



ATTENTION

CHOOSE WISELY!

- **Think of your plan**
- **Think of your future**

Course Code's fifth position indicates the course type.

Course Type

C = College	**M** = College or University
D = Academic	**O** = Open
E = Workplace	**P** = Applied
L = Locally Developed Compulsory	**U** = University
	N = Non-Credit

The sixth position indicates program or credit differentiation, or the focus of the course.
In this case: 1 = Regular

Program Differentiation for Non-Tech Courses

1 = Regular credit course	**A** = Part 1 (0.5)
2 = Beginner or Introductory course	**B** = Part 2 (0.5)
3 = Enriched course	**E** = e-Learning course
4 = Extended French course	**Health and Physical Education**
5 = French Immersion course	**F** = course for females
6 = Gifted course	**M** = course for males
7 = International Baccalaureate course	**1** = co-ed courses
8 = Self-contained ESL course	
9 = Self-contained special education course	
0 = Advanced Placement	

French Immersion and other specialty programs have a unique sixth character indicated on individual school chart.

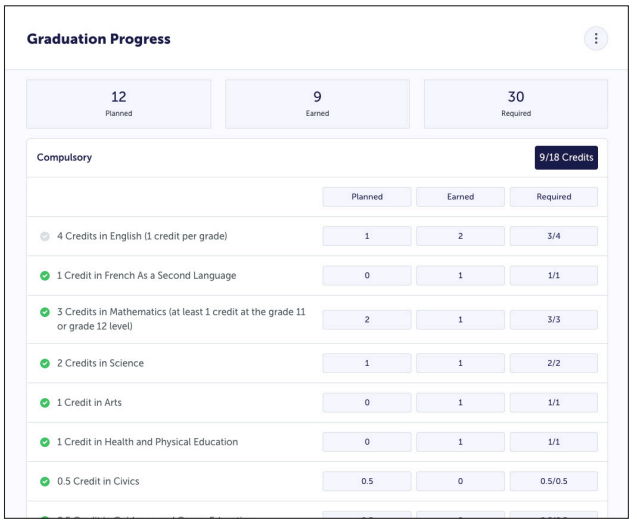
Program Differentiation for Tech Courses

Tech credits sixth character indicate credit value:
1, **2** or **3** credits e.g. **TTJ3C2** = **2** credits.

5) Look at Your Graduation Progress

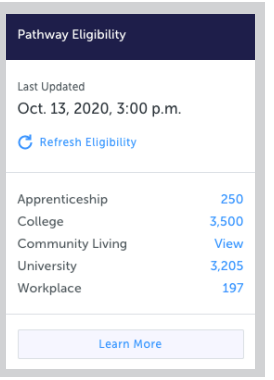
The **Graduation Indicator** will help you keep track of your progress. Click "**View Progress**" for a list of specific Ontario Secondary School Diploma requirements.

Review this feature to ensure you are selecting courses that will keep you on track to graduate!



6) What can You do after High School?

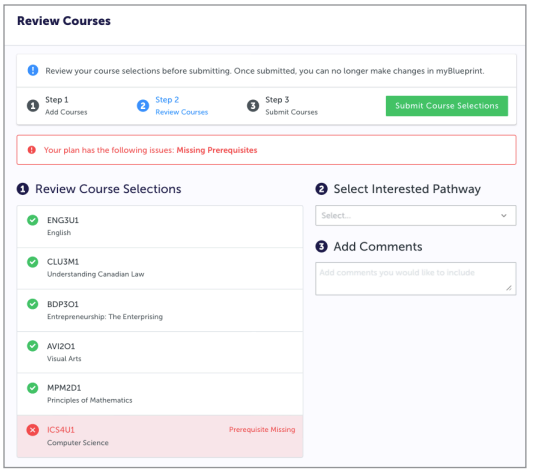
Before you submit your courses, it is important to understand the impact they will have on your future after secondary school. Plan ahead and build a full 30-credit plan to instantly discover the post-secondary opportunities available to you using the **Pathway Eligibility** Indicator.



Completing Your Online Course Selection

7) Submit Your Courses

You can only submit **once**! When you are ready to submit your course selections, click "**Review Course Selections**". Note: the "Submit" button will only appear if it is course selection time (as set by your school).

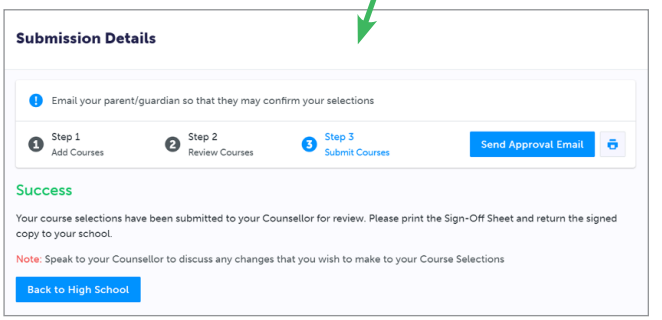


8) Review and Confirm

Carefully review the **Submission Details** page to ensure that you are meeting the requirements for the courses you have selected and that the courses that appear are correct. Once you have reviewed, click **"Submit Course Selections"**.

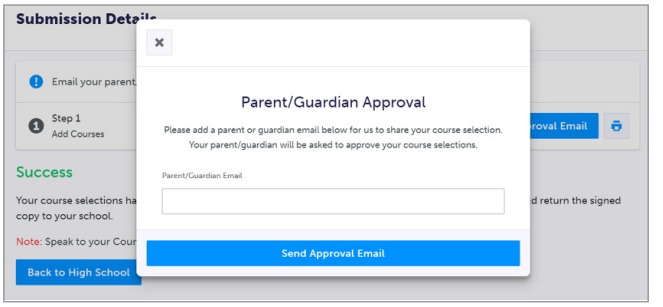
9) Send Approval Email

Click **Send Approval Email** and enter your parent/guardians' email address for them to review and approve your selections.



Note

Review Details for any issues before submitting.



My online submission must be completed by:

_____

Planning Ahead

Fill in the courses you have taken, are presently taking and plan to take on the chart. What compulsories do you need?

EDUCATION / CAREER PLANNER

Grade 9	Grade 10	Grade 11	Grade 12	5th Year
English	English	English	English	
Math	Math	Math		
Science	Science			
Geography	History			
Phys. & Health Education	Civics/Careers			
French	Electives (G1, G2, G3)			
Arts	Electives (G1, G2, G3)			
Electives (G1, G2, G3)	Electives (G1, G2, G3)			

Course Descriptors & List of Course Codes

Course Descriptors

Course descriptors originate in the curriculum policy documents from the Ontario Ministry of Education **www.edu.gov.on.ca**. Descriptors for courses offered in Grades 9 through 12 within the Toronto District School Board are available at:

www.myBlueprint.ca/tdsb — as course selections are made

Since it is not possible for all schools to offer all available courses listed below, the school administration decides which courses will be offered in each secondary school. These decisions are based on the needs and interests of the students in each community. If there is insufficient demand for a course in a particular year, it may not be possible to offer the course in that year. In this case, the students affected will be notified and asked to amend their program choices accordingly.

List of Course Codes

ALTERNATIVE (Non-credit) COURSES

Ministry Course Code	Ministry Guideline and Course Title
KALAN	Creative Arts for Enjoyment and Expression
KALBN	Creative Arts for Enjoyment and Expression
KALCN	Creative Arts for Enjoyment and Expression
KALDN	Creative Arts for Enjoyment and Expression
KALEN	Creative Arts for Enjoyment and Expression
KBBAN	Money Management and Personal Banking
KBBBN	Money Management and Personal Banking
KBBCN	Money Management and Personal Banking
KBBDN	Money Management and Personal Banking
KBBEN	Money Management and Personal Banking
KCCAN	Transit Training and Community Exploration
KCCBN	Transit Training and Community Exploration
KCCCN	Transit Training and Community Exploration
KCCDN	Transit Training and Community Exploration
KCCEN	Transit Training and Community Exploration
KCWAN	Exploring Our World
KCWBN	Exploring Our World
KCWCN	Exploring Our World
KCWDN	Exploring Our World
KCWEN	Exploring Our World
KENAN	Language and Communication Development
KENBN	Language and Communication Development
KENCN	Language and Communication Development
KENDN	Language and Communication Development
KENEN	Language and Communication Development
KGLAN	Personal Life Skills
KGLBN	Personal Life Skills
KGLCN	Personal Life Skills
KGLDN	Personal Life Skills
KGLEN	Personal Life Skills
KGWAN	Exploring the World of Work
KGWBN	Exploring the World of Work
KGWCN	Exploring the World of Work
KGWDN	Exploring the World of Work
KGWEN	Exploring the World of Work
KHDAN	Social Skills Development
KHDBN	Social Skills Development
KHDCN	Social Skills Development
KHDDN	Social Skills Development
KHDEN	Social Skills Development
KHIAN	Culinary Skills
KHIBN	Culinary Skills
KHICN	Culinary Skills
KHIDN	Culinary Skills
KHIEN	Culinary Skills
KMMAN	Numeracy and Numbers
KMMBN	Numeracy and Numbers
KMMCN	Numeracy and Numbers
KMMDN	Numeracy and Numbers
KMMEN	Numeracy and Numbers
KNAAN	First Canadians
KNABN	First Canadians
KNACN	First Canadians
KNADN	First Canadians
KNAEN	First Canadians
KPFAN	Personal Health and Fitness
KPFBN	Personal Health and Fitness
KPFCN	Personal Health and Fitness
KPFDN	Personal Health and Fitness
KPFEN	Personal Health and Fitness
KPHAN	Choice Making for Healthy Living
KPHBN	Choice Making for Healthy Living
KPHCN	Choice Making for Healthy Living
KPHDN	Choice Making for Healthy Living
KPHEN	Choice Making for Healthy Living
KPPAN	Self Help and Self Care
KPPBN	Self Help and Self Care
KPPCN	Self Help and Self Care
KPPDN	Self Help and Self Care
KPPEN	Self Help and Self Care
KSNAN	Exploring Our Environment
KSNBN	Exploring Our Environment
KSNCN	Exploring Our Environment
KSNDN	Exploring Our Environment
KSNEN	Exploring Our Environment
KTTAN	Computer Skills
KTTBN	Computer Skills
KTTCN	Computer Skills
KTTDN	Computer Skills
KTTEN	Computer Skills

List of Course Codes (alphabetical by code)

Find Course Descriptors at www.myBlueprint.ca/tdsb

Ministry Course Code	Ministry Guideline and Course Title

THE ARTS

AEA3O1/4O1	Exploring & Creating the Arts
ALC1O1/2O1	Integrated Arts

Dramatic Arts

ADA1O1	Dramatic Arts
ADA1O4/5	Art dramatique
ADA2O1	Dramatic Arts
ADA2O4/5	Art dramatique
ADA3M1	Dramatic Arts
ADA3M4/5	Art dramatique
ADA3O1	Dramatic Arts
ADA3O4/5	Art dramatique
ADA4E1	Drama
ADA4M1	Dramatic Arts
ADA4M4/5	Art dramatique
ADA4O4/5	Art dramatique

Dramatic Arts Focus Options grades 9 to 12

ADB1O/2O/3M/4M1	Dramatic Arts - Music Theatre
ADC10/20	Drama in the Community
ADD1O/2O/3M/3O/4M/4O1	Dramatic Arts - Production
ADV1O/2O/3M/3O/4M/4O1	Dramatic Arts - Film/Video

Dramatic Arts Focus Options grades 11 and 12

ADF3M/4M1	Director's Craft
ADG3M/3O/4M1	Dramatic Arts - Acting/Improvisation
ADP3M/3O/4M/4O1	Dramatic Arts - Playwriting/Theatre Development
ADT3M/4M	Canadian Theatre

Music

AMU1O1	Music
AMU2O1	Music
AMU3M1	Music
AMU3O1	Music
AMU4E1	Music
AMU4M1	Music

Music Focus Options grades 9 to 12

AMB1O/2O/3M/3O/4M1	Instrumental Music – Brass
AMC1O/2O/3M/3O/4M1	Music for Creating
AMD1O/2O/3M/3O/4M1	Electronic Music
AME1O/2O/3M/3O/4M1	Small Ensemble
AMG1O/2O/3M/3O4M1	Guitar Music
AMH1O/2O/3M/3O/4M1	Stage - Band Music
AMI1O/2O/3M/3O/4M1	Instrumental Music - Band

Ministry Course Code	Ministry Guideline and Course Title
AMJ1O/2O/3M/3O/4M1	Vocal Jazz
AMK1O/2O/3M/3O/4M1	Keyboard Music
AMK1O/2O/3O/4M4/5	Clavier
AMM1O/2O/3M/3O/4M1	Music and Computers
AMO1O/2O/3M/3O/4M1	Instrumental Music - Orchestra
AMP1O/2O/3M/3O/4M1	Instrumental Music - Percussion
AMQ1O1/2O/3M/3O/4M1	Steel Drum - Music
AMR1O/2O/3M/3O/4M1	Repertoire
AMS1O2O/3M/3O/4M1	Instrumental Music - Strings
AMT1O2O/3M/3O/4M1	Music Theatre
AMV1O/2O/3M/3O/4M1	Music - Vocal/Choral
AMW1O/2O/3M/3O/4M1	Music - Woodwinds

Media Arts

ASM2O1	Media Arts
ASM3O1	Media Arts
ASM3M1	Media Arts
ASM4E1	Media Arts
ASM4M1	Media Arts

Dance

ATC1O1	Dance
ATC2O1	Dance
ATC3M1	Dance
ATC3O1	Dance
ATC4E1	Dance
ATC4M1	Dance
ATX3M4/5	Dances

Dance Focus Options grades 9 to 12

ATB1O/2O/3M/3O/4M1	Dance - Ballet
ATD1O/2O/3M/3O/4M1	Dance - Composition
ATF1O2O/3M/3O/4M1	Dance - African
ATJ1O/2O/3M/3O/4M1	Dance - Jazz
ATK1O/2O/3M/3O/4M1	Dance - Caribbean
ATM1O/2O/3M/3O/4M1	Dance - Modern
ATP1O/2O/3M/3O/4M1	Dance - Performance Practice
ATE 1O/2O/3M/3O/4M/4E	Dance – Northern European/Asian
ATG 1O/2O/3M/3O/4M/4E	Dance – English/Irish/Scottish
ATH 1O/2O/3M/3O/4M/4E	Dance – History Development
ATI 1O/2O/3M/3O/4M/4E	Dance – Indian/South Central Asian
ATL 1O/2O/3M/3O/4M/4E	Dance – Central & South American
ATN 1O/2O/3M/3O/4M/4E	Dance – Aboriginal Peoples (N.A.)
ATO 1O/2O/3M/3O/4M/4E	Dance – Pacific Rim
ATR 1O/2O/3M/3O/4M/4E	Dance –Hip Hop
ATS 1O/2O/3M/3O/4M/4E	Dance – Social

List of Course Codes (alphabetical by code)

Find Course Descriptors at **www.myBlueprint.ca/tdsb**

Ministry Course Code	Ministry Guideline and Course Title
ATT 1O/2O/3M/3O/4M/4E	Dance – Tap
ATU 1O/2O/3M/3O/4M/4E	Dance –Music/Theatre
ATW 1O/2O/3M/3O/4M/4E	Dance – Med/Mid East
ATX 1O/2O/3M/3O/4M/4E	Dance – French
ATZ 1O/2O/3M/3O/4M/4E	Dance – World Cultures

Visual Arts

AVI1O1	Visual Arts
AVI1O4/5	Arts visuels
AVI2O1	Visual Arts
AVI2O4/5	Arts visuels
AVI3M1	Visual Arts
AVI3M/O4/5	Arts visuels
AVI3O1	Visual Arts
AVI4E1	Visual Arts
AVI4M1	Visual Arts
AVI4M4/5	Arts visuels

Visual Arts Focus Options grades 9 to 12

AWA1O/2O/3M/3O/4M1	Visual Arts - Crafts
AWC1O/2O/3M/3O/4M1	Visual Arts - Ceramics
AWD1O/2O/3M/3O/4M1	Visual Arts - Visual Design
AWE1O/2O/3M/3O/4M1	Visual Arts - Information/ Consumer Design
AWFIO/2O/3)/4M/4O	Visual Arts - Industrial Design
AWG1O/2O/3M/3O/4M1	Visual Arts - Environmental Design
AWH1O/2O/3M/3O/4M1	Visual Arts - Interior Design
AWI1O/2O/3M/3O/4M1	Visual Arts - Fashion & Textile Design1
AWJ1O/2O/3M/3O/4M1	Visual Arts - Stage Design
AWK1O/2O/3M/3O/4M1	Visual Arts - Illustration
AWL1O/2O/3M/3O/4M1	Visual Arts - Drawing
AWM1O/2O/3M/3O/4M1	Visual Arts - Drawing and Painting
AWN1O/2O/3M/3O/4M1	Visual Arts - Painting
AWO1O/2O/3M/3O/4M1	Visual Arts - Printmaking
AWP1O/2O/3M/3O/4M1	Visual Arts - Sculpture
AWQ1O/2O/3M/3O/4M1	Visual Arts - Photography
AWR1O/2O/3M/3O/4M1	Visual Arts - Film/Video
AWS1O/2O/3M/3O/4M1	Visual Arts - Digital Media
AWT1O/2O/3M/3O/4M1	Visual Arts - Non-Traditional
AWU1O/2O/3M/3O/4M1	Visual Arts - Cultural/Historical Studies

BUSINESS STUDIES

BAF3M1	Financial Accounting Fundamentals
BAI3E1	Accounting Essentials
BAN4E1	Accounting for a Small Business
BAT4M1	Financial Accounting Principles
BBB4E1	International Business Essentials
BBB4M1	International Business Fundamentals
BBI1O/2O1	Introduction to Business
BDI3C1	Entrepreneurship: The Venture
BDP3O1	Entrepreneurship: The Enterprising Person
BDV4C1	Entrepreneurship: Venture Planning in an Electronic Age
BMI3C1	Marketing: Goods, Services, Events
BMX3E1	Marketing: Retail and Service
BOG4E1	Business Leadership: Becoming a Manager
BOH4M1	Business Leadership: Management Fundamentals
BTA3O1	Information and Communication Technology: The Digital Environment
BTT1O/2O1	Information and Communication Technology in Business
BTX4C1	Information and Communication Technology: Multimedia Solutions
BTX4E1	Information and Communication Technology in the Workplace

CANADIAN AND WORLD STUDIES

CGC1D	Issues in Canadian Geography
CGC1D4/5	Enjeux géographiques du Canada
CGD3M	Regional Geography
CGF3M	Forces of Nature: Physical Processes and Disasters
CGG3O G3O4/5	Travel and Tourism: A Geographic Perspective CG-Voyages et tourisme: une perspective géographique régionale
CGO4M	Spatial Technologies in Action
CGR4E	Living in a Sustainable World
CGR4M	The Environment and Resource Management
CGT3O	Introduction to Spatial Technologies
CGU4M	World Geography: Urban Patterns and Population Issues
CGW4C	World Issues: A Geographic Analysis
CGW4U	World Issues: A Geographic Analysis
CHA3U	American History
CHC2D	Canadian History since World War I
CHC2D4/5	Histoire du Canada depuis la Première Guerre Mondiale
CHC2L	Canadian History Since World War I (LDCC)
CHC2P	Canadian History since World War I
CHE3O	Origins and Citizenship: The History of a Canadian Ethnic Group
CHG381	Genocide and Crimes Against Humanity
CHI4U	Canada: History, Identity, and Culture
CHM4E	Adventures in World History

List of Course Codes (alphabetical by code)

Find Course Descriptors at **www.myBlueprint.ca/tdsb**

Ministry Course Code	Ministry Guideline and Course Title
CHT3O	World History since 1900: Global and Regional Interactions
CHT3O4/5	Histoire mondiale depuis 1900 : grands courants et évènements
CHV2O	Civics and Citizenship
CHV2O4/5	Civisme et citoyenneté
CHW3M	World History to the End of the Fifteenth Century
CHW3M4/5	Histoire mondiale jusqu'à la fin du quinzième siècle
CHY4C	World History since the Fifteenth Century
CHY4U	World History since the Fifteenth Century
CIA4U	Analysing Current Economic Issues
CIC4E	Making Personal Economic Choices
CIE3M	The Individual and the Economy
CLN4C	Legal Studies
CLN4U	Canadian and International Law
CLU3E	Understanding Everyday Law in Canada
CLU3M	Understanding Canadian Law
CLU3M4/5	Comprendre le droit Canadien
CPC3O	Politics in Action: Making Change
CPW4U	Canadian and International Politics

CLASSICAL STUDIES AND INTERNATIONAL LANGUAGES

Classical Studies

LVGBD	Ancient Greek
LVGCU	Ancient Greek
LVGDU	Ancient Greek
LVLBD	Latin
LVLCU	Latin
LVLDU	Latin
LVV4U	Classical Civilization

International Languages

LBABD/BO/CU/CO/DU/DO	Albanian
LDCBD/BO/CU/CO/DU/DO	Amharic
LYABD/BO/CU/CO/DU/DO	Arabic
LYRBD/BO/CU/CO/DU/DO	Armenian
LDABD/BO/CU/CO/DU/DO	Ashanti
LYSBD/BO/CU/CO/DU/DO	Assyrian
LPBBD/BO/CU/CO/DU/DO	Bahasa Malaysian
LIBBD/BO/CU/CO/DU/DO	Bengali
LBOBD/BO/CU/CO/DU/DO	Bosnian
LBBBD/BO/CU/CO/DU/DO	Bulgarian
LPDBD/BO/CU/CO/DU/DO	Burmese
LKCBD/BO/CU/CO/DU/DO	Cantonese
LKBBD/BO/CU/CO/DU/DO	Simplified Chinese
LKMBD/BO/CU/CO/DU/DO	Traditional Chinese (Mandarin)

Ministry Course Code	Ministry Guideline and Course Title
LBCBD/BO/CU/CO/DU/DO	Croatian
LRCBD/BO/CU/CO/DU/DO	Czech
LLDBD/BO/CU/CO/DU/DO	Danish
LYDBD/BO/CU/CO/DU/DO	Dari
LDDBD/BO/CU/CO/DU/DO	Dinka
LWDBD/BO/CU/CO/DU/DO	Dutch
LLEBD/BO/CU/CO/DU/DO	Estonian
LYFBD/BO/CU/CO/DU/DO	Farsi
LLFBD/BO/CU/CO/DU/DO	Finnish
LWCBD/BO/CU/CO/DU/DO	Gaelic
LWGBD/BO/CU/CO/DU/DO	German
LBGBD/BO/CU/CO/DU/DO	Greek
LIGBD/BO/CU/CO/DU/DO	Gujarati
LCCBD/BO/CU/CO/DU/DO	Haitian-Creole
LYHBD/BO/CU/CO/DU/DO	Hebrew
LIHBD/BO/CU/CO/DU/DO	Hindi
LPHBD/BO/CU/CO/DU/DO	Hmong
LRHBD/BO/CU/CO/DU/DO	Hungarian
LDIBD/BO/CU/CO/DU/DO	Igbo
LLIBD/BO/CU/CO/DU/DO	Icelandic
LWIBD/BO/CU/CO/DU/DO	Italian
LKJBD/BO/CU/CO/DU/DO	Japanese
LPIBD/BO/CU/CO/DU/DO	Karen
LPKBD/BO/CU/CO/DU/DO	Khmer
LKKBD/BO/CU/CO/DU/DO	Korean
LYKBD/BO/CU/CO/DU/DO	Kurdish
LPLBD/BO/CU/CO/DU/DO	Lao
LLLBD/BO/CU/CO/DU/DO	Latvian
LILBD/BO/CU/CO/DU/DO	Lisane Dawat
LLTBD/BO/CU/CO/DU/DO	Lithuanian
LBMBD/BO/CU/CO/DU/DO	Macedonian
LIABD/BO/CU/CO/DU/DO	Malayalam
LBJBD/BO/CU/CO/DU/DO	Maltese
LIMBD/BO/CU/CO/DU/DO	Marathi
LPMBD/BO/CU/CO/DU/DO	Mien
LKNBD/BO/CU/CO/DU/DO	Nepali
LLNBD/BO/CU/CO/DU/DO	Norwegian
LPPBD/BO/CU/CO/DU/DO	Pilipino
LRPBD/BO/CU/CO/DU/DO	Polish
LWPBD/BO/CU/CO/DU/DO	Portuguese
LIPBD/BO/CU/CO/DU/DO	Punjabi
LYPBD/BO/CU/CO/DU/DO	Pushtu
LROBD/BO/CU/CO/DU/DO	Romanian
LRRBD/BO/CU/CO/DU/DO	Russian

List of Course Codes (alphabetical by code)

Find Course Descriptors at **www.myBlueprint.ca/tdsb**

Ministry Course Code	Ministry Guideline and Course Title
LBSBD/BO/CU/CO/DU/DO	Serbian
LBRBD/BO/CU/CO/DU/DO	Serbo-Croatian
LISBD/BO/CU/CO/DU/DO	Sinhalese
LRSBD/BO/CU/CO/DU/DO	Slovak
LBVBD/BO/CU/CO/DU/DO	Slovenian
LDMBD/BO/CU/CO/DU/DO	Somali
LWSBD/BO/CU/CO/DU/DO	Spanish
LDSBD/BO/CU/CO/DU/DO	Swahili
LLSBD/BO/CU/CO/DU/DO	Swedish
LDTBD/BO/CU/CO/DU/DO	Tamazight
LITBD/BO/CU/CO/DU/DO	Tamil
LIEBD/BO/CU/CO/DU/DO	Telugu
LPTBD/BO/CU/CO/DU/DO	Thai
LYTBD/BO/CU/CO/DU/DO	Turkish
LRUBD/BO/CU/CO/DU/DO	Ukrainian
LIUBD/BO/CU/CO/DU/DO	Urdu
LPVBD/BO/CU/CO/DU/DO	Vietnamese
LWYBD/BO/CU/CO/DU/DO	Yiddish
LDYBD/BO/CU/CO/DU/DO	Yoruba

COMPUTER STUDIES

ICS2O1	Introduction to Computer Studies
ICS3C1	Introduction to Computer Programming
ICS3U1	Introduction to Computer Science
ICS4C1	Computer Programming
ICS4U1	Computer Science

COOPERATIVE EDUCATION

DCO3O	Creating Opportunities through Co-op

ENGLISH

EBT4O1	Communication in the World of Business and Technology
ELS2O1	Literacy Skills
EMS3O1	Media Studies
ENG1D1	English
ENG2D1	English
ENG2L1	English (LDCC)
ENG2P1	English
ENG3C1	English
ENG3E1	English
ENG3U1	English
ENG4C1	English
ENG4E1	English
ENG4U1	English
EPS3O1	Presentation and Speaking Skills
ETC3M1	Canadian Literature
ETS4C1	Studies in Literature
ETS4U1	Studies in Literature
EWC4C1	The Writer's Craft
EWC4U1	The Writer's Craft
OLC4O1	Ontario Secondary School Literacy Course

ENGLISH AS A SECOND LANGUAGE AND ENGLISH LITERACY DEVELOPMENT

ELDAO8	English Literacy Development
ELDBO8	English Literacy Development
ELDCO8	English Literacy Development
ELDDO8	English Literacy Development
ELDEO8	English Literacy Development
ESLAO8	English as a Second Language
ESLBO8	English as a Second Language
ESLCO8	English as a Second Language
ESLDO8	English as a Second Language
ESLEO8	English as a Second Language

FIRST NATIONS, METIS AND INUIT STUDIES

NAC10	Expressions of First Nations, Métis, and Inuit Cultures
NAC20	First Nations, Métis, and Inuit Peoples in Canada
NBE3U	Contemporary First Nations, Métis, and Inuit Voices
NBE3C	Contemporary First Nations, Métis, and Inuit Voices
NBE3E	Contemporary First Nations, Métis, and Inuit Voices
NDA3M	Contemporary First Nations, Métis, and Inuit Issues and Perspectives
NBV3C	World Views and Aspirations of First Nations, Métis, and Inuit Peoples in Canada
NBV3E	World Views and Aspirations of First Nations, Métis, and Inuit Peoples in Canada
NDG4M	First Nations, Métis, and Inuit Governance in Canada
NDW4M	Contemporary Indigenous Issues and Perspectives in a Global Context

FRENCH AS A SECOND LANGUAGE

FEF1D	Extended French
FEF2D	Extended French
FEF3U	Extended French
FEF4U	Extended French
FIF1D	French Immersion
FIF2D	French Immersion
FIF2P	French Immersion
FIF3U	French Immersion
FIF3O	French Immersion
FIF4U	French Immersion

List of Course Codes (alphabetical by code)

Find Course Descriptors at **www.myBlueprint.ca/tdsb**

Ministry Course Code	Ministry Guideline and Course Title
FIF4O	French Immersion
FSF1D	Core French
FSF1O	Core French
FSF2D	Core French
FSF2O	Core French
FSF2P	Core French
FSF3O	Core French
FSF3U	Core French
FSF4O	Core French
FSF4U	Core French

GUIDANCE AND CAREER EDUCATION

GLC2O1	Career Studies
GLC2O4/5	Exploration des choix de carrière
GLD2O1	Discovering the Workplace
GLE1O/2O9	Learning Strategies
GLE3O/4O9	Advanced Learning Strategies
GLN4O1	Navigating the Workplace
GLS1O1	Learning Strategies I - Skills for Success in Secondary School
GLS1O4/5	Stratégies d'apprentissage I
GLS4O1	Advanced Learning Strategies: Skills for Success After Secondary School
GPP3O1	Leadership and Peer Support
GWL3O1	Designing Your Future

HEALTH AND PHYSICAL EDUCATION

PAD1O/2O/3O/4O	Healthy Living and Outdoor Activities
PAF1O/2O/3O/4O	Healthy Living and Personal and Fitness Activities
PAI1O/2O/3O/4O	Healthy Living and Individual and Small Group Activities
PAL1O/2O/3O/4O	Healthy Living and Large Group Activities
PAQ1O/2O/3O/4O	Healthy Living and Aquatics Activities
PAR1O/2O/3O/4O	Healthy Living and Rhythm and Movement Activities
PLF4M	Recreation and Healthy and Active Living Leadership
PPL1O	Healthy Active Living Education
PPL2O	Healthy Active Living Education
PPL3O	Healthy Active Living Education
PPL4O	Healthy Active Living Education
PPZ3C	Health for Life
PSK4U	Introductory Kinesiology

INTERDISCIPLINARY STUDIES

IDC3O/4O1	Interdisciplinary Studies
IDC4U1/IDP4U1	Interdisciplinary Studies

Ministry Course Code	Ministry Guideline and Course Title
IDP3O/4O1	Interdisciplinary Studies

MATHEMATICS

MAP4C1	Foundations for College Mathematics
MAT2L1	Mathematics (LDCC)
MBF3C1	Foundations for College Mathematics
MCF3M1	Functions and Applications
MCR3U1	Functions
MCT4C1	Mathematics for College Technology
MCV4U1	Calculus and Vectors
MDM4U1	Mathematics of Data Management
MEL3E1	Mathematics for Work and Everyday Life
MEL4E1	Mathematics for Work and Everyday Life
MFM2P1	Foundations of Mathematics
MHF4U1	Advanced Functions
MPM1D1	Principles of Mathematics
MPM2D1	Principles of Mathematics

NATIVE LANGUAGES

LNOAO/BO/CO/DO/EO1	Ojibwe

SCIENCE

SBI3C1	Biology
SBI3U1	Biology
SBI4U1	Biology
SCH3U1	Chemistry
SCH4C1	Chemistry
SCH4U1	Chemistry
SES4U1	Earth and Space Science
SNC1D1	Science
SNC2D1	Science
SNC2L1	Science (LDCC)
SNC2P1	Science
SNC4E1	Science
SNC4M1	Science
SPH3U1	Physics
SPH4C1	Physics
SPH4U1	Physics
SVN3E1	Environmental Science
SVN3M1	Environmental Science

SOCIAL SCIENCES AND THE HUMANITIES

HFA4C	Nutrition and Health
HFA4U	Nutrition and Health
HFC3E	Food and Culture
HFC3M	Food and Culture
HFL4E	Food and Healthy Living
HFN1O/2O	Food and Nutrition

List of Course Codes (alphabetical by code)

Find Course Descriptors at **www.myBlueprint.ca/tdsb**

Ministry Course Code	Ministry Guideline and Course Title
HFN1O4/5	Alimentation et nutrition
HHD3O	Dynamics of Human Relationships
HHG4M	Human Development Throughout the Lifespan
HHS4C	Families in Canada
HHS4U	Families in Canada
HHS4C4/5	Familles au Canada
HHS4U4/5	Familles au Canada
HIF1O/2O	Exploring Family Studies
HIF1O4/5	Études familiales – une exploration
HIP4O	Personal Life Management
HLS3O	Housing and Home Design
HNB4M	The World of Fashion
HNC3C	Understanding Fashion
HNL2O	Clothing
HPC3O	Raising Healthy Children
HPD4C	Working with School-Age Children and Adolescents
HPW3C	Working with Infants and young Children
HRF3O	World Religions and Belief Traditions in Daily Life
HRF3O4/5	Études des religions et croyances traditionnelles
HRT3M	World Religions and Belief Traditions: Perspectives, Issues, and Challenges
HRT3M4/5	Grandes religions et croyances traditionnelles: perspectives, enjeux et défis
HSB4U	Challenge and Change in Society
HSB4U4/5	Changements et défis sociaux
HSC4M	World Cultures
HSE3E	Equity, Diversity, and Social Justice
HSE4M	Equity and Social Justice: From Theory to Practice
HSG3M	Gender Studies
HSP3C	Introduction to Anthropology, Psychology, and Sociology
HSP3U	Introduction to Anthropology, Psychology, and Sociology
HSP3C4/5	Introduction à la psychologie, à la sociologie et à l'anthropologie
HSP3U4/5	Introduction à la psychologie, à la sociologie et à l'anthropologie
HZB3M	Philosophy: The Big Questions
HZT4U	Philosophy: Questions and Theories

TECHNOLOGICAL EDUCATION

TIJ1O1	Exploring Technologies

Communications Technology

TGJ1O1	Exploring Communications Technology
TGJ2O1	Communications Technology
TGJ3M1	Communications Technology
TGJ3O1	Communications Technology: Broadcast and Print Production
TGJ4M1	Communications Technology
TGJ4O1	Communications Technology: Digital Imagery and Web Design

Communications Technology Emphasis Courses Grades 11 & 12

TGG3M/4M	Print and Graphic Communications
TGI3M/4M	Interactive New Media and Animation
TGP3M/4M	Photography and Digital Imaging
TGR3M/4M	Radio, Audio and Sound Production
TGV3M/4M	TV, Video and Movie Production

Computer Technology

TEJ1O1	Exploring Computer Technology
TEJ2O1	Computer Technology
TEJ3E1	Computer Technology
TEJ3M1	Computer Engineering Technology
TEJ4E1	Computer Technology
TEJ4M1	Computer Engineering Technology

Computer Technology Emphasis Courses Grades 11 & 12

TEC3E/4E	Computer Repair
TEI3M/4M	Interfacing
TEL3M/4M	Electronics
TEN3M/4M	Networking
TER3M/4M	Robotics and Control Systems
TET3E/4E	Information Technology Support
TEW3E/4E	Network Support

Construction Technology

TCJ1O1	Exploring Construction Technology
TCJ2O1	Construction Technology
TCJ3C1	Construction Engineering Technology
TCJ3E1	Construction Technology
TCJ4C1	Construction Engineering Technology
TCJ4E1	Construction Technology
TWJ3E1	Custom Woodworking
TWJ4E1	Custom Woodworking

Construction Technology Emphasis Courses Grades 11 & 12

TCC3E/4E	Carpentry
TCE3E/4E	Electrical/Network Cabling
TCH3E/4E	Heating & Cooling
TCM3E/4E	Masonry
TCP3E/4E	Plumbing
TCS3C/4C	Construction Management & Science
TCY3C/4C	Civil Engineering

List of Course Codes (alphabetical by code)

Find Course Descriptors at **www.myBlueprint.ca/tdsb**

Ministry Course Code	Ministry Guideline and Course Title
Green Industries	
THJ1O1	Exploring Green Industries
THJ2O1	Green Industries
THJ3E1	Green Industries
THJ4E1	Green Industries
THJ3M1	Green Industries
THJ4M1	Green Industries
Green Industries Emphasis Courses Grades 11 &12	
THA3M/4M	Agribusiness
THD3M/4M	Landscaping Architecture
THF3E/4E	Floristry
THG3E/4E	Agriculture
THH3E/4E	Horticulture
THL3E/4E	Landscape Construction & Maintenance
THO3E/4E	Forestry
THO3M/4M	Forestry
THS3M/4M	Horticulture Management & Science
Hairstyling and Aesthetics	
TXJ1O1	Exploring Hairstyling and Aesthetics
TXJ2O1	Hairstyling and Aesthetics
TXJ3E1	Hairstyling and Aesthetics
TXJ4E1	Hairstyling and Aesthetics
Hairstyling and Aesthetics Emphasis Courses Grades 11 & 12	
TXA3E/4E	Aesthetics
TXH3E/4E	Hairstyling
Health Care	
TOJ4C1	Child Development and Gerontology
TPJ1O1	Exploring Health Care
TPJ2O1	Health Care
TPJ3C1	Health Care
TPJ4C1	Health Care
TPJ4E1	Health Care: Support Services
TPJ3M1	Health Care
TPJ4M1	Health Care
Health Care Emphasis Courses Grades 11 & 12	
TPD3M/4M	Dental Services
TPL3M/4M	Laboratory Services
TPM3M/4M	Nursing/Medical Services
TPP3M/4M	Pharmacy Services
TPT3M/4M	Therapy Services
TOC4C	Child Development
TOG4C	Gerontology

Ministry Course Code	Ministry Guideline and Course Title
Hospitality and Tourism	
TFJ1O1	Exploring Hospitality and Tourism
TFJ2O1	Hospitality and Tourism
TFJ3C1	Hospitality and Tourism
TFJ4C1	Hospitality and Tourism
TFJ3E1	Hospitality and Tourism
TFJ4E1	Hospitality and Tourism
Hospitality and Tourism Emphasis Courses Grades 11 &12	
TFB3E/4E	Baking
TFC3E/4E	Cooking
TFE3E/4E	Event Planning
TFN3C/4C	Applied Nutrition
TFR3C/4C	Culinary Arts & Management
TFT3C/4C	Tourism and Travel Planning
Manufacturing Technology	
TMJ1O1	Exploring Manufacturing Technology
TMJ2O1	Manufacturing Technology
TMJ3C1	Manufacturing Technology
TMJ3E1	Manufacturing Technology
TMJ3M1	Manufacturing Engineering Technology
TMJ4C1	Manufacturing Technology
TMJ4E1	Manufacturing Technology
TMJ4M1	Manufacturing Engineering Technology
Manufacturing Technology Emphasis Courses Grades 11 & 12	
TMC3C/4C	Computer Aided Manufacturing
TMI3C/4C	Industrial Maintenance
TMM3M/4M	Mechanical Engineering
TMO3E/4E	Machine Operator
TMP3C/4C	Precision Machining
TMR3M/4M	Robotics & Control Systems
TMS3E/4E	Sheet Metal
TMT3C/4C	Robotics and Control Technician
TMW3E/4E	Welder/Fitter
TMY3C/4C	Welding Technician
Technological Design	
TDJ1O1	Exploring Technological Design
TDJ2O1	Technological Design
TDJ3M1	Technological Design
TDJ3O1	Technological Design and the Environment
TDJ4M1	Technological Design
TDJ4O1	Technological Design in the Twenty-first Century
Technological Design Emphasis Courses Grades 11 & 12	

List of Course Codes (alphabetical by code)

Find Course Descriptors at www.myBlueprint.ca/tdsb

Ministry Course Code	Ministry Guideline and Course Title
TDA3M/4M	Architectural Design
TDM3M/4M	Mechanical & Industrial Design
TDP3M/4M	Apparel & Textile Design
TDR3M/4M	Robotics and Control System Design
TDV3M/4M	Interior Design

Transportation Technology

TTJ1O1	Exploring Transportation Technology
TTJ2O1	Transportation Technology
TTJ3C1	Transportation Technology: Motive Power
TTJ3O1	Transportation Technology: Vehicle Ownership
TTJ4C1	Transportation Technology: Power Management
TTJ4E1	Transportation Technology: Vehicle Maintenance

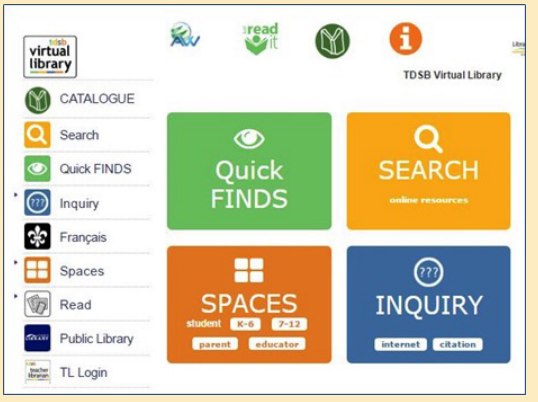
Transportation Technology Emphasis Courses Grades 11 & 12

Ministry Course Code	Ministry Guideline and Course Title
TTA3C/4C	Auto Service
TTB3C/4C	Auto Body
TTH3C/4C	Heavy Duty & Agricultural Equipment
TTL3C/4C	Light Aircraft
TTS3C/4C	Small Engine & Recreational
TTT3C/4C	Truck and Coach

School Virtual Library Website

Every school in TDSB has its own Virtual Library site, a bold portal to provide students with:

- Homework, inquiry/research and project help
- Curated, relevant, free digital resources/tools
- Subscription (paid) databases with enhanced read aloud, translation, integrated images/video and citation help features
- Subscription (paid) encyclopedias, eBooks and streamed media in English and French
- Access to search print resources, and view eBooks and streamed media when logged into the Library Catalogue with a TDSB network account
- Alternative search options that do more than a simple Google search
- Student Space and Read sections designed just for you
- 24/7 access from any internet enabled device



Three ways to find your school's Virtual Library:

1. www.tdsb.on.ca **> Find Your School > Your School Name > click on Virtual Library**
2. AW: https://aw.tdsb.on.ca/sites **> My Home tab > click on Virtual Library**
3. **Online** for "your school name" Virtual Library

Need help? Ask your Teacher-Librarian for remote access passwords and Virtual Library help.

Translations

"If you have any questions or require the assistance of an interpreter, please call the school principal."

إن كانت لديك أسئلة، أو كنت بحاجة لمترجم، يرجى الإتصال بمدير المدرسة.

閣下如有問題或需要傳譯員的協助，請致電校長

اگر آپ کوئی سوال پوچھنا چاہیں یا اردو مترجم (انٹرپریٹر) کی خدمات حاصل کرنا چاہیں تو اسکول کی پرنسپل سے رابطہ کریں۔

Si vous avez des questions, ou si vous avez besoin des services d'un interprète, veuillez appeler le directeur de l'école.

Εάν έχετε οποιαδήποτε ερώτηση ή χρειάζεσθε τη βοήθεια διερμηνέως, σας παρακαλούμε να αποτανθείτε στον διευθυντή του σχολείου.

אם ברצונך לשאול שאלות או שהנך זקוק\ה לעזרת מתרגם, אנא טלפון\ני למנהל \ת בית-הספר.

Se desiderate fare delle domande o se vi occorre l'assistenza di un interprete vi preghiamo di chiamare il direttore della scuola.

만약 여러분께서 물어보실 것이 있거나 통역관의 도움이 필요하시면 학교 교장에게 전화하십시요.

Kung mayroon kayong mga gustong itanong, o nangangailangan ng tulong ng isang tagapagsalin, tawagan ang punong-guro ng paaralan.

Se tiver questões por responder ou se precisar de um intérprete, deve telefonar para o escritório do director da escola ("Principal").

ਜੇ ਤੁਹਾਨੂੰ ਮੇਰਾ ਕੁਜ ਸਵਾਲ ਹਨ ਜਾ ਤੁਸੀ ਇਕ ਆਨੁਵਾਦਕ ਦੀ ਸਹਾਇਤਾ ਚਾਹੁਂਦੇ ਹੋ ਤੇ ਸਕੂਲ ਦੇ ਪਿਰਿਸਿਪਲ ਨੂ ਬੁਲਾਏ.

Если у Вас есть какие-либо вопросы или Вы нуждаетесь в переводчике, пожалуйста звоните директору школы.

Hadii aad wax su'aal ah qabto ama aad u baahan tahay tarjumaan, fadlan wac maamulaha dugsiga

Si usted tiene alguna pregunta o requiere la ayuda de un intérprete sírvase comunicarse con el/la director/a del colegio.

நீங்கள் கேள்விகள் கேட்க விரும்பினாலோ அல்லது மொழி பெயர்ப்பாளரின் உதவி தேவைப்பட்டாலோ, தயவு செய்து பள்ளிக்கூட அதிபரின் உதவியை நாடவும்.

Nếu quý phụ huynh có gì thắc mắc hoặc cần phải thông dịch viên giúp đỡ, xin điện thoại cho hiệu trưởng của bốn trường.

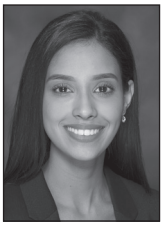
Information on the Ontario school system, is made available in many languages at

www.settlement.org

Settlement.Org
Welcome to Ontario

Toronto District School Board Trustees 2019-2022

Toronto District School Board



Harpreet Gill
Ward 1 – Etobicoke North

Dan MacLean
Ward 2 – Etobicoke Centre

Patrick Nunziata
Ward 3 – Etobicoke-Lakeshore

Christopher Mammoliti
Ward 4 – Humber River-Black Creek

Alexandra Lulka
Ward 5 – York Centre

Chris Tonks
Ward 6 – York South-Weston

Robin Pilkey *
Ward 7 – Parkdale-High Park

Shelley Laskin
Ward 8 – Eglinton-Lawrence and Toronto-St. Paul's

Stephanie Donaldson
Ward 9 – Davenport and Spadina-Fort York

Chris Moise
Ward 10 – University-Rosedale and Toronto Centre

Rachel Chernos Lin
Ward 11 – Don Valley West

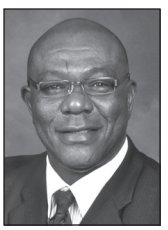
Alexander Brown*
Ward 12 – Willowdale

James Li
Ward 13 – Don Valley North

Trixie Doyle**
Ward 14 – Don Valley East

Jennifer Story
Ward 15 – Toronto-Danforth

Michelle Aarts
Ward 16 – Beache-East York



David Smith
Ward 17 – Scarborough Centre

Parthi Kandavel
Ward 18 – Scarborough-Southwest

Zakir Patel
Ward 19 – Scarborough-Guildwood

Manna Wong
Ward 20 – Scarborough-Agincourt

Yalini Rajakulasingam
Ward 21 – Scarborough North

Anu Sriskandarajah
Ward 22 – Scarborough-Rouge Park

* Chair of the Board ** Vice-Chair Accurate at time of printing.

Your Future at the TDSB

Important Websites

www.tdsb.on.ca/goingtohighschool
www.tdsb.on.ca/choices
www.myBlueprint.ca/tdsb

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instagram.com/torontodsb

pinterest.com/tdsb