

CENTRE DUFFERIN DISTRICT HIGH SCHOOL

2021 - 2022
Course Calendar



*Partners Learning Together
Creating Successful Tomorrows*

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Important Contact Information

PATHWAY FAQ'S

APPRENTICESHIP	COLLEGE	DIRECTLY TO WORK	UNIVERSITY
<p>What is an apprenticeship? An apprenticeship is a combination of on-the-job training and classroom instruction related to a skilled trade, with 80 - 90% of apprenticeship training provided in the work place. The remaining 10 - 20% involves classroom instruction.</p> <p>How many skilled trades are there? There are over 150 skilled trades that can be classified into four sections: Construction, Industrial, Service, Motive Power.</p> <p>What is the average length of an apprenticeship? An apprenticeship program varies according to the trade, but on average a person would take two to five years to complete an apprenticeship.</p> <p>What does trade certification mean? To be employed in certain skilled trades, workers must have a Certificate of Qualification. This certificate states that they have passed the provincial qualification exam.</p> <p>Why choose the skilled trades? Canada is going to have a dramatic demand for people with excellent technical skills training.</p> <p>What is the Ontario Youth Apprenticeship Program? The Ontario Youth Apprenticeship Program (OYAP) allows senior students interested in apprenticeship to earn co-op credits and begin logging hours toward their chosen trade.</p> <p>For more Information: - Contact your school's Student Services Dept. - www.apprenticesearch.com, myBlueprint</p> <p>Dual Credits See page 34 re: OYAP opportunities</p>	<p>How many colleges are there and what programs are offered? There are 28 colleges throughout Ontario offering diplomas and some degree programs.</p> <p>What is the length of programs and cost? College programs can be one, two or three years. Applied degrees and collaborative programs are usually four years. The approximate cost for one year of study, if a student moves away from home, is \$10,000 - \$15,000 (includes tuition, students fees, residence, meals, textbooks, personal costs).</p> <p>What are the admission requirements? Requirements depend on the program, but generally speaking, an Ontario Secondary School diploma is required with grade 12 English at the "C" or "U" level for all programs. Some programs also require senior Mathematics and Science "C", "U/C" or "U".</p> <p>How does a student apply? Applicants to Ontario Colleges apply through ontariocolleges.ca</p> <p>How are admission decisions made? Decisions are usually based on students' grades, but sometimes admissions are based on questionnaires, portfolios, auditions, or admissions tests.</p> <p>For more Information: - Contact your school's Student Services Dept. or visit the website ontariocolleges.ca, myBlueprint - Meet college reps when they visit your school normally in the fall. Students in Grades 11 and 12 are usually invited to attend. - Take a tour of the colleges of interest to you.</p>	<p>How do I choose the right job? When determining what to do, consider your goals, skills, interests and your education level. To help clarify your career goals, complete a co-operative education course in a field of interest.</p> <p>What is Co-Operative Education? Co-operative Education is a planned learning experience that integrates classroom learning with workplace experiences. It is an excellent way to build employability skills, gain high school credits and make connections to the workplace.</p> <p>What are Dual Credits? Dual Credits allow students to participate in college courses while still in high school. There are various programs, including many in the trades. See page 34 for more info.</p>	<p>How many universities are there? There are 22 degree granting institutions in Ontario - many have affiliate colleges and/or multiple campuses.</p> <p>What kinds of programs are offered? Universities offer undergraduate degrees (ie. B.A., B.Comm., B.Sc., etc.) Graduate degrees (ie. Masters and Doctorates).</p> <p>What is the average length of a program and cost? Most undergraduate degree programs are four years. The approximate cost for one year of study if a student moves away from home is \$15,000 - \$20,000 (includes tuition, student fees, residence, meals, textbooks, personal costs).</p> <p>What are the admission requirements? The basic requirement for admission is 6 "U" or "M" (U/C) courses at the Grade 12 level; most programs have specific requirements; some universities require a minimum number of "U" type courses.</p> <p>How are admission decisions made? Admission decisions are usually made based on grades/marks, but some programs/universities require supplemental information, portfolios or auditions for admission.</p> <p>For more Information: - Check out the following websites: www.ouac.on.ca ontariouniversitiesinfo.ca myBlueprint - Meet university reps when they visit your school normally in the fall. Students in Grades 11 and 12 are usually invited to attend. - Take a tour of the universities of interest to you. - Attend the Univ Info Fair in the fall</p>

ACADEMIC REQUIREMENTS

Ontario Secondary School Diploma (OSSD)

All students entering Grade 9 on or after September 1999 will be working to achieve the Ontario Secondary School Diploma. To obtain the Ontario Secondary School Diploma students must earn 30 credits (including 18 compulsory credits and 12 elective credits).

The following 18 compulsory credits must be included in any student's program in order to obtain an Ontario Secondary School Diploma.

- 4 credits in English
- 3 credits in Mathematics
- 2 credits in Science
- 1 credit in Canadian History
- 1 credit in Canadian Geography
- 1 credit in the Arts
- 1 credit in Health and Physical Education
- 1 credit in French as a second language
- 0.5 credit in Career Studies
- 0.5 credit in Civics
- 1 additional credit in English, or French as a second language, or a Native language, or a Classical or an International language, or Social Sciences and the Humanities, or Canadian and World Studies, or Guidance and Career education, or Cooperative education
- 1 additional credit in Health and Physical education, or the Arts, or Business studies, or Cooperative education, French as a Second Language
- 1 additional credit in Science, or Technological education, or Cooperative education, French as a Second Language

Note: French as a Second Language or Cooperative education may be used twice (each) to satisfy the above three categories.

Additional requirements for graduation will include:

- 12 optional credits • Mandatory community involvement of 40 hours before graduation
- Ontario Secondary School Literacy Test (EQAO)

Minimum Course Load and Course Change Requests:

Students are required to take the following number of subjects: Grade 9/10/11 - 8 subjects
Students must attend all courses on their timetables until the official change process is complete.

Statement about 4 Year Graduation:

The majority of students should be able to earn the 30 required credits for graduation in four years through supportive pathway programming and accessing school support systems.

Some students may require more than four years to graduate. This could include students with special needs and those students enrolled in an English as a Second Language (ESL) program. There may be other exceptional circumstances that require a student to return after graduation, such as a change to a student's chosen pathway. Students in Ontario are fully funded up to a maximum of 34 credits.

If a student does not earn 30 credits in four years, they are encouraged to continue taking courses at their high school or to participate in other school board programming, such as Reengagement Dual Credits, Continuing Education or Alternative Education Programs.

Once students have earned their 30 credits they are encouraged to take their next step to a pathway of their choice.

Please note: Graduates wishing to return for a 5th year will be required to meet with Guidance/School Administration. Graduates may have limited course selection options. Students who need credits to graduate will be placed in classes before students who have already graduated or who are looking to upgrade.

If you have any further questions please contact your school's administration.

This Course Calendar is based on information provided by the Ministry of Education as of December 2020.

UNDERSTANDING THE CREDIT SYSTEM

CREDITS

The school is organized on the credit system, a credit being the amount of work normally accomplished by a student in a minimum of 110 hours of instructional time.

FULL DISCLOSURE

Effective September 1999, the Ontario Student Transcript will reveal all Grade 11 & 12 courses attempted including those failed, dropped or repeated. This change to the transcript will allow a more valid evaluation of each student's academic performance. The specific details are to be finalized by the Ministry of Education and Training. Students must be careful to meet the deadline to drop a course from their timetable. Failure to meet the deadline will result in a course remaining on the Ontario Student Transcript as part of the student's permanent record.

ACADEMIC, APPLIED & OPEN COURSES

Both Academic and Applied Courses

- share high expectations for all students
- focus on the essential concepts of the discipline

Academic Courses

- emphasize additional related concepts
- emphasize theoretical and concrete applications
- incorporate practical applications when appropriate
- stress greater depth and more abstract reasoning when using the essential concepts

Applied Courses

- emphasize practical, concrete applications of essential concepts
- incorporate theory when appropriate

Open Courses

- same expectations for all students in Grades 9 and 10
- courses for all subjects other than those offered as academic or applied
- appropriate for all students

LOCALLY DEVELOPED COURSES

Locally Developed Courses are courses that meet educational needs not met by provincial curriculum policy documents. Such courses may be developed to accommodate the educational needs of students receiving special education programs and services. At Centre Dufferin, Locally Developed Courses are offered in Grade 9 English and Science and in Grade 10 English, Mathematics and Science.

PROCEDURES FOR STUDENTS WHO WISH TO CHANGE COURSE TYPES

Some students may change their educational goals as they proceed through secondary school. When they decide to embark on a new pathway, they may find that they have not completed all of the prerequisite courses they need.

In most cases, a student may enrol in a different type of course in a given subject in Grade 10 than the type they completed in Grade 9, although doing so may require additional preparation, as recommended by the principal. In Grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course. If the student has not done so, they may take one of the specified prerequisite courses through summer school, night school or e-learning.

PREREQUISITE

Certain subjects build from week to week or year to year which is why it is necessary to pass one course (prerequisite) before continuing the following year.

ONTARIO STUDENT RECORD (OSR)

The official record for a student. The OSR contains achievement results, credits earned and diploma requirements completed.

ONTARIO STUDENT TRANSCRIPT (OST)

The OST is a cumulative and continuous record of:

- A student's successful completion of Grade 9 and 10 courses.
- All attempts, successful and unsuccessful, at completing Grade 11 and courses.
- Completion of other diploma requirements

PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. PLAR refers to a challenge "process" whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a Provincial Curriculum Policy document. Assessment instruments for this process must include formal tests (70% of the final mark) and a variety of other assessment strategies appropriate to the particular course (30% of the final mark).

*PLAR is not available for Grade 9 courses and cannot be used to earn a graduating credit(s).

SPECIAL EDUCATION

The Identification, Placement and Review Committee (IPRC) is the committee that decides whether or not a student should be identified as exceptional, identifies the area of exceptionality as defined by the Ministry of Education, and decides on an appropriate placement for the student. Once a student is identified, an in school IPRC Committee meets once a year to review the student's identification and placement. An Individual Education Plan (IEP) must be developed for exceptional students, in consultation with the parents. The IEP includes an outline of the special education program and services that will be received. For students 14 years and older, a plan for transition to appropriate post-secondary school activities such as work, further education, and community living is included.

SEAC

The Upper Grand District School Board has established a Special Education Advisory Committee (SEAC) whose role is to make recommendations for Special Education programs and services, participate in the review of the Board's Special Education Plan, participate in the budget process as related to Special Education, provide information to parents, and support the Special Olympics. SEAC is made up of local parent representatives of Provincial Associations, two school trustees and interested local community representatives. Meetings are open to the public and held on the second Wednesday of each month throughout the school year. Meetings begin at 7 p.m. at the Upper Grand District School Board office in Guelph. For further information please call the Program Department at (519) 951-6191 ext. 254.

UGDSB PARENT GUIDE AND POLICIES AND PROCEDURES

The Board's Special Education Plan is available through the Board website www.ugdsb.ca. Copies of the Special Education Parent Guide are available at the school. Please contact the Special Education department to request a copy of the Parent Guide or with any further questions.

EXPLANATION OF COURSE CODING

All courses are designed with a five character code. The first three letters of the code indicate the department and subject. The fourth letter is numeric and indicates the year the subject would normally be taken. The fifth character indicates the stream (i.e. Academic, Applied, Open).

e.g. ENG1D

The **ENG** stands for English

The **1** indicates it is a Grade 9 course

The **D** indicates that the course is Academic

e.g. SNC2P

The **SNC** stands for Science

The **2** indicates it is a Grade 10 course

The **P** indicates that the course is Applied

GRADE 11 AND 12 COURSES OVERVIEW

In Grades 11 and 12, students will focus more on their individual interests and identify and prepare for initial post secondary goals. In these grades there are also more opportunities than in Grades 9 and 10 for learning experiences beyond the school, including cooperative education, work experience, apprenticeship, dual credit, SHSM and school- work transition programs.

The four destination-related types of courses are: university preparation courses, university / college preparation courses, college preparation courses, and workplace preparation courses.

Open courses are also available in Grades 11 and 12. Open courses are appropriate for all students and are not linked to any specific postsecondary destination.

UNIVERSITY PREPARATION COURSES (U)

University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. The range of courses offered and the content of these courses will allow students to prepare for university programs and related careers. Teaching and learning will emphasize theoretical aspects of the course content but will also include concrete applications. All university preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Students will also be required to demonstrate that they have developed these skills.

UNIVERSITY / COLLEGE PREPARATION COURSES (M)

University / College preparation courses include content that is relevant for both university and college programs. These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs. The range of courses offered and the content of these courses will allow students to prepare for college and university programs and related careers. Teaching and learning will emphasize both theoretical aspects and related concrete applications of the course content. All university / college preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Students will also be required to demonstrate that they have developed these skills.

COLLEGE PREPARATION COURSES (C)

College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs. The range of courses offered and the content of these courses will allow students to prepare for most college programs and related careers. Teaching and learning will emphasize concrete applications of the theoretical material covered in the course, and will also emphasize the development of critical-thinking and problem-solving skills. All college preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Courses will also require students to demonstrate that they have developed these skills.

WORKPLACE PREPARATION COURSES (E)

Workplace Preparation courses are designed to equip students with the knowledge and skills they need for direct entry into the workplace or for admission to other training programs offered in the community. The range and content of the courses offered will allow students to prepare for a variety of jobs, training programs, and careers. Teaching and learning will emphasize workplace applications of the course content, but will also explore the theoretical material that underlies these practical applications.

OPEN COURSES IN GRADES 11 AND 12 (O)

Open courses in Grades 11 and 12 allow students to broaden their knowledge and skills in a particular subject that may or may not be directly related to their postsecondary goals, but that reflect their interests. These courses are appropriate for all students regardless of postsecondary destination. These courses are designed to provide students with a broad educational base and to equip them for active and rewarding participation in society. They are not designed with the specific requirements of university or college programs or the workplace in mind.

MANDATORY COMMUNITY INVOLVEMENT

Students will be required as part of their Ontario Secondary School Diploma (OSSD) to complete a minimum of 40 hours of community involvement over their four years of secondary school. This involvement will be in addition to the 30 credits required to graduate and must be arranged by the students and parents. Students must keep a record of this involvement and have it validated by the school principal. Possible placements include charity work, service clubs, coaching, or involvement in certain extra-curricular activities within the school. See the Student Services tab on the C.D.D.H.S. website for more information.

ONTARIO SECONDARY SCHOOL LITERACY TEST (EQAO)

Students take the Secondary School Literacy Test in their Grade 10 year. This test is provincially created. Students must pass this test in order to graduate from High School and the results of the test will be recorded on the Ontario Student Transcript. Students who do not pass the test successfully will receive remedial help to prepare for retesting. The literacy test evaluates students' reading, writing and comprehension skills based on the expectations in Language and Communications up to and including Grade 9. Students who are not successful will not receive a high school diploma. The Ministry of Education and Training has not specified the number of times a student may repeat the test. Accommodations for students in special education programs will consist of additional time to complete the test.

SUBSTITUTIONS FOR COMPULSORY COURSES

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 courses from the remaining courses offered by the school that meet the requirements for compulsory credits. To meet individual student's needs, principals may replace up to three of these courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements. In all cases, however, the sum of compulsory and optional credits will not be less than thirty for students aiming to earn the Ontario Secondary School Diploma and not less than fourteen for those aiming to earn the Ontario Secondary School Certificate. Substitutions should be made to promote and enhance student learning or to meet special needs and interests.

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 or an adult student requests a substitution, the principal will determine whether or not a substitution should be made. A principal may also initiate consideration of whether a substitution should be made. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. In cases where the parent or adult student disagrees with the decision of the principal, the parent or adult student may ask the appropriate supervisory officer to review the matter. Each substitution will be noted on the student's Ontario Student Transcript.

HONOUR SCROLLS

C.D.D.H.S. awards Honour Scrolls to students who earn an overall average of 80% or higher for courses taken from September - June as follows:

Grade 9	8 courses
Grade 10	8 courses
Grade 11	7 courses
Grade 12	6 courses

THE ONTARIO SECONDARY SCHOOL CERTIFICATE

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

Compulsory credits (total of 7)

- 2 credits in English
- 1 credit in Canadian geography or Canadian history
- 1 credit in mathematics
- 1 credit in science
- 1 credit in health and physical education
- 1 credit in the arts or technological education

Optional Credits (total of 7)

7 credits selected by the student from available courses

The provisions of making substitutions for compulsory credits also apply to the Ontario Secondary Certificate.

THE CERTIFICATE OF ACCOMPLISHMENT

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

The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript. For those students who have an IEP, a copy of the IEP may be included.

Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly, but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Certificate will be granted when a student has fulfilled the appropriate requirements.

GRADE 9 MATHEMATICS TESTING (EQAO)

All students in grade 9 academic and applied mathematics courses will be writing a province-wide assessment in mathematics. The assessment will take place in the semester in which the student is enrolled in the course, January for semester one and May for semester two. Three days of class time are reserved for multiple choice, short answer and extended response questions. All materials required for the assessment (graphing calculators, computers, manipulatives, etc.) will be provided by the school. Results will be available for all students in the autumn of their grade 10 year. The results will not have an impact on a student's requirements for graduation.

MUSIC CREDITS ACCEPTED FOR CREDITS

A maximum of one Grade 11 university/college preparation music credit may be awarded towards the OSSD for the successful completion of one of the following:

- Grade VII Practical and Intermediate Rudiments (formerly Grade 1 Rudiments) of the Royal Conservatory of Music, Toronto
- Grade VII Practical and Grade III Theory of Conservatory Canada, London, Ontario
- Collegial 1 Practical and Collegial 1 Theory of any conservatory of music in the province of Quebec
- Grade V Practical and Grade III Theory of Trinity College London, England
- Grade VII Practical and Grade VI Theory of Royal Schools of Music, London, England

A maximum of one Grade 12 university/college preparation music credit may be awarded towards the OSSD for the successful completion of one of the following:

- Grade VIII Practical and Advanced Rudiments (formerly Grade II Rudiments) of the Royal Conservatory of Music, Toronto
- Grade VIII Practical and Grade IV Theory of Conservatory Canada, London, Ontario
- Collegial II Practical and Collegial II Theory of any conservatory of music in the province of Quebec
- Grade VI Practical and Grade IV Theory of Trinity College, London, England
- Grade VIII Practical and Grade VIII Theory of the Royal Schools of Music, London, England

Notes:

- The term • *practical* refers to any musical instrument on which performance is examined. It includes voice (i.e., singing), but not speech arts.
- The mark credited to the student is calculated by averaging the marks that the student has earned in the practical component *and* in rudiments or theory, as the case may be.

SUMMER SCHOOL & NIGHT SCHOOL

The Upper Grand District School Board offers an extensive selection of summer learning opportunities for students. There are several summer school program options:

- Summer School Credits (18 days)
- Conestoga Summer School Dual Credits (10 days)
- Summer Coop Program
- Elearning Summer School Credits (18 days)

The UGDSB Continuing Education department offers Grade 11 & 12 credit courses during the evening for current high school students. Upper Grand DSB students should register for night school classes using MyBlueprint and make an appointment with a Guidance Counsellor. Please contact the guidance office for information regarding any of the above programs

CDDHS CODE OF CONDUCT

At Centre Dufferin we are very proud of the high level of support from our students and their families, our staff and our surrounding communities in our quest to keep Centre Dufferin District High School a safe place to be and a great place to learn.

The CDDHS Code of Conduct outlines expectations of behaviour for students, staff, administration, parents and community members.

PROVINCIAL STANDARDS OF BEHAVIOUR

Respect, Civility and Responsible Citizenship:

All students of the school community must:

- respect and comply with all applicable federal, provincial and municipal laws
- demonstrate honesty and integrity
- respect differences in people, their ideas and opinions
- treat one another with dignity and respect at all times, especially where there is a disagreement
- respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability
- respect the rights of others
- show proper care and regard for school property and the property of others
- dress in accordance with the Upper Grand District School Board and Centre Dufferin D.H.S. policies regarding appropriate dress
- take appropriate measures to help those in need
- respect all members of the school community, especially persons who are in a position of authority
- respect the needs of others to work in an environment that is conducive to learning and teaching
- not swear at a teacher or at another person in authority, and seek school staff assistance, if necessary, to resolve conflicts peacefully

Roles and Responsibilities of School Staff:

As role models, under the leadership of Principals, the Board expects that all staff will:

- maintain order in the school
- maintain consistent standards of behaviour for all students
- help students work to fulfill their potential, develop self-worth, and prepare them for full responsibilities of citizenship
- communicate regularly and meaningfully with parents/guardians
- demonstrate respect for all students, staff, parents, volunteers, and members of the school community
- empower students to be positive leaders in their school and community

Roles and Responsibilities of Parents:

The Board believes that parents play an important role in the education of their children and can fulfill this responsibility by:

- demonstrating respect for all students, staff, volunteers and members of the school community
- supporting the efforts of school staff in maintaining a safe and respectful learning environment
- showing an active interest in their child's school work and progress
- communicating regularly with their child's school
- assisting staff in dealing with disciplinary issues involving their child
- helping their child be neat, dress appropriately, be well-rested and prepared and ready to learn
- ensuring that their child attends school regularly and on time
- promptly reporting their child's absence or late arrival
- showing that they are familiar with the Ontario Code of Conduct, the Board's Code of Conduct, the school's Code of Conduct and the rules of behaviour
- helping and encouraging their child in following the Board's/School's Code of Conduct and the rules of behaviour

Bill 157 requires all school staff to report, and those who work directly with students to respond to incidents that happen in school. Behaviours that can lead to suspension or expulsion must be reported when they occur at school, at school-related activities or off school property where it has a negative impact on school climate.

Student behaviours that can lead to suspension include:

- uttering a threat, either verbal or written, to inflict serious bodily harm on another person
- possessing alcohol or illegal drugs or unless a pupil is a medical cannabis user, cannabis
- being under the influence of alcohol, or unless a pupil is a medical cannabis user, cannabis
- swearing at a teacher or at another person in a position of authority
- committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school bullying (including cyber bullying) as per the definition below
- committing physical assault on another person that does not require treatment by a medical practitioner
- persistent opposition to authority
- habitual neglect of duty
- not having an up to date medical immunization record
- any other activities identified in school board policy

Student behaviours that can lead to expulsion include:

- possessing a weapon
- using a weapon to cause or to threaten bodily harm to another person
- committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- committing sexual assault

- trafficking in weapons or in illegal drugs
- committing robbery
- giving alcohol or cannabis to a minor
- any other activities identified in school board policy

Bullying is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (knowingly or unknowingly) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance. Bullying can be physical, social/emotional or through the use of technology. Bystanders contribute to bullying by doing nothing to prevent it or by becoming actively involved in supporting it.

Progressive Discipline:

At CDDHS the administration and staff use progressive discipline when dealing with student misbehavior. Progressive discipline is a range of early and later interventions, supports, and consequences that are developmentally appropriate, and include opportunities for students to learn from mistakes and that focus on improving behaviour.

As incidents arise, it is recognized that each situation is unique. Incidents are managed in a consistent manner to ensure that fairness is integral to the process, and that this fairness is perceived by all participants. Within this process, consideration for consequences will be given to:

- student age
- frequency of incidents
- nature and severity of incidents
- student exceptionalty
- extenuating circumstances

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Students with cell phones, laptops and/or other personal electronic devices in classes can disrupt their own learning and the learning of others. Therefore, these devices are only to be used for learning purposes at the discretion of the teacher. Additionally, collection or confiscation of cell phones is at the teacher's discretion, and may be turned over to the administration if the problem is reoccurring.

At CDDHS it is expected that students will respect the learning environment that is determined by their teachers. It is also clear that ICT devices are expensive and valuable items. As such, students are responsible for the care, maintenance and security of their personal devices. No personal ICT devices should be left unattended. It is recommended that all personal ICT devices be safely secured in lockers.

THE LEARNING COMMONS

**Information + You = Knowledge Application of
Knowledge = Understanding**

The world is changing at an incredible rate; information and technology surround us. It is estimated that scientific and technical data alone will soon double as often as every twenty months. Is it any wonder that students are sometimes bewildered when challenged to "Find out as much as you can about ..."? In short, information has become power, and the student who knows how to access it already has a head start.

The goals of the library program are to help students acquire research skills, to decode complex information, and to become confident, lifelong learners and library users.

ORIENTATION

An introduction is given to all Grade Nine students at the beginning of the school year to acquaint them with the facility, its resources and staff.

RESEARCH SKILLS

Practical lessons in using library resources and technology are given in conjunction with classroom work. Students will become familiar with finding and using print resources, accessing databases, and filtering through all the information on the internet.

LITERACY AND READING DEVELOPMENT

The importance of literacy and recreational reading is shown with a variety of book promotions, reading clubs, and other activities.

ATTENDANCE PROCEDURES

**PLEASE CALL THE SCHOOL TO EXCUSE ABSENCES OR
CHECK YOUR CHILD'S ATTENDANCE**

PHONE: 519-925-3834 FAX: 519-925-3553

You can also check your student's attendance at: <https://students.ugdsb.on.ca>

user name - first 3 letters of student's first name and full last
name

password - 9 digit OEN number

There is a direct relationship between regular attendance and academic success. A student who habitually misses class will suffer in the evaluation process because their participation and achievement cannot be fully assessed. We encourage all students to attend all classes on a regular basis. Repeated skipping will result in the loss of credits.

To assist a student in being academically successful, the following policy will be in effect at C.D.D.H.S.

ABSENCE FROM SCHOOL

When a student is absent from school, a parent or guardian is expected to excuse the absence. Normally, this is done by email, a note or telephone call to the school at 519-925-3834. ***An answering machine is available for early or late calls.***

If a parent or guardian does not clear an absence by the second day after it occurred, the absence will be deemed "unexplained" and the student may receive consequences.

If it is necessary to miss a class during the day, the student is required to check in and out with the main office. A note, telephone call or appointment card will prevent the student from appearing on the potential skip list the next day and having to resolve the missed class with the teacher. ***Presenting a forged note will force disciplinary action.***

For extended leaves of absence or illness, the student is requested to contact an Administrator for assistance in preparing an independent study program.

EXAMINATION PROCEDURES AND POLICIES

STUDENTS AT SCHOOL TO WRITE EXAMS ARE RESPONSIBLE FOR BEING ON TIME AND IN THE RIGHT ROOM. CHECK THE OFFICE WINDOW TO SEE IN WHICH ROOM THE EXAM IS TO BE WRITTEN.

ABSENCE FROM EXAMS

Students who miss exams because of their error will normally receive a mark of zero. If students are going to miss examinations for reasons of illness or death in the family, parents should call the school before 9:00 a.m. the day of the exam. An absence due to illness must be supported by a doctor's certificate.

NO BUS DAYS

Cancelled examinations will be written the next school day. The sequence of days will not be changed. It is important for students to keep up to date on the school situation even on days when they do not have exams to write.

LATENESS

A student who arrives after an exam period has begun, must report to the office for an admit slip. In the event of a late bus a P.A. announcement will be made to admit students to the exams. Students who arrive more than one hour late for an exam will not normally be admitted.

STUDENTS AT SCHOOL, BUT NOT WRITING EXAMS

Students are not expected to be at school except when they write exams. Students will not be in the halls during the first hour of exams. Students may be:

- a) In The Learning Commons for quiet study (main area only from 9:00 - 3:15)
- b) Cafeteria
- c) Outside the school

STUDENT BEHAVIOUR IN EXAM ROOM

- a) No books, papers, etc. are to be taken into the examination room. (In case of an open book exam, texts and/or notes that are permissible will be indicated to students and supervising teachers beforehand.)
- b) There will be no talking in the exam room prior to or during the exam.
- c) No student is to leave until dismissed by the presiding teacher (usually after the first hour).

STUDENT SERVICES & STUDENT SUCCESS

Our department combines Guidance and Special Education services for the school, bringing students in to use the resources of our Student Service area while also reaching out into classroom programs and into the community.

For all students we offer individual and group counselling and referral, assistance with course selection and educational planning, study skills and time management instruction, a tutoring service, student exchange program information, career exploration and preparation, and a full range of post-secondary education information.

INDIVIDUAL PATHWAYS PLAN (IPP)

An integral component of The Ontario Ministry of Education released a document entitled *“Creating Pathways to Success: an Education and Career/Life Planning Program for Ontario Schools”* is the Individual Pathways Plan. As stated in the “Creating Pathways to Success” document, *“By developing their Individual Pathways Plan, students take responsibility for their learning and for planning their future. Developing the IPP increases students’ awareness of their strengths and interests and of the related opportunities for learning and work. It also enables them, in collaboration with teachers, parents, and peers, to make decisions, set goals, and develop and implement the steps needed to successfully complete elementary and secondary school and proceed to their initial postsecondary destination.”* The on-line program “myBlueprint” is an effective tool students can use to plan and track their individual pathways. Students log in to this program through the UGcloud.

In the Upper Grand District School Board and at Centre Dufferin, we believe that all students can succeed. Our goal is to ensure that students graduate from high school so that they may move on to the pathway destination of their choice. In order to reach every student, secondary schools have several Student Services available to support students along the way.

An important member of the Student Services cluster is the Student Success Teacher. This person works directly with students who have, or may experience difficulties in their courses. The Student Success Teacher works closely with the other members of the Student Success Team including the school administration, Guidance and Special Education in order to determine the best interventions within the school to support students and help them get back on track. Some of the services that the Student Success Teacher may provide include mentoring students, monitoring their progress, supporting their teachers and co-ordinating Credit Recovery and Alternative Education Programs.

Student Success is a team approach that involves all members of the educational community: the student, the parents/guardians, the classroom teachers and the Student Success Team. Together we can help students experience success.

If you have questions about ...	Contact
<ul style="list-style-type: none"> • Changing course or option selections • Social-Emotional or wellness concerns & Social Worker referral • Careers, Apprenticeships, College, Universities 	Guidance
<ul style="list-style-type: none"> • Your student’s Individualized Education Plan (IEP) • IPRC reviews 	Special Education
<ul style="list-style-type: none"> • Academic Support • Alternative Education and Credit Recovery 	Student Success Teacher
<ul style="list-style-type: none"> • Attendance Behaviour 	Vice-Principal

ALTERNATIVE EDUCATION

Centre Dufferin's Alternative Education program is designed for students who require additional support in their learning. It is an opportunity, with the guidance of the Student Success teacher, to work to develop skills necessary to become self-directed and successful learners as well as receive support for their other classes.

This is a limited enrolment program that is designed to meet challenges such as time management, organization, work completion, credit accumulation and school engagement. Students enrolled in the Alternative Education program may also be recommended to the credit recovery program.

Please Note: Placement in the Alternative Education program is at the discretion of the Student Success team at Centre Dufferin District High School. Please contact the school directly should you have any questions.

UGDSB E-LEARNING PROTOCOL

The Upper Grand District School Board and Centre Dufferin District High School, through the Ontario e-Learning Consortium, are able to offer students the opportunity to take online courses (e-Learning). Students who are unable to take a course through our daytime program may have the opportunity to gain that credit through e-Learning. In addition, students with specific needs as outlined in the protocol may also enrol in e-Learning courses. These courses meet the Ministry standards, are taught by Ontario teachers and count as credits towards the Ontario Secondary School Diploma. In order to register for an e-Learning course you must see your guidance counsellor at your home school. There you will also receive information about course availability and online learning requirements.

All decisions are at the principal's discretion.

Profile of a Successful E-Learner:

A problem solver	Computer literate	An effective communicator
Responsible	Able to manage his/her time	Flexible - with a willingness to learn
Honest	Organized	Willing and able to provide a working computer
Self-motivated	Self-directed	
A critical thinker	Able to multi-task	

Time Commitment:

An e-Learning student will spend at least as much time with their online course as they would expect to spend in a regular classroom.

Rights & Responsibilities of E-Learning Students:

An e-Learning Student is responsible for:

- obtaining approval for an e-Learning course registration through their home school guidance department
- participating in an e-Learning orientation
- following the policies outlined in the course syllabus with respect to acceptable use and student conduct
- meeting participation requirements as outlined in the course syllabus

Guidance for Approval for enrolment in E-Learning Courses:

Students must be approved by the principal to take an e-Learning course. Criteria to be considered can include:

- the course is not available in the home school (because of course conflicts, over-enrolment or under-enrolment)
- health issues that prevent full-time attendance
- special education needs (such as giftedness)
- students who fit the profile of a successful online learner as described in the School Course Handbook

In addition:

1. A student may enrol in a maximum of 4 courses per semester as this constitutes a full-time course load. This total of 4 includes all classes in the home school as well as online.
2. Any decisions with respect to e-Learning enrolment are made by the student and their parent in consultation with the Guidance Department and the school principal. Notwithstanding, a principal may deny a student the opportunity to take an e-Learning course when the principal feels that the student will not be successful.

Any courses at UGDSB Secondary Schools that are cancelled due to low enrollment in a given location may be available online. Students with these choices will be contacted about the availability of courses online by the home school's Guidance Department.

e-LEARNING IN THE UPPER GRAND DISTRICT SCHOOL BOARD 2021 - 2022

Secondary Students ...

- Is there a course you want to do but can't because it is not offered at your school?
- Is there a course you want to do but it does not fit into your timetable?
- Are you unable to consistently attend regular classes for a particular reason? (e.g. medical, travel as an elite athlete, etc.)
- Are you self disciplined, motivated, good with time management, adept with basic technology (computer skills)?
- Do you have a particular learning style that is better served in an on-line learning environment?

If you answered "Yes" to any of the above, then e-Learning may be the answer for you.

For a full list, go to <https://prisim.elearningstudents.ca/> or see Guidance.

SPECIALIST HIGH SKILLS MAJOR

What is a SHSM?

SHSM is a Ministry-approved specialized program that consists of a defined combination of courses and experiences that relate to a specific economic sector.

Why Pursue a SHSM?

The SHSM allows students to customize their high school experience to suit their interests and talents, and prepare for a successful post secondary transition to apprenticeship training, college, university, or employment, while meeting the requirements of the Ontario Secondary School Diploma (OSSD).

The SHSM enables students to gain the sector-identified preparatory credits, skills and knowledge, and make informed career decisions. This makes the learning environment more engaging for students, focuses them on graduation and prepares them to pursue their career goals.

Components for the SHSM:

1. A bundle of Grade 11 and Grade 12 credits that include:
 - 4 major credits that provide sector-specific knowledge and skills;
 - 3 or 4 other required credits from the Ontario curriculum which include: English, Mathematics, and in some cases a minor credit in that subject area;
 - 2 cooperative education credits that provide authentic learning experiences in a workplace setting enabling students to refine, extend, apply, and practice sector-specific knowledge skills
2. Sector-recognized certifications and training courses. (Some are compulsory, and others are a choice of. Additional training from a list of Ministry approved certifications and training courses. The requirement is different for each sector.)
3. Experiential learning activities within the sector.
4. “Reach Ahead” experiences in the area of the student’s post secondary destination of choice.
5. Development of essential skills and work habits required in the sector, and use of the Ontario Skills Passport (OSP) for purposes of documentation.

When do students start a SHSM?

Students are able to enter a SHSM based on readiness and alignment of the program with their interests and post secondary goals. Entry should occur in grade 11 in order for the student to be appropriately scheduled into the required courses. They can, however, become involved in their grade 12 year if certain requirements have been previously met. As students clarify their career goals, they should be able to transfer from one SHSM to another SHSM, or discontinue pursuing the Major depending upon the availability of programs as well as other enrolment considerations.

How do I get involved in a SHSM?

A student who chooses to pursue a SHSM designation will be provided the opportunity to acquire sector recognized certification and training. It is important that the student and parents recognize the additional commitment required. For students interested in pursuing a SHSM designation they must contact Guidance.

SPECIALIST HIGH SKILLS MAJORS

SHSM	COURSES AVAILABLE TO CHOOSE FROM	STUDENT MUST ALSO TAKE
Arts & Culture	Drama Music, Music - Vocal/Choral Media Arts, Visual Art, Art Tech Travel & Tourism History Leadership Fashion Anthropology/Psych/Sociology Computer Science Native Studies Communication Technology Manufacturing, Construction Families in Canada Creative Writing World Issues	English Math 1 additional Business or Canadian & World Studies a minimum of 2 credit co-op
Business	Accounting Entrepreneurship Marketing Info. and Comm Technology Business Leadership Understanding Canadian Law	English Math a minimum of 2 credit co-op
Construction Technology	Construction Custom Woodworking Manufacturing (Welding)	English Math 1 senior Business or Science a minimum of 2 credit co-op
Health & Wellness	courses from 3 focus areas: Science Healthy Active Living Humanities	English Math 1 additional Humanities or Science a minimum of 2 credit co-op
Hospitality & Tourism	Hospitality & Tourism Travel & Tourism Leadership Healthy Active Living Biology Chemistry Environmental Science Anthropology Psychology & Sociology	English Math 1 additional Science or Business a minimum of 2 credit co-op
Transportation	Transportation Technology Construction Technology Custom Woodworking Manufacturing Technology (Welding) Physics Computer Programming Entrepreneurship Communication Technology	English Math 1 additional Science or Business a minimum of 2 credit co-op

GUIDELINES FOR CHOOSING COURSES

READ CAREFULLY BEFORE SELECTING YOUR COURSES

1. Courses must be selected to include the required compulsory credits.
2. The final selection of subjects and stream rests with the parent provided diploma requirements are being met. Students who have obtained the age of majority may accept responsibility for their own curricular choices.
3. It is important to be realistic about one's interests, work habits and abilities when choosing courses. Present teachers' assessments should be carefully considered as well as past performance.
4. Students currently in high school should consider their present performance when selecting courses having prerequisites. Students must have the prerequisite course and should also have experienced success in it.
5. Career opportunities change as do student interests and the career possibilities open to them. It is therefore wise to choose a program consistent with one's abilities and which keeps as many opportunities open as possible.
6. As a general rule, a student is wise to confine course selections to the current grade level, especially in the intermediate years (Grades 9 & 10). A student is not permitted to select a subject more than one year in advance of the current grade except under special circumstances.
7. It should be noted that the courses described in this calendar may be cancelled if there is insufficient enrolment. The timetable is constructed on the basis of student choices to satisfy the wishes of the greatest number of students. A student whose choices cannot be satisfied will be given an opportunity to make another selection. It is wise to have an alternate course in mind since conflicts are sure to occur.
8. Students should not choose subjects on the basis of who teaches them since there is no assurance that a subject will be taught by the same teacher in the next year.
9. Students should choose courses because they are interested in them, not because a friend has chosen them.
10. It is wise for students to get approximately half of their credit totals in senior subjects.
11. Students are urged to plan their high school program using My Blueprint. Plans may have to be modified as plans and interests change or in light of one's performance. In planning a program, students should consult the literature to be sure that their program will enable them to gain admission to the post-secondary institution of their choice. A student who is in doubt should arrange to see a guidance counsellor.

It is the responsibility of every student and parent to ensure that their subject selection is appropriate for their education plans.

GRADE 9 - 12 PROGRAMS

	PATHWAYS		
	ESSENTIAL	APPLIED	ACADEMIC
Future Plans	<ul style="list-style-type: none"> • Workplace • Other post-secondary training • Some College programs • Apprenticeship 	<ul style="list-style-type: none"> • College • Workplace • Other post-secondary training • Apprenticeship 	<ul style="list-style-type: none"> • University • College • Other post-secondary training • Apprenticeship
Learning Style	<ul style="list-style-type: none"> • Enjoys hands-on learning • Learns through practice • Prefers slower pace with lots of structure • Requires flexibility and support 	<ul style="list-style-type: none"> • Enjoys hands-on learning • Learns through practice • Prefers slower pace with more structure 	<ul style="list-style-type: none"> • Seeks independent learning opportunities • Enjoys abstract reasoning • Prefers faster paced program
In Grade 9	Review and reinforce the elementary curriculum expectations to develop a stronger foundation for secondary courses.	More opportunities for practice and review prior to being assessed by teacher.	Fewer opportunities for practice prior to assessment.

	Compulsory Courses	Optional Courses
Grade 9	English Mathematics Science French Geography	3 optional courses See Department Selections in Course Calendar
Note:	English, Science, French* and Geography will be streamed courses offered at the academic, applied or essential levels. *French is not offered at the essential level.	
Grade 10	Civics & Citizenship Careers English History Mathematics Science	3 optional courses See Department Selections in Course Calendar
Grade 11	English Mathematics	6 optional courses See Department Selections in Course Calendar
Grade 12	English	5-7 optional courses See Department Selections in Course Calendar

BUSINESS

People attracted to careers in this pathway like to influence, persuade, perform, lead, or manage to meet organizational goals for economic gain. They like to make decisions, meet people, initiate projects, give talks or speeches, organize activities or lead a group. Other people attracted to careers in this pathway like to work with data using clerical or numerical ability, carry out tasks in detail and follow through on others' instructions. Programs may include entrepreneurship, sales, marketing, hospitality and tourism, computer information systems, finance, accounting, personnel, economics, and management.

BTT10 – INFORMATION AND COMMUNICATION TECHNOLOGY IN BUSINESS - COMPUTERS (Open) This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology.

BBI20 – INTRODUCTION TO BUSINESS (Open) This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

BAF3M – INTRODUCTION TO FINANCIAL ACCOUNTING (University/College Preparation) This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and current issues and ethics in accounting. *This course can be part of the SHSM in the Business Sector.

BDI3C – INTRODUCTION TO ENTREPRENEURIAL STUDIES (College Preparation) This course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their goals. Students will create a venture plan for a student-run school-based or summer business. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs. *This course can be part of the SHSM in the Business Sector.

BMI3C - MARKETING: GOODS, SERVICES, EVENTS (College Preparation) This course introduces the fundamental concepts of product marketing, which includes the marketing of goods, services, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer buying habits. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice. *This course can be part of the SHSM in the Business Sector.

BMX3E – INTRODUCTION TO RETAIL AND SERVICES MARKETING (Workplace Preparation) This course focuses on marketing activities in the retail and service sectors. Students will examine trends and global influences on marketing decisions, and will learn about the importance of customer service in developing a customer base and maintaining customer loyalty. Through hands-on learning, students will develop personal selling and information technology skills that will prepare them for a variety of marketing-related positions in the workplace. *This course can be part of the SHSM in the Business Sector.

BAT4M – PRINCIPLES OF FINANCIAL ACCOUNTING (University/College Preparation) This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course further develops accounting methods for assets and introduces accounting for partnerships, corporations, and sources of financing. Prerequisite: BAF3M (This course may be offered in alternate years.) *This course can be part of the SHSM in the Business Sector.

BDV4C – ENTREPRENEURSHIP: VENTURE PLANNING IN AN ELECTRONIC AGE (College Preparation) This course provides students with the opportunity to develop and apply entrepreneurial skills through the creation of a venture plan that capitalizes on the potential of e-commerce. Students will research and identify an opportunity for a venture. They will then complete the components of a venture plan that includes a website. *This course can be part of the SHSM in the Business Sector.

BOH4M - BUSINESS LEADERSHIP: MANAGEMENT FUNDAMENTALS (University/College Preparation) This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized. *This course can be part of the SHSM in the Business Sector.

IDC4O1 - DIGITAL AND SOCIAL MEDIA MARKETING (Open) In this Interdisciplinary course, students will learn how businesses use digital marketing (websites, apps and search engines) to reach their target audience while building their brand. Students will engage in developing content through collecting and creating materials to connect and engage with their target market digitally. Students will examine how social media platforms, marketing on search engines, and increased use of mobile devices influence consumer buying habits. This course will also look a global implications, career pathways and the ethical and legal implications of marketing strategies.

*Note: students can only earn credit for one (1) IDC4O course. Students cannot take both IDC4OD and IDC4O1.

CANADIAN AND WORLD STUDIES

People attracted to careers in this pathway like to work with people. This career path includes programs related to economic, political, and social systems. These programs may include education, law and legal studies, law enforcement, public administration, cartography, travel, tourism, child and family services, religion, and social services.

CGC1D – ISSUES IN CANADIAN GEOGRAPHY (Academic) This course examines interrelationships within and between Canada’s natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place to live. Geography Pathways: CGF3M, CGG3O

CGC1P – ISSUES IN CANADIAN GEOGRAPHY (Applied) This course focuses on current geographic issues that affect Canadians. Students will draw on their personal and everyday experiences as they explore a range of issues, including food and water supplies, competing land uses, and interactions with the natural environment, developing their awareness that issues that affect their lives are interconnected with issues in other parts of the world. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate choices related to sustainable living in Canada. They will also develop an awareness that issues that affect their lives in Canada are interconnected with issues in other parts of the world. Throughout the course, students will use the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations. Geography Pathways: CGF3M, CGG3O

CHC2D – CANADIAN HISTORY SINCE WORLD WAR I (Academic) This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada’s evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914. History Pathways: CHW3M, CLU3M

CHC2P – CANADIAN HISTORY SINCE WORLD WAR I (Applied) This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to Canadian heritage and identity. Students will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada. History Pathways: CHT3O, CHW3M, CLU3M/E

CHC2L - CANADIAN HISTORY (Locally Developed) This course explores some of the events and experiences that have influenced the development of Canada’s identity as a nation, from World War I to the present. By examining how the country has responded to economic, social, and technological changes and how individuals and groups have contributed to Canadian culture and society during this period, students will develop their ability to make connections between historical and current events. Special emphasis will be placed upon development of literacy skills such as comprehension, inference, summary, location of information and communication of informed opinions. History Pathways: CHT3O, CLU3E

CHV20 – CIVICS AND CITIZENSHIP (Open) This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them.

CLU3E – UNDERSTANDING CANADIAN LAW IN EVERYDAY LIFE (Workplace Preparation) This course enables students to develop a practical understanding of laws that affect the everyday lives of people in Canada, including their own lives. Students will gain an understanding of the need for laws, and of their rights, freedoms, and responsibilities under Canadian law. Topics include laws relating to marriage, the workplace, cyberbullying, and the processing of criminal offences. Students will apply the concepts of legal thinking and the legal inquiry process, and will begin to develop legal reasoning skills and an understanding of Canadian law.

Prerequisite: CHC2D, CHC2P or CHC2L

CLU3M – UNDERSTANDING CANADIAN LAW (University/College Preparation) This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of rights and freedoms in Canada, our legal system, and family, contract, employment, tort, and criminal law. Students will use case studies and apply the concepts of legal thinking and the legal inquiry process to develop legal reasoning skills and to formulate and communicate informed interpretations of legal issues, and they will develop the ability to advocate for new laws.

Prerequisite: CHC2D or CHC2P

CGF3M - FORCES OF NATURE PHYSICAL PROCESSES AND DISASTERS (University/College Preparation)

This course examines Earth's physical patterns and processes and how they create natural disasters and can contribute to human disasters. Students will explore how physical processes related to Earth's water, land, and air, as well as interactions between these systems, can affect the planet and its people. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies to investigate Earth's natural processes, to make predictions related to natural disasters, and to create plans to prepare for and or respond to them. ****This course will be offered every other year, alternating with CGG3O. Next offered 2022 - 2023***

Prerequisite: CGC1D or CDC1P Geography Pathways: CGR4M

CGG3O - TRAVEL AND TOURISM: A GEOGRAPHIC PERSPECTIVE (Open)

This course focuses on issues related to travel and tourism within and between various regions of the world. Students will investigate unique environmental, sociocultural, economic, and political characteristics of selected world regions. They will explore travel patterns and trends, as well as tensions related to tourism, and will predict future tourism destinations. Students will apply the concepts of geographic thinking and the geographics inquiry process, including spatial technologies, to investigate the impact of the travel industry on natural environments and human communities. ****This course will be offered every other year, alternating with CGF3M. Next offered 2021 - 2022.***

Prerequisite: CGC1D or CGC1P Geography Pathways: CGR4M, CGW 4U or CGW4C

CHW3M – WORLD HISTORY TO THE END OF THE FIFTEENTH CENTURY (University/College Preparation)

This course explores the history of various societies around the world, from earliest times to around 1500 CE. Students will examine life in and the legacy of various ancient and pre-modern societies throughout the world, including those in Africa, Asia, Europe, and the Americas. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras.

Prerequisite: CHC2D or CHC2P History Pathways: CHY4U

CHT30 – WORLD HISTORY SINCE 1900: GLOBAL AND REGIONAL INTERACTIONS (Open) This course focuses on major developments in world history from 1900 to the present. Students will explore the causes and consequences of global and regional conflicts as well as responses to social, economic, and political developments in various countries and regions. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating historical developments and events, including those that continue to affect people in various parts of the world. There will be a focus on various global regions including Africa, South America, Asia and Indigenous Groups. ****This course is offered in alternating years with CHM4E. Next offered 2022 - 2023***

Prerequisite: CHC2D or CHC2P History Pathways: CHM4E

CGW4C - WORLD ISSUES: A GEOGRAPHIC ANALYSIS (College Preparation) This course explores many difficult challenges facing Canada and the world today - challenges such as unequal access to food, water, and energy; urbanization; globalization; and meeting the needs of a growing world population while ensuring the sustainability of the natural environment. Students will explore these and other world issues from environmental, social, economic, and political perspectives, while applying the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations.

Prerequisite: CGC1D or CGC1P

CGW4U – WORLD ISSUES: A GEOGRAPHIC ANALYSIS (University Preparation) This course looks at the global challenge of creating a more sustainable and equitable world. Students will explore a range of issues involving environmental, economic, social, and geopolitical interrelationships, and will examine governmental policies related to these issues. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate these complex issues, including their impact on natural and human communities around the world. Prerequisite: Any U or M course in Canadian and World Studies, English, or Social Sciences and Humanities

CGR4M – THE ENVIRONMENT AND RESOURCE MANAGEMENT (University/College Preparation) This course explores interactions between the natural and human environment, with a particular focus on the impact of human activity on various ecosystems. Students will explore resource management and sustainability practices, as well as related government policy and international protocols. Applying the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, students will investigate the relationship between people and the natural environment and will propose approaches for developing more sustainable relationships, including environmentally responsible actions that support stewardship.

Prerequisite: Any U, M or C course in Canadian and world studies, English, or social sciences and humanities

CHM4E – ADVENTURES IN WORLD HISTORY (Workplace Preparation) This course examines significant developments and events in world history from earliest times to the present. Students will explore social, economic, and political forces in different times and places, and how technology, art, and religion have helped shape people's lives and identities. Students will apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating a variety of human experiences in world history. ****This course is offered in alternating years with CHT30. Next offered 2021-2022***

Prerequisite: CHC2D or CHC2P

CHY4C - WORLD HISTORY SINCE THE FIFTEENTH CENTURY (College Preparation)

This course explores key developments and events in the world history since approximately 1450, with a focus on interactions within and between various regions. Students will examine social, economic, and political developments and how they affected different peoples. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key turning points in world history and historical forces that have shaped our world.

CHY4U – WORLD HISTORY SINCE THE FIFTEENTH CENTURY (University Preparation) This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and assess societal progress or decline in world history.

Prerequisite: Any U or M course in Canadian and World Studies, English, or Social Sciences and Humanities

CLN4C - LEGAL STUDIES (College Preparation) This course provides a foundation for students who wish to pursue a career that requires an understanding of law. Students will explore the importance of law, analysing, contemporary legal issues and their relevance to daily life. They will investigate the requirements for various law-related careers as well as legal responsibilities in the workplace. Students will apply the concepts of legal thinking and the legal studies inquiry process to investigate their rights and responsibilities, legal processes and structures, and the role of law in a changing society. Prerequisite: CHV20

AP EUROPEAN HISTORY EXAMINATION

The Social Sciences Department at CDDHS is offering a program at the Grade 12 University Level which prepares students to complete an examination in AP (Advanced Placement) European History towards the conclusion of their Grade 12 year. The exam is intended for qualified students who wish to complete classes in secondary school equivalent to university level introductory courses in European History.

COMPUTER STUDIES

ICS20 - INTRODUCTION TO COMPUTER STUDIES (Open) This course introduces students to computer programming. Students will plan and write simple computer programs by applying fundamental programming concepts, and learn to create clear and maintainable internal documentation. They will also learn to manage a computer by studying hardware configurations, software selection, operating system functions, networking, and safe computing practices. Students will also investigate the social impact of computer technologies, and develop an understanding of environmental and ethical issues related to the use of computers.

ICS3C - INTRODUCTION TO COMPUTER PROGRAMMING (College Preparation) This course introduces students to computer programming concepts and practices. Students will write and test computer programs, using various problem-solving strategies. They will learn the fundamentals of program design and apply a software development life-cycle model to a software development project. Students will also learn about computer environments and systems, and explore environmental issues related to computers, safe computing practices, emerging technologies, and postsecondary opportunities in computer-related fields.

ICS3U - INTRODUCTION TO COMPUTER SCIENCE (University Preparation) This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.

ICS4U - COMPUTER SCIENCE (University Preparation) This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.

Prerequisite: ICS3U

ENGLISH

ENG1D – ENGLISH (Academic) This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which lead to university or college preparation courses in grades 11 and 12.

ENG1P – ENGLISH (Applied) This course is designed to develop the key oral communication, reading, writing, and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students' comprehension of texts and to help them communicate clearly and effectively. The course is intended to prepare students for the Grade 10 applied English course, which leads to college or workplace courses in Grades 11 and 12.

ENG1L – ENGLISH (Locally Developed) This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, and in the English Grade 11 Workplace Preparation course. The course is organized by strands that develop listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on developing foundational literacy skills and in using language clearly and accurately in a variety of authentic contexts. Students develop strategies to put into practice the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.

ENG2D – ENGLISH (Academic) This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.
Prerequisite: ENG1P or ENG1D

ENG2P – ENGLISH (Applied) This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in secondary school and daily life. Students will study and create a variety of informational, literary, and graphic texts. An important focus will be on consolidation of strategies and processes that help students interpret texts and communicate clearly and effectively. This course is intended to prepare students for the compulsory Grade 11 college or workplace preparation course.
Prerequisite: ENG1P or ENG1D

ENG2L – ENGLISH (Locally Developed) In this course, students focus on extending their literacy and communication skills to prepare for success in their daily lives, in the workplace, and in the English Grade 11 Workplace Preparation course. The course is organized by strands that extend listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on refining foundational literacy skills and in using language clearly and accurately in a variety of authentic contexts. Students build on their strategies and engage in the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.

ENG3C – ENGLISH (College Preparation) This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the compulsory Grade 12 college preparation course. Prerequisite: ENG2P

ENG3E – ENGLISH (Workplace Preparation) This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will study the content, form, and style of a variety of contemporary informational, graphic, and literary texts; and create oral, written, and media texts in a variety of forms for practical purposes. An important focus will be on using language clearly and accurately in a variety of formal and informal contexts. The course is intended to prepare students for the compulsory Grade 12 workplace preparation course. Prerequisite: ENG2P or ENG2L

ENG3U – ENGLISH (University Preparation) This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course. Prerequisite: ENG2D

ENG4E – ENGLISH (Workplace Preparation) This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will analyse informational, graphic, and literary texts and create oral, written, and media texts in a variety of forms for workplace-related and practical purposes. An important focus will be on using language accurately and organizing ideas and information coherently. The course is intended to prepare students for the workplace and active citizenship. Prerequisite: ENG3E

ENG4C – ENGLISH (College Preparation) This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace. Prerequisite: ENG3C

ENG4U – ENGLISH (University Preparation) This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting and reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace. Prerequisite: ENG3U

ENG4U1 - ENGLISH (University STEM focus) This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will interpret, evaluate and analyze a range of challenging, non-fiction texts with a focus on data, statistics, sociology, ethics, environmental science, research, editorials and articles. An important focus will be on the interpretation and critical analysis of research beyond pure numbers and science, and how they can be used to tell us interesting stories about the human condition. This course is intended to prepare students for university, college or the workplace.

Prerequisite: ENG3U

EWC4C – THE WRITER’S CRAFT (College Preparation) This course emphasizes knowledge and skills related to the craft of writing. Students will investigate models of effective writing; use a workshop approach to write a variety of works; and make considered decisions for improving the quality of their writing. They will also complete a creative or analytical independent study project and investigate opportunities for publication and for writing careers. Students will write a variety of works including creative non-fiction, microfiction, poetry, journalism, descriptive writing and personal discovery through reflective journal writing.

Prerequisite: ENG3C

EWC4U – THE WRITER’S CRAFT (University Preparation) This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers. Students will write a variety of works including creative non-fiction, microfiction, poetry, journalism, descriptive writing and personal discovery through reflective journal writing.

Prerequisite: ENG3U

OLC40 – ONTARIO SECONDARY SCHOOL LITERACY COURSE (Open) This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test. Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a literacy portfolio containing a record of their reading experiences and samples of their writing. *Students will be recommended for this course.

FINE ARTS

People attracted to careers in this pathway like to sketch, draw, paint, play musical instruments, write stories, poetry and music, sing, dance, act, take photos and be physically active. This career path includes programs related to the humanities and to the performing, visual, literary and media arts and recreation. These include architecture, creative writing, film and cinema studies, fine arts, graphic design and production, journalism, foreign languages, radio and television broadcasting, advertising, public relations, coaching, and instructors in recreation and sport.

Organized field trips, gallery exhibitions, and department-sponsored arts events are a compulsory component of all Fine Arts Courses.

Students enrolled in Dramatic Arts are expected to see a professional theatre production.

ADA10 – DRAMA (Open) This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

AMU10 – MUSIC (Open) This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life. The focus of this course will be on performance and band ensemble.

AVI10 – VISUAL ART (Open) This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various material by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context.

ADA20 – DRAMA (Open) This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences.

AMU20 – MUSIC (Open) This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures. The focus of this course will be on performance and band ensemble.

AMV20 - MUSIC - VOCAL/CHORAL (Open) This course is open to all students who wish to develop or improve their singing voices for use in a choir, solo singing and/or stage productions. Emphasis will be placed on: vocal technique, diction, breathing, blend and on reading music. The course will cover a wide variety of choral repertoire ranging from traditional music to popular music. Solo, duet and large ensemble rehearsal will be elements of this course.

AVI20 – VISUAL ARTS (Open) This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.

AWP20 – VISUAL ARTS - SCULPTURE (ART TECH) (Open) This course emphasizes learning through practice, by introducing them to new ideas, design theory, technologies, materials, and processes for artistic thinking. Student learning will include technical drawing, design application and the creative process. ****This course is to be divided into equal 9 week components of art/welding and possibly woodworking and technology.***

ADA3M – DRAMA (University/College Preparation) This course requires students to create and to perform dramatic presentations. Students will analyse, interpret, and perform works of drama from various cultures, including western plays from around 1900. Students will also do research on different acting styles and conventions for their presentations, create original works, and analyse the functions of playwright, director, actor, producer, designer, technician, and audience.

Prerequisite: ADA1O or ADA2O

AMG30 – GUITAR MUSIC (Open) This course develops students' artistic knowledge and skills through the performance of music and the preparation of music productions. This is a beginning guitar course which will cover strumming, finger picking, note reading, composition and songwriting. Performance is on acoustic string guitars with the opportunity for electronics throughout the semester. This course is designed to accommodate the student with little or no musical background.

AMU3M – MUSIC (University/College Preparation) This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analysing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers. The focus of this course will be on band performance and students will learn a secondary instrument.

Prerequisite: AMU1O or AMU2O

AMV30 - MUSIC - VOCAL/CHORAL (Open) This course is open to all students who wish to develop or improve their singing voices for use in a choir, solo singing and/or stage productions. Emphasis will be placed on: vocal technique, diction, breathing, blend and on reading music. The course will cover a wide variety of choral repertoire ranging from traditional music to popular music. Solo, duet and large ensemble rehearsal will be elements of this course.

ASM30 – MEDIA ARTS (Open) This course enables students to create media art works using available and emerging technologies such as computer animation, digital imaging, and video, and a variety of media. Students will explore the elements and principles of media arts, the connections between contemporary media art works and traditional art forms, and the importance of using responsible practices when engaged in the creative process. Students will develop the skills necessary to create and interpret media art works. Students will create works using digital photography, photo imaging software, flash animation and Web design. Recommended

Prerequisite: AVI1O or AVI2O

AVI3M – VISUAL ARTS (University/College Preparation) This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emergent technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular artform.

Prerequisite: AVI1O or AVI2O

AWA3O - VISUAL ARTS - CRAFTS (Open) This course looks at applied arts with a focus on imaginative problem solving to develop technical skills through a variety of two and three dimensional media. This course includes felting, wood burning, string art, embroidery, pottery and paper making.

ADA4M – DRAMA (University/College Preparation) This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other text and media sources while learning about various theories of directing and acting. Students will examine other significance of dramatic arts in various cultures, and will analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.

Prerequisite: ADA3M

AMG4M – GUITAR MUSIC (University/College Preparation) This course is a continuation of AMG3O1. Students will further develop performance skills on the guitar. Advanced fingerpicking, introduction of Barre and jazz chording techniques and soloing will be the focus for this course. This is an opportunity for intermediate and advanced players to perfect their skills as a soloist or small ensemble member.

Prerequisite: AMG3O or permission of the Department Head.

AMU4M – MUSIC (University/College Preparation) This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers. Students will perform as members of an ensemble, arrange and conduct a composition and perform on a secondary instrument.

Prerequisite: AMU3M1

AMV4M - MUSIC - VOCAL/CHORAL (University/College Preparation) This course is open to all students who wish to develop or improve their singing voices for use in a choir, solo singing and/or stage productions. Emphasis will be placed on: vocal technique, diction, breathing, blend and on reading music. The course will cover a wide variety of choral repertoire ranging from traditional music to popular music. Solo, duet and large ensemble rehearsal will be elements of this course.

Prerequisite: AVV3M or permission of the Department Head

AVI4M – VISUAL ARTS (University/College Preparation) This course focuses on enabling students to refine their use of the creative process when creating and presenting two and three dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical and cultural contexts. Students will explore a wide range of subject matter, analyse social issues and contexts, and apply art media through teacher-guided and independent studio work. Students will create portfolios suitable for use in either career or post secondary education applications.

Prerequisite: AVI3M

FIRST NATIONS, MÉTIS, AND INUIT STUDIES

NAC10 - EXPRESSIONS OF FIRST NATIONS, MÉTIS, AND INUIT CULTURES (Open) This course explores various arts disciplines (dance, drama, installation and performance art, media arts, music, storytelling, utilitarian or functional art, visual arts), giving students the opportunity to create, modify, present, and analyse art works, including integrated art works/productions that explore or reflect First Nations, Métis and Inuit perspectives and cultures. Students will examine the interconnected relationships between art forms and individual and cultural identities, histories, values, protocols, and ways of knowing and being. They will demonstrate innovation as they learn and apply art-related concepts, methods, and conventions, and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to creative arts challenges.

NBV3E - WORLD VIEWS AND ASPIRATIONS OF FIRST NATIONS, MÉTIS, AND INUIT COMMUNITIES IN CANADA (Workplace) This course explores the diverse knowledge, world views, and aspirations that shape the actions of First Nations, Métis, and Inuit individuals and communities in Canada. Students will examine issues of identity facing individuals and communities with respect to changing relationships with the land, nature, one another, and Canada. Students will explore their own world and others' world views, and the factors that shape world views over time, to develop an understanding of how traditional and contemporary beliefs and values influence the aspirations and practices of First Nations, Métis and Inuit communities. Students are given the opportunity to develop further understanding about the impacts of colonization and how reconciling diverse knowledge, world views, and aspirations contributes to a call for societal understanding.

Prerequisite: Grade 10 First Nations, Métis, and Inuit in Canada, Open, or CHC2L/2P/2D

FRENCH

FSF1D – CORE FRENCH (Academic) This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will continue to develop language knowledge and skills by using language-learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop the skills necessary to become life-long language learners.

FSF1P – CORE FRENCH (Applied) This course provides opportunities for students to communicate and interact in French in structured situations on everyday topics and to apply their knowledge of French in everyday situations. Students will continue to develop language knowledge and skills introduced in the elementary Core French program, through practical applications and concrete examples, and will use creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop the skills necessary to become life-long language learners.

FSF2D – CORE FRENCH (Academic) This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will continue to develop their language knowledge and skills through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will continue to develop the skills necessary to become life-long language learners.

Prerequisite: FSF1D

FSF3U – CORE FRENCH (University Preparation) This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their creative and critical thinking skills through responding to and exploring a variety of oral and written texts. They will continue to broaden their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary for life-long language learning. Prerequisite: FSF2D

FSF4U – CORE FRENCH (University Preparation) This course provides extensive opportunities for students to speak and interact in French independently. Students will apply language-learning strategies in a wide variety of real-life situations, and will continue to develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. Students will also continue to enrich their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary for life-long language learning.

Prerequisite: FSF3U

GUIDANCE & CAREER EDUCATION

GLE10 – SKILLS FOR SUCCESS (Open) This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond. Prerequisite: Recommendation of Principal.

GLC20 – CAREER STUDIES (.5 credit) (Open) This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.

GWL30 - DESIGNING YOUR FUTURE (Open) This course prepares students to make successful transitions to postsecondary destinations as they investigate specific postsecondary options based on their skills, interests, and personal characteristics. Students will explore the realities and opportunities of the workplace and examine factors that affect success, while refining their job-search and employability skills. Students will develop their portfolios with their targeted destination and develop an action plan for future success.

COOPERATIVE EDUCATION

FTECO2 (2credit) FTECO4 (4 credit) - Cooperative Education prepares students to make successful transitions to postsecondary destinations as they investigate specific postsecondary options based on their skills, interests, and personal characteristics. Students will explore the realities and opportunities of the workplace and examine factors that affect success, while refining their job search and employability skills. Students will expand their portfolios with a focus on their targeted destination and develop an action plan for future success.

Cooperative Education is a two or four credit program combining classroom instruction based upon work-related topics with a unique opportunity for experiential learning in a job placement within the community. This is taken in the third or fourth year of high school. The in-school component is designed to assist students in developing greater self-awareness, in fostering the growth of work-related skills and attitudes, in providing relevant employee information, and in enhancing job-search skills. Topics include: job search methods, letters of application and resumes, safety, workers' rights, and on-the-job team concepts, communication and commitment. The out-of-school segment of the program permits the student an opportunity to gain insight into the career of their choice. While on the job, the student may determine whether or not this is an area that they may wish to pursue for permanent employment in the future.

This method of learning also offers other advantages:

- A chance to work with modern equipment, processes and systems
- An opportunity to develop leadership, social and work-related skills and attitudes
- A change to acquire a valuable practical, hands-on experience which is vital when making application to universities, colleges and other places of employment
- An opportunity to apply and expand upon classroom learning while in the workplace
- A means of developing understanding and insight into employer expectations
- A potential method of assisting the student in developing a positive self-image as a productive member of society
- An opportunity to benefit from the expertise of people within the community

Application Requirements

1. Students should have a valid Ontario Health Card, Social Insurance Number, and a Driver's License or other recognized photo I.D. (Passport, Ontario Photo Card)
2. It is the policy of the Upper Grand District School Board that all students 18 years of age or older who wish to be placed working with the elderly or in a day care centre may undergo a police check to ensure that they are a suitable candidate. Police checks may also be necessary for medical facility placements for students 18 and over. The cost to the student is up to \$10.00

Selection Criteria

Consultation with the Coop employers and staff has led to five criteria which will be used when selecting students for the Cooperative Education Program.

1. The student must select the FTECO2 or FTECO4 option option in myBlueprint.
2. Priority will be given to students who are enrolled in the SHSM program who require a program specific placement.
3. There must be a suitable placement available in the community for the candidate thus ensuring a quality and meaningful work experience opportunity.
4. The student must have exhibited appropriate learning skills, credit completion and attendance records. These have been required by our community partners for their continued involvement in our Cooperative Education Program.

Note: Some placements, by their very nature, have specific requirements of students. i.e. 4 credit only, 18 years of age and may need their own transportation. These may include: physiotherapy, automotive technician, construction trades including electrician, plumber, mason, etc., and agriculture.

ONTARIO YOUTH APPRENTICESHIP PROGRAM

School To Work Transition Preparing Tomorrow's Workers Today!

Are you considering a career in the skilled trades? If so, consider OYAP!

The Ontario Youth Apprenticeship Program (OYAP) is a specialized Co-op Program for those students interested in Apprenticeship Training. This program allows senior students to complete Co-op credits toward their Ontario Secondary School Diploma (OSSD) and earn hours toward an apprenticeship in one of the many designated trade sectors shown below.

How long is an Apprenticeship?

Apprenticeship programs vary from two to five years, depending on the occupation. OYAP allows for some of this training to occur during high school.

What does the future look like for Apprentices?

Apprenticeship prepares you for a job; it also prepares you for a career as a skilled worker. It offers satisfying work, usually with very good salaries and the security of knowing your skills are in great demand.

Benefits to Youth

- students earn credits toward an OSSD, while hours worked on the job are applied to journeyperson certification;
- doors are kept open. Students who find they are not suited to the trades can return to a regular school program after one semester with no penalty;
- students may participate in some of the regular apprenticeship training courses through OYAP;
- the facilitation of a smooth transition from school to work;
- provide students an early start on apprenticeship and career choices;
- students develop good work habits both in school and at the workplace
- students become better problem-solvers and independent life-long learners;
- students develop a positive self-image;
- students develop an understanding of employer expectations in the world of work.

Who is eligible?

Students who are at least 16 years of age and have at least 16 secondary school credits can apply for OYAP in their senior years of high school.

Education Requirements

- students must be enrolled as a full-time student;
- students must complete a minimum of three in-school credits per year;
- students should take a "package" of courses prior to, and to complement their chosen apprenticeship i.e. - transportation technology is necessary for students interested in the auto service technician apprenticeship)
- School Co-op teachers will monitor the program offered in the workplace to ensure that it meets secondary school credit requirements.
- **to receive an OSSD, students must still complete all compulsory credits.**

Where do I work?

Ideally, the student will continue with OYAP and a paid apprenticeship program at the same placement as the Co-op opportunity.

A student's acceptance into the OYAP program does not guarantee that the student will be "registered" as an apprentice. School staff and the Central Co-op Office will do their best to locate a position, but placements and registrations rely on the size and type of placement opportunities within the community, on economic conditions, and on job performance skills demonstrated by the student.

Apprentices are trained by approved employers who hold valid trade certification in apprenticeship areas such as:

Automotive Service Technician
Oil Burner
General Machinist
Electrician
Cabinet Maker

Network Cabling Specialist
Early Childhood Educator
Chef
Hairstylist
Tool and Die Maker

Carpenter
Baker
Mason
Cement Finisher
and many more

How to Apply

- select **FTECO2** for 2 credit Co-op or **FTECO4** for 4 credit Co-op

DUAL CREDITS

Dual Credits allow students who are in Grades 11 or 12 to participate in college courses while still in high school. Courses count toward both a high school diploma and a post-secondary diploma or certificate. Dual Credit programs may provide new and varied learning opportunities by exposing students to the college setting and culture.

Upper Grand District School Board is partnered with Georgian and Humber Colleges in Orangeville and Conestoga College in Guelph and Kitchener/Waterloo. Courses are offered in each semester, in a variety of career pathways and skilled trades.

Students attend one full day a week, in a program of their choice, and take two (2) credits over the course of 14-15 weeks. Ideally, students combine their Dual Credit with a 2-credit or 4-credit co-op placement; however, acceptance into Co-operative Education is not mandatory for most programs.

Traditionally, the following programs have been offered to students who wish to take a Dual Credit Course. Note: Course offerings are subject to change.

Pathways		Exploring the Trades
<ul style="list-style-type: none"> • Early Childhood Education • Design Foundations • Cosmetology • Police Foundations 	<ul style="list-style-type: none"> • Business • Computer Applications • Cyberpsychology • Health & Wellness • Positive Psych & Leadership • Digital Photography & Imaging • Security Guard Licensing 	<ul style="list-style-type: none"> • Electrical • Plumbing • Welding • Heavy Equipment • Food Production • Cabinet Making • Truck & Coach • Brick & Stone • Automotive

Dual Credits offering OYAP level 1 training and certification are available in various trades programs at Conestoga College in Semester 2. Students are encouraged to make a Guidance appointment in the spring of the previous year.

Please refer to the Board website for up-to-date information on what courses will be offered and how to apply: www.ugdsb.ca/dualcredit/ Speak to your Guidance Counsellor for more information.

HEALTHY ACTIVE LIVING

PPL10X–Identifies as Female / PPL10Y-Identifies as Male - HEALTHY ACTIVE LIVING EDUCATION (Open)

This course equips students with the knowledge and skills they need to make healthy choices now, and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

PPL20X-Identifies as Female / PPL20Y-Identifies as Male – HEALTHY ACTIVE LIVING EDUCATION (Open)

This course enables students to further develop the knowledge and skills they need to make healthy choices now, and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

PAF20 (All Genders) - PERSONAL & FITNESS ACTIVITIES - FITNESS FOUNDATIONS This course enables students to further develop the knowledge and skills they need to make healthy choices now, and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. There will be a focus on developing fundamental movement skills for senior level fitness (PAF) courses.

PAF30 (All Genders) - PERSONAL & FITNESS ACTIVITIES - FUNCTIONAL FITNESS (Open) This course enables students to further develop the knowledge and skills they need to make healthy choices now, and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. Emphasis will be on personal fitness, and students will learn to set appropriate short and long term goals to design and implement a personal fitness program. This course is designed specifically for students who recognize the need to improve their personal fitness level and the need to develop life-long personal fitness skills.

Recommended Prerequisite: PAF20

PPL30X - Identifies as Female - HEALTH ACTIVE LIVING EDUCATION (Open) This course will have a major focus on individual and small group activities and will enable students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Prerequisite: None

PPL3OY - Identifies as Male – HEALTHY ACTIVE LIVING EDUCATION (Open) This course enables students to further develop the knowledge and skills they need to make healthy choices now, and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

PAF40 - (All Genders) - PERSONAL & FITNESS ACTIVITIES (Open) This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects others, and develop their ability to think critically and creatively. Students will set fitness goals and design and lead fitness activities. Additionally, students will learn techniques and theory on how to train others. This course is recommended for any students interested in developing a high level of physical fitness.

Recommended Prerequisite: PAF20 or PAF30

PLF4M - RECREATION AND HEALTHY ACTIVE LIVING LEADERSHIP (College/University Preparation) This course enables students to explore the benefits of lifelong participation in active recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize, and safely implement recreational events and other activities related to healthy, active living. Students will also learn how to promote the benefits of healthy, active living to others through mentoring and assisting them in making informed decisions that enhance their well-being. The course will prepare students for university programs in physical education and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion and fitness leadership. Prerequisite: Any health and physical education course

PPL40 – (All Genders) - HEALTHY ACTIVE LIVING EDUCATION (Open) This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

PSK4U – INTRODUCTORY KINESIOLOGY (University Preparation) This course focuses on the study of human movement and of the systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social factors that influence an individual's participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration. Prerequisite: Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 course in health and physical education.

HOCKEY CANADA SKILLS ACADEMY LEADERSHIP AND PHYSICAL EDUCATION COURSE

The Hockey Canada Skills Academy at Centre Dufferin is available in first semester at the junior level for male and female students entering grades 9 or 10 in September 2021. The program is geared to players of all ability levels and will involve both on-ice and off-ice instruction. The intermediate program for students in grades 9 and 10 will run as a two credit program in Civics (CHV2OD 1/2 credit) and Careers (GLC2OD - 1/2 credit) and Physical Education (PAL1OD or PAL2OD). There will be five spaces available for senior students through an application-based process. These students will earn their IDC and PAL credits acting as on-ice coaches while learning coaching strategies and community building techniques. Senior students will also have the opportunity to earn their NCCP Level 1, Standard First Aid/CPR, Wrapping and Taping for performance and injury, and WHMIS.



Cost of the semester long program is \$400. A \$200 non-refundable down payment is required upon application for the program and is due by April 30, 2021. A \$200 cheque made payable to CDDHS post dated for April 30, 2021, and one for September 10, 2021 are to be submitted with the application form for the program. Enrolment may be limited, and will be filled on a first come, first served basis of submission of completed application packages (including post dated cheques). The registration cost will provide more than 40 hours of on-ice instruction, a Hockey Canada Jersey, Hockey Canada registration and insurance for each participant. On-ice instruction will focus on developing fundamental skills in skating, shooting, passing, puck control, checking and goalie instruction. Full equipment is required on ice. Off-ice instruction will focus on hockey specific training including: resistance training; speed, agility, and quickness training; stickhandling and passing; and European Floorball. Classroom sessions will feature skills videos, goal setting, fitness training principles, nutrition, life skills and individual video analysis of players' skating, passing, shooting and stickhandling skills.

The Intermediate Hockey skills program will include Civics and Careers Studies. The Senior Leadership course will focus on the development of leadership and coordination skills related to recreational activities. Students will acquire the knowledge and skills required to plan, organize, and implement recreational events. They will also learn to promote the value of physical fitness, personal well-being, and personal safety to others through mentoring. The course prepares students for college programs in recreational, leisure, and fitness leadership.

The program is open to male and female students of any skill level or ability. The program will facilitate the concept of self-challenge and individual goal achievement. The goal of the course is to enhance a hockey student's confidence, individual playing skills, self-esteem, leadership, and opportunities in both academics and athletics beyond the regular school system. The program is sanctioned and supported by Hockey Canada.

To register for Centre Dufferin's 2021-2022 Intermediate or Senior Hockey Canada Skills Academy:

1. Choose **FTEHOC**.
2. Complete the application form for the Hockey Skills Academy and submit the form with two, \$200 cheques (dated April 30, 2021 and September 10, 2021) to Centre Dufferin's main office, attention Lori Champ by April 30, 2021.

Note: Enrolment in this program is conditional upon receipt of the form and fees. If payment is received after April 30 and the program is full, students will be placed on a waitlist and will be asked to choose 2 other courses.



FTEHOC is a 2 credit package that consists of the following courses depending on your grade:

GLC20D - CAREER STUDIES - HOCKEY (.5 credit) (Open) This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan. *All junior hockey students will take Careers as part of the program.

CHV20D - CIVICS AND CITIZENSHIP - HOCKEY (.5 credit) (Open) This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them. *All junior hockey students will take Civics and Citizenship as part of the program.

IDC30D / IDC40D - INTERDISCIPLINARY STUDIES - HOCKEY (Open) Students will combine skills and knowledge of Hockey, Healthy Active Living and Leadership to solve problems, make decisions, perform and develop dryland and on-ice training programs. Individual and collaborative activities in the Hockey Canada Skills Academy program are designed to enhance a student-player's confidence, individual playing skills, self-esteem and leadership opportunities in both academics and athletics beyond the secondary school system. Students will develop skills in communication, interpersonal relations, teamwork, conflict management and coaching strategies.

PAL10D / PAL20D - LARGE GROUP ACTIVITIES, HOCKEY CANADA SKILLS ACADEMY (Open) This course equips students with the knowledge and skills they need to make healthy choices now, and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. The Hockey Canada Skills Academy will focus on large group activities related to hockey skills development.

PAL30D - LARGE GROUP ACTIVITIES, HOCKEY CANADA SKILLS ACADEMY (Open) This course enables students to further develop the knowledge and skills they need to make healthy choices now, and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. The Hockey Canada Skills Academy will focus on large group activities related to hockey skills development.

PAL40D - LARGE GROUP ACTIVITIES, HOCKEY CANADA SKILLS ACADEMY (Open) This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. The Hockey Canada Skills Academy will focus on large group activities related to hockey skills development.

MATHEMATICS

MTH1W - MATHEMATICS (Destreamed) This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

MAT1L – MATHEMATICS (Locally Developed) This course provides students who have previously had difficulty in mathematics with an opportunity to consolidate skills and develop the background necessary for the Workplace preparation courses in Grades 11 and 12. Whenever possible ideas will be presented in a real-life context, providing opportunities to explore, organize and interpret the mathematics being investigated. Technology, including scientific-graphing calculators, will be used where appropriate. Topics of study include money sense, measurement, and proportional reasoning.

MPM2D – PRINCIPLES OF MATHEMATICS (Academic) This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: MPM1D Recommendation: 70% or higher in MPM1D

MFM2P – FOUNDATIONS OF MATHEMATICS (Applied) This course enables students to consolidate their understanding of linear relations and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relations. Students will investigate similar triangles, the trigonometry of right triangles, and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Prerequisite: MFM1P or MPM1D

MAT2L - MATHEMATICS (Locally Developed) This course extends the concepts learned in MAT1L1 and provides students who have previously had difficulty in mathematics with an opportunity to consolidate skills and develop the background necessary for the Workplace preparation courses in Grades 11 and 12. Whenever possible ideas will be presented in a real-life context, providing opportunities to explore, organize and interpret the mathematics being investigated. Technology, including scientific-graphing calculators, will be used where appropriate. Topics of study include money sense, measurement, proportional reasoning and introduces three dimensional figures.

MBF3C – FOUNDATIONS FOR COLLEGE MATHEMATICS (College Preparation) This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world. Students will extend their understanding of quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; and develop their ability to reason by collecting, analysing, and evaluating data involving one and two variables. Students will consolidate their mathematical skills as they solve problems in measurement and trigonometry, and communicate their thinking. This course is intended for students planning to go to college in a non-Math related field. It will prepare students for the Grade 12 college mathematics course, MAP4C.

Prerequisite: MFM2P Recommendation: 60% or higher in MFM2P

MCF3M – FUNCTIONS AND APPLICATIONS (University/College Preparation) This course is intended for students planning to go to college in a math related field, or students planning on going to University in a non-Math related field. It is designed for students who had moderate success at the grade 10 Academic level, or who were highly successful at the grade 10 Applied level. This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modelling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to financial and trigonometric applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: MPM2D or MFM2P Recommendation: 60% or higher in MPM2D or 80% or higher in MFM2P

MCR3U – FUNCTIONS (University Preparation) This course is designed for students who are considering a future at university in mathematics, science, engineering or computers. It will prepare students for all possible grade 12 math courses. This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: MPM2D Recommendation: 70% or higher in MPM2D

MEL3E – MATHEMATICS FOR EVERYDAY LIFE (Workplace Preparation) This course is intended for students not planning to go to college or university. It will prepare students for the grade 12 workplace mathematics course. This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will solve problems associated with earning money, paying taxes, and making purchases; apply calculations of simple and compound interest in saving, investing, and borrowing; and calculate the costs of transportation and travel in a variety of situations. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Prerequisite: MPM1D or MFM1P or any Grade 10 mathematics course.

MCV4U – CALCULUS AND VECTORS (University Preparation) This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors, and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, rational, exponential, and sinusoidal functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who plan to study mathematics in university and who may choose to pursue careers in fields such as physics and engineering.

Prerequisite: MHF4U

MDM4U - MATHEMATICS AND DATA MANAGEMENT (University Preparation) This course broadens students' understanding of mathematics as it relates to managing information. Students will apply methods of organizing large amounts of information; solve problems involving counting techniques, probability, and statistics; and carry out a culminating project that integrates the expectations of the course. Students will continue to develop the mathematical processes necessary for success in senior mathematics. Students planning to pursue university programs in business, the social sciences, or the humanities will find this course of particular interest. This course should be considered as well by those interested in continuing on in mathematics, science, engineering or computer science.

Prerequisite: MCR3U or MCF3M Recommendation: 70% or higher in MCF3M

MHF4U – ADVANCED FUNCTIONS (University Preparation) This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students who plan to study mathematics in university and for those wishing to consolidate their understanding of mathematics before proceeding to any of a variety of university programs.

Prerequisite: MCR3U or MCT4C

MAP4C – FOUNDATIONS FOR COLLEGE MATHEMATICS (College Preparation) This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods; solve problems involving applications of geometry and trigonometry; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades.

Prerequisite: MCR3U, MCF3M or MBF3C

MEL4E – MATHEMATICS FOR WORK AND EVERYDAY LIFE (Workplace Preparation) This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will investigate questions involving the use of statistics ; apply the concept of probability to solve problems involving familiar situations; investigate accommodation costs and create household budgets; use proportional reasons; estimate and measure; and apply geometric concepts to create designs. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Prerequisite: MEL3E

SCIENCE

People attracted to careers in this pathway like to work with people. This career path includes programs related to the promotion of health as well as the treatment of injuries, conditions and diseases. These may include medicine, engineering, dentistry, nursing, therapy and rehabilitation, nutrition, fitness and hygiene. They like to observe, learn, analyze, investigate, evaluate or solve problems. They like to work independently, analyze data, do research, deal with abstractions, explore a variety of ideas, perform lab experiments, do complex calculations, and understand scientific methods and theories.

SNC1D – SCIENCE (Academic) This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity

SNC1P – SCIENCE (Applied) This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science to everyday situations. They are also given opportunities to develop practical skills related to scientific investigation. Students will plan and conduct investigations into practical problems and issues related to the impact of human activity on ecosystems; the structure and properties of elements and compounds; space exploration and the components of the universe; and static and current electricity.

SNC1L – SCIENCE (Locally Developed) This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking and the relationship between science, society, and the environment, to prepare students for success in everyday life, in the workplace and in the Science Grade 11 Workplace Preparation course. Students explore a range of topics including science in daily life, properties of common materials, life-sustaining processes in simple and complex organisms, and electrical circuits. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities.

SNC2D – SCIENCE (Academic) This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid-base reactions; forces that affect climate and climate change; and the interaction of light and matter. Academic Math is recommended.

SNC2P – SCIENCE (Applied) This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter.

SNC2L - SCIENCE (Locally Developed) This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking, and the environmental impact of science and technology, to prepare students for success in everyday life, in the workplace, and in the Grade 11 Science Workplace Preparation course. Students explore a range of topics, including science in media, interactions of common materials, interdependence of organisms in communities, and using electrical energy. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities.

SBI3C – BIOLOGY (College Preparation) This course focuses on the processes involved in biological systems. Students will learn concepts and theories as they conduct investigations in the area of cellular biology, microbiology, genetics, the anatomy of mammals, and the structure of plants and their role in the natural environment. Emphasis will be placed on the practical application of concepts, and on the skills needed for further study in various branches of the life sciences and related fields. Prerequisite: SNC2D or SNC2P with a minimum grade of 70% is recommended. *This course can be part of the SHSM in the Health and Wellness Sector.

SBI3U – BIOLOGY (University Preparation) This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

Prerequisite: SNC2D *This course can be part of the SHSM in the Health and Wellness Sector.

SCH3U - CHEMISTRY (University Preparation) This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.

Prerequisite: SNC2D *This course can be part of the SHSM in the Health and Wellness Sector.

SPH3U – PHYSICS (University Preparation) This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

Prerequisite: SNC2D *This course can be part of the SHSM in the Health and Wellness Sector.

SVN3E - ENVIRONMENTAL SCIENCE (WORKPLACE PREPARATION) This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in work and life after secondary school. Students will explore a range of topics, including the impact of human activities on the environment; human health and the environment; energy conservation; resource science and management; and safety and environmental responsibility in the workplace. Emphasis is placed on relevant, practical applications and current topics in environmental science, with attention to the refinement of students' literacy and mathematical literacy skills as well as the development of their scientific and environmental literacy. ***This course will be offered every other year, alternating with SNC4E. Next offered 2021 - 2022.***

Prerequisite: SNC1P/1D/1L *This course can be part of the SHSM in the Health and Wellness Sector.

SBI4U – BIOLOGY (University Preparation) This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.

Prerequisite: SBI3U Recommended Prerequisite: SCH3U *This course can be part of the SHSM in the Health and Wellness Sector.

SCH4C – CHEMISTRY - (College Preparation) This course enables students to develop an understanding of chemistry through the study of matter and qualitative analysis, organic chemistry, electrochemistry, chemical calculations, and chemistry as it relates to the quality of the environment. Students will use a variety of laboratory techniques, develop skills in data collection and scientific analysis, and communicate scientific information using appropriate terminology. Emphasis will be placed on the role of chemistry in daily life and the effects of technological applications and processes on society and the environment.

Prerequisite: SNC2D or SNC2P Recommendation: 70% in SNC2D or SNC2P *This course can be part of the SHSM in the Health and Wellness Sector.

SCH4U – CHEMISTRY (University Preparation) This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment. Prerequisite: SCH3U1 *This course can be part of the SHSM in the Health and Wellness Sector.

SPH4C – PHYSICS (College Preparation) This course develops students' understanding of the basic concepts of physics. Students will explore these concepts with respect to motion; mechanical, electrical, electromagnetic, energy transformation, hydraulic, and pneumatic systems; and the operation of commonly used tools and machines. They will develop their scientific investigation skills as they test laws of physics and solve both assigned problems and those emerging from their investigations. Students will also consider the impact of technological applications of physics on society and the environment

Prerequisite: SNC2D or SNC2P . This course is required for many apprenticeship/technical programs. *This course can be part of the SHSM in the Health and Wellness Sector.

SPH4U – PHYSICS (University Preparation) This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse qualitatively and quantitatively, data relating to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

Prerequisite: SPH3U *This course can be part of the SHSM in the Health and Wellness Sector.

SNC4E – SCIENCE (Workplace Preparation) This course provides students with fundamental science knowledge and workplace skills needed to prepare them for success beyond secondary school. Students will explore hazards in the workplace, chemicals in consumer products, disease and its preventions, electricity at home and at work, and nutritional science. Emphasis is placed on current topics in science and relevant, practical activities that develop students' literacy and mathematical literacy skills and enhance their scientific literacy. ***This course will be offered every other year, alternating with SVN3E. Next offered in 2022 - 2023.***

Prerequisite: SNC2P/2D/2L *This course can be part of the SHSM in the Health and Wellness Sector.

SOCIAL SCIENCES AND THE HUMANITIES

People attracted to Family Studies careers like to work with people. Post secondary programs may include education, child and family services and social services. Note: Each Family Studies course provides a Social Science credit.

FAMILY STUDIES

HFN10 – FOOD AND NUTRITION (Open) This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food preparation skills and introduces them to the use of social science research methods in the area of food and nutrition.

HLS30 – HOUSING AND HOME DESIGN (Open) This course introduces students to a range of issues related to housing and home design. Students will learn about the needs that housing fulfills; housing options; home maintenance and safety; and environmental, economic, legal, and social considerations related to housing. They will use the elements and principles of design to analyse design and decorating decisions. Students will develop research skills as they investigate issues related to housing and home design.

HNC3C – UNDERSTANDING FASHION (College Preparation) This course introduces students to the world of fashion. Students will gain an understanding of theories related to fashion trends and of how culture, media, fashion cycles, retailing, and social and environmental factors influence fashion trends and consumer behaviour. Students will use various tools, technologies, and techniques safely and correctly to create fashion items. They will apply knowledge of fibres, fabrics, and the elements and principles of design when creating and assessing fashion-related products. Students will develop research skills as they investigate topics related to fashion.

HPC30 – RAISING HEALTHY CHILDREN (Open) This course focuses on the skills and knowledge parents, guardians, and caregivers need, with particular emphasis on maternal health, pregnancy, birth, and the early years of human development (birth to six years old). Through study and practical experience, students will learn how to meet the developmental needs of young children, communicate with them, and effectively guide their early behaviour. Students will develop their research skills through investigations related to caregiving and child rearing.

HHS4C – FAMILIES IN CANADA (College Preparation) This course enables students to develop an understanding of social science theories as they apply to individual development, the development of intimate relationships, and family and parent-child relationships. Students will explore a range of issues relating to the development of individuals and families in contemporary Canadian society as well as in other cultures and historical periods. They will develop the investigative skills required to conduct research on individuals, intimate relationships, and parent-child roles and relationships in Canada.

Prerequisite: Any U, M or C course in social sciences and humanities, English, or Canadian and world studies.

HHS4U - FAMILIES IN CANADA (University Preparation) This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships.

Prerequisite: Any U or M course in social sciences and humanities, English, or Canadian and world studies.

HNB4M – THE WORLD OF FASHION (University/College Preparation) This course gives students the opportunity to explore the world of fashion. Students will learn how to create a fashion product using various tools, techniques and technologies while developing their practical skills. Students will learn about various factors that affect the global fashion industry, the needs of specialized markets, and the impact of fibre and fabric production and care. In addition, they will learn about social and historical influences on fashion. Students will apply research skills when investigating aspects of the fashion world. Prerequisite: Any U, M or C course in social sciences and humanities, English, or Canadian and world studies.

SOCIAL SCIENCES

HSP3C – INTRODUCTION TO ANTHROPOLOGY, PSYCHOLOGY, AND SOCIOLOGY (College Preparation) This course introduces students to theories, questions, and issues related to anthropology, psychology, and sociology. Students learn about approaches and research methods used by social scientists. They will be given opportunities to apply theories from a variety of perspectives, to conduct social science research, and to become familiar with current issues within the three disciplines.

HSP3U – INTRODUCTION TO ANTHROPOLOGY, PSYCHOLOGY, AND SOCIOLOGY (University Preparation) This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science, and to become familiar with current thinking on a range of issues within the three disciplines.
Prerequisite: ENG2D or CHC2D

HIP40 - PERSONAL LIFE MANAGEMENT (Open) This course focuses on preparing students for living independently and working successfully with others. Students will learn to manage their personal resources to meet their basic needs for food, clothing, and housing. They will also learn about their personal, legal, and financial responsibilities and develop and apply interpersonal skills in order to make wise and responsible personal and occupational choices. Students will apply research and inquiry skills while investigating topics related to personal life management. The course emphasizes the achievement of expectations through practical experiences.

HSB4U – CHALLENGE AND CHANGE IN SOCIETY (University Preparation) This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.
Prerequisite: Any U, M or C in social sciences and humanities, English, or Canadian and world studies.

EQUITY STUDIES

HSE3E - EQUITY, DIVERSITY AND SOCIAL JUSTICE (Workplace Preparation) This course enables students to develop an understanding of historical and contemporary issues relating to equity, diversity, and social justice in a variety of contexts. Students will explore the nature of diversity and power relations in Canada and how social norms shape individual identity. They will learn about social activism and how to address situations that involve discrimination, harassment, and denial of rights. Students will develop and apply research skills and will design and implement a social action initiative relating to an equity, diversity, or social justice issue.

HSE4M - EQUITY AND SOCIAL JUSTICE: FROM THEORY TO PRACTICE (University/College Preparation) This course enables students to develop an understanding of the theoretical, social, and historical underpinnings of various equity and social justice issues and to analyse strategies for bringing about positive social change. Students will learn about historical and contemporary equity and social justice issues in Canada and globally. They will explore relations and the impact of a variety of factors on equity and social justice. Students will develop and apply research skills and will design and implement a social action initiative relating to an equity or social justice issue.

Prerequisite: any U, M, or C course in Social Sciences and Humanities, English, or Canadian and World Studies

TECHNOLOGICAL STUDIES

As technology continues to evolve in our fast paced society, there is an ever increasing need for workers in the trades. While historically the trades were for “hands-on” learners, electronics, computer controls and complex networking systems have increased the need for workers with a wider range of education. The technological studies program will introduce students to such fields as Construction - including plumbing and electrical; Manufacturing - including welding, machining and CNC operating; Automotive - including automotive maintenance, repairs and electrical diagnostics; Foods - including baking and food preparation and Computers - including videography, photography and animations. The technological studies programs will prepare students for a variety of careers such as apprenticeships, college studies or can give you a foundation for academic specialties such as engineering or technologists.

TCJ101 - EXPLORING CONSTRUCTION TECHNOLOGY (Open) This exploratory course introduces students to concepts and skills in construction technology, which encompasses plumbing, electrical and network wiring, masonry, heating/cooling, carpentry, and woodworking. Students will develop an awareness of related environmental and societal issues, and will begin to explore secondary and postsecondary pathways leading to careers in the field. ****The focus of this course will be on Woodworking.***

TIJ101 - EXPLORING TECHNOLOGIES (Open) This course enables students to further explore and develop technological knowledge and skills introduced in the elementary science and technology program. Students will be given the opportunity to design and create products and/or provide services related to the various technological areas or industries, working with a variety of tools, equipment, and software commonly used in industry. Students will develop an awareness of environmental and societal issues, and will begin to explore secondary and postsecondary education and training pathways leading to careers in technology-related fields. ****This course is to be divided into 2 equal 9 week components shared between Small Engines and Welding.***

TCJ201 – CONSTRUCTION TECHNOLOGY (Open) This course introduces students to building materials and processes through opportunities to design and build various construction projects. Students will learn to create and read working drawings; become familiar with common construction materials, components, and processes; and perform a variety of fabrication, assembly, and finishing operations. They will use a variety of hand and power tools and apply knowledge of imperial and metric systems of measurement, as appropriate. Students will develop an awareness of environmental and societal issues related to construction technology, and will explore secondary and postsecondary pathways leading to careers in the industry. ****This course is to be divided into 2 equal 9 week components shared between Woodworking and Construction.***

TCJ20X - CONSTRUCTION TECHNOLOGY (Open) This course introduces students to building materials and processes through opportunities to design and build various woodworking and construction projects. Students will learn and read working plans and drawings; and perform a variety of fabrication, assembly, and finishing operations. They will use a variety of hand and power tools and apply knowledge of imperial and metric measuring systems. In the transportation shop, students will learn how to apply their skills to properly maintain and service a vehicle from tires to brakes, oil changes to body work. ****This course is for students who identify as female. It is to be equally split in 9 week components shared between Construction and Automotive.***

TEJ201 - COMPUTER TECHNOLOGY (Open) This course introduces students to computer systems, networking, and interfacing, as well as electronics and robotics. Students will assemble, repair, and configure computers with various types of operating systems and application software. Students will build small electronic circuits and write computer programs to control simple peripheral devices or robots. Students will also develop an awareness of environmental and societal issues related to the use of computers, and learn about secondary and postsecondary pathways to careers in computer technology.

TFJ201 – HOSPITALITY AND TOURISM TECHNOLOGIES (Open) This course provides students with opportunities to explore different areas of hospitality and tourism, as reflected in the various sectors of the tourism industry, with an emphasis on food service. Students will study culinary techniques of food handling and preparation, health and safety standards, the use of tools and equipment, the origins of foods, and event planning, and will learn about tourism attractions across Ontario. Students will develop an awareness of related environmental and societal issues and will explore secondary and postsecondary pathways leading to careers in the tourism industry. **The focus of this course will be on food service including baking/savory & sweet.*

TGJ201 - COMMUNICATIONS TECHNOLOGY (Open) This course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie production, radio and audio production, print and graphic communications, photography and interactive new media and animation. Student projects may include computer-based activities such as creating videos, editing photos, working with audio, cartooning, developing animations and designing web pages. Students will also develop an awareness of related environmental and societal issues related to communications technology, and will explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields.

TTJ201 – TRANSPORTATION TECHNOLOGY (Open) This course introduces students to the service and maintenance of vehicles, aircraft, and/or watercraft. Students will develop knowledge and skills related to the construction and operation of vehicle/craft systems and learn maintenance and repair techniques. Student projects may include the construction of a self-propelled vehicle or craft, engine service, tire/wheel service, electrical/battery service, and proper body care. Students will develop an awareness of related environmental and societal issues and will explore secondary and postsecondary pathways leading to careers in the manufacturing and transportation industries. Students will develop fabricating skills using various welding techniques. **This course is to be divided into 2 equal 9 week components shared between Transportation Technology and Welding.*

TCJ3E1 - CONSTRUCTION TECHNOLOGY (Workplace Preparation) This course enables students to develop technical knowledge and skills related to carpentry, masonry, electrical systems, heating and cooling, and plumbing for residential construction. Students will gain hands-on experience using a variety of materials, processes, tools, and equipment to design, lay out, and build projects. They will create and read technical drawings, learn construction terminology, interpret building codes and regulations, and apply mathematical skills as they develop construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and explore postsecondary and career opportunities in the field. **The focus of this course will be on woodworking projects.*

TCJ3C1 - CONSTRUCTION ENGINEERING TECHNOLOGY (College Preparation) This course focuses on the development of knowledge and skills related to residential construction. Students will gain hands-on experience using a variety of construction materials, processes, tools, and equipment; learn about building design and planning construction projects; create and interpret working drawings and sections; and learn how the Ontario Building code and other regulations and standards apply to construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and explore career opportunities in the field. **The focus of this course will be on woodworking projects.*

TEJ3E1 - COMPUTER TECHNOLOGY (Workplace Preparation) This course enables students to develop knowledge and skills related to computer hardware, networks, operating systems, and other software. Students will use utility and application software and learn proper procedures for installing, maintaining, and troubleshooting computer systems and networks. Students will develop an awareness of environmental and societal issues related to the use of computers, and will learn about apprenticeships and other employment opportunities in the field of computer technology that they may choose to pursue after graduation.

TEJ3M1 - COMPUTER ENGINEERING TECHNOLOGY (University/College Preparation) This course examines computer systems and control of external devices. Students will assemble computers and small networks by installing and configuring appropriate hardware and software. Students will develop knowledge and skills in electronics, robotics, programming, and networks, and will build systems that use computer programs and interfaces to control and/or respond to external devices. Students will develop an awareness of environmental and societal issues related to the use of computers, and will learn about college and university programs leading to careers in computer engineering.

TFJ3E1 – HOSPITALITY AND TOURISM (Workplace Preparation) This course enables students to acquire knowledge and skills related to the food and beverage services sector of the tourism industry. Students will learn how to prepare, present, and serve food using a variety of tools and equipment and will develop an understanding of the fundamentals of providing high quality service to ensure customer satisfaction and the components of running a successful event or activity. Students will develop an awareness of health and safety practices, environmental and societal issues, and career opportunities in the food and beverage services sector. ****The focus of this course will be on food preparation and culinary principles.***

TFJ3C1 – HOSPITALITY AND TOURISM (College Preparation) This course enables students to develop or expand knowledge and skills related to hospitality and tourism, as reflected in the various sectors of the tourism industry. Students will learn about preparing and presenting food, evaluating facilities, controlling inventory, and marketing and managing events and activities, and will investigate customer service principles and the cultural and economic forces that drive tourism trends. Students will develop an awareness of health and safety standards, environmental and societal issues, and career opportunities in the tourism industry. ****The focus of this course will be on food preparation and culinary principles.***

TGJ3O1 – COMMUNICATIONS TECHNOLOGY: BROADCAST AND PRINT PRODUCTION (Open) This course enables students to develop knowledge and skills in the areas of graphic communication, printing and publishing, audio and video production, and broadcast journalism. Students will work both independently and as part of a production team to design and produce media products in a project-driven environment. Practical projects may include the making of signs, yearbooks, video and/or audio productions, newscasts, and documentaries. Students will also develop an awareness of related environmental and societal issues and explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields. ****The focus of this course will be on film, video and sound.***

TGJ3M1 – COMMUNICATIONS TECHNOLOGY(University/College Preparation) This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues and explore college and university programs and career opportunities in the various communications technology fields. ****The focus of this course will be on film, video and sound.***

TMJ3E1 - MANUFACTURING TECHNOLOGY (Workplace Preparation) This hands-on, project-based course is designed for students planning to enter an occupation or apprenticeship in manufacturing directly after graduation. Students will work on a variety of manufacturing projects, developing knowledge and skills in design, fabrication, and problem solving and using tools and equipment such as engine lathes, milling machines, and welding machines. In addition, students may have the opportunity to acquire industry standard certification and training. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about secondary school pathways that lead to careers in the industry. ****The focus of this course will be Welding Technology with Design and Machining applications.***

TMJ3C1 - MANUFACTURING TECHNOLOGY (College Preparation) This course enables students to develop knowledge and skills through hands-on, project-based learning. Students will acquire design, fabrication, and problem solving skills while using tools and equipment such as lathes, mills, welders, computer-aided machines, robots and control systems. Students may have opportunities to obtain industry- standard certification and training. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about pathways leading to careers in the industry. ****The focus of this course will be Welding Technology with Design and Machining applications.***

TTJ3O1 – TRANSPORTATION TECHNOLOGY: VEHICLE OWNERSHIP (Open) This course introduces students to the service and maintenance of vehicles, aircraft, and/or watercraft. Students will develop knowledge and skills related to the construction and operation of vehicle/craft systems and learn maintenance and repair techniques. Student projects may include the construction of a self-propelled vehicle or craft, engine service, tire/wheel service, electrical/battery service, and proper body care. Students will develop and awareness of related environmental and societal issues and will explore secondary and postsecondary pathways leading to careers in the transportation industry. ****The focus of this course will be on vehicle maintenance with inexperienced students gaining the most benefit.***

TTJ3C1 – TRANSPORTATION TECHNOLOGY (College Preparation) This course enables students to develop technical knowledge and skills as they study, test, service, and repair engine, electrical, suspension, brake, and steering systems on vehicles, aircraft, and/or watercraft. Students will develop communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will develop an awareness of environmental and societal issues related to transportation and will learn about apprenticeship and college programs leading to careers in the transportation industry. ****The focus of this course will be on apprenticeship opportunities.***

TWJ3E1 - CUSTOM WOODWORKING (Workplace Preparation) This course enables students to develop knowledge and skills related to cabinet making and furniture making. Students will gain practical experience using a variety of materials, tools, equipment, and joinery techniques associated with custom woodworking. Students will learn to create and interpret technical drawings and will plan, design, and fabricate projects. They will also develop and awareness of environmental and societal issues related to the woodworking industry, and explore apprenticeships, postsecondary training, and career opportunities in the field that may be pursued directly after graduation.

TCJ4E1 - CONSTRUCTION TECHNOLOGY (Workplace Preparation) This course enables students to further develop technology knowledge and skills related to residential construction and to explore light commercial construction. Students will continue to gain hands-on experience using a variety of materials, processes, tools, and equipment; create and interpret construction drawings; and learn more about building design and project planning. They will expand their knowledge of terminology, codes and regulations, and health and safety standards related to residential and light commercial construction. Students will also expand their awareness of environmental and societal issues related to construction technology and explore entrepreneurship and career opportunities in the industry that may be pursued directly after graduation. ****The focus of the course will be on woodworking projects.*** Prerequisite: TCJ3E1

TCJ4C1 - CONSTRUCTION ENGINEERING TECHNOLOGY (College Preparation) This course enables students to further develop knowledge and skills related to residential construction and to explore light commercial construction. Students will gain hands-on experience using a variety of materials, processes, tools and equipment and will learn more about building design and project planning. They will continue to create and interpret construction drawings and will extend their knowledge of construction terminology and of relevant building codes and regulations, as well as health and safety standards and practices. Students will also focus on environmental and societal issues related to construction engineering technology, and explore career opportunities in the field.

****The focus of this course will be on woodworking projects.*** Prerequisite: TCJ3C1

TFJ4E1 – HOSPITALITY AND TOURISM (Workplace Preparation) This course enables students to further develop knowledge and skills related to the food and beverage services sector of the tourism industry. Students will demonstrate proficiency in using food preparation and presentation tools and equipment; plan nutritious menus, create recipes, and prepare and present finished food products; develop customer service skills; and explore event and activity planning. Students will expand their awareness of health and safety practices, environmental and societal issues, and career opportunities in the food and beverage services sector. ****The focus of this course will be on food preparation and culinary principles. This course provides the opportunity to gain Smart Serve and Safe Food Handler’s certification.*** Prerequisite: TFJ3E (may be waived)

TFJ4C1 – HOSPITALITY AND TOURISM (College Preparation) This course enables students to further develop knowledge and skills related to the various sectors of the tourism industry. Students will demonstrate advanced food preparation and presentation skills; increase health and wellness knowledge; develop tourism administration and management skills; design and implement a variety of events or activities; and investigate principles and procedures that contribute to high-quality customer service. Students will expand their awareness of health and safety issues, environmental and societal issues, and career opportunities in the tourism industry. ****The focus of this course will be on food preparation and culinary principles. This course provides the opportunity to gain Smart Serve and Safe Food Handler’s certification.***

Prerequisite: TFJ3C (may be waived)

TGJ4O1 – COMMUNICATIONS TECHNOLOGY: DIGITAL IMAGERY AND WEB DESIGN (Open) This course enables students to develop knowledge and skills in the areas of photography, digital imaging, animation, 3D modelling, and web design. Students will work both independently and as part of a production team to design and produce media products in a project-driven environment. Practical projects may include photo galleries, digital images, animations, 3D models, and websites. Students will also expand their awareness of environmental and societal issues related to communications technology and explore postsecondary education, training, and career opportunities. ****The focus of this course will be on film, video and sound.***

TGJ4M1 – COMMUNICATIONS TECHNOLOGY (University/College Preparation) This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also expand their awareness and environmental and societal issues related to communications technology and will investigate career opportunities and challenges in a rapidly changing technological environment. ****The focus of this course will be on film, video and sound.***

Prerequisite: TGJ3M

TMJ4C1 - MANUFACTURING TECHNOLOGY (College Preparation) This course enables students to further develop knowledge and skills related to machining, welding, print reading, computer numerical control (CNC), robotics, and design. Students will develop proficiency in using mechanical, pneumatic, electronic, and computer control systems in a project-based learning environment and may have opportunities to obtain industry standard training and certification. Students will expand their awareness of environmental and societal issues and career opportunities in the manufacturing industry. ****The focus of this course will be welding technology with design and machining applications.***

Prerequisite: TMJ3C1

TMJ4E1 - MANUFACTURING TECHNOLOGY (Workplace Preparation) This project-driven, hands-on course builds on students' experiences in manufacturing technology. Students will further develop knowledge and skills related to the use of engine lathes, milling machines, welding machines, and other tools and equipment as they design and fabricate solutions to a variety of technological challenges in manufacturing. Students may also have opportunities to acquire industry-standard training and certification. Students will expand their awareness of environmental and societal issues and of career opportunities in the manufacturing industry. ****The focus of this course will be welding technology with design and machining applications.***

Prerequisite: TMJ3E1

TTJ4E1 – TRANSPORTATION TECHNOLOGY: VEHICLE MAINTENANCE (Workplace Preparation) This course introduces students to the servicing, repair, and maintenance of vehicles through practical applications. The course is appropriate for all students as a general interest course to prepare them for future vehicle operation, care, and maintenance or for entry into an apprenticeship in the motive power trades. Students will develop an awareness of environmental and societal issues related to transportation and will learn about careers in the transportation industry and the skills and training required for them. ****The focus of this course is on vehicle maintenance and repair.***

TTJ4C1 – TRANSPORTATION TECHNOLOGY (College Preparation) This course enables students to further develop technical knowledge and skills as they study, test, service, and repair engine management systems; power trains; steering/control, suspension, brake, and body systems on vehicles, aircraft, and/or watercraft; and/or small-engine products. Students will refine communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will expand their awareness of environmental and societal issues related to transportation and their knowledge of apprenticeship and college programs leading to careers in the transportation industry. ****The focus of this course will be on apprenticeship opportunities.***

Prerequisite: TTJ3C

TWJ4E1 - CUSTOM WOODWORKING (Workplace Preparation) This course enables students to further develop knowledge and skills related to the planning, design, and construction of cabinets and furniture for residential and/or commercial projects. Students will gain further experience in the safe use of common woodworking materials, tools, equipment, finishes, and hardware, and will learn about the entrepreneurial skills needed to establish and operate a custom woodworking business. Students will also expand their awareness of health and safety issues and environmental and societal issues related to woodworking, and will explore career opportunities that may be pursued directly after graduation.

Prerequisite: TWJ3E1

SCHOOL VISION

*Partners Learning Together;
Creating Successful Tomorrows*

Purpose and Intention = Deep Understanding

At Centre Dufferin, our vision for our school community involves:

Student Performance

- Helping create pathways so we can graduate successful learners

School Culture and Climate

- A school community where respect, responsibility, honesty, fairness and compassion are valued and modeled
- A physical school environment which is welcoming and respect worthy

Staff Professional Growth

- Build a collaborative culture where staff work together to deliver quality instruction

SCHOOL AND COMMUNITY ADVISORY COUNCIL

Parents and community members are invited to join our organization.
Meetings are held regularly during the school year in The Learning Commons at CDDHS.

IMPORTANT CONTACT INFORMATION

Website: www.ugdsb.ca/cddhs

Twitter: @centredufferin
 Instagram: @CDDHSathletics

Attendance Line: 519-925-3834 ext. 100

Inclement Weather: 519-925-3834 ext. 750 (info on no bus day)

The **UGConnect app** is the best way for parents and guardians to stay connected to your school!

- News and alerts from your school
- Access your SchoolCashOnline and UG2GO accounts in a fully secure environment
- Access your school's social media accounts
- An up-to-date calendar of events and school activities
- Transportation updates including school buses and taxis

SCHOOL TIMETABLE

Period Time	Week 1	Week 2
8:50 - 10:10	A	B
10:20 - 11:35	B	A
11:35 - 12:30	LUNCH	
12:30 - 1:45	C	D
1:55 - 3:10	D	C