



Choices

SECONDARY SCHOOLS
COURSE SELECTION & PLANNING GUIDE

Choices

Our Mission

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

We Value

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

Strategic Directions

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



tdsb.on.ca

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

Introduction

Dear Student,

High school is an exciting time in your educational career, as you explore new opportunities, begin planning for your future and prepare to graduate. Completing your Ontario Secondary School Diploma is an important milestone in your life and will prepare you for success as you move forward along whatever post-secondary path you choose.

Throughout your time in high school, your parents/guardians, teachers and guidance counsellors are all here to help and to provide you with the information and tools you need to make informed decisions and achieve success.

This Choices guide is full of comprehensive information about the variety of learning opportunities available to you at the TDSB and includes an outline of the step-by-step course selection process. Please use this resource for assistance as you research and determine your path forward in high school and beyond.

I wish you great success for the future.

John Malloy

Director of Education



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Getting Started

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

Planning Guide

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

Course Selection Process

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

Course Selection Sheet or myBlueprint Online

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

Learning to 18

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

Ontario Guidance Program

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

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

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

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

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

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

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

Creating Pathways to Success

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

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

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

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

Program Framework

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

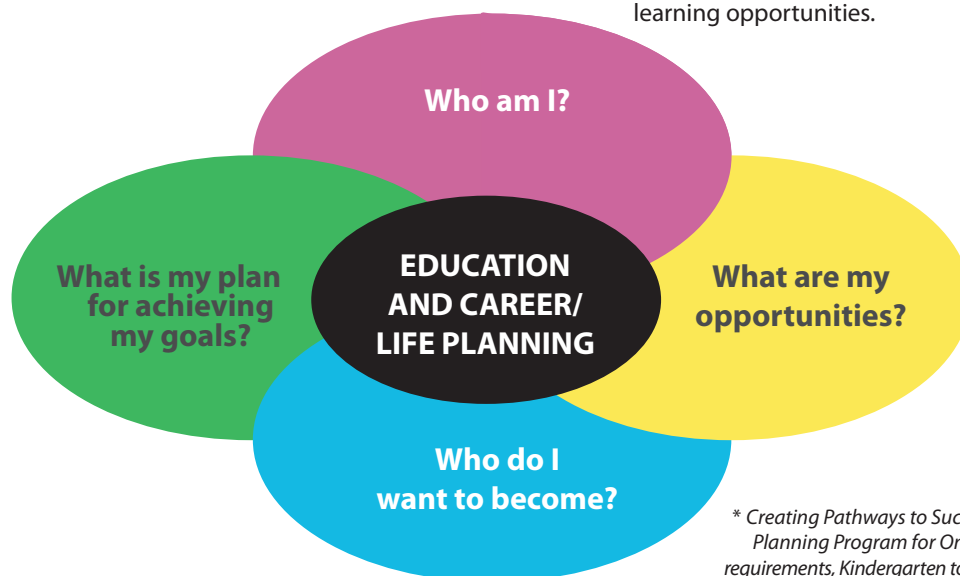
Individual Pathways Plan (IPP)

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

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

Postsecondary Transition Planning

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



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

Creating Pathways to Success

Message to Parents/Guardians

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

| EDUCATION AND CAREER/LIFE PLANNING: A FOUR-STEP INQUIRY PROCESS | |
|---|---|
| Inquiry Question | Area of Learning (Knowledge and Skills) |
| Who am I? | Knowing Yourself To help answer the question “Who am I?,” students will: <ul style="list-style-type: none"> • identify the characteristics that describe who they are, and create and maintain a personal profile that reflects those characteristics (e.g., interests, strengths, intelligences, accomplishments, values, and skills, including the learning skills and work habits evaluated on the provincial report cards and the Essential Skills described in the Ontario Skills Passport (OSP); • identify factors that have shaped who they are and that are likely to shape their profile over time; • reflect on how the characteristics described in their profile influence their thoughts and actions, and how those thoughts and actions may in turn affect their development as a learner, their relationships, and their education and career/life choices. |
| What are my opportunities? | Exploring Opportunities To help answer the question “What are my opportunities?,” students will: <ul style="list-style-type: none"> • explore the concept of “opportunity” and how the choices they make can open pathways for them; • identify co-curricular and community-based opportunities (e.g., recreational, social, leadership, volunteer, part-time employment); • investigate a variety of fields of work, occupations, and jobs, as well as the potential impact of local and global trends (e.g., demographic, technological, economic, social) on the opportunities available to them; • investigate the preparation required for a variety of co-curricular and community-based opportunities, occupations, and jobs (i.e., acquiring the necessary experience, education/training, and specific skills, including the Essential Skills and work habits documented in the OSP) and how this preparation can be obtained. |
| Who do I want to become? | Making Decisions and Setting Goals To help answer the question “Who do I want to become?,” students will: <ul style="list-style-type: none"> • identify the demands, rewards, and other features of the various opportunities they have explored, and reflect on the fit between those features and the characteristics they have described in their personal profile; • based on the connections they identify, use a decision-making process to determine personal and interpersonal goals as well as education and career/life goals; • review and revise their goals in light of any changes that may arise in their personal profile and in the opportunities that are available to them. |
| What is my plan for achieving my goals? | Achieving Goals and Making Transitions To help answer the question “What is my plan for achieving my goals?,” students will: <ul style="list-style-type: none"> • create a plan that identifies in detail the steps required to achieve the goals they have set; • identify the resources required to implement their plan; • identify potential obstacles and challenges they may encounter in implementing their plan, and devise possible solutions. |

(Creating Pathways to Success, page 15)

The Journey: myBlueprint



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

The easiest way to plan your education and career



Who Am I

Six comprehensive interest and career assessments



Goals

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



Resumes & Cover Letters

Record experiences and export them for school or work



Post-Secondary

Research the opportunities available in every pathway



Occupations

Compare extensive information on careers across Canada



Budgets

Improve financial literacy and build an interactive budget



High School

Plan to graduate and discover the impact of course selections



Portfolios

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



Guides

Information on topics related to education and career/life planning

Plan Courses for Graduation

Home • Goals

♥ 100 Points

Favourite 1 Opportunity

Post-Secondary

♥ 100 Points

| | |
|---------------|-------|
| Planned | 0 |
| Earned | 16 |
| Required | 16/30 |
| Total Credits | 16 |



| | |
|------------------|----------------------|
| Apprenticeship | 38 |
| College | 304 |
| Community Living | View |
| University | 160 |
| Workplace | 32 |

IPP Activities

Complete activities to earn points and win prizes or scholarships

Graduation Indicator

Track towards province specific graduation requirements

Pathway Eligibility

Instantly discover post-secondary opportunities based on courses

Get Started Today!

Visit www.myBlueprint.ca/TDSB and login with your **Email and Password**



myBlueprint.ca

as provided by myBlueprint



1-888-901-5505



info@myBlueprint.ca



@my_Blueprint

Building Character

Build Character

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

Character Development:

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

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

Student Success

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

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

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

Other opportunities to support Student Success include:

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

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

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

BUILD CHARACTER
BUILD SUCCESS

Respect Responsibility Empathy

Kindness & Caring Teamwork Fairness

Honesty Co-operation Integrity Perseverance



Build Your Future

Career/Life Development

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

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

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

What is a Job?

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

What is an Occupation?

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

What is a Career?

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

Go to
www.tdsb.on.ca/BUILDYOURFUTURE

High Five

1 Change Is Constant

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

2 Learning Is Ongoing

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

3 Focus on the Journey

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

4 Follow Your Heart

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

5 Access Your Allies

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



Policies & Practice

Equity & Inclusion in Education

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

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

TDSB Equity Foundation Statement

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

Caring & Safe Schools

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

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

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

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

All TDSB Schools adhere to the following Ministry Policies:

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

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

TDSB Urban Indigenous Education Centre

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

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

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



Policies & Practice

Special Education Programs

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

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

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

SEAC - Special Education Advisory Committee

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

Further information concerning SEAC can be obtained by visiting:

www.tdsb.on.ca/HighSchool/Special Education > click **Special Education Advisory Committee (SEAC)**

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

ACCOMMODATION

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

MODIFICATION

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

Student Planners

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

Student planners also contain TDSB common pages about the homework policy, code of online conduct, etc.

For more information, visit www.tdsb.on.ca/AboutUs/Calendar/StudentPlanners



TDSB Student Senate Captivate • Motivate • Initiate

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

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

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

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

Assessment & Evaluation of Student Achievement

Levels of Achievement

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

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

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

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

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

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

Academic Honesty

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

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

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

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

The Seven Fundamental Principles of Assessment and Evaluation:

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

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

Assessment & Evaluation

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

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

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

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

Reporting

The Credit System

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

Failure to Complete Courses

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

Withdrawal from a Course

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

Provincial Report Card

The standard Provincial Report Card includes the following information:

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

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

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

Ontario Student Transcript

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

Attendance



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

Ontario Student Record

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

Alternative Learning Opportunities

School Profiles on the web:

www.tdsb.on.ca



Click on
Find Your School



Alternative Schools

Alternative Schools

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

| Alternative Learning Environments | Phone | Profile |
|---|--------------|---|
| ALPHA II Alternative School | 416-393-0501 | Student directed learning; Grades 7 to 12 |
| (ASE I) Alternative Scarborough Education | 416-396-6914 | Self-directed and motivated learners; semestered Grades 11 to 12 |
| Avondale Secondary Alternative School | 416-395-4542 | Flexible, individualized program for self-directed students; non semestered Grades 9 to 12 |
| EdVance Adolescent Program - BCALC | 416-394-7130 | 18 to 20 year olds; earned a minimum of 5 credits |
| CALC | 416-393-9740 | |
| EALC | 416-395-3225 | |
| YALC | 416-395-3350 | |
| SCAS | 416-396-6921 | |
| City School | 416-393-1470 | Student-centered, small, supportive community of academic learners; semestered; Grades 9 to 12 |
| Contact Alternative School | 416-393-1455 | Retention and re-entry program; 16 years and older Grades 9 to 12; quadmestered |
| Delphi Secondary Alternative School | 416-396-6919 | Semestered Grades 9 to 12 for highly motivated learners |
| East York Alternative Secondary School | 416-396-2925 | Small, flexible, student-centered, restorative, community school; for 16-20 year olds; Grades 10 to 12; semestered |
| Inglenook Community School | 416-393-0560 | Small, intimate, community-focused environment; semestered; Grades 11 and 12 |
| Oasis Alternative Secondary School | | |
| a) Oasis Arts and Social Change Program | 416-393-9830 | Several unique continuous-intake programs, meeting a variety of needs; age varies depending on program (14 to 20 year olds); Grades 9 to 12; semestered |
| b) Oasis Triangle Program | 416-393-8443 | |
| c) Oasis Skateboard Factory | 416-393-0845 | |
| Parkview Alternative School | 416-396-5592 | Quadmester program; for 16 to 20 year olds; Limited Applied/College Courses; Grades 9 to 12 |
| Co-op Program | 416-396-3321 | |
| (S.E.E.) School of Experiential Education | 416-394-6990 | Focus on re-engagement; small, caring community; 14-20 year olds; grades 9-12; semestered |
| SEED Alternative School | 416-393-0564 | Small, highly academic program; university and college preparation for Grades 11 and 12; semestered. |
| (S.O.L.E.) School of Life Experience | 416-393-0756 | Semestered academic personalized alternative; Grades 11 to 12; Blended and e-Learning options |
| Subway Academy I | 416-393-9466 | Academic focus, wide range of compulsory and interest courses, small school community; Grades 9 to 12; semestered |
| Subway Academy II | 416-393-1445 | Flexible individualized program for senior students; semestered; minimum 16 credits |
| The Student School | 416-393-9639 | Semestered blended learning model with individual support; Grades 11 and 12 |
| West End Alternative School | 416-393-0660 | Semestered; minimum 8 credits; Grades 10 to 12 |
| Year Round Alternative Centres | | |
| a) Etobicoke - 160 Silverhill Dr. | 416-394-2120 | Grades 9 to 12 courses are offered (dependent on need) in 9 to 10 week quads throughout the year for students 16 to 20 years old; quadmestered |
| b) North East - 2900 Don Mills Rd. | 416-395-5300 | |
| c) North West - 425 Patricia Ave. | 416-395-4824 | |
| d) South East - 720 Midland Ave. | 416-396-4552 | |

Alternative Learning Opportunities

Credit Recovery

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

Music Certification

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

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

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

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

Please note the following:

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

Night School

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

to obtain permission from the day school to enrol in night school credit courses.

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

For more information, go to
www.CreditPrograms.ca

Other Ways of Meeting Diploma Requirements

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

Prior Learning Assessment & Recognition (PLAR)

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

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

Summer School

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

The following types of courses are offered:

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

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

For Summer School information, visit www.CreditPrograms.ca click on **Going to High School**

Alternative Learning Opportunities

Dual Credit Programs

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

For more details on program offerings and the application process, please contact your school Student Success Team, guidance counsellor or visit

www.tdsb.on.ca/programs/dualcredit

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

Arts/Communications Technology

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

Business/Finance/Sales and Service

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

Health/Natural and Applied Sciences

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

Social Sciences and Human Services

| | |
|--------------|---|
| George Brown | Aboriginal People and Canadian Society - Introduction |
| Centennial | Canadian Criminal Justice Systems |
| Humber | Canadian Criminal Justice Systems |
| Humber | College Seminar (Educational Planning) |

School Within A College Program (SWAC)

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

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

Students spend a semester in secondary school courses (including credit recovery) as well as college-delivered dual credit courses. Students participate in this comprehensive program five days per week for one semester on a college campus. For more information, please contact your Student Success Team and/or Guidance Counsellor.

www.tdsb.on.ca/High-School/Going-to-High-School/Specialized-Schools-and-Programs/School-Within-a-College

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

Trades/Transport and Industrial Technologies

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

Alternative Learning Opportunities

tdsb | eLearning Day School

TDSB secondary students are eligible to apply for one e-Learning day school course per semester. Students remain at their day school and course requests require approval from the student's guidance counsellor.

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

The eLearning courses have been developed by the Ministry of Education and are delivered by TDSB day school teachers. These courses are part of TDSB student's timetable, appear on the student's transcript upon completion and are fully compliant with TDSB and Ministry expectations and policies.

Benefits of e-Learning

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

Is e-Learning for you?

Students who are successful in an online course are usually:

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

Important

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

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

Interested in learning more?

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

tdsb | eSummer School

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

During the e-Summer school students are expected to:

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

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

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

Important

All enrolled students must participate in an orientation session to meet their teacher at the beginning of each session. In addition, if the e-summer course has a final examination (most grade 11 and 12 courses do), students must attend a supervised face to face exam at a central location at the end of each session.

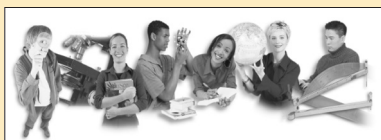
For more information visit, schoolweb.tdsb.on.ca/elearning/e-SummerSchool.aspx after April 1.



Re-Engagement Opportunities

Continuing Education and Community Opportunities

www.tdsb.on.ca
Adult Learners or Community



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

Continuing Education and Community programs include the following:

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

For more information, visit:

www.tdsb.on.ca

Click on
Adult Learners
or
Community

e-Credit Courses +18



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

Important

All enrolled students must participate in an online orientation session to meet their teacher at the beginning of each session (September and February). In addition, if the e-credit course has a final examination (most grade 11 and 12 courses do), students must attend a supervised face to face exam at a central location at the end of each session (January and June).

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

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

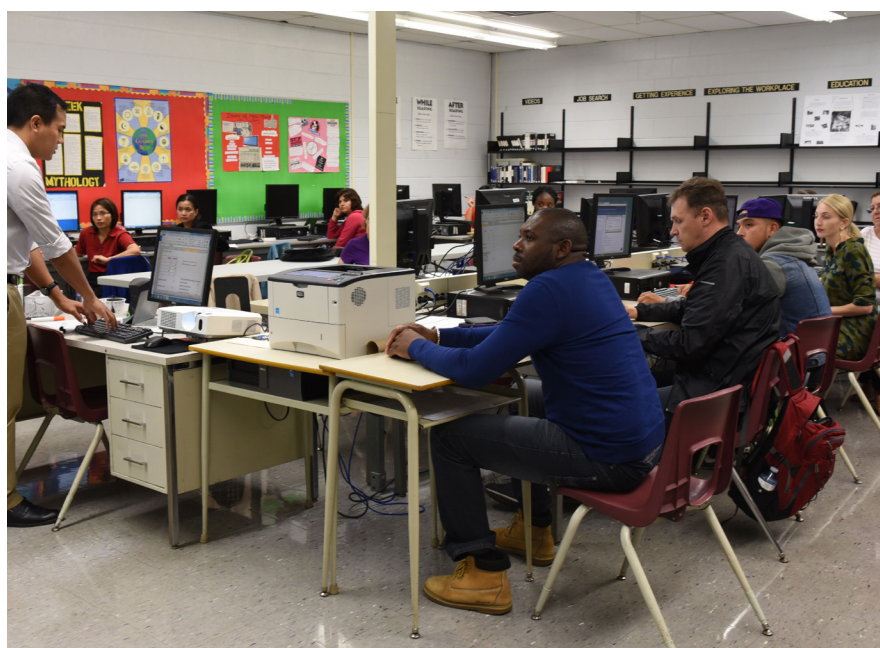
Eligibility

Students must:

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

Adult High Schools

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



Re-Engagement Opportunities

EdVance and Adult High Schools

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

| School | Phone | Profile |
|---|--------------|--|
| Burnhamthorpe Adult Learning Centre | 416-394-7130 | Burnhamthorpe offers students the opportunity to consolidate their senior level high school preparation to ensure success in postsecondary and other endeavors. Our programs include ESL and Co-op. We are located in Toronto's west end at Burnhamthorpe and the 427. www.burnhamthorpe.org |
| City Adult Learning Centre (CALC) | 416-393-9740 | CALC offers a wide range of credit courses at the college and university levels, and specialty programs including Personal Support Worker (PSW), Practical Nursing, Culinary Arts, Police Foundations, Co-op and ESL Credit. In addition CALC has many community partners providing support to our learners. We are conveniently located downtown at Broadview subway station. www.calconline.net |
| Emery Adult Learning Centre | 416-395-3225 | At Emery our EdVance and adult programs boast a caring, supportive and nurturing environment, designed to meet your unique learning needs. We offer academic credit courses leading to university, college, trades and the workplace. Learning at Emery is complimented by the only integrated arts programme in adult high schools. We are located in the north west part of the city on Weston Rd near Finch Ave. www.emeryadult.com |
| Scarborough Centre for Alternative Studies (SCAS) | 416-396-6921 | SCAS offers credit courses leading to university, college, and the work place. Our programs include ESL, Medical Office Administration, Licensed Hairstyling, Pre-Apprenticeship Carpentry and Co-op. Many of our business students qualify for advanced standing at Centennial College. At SCAS, we focus on our students' success. SCAS is located on Midland Ave. near Eglinton Ave. East. www.scasonline.com |
| Yorkdale Adult Learning Centre | 416-395-3350 | At Yorkdale we believe in your success. Our EdVance programs include Co-op, ESL, Culinary Arts, Hairstyling, Woodworking, Technology, Business and Arts. Our adult speciality programs include Co-op, ESL, Business I.T., Personal Trainer, Pathway to Nursing, Personal Support Worker (PSW), Hairstyling and Child Care. Yorkdale is located on Orfus Rd. near the 401 & Dufferin. www.yorkdale.net |

Re-Engagement Opportunities

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

Alternative Schools

These schools provide an alternative, unique learning experience in each school (see page 15). The environments vary and provide an educational experience suited to individual learning styles/preferences and/or need.

Admission criteria, age and grade for entry differ for each school.

www.tdsb.on.ca/Find-your/School/alternative-schools

Continuous Intake Co-op

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

EdVance

EdVance programs allow students ages 18 to 21 years old to complete a high school diploma in a flexible, personalized program in an adult environment. The program focuses

on strengthening literacy skills, accumulation of credits (2 to 3 in a nine-week term and 8 to 10 in a full year) and valuable work experience through cooperative education. Students who are eligible have achieved a minimum of 5 credits, have been out of school, but have demonstrated dedication to earning their diploma, and can attend regularly.

Night School

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

PLAR for Mature Students

(Prior Learning Assessment Recognition) If you are 18-21 years old and have been out of school for one year, you may be eligible for Prior Learning Assessment Recognition (PLAR). This is a formal evaluation to grant high school credits for past learning, training, work and volunteer experience, hobbies and interests, and knowledge of a first language (other than English or French). The Assessment may grant up to 16 Grade 9 and 10

credits through the completion of individual subject assessments and up to 10 credits at the Grade 11 and 12 level. The last four grade 11 or 12 credits cannot be granted. They must be earned credits. Contact Continuing Education for more information about the equivalency process or visit www.tdsb.on.ca/Adult-Learners/Adult-Credit-Programs.

Year Round Schools

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

General Educational Development (GED) Testing

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

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

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

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

GED Achievement offers you a two-part program:
GED Readiness Assessment: 2.5 hours (1 session)
GED Coaching and Practice: 18 hours (7 sessions)

Location: Central Technical School, 725 Bathurst Street

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

Specialized Programs

Interested in Specialized Schools and Programs?

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

Research these opportunities at www.tdsb.on.ca/HighSchool/GoingtoHighSchool and click on **Specialized Schools and Programs**. If you are considering a change, ask your guidance counsellor.

Secondary Specialized Schools and Programs

In addition to its regular secondary school programs, schools may offer special emphasis packages/programs subject to Board approval. The criteria for specialized schools and programs are as follows:

- A written, clearly articulated specific program focus (e.g., the arts, athletics, information technology) is required. To be designated a specialized school, this focus must apply to the whole school.
- In secondary schools, students must take a minimum of seven courses directly related to the school's particular program focus. With the exception of professional performing arts students or gifted athletes. Students are not required to take the minimum number of courses related to their areas of focus. However, timetable accommodation must be made by the school to allow these students to pursue their area of focus.

The admission criteria, age appropriateness and entry dates differ for each of these programs.

Africentric Secondary Program

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

Art Focus/Program

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

Cyber Arts/Studies

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

Elite Athletes/Arts

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

Integrated Technology

In this program, students are encouraged to use math, science and tech skills in all subject areas. It encourages students to combine the knowledge of traditional academic disciplines with a problem solving approach to change.

www.tdsb.on.ca



Find Your School



Specialized Schools & Programs

International Baccalaureate

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

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

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

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

Specialized Programs

Leadership Pathway

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

Math, Science & Technology

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

Media Arts

These programs often integrate television and media arts technologies or graphic design. They can focus on production, live production or print media.

Pre-Advanced Placement (Pre-AP)

A specialized enrichment program focusing on mathematics, computers, sciences, arts and humanities. These programs prepare students for the Advanced Placement program.

Optional Attendance

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

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



Specialist High Skills Major Programs

Specialist High Skills Majors include:

Arts & Culture

Albert Campbell CI
George Harvey CI
Georges Vanier SS
Newtonbrook SS
Oakwood CI
R.H. King Academy
Silverthorn CI
Thistletown CI
Western Technical School
Westview Centennial SS
Weston CI



Aviation & Aerospace

Georges Vanier SS



Business

A.Y. Jackson CI
Agincourt CI
Bloor CI
Central Toronto Academy
Dr. Norman Bethune CI
Jarvis CI
John Polanyi CI
L'Amoreaux CI
Lakeshore CI
Lester B. Pearson CI
Sir Wilfrid Laurier CI



Construction

Albert Campbell CI
Cedarbrae CI
Central Technical School
Lakeshore CI
Lester B. Pearson CI
Westview Centennial SS



Environment

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

Health & Wellness

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



Horticulture & Landscaping

Lawrence-Midland CI
Parkdale CI
Sir Wilfrid Laurier CI



Hospitality & Tourism

Central Technical School
Danforth C&TI
George S. Henry Academy

Specialist High Skills Major (SHSM)

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

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

The package must include:

- four credits – called the “major” credits – these courses provide knowledge and skills closely related to the particular sector of specialization, which are specified in each of the SHSM sectors.
 - two to four additional required credits for courses in English and other relevant disciplines (e.g., science, mathematics, or business studies), as specified in each of the SHSM sectors which include a minimum of 6 hours of learning that contextualizes the subjects curriculum expectations for a particular SHSM sector.
 - two cooperative education credits.
2. Certifications and training, which are identified in each SHSM sector.
 3. Experiential learning through job shadowing, job twinning, work experience, and career exploration activities.
 4. Use of the Ontario Skills Passport (OSP) to document the demonstration of the development of essential skills and work habits.
 5. “Reach ahead” opportunities, which allow students to experience learning in their intended postsecondary destination.

Lakeshore CI
Lawrence Park CI
Northview Heights SS
Sir Wilfrid Laurier CI
Sir William Osler HS
Thistletown CI
Western Technical School

Information Communication Technology

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



Justice, Community Safety, and Emergency Services

Central Technical School
John Polanyi CI

Manufacturing

Birchmount CI

East York CI
Etobicoke CI
Western Technical-Commercial School
Weston CI

Non-Profit

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



Sports

Agincourt CI
Malvern CI
Oakwood CI
Weston CI

Transportation

Central Technical School
Danforth C and TI
Emery CI
John Polanyi CI
Northern SS
West Hill CI
Westview Centennial SS
Winston Churchill CI



How do I find more information about SHSM?
www.edu.gov.on.ca/morestudentsuccess/SHSM.asp
SHSM programs offered are subject to change.

Other Programs

Newcomer Reception Centres

At the Newcomer Reception Centres, students new to Canada receive a warm welcome, an orientation to the school system, and an in-depth assessment of their English and mathematical skills, before registering in the school and program that will best meet their needs.

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

Advanced Placement (AP)

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

Cisco/Nortel Systems

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

English Language Learning

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

ESL and ELD PROGRAMS

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

LEAP

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

French Language Learning

The secondary schools of the Toronto District School Board provide a variety of programs in French as a Second Language. For more information about TDSB French programming, visit www.tdsb.on.ca/Elementary-School/School-Choices/French-Programs

CORE LANGUAGE PROGRAMS

These courses are designed as a continuation of the Core French program begun in elementary schools. A special Introductory French course for students who have not studied French in the elementary grades is also available in many schools. All students are required to complete one credit in French as a graduation requirement, unless alternative arrangements have been made for students with special circumstances.

EXTENDED FRENCH PROGRAMS

These courses have been designed for students who have had 1,080 to 1,440 hours of instruction in French in elementary school. The program includes French, plus other subjects studied in the French language. Effective 2003, students who have completed several credits in Extended French and other subjects taught in French will earn a Certificate of Bilingual Studies in Extended French. Four of these credits must be Extended French.

IMMERSION FRENCH PROGRAMS

These courses have been designed for students who have had 3,000 to 6,000 hours of instruction in French in elementary school. This program includes French, plus other subjects studied in the French language. Effective 2003, to earn a Certificate of Bilingual Studies in Immersion students will be required to complete 10 credits in French of which four must be in Immersion French.

Specialized Tech/Co-op OYAP Programs

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

Specific Program Information: Cooperative Education

How Does Co-op Work?

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

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

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

Who Takes Co-op?

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

Central Programs

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

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

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

Sample Timetables

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

| Period | Day 1 | Day 2 |
|--|--------|--------|
| 1 | AWI3M1 | HNC301 |
| 2 | ENG3C1 | AVI3M1 |
| 3 | AWI3MC | MBF3C1 |
| 4 | AWI3MC | SBI3C1 |
| half-day placement in fashion store 2 credit Co-op | | |

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

| Period | Sem 1 | Sem 2 |
|---|--------|--------|
| | MEL4E1 | ENG4EC |
| | ENG4E1 | ENG4EC |
| | SNC4E1 | GLN40C |
| | GLN401 | GLN40C |
| full-day placement in community newspaper 4 Co-op credits | | |

NOTE

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

Experiential Learning

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

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

Ask your teacher for details!

Experiential Learning

Job Shadowing and Job Tuning

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

Specific Program Information: Apprenticeship

What is OYAP?

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

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

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

How Does OYAP Work?

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

Get the OYAP Advantage:

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

OYAP: www.oyaptdsb.com



Specialized Co-op Programs

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

Specialized Co-op OYAP Programs

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

Accelerated Program

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

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

For further information about this opportunity, prerequisites or other work placements, contact your school's Cooperative Education Teacher, Technological Education Teacher or guidance counsellor.

Visit www.oyaptdsb.com or call the OYAP Office at **416 396-7483**

Specific Program Information: Technology (subject to change)

Communications Technology (TGJ)

Learning Centre 1

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

Learning Centre 2

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

Learning Centre 3

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

Learning Centre 4

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

Construction Technology & Engineering (TCJ)

Learning Centre 1

Central Etobicoke CI
 Etobicoke CI
 North Albion CI
 Northern SS
 Thistletown CI **WJ**
 Weston CI
 York Humber HS


Learning Centre 2

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

ER 11-15

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

Learning Centre 4

Central Tech School  **CCWJ**
CHCP CE CC
 Danforth C & Tl **CCWJ CE**
 Lakeshore CI **WJ**
 Oakwood CI
 Western T- CS

Green Industries (THJ)

Learning Centre 1

Bendale BTl
 Maplewood HS
 Sir William Osler HS

Learning Centre 3

Maplewood HS
 Sir William Osler HS **HH**

Learning Centre 2

Burnhamthorpe CI
 Don Mills CI
 Drewry SS
 SCAS

Learning Centre 4

Heydon Park SS **HF**
 Parkdale CI **HD**
 The Student School

Computer Technology & Engineering (TEJ)

Learning Centre 1

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

Learning Centre 2

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

Learning Centre 2 cont'd

Sir John A. Macdonald
 Stephen Leacock CI
 Victoria Park CI
 Westview Centennial SS **ER**
 William Lyon Mackenzie CI **ER**

Learning Centre 3


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

Learning Centre 4

Central Tech School **EL**
 Harbord CI
 Malvern CI
 Runnymede CI **ER**
 Western T- CS **EN**

Hairstyling and Aesthetics (TXJ)

Learning Centre 1

Central Etobicoke CI
 George Harvey CI
 John Polanyi CI
 Thistletown CI  **XH**
 York Humber HS

Learning Centre 2

Downsview SS **XA XH**
 Earl Haig SS **XH**
 Westview Centennial SS
 SCAS
 Yorkdale Secondary School **XA XH**

Learning Centre 3

Maplewood HS
 Sir William Osler HS

Learning Centre 4

Central Tech School **XH**
 Danforth C & Tl
 Eastdale CI **Grade 9/10**
 Heydon Park SS
 Lakeshore CI

Health Care (TPJ)

Learning Centre 2

Drewry SS
 SCAS
 Westview Centennial SS
 Yorkdale Secondary School

Learning Centre 4

Central Tech School **OJ**
 Heydon Park SS

Learning Centre 3

Lester B. Pearson CI
 Sir William Osler HS

Specific Program Information: Technology (subject to change)

Hospitality & Tourism (TFJ)

Learning Centre 1

Central Etobicoke CI **FB FC**
 Franke Oke SS
 Lawrence Park CI
 Marc Garneau CI
 Thistletown CI
 York Humber HS

Learning Centre 2

CALC **FR**
 Drewry SS
 Earl Haig SS
 Northview Heights SS **FB**
 SCAS **FE**
 Westview Centennial SS **FC**
 Yorkdale Secondary School **FB FC**

Learning Centre 3

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

Learning Centre 4

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



= Specialized Tech/Co-op
 OYAP Programs

Emphasis Options

Communications Technology

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

Computer Technology & Engineering

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

Construction Technology & Engineering

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

Green Industries

Horticulture **HH**
 Landscaping Architecture **HD**
 Landscaping Construction & Maintenance **HL**

Hairstyling and Aesthetics

Aesthetics **XA**
 Hairstyling **XH**

Health Care

Child Development & Gerontology **OJ**
 Dental Assistant/Technician **PD**

Nursing/Medical

PM

Hospitality and Tourism

Baking **FB**
 Cooking **FC**
 Culinary Arts & Management **FR**
 Event Planning **FE**

Manufacturing Technology & Engineering

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

Technological Design

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

Transportation Technology

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

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

Manufacturing Technology & Engineering (TMJ)

Learning Centre 1

Central Etobicoke CI
 Etobicoke CI **MR**
 Silverthorn CI
 West Humber CI
 Weston CI **MP**

Learning Centre 3

Agincourt CI
 Birchmount Park CI
 Cedarbrae CI
 David & Mary Thomson CI **MM**
 West Hill CI

Learning Centre 4

Central Tech School **MY**
 East York CI
 Western T- CS **MM MY**

Technological Design (TDJ)

Learning Centre 1

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

Learning Centre 2

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

Learning Centre 3

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

Learning Centre 4

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

Transportation Technology (TTJ)

Learning Centre 1

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

Learning Centre 2

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

Learning Centre 3

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

Learning Centre 4

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



Choices



myBlueprint

Planning Guide



How to use the Planning Guide:

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

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

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

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

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

Diploma & Certificate Requirements

Ontario Secondary School Diploma Requirements

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

Compulsory Credits (Total of 18)

4 credits in English (1 credit per grade)

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

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

2 credits in science

1 credit in the arts

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

1 credit in Canadian geography (Grade 9)

1 credit in Canadian history (Grade 10)

1 credit in French as a second language

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

1 credit in health and physical education

0.5 credit in career studies

0.5 credit in civics

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

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

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

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

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

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

Ontario Secondary School Certificate (OSSC)

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

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

Certificate of Accomplishment

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

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

Diploma & Certificate Requirements

Literacy Requirement

Ontario Secondary School Literacy Test (OSSLT)

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

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

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

Ontario Secondary School Literacy Course (OSSLC)

Students who have been eligible to write the Ontario Secondary School Literacy Test (OSSLT) and who have been unsuccessful at least once are eligible to take the Ontario Secondary School Literacy Course (OLC40).

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

Adjudication Panel Opportunity

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

Community Involvement

What is Community Involvement?

An event or activity designed to be of benefit to the community.

A volunteer activity – not for pay or credit.

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

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

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

40 HOURS – Get Started!

Ask first – Keep a record – Get Proof:

- dates
- hours
- organization/contact information

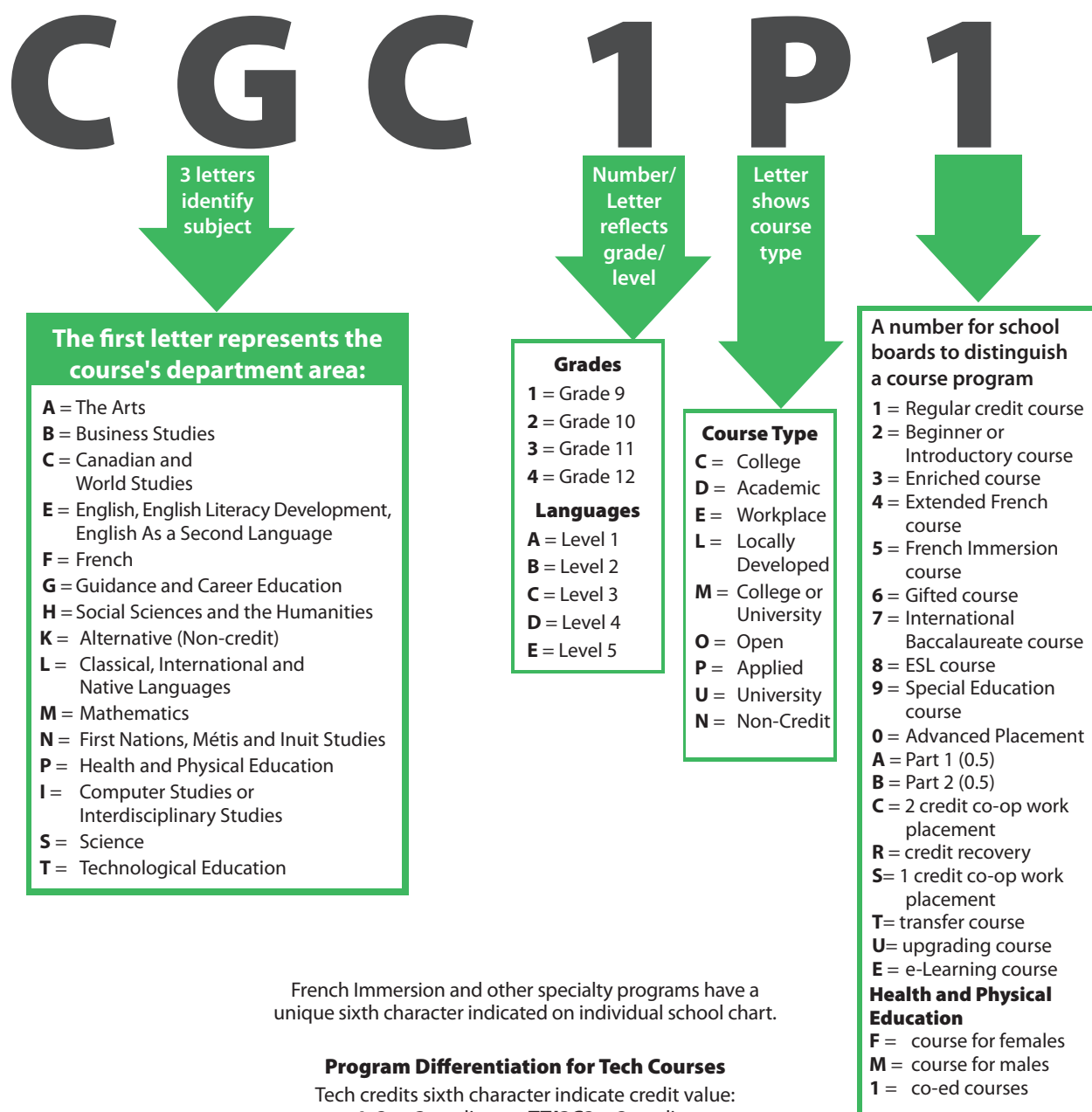
For volunteer opportunities check:
www.volunteertoronto.ca

Learning to 18

Students must attend school until age 18 or graduation.

Understanding Course Codes & Descriptors

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



Careful attention should be given to these:

Prerequisite:

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

Corequisite:

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

Recommended Preparation:

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

Begin with an End in Mind

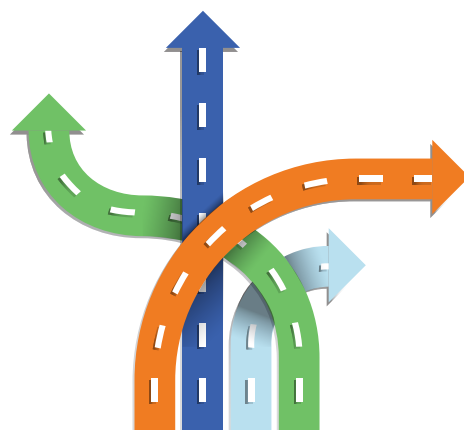
Where are you going first after secondary school?

PLAN AHEAD

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

ACCESS YOUR ALLIES

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



APPRENTICESHIP?

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

What is your destination?

APPRENTICESHIP ☐ COLLEGE ☐ SUPPORTED COMMUNITY LIVING ☐
UNIVERSITY ☐ WORK ☐

COMMUNITY LIVING?

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

COLLEGE?

Offers programs that tend to be more career-oriented
Offers certificate (1 year), diploma (2-3 years) and degree (4 years) programs
Also offers pre-trades and apprenticeship programs see www.ontariocolleges.ca for details about requirements

UNIVERSITY?

Offers bachelor degree programs (3-4 years in length) as well as graduate (master's and doctoral) degrees
Offers degree in professional programs such as Medicine, Dentistry, Law and Education see www.electronicinfo.ca for details about requirements and mark cut-offs

WORK?

Check out:

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

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

Is OYAP for you?

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

Cooperative Education

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

Internet research sites

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



OYAP

Ontario Youth Apprenticeship Program

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

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

www.oyaptdsb.com

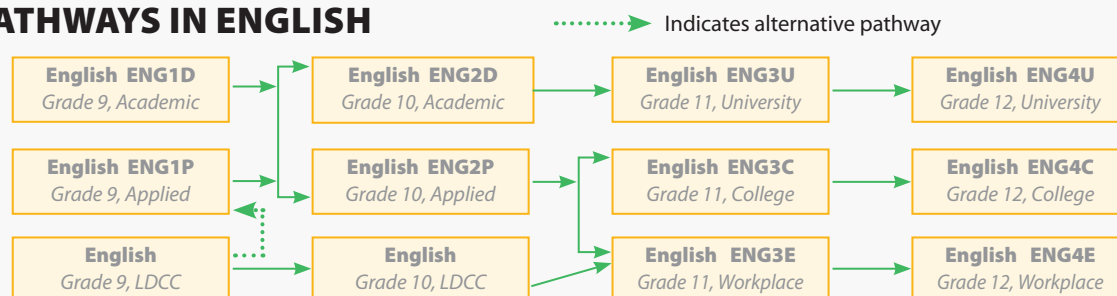
NEED TO SEE A COUNSELLOR?

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

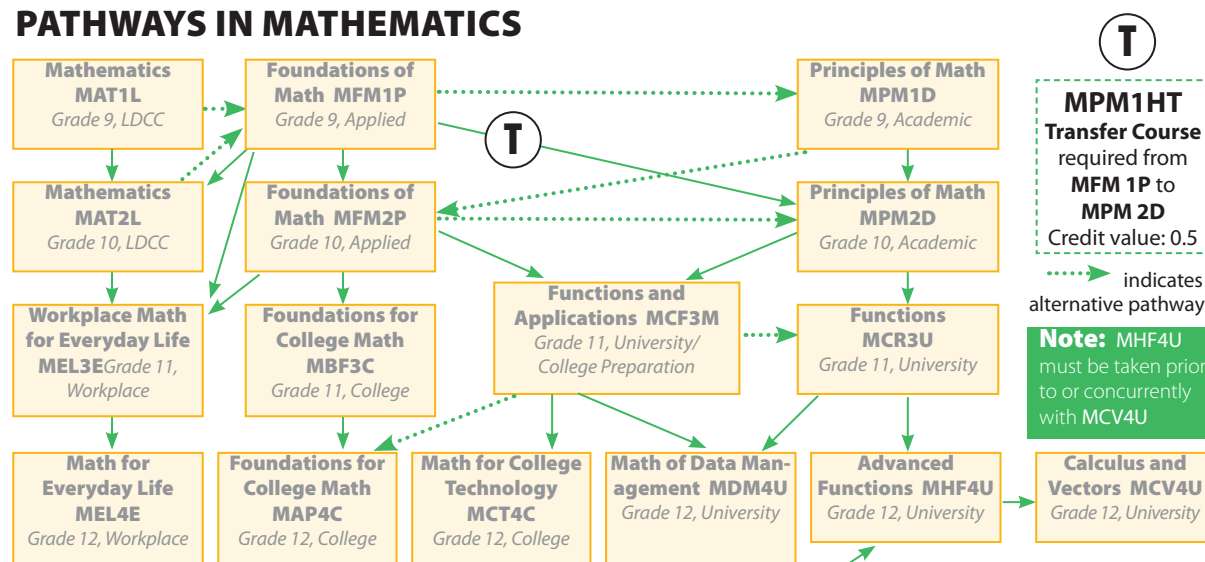
Pathways

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

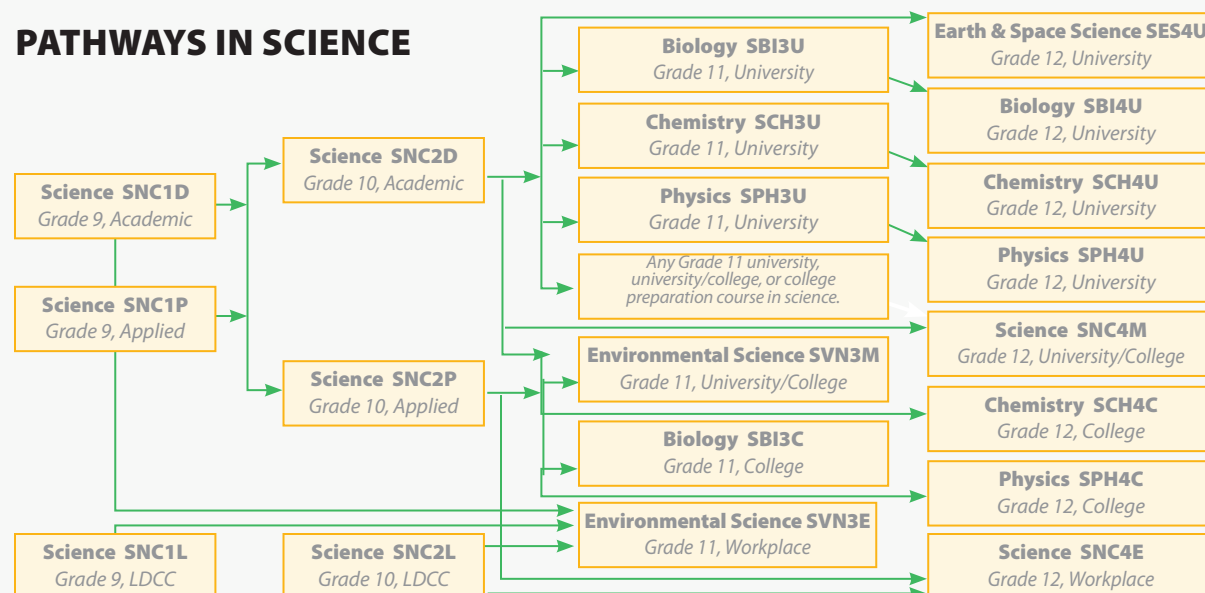
PATHWAYS IN ENGLISH



PATHWAYS IN MATHEMATICS

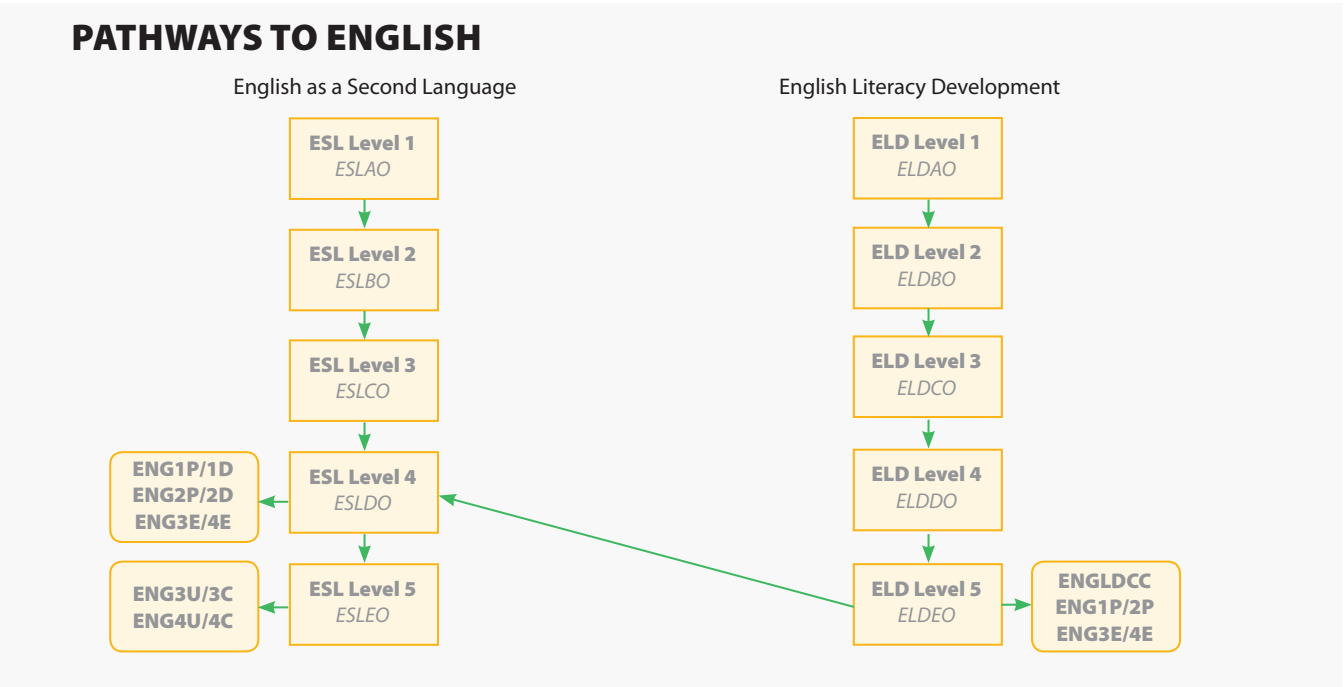


PATHWAYS IN SCIENCE



Pathways

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



Note: *ESL courses are designed for English language learners who have had opportunities to develop language and literacy skills in their own language appropriate to their age or grade level.

* ELD courses are designed for English language learners with limited prior schooling who have not had opportunities to develop age-appropriate literacy skills in any language.



Course Types

Academic Courses (Grades 9 and 10)

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

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

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

Applied Courses (Grades 9 and 10)

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

Locally Developed Compulsory Credit Courses (LDCC) (Grades 9 and 10)

(L in the 5th position) have been developed to meet students' education needs not met by the existing provincial curriculum. Courses currently available in Grade 9 and 10 include: one in English, mathematics, science and Canadian history and Grade 9 French as a second language. A student may count no more than seven as compulsory credits. Students who successfully complete eight LDCC courses may count the eighth course as an optional credit. (OS, Section 7.3.1)

Transfer Course (Grade 9)

In mathematics, the sole prerequisite for the Grade 10 academic mathematics course is the Grade 9 academic mathematics course, so a student who is planning to move from the Grade 9 applied mathematics course to the Grade 10 academic mathematics course must take either the designated transfer course or the Grade 9 academic mathematics course. (OS, Section 7.2.4)

Locally Developed Courses (Grades 9 to 12)

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

Open Courses (Grades 9 to 12)

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

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

Course Types

College Preparation Courses (Grades 11 and 12)

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

University Preparation Courses (Grades 11 and 12)

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

Other Course Types - Dual Credit

A dual credit program course is a Ministry approved course that allows students who are still in secondary school to take college or apprenticeship courses that count towards both an OSSD and a postsecondary certificate, diploma or degree or apprenticeship certification. (OS, Section 7.3.3) For more information, visit:

www.tdsb.on.ca/High-School/Going-to-High-School/Specialized-Schools-and-Programs/Dual-Credits

English Language Learners

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

Substitutions

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

University/College Preparation Courses (Grades 11 and 12)

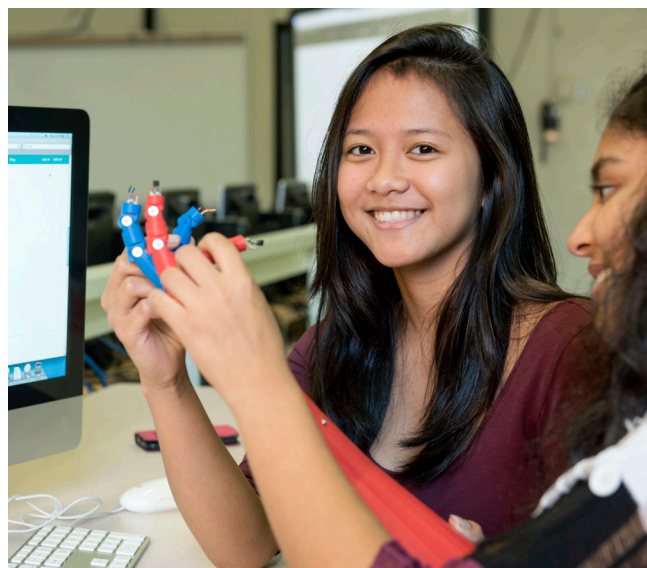
(M in the 5th position) are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges (often referred to as mixed courses). (OS, Section 7.2.2) Teaching and learning will emphasize both theoretical aspects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

Workplace Preparation Courses (Grades 11 and 12)

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

Other Course Types - Credit Recovery

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



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

Things to Consider

DID YOU KNOW?

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

5-YEAR PLAN OPTION

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

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

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

MATHEMATICS TRANSFER COURSE

- Required to change from Math Grade 9 Applied to Grade 10 Academic
- Credit value is 0.5 (half credit)
- Available through Continuing Education at summer school

SEMESTERED AND FULL-YEAR SCHOOLS

- Secondary schools are generally organized on either a full-year model (non-semestered) or a half-year model (semestered).
- Students in a full-year, non-semestered secondary school usually study eight courses from September to June. The year is divided into two or three terms for examination and reporting purposes.
- Students in a half-year semestered secondary school usually study four courses from September to January, and four courses from February to June, with examinations and reports at the end of each semester.

STUDENTS WITH SPECIAL NEEDS

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

FULL DISCLOSURE

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

NO GUARANTEES

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

Completing Your Online Course Selection

1) Get Started

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



2) Existing User?

Enter your email and password.

Need An Account?

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

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

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

3) Your Official High School Plan

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

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

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

Your marks are indicated for all completed courses.

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

Completing Your Online Course Selection

4) Add Your Courses for Next Year

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

Course Disciplines

Filters Course Grade Discipline Search Courses...

Arts

Business Studies

Canadian and World Studies

Making Economic Choices
Grade 11 • CIEC • Workplace

The Individual and the Economy
Grade 11 • CIEC • Workplace **Added**

Analysing Current Economic Issues
Grade 12 • CIEC • Workplace

Career Studies/Civics

ATTENTION CHOOSE WISELY!

- Think of your plan
- Think of your future

Course Code's fifth position indicates the course type.

Course Type

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

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

Program Differentiation for Non-Tech Courses

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

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

Program Differentiation for Tech Courses

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

5) Look at Your Graduation Progress

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

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

Graduation Progress

16 Earned 38 Planned 30/30 Required

Compulsory Credits 18/18

| | |
|--|---------------|
| ✓ 4 Credits in English (1 credit per grade) | 2 2 4/4 |
| ✓ 1 Credit in French As a Second Language | 1 0 1/1 |
| ✓ 3 Credits in Mathematics (at least 1 credit in grade 11 or 12) | 3 0 3/3 |
| ✓ 2 Credits in Science | 2 0 2/2 |
| ✓ 1 Credit in Arts | 1 0 1/1 |
| ✓ 1 Credit in Health and Physical Education | 1 0 1/1 |
| ✓ 0.5 Credit in Civics | 0.5 0 0.5/0.5 |

6) What can You do after High School?

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

Pathways Eligibility

| | |
|---------------------|-------|
| Apprenticeship | 150 |
| College Programs | 3,500 |
| University Programs | 3,205 |
| Workplace | 197 |

Completing Your Online Course Selection

7) Submit Your Courses

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

Note

Review Details for any issues before submitting.

My online submission must be completed by:

8) Review and Confirm

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

9) Print!

Click on **print Sign-Off Sheet** and return a signed copy of your course selection sheet to your counsellor or teacher.

| Course | Name | Type | Credit | Requirement | Issues |
|--------|---------------------------------|-----------|--------|-------------|--------|
| ENG5D | English | Academic | 1 | Grp 1 | |
| MPM5D | Principles of Mathematics | Academic | 1 | Elective | |
| PPL2o | Healthy Active Living Education | Open | 1 | Elective | |
| SB13C | Biology | College | 1 | Elective | |
| SCH4C | Chemistry | College | 1 | Elective | |
| SVN3E | Environmental Science | Workplace | 1 | Elective | |
| SNC1D | Science | Academic | 1 | Elective | |
| HIF2o | Individual and Family Living | Open | 1 | Elective | |

Ontario Secondary School Diploma Status

| | English | French | Math | Science | Art | Phys Ed | Civics | Careers | History | Geog | Grp 1 | Grp 2 | Grp 3 | Comp | Elect | Total |
|--------------------|---------|--------|------|---------|-----|---------|--------|---------|---------|------|-------|-------|-------|------|-------|-------|
| Requirement | 4 | 1 | 3 | 2 | 1 | 1 | 0.5 | 0.5 | 1 | 1 | 1 | 1 | 1 | 18 | 12 | 30 |
| Earned | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 3 |
| On Track* | 2 | 1 | 3 | 2 | 0 | 1 | 0.5 | 0.5 | 1 | 1 | 1 | 1 | 1 | 14 | 9 | 23 |

*On Track includes earned, current, and next year courses. Additional Requirements: 40 hours community involvement and literary test.

Student Signature: _____ Parent/Guardian Signature: _____
Date: _____

Planning Ahead

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

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

Course Descriptors & List of Course Codes

Course Descriptors

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

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

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

List of Course Codes

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

List of Course Codes (alphabetical by code)

Find Course Descriptors at www.myBlueprint.ca/tdsb

MINISTRY COURSE CODE

MINISTRY GUIDELINE AND COURSE TITLE

THE ARTS

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

Dramatic Arts

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

Dramatic Arts Focus Options grades 9 to 12

| | |
|-----------------------|-------------------------------|
| ADB1O/2O/3M/4M1 | Dramatic Arts - Music Theatre |
| ADC1O/2O | Drama in the Community |
| ADD1O/2O/3M/3O/4M/4O1 | Dramatic Arts - Production |
| ADV1O/2O/3M/3O/4M/4O1 | Dramatic Arts - Film/Video |

Dramatic Arts Focus Options grades 11 and 12

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

Music

| | |
|--------|-------|
| AMU1O1 | Music |
| AMU2O1 | Music |
| AMU3M1 | Music |
| AMU3O1 | Music |
| AMU4E1 | Music |
| AMU4M1 | Music |

Music Focus Options grades 9 to 12

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

MINISTRY COURSE CODE

MINISTRY GUIDELINE AND COURSE TITLE

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

Media Arts

| | |
|--------|------------|
| ASM2O1 | Media Arts |
| ASM3O1 | Media Arts |
| ASM3M1 | Media Arts |
| ASM4E1 | Media Arts |
| ASM4M1 | Media Arts |

Dance

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

Dance Focus Options grades 9 to 12

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

List of Course Codes (alphabetical by code)

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| MINISTRY COURSE CODE | MINISTRY GUIDELINE AND COURSE TITLE |
|-------------------------|-------------------------------------|
| ATT 1O/2O/3M/3O/4M/4E | Dance – Tap |
| ATU 1O/2O/3M/3O/4M/4E | Dance – Music/Theatre |
| ATW 1O/2O/3M/3O/4M/4E | Dance – Med/Mid East |
| ATX 1O/2O/3M/3O/4M/4E | Dance – French |
| ATZ 1O/2O/3M/3O/4M/4E | Dance – World Cultures |

Visual Arts

| | |
|------------|--------------|
| AV1O1 | Visual Arts |
| AV1O4/5 | Arts visuels |
| AVI2O1 | Visual Arts |
| AVI2O4/5 | Arts visuels |
| AVI3M1 | Visual Arts |
| AVI3M/O4/5 | Arts visuels |
| AVI3O1 | Visual Arts |
| AVI4E1 | Visual Arts |
| AVI4M1 | Visual Arts |
| AVI4M4/5 | Arts visuels |

Visual Arts Focus Options grades 9 to 12

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

BUSINESS STUDIES

| | |
|--------|-----------------------------------|
| BAF3M1 | Financial Accounting Fundamentals |
| BAI3E1 | Accounting Essentials |
| BAN4E1 | Accounting for a Small Business |
| BAT4M1 | Financial Accounting Principles |

| MINISTRY COURSE CODE | MINISTRY GUIDELINE AND COURSE TITLE |
|-------------------------|--|
| BBB4E1 | International Business Essentials |
| BBB4M1 | International Business Fundamentals |
| BB1O/2O1 | Introduction to Business |
| BDI3C1 | Entrepreneurship: The Venture |
| BDP3O1 | Entrepreneurship: The Enterprising Person |
| BDV4C1 | Entrepreneurship: Venture Planning in an Electronic Age |
| BMI3C1 | Marketing: Goods, Services, Events |
| BMX3E1 | Marketing: Retail and Service |
| BOG4E1 | Business Leadership: Becoming a Manager |
| BOH4M1 | Business Leadership: Management Fundamentals |
| BTA3O1 | Information and Communication Technology: The Digital Environment |
| BTT1O/2O1 | Information and Communication Technology in Business |
| BTX4C1 | Information and Communication Technology: Multimedia Solutions |
| BTX4E1 | Information and Communication Technology in the Workplace |

CANADIAN AND WORLD STUDIES

| | |
|----------|--|
| CGC1D | Issues in Canadian Geography |
| CGC1D4/5 | Enjeux géographiques du Canada |
| CGC1P | Issues in Canadian Geography |
| CGD3M | Regional Geography |
| CGF3M | Forces of Nature: Physical Processes and Disasters |
| CGG3O | Travel and Tourism: A Geographic Perspective CG- |
| G3O4/5 | Voyages et tourisme: une perspective géographique régionale |
| CGO4M | Spatial Technologies in Action |
| CGR4E | Living in a Sustainable World |
| CGR4M | The Environment and Resource Management |
| CGT3O | Introduction to Spatial Technologies |
| CGU4M | World Geography: Urban Patterns and Population Issues |
| CGW4C | World Issues: A Geographic Analysis |
| CGW4U | World Issues: A Geographic Analysis |
| CHA3U | American History |
| CHC2D | Canadian History since World War I |
| CHC2D4/5 | Histoire du Canada depuis la Première Guerre Mondiale |
| CHC2L | Canadian History Since World War I (LDCC) |
| CHC2P | Canadian History since World War I |
| CHE3O | Origins and Citizenship: The History of a Canadian Ethnic Group |
| CHG381 | Genocide and Crimes Against Humanity |
| CHI4U | Canada: History, Identity, and Culture |

List of Course Codes (alphabetical by code)

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| MINISTRY COURSE CODE | MINISTRY GUIDELINE AND COURSE TITLE | MINISTRY COURSE CODE | MINISTRY GUIDELINE AND COURSE TITLE |
|--|---|-------------------------|-------------------------------------|
| CHM4E | Adventures in World History | LKMBD/BO/CU/CO/DU/DO | Traditional Chinese (Mandarin) |
| CHT3O | World History since 1900: Global and Regional Interactions | LBCBD/BO/CU/CO/DU/DO | Croatian |
| CHT3O4/5 | Histoire mondiale depuis 1900 : grands courants et événements | LRCBD/BO/CU/CO/DU/DO | Czech |
| CHV2O | Civics and Citizenship | LLDBD/BO/CU/CO/DU/DO | Danish |
| CHV2O4/5 | Civisme et citoyenneté | LYDBD/BO/CU/CO/DU/DO | Dari |
| CHW3M | World History to the End of the Fifteenth Century | LDDBD/BO/CU/CO/DU/DO | Dinka |
| CHW3M4/5 | Histoire mondiale jusqu'à la fin du quinzième siècle | LWDBD/BO/CU/CO/DU/DO | Dutch |
| CHY4C | World History since the Fifteenth Century | LLEBD/BO/CU/CO/DU/DO | Estonian |
| CHY4U | World History since the Fifteenth Century | LYFBD/BO/CU/CO/DU/DO | Farsi |
| CIA4U | Analysing Current Economic Issues | LLFBD/BO/CU/CO/DU/DO | Finnish |
| CIC4E | Making Personal Economic Choices | LWCBD/BO/CU/CO/DU/DO | Gaelic |
| CIE3M | The Individual and the Economy | LWGBD/BO/CU/CO/DU/DO | German |
| CLN4C | Legal Studies | LBGBD/BO/CU/CO/DU/DO | Greek |
| CLN4U | Canadian and International Law | LIGBD/BO/CU/CO/DU/DO | Gujarati |
| CLU3E | Understanding Everyday Law in Canada | LCCBD/BO/CU/CO/DU/DO | Haitian-Creole |
| CLU3M | Understanding Canadian Law | LYHBD/BO/CU/CO/DU/DO | Hebrew |
| CLU3M4/5 | Comprendre le droit Canadien | LIHBD/BO/CU/CO/DU/DO | Hindi |
| CPC3O | Politics in Action: Making Change | LPHBD/BO/CU/CO/DU/DO | Hmong |
| CPW4U | Canadian and International Politics | LRHBD/BO/CU/CO/DU/DO | Hungarian |
| CLASSICAL STUDIES AND INTERNATIONAL LANGUAGES | | LDIBD/BO/CU/CO/DU/DO | Igbo |
| Classical Studies | | LLIBD/BO/CU/CO/DU/DO | Icelandic |
| LVGBD | Ancient Greek | LWIBD/BO/CU/CO/DU/DO | Italian |
| LVGCU | Ancient Greek | LKJBD/BO/CU/CO/DU/DO | Japanese |
| LVGDU | Ancient Greek | LPIBD/BO/CU/CO/DU/DO | Karen |
| LVLBD | Latin | LPKBD/BO/CU/CO/DU/DO | Khmer |
| LVLCU | Latin | LKKBD/BO/CU/CO/DU/DO | Korean |
| LVLDU | Latin | LYKBD/BO/CU/CO/DU/DO | Kurdish |
| LVV4U | Classical Civilization | LPLBD/BO/CU/CO/DU/DO | Lao |
| International Languages | | LLLBD/BO/CU/CO/DU/DO | Latvian |
| LBABD/BO/CU/CO/DU/DO | Albanian | LILBD/BO/CU/CO/DU/DO | Lisane Dawat |
| LDCBD/BO/CU/CO/DU/DO | Amharic | LLTBD/BO/CU/CO/DU/DO | Lithuanian |
| LYABD/BO/CU/CO/DU/DO | Arabic | LBMBD/BO/CU/CO/DU/DO | Macedonian |
| LYRBD/BO/CU/CO/DU/DO | Armenian | LIABD/BO/CU/CO/DU/DO | Malayalam |
| LDABD/BO/CU/CO/DU/DO | Ashanti | LBJBD/BO/CU/CO/DU/DO | Maltese |
| LYSBD/BO/CU/CO/DU/DO | Assyrian | LIMBD/BO/CU/CO/DU/DO | Marathi |
| LPBBD/BO/CU/CO/DU/DO | Bahasa Malaysian | LPMBD/BO/CU/CO/DU/DO | Mien |
| LIBBD/BO/CU/CO/DU/DO | Bengali | LKNBD/BO/CU/CO/DU/DO | Nepali |
| LBOBD/BO/CU/CO/DU/DO | Bosnian | LLNBD/BO/CU/CO/DU/DO | Norwegian |
| LBBBD/BO/CU/CO/DU/DO | Bulgarian | LPPBD/BO/CU/CO/DU/DO | Pilipino |
| LPDBD/BO/CU/CO/DU/DO | Burmese | LRPBD/BO/CU/CO/DU/DO | Polish |
| LKCBBD/BO/CU/CO/DU/DO | Cantonese | LWPBD/BO/CU/CO/DU/DO | Portuguese |
| LKBBD/BO/CU/CO/DU/DO | Simplified Chinese | LIPBD/BO/CU/CO/DU/DO | Punjabi |
| | | LYPBD/BO/CU/CO/DU/DO | Pushtu |
| | | LROBD/BO/CU/CO/DU/DO | Romanian |

List of Course Codes (alphabetical by code)

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MINISTRY COURSE CODE

MINISTRY GUIDELINE AND COURSE TITLE

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

COMPUTER STUDIES

| | |
|--------|--------------------------------------|
| ICS201 | Introduction to Computer Studies |
| ICS3C1 | Introduction to Computer Programming |
| ICS3U1 | Introduction to Computer Science |
| ICS4C1 | Computer Programming |
| ICS4U1 | Computer Science |

COOPERATIVE EDUCATION

| | |
|-------|--------------------------------------|
| DCO30 | Creating Opportunities through Co-op |
|-------|--------------------------------------|

ENGLISH

| | |
|--------|---|
| EBT401 | Communication in the World of Business and Technology |
| ELS201 | Literacy Skills |
| EMS301 | Media Studies |
| ENG1D1 | English |
| ENG1L1 | English (LDCC) |
| ENG1P1 | English |
| ENG2D1 | English |
| ENG2L1 | English (LDCC) |
| ENG2P1 | English |
| ENG3C1 | English |
| ENG3E1 | English |
| ENG3U1 | English |
| ENG4C1 | English |

MINISTRY COURSE CODE

MINISTRY GUIDELINE AND COURSE TITLE

| | |
|--------|--|
| ENG4E1 | English |
| ENG4U1 | English |
| EPS301 | Presentation and Speaking Skills |
| ETC3M1 | Canadian Literature |
| ETS4C1 | Studies in Literature |
| ETS4U1 | Studies in Literature |
| EW4C1 | The Writer's Craft |
| EW4U1 | The Writer's Craft |
| OLC401 | Ontario Secondary School Literacy Course |

ENGLISH AS A SECOND LANGUAGE AND ENGLISH LITERACY DEVELOPMENT

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

FIRST NATIONS, METIS AND INUIT STUDIES

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

FRENCH AS A SECOND LANGUAGE

| | |
|-------|------------------|
| FEF1D | Extended French |
| FEF2D | Extended French |
| FEF3U | Extended French |
| FEF4U | Extended French |
| FIF1D | French Immersion |
| FIF1P | French Immersion |
| FIF2D | French Immersion |

List of Course Codes (alphabetical by code)

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MINISTRY COURSE CODE

MINISTRY GUIDELINE AND COURSE TITLE

| | |
|-------|------------------|
| FIF2P | French Immersion |
| FIF3U | French Immersion |
| FIF3O | French Immersion |
| FIF4U | French Immersion |
| FIF4O | French Immersion |
| FSF1D | Core French |
| FSF1O | Core French |
| FSF1P | Core French |
| FSF2D | Core French |
| FSF2O | Core French |
| FSF2P | Core French |
| FSF3O | Core French |
| FSF3U | Core French |
| FSF4O | Core French |
| FSF4U | Core French |

GUIDANCE AND CAREER EDUCATION

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

HEALTH AND PHYSICAL EDUCATION

| | |
|----------------|--|
| PAD1O/2O/3O/4O | Healthy Living and Outdoor Activities |
| PAF1O/2O/3O/4O | Healthy Living and Personal and Fitness Activities |
| PAI1O/2O/3O/4O | Healthy Living and Individual and Small Group Activities |
| PAL1O/2O/3O/4O | Healthy Living and Large Group Activities |
| PAQ1O/2O/3O/4O | Healthy Living and Aquatics Activities |
| PAR1O/2O/3O/4O | Healthy Living and Rhythm and Movement Activities |
| PLF4M | Recreation and Healthy and Active Living Leadership |
| PPL1O | Healthy Active Living Education |
| PPL2O | Healthy Active Living Education |
| PPL3O | Healthy Active Living Education |
| PPL4O | Healthy Active Living Education |

MINISTRY COURSE CODE

MINISTRY GUIDELINE AND COURSE TITLE

| | |
|-------|--------------------------|
| PPZ3C | Health for Life |
| PSK4U | Introductory Kinesiology |

INTERDISCIPLINARY STUDIES

| | |
|---------------|---------------------------|
| IDC3O/4O1 | Interdisciplinary Studies |
| IDC4U1/IDP4U1 | Interdisciplinary Studies |
| IDP3O/4O1 | Interdisciplinary Studies |

MATHEMATICS

| | |
|---------|--|
| MAP4C1 | Foundations for College Mathematics |
| MAT1L1 | Mathematics (LDCC) |
| MAT2L1 | Mathematics (LDCC) |
| MBF3C1 | Foundations for College Mathematics |
| MCF3M1 | Functions and Applications |
| MCR3U1 | Functions |
| MCT4C1 | Mathematics for College Technology |
| MCV4U1 | Calculus and Vectors |
| MDM4U1 | Mathematics of Data Management |
| MEL3E1 | Mathematics for Work and Everyday Life |
| MEL4E1 | Mathematics for Work and Everyday Life |
| MF1M1P1 | Foundations of Mathematics |
| MF2M1P1 | Foundations of Mathematics |
| MHF4U1 | Advanced Functions |
| MPM1D1 | Principles of Mathematics |
| MPM2D1 | Principles of Mathematics |

NATIVE LANGUAGES

| | |
|--------------------|--------|
| LNOAO/BO/CO/DO/EO1 | Ojibwe |
|--------------------|--------|

SCIENCE

| | |
|--------|-------------------------|
| SBI3C1 | Biology |
| SBI3U1 | Biology |
| SBI4U1 | Biology |
| SCH3U1 | Chemistry |
| SCH4C1 | Chemistry |
| SCH4U1 | Chemistry |
| SES4U1 | Earth and Space Science |
| SNC1D1 | Science |
| SNC1L1 | Science (LDCC) |
| SNC1P1 | Science |
| SNC2D1 | Science |
| SNC2L1 | Science (LDCC) |
| SNC2P1 | Science |
| SNC4E1 | Science |
| SNC4M1 | Science |
| SPH3U1 | Physics |
| SPH4C1 | Physics |
| SPH4U1 | Physics |

List of Course Codes (alphabetical by code)

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| MINISTRY COURSE CODE | MINISTRY GUIDELINE AND COURSE TITLE |
|---|---|
| SVN3E1 | Environmental Science |
| SVN3M1 | Environmental Science |
| SOCIAL SCIENCES AND THE HUMANITIES | |
| HFA4C | Nutrition and Health |
| HFA4U | Nutrition and Health |
| HFC3E | Food and Culture |
| HFC3M | Food and Culture |
| HFL4E | Food and Healthy Living |
| HFN1O/2O | Food and Nutrition |
| HFN1O4/5 | Alimentation et nutrition |
| HHD3O | Dynamics of Human Relationships |
| HHG4M | Human Development Throughout the Lifespan |
| HHS4C | Families in Canada |
| HHS4U | Families in Canada |
| HHS4C4/5 | Familles au Canada |
| HHS4U4/5 | Familles au Canada |
| HIF1O/2O | Exploring Family Studies |
| HIF1O4/5 | Études familiales – une exploration |
| HIP4O | Personal Life Management |
| HLS3O | Housing and Home Design |
| HNB4M | The World of Fashion |
| HNC3C | Understanding Fashion |
| HNL2O | Clothing |
| HPC3O | Raising Healthy Children |
| HPD4C | Working with School-Age Children and Adolescents |
| HPW3C | Working with Infants and young Children |
| HRF3O | World Religions and Belief Traditions in Daily Life |
| HRF3O4/5 | Études des religions et croyances traditionnelles |
| HRT3M | World Religions and Belief Traditions: Perspectives, Issues, and Challenges |
| HRT3M4/5 | Grandes religions et croyances traditionnelles: perspectives, enjeux et défis |
| HSB4U | Challenge and Change in Society |
| HSB4U4/5 | Changements et défis sociaux |
| HSC4M | World Cultures |
| HSE3E | Equity, Diversity, and Social Justice |
| HSE4M | Equity and Social Justice: From Theory to Practice |
| HSG3M | Gender Studies |
| HSP3C | Introduction to Anthropology, Psychology, and Sociology |
| HSP3U | Introduction to Anthropology, Psychology, and Sociology |
| HSP3C4/5 | Introduction à la psychologie, à la sociologie et à l'anthropologie |
| HSP3U4/5 | Introduction à la psychologie, à la sociologie et à l'anthropologie |

| MINISTRY COURSE CODE | MINISTRY GUIDELINE AND COURSE TITLE |
|--|---|
| HZB3M | Philosophy: The Big Questions |
| HZT4U | Philosophy: Questions and Theories |
| TECHNOLOGICAL EDUCATION | |
| TIJ1O1 | Exploring Technologies |
| Communications Technology | |
| TGJ1O1 | Exploring Communications Technology |
| TGJ2O1 | Communications Technology |
| TGJ3M1 | Communications Technology |
| TGJ3O1 | Communications Technology: Broadcast and Print Production |
| TGJ4M1 | Communications Technology |
| TGJ4O1 | Communications Technology: Digital Imagery and Web Design |
| Communications Technology Emphasis Courses Grades 11 & 12 | |
| TGG3M/4M | Print and Graphic Communications |
| TGI3M/4M | Interactive New Media and Animation |
| TGP3M/4M | Photography and Digital Imaging |
| TGR3M/4M | Radio, Audio and Sound Production |
| TGV3M/4M | TV, Video and Movie Production |
| Computer Technology | |
| TEJ1O1 | Exploring Computer Technology |
| TEJ2O1 | Computer Technology |
| TEJ3E1 | Computer Technology |
| TEJ3M1 | Computer Engineering Technology |
| TEJ4E1 | Computer Technology |
| TEJ4M1 | Computer Engineering Technology |
| Computer Technology Emphasis Courses Grades 11 & 12 | |
| TEC3E/4E | Computer Repair |
| TEI3M/4M | Interfacing |
| TEL3M/4M | Electronics |
| TEN3M/4M | Networking |
| TER3M/4M | Robotics and Control Systems |
| TET3E/4E | Information Technology Support |
| TEW3E/4E | Network Support |
| Construction Technology | |
| TCJ1O1 | Exploring Construction Technology |
| TCJ2O1 | Construction Technology |
| TCJ3C1 | Construction Engineering Technology |
| TCJ3E1 | Construction Technology |
| TCJ4C1 | Construction Engineering Technology |
| TCJ4E1 | Construction Technology |
| TWJ3E1 | Custom Woodworking |
| TWJ4E1 | Custom Woodworking |

List of Course Codes (alphabetical by code)

Find Course Descriptors at www.myBlueprint.ca/tdsb

MINISTRY COURSE CODE MINISTRY GUIDELINE AND COURSE TITLE

Construction Technology Emphasis Courses Grades 11 & 12

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

Green Industries

| | |
|--------|----------------------------|
| THJ1O1 | Exploring Green Industries |
| THJ2O1 | Green Industries |
| THJ3E1 | Green Industries |
| THJ4E1 | Green Industries |
| THJ3M1 | Green Industries |
| THJ4M1 | Green Industries |

Green Industries Emphasis Courses Grades 11 & 12

| | |
|----------|--------------------------------------|
| THA3M/4M | Agribusiness |
| THD3M/4M | Landscaping Architecture |
| THF3E/4E | Floristry |
| THG3E/4E | Agriculture |
| THH3E/4E | Horticulture |
| THL3E/4E | Landscape Construction & Maintenance |
| THO3E/4E | Forestry |
| THO3M/4M | Forestry |
| THS3M/4M | Horticulture Management & Science |

Hairstyling and Aesthetics

| | |
|--------|--------------------------------------|
| TXJ1O1 | Exploring Hairstyling and Aesthetics |
| TXJ2O1 | Hairstyling and Aesthetics |
| TXJ3E1 | Hairstyling and Aesthetics |
| TXJ4E1 | Hairstyling and Aesthetics |

Hairstyling and Aesthetics Emphasis Courses Grades 11 & 12

| | |
|----------|-------------|
| TXA3E/4E | Aesthetics |
| TXH3E/4E | Hairstyling |

Health Care

| | |
|--------|-----------------------------------|
| TOJ4C1 | Child Development and Gerontology |
| TPJ1O1 | Exploring Health Care |
| TPJ2O1 | Health Care |
| TPJ3C1 | Health Care |
| TPJ4C1 | Health Care |
| TPJ4E1 | Health Care: Support Services |
| TPJ3M1 | Health Care |
| TPJ4M1 | Health Care |

MINISTRY COURSE CODE MINISTRY GUIDELINE AND COURSE TITLE

Health Care Emphasis Courses Grades 11 & 12

| | |
|----------|--------------------------|
| TPD3M/4M | Dental Services |
| TPL3M/4M | Laboratory Services |
| TPM3M/4M | Nursing/Medical Services |
| TPP3M/4M | Pharmacy Services |
| TPT3M/4M | Therapy Services |
| TOC4C | Child Development |
| TOG4C | Gerontology |

Hospitality and Tourism

| | |
|--------|-----------------------------------|
| TFJ1O1 | Exploring Hospitality and Tourism |
| TFJ2O1 | Hospitality and Tourism |
| TFJ3C1 | Hospitality and Tourism |
| TFJ4C1 | Hospitality and Tourism |
| TFJ3E1 | Hospitality and Tourism |
| TFJ4E1 | Hospitality and Tourism |

Hospitality and Tourism Emphasis Courses Grades 11 & 12

| | |
|----------|-----------------------------|
| TFB3E/4E | Baking |
| TFC3E/4E | Cooking |
| TFE3E/4E | Event Planning |
| TFN3C/4C | Applied Nutrition |
| TFR3C/4C | Culinary Arts & Management |
| TFT3C/4C | Tourism and Travel Planning |

Manufacturing Technology

| | |
|--------|--------------------------------------|
| TMJ1O1 | Exploring Manufacturing Technology |
| TMJ2O1 | Manufacturing Technology |
| TMJ3C1 | Manufacturing Technology |
| TMJ3E1 | Manufacturing Technology |
| TMJ3M1 | Manufacturing Engineering Technology |
| TMJ4C1 | Manufacturing Technology |
| TMJ4E1 | Manufacturing Technology |
| TMJ4M1 | Manufacturing Engineering Technology |

Manufacturing Technology Emphasis Courses Grades 11 & 12

| | |
|----------|---------------------------------|
| TMC3C/4C | Computer Aided Manufacturing |
| TMI3C/4C | Industrial Maintenance |
| TMM3M/4M | Mechanical Engineering |
| TMO3E/4E | Machine Operator |
| TMP3C/4C | Precision Machining |
| TMR3M/4M | Robotics & Control Systems |
| TMS3E/4E | Sheet Metal |
| TMT3C/4C | Robotics and Control Technician |
| TMW3E/4E | Welder/Fitter |
| TMY3C/4C | Welding Technician |

List of Course Codes (alphabetical by code)

Find Course Descriptors at www.myBlueprint.ca/tdsb

MINISTRY COURSE CODE

MINISTRY GUIDELINE AND COURSE TITLE

Technological Design

| | |
|--------|--|
| TDJ1O1 | Exploring Technological Design |
| TDJ2O1 | Technological Design |
| TDJ3M1 | Technological Design |
| TDJ3O1 | Technological Design and the Environment |
| TDJ4M1 | Technological Design |
| TDJ4O1 | Technological Design in the Twenty-first Century |

Technological Design Emphasis Courses Grades 11 & 12

| | |
|----------|------------------------------------|
| TDA3M/4M | Architectural Design |
| TDM3M/4M | Mechanical & Industrial Design |
| TDP3M/4M | Apparel & Textile Design |
| TDR3M/4M | Robotics and Control System Design |
| TDV3M/4M | Interior Design |

MINISTRY COURSE CODE

MINISTRY GUIDELINE AND COURSE TITLE

Transportation Technology

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

Transportation Technology Emphasis Courses Grades 11 & 12

| | |
|----------|-------------------------------------|
| TTA3C/4C | Auto Service |
| TTB3C/4C | Auto Body |
| TTH3C/4C | Heavy Duty & Agricultural Equipment |
| TTL3C/4C | Light Aircraft |
| TTS3C/4C | Small Engine & Recreational |
| TTT3C/4C | Truck and Coach |

School Virtual Library Website

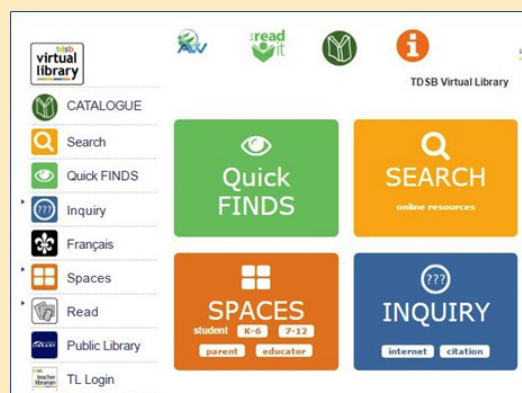
Every school in TDSB has its own Virtual Library site, a bold portal to provide students with:

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

Three ways to find your school's Virtual Library:

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

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



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

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

閣下如有問題或需要傳譯員的協助，請致電校長

در صورت داشتن سؤالی ویا نیاز به مترجم، لطفاً با مدیر مدرسه تماس بگیرید.

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

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

אם ברצונך לשאול שאלות או שהנך זקוקה לעזרה מתרגם, אנא טלפן/ני למנהל/ת בית-הספר.

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

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

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

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

ਜੇ ਤੁਹਾਡੇ 'ਤੇਲ ਸੁੱਚ ਸਵਾਲ ਹਨ ਜਾਂ ਤੁਸੀਂ ਇੱਕ ਅਨੁਵਾਦਕ ਦੀ ਸਹਾਇਤਾ ਚਾਹੁੰਦੇ ਹੋ ਤਾਂ ਸਕੂਲ ਦੇ ਪਿੰਸਿਪਲ ਨੂੰ ਬੁਲਾਓ.

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

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

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

நீங்கள் கேள்விகள் கேட்க இஷ்டமிருந்தால் அல்லது மொழி மொழிபெயர்ப்பு உதவி தேவைப்பட்டாலும், தயவு செய்து பள்ளிக்கூட அறிவிப்பின் உதவியை நாடவும்.

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

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

Information on the Ontario school system, is made available in many languages at www.settlement.org



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Your Future at the TDSB



Important Websites

www.tdsb.on.ca/goingtohighschool

www.tdsb.on.ca/choices

www.myBlueprint.ca/tdsb

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