



Discover  
*your* path with

300

Credits  
*my way*

*Start your Journey*

**UNDERSTAND** and **EMBRACE** the many options available,  
making your high school experience enriching and empowering.

# Welcome to Secondary School

## For Students

Welcome to **30 Credits My Way**, where you take charge of your high school journey! As you transition from elementary school to a more independent learning environment, this approach empowers you and your family to explore a variety of pathways tailored to your unique learning style and aspirations. High school is an exciting time filled with opportunities – specialized programs like SHSM, Dual Credit, and international languages; flexible learning options such as Coop placements, night school, summer school, and eLearning; and a wide range of clubs, teams, and activities that will enrich your experience. The journey through high school is not just about completing credits; it's about discovering who you are and charting a path toward your future success with confidence and curiosity.

With **30 Credits My Way**, you're in the driver's seat, designing a high school experience that aligns with your goals and passions. Through backward design, you start by identifying your aspirations and work backward to determine the steps needed to achieve them. This approach, combined with the support of caring teachers, guidance staff, and extensive orientation programs, ensures that you have the tools and resources to thrive. Remember, high school is your time to explore, ask questions, and embrace new responsibilities while building the foundation for lifelong success. Your journey begins here, and we are thrilled to support you every step of the way!

## For Parent(s)/Guardian(s)

Welcome to **30 Credits My Way**, an approach designed to put your child in charge of their high school experience. As parents and guardians, your involvement plays a vital role in supporting their success. By staying informed, attending school events, and maintaining open communication with your child, you can help them navigate the exciting opportunities and responsibilities that come with high school.

Together, we share the responsibility of fostering a safe, supportive environment where your child can thrive. With your partnership, we can ensure they make the most of the pathways available and build a strong foundation for their future. We look forward to working with you to support your child's success in this new chapter.

# Indigenous Rights and Human Rights

**The DDSB is committed to learning and working environments that centre Indigenous rights, human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive and free from discrimination, oppression and harm.**

## **This means that:**

- everyone is treated with dignity and respect, and feels safe and included in our classrooms, schools and all learning spaces.
- no one is discriminated against because of ancestry, race, sex, gender, different abilities, neurodiversity, disability, sexual orientation, gender identity, gender expression, creed, religion and all other Human Rights Code protected grounds and socioeconomic status.

## **To meet this commitment, the DDSB works collaboratively with students, parents/ caregivers and community partners to:**

- promote and protect human rights.
- design and provide inclusive educational programs and services.
- identify, prevent and address discriminatory barriers that affect students' educational experiences, opportunities, outcomes and learning environments.
- meet the DDSB's legal duty to accommodate under the Human Rights Code in a manner that recognizes and respects individual identities, strengths, abilities and needs and that maximizes inclusion, integration, participation and independence ("accommodate" means adjusting services, programs and practices to remove barriers and better respond to or address Human Rights Code related needs).
- support all students' learning and success.

# Multi-Year Strategic Plan

The Ignite Learning Multi-Year Strategic Plan (MYSP) sets the direction for the work of the Durham District School Board (DDSB) and guides our collective actions for ongoing student-centered improvement and success. It includes three guiding principles, three strategic priorities and nine strategic objectives.

## Guiding Principles: A Foundation for Inclusive Excellence

We recognize and uphold distinct INDIGENOUS RIGHTS

We affirm and uphold HUMAN RIGHTS

We care about and strive to KNOW EACH OTHER



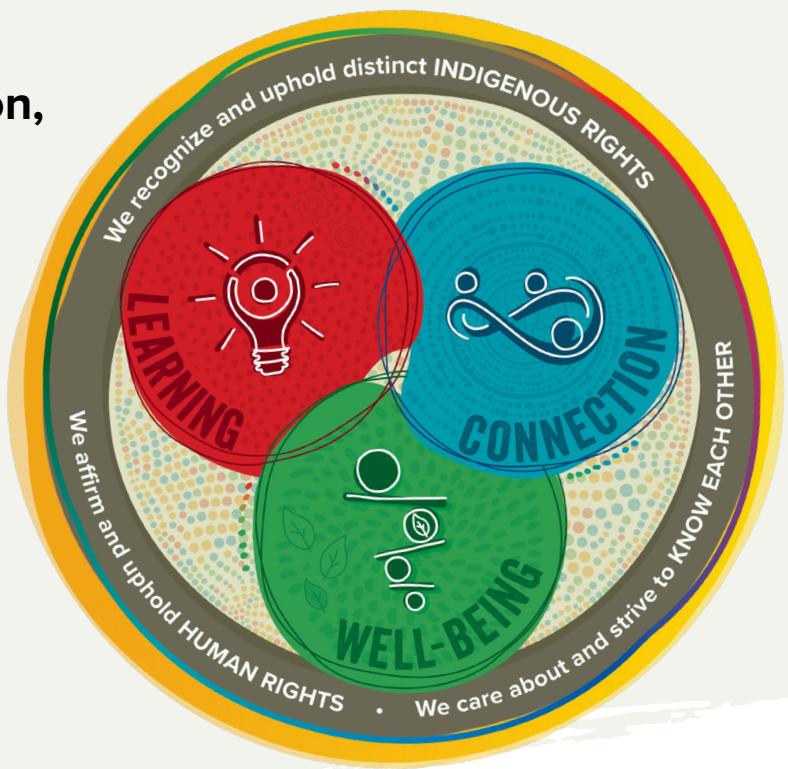
The DDSB's Guiding Principles are rooted in anti-oppression, equity and our responsibilities to uphold Indigenous rights and human rights for everyone. By truly knowing each other, we can better understand the unique experiences and perspectives that enrich our communities.

We have built our strategic directions on these principles so that everyone is treated with dignity and respect and knows that they belong here. These guiding principles help create environments where students, staff and families will flourish through meaningful learning, connected communities and personal and collective well-being.

# Strategic Priorities:

## Igniting Learning, Connection, and Well-Being

The DDSB's Strategic Priorities and Objectives provides a vision on what we want our schools and District to be in supporting and uplifting students and staff, and the work we need to do to while seeking to build the confidence and trust of families and the public. It represents our continued efforts as we Ignite Learning within the DDSB.



### We will promote **Meaningful Learning** by:

- Providing high quality teaching and learning for every student and staff member
- Centering students and matching educational experiences to their interests and goals to prepare them for a changing world
- Recognizing and supporting staff as professionals and collaborators

### We will promote **Connected Communities** by:

- Engaging students, families, staff, and community members as valued contributors to our growing community
- Building trust and a shared purpose through listening, communication, and action
- Fostering opportunities to meet, learn from, and inspire each other

### We will promote **Well-Being** by:

- Creating safe, caring, and respectful environments where people can thrive
- Supporting the physical and mental health of students and staff
- Honouring every individual's identity and inherent dignity

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# Secondary School Terms and Definitions

## Certificate of Accomplishment

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the OSSD or the OSSC may be granted a Certificate of Accomplishment.

## Community Involvement Hours

Students must complete 40 hours of community involvement activities in order to earn their Ontario Secondary School Diploma (OSSD). Students may begin completing this requirement in the summer going into their grade 9 year.

## Compulsory Course

Refers to a course that students must take that fulfills part of the OSSD or Ontario Secondary School Certificate (OSSC) requirements.

## Cooperative Education

Cooperative education allows students to gain secondary school credits while completing a work placement in the community. This program helps students prepare for apprenticeships, college, university, or the workplace.

## Course Code

This 6-character code describes the subject, grade level and pathway or destination of a high school course.

## Credit

A credit value of 1.0 is granted upon successfully completing a 110-hour course with a minimum mark of 50%.

A credit value of 0.5 is granted upon successfully completing a 55-hour course with a minimum mark of 50%.

## Dual Credit Courses

Dual credit courses allow high school students to take a college or apprenticeship course that counts towards their Ontario Secondary School Diploma (OSSD) and a postsecondary certificate, diploma, degree, or a Certificate of Apprenticeship.

## Elective Courses

Students will select 12 or 13 elective courses depending on their OSSD requirements that are applicable to them, that are of specific interest to them and which will count towards the 30 credit diploma requirement (OSSD) or 7 elective courses required towards the 14 credit certificate (OSSC).

## EQAO Assessment of Mathematics

The Assessment of Mathematics is written in-person in Grade 9. Depending on when you have Math, it is written in either January or June.

## Individual Pathways Plan (IPP)

Students use an Individual Pathways Plan (IPP) to track the growth of their career development competencies and plan for their future. myBlueprint is the digital platform that this is created on.

## Learning Goals

Brief statements that describe for a student what they should know and be able to do by the end of a period of instruction.

# Secondary School Terms and Definitions

## Ontario Schools: K to 12, 2016

This document outlines the requirements to earn the following:

### Online Learning Credits

Students who entered Grade 9 on or after September 1, 2020 are required to complete two online learning credits as part of the 30 credits required for the Ontario Secondary School Diploma.

### Ontario Secondary School Certificate (OSSC)

The OSSC will be granted, on request, to students who are leaving secondary school upon reaching the age of 18 without having met the requirements of the OSSD, yet having fulfilled all necessary requirements for the OSSC.

### Ontario Secondary School Diploma (OSSD)

The OSSD will be granted after a student fulfills all necessary credits, literacy, online learning and community involvement hour requirements.

### Ontario Secondary School Literacy

#### Test (OSSLT)

The literacy test is written in Grade 10. A student must pass the literacy requirement to earn their OSSD.

### Prerequisite Course

Refers to a specific course that you must complete successfully before taking another course at the next grade level.

### Semester

The school year is divided into two semesters. A student will take four courses each semester. Semesters run from September to January and February to June.

### Student Success

High schools have staff and programs in place to support and improve student learning.

### Success Criteria

Standards or specific descriptions of successful attainment of learning goals developed by teachers on the basis of criteria in the achievement chart that are used to determine to what degree a learning goal has been achieved.

### Summer/Night School

Durham Continuing Education offers credit and non-credit programs during the summer or at night during the school year. Programs and courses will be available to review and register in myBlueprint.

### Timetable

A timetable outlines the course, time, room number, lunch period, teacher and semester in which students will take all of their courses.

Information can be found on the Ministry of Education website [ontario.ca/page/ministry-education](http://ontario.ca/page/ministry-education)

For Students who are starting in September 2025 to September 2026

New!

# Ontario Secondary School Diploma (OSSD)

## What do you need to graduate from high school?



### 17 Compulsory Credits

Students must earn the following compulsory credits to obtain the OSSD:

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

In addition, students must complete:

✓	13 elective credits †
✓	40 hours of community involvement activities
✓	provincial literacy requirement

Starting in September 2025, you must earn a new financial literacy graduation requirement as part of your compulsory Grade 10 Mathematics Course.

The following apply to compulsory credit selections

- The Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices course to meet the Grade 11 English compulsory credit requirement.
- You can use a Level 1 or 2 Native languages course to meet the compulsory credit requirement for French as a second language if you have taken Native languages in place of French as a second language in elementary school.
- English language learners: You may count up to 3 credits in English as a second language (ESL) or English Literacy Development (ELD) towards the 4 compulsory credits in English. Your fourth credit must be a Grade 12 compulsory English course.
- You must earn 13 optional credits by successfully completing courses from your school's program and course calendar.
- Optional credits may include up to 4 credits earned through approved dual credit programs.

**1 30 credits in total**

**2 40 hours of Community Involvement**

**3 Completion of the Literacy Requirement**

**4 Earn at least 2 Online Learning Credits**

# If you started grade 9 in or before Fall 2023

# What do you need to graduate from high school?

## 18 Compulsory Credits

If you started Grade 9 in 2023 or earlier, you need the following to obtain the Ontario Secondary School Diploma:

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

Plus one credit from each of the following groups:

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

**1 30 credits in total**

**2 40 hours of Community Involvement**

**3 Completion of the Literacy Requirement**

**4 Earn at least 2 Online Learning Credits**

**Note:** *Online Learning Credits apply to students who entered Grade 9 in the 2020-21 school year. Due to the province-wide school closures from April 2021 to June 2021, these students may be granted one credit towards the graduation requirement.*

**In addition, students must complete:**

✓	12 elective credits †
✓	40 hours of community involvement activities
✓	provincial literacy requirement

\* A maximum of 3 credits in English as a Second Language (ESL) or English Literacy Development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.

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

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

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

# OSSC Ontario Secondary School Certificate

**Students working towards an Ontario Secondary School Certificate must have earned a minimum of 14 credits, distributed as shown.**

## 7 compulsory credits

Students must earn the following compulsory credits to obtain the Ontario Secondary School Certificate:

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

## 7 additional credits

7 additional credits selected by the student from available courses

14

**credits in total**

*\*The OSSC will be granted, on request, to students who are leaving secondary school upon reaching the age of 18 without having met the requirements of the OSSD.*

# COA Certificate of Accomplishment

Students working towards a Certificate of Accomplishment may take K-courses, which are alternative, non-credit courses for students with special education needs. These courses are designed to support the growth of fundamental skills, independence, and self-care. For example, Money Management and Personal Banking (KBBANP) and Transit Training and Community (KCCANV) are two possible course offerings.

*\* Students who are leaving secondary school upon reaching the age of 18 without having met the requirements for the OSSD or the OSSC may be granted a Certificate of Accomplishment. It is a useful means of recognizing achievement for students who plan to take certain kinds of training or who plan to find employment directly after leaving school. It is accompanied by the student's Ontario Student Transcript and their Individual Education Plan (IEP), where applicable.*

# Report Card Learning Skills

Each learning skill supports your success as a student. Take a moment and read through each of the six learning skills below. How will you demonstrate each as a high school student?

## Responsibility

### The Student:

- fulfills responsibilities and commitments within the learning environment;
- completes and submits class work, homework, and assignments according to agreed-upon timelines; takes responsibility for and manages own behaviour.

## Collaboration

### The Student:

- accepts various roles and an equitable share of work in a group;
- responds to the ideas, opinions, values, and traditions of others with dignity and respect;
- builds healthy peer-to-peer relationships through personal and media-assisted interactions;
- works with others to resolve conflicts and build consensus to achieve group goals;
- shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.

## Initiative

### The Student:

- looks for and acts on new ideas and opportunities for learning;
- demonstrates the capacity for innovation and a willingness to take risks;
- demonstrates curiosity and interest in learning;
- approaches new tasks with a positive attitude;
- recognizes and advocates appropriately for the rights of self and others.

## Organization

### The Student:

- devises and follows a plan and process for completing work and tasks;
- establishes priorities and manages time to complete tasks and achieve goals;
- identifies, gathers, evaluates, and uses information, technology and resources to complete tasks.

## Independent Work

### The Student:

- independently monitors, assesses and revises plans to complete tasks and meet goals;
- uses class time appropriately to complete tasks;
- follows instructions with minimal supervision.

## Self-Regulation

### The Student:

- sets own individual goals and monitors progress towards achieving them;
- seeks clarification or assistance when needed;
- assesses and reflects critically on own strengths, needs, and interests;
- identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals;
- perseveres and makes an effort when responding to challenges.

### Did you know?

These learning skills will become your employability skills in the future!

# Numeracy

## Grade 9 EQAO Assessment of Mathematics

Depending on the semester in which Grade 9 students are taking the Grade 9 DeStreamed Mathematics Course (MTH1W1), they must participate in the in-person province-wide Grade 9 Assessment of Mathematics in either January or June.

Students with an IEP may write this assessment with accommodations provided those accommodations are contained in their IEP.

The assessment is usually administered over a total of two hours during two consecutive Math periods.

In addition, results of the EQAO Grade 9 Assessment of Mathematics are utilized in the students' final math course marks. Teachers will make it 10 percent to a maximum of 20 percent of the student's final mark. Grade 9 mathematics course, for at least 10%, and up to a maximum of 30% of the final mark.



### **Do you have questions about math?**

**Students are encouraged to visit and register at [tvomathify.com/students](http://tvomathify.com/students). Tutors are available to support grade 4- 12 students online Monday to Friday from 9 am to 9 pm and Saturdays and Sundays from 3 pm to 9 pm.**



# Literacy

## Grade 10 Ontario Secondary School Literacy Test (OSSLT)

Completion of the literacy requirement is an OSSD graduation requirement. All students write the Ontario Secondary School Literacy Test (OSSLT) in grade 10. This test is based on the literacy expectations up until the end of Grade 9. Students must achieve the provincial standard (Level 3) to be successful.

Successful completion of the OSSLC meets the literacy requirement for graduation.

Students who are not working towards an OSSD may be granted an exemption, and in certain circumstances, students may be deferred until a later administration of the test. Accommodations for each student with special needs will be consistent with assessment accommodations on their IEP.

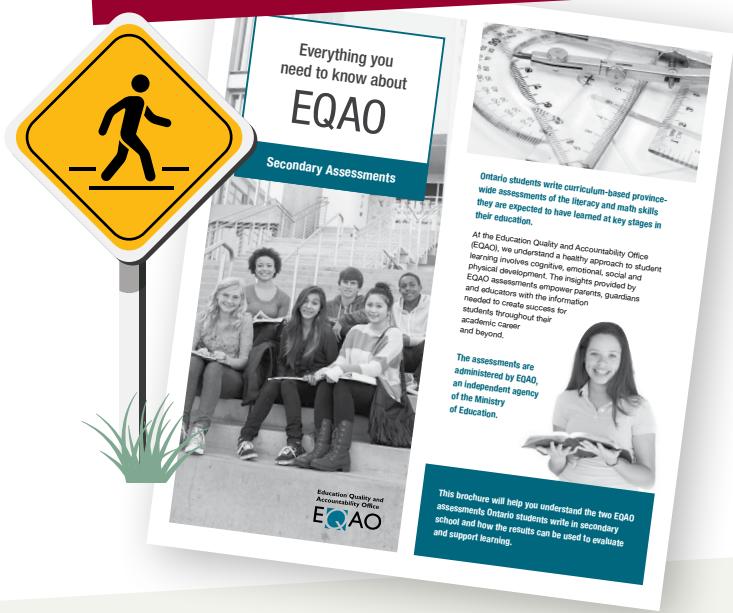
### What can I do to prepare?

Students are encouraged to use the EQAO website at [eqao.com](http://eqao.com) to access more information about the test and view practice assessments.

Many schools host activities such as after-school sessions to assist students in preparing for the OSSLT. Students are encouraged to attend these enrichment sessions to learn more about the OSSLT, participate in engaging activities, and receive important information about the test.

**Multilingual Language Learners  
are encouraged to speak  
with their MLL teacher about  
accommodations for the OSSLT.**

### OSSD Graduation Requirement



**Students who have an IEP are encouraged to speak with their Special Education Resource Teacher about accommodations for the OSSLT.**

# Inclusive Student Services

Inclusive Student Services within the Durham District School Board strives to provide a range of programs, placements and services for students with special education strengths and needs in a supportive environment which enables them to develop to their full potential as students and as members of their communities.

Inclusive Student Services programs and services primarily consist of instruction and assessment that are different from those provided to the general student population. These may take the form of accommodations (such as specific teaching strategies, preferential seating, and assistive technology) and/or an educational program that is modified from the age-appropriate grade level expectations in a particular course or subject.

When an **Identification, Placement and Review Committee** (IPRC) identifies a student as an exceptional pupil, the principal must ensure that an Individual Education Plan (IEP) for that student is developed and maintained.

An IEP must be developed with input from the parent(s)/guardian(s) and from the student if they are sixteen years of age or older. An IEP may also be prepared for students who require accommodations, program modifications, and/or alternative programs, but who have not been identified as exceptional by an IPRC.

## **What is an Individual Education Plan (IEP)?**

An IEP identifies the student's specific learning expectations and outlines how the school will address these expectations through appropriate accommodations, program modifications and/or alternative programs as well as specific instructional and assessment strategies. The learning program provided for the student is adjusted on the basis of the results obtained through continuous assessment and evaluation.

**If you have questions or concerns about your child, contact the Special Education Resource Teacher at your school.**

## **Many Paths to Success**

Students' needs can be met through a variety of programs, placements and class types within the DDSB. We strive to help every student meet their full potential, while fostering the highest level of independence possible for each student. We work with parents and board staff to determine the placement that best meets the student's needs, whether that is in a regular classroom, or for some students, in a special education class. We place a strong emphasis on the inclusion of our students with special education strengths and needs, regardless of the type of class into which the student is placed.

# English as a Second Language (ESL) *and* English Literacy Development (ELD)

The Durham District School Board offers English as a Second Language (ESL) and English Literacy Development (ELD) programs for our Multilingual Language Learners (MLL) whose home language(s) is a language other than English or is a variety of English that is significantly different from the English used in Ontario schools. They may be Canadian-born or newcomers from other countries. Multilingual Language Learners have diverse identities, backgrounds, and school experiences and have a wide variety of skills, strengths, and needs. Students may initially require educational accommodations to assist their development of English language proficiency.

An initial assessment may be needed to determine English language proficiency for students who are new to Canada. This diagnostic tool places students on the Steps to English Proficiency (STEP) continuum of language acquisition and guides programming.

## **Vision of the Multilingual Language Learner**

**Multilingual Language Learners (MLL) come with many assets and skills. They will:**

- learn English at the same time as the Ontario curriculum;
- have access to support for mainstream classes;
- see themselves in the learning environment;
- feel that their culture and language are valued;
- have confidence to express their opinion and know they have a voice;
- meet high expectations when they are involved in setting goals (with appropriate supports);
- have opportunities to choose pathways that honour their strengths and interests.

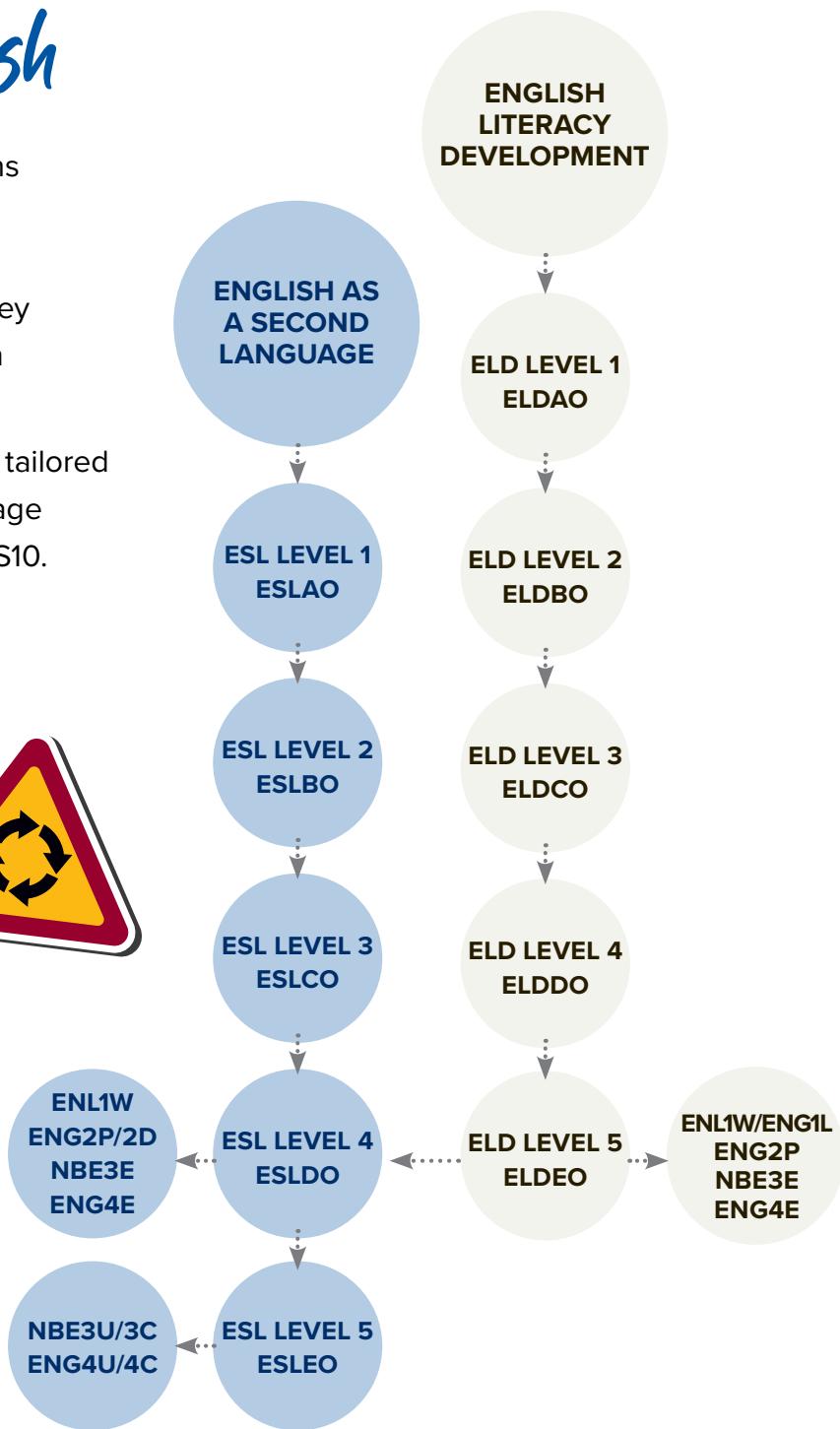
# Pathways to English

The ESL and ELD curriculum expectations provide Multilingual Language Learners opportunities to develop language skills in both daily and academic English so they may experience successful integration in mainstream school programs.

Additional sheltered courses specifically tailored to meet the needs of Multilingual Language Learners include EPS30, ELS30, and GLS10.

**Check with your guidance department as additional sheltered courses may be available.**

The chart shows how most language learners may progress through their ESL and/or 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.



## Additional Support

Settlement Workers In Schools (SWIS) help connect newcomer students and families to community services and resources. SWIS offer group sessions, assist school staff, and respond to settlement issues that some newcomers may experience.

**Contact the Guidance Department, MLL Facilitator, or MLL Coach for further information**

# Inclusive Grade 9 Program

## Many Paths to Success

Students' strengths, abilities and needs can be met through a variety of programs, placements, and class types within the DDSB. We strive to help every student meet their full potential, while fostering the highest level of independence possible

for each student. We work with students, families and board staff to support the placement that best meets the students' needs, whether that is in a regular classroom, or for some students, in a special education class.

### INCLUSIVE MINISTRY De-Streamed Math, Science, English and Geography Courses

- **MTH1W** • **SNC1W** • **ENL1W** • **CGC1W**

"With the introduction of this curriculum, **all high school students will take the Math, Science, English and Geography** course in Grade 9 which will allow for the same eventual opportunities for all and an improved ability to pursue the pathway of their choice after their K-12 education." (Ontario Ministry of Education, 2021)

### INCLUSIVE GRADE 9 Locally Developed Course Options

- **MAT1L** • **ENG1L** • **SNC1L**

Knowing that not every student will be ready for all of the Grade 9 courses right away, we have locally developed curriculum to support students and prepare them to meet the expectations of the Grade 9 courses and support their credit accumulation.

Students working towards a Certificate of Accomplishment may take K-level courses, which are alternative, non-credit courses for students with special educational needs. These courses are designed to support the growth of fundamental skills, independence, and self-care.

### INCLUSIVE GRADE 9 Academic Courses

#### Inclusive Academic French: **FSF1D1**

See \* for French Immersion information.

### INCLUSIVE GRADE 9

#### Open Core French Course: **FSF1O**

This introductory course provides students who have little or no knowledge of French the opportunity to earn the compulsory French credit required for graduation.

### INCLUSIVE GRADE 9 Open Subject Areas

See \* for French Immersion information.

- The Arts
- Business Studies
- Health and Physical Education
- Social Sciences and Humanities
- Technological Education

#### \* **Grade 9 French Immersion Courses**

Grade 9 French Immersion courses, similar to subjects taught in English, will be available as Inclusive Academic courses for some subjects and Inclusive Open courses for other subjects.

# Types of Courses in *Grade 9*

## De-streamed

There are four De-streamed courses in grade 9: MTH1W, SNC1W, ENG1W and CGC1W. All diploma bound students will take the same Math, Science, English and Geography courses which will prepare them to pursue the pathway of their choice.

## Locally Developed

Locally developed courses are intended for students who require flexibility and support in order to meet credit requirements. These courses review and reinforce the elementary curriculum expectations to provide the skills necessary for further study at the secondary level.

## Open

An open level course has one set of expectations for that subject at the grade 9 and 10 levels. Open courses are appropriate for all students and are not linked to any specific post-secondary destination.



**Is there somewhere I can go for help if I have questions about course selection?**

**Yes!** Grade 8 teachers, SERTs, and Grade 7/8 Student Success

Teachers are available to assist with selecting courses for grade 9.

All high schools offer information evenings to assist with the planning for the transition from grade 8 to 9. High school guidance counsellors are also available to help with questions.

# French Instruction

## Certificate of Immersion Studies

In order to obtain a Certificate of Immersion Studies, students must complete four French credits with a FIF course code from grades 9 through 12.

In addition to the four credits in language courses, students complete a minimum of six other French Immersion courses. There is a wide variety of courses to choose from and these courses are equivalent to the ones that other students study in English in other departments. Students are encouraged to contact the Guidance Department at their individual schools in order to find out exactly which courses are offered in French.



## International Languages Certificate

Students in Core French who take four French credits with a FSF code from grades 9 through 12, will receive an International Languages Certificate. Students studying Spanish in grades 10 through 12 with a Spanish (LWS) course code will also receive an International Languages Certificate.

## DELF

The Diplôme d'études en langue française (DELF) is an internationally recognized test of French proficiency. It is based on the Common European Framework of Reference (CEFR), which defines language fluency along six global levels: A1, A2, B1, B2, C1 and C2. At each level, proficiency is measured across four competencies: listening, speaking, reading, and writing. Students in both Core French and French Immersion who have or are taking their grade 12 French course have the opportunity to write the DELF exam in their grade 12 year. Successful candidates will receive a diploma that is valid for life from the French Ministry of National Education.

**For information on DELF visit [delf-dalf.ambafrance-ca.org](http://delf-dalf.ambafrance-ca.org)**

# Decoding a Course Code

## Courses use a 6-character course code for identification.

The first 5 characters of the course code are set out by the Ministry of Education.

The sixth character is used by school boards to identify a specific characteristic of the course. For example, French Immersion is identified in the DDSB with an “F”.

**ENL 1W1**

These 3 letters identify the subject. The first letter in the course code denotes the course's department area.

- A** = Arts
- B** = Business
- C** = Canadian and World Studies
- E** = English
- F** = French
- G** = Guidance and Career Education
- H** = Humanities and Social Sciences
- L** = International Languages
- M** = Mathematics
- P** = Physical Education
- S** = Sciences
- T** = Technology

This number identifies the grade.\*

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

This letter identifies the course type.

**Grades 9-10**

- D** = Academic
- L** = Locally Developed
- O** = Open
- P** = Applied (only available in grade 10)
- W** = De-streamed

Schools use this final character to distinguish course delivery

### Grades 11-12

- C** = College
- E** = Workplace
- M** = College/University
- O** = Open
- U** = University

*\*All students are able to take courses in any grade at any time given that they have any required prerequisites.*

# Decoding a *Timetable*

*Bell Times will vary by School*  
Check your school's website.

## Semester 1

*September to January*

Tuesday 09/03/26	
ENL1W1-01-English De-streamed	English Teacher
203	
9:05 to 10:25	
<b>CGC1W1-02-Geography De-Streamed</b>	Geography Teacher
213	
10:30 to 11:45	
<b>Lunch</b>	
BEM1O1-03 - Business	
<b>Business Teacher</b>	
302	
12:30 to 1:45	
MTH1W1-04, Math De-streamed	
Math Teacher	
<b>105</b>	
1:50 to 3:05	

**Course Credit** - Students take 4 credits in each semester

**Course Code and Section**

- Course and specific class information

**Teacher's Name**

**Room Number**

**Homeroom** - Period 1 may be longer to allow for homeroom activities and announcements

**Class Time** - 75 minutes per class with travel time in between each period

- \* Grade 9 students take English, Math, Science, Geography and usually French. They select 3 additional courses which may include Physical Education, Drama, Art, Music, Technology, Business or Social Science.

*Offerings vary by school.*

## Semester 2

*February to June*

Monday 03/02/27	
FSF1D1-05-French	
French Teacher	
221	
<b>9:05 to 10:25</b>	
TAS1O1 -06-Technology	
and the Skilled Trades	
Technology Teacher	
127	
10:30 to 11:45	
<b>Lunch</b>	
PPL1O4-07-Physical Education	
Physical Education Teacher	
156	
12:30 to <b>1:45</b>	
SNC1W1-08-Science, De-streamed	
Science Teacher	
222	
<b>1:50 to 3:05</b>	

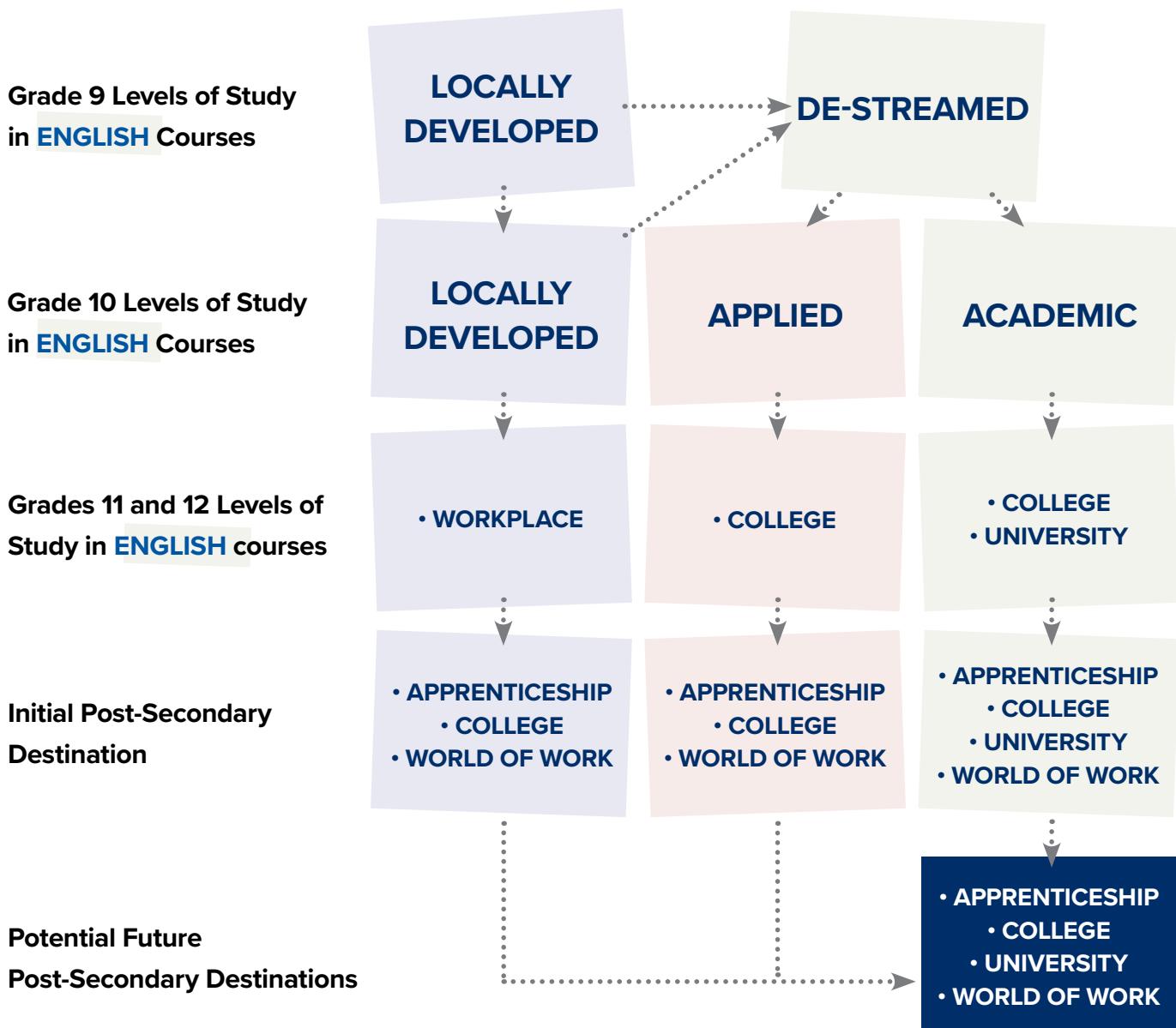
**All students must take a technology course in either grade 9 or grade 10.**

# Pathway Steps for All

Your education is only the beginning of a journey and does not determine your destination. Pathways can change. Focus on the journey.

## High School and Beyond: Apprenticeship, College, University and the World of Work

\*Ask your Grade 8 teacher, Grade 7/8 Student Success Teachers, SERT, or guidance counsellor about potential options.



The Ontario Ministry of Education's Creating Pathways to Success document grounds our belief that: ***all students can be successful, success comes in many forms and there are many pathways to success.***

# Getting Ready for Secondary School

## Things you can do in the summer before your Grade 9 year to get ready for Secondary School

### 1. Register for the Getting Ready for High School Program

It is a three-day program offered in August at secondary schools through Durham Continuing Education to assist grade 8 students in making the transition to secondary school. This popular twenty-hour summer program provides an introduction to grade 9 Mathematics, English, study and homework skills, and time management. Additional information specific to home school initiatives is also added within the allotted time frame to cover topics such as co-curricular activities, bullying prevention and equity programs. Visit [dce.ca](http://dce.ca) for more information.

### 2. Start Your Community Involvement Hours

[ddsb.ca/en/programs-and-learning/community-involvement-hours](http://ddsb.ca/en/programs-and-learning/community-involvement-hours)

The summer leading up to grade 9 is an excellent time to start accumulating hours towards the 40 hours you must have to graduate high school. Here are some guidelines to get you started:

- **Plan an activity (in consultation with your parent(s)/guardian(s)) that falls within the guiding principles the DDSB has established as eligible activities.**
- Confirm the details of the activity with the organizer
- Complete the planned activity
- **Complete the community involvement activities form (with details of the activity, organizer's information and signature, parent(s)/guardian(s) signature, student signature... )**
- **Submit the completed form to your secondary school guidance department**

### 3. Explore Pathway Opportunities

Spend additional time exploring pathway opportunities and initial post-secondary destinations in myBlueprint.

### 4. Learn about Being Resilient

Review “[Teens Can Be Resilient... in High School!](#)” document.

# Types of Courses in *Grade 10*

## Academic

Academic courses focus on the essential concepts of the discipline plus additional related concepts. Academic courses develop student's knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts while incorporating practical applications, as appropriate.

## Applied

Applied courses in Grade 10 focus on the essential concepts of the discipline. They develop students' knowledge and skills by emphasizing practical, concrete applications of the essential concepts while incorporated theoretical elements as appropriate.

## Open

An open level course has one set of expectations for that subject at the grade 9 and 10 levels. Open courses are appropriate for all students and are not linked to any specific post-secondary destination.



**Is there somewhere I can go for help if I have questions about course selection?**

**Yes!** Guidance Counsellors, SERTs, and your teachers are available to assist with selecting courses for high school. There will be a virtual information night for grade 9 students/parents or guardians to support you in selecting courses for grade 10.

# Which one do *I Choose?*

College (C), College/University (M) , Open (O) University (U), or Workplace (E)?

## Course Types for grades 11 and 12

In grade 11 and 12, the type of courses offered changes from Academic (D), Applied, (P), and De-streamed (W), to College (C), Workplace (E), College/University (M), and University (U).

It is important to start thinking about what your future career/educational goals and interests are to ensure you have chosen the most appropriate pathway. You should always consult and update your Individual Pathway Plan (IPP) to reflect your goals and interests.

### College (C)

These courses 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.

### Open (O)

Open Courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college or the workplace in mind.

### University/College (M)

These courses 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.

### University (U)

These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.

### Workplace (E)

These courses 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.

### **NOW would be a GREAT time to do the following:**

- Have a discussion with your family and your teachers about your goals and interests.
- Start thinking about things that interest you and things you like.
- Job shadow to gain more experience and knowledge about a particular occupation or labour market.
- Book an appointment with your Guidance Counsellor to discuss your options and to ensure you have everything you need to get you where you want to go.
- Do some research.
- Complete your Individual Pathways Plan using myBlueprint.
- Explore initial post-secondary destinations by exploring apprenticeship options, meeting with potential employers, or visiting university or college campuses.

**Your Guidance department is an excellent source for information on post secondary destinations**

# Education and Career Life Planning Process

## Creating your Pathway to success

A pathway is your individual journey that includes opportunities and experiences in your school, at your home and in your community. The four step inquiry process is ongoing and cyclical. It helps you to establish your own personal goals and individualized pathway for your future. As you navigate your pathway, you will regularly return to the four questions, equipped with a greater knowledge of yourself and your opportunities and a growing understanding of how they can successfully shape your future.

### Who Am I?

- What are my strengths and accomplishments?
- What factors shape me?

### What are my Opportunities?

- What opportunities are available to develop my skills at home, at school and in the community?

### What is my plan for achieving my goals?

- What is my plan?
- What are the resources I need to implement my plan?

### What do I want to become?

- Reflect on opportunities explored.
- What are my career/life goals?

**Creating Pathways for Success puts students at the centre of their own learning, viewing them as the architects of their own lives.**

# What is *SHSM*?

## (Specialist High Skills Major)

The Specialist High Skills Major (SHSM) program allows students to focus on a career path that matches their skills and interests. SHSM programs in the high skills fields are great for students who want to take an apprenticeship, attend college or university or enter the workforce. DDSB offers programs in 11 different sectors, located at various secondary schools. **Students must be in grade 11 or 12 to participate in the program, however, recruitment and registration is in Grade 10.**

### Students in SHSM will:

- Gain experience through cooperative education work placements.
- Complete 8 to 10 courses in your selected field.
- Complete First Aid, CPR, and WHMIS training along with other specialized certifications.
- Engage in career exploration, experiential learning, and reach-ahead experiences.
- Participate in Sector-Partnered Contextualized Experiences.

**Speak to your guidance department to find out which SHSM programs are available at your school.**



### Participating Sectors

- Arts and Culture
- Business
- Construction
- Energy
- Environment
- Health and Wellness
- Hospitality and Tourism
- Information and Communication Technology
- Manufacturing
- Non-Profit
- Sports
- Transportation

**For information on SHSM visit**  
[www.ontario.ca/page/specialist-high-skills-major](http://www.ontario.ca/page/specialist-high-skills-major)

# What is Cooperative Education?

## Want to test drive a career? Take coop!

Cooperative Education allows students to gain secondary school credits while completing a work placement in the community. This program helps students prepare for apprenticeships, college, university or the workplace.

### Students can participate in cooperative education through:

- Regular school program
- Specialized High Skills Major (SHSM) program
- Ontario Youth Apprenticeship Program (OYAP)
- Focused Apprenticeship
- Summer school program
- Night school program



### Interested in exploring Coop?

**Speak with your cooperative  
education teacher or your school  
guidance department.**

**For additional information  
on Cooperative Education  
please visit the Ministry of  
Education website - [Creating  
Opportunities through Coop.](#)**

### Benefits of Cooperative Education

**Cooperative education gives  
you an opportunity to:**

- Try out a career before finalizing plans for post-secondary education, training or employment
- Gain valuable work experience and build your resume
- See the relevance of classroom learning in the workplace
- Develop the skills and work habits required in the workplace

# What is **OYAP**?

## (Ontario Youth Apprenticeship Program)



The **Ontario Youth Apprenticeship Program** offers students the opportunity to begin an apprenticeship while still in secondary school. Students must be at least 15 years old and have completed 14 credits towards their OSSD.

- Students in a Cooperative Education placement in an apprenticeable trade are considered OYAP students.
- Students may be signed as an apprentice while at their Coop placement.

### **OYAP Benefits for the Student**

- Allows student to explore the skilled trades, which can lead to a meaningful career;
- Develops both specialized and transferable skills;
- Proves a seamless transition from school to work;
- Applies classroom theory to workplace experience.

### **Programs Offered**

- **Automotive Service Technician**
- **Carpentry**
- **Construction Craft Worker**
- **Cook/Chef**
- **Electrician**
- **Hairstylist**
- **Millwright**
- **Plumbing**
- **Welder**

**Fall 2025**

### **Focused Apprenticeship Skills Training**

Focused Apprenticeship will allow students in Grades 11 and 12 to participate in more apprenticeship learning through additional cooperative education credits while completing high school.

Graduates would receive a seal on their Ontario Secondary School Diploma to signify their successful completion of the program and recognize them for their dedication to learning in the skilled trades.



**For information on OYAP**  
**visit [oyappajo.com](http://oyappajo.com)**

# Destination *Apprentice*

## An Apprenticeship is a Post-Secondary Education

**90%**

**of your training  
ON THE JOB**

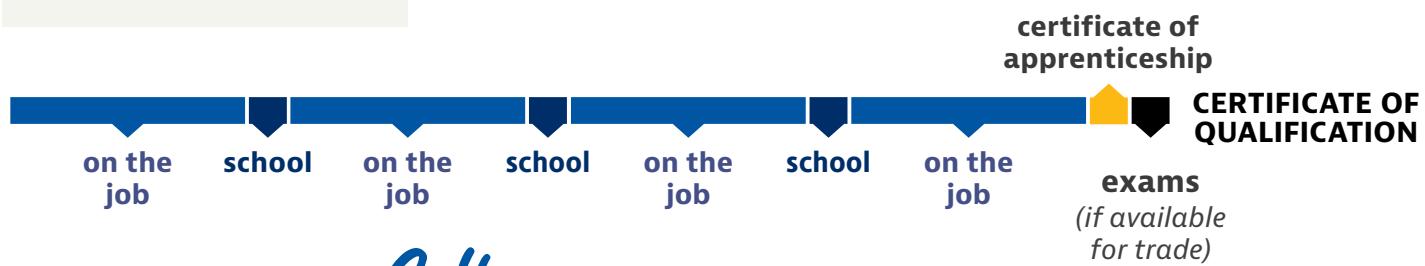
**SPEND 10%**

**of your time in the  
classroom learning  
theoretical applications**

To become an apprentice, first connect with your Guidance Counsellor and/or Cooperative Education Teacher. Once you have an employer who will hire and train you, both you and your employer will sign a Registered Training Agreement (RTA) prepared by an apprenticeship branch consultant between Ministry of Labour, Immigration, Training and Skills Development and their placement sponsor.

### Your pathway to qualification as a journeyperson

Upon successful completion of the practical and in-school components, an **apprentice** has an opportunity to write the provincial/interprovincial exam to become a certified **journeyperson** in a skilled trade. A typical apprenticeship will take about the same time as other post-secondary options.



# Destination *College*

**There are 26 public colleges in Ontario with over 5000 programs in over 200 areas of study to suit your strengths, interests, and future goals.**

### **NOW would be a GREAT time to do the following:**

- Have a discussion with your family about which programs and colleges interest you.
- Spend time researching which colleges offer your programs of interest.
- Visit the College Information Program\* in the fall to speak with College representatives.
- Take time to visit the different college campuses. \* *Every fall, all of the colleges in Ontario gather to offer information about their programs. The College Information Program is an excellent opportunity to talk with representatives from different colleges.*
- Book an appointment with your Guidance Counsellor to discuss your options and to ensure you meet the admission requirements of the programs.
- Start thinking about financing your education.
- Complete your individual Pathway Plan.

# Destination University

If your goal is university, there are a number of different factors you need to consider. Ontario has 21 publicly funded universities. There are so many programs to choose from that you need to do an honest self-assessment to see which program would best suit your strengths, interests, and future goals. Before choosing a university or program, make sure that you have as much information as possible.

## **NOW would be a GREAT time to do the following:**

- Have a discussion with your family about which programs and universities interest you.
- Spend time researching which universities offer your programs of interest.
- Visit the Ontario University Fair\* in the fall to speak with representatives.
- Take time to visit the different university campuses. *\*Every fall, all of the universities in Ontario gather to offer information about their programs. The Ontario University Fair (ontariouniversitiesfair.ca) is an excellent opportunity to talk with representatives from universities, gather more specific information and start refining your areas of research.*
- Book an appointment with your Guidance Counsellor to discuss your options and to ensure you meet the admission requirements of the programs (6 U/M level courses including ENG4U).
- Start thinking about financing your education. Check out The Scholarship Report available from your Guidance Counsellor.
- Complete your Individual Pathway Plan using myBlueprint.

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# Destination *the World of Work*

If your goal is the world of work, as either your initial post-secondary destination or as your chosen pathway, myBlueprint can help! You can:

- Search for occupations
- Create a resume
- Write a cover letter
- Search for a variety of jobs including volunteer opportunities

# The 'Gap' Year

**Learn about *you*! Learn about the *world*!**

***Have you considered a gap year?***

A gap year is a break after secondary school, before making a commitment to an apprenticeship, college, university or the workplace. It can be any length of time, before and during studies, time off from work or other career pursuits and include any number of activities. You can figure out who you are, what your opportunities are, who you want to become and what you need to get there. **Please visit the 30 Credits my Way website to links for below GAP Year opportunities:**

- Canadian Gap Year Association
- Cuso International
- WUSC/EUMC
- International Work and Travel Providers
- Discover Year
- Katimavik

## *Resources* Things to consider...

**Abilities Centre** Leadership in Training

**Agilec**

**ApprenticeSearch** is a free online job search and matching platform.

**Build a Dream** is a national non-profit dedicated to inspiring young women to explore career opportunities in skilled trades.

**Construction Training and Apprenticeship**

**Ontario (CTAO)** provides information on starting a career in the unionized construction industry.

**Durham Workforce Authority**

**Government of Canada Job Bank**

**META: Making Employment Transitions Attainable**

**Ministry of Labour, Immigration, Training and Skills Development**

**Ontario Universities Fair**

**Ontario Universities Events** in-person and virtual events for students and their families

**Ontransfer**

**Ontario Universities' Application Centre**

helps students navigate their way through the university application process.

**Skills Canada** provides information for people considering a career in the skilled trades or technologies.

**SHSM Specialist High Skills Major (SHSM)**

**VPI**

**YMCA Durham Employment Services**

**Youth The Future**

*Don't forget* to think about...



## Community Involvement Hours

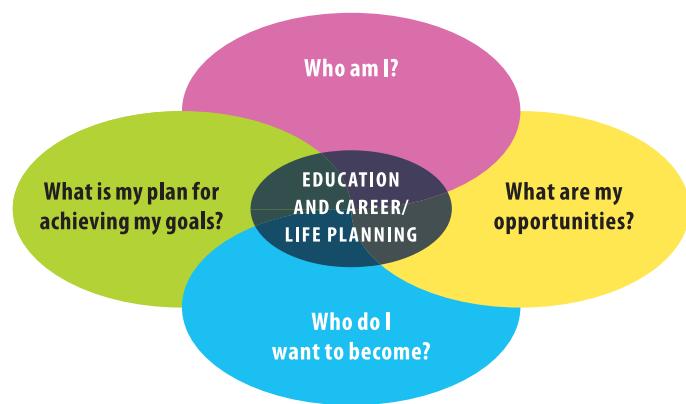
- **PLAN** your hours. The activity must fall within the guiding principles the Board has established and must be an “eligible” activity.
- **CONFIRM** the details of the activity with the organizer who is responsible for the activity.
- **RECEIVE** approval from your Principal or Guidance Counsellor before starting the activity.
- **COMPLETE** your community involvement hours.
- **HAND IN** your form at your school to the Guidance Department.
- Check out [informdurham.com/volunteer](http://informdurham.com/volunteer) for volunteer opportunities. Not all volunteer opportunities listed are eligible for community involvement hours. Check with your Guidance Department for further information.

## Individual Pathway Planning (IPP)

**Don't forget about the IPP! This is a valuable tool that allows you to:**

- Learn more about yourself;
- Outline your educational plan and explore career and educational opportunities;
- Set education, career, and life goals and;
- Document and track your extracurricular involvement.

**Complete your Individual Pathway Plan in myBlueprint.**



# Minister's Certificate of Recognition for Community Involvement

Students in Ontario need to volunteer for at least 40 hours to graduate from high school. Learn more about the requirements to get your high school volunteer hours.

If you go above and beyond in your volunteer work during high school, you can earn a Minister's Certificate of Recognition for Community Involvement when you graduate. This new certificate celebrates your dedication to helping others and for completing more than 50 volunteer hours during high school.



**Bronze:** 50 to 99  
volunteer hours



**Silver:** 100 to 199  
volunteer hours



**Gold:** 200+  
volunteer hours

This certificate recognizes your civic engagement, leadership and community spirit.

It can also help you stand out when applying for:

- jobs
- college or university programs
- apprenticeships
- scholarships

To get started, make sure your activities are eligible to volunteer for.

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*The Durham District School Board is committed to providing accessible information and communications as outlined under the Accessibility for Ontarians with Disabilities Act (AODA).*

*If you require this communication in an alternative format, please contact our communications department [communications.department@ddsb.ca](mailto:communications.department@ddsb.ca).*

# 30 Credits my way



SCAN ME





## EXPERIENTIAL LEARNING OPTIONS

- Dual Credit
- Co-op paid or unpaid
- OYAP Ontario Youth Apprenticeship Program
- OYAP Level 1
- Science Centre School
- SHSM
- Focused Apprenticeship Skills Training



**8 CREDITS**

French Immersion

**START**  
**Grade 9**

You are in the driver's seat!

**16 CREDITS**



**IPP INDIVIDUAL  
PATHWAY PLAN**  
myBlueprint  
myblueprint.ca/ddsb

**30 Credits  
my way**

EXPRESS LANE

Summer School  
dce.ca

**24 CREDITS**

EXPRESS LANE  
Night School  
dce.ca

**30 CREDITS**

Durham  
Continuing  
Education  
dce.ca

**PLAR**  
Prior Learning Assessment  
and Recognition

**40**  
COMMUNITY  
INVOLVEMENT Hours

**Student Success**  
Supervised Alternative Learning  
Modified Schedule (SAL)  
Flexible Timetable Options  
Durham Alternative  
Secondary School (DASS)

Have you heard of the **Regional  
Centres for Success?**

**OSSD** Ontario Secondary  
School Diploma

- 30 credits in total
- 40 hours of Community Involvement
- Completion of the Literacy Requirement
- Earn at least 2 Online Learning Credits

**COA** Certificate of  
Accomplishment

- Non-credit courses
- Does not require 40 hours of Community Involvement or OSSLT

**OSSC** Ontario Secondary  
School Certificate

- Minimum of 14 Credits
- Does not require 40 hours of Community Involvement or OSSLT

## EXTERNAL CREDIT OPTIONS

- exchange programs
- international language credits
- conservatory music credits
- accredited private school credits

# My Education Plan at a Glance

Name: \_\_\_\_\_

Grade 9	Code	Grade 10	Code	Grade 11	Code	Grade 12	Code
English		English		English		English	
Mathematics		*Mathematics		Mathematics		Optional	
Science		Science		STEM - Related Group		Optional	
Canadian Geography		Canadian History		Optional		Optional	
French		Careers/Civics		Optional		Optional	
Optional		Optional (Arts, Tech or Phys-Ed if not completed in Grade 9)		Optional		Optional	
Optional		Optional		Optional		Optional	
Optional		Optional		Optional		Optional	

\* Starting in September 2025, you must earn a new financial literacy graduation requirement as part of your compulsory Grade 10 Mathematics Course. You will need to achieve a mark of 70% or higher to pass this new requirement.

## The Ontario Secondary School Diploma

- Earn 17 **compulsory credits**
- Earn 13 **optional credits** (for a total of 30 credits)
  - You must earn 13 optional credits by successfully completing courses from your school's program and course calendar.
  - Optional credits may include up to 4 credits earned through approved dual credit programs
- Complete **40 hours of community involvement** activities
- Earn at least **2 online learning credits**
- Successfully complete the Provincial **Literacy Requirement**

### Compulsory Credits (Total of 17)

Students must earn the following compulsory credits to get an OSSD.

- 4 credits in English (1 credit per grade)
- 3 credits in Mathematics (Grade 9, Grade 10 and 1 credit in Grade 11 or 12)
- 2 credits in Science
- 1 credit in French as a Second Language
- 1 credit in Canadian Geography (Grade 9)
- 1 credit in Canadian History (Grade 10)
- 1 credit in Health & Physical Education
- 1 credit in Arts (Drama, Music, Visual Arts, Media Arts)
- 0.5 credit in careers
- 0.5 credit in civics and citizenship
- 1 credit in Technological Education
- 1 credit from the STEM – related Course Group

\* Please visit the [ontario.ca/page/earning-your-high-school-diploma](http://ontario.ca/page/earning-your-high-school-diploma) for grad requirements for students starting before 2023.

### The following apply to compulsory credit selections

- The Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices course to meet the Grade 11 English compulsory credit requirement.
- You can use the Grade 9 Expressions of First Nations, Métis, and Inuit Cultures course to meet the compulsory credit requirement in the arts.

### STEM – Related course group

- Business studies
- Cooperative education
- Mathematics (in addition to the 3 compulsory credits)
- Science (In addition to the 2 compulsory credits)
- Technological education  
(in addition to the 1 compulsory credit required)

Go to MyBlueprint  
to assist with your planning

