

# PATHWAYS

*to* **STUDENT SUCCESS**



**SECONDARY SCHOOL**

**FOCUS  
PROGRAMS  
2023-2024**



The DDSB is committed to learning and working environments that centre Indigenous rights and 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 treated differently or discriminated against because of ancestry, race, sex/gender, disability, sexual orientation, gender identity, gender expression, creed/religion and all other Human Rights Code protected grounds.

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 ("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.

**If you have an accommodation need or human rights concern, please contact your teacher or principal, or visit the DDSB Equity and Inclusive Education webpage Human Rights section for more information.**

# **Pathways to Student Success Focus Programs 2023–2024**

Durham District secondary schools have a wealth of resources and talents which, pooled together, provide pathways for success for all students.

This comprehensive resource provides students, parents, guardians, and schools with information on a range of opportunities for individualized pathways to enhance student success.

Focus programs provide pathways that concentrate on a particular field of interest or training which provide students with comprehensive and relevant academic and practical experience to prepare them for their postsecondary destination.

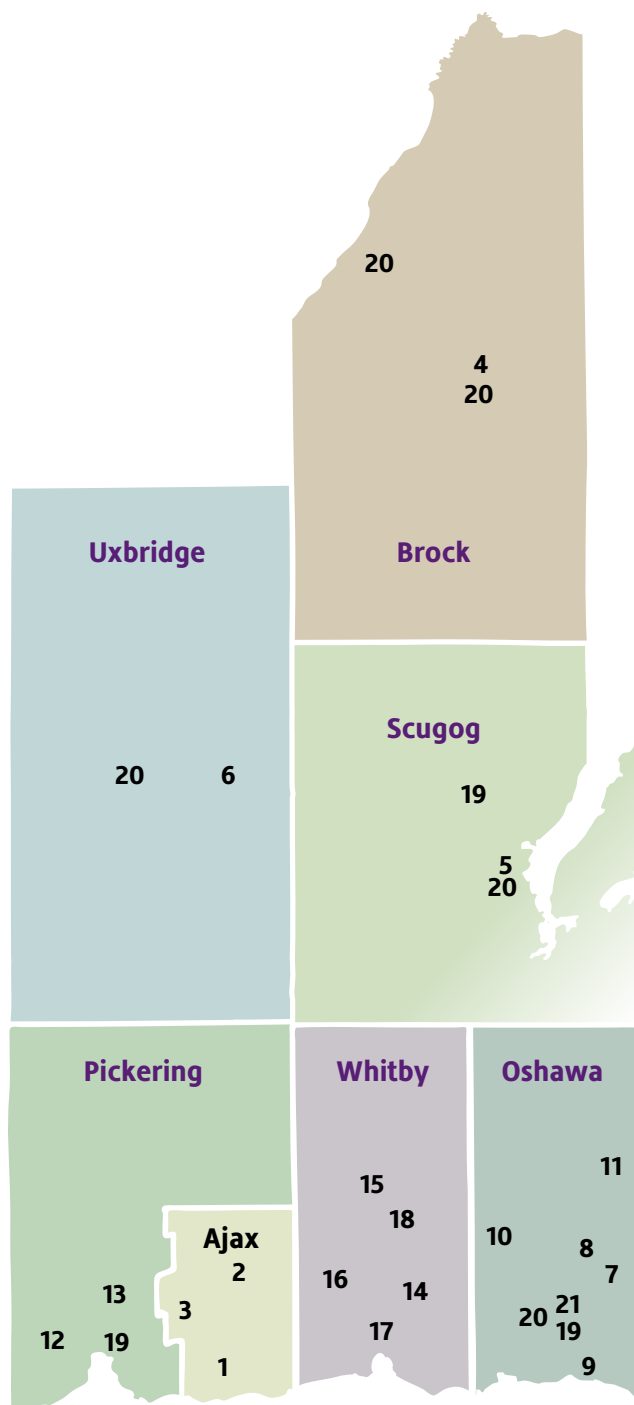
# Please note the following:

1. Students who wish access to a desired program at a school other than their home high school may do so in grade ten. All students attend their home high schools in grade nine. When considering a focus program at another school, students are encouraged to select grade nine courses that closely match the desired focus program. (Exceptions to grade nine attendance at home school are made for regional programs, which include French Immersion, Gifted and other Special Education classes.) Please check with individual schools for course availability.
2. Transportation to the host school is the responsibility of the parent/guardian/student. Some transportation for work experience/cooperative education/internships/field trips may be provided or costs reimbursed.
3. Some programs have limited enrollment. Specific prerequisites and/or auditions/interviews may be required prior to the final selection of students. In all cases, students must be enrolled at the host school.
4. All courses may not be available at all schools.
5. Some programs may require additional expenses for equipment, clothing or travel.
6. Grade 7 and 8 students who are using Pathways to Student Success as a resource to assist with their program choices in high school are encouraged to discuss their interests with their parents/guardians and teachers.
7. When transferring to another secondary school, the procedure will be discussed with the student and parent/guardian by guidance staff and administrators to ensure that all details of the transfer are explained.

Please be advised that at the time of printing, all programs and pathways currently listed in this document were confirmed and scheduled by individual schools.

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 [kuldeep.chahal@ddsb.ca](mailto:kuldeep.chahal@ddsb.ca).

# Durham Area Secondary Schools



## Ajax Area Secondary Schools

1. **Ajax** High School
2. **J. Clarke Richardson** Collegiate
3. **Pickering** High School

## Brock, Uxbridge and Scugog Area Secondary Schools

4. **Brock** High School
5. **Port Perry** High School
6. **Uxbridge** Secondary School

## Oshawa Area Secondary Schools

7. **Eastdale** Collegiate and Vocational Institute
8. **O'Neill** Collegiate and Vocational Institute
9. **G.L. Roberts** Collegiate and Vocational Institute
10. **R. S. McLaughlin** Collegiate and Vocational Institute
11. **Maxwell Heights** Secondary School

## Pickering Area Secondary Schools

12. **Dunbarton** High School
13. **Pine Ridge** Secondary School

## Whitby Area Secondary Schools

14. **Anderson** Collegiate and Vocational Institute
15. **Brooklin** High School
16. **Donald A. Wilson** Secondary School
17. **Henry Street** High School
18. **Sinclair** Secondary School

## Alternative and Referral Programs \*Multiple Locations

19. **Durham Alternative Secondary School (DASS)**
20. **Durham Continuing Education (DCE)**
21. **Grove School**

## Durham District School Board

400 Taunton Road East • (905) 666-5500  
 Whitby, Ontario L1R 2K6 • [ddsbc.ca](http://ddsbc.ca)

# Program Terminology

## **Adult and Continuing Education**

Programs for adults linking to secondary diploma completion and career preparation.

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## **Alternative and Referral Programs**

Programs offered at specific locations to meet individual student needs, including adults.

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## **Apprenticeship**

A combination of in-school training and on the job training delivered by a training delivery agent such as a college or trade school.

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## **Centres for Success**

A dual credit program offered at some high schools in partnership with Durham and Fleming Colleges.

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## **Destination**

Apprenticeship, college, university or the workplace.

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## **Dual Credits**

Students earn a high school credit and a college credit at the same time in the same course.

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## **Focus Program**

A program that provides a subject pathway that concentrates on a particular field of interest or training.

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## **OYAP – Ontario Youth Apprenticeship Program**

A program that provides an opportunity to gain exposure and experience to a skilled trade, through co-op and onsite instruction at the college.

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## **Pathway**

Clearly identified group of courses and experiences concentrating on a specific interest or occupation.

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## **SHSM – Specialist High Skills Major**

A sector related focus program including a bundle of courses commencing in grade 11, experiential learning, sector certifications, and a reach ahead, post-secondary opportunity.

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# FOCUS PROGRAMS

# Adult, Youth and Child Care Worker

Available at these area schools:

School	Guidance Dept.	Destination
Ajax High School, Ajax	(905) 683-1610	C T U W
Maxwell Heights Secondary School, Oshawa	(905) 440-7339	C T U W
O'Neill Collegiate & Vocational Institute, Oshawa	(905) 728-7531	C T U W
Pine Ridge Secondary School, Pickering	(905) 420-1885	C T U W
Port Perry High School, Port Perry	(905) 985-7337	C T U W

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

## Overview:

Adult Youth and Child Care Workers hold professional and paraprofessional jobs that focus on the well-being of children and older people in families and community settings. Students will study human development and needs of children, adults and elderly in the context of relationships within the family and community, through social science research methods. Students will examine career paths in child, adult and geriatric care, the impact of technological developments on products and services, and health and safety laws.

## Exit Path:

Upon graduation from high school, students may:

- obtain employment in the field of child, adult and geriatric care
- pursue training as a Personal Support Worker, possibly at Durham Continuing Education
- attend college or university for a related program



## Program Pathway:

<b>YEAR 1</b> student attends home school	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>
<p><b>COMPULSORY</b></p> <p><b>English</b> ENL 1W1/ENG 1L1</p> <p><b>Canadian Geography</b> CGC 1D1</p> <p><b>Mathematics</b> MTH 1W1/MAT 1L1</p> <p><b>Science</b> SNC 1W1/1L1</p> <p><b>French</b> FSF 1D1/1O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 2D1/2P1/2L1</p> <p><b>Canadian History</b> CHC 2D1/2P1/2L1</p> <p><b>Career Studies</b> GLC 2O1</p> <p><b>Civics</b> CHV 2O1</p> <p><b>Mathematics</b> MPM 2D1/MFM 2P1/ MAT 2L1</p> <p><b>Science</b> SNC 2D1/2P1/2L1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> NBE 3U1/3C1/3E1</p> <p><b>Mathematics</b> MCF 3M1/MBF 3C1/MEL 3E1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Health Care</b> TPJ3M1 and/or</p> <p><b>Working with Infants and Young Children</b> HPW 3C1</p> <p><b>Cooperative Education</b> minimum of 2 credits</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 4U1/4C1/4E1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Health Care</b> TPJ4M1 and/or</p> <p><b>Working with Infants and Young Children</b> HPW 3C1</p> <p><b>Cooperative Education</b> minimum of 2 credits</p>
<p><b>RECOMMENDED</b></p> <p><b>Exploring Family Studies</b> HIF 1O1</p> <p><b>Physical Education</b></p>	<p><b>RECOMMENDED</b></p> <p><b>Clothing</b> HNL 2O1</p> <p><b>Exploring Family Studies</b> HIF 2O1</p> <p><b>Food &amp; Nutrition</b> HFN 2O1</p> <p><b>Health Care</b> TPJ 2O1</p> <p><b>Physical Education</b> PPL 2O1/PAD 2O1</p>		<p><b>RECOMMENDED</b></p> <p><b>Introduction to Anthropology, Psychology and Sociology</b> HSP 3C1/3UI</p> <p><b>Raising Healthy Children</b> HPC 3O1</p> <p><b>Working with School-Age Children and Adolescents</b> HPD 4C1</p>



# The Arts at O’Neill

## Available at these area schools:

School	Guidance Dept.	Destination
O’Neill Collegiate & Vocational Institute, Oshawa	(905) 728-7531	<b>C U</b>

**A** • Apprenticeship **C** • College **T** • Training Programs **U** • University **W** • Workplace

## Overview:

The Performing Arts Program invites students from across the Durham Region to audition to join the program beginning in grade 9. This is a nationally recognized enrichment program for students who are passionate about instrumental music, vocal music, and drama or dance. Students are offered unique opportunities and experiences to develop performance skills in their area of specialization. Students who obtain six Performing Arts credits earn an arts certificate from the Durham District School Board and those who obtain eight credits are awarded an O’Neill Performing Arts Certificate. Students who are in the program could also work toward achieving the Specialist High Skills Major in Arts and Culture. Students from this program are well-prepared for postsecondary programs in College or University but are also enriched by the opportunities to explore their love for the arts. Auditions for the program take place in January of each year.

## Exit Path:

Upon graduation from high school, students may:

- enter Art, Music or Fine Arts programs at specialist colleges, such as The Glenn Gould School or The Randolph Academy
- enter Music or Fine Arts programs at university or college
- enter related college programs such as: Music, Business Administration or Management



## Program Pathway:

Students who are successful in their auditions for the Performing Arts Program will be enrolled in one of the following three program streams **Dance**, **Instrumental Music**, **Vocal Music/Drama**:

YEAR 1	YEAR 2	YEAR 3	YEAR 4
<b>COMPULSORY</b> <b>English</b> ENG 1L1/ENG 1W1 <b>Mathematics</b> MTH 1W1 <b>Science</b> SNC 1W1 <b>French or Learning Strategies</b> FSF 1D1/1O1 or GLE 1O1 <b>Canadian Geography</b> CGC 1D1	<b>COMPULSORY</b> <b>English</b> ENG 2D1/2P1/ ENG 2L1 <b>Mathematics</b> MPM 2D1/MFM 2P1 <b>Science</b> SNC 2D1/2P1 <b>Canadian History</b> CHC 2D1/2P1 <b>Career Studies</b> GLC 2O1 <b>Civics</b> CHV 2O1	<b>COMPULSORY</b> <b>English</b> NBE 3U1/3C1/3E1 <b>Mathematics</b> MCR 3U1/MCF 3M1/MBF 3C1	<b>COMPULSORY</b> <b>English</b> ENG 4U1/4C1/4E1
<b>TWO COMPULSORY</b>	<b>TWO COMPULSORY</b>	<b>CHOOSE TWO</b>	<b>CHOOSE TWO</b>
<b>Dance</b> ATC 1O7 <b>Dance Repertoire</b> ATD 1O7	<b>Dance</b> ATC 2O7 <b>Dance Repertoire</b> ATD 2O7	<b>Dance</b> ATC 3M7 <b>Dance Repertoire</b> ATD 3M7	<b>Dance</b> ATC 4M7 <b>Dance Repertoire</b> ATD 4M7
<b>Instrumental Music</b> AMU 1O7 <b>Instrumental Repertoire</b> AMR 1O7	<b>Instrumental Music</b> AMU 2O7 <b>Instrumental Repertoire</b> AMR 2O7	<b>Instrumental Music</b> AMU 3M7 <b>Instrumental Repertoire</b> AMR 3M7	<b>Instrumental Music</b> AMU 4M7 <b>Instrumental Repertoire</b> AMR 4M7
<b>Music Theatre</b> AMT 1O7 <b>Vocal Music</b> AMV 1O7	<b>Music Theatre</b> AMT 2O7 <b>Vocal Music</b> AMV 1O7	<b>Drama</b> ADA 3M7 <b>Vocal Music</b> AMJ 3M1 AMV 3M7	<b>Drama</b> ADA 4M7 <b>Vocal Music</b> AMV 4M7

# Automotive Transportation Technology

## Available at these area schools:

School	Guidance Dept.	Destination
Ajax High School, Ajax	(905) 683-1610	A C W
Anderson C.V.I., Whitby	(905) 668-5809	A C W
Brock High School, Cannington	(905) 432-2311	A C W
Brooklin High School, Brooklin	(905) 655-2015	A C W
Donald A. Wilson Secondary School, Whitby	(905) 665-5057	A C W
Dunbarton High School, Pickering	(905) 839-1125	A C W
Eastdale Collegiate & Vocational Institute, Oshawa	(905) 723-8157	A C W
G.L. Roberts Collegiate & Vocational Institute, Oshawa	(905) 728-7594	A C W
Henry Street High School, Whitby	(905) 668-2731	A C W
J. Clarke Richardson Collegiate, Ajax	(905) 619-9571	A C W
Maxwell Heights Secondary School, Oshawa	(905) 440-7339	A C W
Pickering High School, Ajax	(905) 683-4760	A C W
Port Perry High School, Port Perry	(905) 985-7337	A C W
R.S. McLaughlin Collegiate & Vocational Institute, Oshawa	(905) 728-9407	A C W
Sinclair Secondary School, Whitby	(905) 666-5400	A C W
Uxbridge Secondary School, Uxbridge	(905) 852-2854	A C W

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

## Overview:

Students interested in pursuing a career in the Transportation Repair Industry will receive a solid foundation in the Automotive Transportation Technician program. In addition to developing employability and technical skills, they will explore a range of career opportunities within this sector. All schools offer a specialized transportation technology program that is delivered within the automotive repair facility. Students will gain knowledge and develop a full range of skills through hands-on guided practices while performing repairs on an array of vehicles and stand-alone modules. Enrolling in and successfully completing a Cooperative Education placement is a major component of this program.

This industry sector offers opportunities to pursue further education, training and employment in a variety of skilled trades. Students committed to pursuing an apprenticeship in the skilled trades should refer to the Regional OYAP and Specialist High Skills Major sections of this document.

## Exit Path:

Upon graduation from high school, students may:

- obtain employment in the motive power sector
- begin or continue an apprenticeship in the motive power sector
- attend college for a related program

## Program Pathway:

YEAR 1 student attends home school	YEAR 2	YEAR 3	YEAR 4
<p><b>COMPULSORY</b></p> <p><b>English</b> ENL 1W1/ENG 1L1</p> <p><b>Canadian Geography</b> CGC 1D1</p> <p><b>Mathematics</b> MTH 1W1/MAT 1L1</p> <p><b>Science</b> SNC 1W1/1L1</p> <p><b>French</b> FSF 1D1/1O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 2D1/2P1/2L1</p> <p><b>Mathematics</b> MFM 2P1/MAT 2L1 MPM 2D1</p> <p><b>Science</b> SNC 2P1/2L1/2D1</p> <p><b>Canadian History</b> CHC 2P1/2L1/2D1</p> <p><b>Career Studies</b> GLC 2O1</p> <p><b>Civics</b> CHV 2O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> NBE 3U1/3C1/3E1</p> <p><b>Mathematics</b> MBF 3C1/MEL 3E1/ MCF 3M1/MCR 3U1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Transportation Technology</b> TTJ 3C1/TTA 3C1/TTS 3C1/ TTA 3C2</p> <p><b>Cooperative Education</b> Minimum of 2 credits</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 4U1/4C1/4E1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Transportation Technology</b> TTJ 4C/4E1/TTA 4C1/TTS 4C1 TTA 4C2</p> <p><b>Cooperative Education</b> Minimum of 2 credits</p>
<p><b>RECOMMENDED</b></p> <p><b>Exploring Technologies</b> TIJ 1O1</p> <p><b>Exploring Transportation Technologies</b> TTJ 1O1</p> <p><b>Physical Education</b></p>	<p><b>RECOMMENDED</b></p> <p><b>Transportation Technology</b> TTJ 2O1</p>	<p><b>RECOMMENDED</b></p> <p><b>Business Studies</b> 1 course</p> <p><b>Technological Studies</b> 1 additional course</p>	<p><b>RECOMMENDED</b></p> <p><b>Mathematics</b> MAP 4C1/MEL 4E1/MCT 4C1</p> <p><b>Technological Studies</b> 1 additional course</p>
<p><b>OPTIONAL</b></p> <p><b>Information and Communication Technology</b> BTT 1O1</p>	<p><b>OPTIONAL</b></p> <p><b>Communications Technology</b> TGJ 2O1</p> <p><b>Technology Design</b> TDJ 2O1</p>		



# Black Studies

Available at all Durham Secondary Schools for Course Selection

## Overview:

Black Studies examines historical and contemporary issues of importance to people of African ancestry by studying and interpreting various texts considering how these issues are illuminated or obscured by various social theories, models and approaches in social sciences. Through the interdisciplinary domain of Black Studies, individuals develop critical, analytical, oral and written communication skills.

## Exit Path:

Upon graduation from high school, students may:

- enter a post secondary program in college or university
- find employment in a related field





## Program Pathway:

<b>YEAR 1</b> student attends home school	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>
<p><b>COMPULSORY</b></p> <p><b>English</b> ENL 1W1/ENG 1L1</p> <p><b>Canadian Geography</b> CGC 1D1</p> <p><b>Mathematics</b> MTH 1W1/MAT 1L1</p> <p><b>Science</b> SNC 1W1/1L1</p> <p><b>French or Learning Strategies</b> FSF 1D1/1O1 or GLE 101</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 2D1/2P1/2L1</p> <p><b>Mathematics</b> MPM 2D1/MFM 2P1 MAT 2L1</p> <p><b>Science</b> SNC 2D1/2P1 or SVN 3E1</p> <p><b>Canadian History</b> CHC 2D1/2P1/2L1</p> <p><b>Career Studies</b> GLC 2O1</p> <p><b>Civics</b> CHV 2O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> NBE 3U1/3C1</p> <p><b>Mathematics</b> MCR 3U1/MCF 3M1 MBF 3C1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 4U1/4C1</p>
<p><b>RECOMMENDED</b></p> <p><b>Exploring Family Studies</b> HIF 101</p> <p><b>Physical Education</b></p>	<p><b>RECOMMENDED</b></p> <p><b>Family Studies</b> HFN 201</p>	<p><b>RECOMMENDED</b></p> <p><b>American History</b> CHA 3U1</p> <p><b>Anthropology, Psychology, Sociology</b> HSP 3C1/3U1</p> <p><b>Black Studies</b> IDC 3O1</p> <p><b>World History to the End of the Fifteenth Century</b> CHW 3M1</p>	<p><b>RECOMMENDED</b></p> <p><b>Black Studies</b> IDC 4O1/ IDP 3O1/IDP 4U1</p> <p><b>Canada: History, Identity, and Culture</b> CHY 4U1</p> <p><b>Challenge and Change in Society</b> HSB 4U1</p> <p><b>Equity and Social Justice: Black Studies</b> HSE 4M1</p> <p><b>Families in Canada</b> HHS 4C1/4U1</p> <p><b>World Culture: Black Studies Focus</b> HSC 4M1</p> <p><b>World History since the Fifteenth Century</b> CHY 4U1</p> <p><b>World Issues: A Geographic Analysis</b> CGW 4U1</p>

# Business: Management and Financial Studies

## Available at these area schools:

School	Guidance Dept.	Destination
Ajax High School, Ajax	(905) 683-1610	C U W
Anderson C.V.I., Whitby	(905) 668-5809	C U W
Brooklin High School, Brooklin	(905) 655-2015	C U W
Donald A. Wilson Secondary School, Whitby	(905) 665-5057	C U W
Dunbarton High School, Pickering	(905) 839-1125	C U W
Durham Alternative Secondary School	(905) 579-1990	C W
Eastdale Collegiate & Vocational Institute, Oshawa	(905) 723-8157	C U W
Henry Street High School, Whitby	(905) 668-2731	C U W
J. Clarke Richardson Collegiate, Ajax	(905) 619-9571	C U W
Maxwell Heights Secondary School, Oshawa	(905) 440-7339	C U W
O'Neill Collegiate & Vocational Institute, Oshawa	(905) 728-7531	C U W
Pickering High School, Ajax	(905) 683-4760	C U W
Pine Ridge Secondary School, Pickering	(905) 420-1885	C U W
Port Perry High School, Port Perry	(905) 985-7337	C U W
Sinclair Secondary School, Whitby	(905) 666-5400	C U W
Uxbridge Secondary School, Uxbridge	(905) 852-2854	C U W

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

## Overview:

This program will provide students with the fundamental concepts involved in all aspects of business studies. The focus will be on establishing a critical knowledge base that will allow students to develop their analytical, communication and leadership skills. Students will have the opportunity to gain practical experience through a Cooperative Education placement.

## Exit Path:

Upon graduation from high school, students may:

- find employment in retail sales, marketing or accounting services
- enter a post secondary program in college or university
- related college programs include: Business Administration, Operations Management or Human Resources Management

## Program Pathway:

YEAR 1 student attends home school	YEAR 2	YEAR 3	YEAR 4
<p><b>COMPULSORY</b></p> <p><b>English</b> ENL 1W1/ENG 1L1</p> <p><b>Canadian Geography</b> CGC 1D1</p> <p><b>Mathematics</b> MTH 1W1/MAT 1L1</p> <p><b>Science</b> SNC 1W1/1L1</p> <p><b>French or Learning Strategies</b> FSF 1D1/1O1 or GLE 101</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 2D1/2P1/2L1</p> <p><b>Mathematics</b> MPM 2D1/MFM 2P1 MAT 2L1</p> <p><b>Science</b> SNC 2D1/2P1 or SVN 3E1</p> <p><b>Canadian History</b> CHC 2D1/2P1/2L1</p> <p><b>Career Studies</b> GLC 2O1</p> <p><b>Civics</b> CHV 2O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> NBE 3U1/3C1</p> <p><b>Mathematics</b> MCR 3U1/MCF 3M1 MBF 3C1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Financial Accounting</b> BAF 3M1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 4U1/4C1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Financial Accounting</b> BAT 4M1</p>
<p><b>RECOMMENDED</b></p> <p><b>Information Technology</b> BTT 1O1</p> <p><b>Physical Education</b></p>	<p><b>RECOMMENDED</b></p> <p><b>Introduction to Business</b> BBI 2O1</p>	<p><b>RECOMMENDED</b></p> <p><b>Cooperative Education</b> 2 credits</p> <p><b>Entrepreneurial Studies</b> BDI 3C1</p> <p><b>Information and Communication Technology</b> BTA 3O1</p> <p><b>Marketing</b> BMI 3M1</p>	<p><b>RECOMMENDED</b></p> <p><b>Building Financial Securities</b> IDC 4U1</p> <p><b>Financial Securities</b> IDC 4UJ</p> <p><b>International Business</b> BBB 4M1</p> <p><b>Information and Communication Technology</b> BTX 4C1</p> <p><b>One or more Additional Mathematics Courses</b></p> <p><b>Organizational Studies</b> BOH 4M1</p>



# Cabinet Making

## Available at these area schools:

School	Guidance Dept.	Destination
Anderson C.V.I., Whitby	(905) 668-5809	A C U W
Brock High School, Cannington	(905) 432-2311	A C U W
Brooklin High School, Brooklin	(905) 655-2015	A C U W
Donald A. Wilson Secondary School, Whitby	(905) 665-5057	A C U W
Dunbarton High School, Pickering	(905) 839-1125	A C U W
Eastdale Collegiate & Vocational Institute, Oshawa	(905) 723-8157	A C U W
G.L. Roberts C.V.I., Oshawa	(905) 728-7594	A C U W
J. Clarke Richardson Collegiate, Ajax	(905) 619-9571	A C U W
Maxwell Heights Secondary School, Oshawa	(905) 440-7339	A C U W
Pickering High School, Ajax	(905) 683-4760	A C U W
Port Perry High School, Port Perry	(905) 985-7337	A C U W
R.S. McLaughlin Collegiate & Vocational Institute, Oshawa	(905) 728-9407	A C U W
Sinclair Secondary School, Whitby	(905) 666-5400	A C U W

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

## Overview:

Students interested in pursuing a career in cabinet making or woodworking will benefit from this program. Students gain theoretical knowledge and develop a full range of skills through hands-on practical projects.

Within the specialized woodworking classroom students learn the safe and efficient operations of industrial tools and equipment used in the woodworking industry.

This industry sector offers opportunities to pursue further education, training and employment in a variety of skilled trades. Students committed to pursuing an apprenticeship in the skilled trades should refer to the Regional OYAP And Specialist High Skills Major sections of this document.

## Exit Path:

Upon graduation from high school, students may:

- obtain employment in the construction sector
- begin or continue an apprenticeship in cabinetmaking or a related trade
- attend college for a related program
- attend university for a related program  
(example "Advanced Manufacturing Technologies — Wood and Composite Products" (Co-op))

## Program Pathway:

YEAR 1 student attends home school	YEAR 2	YEAR 3	YEAR 4
<p><b>COMPULSORY</b></p> <p><b>English</b> ENL 1W1/ENG 1L1</p> <p><b>Canadian Geography</b> CGC 1D1</p> <p><b>Mathematics</b> MTH 1W1/MAT 1L1</p> <p><b>Science</b> SNC 1W1/1L1</p> <p><b>French or Learning Strategies</b> FSF 1D1/1O1 or GLE 101</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 2D1/2P1/2L1</p> <p><b>Mathematics</b> MPM 2D1/MFM 2P1 MAT 2L1</p> <p><b>Science</b> SNC 2D1/2P1/2L1</p> <p><b>Canadian History</b> CHC 2D1/2P1/2L1</p> <p><b>Career Studies</b> GLC 2O1</p> <p><b>Civics</b> CHV 2O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> NBE 3U1/3C1/3E1</p> <p><b>Mathematics</b> MCR 3U1/MCF 3M1/ MBF 3C1/MEL 3E1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 4U1/4C1</p> <p><b>Mathematics</b> MDM 4U1 MAP 4C1 MCT 4C1</p>
		<p><b>REQUIRED</b> Minimum 1 of...</p> <p><b>Construction Technology</b> TCJ 3E/3C1</p> <p><b>Custom Woodworking</b> TWJ 3E1/2</p> <p><b>Carpentry</b> TCC 3E1</p> <p><b>Cooperative Education</b> Minimum of 2 credits</p>	<p><b>REQUIRED</b> Minimum 1 of...</p> <p><b>Construction Technology</b> TCJ 4E/4C1</p> <p><b>Custom Woodworking</b> TWJ 4E1/2</p> <p><b>Carpentry</b> TCC 4E1</p> <p><b>Cooperative Education</b> Minimum of 2 credits</p>
<p><b>RECOMMENDED</b></p> <p><b>Exploring Technologies</b> TIJ 1O1</p> <p><b>Physical Education</b></p>	<p><b>RECOMMENDED</b></p> <p><b>Construction Technology</b> TCJ 2O1</p>	<p><b>RECOMMENDED</b></p> <p><b>Technological Studies</b> 1 additional course</p>	<p><b>RECOMMENDED</b></p> <p><b>Technological Studies</b> 1 additional course</p>
<p><b>OPTIONAL</b></p> <p><b>Visual Arts</b> AVI 1O1</p>	<p><b>OPTIONAL</b></p> <p><b>Visual Arts</b> AVI 2O1</p>	<p><b>OPTIONAL</b></p> <p><b>Visual Arts</b> AVI 3M1</p>	<p><b>OPTIONAL</b></p> <p><b>Visual Arts</b> AVI 4M</p>



# Canadian Welding Bureau Student Ticket

## Available at these area schools:

School	Guidance Dept.	Destination
Anderson C.V.I., Whitby	(905) 668-5809	A C W
G.L. Roberts C.V.I., Oshawa	(905) 728-7594	A C W
R.S. McLaughlin Collegiate & Vocational Institute, Oshawa	(905) 728-9407	A C W

**A** • Apprenticeship **C** • College **T** • Training Programs **U** • University **W** • Workplace

## Overview:

Students wishing to pursue this direction in their training will practice their skills to the outcome of successful testing on 3/8" plate in the flat position using Shielded Metal Arc Welding (SMAW). An on-site teacher will guide the students through each phase of their training.

Upon successful completion of training, students with sufficient skill will be eligible to be tested by a Canadian Welding Bureau (CWB) Inspector. This direction in training can provide students with a skill level that is accredited by an outside agency and could lead to employment. Students completing this training and testing will have the ability to make an informed choice in post-secondary destinations.

## Exit Path:

Upon graduation from high school, students may:

- go directly to paid employment either as an apprentice in a skilled trade or semi-skilled work
- attend a college diploma or certificate program
- attend university and study technical design or engineering
- become self-employed/business owner/sub-contractor



## Program Pathway:

YEAR 1 student attends home school	YEAR 2	YEAR 3	YEAR 4
<p><b>COMPULSORY</b></p> <p><b>English</b> ENL 1W1/ENG 1L1</p> <p><b>Mathematics</b> MTH 1W1/MAT 1L1</p> <p><b>Science</b> SNC 1W1/1L1</p> <p><b>French or Learning Strategies</b> FSF 1D1/1O1 or GLE 101</p> <p><b>Canadian Geography</b> CGC 1D1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 2D1/2P1/2L1</p> <p><b>Mathematics</b> MPM 2D1/MFM 2P1 MAT 2L1</p> <p><b>Science</b> SNC 2D1/2P1/2L1</p> <p><b>Canadian History</b> CHC 2D1/2P1/2L1</p> <p><b>Career Studies</b> GLC 2O1</p> <p><b>Civics</b> CHV 2O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> NBE 3U1/3C1/3E1</p> <p><b>Mathematics</b> MCR 3U1/MCF 3M1/ MBF 3C1/MEL 3E1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Manufacturing Technology</b> TMJ 3E/3C1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 4U1/4C1/4E1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Manufacturing Technology</b> TMJ 4E1/4C1</p>
<p><b>RECOMMENDED</b></p> <p><b>Physical Education</b></p> <p><b>Technological Design</b> TCJ 1O1</p>	<p><b>RECOMMENDED</b></p> <p><b>Manufacturing Technology</b> TMJ 2O1</p> <p><b>Technological Design</b> TCJ 2O1</p>	<p><b>RECOMMENDED</b></p> <p><b>Construction Technology</b> TWJ 3E1</p> <p><b>Technological Design</b> TCJ 3M1</p>	



# Communications Technology

## Available at these area schools:

School	Guidance Dept.	Destination
Ajax High School, Ajax	(905) 683-1610	C U W
Anderson C.V.I., Whitby	(905) 668-5809	C U W
Brock High School, Cannington	(905) 432-2311	C U W
Brooklin High School, Brooklin	(905) 655-2015	C U W
Donald A. Wilson Secondary School, Whitby	(905) 665-5057	C U W
Eastdale Collegiate & Vocational Institute, Oshawa	(905) 723-8157	C U W
G.L. Roberts C.V.I., Oshawa	(905) 728-7594	C U W
Henry Street High School, Whitby	(905) 668-2731	C U W
J. Clarke Richardson Collegiate, Ajax	(905) 619-9571	C U W
Maxwell Heights Secondary School, Oshawa	(905) 440-7339	C U W
O'Neill Collegiate & Vocational Institute, Oshawa	(905) 728-7531	C U W
Pickering High School, Ajax	(905) 683-4760	C U W
Pine Ridge Secondary School, Pickering	(905) 420-1885	C U W
Port Perry High School, Port Perry	(905) 985-7337	C U W
R.S. McLaughlin Collegiate & Vocational Institute, Oshawa	(905) 728-9407	C U W
Uxbridge Secondary School, Uxbridge	(905) 852-2854	C U W

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

## Overview:

This Communications Technology pathway offers students a variety of courses that may lead to careers in publishing, advertising, animation, photography, journalism and print production, including website design, presentation software, desktop publishing, computer-generated animations, graphical information displays, and digital video productions. Students may explore various aspects of digital literacy.

Students entering this pathway will use digital media technology in extensive hands-on lab activities using current industry standard software and equipment in the production of their own creative projects.



## Program Pathway:

YEAR 1 student attends home school	YEAR 2	YEAR 3	YEAR 4
<p><b>COMPULSORY</b></p> <p><b>English</b> ENL 1W1/ENG 1L1</p> <p><b>Canadian Geography</b> CGC 1D1</p> <p><b>Mathematics</b> MTH 1W1/MAT 1L1</p> <p><b>Science</b> SNC 1W1/1L1</p> <p><b>French or Learning Strategies</b> FSF 1D1/1O1 or GLE 101</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 2D1/2P1/2L1</p> <p><b>Mathematics</b> MPM 2D1/MFM 2P1/MAT 2L1</p> <p><b>Science</b> SNC 2D1/2P1 or SVN 3E1</p> <p><b>Canadian History</b> CHC 2D1/2P1/2L1</p> <p><b>Career Studies</b> GLC 201</p> <p><b>Civics</b> CHV 201</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> NBE 3U1/3C1/3E1</p> <p><b>Mathematics</b> MBF 3C1/MEL 3E1/ MCF 3M1/MCR 3U1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Communications Technology</b> TGG 3M1, TGI 3M1, TGJ 3M1, or TGV 3M1</p> <p>+ at least one additional computer-based Business or Technological Studies course (i.e. BTA 3O1, ICS 3C/3U or TDI 3M)</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 4U1/4C1/4E1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Communications Technology</b> TGG 4M1, TGI 4M1, TGJ 4M1 or TGV 4M1</p> <p>+ at least one additional computer-based Business or Technological Studies course (i.e. BTX 4C1, ICS 3C/3U or TDJ 4M)</p>
<p><b>RECOMMENDED</b></p> <p><b>Exploring Communication Technology</b> TGJ 101</p> <p><b>Exploring Technology</b> TIJ 101</p> <p><b>Information and Communication Technology</b> BTT 101</p> <p><b>Physical Education</b></p> <p><b>Visual Arts</b> AVI 101</p>	<p><b>RECOMMENDED</b></p> <p><b>Business Studies</b> BB1 201</p> <p><b>Communication Technology</b> TGJ 201</p> <p><b>Introduction to Computer Studies</b> ICS 201</p> <p><b>Visual Arts</b> AVI 201/AWE 201</p>	<p><b>RECOMMENDED</b></p> <p><b>Media Studies</b> EMS 301</p> <p><b>Visual Arts</b> one additional arts course AVI 4M1/AWE 4M1</p> <p><b>Yearbook</b> IDC 301 AWS 3M1</p> <p><b>Cooperative Education</b> minimum of 2 credits</p>	<p><b>RECOMMENDED</b></p> <p><b>Mathematics</b> MCT 4C1/MDM 4U1/ MHF 4U/MCV 4U</p> <p><b>Visual Arts</b> one additional arts course <b>AWE 4O1/AVI 4M</b></p> <p><b>Yearbook</b> IDC 401</p>

## Exit Path:

Upon graduation from high school, students may:

- seek employment in the film and/or the media industry
- attend college for a related program (i.e. Film and Television Production, Animation or Communications)
- attend university for related programs in Communications or Business

# Computer Networking

## Available at these area schools:

School	Guidance Dept.	Destination
Ajax High School, Ajax	(905) 683-1610	C U
Brooklin High School, Brooklin	(905) 655-2015	C U
Donald A. Wilson Secondary School, Whitby	(905) 665-5057	C U
Dunbarton High School, Pickering	(905) 839-1125	C U
Eastdale Collegiate & Vocational Institute, Oshawa	(905) 723-8157	C U
G.L. Roberts C.V.I., Oshawa	(905) 728-7594	C U
Henry Street High School, Whitby	(905) 668-2731	C U
J. Clarke Richardson Collegiate, Ajax	(905) 619-9571	C U
Maxwell Heights Secondary School, Oshawa	(905) 440-7339	C U
O'Neill Collegiate & Vocational Institute, Oshawa	(905) 728-7531	C U
Pickering High School, Ajax	(905) 683-4760	C U
Pine Ridge Secondary School, Pickering	(905) 420-1885	C U
R.S. McLaughlin Collegiate & Vocational Institute, Oshawa	(905) 728-9407	C U
Uxbridge Secondary School, Uxbridge	(905) 852-2854	C U

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

## Overview:

The students will learn how to design, build, maintain and troubleshoot typical computer networks. The course will provide a foundation in networking by exploring the various types and classes of networks and the devices that are used in networks. The industry standards for cabling and installation will be applied in a project to design a network. The students will build, test, and repair network cables. In addition, the students learn practical networking skills and develop a working knowledge of the technical terms used commonly by networking professionals as they work through a series of labs on an enterprise network.

The Computer Networking Program is a comprehensive e-learning program, with curriculum provided by CISCO SYSTEMS, which provides students with the Internet technology skills essential in a global economy. The Computer Networking Program delivers Web-based content, online assessment, student performance tracking, hands-on labs, instructor training and support, and preparation for industry standard certifications.

The Computer Networking Program consists of two parts:

### Computer Networking: Foundation.

This course helps students understand and apply current and emerging networking technologies, examine local-area networks (LANs) and Open System Interconnection (OSI) models, and learn the concepts that allow you to communicate through the Internet efficiently.

### Computer Networking: Introduction to Routing.

This course helps students understand and apply computer networking concepts. Students will design, create and modify router based LAN networks, explore TCP/IP model, design and subnet IP addressing schemes; configure and program networking equipment.

An in-depth understanding of the hardware and software required, in particular the programming of the "leading edge" CISCO routers, will prepare you for the jobs in the 21st century.

## Program Pathway:

YEAR 1 student attends home school	YEAR 2	YEAR 3	YEAR 4
<p><b>COMPULSORY</b></p> <p><b>English</b> ENL 1W1</p> <p><b>Mathematics</b> MTH 1W1</p> <p><b>Science</b> SNC 1W1</p> <p><b>Canadian Geography</b> CGC 1D1</p> <p><b>French</b> FSF 1D1/1O1</p> <p><b>Art</b> AVI 1O1/ADA 1O1/AMU 1O1/ AMV 1O1/AMI 1O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 2D1/2P1</p> <p><b>Mathematics</b> MPM 2D1/MFM 2P1</p> <p><b>Science</b> SNC 2D1/2P1</p> <p><b>Canadian History</b> CHC 2D1/2P1</p> <p><b>Career Studies</b> GLC 2O1</p> <p><b>Civics</b> CHV 2O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> NBE 3U1/3C1</p> <p><b>Mathematics</b> MBF 3C1/MCF 3M1/MCR 3U1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Introduction to Computer Science/ Programming</b> ICS 3U1/3C1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 4U1/4C1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Computer and Information Science/ Programming</b> ICS 4U1/4C1</p>
<p><b>RECOMMENDED</b></p> <p><b>Physical Education</b></p> <p><b>Technology/Business</b> TIJ 1O1/BTT 1O1</p>	<p><b>RECOMMENDED</b></p> <p><b>Business Studies</b> BB1 2O1</p> <p><b>Computer Technology</b> TEJ 2O1</p> <p><b>Introduction to Computer Studies</b> ICS 2O1</p>		<p><b>RECOMMENDED</b></p> <p><b>Mathematics</b> MCT 4C1/MAP 4C1</p>

## Exit Path:

Upon graduation from high school, students may:

- enroll in computer-related college or university programs (receiving advance credits for Cisco 1 and 2 at Centennial College and Durham College)
- write the industry recognized INTRO (Introduction to Cisco Networking Technologies) certification exam
- related college programs include: Computer Systems Technician or Technology, Computer Programmer or Information Systems

# Construction

## Available at these area schools:

School	Guidance Dept.	Destination
Ajax High School, Ajax	(905) 683-1610	A C W
Anderson C.V.I., Whitby	(905) 668-5809	A C W
Brock High School, Cannington	(905) 432-2311	A C W
Brooklin High School, Brooklin	(905) 655-2015	A C W
Donald A. Wilson Secondary School, Whitby	(905) 665-5057	A C W
Dunbarton High School, Pickering	(905) 839-1125	A C W
Durham Alternative Secondary School	(905) 579-1990	A C W
Eastdale Collegiate & Vocational Institute, Oshawa	(905) 723-8157	A C W
G.L. Roberts Collegiate & Vocational Institute, Oshawa	(905) 728-7594	A C W
Henry Street High School, Whitby	(905) 668-2731	A C W
J. Clarke Richardson Collegiate, Ajax	(905) 619-9571	A C W
Maxwell Heights Secondary School, Oshawa	(905) 440-7339	A C W
Pickering High School, Ajax	(905) 683-4760	A C W
Pine Ridge Secondary School, Pickering	(905) 420-1885	A C W
Port Perry High School, Port Perry	(905) 985-7337	A C W
R.S. McLaughlin Collegiate & Vocational Institute, Oshawa	(905) 728-9407	A C W
Sinclair Secondary School, Whitby	(905) 666-5400	A C W
Uxbridge Secondary School, Uxbridge	(905) 852-2854	A C W

A • Apprenticeship C • College T • Training Programs U • University W • Workplace



## Overview:

The construction technology program offers students a challenging and comprehensive introduction to skills in the construction industry. The skills that are developed in architectural design and construction techniques can lead to a fulfilling and rewarding career. Students will gain practical experiences with various types of materials, processes, labour, tools, technical drawings, and equipment. Through apprenticeship training and cooperative job placement, students will be able to obtain employability skills. Further studies in related fields at college or university will be enhanced by this construction technology pathway. Please note that university studies require six grade 12 M and/or U courses.

This industry sector offers opportunities to pursue further education, training and employment in a variety of skilled trades. Students committed to pursuing an apprenticeship in the skilled trades should refer to the Regional OYAP and Specialist High Skills Major sections of this document.

## Exit Path:

Upon graduation from high school, students may:

- obtain employment in the construction industry
- attend Community College (with prerequisites as outlined by individual college)
- begin or continue an Apprenticeship program in the construction sector
- attend university for a related program such as Civil Engineering



## Offered at

- Ajax H.S.,
- Anderson C.V.I.,
- Brock H.S.,
- Brooklin H.S.,
- Dunbarton H.S.
- D.A. Wilson S.S.,
- Eastdale C.V.I
- Henry St. H.S.,
- Pickering H.S.
- Port Perry H. S.,
- R.S. McLaughlin C.V.I.,
- Sinclair S.S.

Students participating in the construction technology program at these schools will design, build, and evaluate projects using design instruments, machine and hand held tools within specialized facilities at these schools.

Cooperative Education placements give students the opportunities to gain valuable work skills directly related to the construction trade.

## Program Pathway:

YEAR 1 student attends home school	YEAR 2	YEAR 3	YEAR 4
<p><b>COMPULSORY</b></p> <p><b>English</b> ENL 1W1/ENG 1L1</p> <p><b>Canadian Geography</b> CGC 1D1</p> <p><b>Mathematics</b> MTH 1W1/MAT 1L1</p> <p><b>Science</b> SNC 1W1/1L1</p> <p><b>French or Learning Strategies</b> FSF 1D1/1O1 or GLE 101</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 2D1/2P1/2L1</p> <p><b>Mathematics</b> MPM 2D1/MFM 2P1 MAT 2L1</p> <p><b>Science</b> SNC 2D1/2P1 or SVN 3E1</p> <p><b>Canadian History</b> CHC 2D1/2P1/2L1</p> <p><b>Career Studies</b> GLC 2O1</p> <p><b>Civics</b> CHV 2O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> NBE 3C1/3E1</p> <p><b>Mathematics</b> MBF 3C1/MEL 3E1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Construction Technology</b> TCJ 3E1/3C1/TWJ 3E1</p> <p><b>OR</b></p> <p><b>Carpentry</b> TCC 3E1/2</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 4C1/4E1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Construction Technology</b> TCJ 4E1/4C1/TWJ 4E1</p> <p><b>OR</b></p> <p><b>Carpentry</b> TCC 4E1/2</p> <p><b>Cooperative Education</b> 2 or 4 credits</p> <p><b>Science</b> SPH 4C1/SVN 3E1</p>
<p><b>RECOMMENDED</b></p> <p><b>Exploring Technologies</b> TIJ 1O1</p> <p><b>Exploring Construction Technology</b> TCJ 1O1</p> <p><b>Information and Communication Technology</b> BTT 1O1</p> <p><b>Physical Education</b></p>	<p><b>RECOMMENDED</b></p> <p><b>Communications Technology</b> TGJ 2O1</p> <p><b>Construction Technology</b> TCJ 2O1</p> <p><b>Technological Design</b> TDJ 2O1</p> <p><b>Transportation Technology</b> TTJ 2O1</p>	<p><b>RECOMMENDED</b></p> <p><b>Communications Technology</b> TGJ 3M1</p> <p><b>Technological Design</b> TDJ 3M1/3O1</p> <p><b>Transportation Technology</b> TTJ 3C1</p>	<p><b>RECOMMENDED</b></p> <p><b>Communications Technology</b> TGJ 4M1</p> <p><b>Mathematics</b> MEL 4E1/MAP 4C1</p> <p><b>Technological Design</b> TDJ 4M1/4O1</p> <p><b>Transportation Technology</b> TTJ 4C1/4E1</p>

## Offered at

- G. L. Roberts C.V.I.
- Pine Ridge S.S.

Students selected to participate in this Construction Co-op program will report to local construction sites every day for the full semester (4 credits).

An on-site instructor provides in-class instruction and coordinates the program with the builders and contractors. Once students are able to safely use the tools and equipment, they begin a rotation of placements working with electricians, plumbers, drywall crews, masonry crews and various other construction trades.

## Program Pathway:

YEAR 1 student attends home school	YEAR 2	YEAR 3	YEAR 4
<p><b>COMPULSORY</b></p> <p><b>English</b> ENL 1W1/ENG 1L1</p> <p><b>Canadian Geography</b> CGC 1D1</p> <p><b>Mathematics</b> MTH 1W1/MAT 1L1</p> <p><b>Science</b> SNC 1W1/1L1</p> <p><b>French or Learning Strategies</b> FSF 1D1/1O1 or GLE 101</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 2D1/2P1/2L1</p> <p><b>Mathematics</b> MPM 2D1/MFM 2P1 MAT 2L1</p> <p><b>Science</b> SNC 2D1/2P1</p> <p><b>Canadian History</b> CHC 2D1/2P1/2L1</p> <p><b>Career Studies</b> GLC 2O1</p> <p><b>Civics</b> CHV 2O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> NBE 3U1/3C1/3E1</p> <p><b>Mathematics</b> MCR 3U1/MCF 3M1/ MBF 3C1/MEL 3E1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Construction Co-op</b> 4 credits</p> <p><b>Construction Technology</b> TCJ 3E1/3C1/TWJ 3E1</p> <p><b>Cooperative Education</b> 2 credits</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 4U1/4C1/4E</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Construction Co-op</b> 4 credits</p> <p><b>Construction Technology</b> TCJ 4E1/4C1/TWJ 4E1</p> <p><b>Cooperative Education</b> 2 credits</p>
<p><b>RECOMMENDED</b></p> <p><b>Exploring Technologies</b> TIJ 1O1</p> <p><b>Physical Education</b></p>	<p><b>RECOMMENDED</b></p> <p><b>Construction Technology</b> TCJ 2O1</p> <p><b>OPTIONAL</b></p> <p><b>Discovering the Workplace</b> GLD 2O1</p> <p><b>Manufacturing Technology</b> TMJ 2O1</p>	<p><b>RECOMMENDED</b></p> <p><b>Technological Design</b> TDJ 3M1/3O1</p> <p><b>OPTIONAL</b></p> <p><b>Designing Your Future</b> GWL 3O1</p> <p><b>Housing and Home Design</b> HLS 3O1</p> <p><b>Manufacturing Technology</b> TMJ 3C1/3E1</p>	<p><b>RECOMMENDED</b></p> <p><b>Mathematics</b> MAP 4C1/MEL 4E1</p> <p><b>Science</b> SPH 4C1</p> <p><b>OPTIONAL</b></p> <p><b>Manufacturing Technology</b> TMJ 4C1/4E1</p> <p><b>Navigating the Workplace</b> GLN 4O1</p>

# Cook/Chef

## Available at these area schools:

School	Guidance Dept.	Destination
Brock High School, Cannington	(705) 432-2311	A C U W
Brooklin High School, Brooklin	(905) 655-2015	A C U W
Eastdale Collegiate & Vocational Institute, Oshawa	(905) 723-8157	A C U W
G.L. Roberts Collegiate & Vocational Institute, Oshawa	(905) 728-7594	A C U W
Henry Street High School, Whitby	(905) 668-2731	A C U W
J. Clarke Richardson Collegiate, Ajax	(905) 619-9571	A C U W
Maxwell Heights Secondary School, Oshawa	(905) 440-7339	A C U W
Pine Ridge Secondary School, Pickering	(905) 420-1885	A C U W
Port Perry High School, Port Perry	(905) 985-7337	A C U W
Sinclair Secondary School, Whitby	(905) 666-5400	A C U W
Uxbridge Secondary School, Uxbridge	(905) 852-2854	A C U W

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

## Overview:

The Cook/Chef program is designed for the student who is interested in pursuing a career in the hospitality industry. The student will learn all aspects of food products and preparation through demonstrations by our certified professionals and hands-on experience. In modern kitchens, bake labs, and food court kiosks, students will develop skills in food preparation and presentation, safety and sanitation, kitchen and menu management, as well as food, beverage and labour cost controls.

The Culinary Art's authentic instruction and hands-on learning environment provides extensive real-world experience in a nurturing educational climate. Daily preparation of a range of "from scratch" culinary delights allows the students to explore a broad range of international and national cuisines.

Students will enjoy opportunities to compete in local, regional and provincial culinary competitions. The student will acquire a solid foundation in culinary skills essential to succeed in today's food service industry. Launch your career as a cook/chef with the Culinary Arts programs.

Students may have the opportunity to obtain Cooperative Education credits in industry with a local restaurant, hotel or bakery. There, they will receive on-site training commensurate with industry standards and demands, while fulfilling their secondary school credits. This enables the student to make a well informed choice for post-secondary destinations.

This industry sector offers opportunities to pursue further education, training and employment in a variety of skilled trades. Students committed to pursuing an apprenticeship in the skilled trades should refer to the Regional OYAP And Specialist High Skills Major sections of this document.



## Program Pathway:

YEAR 1 student attends home school	YEAR 2	YEAR 3	YEAR 4
<p><b>COMPULSORY</b></p> <p><b>English</b> ENL 1W1/ENG 1L1</p> <p><b>Canadian Geography</b> CGC 1D1</p> <p><b>Mathematics</b> MTH 1W1/MAT 1L1</p> <p><b>Science</b> SNC 1W1/1L1</p> <p><b>French or Learning Strategies</b> FSF 1D1/1O1 or GLE 101</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 2D1/2P1/2L1</p> <p><b>Mathematics</b> MPM 2D1/MFM 2P1 MAT 2L1</p> <p><b>Science</b> SNC 2D1/2P1 or SVN 3E1</p> <p><b>Canadian History</b> CHC 2D1/2P1/2L1</p> <p><b>Career Studies</b> GLC 201</p> <p><b>Civics</b> CHV 201</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> NBE 3U1/3C1/3E1</p> <p><b>Mathematics</b> MBF 3C1/MEL 3E1/ MCF 3M/MCR 3U1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Hospitality and Tourism</b> TFJ 3C1/3E1 or TFB 3E1 or TFB 3E1 or TFJ 3C2</p> <p><b>Cooperative Education</b> minimum of 2 credits</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 4U1/4C1/4E1</p> <p><b>Mathematics</b> MEL 4E1/MAP 4C1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Hospitality and Tourism</b> TFJ 4C1/4E1 or TFB 4E1 or TFB 4E1 or TFJ 4C2</p> <p><b>Cooperative Education</b> minimum of 2 credits</p>
<p><b>RECOMMENDED</b></p> <p><b>Exploring Family Studies</b> HIF 101</p> <p><b>Exploring Hospitality and Tourism</b> TFJ 101</p> <p><b>Exploring Technologies</b> TIJ 101</p> <p><b>Physical Education</b> + one additional elective credit</p>	<p><b>RECOMMENDED</b></p> <p><b>Food and Nutrition</b> HFN 201</p> <p><b>Hospitality &amp; Tourism</b> TFJ 201</p>	<p><b>RECOMMENDED</b></p> <p><b>Designing The Future</b> GWL 301</p> <p><b>Marketing</b> BMI 3C1</p> <p><b>Travel and Tourism</b> CGG 301</p>	<p><b>RECOMMENDED</b></p> <p><b>Chemistry</b> SCH 4C1</p> <p><b>Managing a Small Business</b> BOG 4E1</p> <p><b>Navigating the Workplace</b> GLN 401</p> <p><b>Nutrition and Health</b> HFA 4U1/4C</p>

## Exit Path:

Upon graduation from high school, students may:

- go directly to paid employment and gain experience
- become an apprentice under a Red Seal Chef in a restaurant or hotel and earn money while building hours for Ministry requirements.
- become a Certified Cook/Chef/Baker after fulfilling hourly requirements and passing the Ministry Exam
- attend a college diploma or certificate program
- attend a university (after upgrading) for Food Nutrition and Food Sciences Courses
- become self employed / business owner

# Dance

## Available at these area schools:

School	Guidance Dept.	Destination
Dunbarton High School, Pickering	(905) 839-1125	C U W
Eastdale Collegiate & Vocational Institute, Oshawa	(905) 723-8157	C U
J. Clarke Richardson Collegiate, Ajax	(905) 619-9571	C U W
Maxwell Heights Secondary School, Oshawa	(905) 440-7339	C U W
O'Neill Collegiate & Vocational Institute, Oshawa	(905) 728-7531	C U W

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

## Overview:

This focus program is offered in a specialized dance studio within the school. Students will be exposed to a wide variety of dance styles and explore the historical development of these styles. Emphasis will also be placed on the theoretical aspects of these dance styles. Dance students will be expected to prepare for a variety of performances during each course which take place at the school and throughout the community.

During the school year there will be many opportunities for students to observe and participate in professional dance presentations at the school and throughout the GTA. In addition, there will be opportunities for students to participate in co-curricular dance groups and clubs such as dramatic theatre productions, musicals, competitions and leadership opportunities. Students may also expect to receive instruction and coaching from several professional guest dance teachers.



## Program Pathway:

YEAR 1 student attends home school	YEAR 2	YEAR 3	YEAR 4
<p><b>COMPULSORY</b></p> <p><b>English</b> ENL 1W1/ENG 1L1</p> <p><b>Canadian Geography</b> CGC 1D1</p> <p><b>Mathematics</b> MTH 1W1/MAT 1L1</p> <p><b>Science</b> SNC 1W1/1L1</p> <p><b>French</b> FSF 1D1/1O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 2D1/2P1/2L1</p> <p><b>Mathematics</b> MPM 2D1/MFM 2P1 MAT 2L1</p> <p><b>Science</b> SNC 2D1/2P1/2L1</p> <p><b>Canadian History</b> CHC 2D1/2P1/2L1</p> <p><b>Career Studies</b> GLC 2O1</p> <p><b>Civics</b> CHV 2O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> NBE 3U1/3C1/3E1</p> <p><b>Mathematics</b> MCR 3U1/MCF 3M1/ MBF 3C1/MEL 3E1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 4U1/4C1/4E1</p>
	<p><b>REQUIRED</b></p> <p><b>Dance</b> ATC 2O1</p>	<p><b>REQUIRED</b></p> <p><b>Dance</b> ATC 3M1 or ATP 3M1</p>	<p><b>REQUIRED</b></p> <p><b>Dance</b> ATC 3M1 or ATP 3M1</p>
<p><b>RECOMMENDED</b></p> <p>*if available at school...</p> <p><b>Dance</b> ATC 1O1 (<i>no previous experience required</i>)</p> <p><b>or</b></p> <p><b>Dance</b> ATC 1O6 (<i>2 or more years experience required</i>)</p> <p><b>Physical Education</b></p>		<p><b>RECOMMENDED</b></p> <p><b>Musical Theatre</b> ADB 3M1 AMT 3M1</p>	<p><b>RECOMMENDED</b></p> <p><b>Musical Theatre</b> ADB 4M1 AMT 4M1</p>

## Exit Path:

Upon graduation from high school, students may:

- seek professional employment as a dancer
- attend a private dance or theatre school, such as the National Theatre School
- attend a college offering a specialized Dance program
- attend a university offering a specialized Dance program

# Dramatic Arts

## Available at these area schools:

School	Guidance Dept.	Destination
Ajax High School, Ajax	(905) 683-1610	C U W
Anderson C.V.I., Whitby	(905) 668-5809	C U W
Brock High School, Cannington	(705) 432-2311	C U W
Brooklin High School, Brooklin	(905) 655-2015	C U W
Donald A. Wilson Secondary School, Whitby	(905) 665-5057	C U W
Dunbarton High School, Pickering	(905) 839-1125	C U W
Eastdale Collegiate & Vocational Institute, Oshawa	(905) 723-8157	C U W
Henry Street High School, Whitby	(905) 668-2731	C U W
J. Clarke Richardson Collegiate, Ajax	(905) 619-9571	C U W
Maxwell Heights Secondary School, Oshawa	(905) 440-7339	C U W
O'Neill Collegiate & Vocational Institute, Oshawa	(905) 728-7531	C U W
Pickering High School, Ajax	(905) 683-4760	C U W
Port Perry High School, Port Perry	(905) 985-7337	C U W
R.S. McLaughlin Collegiate & Vocational Institute, Oshawa	(905) 728-9407	C U W
Sinclair Secondary School, Whitby	(905) 666-5400	C U W
Uxbridge Secondary School, Uxbridge	(905) 852-2854	C U W

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

## Overview:

The Dramatic Arts focus program offers diverse, exciting theatre opportunities for drama students to develop their creative and technical skills in theatre performance. Years 1 and 2 lay a foundation in basic theatrical stage movement and characterization. In Years 3 and 4 these techniques are polished and applied to the writing and creation and production of dramatic productions. Students will explore stagecraft and the roles and responsibilities of all people connected to the world of theatre.

\*Various opportunities to pursue extra-curricular activities related to drama and theatre productions are available at each school.

### Musical Theatre

*Please Note: At Dunbarton H.S., Eastdale C.V.I., J. Clarke Richardson, O'Neill C.V.I., Pickering H.S., Pine Ridge S.S and R.S. McLaughlin C.V.I. a course is available focusing on the production of the school musical.*

Students will be involved in the study of musical theatre production; acting, singing, choreography, costume design, props, musician, staging, set design, marketing and stage management. The musical theatre course is open to students with previous musical theatre experience as well as those with limited experience. Students will audition for roles but will be assigned responsibilities for some aspect of the production, including backstage and technical support roles. All students involved in this program should be aware that a commitment to extra rehearsal and production time is required.

## Program Pathway:

YEAR 1 student attends home school	YEAR 2	YEAR 3	YEAR 4
<p><b>COMPULSORY</b></p> <p><b>English</b> ENL 1W1/ENG 1L1</p> <p><b>Canadian Geography</b> CGC 1D1</p> <p><b>Mathematics</b> MTH 1W1/MAT 1L1</p> <p><b>Science</b> SNC 1W1/1L1</p> <p><b>French or Learning Strategies</b> FSF 1D1/1O1 or GLE 101</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 2D1/2P1/2L1</p> <p><b>Mathematics</b> MPM 2D1/MFM 2P1 MAT 2L1</p> <p><b>Science</b> SNC 2D1/2P1 or SVN 3E1</p> <p><b>Canadian History</b> CHC 2D1/2P1/2L1</p> <p><b>Career Studies</b> GLC 2O1</p> <p><b>Civics</b> CHV 2O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> NBE 3U1/3C1/3E1</p> <p><b>Mathematics</b> MCR 3U1/MCF 3M1/ MBF 3C1/MEL 3E1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 4U1/4C1/4E1</p>
	<p><b>REQUIRED</b></p> <p><b>Dramatic Arts</b> ADA 3M1</p>	<p><b>REQUIRED</b></p> <p><b>Dramatic Arts</b> ADA 3M1</p>	<p><b>REQUIRED</b></p> <p><b>Dramatic Arts</b> ADA 4M1</p>
<p><b>RECOMMENDED</b></p> <p><b>Dramatic Arts</b> ADA 1O1</p> <p><b>Physical Education</b></p>		<p><b>RECOMMENDED</b></p> <p><b>Musical Theatre</b> ADB 3M1 or AMT 3MI</p>	<p><b>RECOMMENDED</b></p> <p><b>Musical Theatre</b> ADB 4M1 or AMT 4MI</p>

## Exit Path:

Upon graduation from high school, students may:

- seek employment in the field of dramatic production (i.e. television, film, theatre)
- attend a private theatre school
- attend college or university in a variety of theatre arts and performing arts related programs

# Early Childhood Studies

## Available at these area schools:

School	Guidance Dept.	Destination
Ajax High School, Ajax	(905) 683-1610	C W
Anderson C.V.I., Whitby	(905) 668-5809	C W
Donald A. Wilson Secondary School, Whitby	(905) 665-5057	C U W
Dunbarton High School, Pickering	(905) 839-1125	C U W
Henry Street High School, Whitby	(905) 668-2731	C W
J. Clarke Richardson Collegiate, Ajax	(905) 619-9571	C W
Maxwell Heights Secondary School, Oshawa	(905) 440-7339	C W
O'Neill Collegiate & Vocational Institute, Oshawa	(905) 728-7531	C W
Pine Ridge Secondary School, Pickering	(905) 420-1885	C W
Port Perry High School, Port Perry	(905) 985-7337	C W
R.S. McLaughlin Collegiate & Vocational Institute, Oshawa	(905) 728-9407	C W
Sinclair Secondary School, Whitby	(905) 666-5400	C W

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

## Overview:

This program will provide students with an opportunity to explore careers working with children in an educational or caregiving setting. Students will study the social, emotional, cognitive and physical development of children. Safety and practical aspects of working with children will also be explored. Cooperative education placements in elementary school classrooms, nursery schools, pre-schools or day cares will provide practical work experience.

This industry sector offers opportunities to pursue further education, training and employment in a variety of skilled trades. Students committed to pursuing an apprenticeship in the skilled trades should refer to the Regional OYAP and Specialist High Skills Major sections of this document.

## Exit Path:

Upon graduation from high school, students may:

- go directly to work in the field of child care provider
- attend college in an Early Childhood Education (ECE) program or related field (eg. Child and Youth Worker)

## Program Pathway:

<b>YEAR 1</b> student attends home school	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>
<p><b>COMPULSORY</b></p> <p><b>English</b> ENL 1W1/ENG 1L1</p> <p><b>Mathematics</b> MTH 1W1/MAT 1L1</p> <p><b>Science</b> SNC 1W1/1L1</p> <p><b>Canadian Geography</b> CGC 1D1</p> <p><b>French or Learning Strategies</b> FSF 1D1 or GLE 101</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 2D1/2P1/2L1</p> <p><b>Mathematics</b> MPM 2D1/MFM 2P1 MAT 2L1</p> <p><b>Science</b> SNC 2P1/2L1/2D1</p> <p><b>Canadian History</b> CHC 2P1/2L1/2D1</p> <p><b>Career Studies</b> GLC 201</p> <p><b>Civics</b> CHV 201</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> NBE 3U1/3C1/3E1</p> <p><b>Mathematics</b> MCR 3U1/MCF 3M1 MBF 3C1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Cooperative Education</b> 2 credits</p> <p><b>Working with Infants and Young Children</b> HPW 3C1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 4U1/4C1</p> <hr/> <p><b>Cooperative Education</b> minimum 2 credits</p> <p><b>Mathematics</b> MAP 4C1/MEL 4E1/ MDM 4U1</p>
<p><b>RECOMMENDED</b></p> <p><b>Individual and Family Living</b> HIF 101</p> <p><b>Physical Education</b></p>	<p><b>RECOMMENDED</b></p> <p><b>Food and Nutrition</b> HFN 201</p> <p><b>Physical Education</b> PPL 201</p>	<p><b>RECOMMENDED</b></p> <p><b>Business</b> one Business Studies course</p> <p><b>Health Care</b> TPJ 3M1</p> <p><b>Raising Healthy Children</b> HPC 301</p>	<p><b>RECOMMENDED</b></p> <p><b>Families In Canada</b> HHS 4C1/HHS 4U1</p> <p><b>Health Care</b> TPJ 4M1</p> <p><b>Human Development Throughout the Lifespan</b> HHG 4M1</p> <p><b>Working with School-Age Children and Adolescents</b> HPD 4C1</p>



# Eastdale: Performing Arts Program

## Available at:

Host Site	Guidance Dept.	Destination
Eastdale Collegiate & Vocational Institute, Oshawa	(905) 723-8157	<b>A C U W</b>

**A** • Apprenticeship **C** • College **T** • Training Programs **U** • University **W** • Workplace

## Partnered with:

University of Toronto ; University of Western Ontario ; Durham College ; Ontario Tech University

## Overview:

This Performing Arts Focus Program consists of a unique combination of courses and experiences that allow students to focus their learning within the performance arts, including music, drama, theatre, and dance, and applied arts, including visual arts, theatre sound and lighting technology, and set construction/woodworking. This program of study is open to Eastdale students in Grade 9 to 12 who wish to enrich their educational studies within the Ontario Curriculum through a 2-credit focus on the Arts (e.g., Visual Art; Drama; Theatre Technology; Vocal, Band, Instrumental Music, Pit Band), Arts leadership, and Arts specific learning events (i.e., performances; exhibitions; competitions). Eastdale C.V.I. is a unique learning facility where access to a broad and diverse variety of arts-based learning environments and classrooms, and a fantastic 750 seat performance theatre, allows students the opportunity to explore a rich and distinctively broad range of arts-based experiences.

The Eastdale School of Theatre, Music, Dance, and Visual Arts allows Grade 9 to 12 students to complete a variety of courses over their four-year career with a yearly 2-credit focus within the Arts (i.e., Music – Instrumental, Vocal, Dramatic Arts; Dance; Visual Arts; Theatre Technology). Registered students are enrolled in the two-credit program wherein they take part in one credit class for each auditioned discipline. Therefore, each student is given the opportunity for study in two Arts subjects each year of their participation in the Eastdale School of Theatre, Music, Dance, and Visual Arts and their certificate at the end of their four-year career thereby carries the phrase “Concentration in the Performing Arts”. Students who graduate with an average of 80% or higher will receive a Performing Arts certificate with honours.

The Eastdale School of Theatre, Music, Dance, and Visual Arts provides a unique opportunity for students to develop their artistic talents while maintaining a regular academic programme and discovering the multiple extra-curricular and leadership opportunities which Eastdale C.V.I. has available. Students will participate in bands, choirs, small group ensembles, solo ventures, serious dramatic theatre productions, fullscale musicals, dance recitals, visual arts displays, choreographed dance competitions, fundraising, and Arts clubs. Students will also be given opportunities for festival and competition performances at the local, regional, provincial, national, and international levels in each of the discipline areas.

All students participating in the Eastdale School of Theatre, Music, and Dance are further encouraged to participate in private study and arts-based community productions, as well as becoming involved with other extra-curricular groups that Eastdale C.V.I. has to offer. The scheduling of students involved in multiple activities often results in compromises between coaching teachers and group instructors to allow for students to explore and enjoy a mixture of interests. Time management, communication, prioritization, and dedication are of ultimate importance to each Eastdale School of Theatre, Music, Dance and Visual Arts student as the programme requires a great amount of energy and commitment to ensure the greatest possible success.



## Program Pathway:

YEAR 1 GRADE 9	YEAR 2 GRADE 10	YEAR 3 GRADE 11	YEAR 4 GRADE 12
<p><b>REQUIRED</b></p> <p>1st Major Credit (one recognized Arts credit)</p> <p><b>One of</b> AMU10    ATC10 ADA10    AVI10 AMV10</p> <p>(different from below)</p> <p>2nd Major Credit (one recognized Arts credit)</p> <p><b>One of</b> AMU10,    ATC10, ADA10,    AVI10 AMV10,</p> <p>(different from above)</p>	<p><b>REQUIRED</b></p> <p>1st Major Credit (one recognized Arts credit)</p> <p><b>One of</b> AMU20,    ATC20, ADA20,    ADD20, AMV20,    AVI20</p> <p>(different from below)</p> <p>2nd Major Credit (one recognized Arts credit)</p> <p><b>One of</b> AMU20,    ATC20, ADA20,    ADD20, AMV20,    AVI20</p> <p>(different from above)</p>	<p><b>REQUIRED</b></p> <p>1st Major Credit (one recognized Arts credit)</p> <p><b>One of</b> ATC3M,    ADD3M, AMU3M,    ADB30, ADA3M,    AVI3M AMV3M,</p> <p>(different from below)</p> <p>2nd Major Credit (one recognized Arts credit)</p> <p><b>One of</b> ATC3M,    ADD3M, AMU3M,    ADB30, ADA3M,    AVI3M AMV3M,</p> <p>(different from above)</p>	<p><b>REQUIRED</b></p> <p>1st Major Credit (one recognized Arts credit)</p> <p><b>One of</b> AMU4M    ADD4M ADA4M    ADB4M AMV4M    AVI4M ATC4M</p> <p>(different from below)</p> <p>2nd Major Credit (one recognized Arts credit)</p> <p><b>One of</b> AMU4M    ADD4M ADA4M    ADB4M AMV4M    AVI4M ATC4M</p> <p>(different from above)</p>
<p><b>COMPULSORY</b></p> <p><b>English</b> ENL 1W1/ENG 1L1</p> <p><b>Mathematics</b> MTH 1W1/MAT 1L1</p> <p><b>Science</b> SNC 1D1/1L1</p> <p><b>Canadian Geography</b> CGC 1D1</p> <p><b>French or Learning Strategies</b> FSF 1D1/1O1 or GLE 1O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 2D1/2P1/2L1</p> <p><b>Mathematics</b> MPM 2D1/MFM 2P1 MAT 2L1</p> <p><b>Science</b> SNC 2P1/2L1/2D1</p> <p><b>Canadian History</b> CHC 2P1/2L1/2D1</p> <p><b>Career Studies</b> GLC 2O1</p> <p><b>Civics</b> CHV 2O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> NBE 3U1/3C1/3E1</p> <p><b>Mathematics</b> MCR 3U1/MCF 3M1 MBF 3C1/MEL 3E1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 4U1/4C1/4E1</p>
<p><b>RECOMMENDED</b></p> <p><b>Physical Education</b></p> <p><b>Technological Studies</b></p>			

### Exit Path:

Upon graduation from high school, students may:

- Seek employment in Arts fields (e.g., TV production; theatre performance; film-making; recording arts; etc.)
- Attend an individualized arts-training program (e.g., apprenticeship in lighting or sound)
- Attend a college or university in a variety of applied and performing arts related programs

# Electrical/Powerline Technology

## Available at these area schools:

School	Guidance Dept.	Destination
Port Perry High School, Port Perry	(905) 985-7337	A C U W

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

## Overview:

The Electrical/Powerline Technology program offers students a challenging and comprehensive introduction to the skills necessary to succeed in the vast electrical industry. Students develop skills that can lead them in the right direction to a fulfilling and rewarding career in the electrical industry. In a controlled and safe setting, students gain practical experiences with various materials, processes, tools, technical diagrams, and equipment. Many opportunities exist for students in this pathway of electrical/powerline technology; through apprenticeships, and cooperative education job placements. Further studies in the electrical field are offered through colleges and universities.

This industry sector offers opportunities to pursue further education, training and employment in a variety of skilled trades. Students committed to pursuing an apprenticeship in the skilled trades should refer to the Regional OYAP and Specialist High Skills Major sections.

## Exit Path:

Upon graduation from high school, students may:

- Enter an apprenticeship as an electrician, or college in the area of electrical, engineering, or powerline technician



## Program Pathway:

<b>YEAR 1</b> student attends home school	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>
<p><b>COMPULSORY</b></p> <p><b>English</b> ENL 1W1/ENG 1L1</p> <p><b>Mathematics</b> MTH 1W1/MAT 1L1</p> <p><b>Science</b> SWC 1W1</p> <p><b>Canadian Geography</b> CGC 1D1</p> <p><b>French or Learning Strategies</b> FSF 1D1/1O1 or GLE 1O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 2D1/2P1/2L1</p> <p><b>Mathematics</b> MPM 2D1/MFM 2P1 MAT 2L1</p> <p><b>Science</b> SNC 2P1/2L1/2D1</p> <p><b>Canadian History</b> CHC 2P1/2L1/2D1</p> <p><b>Career Studies</b> GLC 2O1</p> <p><b>Civics</b> CHV 2O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> NBE 3U1/3C1</p> <p><b>Mathematics</b> MCR 3U1/MCF 3M1 MBF 3C1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Construction Technology</b> TCJ 3E1</p> <p><b>Electrical/Network Cabling</b> TCE 3E1</p> <p><b>Science</b> SPH 3U1/SPH 4C1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 4U1/4C1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Construction Technology</b> TCJ 4E1</p> <p><b>Electrical/Network Cabling</b> TCE 4E1</p> <p><b>Mathematics</b> MAP 4C1/MCT 4C1/ MHF 4U1/MCV 4U1</p> <p><b>Science</b> SPH 4C1/SPH 4U1</p>
<p><b>RECOMMENDED</b></p> <p><b>Exploring Technology</b> TCJ 10 TDJ 10 TMJ 10 TTJ 10</p>	<p><b>RECOMMENDED</b></p> <p><b>Construction/Electrical</b> TCJ 20</p> <p><b>Manufacturing</b> TMJ 20</p> <p><b>Technological Design</b> TDJ 20</p> <p><b>Transportation Technology</b> TTJ 20</p>	<p><b>RECOMMENDED</b></p> <p><b>Auto Service</b> TTA 3C</p> <p><b>Carpentry</b> TCC 3E</p> <p><b>Manufacturing</b> TMJ 3C</p> <p><b>Technological Design</b> TDJ 3M</p>	<p><b>RECOMMENDED</b></p> <p><b>Auto Service</b> TTA 4C</p> <p><b>Carpentry</b> TCC 4E</p> <p><b>Manufacturing</b> TMJ 4C</p> <p><b>Technological Design</b> TDJ 4M</p>

# Environmental Studies

## Available at these area schools:

School	Guidance Dept.	Destination
Ajax High School, Ajax	(905) 683-1610	C U
Anderson C.V.I., Whitby	(905) 668-5809	C U
Donald A. Wilson Secondary School, Whitby	(905) 665-5057	C U
Dunbarton High School, Pickering	(905) 839-1125	C U
Durham Alternative Secondary School	(905) 579-1990	C W
G.L. Roberts Collegiate & Vocational Institute, Oshawa	(905) 728-7594	C U
Henry Street High School, Whitby	(905) 668-2731	C U
J. Clarke Richardson Collegiate, Ajax	(905) 619-9571	C U
O'Neill Collegiate & Vocational Institute, Oshawa	(905) 728-7531	C U
Pine Ridge Secondary School, Pickering	(905) 420-1885	C U
Port Perry High School, Port Perry	(905) 985-7337	C U
Sinclair Secondary School, Whitby	(905) 666-5400	C U
Uxbridge Secondary School, Uxbridge	(905) 852-2854	C U

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

## Overview:

A recent Statistics Canada study has identified that employment of environmental specialists in industry, government and the private sector has increased 60% faster than the economy. Environmental technology is emerging as one of the top three employment sectors.

Students who are passionate about the environment will find a variety of courses within this pathway. The environmental pathway offers students the opportunity to explore courses, Cooperative Education experiences and extra-curricular activities including recycling, community garbage rescue and invasive species identification, all with a focus on the environment.

## Program Pathway:

YEAR 1 student attends home school	YEAR 2	YEAR 3	YEAR 4
<p><b>COMPULSORY</b></p> <p><b>English</b> ENL 1W1/ENG 1L1</p> <p><b>Mathematics</b> MTH 1W1/MAT 1L1</p> <p><b>Science</b> SNC 1D1/1L1</p> <p><b>Canadian Geography</b> CGC 1D1</p> <p><b>French or Learning Strategies</b> FSF 1D1/1O1 or GLE 101</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 2D1/2P1/2L1</p> <p><b>Mathematics</b> MPM 2D1/MFM 2P1 MAT 2L1</p> <p><b>Science</b> SNC 2P1/2L1/2D1</p> <p><b>Canadian History</b> CHC 2P1/2L1/2D1</p> <p><b>Career Studies</b> GLC 2O1</p> <p><b>Civics</b> CHV 2O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> NBE 3U1/3C1</p> <p><b>Mathematics</b> MCR 3U1/MCF 3M1 MBF 3C1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 4U1/4C1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>The Environment and Resource Management</b> CGR 4M1</p>
<p><b>RECOMMENDED</b></p> <p><b>Exploring Technologies</b> TIJ 1O1</p> <p><b>Physical Education</b></p> <p><b>Visual Arts</b> AVI 1O1</p>	<p><b>RECOMMENDED</b></p> <p><b>Communication Technology</b> TGJ 2O1</p> <p><b>Design Technology</b> TDJ 2O1</p> <p><b>Physical Education</b> PPL 2O1</p> <p><b>Transportation Technology</b> TTJ 2O1</p>	<p><b>RECOMMENDED</b></p> <p><b>Biology</b> SBI 3U1/3C1</p> <p><b>Chemistry</b> SCH 3U1</p> <p><b>Cooperative Education</b> 2 credits</p> <p><b>Enterprising Person</b> BDP 3O1</p> <p><b>Green Industries</b> THJ 3EI/3CI</p> <p><b>Natural Disasters</b> CGF 3M1</p> <p><b>Physics</b> SPH 3U1</p> <p><b>Science Course</b> SVN 3M</p> <p><b>Travel &amp; Tourism</b> CGG 3O1</p>	<p><b>RECOMMENDED</b></p> <p><b>Biology</b> SBI 4U1</p> <p><b>Chemistry</b> SCH 4U1/4C1</p> <p><b>Cooperative Education</b> 4 credits</p> <p><b>Mathematics</b> MDM 4U1/MCT 4C1/ MAP 4C1</p> <p><b>Physical Education</b> PAF 4O1</p> <p><b>Physics</b> SPH 4U1/4C1</p> <p><b>World Issues: A Geographic Analysis</b> CGW 4U1</p>

## Exit Path:

Upon graduation from high school, students may:

- go directly to paid employment either as an apprentice in a skilled trade or semi-skilled work
- attend a college diploma, applied degree or certificate program
  - Environmental Technologies program at Durham College
  - Arborist program at Humber College of Applied Arts & Technology
- attend university
- become a self-employed business owner or subcontractor
- environmental and engineering consulting firms
- water and wastewater treatment facilities
- air monitoring consultants

# Fashion Technology

## Available at these area schools:

School	Guidance Dept.	Destination
Ajax High School, Ajax	(905) 683-1610	C U W
Brooklin High School, Brooklin	(905) 655-2015	C U W
Dunbarton High School, Pickering	(905) 839-1125	C U W
Durham Alternative Secondary School	(905) 579-1990	C W
J. Clarke Richardson Collegiate, Ajax	(905) 619-9571	C U W
Sinclair Secondary School, Whitby	(905) 666-5400	C U W
Uxbridge Secondary School, Uxbridge	(905) 852-2854	C U W

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

## Overview:

Welcome to the world of fashion! Secondary Schools in Durham are pleased to offer Fashion Technology programs for students who want to develop their sewing and fashion design skills far beyond that of conventional high school programs. These practical sewing programs study garment construction while focusing on current teenage fashion trends and personal taste. An applied and hands-on approach to the program will give students more time to work on their sewing and create more projects while developing their skills.

Fashion Technology 11 explores what clothing communicates about the wearer and how it becomes a creative and entrepreneurial outlet through the design and production processes. Students will learn, through practical experiences, about the nature of fashion design, the characteristics of fibres and fabrics, the construction, production, and marketing of clothing, and how to plan and care for a wardrobe that is appropriate for an individual's appearance, activities, employment, and lifestyle. Students will develop research skills as they explore the evolution of fashion and its relationship to society, culture, and individual psychology. As this is a beginner sewing skills class, students will be expected to complete a variety of creative expression projects. The development of techniques will be emphasized throughout this course and the projects have been chosen to allow students to develop the skills necessary for the Fashion Technology 12 course.

Fashion Technology 12 provides a historical perspective on fashion and design, exploring the origins, influence and importance of fashion as an expression of national, cultural, religious and personal identity. Students will learn about the facets of the Canadian fashion industry, including both large-scale and small entrepreneurial enterprises, and its worldwide links, as well as gaining practical experience in garment design, production and care. This course also refines students' skills used in researching and investigating various aspects of the fashion industry.

## Exit Path:

Upon graduation from high school, students may:

- find employment in the field of fashion, retail sales, sewing machine operator
- enter post-secondary college programs in fashion design or merchandising
- become an entrepreneur in the field of fashion or garment construction/alteration

## Program Pathway:

<b>YEAR 1</b> student attends home school	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>
<p><b>COMPULSORY</b></p> <p><b>English</b> ENL 1W1/ENG 1L1</p> <p><b>Mathematics</b> MTH 1W1/MAT 1L1</p> <p><b>Science</b> SNC 1W1/1L1</p> <p><b>Canadian Geography</b> CGC 1D1</p> <p><b>French or Learning Strategies</b> FSF 1D1/1O1 or GLE 101</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 2D1/2P1/2L1</p> <p><b>Mathematics</b> MPM 2D1/MFM 2P1 MAT 2L1</p> <p><b>Science</b> SNC 2P1/2L1/2D1</p> <p><b>Canadian History</b> CHC 2P1/2L1/2D1</p> <p><b>Career Studies</b> GLC 201</p> <p><b>Civics</b> CHV 201</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> NBE 3C1/3E1</p> <p><b>Mathematics</b> MBF 3C1/MEL 3E1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Technological Design</b> TDP 3M1</p> <p><b>and/or</b></p> <p><b>Understanding Fashion</b> HNC 3C1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 4U1/4C1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Technological Design</b> TDP 4M1</p> <p><b>and/or</b></p> <p><b>The World of Fashion</b> HNB 4M1</p>
<p><b>RECOMMENDED</b></p> <p><b>Dance</b> ATC 101</p> <p><b>Drama</b> ADA 101</p> <p><b>Exploring Family Studies</b> HIF 101</p> <p><b>Exploring Technologies</b> TIJ 10</p> <p><b>Physical Education</b></p> <p><b>Visual Arts</b> • AVI 101</p>	<p><b>RECOMMENDED</b></p> <p><b>Clothing</b> HNL 201</p> <p><b>Dance</b> ATC 201</p> <p><b>Drama</b> ADA 201</p> <p><b>Introduction to Business</b> BBI 201</p> <p><b>Visual Arts</b> AVI 201</p>	<p><b>RECOMMENDED</b></p> <p><b>Cooperative Education</b> 2 credits</p> <p><b>Designing Your Future</b> GWL 301</p> <p><b>Housing and Home Design</b> HLS 301</p> <p><b>Introduction to Anthropology, Psychology, and Sociology</b> HSP 3U1/3C1</p> <p><b>Marketing</b> BMI 3C1</p> <p><b>Media Studies</b> EMS 301</p> <p><b>Visual Arts</b> AVI 301</p> <p><b>Visual Arts, Crafts</b> AWA 301</p>	<p><b>RECOMMENDED</b></p> <p><b>Challenge and Change in Society</b> HSB 4U1</p> <p><b>Cooperative Education</b> 2 or 4 credits</p> <p><b>Human Development throughout the Lifespan</b> HHG 4M1</p> <p><b>Technology, Photography and Digital Imaging</b> TGP 3M1</p> <p><b>Visual Arts</b> AVI 4M1</p> <p><b>Visual Arts, Crafts</b> AWA 4M1</p> <p><b>Visual Arts, Photography</b> AWQ 301</p>

# Film and Television Production

## Available at these area schools:

School	Guidance Dept.	Destination
Brooklin High School, Brooklin	(905) 655-2015	C U
Donald A. Wilson Secondary School, Whitby	(905) 665-5057	C U
Eastdale Collegiate & Vocational Institute, Oshawa	(905) 723-8157	C U
Henry Street High School, Whitby	(905) 668-2731	C U
Maxwell Heights Secondary School, Oshawa	(905) 440-7339	C U
O'Neill Collegiate & Vocational Institute, Oshawa	(905) 728-7531	C U
Pine Ridge Secondary School, Pickering	(905) 420-1885	C U
Port Perry High School, Port Perry	(905) 985-7337	C U
R.S. McLaughlin Collegiate & Vocational Institute, Oshawa	(905) 728-9407	C U
Uxbridge Secondary School, Uxbridge	(905) 852-2854	C U

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

## Overview:

Communications Technology is a comprehensive program that introduces students to several concepts and methods used in multi-media principles, including image composition, lighting, single, and multi-camera productions. Students will be introduced to several design and problem solving techniques that they can apply to develop and market ideas from preproduction, through production, to postproduction.

In Film and Television Production, students will apply previously learned techniques to produce major single and multi-camera productions. Some of the high profile productions include: weekly television news broadcast, promotional videos for clients in the school, and multi-camera events using state-of-the-art mobile television system. Students will also develop independent projects in which the options are only limited by their imagination.

Students will gain a solid foundation of skills in order to pursue a career in film, television, multi-media, and media studies.

## Exit Path:

Upon graduation from high school, students may:

- find employment in the areas of film, television, and New Media production
- apply to a College of Applied Arts and Technology in the areas of Film, Television, and Radio Broadcasting, Corporate Communication, Multimedia production, and New Media Design
- apply to a University in the areas of Television and Radio, Film Studies, Journalism, and Dramatic Arts



## Program Pathway:

YEAR 1 student attends home school	YEAR 2	YEAR 3	YEAR 4
<p><b>COMPULSORY</b></p> <p><b>English</b> ENL 1W1/ENG 1L1</p> <p><b>Mathematics</b> MTH 1W1/MAT 1L1</p> <p><b>Science</b> SNC 1W1/1L1</p> <p><b>Canadian Geography</b> CGC 1D1</p> <p><b>French or Learning Strategies</b> FSF 1D1/1O1 or GLE 101</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 2D1/2P1</p> <p><b>Mathematics</b> MPM 2D1/MFM 2P1</p> <p><b>Science</b> SNC 2P1/2D1</p> <p><b>Canadian History</b> CHC 2P1/2D1</p> <p><b>Career Studies</b> GLC 201</p> <p><b>Civics</b> CHV 201</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> NBE 3U1/3C1</p> <p><b>Mathematics</b> MCF 3M1/MBF 3C1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Communication Technology</b> TGJ 3M1 or TGV 3M1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 4U1/4C1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Communication Technology</b> TGJ 4M1 or TGV 4M1</p>
<p><b>RECOMMENDED</b></p> <p><b>Art</b> AVI 101</p> <p><b>Communications Technology</b> TGJ 10</p> <p><b>Drama</b> ADA 101</p> <p><b>Physical Education</b></p>	<p><b>RECOMMENDED</b></p> <p><b>Art</b> AVI 201</p> <p><b>Communication Technology</b> TGJ 201</p> <p><b>Drama</b> ADA 201</p>	<p><b>RECOMMENDED</b></p> <p><b>Art</b> AVI 3M1</p> <p><b>Drama</b> ADA3M/301</p> <p><b>Film &amp; Video Television Production</b> AWR 301</p> <p><b>Media Studies</b> EMS 301</p> <p><b>Physics</b> SPH 3U1</p>	<p><b>RECOMMENDED</b></p> <p><b>Art</b> AVI 4M1/AWR 4M1</p> <p><b>Co-operative Education</b> 2 credits</p> <p><b>Drama</b> ADA 4M1</p> <p><b>Mathematics</b> MCV 4U1/MCT 4C1/ MAP 4C1</p> <p><b>Physics</b> SPH 4U1/4C1</p>



# Finance and Banking Services

## Available at these area schools:

School	Guidance Dept.	Destination
Anderson C.V.I., Whitby	(905) 668-5809	C U W
Brooklin High School, Brooklin	(905) 655-2015	C U W
Donald A. Wilson Secondary School, Whitby	(905) 665-5057	C U W
Dunbarton High School, Pickering	(905) 839-1125	C U W
Eastdale Collegiate & Vocational Institute, Oshawa	(905) 723-8157	C U W
Henry Street High School, Whitby	(905) 668-2731	C U W
J. Clarke Richardson Collegiate, Ajax	(905) 619-9571	C U W
Maxwell Heights Secondary School, Oshawa	(905) 440-7339	C U W
O'Neill Collegiate & Vocational Institute, Oshawa	(905) 728-7531	C U W
Pickering High School, Ajax	(905) 683-4760	C U W
Pine Ridge Secondary School, Pickering	(905) 420-1885	C U W
Port Perry High School, Port Perry	(905) 985-7337	C U W
Sinclair Secondary School, Whitby	(905) 666-5400	C U W
Uxbridge Secondary School, Uxbridge	(905) 852-2854	C U W

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

## Overview:

This program gives students practical experience and insight into the fundamental concepts involved in finance and banking services. Accounting, finance, communication skills, leadership and training for managerial positions are key areas featured.

Students may select courses which include Introduction to Business, Accounting, and Business Leadership. Students may gain experience in banking and finance through a co-operative education placement.

## Exit Path:

Upon graduation from high school, students may:

- enter a university or college program in Business or Commerce
- find employment in banking and finance industry

## Program Pathway:

YEAR 1 student attends home school	YEAR 2	YEAR 3	YEAR 4
<p><b>COMPULSORY</b></p> <p><b>English</b> ENL 1W1/ENG 1L1</p> <p><b>Mathematics</b> MTH 1W1/MAT 1L1</p> <p><b>Science</b> SNC 1W1</p> <p><b>Canadian Geography</b> CGC 1D1</p> <p><b>French or Learning Strategies</b> FSF 1D1/1O1 or GLE 101</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 2D1/2P1/2L1</p> <p><b>Mathematics</b> MPM 2D1/MFM 2P1 MAT 2L1</p> <p><b>Science</b> SNC 2P1/2L1/2D1</p> <p><b>Canadian History</b> CHC 2P1/2L1/2D1</p> <p><b>Career Studies</b> GLC 2O1</p> <p><b>Civics</b> CHV 2O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> NBE 3U1/3C1</p> <p><b>Mathematics</b> MCR 3U1/MCF 3M1 MBF 3C1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Financial Accounting Fundamentals</b> BAF 3M1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 4U1/4C1</p> <p><b>Mathematics</b> MHF 4U1/MCV 4U1/ MDM 4U1/MAP 4C1/ MCT 4C1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Financial Accounting Principles</b> BAT 4M1</p>
<p><b>RECOMMENDED</b></p> <p><b>Physical Education</b></p>	<p><b>RECOMMENDED</b></p> <p><b>Introduction to Business</b> BBI 2O1</p>	<p><b>RECOMMENDED</b></p> <p><b>Cooperative Education</b> 2 credits</p>	<p><b>RECOMMENDED</b></p> <p><b>Business Leadership</b> BOH 4M1</p> <p><b>Economics</b> CIA 4U1</p> <p><b>International Business Fundamentals</b> BBB 4M1</p> <p><b>Interdisciplinary Studies: Investment and Finance</b> IDC 4U1/4UJ</p>



# First Nations, Métis, and Inuit Studies

Available at these area schools:

School	Guidance Dept.	Destination
Ajax High School, Ajax	(905) 683-1610	C U
Anderson C.V.I., Whitby	(905) 668-5809	C U
Brock High School, Cannington	(705) 432-2311	C U
Brooklin High School, Brooklin	(905) 655-2015	C U
Donald A. Wilson Secondary School, Whitby	(905) 665-5057	C U
Dunbarton High School, Pickering	(905) 839-1125	C U
Durham Alternative Secondary School	(905) 579-1990	C U
Eastdale Collegiate & Vocational Institute, Oshawa	(905) 723-8157	C U
G.L. Roberts Collegiate & Vocational Institute, Oshawa	(905) 728-7594	C U
Henry Street High School, Whitby	(905) 668-2731	C U
J. Clarke Richardson Collegiate, Ajax	(905) 619-9571	C U W
Maxwell Heights Secondary School, Oshawa	(905) 440-7339	C U
O'Neill Collegiate & Vocational Institute, Oshawa	(905) 728-7531	C U
Pickering High School, Ajax	(905) 683-4760	C U
Pine Ridge Secondary School, Pickering	(905) 420-1885	C U
Port Perry High School, Port Perry	(905) 985-7337	C U
R.S. McLaughlin Collegiate & Vocational Institute, Oshawa	(905) 728-9407	C U
Uxbridge Secondary School, Uxbridge	(905) 852-2854	C U

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

## Overview:

The revised First Nations, Métis, and Inuit studies curriculum introduces students to the rich diversity of First Nations, Métis, and Inuit peoples, histories, knowledge systems, and contributions in a contemporary global context. The courses address a wide range of content areas and disciplines, and work to ensure all students in Ontario will have education related to treaties, residential schools, true histories, and Indigenous contributions past and present. First Nations, Métis, and Inuit studies will educate students about the impacts of colonization and its current realities and provide an understanding of the territories on which we live.

### First Nations, Métis, and Inuit studies will:

- help students develop tools, strategies, knowledge, and skills to deepen their understanding of Indigenous Rights and settler colonialism (see: the United Nations Declaration on the Rights of Indigenous Peoples and the Truth and Reconciliation Commission's Calls to Action)
- participate fully in building strong partnerships between Indigenous and non Indigenous peoples by understanding diverse local, social, historical and contemporary contexts
- help students increase their awareness of the sophistication Indigenous knowledge systems and develop and refine their own skills related to creativity, innovation, critical thinking, inquiry, and problem-solving.
- provide a delivery model that prioritizes student voice and choice in their process and consolidations of learning
- provide opportunities for students to engage in land-based learning (outdoor/environmental) activities

## Program Pathway:

<b>YEAR 1</b> student attends home school	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>
<p><b>COMPULSORY</b></p> <p><b>English</b> ENL 1W1/ENG 1L1</p> <p><b>Mathematics</b> MTH 1W1/MAT 1L1</p> <p><b>Science</b> SNC 1W1/1L1</p> <p><b>Canadian Geography</b> CGC 1D1</p> <p><b>French</b> FSF 1D1/1O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 2D1/2P1/2L1</p> <p><b>Mathematics</b> MPM 2D1/MFM 2P1 MAT 2L1</p> <p><b>Science</b> SNC 2P1/2L1/2D1</p> <p><b>Canadian History</b> CHC 2P1/2L1/2D1</p> <p><b>Career Studies</b> GLC 2O1</p> <p><b>Civics</b> CHV 2O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> NBE 3U1/3C1/3E1</p> <p><b>Mathematics</b> MCR 3U1/MCF 3M1 MBF 3C1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 4U1/4C1</p>
<p><b>RECOMMENDED</b></p> <p><b>Expressions of First Nations, Métis, and Inuit Cultures</b> NAC 1O1/2O1 (Qualifies for compulsory Grade 9 Art credit or additional Art credit)</p> <p><b>Native Languages</b> LNO AO (Ojibwe)</p> <p><b>Physical Education</b></p>	<p><b>RECOMMENDED</b></p> <p><b>First Nations, Métis, and Inuit in Canada</b> NAC 2O1</p>	<p><b>RECOMMENDED</b></p> <p><b>World Views and Aspirations of First Nations, Métis, and Inuit Communities in Canada</b> NBV 3C1/3E1</p> <p><b>Contemporary First Nations, Métis, and Inuit Issues and Perspectives</b> NDA 3M1</p>	<p><b>RECOMMENDED</b></p> <p><b>First Nations, Métis, and Inuit Governance in Canada</b> NDG 4M1</p> <p><b>Contemporary Indigenous Issues and Perspectives in a Global Context</b> NDW 4M1</p>

## Exit Path:

Upon graduation from high school, students may:

- enter the world of work or attend post-secondary program

# Fitness and Health

## Available at these area schools:

School	Guidance Dept.	Destination
Ajax High School, Ajax	(905) 683-1610	C U W
Anderson Collegiate & Vocational Institute, Whitby	(905) 668-5809	C U W
Brock High School, Cannington	(705) 432-2311	C U W
Brooklin High School, Brooklin	(905) 655-2015	C U W
Donald A. Wilson Secondary School, Whitby	(905) 665-5057	C U W
Dunbarton High School, Pickering	(905) 839-1125	C U W
Durham Alternative Secondary School	(905) 579-1990	C W
Eastdale Collegiate & Vocational Institute, Oshawa	(905) 723-8157	C U W
G. L. Roberts Collegiate & Vocational Institute, Oshawa	(905) 728-7594	C U W
Henry Street High School, Whitby	(905) 668-2731	C U W
J. Clarke Richardson Collegiate, Ajax	(905) 619-9571	C U W
Maxwell Heights Secondary School, Oshawa	(905) 440-7339	C U W
O'Neill Collegiate & Vocational Institute, Oshawa	(905) 728-7531	C U W
Pickering High School, Ajax	(905) 683-4760	C U W
Pine Ridge Secondary School, Pickering	(905) 420-1885	C U W
Port Perry High School, Port Perry	(905) 985-7337	C U W
R.S. McLaughlin Collegiate & Vocational Institute, Oshawa	(905) 728-9407	C U W
Sinclair Secondary School, Whitby	(905) 666-5400	C U W
Uxbridge Secondary School, Uxbridge	(905) 852-2854	C U W

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

## Overview:

Personal health and fitness and leisure activities have become a major focus in Canadian society, and there is a corresponding increase in career opportunities in the fitness and health promotion industry.

This program features a blend of science, business and physical education courses where students will learn about assessment, program design and exercise instruction. In-school training is blended with Cooperative Education placements in which students can gain hands-on practical experience. At the end of this program, students may pursue fitness training in one of the nationally recognized certification programs.

## Exit Path:

Upon graduation from high school, students may:

- find employment in health, recreation and fitness, leadership or event planning
- enter college for health, recreation, business programs or other related programs
- attend university for health sciences, kinesiology, physical education or other related programs
- related college programs include: Fitness and Health Promotion, Sport Management, Business Administration, Professional Golf Management

## Program Pathway:

YEAR 1 student attends home school	YEAR 2	YEAR 3	YEAR 4
<p><b>COMPULSORY</b></p> <p><b>English</b> ENL 1W1/ENG 1L1</p> <p><b>Mathematics</b> MTH 1W1/MAT 1L1</p> <p><b>Science</b> SNC 1W1/1L1</p> <p><b>Canadian Geography</b> CGC 1D1</p> <p><b>French or Learning Strategies</b> FSF 1D1/1O1 or GLE 1O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 2D1/2P1/2L1</p> <p><b>Mathematics</b> MPM 2D1/MFM 2P1 MAT 2L1</p> <p><b>Science</b> SNC 2P1/2L1/2D1</p> <p><b>Canadian History</b> CHC 2P1/2L1/2D1</p> <p><b>Career Studies</b> GLC 2O1</p> <p><b>Civics</b> CHV 2O1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Healthy Active Living (Physical Education)</b> PPL 2O1 or PAF 2O1 or PAR 2O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> NBE 3U1/3C1/3E1</p> <p><b>Mathematics</b> MCR 3U1/MCF 3M1/MBF 3C1/MEL 3E1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Healthy Active Living</b> PPL 3O1/PAF 3O1/PAR 3O1 (at least one physical education course)</p> <p><b>and/or</b></p> <p><b>Health for Life</b> PPZ 3C1</p> <p><b>Science</b> at least one Science</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 4U1/4C1/4E1</p> <p><b>Mathematics</b> MAP 4C1/MEL 4E1</p> <hr/> <p><b>REQUIRED (3 OF:)</b></p> <p><b>Exercise Science</b> PSK 4U1</p> <p><b>Faster, Stronger</b> PAI 4O1</p> <p><b>Healthy Active Living</b> PPL 4O1/PAF 4O1/PAR 4O1</p> <p><b>Physical Education</b> at least one course</p> <p><b>Recreation and Fitness Leadership</b> PLF 4M1</p>
<p><b>RECOMMENDED</b></p> <p><b>Food and Nutrition</b> HFN 1O1</p> <p><b>Introduction to Information Technology</b> BTT 1O1</p> <p><b>Physical Education</b></p>	<p><b>RECOMMENDED</b></p> <p><b>Food and Nutrition</b> HFN 2O1</p> <p><b>Introduction to Business</b> BB1 2O1</p>	<p><b>RECOMMENDED</b></p> <p><b>Business Studies</b> At least one course</p> <p><b>Cooperative Education</b> 2 Credits</p> <p><b>Leadership and Peer Support</b> GPP 3O1</p>	<p><b>RECOMMENDED</b></p> <p><b>Business Studies</b> At least one course</p> <p><b>Cooperative Education</b> minimum of 2 Credits</p> <p><b>Food and Nutrition Sciences</b> HFA 4U1/HFA 4C1</p> <p><b>Science</b> At least one additional course</p>

# Fitness and Health - Certification Program

## Available at these area schools:

School	Guidance Dept.	Destination
Maxwell Heights Secondary School, Oshawa	(905) 440-7339	C U W

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

## Overview:

The Can Fit Pro Fitness Instructor Specialist (FIS) and Personal Trainer (PT) certification courses are two unique programs which emphasize the dynamic curriculum offered through physical education at these schools.

The FIS and PT courses are offered as a part of the Senior Physical Education Leadership program leading to the opportunity for certification and preparing students for work in this field. Interested participants will understand the business of fitness and experience all facets of group fitness and strength training.

## Exit Path:

Upon graduation from high school, students may:

- find employment in health, recreation and fitness, leadership or event planning
- enter college for health, recreation, business programs or other related programs
- attend university for health sciences, kinesiology, physical education or other related programs
- related college programs include: Fitness and Health Promotion, Sport Management, Business Administration, Professional Golf Management





## Program Pathway:

YEAR 1 student attends home school	YEAR 2	YEAR 3	YEAR 4
<p><b>COMPULSORY</b></p> <p><b>English</b> ENL 1W1/ENG 1L1</p> <p><b>Mathematics</b> MTH 1W1/MAT 1L1</p> <p><b>Science</b> SNC 1W1/1L1</p> <p><b>Canadian Geography</b> CGC 1D1</p> <p><b>French or Learning Strategies</b> FSF 1D1/101 or GLE 101</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 2D1/2P1</p> <p><b>Mathematics</b> MPM 2D1 /MFM 2P1</p> <p><b>Science</b> SNC 2D1/2P1</p> <p><b>Canadian History</b> CHC 2P1/2L1/2D1</p> <p><b>Career Studies</b> GLC 201</p> <p><b>Civics</b> CHV 201</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> NBE 3U1/3C1</p> <p><b>Mathematics</b> MCR 3U1/MCF 3M1/ MBF 3C1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Biology</b> SBI 3U1/SBI 3C1</p> <p><b>Personal and Fitness Activities</b> PAF 301</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 4U1/4C1</p> <p><b>Mathematics</b> one additional course</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Exercise Science</b> PSK 4U1</p> <p><b>Personal and Fitness Activities</b> PAF 401</p>
<p><b>RECOMMENDED</b></p> <p><b>Physical Education</b></p>	<p><b>RECOMMENDED</b></p> <p><b>Physical Education</b> PAF 20 or PPL 20</p>	<p><b>RECOMMENDED</b></p> <p><b>Chemistry</b> SCH 3U1</p> <p><b>Entrepreneurship</b> BDI 3C1</p> <p><b>Introduction to Financial Accounting</b> BAF 3M1</p> <p><b>Physics</b> SPH 3U1</p>	<p><b>RECOMMENDED</b></p> <p><b>Biology</b> SBI 4U1</p> <p><b>Chemistry</b> SCH 4U1/4C1</p> <p><b>Cooperative Education</b> 2 credits</p> <p><b>Physics</b> SPH 4U1/4C1</p>

### Note:

In order to be considered for certification testing, students must successfully complete the following levels:

- **Level 1** PAF 30 Personal and Fitness Activities 1.00 Credit
- **Level 2** PAF 40 Personal and Fitness Activities 1.00 Credit
- **Level 3** PSE 4U Exercise Science 1.00 Credit

# General Arts

Available at all Durham Secondary Schools

## Overview:

Students interested in pursuing a career in the Arts (visual, dance, drama, music) will find a wide range of course opportunities for study to choose from. These courses will enable students to develop performance skills in dance, drama, music theatre, visual arts and music (band, vocal, guitar). Students are encouraged to participate in the many Arts related extracurricular activities at their school.

## Exit Path:

Upon graduation from high school, students may:

- attend college or university in a variety of General Arts programs
- obtain gainful employment



## Program Pathway:

<b>YEAR 1</b> student attends home school	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>
<p><b>COMPULSORY</b></p> <p><b>English</b> ENL 1W1/ENG 1L1</p> <p><b>Mathematics</b> MTH 1W1/MAT 1L1</p> <p><b>Science</b> SNC 1W1/1L1</p> <p><b>Canadian Geography</b> CGC 1D1</p> <p><b>French or Learning Strategies</b> FSF 1D1/1O1 or GLE 1O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 2D1/2P1/2L1</p> <p><b>Mathematics</b> MPM 2D1/MFM 2P1 MAT 2L1</p> <p><b>Science</b> SNC 2D1/2P1/3E1</p> <p><b>Canadian History</b> CHC 2P1/2L1/2D1</p> <p><b>Career Studies</b> GLC 2O1</p> <p><b>Civics</b> CHV 2O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> NBE 3U1/3C1/3E1</p> <p><b>Mathematics</b> MCR 3U1/MCF 3M1/ MBF 3C1/MEL 3E</p> <hr/> <p><b>REQUIRED</b></p> <p><b>2 Additional credits in the Arts</b></p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 4U1/4C1/4E1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>2 Additional credits in the Arts</b></p>
<p><b>RECOMMENDED</b></p> <p><b>1 credit in the Arts</b></p> <p><b>Physical Education</b></p>	<p><b>RECOMMENDED</b></p> <p><b>1 credit in the Arts</b></p>		



# Graphic Design

## Available at these area schools:

School	Guidance Dept.	Destination
Ajax High School, Ajax	(905) 683-1610	C U
Anderson Collegiate & Vocational Institute, Whitby	(905) 668-5809	C U
Brock High School, Cannington	(705) 432-2311	C U
Brooklin High School, Brooklin	(905) 655-2015	C U
Donald A. Wilson Secondary School, Whitby	(905) 665-5057	C U
Dunbarton High School, Pickering	(905) 839-1125	C U
Eastdale Collegiate & Vocational Institute, Oshawa	(905) 723-8157	C U
G. L. Roberts Collegiate & Vocational Institute, Oshawa	(905) 728-7594	C U
Henry Street High School, Whitby	(905) 668-2731	C U
J. Clarke Richardson Collegiate, Ajax	(905) 619-9571	C U
Maxwell Heights Secondary School, Oshawa	(905) 440-7339	C U
O'Neill Collegiate & Vocational Institute, Oshawa	(905) 728-7531	C U
Pickering High School, Ajax	(905) 683-4760	C U
Pine Ridge Secondary School, Pickering	(905) 420-1885	C U
Port Perry High School, Port Perry	(905) 985-7337	C U
R.S. McLaughlin Collegiate & Vocational Institute, Oshawa	(905) 728-9407	C U
Uxbridge Secondary School, Uxbridge	(905) 852-2854	C U

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

## Overview:

Graphic designers plan, analyse, and create visual communication solutions. They come up with the images that make products unique and attractive such as publications, web sites, advertisements, posters, packaging, signs, exhibits, and logos.

Students may choose courses of study which include photography, drawing, media arts, animation, web design, desktop publishing and video and multi-media production. Emphasis is put on practical work to develop students' understanding of design fundamentals, industry standard software and real world design problems. Combining the skills and knowledge acquired throughout this pathway along with a cooperative education placement in the graphics field equips students with an excellent foundation for future employment or post secondary studies.

## Exit Path:

Upon graduation from high school, students may:

- find employment in graphic design, printing companies, publishing, or photography
- enter college for graphic design, advertising, animation, multi-media
- attend university for related programs in fine arts or business

## Program Pathway:

YEAR 1 student attends home school	YEAR 2	YEAR 3	YEAR 4
<p><b>COMPULSORY</b></p> <p><b>English</b> ENL 1W1/ENG 1L1</p> <p><b>Mathematics</b> MTH 1W1/MAT 1L1</p> <p><b>Science</b> SNC 1W1/1L1</p> <p><b>Canadian Geography</b> CGC 1D1</p> <p><b>French or Learning Strategies</b> FSF 1D1/1O1 or GLE 1O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 2D1/2P1</p> <p><b>Mathematics</b> MPM 2D1/MFM 2P1</p> <p><b>Science</b> SNC 2D1/2P1</p> <p><b>Canadian History</b> CHC 2D1/2P1</p> <p><b>Career Studies</b> GLC 2O1</p> <p><b>Civics</b> CHV 2O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> NBE 3U1/3C1</p> <p><b>Mathematics</b> MCR 3U1/MCF 3M1/MBF 3C1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Communication Technology</b> TGJ 3M1/3O1, TGV 3M1 or TGI 3M1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 4U1/4C1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Communication Technology</b> TGJ 4M1/4O1 or TGV 4M1 or TGI 4M1</p> <p><b>Mathematics</b> MAP 4C1/MDM 4U1/ MHF 4U1/MCV 4U1/ MCT 4C1</p>
<p><b>RECOMMENDED</b></p> <p><b>Exploring Communications Technology</b> TGJ 1O1</p> <p><b>Exploring Technologies</b> TIJ 1O1</p> <p><b>Physical Education</b></p> <p><b>Visual Arts</b></p>	<p><b>RECOMMENDED</b></p> <p><b>Communication Technology</b> TGJ 2O1</p> <p><b>Introduction to Business</b> BBI 2O1</p> <p><b>Media Arts</b> ASM 2O1</p> <p><b>Urban Art for Social Change</b> AWU 2O1</p> <p><b>Visual Arts</b> AVI 2O1/AWS 2O1/ AWK 2O1</p>	<p><b>RECOMMENDED</b></p> <p><b>Production</b> TGJ 3O1/3M1</p> <p><b>Cooperative Education</b> 2 credits</p> <p><b>Graphic Design</b> AWD 3O1</p> <p><b>Introduction to Retail Service Marketing</b> BMX 3E1/BMI 3C1</p> <p><b>Media Arts</b> ASM 3O1/ASM 3M1</p> <p><b>Photography</b> AWQ 3O1 or TGP 3M1</p> <p><b>Urban Art for Social Change</b> AWU 3O1</p> <p><b>Visual Arts</b> AVI 3O1/or a specialty course</p> <p><b>Yearbook Production</b> IDC 3O1 or AWS 3M1 or TGG 3M1</p>	<p><b>RECOMMENDED</b></p> <p><b>Animation</b> TGI 4M1</p> <p><b>Cooperative Education</b> 4 credits</p> <p><b>Graphic Design</b> AWD 4M1</p> <p><b>Media Arts</b> ASM 4O1/ASM 441</p> <p><b>Photography</b> AWQ 4M1 or TGP 4M1</p> <p><b>Visual Arts</b> AVI 4M1 or a specialty course</p> <p><b>Yearbook Production</b> AWS 4M1 or TGG 4M1</p>

# Hairstyling and Cosmetology

## Available at these area schools:

School	Guidance Dept.	Destination
Durham Alternative Secondary School, Oshawa	(905) 579-1990	A C W
Eastdale Collegiate & Vocational Institute, Oshawa	(905) 723-8157	A C W
G. L. Roberts Collegiate & Vocational Institute, Oshawa	(905) 728-7594	A C W
Henry Street High School, Whitby	(905) 668-2731	A C W
J. Clarke Richardson Collegiate, Ajax	(905) 619-9571	A C W
Maxwell Heights Secondary School, Oshawa	(905) 440-7339	A C W
Port Perry High School, Port Perry	(905) 985-7337	A C W

**A** • Apprenticeship   **C** • College   **T** • Training Programs   **U** • University   **W** • Workplace

## Overview:

This program has been designed to meet the needs of students who are interested in a career in the cosmetology industry.

Students will develop skills in the following areas: safety and sanitation, salon management and ethics, skin and hair analysis, product knowledge, manicuring, basic makeup, hairstyling and finishing, hair cutting and chemical services. A variety of tools and techniques will be used to teach this information and skill sets. Customer service and communication are also integral components of the course. Emphasis is put on professionalism and job readiness.

Students learn through theory, guided practice on mannequins, guided practice and experimentation on students and clients, field trips, guest speakers and Cooperative Education experiences.

This industry sector offers opportunities to pursue further education, training and employment in a variety of skilled trades. Students committed to pursuing an apprenticeship in the skilled trades should refer to the Regional OYAP and Specialist High Skills Major sections of this document.



## Program Pathway:

YEAR 1 student attends home school	YEAR 2	YEAR 3	YEAR 4
<p><b>COMPULSORY</b></p> <p><b>English</b> ENL 1W1/ENG 1L1</p> <p><b>Mathematics</b> MTH 1W1/MAT 1L1</p> <p><b>Science</b> SNC 1W1/1L1</p> <p><b>Canadian Geography</b> CGC 1D1</p> <p><b>French or Learning Strategies</b> FSF 1D1/1O1 or GLE 1O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 2D1/2P1/2L1</p> <p><b>Mathematics</b> MPM 2D1/MFM 2P1 MAT 2L1</p> <p><b>Science</b> SNC 2P1/2L1/2D1</p> <p><b>Canadian History</b> CHC 2P1/2L1/2D1</p> <p><b>Career Studies</b> GLC 2O1</p> <p><b>Civics</b> CHV 2O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> NBE 3U1/3C1/3E1</p> <p><b>Mathematics</b> MCR 3U1/MCF 3M1/ MBF 3C1/MEL 3E1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 4U1/4C1/4E1</p> <p><b>Mathematics</b> MAP 4C1/MEL 4E1</p>
		<p><b>REQUIRED</b></p> <p><b>Hairstyling and Aesthetics</b> TXJ 3E1 (1 or 2 credits)</p> <p><b>Cooperative Education</b> minimum of 2 credits</p>	<p><b>REQUIRED</b></p> <p><b>Hairstyling and Aesthetics</b> TXJ 4E1 (1 or 2 credits) or</p> <p><b>Hairstyling</b> TXH 4E1</p> <p><b>Cooperative Education</b> minimum of 2 credits</p>
<p><b>RECOMMENDED</b></p> <p><b>Exploring Technologies</b> TIJ 1O1</p> <p><b>Physical Education</b></p>	<p><b>RECOMMENDED</b></p> <p><b>Hairstyling and Aesthetics</b> TXJ 2O1</p>	<p><b>RECOMMENDED</b></p> <p><b>Visual Arts</b> AVI 3O1</p>	<p><b>RECOMMENDED</b></p> <p><b>Chemistry</b> SCH 4C1</p>
<p><b>OPTIONAL</b></p> <p><b>Visual Arts</b> AVI 1O1</p>	<p><b>OPTIONAL</b></p> <p><b>Art</b> AVI 3O1</p> <p><b>Discovering the Workplace</b> GLD 2O1</p>	<p><b>OPTIONAL</b></p> <p><b>Designing Your Future</b> GWL 3O1</p> <p><b>Introduction to Entrepreneurial Studies</b> BDI 3C1</p> <p><b>Science/Chemistry</b> SNC 3E/SCH 4C1</p> <p><b>Understanding Fashion</b> HNC 3C1</p>	<p><b>OPTIONAL</b></p> <p><b>Navigating the Workplace</b> GLN 4O1</p> <p><b>The World of Fashion</b> HNB 4M1</p> <p><b>Visual Arts</b> AVI 4M1</p>

## Exit Path:

Upon graduation from high school, students may:

- begin a career that could lead them into such opportunities as the television/film industry, fashion or magazine work, cruise ships or their own business
- apply to write the equivalency exam for level one and/or two of the apprenticeship training
- go directly to paid employment to begin or continue an apprenticeship
- attend college for a related program

# Health Care

## Available at these area schools:

School	Guidance Dept.	Destination
Eastdale Collegiate & Vocational Institute, Oshawa	(905) 723-8157	C U
Port Perry High School, Port Perry	(905) 985-7337	C U

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

## Overview:

This is an introductory program offered to students who are interested in entering the health care field and continuing their studies at the college or university level. This program integrates theory with practical skills and the opportunity for a cooperative education experience. Guest speakers and field trips to medical and educational facilities offer students a first-hand look at many different health-related fields. Students will also complete their Standard First Aid and CPR qualifications.

The curriculum develops students' understanding of human anatomy and physiology, medical terminology, physical assessment (including vital signs), disease processes, diagnostics, conventional and alternative treatments, and careers in health care. Structured and inquiry-based group activities help students develop their communication skills and their ability to work effectively as a member of a team, which are crucial in the health care system.

## Exit Path:

### Upon graduation from high school, students may:

- **College** – (with required prerequisites) Addictions Counsellor, Athletic therapist, Cardiovascular Technician, Dental Assistant, Dental Hygienist, Laboratory Assistant, Laboratory Technician, Massage Therapist, Occupational Therapy Assistant, Optician, Paramedic, Personal Support Worker, Pharmacy Assistant/Technician, Physiotherapy Assistant, Radiation Technician, Registered Practical Nursing Assistant, Rehabilitation Therapy Assistant, Respiratory Therapist, Ultrasonographer
- **University** – (with required prerequisites) Dentist, Midwife, Nuclear Medicine Technologist, Nurse, Nurse Practitioner, Occupational Therapist, Optometrist, Pharmacist, Physician, Physiotherapist, Radiologist, Social Worker

The knowledge and skills that students develop in this program will enable them to make informed choices about their career options and will also provide thorough background for post-secondary education in health related programs.



## Program Pathway:

YEAR 1 student attends home school	YEAR 2	YEAR 3	YEAR 4
<p><b>COMPULSORY</b></p> <p><b>English</b> ENL 1W1/ENG 1L1</p> <p><b>Mathematics</b> MTH 1W1/MAT 1L1</p> <p><b>Science</b> SNC 1W1/1L1</p> <p><b>Canadian Geography</b> CGC 1D1</p> <p><b>French or Learning Strategies</b> FSF 1D1/1O1 or GLE 101</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 2D1/2P1/2L1</p> <p><b>Mathematics</b> MPM 2D1/MFM 2P1</p> <p><b>Science</b> SNC 2P1/2L1/2D1</p> <p><b>Canadian History</b> CHC 2P1/2L1/2D1</p> <p><b>Career Studies</b> GLC 2O1</p> <p><b>Civics</b> CHV 2O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> NBE 3U1/3C1</p> <p><b>Mathematics</b> MCR 3U1/MCF 3M1/MBF 3C1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Health Care</b> TPJ 3C1/3M1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 4U1/4C1/4E1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Health Care</b> TPJ 4C1/4M1</p> <p><b>Mathematics</b> MHF 4U1/MCV 4U1/MCT 4C1/MAP 4C1</p> <p>HBB 4T1 Dual Credit (PPHS) TPJ 4MD Dual Credit (PPHS)</p>
<p><b>RECOMMENDED</b></p> <p><b>Physical Education</b></p>		<p><b>RECOMMENDED</b></p> <p><b>Physical Education</b> PPL 3O1 PPZ 3C1</p> <p><b>Science</b> SBI 3U1/SBI 3C1/SCH 3U1/ SPH 3U1</p>	<p><b>RECOMMENDED</b></p> <p><b>Cooperative Education</b> 2 credits OR 4 credits</p> <p><b>Humanities</b> HHG 4M1</p> <p><b>Physical Education</b> PSK 4U1/PPL 4O1</p> <p><b>Science</b> SCH 4U1/SCH 4C1/SBI 4U1/ SPH 4C1/SPH 4U1/SNC 4M1</p>



# Hockey Canada Skills Academy

## Available at these area schools:

School	Guidance Dept.	Destination
Henry Street High School, Whitby	(905) 668-2731	C U W
Maxwell Heights Secondary School, Oshawa	(905) 440-7339	C U W

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

## Overview:

These schools have been accredited through the Hockey Canada Skills Academy which enables them to offer this focus program. This course is open to any student who has an interest in hockey regardless of their skill level.

Students will receive physical education instruction directly related to hockey through on and off ice training. The purpose of this course is the continuation of individual skill development for the student by combining the Hockey Canada training and school. The off-ice training component is delivered in specialized fitness facilities in the schools.

Hockey Canada is developed to maximize the student's skill development. All of the Hockey Canada curriculum meets provincial physical education guidelines.

## Exit Path:

Upon graduation from high school, students may:

- go directly to paid employment
- enter College in a Recreation and Leisure or Leadership Program
- enter University for a Kinesiology/Health Sciences/ Human Kinetics/Physical Education & Health Program



## Program Pathway:

<b>YEAR 1</b> student attends home school	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>
<p><b>COMPULSORY</b></p> <p><b>English</b> ENL 1W1/ENG 1L1</p> <p><b>Mathematics</b> MTH 1W1/MAT 1L1</p> <p><b>Science</b> SNC 1W1/1L1</p> <p><b>Canadian Geography</b> CGC 1D1</p> <p><b>French</b> FSF 1D1/1O1 or GLE 1O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 2D1/2P1/2L1</p> <p><b>Mathematics</b> MPM 2D1/MFM 2P1/MAT 2L1</p> <p><b>Science</b> SNC 2P1/2L1/2D1</p> <p><b>Canadian History</b> CHC 2P1/2L1/2D1</p> <p><b>Career Studies</b> GLC 2O1</p> <p><b>Civics</b> CHV 2O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> NBE 3U1/3C1/3E1</p> <p><b>Mathematics</b> MCR 3U1/MCF 3M1/MBF 3C1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Physical Education</b> at least one course</p> <p><b>Science</b> (at least one) SB1 3C1/3U1/SCH 3U1 SVN 3E1/3M1</p> <p><b>Cooperative Education</b> minimum of 2 credits</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 4U1/4C1/4E1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Physical Education</b> PPL 4O1</p> <p><b>Science</b> (at least one) SB1 4U1/SCH 4C1/4U1</p> <p><b>Cooperative Education</b> minimum of 2 credits</p>
	<p><b>RECOMMENDED</b></p> <p><b>Physical Education</b> PPL 2O1</p>		<p><b>RECOMMENDED</b></p> <p><b>Exercise Science</b> PSE 4U1</p> <p><b>Recreation and Fitness Leadership</b> PLF 4C1</p>



# Horticulture

## Available at these area schools:

School	Guidance Dept.	Destination
G.L. Roberts Collegiate & Vocational Institute, Oshawa	(905) 728-7594	<b>A C U W</b>

**A** • Apprenticeship **C** • College **T** • Training Programs **U** • University **W** • Workplace

## Overview:

The horticultural industry is one of the fastest growing business sectors, offering a wide variety of rewarding careers in plant production and sales, landscape design and construction, and grounds maintenance. This pathway will allow students to gain valuable hands-on skills and experience within this trade. This program combines science, business, and technical courses where students will learn about plant growth requirements, project design, construction, and marketing skills using the school's greenhouse laboratory. Outdoor training will take place through the use of various tools and techniques in landscape design, garden creation and maintenance on school grounds and local sites. In-school training is enhanced with co-op placements at horticultural work sites (greenhouses, garden centres, landscape companies, etc.) where students can gain experience within the industry.

This industry sector offers opportunities to pursue further education, training and employment in a variety of skilled trades. Students committed to pursuing an apprenticeship in the skilled trades should refer to the Regional OYAP and Specialist High Skills Major sections of this document.

## Exit Path:

### Upon graduation from high school, students may:

- go directly to paid employment
- become self-employed (business owner, contractor)
- attend college for a related program (example, Horticulture Technician)
- attend University for a related program (Landscape Architecture, Bio-Resource Management)
- begin or continue an apprenticeship



## Program Pathway:

YEAR 1 student attends home school	YEAR 2	YEAR 3	YEAR 4
<p><b>COMPULSORY</b></p> <p><b>English</b> ENL 1W1/ENG 1L1</p> <p><b>Mathematics</b> MTH 1W1/MAT 1L1</p> <p><b>Science</b> SNC 1W1/1L1</p> <p><b>Canadian Geography</b> CGC 1D1</p> <p><b>French or Learning Strategies</b> FSF 1D1/1O1 or GLE 1O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 2D1/2P1/2L1</p> <p><b>Mathematics</b> MPM 2D1/MFM 2P1 MAT 2L1</p> <p><b>Science</b> SNC 2P1/2L1/2D1</p> <p><b>Canadian History</b> CHC 2P1/2L1/2D1</p> <p><b>Career Studies</b> GLC 2O1</p> <p><b>Civics</b> CHV 2O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> NBE 3U1/3C1/3E1</p> <p><b>Mathematics</b> MCR 3U1/MCF 3M1/ MBF 3C1/MEL 3E1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Green Industries</b> THJ 3E/3M1</p> <p><b>Cooperative Education</b> minimum of 2 credits</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 4U1/4C1/4E1</p> <p><b>Mathematics</b> MAP 4C1/MCT 4C1/MEL 4E1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Green Industries</b> THJ 4E/4M</p> <p><b>Cooperative Education</b> minimum of 2 credits</p>
<p><b>RECOMMENDED</b></p> <p><b>Exploring Technologies</b> TIJ 1O1</p> <p><b>Physical Education</b></p> <p><b>Visual Arts</b> AVI 1O1</p>	<p><b>RECOMMENDED</b></p> <p><b>Green Industries</b> THJ 2O1</p> <p><b>Introduction to Business</b> BBI 2O1</p> <p><b>Physical Education</b> PPL 2O1/2O1 or PAF 2O1</p> <p><b>Technological Studies</b> TCJ 2O1/TDJ 2O1</p>	<p><b>RECOMMENDED</b></p> <p><b>Designing Your Future</b> GWL 3O1</p> <p>One additional Business Studies such as: BMX 3E1, BPP 3O1, BA1 3E1</p> <p><b>Managing Personal Resources</b> • HIP 3E1/HIR 3C1</p> <p><b>Science</b> • SVN 3E1, SCH 3U1 SBI 3C1/3U1/SPH 3U1</p>	<p><b>RECOMMENDED</b></p> <p><b>The Environment &amp; Resource Management</b> • CGR 4E1/CGR 4M1</p> <p><b>Physical Education</b> • PAF 4O1/4O2</p> <p><b>Science</b> • SNC 4E1, SBI 4U1or SCH 4U1/4C1/SPH 4C1/4U1</p> <p>One additional Business Studies course such as: BAN 4E1, BAT 4M1/ BDU 4C1/BOG 4E1</p>
	<p><b>OPTIONAL</b></p> <p><b>Visual Arts</b> AVI 3O1</p>	<p><b>OPTIONAL</b></p> <p><b>Physical Education</b> PPL 3O1/PAF 3O1/PAL 3O1</p> <p><b>Technical Design</b> TDJ 3M1</p> <p><b>Visual Arts</b> AVI 3O1</p>	<p><b>OPTIONAL</b></p> <p><b>Physical Education</b> PPL 4O1/PAF 4O1/PAL 4O1</p> <p><b>Technological Design</b> TDJ 4M1</p>

# Information Technology

## Available at these area schools:

School	Guidance Dept.	Destination
Ajax High School, Ajax	(905) 683-1610	C U W
Anderson Collegiate & Vocational Institute, Whitby	(905) 668-5809	C U W
Brooklin High School, Brooklin	(905) 655-2015	C U W
Donald A. Wilson Secondary School, Whitby	(905) 665-5057	C U W
Dunbarton High School, Pickering	(905) 839-1125	C U W
Durham Alternative Secondary School	(905) 59-1990	C W
Eastdale Collegiate & Vocational Institute, Oshawa	(905) 723-8157	C U W
G. L. Roberts Collegiate & Vocational Institute, Oshawa	(905) 728-7594	C U W
J. Clarke Richardson Collegiate, Ajax	(905) 619-9571	C U W
Maxwell Heights Secondary School, Oshawa	(905) 440-7339	C U W
O'Neill Collegiate & Vocational Institute, Oshawa	(905) 728-7531	C U W
Pickering High School, Ajax	(905) 683-4760	C U W
Pine Ridge Secondary School, Pickering	(905) 420-1885	C U W
Port Perry High School, Port Perry	(905) 985-7337	C U W
R.S. McLaughlin Collegiate & Vocational Institute, Oshawa	(905) 728-9407	C U W
Sinclair Secondary School, Whitby	(905) 666-5400	C U W
Uxbridge Secondary School, Uxbridge	(905) 852-2854	C U W

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

## Overview:

Students interested in pursuing a career in Information Technology will find a range of courses to choose from in this focus program. These courses will allow students to develop skills and explore career possibilities in the IT field. They will learn current computer programming languages and valuable problem solving skills which are transferable to other disciplines.

The ethical use of computers will be examined and educational requirements for employment in the computer industry explored. Along with strong computer skills students will develop their ability to communicate their solutions in a clear, concise and organized manner.



## Program Pathway:

YEAR 1 student attends home school	YEAR 2	YEAR 3	YEAR 4
<p><b>COMPULSORY</b></p> <p><b>English</b> ENL 1W1/ENG 1L1</p> <p><b>Mathematics</b> MTH 1W1/MAT 1L1</p> <p><b>Science</b> SNC 1W1/1L1</p> <p><b>Canadian Geography</b> CGC 1D1</p> <p><b>French or Learning Strategies</b> FSF 1D1/1O1 or GLE 1O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 2D1/2P1</p> <p><b>Mathematics</b> MPM 2D1/MFM 2P1</p> <p><b>Science</b> SNC 2P1/2D1</p> <p><b>Canadian History</b> CHC 2P1/2D1</p> <p><b>Career Studies</b> GLC 2O1</p> <p><b>Civics</b> CHV 2O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> NBE 3U1/3C1/3E1</p> <p><b>Mathematics</b> MCR 3U1/MCF 3M1/ MBF 3C1/MEL 3E1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 4U1/4C1/4E1</p> <p><b>Mathematics</b> MAP 4C1/MEL 4E1</p>
		<p><b>REQUIRED</b> (Minimum of 1)</p> <p><b>Computer Science</b> ICS 3U1/3C1</p> <p><b>Info. Tech. Applications in Business</b> BTA 3O1</p>	<p><b>REQUIRED</b> (Minimum of 1)</p> <p><b>Computer Science</b> ICS 4U1/4C1</p> <p><b>Info. Tech. in Business</b> BTX 4C1</p>
<p><b>RECOMMENDED</b></p> <p><b>Exploring Technologies</b> TIJ 1O1</p> <p><b>Business</b> BTT 1O1/BTT 2O1</p> <p><b>Physical Education</b></p>	<p><b>RECOMMENDED</b></p> <p><b>Computer Studies</b> ICS 2O1</p> <p><b>Computer Technology</b> TEJ 2O1</p> <p><b>Communication Technology</b> TGJ 2O1</p> <p><b>Technological Design</b> TDJ 2O1</p>	<p><b>RECOMMENDED</b></p> <p><b>Communications Technology</b> TGJ 3M1/3O1</p> <p><b>Computer Technology</b> TEJ 3M1</p> <p><b>Technological Design</b> TDJ 3M1/3O1 TDA 3M1 TDM 3M1</p> <p><b>Cooperative Education</b> minimum of 2 credits</p>	<p><b>RECOMMENDED</b></p> <p><b>Communications Technology</b> TGJ 4M1/4O1</p> <p><b>Computer Technology</b> TEJ 4M1</p> <p><b>Mathematics</b> MHF 4U1/MCV 4U1/ MCT 4C1/MAP 4C1/ MDM 4U1</p> <p><b>Technological Design</b> TDJ 4M1/4O1 TDA 4M1 TDM 4M1</p>

## Exit Path:

Upon graduation from high school, students may:

- attend college or university in Information Technology or computer related studies
- begin an apprenticeship as an Information Technology Support Analyst through Canadore College

**Note:** Students must have the prerequisites as outlined by the college or university

Related college programs include: Computer Programmer and Information Systems

# International and Classical Languages and French As a Second Language

Available at these area schools:

School	Guidance Dept.	Destination
Ajax High School, Ajax	(905) 683-1610	C U W
Anderson Collegiate & Vocational Institute, Whitby	(905) 668-5809	C U W
Brock High School, Cannington	(705) 432-2311	C U W
Brooklin High School, Brooklin	(905) 655-2015	C U W
Donald A. Wilson Secondary School, Whitby	(905) 665-5057	C U W
Dunbarton High School, Pickering	(905) 839-1125	C U W
Eastdale Collegiate & Vocational Institute, Oshawa	(905) 723-8157	C U W
Henry Street High School, Whitby	(905) 668-2731	C U W
J. Clarke Richardson Collegiate, Ajax	(905) 619-9571	C U W
Maxwell Heights Secondary School, Oshawa	(905) 440-7339	C U W
O'Neill Collegiate & Vocational Institute, Oshawa	(905) 728-7531	C U W
Pickering High School, Ajax	(905) 683-4760	C U W
Pine Ridge Secondary School, Pickering	(905) 420-1885	C U W
Port Perry High School, Port Perry	(905) 985-7337	C U W
R.S. McLaughlin Collegiate & Vocational Institute, Oshawa	(905) 728-9407	C U W
Sinclair Secondary School, Whitby	(905) 666-5400	C U W
Uxbridge Secondary School, Uxbridge	(905) 852-2854	C U W

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

*“to thrive in a multicultural society and a global economy,  
Canadian students need fluency in at least one language other than English”*

(MD/ms/01 2005 06 21.)

## Overview:

Students who complete all levels in a specific language (i.e. grade 10-12 Spanish) are eligible to receive a Certificate from the Durham District School Board in recognition of their accomplishments.

Students who complete 10 courses in French Immersion are eligible to receive a French Immersion certificate from the Durham District School Board in recognition of their accomplishments.

Foreign trade is important to the Canadian Economy. Students with knowledge of a second or third language are an asset to any company in foreign trade, or for many government services.



## Program Pathway:

YEAR 1 student attends home school	YEAR 2	YEAR 3	YEAR 4
<p><b>COMPULSORY</b></p> <p><b>English</b> ENL 1W1/ENG 1L1</p> <p><b>Mathematics</b> MTH 1W1/MAT 1L1</p> <p><b>Science</b> SNC 1W1/1L1</p> <p><b>Canadian Geography</b> CGC 1D1</p> <p><b>French or Learning Strategies</b> FSF 1D1/1O1 F1F 1DF/GLE 1O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 2D1/2P1</p> <p><b>Mathematics</b> MPM 2D1/MFM 2P1/ MAT 2L1</p> <p><b>Science</b> SNC 2P1/2D1</p> <p><b>Canadian History</b> CHC 2P1/2D1</p> <p><b>Career Studies</b> GLC 2O1</p> <p><b>Civics</b> CHV 2O1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>French</b> • FSF 2U1/F1F 2UF and/or</p> <p><b>German</b> • LWG BD1 and/or</p> <p><b>Latin</b> • LVL BU1 and/or</p> <p><b>Arabic</b> • LYA BU1 and/or</p> <p><b>Spanish</b> • LWS BU1 or LWS BD1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> NBE 3U1/3C1/3E1</p> <p><b>Mathematics</b> MBF 3C1/MEL 3E1/ MCF 3M1/MCR 3U1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>French</b> • FSF 3U1/F1F 3UF and/or</p> <p><b>German</b> • LWG CD1 and/or</p> <p><b>Latin</b> • LVL CU1 and/or</p> <p><b>Arabic</b> • LYA CU1 and/or</p> <p><b>Spanish</b> • LWS CU1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 4U1/4C1/4E1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>French</b> • FSF 4U1/F1F 4UF and/or</p> <p><b>German</b> • LWG DU1 and/or</p> <p><b>Latin</b> • LVL DU1 and/or</p> <p><b>Arabic</b> • LYA DU1 and/or</p> <p><b>Spanish</b> • LWS DU1</p>
<p><b>RECOMMENDED</b></p> <p><b>Physical Education</b></p>		<p><b>RECOMMENDED</b></p> <p>Variety of courses in other subject areas</p>	

## Exit Path:

Upon graduation from high school, students may:

- enter a university program to study languages
- enter any college or university program where knowledge of a second language would be an asset including a bilingual university

# Journalism

## Available at most Durham Secondary Schools

### Overview:

People who pursue careers in Journalism exhibit a keen interest in world affairs, social issues, community outreach and entertainment news. They have the opportunity to be both creative and instrumental in shaping world thought.

The Journalism focus pathway provides students with the opportunity to develop a broad knowledge and understanding of the world at large, and allows them to develop specific skills related to writing, filming, and editing and producing, using a variety of new technologies. Cooperative education placements may also be available to further explore a career in journalism.

### Exit Path:

Upon graduation from high school, students may:

- enter a college or university program in the area of Journalism or Radio and Television Broadcasting



## Program Pathway:

<b>YEAR 1</b> student attends home school	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>
<p><b>COMPULSORY</b></p> <p><b>English</b> ENL 1W1/ENG 1L1</p> <p><b>Mathematics</b> MTH 1W1/MAT 1L1</p> <p><b>Science</b> SNC 1W1/1L1</p> <p><b>Canadian Geography</b> CGC 1D1</p> <p><b>French or Learning Strategies</b> FSF 1D1/1O1 or GLE 101</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 2D1/2P1</p> <p><b>Mathematics</b> MPM 2D1/MFM 2P1</p> <p><b>Science</b> SNC 2P1/2D1</p> <p><b>Canadian History</b> CHC 2P1/2D1</p> <p><b>Career Studies</b> GLC 2O1</p> <p><b>Civics</b> CHV 2O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> NBE 3U1/3C1</p> <p><b>Mathematics</b> MBF 3C1/3U1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Media Studies</b> EMS 3O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 4U1/ 4C1 *EWC 4U1 or EWC 4C1 Required at Port Perry</p> <p><b>Mathematics</b> MAP 4C1/MEL 4E1</p>
<p><b>RECOMMENDED</b></p> <p><b>Introduction to Information Technology in Business</b> • BTT 1O1</p> <p><b>Physical Education</b></p>	<p><b>RECOMMENDED</b></p> <p><b>Communications Technology</b> TGJ 2O1</p> <p><b>Introduction to Info. Tech. in Business</b> BTT 2O1</p>	<p><b>RECOMMENDED</b></p> <p>At least 2 of the following:</p> <p><b>Canadian Law</b> CLU 3M1</p> <p><b>Communications Technology</b> TGJ 3M1</p> <p><b>Introduction to Anthropology, Psychology and Sociology</b> HSP 3M1</p> <p><b>Photography</b> AWQ 3M1</p> <p><b>Politics in Action</b> CPC 3O1</p> <p><b>Travel and Tourism: A Geographic Perspective</b> CGG 3O1</p> <p><b>Visual Arts–Computer Yearbook Production</b> AWS 3M1</p> <p><b>World History Since 1990</b> CHT 3O1</p> <p><b>World Religions</b> HRT 3M1</p> <p><b>Yearbook Production</b> IDC 3O1</p>	<p><b>RECOMMENDED</b></p> <p>At least 2 of the following:</p> <p><b>Canadian and International Law</b> CLN 4U1</p> <p><b>Canadian and World Politics</b> CPL 4U1</p> <p><b>Challenge and Change in Society</b> HSB 4U1</p> <p><b>Communications Technology</b> TGJ 4M1/4O1</p> <p><b>Computer Technology</b> TEJ 4M1</p> <p><b>Mathematics</b> MHF 4U1/MCV 4U1/ MCT 4C1/MAP 4C1/ MDM 4U1</p> <p><b>Photography</b> AWQ 4M1</p> <p><b>Technological Design</b> TDJ 4M1/4O1 TDA 4M1 TDM 4M1</p> <p><b>Visual Arts–Computer Yearbook Production</b> AWS 4M1</p>

# Manufacturing Technology

## Available at these area schools:

School	Guidance Dept.	Destination
Ajax High School, Ajax	(905) 683-1610	A C W
Anderson Collegiate & Vocational Institute, Whitby	(905) 668-5809	A C W
Dunbarton High School, Pickering	(905) 839-1125	A C W
Eastdale Collegiate & Vocational Institute, Oshawa	(905) 723-8157	C W
G. L. Roberts Collegiate & Vocational Institute, Oshawa	(905) 728-7594	A C W
Port Perry High School, Port Perry	(905) 985-7337	A C W
R.S. McLaughlin Collegiate & Vocational Institute, Oshawa	(905) 728-9407	A C W
Uxbridge Secondary School, Uxbridge	(905) 852-2854	A C W

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

## Overview:

Students selecting the Manufacturing Technology program are introduced to the scope of the manufacturing industry and the many possibilities for a career in this sector.

Students will gain knowledge and develop a full range of skills through hands-on, guided practice and theory utilizing up-to-date equipment in a specialized facility. Successfully completing a Cooperative Education placement is a recommended component of this program. Cooperative Education provides real-world experience which helps to develop the skills necessary to prepare students for the workplace or to begin a career as a registered apprentice.

This industry sector offers opportunities to pursue further education, training and employment in a variety of skilled trades. Students committed to pursuing an apprenticeship in the skilled trades should refer to the Regional OYAP and Specialist High Skills Major sections of this document.

## Exit Path:

Upon graduation from high school, students may:

- obtain employment in a manufacturing facility
- attend college for a related Technician or Technologist program
- begin or continue an apprenticeship as general machinist, tool and die maker or industrial millwright mechanic



## Program Pathway:

YEAR 1 student attends home school	YEAR 2	YEAR 3	YEAR 4
<p><b>COMPULSORY</b></p> <p><b>English</b> ENL 1W1/ENG 1L1</p> <p><b>Mathematics</b> MTH 1W1/MAT 1L1</p> <p><b>Science</b> SNC 1W1/1L1</p> <p><b>Canadian Geography</b> CGC 1D1</p> <p><b>French or Learning Strategies</b> FSF 1D1/1O1 or GLE 1O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 2D1/2P1/2L1</p> <p><b>Mathematics</b> MFM 2P1/MAT 2L1</p> <p><b>Science</b> SNC 2P1/2D1</p> <p><b>Canadian History</b> CHC 2P1/2D1</p> <p><b>Career Studies</b> GLC 2O1</p> <p><b>Civics</b> CHV 2O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> NBE 3U1/3C1/3E1</p> <p><b>Mathematics</b> MCR 3U1/MCF 3M1/ MBF 3C1/MEL 3E1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 4U1/4C1/4E1</p>
<p><b>RECOMMENDED</b></p> <p><b>Exploring Technologies</b> TTJ 1O1/TMJ 1O1</p> <p><b>Physical Education</b></p>	<p><b>RECOMMENDED</b></p> <p><b>Manufacturing Technology</b> TMJ 2O1</p>	<p><b>RECOMMENDED</b></p> <p><b>Construction Technology</b> TCJ 3C1</p> <p><b>Science</b> SVN 3E1</p>	<p><b>RECOMMENDED</b></p> <p><b>Cooperative Education</b> 2 or 4 credits</p> <p><b>Navigating the Workplace</b> GLN 4O1</p> <p><b>Science</b> SPH 4C1/SNC 4E1</p>
	<p><b>OPTIONAL</b></p> <p><b>Discovering the Workplace</b> GLD 2O1</p>	<p><b>OPTIONAL</b></p> <p><b>Designing Your Future</b> GWL 3O1</p> <p><b>Cooperative Education</b> minimum of 2 credits</p>	



# Marketing and Retail Services

## Available at these area schools:

School	Guidance Dept.	Destination
Anderson Collegiate & Vocational Institute, Whitby	(905) 668-5809	C W
Brooklin High School, Brooklin	(905) 655-2015	C W
Donald A. Wilson Secondary School, Whitby	(905) 665-5057	C W
Dunbarton High School, Pickering	(905) 839-1125	C W
Eastdale Collegiate & Vocational Institute, Oshawa	(905) 723-8157	C W
Henry Street High School, Whitby	(905) 668-2731	C W
J. Clarke Richardson Collegiate, Ajax	(905) 619-9571	C W
Maxwell Heights Secondary School, Oshawa	(905) 440-7339	C W
Pine Ridge Secondary School, Pickering	(905) 420-1885	C W
Port Perry High School, Port Perry	(905) 985-7337	C W
R.S. McLaughlin Collegiate & Vocational Institute, Oshawa	(905) 728-9407	C W
Sinclair Secondary School, Whitby	(905) 666-5400	C W
Uxbridge Secondary School, Uxbridge	(905) 852-2854	C W

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

## Overview:

This program gives students practical experience and insight into the fundamental concepts involved in marketing and retail service careers. Sales, marketing, communication skills, leadership and training for managerial positions are key areas featured. Students may choose courses which include Marketing: goods, services, events; Business Leadership: becoming a manager; Entrepreneurship; the Fashion Industry; Housing and Design. Students may gain experience in marketing and retail through a cooperative education placement.

## Exit Path:

Upon graduation from high school, students may:

- find employment in retail sales services
- enter post-secondary college programs
- related college programs include: Business Administration, Advertising and Marketing

## Program Pathway:

<b>YEAR 1</b> student attends home school	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>
<p><b>COMPULSORY</b></p> <p><b>English</b> ENL 1W1/ENG 1L1</p> <p><b>Mathematics</b> MTH 1W1/MAT 1L1</p> <p><b>Science</b> SNC 1W1</p> <p><b>Canadian Geography</b> CGC 1D1</p> <p><b>French or Learning Strategies</b> FSF 1D1/1O1 or GLE 101</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 2D1/2P1/2L1</p> <p><b>Mathematics</b> MPM 2P1/MAT 2L1</p> <p><b>Science</b> SNC 2D1/2P1</p> <p><b>Canadian History</b> CHC 2P1</p> <p><b>Career Studies</b> GLC 2O1</p> <p><b>Civics</b> CHV 2O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> NBE 3U1/3C1/3E1</p> <p><b>Mathematics</b> MBF 3C1/MEL 3E1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Introduction to Marketing</b> BMI 3C1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 4U1/4C1/4E1</p> <p><b>Mathematics</b> MAP 4C1/MEL 4E1</p>
<p><b>RECOMMENDED</b></p> <p><b>Physical Education</b></p>	<p><b>RECOMMENDED</b></p> <p><b>Introduction to Business</b> BB1 2O1</p>	<p><b>RECOMMENDED</b></p> <p><b>Cooperative Education</b> • 2 credits</p> <p><b>Introduction to Entrepreneurial Skills</b> • BDI 3C1</p>	<p><b>RECOMMENDED</b></p> <p><b>Business Leadership: Becoming a Manager</b> BOG 4E1</p> <p><b>Cooperative Education</b> 2 credits</p> <p><b>Entrepreneurship</b> BDV4C1</p> <p><b>Management Fundamentals</b> BOH 4M1</p> <p><b>The World of Fashion</b> HNB 4M1</p>



# Multi-Media Production

## Available at these area schools:

School	Guidance Dept.	Destination
Ajax High School, Ajax	(905) 683-1610	C U
Anderson Collegiate & Vocational Institute, Whitby	(905) 668-5809	C U
Brooklin High School, Brooklin	(905) 655-2015	C U
Donald A. Wilson Secondary School, Whitby	(905) 665-5057	C U
Henry Street High School, Whitby	(905) 668-2731	C U
J. Clarke Richardson Collegiate, Ajax	(905) 619-9571	C U
O'Neill Collegiate & Vocational Institute, Oshawa	(905) 728-7531	C U
Pickering High School, Ajax	(905) 683-4760	C U
Port Perry High School, Port Perry	(905) 985-7337	C U
R.S. McLaughlin Collegiate & Vocational Institute, Oshawa	(905) 728-9407	C U
Uxbridge Secondary School, Uxbridge	(905) 852-2854	C U

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

## Overview:

Multi-media production involves the creative use of technology to achieve both general and specific multi-media communications. These include video, audio, television and print production; website design and development; multi-media authoring; information design; communications systems; and production processes in electronic, live, and graphic communications.

The courses involved in Multi-Media Production are diverse and varied and are drawn from a broad range of curriculum areas including: Business, Communications Technology, Computers and Information Science, Visual Arts, Media Arts, English, and Interdisciplinary Studies.

## Exit Path:

Upon graduation from high school, students may:

- attend a college diploma, applied degree or certificate program
- attend a university degree program (students must have the prerequisite courses) in an area such as:
 

<ul style="list-style-type: none"> <li>• Advertising</li> <li>• Broadcast Journalism</li> <li>• Computer Animation</li> </ul>	<ul style="list-style-type: none"> <li>• Computer Arts/Science</li> <li>• Computer Game Development</li> <li>• Digital Media</li> </ul>	<ul style="list-style-type: none"> <li>• Films and Television Production</li> <li>• Graphic Arts/Design</li> <li>• Marketing</li> </ul>	<ul style="list-style-type: none"> <li>• Media Arts</li> <li>• Multi-Media Design</li> <li>• Web Developer</li> </ul>
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## Program Pathway:

YEAR 1 student attends home school	YEAR 2	YEAR 3	YEAR 4
<p><b>COMPULSORY</b></p> <p><b>English</b> ENL 1W1/ENG 1L1</p> <p><b>Mathematics</b> MTH 1W1/MAT 1L1</p> <p><b>Science</b> SNC 1W1</p> <p><b>Canadian Geography</b> CGC 1D1</p> <p><b>French or Learning Strategies</b> FSF 1D1/101 or GLE 101</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 2D1/2P1/2L1</p> <p><b>Mathematics</b> MPM 2P1/MAT 2L1</p> <p><b>Science</b> SNC 2P1/2L1</p> <p><b>Canadian History</b> CHC 2D1/2P1</p> <p><b>Career Studies</b> GLC 201</p> <p><b>Civics</b> CHV 201</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> NBE 3C1/3U1</p> <p><b>Mathematics</b> MCR 3U1/MCF 3M1/MBF 3C1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Communications Technology</b> TGJ 3M1/3O1 TGI 3M1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 4U1/ 4C1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Communications Technology</b> TGJ 4M1/4O1</p>
<p><b>RECOMMENDED</b></p> <p><b>Art</b> AVI 101</p> <p><b>Exploring Technologies</b> TIJ 101/TGJ 101</p> <p><b>Physical Education</b></p>	<p><b>RECOMMENDED</b></p> <p><b>Communication Technology</b> TGJ 201</p> <p>1 of the following:</p> <p><b>Art</b> AVI 201</p> <p><b>Computer Technology</b> TEJ 201</p> <p><b>Urban Art for Social Change</b> AWU 201</p>	<p><b>RECOMMENDED</b></p> <p><i>3 of the following</i></p> <p><b>Art</b> AVI 301</p> <p><b>Audio Recording</b> AMC 301</p> <p><b>Cartooning &amp; Animation</b> AWT 301</p> <p><b>Computer Engineering Technology</b> TEJ 3M/3E</p> <p><b>Computer Graphics &amp; Desktop Design</b> AWE 301</p> <p><b>Internet Technologies</b> IDC 301</p> <p><b>Media Arts</b> ASM 301/ASM 3M1</p> <p><b>Media Studies</b> EMS 301</p> <p><b>Television Productions</b> AWR 301</p> <p><b>TV and Video Production</b> TGV 3M1</p> <p><b>Urban Art for Social Change</b> AWU 301</p> <p><b>Visual Arts–Computer Yearbook Production</b> AWS 3M1</p>	<p><b>RECOMMENDED</b></p> <p><b>Mathematics</b> • MAP 4C1/MDM 4U1</p> <p><b>Writer’s Craft</b> EWC 4U1/4C1</p> <p><i>3 of the following:</i></p> <p><b>Animation</b> TGI 4M1</p> <p><b>Art</b> AVI 4M1/AWR 4M1</p> <p><b>Audio Recording</b> AMC 4M1</p> <p><b>Cartooning &amp; Animation</b> AWT 301</p> <p><b>Computer Engineering Technology</b> TEJ 4M/4E1</p> <p><b>Computer Graphics &amp; Desktop Design</b> AWE 301</p> <p><b>Media Arts</b> ASM 301/ASM 4M1</p> <p><b>Television Productions</b> AWR 301</p> <p><b>TV and Video Production</b> TGV 4M1</p> <p><b>Visual Arts–Computer Yearbook Production</b> AWS 4M1</p> <p><b>Yearbook</b> IDC 4O1</p>

# Music

## Available at these area schools:

School	Guidance Dept.	Destination
Ajax High School, Ajax	(905) 683-1610	C U W
Anderson Collegiate & Vocational Institute, Whitby	(905) 668-5809	C U W
Brock High School, Cannington	(705) 432-2311	C U W
Brooklin High School, Brooklin	(905) 655-2015	C U W
Donald A. Wilson Secondary School, Whitby	(905) 665-5057	C U W
Dunbarton High School, Pickering	(905) 839-1125	C U W
Durham Alternative Secondary School	(905) 579-1990	C W
Eastdale Collegiate & Vocational Institute, Oshawa	(905) 723-8157	C U W
G. L. Roberts Collegiate & Vocational Institute, Oshawa	(905) 728-7594	A C W
Henry Street High School, Whitby	(905) 668-2731	C U W
J. Clarke Richardson Collegiate, Ajax	(905) 619-9571	C U W
Maxwell Heights Secondary School, Oshawa	(905) 440-7339	C U W
O'Neill Collegiate & Vocational Institute, Oshawa	(905) 728-7531	C U W
Pickering High School, Ajax	(905) 683-4760	C U W
Pine Ridge Secondary School, Pickering	(905) 420-1885	C U W
Port Perry High School, Port Perry	(905) 985-7337	C U W
R.S. McLaughlin Collegiate & Vocational Institute, Oshawa	(905) 728-9407	C U W
Sinclair Secondary School, Whitby	(905) 666-5400	C U W
Uxbridge Secondary School, Uxbridge	(905) 852-2854	C U W

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

## Overview:

The music focus pathway provides students with the opportunity to pursue their love of music and develop their musical talent in a variety of ways. The schools provide Instrumental, Guitar, Keyboard and Vocal music courses at a variety of grade levels.

There are a variety of performing opportunities at all grade levels including bands, ensembles and choirs. Auditions may be required for some co-curricular performing groups.

## Musical Theatre

**Please Note:** At Dunbarton H.S., Pine Ridge S.S., J. Clarke Richardson, O'Neill C.V.I., R.S. McLaughlin C.V.I., and Pickering H.S. a course is available focusing on the production of the school musical.

Students will be involved in the study of musical theatre production; acting, singing, choreography, costume design, musician, props, staging, set design, marketing and stage management. The musical theatre course is open to students with previous musical theatre experience as well as those with limited experience. Students will audition for roles but all will be assigned responsibilities for some aspect of the production, including backstage and technical support roles. All students involved in this program should be aware that a commitment to extra rehearsal and production time is required.

## Program Pathway:

<b>YEAR 1</b> student attends home school	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>
<p><b>COMPULSORY</b></p> <p><b>English</b> ENL 1W1/ENG 1L1</p> <p><b>Mathematics</b> MTH 1W1/MAT 1L1</p> <p><b>Science</b> SNC 1W1/1L1</p> <p><b>Canadian Geography</b> CGC 1P1</p> <p><b>French or Learning Strategies</b> FSF 1D1/1O1 or GLE 101</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 2D1/2P1/2L1</p> <p><b>Mathematics</b> MPM 2D1/MFM 2P1/ MAT 2L1</p> <p><b>Science</b> SNC 2D1/2P1</p> <p><b>Canadian History</b> CHC 2D1/2P1/2L1</p> <p><b>Career Studies</b> GLC 2O1</p> <p><b>Civics</b> CHV 2O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> NBE 3U1/3C1/3E1</p> <p><b>Mathematics</b> MBF 3C1/MEL 3E1/ MCR 3U1/MCF 3M1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 4U1/4C1/4E1</p> <p><b>Mathematics</b> MAP 4C1/MEL 4E1</p>
<p><b>RECOMMENDED</b></p> <p><b>Physical Education</b> At least 1 of:</p> <p><b>Guitar</b> AMG 1O1</p> <p><b>Keyboard Music</b> AMK 1O1</p> <p><b>Instrumental Music</b> AMI 1O1/AMU 1O1</p> <p><b>Vocal Music</b> AMV 1O1</p>	<p><b>REQUIRED</b></p> <p><b>Guitar</b> AMG 2O1</p> <p><b>Instrumental Music</b> AMI 2O1/AMU 2O1</p> <p><b>Keyboard Music</b> AMK 2O1</p> <p><b>Vocal Music</b> AMV 2O1</p> <p><b>Percussion (Brock)</b> AMP 2O1</p>	<p><b>REQUIRED</b></p> <p>At least 1 of:</p> <p><b>Guitar</b> AMG 3M1/AMG 3O1</p> <p><b>Instrumental Music</b> AMI 3M1 or AMU 3M1</p> <p><b>Musical Theatre</b> AMT 3M</p> <p><b>Percussion (Brock)</b> AMP 3M1</p> <p><b>Repertoire</b> AMR 3M</p> <p><b>Vocal Music</b> AMV 3M1</p>	<p><b>REQUIRED</b></p> <p>At least 1 of:</p> <p><b>Guitar</b> AMG 3M1/AMG 3O1</p> <p><b>Instrumental Music</b> AMI 3M1 or AMU 3M1</p> <p><b>Musical Theatre</b> AMT 3M</p> <p><b>Percussion (Brock)</b> AMP 4M1</p> <p><b>Repertoire</b> AMR 3M</p> <p><b>Vocal Music</b> AMV 3M1</p>

## Exit Path:

Upon graduation from high school, students may:

- enter employment in the music industry
- enter a university music or related program
- enter a college music or related program  
related college programs include:  
Music, Business Administration or Management

# Music: Jazz Studies

## Available at these area schools:

School	Guidance Dept.	Destination
Brooklin High School, Brooklin	(905) 655-2015	C U W
Dunbarton High School, Pickering	(905) 839-1125	C U W
O'Neill Collegiate & Vocational Institute, Oshawa	(905) 728-7531	C U W

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

## Overview:

The music focus pathway provides students with the opportunity to pursue their love of music. Students following this focus program pathway will be engaged in activities that will investigate performance techniques in contemporary styles. Students will study the historical development of these styles and analyze trends that impacted the evolution of these idioms. Special emphasis will be given to the development of technical proficiency and performance skills. Students will be given the opportunity to explore a wide variety of musicians and composers involved in these styles. Where possible students will attend and be involved in community performances with local artists.



## Program Pathway:

YEAR 1 student attends home school	YEAR 2	YEAR 3	YEAR 4
<p><b>COMPULSORY</b></p> <p><b>English</b> ENL 1W1/ENG 1L1</p> <p><b>Mathematics</b> MTH 1W1/MAT 1L1</p> <p><b>Science</b> SNC 1W1/1L1</p> <p><b>Canadian Geography</b> CGC 1D1</p> <p><b>French</b> FSF 1D1/1O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 2D1/2P1/2L1</p> <p><b>Mathematics</b> MPM 2D1/MFM 2P1/ MAT 2L1</p> <p><b>Science</b> SNC 2D1/2P1/2L1</p> <p><b>Canadian History</b> CHC 2D1/2P1/2L1</p> <p><b>Career Studies</b> GLC 2O1</p> <p><b>Civics</b> CHV 2O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> NBE 3U1/3C1/3E1</p> <p><b>Mathematics</b> MCR 3U1/MCF 3M1/ MBF 3C1/MEL 3E1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 4U1/4C1/4E1</p>
	<p><b>REQUIRED</b></p> <p>At least 1 of:</p> <p><b>Instrumental Music</b> AMI 2O1 or</p> <p><b>Jazz Studies</b> AME 2O1/AMH 2O1 or</p> <p><b>Vocal Music</b> AMV 2O1</p>	<p><b>REQUIRED</b></p> <p><b>Jazz Studies</b> AME 3M1/AMH 3M1</p>	<p><b>REQUIRED</b></p> <p><b>Jazz Studies</b> AME 3M1/AMH 3M1</p>
<p><b>RECOMMENDED</b></p> <p><b>Physical Education</b></p> <p>At least 1 of:</p> <p><b>Instrumental Music</b> AMI 1O1</p> <p><b>Vocal Music</b> AMV 1O1</p>		<p><b>RECOMMENDED</b></p> <p><b>Instrumental Music</b> AMI 3M1 or</p> <p><b>Vocal Music</b> AMV 3M1</p>	<p><b>RECOMMENDED</b></p> <p><b>Instrumental Music</b> AMI 4M1 or</p> <p><b>Vocal Music</b> AMV 4M1</p>

## Exit Path:

Upon graduation from high school, students may:

- obtain employment in the music industry
- pursue studies at a private educational institution
- attend a college music program such as Humber or Mohawk College
- attend a university music program such as University of Toronto or Western University
- related college programs include: Music, Business Administration or Management

# Outdoor Education Recreation and Leadership

## Available at these area schools:

School	Guidance Dept.	Destination
Ajax High School, Ajax	(905) 683-1610	C U W
Dunbarton High School, Pickering	(905) 839-1125	C U W
Eastdale Collegiate & Vocational Institute, Oshawa	(905) 723-8157	C U W
Pine Ridge Secondary School, Pickering	(905) 420-1885	C U W
Port Perry High School, Port Perry	(905) 985-7337	C U W
R.S. McLaughlin Collegiate & Vocational Institute, Oshawa	(905) 728-9407	C U W
Sinclair Secondary School, Whitby	(905) 666-5400	C U W
Uxbridge Secondary School, Uxbridge	(905) 852-2854	C U W

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

## Overview:

The Outdoor Education program is designed for students who are interested in Outdoor Recreation and Leadership. The students will learn skills in a variety of outdoor activities including indoor and out-door rock climbing, ice climbing, canoeing, x-country skiing, hiking, mountain biking, orienteering, skiing, snowboarding, and snowshoeing.

The courses are enriched by the application of theoretical knowledge and skills through practical experiences including numerous day trips, overnight trips, and several extended wilderness excursions. Outdoor Education students will be involved in all aspects of trip planning, including safety and risk management, menu planning, route selection, equipment selection, care and maintenance.



## Program Pathway:

<b>YEAR 1</b> student attends home school	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>
<p><b>COMPULSORY</b></p> <p><b>English</b> ENL 1W1/ENG 1L1</p> <p><b>Mathematics</b> MTH 1W1/MAT 1L1</p> <p><b>Science</b> SNC 1W1/1L1</p> <p><b>Canadian Geography</b> CGC 1D1</p> <p><b>French or Learning Strategies</b> FSF 1D1/1O1 or GLE 101</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 2P1/2D1/2L1</p> <p><b>Mathematics</b> MPM 2D1/MFM 2P1/ MAT 2L1</p> <p><b>Science</b> SNC 2D1/2P1/2L1</p> <p><b>Canadian History</b> CHC 2D1/2P1/2L1</p> <p><b>Career Studies</b> GLC 2O1</p> <p><b>Civics</b> CHV 2O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> NBE 3U1/3C1/3E1</p> <p><b>Mathematics</b> MCF 3M1/MBF 3C1/ MEL 3E1/MCR 3U1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 4U1/4C1/4E1</p>
<p><b>RECOMMENDED</b></p> <p><b>Food and Nutrition</b> HFN 1O1</p> <p><b>Physical Education</b></p>	<p><b>RECOMMENDED</b></p> <p><b>Food and Nutrition</b> HFN 2O1</p>	<p><b>RECOMMENDED</b></p> <p><b>Geography</b> CGF 3M1</p> <p><b>Science/Biology</b> SVN 3E1/SBI 3C1/SBI 3U1</p>	<p><b>RECOMMENDED</b></p> <p><b>Cooperative Education</b> 2 or 4 credits</p> <p><b>Environmental &amp; Resource Management</b> CGR 4M1</p> <p><b>Exercise Science</b> PSK 4U1</p> <p><b>One Mathematics course</b></p> <p><b>One additional Science course</b></p> <p><b>Recreation and Fitness Leadership</b> PLF 4M1</p>
	<p><b>REQUIRED</b> (if available)</p> <p><b>Outdoor Education</b> PAD 2O1</p>	<p><b>REQUIRED</b> (if available)</p> <p><b>Outdoor Education</b> PAD 3O1</p>	<p><b>REQUIRED</b> (if available)</p> <p><b>Outdoor Education</b> PAD 4O1 or PLF 4M1</p>

## Exit Path:

Upon graduation from high school, students may:

- go directly to paid employment in the field of Outdoor Recreation and Leadership
- attend college for an Outdoor Pursuits program
- attend university for a related program

# Pastry Chef/Baker

## Available at these area schools:

School	Guidance Dept.	Destination
Eastdale Collegiate & Vocational Institute, Oshawa	(905) 723-8157	C U W
G.L. Roberts Collegiate & Vocational Institute, Oshawa	(905) 728-7594	C U W
Henry Street High School, Whitby	(905) 668-2731	C U W
J. Clarke Richardson Collegiate, Ajax	(905) 619-9571	C U W
Maxwell Heights Secondary School, Oshawa	(905) 440-7339	C U W
Pine Ridge Secondary School, Pickering	(905) 420-1885	C U W
Port Perry High School, Port Perry	(905) 985-7337	C U W
Uxbridge Secondary School, Uxbridge	(905) 852-2854	C U W

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

## Overview:

The Baker/Pastry Chef program is designed for the student who is interested in pursuing a career in the Hospitality Industry. The student will learn about ingredients and their function in the baking process. Demonstrations by our Red Seal Certified professional and hands-on experience enhance the student's learning. In our baking labs, students will develop their knowledge in bread/cake/pastry production as well as piping and presentation skills. Safety, sanitation and food and labour costs are an integral part of the course.

Authentic instruction and hands-on learning environment provides extensive real-world experience in a nurturing educational climate. Daily preparation of a range of 'from scratch' culinary delights allows the student to explore a broad range of bakery products including cakes, cookies, breads and confections.

Students will enjoy opportunities to compete in local, regional and provincial culinary competitions. They will acquire a solid foundation for baking skills essential to succeed in today's baking industry.

This industry sector offers opportunities to pursue further education, training and employment in a variety of skilled trades. Students committed to pursuing an apprenticeship in the skilled trades should refer to the Regional OYAP and Specialist High Skills Major sections of this document.

## Exit Path:

Upon graduation from high school, students may:

- work in the baking industry
- after 3 years of work under certified chefs/instructors, the student may write the trade papers or Certificate of Qualifications
- attend college in a variety of related programs
- start or continue an apprenticeship



## Program Pathway:

YEAR 1 student attends home school	YEAR 2	YEAR 3	YEAR 4
<p><b>COMPULSORY</b></p> <p><b>English</b> ENL 1W1/ENG 1L1</p> <p><b>Mathematics</b> MTH 1W1/MAT 1L1</p> <p><b>Science</b> SNC 1W1/1L1</p> <p><b>Canadian Geography</b> CGC 1D1</p> <p><b>French or Learning Strategies</b> FSF 1D1/1O1 or GLE 1O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 2D1/2P1/2L1</p> <p><b>Mathematics</b> MPM 2D1/MFM 2P1/ MAT 2L1</p> <p><b>Science</b> SNC 2D1/2P1 or SVN 3E1</p> <p><b>Canadian History</b> CHC 2D1/2P1/2L1</p> <p><b>Career Studies</b> GLC 2O1</p> <p><b>Civics</b> CHV 2O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> NBE 3C1/3E1</p> <p><b>Mathematics</b> MBF 3C1/MEL 3E1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Baking</b> TFJ 3C1/3E1 or TFC 3E1 TFB 3E1 TFJ 3C2</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 4C1/4E1</p> <p><b>Mathematics</b> MAP 4C1/MEL 4E1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Baking</b> TFJ 3C1/3E1 or TFC 3E1 TFB 3E1 TFJ 3C2</p>
<p><b>RECOMMENDED</b></p> <p><b>Baking/Cooking</b> TFJ 1O1</p> <p><b>Physical Education</b></p>	<p><b>RECOMMENDED</b></p> <p><b>Baking</b> TFJ 2O1</p> <p><b>Culinary Arts</b> TFJ 2O1</p> <p><b>Food and Nutrition</b> HFN 2O1</p>	<p><b>RECOMMENDED</b></p> <p><b>Cooperative Education</b> 2 credits</p>	<p><b>RECOMMENDED</b></p> <p><b>Cooperative Education</b> 2 or 4 credits</p>



# Robotics

## Available at these area schools:

School	Guidance Dept.	Destination
Ajax High School, Ajax	(905) 683-1610	C U
Eastdale Collegiate & Vocational Institute, Oshawa	(905) 723-8157	C U
G. L. Roberts Collegiate & Vocational Institute, Oshawa	(905) 728-7594	C U
Maxwell Heights Secondary School, Oshawa	(905) 440-7339	C U
Pine Ridge Secondary School, Pickering	(905) 420-1885	C U
Uxbridge Secondary School, Uxbridge	(905) 852-2854	C U

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

## Overview:

Students taking this course will learn computer programming through the use of an actual robot. The course teaches the students welding, basic machining and programming through Basic and C++. Students will be expected to design and build robotic attachments that must complete specific tasks. Students will learn, using CAD and Autosketch, how parts are made and assembled in a complex machine.

Cooperative Education Placements are available in welding, manufacturing (machine shop), electronics, computer programming and Engineering at General Motors.

## Exit Path:

Upon graduation from high school, students may:

- college (with the required prerequisites); attend programs such as Automation and Robotics (Centennial), Automation Technician, Computer Engineering Technology, Mechanical Engineering Technology
- university (with the required prerequisites); attend programs such as Computer Engineering, Mechanical Engineering, Engineering Science



## Program Pathway:

YEAR 1 student attends home school	YEAR 2	YEAR 3	YEAR 4
<p><b>COMPULSORY</b></p> <p><b>English</b> ENL 1W1</p> <p><b>Mathematics</b> MTH 1W1</p> <p><b>Science</b> SNC 1W1</p> <p><b>Canadian Geography</b> CGC 1D1</p> <p><b>French</b> FSF 1D1/101</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 2D1/2P1</p> <p><b>Mathematics</b> MPM 2D1/MFM 2P1</p> <p><b>Science</b> SNC 2D1/2P1</p> <p><b>Canadian History</b> CHC 2D1/2P1</p> <p><b>Career Studies</b> GLC 201</p> <p><b>Civics</b> CHV 201</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> NBE 3U1/3C1</p> <p><b>Mathematics</b> MCR 3U1/MCF 3M1/MBF 3C1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Manufacturing Technology</b> • TMJ 3E2/3C1</p> <p><b>Technological Design</b> • TDJ 3M1</p> <p><b>Cooperative Education</b> • minimum of 2 credits</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 4U1/4C1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Technological Design</b> TDJ 4M1</p>
<p><b>RECOMMENDED</b></p> <p><b>Exploring Technologies</b> T1J 10</p> <p><b>Physical Education</b></p>	<p><b>RECOMMENDED</b></p> <p><b>Computer Engineering</b> TEJ 201</p> <p><b>Introduction to Computer Studies</b> ICS 201</p> <p><b>Technological Design</b> TDJ 201</p>	<p><b>RECOMMENDED</b></p> <p><b>Computer Engineering</b> TEJ 3M1</p> <p><b>Computer Science</b> ICS 3C1/3U1</p> <p><b>Physics</b> SPH 3U1</p>	<p><b>RECOMMENDED</b></p> <p><b>Computer Engineering</b> TEJ 4M1</p> <p><b>Computer Science</b> ICS 4C1/4U1</p> <p><b>Physics</b> SPH 4C1/4U1</p>



# Social Service Work and Family Life

## Available at these area schools:

School	Guidance Dept.	Destination
Ajax High School, Ajax	(905) 683-1610	C U W
Brooklin High School, Brooklin	(905) 655-2015	C U W
Donald A. Wilson Secondary School, Whitby	(905) 665-5057	C U W
Dunbarton High School, Pickering	(905) 839-1125	C U W
Durham Alternative Secondary School	(905) 839-1125	C W
Eastdale Collegiate & Vocational Institute, Oshawa	(905) 723-8157	C U W
Henry Street High School, Whitby	(905) 668-2731	C U W
J. Clarke Richardson Collegiate, Ajax	(905) 619-9571	C U W
Maxwell Heights Secondary School, Oshawa	(905) 440-7339	C U W
O'Neill Collegiate & Vocational Institute, Oshawa	(905) 728-7531	C U W
Pickering High School, Ajax	(905) 683-4760	C U W
Pine Ridge Secondary School, Pickering	(905) 420-1885	C U W
Port Perry High School, Port Perry	(905) 985-7337	C U W
R.S. McLaughlin Collegiate & Vocational Institute, Oshawa	(905) 728-9407	C U W
Sinclair Secondary School, Whitby	(905) 666-5400	C U W

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

## Overview:

Social service work is a profession for those with a strong desire to help improve people's lives. Social workers help people function the best way they can in their environment, deal with their relationships, and solve personal and family issues. Child, adolescent and family social service workers provide social services and assistance to improve the social and psychological functioning of children and their families and to maximize the family's wellbeing and academic functioning of children. A social services worker also must manage social programs in the community. They must identify the community needs and develop plans to meet these needs. A social worker plans, directs, and implements prevention programs that offer alternatives to dysfunctional/dangerous behaviors. Social service workers plan social, recreational, and educational activities to build social skills. Community and social service workers administer and implement a variety of programs and community services.

This program and course prepares students for occupations involving older children, and for the responsibility of parenting, with emphasis on school-age and adolescent children. Students will learn, through practical experience in the community, how early child development affects later development, success in school, and personal and social well-being throughout life, and how children and parents change over time. This course also develops students' skills in researching and investigating various aspects of parenting and human development.

This program provides students with opportunities to develop the workplace essential skills and work habits required for success in all types of workplaces. Students will explore occupations and careers of interest through participation in real workplace experiences (e.g., information interviews, work experiences). They will make plans for continued learning and work, work with others to design learning experiences, and investigate the resources and support required to make a smooth transition to their post-secondary destination.

## Program Pathway:

YEAR 1 student attends home school	YEAR 2	YEAR 3	YEAR 4
<p><b>COMPULSORY</b></p> <p><b>English</b> ENL 1W1/ENG 1L1</p> <p><b>Mathematics</b> MTH 1W1/MAT 1L1</p> <p><b>Science</b> SNC 1W1/1L1</p> <p><b>Canadian Geography</b> CGC 1D1</p> <p><b>French or Learning Strategies</b> FSF 1D1/1O1 or GLE 1O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 2D1/2P1/2L1</p> <p><b>Mathematics</b> MPM 2D1/MFM 2P1/ MAT 2L1</p> <p><b>Science</b> SNC 2D1/2P1/2L1</p> <p><b>Canadian History</b> CHC 2D1/2P1/2L1</p> <p><b>Career Studies</b> GLC 2O1</p> <p><b>Civics</b> CHV 2O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> NBE 3U1/3C1/3E1</p> <p><b>Mathematics</b> MBF 3C1/MEL 3E1/ MCF 3M1/MCR 3U1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 4C1/4U1</p>
<p><b>RECOMMENDED</b></p> <p><b>Exploring Family Studies</b> HIF 1O1</p> <p><b>Exploring Technologies</b> TIJ 1O1</p> <p><b>Physical Education</b></p>	<p><b>RECOMMENDED</b></p> <p><b>Fashion Fundamentals</b> HNF 2O1</p> <p><b>Food &amp; Nutrition</b> HFN 2O1</p> <p><b>Health &amp; Personal Services Technology</b> TPJ 2O1</p> <p><b>Individual &amp; Family Living</b> HIF 2O1</p> <p><b>Physical Education</b> PPL 2O1</p>	<p><b>RECOMMENDED</b></p> <p><b>Food and Nutrition</b> HFC 3M1</p> <p><b>Introduction to Anthropology, Psychology and Sociology</b> HSP 3C1/3U1</p> <p><b>Law</b> CLU 3E1/3M1</p> <p><b>Media Studies</b> EMS 3O1</p> <p><b>Science</b> SBI 3C1/SVN 3E1</p>	<p><b>STRONGLY RECOMMENDED</b></p> <p><b>Health Care</b> TPJ 3M1</p> <p><b>Raising Healthy Children</b> HPC 3O1</p> <p><b>Working with Infants and Young Children</b> HPW 3C1</p>
			<p><b>STRONGLY RECOMMENDED</b></p> <p><b>Child Development and Gerontology</b> TPO 4C1</p> <p><b>Cooperative Education</b> 2 credits</p> <p><b>Health Care</b> TPJ 4M1</p> <p><b>Human Development Throughout the Lifespan</b> HHG 4M1</p> <p><b>Navigating the Workplace</b> GLN 4O1</p> <p><b>Personal Life Management</b> HIP 4O1</p> <p><b>Working with School Age Children and Adolescents</b> HPD 4C1</p> <p><b>RECOMMENDED</b></p> <p><b>Families in Canada</b> HHS 4C1/4U1</p> <p><b>Food and Nutrition</b> HFA 4U1/4C1</p> <p><b>Physical Education</b> PPL 4O1</p> <p><b>Social Science</b> HSB 4U1</p> <p><b>Travel and Tourism</b> CGG 3O1</p>

## Exit Path:

Upon graduation from high school, students may:

- pursue a college program that leads to employment in the following areas: outreach worker, addictions counselor, child and youth worker, community service worker, crisis intervention worker, developmental service worker, financial assistance worker, group home counselor, mental health worker, social services worker, women's shelter supervisor
- pursue a university program in the following areas: Social work, psychology, education/teaching

# Technological Design

## Available at these area schools:

School	Guidance Dept.	Destination
Ajax High School, Ajax	(905) 683-1610	C U
Anderson Collegiate & Vocational Institute, Whitby	(905) 668-5809	C U
Brooklin High School, Brooklin	(905) 655-2015	C U
Donald A. Wilson Secondary School, Whitby	(905) 665-5057	C U
Dunbarton High School, Pickering	(905) 839-1125	C U
Durham Alternative Secondary School	(905) 839-1125	C W
Eastdale Collegiate & Vocational Institute, Oshawa	(905) 723-8157	C U
Henry Street High School, Whitby	(905) 668-2731	C U
J. Clarke Richardson Collegiate, Ajax	(905) 619-9571	C U
Maxwell Heights Secondary School, Oshawa	(905) 440-7339	C U
O'Neill Collegiate & Vocational Institute, Oshawa	(905) 728-7531	C U
Pickering High School, Ajax	(905) 683-4760	C U
Pine Ridge Secondary School, Pickering	(905) 420-1885	C U
Port Perry High School, Port Perry	(905) 985-7337	C U
R.S. McLaughlin Collegiate & Vocational Institute, Oshawa	(905) 728-9407	C U
Uxbridge Secondary School, Uxbridge	(905) 852-2854	C U

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

## Overview:

This Technological Design pathway leads to a career in the technological design industry. Students will be provided with the opportunity to apply the principles of technological design to challenges in communications, manufacturing, electronics, transportation, architecture, industrial and consumer products, health and safety equipment and environmental services.

Students participating in the technological design technology program will develop basic design skills required for post-secondary studies in engineering, manufacturing, architecture, and construction.

Students should participate in the Cooperative Education program as it will help students gain valuable work skills directly related to the technological design. Students are encouraged to enroll in a Cooperative Education program in their final year of this pathway to build real world skills and experience that will assist them in their choice of a community college or university program.

## Exit Path:

Upon graduation from high school, students may:

- seek employment in the technological design industry
- attend a college or university program in the field
- attend or continue an Apprenticeship program

## Program Pathway:

YEAR 1 student attends home school	YEAR 2	YEAR 3	YEAR 4
<p><b>COMPULSORY</b></p> <p><b>English</b> ENL 1W1/ENG 1L1</p> <p><b>Mathematics</b> MTH 1W1/MAT 1L1</p> <p><b>Science</b> SNC 1W1/1L1</p> <p><b>Canadian Geography</b> CGC 1D1</p> <p><b>French or Learning Strategies</b> FSF 1D1/1O1 or GLE 101</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 2D1/2P1</p> <p><b>Mathematics</b> MPM 2D1/MFM 2P1</p> <p><b>Science</b> SNC 2D1/2P1</p> <p><b>Canadian History</b> CHC 2D1/2P1</p> <p><b>Career Studies</b> GLC 2O1</p> <p><b>Civics</b> CHV 2O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> NBE 3U1/3C1</p> <p><b>Mathematics</b> MBF 3C1/MCF 3M1/MCR 3U1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Technological Design</b> TDA 3M1 TDJ 3M1 TDM 3M1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 4U1/4C1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Cooperative Education</b> 2 or 4 credits</p> <p><b>Technological Design</b> TDA 4M1 TDJ 4M1 TDM 4M1</p>
<p><b>RECOMMENDED</b></p> <p><b>Exploring Technologies</b> TDJ 1O1/TIJ</p> <p><b>Physical Education</b></p> <p><b>Visual Art</b> AVI 1O1</p>	<p><b>RECOMMENDED</b></p> <p><b>Construction Technology</b> TCJ 2O1</p> <p><b>Technological Design</b> TDJ 2O1</p> <p><b>Visual Art</b> AVI 2O1</p>	<p><b>RECOMMENDED</b></p> <p><b>Construction Engineering Technology</b> TCJ 3C1</p> <p><b>Visual Art</b> AVI 3M1</p>	<p><b>RECOMMENDED</b></p> <p><b>Construction Engineering Technology</b> TCJ 4C1</p> <p><b>Mathematics</b> MAP 4C1/MCT 4C1/ MCV 4U1/MHF 4U1</p> <p><b>Visual Art</b> AVI 4M1</p>



# Theatre Technology Production

## Available at these area schools:

School	Guidance Dept.	Destination
Dunbarton High School, Pickering	(905) 839-1125	C U W
Eastdale Collegiate & Vocational Institute, Oshawa	(905) 723-8157	C U W
J. Clarke Richardson Collegiate, Ajax	(905) 619-9571	C U W
O'Neill Collegiate & Vocational Institute, Oshawa	(905) 728-7531	C U W
Pickering High School, Ajax	(905) 683-4760	C U W
R.S. McLaughlin Collegiate & Vocational Institute, Oshawa	(905) 728-9407	C U W
Sinclair Secondary School, Whitby	(905) 666-5400	C U W

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

## Overview:

Students will focus on the skills and techniques involved in the set-up, organization, troubleshooting, and maintenance of sound and lighting equipment. Students may gain insight into pre and post film production, theatre set design, script and song writing, acting skills as well as costume design and construction techniques.

They will participate in a broad range of performance experiences, from small, solo concerts to large ensembles; from full Broadway musicals to rock concerts; from Dance Recitals to motivational speakers. Students will have contact with professionals in the industry (e.g., Canadian Opera Company) for the purpose of enrolling in theatre programs at college or university.





## Program Pathway:

YEAR 1 student attends home school	YEAR 2	YEAR 3	YEAR 4
<b>COMPULSORY</b> <b>English</b> ENL 1W1/ENG 1L1 <b>Mathematics</b> MTH 1W1/MAT 1L1 <b>Science</b> SNC 1W1/1L1 <b>Canadian Geography</b> CGC 1D1 <b>French or Learning Strategies</b> FSF 1D1/1O1 or GLE 101	<b>COMPULSORY</b> <b>English</b> ENG 2D1/2P1/2L1 <b>Mathematics</b> MPM 2D1/MFM 2P1/ MAT 2L1 <b>Science</b> SNC 2D1/2P1 or SVN 3E1 <b>Canadian History</b> CHC 2D1/2P1/2L1 <b>Career Studies</b> GLC 2O1 <b>Civics</b> CHV 2O1	<b>COMPULSORY</b> <b>English</b> NBE 3U1/3C1/3E1 <b>Mathematics</b> MBF 3C1/MEL 3E1	<b>COMPULSORY</b> <b>English</b> ENG 4U1/4C1/4E1
	<b>REQUIRED</b> ADA 2O1	<b>REQUIRED</b> <b>Dramatic Arts</b> ADA 3M1 or ADD 3M1	<b>REQUIRED</b> <b>Dramatic Arts</b> ADA 4M1 or ADD 4M1
<b>RECOMMENDED</b> ADA 1O1 AMU 1O1/1O2 or AMV 1O1/1O2 <b>Physical Education</b>	<b>RECOMMENDED</b> ADT 2O1 <b>Dramatic Arts</b> ADB 2O1	<b>RECOMMENDED</b> ADT 3M1/3M2 TDJ 3M2 (Electronics) <b>Dramatic Arts</b> ADB 3M1 ADC 3M1 <b>Music</b> AMT 3M1	<b>RECOMMENDED</b> <b>Cooperative Education</b> 2 credits ADT 4M1/4M2 TDJ 4M2 (Electronics) <b>Dramatic Arts</b> ADB 4M1 ADC 4M1 <b>Music</b> AMT 4M1

## Exit Path:

Upon graduation from high school, students may:

- enter employment with technical suppliers and/or retail music industry
- attend college for theatre production studies
- attend university for theatre production studies

# Visual Arts

## Available at these area schools:

School	Guidance Dept.	Destination
Ajax High School, Ajax	(905) 683-1610	C U W
Anderson Collegiate & Vocational Institute, Whitby	(905) 668-5809	C U W
Brock High School, Cannington	(705) 432-2311	C U W
Brooklin High School, Brooklin	(905) 655-2015	C U W
Donald A. Wilson Secondary School, Whitby	(905) 665-5057	C U W
Dunbarton High School, Pickering	(905) 839-1125	C U W
Durham Alternative Secondary School	(905) 579-1990	C W
Eastdale Collegiate & Vocational Institute, Oshawa	(905) 723-8157	C U W
Henry Street High School, Whitby	(905) 668-2731	C U W
J. Clarke Richardson Collegiate, Ajax	(905) 619-9571	C U W
Maxwell Heights Secondary School, Oshawa	(905) 440-7339	C U W
O'Neill Collegiate & Vocational Institute, Oshawa	(905) 728-7531	C U W
Pickering High School, Ajax	(905) 683-4760	C U W
Pine Ridge Secondary School, Pickering	(905) 420-1885	C U W
Port Perry High School, Port Perry	(905) 985-7337	C U W
R.S. McLaughlin Collegiate & Vocational Institute, Oshawa	(905) 728-9407	C U W
Sinclair Secondary School, Whitby	(905) 666-5400	C U W
Uxbridge Secondary School, Uxbridge	(905) 852-2854	C U W

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

## Overview:

Students interested in pursuing a career in the visual arts or in developing their own artistic skills will find a variety of courses to select in this Visual Arts focus pathway. We offer graphic design through our technology and visual arts programs. Our core visual arts program concentrates on providing the opportunity to develop a strong skill. Drawing, painting, printmaking and sculpture are studied in depth each year. Opportunities to specialize are available through our cartooning, drawing and painting, graphic design and craft programs offered at the grade 10-12 levels.

Building on foundation studies in grades 9 and 10, this program develops strong skill sets in drawing, painting, printmaking and sculpture.

Focus studies are available through numerous specialized courses with portfolio development opportunities in senior years.

## Exit Path:

Upon graduation from high school, students may:

- attend university or college in fine arts, graphic arts, advertising, illustration, multi-media, fashion, interior design, photography, architecture, web design, animation or other related programs.
- enjoy developing skills through creating artwork on their own in the pursuit of self-employment.

## Program Pathway:

YEAR 1 student attends home school	YEAR 2	YEAR 3	YEAR 4
<p><b>COMPULSORY</b></p> <p><b>English</b> ENL 1W1/ENG 1L1</p> <p><b>Mathematics</b> MTH 1W1/MAT 1L1</p> <p><b>Science</b> SNC 1W1/1L1</p> <p><b>Canadian Geography</b> CGC 1D1</p> <p><b>French or Learning Strategies</b> FSF 1D1/1O1 or GLE 101</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 2D1/2P1/2L1</p> <p><b>Mathematics</b> MPM 2D1/MFM 2P1/ MAT 2L1</p> <p><b>Science</b> SNC 2D1/2P1/2L1</p> <p><b>Canadian History</b> CHC 2D1/2P1/2L1</p> <p><b>Career Studies</b> GLC 201</p> <p><b>Civics</b> CHV 201</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Visual Arts</b> AVI 201</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> NBE 3U1/3C1/3E1</p> <p><b>Mathematics</b> MCR 3U1/MCF 3M1/ MBF 3C1/MEL 3E1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Visual Arts</b> AVI 3M1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 4U1/4C1/4E1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Visual Arts</b> AVI 4M1</p>
<p><b>RECOMMENDED</b></p> <p><b>Cartooning</b> AWK 101</p> <p><b>Physical Education</b></p> <p><b>Visual Arts</b> AVI 101</p>	<p><b>RECOMMENDED</b></p> <p>One or more of:</p> <p><b>Communications Technology</b> TGJ 201 and/or</p> <p><b>Crafts General</b> AWA 201</p> <p><b>Illustration and Applied Design</b> AWD 201</p> <p><b>Information Design</b> AWE 201</p> <p><b>Urban Art for Social Change</b> AWU 201</p>	<p><b>RECOMMENDED</b></p> <p>One or more of:</p> <p><b>Information Design</b> AWE 301 and/or</p> <p><b>Communications Technology</b> TGJ 3M1 or</p> <p><b>Non-traditional</b> AWT 301 or</p> <p><b>Applied Design</b> AWD 301</p> <p><b>Ceramics</b> AWC 301</p> <p><b>Crafts General</b> AWA 301</p> <p><b>Drawing</b> AWL 3M1</p> <p><b>Housing and Home Design</b> HLS 301</p> <p><b>Photography</b> AWQ 3M1</p> <p><b>Understanding Fashion</b> HNC 3C1</p> <p><b>Urban Art for Social Change</b> AWU 301</p>	<p><b>RECOMMENDED</b></p> <p><b>Information Design</b> • AWE 401 and/or</p> <p><b>Ceramics</b> • AWC 4M1</p> <p><b>Communications Technology</b> • TGJ 4M1 or</p> <p><b>Digital Animation</b> • TGT 4M1 or</p> <p><b>Drawing and Painting</b> • AWM 4M1/AWL 4M1 or AWM 301</p> <p><b>Applied Design</b> AWD 4M1</p> <p><b>Art History</b> AWU 4M1</p> <p><b>Fashion Industry</b> HNB 4M1</p> <p><b>Non-traditional</b> AWT 4M1/4M2</p> <p><b>Photography</b> AWQ 4M1</p> <p><b>Visual Arts Film and Video</b> AWR 4M1</p>

# Welding Technology

## Available at these area schools:

School	Guidance Dept.	Destination
Ajax High School, Ajax	(905) 683-1610	A C W
Anderson Collegiate & Vocational Institute, Whitby	(905) 668-5809	A C W
Dunbarton High School, Pickering	(905) 839-1125	A C W
Eastdale Collegiate & Vocational Institute, Oshawa	(905) 723-8157	A C W
G.L. Roberts Collegiate & Vocational Institute, Oshawa	(905) 728-7594	A C W
Port Perry High School, Port Perry	(905) 985-7337	A C W
R.S. McLaughlin Collegiate & Vocational Institute, Oshawa	(905) 728-9407	A C W
Uxbridge Secondary School, Uxbridge	(905) 852-2854	A C W

**A** • Apprenticeship **C** • College **T** • Training Programs **U** • University **W** • Workplace

## Overview:

There are significant opportunities for people who want to be involved in the skilled trades. Students who participate in this program will acquire specialized skills that will allow them to pursue careers in the welding, manufacturing and fabrication trades. The program is very hands-on and students learn mig welding, tig welding, arc welding, and oxy-acetylene cutting and welding. They will design and build a wide range of projects using the skills they acquire. There are cooperative education placements available in the field of welding that provide further practical experience.

The two main career areas for students coming out of this program are welder-fitter and welder-operator. Other areas of employment that use welding skills are tool and die, machining, auto body repair, and plumbing.

## Exit Path:

Upon graduation from high school, students may:

- seek employment in the welding trade
- begin an apprenticeship in welding
- enter a community college program



## Program Pathway:

YEAR 1 student attends home school	YEAR 2	YEAR 3	YEAR 4
<p><b>COMPULSORY</b></p> <p><b>English</b> ENL 1W1/ENG 1L1</p> <p><b>Mathematics</b> MTH 1W1/MAT 1L1</p> <p><b>Science</b> SNC 1W1/1L1</p> <p><b>Canadian Geography</b> CGC 1D1</p> <p><b>French or Learning Strategies</b> FSF 1D1/1O1 or GLE 101</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 2D1/2P1/2L1</p> <p><b>Mathematics</b> MPM 2D1/MFM 2P1/ MAT 2L1</p> <p><b>Science</b> SNC 2D1/2P1 or SVN 3E1</p> <p><b>Canadian History</b> CHC 2D1/2P1/2L1</p> <p><b>Career Studies</b> GLC 2O1</p> <p><b>Civics</b> CHV 2O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> NBE 3U1/3C1/3E1</p> <p><b>Mathematics</b> MBF 3C1/MEL 3E1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Manufacturing Technology</b> TMJ 3C1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 4U1/4C1/4E1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Manufacturing Technology</b></p> <ul style="list-style-type: none"> <li>• TMJ 4C1 or</li> <li>• TMW 4E1</li> </ul> <p><b>Mathematics</b> MAP 4C1/MCT 4C1</p>
<p><b>RECOMMENDED</b></p> <p><b>Exploring Technologies</b> TIJ 1O1 TMJ 1O1</p> <p><b>Physical Education</b></p>	<p><b>RECOMMENDED</b></p> <p><b>Manufacturing Technology</b> TMJ 2O1</p>	<p><b>RECOMMENDED</b></p> <p><b>Construction Technology</b> TCJ 3C1</p> <p><b>Transportation Technology</b> TTJ 3C1</p>	<p><b>RECOMMENDED</b></p> <p><b>Cooperative Education</b> 2 credits</p>



# What is OYAP?

The Ontario Youth Apprenticeship Program (OYAP) opens the door for students to explore and work in apprenticeship occupations starting in Grade 11 or Grade 12 through the Cooperative Education program.

Students have an opportunity to become registered apprentices and work towards becoming certified journeypersons in a skilled trade while completing their secondary school diplomas. This gives them an incredible advantage as they graduate and pursue their career in the skilled trades.

## There are three types of OYAP students:

- **ALL STUDENTS TAKING CO-OP IN A SKILLED TRADE** – An OYAP participant is defined as a student who is receiving cooperative education credits for work experience in an apprenticeship occupation. The student may or may not formally register as an apprentice while in secondary school.
- **ANY STUDENT TAKING CO-OP WHO REGISTERS AS AN APPRENTICE** – OYAP participants can start to get their trade apprenticeship hours counted towards their apprenticeship if they are registered as an apprentice with their local Ministry of Labour, Training and Skills Development (MLTSD) office. Student registrations are initiated through the students' Cooperative Education teacher at their home school.
- **ALL STUDENTS TAKING AN ACCELERATED OYAP LEVEL ONE PROGRAM** Students can apply to a LEVEL ONE OYAP program through their Co-op teacher. Level One in-school training is delivered through area training delivery agency TDA and gives students the experience necessary to start their career in one of the many skilled trades. These courses teach the curriculum for the Ministry of Labour, Immigration, Training and Skills Development (MLTSD) apprenticeship course as well as the Ministry of Education expectations. When not at the college, students attend their co-op placement as part of their OYAP program. Students in the Level One OYAP program have signed training agreements with the Ministry of Labour, Immigration, Training and Skills Development (MLTSD) and their placement sponsor. This training agreement allows the OYAP apprentice to register as a member of the Skilled Trades Ontario and work toward completion of apprenticeship competencies in the training standards of a particular trade.

Students attend trade school and acquire hands-on experience simultaneously. The program starts in February and runs until the end of June. Students are registered as apprentices and must be working with a qualified and/or licensed journeyperson. Upon successful completion of the program, students will have received their Level One (basic level) of in-school (trade school) training, hands-on experience with an employer, and 3-4 co-op credits towards their Ontario Secondary School Diploma.

# How do you join OYAP?

1. Research the skilled trades on [OYAP.com](http://OYAP.com) and talk to your teachers and friends for input. Choose a trade that you would like to explore.
2. In grade 10, when you choose your courses for grade 11, consider taking Co-op. Talk with your guidance counselor about your future in OYAP.
3. In grade 11, when you choose your courses for grade 12, ensure that you have the correct courses to complement your OYAP.
4. Apply for OYAP when directed by your Co-op teacher (usually in the winter). Be prepared to interview (in the spring) for your OYAP position.
5. If you are already in a Co-op, show your work habits and essential skills to your supervisor. Discuss Apprenticeship with your employer.
6. Talk with your Co-op teacher and start the process of signing your Registered Training Agreement (RTA). Once this is completed, you will receive a membership ID in the mail.
7. Attend your OYAP training delivery agent, do your best in your classes, submit your work, and enjoy your Apprenticeship experience. You are on your way to becoming a Journeyperson.

# REGIONAL ONTARIO YOUTH APPRENTICESHIP PROGRAMS

<b>Trade</b>	<b>Partnered With</b>	
Automotive Service Technician .....	Durham College .....	102
Cook/Chef.....	Durham College.....	104
Electrician .....	Durham College and Fleming College .....	106
General Carpentry.....	Fleming College/Local 27.....	108
Hairstylist.....	Durham DSB .....	110
Industrial Mechanic Millwright.....	Durham College.....	112
Plumber.....	Durham College.....	114
Welder.....	Durham College.....	116



**OYAP COORDINATOR**  
Education Centre, Program Services  
400 Taunton Road East  
Whitby, Ontario L1R 2K6  
(905) 666-6470

# Automotive Service Technician

## Available at:

Host Site	Partnered with	Contact OYAP COORDINATOR	Destination
Durham College, Whitby	Durham College	(905) 666-6470	<b>A</b>

**A** • Apprenticeship **C** • College **T** • Training Programs **U** • University **W** • Workplace

## Overview:

Students interested in pursuing a career in the Motive Power Sector will begin their career in this regional Ontario Youth Apprenticeship Program. Students officially enroll in this program in their final semester of secondary school.

Students attend Durham College two days a week working on their Level One apprenticeship training, and attend their cooperative education placement three days a week. Successful students will complete their Level One apprenticeship training and receive their final credits toward completing their Ontario Secondary School Diploma.

The trade of Automotive Service Technician is a “compulsory” trade which means that a person performing this work must: have a Certificate of Qualification with red seal endorsement, or be registered as an apprentice, or be an OYAP student. The trade of Automotive Service Technician is a Red Seal trade. Certificate of Qualification with Red Seal endorsement means that the licence is recognized across all of Canada.

## Exit Path:

Upon graduation from high school, students may:

- continue an apprenticeship as an Automotive Service Technician
- become specialized in a trade in the Motive Power Sector, (ie. Truck and Coach)
- receive a certificate of participation in Level 1 training as an Automotive Service Technician
- continue apprenticing as an Automotive Service Technician by completing Level 2 and Level 3 training
- enroll in a Community College Program for Motive Power Technician





## Program Pathway:

YEAR 1 student attends home school	YEAR 2	YEAR 3	YEAR 4
<p><b>COMPULSORY</b></p> <p><b>English</b> ENL 1W1/ENG 1L1</p> <p><b>Mathematics</b> MTH 1W1/MAT 1L1</p> <p><b>Science</b> SNC 1W1/1L1</p> <p><b>Canadian Geography</b> CGC 1D1</p> <p><b>French or Learning Strategies</b> FSF 1D1/101 or GLE 101</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 2D1/2P1/2L1</p> <p><b>Mathematics</b> MPM 2D1/MFM 2P1/ MAT 2L1</p> <p><b>Science</b> SNC 2D1/2P1/2L1/SVN 3E1</p> <p><b>Canadian History</b> CHC 2D1/2P1/2L1</p> <p><b>Career Studies</b> GLC 201</p> <p><b>Civics</b> CHV 201</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> NBE 3U1/3C1/3E1</p> <p><b>Mathematics</b> MBF 3C1/MEL 3E1/ MCR 3U1/MCF 3M1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Cooperative Education</b> 2 credits</p> <p><b>Transportation Technology</b> TTJ 3C</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 4U1/4C1/4E1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Transportation Technology</b> TTJ 4C1</p> <p><b>Semester Two</b></p> <p><b>Cooperative Education /OYAP</b> 4 credits</p>
<p><b>RECOMMENDED</b></p> <p><b>Art</b> AVI 101</p> <p><b>Exploring Technologies</b> TIJ 101</p> <p><b>Physical Education</b></p>	<p><b>RECOMMENDED</b></p> <p><b>Art</b> AVI 201</p> <p><b>Transportation Technology</b> TTJ 201</p>	<p><b>RECOMMENDED</b></p> <p><b>Computer Graphics &amp; Desktop Design</b> AWE 301</p> <p><b>Physics</b> SPH 3U1/4C1</p>	<p><b>RECOMMENDED</b></p> <p><b>Mathematics</b> MCT 4C1 or MAP 4C1</p>



# Cook/Chef

## Available at:

Host Site	Partnered with	Contact OYAP COORDINATOR	Destination
Durham College Centre for Foods, Whitby	Durham College	(905) 666-6470	A

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

## Overview:

Students interested in pursuing a career as a Cook will begin their career in this regional Ontario Youth Apprenticeship Program. Students officially enroll in this program in their final semester of secondary school. Students work on their Level One apprenticeship training delivered by Durham College three days a week and attend their cooperative education placement a minimum of two days a week. Successful students will complete their Level One apprenticeship training and receive their final credits toward their Ontario Secondary School Diploma.

## Exit Path:

Upon graduation from high school, students may:

- continue an apprenticeship as a Cook and receive a certificate of participation for Level 1 training
- begin a career that could take them anywhere in the world
- own their own business
- continue apprenticing as a cook/chef by completing Level 2 training
- enroll in a Community College Program for Culinary Management or Hospitality



## Program Pathway:

YEAR 1 student attends home school	YEAR 2	YEAR 3	YEAR 4
<p><b>COMPULSORY</b></p> <p><b>English</b> ENL 1W1/ENG 1L1</p> <p><b>Mathematics</b> MTH 1W1/MAT 1L1</p> <p><b>Science</b> SNC 1W1/1L1</p> <p><b>Canadian Geography</b> CGC 1D1</p> <p><b>French or Learning Strategies</b> FSF 1D1/1O1 or GLE 1O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 2D1/2P1/2L1</p> <p><b>Mathematics</b> MPM 2D1/MFM 2P1/ MAT 2L1</p> <p><b>Science</b> SNC 2D1/2P1/2L1/SVN 3E1</p> <p><b>Canadian History</b> CHC 2D1/2P1/2L1</p> <p><b>Career Studies</b> GLC 2O1</p> <p><b>Civics</b> CHV 2O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> NBE 3U1/3C1/3E1</p> <p><b>Mathematics</b> MBF 3C1/MEL 3E1/ MCR 3U1/MCF 3M1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Cooperative Education</b> 2 credits</p> <p><b>Hospitality and Tourism</b> TFJ 3C</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 4U1/4C1/4E1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Hospitality and Tourism</b> TFJ 4C1</p> <p><b>Semester Two</b></p> <p><b>Cooperative Education /OYAP</b> 4 credits</p>
<p><b>RECOMMENDED</b></p> <p><b>Exploring Technologies</b> TIJ 1O1</p> <p><b>Physical Education</b></p>	<p><b>RECOMMENDED</b></p> <p><b>Hospitality &amp; Tourism</b> TFJ 2O1 (Culinary Arts) TFJ 2OB (Baking)</p>	<p><b>RECOMMENDED</b></p> <p><b>Chemistry</b> SCH 4C1</p> <p><b>Food &amp; Nutrition Science</b> HFA 4C1</p> <p><b>Travel and Tourism</b> CGG 3O1</p>	<p><b>RECOMMENDED</b></p> <p><b>Chemistry</b> SCH 4C1</p> <p><b>Food &amp; Nutrition Science</b> HFA 4C1</p> <p><b>Mathematics</b> MAP 4C1</p>



# Electrician

## Available at:

Host Site	Partnered with	Contact OYAP COORDINATOR	Destination
Durham College, Whitby	Durham College	(905) 666-6470	A
Fleming College, Peterborough	Fleming College	(905) 666-6470	A

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

## Overview:

Students interested in pursuing a career as an Electrician will begin their career in this regional Ontario Youth Apprenticeship Program. Students officially enroll in this program in their final semester of secondary school.

Students at Durham College attend two days a week of the entire semester to work on their Level One apprenticeship training. They attend their cooperative education placement for the remaining days of the week. Successful students will complete their Level One apprenticeship training and receive their final credits toward their Ontario Secondary School Diploma.

Students at Fleming College have 6 weeks at their coop placement, 6 weeks in the classroom at Fleming and then 6 weeks at the coop placement to finish the semester.

The trade of Electrician is a compulsory trade which means that a person performing this work must: have a Certificate of Qualification with Red Seal endorsement, or be registered as an apprentice, or be an OYAP student. The trade Electrician is a Red Seal trade. Certificate of Qualification with Red Seal endorsement means that the licence is recognized across all of Canada.

## Exit Path:

Upon graduation from high school, students may:

- continue an apprenticeship as an Electrician
- receive a certificate of participation in Level 1 training as an Electrician
- continue apprenticing as an Electrician by completing Level 2 and Level 3 training
- enroll in an "Electrical Techniques" course at a Community College



## Program Pathway:

YEAR 1 student attends home school	YEAR 2	YEAR 3	YEAR 4
<p><b>COMPULSORY</b></p> <p><b>English</b> ENL 1W1/ENG 1L1</p> <p><b>Mathematics</b> MTH 1W1/MAT 1L1</p> <p><b>Science</b> SNC 1W1/1L1</p> <p><b>Canadian Geography</b> CGC 1D1</p> <p><b>French or Learning Strategies</b> FSF 1D1/1O1 or GLE 1O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 2D1/2P1/2L1</p> <p><b>Mathematics</b> MPM 2D1/MFM 2P1/ MAT 2L1</p> <p><b>Science</b> SNC 2D1/2P1/2L1/SVN 3E1</p> <p><b>Canadian History</b> CHC 2D1/2P1/2L1</p> <p><b>Career Studies</b> GLC 2O1</p> <p><b>Civics</b> CHV 2O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> NBE 3U1/3C1/3E1</p> <p><b>Mathematics</b> MBF 3C1/MEL 3E1/ MCR 3U1/MCF 3M1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Cooperative Education</b> 2 credits</p> <p><b>Physics</b> SPH 3U1 or SPH 4C1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 4U1/4C1/4E1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Mathematics</b> MCT 4C1 or MAP 4C1</p> <p><b>Semester Two</b></p> <p><b>Cooperative Education /OYAP</b> 4 credits</p>
<p><b>RECOMMENDED</b></p> <p><b>Exploring Technologies</b> TIJ 1O1</p> <p><b>Physical Education</b></p>			<p><b>RECOMMENDED</b></p> <p>SCH 4C1 SPH 4C1/SPH 4U1</p>



# General Carpentry

## Available at:

Host Site	Partnered with	Contact OYAP COORDINATOR	Destination
Fleming College, Peterborough	Fleming College	(905) 666-6470	A
Msgr. Pereyma C.S.S., Oshawa	Carpenter's Union Local 27	(905) 666-6470	A

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

## Overview:

Students interested in pursuing a career in the Construction Trades Sector will begin their career in this regional Ontario Youth Apprenticeship Program. Students officially enroll in this program in their final semester of secondary school.

Students attend Monsignor John Pereyma Catholic School for several weeks throughout the semester and they travel to the Carpenter's Union Local 27 in Woodbridge for their Level 1 training. Throughout the semester, students put the skills they learn in the classroom into practice, with a co-op employer in the carpentry field.

Fleming is a block style learning with 6 weeks at the student's co-op placement, 6 weeks at Fleming classroom learning, and 6 weeks at the student's co-op placement to finish the semester.

## Exit Path:

Upon graduation from high school, students may:

- continue an apprenticeship in the Construction Trades Sector
- receive a certificate of participation in Level 1 training as a General Carpenter
- continue apprenticing as a General Carpenter by completing Level 2 and Level 3 training
- become self employed or own their own business
- enroll in a Construction Carpentry Course at a Community College



## Program Pathway:

YEAR 1 student attends home school	YEAR 2	YEAR 3	YEAR 4
<p><b>COMPULSORY</b></p> <p><b>English</b> ENL 1W1/ENG 1L1</p> <p><b>Mathematics</b> MTH 1W1/MAT 1L1</p> <p><b>Science</b> SNC 1W1/1L1</p> <p><b>Canadian Geography</b> CGC 1D1</p> <p><b>French or Learning Strategies</b> FSF 1D1/101 or GLE 101</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 2D1/2P1/2L1</p> <p><b>Mathematics</b> MPM 2D1/MFM 2P1/ MAT 2L1</p> <p><b>Science</b> SNC 2D1/2P1/2L1/SVN 3E1</p> <p><b>Canadian History</b> CHC 2D1/2P1/2L1</p> <p><b>Career Studies</b> GLC 201</p> <p><b>Civics</b> CHV 201</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> NBE 3U1/3C1/3E1</p> <p><b>Mathematics</b> MBF 3C1/MEL 3E1/ MCR 3U1/MCF 3M1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Cooperative Education</b> 2 credits</p> <p><b>Construction Technology</b> TCJ 3C1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 4U1/4C1/4E1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Construction Technology</b> TCJ 4C1</p> <p><b>Semester Two</b></p> <p><b>Cooperative Education /OYAP</b> 4 credits</p>
<p><b>RECOMMENDED</b></p> <p><b>Exploring Technologies</b> TIJ 101</p> <p><b>Physical Education</b></p>	<p><b>RECOMMENDED</b></p> <p><b>Construction Technology</b> TCJ 201</p>	<p><b>RECOMMENDED</b></p> <p><b>Construction Technology</b> TCJ 3C1</p> <p><b>Housing and Home Design</b> HLS 301</p> <p><b>Technological Design</b> TDJ 3M1</p>	<p><b>RECOMMENDED</b></p> <p><b>Construction Technology</b> TCJ 4C1</p> <p><b>Mathematics</b> MAP 4C1</p> <p><b>Science</b> SPH 4C1</p>



# Hairstylist

## Available at:

Host Site	Academy	Contact OYAP COORDINATOR	Destination
G. L. Roberts Collegiate & Vocational Institute, Oshawa	Durham Hairstylist Academy, DDSB	(905) 666-6470	A

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

## Overview:

Students interested in pursuing a career as a Hairstylist will begin their career in this regional Ontario Youth Apprenticeship Program. Students officially enroll in this program in their final semester of secondary school.

Students attend the Durham Hairstylist Academy located at G. L. Roberts C.V.I. two days a week to receive their Level One apprenticeship training, and attend their cooperative education placement three days a week. Successful students will complete their Level One apprenticeship training and receive their final credits toward their Ontario Secondary School Diploma.

The Hairstylist trade is a compulsory trade which means that a person performing this work must: have a Certificate of Qualification with a Red Seal endorsement, be a registered apprentice, or be an OYAP student. The Certificate of Qualification with Red Seal endorsement means that the license is recognized across all of Canada.

## Exit Path:

Upon graduation from high school, students may:

- continue an apprenticeship as a Hairstylist
- receive a certificate of participation in Level 1 training as a Hairstylist
- continue apprenticing as a Hairstylist by completing Level 2 training
- begin their own business





## Program Pathway:

YEAR 1 student attends home school	YEAR 2	YEAR 3	YEAR 4
<p><b>COMPULSORY</b></p> <p><b>English</b> ENL 1W1/ENG 1L1</p> <p><b>Mathematics</b> MTH 1W1/MAT 1L1</p> <p><b>Science</b> SNC 1W1/1L1</p> <p><b>Canadian Geography</b> CGC 1D1</p> <p><b>French or Learning Strategies</b> FSF 1D1/101 or GLE 101</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 2D1/2P1/2L1</p> <p><b>Mathematics</b> MPM 2D1/MFM 2P1/ MAT 2L1</p> <p><b>Science</b> SNC 2D1/2P1/2L1/SVN 3E1</p> <p><b>Canadian History</b> CHC 2D1/2P1/2L1</p> <p><b>Career Studies</b> GLC 201</p> <p><b>Civics</b> CHV 201</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> NBE 3U1/3C1/3E1</p> <p><b>Mathematics</b> MBF 3C1/MEL 3E1/ MCR 3U1/MCF 3M1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Cooperative Education</b> 2 credits</p> <p><b>Hairstyling and Esthetics</b> • TXJ 3E1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 4U1/4C1/4E1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Hairstyling and Esthetics</b> TXJ 4E1</p> <p><b>Cooperative Education /OYAP</b> 4 credits</p>
<p><b>RECOMMENDED</b></p> <p><b>Comprehensive Arts</b> AVI 101</p> <p><b>Hairstyling &amp; Esthetics</b> TXJ 101</p> <p><b>Physical Education</b></p>	<p><b>RECOMMENDED</b></p> <p><b>Hairstyling and Esthetics</b> TXJ 201</p> <p><b>Media Arts</b> ASM 301</p> <p><b>Visual Arts</b> AVI 301</p>	<p><b>RECOMMENDED</b></p> <p><b>Biology/Science</b> SBI 3C1/SNC 3E1</p> <p><b>Understanding Fashion</b> HNC 3C1</p>	<p><b>RECOMMENDED</b></p> <p><b>Chemistry</b> SCH 4C1</p> <p><b>Mathematics</b> MAP 4C1</p> <p><b>The World of Fashion</b> HNB 4M1</p>



# Industrial Mechanic Millwright

## Available at:

Host Site	Partnered with	Contact OYAP COORDINATOR	Destination
Durham College, Whitby	Durham College	(905) 666-6470	<b>A</b>

**A** • Apprenticeship **C** • College **T** • Training Programs **U** • University **W** • Workplace

## Overview:

Students interested in pursuing a career as an Industrial Mechanic Millwright will begin their career in this regional Ontario Youth Apprenticeship Program. Students officially enroll in this program in their final semester of secondary school.

Students attend Durham College two days a week to receive their Level One apprenticeship training, and attend their cooperative education placement three days a week. Successful students will complete their Level One apprenticeship training and receive their final credits toward their Ontario Secondary School Diploma.

## Exit Path:

Upon graduation from high school, students may:

- continue an apprenticeship as a Industrial Mechanic Millwright
- receive a certificate of participation in Level 1 training as a Industrial Mechanic Millwright
- continue apprenticing as an Industrial Mechanic Millwright by completing Level 2 and Level 3 training
- enroll in a Community College Program for Industrial Mechanical Techniques



## Program Pathway:

YEAR 1 student attends home school	YEAR 2	YEAR 3	YEAR 4
<p><b>COMPULSORY</b></p> <p><b>English</b> ENL 1W1/ENG 1L1</p> <p><b>Mathematics</b> MTH 1W1/MAT 1L1</p> <p><b>Science</b> SNC 1W1/1L1</p> <p><b>Canadian Geography</b> CGC 1D1</p> <p><b>French or Learning Strategies</b> FSF 1D1/1O1 or GLE 101</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 2D1/2P1/2L1</p> <p><b>Mathematics</b> MPM 2D1/MFM 2P1/ MAT 2L1</p> <p><b>Science</b> SNC 2D1/2P1/2L1/SVN 3E1</p> <p><b>Canadian History</b> CHC 2D1/2P1/2L1</p> <p><b>Career Studies</b> GLC 2O1</p> <p><b>Civics</b> CHV 2O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> NBE 3U1/3C1/3E1</p> <p><b>Mathematics</b> MBF 3C1/MEL 3E1/ MCR 3U1/MCF 3M1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Manufacturing Technology</b> TMJ 3C1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 4U1/4C1/4E1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Mathematics</b> MAP 4C1/MCT 4C1</p> <p><b>Semester Two</b></p> <p><b>Cooperative Education /OYAP</b> 4 credits</p>
<p><b>RECOMMENDED</b></p> <p><b>Exploring Technologies</b> TIJ 1O1</p> <p><b>Physical Education</b></p>	<p><b>RECOMMENDED</b></p> <p><b>Transportation Technology</b> TTJ 2O1</p>	<p><b>RECOMMENDED</b></p> <p><b>Physics</b> SPH 3UI/4C1</p>	



# Plumber

## Available at:

Host Site	Partnered with	Contact OYAP COORDINATOR	Destination
Durham College, Whitby	Durham College	(905) 666-6470	<b>A</b>

**A** • Apprenticeship **C** • College **T** • Training Programs **U** • University **W** • Workplace

## Overview:

Students interested in pursuing a career as a Plumber will begin their career in this regional Ontario Youth Apprenticeship Program. Students officially enroll in this program in their final semester of secondary school.

Students attend Durham College two days a week to receive their Level One apprenticeship training, and attend their cooperative education placement three days a week. Successful students will complete their Level One apprenticeship training and receive their final credits toward their Ontario Secondary School Diploma.

The Plumbing trade is a compulsory trade which means that a person performing this work must: have a Certificate of Qualification with Red Seal endorsement, or be registered as an apprentice, or be an OYAP student. The trade of Plumbing is a Red Seal trade. The Certificate of Qualification with Red Seal endorsement means that the licence is recognized across all of Canada.

## Exit Path:

Upon graduation from high school, students may:

- continue an apprenticeship as a Plumber
- receive a certificate of participation in Level 1 training as a Plumber
- continue apprenticing as a Plumber by completing Level 2 and Level 3 training
- enroll in a Plumbing Techniques course at a Community College



## Program Pathway:

YEAR 1 student attends home school	YEAR 2	YEAR 3	YEAR 4
<p><b>COMPULSORY</b></p> <p><b>English</b> ENL 1W1/ENG 1L1</p> <p><b>Mathematics</b> MTH 1W1/MAT 1L1</p> <p><b>Science</b> SNC 1W1/1L1</p> <p><b>Canadian Geography</b> CGC 1D1</p> <p><b>French or Learning Strategies</b> FSF 1D1/101 or GLE 101</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 2D1/2P1/2L1</p> <p><b>Mathematics</b> MPM 2D1/MFM 2P1/ MAT 2L1</p> <p><b>Science</b> SNC 2D1/2P1</p> <p><b>Canadian History</b> CHC 2D1/2P1/2L1</p> <p><b>Career Studies</b> GLC 201</p> <p><b>Civics</b> CHV 201</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> NBE 3U1/3C1/3E1</p> <p><b>Mathematics</b> MBF 3C1/MEL 3E1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Manufacturing Technology</b> TMJ 3C1</p> <p><b>Cooperative Education</b> 2 or 4 credits</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 4C1/4E1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Manufacturing Technology</b> TMJ 4C1</p> <p><b>Mathematics</b> MAP 4C1/MCT 4C1</p> <p><b>Cooperative Education /OYAP</b> 4 credits</p>
<p><b>RECOMMENDED</b></p> <p><b>Art</b> AVI 101</p> <p><b>Exploring Technologies</b> TIJ 101</p> <p><b>Physical Education</b></p>	<p><b>RECOMMENDED</b></p> <p><b>Art</b> AVI 201</p> <p><b>Manufacturing Technology</b> TMJ 201</p>	<p><b>RECOMMENDED</b></p> <p><b>Physics</b> SPH 3UI/4C1</p>	<p><b>RECOMMENDED</b></p> <p><b>Navigating the Workplace</b> GLN40</p>



# Welder

## Available at:

Host Site	Partnered with	Contact OYAP COORDINATOR	Destination
Durham College, Whitby	Durham College	(905) 666-6470	<b>A</b>

**A** • Apprenticeship **C** • College **T** • Training Programs **U** • University **W** • Workplace

## Overview:

Students interested in pursuing a career as a Welder will begin their career in this regional Ontario Youth Apprenticeship Program. Students officially enroll in this program in their final semester of secondary school.

Students attend Durham College two days a week to receive their Level One apprenticeship training, and attend their cooperative education placement three days a week. Successful students will complete their Level One apprenticeship training and receive their final credits toward their Ontario Secondary School Diploma.

## Exit Path:

Upon graduation from high school, students may:

- continue an apprenticeship as a welder
- receive a certificate of participation in Level 1 training as a welder
- continue apprenticing as a welder by completing Level 2 and Level 3 training
- enroll in a welding Techniques course at a Community College



## Program Pathway:

YEAR 1 student attends home school	YEAR 2	YEAR 3	YEAR 4
<p><b>COMPULSORY</b></p> <p><b>English</b> ENL 1W1/ENG 1L1</p> <p><b>Mathematics</b> MTH 1W1/MAT 1L1</p> <p><b>Science</b> SNC 1W1/1L1</p> <p><b>Canadian Geography</b> CGC 1D1</p> <p><b>French</b> FSF 1D1/1O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 2P1/2L1</p> <p><b>Mathematics</b> MFM 2P1/MAT 2L1</p> <p><b>Science</b> SNC 2P1</p> <p><b>Canadian History</b> CHC 2P1/2L1</p> <p><b>Career Studies</b> GLC 2O1</p> <p><b>Civics</b> CHV 2O1</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> NBE 3C1/3E1</p> <p><b>Mathematics</b> MBF 3C1/MEL 3E1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Manufacturing Technology</b> TMJ 3C1</p> <p><b>Cooperative Education</b> 2 or 4 credits</p>	<p><b>COMPULSORY</b></p> <p><b>English</b> ENG 4C1/4E1</p> <hr/> <p><b>REQUIRED</b></p> <p><b>Manufacturing Technology</b> TMJ 4C1</p> <p><b>Mathematics</b> MAP 4C1/MCT 4C1</p> <p><b>Cooperative Education /OYAP</b> 4 credits</p>
<p><b>RECOMMENDED</b></p> <p><b>Art</b> AVI 1O1</p> <p><b>Exploring Technologies</b> TIJ 1O1</p> <p><b>Physical Education</b></p>	<p><b>RECOMMENDED</b></p> <p><b>Art</b> AVI 2O1</p> <p><b>Manufacturing Technology</b> TMJ 2O1</p>	<p><b>RECOMMENDED</b></p> <p><b>Designing Your Future</b> GWL3O</p>	<p><b>RECOMMENDED</b></p> <p><b>Navigating the Workplace</b> GLN4O</p>







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**SPECIALIST HIGH SKILLS MAJOR FACILITATOR**  
Education Centre, Student Success  
400 Taunton Road East  
Whitby, Ontario L1R 2K6  
(905) 666-6942

# Arts and Culture

## Available at these area schools:

School	Guidance Dept.	Destination
Henry Street High School, Whitby	(905) 668-2731	A C U W
J. Clarke Richardson Collegiate, Ajax	(905) 619-9571	A C U W
O'Neill Collegiate & Vocational Institute, Oshawa	(905) 728-7531	A C U W
Pine Ridge Secondary School, Pickering	(905) 420-1885	A C U W

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

## Overview:

This Specialist High Skills Major (SHSM) in Arts and Culture consists of a unique combination of courses and experiences that allow students to focus their learning within the performance arts. This includes music, dramatic theatre, dance, applied arts, fashion, visual arts, theatre lighting technology, set construction/woodworking, and sound technology. This program serves not only students pursuing diverse destination options (i.e., Apprenticeship; College; Workplace; University) but also functions as a Grade 11 and 12 enrichment extension to the pre-existing Performing Arts program.

The Durham District School Board allows students the opportunity to explore a rich and distinctively broad range of arts-based experiences.

This Specialist High Skills Major (SHSM) in Arts and Culture allows Grade 11 and 12 students to complete a variety of courses over a two year period within the Arts curriculum. The pathway is further supplemented by such core subject areas as English in which contextualized learning activities allow students to apply literacy skills to arts-based career and performance studies. In addition, this program allows for cooperative education placements in related work environments with educators and community partners which facilitate the learning process through practical, hands-on work experience.

Students in the Specialist High Skills Major (SHSM) for Arts and Culture will receive valuable training in CPR, First-Aid, and WHMIS, along with certifications in recognized arts-based training programs. Students will also take part in "Reach Ahead" experiential learning activities in which they will participate in workshops, performances, and activities led by arts educators and performers from post-secondary institutions, Ontario arts facilities, and the professional world that relate to current program expectations and future career considerations.



## A bundle of nine (9) Grade 11 and Grade 12 credits

- **FOUR (4)** arts and culture major credits that lead to apprenticeship training, college, university or workplace  
*\*May be substituted with 1 cooperative education credit (additional to the 2 required co-op credits)*
- **THREE (3)** other required credits, (includes content delivered in the sector’s context)  
**one English + one Mathematics + Business Studies or Canadian and World Studies**
- **TWO (4)** cooperative education credits

## Six (6) sector-recognized certifications and/or training courses/programs

### Three (3) Compulsory

- Cardiopulmonary Resuscitation (CPR) Level C – includes automated external defibrillation (AED)
- Standard First Aid
- Workplace Hazardous Materials Information System (WHMIS) – generic (i.e., not site-specific) instruction

### Three (3) electives from the list below

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> advanced training in a technique (e.g., figure drawing, conducting, sewing)  | <input type="checkbox"/> customer service          | <input type="checkbox"/> musical instrument repair   |
| <input type="checkbox"/> advanced training in a technology (e.g., 3D printing, laser cutting, Serato) | <input type="checkbox"/> elevated work platforms   | <input type="checkbox"/> portfolio development   |
| <input type="checkbox"/> advanced training in an art form (e.g., mime, tapdance, improvisation)       | <input type="checkbox"/> event coordination        | <input type="checkbox"/> project management  |
| <input type="checkbox"/> advanced training in art therapy   | <input type="checkbox"/> fall protection           | <input type="checkbox"/> proposal/grant writing  |
| <input type="checkbox"/> audition preparation   | <input type="checkbox"/> framing and matting       | <input type="checkbox"/> pyrotechnics recording  |
| <input type="checkbox"/> basic electrical safety  | <input type="checkbox"/> game design               | <input type="checkbox"/> equipment sector-specific software 1 (e.g., animation, graphics arts) |
| <input type="checkbox"/> Beauty Specialist Certification Program – three-part course                  | <input type="checkbox"/> health and safety – basic | <input type="checkbox"/> sector-specific software 2 (e.g., photography)                        |
| <input type="checkbox"/> curatorial techniques  | <input type="checkbox"/> instructor certification  | <input type="checkbox"/> stage combat  |
|   | <input type="checkbox"/> interactive art forms     | <input type="checkbox"/> technical staging   |
|   | <input type="checkbox"/> ladder safety training    | <input type="checkbox"/> Working at Heights  |
|   | <input type="checkbox"/> leadership skills         | <input type="checkbox"/> wrapping and taping for performance and injury                        |
|   | <input type="checkbox"/> lighting and sound        |  |
|   | <input type="checkbox"/> equipment maintenance     |  |
|   | <input type="checkbox"/> makeup/cosmetology        |  |

## Exit Path:

### Upon graduation from high school, students may:

- Seek employment in Arts fields (e.g., TV production; theatre performance; film-making; recording arts; etc.)
- Attend an individualized arts-training program (e.g., apprenticeship in lighting or sound or hairstyling)
- Attend a college or university in a variety of applied and performing arts related programs

# Business

## Available at these area schools:

School	Guidance Dept.	Destination
Ajax High School, Ajax	(905) 683-1610	A C U T W
Pine Ridge Secondary School, Pickering	(905) 420-1885	A C U T W
Port Perry High School, Port Perry	(905) 985-7337	A C U T W
Sinclair Secondary School, Whitby	(905) 666-5400	A C U T W

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

## Overview:

The business sector, the central pillar of Canada's economy, is bursting with opportunities, from positions as accountants and clerks to administrators and retailers. The business sector also offers opportunities to young entrepreneurs to aim at the international market because of globalization and new technology. As long as there is commerce, qualified and knowledgeable workers in business will find prospects either in one of Canada's prospering companies or as an entrepreneur in one of their own.

The SHSM-Business enables students to build a foundation of sector-focused knowledge and skills before graduating and entering apprenticeship training, college, university, or an entry-level position in the workplace. Depending on local circumstances, the SHSM in Business may be designed to have a particular focus, for example, on entrepreneurship, finance, accounting, retail, marketing, international business, economics, management and administration, or event planning. Pursuing the Specialist High Skills Major- Business enables students to customize their secondary school education to suit their interests and talents while meeting the requirements for the OSSD. This SHSM is valued by the business sector and post secondary educational institutions and is designed to help prepare students for a post secondary opportunity of their choice in this economic sector.

The Business SHSM provides students the opportunity to explore, identify, and refine career goals to make informed decisions about their post secondary options. The Business SHSM enables students to partake in "reach ahead" experiences that will help them gain confidence in their ability to be successful, refine skills and work habits, and make an informed choice about future careers and next steps.

Sector-recognized certifications and training courses/programs, including those addressing safety, are important for students who are working towards the SHSM and provide them with an advantage when they are entering the workforce, whatever their chosen career goal may be.

Cooperative education provides authentic learning experiences in a workplace setting that enable students to refine, extend, apply, and practice the sector-specific knowledge and skills acquired in the bundle of credits. Each SHSM requires that students complete a minimum of two credits in cooperative education related to the major credits. (More than two credits are recommended, if the student's timetable permits.)

## A bundle of nine (9) Grade 11 and Grade 12 credits

- **FOUR (4)** business major credits that lead to apprenticeship training, college, university or workplace  
*\*May be substituted with 1 cooperative education credit (additional to the 2 required co-op credits)*
- **THREE (3)** other required credits, (includes content delivered in the sector’s context)  
**one English + two Mathematics** (\*\*workplace pathway **two English + one Mathematics**)
- **TWO (2)** cooperative education credits

## Six (6) sector-recognized certifications and/or training courses/programs

### Four (4) Compulsory

- Cardiopulmonary Resuscitation (CPR) Level C – includes automated external defibrillation (AED)
- Customer Service
- Standard First Aid
- Workplace Hazardous Materials Information System (WHMIS) – generic (i.e., not site-specific) instruction

### Two (2) electives from the list below

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> advanced training in a technology (309) | <input type="checkbox"/> ergonomics                  | <input type="checkbox"/> project management  |
| <input type="checkbox"/> advanced training in a technique (313)  | <input type="checkbox"/> ethical considerations      | <input type="checkbox"/> public speaking   |
| <input type="checkbox"/> anti-oppression and allyship training   | <input type="checkbox"/> first aid/CPR/AED awareness | <input type="checkbox"/> retail representative   |
| <input type="checkbox"/> business etiquette                      | <input type="checkbox"/> fraud prevention            | <input type="checkbox"/> sector-specific software 1  |
| <input type="checkbox"/> cash handling and register training     | <input type="checkbox"/> fundraising                 | <input type="checkbox"/> specialized business program/competition (e.g., regional or provincial level DECA, Junior Achievement Company Program, Stock Market Competition, Make Your Pitch, Summer Company Program) |
| <input type="checkbox"/> counterfeit detection                   | <input type="checkbox"/> health and safety – basic   | <input type="checkbox"/> successful exhibiting   |
| <input type="checkbox"/> effective networking                    | <input type="checkbox"/> infection control           |  |
| <input type="checkbox"/> equity and inclusion                    | <input type="checkbox"/> leadership skills           |  |
|  | <input type="checkbox"/> negotiation training        |  |
|  | <input type="checkbox"/> personality inventory       |  |
|  | <input type="checkbox"/> portfolio development       |  |

## Exit Path:

### Upon graduation from high school, students may:

- Enter the workforce in business sector of the economy in a retail, office business or e-business capacity
- Pursue an apprenticeship in special events coordinator or hardware, lumber and building materials retailer
- Attended college or university in a variety of business programs including marketing, accounting, economics and human resources

# Construction

## Available at these area schools:

School	Guidance Dept.	Destination
Anderson Collegiate & Vocational Institute, Whitby	(905) 668-5809	C U W
Dunbarton High School, Pickering	(905) 839-1125	A C U W
Eastdale Collegiate & Vocational Institute, Oshawa	(905) 723-8157	A C T U W
Maxwell Heights Secondary School, Oshawa	(905) 440-7339	A C T U W
O’Neill Collegiate & Vocational Institute, Oshawa	(905) 728-7531	A C U W
Pickering High School, Pickering	(905) 683-4760	A C T U W
Port Perry High School, Port Perry	(905) 985-7337	A C T U W
R.S. McLaughlin Collegiate & Vocational Institute, Oshawa	(905) 728-9407	A C T U W
Uxbridge Secondary School, Uxbridge	(905) 852-2854	A C T U W

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

## Overview:

Pursuing the Specialist High Skills Major – Construction enables students to customize their secondary school education to suit their interests and talents while meeting the requirements for the OSSD. Types of Construction programs will vary by school: framing, cabinetry, plumbing, drywall are a few options available. Students will select a bundle of 10 required credits focused on sector-specific knowledge and skills that are valued by the construction sector and post-secondary educational institutions.

One of the components of the SHSM program is “reach ahead” experiences that will help students gain confidence in their ability to be successful, refine skills and work habits, and make an informed choice about future careers and next steps.

Sector-recognized certifications and training courses/programs, including those addressing safety, are important for students who are working towards the SHSM and provide them with an advantage when they are entering the workforce, whatever their chosen career goal may be.

Cooperative Education provides authentic learning experiences in a workplace setting that enable students to refine, extend, apply, and practice the sector specific knowledge and skills acquired in the bundle of credits. Each SHSM requires that students complete a minimum of two credits in cooperative education related to the major credits. (More than two credits are recommended if the student’s timetable permits.)

## A bundle of ten (10) Grade 11 and Grade 12 credits

- **FOUR (4)** construction major credits that lead to apprenticeship training, college, university or workplace  
*\*May include 1 cooperative education credit in addition to the 2 required co-op credits*
- **FOUR (4)** other required credits, (includes content delivered in the sector’s context)  
**one English + two Mathematics + \*one Science or Business Studies**  
*\*May be substituted with 1 cooperative education credit (additional to the 2 required co-op credits)*
- **TWO (2)** cooperative education credits

## Seven (7) sector-recognized certifications and/or training courses/programs

### Five (5) Compulsory

- Cardiopulmonary Resuscitation (CPR) Level C – includes automated external defibrillation (AED)
- Workplace Hazardous Materials Information System (WHMIS) – generic (i.e., not site-specific) instruction
- Health and Safety – basic
- Standard First Aid
- Working at Heights

### Two (2) electives from the list below

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> advanced training in a technique (313)                           | <input type="checkbox"/> elevated work platforms                              | <input type="checkbox"/> portfolio development   |
| <input type="checkbox"/> advanced training in a technology (309)                          | <input type="checkbox"/> energy efficiency training (e.g., Energy Star, LEED) | <input type="checkbox"/> powder-actuated tools   |
| <input type="checkbox"/> anti-oppression and allyship training                            | <input type="checkbox"/> fall protection                                      | <input type="checkbox"/> project management  |
| <input type="checkbox"/> basic electrical safety  | <input type="checkbox"/> fire safety and fire extinguisher use                | <input type="checkbox"/> propane in construction   |
| <input type="checkbox"/> Canadian Welding Bureau (CWB)                                    | <input type="checkbox"/> first aid/CPR/AED awareness                          | <input type="checkbox"/> scaffold safety   |
| <input type="checkbox"/> flat chainsaw safety   | <input type="checkbox"/> hoisting and rigging                                 | <input type="checkbox"/> sector specific software 1 (323)  |
| <input type="checkbox"/> computer-aided design and computer-aided manufacturing (CAD/CAM) | <input type="checkbox"/> infection control                                    | <input type="checkbox"/> sector-specific vehicle operation and safety  |
| <input type="checkbox"/> confined space awareness   | <input type="checkbox"/> insulated concrete forming                           | <input type="checkbox"/> specialized skills training program/competition (e.g., Skills Canada provincial level, WoodLINKS) |
| <input type="checkbox"/> customer service   | <input type="checkbox"/> land surveying basics                                | <input type="checkbox"/> suspended access equipment  |
|   | <input type="checkbox"/> leadership skills                                    | <input type="checkbox"/> traffic control   |
|   | <input type="checkbox"/> lockout/tagging                                      | <input type="checkbox"/> trenching safety  |
|   | <input type="checkbox"/> ozone-depletion prevention                           |  |

### Exit Path:

Upon graduation from high school, students may:

- obtain employment in the construction industry
- attend university (with prerequisites as outlined by individual university in programs such as Civil Engineering)
- begin or continue an Apprenticeship program in the construction sector
- attend college for a related program

# Energy

## Available at these area schools:

School	Guidance Dept.	Destination
Port Perry High School, Port Perry	(905) 985-7337	<b>A C T U W</b>

**A** • Apprenticeship **C** • College **T** • Training Programs **U** • University **W** • Workplace

## Overview:

Students enrolled in the Energy SHSM will be involved in today's rapid and exciting changes in energy technologies. They will have the opportunity to solve some of the most important pressing issues facing modern societies, while having good prospects for a varied career in a dynamic sector. This SHSM has been designed to have a particular focus in power generation and distribution, with highlights in energy efficiency.

This focus is achieved through the selection of the four major credits in the bundle. Pursuing the SHSM in the Energy Sector enables students to customize their secondary school education to suit their interests and talents while meeting the requirements for the OSSD. Students will have the opportunity to explore, identify, and refine career goals and make informed decisions about their postsecondary options.

SHSM students will participate in sector-recognized certification and training, sector-recognized certifications and training courses/programs, including those addressing safety.

Students will take part in "reach-ahead" experiences that will help them gain confidence in their ability to be successful, refine skills and work habits, and make an informed choice about future careers and next steps.

Experiential learning and career exploration activities give students opportunities to explore, observe, participate in, and reflect on a variety of sectors-specific experiences and careers.





## A bundle of nine (9) Grade 11 and Grade 12 credits

- **FOUR (4)** energy major credits that lead to apprenticeship training, college, university or workplace  
*\*May include 1 cooperative education credit (additional to the 2 required co-op credits)*
- **THREE (3)** other required credits, (includes content delivered in the sector's context)  
**one English + two Mathematics \*one Science or Business Studies**  
*\*May be substituted with 1 cooperative education credit (additional to the 2 required co-op credits)*
- **TWO (2)** cooperative education credits

## Six (6) sector-recognized certifications and/or training courses/programs

### Three (3) Compulsory

- Cardiopulmonary Resuscitation (CPR) Level C – includes automated external defibrillation (AED)
- Standard First Aid
- Workplace Hazardous Materials Information System (WHMIS) – generic (i.e., not site-specific) instruction

### Three (3) electives from the list below

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> advanced training in a technique (313)                           | <input type="checkbox"/> elevated work platforms               | <input type="checkbox"/> leadership skills                            |
| <input type="checkbox"/> advanced training in a technology (309)                          | <input type="checkbox"/> energy efficiency                     | <input type="checkbox"/> lockout/tagging                              |
| <input type="checkbox"/> alternative energy   | <input type="checkbox"/> ergonomics                            | <input type="checkbox"/> ozone-depletion prevention                   |
| <input type="checkbox"/> anti-oppression and allyship training                            | <input type="checkbox"/> fall protection                       | <input type="checkbox"/> pipeline construction                        |
| <input type="checkbox"/> basic electrical   | <input type="checkbox"/> fire safety and fire extinguisher use | <input type="checkbox"/> safety                                       |
| <input type="checkbox"/> safety   | <input type="checkbox"/> first aid/CPR/AED awareness           | <input type="checkbox"/> portfolio development                        |
| <input type="checkbox"/> compass/map/global positioning system (GPS)                      | <input type="checkbox"/> geographic information system (GIS)   | <input type="checkbox"/> project management                           |
| <input type="checkbox"/> computer-aided design and computer-aided manufacturing (CAD/CAM) | <input type="checkbox"/> hazardous materials                   | <input type="checkbox"/> radiation safety                             |
| <input type="checkbox"/> confined space awareness   | <input type="checkbox"/> health and safety – basic             | <input type="checkbox"/> renewable energy                             |
| <input type="checkbox"/> customer service   | <input type="checkbox"/> hoisting and rigging                  | <input type="checkbox"/> sector specific software 1                   |
|   | <input type="checkbox"/> infection control                     | <input type="checkbox"/> sector-specific vehicle operation and safety |
|   | <input type="checkbox"/> ladder safety training                | <input type="checkbox"/> trenching safety                             |
|   |  | <input type="checkbox"/> watershed management                         |
|   |  | <input type="checkbox"/> Working at Heights                           |

## Exit Path:

### Upon graduation from high school, students may:

- Enter the workforce in a wide variety of sectors including as an assembler, fabricator, inspector or service technical for electrical appliances, or solar panel installer/servicer
- Enter an apprenticeship as gas fitter, glazier, machinist or electrical/telecommunications installer/servicer
- Enter a college or university with a depth of knowledge of the energy sector pursuing programming as an electrician, mechanical/chemical/civil engineer, geothermal installer, climatologist or petroleum/gas/chemical process operator

# Environment

## Available at these area schools:

School	Guidance Dept.	Destination
Anderson Collegiate & Vocational Institute, Whitby	(905) 668-5809	A C T U W
Brooklin High School, Brooklin	(905) 655-2015	A C T U W
Donald A. Wilson Secondary School, Whitby	(905) 665-5057	A C T U W
Dunbarton High School, Pickering	(905) 839-1125	A C T U W
G.L. Roberts Collegiate & Vocational Institute, Oshawa	(905) 728-7594	A C T U W
Pine Ridge Secondary School, Pickering	(905) 420-1885	A C T U W
Port Perry High School, Port Perry	(905) 785-7337	A C T U W
Sinclair Secondary School, Whitby	(905) 666-5400	A C T U W
Uxbridge Secondary School, Uxbridge	(905) 852-2854	A C T U W

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

## Overview:

Employment in the environment sector has boomed in recent years and existing labor shortages in this sector are only expected to increase as regulations to meet Canada’s goals regarding climate change come into effect, say industry experts.

The Specialist high Skills Major (SHSM) – The Environment enables students to build a foundation of sector focused knowledge and skills before graduating and entering apprenticeship training, college, university, or an entry-level position in the workplace. Pursuing the SHSM in Environment enables students to customize their secondary school education to suit their interests and talents while meeting the requirements for the OSSD. This program is valued by the environment sector and postsecondary educational institutions. It is designed to help prepare students for a postsecondary opportunity of their choice in this sector.

The SHSM program provides students the opportunity to explore, identify, and refine career goals and make informed decisions about their postsecondary options. The Environment SHSM enables students to partake in sector recognized certifications and training and identify and develop essential skills and work habits that are required in the sector. Sector-recognized certifications and training courses/programs, including those addressing safety, are important for students who are working towards the SHSM and provide them with an advantage when they are entering the workforce, whatever their chosen career goal may be.

Students will have the opportunity to take part in “reach ahead” experiences which will help them gain confidence in their ability to be successful, refine skills and work habits, and make an informed choice about future careers and next steps. They will be able to access resources, equipment, and expertise that may not be available in their secondary school.

Experiential learning and career exploration activities that fulfill the SHSM requirement are planned learning activities that take place outside the traditional classroom setting and relate to the sector of the SHSM. These activities, which can include job shadowing, job twinning, worksite tours, and attendance at career conferences or competitions, enable students enrolled in the SHSM to explore careers in the sector. Students will benefit from the opportunity to reflect on the activity afterwards, either through a discussion or an assignment. Experiential learning and career exploration activities give students opportunities to explore, observe, participate in, and reflect on a variety of sector-specific experiences and careers.

## A bundle of nine (9) Grade 11 and Grade 12 credits

- **FOUR (4)** environment major credits that lead to apprenticeship training, college, university or workplace  
*\*May include 1 cooperative education credit (additional to the 2 required co-op credits)*
- **THREE (3)** other required credits, (includes content delivered in the sector's context)  
**two English + one Mathematics**
- **TWO (2)** cooperative education credits

## Seven (7) sector-recognized certifications and/or training courses/programs

### Four (4) Compulsory

- Cardiopulmonary Resuscitation (CPR) Level C – includes automated external defibrillation (AED)
- Compass/map global positioning system (GPS)
- Standard First Aid
- Workplace Hazardous Materials Information System (WHMIS) – generic (i.e., not site-specific) instruction

### Three (3) electives from the list below

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> advanced training in a technique (e.g., knots techniques) | <input type="checkbox"/> habitat restoration   | <input type="checkbox"/> sector specific regulations and legislations (327)   |
| <input type="checkbox"/> advanced training in a technology (309)                   | <input type="checkbox"/> Hike Ontario  | <input type="checkbox"/> sector-specific vehicle operation and safety   |
| <input type="checkbox"/> animal and plant management                               | <input type="checkbox"/> infection control   | <input type="checkbox"/> seed saving (283)  |
| <input type="checkbox"/> anti-oppression and allyship training                     | <input type="checkbox"/> introduction to stream assessment protocol ladder safety training | <input type="checkbox"/> search and rescue  |
| <input type="checkbox"/> approaches to healing                                     | <input type="checkbox"/> land and forest survey skills                                     | <input type="checkbox"/> soil classification and testing species identification (e.g., fish, birds, plants, trees, small mammals) |
| <input type="checkbox"/> bear safety   | <input type="checkbox"/> leadership skills   | <input type="checkbox"/> sustainable resource management planning   |
| <input type="checkbox"/> Below Zero  | <input type="checkbox"/> Leave No Trace  | <input type="checkbox"/> tourism – basic (014)  |
| <input type="checkbox"/> chainsaw safety   | <input type="checkbox"/> life-saving (Bronze Cross or higher)                              | <input type="checkbox"/> water/ice safety   |
| <input type="checkbox"/> customer service  | <input type="checkbox"/> Ontario Hunter Education  | <input type="checkbox"/> watershed management   |
| <input type="checkbox"/> fall protection   | <input type="checkbox"/> paddling techniques   | <input type="checkbox"/> wilderness first aid   |
| <input type="checkbox"/> fire safety and fire extinguisher use                     | <input type="checkbox"/> Pleasure Craft Operator   | <input type="checkbox"/> wilderness survival  |
| <input type="checkbox"/> first aid/CPR/AED awareness                               | <input type="checkbox"/> portfolio development   | <input type="checkbox"/> Working at at Heights  |
| <input type="checkbox"/> geographic information system (GIS)                       | <input type="checkbox"/> project management  |   |
|  | <input type="checkbox"/> Project Wild  |   |
|  | <input type="checkbox"/> radio operator  |   |

### Exit Path:

#### Upon graduation from high school, students may:

- Enter the workforce in the adventure, conservation and recreation area as a guide, instructor or customer service representative
- Enter college in a variety of areas that work to protect our environment including natural resources law enforcement, civil engineering technologist programs or ecotourism/adventure tourism certificates
- Pursue a university degree in engineering, environmental studies or conservation and restoration ecology degree programs

# Health and Wellness: Health Care/Medical Focus

## Available at these area schools:

School	Guidance Dept.	Destination
Eastdale Collegiate & Vocational Institute, Oshawa	(905) 723-8157	A C U W
Port Perry High School, Port Perry	(905) 985-7337	A C U W

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

## Overview:

The Health and Wellness SHSM offers a comprehensive health care field overview for students interested in health care careers. The program offers students an opportunity for specific learning within a classroom setting and through experiential learning and reach ahead opportunities.

The Health and Wellness major courses include student learning of medical practices and technology, terminology, communication, interpersonal and team work skills, current trends in health care, research projects and career opportunities. The program includes an extended period of time for students to develop medical knowledge and job-readiness skills prior to entering the Cooperative Education component of the program. Students will spend approximately half their time in various health care facilities getting hands on experiences. Students in this SHSM have the opportunity to obtain certifications in: CPR, First Aid, feeding, food safety and handling. Reach ahead opportunities include: certifications/training, a pathway specific dual credit at Durham College, health care career and education exploration.

Students will experience work as dependable and adaptable team members in the busy field of health care. They will successfully meet challenges and seek opportunities in a health care setting under the supervision of the teacher who has professional experience as a Registered Nurse. This program will lead students to success in their post-secondary destinations and increase awareness of the many career options available due to present and predicted future shortages in health care.

## A bundle of nine (9) Grade 11 and Grade 12 credits

- **FOUR (4)** health and wellness major credits that lead to apprenticeship training, college, university or workplace  
*\*May include 1 cooperative education credit (additional to the 2 required co-op credits)*
- **THREE (3)** other required credits, (includes content delivered in the sector's context)  
**one English + one Mathematics+ one \*Science or Social Sciences and Humanities**  
*\*May be substituted with 1 cooperative education credit (additional to the 2 required co-op credits)*
- **TWO (2)** cooperative education credits

## Seven (7) sector-recognized certifications and/or training courses/programs

### Four (4) Compulsory

- Cardiopulmonary Resuscitation (CPR) Level C – includes automated external defibrillation (AED)
- Infection Control
- Standard First Aid
- Workplace Hazardous Materials Information System (WHMIS) – generic (i.e., not site-specific) instruction

### Three (3) electives from the list below

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> advanced training in a technique (e.g., feeding, assistance, airway management, IV insertion) | <input type="checkbox"/> conflict resolution                   | <input type="checkbox"/> Mental Health First Aid   |
| <input type="checkbox"/> advanced training in a technology (309)   | <input type="checkbox"/> customer service                      | <input type="checkbox"/> non-violent crisis intervention   |
| <input type="checkbox"/> allergy awareness   | <input type="checkbox"/> dietary considerations                | <input type="checkbox"/> personal training   |
| <input type="checkbox"/> ambulation, lifting, and transfers  | <input type="checkbox"/> equity and inclusion                  | <input type="checkbox"/> personality inventory   |
| <input type="checkbox"/> animal first aid  | <input type="checkbox"/> ethical considerations                | <input type="checkbox"/> portfolio development   |
| <input type="checkbox"/> anti-oppression and allyship training   | <input type="checkbox"/> fire safety and fire extinguisher use | <input type="checkbox"/> project management  |
| <input type="checkbox"/> approaches to healing   | <input type="checkbox"/> first aid/CPR/AED awareness           | <input type="checkbox"/> safe body mechanics   |
| <input type="checkbox"/> babysitting   | <input type="checkbox"/> fitness                               | <input type="checkbox"/> safe food handling – basic  |
| <input type="checkbox"/> behaviour management  | <input type="checkbox"/> Food Handler Certification            | <input type="checkbox"/> sign language   |
| <input type="checkbox"/> child safety and injury prevention  | <input type="checkbox"/> group dynamics                        | <input type="checkbox"/> spa service (208)   |
| <input type="checkbox"/> communication skills  | <input type="checkbox"/> lab practices                         | <input type="checkbox"/> specialized care (e.g., diabetes, dementia, nutrition) sterile techniques |
| <input type="checkbox"/> concussion awareness  | <input type="checkbox"/> leadership skills                     | <input type="checkbox"/> stress management techniques  |
|  | <input type="checkbox"/> marine and wilderness first aid       | <input type="checkbox"/> waste management  |
|  | <input type="checkbox"/> medical terminology                   | <input type="checkbox"/> wrapping and taping for performance and injury                            |
|  | <input type="checkbox"/> mental health awareness*              |  |

### Exit Path:

#### Upon graduation from high school, students may:

- Pursue Apprenticeship in Early Childhood Education
- Attend College – (with required prerequisites) i.e. Registered Practical Nursing Assistant, Paramedic, Dental Assistant, Physiotherapy Assistant, Recreational Therapy Assistant, Laboratory Technician, Personal Support Worker
- Attend University – (with required prerequisites) Bachelor of Science in Nursing, Physiotherapist, Dental Hygienist, Radiology Technologist, Physician, Occupational Therapist, Social Worker, Pharmacist, Respiratory Therapist
- Find employment in a health care setting as a service support worker

# Health and Wellness: Wellness, Fitness and Nutrition focus

## Available at these area schools:

School	Guidance Dept.	Destination
Ajax High School, Ajax	(905) 683-1610	A C T U W
Anderson Collegiate & Vocational Institute, Whitby	(905) 668-5809	A C T U W
Dunbarton High School, Pickering	(905) 839-1125	A C T U W
Henry Street High School, Whitby	(905) 668-2731	A C T U W
Maxwell Heights Secondary School, Oshawa	(905) 440-7339	A C T U W
O’Neill Collegiate & Vocational Institute, Oshawa	(905) 728-7534	A C T U W
Pine Ridge Secondary School, Pickering	(905) 420-1885	A C T U W
Sinclair Secondary School, Whitby	(905) 666-5400	A C T U W
Uxbridge Secondary School, Uxbridge	(905) 852-2854	A C T U W

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

## Overview:

This Specialist High Skills Major (SHSM) program focuses on preparing students for further education and training on a career in the vast field of Health and Wellness. Kinesiologists, child care workers, audiologists, fitness instructors, doctors, nurses, physiotherapists, youth care workers, and medical technicians are just some of the numerous and varied occupations in the health and wellness sector. Students will complete their Grade 11 and 12 course requirements. Students will be actively involved in co-op, work experience and reach ahead activities as well as receiving certification on Coaching, Personal Trainer, CPR, First Aid, Fitness, Infection Control and WHMIS. This SHSM is open to students from all secondary schools in the Durham DSB and neighbouring Boards.

## A bundle of nine (9) Grade 11 and Grade 12 credits

- **FOUR (4)** health and wellness major credits that lead to apprenticeship training, college, university or workplace  
\*May include 1 cooperative education credit (additional to the 2 required co-op credits)
- **THREE (3)** other required credits, (includes content delivered in the sector’s context)  
**one English + one Mathematics+ one \*Science or Social Sciences and Humanities**  
\*May be substituted with 1 cooperative education credit (additional to the 2 required co-op credits)
- **TWO (2)** cooperative education credits

## Seven (7) sector-recognized certifications and/or training courses/programs

### Four (4) Compulsory

- Cardiopulmonary Resuscitation (CPR) Level C – includes automated external defibrillation (AED)
- Infection Control
- Standard First Aid
- Workplace Hazardous Materials Information System (WHMIS) – generic (i.e., not site-specific) instruction

### Three (3) electives from the list below

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> advanced training in a technique (e.g., feeding, assistance, airway management, IV insertion) | <input type="checkbox"/> conflict resolution                   | <input type="checkbox"/> Mental Health First Aid   |
| <input type="checkbox"/> advanced training in a technology (309)   | <input type="checkbox"/> customer service                      | <input type="checkbox"/> non-violent crisis intervention   |
| <input type="checkbox"/> allergy awareness   | <input type="checkbox"/> dietary considerations                | <input type="checkbox"/> personal training   |
| <input type="checkbox"/> ambulation, lifting, and transfers  | <input type="checkbox"/> equity and inclusion                  | <input type="checkbox"/> personality inventory   |
| <input type="checkbox"/> animal first aid  | <input type="checkbox"/> ethical considerations                | <input type="checkbox"/> portfolio development   |
| <input type="checkbox"/> anti-oppression and allyship training   | <input type="checkbox"/> fire safety and fire extinguisher use | <input type="checkbox"/> project management  |
| <input type="checkbox"/> approaches to healing   | <input type="checkbox"/> first aid/CPR/AED awareness           | <input type="checkbox"/> safe body mechanics   |
| <input type="checkbox"/> babysitting   | <input type="checkbox"/> fitness                               | <input type="checkbox"/> safe food handling – basic  |
| <input type="checkbox"/> behaviour management  | <input type="checkbox"/> Food Handler Certification            | <input type="checkbox"/> sign language   |
| <input type="checkbox"/> child safety and injury prevention  | <input type="checkbox"/> group dynamics                        | <input type="checkbox"/> spa service (208)   |
| <input type="checkbox"/> communication skills  | <input type="checkbox"/> lab practices                         | <input type="checkbox"/> specialized care (e.g., diabetes, dementia, nutrition) sterile techniques |
| <input type="checkbox"/> concussion awareness  | <input type="checkbox"/> leadership skills                     | <input type="checkbox"/> stress management techniques  |
|  | <input type="checkbox"/> marine and wilderness first aid       | <input type="checkbox"/> waste management  |
|  | <input type="checkbox"/> medical terminology                   | <input type="checkbox"/> wrapping and taping for performance and injury                            |
|  | <input type="checkbox"/> mental health awareness*              |  |

### Exit Path:

#### Upon graduation from high school, students may:

- attend Community College (with prerequisites as outlined by individual college and program)
- attend University – (with prerequisites as outlined by individual university and program)
- obtain employment in the Health and Wellness sector
- take advantage of certifications and opportunities gained through experiential learning
- begin an apprenticeship

# Hospitality and Tourism

## Available at these area schools:

School	Guidance Dept.	Destination
Brock High School, Cannington	(705) 432-2311	A C U W
Brooklin High School, Brooklin	(905) 655-2015	C U
Durham Alternative Secondary School*	(905) 579-1990	A C T W
Eastdale Collegiate & Vocational Institute, Oshawa	(905) 723-8157	A C U W
G.L. Roberts Collegiate & Vocational Institute*, Oshawa	(905) 728-7594	A C U W
Henry Street High School, Whitby	(905) 668-2731	A C U W
J. Clarke Richardson Collegiate, Ajax	(905) 619-9571	A C U W
Port Perry High School, Port Perry	(905) 985-7337	A C U W
Uxbridge Secondary School, Uxbridge	(905) 852-2854	A C U W

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

\* *Durham Alternative Secondary School (DASS) and G.L. Roberts Collegiate & Vocational Institute run this program with a Hairstyling/Aesthetics focus*

## Overview:

A Specialist High Skills Major consists of a defined combination of courses and experiences that relate to the hospitality and tourism sector. This program provides students with authentic, industry recognized training leading to apprenticeship, college, university or workplace destinations.

Students receive training in sector recognized certifications such as Safe Food Handling. They engage in experiential learning arranged at their home high schools. The Cook/Chef Local Industry Committee assists with these placements. Students may receive reach ahead training in level one Apprenticeship training, which can also apply to college and university destinations, such as food and nutrition.

Students can access this program any time up to the beginning of grade eleven. Students are able to enter the Specialist High Skills Major program based on readiness and alignment of the program with their interests and post secondary goals. As students clarify their career goals they may discontinue pursuing this major depending upon the availability of programs as well as other enrolment considerations.



## A bundle of nine (9) Grade 11 and Grade 12 credits

- **FOUR (4)** hospitality and tourism major credits that lead to apprenticeship training, college, university or workplace  
*\*May include 1 cooperative education credit (additional to the 2 required co-op credits)*
- **THREE (3)** other required credits, (includes content delivered in the sector's context)  
**one English + one Mathematics+ one \*Science or Business Studies**  
*\*May be substituted with 1 cooperative education credit (additional to the 2 required co-op credits)*
- **TWO (2)** cooperative education credits

## Six (6) sector-recognized certifications and/or training courses/programs

### Four (4) Compulsory

- Cardiopulmonary Resuscitation (CPR) Level C – includes automated external defibrillation (AED)
- Customer Service
- Standard First Aid
- Workplace Hazardous Materials Information System (WHMIS) – generic (i.e., not site-specific) instruction

### Two (2) electives from the list below

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> advanced training in a technique (e.g., paddling) | <input type="checkbox"/> fire safety and fire extinguisher use  | <input type="checkbox"/> life-saving (Bronze Cross or higher) |
| <input type="checkbox"/> advanced training in a technology (309)           | <input type="checkbox"/> first aid/CPR/AED awareness            | <input type="checkbox"/> portfolio development                |
| <input type="checkbox"/> anti-oppression and allyship training             | <input type="checkbox"/> fishing guide                          | <input type="checkbox"/> project management                   |
| <input type="checkbox"/> cash handling and register training               | <input type="checkbox"/> Food Handler Certification             | <input type="checkbox"/> safe food handling – basic           |
| <input type="checkbox"/> compass/map/global positioning system (GPS)       | <input type="checkbox"/> geographic information system (GIS)    | <input type="checkbox"/> Smart Serve                          |
| <input type="checkbox"/> cook/line cook                                    | <input type="checkbox"/> guest services                         | <input type="checkbox"/> spa etiquette                        |
| <input type="checkbox"/> dietary considerations                            | <input type="checkbox"/> heritage interpreter                   | <input type="checkbox"/> spa service                          |
| <input type="checkbox"/> event coordination                                | <input type="checkbox"/> housekeeping services                  | <input type="checkbox"/> ticket agent                         |
|  | <input type="checkbox"/> infection control                      | <input type="checkbox"/> tour guide                           |
|  | <input type="checkbox"/> introduction to hospitality management | <input type="checkbox"/> tourism – basic                      |
|  | <input type="checkbox"/> leadership skills                      | <input type="checkbox"/> wilderness first aid                 |
|  |   | <input type="checkbox"/> wilderness survival                  |

### Exit Path:

Upon graduation from high school, students may:

- continue an apprenticeship as a Cook/Chef and receive a certificate of qualification and complete standing of level one apprenticeship theory
- begin a career that could take them anywhere in the world
- attend college or university programs in food sciences, health, nutrition, hospitality and tourism
- own their own business

# Information and Communication Technology (ICT)

## Available at these area schools:

School	Guidance Dept.	Destination
Brock High School, Cannington	(705) 432-2311	A C T U
Brooklin High School, Brooklin	(905) 655-2015	A C T U
J. Clarke Richardson Collegiate, Ajax	(905) 619-9571	A C T U
Maxwell Heights Secondary School, Oshawa	(905) 985-7337	A C T U
Pickering High School, Ajax	(905) 683-4760	A C T U
R.S. McLaughlin Collegiate & Vocational Institute, Oshawa	(905) 852-2854	A C T U

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

## Overview:

Students enrolled in the SHSM-Information and Communications Technology will be involved in today's rapid and exciting changes in technology and will help pave the way to new and emerging media and technologies in the years to come. The SHSM-Information and Communications Technology enables students to build a foundation of sector-focused knowledge and skills before graduating and entering apprenticeship training, college, university, or an entry-level position in the workplace.

Depending on local circumstances, the SHSM-Information and Communications Technology may be designed to have a particular focus - for example, on communication systems, computer systems, or software and digital media. Information and communications technology (ICT) is the sector that processes information (which includes capturing, transmitting, and displaying information) using electronic systems.

The ICT sector continues to transform our economy and everyday life. Core industries in this sector include:

- communications systems (e.g., telecommunications, cable/broadband, broadcasting, and other program distribution systems)
- computer systems (e.g., computer engineering, technical support, electronics, robotics, network engineering)
- software and digital media (e.g. computer programming, computer and video games, simulations, computer animation, data management, web design, web portals, Internet security).

Any of the above areas may include a range of activities dealing with design and development, sales and marketing, security, training, and maintenance and repair.

The ICT, SHSM provides students the opportunity to explore, identify, and refine career goals to make informed decisions about their postsecondary options. The ICT, SHSM enables students to partake in "reach ahead" experiences that will help them gain confidence in their ability to be successful, refine skills and work habits, and make an informed choice about future careers and next steps.

Sector-recognized certifications and training courses/programs, including those addressing safety, are important for students who are working towards the SHSM and provide them with an advantage when they are entering the workforce, whatever their chosen career goal may be.

Cooperative education provides authentic learning experiences in a workplace setting that enable students to refine, extend, apply, and practice the sector-specific knowledge and skills acquired in the bundle of credits. Each SHSM requires that students complete a minimum of two credits in cooperative education related to the major credits. (More than two credits are recommended, if the student's timetable permits.)

## A bundle of nine (9) Grade 11 and Grade 12 credits

- **FOUR (4)** information and communications technology major credits that lead to apprenticeship training, college, university or workplace  
*\*May include 1 cooperative education credit (additional to the 2 required co-op credits)*
- **THREE (3)** other required credits, (includes content delivered in the sector's context)  
**one English + one Mathematics+ one \*Arts or Business Studies**  
*\*May be substituted with 1 cooperative education credit (additional to the 2 required co-op credits)*
- **TWO (2)** cooperative education credits

## Six (6) sector-recognized certifications and/or training courses/programs

### Three (3) Compulsory

- Cardiopulmonary Resuscitation (CPR) Level C – includes automated external defibrillation (AED)
- Standard First Aid
- Workplace Hazardous Materials Information System (WHMIS) – generic (i.e., not site-specific) instruction

### Three (3) electives from the list below

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> advanced training in a technique (e.g., website design, coding, digital lighting, search engine optimization) | <input type="checkbox"/> electronics – basic                      | <input type="checkbox"/> lockout/tagging                                 |
| <input type="checkbox"/> advanced training in a technology (309)   | <input type="checkbox"/> elevated work platforms                  | <input type="checkbox"/> network cabling                                 |
| <input type="checkbox"/> anti-oppression and allyship training   | <input type="checkbox"/> ergonomics fall protection               | <input type="checkbox"/> network configuration                           |
| <input type="checkbox"/> basic electrical safety   | <input type="checkbox"/> first aid/CPR/AED awareness              | <input type="checkbox"/> portfolio development                           |
| <input type="checkbox"/> CISCO networking  | <input type="checkbox"/> health and safety – basic                | <input type="checkbox"/> project management                              |
| <input type="checkbox"/> computer hardware   | <input type="checkbox"/> infection control                        | <input type="checkbox"/> recording equipment                             |
| <input type="checkbox"/> counterfeit detection   | <input type="checkbox"/> intellectual property                    | <input type="checkbox"/> sector-specific software 1                      |
| <input type="checkbox"/> customer service  | <input type="checkbox"/> interfacing equipment                    | <input type="checkbox"/> sector-specific software 2                      |
|  | <input type="checkbox"/> Internet security                        | <input type="checkbox"/> specialized skills training program/competition |
|  | <input type="checkbox"/> ladder safety training                   | <input type="checkbox"/> technical support                               |
|  | <input type="checkbox"/> leadership skills                        | <input type="checkbox"/> Working at Heights                              |
|  | <input type="checkbox"/> lighting and sound equipment maintenance |  |

## Exit Path:

### Upon graduation from high school, students may:

- Join the workforce in a variety of sectors within our economy including in the animation, graphic arts, publishing and server maintenance positions
- Pursue a college program within the “in demand field” of computer networking/programming/designing and servicing or join the field of animation/audio production/recording field
- Follow a university path to a variety of arts and computer science degree programs.

# Manufacturing

## Available at these area schools:

School	Guidance Dept.	Destination
G.L. Roberts Collegiate & Vocational Institute, Oshawa	(905) 728-7594	A C U W

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

## Overview:

Manufacturing is the production of goods using labour, machinery, tools and biological or chemical processing or formulation. Manufacturing can either mean transforming raw materials into finished goods on a large scale, or the creation of more complex items by selling basic goods to manufacturers to produce items such as automobiles, aircraft, or household appliances.

The Specialist High Skills Major (SHSM) Manufacturing provides students with a strong foundation for a wide variety of careers in the manufacturing sector, from those focusing on the transformation of raw materials into finished products, to product design and materials selection. Manufacturing has close connections with fabrication, engineering, and the industrial design process.

Pursuing the Specialist High Skills Major – Manufacturing enables students to customize their secondary school education to suit their interests and talents while meeting the requirements for the OSSD. Students can explore, identify, refine their career goals, and make informed decisions about their postsecondary options.

SHSM students will participate in sector-recognized certification and training. Sector-recognized certifications and training courses/programs, including those addressing safety, are important for students who are working towards the SHSM and provide them with an advantage when they are entering the workforce, whatever their chosen career goal may be.

SHSM students will also take part in “reach ahead” experiences that will help them gain confidence in their ability to be successful, refine skills and work habits, and make an informed choice about future careers and next steps. Experiential learning and career exploration activities give students opportunities to explore, observe, participate in, and reflect on a variety of sector-specific experiences and careers. They also enable students to increase their awareness of, and develop, the essential skills and work habits required in the sector.

## A bundle of nine (9) Grade 11 and Grade 12 credits

- **FOUR (4)** manufacturing major credits that provide sector-specific knowledge and skills. The four courses must include at least one Grade 11 and one Grade 12 credit, and may include one cooperative education credit related to the sector. (This cooperative education credit would be additional to the two that are required in the bundle; see below)
- **THREE (3)** other required credits from the Ontario curriculum. Schools may commit to including a contextualized learning activity (CLA) for the manufacturing sector in each of the three credits. In each credit, some of the course expectations are then met through the CLA. (Schools that do not formally commit to including CLAs are still free to offer them in one or more of the credits.) The three credits include: **one English + one Mathematics+ one of the following\***  
\*for the apprenticeship training, college, and university pathways – one in science (or a cooperative education credit related to the sector, which would be additional to the two cooperative education credits required in the bundle; see below) for the workplace pathway – an additional credit in English (Grade 12)
- **TWO (2)** cooperative education credits that provide authentic learning experiences in a workplace setting, enabling students to refine, extend, apply, and practice knowledge and skills outlined in the cooperative education curriculum as well as sector-specific knowledge and skills

## Six (6) sector-recognized certifications and/or training courses/programs

### Three (3) Compulsory

- Cardiopulmonary Resuscitation (CPR) Level C – includes automated external defibrillation (AED)
- Standard First Aid
- Workplace Hazardous Materials Information System (WHMIS) – generic (i.e., not site-specific) instruction

### Three (3) electives from the list below

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> advanced training in a technique                                 | <input type="checkbox"/> elevated work platforms                       | <input type="checkbox"/> portfolio development  |
| <input type="checkbox"/> advanced training in a technology                                | <input type="checkbox"/> fall protection                               | <input type="checkbox"/> project management   |
| <input type="checkbox"/> anti-oppression and allyship training                            | <input type="checkbox"/> fire safety and fire extinguisher use         | <input type="checkbox"/> propane safety   |
| <input type="checkbox"/> basic electrical safety  | <input type="checkbox"/> first aid/CPR/AED awareness                   | <input type="checkbox"/> safe lifting   |
| <input type="checkbox"/> Basic Safety Orientation (BSO Plus)                              | <input type="checkbox"/> handling dangerous substances                 | <input type="checkbox"/> scaffold safety  |
| <input type="checkbox"/> Canadian Welding Bureau (CWB) – flat                             | <input type="checkbox"/> health and safety – basic                     | <input type="checkbox"/> sector-specific software 1   |
| <input type="checkbox"/> computer-aided design and computer-aided manufacturing (CAD/CAM) | <input type="checkbox"/> hoisting and rigging                          | <input type="checkbox"/> sector-specific vehicle operation and safety   |
| <input type="checkbox"/> confined space awareness   | <input type="checkbox"/> infection control                             | <input type="checkbox"/> specialized skills training program/competition (e.g., Skills Canada provincial level) |
| <input type="checkbox"/> customer service   | <input type="checkbox"/> leadership skills                             | <input type="checkbox"/> transportation of dangerous goods  |
|   | <input type="checkbox"/> Lean Manufacturing                            | <input type="checkbox"/> Working at Heights   |
|   | <input type="checkbox"/> lockout/tagging                               |   |
|   | <input type="checkbox"/> personal protective equipment – manufacturing |   |

### Exit Path:

#### Upon graduation from high school, students may:

- Join the workforce in a wide variety of manufacturing plants including car assembly, food production or tool machining operators
- Take an apprenticeship as a millwright, tool and die maker or an industrial electrician
- Pursue a college program in a variety of industrial and electrical machining areas
- Enter a university program to engineer, design and install a variety of processes in the manufacturing areas of our economy

# Non-Profit

## Available at these area schools:

School	Guidance Dept.	Destination
Dunbarton High School, Pickering	(905) 839-1125	C U W
Pickering High School, Ajax	(905) 683-4760	A C T U

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

## Overview:

The SHSM–Non-profit enables students to build a foundation of sector-focused knowledge and skills before graduating and entering apprenticeship training, college, university, or a position in the workplace. Students will develop skills in the areas of problem solving, analysis, communication, cooperation, ethical values, consciousness, and citizenship. Where local circumstances allow, boards may elect to offer one or more variants of the SHSM in a given sector, each with a particular area of focus. This SHSM may be designed to have a particular focus – for example, on international development, education or community action. This focus is achieved through the selection of the four major credits in the bundle.

## A bundle of nine (9) Grade 11 and Grade 12 credits

- **FOUR (4)** non-profit major credits that lead to apprenticeship training, college, university or workplace  
*\*May include 1 cooperative education credit (additional to the 2 required co-op credits)*
- **THREE (3)** other required credits, (includes content delivered in the sector’s context)  
**one English + one Mathematics+ one \*Arts or Business Studies**  
*\*May be substituted with 1 cooperative education credit (additional to the 2 required co-op credits)*
- **TWO (2)** cooperative education credits



## Seven (7) sector-recognized certifications and/or training courses/programs

### Four (4) Compulsory

- Cardiopulmonary Resuscitation (CPR) Level C – includes automated external defibrillation (AED)
- Standard First Aid
- Ethical Considerations
- Workplace Hazardous Materials Information System (WHMIS) – generic (i.e., not site-specific) instruction

### Three (3) electives from the list below

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> advanced training in a technique (313)      | <input type="checkbox"/> environmental awareness         | <input type="checkbox"/> Mental Health First Aid         |
| <input type="checkbox"/> advanced training in a technology (309)     | <input type="checkbox"/> equity and inclusion            | <input type="checkbox"/> non-violent crisis intervention |
| <input type="checkbox"/> anti-oppression and allyship training       | <input type="checkbox"/> event coordination              | <input type="checkbox"/> personality inventory           |
| <input type="checkbox"/> behavior management                         | <input type="checkbox"/> first aid/CPR/AED awareness     | <input type="checkbox"/> portfolio development           |
| <input type="checkbox"/> communication skills                        | <input type="checkbox"/> fundraising                     | <input type="checkbox"/> project management              |
| <input type="checkbox"/> compass/map/global positioning system (GPS) | <input type="checkbox"/> group dynamics                  | <input type="checkbox"/> proposal/grant writing          |
| <input type="checkbox"/> conflict resolution                         | <input type="checkbox"/> incident management             | <input type="checkbox"/> sector-specific software 1      |
| <input type="checkbox"/> customer service                            | <input type="checkbox"/> infection control               | <input type="checkbox"/> self-defence                    |
|  | <input type="checkbox"/> leadership skills               | <input type="checkbox"/> social media networking         |
|  | <input type="checkbox"/> legal/administrative procedures | <input type="checkbox"/> successful exhibiting           |
|  | <input type="checkbox"/> mental health awareness*        | <input type="checkbox"/> wilderness first aid            |

### Exit Path:

#### Upon graduation from high school, students may:

- Join the workforce in a wide variety of non-profit agencies or organizations including working in areas like fundraising, communications and customer service
- Take an apprenticeship in event planning and co-ordination and use these skills or organize larger fundraising initiatives/events to benefit their non-profit agency/organization
- Pursue a college program in public relations, community/justice services (like policing) or project/event management with plans to join a non-profit agency/organization after graduation working in the community to make the world more equitable and inclusive
- Follow a university pathway to a degree program in economics, education, environment, ethics, law or social justice programming with plans to join a non-profit agency/organization after graduation, working in the community to make the world a safer and more equitable place.

# Sports

## Available at these area schools:

School	Guidance Dept.	Destination
Brock High School, Cannington	(705) 432-2311	C U W
Brooklin High School, Brooklin	(905) 655-2015	C U W
Donald A. Wilson Secondary School, Whitby	(905) 665-5057	C U W
G.L. Roberts Collegiate & Vocational Institute*, Oshawa	(905) 728-7594	A C U W
J. Clarke Richardson Collegiate, Ajax	(905) 619-9571	C U W
O'Neill Collegiate & Vocational Institute, Oshawa	(905) 728-7534	C U W
Pine Ridge Secondary School, Pickering	(905) 420-1885	C U W
R.S. McLaughlin Collegiate & Vocational Institute, Oshawa	(905) 728-9407	C U W
Sinclair Secondary School, Whitby	(905) 666-5400	C U W

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

## Overview:

Canada's sports industry is growing. There are now dozens of cities with professional sports teams and franchises. In Ontario, there are over 25 professional teams in sports ranging from hockey, lacrosse to soccer and football. The Canadian sports sector generates around \$8 billion a year, according to Statistic Canada.

The SHSM-Sports enables students to build a foundation of sector-focused knowledge and skills before graduating and entering apprenticeship training, college, university, or an entry-level position in the workplace. Depending on local circumstances, this SHSM may be designed to have a particular focus - for example, competitive and recreational sports, sports management, or sports media and broadcasting. Where a choice of focus areas is offered, students are able to select one.

The SHSM -Sports requires students to complete seven sector-recognized certifications and/or training courses/programs. Of these, four are compulsory and the remaining three are electives that must be chosen from the list in the following table. Note that items in the table that are capitalized are the proper names of specific certifications or training courses/programs that are appropriate for the SHSM -Sports. Items that are lowercased are names of the areas or categories within which specific certifications or training courses/programs should be selected by the school or board.

## A bundle of nine (9) Grade 11 and Grade 12 credits

- **FOUR (4)** sports major credits that lead to apprenticeship training, college, university or workplace  
\*May include 1 cooperative education credit (additional to the 2 required co-op credits)
- **THREE (3)** other required credits, (includes content delivered in the sector's context)  
**one English + one Mathematics+ one \*Science or Business Studies**  
\*May be substituted with 1 cooperative education credit (additional to the 2 required co-op credits)
- **TWO (2)** cooperative education credits



## Five (5) sector-recognized certifications and/or training courses/programs

### Three (3) Compulsory

- Cardiopulmonary Resuscitation (CPR) Level C – includes automated external defibrillation (AED)
- Standard First Aid
- Workplace Hazardous Materials Information System (WHMIS) – generic (i.e., not site-specific) instruction

### Two (2) electives from the list below

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> advanced training in a technique (e.g., fundamental skills in sport, fundamental movement skills, paddling technique, Spinning) | <input type="checkbox"/> ergonomics                           | <input type="checkbox"/> officiating                                    |
| <input type="checkbox"/> advanced training in a technology (309)   | <input type="checkbox"/> ethical considerations               | <input type="checkbox"/> personal training                              |
| <input type="checkbox"/> anti-oppression and allyship training   | <input type="checkbox"/> event coordination                   | <input type="checkbox"/> Pleasure Craft Operator                        |
| <input type="checkbox"/> coaching – performance  | <input type="checkbox"/> first aid/CPR/AED awareness          | <input type="checkbox"/> portfolio development                          |
| <input type="checkbox"/> coaching – theory   | <input type="checkbox"/> geographic information system (GIS)  | <input type="checkbox"/> project management                             |
| <input type="checkbox"/> communication skills  | <input type="checkbox"/> group dynamics                       | <input type="checkbox"/> risk management                                |
| <input type="checkbox"/> compass/map/global positioning system (GPS)   | <input type="checkbox"/> health and safety – basic            | <input type="checkbox"/> sector-specific software 1                     |
| <input type="checkbox"/> concussion awareness  | <input type="checkbox"/> HIGH FIVE                            | <input type="checkbox"/> sport nutrition                                |
| <input type="checkbox"/> conflict resolution   | <input type="checkbox"/> incident management                  | <input type="checkbox"/> sport program design                           |
| <input type="checkbox"/> customer service  | <input type="checkbox"/> infection control                    | <input type="checkbox"/> sports team trainer certification              |
| <input type="checkbox"/> equity and inclusion  | <input type="checkbox"/> instructor certification             | <input type="checkbox"/> wilderness first aid                           |
|  | <input type="checkbox"/> leadership skills                    | <input type="checkbox"/> wilderness survival                            |
|  | <input type="checkbox"/> life-saving (Bronze Cross or higher) | <input type="checkbox"/> working with individuals with disabilities     |
|  | <input type="checkbox"/> marine safety/marine first aid       | <input type="checkbox"/> wrapping and taping for performance and injury |

### Exit Path:

#### Upon graduation from high school, students may:

- Join the workforce in the large sports/fitness/wellness sector of the economy as a coach, personal trainer, officiant or referee
- Take an apprenticeship as an event co-ordinator and use this knowledge to increase the fitness level of their broader community
- Pursue a college program in a wide variety of sports/fitness areas including broadcasting, community relations and communications for sport organizations within our community
- Follow a university pathway to a variety of programs in sport/fitness, including those in kinesiology, athletic therapy, chemistry, nutrition, biology and medicine

# Transportation

## Available at these area schools:

School	Guidance Dept.	Destination
Brock High School, Cannington	(705) 432-2311	A C U W
Brooklin High School, Brooklin	(905) 655-2015	A C U W
Dunbarton High School, Pickering	(905) 839-1125	A C U W
Eastdale Collegiate & Vocational Institute, Oshawa	(905) 723-8157	A C U W
G.L. Roberts Collegiate & Vocational Institute, Oshawa	(905) 728-7594	A C U W
Henry Street High School, Whitby	(905) 668-2731	A C U W
Pickering High School, Ajax	(905) 683-4760	A C U W
Port Perry High School, Port Perry	(905) 985-7337	A C U W
R.S. McLaughlin Collegiate & Vocational Institute, Oshawa	(905) 728-9407	A C U W
Sinclair Secondary School, Whitby	(905) 666-5400	A C U W

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

## Overview:

Transportation affects our lives in a multitude of ways. We drive cars for everyday purposes, use mass transit to commute to work, and fly and cruise on holidays. Transportation systems move raw materials to manufacturers and finished products to consumers locally, nationally, and globally. In addition to being essential to our daily lives, transportation and transportation systems are an important area of employment in our economy.

The Specialist High Skills Major (SHSM) Transportation provides students with a strong foundation for a wide variety of careers in the transportation sector, from those focusing on the service, repair, and modification of vehicle systems to those related to the organization and management of transportation services and mass transit systems.

Pursuing the Specialist High Skills Major – Transportation enables students to customize their secondary school education to suit their interests and talents while meeting the requirements for the OSSD. Students will have the opportunity to explore, identify, and refine career goals and make informed decisions about their postsecondary options.

SHSM students will participate in sector recognized certification and training. Sector-recognized certifications and training courses/programs, including those addressing safety, are important for students who are working towards the SHSM and provide them with an advantage when they are entering the workforce, whatever their chosen career goal may be.

SHSM students will also take part in “reach ahead” experiences that will help them gain confidence in their ability to be successful, refine skills and work habits, and make an informed choice about future careers and next steps.

Experiential learning and career exploration activities give students opportunities to explore, observe, participate in, and reflect on a variety of sector-specific experiences and careers. They also enable students to increase their awareness of, and develop, the essential skills and work habits required in the sector.

## A bundle of nine (9) Grade 11 and Grade 12 credits

- **FOUR (4)** transportation major credits that lead to apprenticeship training, college, university or workplace  
*\*May include 1 cooperative education credit (additional to the 2 required co-op credits)*
- **THREE (3)** other required credits, (includes content delivered in the sector's context)  
**one English + one Mathematics+ one \*Science or Business Studies**  
*\*May be substituted with 1 cooperative education credit (additional to the 2 required co-op credits)*
- **TWO (2)** cooperative education credits

## Seven (7) sector-recognized certifications and/or training courses/programs

### Four (4) Compulsory

- Cardiopulmonary Resuscitation (CPR) Level C – includes automated external defibrillation (AED)
- Health and Safety – Basic
- Standard First Aid
- Workplace Hazardous Materials Information System (WHMIS) – generic (i.e., not site-specific) instruction

### Three (3) electives from the list below

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> advanced training in a technique (313)                           | <input type="checkbox"/> ergonomics                                 | <input type="checkbox"/> ozone-depletion prevention   |
| <input type="checkbox"/> advanced training in a technology (309)                          | <input type="checkbox"/> fall protection                            | <input type="checkbox"/> Pleasure Craft Operator  |
| <input type="checkbox"/> air brakes   | <input type="checkbox"/> filling propane and motor fuel tanks       | <input type="checkbox"/> portfolio development  |
| <input type="checkbox"/> anti-oppresion and allyship training                             | <input type="checkbox"/> fire safety and fire extinguisher use      | <input type="checkbox"/> project management   |
| <input type="checkbox"/> basic electrical safety  | <input type="checkbox"/> fire safety and fire extinguisher use      | <input type="checkbox"/> sector-specific regulations and legislation  |
| <input type="checkbox"/> computer-aided design and computer-aided manufacturing (CAD/CAM) | <input type="checkbox"/> first aid/CPR/AED awareness                | <input type="checkbox"/> sector specific software 1 (323)   |
| <input type="checkbox"/> customer service   | <input type="checkbox"/> infection control                          | <input type="checkbox"/> sector-specific vehicle operation and safety   |
| <input type="checkbox"/> Drive Clean  | <input type="checkbox"/> introduction to logistics                  | <input type="checkbox"/> specialized skills training program/competition (e.g., Skills Canada provincial level) |
| <input type="checkbox"/> elevated work platforms  | <input type="checkbox"/> ladder safety training leadership skills   | <input type="checkbox"/> vehicle lift safety  |
| <input type="checkbox"/> environmental spills   | <input type="checkbox"/> lockout/tagging                            | <input type="checkbox"/> Working at Heights   |
|   | <input type="checkbox"/> original equipment manufacturer's training |   |

### Exit Path:

Upon graduation from high school, students may:

- obtain employment in the motive power sector
- begin or continue an apprenticeship in the motive power sector
- attend college for a related program
- attend university for a related program such as mechanical engineering

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# Academy for Student Athlete Development A.S.A.D.

## Available at:

School	Sites	Contact Information	Destination
All DDSB Schools	The Abilities Centre, Whitby (Half Days)	<a href="http://asaddurham.com/contact">asaddurham.com/contact</a>	<b>C U W</b>

**A** • Apprenticeship **C** • College **T** • Training Programs **U** • University **W** • Workplace

## Overview:

The Academy for Student Athlete Development (A.S.A.D.) is a unique high performance athletic program that is designed for student athletes in grade 9-12 in conjunction with the Durham District School Board, Provincial and National Sport Organizations, Neurochangers and Elite Training Systems.

The A.S.A.D. Durham campus located at The Abilities Centre in Whitby provides targeted athletic and academic support to student athletes as they strive for success at provincial, national and international levels of competition. The academic component for DDSB students of A.S.A.D. is delivered by DDSB teachers on site at The Abilities Centre.

Student athletes attending the A.S.A.D. Durham campus will attend The Abilities Centre for half of their school day and the other half at one of the DDSB secondary schools. Suitable transportation to and from school and The Abilities Centre will be discussed with each family prior to enrollment. Each student athlete that attends A.S.A.D will be considered full time equivalency at their chosen school.

While attending A.S.A.D at the Abilities Centre, the student athletes will be working toward earning Grade level compulsory credits, Physical and Health Education credits and other elective Academic credits based on their individual pathway. The other half of the day will be spent at their home secondary school in regular classes. Athletically, student athletes will be provided with yearly training plans consisting of strength and conditioning, technical training, sports nutrition, sports psychology / mental skills training, sports medicine and lifestyle management advice. All plans are designed in alignment with Long Term Athlete Development principles, and implemented in a high performance daily training environment.

Prospective student athletes will be required to complete a formal application outlining their academic and athletic backgrounds and achievements. Student athletes must also be nominated and/or verified by the relevant provincial or national sports organization to ensure they meet high performance eligibility as established by PSO and/or NSO. Current fees range from \$6,000 to \$10,000 per year. Financial assistance is available.

Families interested in finding out more information on A.S.A.D can do so by following the link: [abilitiescentre.org/programs/asad](http://abilitiescentre.org/programs/asad).



# Centres for Success: A School to College to Work Initiative

## Available at:

School	Partnered with/Host Sites	Contact	Destination
Brock High School, Cannington	Fleming College, Frost Campus, Lindsay Sutherland Campus, Peterborough	(705) 432-2311	A C W
Durham Alternative Secondary School, Oshawa	Durham College, Oshawa Campus	(905) 579-1990	A C W
G.L. Roberts Collegiate & Vocational Institute, Oshawa	Durham College, Whitby Campus	(905) 728-7594	A C W
Regional Program - available to all DDSB Students	Durham College, Whitby & Oshawa Campus	(905) 666-5500	A C U W

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

## Overview:

The Centres for Success provide students who had previous academic challenges at school with opportunities to complete the requirements for graduation in a college setting. The schools indicated above provide a class in partnership with the college in which each student completes a full secondary course, credit recovery and a college “reach ahead” course for credit at both the college and secondary levels (dual credit). Students attend classes on the college campus for a full semester while enrolled at their high schools. They are provided many college privileges such as access to library and technology resources, recreation facilities and student support services. A secondary teacher from each participating school is with the students for the entire program. Students experience the college environment and potential post secondary program opportunities. Many students will apply for college after completing the Centre for Success program.

For information, contact the participating school or the Guidance Facilitator (905) 666-6322.

## Centre for Success Dual-Credit College Program School College Work Initiative:

### Program Information:

The Centre for Success, Dual Credit College Program, School College Work Initiative, is a Student Success program offered through a number of schools within the DDSB. Students will have the opportunity to take high school courses, as well as a College course, with the aim of fulfilling their remaining requirements for graduation. We are very pleased with the success of our students participating in this program, with 96% successfully completing the program and 67% transitioning directly into college upon graduation.

## Advantages of the program

### Students may:

- Recover credits (courses which students did not successfully complete)
- Earn a credit at College, which would also count as a high school credit to be used towards obtaining an OSSD (dual credit course)
- Earn a college credit free of tuition fees
- Access to all of the College's state-of-the-art facilities
- Be part of a college environment
- Learn about the various course pathways offered by the College
- Learn skills for entering college or the workplace
- Benefit from small class size

## Program Structure

### Each student will have a schedule developed specifically to meet their needs.

Classes will start at the beginning of the semester. A student's schedule may be comprised of the following courses:

#### Credit Recovery

Credit Recovery is a process to enable students who have failed a course to earn a credit for the course. With the small class size structure, students will receive intensive support. While working to recover those credits they also learn about themselves, what it means to be successful, how to set goals, plan for the future, and earn a guidance credit toward their Ontario Secondary School Diploma.

#### College Dual Credit

In addition to their high school courses, students will enroll in a college course, offered by Durham or Fleming College and supported by their dual credit high school teacher. This will result in a dual credit (i.e. students will be granted a credit at college AND at high school for the same course).

#### Electives

Some of the course offerings may include Grade 12 College English, Grade 12 College Math or Grade 12 Fitness.

#### Expectations

Students are expected to attend regularly and complete all required assignments. As guests on the college campus, students are expected to adhere to the same requirements for conduct as regular College students. Behavioural expectations of the home school must also be followed.

#### Transportation

Student transportation to the College may be provided by the College supported by the School College Work Initiative.



# Community Based Learning Program

## Available at:

School	Contact	Destination
Durham Alternative Secondary School, Oshawa and Pickering	(905) 666-5500	Return to High School

## Overview:

The Community Based Learning Program is an educational alternative for students 14 to 16 years of age who have been approved for a S.A.L. (Supervised Alternative Learning) alternative by the S.A.L. Committee. Students are invited to enter this program based on a referral from their school administrator and school social worker, or attendance counsellor.

The focus of the program is to help students develop skills that will increase school success. This is a program that includes both teacher instruction and independent learning. Students are encouraged to address the issues and challenges that affected their ability to achieve success. A Youth Worker is available to provide counselling and support as required.

This full time grade 9 and 10 program offers credit recovery, and full credit courses. There are a wide variety of course options available and each student is provided with an individualized program.

The student must be committed to meeting the expectations by making the appropriate changes in behaviour or work habits, that will result in the achievement of personal and academic goals.

### Typical Program Expectations:

- daily attendance
- participation in all aspects of the program (trips/workshops)
- complete assigned tasks to ensure progress toward credit completion
- be respectful of self, others and property
- students must be able to work independently as well as in groups
- take responsibility for achieving both educational and personal goals

### Exit Path:

- teachers will assist students in planning an appropriate timetable and registering to return to their home school – every effort is made to have students return to school at the beginning of the school semester; however, this is not always possible
- the school social worker or attendance counsellor will be notified of their return
- in some instances, it may be more appropriate to refer students to outside agencies
- if a student does not complete the program, they will be referred back to the facilitator to reassess their S.A.L. program
- at any time, students and parents may decide to return to the regular program at their home school



# Durham Alternative Secondary School

## Available at:

Sites	Contact Information	Destination
DASS – Oshawa	(905) 579-1990	A C T W
DASS – Pickering	(905) 839-2913	
DASS North – Port Perry	(905) 579-1990	

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

## Overview:

DASS provides a comprehensive alternative learning environment that supports youth who are interested in reconnecting with an educational pathway. Offered in several locations, students may access both full-time and part-time programs. Student education plans are developed at registration and may include senior level courses (full & half credits), credit recovery, paid co-op and dual credit options. In order to support the Ministry of Education “Learn to 18” mandate, DASS offers continuous intake opportunities.

## Programming Options

- Centres for Success @ Durham College, Oshawa Campus
- Cooperative Education: Paid and Non-paid continuous intake
- Cosmetology/Aesthetics Pathway: certification, classroom and work experience
- Credit Recovery
- Dual Credit Programs: Human Relations, Personal Wellness, Gender Studies, Psychology, Millwright, Electrical and Manicure
- Equity Focus Programs: Black Studies, Gender Studies, Indigenous Studies, Queer Studies, Women’s Studies
- Foods and Nutrition program
- Gap closing academic programs for literacy and numeracy
- Innovation and Design Technology Course offerings
- PLAR
- PLAR preparation program
- Student Success program: continuous intake



## Student Options

- Community Outreach Support: mental health, housing, employment
- Opportunity to earn workplace certifications such as: SMART Serve, WHMIS, First Aid, CPR, Safe Food Handling
- Onsite social work support

### How does the student access/register/apply to the program?

- Student should contact school/site to make an appointment to register
- Application package available online at: [ddsb.ca/school/dass](https://ddsb.ca/school/dass)

### Exit Path:

Upon graduation from high school, students may:

- attend college
- enter the workplace
- enter an apprenticeship
- attend college to complete upgrading to transfer to university

**DASS**  
DURHAM ALTERNATIVE SECONDARY SCHOOL



# DDSB eLearning

The DDSB provides opportunities for secondary students to achieve highschool credits in a fully online learning environment. There are also opportunities during regular classes for students to access Blended Learning models that allow teachers to supplement face-to-face learning with a virtual learning environment.

## Course Offerings eLearning (fully online asynchronous courses):

The DDSB recognizes the needs of today's learners and the development of global competency skills in our students. As a result, we will be offering a number of Secondary eLearning credit courses during the school year. Each participating student must be enrolled as a full-time Grade 11 or 12 day-school student within the Durham District School Board and may enrol in one eLearning class per semester. Additional eLearning courses (Summer School courses and Adult courses) are also available through Durham Continuing Education. Students will have access to courses offered through our board and through our partner boards (Ontario eLearning Consortium).

If you are interested in enrolling in an eLearning course, please contact a member of your home school's Guidance Department.

## Benefits of eLearning:

- Enables students to learn in an environment that is flexible, engaging and available 24/7
- Opportunities for differentiated instruction and assessment
- Increases the probability of students obtaining their first choice in course selections
- Gives students access to courses that may not be available at their home school

## Online Courses

- Meet the Ministry of Education curriculum expectations
- Are compliant with DDSB and Ministry of Education policies and procedures
- Are taught by qualified Ontario teachers
- Will be part of a student's timetable and appear on the student's transcript upon completion





## Online Asynchronous Learning Environment

eLearning teachers interact with students on a regular basis online and consistently monitor their progress. This teacher-mediated system contains a wide range of collaborative and administration tools such as discussion rooms, quizzes, multimedia resources, internal email and student tracking. For these courses, all course material will be delivered in an eLearning (fully online) format and therefore require students to have access to a computer with internet access. Students must complete an online orientation module before they begin to work on their eLearning course. eLearning final exams will be written online. Each eLearning student will write his/her exam at a designated time during the regular exam schedule at her/his home school.

## Successful eLearning Students are:

- Motivated and interested in learning new things
- Engaged, self-disciplined and resilient; able to learn without face-to-face interactions
- Proactive and are self-advocates: ask questions of the instructor and peers; seek out help from the eLearning teacher when needed
- Able to take responsibility for their work, meet due dates for required weekly work while preparing for long-term assignments, independent research, and collaborative projects
- Able to log in daily to the course and are able to spend 75 minutes per day dedicated to the course in addition to homework/assignment time
- Willing to participate in online discussions

## Blended Learning (Face to Face & Virtual Learning Environment)

Blended Learning (face-to-face learning & a virtual learning environment) combines the best features of the face-to-face learning experience with the flexibility of a Virtual Learning Environment. By combining the two, teachers provide students with a flexible learning environment that embraces differentiated instruction and assessment, along with assessment for, as and of learning. eLearning Durham provides teachers and their students with access to hundreds of correlated online courses provided by Technology Enabled Learning in Ontario. These resources assist teachers to provide students with a flexible learning experience to meet student needs and ensure student success.

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

As programming availability changes by semester to align with student need, students and families are encouraged to speak with their Guidance Counsellor.

## Overview:

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 come from diverse backgrounds and school experiences and have a wide variety of needs. Students may initially require educational accommodations to assist their development of English language proficiency.

An initial assessment is needed to determine English language proficiency for Multilingual Language Learners who are new to Canada. This diagnostic tool places MLLs on the Steps to English Proficiency (STEP) continuum of language acquisition and guides programming for the student.

## Vision of the Multilingual Language Learner:

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

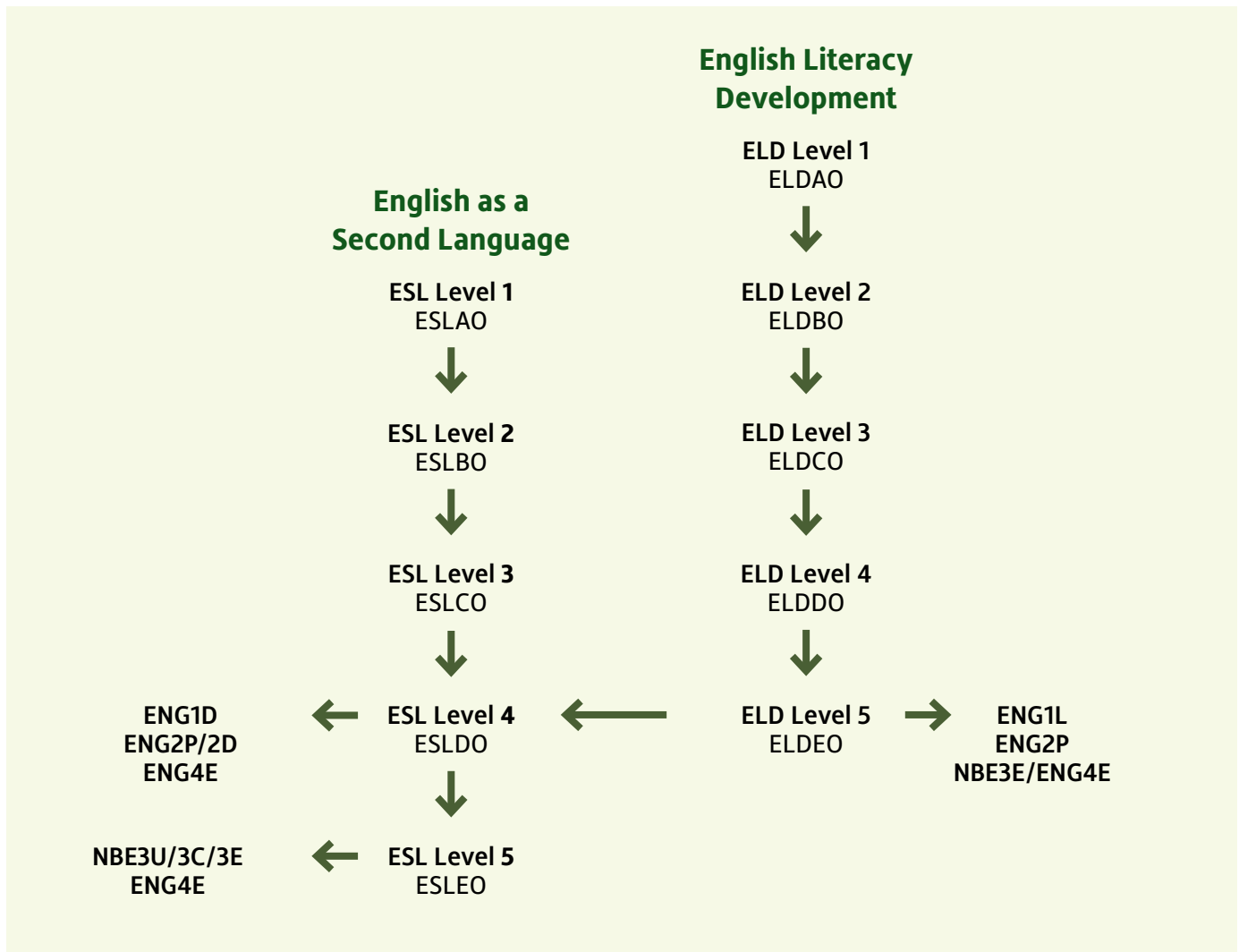
- learn English at the same time as the Ontario curriculum;
- have access to an ESL resource period where the ESL coach provides additional support with mainstream content;
- see themselves in the learning environment;
- feel that their identity, culture and language are valued, respected and affirmed;
- 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 ELS 201, EMS 30, EPS 30, and GLS 10, GLS 30, and GLS 40.



## Additional Support:

Settlement Workers In Schools (SWIS) help connect new 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.

# Grove School Section Classes

## Available at:

School	Guidance Department	Destination
Grove School	(905) 725-7042	<b>A C U W</b>

**A** • Apprenticeship **C** • College **T** • Training Programs **U** • University **W** • Workplace

## Program offered at:

The following is a list of agencies which offer programs for secondary aged students:

- |   |  |   |
|---|--|---|
| <ul style="list-style-type: none"> <li>• Collaborative Community Connections</li> <li>• Chimo Youth Services</li> <li>• Durham Family Court Clinic</li> <li>• Enterphase Child and Family Services</li> </ul> | <ul style="list-style-type: none"> <li>• Fostering Family Relations</li> <li>• Frontenac Youth Services</li> <li>• Kennedy House Youth Services</li> <li>• Lakeridge Community Support Services</li> <li>• Lakeridge Health</li> </ul> | <ul style="list-style-type: none"> <li>• Murray McKinnon Foundation</li> <li>• Ontario Shores Centre for Mental Health Sciences</li> <li>• Youth Connections</li> </ul> |
|---|--|---|

## Sites:

### Segregated Programs

- Various sites throughout the Durham District School Board

### Transitional Programs

- Various community secondary schools throughout DDSB



## Overview:

The Durham District School Board, in partnership with the above agencies, provides educational programs for students in care, treatment, custody or correctional facilities. Grove is the umbrella structure for the school programs for each of these separate agencies. Each agency is unique, with differing policies, philosophies and operating systems.

### Students receive:

- instruction in smaller classroom settings
- an Education Plan aligned to support their program goals
- the opportunity to complete credits in programs tailored to their unique needs

## Types of Programs

### Segregated Programs

Students in Grove programs are as unique as the programs themselves. Some students attend due to mental health issues, or behaviour treatment needs, while others access Grove programs due to correction orders, custody orders, or by referral from probation services or Children's Aid Societies.

### Transitional Programs

Many Grove classrooms currently operate in several Durham Secondary Schools. On occasion, students in Durham Schools may access these specialized classrooms through a process known as Reverse Integration. Candidates must meet the agency's criteria for inclusion as clients to be considered for the class. All referrals to these classrooms are handled through the principal of the community school in partnership with the agency staff.

## Exit Path:

- Upon discharge from the agency, a student is transitioned back to the community school, to work, apprenticeship, college or university.





## What is SCWI?

The School-College-Work Initiative (SCWI) was created as part of the Student Success Program in Ontario. It is a co-operative effort between school boards and colleges to assist students in making a seamless transition from secondary school to college through the delivery of dual credit courses.

**In order to participate in a dual credit, students must fit into one of the three categories below:**

1. Students deemed to be at-risk of not graduating from secondary school but capable of completing college level work;
2. Students who are part of a Specialist High Skills Major (SHSM) program;
3. Students participating in the Ontario Youth Apprenticeship Program (OYAP)

The Eastern Lakeshore Regional Planning Team (ELRPT) coordinates this program for our region. The ELRPT partners consist of five school boards and three colleges: Trillium Lakelands; Durham District; Durham Catholic; Kawartha Pine Ridge; Peterborough Victoria Northumberland Clarington Catholic; Durham College; Fleming College; Loyalist College.

The mandate of the SCWI aligns with the government's strategic goals to improve student success in secondary education and increase access to and participation in postsecondary education and training. The overall goal for the Student Success/Learning to 18 strategies is to increase the secondary school graduation rate to 85%. All student success initiatives, including dual credit learning opportunities made available through SCWI, help to achieve this goal through a primary focus on those students facing the biggest challenges in graduating.

Since its inception in 1997, the SCWI has funded projects, activities and forums that have focused on providing a seamless transition from secondary school to college by:

- aligning curriculum between secondary schools and colleges
- articulating pathways to college and apprenticeship programs for students
- increasing parent, student and educator awareness about college and apprenticeship options
- linking teachers in the college and secondary panels through discussion seminars, professional development and exchange and internship opportunities
- implementing new program options for secondary students by approving dual credit programs.

# Dual Credit Opportunities!

Dual credit programs are approved by the Ministry of Education that allow students, while they are still in secondary school, to take college or apprenticeship courses that count towards both their Ontario Secondary School Diploma (OSSD) and a postsecondary certificate, diploma, degree, or a Certificate of Apprenticeship. Durham DSB has partnerships with Durham College and Fleming College.

Please note that the following list reflects as accurately as possible the programs available for 2022-2023. Please check with your school's Guidance Department as programs depend on enrollment, instructor availability, and Ministry of Education approval.

School	College Course
Ajax HS	Stress, Wellness and Nutrition
Ajax HS	Framed Wood Construction
Continuing Education Summer School Within a College	Human Relations
Continuing Education Summer School Within a College	Addictions and Mental Health
Continuing Education Summer School Within a College	Basic Electrical
Continuing Education Summer School Within a College	Framed Wood Construction
Anderson CVI	Accounting
Anderson CVI	Human Resource Management
Anderson CVI	Marketing
Brock School Within a College	Geotechnical Drilling
Brock School Within a College	Rig Maintenance
DASS – Oshawa	Landscape Planning
DASS – Oshawa	Selected Topics in Psychology
DASS – Oshawa	Manicure and Nail Techniques
DASS – Oshawa	Addictions and Mental Health
DASS – Oshawa	Intro to Carpentry Skills
DASS – Pickering	Stress Wellness and Nutrition
DASS – Pickering	Selected Topics in Psychology
DASS – Pickering	Intro to Carpentry Skills
DASS – Pickering	Video Capture and Editing
DASS – Pickering	Manicure and Nail Techniques



School	College Course
Dunbarton HS	Academic Communication Essentials
Dunbarton HS	Video Capture and Editing
Dunbarton HS	Intro to Carpentry Skills
Eastdale CVI	Nail Manicure Technique
GL Roberts School Within a College	TBD
GL Roberts CVI	Preparing for Academic Success
GL Roberts CVI	Feminine Beauty
GL Roberts CVI	Make-Up and Corrective Techniques
Henry Street HS	Intro to Global Cuisine
Henry Street HS	Wood Frame Construction
J. Clarke Richardson	Fitness and Lifestyle Management
Maxwell Heights SS	Stress, Wellness and Nutrition
O'Neill CVI	Child Development
O'Neill CVI	Starting a Business
O'Neill CVI	Digital Photography and Imaging
Pickering HS	Automotive Basics
Port Perry HS	Selected Topics in Psychology
Port Perry HS	Marketing
Port Perry HS	Accounting
Port Perry HS	Residential Mechanical Systems
R.S. McLaughlin CVI	Basic Electrical
R.S. McLaughlin CVI	Automotive Basics
Sinclair SS	Ecosystem Skills
Sinclair SS	Marketing
Uxbridge SS	Ecosystem Skills

# Supervised Alternative Learning (S.A.L.)

## Available at:

School	Contact Information	Destination
Durham District School Board	(905) 666-5500	Return to Highschool

## Overview:

To provide a short term intervention that will promote both personal and educational growth.



## What is S.A.L.?

This is an option under the Education Act [Regulation 374/10] that permits alternative programming for secondary students age 14 - 17 years. Under the S.A.L. umbrella there are a variety of options available for consideration in consultation with the S.A.L. Facilitator and approved by the S.A.L. Committee. Programs are individualized for each student. Programs may or may not be credit granting:

1. School Based Programs: Employment (during school hours), Part-time schooling, Cooperative Education, other approved activities.
2. Durham Alternative Education: The Community Based Learning Program
3. Specific Focus Individualized Study [available due to extenuating circumstances]

## When should S.A.L. be considered?

This option should be explored when:

- all in-school resources through Student Success have been exhausted in an effort to improve attendance
- the student would benefit from employment experience
- supportive intervention is required to facilitate a return to regular school
- progress has been interrupted due to poor attendance

All S.A.L. programs must include a learning plan that is approved for a fixed period of time by the D.D.S.B.'s S.A.L. Committee

## Exit Path:

This will depend on the specific program for each individual

- students in a school-based program will work with their teachers to develop a transition plan
- students in the Community Based Learning program will receive the support of their teachers to assist them with registration at their home school or will be referred to other programs as required
- S.A.L. students on individualized programs will be assisted by the facilitator to return to their home school or offered support to access other programs as required
- in some instances, students who do not comply with their S.A.L. program expectations will be directed to return to their home school
- at any time, students and parents may decide to return to the regular program at their home school

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# Adult Credit Day School

## Available at:

School	Contact Information	Destination
Durham Continuing Education	(905) 436-3211   dceinfo@ddsb.ca <a href="http://dce.ca">dce.ca</a>	<b>A C W T</b>

**A** • Apprenticeship   **C** • College   **T** • Training Programs   **U** • University   **W** • Workplace

## Overview:

The Adult Day School program provides an opportunity for adults 21 years and over to complete their Ontario high school diploma by attending classes during the day. Adults who have completed their diploma but would like to upgrade high school credits are also welcome.

Terms are nine weeks long and students register for the period(s) that fit their schedules. To register, go to [dce.ca](http://dce.ca) or call (905) 440-4539

**Adult ESL programming** is also available for students 18+. Classes run daily 8:30am-11:30am and 12:00pm-3:00pm or evenings 6:30-9:30pm. Classes are offered in Oshawa and Pickering. Visit [dce.ca](http://dce.ca) or call 905-436-3211 for more information.

## Exit Path:

Upon graduation from high school, students may:

- continue working in their current field of employment
- pursue employment options
- pursue post-secondary education opportunities



# Adult Dual Credit Program

## Available at:

School	Contact Information	Destination
Durham Continuing Education	(905) 436-3211   dceinfo@ddsb.ca <a href="http://dce.ca">dce.ca</a>	<b>C U W</b>

**A** • Apprenticeship   **C** • College   **T** • Training Programs   **U** • University   **W** • Workplace

## Overview:

Durham Continuing Education in partnership with Durham College invites adult students to attend a 9-week program at the Durham College/Continuing Education campus. The goals are to give students the opportunity to complete their Ontario Secondary School Diploma (OSSD) requirements, and by experiencing college life, increase readiness for post-secondary pathways.

The majority of potential students for this program may not have previously considered post-secondary education. Small class sizes and the attention and supports of both a secondary school-level teacher and a college-level faculty instructor in this program will provide students the opportunity to not only earn a credit toward their OSSD but also earn a college level credit.

## In order to enroll in this dual credit program, a student must be an:

- Adult student (21+) within four credits of obtaining their Ontario Secondary School Diploma
- Adult student (21+) deemed to have the potential to be successful at the college level or apprenticeship level of study
- Adult student (21+) currently enrolled at Durham Continuing Education or in an Academic Upgrading program at Durham College

## Location:

- Durham College Campus, Oshawa, Ontario

## Dual Credit Courses offered:

- **OSSD Course:** ENG4C
- **College Course:** Examples: Hand Tools, Addictions and Mental Health, Personal and Career Success Strategies, Anatomy and Physiology, Psychology and the Law, Wood-Framed Construction, Electrical

# Adult Upgrading (non-credit)

## Available at:

School	Contact Information	Destination
Durham Continuing Education	(905) 440-4502   dceinfo@ddsbs.ca <a href="http://dce.ca">dce.ca</a>	<b>A C W T</b>

**A** • Apprenticeship   **C** • College   **T** • Training Programs   **U** • University   **W** • Workplace

## Overview:

This free Adult Upgrading/LBS Program provides instruction and services to adults (19+) who would like to build the essential skills necessary to reach their goals. This may include improving skills or grades to complete high school credits, to prepare for College, to prepare for employment, apprenticeships or for independence.

## Exit Path:

### Students may:

- register at Durham Continuing Education to earn credits in credit-bearing courses
- go directly to employment or college program
- enter a training program

## Course Details:

Students may select from the following programs: Literacy, Numeracy, Introduction to Computers or Secrets of the Job Hunt. Students may also participate in workshops including WHMIS, Soft Skills Solutions, Build a New You, Food Handler Certification and more.

- Classes run Monday to Thursday
- 9:00am-11:30am and/or 12:00pm-2:30pm
- Please contact the LBS office for more information at 905-440-4502

## Exit Path:

### Upon graduation from high school, students may:

- Access guidance services through Durham Continuing Education's Credential Centre
- Undertake additional courses or upgrade through Durham Continuing Education
- Apply to post-secondary programs at Durham College or pursue educational goals through apprenticeship, college and/or university pathways
- Exit to employment



# Building Maintenance and Environmental Services Pathway

## Available at:

School	Contact Information	Destination
Durham Continuing Education	(905) 436-3211    dceinfo@ddsb.ca <a href="http://dce.ca">dce.ca</a>	A   W

A • Apprenticeship   C • College   T • Training Programs   U • University   W • Workplace

## Overview:

This pathway prepares students for work and/or apprenticeship in the construction trades and employment in the maintenance of apartments, retirement centres and long term care facilities. Students are in a classroom setting with a practical hands-on style of teaching and learning. Students are involved in projects that introduce basic skills in rough carpentry, electrical, plumbing, drywall, and finish carpentry. This pathway involves strong connections to the workplace and other community agencies. Students will complete industry recognized certifications.

### Students complete:

- preparation in related construction trades
- mathematics related to construction trades
- cooperative education at a related work placement
- students can earn 4 credits for the OSSD.
- job readiness – includes WHMIS Awareness Training, First Aid/CPR Certification, health and safety training for skilled trades, safe handling of small tools, working safely in a construction team

**Note:** this program may include a dual credit (college credit)

## Program Pathway:

Students may be eligible to participate in Adult Day School Credit Programs and complete compulsory credits prior to attending the Building Maintenance and Environmental Services Pathway. This pathway will re-engage students who may have experienced difficulty succeeding in the traditional school environment. The experiential learning component provides an opportunity to network with potential employers in Durham Region. The cooperative education placements will increase self esteem, enrich essential skills required for successful employment, and provide the first step to a future career.

Learners under the age of 21 must have approval of DCE administration prior to final acceptance into the program.

The Durham Continuing Education schedule is a nine week term with four terms in the school year. Students can earn 1 or 2 credits each term. Go to the website [dce.ca](http://dce.ca) for more information

## Exit Path:

Upon graduation from high school, students may:

- begin working in construction trades
- begin working in maintenance at apartments, retirement centres, and long term care facilities
- register as an apprentice in a construction trade

# Co-op WORKS

## Available at:

School	Contact Information	Destination
Durham Continuing Education	(905) 436-3211   dceinfo@ddsb.ca <a href="http://dce.ca">dce.ca</a>	A C U W

A • Apprenticeship   C • College   T • Training Programs   U • University   W • Workplace

## Overview:

The Co-op WORKS program provides an opportunity for candidates who are prevented from completing the last few credits for their Ontario Secondary School Diploma because they must maintain full-time or part-time employment to provide for living expenses.

An educational learning partnership can be established between Durham Continuing Education and the candidate's employer to integrate the acquisition of skills and knowledge required to achieve an OSSD with the need to remain in paid employment. Successful candidates will demonstrate curriculum expectations related to job readiness, the rights and responsibilities of workers, health and safety, reflective learning activities and workplace opportunities and challenges. Candidates will also be able to demonstrate an understanding of the relationship between the authentic work placement experience and the connected Ministry of Education course.

## Exit Path:

Upon graduation from high school, students may:

- continue working in the field of employment
- pursue employment options
- pursue post-secondary educational opportunities



# DCE e-Learning

## Available at:

School	Contact Information	Destination
Durham Continuing Education	(905) 436-3211    dceinfo@ddsb.ca <a href="http://dce.ca">dce.ca</a>	<b>A C U W</b>

**A** • Apprenticeship    **C** • College    **T** • Training Programs    **U** • University    **W** • Workplace

## Overview:

DCE e-Learning offers several fully online e-Learning courses accessible to students anywhere there is an Internet connection and available whether using a desktop computer, laptop or mobile device. Students learn when they have the time, work at a pace that suits their lifestyle and all courses are supported by an Ontario College of Teacher (OCT) member.

Students use the Provincial Learning Management System called Desire2Learn (D2L) as their online environment. Courses offered through D2L:

- Are Ontario Ministry of Education approved curriculum
- Provide learners with access to a safe, secure and flexible digital learning environment

All courses offered through DCE's e-Learning program are "for credit" and meet the requirements of a high school diploma in Ontario.

Courses are offered in a continuous intake format throughout the school year.

In order to take an e-Learning course through DCE, a student must meet one of the following requirements:

- Be 21 years of age or older
- Be between the ages of 18 and 21 and hold an Ontario Secondary School Diploma

Students are expected to login at least twice per week to monitor course announcements. Courses require approximately 110 hours to complete. Credits will be granted upon successful completion.



## Computer Requirements:

- Internet access
- Internet browser — Google Chrome suggested for best interface
- Minimum Windows 8 or MAC capable of supporting Google Chrome
- Word processing program — MS Word or Open Office
- Presentation and spreadsheet software required for some courses
- Multi-media capability
- Adobe Reader

*Note: this program requires access to a computer. The program cannot be completed on a cell phone.*

## DCE e-Learning Courses:

Please check the DCE website at [dce.ca](http://dce.ca) for the latest information about course offerings and registration options.

## Exit Path:

**Upon graduation from high school, students may:**

- Access guidance services through Durham Continuing Education Credential Centre
- Undertake additional courses or upgrade through Durham Continuing Education
- Exit to employment
- Pursue educational goals through apprenticeship, college and/or university pathways



# Focus for Future

## Available at:

School	Contact Information	Destination
Durham Continuing Education	(905) 436-3211   dceinfo@ddsb.ca <a href="http://dce.ca">dce.ca</a>	<b>A C U W</b>

**A** • Apprenticeship   **C** • College   **T** • Training Programs   **U** • University   **W** • Workplace

## Overview:

This is a joint program with Ontario Works through the Learning Earning and Parenting (LEAP) program mandate. It is designed to serve young parents between the ages of 18-25 who are registered in the LEAP program with Ontario Works. All referrals and registration are done through Ontario Works.

Candidates are integrated into the Adult Day School courses consistent with their personal education plan. Summer programs are also available. Summer course offerings are determined based on the general needs of the population and are designed to complement LEAP initiatives.

Courses offered meet or exceed Ministry of Education expectations. All staff are qualified teachers, teaching within their subject specialties. Human rights accommodations are made for students with special education strengths and needs in accordance with the Human Rights, Anti-Discrimination and Anti-Racism Policy and Procedures.

The adult environment and relaxed atmosphere provides an alternative, comfortable, learning environment to facilitate the learning process. Since the population is of similar ages and situations, this also provides areas for social interaction and peer support outside of the classroom.

## Exit Path:

**Upon graduation from high school, students may:**

- access our guidance and career planning centre for exit planning
- receive college, university, apprenticeship and skills training program planning
- receive career counselling through Ontario Works

**If the student has NOT met diploma requirements, the student may:**

- register at their home school to complete diploma requirements
- explore alternate program options with guidance

# Hospitality Pathway

## Available at:

School	Contact Information	Destination
Durham Continuing Education	(905) 436-3211    dceinfo@ddsbs.ca <a href="http://dce.ca">dce.ca</a>	A C U W

A • Apprenticeship    C • College    T • Training Programs    U • University    W • Workplace

## Overview:

This pathway prepares students for work in entry level positions in the food industry, in areas such as restaurants, bakeries, and catering.

Students can earn two credits in nine weeks and are eligible for additional credits while attending a Cooperative Education placement.

Students will gain work skills and acquire knowledge required in the food service industry. Safe food handling, customer service, food preparation, menu planning, nutritional cooking and food serving will be the focus of this pathway. Students will be ready for positions in the food industry, to discover future employment opportunities.

### Students complete:

- hospitality and food preparation training (TFJ3E, TFJ4E)
- job readiness – resume preparation, interview skills, workplace safety
- food handler exam
- CPR/First Aid training



## Program Pathway:

Students may be eligible to participate in Adult Day School Credit Programs and complete compulsory credits prior to attending Hospitality Services Pathway. This pathway will re-engage students who may have experienced difficulty succeeding in the traditional school environment. The experiential learning component provides an opportunity to network with potential employers in Durham Region. Cooperative education placement will increase self esteem, enrich essential skills required for successful employment and provide the first step to a future career. Students are job ready for the tourism and hospitality industry – with all the required certifications.

Learners under the age of 21 must have approval of DCE administration prior to final acceptance into the program.

The Durham Continuing Education schedule is a nine week term with four terms in the school year. Students can earn 1 or 2 credits each term. Go to the website [dce.ca](http://dce.ca) for more information.

## Exit Path:

- begin working at entry level in large, medium or small restaurants, deli counters, quick service industry, hotels and other food industry environments
- make a transition to cook or baker apprenticeship
- begin working with the skills, knowledge and certifications recognized in the quick service food industry



# International Languages

Elementary: Non Credit

Secondary: Credit

## Available at:

School	Contact Information	Destination
Durham Continuing Education	(905) 436-3211   dceinfo@ddsb.ca <a href="http://dce.ca">dce.ca</a>	<b>A C U W</b>

**A** • Apprenticeship   **C** • College   **T** • Training Programs   **U** • University   **W** • Workplace

## Overview:

International language programs are offered on a weekly basis for up to 30 weeks usually October to May during the school year. Instruction in a range of languages is offered during evening hours on week nights. Both credit and non-credit programs may be accessed.

Full-time students registered in at least grade 9 can access full credit courses in various languages with their home school's approval. Students must meet prerequisite requirements or participate in the PLAR process to challenge language credits. Students (including adults) not in full-time studies are also eligible for this program. Elementary students registered in Grades JK – 8 are eligible for any elementary language program.

Courses offered meet or exceed Ministry of Education expectations.

For students who seek to learn a new language, this program provides opportunities to experience the culture while learning the language. Programs are often offered in consultation with local heritage language groups.

For students who wish to maintain their first language or future instruction in their first language, this program provides rigorous instruction and allows for community contacts to support linguistic minority groups in Canada.

**Languages offered K - 8:** Greek, Dari/Farsi, Malayalam, (varies each year)

**Languages offered 9 – 12 (D/U levels):** Ukrainian, (varies each year)

Please check [dce.ca](http://dce.ca) for course details and online registration



# The LEAP Connection (TLC)

## Available at:

School	Contact Information	Destination
Durham Continuing Education	(905) 436-3211    dceinfo@ddsbc.ca <a href="http://dce.ca">dce.ca</a>	<b>A C U W</b>

**A** • Apprenticeship    **C** • College    **T** • Training Programs    **U** • University    **W** • Workplace

## Overview:

The LEAP Connection is a partnership between Durham Continuing Education and Ontario Works Learning Earning and Parenting Program (LEAP). Currently offered in an on-line format, the program offers an alternative, continuous entry educational program. Young parents in this program are between 18-25 years of age, are interested in returning to high school studies, but may not yet be ready to attend full-time mainstream classes.

The class operates two afternoons per week.

Students participate in a unique individualized program which includes an in-class Interdisciplinary Studies credit, and a Learn@Home course consistent with their educational destination and interests. The Prior Learning Assessment and Recognition (PLAR) process allows mature students to apply for credit for prior learning, and maximizes the use of the assessment and equivalency process to ensure secondary learning outcomes are met. The homogenous grouping permits young parents to receive support from their peers, while LEAP staff offer support to enable participants to maximize their potential by accessing all available resources.

Students are encouraged to remain in the program as long as it meets their needs.

## How does a student access/register/apply to the Program?

- all participants are referred through Ontario Works LEAP program
- Consent to Disclose is completed to facilitate open communication between the partners
- registrations are completed at Durham Continuing Education guidance office

## Exit Path:

Upon graduation from high school, students may:

- access guidance services through Durham Continuing Education Credential Centre
- undertake additional courses or upgrade through Durham Continuing Education
- exit to employment
- pursue educational goals through apprenticeship, college, university pathways

# LEAP to Durham College Dual Credit

## Available at:

School	Contact Information	Destination
Durham Continuing Education	(905) 436-3211    dceinfo@ddsb.ca <a href="http://dce.ca">dce.ca</a>	<b>A C T</b>

**A** • Apprenticeship    **C** • College    **T** • Training Programs    **U** • University    **W** • Workplace

## Overview:

Young parents between 18 – 25 years of age who are clients of Durham Region Social Services' Learning, Earning, and Parenting (LEAP) program may access this dual credit to help ease the transition from high school to college while completing the Ontario Secondary School Diploma requirements. The program is provided to assist students to achieve their full potential while juggling the demands of parenting and high school credit classes.

The focus is to expose students to the college environment, assist them to match their talents with potential programs, and equip them with the skills they will need to achieve success in their future college studies. The program runs on-site at Durham College five days per week. There is no tuition fee and qualified participants may access daycare for their children, a Durham Region bus pass, and all textbooks free of charge.

## How does a student access/register/apply to the Program?

- Students must register through the Guidance Office at Durham Continuing Education

## Exit Path:

Upon graduation from high school, students may:

- Pursue educational programs at college, in apprenticeships or through training programs
- Enter pathway programs at Durham Continuing Education
- Exit to employment

# Learn@Home

## Available at:

School	Contact Information	Destination
Durham Continuing Education	(905) 436-3211 LAH.inquiry@ddsb.ca <a href="http://dce.ca">dce.ca</a>	A C U W

A • Apprenticeship C • College T • Training Programs U • University W • Workplace

## Overview:

Secondary full-credit bearing programs are offered through a correspondence method.

This program may be accessed by any resident of Durham 18 years of age or older, not currently attending a Secondary School program in Ontario on a full-time basis. In special circumstances however, DDSB full-time students may be granted permission via their own school principal to take a Learn@Home credit.

Courses are available in most curriculum disciplines with new courses being added often. All courses are available in a hard copy format, with some courses available electronically. Students complete the lessons at home, and submit them for evaluation.

Courses offered meet or exceed Ministry of Education expectations and are assessed according to "Growing Success, Assessment, Evaluation, and Reporting in Ontario Schools, 2010". All staff (markers) are qualified teachers, teaching within their subject specialties.

This program provides flexibility for the learner. Courses can be completed at the student's own pace, on the student's own time schedule, and in the comfort of the student's own home. A tutor is available free of charge for Learn@Home students. Continuous intake allows students to access courses as needed to meet individual goals and education pathways. For full-time students, our flexibility can provide schools with options when students cannot be scheduled into required classes within the school timetable.

Many courses require some computer access, it is recommended that students have access to a computer and the Internet

## Program Pathway:

- if students are full-time or part-time in a regular high school, they will return to their regular high school for exit pathways
- for students who are not attending any other school they may access our guidance and career planning centre for exit planning. College, University, Apprenticeship and Skills Training program planning is available for graduating students

# Logistics & Distribution (Supply Chain) Pathway

## Available at:

School	Contact Information	Destination
Durham Continuing Education	(905) 436-3211    dceinfo@ddsb.ca <a href="http://dce.ca">dce.ca</a>	<b>A C U W</b>

**A** • Apprenticeship    **C** • College    **T** • Training Programs    **U** • University    **W** • Workplace

## Overview:

This pathway prepares students for work in entry-level positions such as: shipper/receiver, order filler, forklift operator, customer service representative, and clerk positions. Learners can earn 2 credits in 9 weeks, and are eligible for additional credits while attending a cooperative education placement. Learners will gain knowledge of inventory management, marketing, transportation & distribution, supply & demand, as well as gain practical, hands on employable skills in the world of work. This pathway is an excellent transition to the workplace in warehouses, retail and other supply chain fields.

### Students complete:

- WHMIS Awareness Training
- Working at Heights Certification
- Forklift training
- CPR/First Aid certification
- Professional skills and job readiness training, resumes, cover letters

## Program Overview:

Students may be eligible to participate in Adult Day School credit programs and complete compulsory credits prior to attending Logistics and Distribution Pathway. The experiential learning component provides an opportunity to network with potential employers in the Durham Region, as well as increase confidence and enrich essential workplace skills for successful future employment.

## Exit Path:

### Upon graduation from high school, students may:

- be ready to take on positions of employment in the supply chain field with more confidence
- promote themselves with the certifications and training received through theory and practical experience
- make the transition from entry level positions to positions with more responsibility
- make a transition to post-secondary education

# Night School

## Available at:

School	Contact Information	Destination
Durham Continuing Education	(905) 436-3211 <a href="mailto:dceinfo@ddsb.ca">dceinfo@ddsb.ca</a> <a href="http://dce.ca">dce.ca</a>	<b>C U W</b>

**A** • Apprenticeship    **C** • College    **T** • Training Programs    **U** • University    **W** • Workplace

## Overview:

Ontario Ministry of Education approved courses in English, Mathematics, Science, Social Sciences and the Humanities are offered twice weekly in the evening on a semestered basis. Each night school course has a 1.0 credit value leading to university/college destinations. Workplace destination courses are not available at night school. All courses are taught by Ontario College of Teachers certified teachers who are teaching within their subject areas provide instruction.

While night school is ideal for those students who are not in full-time studies, students who are currently attending full-time day school are eligible to access these courses with special approval from their home school. Full-time day school students must meet with their guidance counselor to determine whether night school is a proper choice to meet their individual educational goals. Permission to enroll in night school may only be given by the home school Principal (or designate).

The adult environment and relaxed atmosphere provides a positive alternative learning environment to facilitate the learning process.

## Exit Path:

- if students are full-time in a regular high school, they will return to their regular high school for exit pathways
- students who are not attending any other school, may access the DCE guidance and career planning centre for exit planning. Apprenticeship and Skills Training, College or University program planning is available for graduating students

# North Credit Program

## Available at:

School	Contact Information	Destination
Durham Continuing Education Uxbridge Beaverton Port Perry	(905) 436-3211    dceinfo@ddsbs.ca <a href="http://dce.ca">dce.ca</a>	<b>A C T U W</b>

**A** • Apprenticeship    **C** • College    **T** • Training Programs    **U** • University    **W** • Workplace

## Overview:

Adult students may access high school credit classes in their own community to earn the high school diploma, upgrade for college or university, or obtain skills to prepare for employment. The program is individualized to meet the needs of each student and may include cooperative education placements, Coop WORKS (paid Co-Op), Prior Learning Assessment and Recognition (PLAR), or Mature Credit Evaluations (MSE). Students attend class one day a week but may continue learning at home, completing their credits at their own pace!

Students are supported in this community based learning environment which utilizes the wrap around approach. Partnerships with each of the host community sites, the Rose of Durham, Family and Community Action Program (FCAP), Ontario Works, and Durham Region Public Health provide easy access to services without having to leave the classroom! Students are encouraged to access all of the resources in their community to enrich their learning and their opportunities for success.

## How does a student access/register/apply to the Program?

- Continuous entry between September and March
- Call (905)-436-3211 for information and requirements
- Register in person at the host site
- See [dce.ca](http://dce.ca) for locations and times

## Exit Path:

Upon graduation from high school, students may:

- Pursue educational programs at university, college, in apprenticeships or through training programs
- Enter pathway programs at Durham Continuing Education
- Exit to employment

# Office Administration Pathway

## Available at:

School	Contact Information	Destination
Durham Continuing Education	(905) 436-3211 <a href="mailto:dceinfo@ddsb.ca">dceinfo@ddsb.ca</a> <a href="http://dce.ca">dce.ca</a>	<b>C U W</b>

**A** • Apprenticeship    **C** • College    **T** • Training Programs    **U** • University    **W** • Workplace

## Overview:

This pathway prepares students for work in entry level positions such as: receptionist, data entry clerk, filing clerk, photocopy operator, mail clerk, or switchboard operator. Students can earn four credits in eighteen weeks, and are eligible for additional credits while attending a cooperative education placement. Students will learn work skills and knowledge required in the office environment in large, medium and small businesses. Professional skills, editing, proofreading, mathematics, database management, keyboarding speed and accuracy, MS Word, Excel, Power Point, Quick Books and Publisher are key components of the Office Assistant Pathway. This program is an excellent transition to medical, legal or executive office administrative courses at the college level.

### Students complete:

- Computer Training – MS Word, Excel, PowerPoint, Publisher, Quick Books, OneNote keyboarding speed and accuracy development, use of office equipment
- Business English, spelling, editing and proofreading
- Professional skills and job readiness training
- Training includes: Dealing with Difficult People, First Aid/CPR Certification, WHMIS Awareness Training, Personality Dimensions, Accessibility Training

## Program Pathway:

Students may be eligible to participate in Adult Day School Credit Programs and complete compulsory credits prior to attending Office Assistant Pathway. This pathway will re-engage students who may have experienced difficulty succeeding in the traditional school environment. The experiential learning component provides an opportunity to network with potential employers in Durham Region. Cooperative education placement will increase self esteem, enrich essential skills required for successful employment, and provide the first step to a future career.

Learners under the age of 21 must have approval of DCE administration prior to final acceptance into the program.

The Durham Continuing Education schedule is a nine week term with four terms in the school year. Students can earn 1 or 2 credits each term. Go to the website [dce.ca](http://dce.ca) for more information.

## Exit Path:

### Upon graduation from high school, students may:

- begin working at entry level in large, medium or small business offices
- make a transition to medical, legal or executive office administrator courses at college level (students must have the prerequisites as outlined by the college)
- begin working with the skills, knowledge and certifications recognized in business
- be eligible for promotion within a business

# Personal Support Worker

## Available at:

School	Contact Information	Destination
Durham Continuing Education	(905) 436-3211   dceinfo@ddsb.ca <a href="http://dce.ca">dce.ca</a>	<b>W</b>

**A** • Apprenticeship   **C** • College   **T** • Training Programs   **U** • University   **W** • Workplace

## Overview:

This DCE Program prepares students for employment as a Personal Support Worker in both clinical and community settings.

Students can earn 7 high school credits towards an OSSD as they study curriculum which prepares them for employment. Students are also provided with a Cooperative Education placement where they will hone skills to help them be more employable once the program is completed.

### Students complete:

Students will complete approximately 430 hours of theory during in-class learning and 270 hours of supervised practicum.

- Health Care Training: Anatomy, Hygiene, Nutrition, Safety (TPJ4E, TPJ3C, TOJ4C, TPJ4C)
- 3 credits in Cooperative Education
- CPR/First Aid
- Food Handler Certificate

### Interested students should be:

- 21 years of age or older; 18 years old with DCE approval
- Interested in working in the health care profession

Ontario Works clients are welcome

Criminal Background check required for Co-op Placement

\*Note that there will be associated fees for this program

## Exit Path:

Upon successful completion of the PSW Program, students may:

- Find work at a retirement home or long-term care home
- Work at a group home or community agency



# Summer School

## Available at:

School	Contact Information	Destination
Durham Continuing Education	(905) 436-3211    dceinfo@ddsb.ca <a href="http://dce.ca">dce.ca</a>	<b>C U W</b>

**A** • Apprenticeship    **C** • College    **T** • Training Programs    **U** • University    **W** • Workplace

## Overview:

Secondary full-credit programs or credit recovery programs are offered in core subject areas in July and August.

Current grade 8-12 student may access this program through myBlueprint in consultation with their home school guidance department. The program is intended for students who wish to gain one or two new credits during the summer, or wish to recover up to two credits attempted previously in the past two school years. The program is also open to students not currently attending a regular high school, for new credit programming only.

Courses offered meet or exceed Ministry of Education expectations. All staff are Ontario College of teachers certified teachers, teaching within their subject specialties. Accommodations are made for special needs students where possible and available.

The short time frame and concentration on one subject provides an atmosphere that allows students to be successful. Students may recover a course they have attempted within the previous two academic school years.

### For Credit Recovery

- motivated to complete the credit
- been unsuccessful in the course within the last 2 academic years

### For Accelerated and Upgrading

- dedicated and motivated to complete one course in a short period of time
- requires the student to complete independent learning
- not recommended for students who are also working full time in the summer

## Exit Path:

- if students are full-time in a regular high school, they will return to their regular high school for exit pathways
- students who are not attending any other school, may access our guidance and career planning centre for exit planning. College, university, apprenticeship and skills training program planning is available for graduating students

## Note:

- for students entering grade 9 in the fall, schools offer a three-day transitional program called "Getting Ready for High School" in late August.

All students can be **SUCCESSFUL**  
**SUCCESS** comes in many forms  
There are many paths to **SUCCESS**



**ddsb.ca**

DURHAM DISTRICT SCHOOL BOARD