

# CENTRE DUFFERIN DISTRICT HIGH SCHOOL

2022 - 2023  
Grade 9 Course Calendar



*Partners Learning Together  
Creating Successful Tomorrows*

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# PATHWAY FAQ'S

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

# ACADEMIC REQUIREMENTS

## Ontario Secondary School Diploma (OSSD)

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

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

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

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

Additional requirements for graduation will include:

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

### Minimum Course Load and Course Change Requests:

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

*This Course Calendar is based on information provided by the Ministry of Education as of December 2021.*

# UNDERSTANDING THE CREDIT SYSTEM

## **CREDITS**

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

## **FULL DISCLOSURE**

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

## **DESTREAMED & SINGLE STREAMED COURSES**

These courses replace the applied and academic options with one course code. The instructional strategies and assignments that are used will support a range of student skills and interests. These courses are designed through Culturally Relevant and Responsive Pedagogy to develop and enhance real world content and skills.

## **LOCALLY DEVELOPED COURSES**

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

## **PROCEDURES FOR STUDENTS WHO WISH TO CHANGE COURSE TYPES**

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

In Grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course. If the student has not done so, they may take one of the specified prerequisite courses through summer school, night school or e-learning.

## **PREREQUISITE**

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

## **ONTARIO STUDENT RECORD (OSR)**

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

## **ONTARIO STUDENT TRANSCRIPT (OST)**

The OST is a cumulative and continuous record of:

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

## **PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)**

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

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

## **SPECIAL EDUCATION**

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

## SEAC

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

## UGDSB PARENT GUIDE AND POLICIES AND PROCEDURES

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

## EXPLANATION OF COURSE CODING

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

e.g. ENG4U

The **ENG** stands for English

The **4** indicates it is a Grade 12 course

The **U** indicates that the course is University

e.g. MBF3C

The **MBF** stands for Math

The **3** indicates it is a Grade 11 course

The **C** indicates that the course is College

## GRADE 11 AND 12 COURSES OVERVIEW

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

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

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

## **UNIVERSITY PREPARATION COURSES (U)**

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

## **UNIVERSITY / COLLEGE PREPARATION COURSES (M)**

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

## **COLLEGE PREPARATION COURSES (C)**

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

## **WORKPLACE PREPARATION COURSES (E)**

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

## **OPEN COURSES IN GRADES 11 AND 12 (O)**

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



## **MANDATORY COMMUNITY INVOLVEMENT**

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

## **ONTARIO SECONDARY SCHOOL LITERACY TEST (EQAO)**

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

## **SUBSTITUTIONS FOR COMPULSORY COURSES**

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

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

## **HONOUR SCROLLS**

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

<b>Grade 9</b>	8 courses
<b>Grade 10</b>	8 courses
<b>Grade 11</b>	7 courses
<b>Grade 12</b>	6 courses

## **THE ONTARIO SECONDARY SCHOOL CERTIFICATE**

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

Compulsory credits (total of 7)

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

Optional Credits (total of 7)

7 credits selected by the student from available courses

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

## **THE CERTIFICATE OF ACCOMPLISHMENT**

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

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

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

## **GRADE 9 MATHEMATICS TESTING (EQAO)**

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

## MUSIC CREDITS ACCEPTED FOR CREDITS

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

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

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

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

### Notes:

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

## SUMMER SCHOOL & NIGHT SCHOOL

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

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

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

# CDDHS CODE OF CONDUCT

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

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

## PROVINCIAL STANDARDS OF BEHAVIOUR

### Respect, Civility and Responsible Citizenship:

All students of the school community must:

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

### Roles and Responsibilities of School Staff:

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

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

## **Roles and Responsibilities of Parents:**

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

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

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

## **Student behaviours that can lead to suspension include:**

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

**Student behaviours that can lead to expulsion include:**

- possessing a weapon
- using a weapon to cause or to threaten bodily harm to another person
- committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- committing sexual assault
- trafficking in weapons or in illegal drugs
- committing robbery
- giving alcohol or cannabis to a minor
- any other activities identified in school board policy

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

**Progressive Discipline:**

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

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

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

# INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

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

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

## THE LEARNING COMMONS

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

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

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

### **ORIENTATION**

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

### **RESEARCH SKILLS**

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

### **LITERACY AND READING DEVELOPMENT**

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

# ATTENDANCE PROCEDURES

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

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

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

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

**password** - 9 digit OEN number

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

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

## **ABSENCE FROM SCHOOL**

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

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

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

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



# EXAMINATION PROCEDURES AND POLICIES

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

## **ABSENCE FROM EXAMS**

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

## **NO BUS DAYS**

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

## **LATENESS**

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

## **STUDENTS AT SCHOOL, BUT NOT WRITING EXAMS**

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

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

## **STUDENT BEHAVIOUR IN EXAM ROOM**

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

# STUDENT SERVICES & STUDENT SUCCESS

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

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

## INDIVIDUAL PATHWAYS PLAN (IPP)

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

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

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

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

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

## GRADE 9 - 12 PROGRAMS

	Compulsory Courses	Optional Courses
<b>Grade 9</b>	English Mathematics Science French Geography	3 optional courses See Department Selections in Course Calendar
<b>Grade 10</b>	Civics & Citizenship Careers English History Mathematics Science	3 optional courses See Department Selections in Course Calendar
<b>Grade 11</b>	English Mathematics	6 optional courses See Department Selections in Course Calendar
<b>Grade 12</b>	English	5 -7 optional courses See Department Selections in Course Calendar

# GUIDELINES FOR CHOOSING COURSES

## READ CAREFULLY BEFORE SELECTING YOUR COURSES

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

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

## GRADE 9 COURSE DESCRIPTIONS

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

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

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

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

**CGC1D – ISSUES IN CANADIAN GEOGRAPHY (Single Streamed)** *This course replaces the applied and academic options with one course code. The instructional strategies and assignments that are used will support a range of student skills and interests. Students will continue to develop and enhance culturally relevant and responsive real world content and skills.* This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place to live.

**ENG1D – ENGLISH (Single Streamed)** *This course replaces the applied and academic options with one course code. The instructional strategies and assignments that are used will support a range of student skills and interests. Students will continue to develop and enhance culturally relevant and responsive real world content and skills.* This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication.

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

**FSF1D – CORE FRENCH (Single Streamed)** *This course replaces the applied and academic options with one course code. The instructional strategies and assignments that are used will support a range of student skills and interests. Students will continue to develop and enhance culturally relevant and responsive real world content and skills.* This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will continue to develop language knowledge and skills by using language-learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop the skills necessary to become life-long language learners.

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

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

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

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

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

**PPL10 - All Gender / PPL10X – Identifies as Female / PPL10Y - Identifies as Male - HEALTHY ACTIVE LIVING EDUCATION (Open)** This course equips students with the knowledge and skills they need to make healthy choices now, and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

**SNC1W – SCIENCE (Destreamed)** This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.

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

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

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

# HOCKEY CANADA SKILLS ACADEMY LEADERSHIP AND PHYSICAL EDUCATION COURSE

The Hockey Canada Skills Academy at Centre Dufferin is available in first semester at the junior level for male and female students entering grades 9 or 10 in September 2022. The program is geared to players of all ability levels and will involve both on-ice and off-ice instruction. The intermediate program for students in grades 9 and 10 will run as a two credit program in Civics (CHV2OD 1/2 credit) and Careers (GLC2OD - 1/2 credit) and Physical Education (PAL1OD or PAL2OD).



Cost of the semester-long program is \$400. A \$200 non-refundable down payment is required upon application for the program and is due by April 29, 2022. A \$200 cheque made payable to CDDHS post dated for April 29, 2022, and one for September 9, 2022 are to be submitted with the application form for the program. Enrolment may be limited, and will be filled on a first come, first served basis of submission of completed application packages (including post dated cheques). The registration cost will provide more than 40 hours of on-ice instruction, a Hockey Canada Jersey, Hockey Canada registration and insurance for each participant. On ice instruction will focus on developing fundamental skills in skating, shooting, passing, puck control, checking and goalie instruction. Full equipment is required on ice. Off ice instruction will focus on hockey specific training including: resistance training; speed, agility, and quickness training; stickhandling and passing; and European Floorball. Classroom sessions will feature skills videos, goal setting, fitness training principles, nutrition, life skills and individual video analysis of players' skating, passing, shooting and stickhandling skills.

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

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

To register for Centre Dufferin's 2022-2023 Intermediate Hockey Canada Skills Academy:

1. Choose **FTEHOC**.
2. Complete the application form for the Hockey Skills Academy and submit the form with two, \$200 cheques (dated April 29, 2022 and September 9, 2022) to Centre Dufferin's main office, Attention: Lori Champ by April 29, 2022.



**Note:** Enrolment in this program is conditional upon receipt of the form and fees. If payment is received after April 29 and the program is full, students will be placed on a waitlist and will be asked to choose 2 other courses.



**FTEHOC is a 2 credit package** that consists of the following courses:

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

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

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

## GRADE 9 REMOTE LEARNING

### FTERMT - GRADE 9 REMOTE SCHOOL WHOLE YEAR

For grade 9 students that desire to have a remote learning option for the 2022-23 school year, a set package of courses (4 per semester) will be delivered through a combination of BrightSpace (the provincial elearning platform) and Google Meet. Students will be expected to attend class virtually on a daily basis according to a set schedule that will include opportunities for online, whole group and small group learning opportunities and asynchronous/independent learning.

Courses included:

- BTT1O - Information & Communication Technology in Business
- ENG1D - English (Single Stream)
- GLS1O - Learning Strategies
- MTH1W - Math (Destreamed)

  

- AWQ1O Photography
- CGC1D - Geography (Single Stream)
- FSF1D - French (Single Stream)
- SNC1W - Science (Destreamed)

All Grade 9 courses are destreamed. The instructional strategies and assignments that are used will support a range of student skills and interests. Courses are designed through Culturally Relevant and Responsive Pedagogy to develop and enhance real world content and skills.

## ALTERNATIVE EDUCATION

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

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

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

# UGDSB E-LEARNING PROTOCOL

The Upper Grand District School Board and Centre Dufferin District High School, through the Ontario e-Learning Consortium, are able to offer students the opportunity to take online courses (e-Learning).

eLearning classes are taught fully online in an asynchronous format. This means you have added flexibility in terms of the pace and schedule of your course work because you do not meet live with our teacher and whole class at the same time. To be successful in this course it's recommended you are a self-directed learner who has strong organizational, time management, and communication skills. Similar to face-to-face courses, you are required to do 75 minutes or more of course work per school day.

## Profile of a Successful E-Learner:

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

## Time Commitment:

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

## Rights & Responsibilities of E-Learning Students:

An e-Learning Student is responsible for:

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

## In addition:

1. A student may enrol in a maximum of 4 courses per semester as this constitutes a full-time course load. This total of 4 includes all classes in the home school as well as online.
2. Any decisions with respect to e-Learning enrolment are made by the student and their parent in consultation with the Guidance Department and the school principal.

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

# SPECIALIST HIGH SKILLS MAJOR

## What is a SHSM?

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

## Why Pursue a SHSM?

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

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

## Components for the SHSM:

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

## When do students start a SHSM?

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

## How do I get involved in a SHSM?

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

# COOPERATIVE EDUCATION

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

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

This method of learning also offers other advantages:

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

## Application Requirements

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

## **Selection Criteria**

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

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

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

# ONTARIO YOUTH APPRENTICESHIP PROGRAM

## **School To Work Transition Preparing Tomorrow's Workers Today!**

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

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

### **How long is an Apprenticeship?**

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

### **What does the future look like for Apprentices?**

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

### **Benefits to Youth**

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

### **Who is eligible?**

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

### **Education Requirements**

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

## Where do I work?

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

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

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

Automotive Service Technician	Network Cabling Specialist	Carpenter
Oil Burner	Early Childhood Educator	Baker
General Machinist	Chef	Mason
Electrician	Hairstylist	Cement Finisher
Cabinet Maker	Tool and Die Maker	and many more

## How to Apply

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



# DUAL CREDITS

Go to College While You're Still in High School ...

Dual Credit programs are programs approved by the Ministry of Education that allow Grade 12 students to take college or apprenticeship courses that count towards both their Ontario Secondary School Diploma (OSSD) and a post-secondary certificate, diploma, or a Certificate of Apprenticeship.



Students may earn credits towards their secondary school diploma through courses delivered by Conestoga, Georgian or Humber Colleges through our partnerships in the School College Work Initiative. Students may earn up to four optional credits through college-delivered courses.

## Possible Program Offerings:

**OYAP Level 1** - Auto, Brick & Stone, Carpenter, Electrician, Machinist, Plumber, Refrigeration, Truck & Coach

**CAPP** (College Apprenticeship Preparation Program) - Automotive Service, Culinary, Truck & Coach, Welding

**Exploring the Trades** - Construction (Electrical/Plumbing), Food Production, Mechanical (Heavy Equip/Welding)

**College Pathway** - Animal Care, Animation, Automation/Robotics, Cabinetmaking, Cosmetology CNC, Criminal Justice/Crime Scene, Design Foundations, Developmental Disabilities, Early Childhood Education, Entrepreneurial Exploration, Lifestyle Mgt/Success in Health, Photography/Photoshop, Positive Psych/Group Fitness Leadership, Renewable Energy, Sociology

## Eligibility Requirements:

<ul style="list-style-type: none"><li>● Grade 12 graduating year (22 - 29 credits);</li><li>● Demonstrates evidence of independent learning skills</li><li>● Demonstrates an appropriate maturity level;</li></ul>	<ul style="list-style-type: none"><li>● Disengaged and underachieving who have the potential to succeed;</li><li>● OYAP student;</li><li>● SHSM student.</li></ul>
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## Course Selection:

Please make an appointment with a Guidance Counsellor for more information including the application package.

Visit our website at [www.ugdsb.ca/dualcredit](http://www.ugdsb.ca/dualcredit) for additional information.

## SCHOOL VISION

*Partners Learning Together; Creating Successful Tomorrows*

*Purpose and Intention = Deep Understanding*

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

### **Student Performance**

- Helping create pathways so we can graduate successful learners

### **School Culture and Climate**

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

### **Staff Professional Growth**

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

## SCHOOL AND COMMUNITY ADVISORY COUNCIL

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

## IMPORTANT CONTACT INFORMATION

Website: [www.ugdsb.ca/cddhs](http://www.ugdsb.ca/cddhs)

Twitter: @centredufferin

Attendance Line: 519-925-3834 ext. 100

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

The **UGConnect App** is the best way for parents and guardians to stay connected to your school! Download the App from Apple or Google Play.

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