Pathways for Success

Sample Timetables for Supporting Students at Risk
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Sample Timetables

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Cette publication est également offerte en français sous le titre suivant : Itinéraires favorisant la réussite : Modèles d’itinéraires pour appuyer les élèves à risque, 2003.

This publication is available on the Ministry of Education website at http://www.edu.gov.on.ca.
This resource document is intended to assist school boards, principals, and teachers in developing programs to meet the needs of students in their schools who may be at risk of not completing the requirements for the Ontario Secondary School Diploma (OSSD). It provides specific suggestions for the development of program models that are consistent with ministry policy and that would be appropriate for a variety of students who may be having difficulty meeting diploma requirements.

In 2002, the Curriculum Implementation Partnership of the Ministry of Education and its Ad Hoc Advisory Committee, which include teachers, school and board leaders, community members, parents, and special education representatives, made a number of recommendations for action to be taken to address the needs of students at risk. The ministry then established the At-Risk Working Group to develop specific suggestions. One of the recommendations in the working group’s report was that models of “program pathways” be developed for students at risk, in particular for students intending to enter the work force directly from secondary school. The sample timetables in the present document were developed in response to this recommendation. (It should also be noted that this document complements the work of the Program Pathways Work Group on Students at Risk, whose mandate includes the development of effective school–work transition programs.) Drafts of the sample timetables were presented to district steering committees and to board representatives across the province. The timetables reflect suggestions from the participants in these discussions, which included the recommendation that they be made widely available.

The sample timetables provided on the following pages illustrate ways in which a variety of support strategies and program options that are outlined in Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999 (OSS) can be integrated into programs for students at risk. Eight sample programs are outlined for Grades 9 to 12. Users familiar with OSS diploma requirements will see that the various combinations of alternatives and substitutions described for Grades 9 to 12 will allow students to earn the total number of credits required for the OSSD or, in one case, the Ontario Secondary School Certificate (OSSC). Provision is also made for earning the required credits over four or more years. Support strategies are integrated into the outlines and are shown in boldface type.

References to numbered notes are given where necessary on each timetable. These notes follow the timetables, and consist of explanations and supporting policy contained in OSS and various curriculum policy documents.

A list of the requirements for the OSSD and the OSSC is provided on page 4 for reference. For further details, see OSS, section 3: Diploma Requirements and Related Procedures, and appendix 5: Compulsory Credits.

REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD)

• **Compulsory credits (total of 18)**
  - 4 credits in English (1 credit per grade)
  - 1 credit in French as a second language
  - 3 credits in mathematics (at least 1 credit in Grade 11 or 12)
  - 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
  - 0.5 credit in civics
  - 0.5 credit in career studies
  - plus:
    - 1 additional credit in English, or a third language, or social sciences and the humanities, or Canadian and world studies
    - 1 additional credit in health and physical education, or the arts, or business studies
    - 1 additional credit in science (Grade 11 or 12) or technological education (Grades 9–12)

• **Optional credits (total of 12)**
  In addition to the 18 compulsory credits, students must earn 12 optional credits.

• **Community involvement activities (40 hours)**

• **Ontario Secondary School Literacy Test**
  Students must successfully complete the literacy test.

REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL CERTIFICATE (OSSC)

• **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)**
  In addition to the 7 compulsory credits, a student must earn 7 credits selected by the student from available courses.
### Sample Timetable

#### School–Work Transition Program (OSSD): Broad-Based Technology or Business Studies Focus (Public Schools)

**GRADE 9 – FOUNDATION**

<table>
<thead>
<tr>
<th>SEMESTER 1 OR DAY 1*</th>
<th>Learning Strategies 1: Skills for Success in Secondary School, Open (GLS1O)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C English, Academic (ENG1D) or Applied (ENG1P) (See note 2)</td>
<td>C Geography of Canada, Academic (CGC1D) or Applied (CGC1P) With modifications to expectations for students with IEP (See note 5)</td>
</tr>
<tr>
<td>or English, Locally developed compulsory credit course (See note 3)</td>
<td>C Integrated Technologies, Open (TTI1O) Include job shadowing and work experiences (e.g., in skilled trades, tourism) or C Dramatic Arts, Open (ADA1O) For students in programs with Business Studies focus</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER 2 OR DAY 2*</th>
<th>C Principles of Mathematics, Academic (MPM1D) or Foundations of Mathematics, Applied (MFM1P)</th>
<th>C Healthly Active Living Education, Open (PPL1O)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C Mathematics, Locally developed compulsory credit course</td>
<td>C Science, Academic (SNC1D) or Applied (SNC1P) or C Science, Locally developed compulsory credit course</td>
<td></td>
</tr>
</tbody>
</table>

---

**Teacher-Adviser Program and the Annual Education Plan (Grade 9)**

- Self-assessment, setting goals, planning for action, and setting priorities
- Course selection in preparation for Grade 10
- Sample activities are available from the Ministry of Education and online from the Ontario School Counsellors’ Association website: http://www.osca.ca

**Experiential Learning Activities**

- Job shadowing, job twinning, and work experience

---

**Notes**

* in a non-semestered school. See note 1.
+ Totals are calculated on the assumption that all the support strategies indicated in the timetables have been used.

C = Compulsory Credit

For numbered notes, see pages 37–40.
### Grade 10 – Foundation

<table>
<thead>
<tr>
<th>Semester 1 or Day 1*</th>
<th>Semester 2 or Day 2*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English,</strong> Academic (ENG2D) or Applied (ENG2P)</td>
<td><strong>Science,</strong> Academic (SNC2D) or Applied (SNC2P)</td>
</tr>
<tr>
<td>or <strong>Substitution 2:</strong> Dramatic Arts, Open (ADA2O)</td>
<td>or <strong>Learning Strategies 1,</strong> Open (GLE1O)</td>
</tr>
<tr>
<td><strong>Civics (0.5 credit), Open (CHV2O)</strong></td>
<td><strong>Civics (0.5 credit), Open (CHV2O)</strong></td>
</tr>
<tr>
<td>and <strong>Career Studies (0.5 credit), Open (GLC2O)</strong></td>
<td>and <strong>Career Studies (0.5 credit), Open (GLC2O)</strong></td>
</tr>
<tr>
<td><strong>With modifications to expectations for students with IEP</strong></td>
<td><strong>With modifications to expectations for students with IEP</strong></td>
</tr>
<tr>
<td><strong>Literacy Skills: Reading and Writing, Grade 11, Open (ELS3O)</strong> (See note 7)</td>
<td><strong>Introduction to Business, Open (BBI2O) and Media Arts, Open (ASM2O)</strong></td>
</tr>
<tr>
<td><strong>Civics (0.5 credit), Open (CHV2O)</strong></td>
<td><strong>With modifications to expectations for students with IEP</strong></td>
</tr>
<tr>
<td>and <strong>Career Studies (0.5 credit), Open (GLC2O)</strong></td>
<td><strong>Include job shadowing and work experiences (e.g., in skilled trades, tourism, retail, small business)</strong></td>
</tr>
</tbody>
</table>

**Teacher-Adviser Program and the Annual Education Plan (Grade 10)**
- Getting started with academic and career portfolios
- Addressing student needs, reviewing occupational information, and starting to think about financial planning
- Course selection in preparation for Grade 11
- Sample activities are available from the Ministry of Education and online from the Ontario School Counsellors’ Association website: http://www.osca.ca

**Experiential Learning Activities**
- job shadowing, job twinning, and work experience

**Grade 10 credit total:** 8
**Compulsory:**
- BBT: 4
- Business Studies: 5
**Optional:**
- BBT: 4
- Business Studies: 3

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**Notes**
* in a non-semestered school. See note 1.
** = Compulsory Credit
For numbered notes, see pages 37–40.
### Integrated OSS support strategies are shown in **bold**

<table>
<thead>
<tr>
<th>Subject and Codes</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>English, Workplace Preparation (ENG3E)</td>
<td><strong>C</strong> English, Workplace Preparation (ENG3E)</td>
</tr>
<tr>
<td>Mathematics for Everyday Life, Workplace Preparation (MEL3E)</td>
<td><strong>C</strong> Mathematics for Everyday Life, Workplace Preparation (MEL3E)</td>
</tr>
<tr>
<td>Science, Workplace Preparation (SNC3E)</td>
<td><strong>C</strong> Science, Workplace Preparation (SNC3E)</td>
</tr>
<tr>
<td>(If needed to fulfill requirement for 2 science credits and Group 3 additional science [Gr. 11 or 12] or technological education [Gr. 9–12] credit)</td>
<td></td>
</tr>
<tr>
<td>Introduction to Retail and Services Marketing, Workplace Preparation (BMX3E)</td>
<td><strong>C</strong> Introduction to Retail and Services Marketing, Workplace Preparation (BMX3E)</td>
</tr>
<tr>
<td>(For students taking package with BBT focus)</td>
<td>(For students taking package with BBT focus)</td>
</tr>
<tr>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>Technological Design, Workplace Preparation (TDJ3E)</td>
<td><strong>C</strong> Technological Design, Workplace Preparation (TDJ3E)</td>
</tr>
<tr>
<td>(For students taking package with Business Studies focus)</td>
<td>(For students taking package with Business Studies focus)</td>
</tr>
</tbody>
</table>

#### Teacher-Adviser Program and the Annual Education Plan (Grade 11)
- Refining academic and career portfolios, personal management skills, and learning strategies
- Course selection in preparation for Grade 12
- Sample activities are available from the Ministry of Education and online from the Ontario School Counsellors’ Association website: http://www.osca.ca

#### Experiential Learning Activities
- Job shadowing, job twinning, work experience, and cooperative education

#### Grade 11 Credit Total: 8
- Compulsory: 4
  - BBT
  - Business Studies
- Optional: 4
  - BBT
  - Business Studies

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**Notes**

* in a non-semestered school. See note 1.

**C** = Compulsory Credit

For numbered notes, see pages 37–40.
### Grade 12 - Destination-Related

<table>
<thead>
<tr>
<th>Semester 1 or Day 1*</th>
<th>C English, Workplace Preparation (ENG4E)</th>
<th>C Mathematics for Everyday Life, Workplace Preparation (MEL4E)</th>
<th>Organizational Studies: Managing a Small Business, Workplace Preparation (BOG4E)</th>
<th>C or O Any course that meets an optional or compulsory credit requirement, as needed by the individual student</th>
</tr>
</thead>
</table>

**SCHOOL–WORK TRANSITION PROGRAM**

- **Broad-Based Technology or Business Studies Focus**
  - 4-credit package: 1 in-school credit and 3 credits through cooperative education in the workplace
    - **Broad-Based Technology Focus**
      - Construction Technology, Workplace Preparation (TCJ3E) or
      - Hairstyling and Aesthetics, Workplace Preparation (TPE3E) or
      - Hospitality and Tourism, Workplace Preparation (TFH3E)
    - **OR**
      - **Business Studies Focus**
        - Accounting for a Small Business, Workplace Preparation (BAN4E)

**Teacher-Adviser Program and the Annual Education Plan (Grade 12)**

- Stress management, financial planning, preparing for the transition from secondary school
- Sample activities are available from the Ministry of Education and online from the Ontario School Counsellors’ Association website: [http://www.osca.ca](http://www.osca.ca)

**Experiential Learning Activities**

- cooperative education

**Grade 12 credit total:** 8
  - Compulsory: 3
  - Business Studies: 2
  - Optional: 5

**Cumulative credit total**
  - Compulsory: 18
  - Optional: 14

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**Notes**

* in a non-semestered school. See note 1.

C = Compulsory Credit

O = Optional Credit

For numbered notes, see pages 37–40.
## Sample Timetable

### School–Work Transition Program (OSSD): Broad-Based Technology or Business Studies Focus (Catholic Schools)†

### GRADE 9 – FOUNDATION

#### SEMESTER 1 OR DAY 1*

<table>
<thead>
<tr>
<th>Subject and Course</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C</strong> English, Academic (ENG1D) or Applied (ENG1P) (See note 2)</td>
<td></td>
</tr>
<tr>
<td><strong>C</strong> English, Locally developed compulsory credit course (See note 3)</td>
<td></td>
</tr>
</tbody>
</table>

#### SEMESTER 2 OR DAY 2*

<table>
<thead>
<tr>
<th>Subject and Course</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C</strong> Principles of Mathematics, Academic (MPM1D) or Foundations of Mathematics, Applied (MFM1P)</td>
<td></td>
</tr>
<tr>
<td><strong>C</strong> Mathematics, Locally developed compulsory credit course</td>
<td></td>
</tr>
</tbody>
</table>

### Learning Strategies 1:

- **Skills for Success in Secondary School, Open (GLS1O)** (See note 4)
- **Religious Education (HRE1O)**

### Grade 9 – Foundation

- **Geography of Canada, Academic (CGC1D) or Applied (CGC1P)**
  - With modifications to expectations for students with IEP (See note 5)
- **Integrated Technologies, Open (TTI1O)**
  - Include job shadowing and work experiences (e.g., in skilled trades, tourism)
  - In programs with Business Studies focus – **Substitution 1**
    - Dramatic Arts, Open (ADA1O) (See note 6)
- **Core French, Academic (FSF1D) or Applied (FSF1P)**
  - Substitution 1 (BBT) / Substitution 2 (Bus.): Introduction to Information Technology in Business, Open (BTT1O)

### Compulsory Credit Total:

**8**

### Notes

* in a non-semestered school. See note 1.
† It may be advisable for students whose program incorporates all of the support strategies indicated in this timetable, as well as the four Religious Education courses, to take more than four years to complete their high school program.
†† Totals are calculated on the assumption that all the support strategies indicated in the timetables have been used.

= Compulsory Credit

For numbered notes, see pages 37–40.

**Teacher-Adviser Program and the Annual Education Plan (Grade 9)**

- Self-assessment, setting goals, planning for action, and setting priorities
- Course selection in preparation for Grade 10
- Sample activities are available from the Ministry of Education and online from the Ontario School Counsellors’ Association website: [http://www.osca.ca](http://www.osca.ca)

**Experiential Learning Activities**

- job shadowing, job twinning, and work experience

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**Grade 9 credit total:** † † 8

Compulsory: 7

Optional: 1

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9  Pathways for Success
### Grade 10 – Foundation

**SEMESTER 1 OR DAY 1**

- **English,** Academic (ENG2D) or Applied (ENG2P)
  
- **Substitution 2 (BBT)/Substitution 3 (Bus.):**
  - Dramatic Arts, Open (ADA2O)

**SEMESTER 2 OR DAY 2**

- **Science,** Academic (SNC2D) or Applied (SNC2P)
  
- **Learning Strategies 1,** Open (GLE1O)
  
- **For students with IEP**
  - Religious Education (HRE2O)

**C** **Principles of Mathematics,** Academic (MPM2D) or Foundations of Mathematics, Applied (MFM2P)
  
- **Mathematics,** Locally developed optional credit course
  
- **Literacy Skills:** Reading and Writing, Grade 11, Open (ELS3O)
  
- **BBT or Business Studies Focus (Catholic Schools) – Grade 10**

**Grade 10 credit total:** 8

- **Compulsory:**
  - BBT 3
  - Business Studies 5

**Optional:**

- BBT 5
- Business Studies 3

### Experiential Learning Activities

- Job shadowing, job twinning, and work experience

### Notes

* in a non-semestered school. See note 1.

= Compulsory Credit

For numbered notes, see pages 37-40
### GRADE 11 – DESTINATION-RELATED

#### SEMESTER 1 OR DAY 1

- **English, Workplace Preparation (ENG3E)**
- **Mathematics for Everyday Life, Workplace Preparation (MEL3E)**

#### SEMESTER 2 OR DAY 2

- **Science, Workplace Preparation (SNC3E)**
  
  *(If needed to fulfil requirement for 2 science credits and Group 3 additional science [Gr. 11 or 12] or technological education [Gr. 9–12] credit)*

- **World Religions, University/College Preparation (HRT3M) or Open (HRF3O)**
  
  *(Meets Group 1 compulsory credit requirement in social sciences and humanities, if Group 1 requirement has not been met [e.g., through Literacy Skills: Reading and Writing, Grade 11])*

#### SCHOOL–WORK TRANSITION PROGRAM

- **4-credit package**

  *(See note 9)*

  **Broad-Based Technology Focus†**

  *(See note 10)*

  **2 in-school credits:**

  Construction Technology, Workplace Preparation (TCJ3E) or Hairstyling and Aesthetics, Workplace Preparation (TPE3E) or Hospitality and Tourism, Workplace Preparation (TFH3E) and

  **2 credits through cooperative education**

  Possible entry into Ontario Youth Apprenticeship Program (OYAP)

  *(See note 11)*

  **OR**

  **Business Studies Focus**

  **2 in-school credits:**

  Introduction to Retail and Services Marketing, Workplace Preparation (BMX3E) and

  Introduction to Accounting, Workplace Preparation (BAI3E) and

  **2 credits through cooperative education**

### Teacher-Adviser Program and the Annual Education Plan (Grade 11)

- Refining academic and career portfolios, personal management skills, and learning strategies
- Course selection in preparation for Grade 12
- Sample activities are available from the Ministry of Education and online from the Ontario School Counsellors’ Association website: http://www.osca.ca

### Experiential Learning Activities

- Job shadowing, job twinning, work experience, and cooperative education

### Grade 11 credit total:

- **8**
- **Compulsory:**
  - BBT: 5 †
  - Business Studies: 4
- **Optional:**
  - BBT: 3
  - Business Studies: 4

### Notes

* in a non-semestered school. See note 1.

† Note that in the program with a BBT focus, the Arts compulsory credit requirement has not been met. A third substitution could be made for the Arts requirement, using any BBT course.

C = Compulsory Credit

For numbered notes, see pages 37–40.
### Grade 12 – Destination-Related

**SCHOOL–WORK TRANSITION PROGRAM**  
**Broad-Based Technology or Business Studies Focus**  
4-credit package: 1 in-school credit *and* 3 credits through cooperative education in the workplace

**Broad-Based Technology Focus**
- Construction Technology, Workplace Preparation (TCJ3E) or
- Hairstyling and Aesthetics, Workplace Preparation (TPE3E) or
- Hospitality and Tourism, Workplace Preparation (TFH3E)

**OR**

**Business Studies Focus**
- Accounting for a Small Business, Workplace Preparation (BAN4E)

**Teacher-Adviser Program and the Annual Education Plan (Grade 12)**
- Stress management, financial planning, preparing for the transition from secondary school
- Sample activities are available from the Ministry of Education and online from the Ontario School Counsellors’ Association website: [http://www.osca.ca](http://www.osca.ca)

**Experiential Learning Activities**
- Cooperative education

**Integrated OSS support strategies are shown in **bold**

<table>
<thead>
<tr>
<th>Teacher-Adviser Program and the Annual Education Plan (Grade 12)</th>
<th>Grade 12 credit total: 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stress management, financial planning, preparing for the transition from secondary school</td>
<td>Compulsory: 3</td>
</tr>
<tr>
<td>Sample activities are available from the Ministry of Education and online from the Ontario School Counsellors’ Association website: <a href="http://www.osca.ca">http://www.osca.ca</a></td>
<td>BBT 2</td>
</tr>
</tbody>
</table>

**Experiential Learning Activities**
- Cooperative education

<table>
<thead>
<tr>
<th>Teacher-Adviser Program and the Annual Education Plan (Grade 12)</th>
<th>Grade 12 credit total: 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stress management, financial planning, preparing for the transition from secondary school</td>
<td>Business Studies 2</td>
</tr>
<tr>
<td>Sample activities are available from the Ministry of Education and online from the Ontario School Counsellors’ Association website: <a href="http://www.osca.ca">http://www.osca.ca</a></td>
<td>Optional: 5</td>
</tr>
</tbody>
</table>

**Cumulative credit total**
<table>
<thead>
<tr>
<th>Teacher-Adviser Program and the Annual Education Plan (Grade 12)</th>
<th>Grade 12 credit total: 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stress management, financial planning, preparing for the transition from secondary school</td>
<td>Compulsory: 18</td>
</tr>
<tr>
<td>Sample activities are available from the Ministry of Education and online from the Ontario School Counsellors’ Association website: <a href="http://www.osca.ca">http://www.osca.ca</a></td>
<td>Optional: 14</td>
</tr>
</tbody>
</table>

**Notes**  
* in a non-semestered school. See note 1.  
*C = Compulsory Credit  
For numbered notes, see pages 37–40.
# School–Work Transition Program (OSSD): OYAP Facilities Maintenance Mechanic

## GRADE 9 – FOUNDATION

<table>
<thead>
<tr>
<th>SEMESTER 1 OR DAY 1*</th>
<th>SEMESTER 2 OR DAY 2*</th>
</tr>
</thead>
</table>
| **C** English, Academic (ENG1D) or Applied (ENG1P)  
(See note 2)  
or
**C** English, Locally developed compulsory credit course  
(See note 3)  
**C** Principles of Mathematics, Academic (MPM1D) or Foundations of Mathematics, Applied (MFM1P)  
or
**C** Mathematics, Locally developed compulsory credit course | **C** Learning Strategies 1: Skills for Success in Secondary School, Open (GLS1O)  
(See note 4)  
**C** Science, Academic (SNC1D) or Applied (SNC1P)  
or
**C** Science, Locally developed compulsory credit course  
**C** Integrated Technologies, Open (TTI1O)  
Include job shadowing and work experiences in skilled trades |
| **C** Learning Strategies 1: Skills for Success in Secondary School, Open (GLS1O)  
With modifications to expectations for students with IEP  
(See note 5)  
**C** Core French, Academic (FSF1D) or Applied (FSF1P)  
or
Substitution 1: Introduction to Information Technology in Business, Open (BTT1O)  
(See note 6) | **C** Integrated Technologies,†  
Construction Technology (0.5 Credit), Open (TCJ1O)  
and
Transportation Technology (0.5 Credit), Open (TTJ1O)  
Include job shadowing and work experiences in skilled trades |
| **C** Principles of Mathematics, Academic (MPM1D) or Foundations of Mathematics, Applied (MFM1P)  
or
**C** Mathematics, Locally developed compulsory credit course | **C** Integrated Technologies,†  
Construction Technology (0.5 Credit), Open (TCJ1O)  
and
Transportation Technology (0.5 Credit), Open (TTJ1O)  
Include job shadowing and work experiences in skilled trades |

### Teacher-Adviser Program and the Annual Education Plan (Grade 9)
- Self-assessment, setting goals, planning for action, and setting priorities
- Course selection in preparation for Grade 10
- Sample activities are available from the Ministry of Education and online from the Ontario School Counsellors’ Association website: http://www.osca.ca

### Experiential Learning Activities
- job shadowing, job twinning, and work experience

### Notes
* in a non-semestered school. See note 1.
† Schools may offer more than one Integrated Technologies course in Grade 9. The additional courses will adhere to the expectations outlined for the main course, but will focus on different areas of technology. Students who take the main course may also take the additional course (or courses) in the same year, earning credit for each course successfully completed.
†† Totals are calculated on the assumption that all the support strategies indicated in the timetables have been used.
= Compulsory Credit
For numbered notes, see pages 37–40.
### Grade 10 – Foundation

<table>
<thead>
<tr>
<th>Semester 1 or Day 1*</th>
<th>Semester 2 or Day 2*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English, Academic (ENG2D) or Applied (ENG2P)</strong>&lt;br&gt;<strong>Substitution 2:</strong> Dramatic Arts, Open (ADA2O)</td>
<td><strong>Science, Academic (SNC2D) or Applied (SNC2P)</strong>&lt;br&gt;<strong>Learning Strategies 1,</strong> Open (GLE1O)&lt;br&gt;<strong>For students with IEP</strong></td>
</tr>
<tr>
<td><strong>Principles of Mathematics, Academic (MPM2D) or Foundations of Mathematics, Applied (MFM2P)</strong>&lt;br&gt;<strong>Mathematics, Locally developed optional credit course</strong> (See note 3)</td>
<td><strong>Media Arts, Open (ASM2O)</strong>&lt;br&gt;<strong>With modifications to expectations for students with IEP</strong> (See note 5)</td>
</tr>
<tr>
<td><strong>Literacy Skills: Reading and Writing, Grade 11, Open (ELS3O)</strong> (See note 7)</td>
<td><strong>Civics (0.5 credit), Open (CHV2O)</strong>&lt;br&gt;<strong>Career Studies (0.5 credit), Open (GLC2O)</strong>&lt;br&gt;<strong>Include job shadowing and work experiences</strong>&lt;br&gt;<strong>With modifications to expectations for students with IEP</strong></td>
</tr>
</tbody>
</table>

### Teacher-Adviser Program and the Annual Education Plan (Grade 10)
- Getting started with academic and career portfolios
- Addressing student needs, reviewing occupational information, and starting to think about financial planning
- Course selection in preparation for Grade 11
- Sample activities are available from the Ministry of Education and online from the Ontario School Counsellors’ Association website: [http://www.osca.ca](http://www.osca.ca)

### Experiential Learning Activities
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### Notes
* in a non-semested school. See note 1.
C = Compulsory Credit
For numbered notes, see pages 37–40.

---

### SWT Program (OSSD): OYAP Facilities Maintenance Mechanic – Grade 10

**Grade 10 credit total:** 8
- Compulsory: 4
- Optional: 4
### GRADE 11 – DESTINATION-RELATED

**Grade 11 credit total:** 8

Compulsory: 4
Optional: 4

<table>
<thead>
<tr>
<th>SEMESTER 1 OR DAY 1*</th>
<th>SEMESTER 2 OR DAY 2*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C</strong> English, Workplace Preparation (ENG3E)</td>
<td><strong>C</strong> Mathematics for Everyday Life, Workplace Preparation (MEL3E) or <strong>C</strong> Foundations of Mathematics, Grade 10, Applied (MFM2P)</td>
</tr>
<tr>
<td><strong>C</strong> Science, Workplace Preparation (SNC3E)</td>
<td><strong>C</strong> Geography of Canada, Grade 9, Applied (CGC1P)</td>
</tr>
</tbody>
</table>

**SCHOOL–WORK TRANSITION PROGRAM**

(See note 10)

**Ontario Youth Apprenticeship Program (OYAP)**
(See note 11)

**Trade: Facilities Maintenance Mechanic**

- Inspects and maintains building fire safety equipment, building envelope, and electrical, heating, ventilation, air-conditioning, plumbing, and water treatment systems
- Performs ground maintenance

2 in-school credits in

- Construction Technology, Workplace Preparation (TCJ3E)
- and

2 credits through cooperative education

**Teacher-Adviser Program and the Annual Education Plan (Grade 11)**

- Refining academic and career portfolios, personal management skills, and learning strategies
- Course selection in preparation for Grade 12
- Sample activities are available from the Ministry of Education and online from the Ontario School Counsellors’ Association website: http://www.osca.ca

**Experiential Learning Activities**

- work experience and cooperative education

---

**Notes**

* in a non-semestered school. See note 1.

**C** = Compulsory Credit

For numbered notes, see pages 37–40.
**GRADE 12 – DESTINATION-RELATED**

<table>
<thead>
<tr>
<th>SEMESTER 1 OR DAY 1*</th>
<th>SEMESTER 2 OR DAY 2*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C</strong> English, Workplace Preparation (ENG4E)</td>
<td><strong>C</strong> Mathematics for Everyday Life, Workplace Preparation (MEL4E) or <strong>C</strong> Mathematics for Everyday Life, Grade 11, Workplace Preparation (MEL3E) (If credit not earned previously)</td>
</tr>
<tr>
<td><strong>C</strong> Information Technology in Business, Workplace Preparation (BTX4E)</td>
<td><strong>C</strong> Canadian History in the Twentieth Century, Academic (CHC2D) or Applied (CHC2P) With modifications to expectations for students with IEP or <strong>Substitution 3:</strong> Technological Design, Grade 11, Workplace Preparation (TDJ3E) or Healthy Active Living Education, Grade 11, Open (PPL3O)</td>
</tr>
</tbody>
</table>

**SCHOOL–WORK TRANSITION PROGRAM**

Ontario Youth Apprenticeship Program (OYAP)

*Trade: Facilities Maintenance Mechanic*

4-credit package:

- 1 in-school credit: Construction Technology, Workplace Preparation (TCJ3E)
- 3 credits through cooperative education in the workplace

**Teacher Adviser Program and the Annual Education Plan (Grade 12)**

- Stress management, financial planning, preparing for the transition from secondary school
- Sample activities are available from the Ministry of Education and online from the Ontario School Counsellors’ Association website: http://www.osca.ca

**Experiential Learning Activities**

- cooperative education

**Grade 12 credit total:** 8
  - Compulsory: 4
  - Optional: 4

**Cumulative credit total**

- Compulsory: 18
- Optional: 14

**Notes**

* in a non-semestered school. See note 1.

**C** = Compulsory Credit

For numbered notes, see pages 37–40.
## Sample Timetable

### School–Work Transition Program (OSSD, 4+ year program): Broad-Based Technology Focus

**GRADE 9 – “HIGH SCHOOL PREP PROGRAM”**

<table>
<thead>
<tr>
<th>Litersay focus:</th>
<th>Physical Education, Open (PPL1O)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>With modifications to expectations for students with IEP (See note 5)</td>
</tr>
</tbody>
</table>

**Literacy focus:**

| C | English, Locally developed compulsory credit course (See note 3) integrated with Learning Strategies 1: Skills for Success in Secondary School, Open (GLS1O) (See note 4) |

**Mathematics focus:**

| C | Mathematics, Locally developed compulsory credit course |

**Science focus:**

| C | Science, Locally developed compulsory credit course |

**Experiential Learning Activities**

- job shadowing, job twinning, and work experience

### Notes

- To be offered as a non-semestered program. See notes 1 and 2.
- As foundation for a 4+ year program to earn the OSSD
- Totals are calculated on the assumption that all the support strategies indicated in the timetables have been used.

**Teacher-Adviser Program and the Annual Education Plan (Grade 9)**

- Self-assessment, setting goals, planning for action, and setting priorities
- Course selection in preparation for Grade 10
- Sample activities are available from the Ministry of Education and online from the Ontario School Counsellors’ Association website: http://www.osca.ca
### Grade 10 – Foundation

**Literacy Skills:** Reading and Writing, Grade 11, Open (ELS3O)  
(See note 7)

**Mathematics,**  
Locally developed optional credit course  
(as stepping stone to Grade 11 Workplace Preparation Math)  
(See note 3)

**English,**  
Academic (ENG2D) or Applied (ENG2P)  
(or)  
**Substitution 2:**  
Dramatic Arts, Open (ADA2O)

**Broad-Based Technology Focus**  
(See note 10)

- **2 credits in Construction Technology, Open (TCJ2O)**  
- **2 credits in Health and Personal Services Technology, Open (TPJ2O)**  
- **2 credits in Hospitality and Tourism Technology, Open (TFJ2O)**  

**Learning Strategies 1,**  
Open (GLE1O)  
For students with IEP

**Core French,**  
Academic (FSF2D) or Applied (FSF2P)  
(or)  
**Substitution 3:**  
Introduction to Information Technology in Business, Grade 9 or 10, Open (BTT1O or BTT2O)

**Civics (0.5 credit),**  
Open (CHV2O)  
and  
**Career Studies (0.5 credit),**  
Open (GLC2O)

**Grade 10 credit total:**  
**Compulsory:**  **5**  
**Optional:**  **3**

---

**Teacher-Adviser Program and the Annual Education Plan (Grade 10)**
- Getting started with academic and career portfolios
- Addressing student needs, reviewing occupational information, and starting to think about financial planning
- Course selection in preparation for Grade 11
- Sample activities are available from the Ministry of Education and online from the Ontario School Counsellors’ Association website: [http://www.osca.ca](http://www.osca.ca)

**Experiential Learning Activities**
- Job shadowing, job twinning, and work experience

---

**Notes**
* in a non-semestered school. See note 1.  
= Compulsory Credit  
For numbered notes, see pages 37–40.
### Grade 11 – Destination-Related

<table>
<thead>
<tr>
<th>Semester 1 or Day 1*</th>
<th>Semester 2 or Day 2*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C</strong> English, Workplace Preparation (ENG3E)</td>
<td><strong>C</strong> Mathematics for Everyday Life, Workplace Preparation (MEL3E)</td>
</tr>
<tr>
<td><strong>C</strong> Science, Workplace Preparation (SNC3E)</td>
<td><strong>C</strong> Media Arts, Grade 10, Open (ASM2O)</td>
</tr>
</tbody>
</table>

#### School–Work Transition Program
(See note 8)

**Broad-Based Technology Focus**

4-credit package:
- 2 credits in Construction Technology, Workplace Preparation (TCJ3E)

or
- 2 credits in Health Care, College Preparation (TPA3C)

or
- 2 credits in Hospitality and Tourism, Workplace Preparation (TFH3E)

and
- 2 credits through cooperative education OYAP
(See note 11)

---

**Teacher Adviser Program and the Annual Education Plan (Grade 11)**

- Refining academic and career portfolios, personal management skills, and learning strategies
- Course selection in preparation for Grade 12
- Sample activities are available from the Ministry of Education and online from the Ontario School Counsellors’ Association website: [http://www.osca.ca](http://www.osca.ca)

**Experiential Learning Activities**

- Job shadowing, job twinning, work experience, and cooperative education

**Recommended OYAP Placement**

- Students may benefit from summer work experience, which could be cooperative education or paid employment or a combination

---

**Notes:**

* in a non-semestered school. See note 1.

**C** = Compulsory Credit

For numbered notes, see pages 37–40.
### GRADE 12 – DESTINATION-RELATED

**Integrated OSS support strategies are shown in bold**

<table>
<thead>
<tr>
<th>SEMESTER 1 OR DAY 1*</th>
<th>SEMESTER 2 OR DAY 2*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C</strong> English, Workplace Preparation (ENG4E)</td>
<td><strong>C</strong> Mathematics for Everyday Life, Workplace Preparation (MEL4E)</td>
</tr>
</tbody>
</table>
| **C** Introduction to Retail and Marketing Services, Workplace Preparation (BMX3E) | **C** Canadian History in the Twentieth Century, Academic (CHC2D) or Applied (CHC2P) *With modification to expectations for students with IEP*

### SCHOOL–WORK TRANSITION PROGRAM

**Broad-Based Technology Focus**

- 4-credit package:
  - 1 in-school credit in Construction Technology, Workplace Preparation (TCJ4E) or Child Development and Gerontology, College Preparation (TPO4C) or Hospitality and Tourism, Workplace Preparation (TFH4E)
  - and
  - 3 credits through cooperative education in the workplace linked to 2 or more in-school credits

### Teacher-Adviser Program and the Annual Education Plan (Grade 12)

- Stress management, financial planning, preparing for the transition from secondary school
- Sample activities are available from the Ministry of Education and online from the Ontario School Counsellors’ Association website: http://www.osca.ca

### Experiential Learning Activities

- Job shadowing, job twinning, work experience, and cooperative education

### Upon graduation, OYAP students registered as apprentices will continue apprenticeship training to complete certification requirements.

#### Grade 12 credit total:

<table>
<thead>
<tr>
<th></th>
<th>8</th>
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</thead>
<tbody>
<tr>
<td>Compulsory:</td>
<td>4</td>
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<tr>
<td>Optional:</td>
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</table>

#### Cumulative credit total

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<th>18</th>
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<tbody>
<tr>
<td>Compulsory:</td>
<td>12</td>
</tr>
<tr>
<td>Optional:</td>
<td>12</td>
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</tbody>
</table>

### Notes

* in a non-semestered school. See note 1.

**C** = Compulsory Credit

For numbered notes, see pages 37–40.
### School–Work Transition Program (OSSD, 4+ year program): Business Studies Focus

**GRADE 9 — “HIGH SCHOOL PREP PROGRAM”††** Integrated OSS support strategies are shown in **bold**

<table>
<thead>
<tr>
<th><strong>HIGH SCHOOL PREP PROGRAM</strong>*</th>
<th><strong>Literacy focus:</strong></th>
<th><strong>Healthy Active Living Education, Open (PPL1O)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Teacher-Adviser Program and the Annual Education Plan (Grade 9)</em></td>
<td><strong>Geography of Canada, Academic (CGC1D) or Applied (CGC1P)</strong></td>
<td><strong>With modifications to expectations for students with IEP (See note 5)</strong></td>
</tr>
<tr>
<td></td>
<td>or <strong>Substitution 1:</strong> Dramatic Arts, Open (ADA1O)</td>
<td><strong>Mathematics focus:</strong></td>
</tr>
<tr>
<td></td>
<td>(See note 4)</td>
<td><strong>Mathematics, Locally developed compulsory credit course</strong></td>
</tr>
<tr>
<td></td>
<td><strong>C</strong> English, Locally developed compulsory credit course (See note 3)</td>
<td><strong>(See note 3 for details on 1-credit courses offered over 220 hours)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>integrated with</strong> Learning Strategies 1: Skills for Success in Secondary School, Open (GLS1O) (See note 4)</td>
<td><strong>Science focus:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>C</strong> Locally developed compulsory credit course</td>
<td><strong>Science, Locally developed compulsory credit course</strong></td>
</tr>
<tr>
<td></td>
<td>(See note 3)</td>
<td><strong>(See note 3 for details on 1-credit courses offered over 220 hours)</strong></td>
</tr>
</tbody>
</table>

**Notes**

* To be offered as a non-semestered program. See notes 1 and 2.
† As foundation for a 4+ year program to earn the OSSD
†† Totals are calculated on the assumption that all the support strategies indicated in the timetables have been used.

**Teacher-Adviser Program and the Annual Education Plan (Grade 9)**

- Self-assessment, setting goals, planning for action, and setting priorities
- Course selection in preparation for Grade 10
- Sample activities are available from the Ministry of Education and online from the Ontario School Counsellors’ Association website: [http://www.osca.ca](http://www.osca.ca)

**Experiential Learning Activities**

- Job shadowing, job twinning, and work experience

**Grade 9 credit total:**

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<thead>
<tr>
<th>Compulsory:</th>
<th>Optional:</th>
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<tbody>
<tr>
<td>6</td>
<td>1</td>
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</table>
### GRADE 10 – FOUNDATION

Teacher-Adviser Program and the Annual Education Plan (Grade 10)
- Getting started with academic and career portfolios
- Addressing student needs, reviewing occupational information, and starting to think about financial planning
- Course selection in preparation for Grade 11
- Sample activities are available from the Ministry of Education and online from the Ontario School Counsellors’ Association website: http://www.osca.ca

Experiential Learning Activities
- Job shadowing, job twinning, and work experience

Integrated OSS support strategies are shown in **bold**

<table>
<thead>
<tr>
<th>SEMESTER 1 OR DAY 1*</th>
<th>SEMESTER 2 OR DAY 2*</th>
</tr>
</thead>
</table>
| **C** Literacy Skills: Reading and Writing, Grade 11, Open (ELS3O)  
(Meets Group 1 compulsory credit requirement)  
(See note 7) | **C** Core French,  
Academic (FSF2D) or  
Applied (FSF2P)  
or  
**Substitution 3:**  
Introduction to Information Technology in Business, Grade 9 or 10,  
Open (BTT1O or BTT2O) |
| **C** Mathematics,  
Locally developed optional credit course  
as stepping stone to Grade 11 Workplace Preparation Math  
(See note 3) | **C** Civics (0.5 credit),  
Open (CHV2O)  
and  
Career Studies (0.5 credit),  
Open (GLC2O) |
| **C** English,  
Academic (ENG2D) or  
Applied (ENG2P)  
or  
**Substitution 2:**  
Dramatic Arts,  
Open (ADA2O) |  |

**Grade 10 credit total:** 8  
Compulsory: 6  
Optional: 2

---

**Notes**
- * in a non-semestered school. See note 1.
- **C** = Compulsory Credit
- For numbered notes, see pages 37–40.
## Grade 11 – Destination-Related

### Semester 1 or Day 1
- **English, Workplace Preparation (ENG3E)**
- **Mathematics for Everyday Life, Workplace Preparation (MEL3E)**

### Semester 2 or Day 2
- **Science, Workplace Preparation (SNC3E)**
- **Technological Design, Grade 10, Open (TDJ2O)** (Meets Group 3 compulsory credit requirement)

---

### School–Work Transition Program (See note 8)

**Business Studies Focus 4-credit package:**
- 2 in-school Business Studies credits (e.g., two of the following):
  - Introduction to Retail and Services Marketing, Open (BMX3E)
  - Information Technology Applications in Business, Open (BTA3O)
- The Enterprising Person, Open (BDP3O)
- 2 credits through cooperative education

---

### Teacher-Adviser Program and the Annual Education Plan (Grade 11)
- Refining academic and career portfolios, personal management skills, and learning strategies
- Course selection in preparation for Grade 12
- Sample activities are available from the Ministry of Education and online from the Ontario School Counsellors’ Association website: [http://www.osca.ca](http://www.osca.ca)

### Experiential Learning Activities
- Job shadowing, job twinning, work experience, and cooperative education

---

### Grade 11 Credit Total
- **8**
  - Compulsory: 4
  - Optional: 4

---

**Notes**

* in a non-semestered school. See note 1.

*C* = Compulsory Credit

For numbered notes, see pages 37–40.
### Grade 12 – Destination-Related

<table>
<thead>
<tr>
<th>Semester 1 or Day 1*</th>
<th>Semester 2 or Day 2*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C</strong> English, Workplace Preparation (ENG4E)</td>
<td><strong>C</strong> Mathematics for Everyday Life, Workplace Preparation (MEL4E)</td>
</tr>
<tr>
<td>Any course that meets an optional credit requirement</td>
<td>Any course that meets an optional credit requirement</td>
</tr>
</tbody>
</table>

---

### School–Work Transition Program

**Business Studies Focus**

4-credit package:

1 in-school Business Studies credit in Organizational Studies: Managing a Small Business, Workplace Preparation (BOG4E)

and

3 credits through cooperative education in the workplace

---

### Teacher-Adviser Program and the Annual Education Plan (Grade 12)

- Stress management, financial planning, preparing for the transition from secondary school
- Sample activities are available from the Ministry of Education and online from the Ontario School Counsellors’ Association website: http://www.osca.ca

### Experiential Learning Activities

- Job shadowing, job twinning, work experience, and cooperative education

---

### Grade 12 Credit Total

- **Compulsory:** 3
- **Optional:** 5

### Cumulative Credit Total

- **Compulsory:** 18
- **Optional:** 12

---

**Notes**

* in a non-semestered school. See note 1.

**C** = Compulsory Credit

For numbered notes, see pages 37–40.
## Sample Timetable

### School–Work Transition (OYAP) or College Preparation Program (OSSD): Early Childhood Education Focus

**GRADE 9 – FOUNDATION**

<table>
<thead>
<tr>
<th>SEMESTER 1 OR DAY 1*</th>
<th>Learning Strategies 1: Skills for Success in Secondary School, Open (GLS1O) (See note 4)</th>
<th>SEMESTER 2 OR DAY 2*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C</strong> English, Academic (ENG1D) or Applied (ENG1P) (See note 2) or <strong>C</strong> English, Locally developed compulsory credit course (See note 3)</td>
<td><strong>C</strong> Geography of Canada, Academic (CGC1D) or Applied (CGC1P) With modifications to expectations for students with IEP (See note 5)</td>
<td><strong>C</strong> Dramatic Arts, Open (ADA1O)</td>
</tr>
<tr>
<td><strong>C</strong> Principles of Mathematics, Academic (MPM1D) or Foundations of Mathematics, Applied (MFM1P) or <strong>C</strong> Mathematics, Locally developed compulsory credit course</td>
<td><strong>C</strong> Healthy Active Living Education, Open (PPL1O)</td>
<td><strong>C</strong> Science, Academic (SNC1D) or Applied (SNC1P) or <strong>C</strong> Science, Locally developed compulsory credit course</td>
</tr>
<tr>
<td><strong>C</strong> Core French, Academic (FSF1D) or Applied (FSF1P) or Substitution 1: Food and Nutrition, Open (HFN1O) (See note 6)</td>
<td><strong>C</strong> Core French, Academic (FSF1D) or Applied (FSF1P) or Substitution 1: Food and Nutrition, Open (HFN1O) (See note 6)</td>
<td><strong>C</strong> Principles of Mathematics, Academic (MPM1D) or Foundations of Mathematics, Applied (MFM1P) or <strong>C</strong> Mathematics, Locally developed compulsory credit course</td>
</tr>
</tbody>
</table>

**Teacher-Adviser Program and the Annual Education Plan (Grade 9)**

- Self-assessment, setting goals, planning for action, and setting priorities
- Course selection in preparation for Grade 10
- Sample activities are available from the Ministry of Education and online from the Ontario School Counsellors’ Association website: http://www.osca.ca

**Experiential Learning Activities**

- Job shadowing, job twinning, and work experience

### Grade 9 credit total: † 8
- Compulsory: 7
- Optional: 1

**Notes**

* in a non-semestered school. See note 1.
† Totals are calculated on the assumption that all the support strategies indicated in the timetables have been used.

**C** = Compulsory Credit

For numbered notes, see pages 37–40.
## Grade 10 – Foundation

<table>
<thead>
<tr>
<th>Semester 1 or Day 1*</th>
<th>Semester 2 or Day 2*</th>
</tr>
</thead>
</table>
| **C** Canadian History in the Twentieth Century, Academic (CHC2D) or Applied (CHC2P)  
  or  
  **Substitution 2:** Dramatic Arts, Open (ADA2O) | **C** Science, Academic (SNC2D) or Applied (SNC2P)  
  or  
  **Learning Strategies 1,** Open (GLE1O)  
  For students with IEP |
| **C** Principles of Mathematics, Academic (MPM2D) or Foundations of Mathematics, Applied (MFM2P)  
  or  
  Mathematics, Locally developed optional credit course (See note 3) | **C** English, Academic (ENG2D) or Applied (ENG2P)  
  **With modifications to expectations for students with IEP** |
| **C** Literacy Skills: Reading and Writing, Grade 11, Open (ELS3O)  
  (Meets Group 1 compulsory credit requirement) (See note 7) | **C** Civics (0.5 credit), Open (CHV2O)  
  and  
  Career Studies (0.5 credit), Open (GLC2O)  
  **With modifications to expectations for students with IEP**  
  Include job shadowing and work experiences (e.g., in day-care centre, children’s hospital) |

### Teacher-Adviser Program and the Annual Education Plan (Grade 10)
- Getting started with academic and career portfolios
- Addressing student needs, reviewing occupational information, and starting to think about financial planning
- Course selection in preparation for Grade 11
- Sample activities are available from the Ministry of Education and online from the Ontario School Counsellors’ Association website: http://www.osca.ca

### Experiential Learning Activities
- Job shadowing, job twinning, and work experience

### Notes
* in a non-semestered school. See note 1.
** = Compulsory Credit
For numbered notes, see pages 37–40.

### SWT (OYAP) or College Preparation Program: ECE Focus – Grade 10

**Early Childhood Education Focus**
- 2-credit package:  
  Individual and Family Living, Open (HIF2O)
- **C** Health and Personal Services Technology, Open (TPJ2O) (See note 10)
  Include job shadowing and work experience opportunities to help prepare students for SWT and College Preparation Programs.

### Grade 10 Credit Total: 8
- Compulsory: 5
- Optional: 3
### Grade 11 – Destination-Related

<table>
<thead>
<tr>
<th>Semester 1 or Day 1*</th>
<th>Semester 2 or Day 2*</th>
</tr>
</thead>
</table>
| **English, College Preparation (ENG3C)** | **Mathematics of Personal Finance, College Preparation (MBF3C)**  
  or  
  **Mathematics for Everyday Life, Workplace Preparation (MEL3E)** |
| **Science, Workplace Preparation (SNC3E)**  
  or  
  **Science, University/College Preparation (SNC3M)**  
  (If Science, Grade 10, Academic or Applied, taken) | **Information Technology Applications in Business, Open (BTA3O)** |

**SCHOOL–WORK TRANSITION (OYAP) OR COLLEGE PREPARATION PROGRAM**

<table>
<thead>
<tr>
<th>4-credit package</th>
</tr>
</thead>
<tbody>
<tr>
<td>(See note 8)</td>
</tr>
</tbody>
</table>

**Early Childhood Education Focus**

- 2 in-school credits selected from the following:
  - Living and Working With Children, College Preparation (HPW3C)
  - Parenting, Open (HPC3O)  
  or  
  - Managing Personal and Family Resources, College Preparation (HIR3C)  
  or  
  - Health Care, College Preparation (TPA3C)

**and**

- 2 credits through cooperative education linked to related courses in Grades 11 and 12
- Ontario Youth Apprenticeship Program (OYAP)

(See note 11)

**Teacher-Adviser Program and the Annual Education Plan (Grade 11)**

- Refining academic and career portfolios, personal management skills, and learning strategies
- Course selection in preparation for Grade 12
- Sample activities are available from the Ministry of Education and online from the Ontario School Counsellors’ Association website: http://www.osca.ca

**Experiential Learning Activities**

- cooperative education

<table>
<thead>
<tr>
<th>Grade 11 Credit Total</th>
<th>8</th>
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<tbody>
<tr>
<td>Compulsory:</td>
<td>4</td>
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<tr>
<td>Optional:</td>
<td>4</td>
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</table>

**Notes**

* in a non-semestered school. See note 1.

C = Compulsory Credit
For numbered notes, see pages 37–40.
## Grade 12 – Destination-Related

### Semester 1 or Day 1*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C</strong></td>
<td>English, College Preparation (ENG4C)</td>
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</tbody>
</table>

### Semester 2 or Day 2*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C</strong></td>
<td>College and Apprenticeship Mathematics, College Preparation (MAP4C)</td>
</tr>
<tr>
<td>or</td>
<td>Mathematics for Everyday Life, Workplace Preparation (MEL4E)</td>
</tr>
</tbody>
</table>

### School–Work Transition (OYAP) or College Preparation Program: ECE Focus – Grade 12

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Early Childhood Education Focus</strong></td>
</tr>
<tr>
<td>4-credit package: 1 in-school credit and 3 cooperative education credits in the workplace</td>
</tr>
<tr>
<td>1 in-school credit selected from the following:</td>
</tr>
<tr>
<td>Individuals and Families in a Diverse Society, University/College Preparation (HHS4M) or</td>
</tr>
<tr>
<td>Issues in Human Growth and Development, University/College Preparation (HHG4M) or</td>
</tr>
<tr>
<td>Parenting and Human Development, Workplace Preparation (HPD4E)</td>
</tr>
<tr>
<td>and</td>
</tr>
<tr>
<td>3 cooperative education credits in the workplace (maximum of 2 credits linked to any one Grade 11 or 12 in-school course)</td>
</tr>
</tbody>
</table>

### Teacher-Adviser Program and the Annual Education Plan (Grade 12)

- Stress management, financial planning, preparing for the transition from secondary school
- Sample activities are available from the Ministry of Education and online from the Ontario School Counsellors’ Association website: [http://www.osca.ca](http://www.osca.ca)

### Experiential Learning Activities

- cooperative education

---

### Notes

* in a non-semestered school. See note 1.

** = Compulsory Credit

For numbered notes, see pages 37–40.
### Sample Timetable

**School–Work Transition or College Preparation Program (OSSD): Fitness/Recreation Focus**

#### Grade 9 – Foundation

**Integrated OSS support strategies are shown in bold**

<table>
<thead>
<tr>
<th>Semester 1 or Day 1*</th>
<th>Semester 2 or Day 2*</th>
</tr>
</thead>
</table>
| **C** English, Academic (ENG1D) or Applied (ENG1P) (See note 2) **or** | **C** Principles of Mathematics, Academic (MPM1D) or Applied (MFM1P) **or**
| **C** English, Locally developed compulsory credit course (See note 3) | **C** Mathematics, Locally developed compulsory credit course |

**Learning Strategies 1:**

- Skills for Success in Secondary School, Open (GLS1O) (See note 4)

**C** Geography of Canada, Academic (CGC1D) or Applied (CGC1P)

- With modifications to expectations for students with IEP (See note 5)

**C** Drama, Open (ADA1O) or Dance, Open (ATC1O)

**Teacher-Adviser Program and the Annual Education Plan (Grade 9)**

- Self-assessment, setting goals, planning for action, and setting priorities
- Course selection in preparation for Grade 10
- Sample activities are available from the Ministry of Education and online from the Ontario School Counsellors’ Association website: http://www.osca.ca

**Experiential Learning Activities**

- Job shadowing, job twinning, and work experience

**Notes**

* in a non-semestered school. See note 1.

† Totals are calculated on the assumption that all the support strategies indicated in the timetables have been used.

C = Compulsory Credit

For numbered notes, see pages 37–40.
### Grade 10 – Foundation

<table>
<thead>
<tr>
<th>Teacher-Adviser Program and the Annual Education Plan (Grade 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Getting started with academic and career portfolios</td>
</tr>
<tr>
<td>- Addressing student needs, reviewing occupational information, and starting to think about financial planning</td>
</tr>
<tr>
<td>- Course selection in preparation for Grade 11</td>
</tr>
<tr>
<td>- Sample activities are available from the Ministry of Education and online from the Ontario School Counsellors’ Association website: <a href="http://www.osca.ca">http://www.osca.ca</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Experiential Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>- job shadowing, job twinning, and work experience</td>
</tr>
</tbody>
</table>

---

**Notes**

* in a non-semestered school. See note 1.

C = Compulsory Credit

For numbered notes, see pages 37–40.

---

<table>
<thead>
<tr>
<th><strong>Grade 10 – Foundation</strong></th>
<th><strong>SWT or College Preparation Program (OSSD): Fitness/Recreation Focus – Grade 10</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English, Applied (ENG2D) or Academic (ENG2P)</strong></td>
<td><strong>Fitness/Recreation Focus</strong></td>
</tr>
<tr>
<td><strong>or</strong></td>
<td>2-credit package:</td>
</tr>
<tr>
<td><strong>Substitution 2:</strong></td>
<td><strong>Healthy Active Living Education, Open (PPL2O)</strong> and</td>
</tr>
<tr>
<td><strong>Dramatic Arts, Open (ADA2O) or Dance, Open (ATC2O)</strong></td>
<td><strong>Food and Nutrition, Open (HFN2O)</strong></td>
</tr>
<tr>
<td><strong>Principles of Mathematics, Academic (MPM2D) or Foundations of Mathematics, Applied (MFM2P)</strong></td>
<td><strong>Build in work experience opportunities (possible 1–4 weeks for each credit) to prepare students for Grade 11 and 12 SWT or College Preparation program.</strong></td>
</tr>
<tr>
<td><strong>or</strong></td>
<td>(See notes 8 and 9)</td>
</tr>
<tr>
<td><strong>Mathematics, Locally developed optional credit course</strong></td>
<td><strong>Civics (0.5 credit), Open (CHV2O)</strong></td>
</tr>
<tr>
<td>(See note 7)</td>
<td><strong>and</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Career Studies (0.5 credit), Open (GLC2O)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>With modifications to expectations for students with IEP</strong></td>
</tr>
<tr>
<td><strong>Literacy Skills: Reading and Writing, Grade 11, Open (ELS3O)</strong></td>
<td><strong>With job shadowing experience</strong></td>
</tr>
<tr>
<td><strong>C</strong></td>
<td><strong>Grade 10 credit total:</strong> 8</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>Compulsory: 5</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>Optional: 3</td>
</tr>
<tr>
<td><strong>Science, Academic (SNC2D) or Applied (SNC2P)</strong></td>
<td><strong>Experiential Learning Activities</strong></td>
</tr>
<tr>
<td><strong>or</strong></td>
<td>- job shadowing, job twinning, and work experience</td>
</tr>
<tr>
<td><strong>Learning Strategies 1, Open (GLE1O)</strong></td>
<td><strong>For students with IEP</strong></td>
</tr>
<tr>
<td><strong>For students with IEP</strong></td>
<td><strong>Learning Strategies 1, Open (GLE1O)</strong></td>
</tr>
<tr>
<td><strong>Learning Strategies 2, Open (GLE2O)</strong></td>
<td><strong>Canadian History in the Twentieth Century, Academic (CHC2D) or Applied (CHC2P)</strong></td>
</tr>
<tr>
<td><strong>With modifications to expectations for students with IEP</strong></td>
<td><strong>With modifications to expectations for students with IEP</strong></td>
</tr>
<tr>
<td><strong>Mathematics, Locally developed optional credit course</strong></td>
<td><strong>Civics (0.5 credit), Open (CHV2O)</strong></td>
</tr>
<tr>
<td>(See note 7)</td>
<td><strong>and</strong></td>
</tr>
<tr>
<td><strong>Civics (0.5 credit), Open (CHV2O)</strong></td>
<td><strong>Career Studies (0.5 credit), Open (GLC2O)</strong></td>
</tr>
<tr>
<td><strong>and</strong></td>
<td><strong>With job shadowing experience</strong></td>
</tr>
<tr>
<td><strong>Civics (0.5 credit), Open (CHV2O)</strong></td>
<td><strong>Grade 10 credit total:</strong> 8</td>
</tr>
<tr>
<td><strong>and</strong></td>
<td>Compulsory: 5</td>
</tr>
<tr>
<td><strong>and</strong></td>
<td>Optional: 3</td>
</tr>
<tr>
<td><strong>Civics (0.5 credit), Open (CHV2O)</strong></td>
<td><strong>Experiential Learning Activities</strong></td>
</tr>
<tr>
<td><strong>and</strong></td>
<td>- job shadowing, job twinning, and work experience</td>
</tr>
<tr>
<td><strong>Career Studies (0.5 credit), Open (GLC2O)</strong></td>
<td><strong>For students with IEP</strong></td>
</tr>
<tr>
<td><strong>With job shadowing experience</strong></td>
<td><strong>Learning Strategies 1, Open (GLE1O)</strong></td>
</tr>
<tr>
<td><strong>With job shadowing experience</strong></td>
<td><strong>Canadian History in the Twentieth Century, Academic (CHC2D) or Applied (CHC2P)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>With modifications to expectations for students with IEP</strong></td>
</tr>
<tr>
<td><strong>Mathematics, Locally developed optional credit course</strong></td>
<td><strong>Civics (0.5 credit), Open (CHV2O)</strong></td>
</tr>
<tr>
<td>(See note 7)</td>
<td><strong>and</strong></td>
</tr>
<tr>
<td><strong>Civics (0.5 credit), Open (CHV2O)</strong></td>
<td><strong>Career Studies (0.5 credit), Open (GLC2O)</strong></td>
</tr>
<tr>
<td><strong>and</strong></td>
<td><strong>With job shadowing experience</strong></td>
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<tr>
<td><strong>Civics (0.5 credit), Open (CHV2O)</strong></td>
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<tr>
<td><strong>and</strong></td>
<td>Compulsory: 5</td>
</tr>
<tr>
<td><strong>and</strong></td>
<td>Optional: 3</td>
</tr>
<tr>
<td><strong>Civics (0.5 credit), Open (CHV2O)</strong></td>
<td><strong>Experiential Learning Activities</strong></td>
</tr>
<tr>
<td><strong>and</strong></td>
<td>- job shadowing, job twinning, and work experience</td>
</tr>
<tr>
<td><strong>Career Studies (0.5 credit), Open (GLC2O)</strong></td>
<td><strong>For students with IEP</strong></td>
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<tr>
<td><strong>With job shadowing experience</strong></td>
<td><strong>Learning Strategies 1, Open (GLE1O)</strong></td>
</tr>
<tr>
<td><strong>With job shadowing experience</strong></td>
<td><strong>Canadian History in the Twentieth Century, Academic (CHC2D) or Applied (CHC2P)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>With modifications to expectations for students with IEP</strong></td>
</tr>
<tr>
<td><strong>Mathematics, Locally developed optional credit course</strong></td>
<td><strong>Civics (0.5 credit), Open (CHV2O)</strong></td>
</tr>
<tr>
<td>(See note 7)</td>
<td><strong>and</strong></td>
</tr>
<tr>
<td><strong>Civics (0.5 credit), Open (CHV2O)</strong></td>
<td><strong>Career Studies (0.5 credit), Open (GLC2O)</strong></td>
</tr>
<tr>
<td><strong>and</strong></td>
<td><strong>With job shadowing experience</strong></td>
</tr>
<tr>
<td><strong>Civics (0.5 credit), Open (CHV2O)</strong></td>
<td><strong>Grade 10 credit total:</strong> 8</td>
</tr>
<tr>
<td><strong>and</strong></td>
<td>Compulsory: 5</td>
</tr>
<tr>
<td><strong>and</strong></td>
<td>Optional: 3</td>
</tr>
</tbody>
</table>
GRADE 11 – DESTINATION-RELATED

<table>
<thead>
<tr>
<th>SEMESTER 1 OR DAY 1*</th>
<th>SEMESTER 2 OR DAY 2*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C</strong> English, Workplace Preparation (ENG3E)</td>
<td><strong>C</strong> Science, Workplace Preparation (SNC3E) or <strong>C</strong> Biology, College Preparation (SBI3C)</td>
</tr>
<tr>
<td><strong>C</strong> Mathematics, Workplace Preparation (MEL3E)</td>
<td>Introduction to Retail and Services Marketing, Workplace Preparation (BMX3E)</td>
</tr>
</tbody>
</table>

**SCHOOL–WORK TRANSITION OR COLLEGE PREPARATION PROGRAM**

**Fitness/Recreation Focus**

- 4-credit package:
  - Sports and Society, Open (IDC3O)
  - Healthy Active Living Education, Open (PPL3O)

- 2 credits through cooperative education
  (See notes 8 and 9)

Teacher-Adviser Program and the Annual Education Plan (Grade 11)

- Refining academic and career portfolios, personal management skills, and learning strategies
- Course selection in preparation for Grade 12
- Sample activities are available from the Ministry of Education and online from the Ontario School Counsellors’ Association website: [http://www.osca.ca](http://www.osca.ca)

Experiential Learning Activities

- Job shadowing, job twinning, work experience, and cooperative education

**Grade 11 credit total:** 8

- Compulsory: 3
- Optional: 5

Notes

* in a non-semestered school. See note 1.

**C** = Compulsory Credit
For numbered notes, see pages 37–40.
### Grade 12 – Destination-Related

#### Semester 1 or Day 1
- **C** English, Workplace Preparation (ENG4E)
- **C** English, College Preparation (ENG4C)
- **C** Mathematics for Everyday Life, Workplace Preparation (MEL4E)
- **C** Science, Workplace Preparation (SNC4E)

#### Semester 2 or Day 2
- **C** English, Workplace Preparation (ENG4E)
- **C** English, College Preparation (ENG4C)
- **C** Mathematics for Everyday Life, Workplace Preparation (MEL4E)
- **C** Science, Workplace Preparation (SNC4E)

---

**School–Work Transition or College Preparation Program**

*Fitness/Recreation Focus*

4-credit package:

- 2 in-school credits:
  - Healthy Active Living Education, Open (PPL4O) and
  - Recreation and Fitness Leadership, College Preparation (PLF4C)

- 2 out-of-school credits through cooperative education

(See notes 8 and 9)

---

**Teacher-Adviser Program and the Annual Education Plan (Grade 12)**

- Stress management, financial planning, preparing for the transition from secondary school
- Sample activities are available from the Ministry of Education and online from the Ontario School Counsellors’ Association website: [http://www.osca.ca](http://www.osca.ca)

**Experiential Learning Activities**

- Job shadowing, job twinning, work experience, and cooperative education

---

**Notes**

* in a non-semestered school. See note 1.

**C** = Compulsory Credit

For numbered notes, see pages 37–40.

---

**Grade 12 credit total:** 8
- **Compulsory:** 3
- **Optional:** 5

**Cumulative credit total**
- **Compulsory:** 18
- **Optional:** 14
## Sample Timetable

### School–Work Transition Program (OSSC): OYAP Assistant Cook

### Grade 9 – Foundation

<table>
<thead>
<tr>
<th>Semester 1 or Day 1*</th>
<th>Learning Strategies 1: Skills for Success in Secondary School, Open (GLS1O)</th>
<th>English, Applied (ENG1P)</th>
<th>Healthy Active Living Education, Open (PPL1O)</th>
<th>Integrated Technologies, Open (TTI1O)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(See notes 2 and 4)</td>
<td>With modifications to expectations for students with IEP (See note 5)</td>
<td></td>
<td>Include job shadowing and work experience opportunities in hospitality to help prepare students for SWT program.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>or</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C English, Locally developed compulsory credit course (See note 3)</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td></td>
<td>For students with IEP</td>
<td>or</td>
<td>Include job shadowing and work experience opportunities in hospitality to help prepare students for SWT program.</td>
<td>or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C Mathematics, Locally developed compulsory credit course</td>
<td>C</td>
<td>C Science, Locally developed compulsory credit course</td>
</tr>
</tbody>
</table>

### Teacher-Adviser Program and the Annual Education Plan (Grade 9)

- Self-assessment, setting goals, planning for action, and setting priorities
- Course selection in preparation for Grade 10
- Sample activities are available from the Ministry of Education and online from the Ontario School Counsellors’ Association website: http://osca.ouac.on.ca

### Experiential Learning Activities

- Job shadowing, job twinning, and work experience

### Notes

* in a non-semestered school. See note 1.
† Totals are calculated on the assumption that all the support strategies indicated in the timetables have been used.
C = Compulsory Credit
For numbered notes, see pages 37–40.

### Grade 9 Credit Total:

| Compulsory: | 5 |
| Optional:   | 3 |
### Grade 10 – Foundation

#### Literacy Skills: Reading and Writing, Grade 11, Open (ELS3O)
(See note 7)

| Semester 1 or Day 1* | Mathematics, Locally developed optional credit course
(See note 3)
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 2 or Day 2</strong>*</td>
<td>Any course to meet an optional credit requirement</td>
</tr>
</tbody>
</table>

#### Geography of Canada, Academic (CGC1D) or Applied (CGC1P)

- or

#### Canadian History in the Twentieth Century, Academic (CHC2D) or Applied (CHC2P)

- or

#### Substitution 1:
Healthy Active Living Education, Open (PPL2O)
(See note 6)

#### School–Work Transition Program

- **Broad-Based Technology Focus**
  (See note 8)
  4-credit package:
  2 in-school credits: Hospitality and Tourism Technology, Open (TFJ2O)
  and
  2 credits through cooperative education
  (See note 10)

Include job shadowing and work experience opportunities to help prepare students for SWT programs.

---

**Teacher-Adviser Program and the Annual Education Plan (Grade 10)**

- Getting started with academic and career portfolios
- Addressing student needs, reviewing occupational information, and starting to think about financial planning
- Course selection in preparation for Grade 11
- Sample activities are available from the Ministry of Education and online from the Ontario School Counsellors’ Association website: [http://www.osca.ca](http://www.osca.ca)

**Experiential Learning Activities**

- Job shadowing, job twinning, and work experience

---

**Notes**

* in a non-semestered school. See note 1.

= Compulsory Credit

For numbered notes, see pages 37–40.
### Grade 11 - Destination-Related

**Integrated OSS support strategies are shown in bold**

<table>
<thead>
<tr>
<th>Semester 1 or Day 1*</th>
<th>Semester 2 or Day 2*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English, Workplace Preparation (ENG3E)</strong>&lt;br&gt;or&lt;br&gt;Non-credit course</td>
<td><strong>SCHOOL–WORK TRANSITION PROGRAM: Ontario Youth Apprenticeship Program (OYAP)</strong>&lt;br&gt;2 in-school credits:&lt;br&gt;Hospitality and Tourism Technology, Workplace Preparation (TFH3E)&lt;br&gt;2 out-of-school credits through cooperative education&lt;br&gt;OYAP&lt;br&gt;(See note 11)&lt;br&gt;<em>Trade: Assistant Cook</em>&lt;br&gt;• Prepares complete breakfasts, short-order grills, sandwiches, simple salads, simple desserts, vegetables, and non-alcoholic beverages&lt;br&gt;• Carves meats, poultry, fish, and game</td>
</tr>
<tr>
<td><strong>Foundations of Mathematics, Grade 10, Applied (MFM2P)</strong>&lt;br&gt;<strong>With modifications for students with IEP</strong></td>
<td><strong>The Enterprising Person, Open (BDP3O)</strong>&lt;br&gt;or&lt;br&gt;Non-credit course</td>
</tr>
<tr>
<td><strong>The Enterprising Person, Open (BDP3O)</strong>&lt;br&gt;or&lt;br&gt;Non-credit course</td>
<td><strong>Media Arts, Open (ASM3O)</strong>&lt;br&gt;or&lt;br&gt;Non-credit course</td>
</tr>
</tbody>
</table>

**Teacher-Adviser Program and the Annual Education Plan (Grade 11)**
- Refining academic and career portfolios, personal management skills, and learning strategies
- Course selection in preparation for Grade 12
- Sample activities are available from the Ministry of Education and online from the Ontario School Counsellors' Association website: [http://www.osca.ca](http://www.osca.ca)

**Experiential Learning Activities**
- Work experience and cooperative education

---

**Notes**
* in a non-semestered school. See note 1.<br>**C** = Compulsory Credit<br>For numbered notes, see pages 37–40.
### GRADE 12 – DESTINATION-RELATED

<table>
<thead>
<tr>
<th>SEMESTER 1 OR DAY 1*</th>
<th>SEMESTER 2 OR DAY 2*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C</strong> English, Workplace Preparation (ENG4E)</td>
<td><strong>C</strong> Mathematics for Everyday Life, Workplace Preparation (MEL4E)</td>
</tr>
</tbody>
</table>

#### SCHOOL–WORK TRANSITION PROGRAM
Ontario Youth Apprenticeship Program (OYAP)
*Trade: Assistant Cook*

- **2 in-school credits:**
  - Hospitality and Tourism Technology, Workplace Preparation (TFH4E)

---

**Teacher-Adviser Program and the Annual Education Plan (Grade 12)**
- Stress management, financial planning, preparing for the transition from secondary school
- Sample activities are available from the Ministry of Education and online from the Ontario School Counsellors’ Association website: [http://www.osca.ca](http://www.osca.ca)

**Experiential Learning Activities**
- cooperative education

---

**Grade 12 credit total:** 8
- **Compulsory:** 2
- **Optional:** 6

**Cumulative credit total**
- **Compulsory:** 9
- **Optional:** 19
- **Non-credit:** 4

---

**Notes**
* in a non-semestered school. See note 1.
**C** = Compulsory Credit
For numbered notes, see pages 37–40.
NOTES

1. **Semestered and non-semestered Grade 9 programs.** Several of the sample timetables illustrate Grade 9 programs that can be structured either as semestered programs or as non-semestered programs. If a program is non-semestered, it can be structured in a “day 1/day 2” pattern. Students at risk may benefit from a non-semestered program, which provides consistent, daily, year-long support in English, mathematics, and science to assist them in establishing a firm foundation for success in their high school program.

2. **Types of courses.** As stated in section 4 of OSS, the provision of different types of courses in the secondary school program is designed to provide all students with the essential knowledge and skills they will need in any area of endeavour, as well as the opportunity to specialize in areas that are related to their particular postsecondary goals.

   The types of courses offered and their organization provide for a graduated streaming of courses in Grades 9 to 12 that will keep options open for all students in the earlier grades and prepare students in senior grades for their future destinations.

   All schools will offer both a sufficient number of courses and courses of appropriate types to enable students to meet the diploma requirements. Schools are not expected to offer all courses in all course types.

   Transfer courses offer students a means of transferring from one type of course to another if their interests and goals change during secondary school. Like the other types of courses, transfer courses are credit-based and are counted towards the 30 credits needed to meet diploma requirements.

   See the Organization of Courses chart in OSS, section 4.

3. **Locally developed compulsory and optional credit courses.** Locally developed courses must be approved by the ministry, in accordance with section 7.1.2 of OSS.

   With regard to locally developed compulsory credit courses, section 7.1.2 of OSS states the following: “A board may develop locally one course in English, one course in mathematics, and/or one course in science that can be counted as a compulsory credit in that discipline. Ministry approval of such locally developed courses will be valid for one year. A student may count no more than three such locally developed courses – one each in English, mathematics, and science – as compulsory credits. Locally developed courses may not replace any other compulsory credit courses.”

   With regard to locally developed optional credit courses, section 7.1.2 of OSS states the following: “A board may develop courses locally that can be counted as optional credits in any discipline. Ministry approval of such locally developed courses will be valid for three years. School boards must, however, review these courses annually.”

   Locally developed compulsory credit courses are an ideal way for students who are entering secondary school without the necessary preparation to upgrade their knowledge and skills so that they are better prepared to take Grade 9 and 10 academic and/or applied courses in English, mathematics, and science. Some students entering
secondary school, however, may also need additional instructional time and may ben-
et from a “high school preparatory program” that provides additional instructional
time in Grade 9 and/or 10 courses in English, mathematics, and/or science. Boards
may therefore offer Grade 9 and 10 220-hour locally developed compulsory and
optional single-credit courses in English, mathematics, and science to help these stu-
dents acquire the necessary knowledge and skills to enable them to complete second-
ary school. For instance, a student who is having difficulty with mathematics could
take a 110-hour or 220-hour locally developed compulsory single-credit course in
mathematics in Grade 9. He or she could then take a 110-hour or a 220-hour locally
developed optional single-credit course in mathematics in Grade 10, which would be
an appropriate “stepping stone” between the Grade 9 course and the Grade 11 work-
place preparation course in mathematics. Upon successful completion of Grade 12
workplace preparation mathematics, the student would have met the three compul-
sory credit requirements for mathematics.

All such 220-hour courses will be counted as single-credit courses for the purpose of
reporting student achievement. The principal will determine the appropriate proce-
dure for the reporting of student achievement. For non-semestered schools, these
English, mathematics, and science courses will be reported as non-semestered courses.
For semetered schools, they could be organized into Parts A and B, and each part
could be scheduled for 110 hours of class time and have a credit value of 0.5. For
schools offering both semetered and non-semestered courses, the principal could
determine which approach is preferable.

Boards should note that, in accordance with the ministry document entitled “Student-
Focused Funding: Technical Paper, 2003–04” (spring 2003), they will be allowed to
count these 220-hour locally developed single-credit courses as two credits for the
purpose of calculating the average number of credits per pupil under the Special
Assistance for Average Per-Pupil Credit Load component of the Teacher Qualifications
and Experience Grant.

See also Guide to Locally Developed Courses, Grades 9 to 12: Approval Requirements and

4. Learning Strategies courses. Students may take a Learning Strategies credit course
designed to help them improve the skills they need to be successful in school. Schools
may offer a Learning Strategies course to students with an IEP in each of Grades 9 to
12 and to students who do not have an IEP in Grade 9 and Grade 12. For details on
the Grade 9 course (Learning Strategies 1: Skills for Success in Secondary School),
see The Ontario Curriculum, Grades 9 and 10: Guidance and Career Education, 1999. For
details on the Grade 12 course (Advanced Learning Strategies: Skills for Success After
Secondary School), see The Ontario Curriculum, Grades 11 and 12: Guidance and Career

5. Modifications to expectations on Individual Education Plans (IEPs). With regard to
modifications to expectations, section 7.12 of OSS states the following: “For some stu-
dents with an IEP, curriculum expectations for a course will be selected from the approp-
riate provincial curriculum policy document and modified to meet the student’s needs
(these modifications can include changes to the grade level of the expectations).”
6. **Substitutions for compulsory credits.** As stated in OSS, section 3.2, “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.” For example, if Grade 10 Dramatic Arts is used as a substitution for Grade 10 English, Grade 10 Dramatic Arts meets the compulsory credit requirement for Grade 10 English. Students may meet compulsory credit requirements in the arts by successfully completing up to two additional arts courses. See OSS, section 3.2, and appendix 5: Compulsory Credits.

7. **Grade 11 Literacy Skills course.** The course entitled Literacy Skills: Reading and Writing (ELS3O) will assist students in preparing for the Ontario Secondary School Literacy Test. It is possible for students to meet a compulsory credit requirement by successfully completing this course. Once English (ENG) 9, 10, 11, and 12 have been accounted for through a combination of taking the courses, taking one locally developed compulsory credit course in English, and/or using substitutions permitted under OSS, a student may then count the Grade 11 Literacy Skills course for the purpose of meeting the additional compulsory credit requirement of “one credit for an additional course in English from the secondary curriculum policy documents for English”. See under “Group 1” in appendix 5 of OSS.

8. **School–work transition programs.** School–work transition programs are specialized programs that prepare students for employment or self-employment. School–work transition programs consist of a number of in-school courses and work-based experiences that prepare students to meet the requirements of a specific occupation or apprenticeship. School–work transition programs require the involvement of employers in their development and delivery. Placements should be selected from current and emerging employment sectors where job opportunities are known to exist. School boards must provide school–work transition programs for students intending to enter the work force directly after graduating from high school. These programs should also be available to students who are identified as exceptional and to students who are not identified as exceptional but who receive a special education program or special education services. See OSS, section 7.4.3.

9. **College preparation programs.** With regard to college preparation programs, section 7.4.2.2 of OSS states the following: “Schools may offer college preparation programs for students who plan to go directly to college from secondary school. College preparation programs will focus on increasing students’ awareness of the range of college programs and related career opportunities, and will provide students with secondary school courses that have been linked to a number of college programs through, for example, articulation agreements. When students develop their annual education plan, they can design their individual college preparation programs. These programs should include several college preparation courses or university/college preparation courses for specific postsecondary programs. Programs might focus on preparing students for entry to one-year, two-year, and three-year college programs in business, applied arts, health sciences, and technology, and for related careers. It is essential that school and college faculty collaborate in the development and implementation of these programs.”
10. **Multiple-credit broad-based technology courses.** As stated in *The Ontario Curriculum, Grades 11 and 12: Technological Education, 2000*, broad-based technology courses “in Grades 10, 11, and 12 that lead to apprenticeship or certification programs or that are part of school–work transition programs may be planned for up to 330 hours of scheduled instructional time. This additional instructional time allows for the practice and refinement of skills needed to raise the quality of students’ performance to the levels required for certification, entry into apprenticeship programs, or participation in school–work transition programs. (It may also support articulation agreements for advanced standing or preferred entrance into specialized programs.) Instructional time may be increased by increments of 55 hours; for each additional 55 hours, students earn an additional half-credit. A maximum of three credits may be earned for the successful completion of a 330-hour course. The number of additional credits and the nature of the assignments to be completed must be established before the start of the course.” (p. 6)

Regardless of the number of credits earned in a broad-based technology course, a maximum of two cooperative education credits may be tied to any one broad-based technology course. Cooperative education programs in which students earn more than two cooperative education credits must be tied to at least two different courses.

11. **Ontario Youth Apprenticeship Program (OYAP).** As outlined in *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools, 2000*, the Ontario Youth Apprenticeship Program (OYAP) is a specialized program that enables students who are sixteen years of age or older, and who have completed at least sixteen credits towards the OSSD, to meet diploma requirements while participating in an occupation that requires apprenticeship (section 1.7).

An OYAP student is defined as a student who is earning cooperative education credits for work experience in an apprenticeship occupation (section 1.7). The student may or may not be formally registered as an apprentice while in secondary school. The student’s personalized placement learning plan must be based on the on-the-job training requirements outlined in the government-approved training standards for the trade (section 2.4.2). In restricted trades, students must be registered as apprentices in order to receive training in restricted skill sets.

In schools where multiple-credit technological education courses incorporate level 1 of the in-school apprenticeship, students may be eligible to take the level-1 exemption test. Successful completion of the level-1 exemption test enables the student to move into the intermediate level of in-school apprenticeship training after graduation. (See section 8 of “Ontario Youth Apprenticeship Program (OYAP): Administration and Accountability Guidelines, September 1, 2003, to August 31, 2004”.)