



# *Summer 2009*

## Secondary Summer School Program



# Summer 2009

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## Site Locations

R. S. McLaughlin CVI  
570 Stephenson Rd. N., Oshawa

Sinclair SS  
380 Taunton Rd. E., Whitby

Pine Ridge SS  
2155 Liverpool Rd. N., Pickering

Port Perry HS  
160 Rosa Street, Port Perry

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## REGISTRATION PROCEDURES

**Students who have attended a Durham District School Board or Durham Catholic District School Board secondary school during the 2008 - 2009 school year can register for secondary summer school either on-line or in person. Students MUST inform their guidance department of their intent to register. If a school does not approve the registration, the registration fee will not be refunded.**

### ON-LINE REGISTRATION

Step 1: Register **online** at **www.dce.ca**, pay the registration fee and security deposit(s) by credit card, select the course(s), and print out the receipt.

Step 2: Take the receipt from step 1 above to the home school guidance office and request to be **cross-enrolled** into school **Durham Continuing Education - Summer**. Enrolment cannot be finalized until this step is completed.

### IN PERSON REGISTRATION

Step 1: Visit Durham Continuing Education, 120 Centre Street S., Oshawa, Mon. to Fri., 8:30 am to 3:30 pm, to register and pay the registration and security deposit fees. Payment can be made by cash, credit card, debit, or money order. No personal cheques will be accepted.

Step 2: Take the receipt from step 1 above to the home school guidance office and request to be **cross-enrolled** in school **Durham Continuing Education - Summer**. Enrolment cannot be finalized until this step is completed.

#### **Note to DDSB and DCDSB Guidance Personnel:**

Lists will be sent via email from Durham Continuing Education requesting cross-enrolment for students who have registered for summer school. Cross-enrolment will constitute school approval.

**Students who attended a secondary school outside the Durham District School Board or Durham Catholic District School Board during the 2008-2009 school year can register on-line or in person, but also must:**

1. Obtain a **signed letter of permission** from their home schools' guidance counsellor for the specific course(s) they wish to register.
2. The letter must be faxed **prior to the first summer school class** to:  
Durham Continuing Education at 905-436-1780  
Attention: Student Services - Summer School
3. **These students must also bring their receipt to the first class.** Enrolment cannot be finalized until this step is completed.

**Students who have NOT attended a secondary school during the 2008-2009 school year must register in person. See procedure above.**

**Citizenship Requirement:** Students should be prepared to provide proof of Canadian citizenship/residency upon request.

#### Registration Deadlines

**Accelerated Registrations Due Thurs. June 25, 2009 at 12:00PM.**

**Upgrading Registrations Due Mon. June 29, 2009 at 12:00PM.**

Late applicants to the courses may still apply, however choices may be limited.

Enrolment will be allowed after the above dates where space is still available.

# Summer 2009

## FEES

### Accelerated course

20.00 non-refundable registration fee + \$100.00 refundable security deposit = **\$120.00**

### Each upgrading (repeat) course

\$10.00 non-refundable registration fee + \$100.00 refundable security deposit= **\$110.00**

Students will **NOT** receive any communication from Durham Continuing Education, **UNLESS** the requested course is cancelled.

\*Additional fees may apply for visa students.

### Cancelled Courses and Refunds

Durham Continuing Education reserves the right to cancel classes. A full refund will only be issued if the course is cancelled. Registration fees and security deposits paid in cash, debit, or money order will be refunded by cheque. Fees paid by credit card will be credited to the applicable credit card account. Refunds may take up to 6 weeks.

## SUMMER SCHOOL PROGRAM INFORMATION

### ACCELERATED/FULL CREDIT PROGRAM

Courses in this program are recommended for students who wish to gain a credit in a subject they have not previously studied. It is expected that a student attempting an accelerated course in any subject would have attained high standing in that subject at the previous grade, at the same level of difficulty. **NB. It is the responsibility of students and their guidance counsellors to ensure that all prerequisites have been met before registering for an accelerated course.** One credit will be granted upon successful completion of the course. Accelerated full credit courses run Thursday July 2, 2009 and Friday July 3, 2009 then Monday through Thursday from July 6, 2009 to July 30, 2009 (with some exceptions). Accelerated courses are not available at Port Perry High School. Coop programs run June 30 – Aug 5, 2009.

### UPGRADING PROGRAM

Courses in this program are designed for students who, during the preceding school year, have been either unsuccessful in one or two subjects or wish to upgrade their marks in these subjects. If unsuccessful, students should have no more than 15 class absences and have achieved a mark of at least 35% in a course that has been taken during the 2008-2009 school year. A credit will be granted for each upgrading course successfully completed at summer school.

The upgrading courses will be semestered. Semester 1 will run Thursday July 2, 2009 and Friday July 3, 2009 then Monday through Thursday from July 6, 2009 to July 15, 2009. Semester 2 will begin on July 16, 2009 and run Monday through Thursdays ending on July 30, 2009. (Semester 1 ONLY will be available at Port Perry High School.)

**NOTE: There are NO Friday classes after July 3, 2009.**

### CREDITS AVAILABLE AT SUMMER SCHOOL

Up to two credits may be upgraded in the upgrading program. One credit may be earned through accelerated programs. A two credit cooperative education program is also available.

### IDENTIFICATION TAG

A photo ID tag will be supplied on the first day of class, and must be worn at all times during the school day. Failure to comply with this requirement may result in immediate removal from summer school.

### TEXTBOOKS

The summer school teachers will distribute textbooks for upgrading and accelerated programs. Upon completion of the course and return of all materials, a refund will be issued. Security deposits paid in cash, debit, or money order will be refunded by cheque. Deposits paid by credit card will be credited to the applicable credit card account. Refunds may take up to 6 weeks.

### CLASS CANCELLATIONS

Durham Continuing Education reserves the right to cancel a class if insufficient registrations are received, as well as reserving the right to determine the number of courses to be offered, and the number of sections in each course. Students will ONLY be notified of course cancellations. Course cancellations will also appear on the DCE website by June 29<sup>th</sup>, 2009.

### FULL DISCLOSURE

Students should be advised that all attempts for a grade 11 or 12 secondary school credit (whether completed successfully or not) will be disclosed on a student's transcript. If a student is unsuccessful in their first attempt to earn a credit – the upgrading course is considered to be another attempt to earn the credit and as such, the course will be shown twice on the Ontario Student Transcript.

# Summer 2009

## **FIRST DAY PROCEDURES FOR ALL SUMMER SCHOOL STUDENTS:**

Classes begin Thurs. July 2, 2009.

- a) The starting time for each school is 8:30AM. Arrive 15 minutes early for the first day, 8:15AM.
- b) Class lists will be posted in the main lobby of the school. The room location will be shown.
- c) If a student's name does not appear on any class list, he/she should take his/her registration receipt to the summer school office.
- d) If a student wishes to make a class change, he/she must speak to the summer school principal or vice-principal.

## **FINAL EXAMINATIONS**

All students must write a final examination. In most cases, it will be on the last day of the course.

## **TRANSPORTATION**

Due to budgetary constraints, school bus service to and from the summer school locations will only be available for students from the northern region of the Durham District School Board.

## **SUMMER SCHOOL HOURS / NO CAFETERIA SERVICE**

Students are expected to be in class from 8:30AM to 2:30PM. A short break will be provided. The cafeteria will be closed so it is recommended that students bring refreshments from home. There will not be time to walk to stores or fast food outlets while on the brief break. Water bottles are recommended for hydration during class time as no other food or drink is allowed in the classroom. An area will be provided in each school for food consumption.

## **TELEPHONE MESSAGES**

Except for serious emergencies, telephone messages will not be taken on behalf of students.

## **TUTORS**

Tutors are available, at no cost, for assistance with course material. Appointments can be made using the sign-up sheets in the summer school office of the school.

## **REPORT CARDS**

Final report cards will be available by the end of August. For students enrolled in a day school, the report card will be sent to their **home school**. Non Durham District or Durham Catholic Board students will have their report card mailed to their home addresses. Specific dates will be given to all students during the course.

## **APPEAL OF SUMMER SCHOOL MARKS**

Should a student feel the necessity to appeal a summer school mark, it must be done through their home school guidance department. The home school guidance department will make inquiries to the principal of Durham Continuing Education who will make a decision and inform the school, the students, and the parents of the final decision.

## SUMMER SCHOOL CODE OF CONDUCT

Students are expected to follow the rules established by the summer school principal, and Durham Continuing Education.

### ATTENDANCE

Attendance at summer school must be regular and punctual. The hours for upgrading and full credit courses follow Ministry of Education guidelines. The summer school principal will rule on all unsatisfactory attendance or other serious infractions of school rules. Due to the concentrated time and workload of summer school, any serious infraction of the attendance rules, including the following, may result in immediate dismissal:

- more than one absence in upgrading courses or two in accelerated/co-op courses; late arrival and sign-outs are considered to be ½ day absences;
- skipping;

Regular attendance and punctuality are essential. A note signed by a parent or guardian must explain all absences.

### DRESS CODE

Students should wear appropriate clothing that meets the school community's expectations of modesty and decency, and promotes a safe and respectful environment. Clothing that contains slogans or references to alcohol, drugs, sex, profanity, racism or violence is not allowed. Hats, bandannas or other headgear are not to be worn inside the school building (unless for religious or medical reasons).

### PARKING

Limited student parking will be available. Students will NOT be allowed to sit in vehicles during the break.

### PLAGIARISM

Plagiarism is the presentation of the thoughts and ideas of someone else, as your own original work. It is regarded as academic dishonesty, and may result in a final mark of zero.

### PREPARATION FOR CLASS

Students are expected to arrive on time for each class. Students should come to class prepared with the proper texts, notes and equipment and completed homework/assignments.

### PROHIBITED ITEMS

At no time may illegal substances, alcohol or weapons be brought to school. Failure to comply will result in the removal of the student from summer school, involvement of the police, and possible expulsion. Laser pointers, walkmans, mp3 players, cell phones, pagers, fireworks, and skateboards are also prohibited, and should not be brought to the summer school sites.

### RESPECT FOR SELF

Students are expected to come to school free from the influence of alcohol or illegal substances. Students are also forbidden to use and carry such prohibited substances to school or on school property. Students are expected to strive for achievement with integrity.

### RESPECT FOR AUTHORITY

Students are expected to comply with the rules of the school and with the expectations of all the staff in the school building and on the grounds. The *staff* in the school includes administrators, teachers, secretaries, tutors, and custodians.

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## **RESPECT FOR OTHERS**

Students are expected to be courteous, kind and considerate to others and to model those behaviours on a consistent basis. Students will respect the privacy of others. Any form of violence or harassment may result in removal from summer school, expulsion, and/or police intervention.

## **RESPECT FOR PROPERTY**

Students are expected to treat the school buildings, grounds and equipment with respect and care.

## **SMOKING**

The Ministry of Education, DDSB policy and provincial legislation prohibit smoking or the holding of lit tobacco on school property. The fine imposed by the tobacco enforcement officer is \$305.00 per smoker per violation.

## **INQUIRIES**

Any questions can be directed to the summer school office:  
Durham Continuing Education  
120 Centre St. S., Oshawa, Ontario L1H 4A3,  
Phone: 905.436.3211 or 1.800.408.9619, Fax: 905.436.1780  
E-mail: [dceinfo@durham.edu.on.ca](mailto:dceinfo@durham.edu.on.ca)

## DCE SUMMER SCHOOL ACCELERATED

July 2, 3, and July 6 to July 30, 2009 8:30AM – 2:30PM (no Friday classes after July 3, 2009)

\*Note exceptions

Grade	Course, Level	Code	Pine Ridge SS	Sinclair SS	McLaughlin CVI
10	Civics, O	CHV2O1	01 (July 2 – 15)	02 (July 16 – 30)	03 (July 2 – 15)
10	Career Studies, O	GLC2O1	01 (July 16 – 30)	02 (July 2 – 15)	03 (July 16 – 30)
11	English, C	ENG3C1	01	02	03
11	English, U	ENG3U1	01	02	03
11	Math- Foundations, C	MBF3C1	01		03
11	Math-Func. & Rel., U	MCR3U1	01		03
11	Math- Functions, U/C	MCF3M1			03
11	Biology, C	SBI3C1	01		03
11	Biology,U	SBI3U1	01		03
11	Chemistry,U	SCH3U1	01		03
11	Physics, U	SPH3U1		02	
12	English, C	ENG4C1	01	02	
12	English, U	ENG4U1	01	02	03
12	Ind. & Family,U/C.	HHS4M1		02	
12	Challenge & Change, U/C	HSB4M1		02	
12	Literacy Course, O	OLC4O1	01	02	03
12	Math- Foundations, C	MAP4C1	01		03
12	Math-Coll. Tech, C	MCT4C1		02	
12	Math-Adv. Fun., U	MHF4U1	01	02	03
12	Math – Data Mgmt.,U	MDM4U1	01	02	
12	Math – Calculus, U	MCV4U1	01	02	
12	Biology, U	SBI4U1	01		03
12	Chemistry, C	SCH4C1	01		03
12	Chemistry, U	SCH4U1	01	02	03
12	Physics, C	SPH4C1		02	
12	Physics, U	SPH4U1		02	
12	Cooperative Education Navigating the Workplace June 30 – Aug. 5, 2009	GLN4O9 *8:00AM- 4:30PM Students are required to find their own work placements before June 25, 2009	01	02	03

**NB. It is the responsibility of students and their guidance counsellors to ensure that all prerequisites have been met before registering for an accelerated course.**

# Summer 2009

**SUMMER SCHOOL UPGRADING COURSES**  
**Semester One, July 2, 3, and July 6 to July 15, 2009, 8:30AM – 2:30 PM**  
**(no Friday classes after July 3, 2009)**  
**Semester Two, July 16 to July 30, 2009 8:30AM – 2:30PM**

\*Note exceptions

Grade	Subject, Level	Course Code	Pine Ridge		Sinclair		McLaughlin		Port Perry
			Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1
9	Can. Geog. AC	CGC1DR	04			07	08		11
9	Can. Geog. AP	CGC1PR	04			07	08		11
9	French, AC	FSF1DR		05		07	08		
9	French, AP	FSF1PR		05		07	08		
9	English, AC	KENANR	04	05	06	07	08	09	11
9	English, AP	KENENR	04	05	06	07	08	09	11
9	Mathematics, AC	KMMANR	04	05	06	07	08	09	11
9	Mathematics, AP	KMMENR	04	05	06	07	08	09	11
9	Science, AC	SNC1DR	04	05	06	07	08	09	11
9	Science, AP	SNC1PR	04	05	06		08	09	11
10	Can. His., AC	CHC2DR		05	06		08		11
10	Can. His., AP	CHC2PR		05	06		08		11
10	Civics, O *	CHV2OR	04 July 2 – 8	05 July 16 – 23	06 July 8 – 15	07 July 23 – 30	08 July 2 – 8	09 July 16 – 23	11 July 2 – 8
10	Career Stud. O *	GLC2OR	04 July 8 - 15	05 July 23 - 30	06 July 2 - 8	07 July 16 - 23	08 July 8 - 15	09 July 23 - 30	11 July 8 - 15
10	English, AC	KENBNR	04	05	06	07	08	09	11
10	English, AP	KENFNR	04	05	06	07	08	09	11
10	Mathematics, AC	KMMBNR	04	05	06	07	08	09	11
10	Mathematics, AP	KMMFNR	04	05	06	07	08	09	11
10	Science, AC	SNC2DR	04	05	06	07	08	09	11
10	Science, AP	SNC2PR	04	05	06	07	08	09	11
11	English, C	ENG3CR	04	05	06	07	08	09	11
11	English, U	ENG3UR	04	05	06	07	08	09	11
11	Math- College, C	MBF3CR	04		06			09	
11	Math- Func & Rel.,U	MCR3UR	04	05	06	07	08	09	11
11	Math- Func. U/C	MCF3MR	04	05	06	07	08	09	11
11	Biology, C	SBI3CR	04					09	
11	Biology, U	SBI3UR	04					09	
11	Chemistry, U	SCH3UR	04		06			09	
11	Physics, U	SPH3UR		05					
12	English, C	ENG4CR	04	05	06	07	08	09	11
12	English, U	ENG4UR	04	05	06	07	08	09	11
12	Math- College, C	MAP4CR	04			07	08		
12	Math- Calculus & Vectors, U	MCV4UR		05	06			09	
12	Math - Data Man., U	MDM4UR		05			08		
12	Math – Adv. Functions, U	MHF4UR	04			07	08		11
12	Biology, U	SBI4UR		05			08		
12	Chemistry, C	SCH4CR	04		06			09	
12	Chemistry, U	SCH4UR	04		06			09	
12	Physics, C	SPH4CR		05					
12	Physics, U	SPH4UR		05					

**NB. Student should have achieved a mark of at least 35% in a course that has been taken in the school year directly prior to summer school in order to register for an upgrading course.**

\* Where classes begin mid semester – start time for class is 11:30 AM

## Accelerated and Upgrading Course Descriptions

### Canadian & World Studies

#### **CGC1DR – Geography of Canada, Grade 9, Academic (1.0 credit)**

This course uses a variety of frameworks, including ecozones and principles of physical, human, and economic geography, to explore the distinct and evolving character of Canada's geography. Students will investigate the interconnections between the environment and human activities in Canadian ecozones in order to understand Canada's diversity and role in the world.

#### **CGC1PR – Geography of Canada, Grade 9, Applied (1.0 credit)**

This course draws upon students' everyday experiences and uses a variety of frameworks, including ecozones, to help students learn about the geography of Canada and the country's place in the global community. Students will investigate the interconnections among the country's landforms, climate, soils, plants, animals, and human activities in order to understand Canada's physical character and diversity and various kinds of interactions.

#### **CHC2DR – Canadian History in the 20<sup>th</sup> Century, Grade 10, Academic (1.0 credit)**

This course explores Canadian participation in global events and traces our development as a country through changes in population, economy, and technology. Students will analyse the elements that constitute Canadian identity, learn the stories of both individuals and communities, and study the evolution of political and social structures. Students will learn about differing interpretations of the past, and will come to understand the importance in historical studies of chronology and cause-and-effect relationships. They will also learn to develop and support a thesis, conduct research and analysis, and effectively communicate the results of their inquiries.

#### **CHC2PR – Canadian History in the 20<sup>th</sup> Century, Grade 10, Applied (1.0 credit)**

This course traces Canadian history from Wilfrid Laurier's pronouncement that the twentieth century belongs to Canada to the United Nations' recognition of Canada as one of the best countries in which to live. Students will learn about various expressions of Canadian identity, the stories of individuals and communities, and changes in political and social structures. Students will discover the importance in historical studies of chronology and cause-and-effect relationships. As well, they will be given opportunities to formulate appropriate questions, develop informed opinions, and present information in a variety of ways.

#### **CHV2O1/CHV2OR – Civics, Grade 10, Open (.50 credit)**

This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy and the meaning of democratic citizenship in local, national, and global contexts. In addition, students will learn about social change, examine decision-making processes in Canada, explore their own and others' beliefs and perspectives on civics questions, and learn how to think and act critically and creatively about public issues.

### English

#### **KENAN1 – English, Grade 9, Academic (1.0 credit)**

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.

#### **KENEN1 – English, Grade 9, Applied (1.0 credit)**

This course is designed to develop the key oral communication, reading, writing, and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students' comprehension of texts and to help them communicate clearly and effectively.

#### **KENBN1 – English, Grade 10, Academic (1.0 credit)**

This course is designed to extend the range of 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 and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication.

#### **KENFN1 – English, Grade 10, Applied (1.0 credit)**

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in secondary school and daily life. Students will study and create a variety of informational, literary, and graphic texts. An important focus will be on the consolidation of strategies and processes that help students interpret texts and communicate clearly and effectively.

#### **ENG3U1/ENG3UR – English, Grade 11, University Prep. (1.0 credit)**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively.

#### **ENG3C1/ENG3CR – English, Grade 11, College Prep. (1.0 credit)**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity.

**ENG4U1/ENG4UR – English, Grade 12, University Prep.  
(1.0 credit)**

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing.

**ENG4C1/ENG4CR – English, Grade 12, College Prep.  
(1.0 credit)**

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will analyse informational texts and literary works from various time periods, countries, and cultures; write research reports, summaries, and short analytical essays; complete an independent study project; and analyse the interactions among media forms, audiences, and media industry practices. An important focus will be on establishing appropriate style and using business and technical language effectively.

**OLC4O1 – Ontario Secondary School Literacy Course, Grade 12, Open (1.0 credit)**

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.

*Eligibility requirement:* Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course. A student may be allowed to enrol in the OSSLC before he or she has had a second chance to write the OSSLT, if the principal determines that it is in the best educational interests of the student.

## French

**FSF1DR – Core French, Grade 9, Academic (1.0 credit)**

This course emphasizes the further development of oral communication, reading, and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes, such as relationships, social trends, and careers. Thematic readings, which include a selection of short stories, articles, and poems, will serve as stepping stones to oral and written activities.

**FSF1PR – Core French, Grade 9, Applied (1.0 credit)**

This course emphasizes the further development of oral communication skills, using the theme of media; the development of oral communication skills will be integrated with the development of reading and writing skills. Students will expand their ability to understand and speak French through conversations, discussions, and presentations. They will also read media-related short stories, articles, poems, and songs and write brief descriptions, letters, dialogues, and invitations.

## Guidance and Career Education

**GLC2O1/GLC2OR – Career Studies, Grade 10, Open  
(.50 credit)**

This course teaches students how to develop and achieve personal goals in education and work and contribute to their communities. Student learning will include assessing their own knowledge, skills, and characteristics and investigating economic trends, workplace organization, work opportunities, and ways to search for work. The course explores post secondary learning options, prepares students for community-based learning, and helps them build the capabilities needed for managing work and life transitions. Students will design action plans for pursuing their goals.

**GLN4O9 – Navigating the Workplace/Cooperative Education  
(2.0 credits)**

This course provides students with opportunities to develop the workplace essential skills and work habits required for success in all types of workplaces. Cooperative education is an active learning process which integrates classroom theory with practical experience in business and industry. This program includes a classroom component and a placement component. The pre-placement component includes health and safety training, a review of community career opportunities, Employment Standards Act, Human Rights Act, the role of unions, and the development of a personalized learning plan. The placement component provides an opportunity for students to enrich their skills with practical applications in community placements. Students must have a good attitude and attendance record.

NOTE: STUDENTS ARE REQUIRED TO FIND THEIR OWN WORK PLACEMENT BEFORE JUNE 25, 2009 IN ORDER TO TAKE SUMMER SCHOOL CO-OP.

## Mathematics

**KMMAN1 – Principles of Mathematics, Grade 9, Academic  
(1.0 credit)**

This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a linear relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

**KMMEN1 – Foundations of Mathematics, Grade 9, Applied  
(1.0 credit)**

This course enables students to develop an understanding of mathematical concepts related to introductory algebra, proportional reasoning, and measurement and geometry through investigation, the effective use of technology, and hands-on activities. Students will investigate real life examples to develop various representations of linear relations, and will determine the connections between the representations. They will also explore certain relationships that emerge from measurement of three-dimensional figures and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

**KMMBN1 – Principles of Mathematics, Grade 10, Academic (1.0 credit)**

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

**KMMFN1 – Foundations of Mathematics, Grade 10, Applied (1.0 credit)**

This course enables students to consolidate their understanding of linear relations and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relations. Students will investigate similar triangles, the trigonometry of right triangles, and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

**MCR3U1/MCR3UR – Functions & Relations, Grade 11, University Preparation (1.0 credit)**

This course introduces some financial applications of mathematics, extends students' experiences with functions, and introduces second-degree relations. Students will solve problems in personal finance involving applications of sequences and series; investigate properties and applications of trigonometric functions; develop facility in operating with polynomials, rational expressions, and exponential expressions; develop an understanding of inverses and transformations of functions; and develop facility in using function notation and in communicating mathematical reasoning. Students will also investigate loci and the properties and applications of conics.

**MCF3M1/MCF3MR – Functions, Grade 11, University/College Preparation (1.0 credit)**

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

**MBF3C1/MBF3CR – Foundations for College Mathematics, Grade 11, College Preparation (1.0 credit)**

This course enables students to broaden their understanding of mathematics as a problem solving tool in the real world. Students will extend their understanding of quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; develop their ability to reason by collecting, analysing, and evaluating data involving one variable; connect probability and statistics; and solve problems in geometry and trigonometry. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

**MAP4C1/MAP4CR – Foundations for College Mathematics, Grade 12, College Preparation (1.0 credit)**

This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods; solve problems involving applications of geometry and trigonometry; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades.

**MCV4U1/MCV4UR – Calculus and Vectors, Grade 12, University Prep (1.0 credit)**

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors, and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, rational, exponential, and sinusoidal functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who plan to study mathematics in university and who may choose to pursue careers in fields such as physics and engineering.

**MDM4U1/MDM4UR - Mathematics of Data Management, Grade 12, University Preparation (1.0 credit)**

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing large amounts of information; solve problems involving probability and statistics; and carry out a culminating project that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.

**MCT4C1/MCT4CR - Mathematics for College Technology, Grade 12, College Preparation (1.0 credit)**

This course enables students to extend their knowledge of functions. Students will investigate and apply properties of polynomial, exponential, and trigonometric functions; continue to represent functions numerically, graphically, and algebraically; develop facility in simplifying expressions and solving equations; and solve problems that address applications of algebra, trigonometry, vectors, and geometry. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for a variety of college technology programs.

**MHF4U1/MHF4UR – Advanced Functions, Grade 12, University Preparation (1.0 credit)**

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students who plan to study mathematics in university and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

## Science

### **SNC1DR – Science, Grade 9, Academic (1.0 credit)**

This course enables students to understand essential concepts in biology, chemistry, earth and space science, and physics; to develop skills in the processes of scientific inquiry; and to relate science knowledge to technological, social, and environmental knowledge. Students will learn about scientific theories and pursue inquiries related to cell division and reproduction, atomic and molecular structures, properties of elements and compounds, the universe and space exploration, and the principles of static and current electricity.

### **SNC1PR – Science, Grade 9, Applied (1.0 credit)**

This course enables students to understand essential concepts in biology, chemistry, earth and space science, and physics; to develop practical skills in scientific investigation; and to apply their knowledge of science to everyday situations. Students will design and conduct investigations into practical problems and issues related to cell division and reproduction, the structure and properties of elements and compounds, astronomy and space exploration, and static and current electricity.

### **SNC2DR – Science, Grade 10, Academic (1.0 credit)**

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics; to develop further their skills in scientific inquiry; and to understand the interrelationships among science, technology, and the environment. Students will conduct investigations and understand scientific theories related to: ecology and the maintenance of ecosystems; chemical reactions, with particular attention to acid-base reactions; factors that influence weather systems; and motion.

### **SNC2PR – Science, Grade 10, Applied (1.0 credit)**

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics; to develop further their practical skills in scientific investigation; and to apply their knowledge of science to real-world situations. Students will design and conduct investigations into everyday problems and issues related to ecological sustainability, chemical reactions, weather systems, and motion.

### **SBI3U1/SBI3UR – Biology, Grade 11, University Preparation (1.0 credit)**

This course furthers students' understanding of the processes involved in biological systems. Students study the diversity of living things, cellular functions, the anatomy, growth, and functions of plants, internal systems and regulation, and genetic continuity. Throughout, the course provides cumulative evidence that all life forms, however diverse, are united by a common set of characteristics. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

### **SBI3C1/SBI3CR – Biology, Grade 11, College Preparation (1.0 credit)**

This course focuses on the processes involved in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of environmental science, cellular biology, animal anatomy and physiology, plant structure and physiology, and microbiology. Throughout the course, applications of biology to everyday life as well as educational and career opportunities related to biology are emphasized and noted in student journals. Skills needed for further study in various branches of the life sciences and related fields are developed.

### **SCH3U1/SCH3UR – Chemistry, Grade 11, University Prep. (1.0 credit)**

This course focuses on the concepts and theories that form the basis of modern chemistry. Students will study the behaviours of solids, liquids, gases, and solutions; investigate changes and relationships in chemical systems; and explore how chemistry is used in developing new products and processes that affect our lives and our environment. Emphasis will also be placed on the importance of chemistry in other branches of science.

### **SPH3U1/SPH3UR – Physics, Grade 11, University Prep. (1.0 credit)**

This course develops students' understanding of the basic concepts of physics. Students will study the laws of dynamics and explore different kinds of forces, the quantification and forms of energy (mechanical, sound, light, thermal, and electrical), and the way energy is transformed and transmitted. They will develop scientific-inquiry skills as they verify accepted laws and solve both assigned problems and those emerging from their investigations. Students will also analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

### **SBI4U1/SBI4UR – Biology, Grade 12, University Prep. (1.0 credit)**

This course provides students with the opportunity for in-depth study of the concepts and processes associated with biological systems. Students will study theory and conduct investigations in the areas of metabolic processes, molecular genetics, homeostasis, evolution, and population dynamics. Emphasis will be placed on achievement of the detailed knowledge and refined skills needed for further study in various branches of the life sciences and related fields.

### **SCH4U1/SCH4UR – Chemistry, Grade 12, University Prep. (1.0 credit)**

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, energy changes and rates of reaction, chemical systems and equilibrium, electrochemistry, and atomic and molecular structure. Students will further develop problem-solving and laboratory skills as they investigate chemical processes, at the same time refining their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in daily life, and on evaluating the impact of chemical technology on the environment.

### **SCH4C1/SCH4CR – Chemistry, Grade 12, College Prep. (1.0 credit)**

This course introduces students to the concepts that form the basis of modern chemistry. Students will study qualitative analysis, quantitative relationships in chemical reactions, organic chemistry and electrochemistry, and chemistry as it relates to the quality of the environment. Students will employ a variety of laboratory techniques, develop skills in data collection and scientific analysis, and communicate scientific information using appropriate terminology. Emphasis will be placed on the role of chemistry in daily life and in the development of new technologies and products.

**SPH4U1/SPH4UR - Physics, Grade 12, University Prep.  
(1.0 credit)**

This course enables students to deepen their understanding of the concepts and theories of physics. Students will explore further the laws of dynamics and energy transformations, and will investigate electrical, gravitational, and magnetic fields; electromagnetic radiation; and the interface between energy and matter. They will further develop inquiry skills, learning, for example, how the interpretation of experimental data can provide indirect evidence to support the development of a scientific model. Students will also consider the impact on society and the environment of technological applications of physics.

**SPH4C1/SPH4CR - Physics, Grade 12, College Preparation  
(1.0 credit)**

This course develops students' understanding of the basic concepts of physics. Students will explore these concepts as they relate to mechanical, electrical, fluid (hydraulic and pneumatic), and communications systems, as well as to the operation of commonly used tools and equipment. They will develop scientific-inquiry skills as they verify accepted laws of physics and solve both assigned problems and those emerging from their investigations. Students will also consider the impact of technological applications of physics on society and the environment.

## **Social Sciences & Humanities**

**HHS4M1 - Individuals and Families in a Diverse Society,  
Grade 12, University/College Preparation (1.0 credit)**

This course applies current theories and research from the disciplines of anthropology, psychology and sociology to the study of individual development, family behaviour, intimate and parent-child relationships, and the ways in which families interact within the diverse Canadian society. Students will learn the interpersonal skills required to contribute to the well-being of families, and the investigative skills required to conduct and evaluate research about individuals and families.

**HSB4M1 – Challenge and Change in Society, Grade 12,  
University/College Preparation (1.0 credit)**

This course examines the theories and methodologies used in anthropology, psychology, and sociology to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will analyse cultural, social, and biological patterns in human societies, looking at the ways in which those patterns change over time. Students will also explore the ideas of classical and contemporary social theorists, and will apply those ideas to the analysis of contemporary trends.

# Driver Education for High School Students



Learn to drive safely in a Ministry of Transportation approved program which combines in-class and in-car instruction in preparation for the Ontario G2 Drivers Test.

- In class sessions are 4 days (25 hrs) in duration
- In-car sessions (mandatory 10 hours behind the wheel) will be arranged
- Participants must be at least 16 years of age and hold a valid licence before the in-car sessions begin

## Sessions:

EA Lovell	July 06 to July 09/09	8:30AM to 3:15PM
EA Lovell	Aug 24 to Aug 27/09	8:30AM to 3:15PM

## Registration:

1. On line at [www.dce.ca](http://www.dce.ca)
2. By phone (credit card registrations only) – 905.436.3211 or 1.800.408.9619
3. By fax (credit card registrations only) – 905.436.1780
4. In person or by mail –  
Durham Continuing Education  
E.A. Lovell  
120 Centre Street South  
Oshawa, Ontario L1H 4A3