



2015 - 2016

TOLLGATE TECHNOLOGICAL SKILLS CENTRE

your choice in education

Engage, support and inspire all learners to achieve and succeed.

TOLLGATE TECHNOLOGICAL SKILLS CENTRE

Principal's Welcome

At Tollgate we offer a unique selection of technological programs combined with a warm, caring and supportive learning environment. Students have the chance to build on personal success and gain a better understanding of their preferred style of learning. The experience gained at Tollgate is valuable for each student as they embark on their pathway into the world of work.

Mr. D. Lloyd
Principal

STAFF (2014-2015)

Principal – Mr. D. Lloyd

Vice Principal – Mrs. Baker

Department Heads

English/Library/Art - Ms. H. Vogt

Physical Education- Mr. D. Shaver

Hospitality- Mr. T. Fordham

Co-operative Education/Guidance and Student Success - Mr. M. Miletich

Mathematics/Science- Ms. Carter

Technological Studies - Ms. S. Wilson

Technological Studies Ass't Head - Mr. R. Rooke

Social Science/Humanities- Ms. E. Czech

Special Education - Mrs. O'Halloran

Special Education Assistant Head - Mrs. S. Dulmage



Tollgate Technological Skills Centre
112 Tollgate Road
Brantford, ON
N3R 4Z6
519-759-3691

Tollgate is a distinct and unique school that offers a full range of programs for young men and women. For young people who have experienced challenges in their earlier education, T.T.S.C. offers an extensive program that provides positive opportunities to satisfy basic needs for achievement, recognition, self-discipline and self-development. Our Magnet Programs offer any student across the Brant County area the opportunity to explore a broader range of technological and service courses. These programs combine the skills and knowledge needed by students to develop the employability skills and flexibility to enter the job market.



Director of Education –
John Forbeck

Superintendent – Dave Abbey

CODE OF CONDUCT: QUEST FOR EXCELLENCE

BEHAVIOUR

We will show respect for others, for property and for ourselves.

DRESS “The Look”

We will show style without displaying clothing, hats, property and jewellery that illustrate racism, drugs, alcoholic products or profane language.

LANGUAGE

We will speak to others with respectful and appropriate language. We will respect each other’s comfort zone in our use of body language.

ATTENDANCE & LATES

We acknowledge the importance of being in class on a regular basis and on time to create a positive learning environment.

ELECTRONIC DEVICES

We respect the rights of others not to have the learning process interrupted. Personal electronic devices will be turned off during class time unless determined as being necessary for educational applications specified by the teacher.

ZERO TOLERANCE

Bullying, drinking alcoholic beverages, possession & use of controlled substances, fighting, making threats, and using inappropriate language are unacceptable and will not be tolerated.

CONSEQUENCES

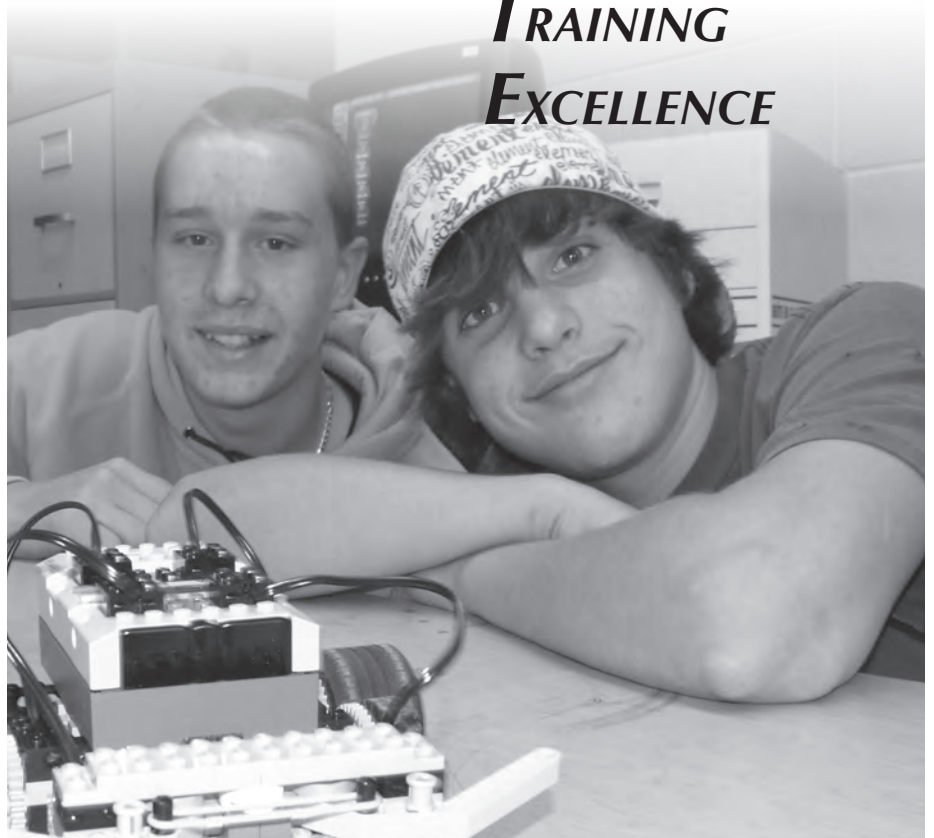
We will administer a system of progressive discipline. Communication with the home is an integral part of this system.



PREAMBLE

The code of conduct has been established as a guideline for acceptable behaviour at Tollgate Technological Skills Centre. It identifies various components of conduct and behaviour and outlines expectations for each of these components. This code is meant to provide standards that can be applied to all members of the Tollgate community.

TEAMWORK
OPPORTUNITIES
LEADERSHIP
LEARNING
GOALS
ACHIEVEMENT
TRAINING
EXCELLENCE



SCHOOL SERVICES/PROGRAMS

LEARNING RESOURCE CENTRE

The Learning Resource Centre has been created to facilitate school success for all students. Assistance is provided for long term problems in reading, writing, spelling and mathematics. Students can refer themselves or a teacher may refer them to the Learning Resource Centre. The staff working in the Learning Resource Centre can work one on one or in small groups to assist learning as well as help develop study and organizational skills. The monitoring of the progress of Identified Exceptional students is the responsibility of the Learning Resource Teacher.

SPECIALIST HIGH SKILLS MAJOR: HOSPITALITY AND TOURISM

The Hospitality and Tourism Specialist High Skills Major program at Tollgate allows students to experience learning activities in the Hospitality and Tourism Sector that will assist in their transition from secondary school to any of the four post-secondary pathways (apprenticeship training, college, university and workplace).

With a focus on cooking and restaurant service, the Hospitality and Tourism SHSM enables students to build a foundation of sector-focused knowledge and skills to assist with their chosen post-secondary pathway.

While participating in the program students will be provided with sector recognized training and certification in the following programs: Safe Food Handler; Smart Serve; CPR; Standard First Aid; WHMIS and Restaurant Service.

TRANSPORTATION

The transportation specialist high skills major focus on the motive power. This program provides students with a strong foundation in the service, repair, and modification of vehicles and vehicle systems related to the organization and management of transportation services and mass transit systems.

In addition to completing the OSSD compulsory requirements, students will also be required to complete the following SHSM required components:

- Bundle of credits identified in the sector specific guide in one of the 4 pathways destinations: apprenticeship, college, university and the workplace (see pathways chart),
- Sector supported senior English, Math, Science and/or Business courses
- Industry recognized certifications and training,
- Experiential learning opportunities (cooperative education along with sector specific reach ahead experiences),
- Access to Ontario Skills Passport program to track academic accomplishments and explore career requirements and destinations

At graduation, successful SHSM candidates will receive an OSSD diploma which will be embossed with a 'Red Seal' along with a Record Card that outlines all the sector recognized training and certifications that the student has attained in the program. This accomplishment will provide grads with specific skills and knowledge which will support their chosen future pathway.

LIBRARY SERVICES

The School library is a place that is readily available to staff and students

and a place where all are welcome. The purpose of the teacher-librarian is to assist and encourage students to develop the research and literacy skills necessary for lifelong learning. Furthermore, emphasis is on encouraging literacy for all students at all levels, and helping students and teachers use the library to its full advantage. The library is a place where students and staff can confidently build literacy skills for both recreation and instructional.

STUDENT SERVICES

The function of Student Services is to assist the student in dealing with personal, educational and vocational concerns. Student Services provides individual and group counselling opportunities, as well as information regarding educational and vocational planning, apprenticeship, career search and community agencies. Parents are encouraged to contact Student Services regarding the progress of their son or daughter.

CO-OPERATIVE EDUCATION (CO-OP)

What is co-op?

Cooperative education at Tollgate provides a student with an opportunity to integrate and enhance their in-school programs by moving outside the traditional classroom and working at planned learning experiences that take place in the community. This provides a unique and enriching experience where the student can "test a career" assisting them with their post-secondary pathway. Cooperative education also gives the student the opportunity to: demonstrate responsibility, maturity and self direction; develop leadership skills; enhance employability skills; explore personal interests and establish positive ties to community partners.

How does it work?

When a student reaches grade 11 he/she may be eligible to spend a half-day block of time (morning or afternoon) working on-the-job under the direct supervision of a professional in the community. Teachers from Tollgate will be in regular and frequent contact with the workplace to ensure that a safe and enriching learning experience is evident. Thorough preparation prior to starting in the workplace, assignments, evaluations and a final project must be successfully completed before credit(s) toward and OSSD will be awarded.

What is the application process?

A student must indicate during option time that they are interested

in taking co-op the following year. If you have questions speak to the guidance teacher or the co-op teacher for more information.

CREDIT RECOVERY

Credit Recovery is a program available to students who have not been successful in completing grade 10 and/or grade 11 compulsory credit courses. Students have the opportunity to recover previously failed courses in a supportive classroom environment. Please contact your Guidance Counsellor for more detailed information.

MAGNET PROGRAMS

Magnet programs are unique two credit, half day programs offered in a semester format. These programs

are offered at the grade 10,11 and 12 level to all Brant County secondary school students as extensions to their own high school's elective programs. Students will be bused to and from T.T.S.C. for these half-day courses. Magnet courses are offered in auto body, green industries(horticulture), baking, cooking & event planning, cosmetology, carpentry, masonry, small engines, health care and outdoor education.

Please refer to the senior technology courses at the back of this program for additional information which describes our Magnet Programs.



DATES FOR SELECTING COURSES AND HOW TO SELECT

The selection process begins in early February and ends in early March. After March Break the classes are set and there is no guarantee that further registrations will be accepted.

This course calendar describes general information, diploma requirements, programs/services available, selection process information and descriptions of courses offered at Tollgate Technological Skills Centre for the school year 2015-2016. The intention is for students to use the calendar with parents/guardians, teachers and a counsellor to select the program that will give the skills and knowledge to be successful, whether one is proceeding to post-secondary training/education or to the world of work. Be aware that course selection will have an impact upon eligibility for post-secondary education and may influence chances for apprenticeships or certain types of employment. Students must complete and submit an option sheet to enrol in the courses. Students currently at Tollgate will fill out an option sheet with the assistance of a counsellor. The counsellor will provide direction but the ultimate responsibility for choices will rest with the students and their parents. Should the number of requests for a course be insufficient or a conflict in timetabling occurs, a student may not receive all of their choices.



GLE10E LEARNING STRATEGIES (OPEN)

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy skills, personal management skills and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond. The focus of this course is literacy, English, and is open to Grade 9 students only.

GLE20M LEARNING STRATEGIES (OPEN)

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply numeracy skills, personal management skills and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond. Numeracy, mathematics, is the focus of this course, and is open to Grade 9 students only.

GLC201 CAREER STUDIES (OPEN)

This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores post-secondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan. This is a half credit course paired with CHV 201.

GLD 201 DISCOVERING THE WORKPLACE (OPEN)

This course provides students with opportunities to discover and develop the workplace essential skills and work habits required to be successfully employed, and helps students make plans for continued learning and work. Students will develop an understanding of work through practical hands-on experiences in the school and in the community, using real workplace materials. Students will investigate occupations of interest through experiential learning opportunities, such as worksite visits, job shadowing, work experience, simulations, and entrepreneurial projects. This course is only available in the STEP package.

**GLE201 LEARNING STRATEGIES
1 SKILLS FOR SUCCESS IN HIGH
SCHOOL (OPEN)**

PREREQUISITE: Recommendation
of principal

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond. This course is offered in credit recovery.

**GLN 401 NAVIGATING THE
WORKPLACE (OPEN)**

This course provides students with opportunities to develop the workplace skills and work habits required for success in all types of workplaces. Students will explore occupations and careers of interest through participation in real workplace experiences. They will make plans for continued learning and work, work with others to design learning experiences, and investigate the resources and support required to make a smooth transition to their post-secondary destination. This course is only available in the senior STEP package.



ARTS PROGRAMME

Although each of the following courses are Visual Arts courses, there are three very separate and distinct materials and processes from which to choose.

- **VISUAL ART – drawing, painting, printmaking and sculpture**
- **CERAMICS – hand-built and wheel thrown pottery and clay sculpture**
- **CRAFTS GENERAL – pottery, glass, carving, fibres, fabrics, jewellery, etc.**

**VISUAL ART : GRADE 10
AVI 201**

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials and processes for artistic exploration and experimentation. There are three main strands within this course : Creating and Presenting, Reflecting and Responding and Foundations. Each of the overall learning goals stated below will be covered through the study of Visual

Art such as drawing, painting, printmaking and sculpture.

**VISUAL ART : GRADE 11
AVI 301**

This course focuses on studio activities in one or more of the Visual Arts including drawing, painting, printmaking and sculpture. There are three main strands within this course : Creating and Presenting, Reflecting and Responding and Foundations. Each of the overall learning goals stated below will be covered through the study of Visual Art such as drawing, painting, printmaking and sculpture.

**VISUAL ART – CERAMICS :
GRADE 10, AWC 201**

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials and processes for artistic exploration and experimentation. There are three main strands within this course : Creating and Presenting, Reflecting and Responding and Foundations. Each of the overall learning goals stated below will

be covered through the study of Ceramics or Pottery such as hand-building, sculpture and the potters' wheel.

**VISUAL ART – CERAMICS :
GRADE 11, AWC 301**

This course focuses on studio activities in Ceramics including hand-built pottery, sculpture and the potters' wheel. There are three main strands within this course : Creating and Presenting, Reflecting and Responding and Foundations. Each of the overall learning goals stated below will be covered through the study of various Ceramics techniques and processes.

**VISUAL ART – CRAFT : GRADE 9
AWA 101**

This course is exploratory in nature, offering an overview of Visual Arts through the study of processes and techniques in Craft. The course is intended as a foundation for further study. There are three main strands within this course : Creat-

ing and Presenting, Reflecting and Responding and Foundations. Each of the overall learning goals stated below will be covered through the study of Craft such as pottery, jewellery, carving, glass, textiles and painting.

**VISUAL ART – CRAFT : GRADE 10
AWA 201**

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials and processes for artistic exploration and experimentation. There are three main strands within this course : Creating and Presenting, Reflecting and Responding and Foundations. Each of the overall learning goals stated below will be covered through the study of Craft such as pottery, textiles, jewellery, glass and carving.

**VISUAL ART – CRAFT : GRADE 11
AWA 301**

This course focuses on studio activ-

ities in one or more of the Visual Arts Crafts including pottery, textiles, jewellery, glass and carving. There are three main strands within this course : Creating and Presenting, Reflecting and Responding and Foundations. Each of the overall learning goals stated below will be covered through the study of various Craft techniques and processes.

**DRAMA, GRADE 10 ADA20
(Open) PREREQUISITE: NONE**

This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences.



CANADIAN & WORLD STUDIES



CGC1P1 GEOGRAPHY OF CANADA (APPLIED)

This course focuses on geographic issues that affect Canadians today. Students will draw on personal and everyday experiences to learn about Canada's distinct and changing character and the natural and human systems and global influences that shape the country. Students will use a variety of geotechnologies and inquiry and communication methods to examine practical geographic questions and communicate their findings.

CGF3M1 PHYSICAL GEOGRAPHY: PATTERNS, PROCESSES, AND INTERACTIONS (UNIVERSITY/COLLEGE PREPARATION)

This course examines the major patterns of physical geography and the powerful forces that affect them. Students will investigate the dynamic nature of the earth, the evolving relationship between the planet and its people, and the factors that limit our ability to predict the changes that will occur. Students will use a wide range of geotechnologies and inquiry methods to investigate the distribution and interaction of the elements of their physical environment and to com-

municate their findings.

PREREQUISITE: Geography of Canada, Grade 9, Academic or Applied

CHC2P1 CANADIAN HISTORY IN THE TWENTIETH CENTURY (APPLIED)

This course explores some of the events and experiences that have influenced the development of Canada's identity as a nation, from World War I to the present. By examining how the country has responded to economic, social, and technological changes and how individuals and groups have contributed to Canadian culture and society during this period, students will develop their ability to make connections between historical and current events. Students will have opportunities to formulate questions, locate information, develop informed opinions, and present ideas about the central issues and events of the period.

CHV2O1 CIVICS (OPEN)

This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy in local, national, and global contexts, about politi-

cal reactions to social change, and about political decision-making processes in Canada. They will explore their own and others' ideas about civics questions and learn how to think critically about public issues and react responsibly to them. This course is a half-credit compulsory requirement for graduation and will be paired with GLC2O1.

CHM 4E1 ADVENTURES IN WORLD HISTORY (WORKPLACE PREPARATION)

PREREQUISITE: CHC2P1

This course examines a variety of human experiences in world history from earliest times to the present. Students will learn about a variety of social, cultural, economic, and political topics including technological development and cultural expression, social and political structures, and the values of the community and individualism. Students will be given opportunities to develop their awareness of historical experience, to practise their skills of analysis and communication, and to cultivate a lifelong interest in the adventures of world history.



ENGLISH

ENG1L1 ENGLISH (LOCALLY DEVELOPED)

PREREQUISITE: Teacher recommendation required.

This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, and in the English Grade 10 Locally Developed course. The course is organized by strands that develop listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on developing foundational literacy skills and in using language clearly and accurately in a variety of authentic contexts. Students develop strategies and put into practice the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.

ENG2L1 ENGLISH (LOCALLY DEVELOPED)

PREREQUISITE: ENG1L1

In this course, students focus on extending their literacy and communication skills to prepare for success in their daily lives, in the workplace, in the English grade 11 Workplace Preparation course. The course is organized by strands that extend listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on refining foundational literacy skills and in using language clearly and accurately in a variety

of authentic contexts.

Students build on their strategies and engage in the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.

ENG3E1 ENGLISH (WORKPLACE PREPARATION)

PREREQUISITE: ENG 2L1

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will study the content, form, and style of a variety of contemporary informational, graphic, and literary texts; and create oral, written, and media texts in a variety of forms for practical purposes. An important focus will be on using language clearly and accurately in a variety of formal and informal contexts. The course is intended to prepare students for the compulsory Grade 12 workplace preparation course. This course is for those students who have passed the OSSLT.

ENG4E1 ENGLISH (WORKPLACE PREPARATION)

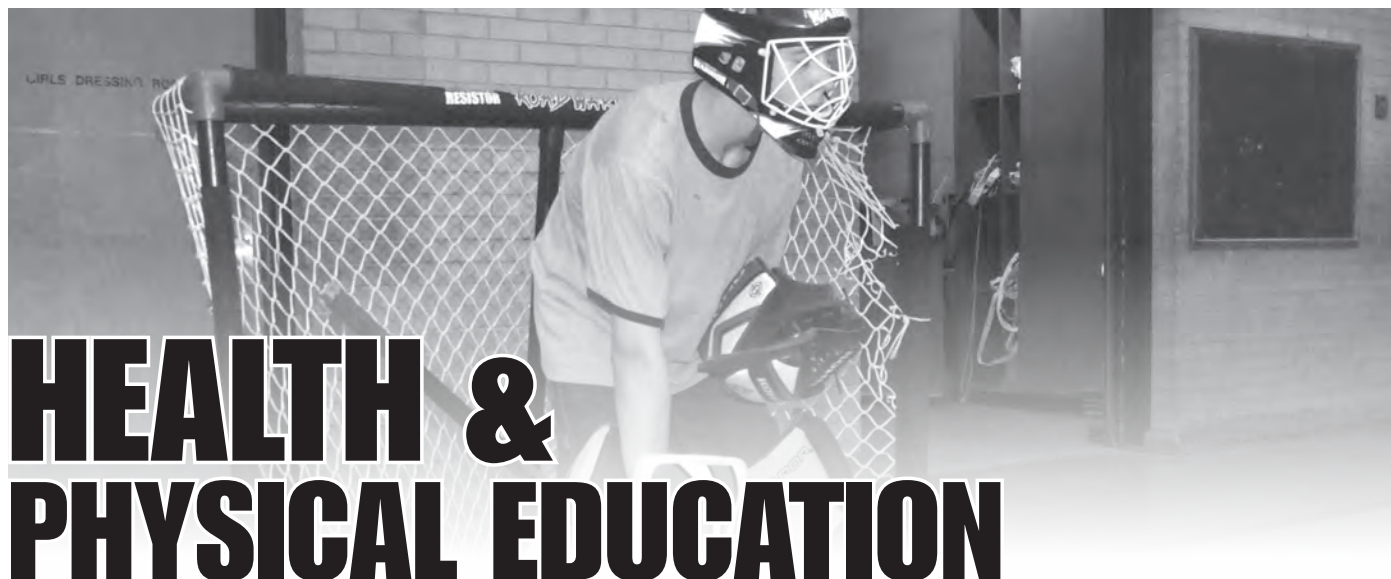
PREREQUISITE: ENG 3E1/OLC

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Stu-

dents will analyze informational, graphic, and literary texts and create oral, written, and media texts in a variety of forms for workplace-related and practical purposes. An important focus will be on using language accurately and organizing ideas and information coherently. The course is intended to prepare students for the workplace and active citizenship.

OLC3O1 ONTARIO SECONDARY SCHOOL LITERACY COURSE

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 requirements 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 once and who have been unsuccessful at this attempt.



HEALTH & PHYSICAL EDUCATION

PPL1O1 HEALTHY ACTIVE LIVING EDUCATION (OPEN)

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Students will learn movement skills and principles, ways to improve personal fitness and physical competence, and safety and injury prevention. They will investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs, and will participate in activities designed to develop goal-setting, communication, and social skills.

PPL2O1 HEALTHY ACTIVE LIVING EDUCATION (OPEN)

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Student learning will include the application of movement principles to refine skills; participation in a variety of activities that enhance personal competence, fitness, and health; examination of issues related to healthy sexuality, healthy eating, substance use and abuse; and the use of informed decision-making, conflict resolution, and social skills in making personal choices.

PPL3O1 HEALTHY ACTIVE LIVING EDUCATION (OPEN)

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills, and will be given opportunities to practice goal-setting, decision-making, coping, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety.

PPL4O1 HEALTHY ACTIVE LIVING EDUCATION (OPEN)

This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict-resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others.

SCIENCE

SNC1L1 SCIENCE (LOCALLY DEVELOPED)

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking and the relationship between science, society, and the environment, to prepare students for success in everyday life, in the workplace and in the Grade 10 Science course. Students explore a range of topics including science in daily life, properties of common materials, life-sustaining processes in simple and complex organisms, and space and weather. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities.

SNC2L1 SCIENCE (LOCALLY DEVELOPED) PREREQUISITE: SNC 1L1

This course reinforces science related knowledge and skills, including scientific inquiry, critical thinking, and the environmental impact of science and technology. It prepares students for success in everyday life, in the

workplace. Students explore a range of topics including science in the media, interactions of common materials, interdependence of organisms in communities, and the use of electrical energy. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills, writing and oral language through relevant and practical science activities.

**SNC4E1 - SCIENCE, GRADE 12,
WORKPLACE PREPARATION**

PREREQUISITE: SNC 2L1, SNC 2P1

This course provides students with fundamental science knowledge and workplace skills needed to prepare them for success beyond secondary school. Students will explore hazards in the workplace, chemicals in consumer products, disease and its prevention, electricity at home and at work, and nutritional science. Emphasis is placed on current topics in science and relevant, practical activities that develop students' literacy and mathematical literacy skills and enhance their scientific literacy.



MATHEMATICS

**MAT1L1 LOCALLY DEVELOPED
MATHEMATICS**

This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, in the Grade 10 essential course, and in the Mathematics Grade 11 and Grade 12 Workplace Preparation courses. The course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to further develop their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing and oral language through relevant and practical math activities.

**MAT2L1 LOCALLY DEVELOPED
MATHEMATICS**

PREREQUISITE: MAT1L1

This course emphasizes the extension of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the Mathematics Grade 11 and Grade 12 Workplace Preparation courses. The course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on strengthening and extending key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to extend their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing,

and oral language through relevant and practical math activities.

**MEL3E1 MATHEMATICS FOR
WORK AND EVERYDAY LIFE
(WORKPLACE PREPARATION)**

**PREREQUISITE: MFM1P1, MFM2P1
or MAT2L1**

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will solve problems associated with earning money, paying taxes, and making purchases; apply calculations of simple and compound interest in saving, investing, and borrowing; and calculate the costs of transportation and travel in a variety of situations. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

**MEL4E1 MATHEMATICS FOR
WORK AND EVERYDAY LIFE
(WORKPLACE PREPARATION)**

PREREQUISITE: MEL3E1

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will investigate questions involving the use of statistics; apply the concept of probability to solve problems involving familiar situations; investigate accommodation costs and create household budgets; use proportional reasoning; estimate and measure; and apply geometric concepts to create designs. Students will consolidate their mathematics skills as they solve problems and communicate their thinking.

SOCIAL SCIENCES & HUMANITIES

HIF101/20: EXPLORING FAMILY STUDIES

This course explores, within the context of families, some of the fundamental challenges people face: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will explore adolescent development and will have opportunities to develop interpersonal, decision-making, and practical skills related to daily life. They will learn about the diverse ways in which families function in Canada and will use research skills as they explore topics related to individual and family needs and resources.

HNL201: CLOTHING

This course introduces students to the world of clothing. Students will gain knowledge about clothing and demonstrate basic skills associated with various techniques and technologies used to create garments and accessories. Students

will learn about the functions of clothing and accessories and what clothing communicates about the wearer. They will learn how to enhance their personal wardrobe by assessing garment quality, developing shopping strategies, and developing an understanding of the advantages and disadvantages of various retail formats. Students will develop research skills as they investigate topics related to clothing.

HPC301: PARENTING: RAISING HEALTHY CHILDREN

This course focuses on the knowledge and skills care-givers need with emphasis on pre-conception health, pregnancy, birth and the early years (birth to age six) of human development. Students will learn how to meet the developmental needs of young children, communicate with them, effectively guide their early behavior and develop

their research skills through investigations related to care giving and child rearing. They will have practical experience with pregnancy and infant simulators, participate in several in-class projects and go on field trips.

HNC 3C1 – UNDERSTANDING FASHION

This course introduces students to the world of fashion. Students will gain an understanding of theories related to fashion trends and of how culture, media, fashion cycles, retailing, and social and environmental factors influence fashion trends and consumer behaviour. Students will use various tools, technologies, and techniques safely and correctly to create fashion items. In addition, students will apply knowledge of fibres, fabrics, and the elements and principles of design when creating and assessing fashion-related products. Students will develop research skills as they investigate topics related to fashion.



TECHNOLOGICAL STUDIES

TTJ101 EXPLORING TRANSPORTATION TECHNOLOGY (OPEN)

This exploratory course introduces students to concepts and skills related to transportation technology, which encompasses the maintenance, servicing, and repair of various types of vehicles, aircraft, and/or watercraft. Students will develop an awareness of related environmental and societal issues and will begin to explore secondary and postsecondary pathways leading to careers in the field.

TFJ101 EXPLORING HOSPITALITY AND TOURISM (OPEN)

This exploratory course introduces students to concepts and skills related to hospitality and tourism, focusing on the areas of food handling, food preparation, the origins of foods, event planning, and local tourism. Students will develop an awareness of related environmental and societal issues and will begin to explore secondary and postsecondary pathways leading to careers in the field.

EXPLORING COMPUTER TECHNOLOGY (TEJ10)

This exploratory course introduces students to concepts and skills in computer technology, which encompasses computer systems, networking, interfacing, and programming, as well as electronics and robotics. Students will develop an awareness of related environmental and societal issues, and will begin to explore secondary and postsecondary pathways leading to careers in the field.

GRADE 10 COURSES:

TCJ201 CONSTRUCTION TECHNOLOGY (OPEN)

This course introduces students to building materials and processes

through opportunities to design and build various construction projects. Students will learn to create and read working drawings; become familiar with common construction materials, components, and processes; and perform a variety of fabrication, assembly, and finishing operations. They will use a variety of hand and power tools and apply knowledge of imperial and metric systems of measurement, as appropriate. Students will develop an awareness of environmental and societal issues related to construction technology, and will explore secondary and postsecondary pathways leading to careers in the industry.

TGJ201 COMMUNICATIONS TECHNOLOGY (OPEN)

This course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie production, radio and audio production, print and graphic communications, photography, and animation. Student projects may include computer-based activities such as creating videos, editing photos, working with audio, cartooning, developing animations, and designing web pages. Students will also develop an awareness of environmental and societal issues related to communications technology and explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields.

THJ201 GREEN INDUSTRIES (OPEN)

This course introduces students to the various sectors of the green industries – agriculture, forestry, horticulture, floristry, and landscap-

ing. Using materials, processes, and techniques commonly employed in these industries, students will participate in a number of hands-on projects that may include plant or animal propagation; production, maintenance, and harvesting activities; the development of floral or landscaping designs; and/or related construction activities. Students will also develop an awareness of environmental and societal issues related to green industry activities, learn about safe and healthy working practices, and explore secondary and postsecondary education and training pathways and career opportunities in the various industry sectors.

TMJ201 MANUFACTURING TECHNOLOGY (OPEN)

This course introduces students to the manufacturing industry by giving them an opportunity to design and fabricate products using a variety of processes, tools, and equipment. Students will learn about technical drawing, properties and preparation of materials, and manufacturing techniques. Student projects may include a robotic challenge, a design challenge, or a fabrication project involving processes such as machining, welding, vacuum forming, or injection moulding. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about secondary and postsecondary pathways leading to careers in the industry.

TTJ20 TRANSPORTATION TECHNOLOGY (OPEN)

This course introduces students to the service and maintenance of vehicles, aircraft, and/or watercraft. Students will develop knowledge and skills related to the construction and oper-

ation of vehicle/craft systems and learn maintenance and repair techniques. Student projects may include the construction of a self-propelled vehicle or craft, engine service, tire/wheel service, electrical/battery service, and proper body care. Students will develop an awareness of related environmental and societal issues and will explore secondary and postsecondary pathways leading to careers in the transportation industry.

TFJ2O1 HOSPITALITY AND TOURISM (OPEN)

This course provides students with opportunities to explore different areas of hospitality and tourism, as reflected in the various sectors of the tourism industry, with an emphasis on food service. Students will study culinary techniques of food handling and preparation, health and safety standards, the use of tools and equipment, the origins of foods, and event planning, and will learn about tourism attractions across Ontario. Students will develop an awareness of related environmental and societal issues and will explore secondary and postsecondary pathways leading to careers in the tourism industry.

GRADE 11 & 12 COURSES:

Senior Technology Programs

**All Tollgate Senior Technology Courses are 2 credit packages with the exception of Communications Technology and Manufacturing Technology.*

Work experience, which may be a mandatory component of senior technology courses, provides the student with a learning opportunity in the work place under the supervision of an employer. Work experience is for a limited period of time, normally 2-3 weeks. As a component of the student's program, work experience provides opportunities to practice and reinforce the vocational skills and technical knowledge acquired in school. As well, it provides students with an orientation to the work place and oppor-

tunities for additional career exploration through discussions with experienced workers. No credits are awarded for work experience.

TGJ3O1 COMMUNICATIONS TECHNOLOGY: BROADCAST AND PRINT PRODUCTION, GRADE 11, (OPEN)

This course enables students to develop knowledge and skills in the areas of graphic communication, printing and publishing, audio and video production, and broadcast journalism. Students will work both independently and as part of a production team to design and produce media products in a project-driven environment. Practical projects may include the making of signs, yearbooks, video and/or audio productions, newscasts, and documentaries. Students will also develop an awareness of related environmental and societal issues and explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields.

TCC 3E2 CARPENTRY TCM 3E2 MASONRY CONSTRUCTION TECHNOLOGY, GRADE 11, (WORKPLACE PREPARATION) (2 CREDITS)

These courses enable students to develop technical knowledge and skills related to carpentry, masonry, electrical systems, heating and cooling, and plumbing for residential construction. Students will gain hands on experience using a variety of materials, processes, tools, and equipment to design, lay out, and build projects. They will create and read technical drawings, learn construction terminology, interpret building codes and regulations, and apply mathematical skills as they develop construction projects. Students will also develop an awareness of environmental and societal

issues related to construction technology, and explore postsecondary and career opportunities in the field.

TCC 4E2 CARPENTRY TCM 4E2 MASONRY Construction Technology, GRADE 12 (WORKPLACE PREPARATION) PREREQUISITE: TCC 3E2/TCM 3E2

These courses enable students to further develop technical knowledge and skills related to residential construction and to explore light commercial construction. Students will continue to gain hands on experience using a variety of materials, processes, tools, and equipment; create and interpret construction drawings; and learn more about building design and project planning. They will expand their knowledge of terminology, codes and regulations, and health and safety standards related to residential and light commercial construction. Students will also expand their awareness of environmental and societal issues related to construction technology and explore entrepreneurship and career opportunities in the industry that may be pursued directly after graduation.

THJ3E2 GREEN INDUSTRIES, GRADE 11, (WORKPLACE PREPARATION)

This course enables students to develop knowledge and skills related to agriculture, floristry, forestry, horticulture, and landscaping. Students will learn to identify a broad range of plant and animal species; examine factors that affect the growth of plants and animals and the quality of products derived from them; and develop process, design, and maintenance skills required in the green industries. Students will also learn about safe and healthy working practices, develop an awareness of environmental and societal issues related to green industry activities, and learn

about apprenticeships and other postsecondary education and training opportunities, as well as employment opportunities that may be pursued directly after graduation.

THJ4E2 GREEN INDUSTRIES, GRADE 12, (WORKPLACE PREPARATION) PREREQUISITE: THJ 3E2

This course enables students to gain further experience with a variety of industry procedures and operations and to acquire additional industry-specific skills. Students will study more complex processes, develop more advanced design and maintenance skills, and explore ways of enhancing environmental sustainability. They will also examine social and economic issues related to the green industries, learn about safe and healthy working practices, study industry standards and codes, and explore career opportunities in the various industries. The knowledge and skills acquired in this course will prepare students for the workplace and apprenticeship training.

**TTB3C2/ TTB4C2 AUTO BODY
TTS3C2/ TTS4C2 SMALL ENGINE
AND RECREATIONAL EQUIPMENT
Transportation Technology
(COLLEGE PREPARATION)**

These courses enable students to develop technical knowledge and skills as they study, test, service, and repair engine, electrical, suspension, brake, and steering systems on vehicles, aircraft, and/or watercraft. Students will develop communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will develop an awareness of environmental and societal issues related to transportation and will learn about apprenticeship and college programs leading to careers in the transportation industry.

3 week on the job learning opportunities focused within the transportation service industry. Students will be able to pursue a

transportation apprenticeship, head to the workplace, enroll in college, or pursue university studies in the transportation industry.

TRANSPORTATION TECHNOLOGY: VEHICLE OWNERSHIP, GRADE 11, OPEN TTJ3O

This general interest course enables students to become familiar with the options and features of various vehicles, issues of registration, and the legal requirements affecting vehicle owners. Students will also learn about vehicle financing and insurance, vehicle maintenance, emergency procedures, and the responsibilities of being a vehicle owner. Students will develop an awareness of environmental and societal issues related to vehicle ownership and use, and will explore career opportunities in the transportation industry. **Prerequisite: None**

Health care is a 2 credit package with includes a work experience component. You must choose both

TPJ3C1 and TPJ4E1.

TPJ3C1 HEALTH CARE, GRADE 11, (COLLEGE PREPARATION)

This course focuses on the development of knowledge and skills that will benefit students planning a career in the health care field. Students will learn about human anatomy and physiology, homeostasis, vital signs, disease prevention and treatment, how lifestyle choices affect health and well-being, and conventional and complementary methods of disease prevention and treatment. Students will develop an awareness of health and safety issues, environmental and societal issues related to health care, and career opportunities in the field. You must also take TPJ4E1.

TPJ 4E1 HEALTH CARE: SUPPORT SERVICES, GRADE 12, (WORKPLACE PREPARATION)

This course enables students to

develop the basic skills needed for careers in a range of health care support services. Students will practise and apply a variety of clinical procedures and infection control skills as they learn about principles of infection control, service excellence, and the nature of the health care industry. Students will also investigate workers' health and safety issues, environmental and societal issues related to health care, and career opportunities in the field. You must also take TPJ3C1.

TXJ3E2 HAIRSTYLING AND AESTHETICS, GRADE 11, (WORKPLACE PREPARATION)

This course enables students to develop knowledge and skills in cosmetology and offers a variety of applications that will equip students to provide services for a diverse clientele. Students identify trends in the hairstyling and aesthetics industry, learn about related health and safety laws, and expand their communication and interpersonal skills through interactions with peers and clients. Students consider environmental and societal issues related to the industry and acquire a more detailed knowledge of apprenticeships and direct-entry work positions.

**TXJ4E2 HAIRSTYLING AND AESTHETICS, GRADE 12, (WORKPLACE PREPARATION)
PREREQUISITE: TXJ 3E2**

This course enables students to develop increased proficiency in a wide range of hairstyling and aesthetics services. Working in a salon/spa team environment, students strengthen their fundamental cosmetology skills and develop an understanding of common business practices and strategies in the salon/spa industry. Students expand their understanding of environmental and societal issues and their knowledge of postsecondary destinations in the hairstyling and aesthetics industry.

**TMO 3E1 MACHINE OPERATOR
TMW 3E1 WELDING
MANUFACTURING TECHNOLOGY,
GRADE 11 (WORKPLACE
PREPARATION)**

These hands-on, project-based courses are designed for students planning to enter an occupation or apprenticeship in manufacturing directly after graduation. Students will work on a variety of manufacturing projects, developing knowledge and skills in design, fabrication, and problem solving and using tools and equipment such as engine lathes, milling machines, and welding machines. In addition, students may have the opportunity to acquire industry-standard certification and training. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about secondary school pathways that lead to careers in the industry. Students may take one or both of these courses

**THO3E2/THO4E2 FORESTRY/
OUTDOOR EDUCATION, GRADE
11 & 12, (WORKPLACE PREPARATION)**

This program aims to offer students the opportunity to experience a variety of activities in a natural setting while emphasizing the responsibility we all share to realize and remember our impact, direct and indirect, on all other organisms. Students will have the opportunity to learn about plants and animals indigenous to Southwestern Ontario and in particular the Carolinian Forest network. They will study techniques of outdoor survival, first aid, finding, harvesting and using edible wild plants, shelter construction, weather forecasting and orienteering.

HOSPITALITY PROGRAMS

All courses in the Hospitality Department are designed to provide the students with the development of knowl-

edge and skills which are practised in the foods industry. Students will be given an extensive opportunity to learn and practise professional food preparation methods and techniques. These courses are an asset to students who are preparing for:

- a.) the world of work
- b.) apprenticeship training
- c.) college programs

Students who are opting to take senior courses in the Hospitality Department will be required to attend regularly and be prepared to work on assigned tasks.

**TFB 3E2 BAKING
TFC/E 3E1 COOKING/EVENT
PLANNING**

**Hospitality and Tourism, GRADE 11
(WORKPLACE PREPARATION)**

These courses enable students to acquire knowledge and skills related to the food and beverage services sector of the tourism industry. Students will learn how to prepare, present, and serve food using a variety of tools and equipment and will develop an understanding of the fundamentals of providing high quality service to ensure customer satisfaction and the components of running a successful event or activity. Students will develop an awareness of health and safety practices, environmental and societal issues, and career opportunities in the food and beverage services sector.

**TFB 4E2 BAKING
TFC/E 4E1 COOKING/ EVENT
PLANNING**

**Hospitality and Tourism, GRADE 12
(WORKPLACE PREPARATION)**

PREREQUISITE: TFB3E2/TFC/E 3E1

These courses enable students to further develop knowledge and skills related to the food and beverage services sector of the tourism industry. Students will demonstrate proficiency in using food preparation and presentation tools and equipment; plan nutritious menus, create recipes, and prepare and pres-

ent finished food products; develop customer service skills; and explore event and activity planning. Students will expand their awareness of health and safety practices, environmental and societal issues, and career opportunities in the food and beverage services sector.

PROFESSIONAL BAKING

This course is designed to assist students with exploring opportunities and gaining knowledge of careers in the baking sector of the food service industry. The course will also provide students with an understanding of baking processes and will enable them to develop their baking skills. The focus will be on acquiring knowledge of baking ingredients including: flour, fats, sugars and sweeteners etc. and using baking tools and equipment to produce cookies, cakes, pastries, pies, puddings and desserts.

COOKING/EVENT PLANNING

This combined program will provide practical and theory instruction in professional food preparation as well as industry service and management practices. The following topics will be covered in this program:

- Safety, sanitation and personal hygiene regulations and practices in a commercial environment;
- Kitchen and restaurant management, planning and scheduling of work assignment, purchasing, cost control and inventory management
- Preparation methods of – soups, stocks and sauces, meat, fish and poultry, vegetables, salads, sandwiches, appetizers and desserts;
- Menu planning and practical experience for banquets, buffets and a variety of catering events;
- Cultural and diverse aspects of international cuisine;

Optional CERTIFICATIONS delivered in senior programs include:

- Safe Food Handler
- Smart Serve (fees apply)
- WHMIS (awareness)



What is a Specialist High Skills Major (SHSM)?

An SHSM allows students to customize their high school experience to fit career interests. Offered in grade 11 and 12, an SHSM allows students to receive a specialized high school diploma that is recognized in various economic sectors in all four pathways.

What does an SHSM look like?

An SHSM is a bundle of 8 to 10 grade 11 and grade 12 credits that include two Experiential Learning (Co-op) credits.

What do you get by taking an SHSM?

- Sector-recognized certifications and training
- Real workplace experience
- Learning experiences connected with post-secondary opportunities
- Skills and work habits required for employment success



Student Success
A Grand Erie Program

Grand Erie...

More Programs, More Choices

Specialist High Skills Major

Hospitality and Tourism Program Cooking/Restaurant Focus

The Hospitality and Tourism SHSM allows students to experience learning activities in the Hospitality and Tourism Sector based in a professional kitchen environment and restaurant setting that will assist in their transition from secondary to any post-secondary pathway.

"I like the hands-on approach to learning more than paperwork. I wanted to get into a career in culinary after people told me I was good at cooking. I enjoy working with large cuts of meat, like prime rib because it's more of a challenge."
Lina Spiece (Grade 12 student)

Benefits of the Hospitality and Tourism Program:

- Build a foundation of sector-focused knowledge and skills to assist with their pathway
- Participate in sector recognized training and certification in Safe Food Handler, Smart Serve, CPR, Standard First Aid, WHMIS and Restaurant Service
- Experiential Learning opportunities
- Sector supported senior English, Math, Science and/or Business Courses

Restoration Program Auto Body, Auto Service, and Small Engines Focus

Students in the Tollgate Restoration SHSM learn the fundamentals of vehicle systems, safe and proper tool use and develop practical skills in transportation technology including interior and exterior finishes and repairs of vehicles.

"I enjoy the Transportation SHSM because it helps me work toward my apprenticeship hours and I plan on doing my apprenticeship as an auto body mechanic. I love cars."
Austin Marshall (Grade 12 student)

Benefits of the Restoration Program:

- A focused approach to a career pathway
- Three senior credits (English, Math, and Science or Business) with units contextualized to the transportation industry
- A chance to work in the trade and apply skills and knowledge in a Co-operative work placement (two credits)
- Trade related certifications such as First Aid, CPR, WHMIS, customer service, and more, paid for by the SHSM program

Learn more information about Specialist High Skills Majors, visit www.granderie.ca



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Choosing course types:

In order to ensure student success, Grand Erie encourages all students to give careful consideration to the course type chosen in each subject area.

GRADE 9 – 10 PROGRAMS:

Four types of courses are offered:

Academic courses emphasize theory and abstract thinking skills. These courses provide the foundation for students for the University course type in grade 11.

Applied courses focus on practical applications and concrete examples. These courses prepare students for the College course type in grade 11.

Locally Developed courses are designed to remediate students who are working below grade level and prepare students for the Workplace course type in grade 11.

Open courses are available to all students regardless of their destination after secondary school. These courses often present a balance of theory and practical work and offer an opportunity for students to explore particular areas of interest or skill.

GRADE 11 - 12

Five types of program pathways are offered:

College courses are designed to prepare students for a variety of community college programs and some apprenticeships.

College/University courses are designed to prepare students for either community college or university programs.

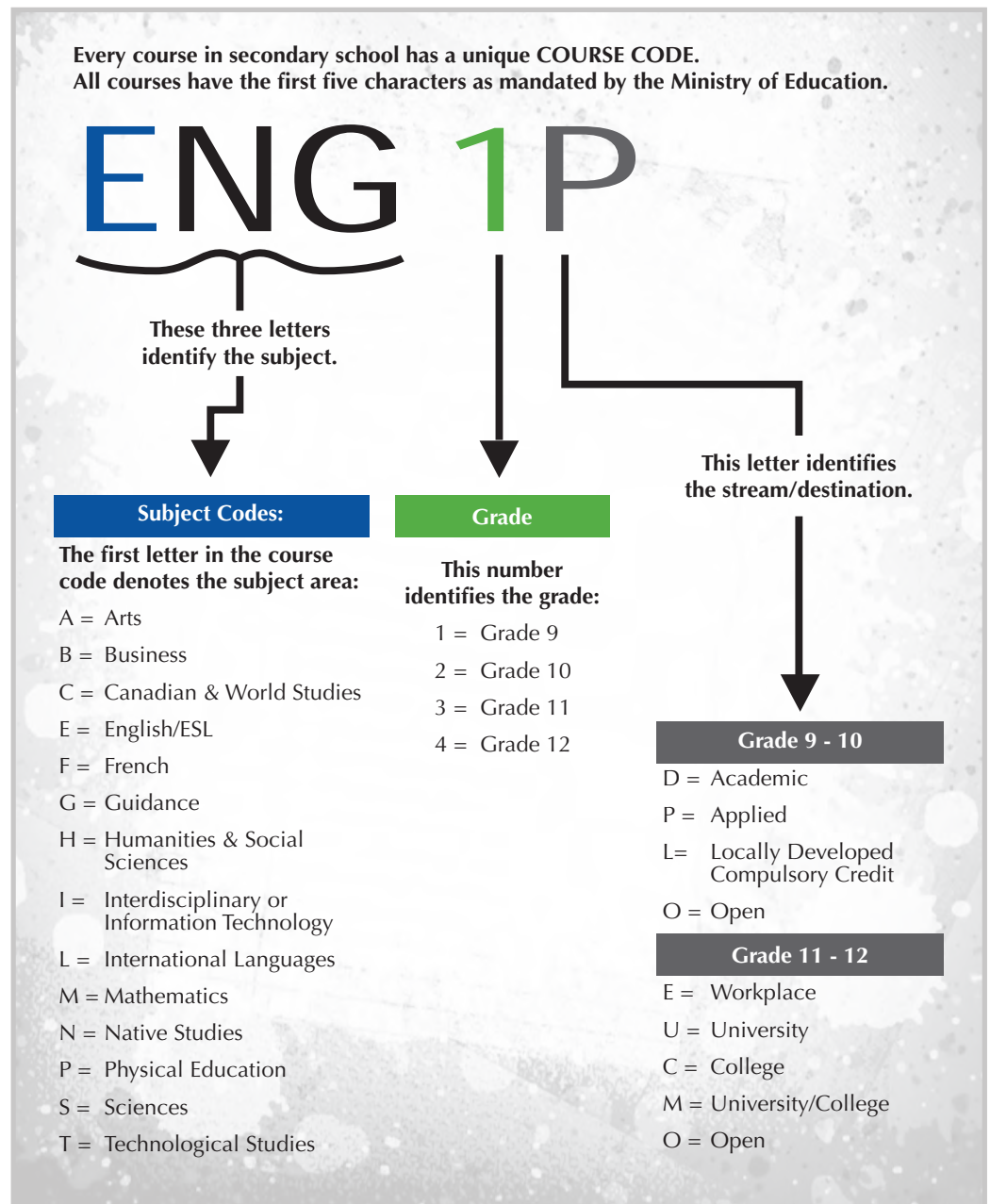
Workplace courses are designed to prepare students for entry to the workplace and/or apprenticeship.

University courses are designed to prepare students for transition to a variety of university degrees.

Open courses are available to all students regardless of pathway.

12 OPTIONAL CREDITS

Elective credits may be earned in all subjects, including those named in the compulsory credit list, provided that such electives are additional to the compulsory credits. The elective credits allow for concentration in a curriculum area of special interest.



What do you need to graduate?

18 Compulsory Credits

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

4	credits in English*				
3	credits in mathematics				
2	credits in science				
1	credit in Canadian geography				
1	credit in the arts				
1	credit in health and physical education				
1	credit in French as a second language				
0.5	credit in career studies				
0.5	credit in civics				

Plus 1 credit from each of the following groups:

1	additional credit in English, or French as a second language, or a Native language, or a classical or an international language, or a social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education **				
1	additional credit in health and physical education, or the arts, or business studies, or French as a second language, or cooperative education **				
1	additional credit in science, or technological education, or French as a second language, or computer studies, or cooperative education ** (Grade 11 or 12)				

In addition to the compulsory credits, the students must complete:

12	optional credits ***						
40	hours of community involvement activities						
	Ontario Literacy Requirement OSSLT or OSSLC						

* A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course. ** A maximum of 2 credits in cooperative education can count as compulsory credits. *** May include up to four credits achieved through approved Dual Credit courses.

GRADE 10 - ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT)

All students must successfully complete this test which will be administered by the EQAO (Education Quality and Accountability Office). Students will first write this test in the spring of their grade ten year. Unsuccessful candidates will be given the opportunity for remediation at the school and will be able to rewrite the test. Students identified through an IPRC (Identification, Placement, and Review Committee) will be allowed accommodations for writing of the test. Students not working towards an OSSD (Ontario Secondary School Diploma) may be exempted from writing the test.

ONTARIO SECONDARY SCHOOL LITERACY COURSE (OSSLC)

Students who have written the OSSLT (Ontario Secondary School Literacy Test) once and were unsuccessful are eligible to take the OSSLC (Ontario Secondary School Literacy Course), either OLC3O or OLC4O. Successful completion of the OSSLC satisfies the secondary school literacy graduation requirement.

40 HOURS OF COMMUNITY INVOLVEMENT

Forty hours of Community Involvement is a requirement for graduation. Community Involvement is a set of self-directed activities in the community that do not involve remuneration and do not replace a paid worker. A pamphlet entitled "Information on Community Involvement for Students and Parents" is available from the guidance office. The pamphlet will provide all the details concerning the Community Involvement requirement.

CERTIFICATE OF ACHIEVEMENT

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

7 Compulsory Credits (2 English, 1 Canadian Geography or Canadian History, 1 Mathematics, 1 Health and Physical Education, 1 Science, 1 Arts or Technological Education or Computer Studies)

7 Optional Credits Selected by the student from available courses

% Grade Range	Achievement Level	Summary Description
80 – 100%	Level 4	A very high outstanding level of achievement. Achievement is above the provincial standard.
70 – 79%	Level 3	A high level of achievement. Achievement is at the provincial standard.
60 – 69%	Level 2	A moderate level of achievement. Achievement is below, but approaching, the provincial standard.
50 – 59%	Level 1	A passable level of achievement. Achievement is below provincial standard.
Below 50%		Insufficient achievement of curriculum expectations. A credit will not be granted.

Programs

NIGHT SCHOOL/SUMMER SCHOOL

Night school classes are offered in Brantford, Haldimand and Norfolk. They are offered Tuesday and Thursday evenings. A wide variety of compulsory courses are offered. For additional information call Grand Erie Learning Alternatives (GELA) 519-753-6079.

Grand Erie District School Board will be offering summer school for grades 9 - 12 credits during the month of July. Locations will be sent to each school in the spring. For additional information call 519-753-6079.

GRAND ERIE LEARNING ALTERNATIVES (GELA)

GELA provides an alternate opportunity for secondary school students who, for various reasons, are not experiencing success in a regular school setting or who want to re-enter school after leaving.

Scheduled day programs and Independent Learning Courses (ILC) and eLearning are available.

STUDENT TRANSITION EXPERIENCE PROGRAM (STEP)

The STEP program provides students with the opportunity to earn credits, gain work experience and develop a career plan. The STEP Program is designed for students transitioning to work upon completion of secondary school. The program is appropriate for students that experience difficulty in an academic timetable and who may be at-risk of not completing their secondary school diploma.

The program consists of training in health and safety for the workplace, workplace literacy, reading and numeracy. In addition, students will participate in a wide variety of experiential learning activities.

STEP programs are uniquely designed to meet the needs of students in a particular setting or community. For more information contact your guidance counsellor.

ADVANCED PLACEMENT (AP) AND PRE-AP

The Advanced Placement Program allows students to pursue university level studies while still attending high school. In May of each year, students may wish to write the standardized AP challenge exam in the course offered by their school. Students have an opportunity to receive advanced credit at many universities across Canada, the United States, and around the World. Advanced Placement Exams train students in taking high level tests, get a head start on university-level work and develop the study habits necessary for tackling rigorous course work essential for success at the tertiary level of education. Students wishing to write the exam

should contact their guidance department for more information.

Due to the rigorous nature of the AP exam, some schools will be offering a Pre-AP program for students prior to grade 12. A Pre-AP program allows students the time to expand and enhance their understanding of the subject material being tested during the exam while still meeting the requirements of the Ontario Curriculum. These programs may begin as early as grade 9 via enhanced classes and/or club formats. For more information, please talk to the guidance department at the high school you are attending.

SPECIALIST HIGH SKILLS MAJOR (SHSM)

Grand Erie District School Board, in conjunction with the Ontario Ministry of Education, offers SHSM programs to secondary school students.

Students enrolled in a Specialist High Skills Major program are required to complete a bundle of classroom courses, workplace experiences and sector certifications to receive a special designation on their Ontario Secondary School Diploma.

Grand Erie District School Board has programs in the following sectors:

- **Arts & Culture** – Brantford Collegiate Institute: Performance and Production; Pauline Johnson CVS: Journalism and Media;
- **Business** – Waterford DHS
- **Construction** – Cayuga SS, Dunnville SS, McKinnon Park SS, Waterford DHS
- **Environment** – Pauline Johnson CVS and Paris DHS
- **Health & Wellness** – Brantford Collegiate Institute: Fitness; Dunnville SS: Hairstyling & Esthetics; Waterford DHS: Fitness; North Park CVS: Health Care
- **Horticulture & Landscaping** – McKinnon Park SS
- **Hospitality & Tourism** – Hagersville SS, McKinnon Park SS and Tollgate Technical Skills Centre
- **Information & Communications Technology** – North Park CVS, Paris DHS and Simcoe Composite
- **Justice, Community & Emergency Services** – Brantford Collegiate Institute
- **Manufacturing** – Cayuga SS, Dunnville SS and Brantford Collegiate Institute
- **Sports** – North Park CVS
- **Transportation** – Cayuga SS, Delhi SS, Dunnville SS, Hagersville SS, Simcoe Composite and Valley Heights SS, Tollgate Technical Skills Centre

Participation in an SHSM program can help students prepare for apprenticeships, college, university or transition to work.

DUAL CREDITS

Grand Erie District School Board has partnered with Conestoga College, Fanshawe College and Mohawk College to allow students to earn college credits before they graduate high school. Students may earn up to four dual credits (credits count towards a student's Ontario Secondary School Diploma as well as towards College credits) prior to graduation. Courses are delivered by college instructors and supported by certified high school teachers. These credits are delivered in four different ways within the Board.

- **College at a College** – Students travel with a teacher to Mohawk College - Fennell Campus twice a week to participate in college courses. Transportation is provided from Haldimand Schools.
- **School Within A College (SWAC)** – Is offered by Conestoga in Brantford (Fit and Wellness / Media), Fanshawe in Simcoe (Human Services / Intro to Trades) and Mohawk in Ohsweken (Intro to Trades). If you are between the ages of 17 and 20 years old and need 5 – 10 credits to graduate, speak to your Guidance Counsellor about this program.
- **Team Taught** – Is taught in combination with a college instructor and high school teacher during a student's regularly scheduled class.
- **After School** – Is taught by a college instructor (and supported by a high school teacher) after school in one of the local high schools. Students from other schools are welcome to enrol. Speak with your Guidance Counsellor for further information.



eLEARNING COURSES

Virtual Courses are often called eLearning courses. eLearning courses use a virtual classroom and are accessed by a computer, tablet or smart phone. Your teacher may be a teacher from a school in the Grand Erie District School Board, or he/she may be in another city somewhere across Ontario.

eLearning courses are typically taken by senior students. eLearning courses provide opportunities for students to be able to access courses that they might not otherwise be able to take in a face to face class. As well, eLearning is now commonly found at the post-secondary level (apprenticeships, college, or university), and is often used in workplace training.

In order to register for an eLearning course you need to see your guidance counsellor. You

will need to have a "Change of Program" form completed and signed by your parents and the school Principal.

More information, including what eLearning is all about, the characteristics of successful eLearning students, and the technological requirements for taking an eLearning course can be found at www.granderie.ca/elearning/

TURNING POINT PROGRAM

The Turning Point Program offers a combination of work experience, independent study, and teacher directed credit courses for students who have left secondary school prior to completing their secondary diploma. The program is offered in an alternative learning (non-school) environment to assist students in earning credits towards their Ontario Secondary School Diploma.

The following secondary schools offer a Turning Point program: Cayuga, Delhi, Dunnville, Hagersville, McKinnon Park, Pauline Johnson, Paris, Simcoe Composite, Valley Heights and Waterford District HS. Please see your guidance counsellor for more information.

SPECIAL EDUCATION

Grand Erie believes in providing an inclusive culture for students on a continuum from "most enabling" to "least restrictive". Each one of our secondary schools has a Special Education department with Learning Resource teachers ensuring Individual Education Plans are in place and implemented. Our schools have Self-Contained programs to support the learning needs of individuals that require intensive support. In addition, we have a system Student Support Services that offer services such as, Psychological Consultation, Behaviour Counselling, Child and Youth Work and Social Work.

LAURIER PROGRAM

The Laurier Program is unique to Grand Erie School Board and is offered at Brantford Collegiate Institute & Vocational School. Laurier students have the opportunity to work with other highly motivated and academically inclined students throughout their years in high school. They also have the opportunity to gain a post-secondary experience by taking a university course for credit at Laurier Brantford. Students must apply for the Laurier Program out of Grade 8.



CO-OPERATIVE EDUCATION (CO-OP)

Co-op is a planned learning experience that integrates classroom theory and learning experiences at a workplace to enable students to apply and refine the knowledge and skills acquired in a related curriculum course or a locally developed course.

Co-op courses include a classroom component, comprised of preplacement and integration activities, and a placement component. Students earn co-op credits by integrating classroom theory with planned learning experiences in the community. Students are assessed and evaluated on their demonstration of tasks linked to curriculum expectations of the related course(s) as outlined in students' Personalized Placement Learning Plans.

Students interested in Co-op Education must apply for the program and complete an interview, successful candidates will be notified and the recruitment process of an appropriate placement will follow.

There is no formal restriction on the total number of co-op credits that students may earn in secondary school.

ONTARIO YOUTH APPRENTICESHIP PROGRAM (OYAP)

Students gain knowledge and experience in an apprenticeable trade while working at an eligible work placement. Students acquire hours toward the completion of their apprenticeship while earning credits. An apprenticeship is an agreement between the student (who wants to learn a skilled trade), the school, the employer (who teaches the skills), and the Ministry of Training, Colleges and Universities (MTCU) (Apprenticeship Branch).

Students will get a head start on becoming a fully qualified journey person with a skill set that is in demand. Apprenticeships are an excellent way of learning valuable work skills and are a viable alternative to traditional post-secondary programs.

For more information speak to your school's Co-op or OYAP teacher. Visit www.apprenticesearch.com

TO BEGIN AN APPRENTICESHIP DURING HIGH SCHOOL A STUDENT MUST:

- successfully complete 16 credits and be enrolled full-time in school
- be 16 years of age or older
- successfully complete the Ontario
- Secondary School Literacy Requirement
- complete all compulsory credits required for an Ontario Secondary School Diploma

ACCELERATED OYAP

Accelerated OYAP is a specialized program being offered in partnership with local post-secondary institutions, the MTCU and other local school boards. This program is offered to senior students from every secondary school in GEDSB. In these Dual Credit programs, students can earn up to 4 credits toward their OSSD. The in-school component is facilitated by a post-secondary instructor.

GRAND ERIE IS COMMITTED TO STUDENT ACHIEVEMENT.

Besides our regular high school programs we offer:

- Special Education • e-Learning
- Turning Point • Cooperative Education • Ontario Youth Apprenticeship Program • Specialist High Skills Major Programs
- Credit Recovery

Grand Erie...

**More Programs,
More Choices**



Additional Information

COMPULSORY SUBSTITUTIONS:

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory credit courses. To meet individual student needs, principals may substitute up to three compulsory credits with courses from other subject areas that meet compulsory credit requirements, including all Guidance and Career Education courses. Substitutions will be made to promote and enhance student learning or to meet special needs and interests.

CREDITS:

A credit is granted in recognition of the successful completion of a course for which a minimum of 110 hours has been scheduled. Scheduled time does not include additional time spent on a course, for example time spent on homework.

PLAR:

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits toward the secondary school diploma. The PLAR process involves two components: "equivalency" and "challenge".

ENGLISH LANGUAGE LEARNERS:

A maximum of 3 credits in English as a second language (ESL) or English Literacy Development (ELD) may be counted towards the 4 compulsory credits in English. The fourth credit must be earned for a Grade 12 compulsory English course.

ASSESSMENT AND EVALUATION:

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of curriculum expectations. This information also serves to guide the teachers in adapting instructional approaches to students' needs and in assessing the overall effectiveness of program and classroom practices.

Assessment is the process of gathering information from a variety of sources, including assignments, quizzes, demonstrations, and performances, that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of the assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement.

Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent the level of achievement. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

Assessment and evaluation will be based on the provincial curriculum expectations and the achievement charts. For more information on specific course curriculum expectations go to www.edu.on.ca

As of September 2010, assessment, evaluation, and reporting in Ontario schools is based on the policies and practices described in Growing Success. (also available on the above website)

REPORT CARD:

The report card focuses on two distinct but related aspects of student achievement:

- achievement of curriculum expectations
- development of learning skills.

To more clearly reflect these two aspects of student achievement, the report card contains separate sections for reporting on achievement of the curriculum expectations, and for the reporting on demonstrated skills required for effective learning.

EXAMINATIONS /CULMINATING ASSIGNMENTS:

Summative evaluations take place at the end of a unit or period of time. The purpose is to judge the student's achievement in relation to the course curriculum expectations. Formally scheduled examinations and/or culminating assignments shall be held in all courses unless exemption is granted to this requirement by the Principal. The precise weighting of final examinations/culminating activities will be communicated to students the first week of the course. The only acceptable reasons for failure to write a formally scheduled examination and/or culminating assignment are illness, bereavement or subpoena. Supporting documentation must be presented.

**SEE YOUR GUIDANCE
COUNSELLOR FOR MORE
INFORMATION.**



ONTARIO STUDENT RECORD AND TRANSCRIPT:

The Ontario Student Record (OSR) is the official, on-going educational record for each student and is stored in the school most recently attended by the student. Teaching staff, each student, and the parent(s) or guardian(s) of a student are entitled to have access to the student's OSR. Supervised access can be arranged by appointment during normal business hours. Transcripts of marks are issued on written or personal request. Once a student reaches the age of 18, by law, they control access to the OSR by anyone not mentioned above. Parents of adult students will only have access to a student's academic records upon written authorization from the student. All senior level courses remaining on a student's timetable five days after the first provincial report will be recorded on the transcript.

Transcripts requested after a student has graduated and is no longer attending secondary school are subject to a charge of \$5.00 per copy.

WITHDRAWAL FROM A COURSE - GRADES 11 & 12:

If a student (including a student with a completed Individual Education Plan) withdraws from a Grade 11 or 12 course within five instructional days following the issue of the first provincial report card in a semestered or non-semestered school, the withdrawal is not recorded on the Ontario Student Transcript (OST). If a student withdraws from a course after five instructional days following the issue of the first provincial report card in a semestered or non-semestered school, the withdrawal is recorded on the OST by entering a 'W' in the 'Credit' column. The student's percentage grade at the time of the withdrawal is recorded in the 'Percentage Grade' column.

ADDITIONAL SUPPORTS THROUGH REFERRAL PROCESS:

While the focus of Guidance and Career Education is to assist students with the development of the entire student, some families and students may require additional social support from Board employees. Students under the age of 18 must have their parent/guardian sign the referral form for the student/support intervention.

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC):

SEAC is an advisory committee mandated through the Education Act as a standing committee of each school Board. The committee reports to the school Board and makes recommendations to the board on special education programs and services. The committee is comprised of Trustees, Board personnel, community members, and associations representing a wide variety of interests related to students with exceptional needs.

CREDIT RECOVERY:

Our provincially-recognized Credit Recovery program is an in-school program for students who have not successfully completed some of their compulsory courses. In a credit recovery classroom, students work on recovering previously failed courses and have the opportunity to get their credit accumulation back on track. Credit Recovery offers students a supportive environment that focusses on the key expectations of a course and also assists students with pathway planning and developing improved learning skills that will help them in earning their Ontario Secondary School Diploma.

FOR MORE INFORMATION ON SPECIFIC COURSE CURRICULUM EXPECTATIONS GO TO
www.edu.gov.on.ca





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