

Upper School  
**Course Calendar**  
2017–18 Academic Year



**Havergal**  
COLLEGE





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**Student Portal:** [community.havergal.on.ca](http://community.havergal.on.ca)

**Veracross (MyHavergal):**  
[portals.veracross.com/hc/login](http://portals.veracross.com/hc/login)

# The Havergal Education

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## HAVERGAL COLLEGE

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A Havergal education provides an exceptional opportunity. It sets the stage for future success and lays the foundation for a lifetime of discovery and learning. Our students are taught how to think, learn and question. Most importantly, Havergal students discover themselves and the possibilities in the world around them.

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## OUR MISSION

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Havergal’s mission is to prepare young women to make a difference. This means an education that provides opportunities for students to embark on a path of collaborative discovery and:

- find and pursue their passions;
- engage in the world;
- develop their courage, creativity and leadership;
- become prepared for thoughtful engagement in their communities; and
- develop capacity to question with rigour and accuracy.

The hallmarks of a Havergal education are enriched, broad-based educational programs and rigorous academic standards, a stimulating and supportive learning environment and a strong community that fosters the qualities of leadership, good citizenship and integrity. These pillars of excellence prepare our graduates to be leaders of the future and have positioned Havergal at the forefront of women’s education for more than 100 years.

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## THE HAVERGAL EDUCATION

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A Havergal education means superb quality in teaching; it means learning and living the principles upon which a civil and compassionate society are built; and it means developing lifelong friendships with people across the globe.

Expansive in scope and content, Havergal’s liberal arts education encourages students to: think critically, independently and creatively; experience and understand a complex, interconnected world; recognize how important an understanding of the past is to exploring possibilities for the future; and seek and achieve balance and well-being.

Our commitment to our students is honoured in several important ways. Havergal students learn in an environment designed to bring out their best in thought, word and deed. In ways large and small, faculty and staff are focused on our students’ well-being: they work to help students understand the transitions in their lives, to make purposeful choices and to take reasoned action. Havergal is a place where we appreciate the importance of celebrating creativity and imagination and recognize and respect the capabilities of others.

Because moral and spiritual growth are as important as intellectual development, Havergal’s values—**integrity, inquiry, compassion** and **courage**—infuse all aspects of school life. While our Anglican affiliation provides the underpinning for our spiritual life as a school, Havergal is a multi-faith community where consideration and understanding of other religious traditions are fostered.

Havergal recognizes the importance and value of completing a secondary education and is committed to reaching each of our students to help them achieve a successful outcome from their time at the school. All students are required to remain in school until age 18 or have obtained an Ontario Secondary School Diploma.



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## THE FORUM FOR CHANGE AT HAVERGAL

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The Forum for Change at Havergal supports and extends the school's mission to prepare young women to make a difference. It provides school-wide education about the key forces shaping our world and delivers programs that enable students to explore and engage in it.

Through local and international experiences, students will develop a belief in their own capability for impact and in their capability to learn, acquire new skills and adapt to new situations. These experiences range from our after-school partnerships to student-initiated partnerships that allow our students to share in the lives of young people in Toronto and abroad. Our programs seek to expose Havergal students to the perspectives and lives of others and enable them to engage in real-world problem-solving and build direct and mutual partnerships to address a shared purpose.

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## OUR COMMUNITY

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Havergal is distinguished by its people and by a reputation built on commitment, integrity and constancy of purpose.

- Havergal students are talented, spirited and focused; they seek and value the learning experiences that will support others and better themselves.
- Our teachers are skilled in their practice, dedicated and nurturing; they are passionate about their roles in education and in guiding young women.
- Parents and Old Girls actively maintain their connections to the school; they are committed to its mission and time-honoured traditions.

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## THE HAVERGAL EXPERIENCE

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A rigorous academic curriculum, exceptional programs in the performing and fine arts and athletics, an active life outside the classroom, engagement with communities beyond the school and a thriving spiritual life differentiate Havergal. So, too, does the beautiful 22-acre campus with its wooded spaces, green playing fields and both heritage and contemporary architecture.

Our graduates have gone on to an extraordinary array of achievements, often being pioneers in arenas where women have been under-represented. In the arts as authors, ballet dancers, musicians and painters; in the public arena as elected leaders, public policy makers and journalists; in sports as world-class athletes—gymnasts, hockey players and golfers; and in professions such as physicians, engineers, lawyers and bankers. But, most importantly, our graduates leave equipped to navigate life's journey knowing that they will face challenges and choices.

There is more to being a Havergal graduate than having received an exceptional education. Those whose lives have been touched by Havergal—as students and their families, teachers or administrators—have an abiding affection for this school. No matter where they are or what they are doing, our students have bonds with faculty, classmates, Old Girls and mentors that last a lifetime. The lessons and values they learn infuse their rich and thoughtful lives.

# Havergal Framework

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## HAVERGAL'S VISION

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Exceptional schools are guided and fortified by inspiring values and a compelling vision. The values of integrity, inquiry, compassion and courage give direction to all our work, but also identify us as a community that strives for excellence and that incorporates the most promising of the new while building on the richness of the past. Havergal's vision is to be a dynamic global leader inspiring the pursuit of wisdom and self-knowledge.

A focus on our values makes us aware of the larger purposes that animate our daily life and work together.

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## ENDURING VALUES

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**Integrity** – Honesty, dignity, responsibility and respect for others guide our actions. Self-respect is a key, allowing authenticity and the ability to be true to oneself.

**Inquiry** – Exploring, questioning and discovering guide our path of learning.

**Compassion** – We believe that kindness and caring are part of who we are and guide what we should do. A common humanity lies at the heart of our school.

**Courage** – We are not afraid to question the status quo and be bold and tenacious in our pursuits and values.

# Havergal's Strengths

Havergal College prepares young women to make a difference in their chosen pursuits by enabling each student to develop her full intellectual, creative, spiritual and physical potential.

In the 21<sup>st</sup> century—an age of instant and global communication—young women must think critically and creatively, make thoughtful and logical decisions, facilitate

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## KEY THEMES

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**Havergal is committed to:**

- community connectedness and spirit;
- breadth of opportunity and support;
- inspirational faculty and staff;
- commitment to citizenship and partnership; and
- space and opportunity for personal reflection.

change and solve problems. They must be willing to stand by their own decisions and stand up for others. They must have strong personal values. They must be innovative and persistent, respect differences and be willing to explore opportunities for learning at every stage of life. At Havergal, we prepare young women to succeed in the 21<sup>st</sup> century.

# School Structure and Organization

## TIMETABLE

Havergal's timetable consists of four 75 minute periods per day on a Day 1, Day 2 rotational schedule. We are a non-semestered school. There are three reporting periods related to three report cards, but the marks accumulate through the year.

### Upper School Rotation Schedules

#### Monday, Tuesday, Thursday & Friday (3:30 PM Dismissal)

TIME	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7	DAY 8
8:20–8:30	Attendance							
8:30–9:10	Form/TA/House/Prayers							
9:10–10:25	A	E	C	G	B	F	D	H
10:35–11:50	B	F	D	H	A	E	C	G
12:50–2:05	C	G	A	E	D	H	B	F
2:15–3:30	D	H	B	F	C	G	A	E

#### Wednesday (2:40 PM Dismissal)

TIME	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7	DAY 8
8:20–9:35 (Attendance)	A	E	C	G	B	F	D	H
9:45–11:00	B	F	D	H	A	E	C	G
12:00–1:15	C	G	A	E	D	H	B	F
1:25–2:40	D	H	B	F	C	G	A	E

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## UPPER SCHOOL ACADEMIC SCHEDULES

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### Monday, Tuesday, Thursday & Friday (3:30 PM Dismissal)

8:15 am	To Form/House	
8:20 am	Attendance, Form/House business	(10 minutes)
8:30 am - 9:10 am	Prayers/TA/Form/House or Grade meetings	(40 minutes)
9:10 am - 10:25 am	Period 1	(75 minutes)
10:25 am - 10:35 am	Break	(10 minutes)
10:35 am - 11:50 am	Period 2	(75 minutes)
11:50 am - 12:50 pm	Lunch; Intramurals/Clubs	(60 minutes)
12:50 pm - 2:05 pm	Period 3	(75 minutes)
2:05 pm - 2:15 pm	Break	(10 minutes)
2:15 pm - 3:30 pm	Period 4	(75 minutes)

### Wednesday (2:40 PM Dismissal)

8:15 am	To classes	
8:20 am	Attendance in first period class	(10 minutes)
8:20 am - 9:35 am	Period 1	(75 minutes)
9:35 am - 9:45 am	Break	(10 minutes)
9:45 am - 11:00 am	Period 2	(75 minutes)
11:00 am - 12:00 pm	Lunch	(60 minutes)
12:00 pm - 1:15 pm	Period 3	(75 minutes)
1:15 pm - 1:25 pm	Break	(10 minutes)
1:25 pm - 2:40 pm	Period 4	(75 minutes)

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## REPORT CARDS AND PARENT COMMUNICATION

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The school communicates with parents through face-to-face meetings and four report cards.

The parent communications include:

- September: Upper School People and Program Nights Grades 7–8 and Grades 9–12
- October: Parent Teacher Conferences
- December: Full Report Cards (marks, learning skills and written comments)

- February: Parent Teacher Conferences
- April: Progress Report (marks and learning skills)
- June: Full Report Card (marks, learning skills and written comments)

All final marks for credit courses are recorded on the Ontario Student Transcript and recorded in ON-SIS. Transcripts may be requested by students through their Guidance Counsellors.

# Havergal College Code of Conduct (OS 1.1.6)

*Students and parents must agree to comply with the Havergal College Code of Conduct.*

## 1. Introduction

Havergal College is a community of students, faculty, staff and parents dedicated to:

- i. excellence in education;
- ii. fostering personal and social growth in an environment of individual responsibility;
- iii. the development of independence and self-discipline in each student; and
- iv. the expansion of student's interests and skills through pursuits both inside and outside of the classroom.

The Havergal College Code of Conduct is based on principles that promotes respect, civility, and responsible citizenship in a safe learning and teaching environment defined by the highest standards of academic excellence and of personal behaviour. A positive school climate exists when all members of the school community feel safe, comfortable and accepted.

All students, parents, faculty and staff have the right to be safe, and feel safe, in the school community. With this right comes the responsibility to contribute to a positive school climate. The promotion of strategies and initiatives, such as character development, along with the employment of prevention and intervention strategies to address inappropriate behaviour, fosters a positive school climate that supports academic achievement and the well-being of all students.

Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.

The Havergal College Code of Conduct sets out school-wide standards of behaviour. These standards of behaviour apply to students whether they are on school property, at school-related events or activities, or in other circumstances that could have an impact on the school climate. They also apply to all individuals involved in the Havergal College community – the Principal, faculty, staff, parents, volunteers (including Governors) and community groups.

## 2. Standards of Behaviour

By enrolling in Havergal College, students automatically assume the obligation to comply with the provisions of the Havergal College Code of Conduct. Central to the Code of Conduct is the understanding that each community member will follow certain standards of behaviour. Self-discipline and a willingness to accept responsibility for one's actions and conduct are fundamental to the Havergal College Code of Conduct.

### Respect, Civility and Responsible Citizenship

All members of the school community must:

- i. abide by the Havergal College Code of Conduct;
- ii. respect and comply with all applicable federal, provincial and municipal laws;
- iii. demonstrate honesty and integrity;
- iv. respect the need of others to work in an environment that is conducive to learning and teaching;
- v. respect differences in people, their ideas, and their opinions;
- vi. respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;
- vii. respect the rights of others;
- viii. treat one another with dignity and respect at all times, especially when there is disagreement;
- ix. show proper care and regard for school property and the property of others;
- x. take appropriate measures to help those in need; and
- xi. seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully.

### Safety, Security and Integrity

All members of the school community must not:

- i. act in a way that is injurious to the moral tone of the school or to the physical or mental well-being of others
- ii. be dishonest
- iii. engage in bullying behaviours;
- iv. engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- v. be in possession of, or be under the influence of, or provide others with cigarettes, alcohol or illegal drugs;
- vi. give alcohol to a minor;



- vii. commit robbery;
- viii. commit physical or sexual assault;
- ix. be in possession of or traffic in weapons;
- x. use any object to threaten, intimidate or cause injury to another person;
- xi. inflict or encourage others to inflict bodily harm on another person; or
- xii. commit an act of vandalism that causes damage to school property or to property located on the premises of the school.

### 3. The Importance of Speaking Up

Havergal College is committed to provide a healthy school environment that is nurturing, caring and respectful of everyone. The school teaches social and executive functioning (i.e. self-regulation) skills that will serve its students throughout their lives.

If a student has been bullied, intimidated or threatened or has witnessed such behaviour, she needs to confide in an adult at the school. If the school is not aware of an incident, it cannot act. A student is not tattling by contacting an adult; she is, in fact, upholding Havergal College's core values and demonstrating courage by appropriately standing up for herself. No one has the right to bully, intimidate or threaten another person. It takes courage to stop such behaviour in a mature and responsible way.

If a student witnesses an act of peer bullying, intimidation or threats, she is a bystander and is expected to take steps to help. It is part of her responsibility as a Havergal College student.

### 4. Roles and Responsibilities

The Havergal College Code of Conduct recognizes that all members of the school community, including the Principal, faculty and staff, students and parents have an obligation to comply with the standards of behaviour outlined in this policy. Each member of the school community has the following roles and responsibilities:

#### Havergal College

Havergal College will provide direction to ensure opportunity, academic excellence and accountability in the school. It is the responsibility of the school to:

- i. develop policies that set out how the school will implement and enforce its Havergal College Code of Conduct and other rules that promote and support respect, civility, responsible citizenship and safety;

- ii. review policies regularly with students, parents, faculty, staff, volunteers and the community;
- iii. seek input from the Board of Directors, students, parents, faculty, staff, and the school community;
- iv. establish a process that clearly communicates the Havergal College Code of Conduct to all students, parents, faculty, staff, and members of the school community in order to obtain their commitment and support;
- v. develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety; and
- vi. provide opportunities for all of the faculty to acquire the knowledge, skills, and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment.

#### Principal

The Principal takes a leadership role in the daily operation of the school. The Principal will provide this leadership by:

- i. demonstrating care for the school community and a commitment to academic excellence in a safe, inclusive and accepting teaching and learning environment;
- ii. holding everyone under her authority accountable for his or her behaviour and actions;
- iii. empowering students to be positive leaders in their school and community; and
- iv. communicating regularly and meaningfully with all members of the school community.

#### Faculty and Staff

Under the leadership of the Principal, faculty and staff maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, faculty and staff uphold these high standards when they:

- i. help students work to their full potential and develop their sense of self-worth;
- ii. empower students to be positive leaders in their classroom, school, and community;
- iii. communicate regularly and meaningfully with parents;
- iv. maintain consistent standards of behaviour for all students;
- v. demonstrate respect for all students, parents, faculty, staff, volunteers, and the members of the school community; and
- vi. prepare students for the full responsibility of citizenship.

Faculty and staff shall also assist the Principal in maintaining close co-operation with the school community and in establishing and maintaining consistent disciplinary practices in the school. In addition, faculty and staff must assist the Principal by reporting incidents and assisting the Principal in conducting an investigation.

### Students

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:

- i. comes to school prepared, appropriately dressed, on time, and ready to learn;
- ii. shows respect for herself, for others, and for those in authority;
- iii. refrains from bringing anything to school that may compromise the safety of others;
- iv. complies with the Havergal Academic Honesty Protocol, Agreement – Acceptable Use of Technology and all school rules; and
- v. takes responsibility for her own actions.

### Parents and Guardians

Parents and guardians play an important role in the education of their children and have a responsibility to support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents and guardians fulfill their role when they:

- i. show an active interest in their daughter's school work and progress;
- ii. communicate regularly with the school;
- iii. help their daughter be appropriately dressed and prepared for school;
- iv. ensure that their daughter attends school regularly and on time;
- v. promptly report to the school their daughter's absence or late arrival;
- vi. demonstrate support for the Havergal College Code of Conduct and school rules;
- vii. encourage and assist their daughter in following the Havergal College Code of Conduct and school rules; and
- viii. assist school staff in dealing with disciplinary issues involving their daughter.

## 5. Bullying Prevention and Intervention

Recent amendments to the Education Act connected to the passing of Bill 13 (The Accepting Schools Act, 2012), included the following definition of bullying. Bullying is the aggressive and typically repeated behaviour by a pupil where:

- i. the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,
  - (a) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
  - (b) creating a negative environment at a school for another individual, and
- ii. the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education; ("intimidation")

Havergal College, through active and passive supervision, strives to create a learning environment (on and off campus) that inhibits bullying behaviours. Education in both Junior School and Upper School in classes, Form or Teacher Advisor groups develops in students an understanding of bullying, the various forms it may take, the roles individuals may play in bullying behaviour, how to identify, address and prevent bullying behaviour, and the people to seek out to discuss or report incidences of bullying in our community.

We depend on all members of the community (students, faculty, staff and parents) to bring to the attention of administrators and/or Guidance Counsellors incidences of bullying affecting a member or members in our community. Through the process of progressive discipline, the school will take action to address the behaviour of the bully while providing support for the victim. Repeated incidences may result in suspension or expulsion.

## 6. Academic Honesty and Integrity

### Philosophy of Academic Honesty and Integrity

When students exhibit academic honesty, their learning and achievements can be assessed fairly and accurately, and the integrity and ethical conduct of the academic community is maintained. Academic honesty means presenting your own learning, knowledge, and skills while also properly acknowledging your use of all forms of intellectual and creative expression and contributions of others.

### What is Academic Dishonesty?

Academic dishonesty is a type of fraud (an attempt to deceive) and can take several forms. It is a serious offence in all educational institutions and elsewhere in society (in copyright law, for example). It carries severe penalties, ranging from receiving zero on an assignment or test, to failure in a course or even to expulsion from school. Some common forms of academic dishonesty include, but are not limited to:

- i. **Cheating:** Gaining an unfair advantage during tests and exams by bringing and consulting with unauthorized material during the testing period or by communicating with another student during or after the test to gain an unfair advantage. Cheating also occurs when you copy another student's work and submit it as your own.
- ii. **Plagiarism:** Using another person's ideas or expressions in your submitted work without acknowledging the source. In effect, you are fraudulently presenting others' ideas as your own. Plagiarism, then, constitutes intellectual theft. In completing academic work, it can become very easy to plagiarize even if you did not intend to. It is very important that you become knowledgeable of the many forms of plagiarism (For students in Grade 7 and above, see "Avoiding Plagiarism" and "Documenting Sources" in your *Little, Brown Book*)
- iii. **Self-plagiarism:** Yes it is possible to plagiarize yourself. In an academic environment, there is the expectation that all course material that a student creates is original work. Therefore, it is an offense when a student submits an assignment that was completed and graded for another course. If a student wants to rework a paper that was submitted for another course she must ask her current teacher for permission to do so.

### Roles and Responsibilities in Building Understanding and Maintaining Academic Honesty

#### Faculty will:

- i. provide the particular requirements for the course and assignments with specific emphasis on using different sources of information;
- ii. instruct students and provide practice in different ways of correctly incorporating information from various sources without plagiarizing;
- iii. ensure acknowledgement of sources of materials for class use; and
- iv. outline expectations for student conduct during testing.

#### Students will:

- i. understand and/or seek clarification regarding the requirements for the course and the course assignments;
- ii. know the different forms of cheating and plagiarism and how to avoid them;
- iii. cite sources appropriately and correctly;
- iv. produce course work and write tests without plagiarizing or cheating; and
- v. understand that there will be consequences for being caught in the act of cheating or plagiarizing.

#### Parents will:

- i. understand the different forms of academic dishonesty;
- ii. support the process that investigates and concludes upon allegations of academic dishonesty; and
- iii. understand there will be consequences for students who are academically dishonest.

### When a Case of Academic Dishonesty Arises

Benefit of doubt will always be accorded to a student; however, when it has been determined beyond a reasonable doubt that cheating or plagiarizing has occurred, a number of consequences will follow. The consequences will vary depending on the nature of the incident. In general, repeat offences and offences committed by senior students (i.e. as the expectation to "know better" increases) are treated more severely.

### Investigation and Documentation

The following illustrates typical consequences that follow an incident of academic dishonesty:

- i. The teacher will inform and consult with his/her department head and/or an administrator to determine the appropriate course of action.

- ii. The teacher will inform the student of his/her concerns and provide the student with the opportunity to respond to these concerns.
- iii. The teacher will inform the parent of the incident and of the consequences.
- iv. The teacher can either, or in combination, assign a mark of zero, assign a penalty, pro-rate the value of the assignment, have the student revise the assignment in whole or in part or, have the student complete another assignment.
- v. The teacher will file a record of the incident with the Head of Junior School or VP School Life, Operations & Student Wellness, as appropriate.

- ii. The Head of Junior School or VP School Life, Operations & Student Wellness will collaborate with the Assistant Head (Junior, Middle, Senior) or Head of Boarding in investigating the alleged breach of the Havergal College Code of Conduct.
- iii. The investigation will include an interview with all those who are alleged to be involved in order to determine degree of involvement, facts and related issues.
- iv. As part of the investigation, a student will be provided with an opportunity to explain her conduct, respond to the allegation and be heard regarding the student's position with respect to the incident/behaviour in question.
- v. The school will document all discussions and interviews undertaken by its employees.
- vi. After initial interviews, the students, and parents as required, will be informed of the facts as determined during the investigation.
- vii. Initial interviews may conclude the process or indicate that further investigation is required.
- viii. If a student denies an allegation and a matter of credibility arises, the student and her parents will be given an opportunity to meet with the VP School Life, Operations & Student Wellness or Head of Junior School who will make the discipline determination in order to present her version of events, including mitigating circumstances; test or challenge the evidence against the student; and make a submission as to possible sanctions.
- ix. Depending on the outcome of the investigation, the VP School Life, Operations & Student Wellness or Head of Junior School may determine that one or more sanctions are warranted. Depending on the severity of the incident/behaviour, other administrators may collaborate in determining the nature of the sanction.
- x. Communication with the student, and parents as required, will clearly indicate the breach in the Havergal College Code of Conduct and the consequences for infractions.
- xi. Where a number of students are involved in a breach of the Havergal College Code of Conduct, any written communication from Havergal College will ensure confidentiality of individual students by relaying only those circumstances relevant to the student who is receiving the written communication.

## 7. Failure to Comply with the Havergal College Code of Conduct

All members of the Havergal community are responsible for observing both the letter and the spirit of the Havergal College Code of Conduct. Havergal reserves its right to apply a full range of sanctions (listed below) to any offence committed by a student. In addition, it is not necessary that a student succeed in actually committing an offence for the full range of sanctions to be applied. For example, an attempt to cheat on a test may be just as serious as actually cheating on a test.

In determining whether an offence has been committed and what sanction(s) should be applied, Havergal College will employ procedures that:

- i. reflect the severity of the offence alleged;
- ii. ensure that a student, and her parents as required, are aware of the complaint against the student;
- iii. ensure that a student, and her parents as required, have the opportunity to present fully and fairly their version of events and explanation and to have these taken into account by the decision-maker;
- iv. ensure that the decisions will be made in a fair and impartial way; and
- v. document completely and accurately all aspects of the process and decision.

### Investigation and Documentation

The general procedure that Havergal will observe to investigate and address any reports of breaches of the Havergal College Code of Conduct is as follows:

- i. The teacher who observes or learns of the incident/behaviour will report it as soon as possible to the VP School Life, Operations & Student Wellness or Head of Junior School.



## 8. Sanctions

When exercising its discretion to determine the appropriate sanction to apply to an offence, Havergal College will take into account:

- i. the age of the student and her ability to fully understand the breach of the Havergal College Code of Conduct;
- ii. the intention of the student;
- iii. the particular circumstances;
- iv. the nature and severity of the behaviour; and
- v. the impact on the school climate, including the impact on students or other individuals in the Havergal College community.

The range of sanctions that the school will apply to offences will include:

- i. meeting with appropriate person(s) (such as peers, faculty, administrators);
- ii. contact with the parent(s) of the student involved;
- iii. where academic dishonesty is at issue, assign a mark of zero, assign a penalty, pro-rate the value of the assignment, have the student revise the assignment in whole or in part or, have the student complete another assignment.
- iv. removal from a school activity or special program to complete work or a special assignment designated by the teacher;
- v. where acceptable use of technology is at issue, being restricted from access to technology (device and/or network);
- vi. conference involving student, teacher, parents, and administration;
- vii. removal from class for a period of time;
- viii. detention;
- ix. probation;
- x. arrangement of a behaviour or performance contract with the involvement of the student, teachers and parents (conditions may include withholding re-enrolment);
- xi. formal suspension from school (conditions to return to school will be discussed with parents and students); and/or
- xii. expulsion from school.

The school reserves the right to expel a student when the continued attendance of that student would not be in the best interests of that student or the school. The school also reserves the right to expel a student when her behaviour is in breach of the Havergal College Code of Conduct, seriously jeopardizes the school's ability to guarantee the dignity and safety of its students and interferes with learning, or involves conduct which has or

will have a negative impact on the school climate. In these circumstances, the school will make reasonable efforts to assist the student's family in securing suitable alternative education arrangements.

## 9. Progressive Discipline

The enforcement of the Havergal College Code of Conduct and the imposition of disciplinary action are the responsibility of the Principal and her designates who consult with students, faculty, staff, parents and others as deemed appropriate. A progressive discipline approach will be used to deal with inappropriate incident/behaviour.

Progressive discipline is an approach that makes use of a continuum of interventions, supports and sanctions that builds upon strategies that promote positive behaviours. This may include reminders, review of expectations, detentions, contact with parents/guardians, loss of privileges, written reflection, conflict mediation and resolution, referral for support services, suspension and expulsion. Havergal College supports the use of suspension and expulsion for serious incidents. Before considering whether to impose a suspension or expulsion, the Principal and her designates will consider mitigating and other factors.

While, in general, the severity of punishment and the positive steps taken by the school will be consistent with the nature and degree of the misbehaviour, each case will be dealt with individually. No two misdemeanours are exactly alike, nor are the needs of offenders necessarily similar. Fairness of punishment does not automatically require identical treatment. We recognize that each student is a unique individual and that every situation that requires disciplinary action has its own set of extenuating circumstances. All factors that may have affected the student's behaviour will be considered throughout the progressive discipline process. Students who behave inappropriately will receive an age and developmentally appropriate consequence. Should a student have a psycho-educational assessment, all progressive discipline will be consistent with recommendations articulated in the assessment.

### An Example of Progressive Discipline in Action

It comes to the attention of the school that a student is feeling bullied by another student or group of students in the school. This feeling may be resulting from comments directed either in person or through email/social media or from looks or behaviour directed at her when she is in the presence of the student or group of students.

### **Initial actions taken by the school:**

This situation is initially investigated in a private, safe and impartial manner by the Assistant Head (Junior, Middle or Senior) or Head of Boarding who, through discussion with the students involved, gains the perspective of the situation. During these discussions, the Assistant Head ensures that each student has an opportunity to speak for herself. Depending on the age of the student, parents may be involved in this initial investigation. The Assistant Head may consult with other faculty including the Head of Junior School or VP School Life, Operations & Student Wellness, Guidance Counsellor (Upper School) or Form Teacher/TA on potential extenuating or related circumstances. The Assistant Head may find it necessary to speak with a student on more than one occasion in order to form an accurate understanding of the situation.

### **Possible outcomes from the initial investigation:**

The investigation may reveal that the behaviour does not reflect the definition of bullying described above. In this situation, raising the awareness in the other students of how their comments and/or behaviour is making the other student feel is an important outcome followed by actions each person can take to restore a healthy relationship.

On the other hand, it may be clear that the behaviour does meet the definition of bullying. The next question addressed by the Assistant Head is “Did the student who violated the Havergal College Code of Conduct fully understand the impact of their comments/behaviour?” Discipline for a deliberate or intentional breach of the Havergal College Code of Conduct begins further along the progressive discipline continuum. The Assistant Head, together with the Head of Junior School or VP School Life, Operations & Student Wellness, may choose to immediately suspend a student for a short period of time as a consequence of the impact of her comment/behaviour toward another member of our community.

### **A time for support**

The role of the Assistant Head in resolving the situation is to ensure all students receive the support they require in order to feel safe and valued, heal relationships and find a means to positively engage in the school. Follow-up with everyone involved is essential.

### **Documentation**

At each step in the process, the Assistant Head documents what has been learned and actions taken. This documentation is retained in the ‘Student Communication File’, a secure and access-restricted location.

### **Further infraction**

A repeat of a related or similar incident is addressed in an escalated manner. A student previously warned may be

suspended from school for a short period of time whereas a student who has already been suspended may be suspended for a longer period of time or be expelled from the school.

## **10. Appealing a Decision of Sanction(s)**

A student and/or parent may wish to appeal the sanction(s) related to an alleged breach of the Havergal College Code of Conduct. The appeal may be heard by either the VP School Life, Operations & Student Wellness and/or Principal. The Principal is the final arbitrator in all disciplinary situations.

Any intention to appeal must first be received in writing by either the VP School Life, Operations & Student Wellness and/or the Principal within five school days of the sanctions decision. Where the sanction is suspension, the immediacy of suspension following an incident/behaviour requires the suspension to be served by the student while waiting for the appeal to be heard.

The VP School Life, Operations & Student Wellness and/or Principal will demonstrate consideration of the circumstances, mitigating factors, impact and any statement or submission by the student. The VP School Life, Operations & Student Wellness and/or Principal will assess the evidence as provided by the parties and determine whether on a balance of probabilities, it is more probable than not that the student did commit the infraction. The VP School Life, Operations & Student Wellness and/or Principal will decide to:

- i. uphold the original sanction(s) as decided by the VP School Life, Operations & Student Wellness or Head of Junior School;
- ii. uphold the decision confirming a breach of the Havergal College Code of Conduct, but reduce the severity of the sanction(s); or
- iii. quash the sanction(s) and order that all records of the alleged incident/behaviour be expunged.

## **11. Review**

The Havergal College Code of Conduct will be reviewed for possible revisions every three years. Havergal College will continue to solicit input from the Board of Directors, parents, staff and students in the review process.

# Agreement – Acceptable Use of Technology

Parent and student compliance and/or consent with this agreement are mandatory.

## Philosophy

Havergal supports the use of a variety of electronic information resources in the school's academic program. One such resource is a robust computer network established for educational purposes including research, contact with distant experts, other students and many other exciting possibilities. Havergal has a dual approach for providing computers. For learners from Junior Kindergarten to Grade 8 and students in courses requiring specialized equipment and software, desktops, laptops and tablets are made available. A 'Bring Your Own Device' (BYOD) approach is in place (beginning in September, 2015) for students in Grades 9 to 12. This approach requires students to have access to and use their own personally selected and purchased computing devices at school. In addition, digital cameras, scanners and video recorders are also available for educational use.

The 'Standard of Behaviour' outlined in the Havergal College Code of Conduct is the foundation for much of what defines 'acceptable use' of technology; however, this agreement extends beyond behaviour to include attitudes and actions intended to create a safe and secure environment that includes the use of technology.

## Netiquette (InterNET + Etiquette = Netiquette)

The generally accepted rules of internet etiquette<sup>1</sup> include but are not limited to the following:

- i. **Courtesy** – Follow the same *Standards of Behaviour* described in the Havergal College Code of Conduct. Never use abusive or hurtful language.
- ii. **Privacy** – Keep your personal information to yourself, like your passwords, full name, Social Insurance Number (SIN) and address. Do not give out the personal information of others unless you first obtain permission.
- iii. **Plagiarism** – Never use the words of others without proper acknowledgement of the source. See: *Academic Integrity and Honesty* in the Havergal College Code of Conduct.
- iv. **Flaming** – A flame is considered a major

breach of netiquette. That's when rude, racist or ludicrous messages are sent by text messaging or email, or appear on social media websites. Your opinion matters but not at the cost of others.

- v. **Time and Bandwidth** – Be sensitive to the how much space and time you are taking up on the school's network. Using the Internet for fun may slow down the speed for students who need it for research and homework purposes.
- vi. **Symbols and Humour** – Reserve symbols like emoticons for personal or informal communication only. Watch how you use humour in your emails and chats. Readers may take you too seriously or you may come across as being insensitive or mean.
- vii. **Reporting** – Tell a teacher or trusted adult if you come across something online that makes you uncomfortable, like pornography and messages from strangers and bullies.
- viii. **Internet Use** – School Internet access is not a right, it's a privilege. Play by the rules or it can be taken away.

## Responsibility of the User

Using Havergal College provided resources (including the network) and personally owned devices while on campus require agreement with statements that define 'acceptable use'. Acceptable use also extends to inappropriate and illegal activities that take place outside of the Havergal network and/or off-campus. Some statements relate specifically to students while others are relevant to the whole community including students, faculty, staff, parents and volunteers.

## Behaviour

- i. I will follow the Havergal College Code of Conduct, Harassment Policy, and School Rules.
- ii. During class and meetings, I will use technology only for learning or school-related purposes.
- iii. I will pause before I print to consider the necessity of printing and then, if necessary, print using double-sided and black ink as much as possible.

<sup>1</sup> Modified from "Digital Citizenship and You" - <http://digitalcitizenshipandyou.blogspot.ca/2014/04/netiquette-are-you-good-cyber-citizen.html>

- iv. I will care for and secure my own personal electronic devices.
- v. I will bring my own device and make sure it is charged for classes that require the use of technology. (Grade 9 to 12 students only)

## Personal Safety

- i. I will not give my email or computer network access passwords to anyone or use another's password.
- ii. I will not share my personal information (such as my name, address, telephone number) or information about family or friends.
- iii. I will not agree to meet in person with anyone I "meet" online.
- iv. I will not respond to any messages that are objectionable or make me feel uncomfortable. I will inform a trusted adult immediately if I come across any information that is objectionable or that makes me feel uncomfortable.
- v. I will keep my personal electronic device software current, especially operating systems and anti-virus.
- vi. I will be responsible for any repercussions, which may include civil actions or criminal charges that may result from my online activities.

## Privacy

- i. I will not take/use digital photographs, videos or audio recordings of people without their expressed consent. This includes recording of teacher lessons.
- ii. I will not distribute, share, or publish digital images, video or audio recordings of people by any means including email, social media, social networks or websites without their permission.
- iii. Email, online chatting and postings on social media sites are not guaranteed to be private. I understand that messages relating to, or in the support of, illegal or inappropriate activities will be reported to Havergal Administration. I understand that actions that occur outside of the Havergal College Network can still have consequences as outlined in this document, the **Havergal College Code of Conduct**, and/or the Harassment Policy.
- iv. I understand that all communications and information accessed through and stored on Havergal College's network are assumed to be the private property of Havergal College.

## Social Media

- i. I am personally responsible for the content I publish on social media sites, including Facebook, Twitter, Tumblr, Instagram, Pinterest, blogs, wikis and other social networking websites.
- ii. I will not initiate contact or connect with faculty, staff or other representatives of the Havergal Community for purposes outside of those directly connected to the school.
- iii. I will remember that at all times I am an ambassador of Havergal College and all my online discussions and activities reflect this.

## Mobile Technology

- i. When using a mobile device, I will be stationary (not moving). This is a habit that may save my life.
- ii. I will use a mobile device in class only when permitted and directed by the teacher for the purpose of learning. If found to be using a mobile device in a manner that is deemed to have negative impacts on the learning environment (distracting the user, teacher or students in the class), I understand that I may have the mobile device confiscated by the teacher for a period of time decided by a teacher or administrator.
- iii. I understand that unauthorized access to a mobile device during an assessment is seen as academic dishonesty and the consequences are outlined in the *Academic Integrity and Honesty* section of the **Havergal College Code of Conduct**.
- iv. I understand that the Brenda Robson Hall, study hall for Boarding Students (unless approved by the supervisor), washrooms and change rooms are spaces where the use of mobile devices is forbidden. If I am found to be using mobile devices in these spaces, my device may be confiscated for a period of time to be determined by a teacher or administrator.
- v. Any unacceptable use of a mobile device outside of these guidelines will be recorded in student records and repeated infractions will be addressed with sanctions as appropriate in the progressive disciplinary model outlined in the **Havergal College Code of Conduct**.



## Inappropriate Use

- i. I understand that incidents involving inappropriate use on and off campus may have consequences as outlined in this document, the **Havergal College Code of Conduct** and/or the Harassment Policy.
- ii. I will not submit, publish, transmit or willingly receive any defamatory, inaccurate, harassing, abusive, obscene, profane, sexually-oriented, threatening, offensive or illegal material.
- iii. I will not print excessively (number of pages / number of colour pages). Havergal College reserves the right to charge my student account if it is determined that printing has been excessive.
- iv. I will not install or modify any hardware or software on any Havergal computer without the permission of Havergal College's Information Technology Department.
- v. I will report any security problem I have identified immediately to a Havergal staff member and I will not demonstrate the problem to others.

## Illegal Activities

- i. I will not knowingly introduce a computer virus or other malware into the Havergal College network.
- ii. I will not tamper with, or try to 'hack' into, any Havergal computer resource to gain inappropriate access.
- iii. I will not violate any patent, trademark, trade name, copyright or privacy laws.
- iv. I will not plagiarize or copy any work done by others.
- v. I will not purposely damage any part of the school's technology equipment or computer network.
- vi. I will not use the Havergal College network for commercial or ongoing personal business purposes. This includes, but is not limited to, using the computer resources for commercial purposes and product advertising.

## Sanctions and Disciplinary Actions

The Head of Junior School or the VP School Life, Operations & Student Wellness—in consultation with the Assistant Head (Junior, Middle, Senior) or the Head of Boarding and the Director of Information Technology—will determine sanctions for violations of the Havergal College Agreement – Acceptable Use of Technology.

When exercising its discretion to determine the appropriate sanction to apply to an offence related to acceptable use of technology, Havergal College will take into account:

- i. the age of the student and her ability to fully understand the breach of the Agreement – Acceptable Use of Technology;
- ii. the intention of the student;
- iii. the particular circumstances;
- iv. the nature and severity of the behaviour; and
- v. the impact on the school climate, including the impact on students or other individuals in the Havergal College community.

The range of sanctions that the school will apply to offences related to acceptable use of technology generally includes but is not limited to:

- i. a verbal warning;
- ii. notification and involvement of parents;
- iii. being restricted from access to a device and/or the network;
- iv. the removal of other privileges; and
- v. where academic integrity and honesty is at question, sanctions will be consistent with this section of the **Havergal College Code of Conduct**.

Severe or repeated violations may result in suspension or expulsion as outlined in the **Havergal College Code of Conduct**.

## Monitoring

All information and communication technologies accessible on Havergal College's network should NOT be regarded as private. Students consent and agree to allow Havergal personnel to review any and all files, data and messages, without notice, to ensure that students are using the system responsibly at all times.

Havergal makes no warranties of any kind, whether expressed or implied, for the monitoring of its network services. Use of any information obtained via the Internet is at the user's own risk. Havergal College is not responsible for the accuracy or quality of information obtained through its network services.

# Academic Information

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## ASSESSMENT AND EVALUATION PRACTICES (OS 2.3)

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Havergal's Assessment and Evaluation practices are aligned to the guidelines outlined in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010*. The page numbers in this document refer specifically to the Growing Success document.

### 1. Purpose of Assessment and Evaluation

The primary purpose of student assessment and evaluation is to improve student learning (p 6). The assessment and evaluation process involves the continual gathering and interpreting evidence of student learning in a way that promotes a positive learning experience and improves student learning. Teachers' professional judgements are at the heart of effective assessment, evaluation and reporting of student achievement (p 8).

### 2. Fundamental Principles of Assessment and Evaluation

The assessment and evaluation policy is based on fundamental principles that guide the collection of meaningful information that will help inform instructional decisions, promote student engagement and improve student learning (p 6). To ensure that assessment, evaluation, and reporting are fair, valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent and equitable for all students (p 6);
- support all students to show what they have learned (p 6);
- are carefully planned to relate to the curriculum expectations and learning goals and as much as possible, to the interest, learning styles and preferences, needs, and experiences of all students (p 6);
- are clearly communicated to students and parents at the beginning of the school year or course and at other appropriate times (p 6);
- are ongoing, varied in nature and administered over a period of time to provide multiple opportunities and a variety of ways for students to demonstrate the full range of their learning (p 6);

- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement; feedback tells students what they are doing well, where improvements are needed and how to improve (p 6);
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning (p 6);
- include evaluations based on evidence of student learning that are consistently graded with reference to established criteria for four levels of achievement (pp 2, 19).

### 3. Learning Skills and Work Habits

The development of learning skills and work habits are an integral part of a student's learning and are critical to student success (pp 10, 12). Teachers work with students to help them understand and develop learning skills and work habits (p 13). Teachers assess, evaluate and report on learning skills and work habits separately from their assessing, evaluating and reporting on the achievement of curriculum expectations. Unless learning skills are an integral part of the Ministry Curriculum Expectations, their assessment is not included in the final grade (pp 10, 45).

## Learning Skills and Work Habits Include:

<p>Learning Skills and Work Habits:</p> <p><b>C – Consistent:</b> Skill is consistently present, well-established and independent.</p> <p><b>U – Usually:</b> Skill is usually present and established but student may need reminders or practice</p> <p><b>S – Sometimes:</b> Skill is sometimes present but student needs support from others</p> <p><b>N – Not Yet:</b> Skill is not yet established and rarely demonstrate</p>	
<p><b>Responsibility:</b> <i>Fulfills responsibilities and commitments within the learning environment</i></p> <ul style="list-style-type: none"> <li>• Arrives to class on time</li> <li>• Takes responsibility for and manages own behaviour</li> <li>• Follows classroom procedures with minimal prompting</li> <li>• Completes and submits class work, homework and assignments on time</li> <li>• Catches up on missed work</li> </ul>	<p><b>Organization:</b> <i>Plans and organizes time, materials and equipment to accomplish tasks and achieve goals</i></p> <ul style="list-style-type: none"> <li>• Comes to class prepared for learning with appropriate materials</li> <li>• Establishes priorities and manages time</li> <li>• Identifies, gathers, evaluates and uses appropriate resources and materials to complete tasks</li> </ul>
<p><b>Independent Work:</b> <i>Independently monitors, assesses and revises plans to complete tasks and meet goals</i></p> <ul style="list-style-type: none"> <li>• Stays focused and engaged on tasks</li> <li>• Follows instructions and expectations</li> <li>• Works without disturbing others or requiring redirection or support</li> <li>• Uses class time appropriately to complete tasks and assignments</li> </ul>	<p><b>Collaboration:</b> <i>Learning with others to achieve a group goal and complete projects</i></p> <ul style="list-style-type: none"> <li>• Approaches the opportunity to work and learn from others in a positive manner</li> <li>• Accepts various classroom roles and responsibilities</li> <li>• Takes on an equitable share of any group work</li> <li>• Accommodate others’ needs, adapts and encourages multiple styles</li> </ul>
<p><b>Initiative:</b> <i>Demonstrates curiosity and interest in learning and a willingness to extend their learning and that of others</i></p> <ul style="list-style-type: none"> <li>• Approaches new ideas, situations and academic tasks with a positive attitude</li> <li>• Initiate or extends discussions and shares relevant experiences</li> <li>• Demonstrates a willingness to take a different approach or adopt a different perspective</li> <li>• Motivated to complete a task</li> </ul>	<p><b>Self-Regulation:</b> <i>Sets and monitors progress towards individual goals</i></p> <ul style="list-style-type: none"> <li>• Accurately identifies relevant, achievable goals</li> <li>• Reflects critically upon progress and makes adjustments as needed</li> <li>• Enlists social resources (peers, teachers, parents, community) to acquire clarification, feedback or assistance when needed</li> <li>• Perseveres and makes an effort when responding to challenges</li> </ul>

## 4. Performance Standards—The Achievement Chart

Assessment and evaluation will be based on both the content standards (overall and specific curricular expectations) and performance standards (achievement chart). Teachers ensure that student learning is assessed and evaluated in a balanced manner with respect to the four categories of knowledge and skills (knowledge and understanding, thinking, communication, and application) (p 17).

## 5. Assessment for Learning and as Learning

Assessment is the process of gathering information that accurately reflects the extent to which a student is able to understand the curriculum expectations. Assessment for the purpose of improving student learning is seen as both “assessment for learning” and “assessment as learning.”

In **Assessment for Learning**, assessment evidence is used by the teacher to decide how to adjust teaching and learning activities. The teacher uses the evidence to determine where students are in their learning, where they need to go and how best to help the student get there by providing descriptive feedback and coaching for improvement.

In **Assessment as Learning**, assessment evidence is used by students to improve their own learning through reflection and specific goal setting. Students use the evidence to adjust their own learning and set their own goals.

Teachers obtain assessment information through a variety of means, which may include formal and informal observations, discussions, learning conversations, questioning, conferences, homework, tasks done in groups, demonstrations, projects, portfolios, developmental continua, performances, peer and self-assessments, self-reflections, essays and tests (p 29).

As essential steps in assessment for learning and as learning, teachers will:

- plan assessment concurrently and integrate it seamlessly with instruction to inform instruction, guide next steps, and help teachers and students monitor students' progress towards achieving learning goals (pp 29, 30, 33).
- identify and share specific learning goals and success criteria with students at the outset of learning to ensure that students and teachers have a common and shared understanding of these goals and criteria as learning progresses (pp 28, 32, 33).
- gather information about student learning before, during, and at or near the end of a period of instruction, using a variety of assessment strategies and tools (pp 28, 34).
- give and receive specific and timely descriptive feedback that informs students about what they are doing well, what needs improvement, and what specific steps they can take to improve (pp 29, 32, 34).
- help students to develop skills of peer and self-assessment including setting individual goals (pp 29, 35).

## 6. Assessment of Learning (Evaluation)

**Assessment of Learning** (Evaluation) is the process of judging the quality of student learning on the basis of established performance standards and assigning a value to represent that quality (p 38). Evaluation summarizes and communicates what students know and can do with respect to the overall curriculum expectations at a particular point in time (p 39).

**Assessment of Learning** (Evaluation): evidence is used to make judgements about how well students are learning according to a standard. Reporting on that information takes place at the end of a unit of study or at the end of a reporting period.

### a. Course Work

The course work grade consists of evaluations conducted throughout the year. The evaluation of student learning is the responsibility of the teacher and must not include the judgement of the student or of the student's peers (p 39).

*The course work grade will:*

- address the achievement chart categories in a balanced manner with respect to the four categories (knowledge and understanding, thinking, communication and application) (p 17);
- represent evidence gathered from a variety of completed assessments throughout the course (p 17, 39);

- reflect the individual student's achievement of the overall expectations (p 38);
- include evidence that is collected over time from three different sources: observations, conversations, and student products (p 39);
- include assignments and tests that have been completed, whenever possible, under the supervision of a teacher and not include ongoing homework that students do to consolidate their knowledge and skills or to prepare for the next class (p 39);
- reflect individual achievement; assignments for evaluation may involve group projects as long as each student's work within the group project is evaluated independently and assigned an individual mark (p 39);
- emphasize students' most consistent level of achievement within a unit and throughout the year although special considerations should be given to more recent evidence of achievement (p 41);
- include evaluations that were preceded by opportunities for students to practice skills, demonstrate knowledge and receive feedback;
- be derived from evaluations that are consistent in nature and complexity across sections of a course.

### Final Evaluation (Grades 7–12 only)

Twenty percent (Grades 7–8) or 30 percent (Grades 9–12) of the final grade will be based on a final evaluation administered at or toward the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay or other method of evaluation suitable to the course content and expectations. The final evaluation allows the student an opportunity to demonstrate comprehensive understanding of the overall expectations for the course (p 41).

The final evaluation grade will:

- evaluate individual student's achievement of overall course expectations (p 41);
- be similar to other assessments that students have encountered throughout the course;
- be consistent in nature and complexity across sections of a course;
- be completed by Grade 9-12 students in order to achieve the course credit (p 41).

The final grade consists of a grade for the course work and a grade for the final evaluation with the following weighting:

Grades	Course work %	Final Evaluation %
JK–6	100	n/a
Grades 7–8	80	20*
Grades 9–12	70	30

*\*Some Grade 7-8 courses do not have a final evaluation, and therefore course work will comprise 100% of the final grade.*



## Determining the Report Card Grade (p 39)

The teacher will:

- consider all evidence collected through observations, conversations, and student products with special consideration given to more recent evidence (p 39);
- consider evidence for all assessments for evaluation that the student has completed or submitted, the number of assignments that were not completed or submitted, and the evidence that is available for each overall expectation;
- consider that some evidence carries greater weight than other evidence;
- weigh all evidence of student achievement in light of these considerations, and use professional judgement to determine the student's report card grade, which represents the student's achievement of overall curriculum expectations, as demonstrated to that point in time;
- show students their report card grade prior to putting it on the report card and explain to students how that grade was determined.

In determining the report card grade, we have defined "most consistent" and "most recent" to provide for greater consistency, predictability and transparency:

- *Most consistent:* The most consistent level for a set of marks is the level that more than half of marks either equal or surpass.
- *Most recent:* When the majority of recent marks lie above or below the most consistent level, the overall mark will be raised or lowered. \*\* (Dates for determining which marks are considered recent shift according to the reporting period and are set according to the type of courses, e.g., semestered full-year, non-semestered or half credit courses.)
- *Pegged levels:* the level for each category is pegged according to a predetermined scale.
- Grades are not determined using the arithmetic mean or average but are based on the pattern in the evidence the student has provided.
- *Exceptions:* For full year Upper School courses, the grade for the November Report card is an average. For half credit semester courses, the grade for the November and April report card is an average.

## Grades 1 to 6

For Grades 1 to 6, student achievement of the overall curriculum expectations will be evaluated in accordance with the achievement chart categories (knowledge/ understanding, thinking, communication and application) and will be reported using four levels of understanding (**4**, **3**, **2**, **1** or **R** to indicate work that is incomplete) (p 40).

## Grades 7 to 12

For Grades 7 to 12, a student's achievement of the overall curriculum expectations will be evaluated in accordance with the achievement chart categories (knowledge/ understanding, thinking, communication and application) and will be recorded on the report card using percentage marks (p 40).

The conversion chart below shows how the four levels of achievement are aligned to the percentage marks found on the report cards: (p 40)

Most Consistent/ Recent Level	Havergal Scale
4+	100
4	94
4-	85
3	75
2	65
1	55
R+	40
R	25
R-	10
0	0

## The Meaning and Use of "I," "R" and of percentage marks below 50%

The code "R" represents achievement that falls below Level 1 and is used in the evaluation and reporting of student achievement in Grades 1 to 8. For achievement below Level 1 in Grades 9-12, percentage marks below 50% are assigned on the report card (p 41). Both "R" and marks below 50% signal that additional learning is required before the student begins to achieve success in meeting the course expectations. For Grades 1 to 10, teachers may also use the code "I" on the report card to indicate that insufficient evidence is available to determine a final grade. In Grades 9 and 10, a student who receives an "I" on the final report card to indicate insufficient evidence will not receive a credit for the course (p 42).

## 7. Responsibilities of Teachers and Students

Teachers and students assume a number of responsibilities as they jointly engage in assessment and evaluation practices that promote and support learning.

*Teachers will:*

- discuss assessment and evaluation practices, including grading procedures, with students at the beginning of each course based on a course information sheet or a written outline that is distributed to students and parents (p 6);
- describe specific evaluation criteria to students prior to each assessment and evaluate students based on their achievement of these criteria;
- use exemplars and samples of student work where possible to model levels of achievement;
- use a variety of assessment and evaluation methods including observation, conversation and student products (p 39);
- ensure that assessment and evaluation tasks are based on both the content standards (curriculum expectations and the performance standards achievement chart categories and standards) (p 16);
- ensure that student learning is assessed and evaluated in a balanced manner with respect to the four achievement chart categories (knowledge and understanding, thinking, communication and application) and that achievement of particular expectations is considered within the appropriate categories (p 17);
- assess and evaluate student work with reference to established criteria for levels of achievement that are standard across the province, rather than by comparison with work done by other students, or through the ranking of student performance or with reference to performance standards developed by individual teachers for their own classrooms (p 19);
- use professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be accounted for instruction and assessment but not necessarily evaluated (p 38);
- provide students with opportunities to demonstrate learning over time (p 29);
- provide regular, descriptive feedback to support student self-knowledge and promote student success (pp 29, 32, 34);
- take steps to avoid and address late and missing assignments (see Late and Missed Assignments);
- emphasize the learning skills and work habits including the importance of timeliness as a life skill.

## Student's Responsibilities

*Students will:*

- demonstrate their learning by providing evidence of their understanding, knowledge and skills within established assessment and evaluation timelines (p 42);
- participate in the process of assessment and evaluation to support their development as self-directed learners and informed decision-makers (p 42);
- self-assess and self-evaluate when appropriate to check, track and deepen their understanding.
- meet assessment deadlines (p 42) (see Late and Missed Assignments);
- take the initiative to seek extra assistance when needed and in a timely manner;
- submit their own work (see Academic Honesty);
- seek to improve their learning skills and work habits.

## 8. Deadlines, Late and Missed Assignments

### Student's Responsibilities

*Students must understand that:*

- they are responsible for providing evidence of their understanding of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher as meeting clearly established deadlines is an accepted, reasonable and important practice.
- they are responsible for providing evidence of their understanding of the overall expectations within the time frame specified and in a form approved by the teacher, as meeting clearly established deadlines is an accepted, reasonable and important practice.
- deadlines help students manage their time effectively and help teachers acquire a picture of student understanding over time.
- late and missed assignments will be noted on the report card as part of the evaluation of a student's development of learning skills and work habits and may have other consequences (p 43).
- they will receive a zero for missing any deadline that counts towards their overall mark, unless another arrangement has been mutually established between the student and the teacher in advance of the deadline.
- they will be required to make up class material if they miss class to complete an assignment.
- parents/guardians will be contacted when assessments are not completed on time.

*When students anticipate difficulties in meeting an assessment deadline, they must:*

- discuss this difficulty with the teacher in a timely fashion before the due date in a face-to-face meeting. This meeting is not by email or the day or night before, except under special circumstances.
- ask to negotiate a new due date when legitimate, extenuating circumstances prevail with the agreement of the teacher. This new deadline will be no more than 10 school days from the original deadline.
- ask for assistance from the subject teacher if unable to complete an assessment.
- accept that if she misses a test, she will be required to write a comparable test at the time and place determined by the teacher and may require a parent or guardian note.

### **Teacher's Responsibilities**

*In advance of the due date of an assignment, the teacher will:*

- set clear deadlines that are reasonable and allow for some student input if possible.
- post all assessment dates at least two weeks in advance on the class page in Veracross and provide those dates orally in class.
- be clear about the consequences of missing an assignment deadline, but also consider extenuating circumstances.
- show students how to plan to complete their work (e.g. create a timeline to model the appropriate preparation for an assessment).
- scaffold the assessments to provide feedback so you know in advance if a student is struggling.
- give students some time to work in class and an opportunity to get assistance from the teacher as a way to check on progress.
- use progressive deadlines for parts of tasks if an assessment is lengthy.

*Once the assignments are handed in, the teacher should:*

- check to make sure all the assignments have been handed in and follow up directly with students who have not handed in their work.
- record any behaviour events in Veracross for students who have not handed in work to both inform parents and to keep a running record of such difficulties.
- meet with students who have not handed in their work to set a new deadline (no more than 10 school days from the date of the original deadline).
- inform parents of a missed deadline through the behaviour event email or a phone call.

*If a student cannot meet a deadline or has missed a deadline, the teacher should:*

- (if possible or appropriate) allow some negotiation before the deadline if there are extenuating circumstances for a student or some conflict that the student identifies that cannot be worked out. This negotiation is generally in a face-to-face conversation in advance of the due date, not the day or night before except under special circumstances.
- ensure the new deadline is within 10 school days of the original date unless there are circumstances that would prevent that.
- encourage students to look ahead to see what else is coming in order to set a realistic deadline.
- if a new deadline has been negotiated, require the student to write an email to the teacher, which is copied to the Guidance Counsellor and the parent stating that a new deadline has been set, what the date is and the consequences of missing that new deadline.
- accept that it is possible that some students may need to negotiate a second deadline under exceptional circumstances. This new deadline would be negotiated in advance and face-to-face. The consequence of missing this deadline is an automatic zero with an email to parents and to the Guidance Counsellor telling them that the second deadline was not met and that the assignment has been recorded as 0.

## **9. Key Assessment Terms**

**Assessment** is the process of gathering information from a variety of sources that accurately reflects how well a student is achieving identified curriculum expectations.

**Assessment for Learning** is the gathering of evidence during the learning process and is used to provide direction for improvement and adjustment. It can be used to determine the report card grade when there is not sufficient evidence from summative assessments.

**Assessment of Learning** (Evaluation) is the evaluation of evidence throughout the learning process to provide a record of student achievement relative to the expectations of a course. It is used in determining the report card grade.

**Assessment as Learning** is the process of developing and supporting student metacognition. Students are actively engaged in this assessment process as they monitor their own learning, use assessment feedback from teacher, self and peers to determine next steps and set individual learning goals.

**Content Standards** describe the knowledge and skills students are expected to develop and demonstrate and on which their achievement is assessed and evaluated (p 16).

**Diagnostic Assessment** is the gathering of evidence that reflects students' prior learning. This type of assessment often occurs at the beginning of instruction. It is used to determine students' strengths and needs and to plan instruction. It is not used in determining the report card grade.

**Evaluation** is the process of judging the quality of student work on the basis of established criteria and assigning a value to represent that quality.

**Levels of Achievement** (p 18)

- **Level 4** The student demonstrates the specified knowledge and skills with a high degree of effectiveness. Achievement at Level 4 does not mean that the student has achieved expectations beyond those specified for the grade/course.
- **Level 3** The student demonstrates the specified knowledge and skills with considerable effectiveness.
- **Level 2** The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.
- **Level 1** The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving learning in specific areas, as necessary, if they are to be successful in the next grade/course.

Performance Standards are described in the achievement chart categories and refer to four broad categories of knowledge and skills that are common to both the elementary and secondary divisions and to all subject areas and disciplines. The categories represent four broad areas of knowledge and skills within which the expectations for any given subject can be organized. Teachers address these categories when planning program and developing assessments in order to provide balanced programs and to encourage students to develop higher cognitive and creative thinking skills. The categories are: Knowledge/Understanding, Thinking, Communication and Application (pp 16-17).

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## ATTENDANCE PRACTICES AND PROCEDURES

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At Havergal we expect engaged participation in the full life of the school. Havergal students are expected to be committed to their academic responsibilities and to their co-curricular commitments. Regular attendance at school is critical for student learning. The school makes accommodations where possible and appropriate for elite athletes and exceptional family requests. In such cases, parents must advise the school well in advance of the anticipated absences, where possible, so that the appropriate arrangements for academic support can be put into place.

### House/Form Attendance

Attendance is taken in Form or House on Monday, Tuesday, Thursday and Friday. On Wednesday, attendance is taken in first period classes. All faculty and students must be in either Form/House or their Period 1 class by 8:20 am. Teachers record absences and late arrivals as of 8:20 am.

### Subject Attendance

Each period, teachers record absences and late arrivals electronically. Students and parents are encouraged to make appointments for times other than during the academic day. Students who are late for class must first sign in at the Day School Office (DSO).

### Student Absences

Parents of Day Students are requested to telephone or email the Day School Office (DSO) before 8 am when their daughter is absent or late. The DSO will call home if no call or email is received. Boarding School Dons inform the DSO about Boarder absences.

**Note:** The Day School Office hours are from 7:30 am to 4:00 pm, Monday to Friday.

DSO Telephone Number: 416.482.4723

DSO Fax Number: 416.483.5789

DSO Email: [dso@havergal.on.ca](mailto:dso@havergal.on.ca)

When students are absent during the school day or for several days, upon their return, they must present a note to the DSO from parents or from Boarding School Dons clearly stating the reason for the absence(s). Students who miss exams must bring a doctor's note upon their return. If a



student skips a class or Prayers, she is referred to the Vice Principal School Life, Operations, and Student Wellness and is subject to a Saturday detention.

## Extended Absences Procedure

Havergal cannot make special arrangements when a family chooses to take an extended absence outside of school vacation dates. In such cases, academic penalties may occur if students do not complete the required assessments in a timely manner and do not show sufficient evidence of success on the overall expectations of a course. We urge families to consider special requests very carefully as a student's absence can jeopardize her learning as it involves participating in class activities and completing required assignments, team commitments and leadership responsibilities. Boarder parents are asked to make travel arrangements well in advance that are aligned with school holidays. In the case of an extended absence due to extenuating circumstances, students should work with the Assistant Head (Junior, Middle or Senior School) to complete academic agreement forms.

Occasionally, students have activities or interests (e.g., sport or music training or competition) that take them out of school for extended or frequent periods of time. Once the school has been advised and permission given by the Head of Junior School or Vice Principal School Life, Operations, and Student Wellness, teachers will provide appropriate support to students. Students are expected to take responsibility for meeting with their teachers in advance of a planned absence and to meet the expectations established by the teacher. This includes the completion of all assignments in a timely manner as specified by the teacher. The Guidance Counsellor and Assistant Head (Junior, Middle or Senior School) will assist students in making arrangements where necessary. In the case of sudden serious illness that results in an extended absence, the school will support the family in a compassionate manner.

## How Students Should Prepare For a Planned Absence

1. Email all teachers to alert them of the upcoming absence; in this message, indicate that you will be seeking them out for a face-to-face meeting in order to plan work and set dates for missed assessments. Ask them what time/location would be best for this meeting and then confirm that you will be there. Write this into your planning agenda. **Do not miss these appointments!**
2. Visit every teacher in person at an appropriate and pre-arranged time (i.e., not right before class starts). Ask them what work will be covered and what you must do to ensure this work is completed. During this time, you should make arrangements to write any quizzes or tests you might miss.
3. You are responsible for providing assessment evidence for the overall and specific expectations you will miss during your absence. Remember to visit your class page on Veracross to help you stay up-to-date with your class.
4. Where it is possible and convenient for your teacher, you should complete assignments in advance of the absence.
5. When you return to school, visit your teachers once again. Submit all assessment evidence and complete all quizzes or tests as per your teacher's instructions. Also, confirm that you are, in fact, up-to-date with the class.

## An Unplanned Absence

If students are unexpectedly absent from school, they should check their class page on Veracross to see what was missed during their absence, talk to their teachers about missed assessments and take responsibility for catching up on what was missed.

## Student Late Arrivals and Early Dismissals

Students who arrive late or leave before the end of the school day must have permission from a parent or guardian and must always sign in and out of the DSO. This permission may be in the form of a written note, email from a parent or guardian email account or a telephone call.

When students arrive after 8:20 am and before the Form/House has left for Prayers, Form teachers/TAs will record the student as late.

When students arrive after the Form/House has left for Prayers, they must sign in at the DSO to receive an Admit Slip before going to Prayers, where they will sit in the Gallery. Students must be in proper uniform before they may sign in at the DSO.

When students arrive after classes have begun, they must sign in at the DSO to obtain an Admit Slip before going to classes. When students have repeated lates, they may be subject to a detention.

## Prolonged Absence

A prolonged absence from school may be unavoidable due to illness, injury or personal situation. The school will make all reasonable efforts to support students through a prolonged absence. As the duration of an absence increases and opportunities to demonstrate the learning required in a credit\* course decreases, the academic success of a student becomes uncertain.

- Absences of eight school days or more resulting from illness or injury will require documentation from a physician.
- Absences of eight school days or more for reasons other than illness or injury will prompt a meeting with the student, parents and a school administrator to explain the potential consequences of the absence and discuss steps to be taken to improve attendance.
- Absences resulting in 20 or more missed individual classes ( $\frac{1}{4}$  of the academic year) may put the credit in jeopardy if the student is unable to complete the required assessments in a timely manner and does not show sufficient evidence of success on the overall expectations of a course and does not improve her attendance.

- Absence resulting in 40 or more missed individual classes ( $\frac{1}{2}$  of the academic year) will put the credit in jeopardy and may result in the student being withdrawn from the course.

*(Canada. Ministry of Education, Ontario. Policy and Program. Ontario Schools Kindergarten to Grade 12 : Policy and Program Requirements. Toronto: Ministry of Education, 2016. Print. Section 4.2 p 49-50)*

*\*A credit is granted in recognition of the successful completion (completion with a final percentage mark of 50% or higher) of a course that has been scheduled for a minimum of 110 hours. Scheduled time is time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of a course. Planned learning activities include interactions between the teacher and the student and assigned individual or group work (other than homework) related to the achievement of the learning expectations in the course. Planned learning activities will be delivered through classroom or eLearning instruction and activities. (7.1 ON Schools 2016 pg 70)*

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## ACADEMIC POLICY FOR HAVERGAL COLLEGE STUDENTS ON EXCHANGE

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Exchange guidelines are specified in materials made available to parents and students. The school highly values Exchange opportunities; however, students are responsible and accountable for Havergal course content. Our goal is to provide support to students such that they can benefit from the exchange without academic penalties.

To ensure that students going on Exchange receive the support that they need, students will inform all of their teachers of the Exchange and discuss academic requirements in advance of their departure:

1. In all subjects, departments will decide what is considered essential material that must be covered and how it will be covered. Students will not be asked to complete all tests missed or assignments already underway when they return.
2. Students, in conjunction with their teachers, will determine what work will be missed, what should be covered independently before leaving on Exchange, what they will take to the Exchange school (a limited amount) and what could be covered upon their return. Efforts will be made to include most required content in a shared interdisciplinary assignment. This will be recorded on the Academic Agreement Form provided by the Forum for Change Program Manager. Students must cover the material independently, but they should seek extra help, as they normally would, for concepts that are unclear.

3. Students and their parents will sign the Academic Agreement Forms. Students will provide the Forum for Change Program Manager with a copy of this agreement before leaving on Exchange. At the end of the process, teachers will indicate, on the agreement, satisfactory or unsatisfactory completion of the academic expectations and send a copy of the agreement to the Forum for Change Program Manager.
4. Students may communicate (by email or fax) as necessary with Havergal teachers while they are away, but this communication should be very limited in order to allow full participation in the host school's academic and co-curricular program.
5. The primary purpose of linguistic exchanges, such as those to France, Mexico and Germany, is to enhance the student's communication skills in that language. Because all instruction will be in the foreign language, the student will not absorb as much subject content as she would from English instruction. Expectations of content covered will be adjusted in these circumstances.

An anecdotal report on the student's work during the Exchange will be requested from the host school.

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## HOMEWORK PRACTICES

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Homework is a learning experience that is assigned by a teacher to enhance student learning outside of the classroom. Homework is based on the curriculum expectations and is designed to require no additional teaching outside of the classroom. Homework should be engaging and relevant to students. Students must understand what is required of them to complete the homework. Teachers should be made aware of homework that is beyond a student's capability in terms of understanding or time. This contact should be made by the student in the Upper School.

Homework has different purposes:

- to complete class work;
- to provide opportunities for practice to reinforce learning when the student can already independently perform the skills required to be successful or to reinforce previous learning or to provide opportunities to reflect on learning to increase student retention and understanding of concepts;
- to prepare students for future lessons by giving them opportunities to reflect on their prior knowledge;

- to extend learning by giving students opportunities to deepen their understanding and relate their learning to the real world;
- to support the development of good work habits;
- to build a sense of independence and personal responsibility; and
- to reinforce the attitude that learning takes place outside as well as inside the school.

## Homework Guidelines

1. No homework will be assigned on the school day immediately preceding scheduled holidays and long weekends.
2. The amount of homework assigned to students will vary depending on their grade.
3. Teachers will provide students with guidance on the type of homework assigned.
  - Grades 7 to 8: Homework assignments in total should typically not exceed one hour per day.
  - Grades 9 to 12: In general, teachers will provide homework assignments that should not normally take more than two hours per day.
4. Teachers should be made aware of homework that is beyond a student's capability in terms of understanding or time. This contact should be made by the parent in the Junior School and by the student in the Upper School.
5. For homework that requires a student to submit a word processing, spreadsheet or slide show document, the file must be one of the following: Microsoft Word (.doc or .docx), Microsoft Excel (.xls or .xlsx) and Microsoft PowerPoint (.ppt or .pptx). Adobe portable document format (.pdf) files are generally preferable. Teacher will specify the appropriate formats with students.

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## EXTRA HELP

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All teachers are available to provide extra help at least one day a week during the school day, after school or by appointment. Students may attend or be requested to attend these sessions.

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## EVALUATION PRACTICES AND PROCEDURES

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### Written Testing Blocks

Written tests are scheduled during the first three blocks in the day. If doctor/dentist appointments cannot be made after the school day, they should be made for period 4 in order to avoid missing the three written testing blocks.

### Writing Tests and Missed Tests

Students are expected to write tests on the date specified by the teacher. Advance notice will be given for all assessments. Exceptions may occur when a student has a function, excursion or sports match arranged by, or with the approval of, the school or when a student is seriously ill on the day of the test. It is the responsibility of the student who misses a test to contact her teacher either before the function, excursion or sports match. In the case of illness, whether or not the student has that class on the day of her return, she must arrange a time to write

the test. A student who fails to do this may be penalized. In addition, a note from the parent or doctor given to the teacher, verifying the reason for the absence, is required. A skipped test may result in a mark of zero. Students who repeatedly miss tests within a course and/or across their subjects will be seen by the Vice Principal, Teaching and Learning at which time parents will be contacted.

### Accommodations for Exams

See the [Learning Support Services section on page 27](#).

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## ACADEMIC CONCERNS

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For academic concerns, students are encouraged to speak first with the teacher. Failing resolution, the Department Head and the Guidance Counsellor should be approached. In serious situations where resolutions cannot be achieved, the Vice Principal, Teaching and Learning will become involved in seeking resolution.



# Description of School Services

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## GUIDANCE DEPARTMENT

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The Guidance Department provides services and information to assist students and their parents in educational, career and personal decision-making. The Guidance Counsellors act as liaisons with teaching staff, Boarding staff, Wellness staff and, where appropriate, external agencies.

The aim of the Guidance program is to help students acquire the skills, knowledge and attitudes necessary to know themselves, relate effectively to others, develop appropriate educational plans and explore career alternatives. This aim is achieved through individual and small group counselling. The goal is to have students begin the process of personal exploration and develop skills and resources for lifelong learning and career decision-making. Students are encouraged to use the reference material available in the Guidance Office. These resources include university, college and private institution course calendars, aids for study skills, community resources, brochures on a variety of personal topics and CDs and other relevant information on unique experiences and new programs.

Guidance Counsellors visit classes regarding course selection in January. Individual and small group sessions are also held.

The school's philosophy emphasizes personal responsibility in decision-making. Students are ultimately responsible for ensuring that they meet graduation diploma requirements and have the necessary courses for university admission. Guidance Counsellors provide individual support for students with their university entrance applications.

Students and parents are encouraged to contact the Guidance Department for information or assistance at any time.

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## LEARNING SUPPORT SERVICES

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At Havergal College, we recognize the individuality of each child and that each person explores the world in different ways and possesses different strengths and weaknesses. We work together to help students come to understand themselves as learners and learn how to properly self-advocate. We celebrate the individuality of each girl and encourage every student to be her own person, to challenge herself, to learn from her challenges and to celebrate her successes.

Learning Support Specialists are available to help all students (Junior, Middle and Senior Schools) understand their learning strengths and weaknesses and to assist teachers in working with students with different learning needs. They identify students needing accommodations, review extended assessments completed by private specialists, develop strategies to meet the needs of identified students, plan for any necessary accommodations, design professional development for teachers, coordinate meetings with families and teachers to discuss accommodations and recommendations and may help coordinate out-of-school support.

The Learning Support Specialists review all psycho-educational assessments and create Individual Education Profiles (IEP), which identify annual program goals and describe the support that is available for that student. The accommodations are aligned to those of universities, colleges, provincial assessments and other standardized tests. Havergal will accommodate but not modify the curriculum.

Students need a current psycho-educational assessment (within the last four to five years) on file. Generally, student assessments are completed in Grades 4, 8 and 12. Students going to university will be counselled to seek a current psycho-educational assessment.

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## EXTRA TIME ROOM

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The Extra Time Room is located in B55. The room is supervised and available for students who receive accommodations in the form of extra time for their tests. This is not a room for students without accommodations who have missed a test in a previous class. Up to 1.5 times extra time is provided.

### Extra Time Room schedules

#### 3:30 Dismissal

All school days except Wednesday and special schedule days

8:30 am	-	9:10 am	Students with period one tests start extra time
9:10 am	-	10:23 am	Period 1
10:35 am	-	11:50 am	Period 2
11:50 am	-	12:28 pm	Students with period two tests start extra time
12:27 pm	-	12:50 pm	Break
12:50 pm	-	2:05 pm	Period 3

#### Wednesdays 2:40 Dismissal

7:55 am	-	8:20 am	Students with period one tests start extra time
8:20 am	-	9:37 am	Period 1
9:45 am	-	11:00 am	Period 2
11:00 am	-	11:37 pm	Students with period two tests start extra time
12:00 pm	-	1:15 pm	Period 3

### Student Responsibilities in the Extra Time Room:

*Students must do the following:*

- Report directly to the Extra Time Room at the appropriate start time (students do not go to House, Prayers or class). There is no reason to be late for the Extra Time Room. There is no available extension to extra time.
- Remain in the Extra Time Room until the Extra Time Room supervisor dismisses you.

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## ACCOMMODATIONS FOR JUNE EXAMS

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Students with existing accommodations will meet with their Guidance Counsellors to review their exam accommodations. They will use the same accommodations for ALL of their exams. This will mean that:

- Students with a “Quiet Room” accommodation will have it applied to all exams. The Quiet rooms will be B60 (no computer) or A30 (Multi Media Lab, with computer).
- Students with an “Assistive Tech: Computer” accommodation will have it applied to all of their exams. Students with a computer accommodation will be in the A30 (Multi Media Lab).
- Students with an “Extra Time (up to time and a half)” accommodation will have it applied to all exams. Students with only this accommodation will receive “Extra time (up to time and a half)” in the gym with their class and teacher. Students with multiple accommodations (i.e., “Computer” and “Quiet Room”) will have their additional time applied while in A30 (the Multi Media Lab).

### New Accommodations Based on Educational Assessments

Psycho-educational assessments must be received by the beginning of May for implementation for that year’s exams. Parents and students should check with the Learning Support Specialist for the exact date each year. Assessments received after the beginning of May will be implemented by September in the following academic year.

### Newly Requested Accommodations

If a student arrives at school on the morning of her exam with a doctor’s note requesting new accommodations, her exams for that day will be rescheduled to the exam conflict day to give the school time to review the note and to apply the new accommodations in ways that are consistent with school practice. Her other exams will continue as scheduled with the new accommodations if they are deemed appropriate by the school.

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## ENGLISH LANGUAGE LEARNERS

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English language learners are students whose first language is a language other than English or is a variety of English that is significantly different from the variety used for instruction in Ontario schools. All students who are admitted are expected to be proficient in English. Students in their first two years at Havergal who have been educated in a language other than English or French will be given extra time and a dictionary or electronic translator on all assessments as deemed necessary.

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## RETA WESTON LIBRARY RESOURCE CENTRE

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The Reta Weston Library Resource Centre is located in the Upper School and provides programs and services for students, faculty and staff. The collection includes both print and non-print materials including electronic resources. These reflect school curricula as well as recreational reading. The automated Online Public Access Catalogue (OPAC) provides computer searches of our library collection. Students receive instruction on library skills and research methods. Virtually all resources may be borrowed with the exception of current issues of magazines and newspapers, which must be used within the library.

Terms of loan include overnight (sign out after 3:30 pm, return by 8:30 am the next school morning) and two-week periods. The library collection is a shared resource dependent upon the honourable and responsible use by all.

Materials that are lost are replaced at the borrower’s expense. Library loans may be renewed for an extended time, provided that they are not on reserve for another library user. Overdue library loans are subject to fines of 25 cents per school day to be paid directly at the circulation desk. Students should note the due date of their loans in their Student Agendas as a reminder to return materials on time or earlier. This responsibility is a crucial courtesy to other library users, ensuring their access to the library’s collection.

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## INFORMATION AND COMMUNICATION TECHNOLOGY

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Havergal operates two computer labs: 25 desktop and 12 laptop computers in the Reta Weston Library Resource Centre; and 25 computers in a state-of-the-art Multi Media Lab, which includes industry-standard digital video, image manipulation and graphic layout software.

Havergal is wireless throughout the campus and students in Grades 7 to 12 will be required to bring personal laptops or other mobile devices into the school to gain Internet access and complete assigned work in class. Personal laptops or other mobile devices will be used in the classroom at the discretion of the individual teacher. Students are asked not to text and walk and to be thoughtful about their use of mobile technologies. Students and one of their parents/guardians are required to read and agree to comply with the [Acceptable Use of Technology Agreement](#) and abide by the [Havergal College Code of Conduct](#) in order to have network access at Havergal.

# Diploma and Certificate Requirements and Related Procedures

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## THE ONTARIO SECONDARY SCHOOL DIPLOMA REQUIREMENTS (OSSD) (OS 6.1)

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The requirements for earning an Ontario Secondary School Diploma (OSSD) are as follows:

- Students must earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits.
- Students must meet the provincial secondary school literacy requirements.
- Students must complete 40 hours of community involvement activities.
- Students are required to remain in secondary school until the student has reached the age of 18 or obtained an Ontario Secondary School Diploma (OSSD).

### Compulsory Credits (total of 18) (OS 6.1.1)

Students must earn the following 18 compulsory credits to obtain the Ontario Secondary School Diploma:

- 4 credits in English (1 credit per grade)
- 3 credits in mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in the arts
- 1 credit in Canadian geography (Grade 9)
- 1 credit in Canadian history (Grade 10)
- 1 credit in French as a second language
- 1 credit in health and physical education
- 0.5 credit in career studies
- 0.5 credit in civics

3 additional credits, consisting of 1 credit from each of the following groups:

- **Group 1:** English (including the Ontario Secondary School Literacy Course), French as a second language, classical languages, international languages, Native languages, Canadian and world studies, Native studies, social sciences and humanities, guidance and career education or cooperative education.
- **Group 2:** French as a second language, the arts, business studies, health and physical education or cooperative education.

- **Group 3:** French as a second language, science (Grade 11 or 12), computer studies, technological education or cooperative education.

Note – the following conditions apply to selections from the above three groups:

- A maximum of 2 credits in French as a second language may count as additional compulsory credits, 1 credit from Group 1 and 1 credit from either Group 2 or Group 3.
- A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of Groups 1, 2 or 3.

### Optional Credits (total of 12) (OS 6.1.2)

In addition to the 18 compulsory credits, students must earn 12 optional credits. Students earn these credits by successfully completing courses they have selected from the courses listed as available in their school's program and course calendar.

(Canada. Ministry of Education, Ontario. Policy and Program. Ontario Schools Kindergarten to Grade 12 : Policy and Program Requirements. Toronto: Ministry of Education, 2016 Print. Section 6.1.1, 6.1.2 pp 60-62)

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## THE SECONDARY SCHOOL LITERACY GRADUATION REQUIREMENT (OS 6.1.3)

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All students are required to meet the secondary school literacy graduation requirement in order to earn an Ontario Secondary School Diploma (OSSD). The requirement is based on the expectations for reading and writing throughout the Ontario curriculum up to and including Grade 9. The purpose of the secondary school literacy graduation requirement is to determine whether students have the skills in reading and writing that they will need to succeed in school, at work and in daily life.

To meet this requirement, students are expected to take and successfully complete the Ontario Secondary School Literacy Test (OSSLT) in Grade 10. Once students have successfully completed the OSSLT, they may not retake it.

Students who do not successfully complete the OSSLT will have additional opportunities to meet the literacy



graduation requirement in the following two years by retaking the test. Students who do not successfully complete the OSSLT will be required to complete the Ontario Secondary School Literacy Course (OSSLC).

(Canada. Ministry of Education, Ontario. Policy and Program. Ontario Schools Kindergarten to Grade 12 : Policy and Program Requirements. Toronto: Ministry of Education, 2016. Print. Section 6.1.3 p 62)

## The Ontario Secondary School Literacy Test (OSSLT) (OS 6.1.3.1)

The Ontario Secondary School Literacy test (OSSLT) is the usual method for assessing the literacy skills of students in Ontario for the purpose of determining whether they meet the provincial secondary school literacy requirement for graduation. The test thus identifies students who have demonstrated the required skills in literacy as well as those who have not demonstrated the required skills and will need to do further work. The test identifies the specific areas in which these latter students need remediation.

The test is scheduled by and administered through the Education Quality and Accountability Office (EQAO) once each year, usually in the spring.

Students will usually take the OSSLT in the school year following the school year in which they enter Grade 9, unless a deferral is granted by the Principal. Deferrals are intended for students who are working towards an OSSD and who have not yet acquired a level of proficiency in English that would allow them to successfully complete the test.

Deferrals may also be granted to students who are unable to write the test at the scheduled time owing to illness, injury or other extenuating circumstances or to students who are new to the school and cannot be provided with the appropriate accommodations in time. Documentation must be submitted to the Principal of the school in such cases.

The writing of the test may be deferred only to the time of the next scheduled test. If an additional deferral is required, the Principal must review the request again with the parent and appropriate school staff.

(Canada. Ministry of Education, Ontario. Policy and Program. Ontario Schools Kindergarten to Grade 12 : Policy and Program Requirements. Toronto: Ministry of Education, 2016. Print. Appendix 3 Section 3 pg 104)

Students who do not successfully complete the OSSLT will have opportunities to retake the test in subsequent years, on dates scheduled by the EQAO. Once students have successfully completed the OSSLT, they may not retake it.

Students who are English language learners may be entitled to special provisions, which are adjustments to the setting and/or timing for writing the test. These provisions may be provided if the Principal deems such

provisions to be in the best educational interest of the student. Decisions about specific provisions must:

- always be made on an individual student basis;
- be made by the Principal in consultation with the student, parents (if the student is under the age of 18), Head of Guidance and Vice Principal, Teaching and Learning;
- be made prior to the taking of the OSSLT;
- conform to the permitted special provisions outlined in the EQAO document entitled, *Guide for Accommodations, Special Provisions, Deferrals and Exemptions*;
- be clearly communicated in writing to the parents, or directly to the adult student, in advance of writing the test; and
- be recorded, with all pertinent details, on the Student Data Collection System provided by the EQAO for students writing the OSSLT.

(Canada. Ministry of Education, Ontario. Policy and Program. Ontario Schools Kindergarten to Grade 12 : Policy and Program Requirements. Toronto: Ministry of Education, 2016. Print. Appendix 3 Section 2 pg 103)

For students with special education needs, accommodations specified in the student's IEP must be available on the day of the test. Accommodations change only the way in which the OSSLT is administered or the way in which the student responds to the components of the test. They do not alter the content of the test or affect the validity or reliability of the test. To qualify for accommodations, a student must have an IEP that outlines accommodations to be provided during the test that are also necessary for and consistent with regular classroom practices and that are provided for all of her assessments.

Decisions about accommodations must:

- always be made on an individual student basis;
- be made by the Principal in consultation with the student, parents (if the student is under the age of 18), Head of Guidance and Vice Principal, Teaching and Learning;
- be made prior to the taking of the OSSLT;
- take into consideration all accommodations included in the student's IEP that are permitted as outlined in the EQAO document, entitled *Guide for Accommodations, Special Provisions, Deferrals and Exemptions*;
- be clearly communicated in writing to the parents, or directly to the adult student, in advance of writing the test; and
- be recorded, with all pertinent details, on the Student Data Collection System provided by the EQAO for students writing the OSSLT.

(Canada. Ministry of Education, Ontario. Policy and Program. Ontario Schools Kindergarten to Grade 12 : Policy and Program Requirements. Toronto: Ministry of Education, 2016. Print. Appendix 3 Section 1 pg 99)

Students for whom required accommodations were not available on the day the OSSLT was administered may be eligible to enroll directly in the Ontario Secondary School Literacy Course (OSSLC) (see 6.1.3.2).

A student will take the OSSLT in the language of instruction in which she is enrolled at the time the test is administered.

### **The Ontario Secondary School Literacy Course (OSSLC) (OS 6.1.3.2)**

If a student has had two opportunities to take the OSSLT and has failed it at least once, the student is eligible to enroll in the OSSLC. Principals have the discretion to allow a student to enroll in the OSSLC before she has had a second opportunity to take the OSSLT, if the Principal determines that it is in the best educational interest of the student. The credit earned for successfully completing the OSSLC may also be used to meet the Grade 11 or Grade 12 compulsory credit requirement in English or to meet the Group 1 compulsory credit requirements for the Ontario Secondary School Diploma. A student cannot be granted credit for the OSSLC through the challenge process from the Prior Learning Assessment and Recognition policy (PLAR).

(Canada. Ministry of Education, Ontario. Policy and Program. Ontario Schools Kindergarten to Grade 12 : Policy and Program Requirements. Toronto: Ministry of Education, 2016. Print. Section 6.1.3.2 p 64)

### **OS 6.1.3.3 The Adjudication Process**

Students who are otherwise eligible to graduate in June of a given school year are eligible for adjudication to obtain their graduation literacy requirement if they meet one or more of the following criteria:

- The student was never able to write the test because of illness, injury or other extenuating circumstances.
- The student was eligible to enroll in the OSSLC, but the student's school did not offer the OSSLC or make arrangements for the student to take the OSSLC in another school.
- The student was enrolled in the OSSLC but, as a result of illness, injury or other extenuating circumstances, was not able to complete the OSSLC.
- The student was receiving special education programs and had an IEP documenting required accommodations when taking the OSSLT. In that school year or the previous school year, the student was present to take the test but, because of unforeseen circumstances, the required accommodations, or a reasonable alternative to them, were not available to the student on the day the OSSLT was administered during the whole test or part of the test.

(Canada. Ministry of Education, Ontario. Policy and Program. Ontario Schools Kindergarten to Grade 12 : Policy and Program Requirements. Toronto: Ministry of Education, 2016. Print. Section 6.1.3.3 p 66).

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## **THE 40 HOUR COMMUNITY INVOLVEMENT REQUIREMENT (OS 6.1.4)**

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In Ontario, every secondary school student must complete a minimum of 40 hours of community involvement activities as part of the requirements for an OSSD. The purpose of the community involvement requirement is to encourage students to develop awareness and understanding of civic responsibility and of the role they can play and the contributions they can make in supporting and strengthening their communities. Another purpose of the community involvement requirement is to develop strong ties between the students and their community, fostering valuable partnerships and long-term relationships.

Students will select one or more community involvement activities in consultation with their parents. Selection of activities should take into account the age, maturity and ability of the student, the location and environment of the proposed activity and the need for any special training, equipment and preparation. The safety of the student is paramount. A parent is not required to sign a form or to be consulted if the student is 18 years of age or older.

Community involvement activities may be completed at any time prior to graduation. Although this diploma requirement applies to students in Grades 9 to 12, students in Grade 8 will be able to start accumulating community involvement hours in the summer before they enter Grade 9.

(Canada. Ministry of Education, Ontario. Policy and Program. Ontario Schools Kindergarten to Grade 12 : Policy and Program Requirements. Toronto: Ministry of Education, 2011. Print. Section 6.1.4 p 60)

Students who enter Havergal College in Grades 9 and 10 must complete 40 hours of community involvement. The Principal will determine the number of hours of community involvement required for students who have successfully completed two or more years in a secondary school program outside of Ontario. Generally, students who enter Havergal College from schools outside of Ontario in Grade 11 must complete 20 hours of community involvement; students who enter Havergal College from schools outside of Ontario in Grade 12 must complete 10 hours of community involvement.

(Canada. Ministry of Education, Ontario. Policy and Program. Ontario Schools Kindergarten to Grade 12 : Policy and Program Requirements. Toronto: Ministry of Education, 2011. Print. Section 6.1.4 p 60, 91, PPM124a)

## Roles and Responsibilities of Students

In consultation with their parents, students will select a community involvement activity or activities. This activity must not be on the Ontario Ministry of Education's lists of ineligible activities. If a student is unsure about the eligibility of any particular activity, the student should obtain approval from the Forum for Change Program Manager before beginning the activity.

Students are encouraged to consult with the Forum for Change Program Manager to discuss their ideas regarding potential community involvement activities.

The "Completion of Community Involvement Activities" form must be completed by the student, the student's parent (if the student is under 18 years of age) and the community sponsor (that is, the person or organization that provided the community involvement opportunity for the student). The student must submit the form to the Forum for Change Program Manager upon completion of the 40 hours or at appropriate intervals throughout the school year. Students are also responsible for recording this information in the Community Involvement Tracker, which they can access through their Veracross page. They can access the necessary forms at the Forum for Change or in Veracross.

## Roles and Responsibilities of Parents

Parents should provide assistance to their child in the selection of their community involvement activities. Parents are also encouraged to communicate with the community sponsor and the Institute Program and Project Coordinator if they have any questions or concerns. A parent must sign the "Notification of Planned Community Involvement Activities" form and the "Completion of Community Involvement Activities" form if the student is under the age of 18 years.

## The Ontario Ministry of Education's Ineligible Activities

The Ontario Ministry of Education has developed a list of activities that may not be chosen as community involvement activities. An ineligible activity is an activity that:

- is a requirement of a class or course in which the student is enrolled (e.g., Cooperative Education portion of a course, job shadowing, work experience);
- takes place during the time allotted for the instructional program on a school day. However, an activity that takes place during the student's lunch breaks or "spare" periods is permissible;
- takes place in a logging or mining environment, if the student is under 16 years of age;
- takes place in a factory, if the student is under 15 years of age;
- takes place in a workplace other than a factory, if the student is under 14 years of age and is not accompanied by an adult;
- would normally be performed for wages by a person in the workplace;
- involves the operation of a vehicle, power tools or scaffolding;
- involves the administration of any type or form of medication or medical procedure to other persons;
- involves handling of substances classed as "designated substances" under the Occupational Health and Safety Act;
- requires the knowledge of a tradesperson whose trade is regulated by the provincial government;
- involves banking or the handling of securities, or the handling of jewellery, works of art, antiques or other valuables;
- consists of duties normally performed in the home (i.e., daily chores) or personal recreational activities; and
- involves a court-ordered program (e.g., community-service program for young offenders, probationary program).

## Havergal College's Ineligible Activities

- Fundraising activities are subject to approval by the Forum for Change Program Manager.
- Service to the Havergal community (parent evenings, Celebration Saturday, etc.).

If further information is required, please contact the Forum for Change Program Manager at extension 6566.

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## **SUBSTITUTIONS FOR COMPULSORY CREDIT REQUIREMENTS (OS 6.2)**

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In order to allow flexibility in designing a student's program to her needs and to support her progress through secondary school, Principals may substitute up to three compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements (including Groups 1, 2 and 3) outlined in section 6.1.1. Substitutions should be made to promote and enhance student learning or to respond to special needs and interests.

Two half credit courses may be used through substitution to meet one compulsory credit requirement (counted as one substitution); one full credit course may be used through substitution to meet the two compulsory half credit requirements of civics and career studies (also counted as one substitution).

The decision to substitute one course for another for a student should be made only if the student's educational interests are best served by such substitution. If a parent or an adult student (a student who is 18 years of age or older) requests a substitution, the Principal will determine whether the substitution should be made. The Principal may also initiate consideration of whether a substitution should be made. The Principal will make her decision in consultation with the parent or the adult students and the Head of Guidance and the Vice Principal, Teaching and Learning.

The following are limitations on substitutions for compulsory credits:

- English as a second language and English Literacy development courses may not be used to substitute a compulsory credit. (They may be used, however, to meet the compulsory credit requirement for three English credits in accordance with section 6.1.1.)
- No more than one learning strategies course, from the guidance and career education curriculum policy document, may be used through substitution to meet a compulsory credit requirement.
- Credits earned for cooperative education courses may not be used through substitution to meet a compulsory credit requirement.
- A locally developed compulsory credit (LDCC) course may not be used as a substitute for a compulsory credit; it may be used only to meet the compulsory credit requirement that it has been designed to meet (7.3.1).

Each substitution will be noted on the student's Ontario Student Transcript.

(Canada. Ministry of Education, Ontario. Policy and Program. Ontario Schools Kindergarten to Grade 12 : Policy and Program Requirements. Toronto: Ministry of Education, 2016. Print. Section 6.2 p 67)

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## **REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL CERTIFICATE (OS 6.3)**

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The Ontario Secondary School Certificate will be granted, on request, to students who are leaving secondary school upon reaching the age of 18 without having met the requirements for the Ontario Secondary School Diploma. To be granted an OSSC, a student must have earned a minimum of 14 credits, distributed as follows:

7 required compulsory credits:

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

7 required optional credits:

- 7 credits selected by the student from available courses

The provisions for making substitutions for compulsory credits described in 6.2 also apply to the Ontario Secondary School Certificate.

(Canada. Ministry of Education, Ontario. Policy and Program. Ontario Schools Kindergarten to Grade 12 : Policy and Program Requirements. Toronto: Ministry of Education, 2016. Print. Section 6.3 p 68)

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## **REQUIREMENTS FOR THE CERTIFICATE OF ACCOMPLISHMENT (OS 6.4)**

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Students who are leaving secondary school upon reaching the age of 18 without having met the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. This certificate may be a useful means of recognizing achievement for students who plan to take certain kinds of further training, or who plan to find employment directly after leaving school. The Certificate of Accomplishment is to be accompanied by the student's Ontario Student Transcript. For students who have an Individual Education Plan (IEP), a copy of the IEP may be included.

Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcripts updated but will



not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when a student has fulfilled the appropriate requirements.

(Canada. Ministry of Education, Ontario. Policy and Program. Ontario Schools Kindergarten to Grade 12 : Policy and Program Requirements. Toronto: Ministry of Education, 2016. Print. Section 6.4 p 68)

## The Granting of the Diploma and Certificates (OS 6.5)

On the recommendation of the Principal, the Minister of Education grants diplomas and certificates at any time during the year to students who have successfully completed the necessary requirements. The diploma or certificate will be issued by the Principal of the school that holds the student's Ontario Student Record when the final credit is earned. If the final credit is earned through the Independent Learning Centre, the student may choose to have the diploma or certificate issued by the director of the Independent Learning Centre or the Principal of the school last attended. The person issuing the diploma or certificate will submit the necessary report to the Ministry of Education.

(Canada. Ministry of Education, Ontario. Policy and Program. Ontario Schools Kindergarten to Grade 12 : Policy and Program Requirements. Toronto: Ministry of Education, 2016. Print. Section 6.5 p 69)

## The Ontario Scholar Program (OS 6.6)

The Ontario Scholar Program recognizes students who have earned an Ontario Secondary School Diploma in the current or previous school year and who have attained an aggregate of at least 480 marks in any combination of ministry approved courses that provide a total of 6 credits. Upon the recommendation of their Principal, these graduating students receive a certificate from the Ministry of Education.

Approved courses include:

- any Grade 12 university preparation, university/college preparation, college preparation, workplace preparation, and/or open courses authorized under OSS, including locally developed courses approved by the ministry;
- cooperative education courses related to any of the above courses; and
- dual credit courses in college-delivered dual credit programs approved by the ministry.

(Canada. Ministry of Education, Ontario. Policy and Program. Ontario Schools Kindergarten to Grade 12 : Policy and Program Requirements. Toronto: Ministry of Education, 2016. Print. Section 6.6 p 69)

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## SECONDARY SCHOOL COURSES AND RELATED PROCEDURES (OS 7)

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The secondary school program is designed to provide all students with the fundamental knowledge and skills they will need in any area of endeavour as well as the opportunity to specialize in and/or explore areas related to their postsecondary goals and personal interests. This program keeps options open for students in the earlier grades and prepares them in the senior grades for their postsecondary destinations. Course selection for students under the age of 18 must be made with parental approval except in the case of 16 or 17 year old students who have withdrawn from parental control.

## Secondary School Credits (OS 7.1)

A credit is granted in recognition of the successful completion (that is, completion with a final percentage mark of 50 per cent or higher) of a course that has been scheduled for a minimum of 110 hours. A half-credit may be granted for each 55-hour part of a 110-hour ministry-developed course in accordance with the policy outlined in the curriculum policy documents. Most courses are offered as single-credit courses.

For the purpose of granting a credit, scheduled time is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of a course. Planned learning activities include interaction between the teacher and the student and assigned individual or group work (other than homework) related to the achievement of the learning expectations in the course. Planned learning activities will be delivered through classroom or elearning instruction and activities and/or through community placements related to work experience and cooperative education.

(Canada. Ministry of Education, Ontario. Policy and Program. Ontario Schools Kindergarten to Grade 12 : Policy and Program Requirements. Toronto: Ministry of Education, 2016. Print. Section 7.1 p 70)

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## SECONDARY SCHOOL COURSES IN THE ONTARIO CURRICULUM (OS 7.2)

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Secondary school courses in the Ontario curriculum are organized by discipline, grade and course type. Course types offered in Grades 9 and 10 (academic and applied courses, open courses) differ from those offered in Grades 11 and 12 (destination related courses, open courses).

In the current Ontario curriculum, there is a clear distinction between applied and academic courses in Grades 9 and 10, as well as among the various destination courses in Grades 11 and 12. Open courses in Grades 9-12 are also distinct from other course types. Depending on the subject and/or discipline, students may earn credit for the successful completion of more than one course in the same subject at any given grade level.

Courses are coded according to the Ministry of Education common course codes. The five digit code can be explained as follows:

### For Grades 9 and 10

ENG1D:	ENG	(Subject – English)
	1	(Grade – 9)
	D	(Level of study – Academic)
AVI2O:	ART	(Subject – Visual Arts)
	2	(Grade – 10)
	O	(Level of study – Open)

### For Grades 11 and 12

ENG3U:	ENG	(Subject – English)
	3	(Grade – 11)
	U	(Level of study – University bound)
AVI4M:	AVI	(Subject – Art)
	4	(Grade – 12)
	M	(Level – College/University bound)

### Understanding the Code

A = The Arts  
K = Alternative (non-credit)  
B = Business Studies  
L = Classical, International and Native Languages  
C = Canadian and World Studies  
M = Mathematics  
E = English  
N = Native Studies  
F = French  
P = Health and Physical Education  
G = Guidance and Career Education  
S = Science  
H = Social Sciences and Humanities

T = Technological Education  
I = Computer Studies or Interdisciplinary Studies

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## COURSE LOAD AT HAVERGAL COLLEGE

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A maximum of 8 courses per year may be taken.

- Grade 7-10 students *must take 8 courses*
- Grade 11 students *must take at least 7 courses*
- Grade 12 students *must take at least 6 courses*

Grade 12 students must complete a minimum of six university preparatory courses. These may include a combination of 4M and 4U courses. The 30 credits in the diploma may include some or all of the six required university preparatory courses.

Students may not drop below the minimum course load except under exceptional circumstances and only if the school deems this to be in the best interest of the student. This decision is made in consultation with the parents, the Guidance counsellor and the Vice Principal, Teaching and Learning.

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## TYPES OF COURSES OFFERED

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### Grade 9 and 10 Courses (OS 7.2.1)

The following types of courses are offered in Grades 9 and 10 at Havergal:

- **Academic** courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.
- **Open** courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college or the workplace in mind.

Applied courses are not offered at Havergal College. Students must take a combination of academic or open courses in Grades 9 and 10.

In Grades 9 and 10, students will select an appropriate combination of academic and open courses in order to add to their knowledge and skills, explore their interests and determine the type of educational program they are best suited to undertake in Grades 11 and 12. When selecting their courses in Grades 9 and 10, students are not expected to make binding decisions about a particular education or career pathway; however, they should try to ensure that they have the prerequisites required for future courses they plan to take.

(Canada. Ministry of Education, Ontario. Policy and Program. Ontario Schools Kindergarten to Grade 12 : Policy and Program Requirements. Toronto: Ministry of Education, 2016. Print. Section 7.2.1 p 71)

## Grade 9 Course Program at Havergal

Students in Grade 9 at Havergal will take the following program. Note that there are two areas for choice:

- Canadian geography (CGC1D)
- English (ENG1D)
- French (FSF1D or FSF2D)
- Mathematics (MPM1D or MPM2D)
- Physical education (PPL10)
- Science (SNC1D)
- 2 credits of art, drama, Latin, music, Spanish, technology, Mandarin and business

## Grade 10 Course Program at Havergal

Students in Grade 10 at Havergal will take the following program:

- Career studies (GLC2O) (0.5 credit)
- Civics (0.5 credit) (CHV2D)
- English (ENG2D)
- History (CHC2D)
- Mathematics (MPM2D)
- Science (SNC2D)
- 3 additional courses

## Reach-Ahead Opportunities for Elementary School Students (OS 2.5.2.1)

Under exceptional circumstances, an individual student in Grade 8, with parental consent, may be given permission by the Principal of a secondary school to “reach ahead” to take secondary school courses during the school year. The Principal of the elementary school and the Principal of the secondary school will decide, on a case-by-case basis, whether “reaching ahead” to take a secondary school course is in the best interest of the student. The Principal of the secondary school will assume responsibility for evaluating the student’s achievement and for granting

and recording the credit. This evaluation may include a Havergal College exam and consultation with the appropriate Department Head and the Vice Principal, Teaching and Learning. In addition, a reach-ahead credit form will have to be properly signed by both Principals for the reach-ahead credit to be granted.

(Canada. Ministry of Education, Ontario. Policy and Program. Ontario Schools Kindergarten to Grade 12 : Policy and Program Requirements. Toronto: Ministry of Education, 2016. Print. Section 2.5.2.1 p 32)

Students in Grade 8 may also have the opportunity to reach ahead to start earning community involvement hours prior to entering Grade 9.

Canada. Ministry of Education, Ontario. Policy and Program. Ontario Schools Kindergarten to Grade 12 : Policy and Program Requirements. Toronto: Ministry of Education, 2016. Print. Section 6.1.4 p 66)

## Grade 11 and 12 Courses (OS 7.2.2)

The following types of courses are offered in Grades 11 and 12:

- University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.
- University/college preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.
- Open courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students’ knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college or the workplace in mind.

Havergal does not offer college or workplace preparation courses. Havergal does not offer transfer courses.

In Grades 11 and 12, students will focus increasingly on their individual interests and will identify and prepare for their post-secondary pathways.

(Canada. Ministry of Education, Ontario. Policy and Program. Ontario Schools Kindergarten to Grade 12 : Policy and Program Requirements. Toronto: Ministry of Education, 2011. Print. Section 7.2.2 p 72)

## Advanced Placement (AP) Courses

Havergal College offers timetabled AP courses in some subjects, depending on sufficient enrolment. These are Grade 12 University Preparation Courses, which also provide the extra content needed to prepare students to write AP exams. Students in Advanced Placement courses will earn the related Grade 12 University Preparation course credit. Students may also choose to write AP exams in other subjects not offered by Havergal. All students are invited by the AP Coordinator to register for other AP exams and pay the associated fees.

## Course Prerequisites (OS 7.2.3)

Courses in Grades 10, 11 and 12 may have prerequisites for enrolment. All prerequisite courses are identified in Ministry Curriculum Policy documents and no courses apart from these may be identified as prerequisites. If a parent or an adult student requests that a prerequisite be waived, the Principal will determine whether or not the prerequisite should be waived. The Principal may also initiate consideration of whether a prerequisite should be waived. The Principal will make his or her decision in consultation with the Vice Principal of Teaching and Learning, parent and subject Department Head.

(Canada. Ministry of Education, Ontario. Policy and Program. Ontario Schools Kindergarten to Grade 12 : Policy and Program Requirements. Toronto: Ministry of Education, 2016. Print. Section 7.2.3 p 73)

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## POLICY ON SUMMER SCHOOL, NIGHT SCHOOL, SATURDAY SCHOOL AND CORRESPONDENCE COURSES (OS 10.2.2–10.2.3)

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In order that an Ontario Secondary School Diploma granted by Havergal College reflects academic work done at the school, Havergal has implemented the following policy on supplementary courses. These include summer school courses, night school courses, courses delivered through the Independent Learning Centre (ILC) and Saturday courses.

1. Students must take all compulsory courses for the Ontario Secondary School Diploma, including ENG4U, at Havergal.
2. Students must take all prerequisite courses at Havergal (e.g., a student may not take SBI3U Biology in the summer and then register for SBI4U Biology at Havergal in a subsequent year).

3. Students will not be permitted to register at an ILC, night school or Saturday school course if the course is offered and available to the student at Havergal.
4. Students registered in Saturday, night or ILC courses must maintain the minimum course load in their day program. If a student enters Grade 12 and needs six credits to fulfill the diploma requirement, she must be registered for six courses at Havergal.

There may be exceptions to the above policy due to extenuating circumstances such as prolonged illness, an extraordinary commitment (e.g., National Team competition) or other special needs. These exceptions will be determined on an individual basis by the Vice Principal Teaching and Learning and the Principal with input from the Head of Guidance and the Department Head of the particular subject.

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## PROCEDURES FOR STUDENTS WHO WISH TO CHANGE COURSE TYPES (OS 7.2.4)

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Some students may change their educational goals as they proceed through secondary school. When they decide to embark on a new pathway, they may find that they have not completed all of the prerequisite courses they need. In most cases, a student may enroll in a different type of course in a given subject in Grade 10 than the type she completed in Grade 9, although doing so may require additional preparation as recommended by the Principal. In the case of mathematics, the sole prerequisite for the Grade 10 academic mathematics course is the Grade 9 academic mathematics course. Since Havergal does not offer applied courses, Havergal does not offer any transfer courses.

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## PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR) (OS 7.2.5)

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Prior learning includes the knowledge and skills that students have acquired in both formal and informal ways outside Ontario secondary school classrooms. The PLAR process involves two components: challenge and equivalency. At Havergal, we apply the equivalency process only, which involves the assessment of credentials from other jurisdictions.



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## **PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR) FOR REGULAR DAY SCHOOL STUDENTS (OS 7.2.5.1)**

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For students who are transferring from home schooling, a non-inspected private school or a school outside Ontario, the school will grant equivalency credits for placement purposes based on an evaluation of the student's previous learning (see section Students Transferring Between Schools within Ontario and Students Transferring from Home Schooling, a Non-inspected Private School or a School Outside Ontario for more information).

(Canada. Ministry of Education, Ontario. Policy and Program. Ontario Schools Kindergarten to Grade 12 : Policy and Program Requirements. Toronto: Ministry of Education, 2016. Print. Section 7.2.5.1 p 74)

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## **STUDENTS TRANSFERRING BETWEEN SCHOOLS WITHIN ONTARIO (OS 4.3.1)**

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Secondary school students who transfer from one Ontario secondary school to another will have their credits (as recorded on their Ontario Student Transcript) transferred with them, along with information on their progress towards meeting graduation requirements. The Principal of the receiving school may award credit for work started in the previous school but completed in the receiving school. Where this work cannot be completed in the receiving school, the receiving Principal may, after consultation with the Principal of the sending school, award a partial credit in recognition of the student's achievement of some of the course expectations.

(Canada. Ministry of Education, Ontario. Policy and Program. Ontario Schools Kindergarten to Grade 12 : Policy and Program Requirements. Toronto: Ministry of Education, 2011. Print. Section 4.3.1 p 51)

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## **STUDENTS TRANSFERRING FROM HOME SCHOOLING, A NON-INSPECTED PRIVATE SCHOOL OR A SCHOOL OUTSIDE ONTARIO (OS 4.3.2)**

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For secondary students who are transferring from home schooling, a non-inspected private school or a school outside Ontario, the Principal in consultation with Head of Guidance and Vice Principal Teaching and Learning will, in the process of deciding where the student should be placed, determine as equitably as possible the total credit equivalency of the student's previous learning and

the number of compulsory and optional credits still to be earned. The credit equivalency total and the number of compulsory credits included will be entered on the student's Ontario Student Transcript (OST). Students will have to meet the provincial secondary school literacy requirement. The Principal will determine the number of hours of community involvement activities the student will have to complete. Final decisions regarding placement are made by the Principal in consultation with the student, faculty and parents. The Principal will communicate the placement decision, and the rationale for the placement, to the student and parents. The Principal will note the results of the assessment and the reasons for the decision in the student's Ontario Student Record (OSR).

(Canada. Ministry of Education, Ontario. Policy and Program. Ontario Schools Kindergarten to Grade 12 : Policy and Program Requirements. Toronto: Ministry of Education, 2016. Print. Section 4.3.2 p 52)

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## **PROGRAMS IN MUSIC TAKEN OUTSIDE THE SCHOOL (OS 7.3.4)**

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A student may be awarded a maximum of 2 credits for music programs taken outside the school through one or both of the following options.

### **Option 1**

For music programs completed outside the school (Appendix 4), the Principal may award a maximum of 2 university/college preparation credits (1 Grade 11 credit and 1 Grade 12 credit) towards the Ontario Secondary School Diploma. These credits may be awarded in addition to any other music credits earned in the school through successful completion of Ontario curriculum courses. The course titles and course codes are as follows: Music - External (Conservatory), AMX3M; and Music - External (Conservatory), AMX4M. The credits will be awarded upon presentation of the official forms or certificates documenting the required achievement.

The credits are optional credits; they may not be used to meet the compulsory credit requirement in the arts or the additional compulsory credit requirement for Group 2.

### *Note:*

- Students may not use these credits to satisfy the related course requirement for a cooperative education program.
- A student awarded 2 music credits in this manner may not earn additional Grade 10 to 12 music credits through the Prior Learning and Assessment (PLAR) challenge or equivalency process.

- A maximum of 4 credits earned through a combination of a dual credit program and a program in music taken outside the school may be used to meet the optional credit requirement for the OSSD.
1. A maximum of one Grade 11 university/college preparation music credit may be awarded towards the OSSD for the successful completion of one of the following:
    - Grade VII Practical and Intermediate Rudiments (formerly Grade 1 Rudiments) of the Royal Conservatory of Music, Toronto
    - Grade VII Practical and Grade III Theory of Conservatory Canada, London, Ontario
    - Collegial I Practical and Collegial I Theory of any conservatory of music in the province of Quebec
    - Grade V Practical and Grade III Theory of Trinity College London, England
    - Grade VII Practical and Grade VI Theory of the Royal Schools of Music, London, England
  2. A maximum of one Grade 12 university/college preparation music credit may be awarded towards the OSSD for the successful completion of one of the following:
    - Grade VIII Practical and Advanced Rudiments (formerly Grade II Rudiments) of the Royal Conservatory of Music, Toronto
    - Grade VIII Practical and Grade IV Theory of Conservatory Canada, London, Ontario
    - Collegial II Practical and Collegial II Theory of any conservatory of music in the province of Quebec
    - Grade VI Practical and Grade IV Theory of Trinity College London, England
    - Grade VIII Practical and Grade VIII Theory of the Royal Schools of Music, London, England

*Note:*

The term practical refers to any musical instrument on which performance is examined. It includes voice (i.e., singing), but not speech arts.

The mark credited to the student is calculated by averaging the marks that the student has earned in the practical component and in rudiments or theory, as the case may be.

(Canada. Ministry of Education, Ontario. Policy and Program. Ontario Schools Kindergarten to Grade 12 : Policy and Program Requirements. Toronto: Ministry of Education, 2011. Print. Section 7.3.4 p 72, Appendix 4 pg 107)

## Option 2

Students may be awarded music credits (a maximum of 2 credits in Grades 10-12) through the PLAR challenge process. Music credits granted through the PLAR process may be used to meet the compulsory credit requirement in the arts or the additional compulsory credit requirement for Group 2. They may also be used to satisfy the related course requirement for a cooperative education program. Please note that Havergal does not offer the PLAR challenge process.

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## PROCEDURES FOR STUDENTS WHO FAIL TO MEET COURSE EXPECTATIONS (OS 7.5)

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Where a student does not achieve the curriculum expectations of a course, the Principal and teaching staff, in consultation with the parents and the student, will determine what type of program would best enable the student to meet the expectations and earn credit for the course. Havergal does not offer a credit recovery program.

A student who fails or withdraws from a compulsory credit course will be informed of the consequences for meeting diploma requirements. The program options available to meet the requirements will be outlined and possible alternative courses identified.

(Canada. Ministry of Education, Ontario. Policy and Program. Ontario Schools Kindergarten to Grade 12 : Policy and Program Requirements. Toronto: Ministry of Education, 2016. Print. Section 7.5 p 79)

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## FULL DISCLOSURE (OS 4.1.2)

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All Grade 11 and 12 courses dropped after the “drop by” date (five school days after the second official report card) will appear on the Ontario Student Transcript, with the mark as last reported, followed by a “W” for “withdrawn.” Failed or repeated Grade 11 and 12 courses will also be noted on the transcript. No Grade 9 or 10 courses that have been failed or dropped are recorded on the transcript. If a Grade 9 or 10 course is repeated, only the attempt on which the student earned the higher percentage grade will be recorded on the Ontario Student Transcript

(Canada. Ministry of Education, Ontario. Policy and Program. Ontario Schools Kindergarten to Grade 12 : Policy and Program Requirements. Toronto: Ministry of Education, 2016. Print. Section 4.1.2 p 48)

(“Ontario Student Transcript 2010.” Ministry of Education for Ontario, pg 9-10. Web. 06 Jan. 2014. <<http://www.edu.gov.on.ca/eng/general/elemsec/ost/ost2010.pdf>>)

# CURRICULUM INFORMATION

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## ACCESS TO COURSE OUTLINES AND ONTARIO MINISTRY OF EDUCATION CURRICULUM DOCUMENTS

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Detailed course outlines are available to parents for examination at the school. Please contact the appropriate Head of Department or the Vice Principal Teaching and Learning.

Ontario Curriculum documents may be accessed at the following Ministry of Education site:

[www.edu.gov.on.ca/eng/curriculum](http://www.edu.gov.on.ca/eng/curriculum)

## COURSE SELECTION PROCESS

Each student is an individual with specific commitments both in and out of school. Family responsibilities, leadership positions, music and drama programs, athletic activities and community involvement are examples of time commitments that must be taken into account when planning an academic program.

Havergal College offers advanced and university track courses. Students should also consider their plans for further education when deciding on a program of study. Specializing too early or too narrowly can limit opportunities at a later stage. It is important, therefore, that students be aware of admission requirements in various post-secondary institutions and attempt to maintain an appropriate academic program.

It is also important that all students make their course selections carefully in consultation with the Guidance Department, their Teacher Advisors, their subject teachers and their parents. Initial course selection and any subsequent change must have parental approval.

Student registration will be one of the determining factors in deciding whether or not a course will run. In the event of cancellation, an alternative choice will have to be made. Students will be notified if a change is necessary.

Every attempt will be made to accommodate a student's first choice. If this becomes impossible, the student will be notified and helped to make alternative choices.

Requests to change a course after the deadline will be considered if space in the course is available. These requests should be made before school begins in September.

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## COURSE CHANGES

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Requests for course changes for September should be made before opening day. Where class size allows, Guidance Counsellors will attempt to accommodate requests. Guidance Counsellors are available for consultation in the week prior to school opening. No course changes will be considered after Thanksgiving. Course withdrawals must be completed prior to exams. The full disclosure rule applies for all Grade 11 and 12 courses (see page 40).

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## DEFINITIONS

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**Credit:** A credit is awarded by the Ministry of Education for successful completion of 110 hours of study in an approved course (a half credit is 55 hours).

**Prerequisite Course:** This is a course that is absolutely essential for the successful understanding of the subsequent course. If there is no prerequisite listed, none is required for that course.

**Suggested Prerequisite:** This is a course recommended by a department as background preparation.

**Ontario Student Record (OSR) (OS 4.1.1):** The Ontario Student Record is the official record for a student. The OSR is maintained in the Guidance Office and contains achievement results, credits earned, diploma requirements completed and other information important to the education of the student. Students and their parents may examine the contents of the OSR. These records are protected by the Education Act and Freedom of Information legislation.

**Ontario Student Transcript (OST) (OS 4.1.2):** The Ontario Student Transcript is the official record of a student's scholastic achievement. Each course is listed along with the date of completion, the credit value and the mark achieved. Compulsory subjects are identified and the date that the diploma is earned is ultimately recorded. A permanent copy of the transcript remains with a student's last high school.

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## ADDITIONAL WAYS FOR STUDENTS TO COMPLETE COURSES AND PROGRAMS

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### Experiential Learning Programs (OS 8.1)

Experiential learning programs may be part of the delivery of the curriculum in all disciplines. Such programs provide students with opportunities to see how their classroom learning applies in a workplace setting and allows them to explore a career of interest as they plan a pathway through secondary school to their postsecondary destination. Experiential learning programs include job shadowing and job twinning, which may start in Grades 7, and work experience and cooperative education, which are offered in secondary school.

For students who are 14 years of age or older and who are participating in experiential learning programs involving more than one day at the workplace, a Workplace Education Agreement form must be completed to ensure Workplace Safety and Insurance Coverage.

(Canada. Ministry of Education, Ontario. Policy and Program. Ontario Schools Kindergarten to Grade 12 : Policy and Program Requirements. Toronto: Ministry of Education, 2016. Print. Section 8. p 81)

### Cooperative Education (OS 8.1)

Cooperative education programs allow students to earn secondary school credits while completing a work placement in the community. A cooperative education program comprises, at a minimum, of one cooperative education course and its related course on which the cooperative education course is based. Any course from an Ontario curriculum policy document may serve as the related course for a cooperative education program. In their cooperative education program, students may earn a minimum of one and a maximum of two cooperative education credits for each related course.

The cooperative education course consists of a classroom component and a placement component. The classroom component involves pre-placement sessions and classroom integration sessions. The pro-placement sessions prepare students for the workplace and include instruction in areas of key importance. They also provide opportunities for students to reflect on and reinforce their learning in the workplace. A personalized placement learning plan (PPLP) must be developed for all students in a cooperative education program. A student's progress in achieving the curriculum expectations and in meeting the requirements identified in the PPLP must be assessed



and evaluated by the teacher through regular workplace monitoring meeting with the student and the student's workplace supervisor.

Havergal does not currently cooperative education courses. Students interested in experiential learning opportunities should consult the Forum for Change.

(Canada. Ministry of Education, Ontario. Policy and Program. Ontario Schools Kindergarten to Grade 12 : Policy and Program Requirements. Toronto: Ministry of Education, 2016. Print. Section 8.1. p 81)

### **Job Shadowing and Job Twinning (OS 8.3)**

Job shadowing and job twinning may be offered to students from Grade 7 to Grade 12 as part of curriculum delivery and as part of the career development program. Job shadowing allows a student to spend one half to one day (or in some cases up to three days) observing a worker in a specific occupation. Job twinning provides the opportunity for the student to observe a cooperative education student

at her placement for one half to one day.

The preparation of students for job shadowing and job twinning should include instruction related to workplace expectations and health and safety expectations. Students should be given the opportunity to reflect on their experience and the learning that has occurred. Schools are responsible for ensuring the selection of appropriate placements in safe work environments. A Work Education Agreement form must be completed for a job shadowing or job twinning experience that last for more than one day if the student is 14 years of age or older. If the student is under 14 years of age or if the job shadowing or job twinning experience lasts one day or less, these experiences should be treated as field trips.

(Canada. Ministry of Education, Ontario. Policy and Program. Ontario Schools Kindergarten to Grade 12 : Policy and Program Requirements. Toronto: Ministry of Education, 2016. Print. Section 8.3. p 83)

# eLearning Consortium Canada (ELCC) (OS 10.1)

As a member of the eLearning Consortium Canada (ELCC), Havergal offers online courses for students. ELCC provides online curriculum for the benefit of students in member CIS schools. The ELCC's mission is to provide online courses that offer best practices in online instruction and 21<sup>st</sup> century skills, with a high level of student monitoring and support. ELCC courses are open to students from any of the consortium schools who are approved by their Site Administrator and Student Services. These online courses, similar to our other school courses, run from September to May with a final assessment in June. Course teachers, who are experts in developing and teaching online courses, come from member Conference of Independent Schools. Our online Site Administrator will communicate regularly with the online teachers and students to support student success, monitor progress and report student grades. They are your resource if you have any problems with your online course.

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## STUDENT INFORMATION

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### Why take an online course?

- You can participate in exciting and creative online courses that may not otherwise be offered by your school.
- You can experience online education in preparation for university and the workplace where online education and training are prevalent.
- Online learning provides flexibility of time and place as course material can be covered at various times during the day and at school or at home.
- You have the opportunity to collaborate with students from other independent schools to develop and expand your critical thinking skills and work in a virtual classroom environment.
- You will experience and use computer technologies, such as online discussion, multimedia and Web 2.0 tools such as blogs and wikis that enhance learning and develop your intellectual capacities.
- You may find that learning online with technology suits your learning style.

### What skills do I need to take an online course?

The following are some of the skills that will be helpful in being successful in an online course:

- I enjoy working at the computer.
- I have the time and am interested in taking an online course.
- I have good reading and writing skills.
- I can organize my work and can get my assignments in on time.
- I like working independently and solving problems.
- I enjoy collaborating online with other students.
- I like to take responsibility for my work.

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## FREQUENTLY ASKED QUESTIONS ABOUT eLEARNING COURSES

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### Who can take an online course?

Any student from a Consortium school who has access to a computer and high-speed Internet connection, either at school or at home, and has been approved by their Site Administrator and Guidance Counsellor can take an online course. A Havergal student in Grade 11 to 12 may take an eLearning course. A Grade 10 student may only take an eLearning course under special permission from the school and will not have a spare during the day. She will be required to sign into the DSO and be in the Resource Centre during the eLearning period.

### Where and when do I take my online course?

eLearning students in Grades 11 to 12 have a spare in their timetable to work on the eLearning course. During this spare, they are to report to the Resource Centre in September and October and must sign in. With permission of the eLearning Coordinator, they can stop reporting to the Resource Centre in November if they have shown evidence of being able to meet their eLearning responsibilities.

### Do I get an Ontario credit for my online course?

Yes, all the online courses adhere to the Ontario Ministry of Education guidelines and follow the standard policies for assessment and reporting. Your final evaluation will occur at your school during your regular exam timetable in June.

### **Do the marks for my online course go on my regular report card or to OUAC?**

Students will receive an elearning report card during the reporting periods. The final mark in June will be put on a student's transcript. Your Site Administrator will work with the online teacher to monitor your progress and to gather marks at regular intervals that are then used for any school documentation such as report cards, OUAC, university letters of reference and so on.

### **How many online courses can I take?**

It is recommended that students take only **one** online course per year, unless there are special circumstances. Students must receive permission from the school's Site Administrator and the Guidance Department to take an online course.

### **Who do I contact if I have problems with my course or my computer?**

Havergal has established a Site Administrator to assist students with any problems with a course or the technology. They are in constant contact with the online teacher, the school Guidance Counsellors and IT Department. You should contact your Site Administrator as soon as possible if you have any problems with the course, the teacher or your computer.

### **Do I need any special software for my computer?**

Most courses will require you to have access to Microsoft Office or similar software. Additional software is usually available in the public domain and can be downloaded onto your computer, and much of your work will be web-based using the Internet. Some specialty courses, such as Communications Technology, require access to specialized software. In these cases, the school will provide access at school for this software, or you can purchase it yourself for your laptop or home computer.

### **What courses are offered by the eLearning Consortium?**

The following courses are available for selection for the 2017–18 calendar year. They are also described in detail in the course description areas throughout the Course Calendar.

#### **Grade 12**

##### **BBB4Me**

International Business Fundamentals

##### **BOH4Me**

Business Leadership

##### **CGR4Me**

Environment and Resource Management

##### **HHG4Me-AP**

Human Development Throughout the Lifespan/  
plus AP Psychology Preparation

##### **HSB4Ue**

Challenge and Change in Society

##### **LKBDUe-AP**

International Languages, Chinese, Grade 12  
(for Native Speakers) plus AP Mandarin Preparation

##### **SES4Ue**

Earth and Space Science

You can see an overview of online courses by visitng [elcc.blackboard.com](http://elcc.blackboard.com) and clicking on the Course Fair tab. Login and password are: **coursefair**. It is recommended that you use Firefox to browse this website.

## Independent Study (OS 10.3)

Independent study is an arrangement by which a student is excused from attending some or all classes in a course in order to study independently but under the supervision of a teacher. There is no restriction on the number of periods that a teacher may allow for independent study within a given course. The teacher of the course is responsible for assigning components of the course, suggesting available resources, evaluating the achievement of the student and ensuring that the total work involved is equivalent to that expected in the time scheduled for the course. Students are expected

to demonstrate achievement of the overall curriculum expectations of the course. Permission for independent study may be granted by the Vice Principal, Teaching and Learning in consultation with the student, parents, teacher, Head of Department and Head of Guidance. Students must apply in writing to the Vice Principal, Teaching and Learning explaining why an independent study is in her best interest.

(Canada. Ministry of Education, Ontario. Policy and Program. Ontario Schools Kindergarten to Grade 12 : Policy and Program Requirements. Toronto: Ministry of Education, 2016. Print. Section 10.3. p 93)

## Private Study (OS 10.4)

A student may be permitted to take one or more courses through private study in one of two circumstances:

1. If the student is deemed to have a valid reason for not attending classes;
2. if the school does not offer the course(s).

The school must be willing to monitor the student's progress and evaluate her work. A student who wishes to apply for private study should submit an application to the Vice Principal Teaching and Learning as early in the school year as possible - normally not later than the first school

day in September if the student intends to complete the course by January 31, or not later than the first school day in February, if the student intends to complete the course by June 30. Permission for private study may be granted by the Vice Principal, Teaching and Learning in consultation with the student, parents, teacher, Head of Department and Head of Guidance.

(Canada. Ministry of Education, Ontario. Policy and Program. Ontario Schools Kindergarten to Grade 12 : Policy and Program Requirements. Toronto: Ministry of Education, 2016. Print. Section 10.4. p 93)





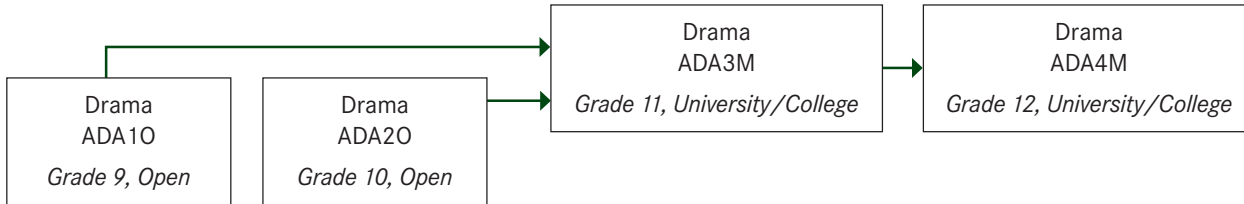
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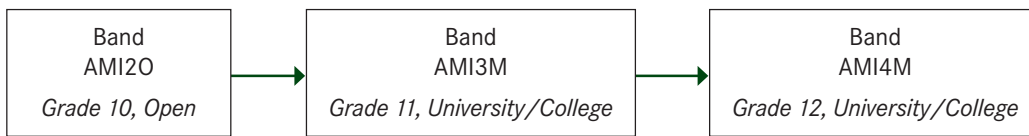
# The Arts

## PREREQUISITE PATHWAYS

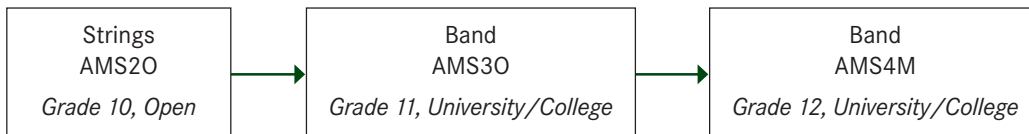
### Drama



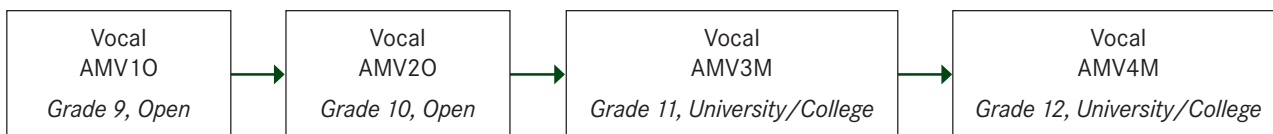
### Music: Band



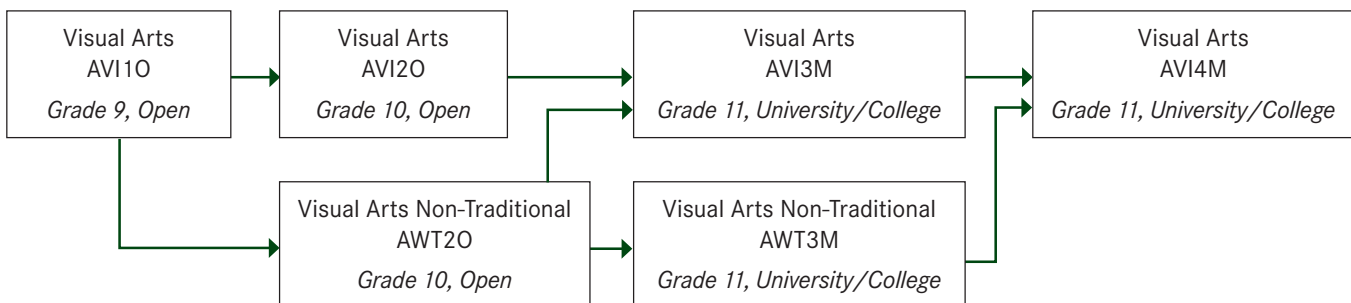
### Music: Strings



### Music: Vocal



### Visual Arts



# DRAMATIC ARTS

The Middle School and Senior School drama programs at Havergal are designed to provide students with opportunities to develop their personal attributes, technical skills, knowledge of theatre and abilities in public speaking, presenting and performing. Methods and strategies for learning include class exercises and performances (improvisation, mime, the analysis of performance style and the development of acting technique), written reflections, script writing, historical and theoretical study and theatrical production. In the intermediate grades, the focus is on activities and reflections that provide a supportive environment in which a young woman can develop her self concept and her expressive skills. As she moves into the senior grades, the student is encouraged to deepen her awareness of theatrical traditions, strengthen her technical skills and broaden her ability to work creatively and collaboratively.

The courses offered in drama follow a progression. Students learn basic drama skills and build an understanding of the characteristics of conventional and experimental theatre through study and performance. The program is enhanced by student productions in class and by optional participation in plays presented in the fully equipped Legacy Theatre each year, including the Middle School/Havergal Youth Theatre play, the Senior School play and the Senior School One Act Plays. Students are invited to audition for Crescent School's production, which provides an additional opportunity to perform in a full length play.

## GRADE 7

### GRADE 7 DRAMA

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This course is designed to foster a student's self-confidence and ability to focus her energy as she develops a range of expressive skills and an increasing awareness of others. Units include concentration and movement exercises, mime, tableaux, scene development and physical theatre.

## GRADE 8

### GRADE 8 DRAMA

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The emphasis of this course is on characterization and concentration. Through writing and memorizing monologues, as well as participating in elaborate process dramas, the students present fully developed, thoughtful "characters" to their classmates. The basics of set and lighting design will also be taught.

## GRADE 9

### ADA10 – Drama, Grade 9, Open

1 CREDIT

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

## GRADE 10

### ADA20 – Drama, Grade 10, Open

1 CREDIT

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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.

## GRADE 11

### ADA3M – Drama, Grade 11, University/College Preparation

1 CREDIT

This course requires students to create and perform in dramatic presentations. Students will analyse, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyse the functions of playwrights, directors, actors, designers, technicians, and audiences.

*Prerequisite: ADA10 – Drama, Grade 9, Open or ADA20 – Drama, Grade 10, Open*

## GRADE 12

### ADA4M – Drama, Grade 12, University/College Preparation

1 CREDIT

This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other text and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.

*Prerequisite: ADA3M – Drama, Grade 11, University/College Preparation*

# MUSIC

The Music Department gives students an opportunity to learn to sing, play an instrument and fully develop their talents. They study theory, history and music technology as they learn to create and appreciate all types of music.

Participation in ensembles and student performances is encouraged. Ensembles include bands, orchestras, choirs, jazz choir and a jazz ensemble. During the year, students have the opportunity to perform formally and informally, to participate in the Independent Schools Music Festival, to compete at Music Festivals, to experience music exchanges and to attend the many exciting events taking place in the Toronto area. Many students enroll in private lessons offered by a professional staff at the school. They may also decide to take external music examinations offered by the Royal Conservatory of Music.

Students who have taken musical instruction outside of scheduled classes may be eligible for more advanced level music classes after consultation with the Music Department Head.

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## STUDENT INSTRUMENT RENTAL (OPTIONAL)

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The Junior and Upper School Music Departments require all students participating in an instrumental ensemble to acquire an instrument for the school year. Parents have three choices in the acquisition of a musical instrument for their daughter:

1. Sign an “Instrument Loan Agreement” from Havergal College
2. Rent from a reputable music dealer
3. Purchase an instrument

Members of the Music Department would be pleased to offer advice in the rental or purchase of instruments.

If you decide to make use of a Havergal College instrument, we will supply your daughter with a top quality instrument and will take care of all the necessary paperwork and repairs throughout the school year. You will be asked to sign an “Instrument Loan Agreement.”

For information about Private Music Lessons (optional), please see the *Family Handbook*.



## Grade 7 Music

### Grade 7 Band

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This introductory course is designed for students with limited or no previous band experience. Throughout the year, students learn basic techniques and acquire reading skills on their instruments. Through exposure to suitable elementary repertoire, students develop a sense of ensemble skills and achieve a reasonable facility on a band instrument by the end of the year. Development of the non-performance areas of listening, ear training, history and theory will be integrated into the program. Participation in ensemble and student performances is expected. As this is an introductory course, students with previous experience of a band instrument may be encouraged to learn a new instrument.

### Grade 7 Strings

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This course is designed for both beginner music students and students with previous strings experience. Some previous practical knowledge of piano, guitar or an orchestral instrument is an advantage, but not necessary. A good ear is absolutely essential. The emphasis is on basic individual technical skills development integrated with ensemble skills. Students will experience a wide range of repertoire and have the opportunity to perform as an ensemble. Basic note reading, theory and history will also be covered during the duration of the course.

### Grade 7 Vocal

---

This course is offered to all Havergal students, with or without previous musical experience. The course stresses the development of basic singing/reading techniques, personal and choral musicianship, and listening skills. The repertoire will be drawn from all types of music, both sacred and secular, from the centuries of excellent choral traditions in Europe, folk music from around the world and varied kinds of contemporary music. Students study unison, canon and two-part songs. Students are invited to participate in the Middle School Choir.

## Grade 8 Music

### Grade 8 Band

---

This course emphasizes the performance of music at a junior/intermediate level; it strikes a balance between challenge and skill and is aimed at continued development of technique, ensemble and performance skills, creativity, and imagination. Through a variety of musical activities, students will be required to expand their understanding of the language of music, including elements, terminology and history. As a member of the Junior Band, participation in student performances is expected. Advanced students may audition for the Symphonic Band.

### Grade 8 Strings

---

This course is designed to follow Grade 7 Strings. Students will continue to develop their individual technique and expand their understanding of musical theory, history and note reading. Opportunities to perform will be offered throughout the year and students enrolled in this course are encouraged to play with the Havergal Symphony Orchestra.

### Grade 8 Vocal

---

This course is offered to all Havergal students. The course stresses the continued development of singing and reading techniques, personal and choral musicianship, and listening skills. The repertoire will be drawn from all types of music, both sacred and secular, from the centuries of excellent choral traditions in Europe, folk music from around the world and varied kinds of contemporary music. Students will sing in two and three parts. Participation in the Middle School Choir and student performances is expected and is an integral part of ensemble and singing development.

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## BAND

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### GRADE 9 or 10

#### AMI20 – Music, Band, Grade 10, Open

1 CREDIT

This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.

*Participation in ensemble and student performances with the Concert Band is expected. Advanced students may audition for the Symphonic Band (Tuesdays and Thursdays from 7 to 8 am). This course is open to Grade 9 students.*

### GRADE 11

#### AMI3M – Music, Band, Grade 11, University/ College Preparation

1 CREDIT

This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analysing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers.

*Participation in Symphonic Band (Tuesdays and Thursdays, 7 to 8 am) and student performances is expected.*

*Prerequisite: AMI20 – Music, Band, Grade 10, Open*

### GRADE 12

#### AMI4M – Music, Band, Grade 12, University/ College Preparation

1 CREDIT

This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers.

*Participation in ensemble and student performances with the Symphonic Band (Tuesdays and Thursdays, 7 to 8 am) is expected.*

*Prerequisite: AMI3M – Music, Band, Grade 11, University/ College Preparation. Students not enrolled in the Band courses but who have experience on a band instrument may audition for any of the performing ensembles. Auditions will be held in September.*

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## GUITAR

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**This course is open to all students in Grades 9-12**

#### AMG10 – Music, Guitar, Grade 9, Open

1 CREDIT

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing guitar technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life.

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## STRINGS

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### GRADE 9 or 10

#### **AMS20 – Music, Strings, Grade 10, Open**

1 CREDIT

This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.

*Students enrolled in this course are expected to participate in Senior Orchestra (Tuesdays, 3:45 to 5 pm and Thursdays, 7 am to 8:15 am), exploring orchestral techniques and performing throughout the year. This course is open to Grade 9 students.*

### GRADE 11

#### **AMS3M – Music, Strings, Grade 11, University/College Preparation**

1 CREDIT

This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analysing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers.

*Students enrolled in this course are expected to participate in Senior Orchestra (Tuesdays, 3:45 to 5 pm and Thursdays, 7 to 8:15 am).*

*Prerequisite: AMS20 – Music, Strings, Grade 10, Open*

### GRADE 12

#### **AMS4M – Music, Strings, Grade 12, University/College Preparation**

1 CREDIT

This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers.

*Students enrolled in this course do considerable performing in one or more groups and are expected to participate in Senior Orchestra (Tuesdays, 3:45 to 5 pm and Thursdays, 7 to 8:15 am).*

*Prerequisite: AMS3M – Music, Strings, Grade 11, University/College Preparation*

*Note: Students not enrolled in the Strings courses but who have experience on a string instrument may audition for any of the performing ensembles. Auditions will be held in September.*

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## VOCAL

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### GRADE 9

#### **AMV10 – Music, Vocal, Grade 9, Open**

1 CREDIT

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

*Emphasis in this course will be placed on personal vocal development and choral ensemble skills such as reading, intonation, and musicianship. Repertoire for the course will be varied and students are expected to participate in the Senior Choir, which rehearses Thursdays from 3:30 to 5 pm.*

### GRADE 10

#### **AMV20 – Music, Vocal, Grade 10, Open**

1 CREDIT

This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.

*Emphasis in this course will continue to be placed on choral ensemble skills such as intonation and musicianship. Repertoire for the course will be varied and students are expected to participate in the Senior Choir, which rehearses Thursdays from 3:30 to 5 pm.*

### GRADE 11

#### **AMV3M – Music, Vocal, Grade 11, University/ College Preparation**

1 CREDIT

This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analysing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers.

*While choral skills will continue to be taught, emphasis in this course will be placed on personal voice development. Students are expected to participate in the Senior Choir, which rehearses Thursdays from 3:30 to 5 pm.*

*Prerequisite: AMV20 – Music, Vocal, Grade 10, Open*

### GRADE 12

#### **AMV4M – Music, Vocal, Grade 12, University/ College Preparation**

1 CREDIT

This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers.

*Students will continue to develop skills in composition, their own solo voice, refine their choral skills, and participate in chamber music ensembles at a high level of expertise. Students are expected to participate in the Senior Choir, which rehearses Thursdays from 3:30 to 5 pm.*

*Prerequisite: AMV3M – Music, Vocal, Grade 11, University/ College Preparation*



# Visual Arts

The Visual Arts program at Havergal provides an opportunity for students to experience the joy of the creative process and the acquisition of a variety of skills. Through their work in visual arts, students encounter both theoretical and practical problems. Such problems require students to make aesthetic and concrete decisions and to invent personal and unique solutions. The skills and aesthetic judgments that students develop enrich their ability to perceive and communicate ideas. This flexibility in thinking can be applied in many other areas of life.

Ultimately, students develop their creative and critical thinking skills and experience a sense of achievement and fulfillment through their studies in design, art history and studio.

## GRADE 7

### Grade 7 Visual Arts

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This course emphasizes the elements and principles of design that students will consider when producing and responding to works of art. They will design and create two-dimensional and three-dimensional works of art that tackle design and technical problems while communicating a variety of ideas. Students will be well versed in artistic vocabulary and art terms and develop their skills and confidence for better visual self-expression and understanding of the creative process.

## GRADE 8

### Grade 8 Visual Arts

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This course seeks to uncover the meaning of art by examining good design and careful craftsmanship. Through personal reflection, journal writing and the understanding of visual symbols, students will come to experience the power of art as a way to communicate ideas and feelings. Students will learn appropriate terminology and develop painting and designing skills as they explore visual projects in two- and three-dimensional forms.

## GRADE 9

### AVI10 – Visual Arts, Grade 9, Open

1 CREDIT

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

## GRADE 10

### AVI20 – Visual Arts, Grade 10, Open

1 CREDIT

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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. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.

*Open to students in Grades 10 to 12*

*Note: This course focuses on studio activities in one or more of the visual arts.*

### AWT20 – Visual Arts Non-Traditional, Grade 10, Open

1 CREDIT

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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. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.

*Note: This course emphasizes the production of non-traditional media art works (e.g., photography, experimental video, interactive media). Students will develop an appreciation of the history of photography and video art, and will create works using a variety of photographic and video technologies*

*Digital SLR camera or a digital camera that allows for manual control of aperture and shutter speeds is required.*

## GRADE 11

### **AVI3M – Visual Arts, Grade 11, University/College Preparation**

1 CREDIT

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This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emergent technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular artform (e.g., photography, video, computer graphics, information design).

*Prerequisite: AVI10 – Visual Arts, Grade 9, Open, AVI20 – Visual Arts, Grade 10, Open or AWT20 – Visual Arts Non-Traditional, Grade 10, Open*

*Note: This course focuses on studio activities in one or more of the visual arts*

### **AWT3M – Visual Arts Non-Traditional, Grade 11, University/College Preparation**

1 CREDIT

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This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g., photography, video, computer graphics, information design).

*Prerequisite: AWT20 – Visual Arts Non-Traditional, Grade 10, Open or AVI20 – Visual Arts, Grade 10, Open*

*Note: This course builds on the knowledge and skills acquired in AWT20. This course emphasizes the production of non-traditional media art works (e.g., photography, installation art, performance art, experimental video, sound, interactive media). Students will develop an appreciation of the history of non-traditional media through the study, research and analysis of specific works, and will create works using a variety of different art media and technologies.*

*Digital SLR camera or a digital camera that allows for manual control of aperture and shutter speeds is required.*

## GRADE 12

### **AVI4M – Visual Arts, Grade 12, University/College Preparation**

1 CREDIT

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This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.

*Prerequisite: AVI3M – Visual Arts, Grade 11, University/College Preparation or AWT3M – Visual Arts Non-Traditional, Grade 11, University/College Preparation*

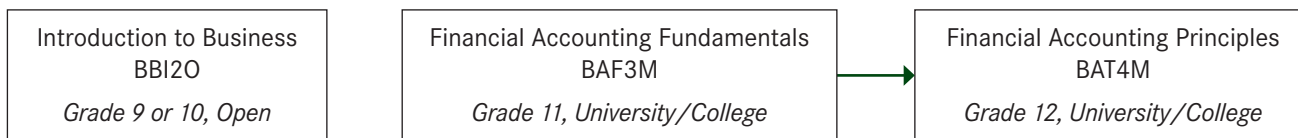
### **Portfolio Support**

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This is an opportunity to meet with other students and art staff to prepare a portfolio. Activities centre on the completion of artwork and its presentation.

# BUSINESS STUDIES

## PREREQUISITE PATHWAYS



The Business Studies courses at Havergal are intended to provide students with the frameworks and analytical tools to experience and examine the world with a view to developing the skills, values and attitudes necessary

to support effective impact as they learn how to make a difference in the world.

Students in Grades 9 or 10 can take BBI20. Students in Grades 11 or 12 can take BAF3M.

### GRADE 10

#### **BBI20 – Introduction to Business, Grade 10, Open**

1 CREDIT

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

### GRADE 11

#### **BAF3M – Financial Accounting, Grade 11, University/College Preparation**

1 CREDIT

This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and ethics and current issues in accounting.

*Note: This course is not recommended for students in Grades 9 or 10.*

## GRADE 12

### **BAT4M – Financial Accounting Principles, Grade 12, University/College Preparation**

1 CREDIT

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This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands students' knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations.

*Prerequisite: BAF3M – Financial Accounting, Grade 11, University/College Preparation*

### **BBB4Me – International Business Fundamentals, Grade 12, University/College Preparation, eLearning**

1 CREDIT

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This online course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for post-secondary programs in business, including international business, marketing, and management.

### **BOH4Me – Business Leadership: Management Fundamentals, Grade 12, University/College Preparation, eLearning**

1 CREDIT

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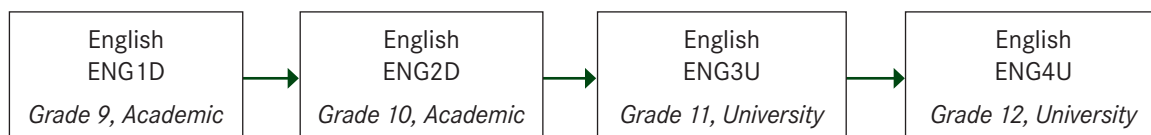
This online course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility will be emphasized throughout the course.



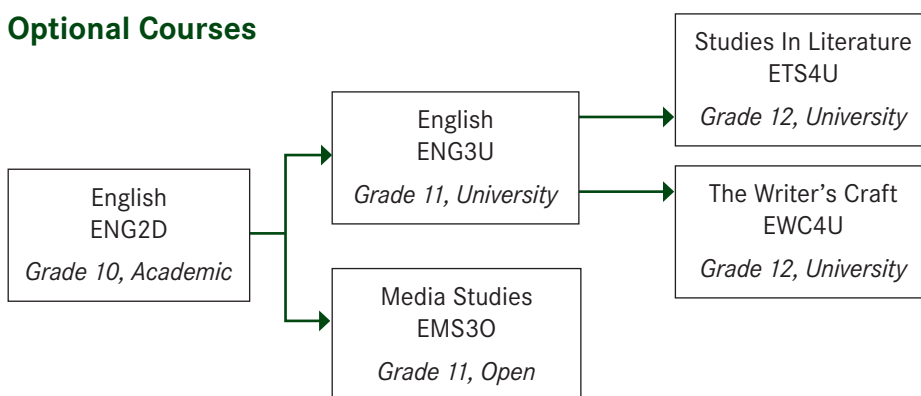
# ENGLISH

## PREREQUISITE PATHWAYS

### Compulsory Courses



### Optional Courses



The study of English touches on virtually every aspect of a student's life at Havergal. The program offers both a series of core courses and a range of more specialized elective courses, all of which are founded on three goals.

The first goal is to have a student master skills in reading, writing, listening and speaking to enable her to function effectively in her society. Of equal importance is the development of a profound understanding of literature and media as the means by which she can build a vision of a society that contributes to the betterment of the one in which she lives. Finally, the program seeks to foster an appreciation of and delight in literature that will serve the student as a source of recreation and education throughout her life.

## GRADE 7

### Grade 7 English

The Grade 7 English course examines “her story”: the portrayal of women in literature. What do stories tell us about the diverse roles of girls and women? Why do we tell stories? Who tells the story? Has this story been told before? By exploring various literary genres through the lens of the female perspective, we hope to gain a richer understanding of ourselves and of the world around us. In particular, we will analyze both old and new stories in the following forms: mythology, the novel, the Shakespearean play, and narrative poetry. As an entry year course, we concentrate on core writing skills, foundational language, and grammar conventions. An emphasis is placed on the process of writing through careful planning, drafting, revising, and peer-/self-editing. In addition, students are given the opportunity to develop their oral communication skills by presenting literature-based investigative reports and structured persuasive arguments.

## GRADE 8

### Grade 8 English

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Students will study a wide variety of literary genres, including short stories, novels, poetry and a play. As well, there is a strong emphasis on helping students develop communication skills, both oral and written, to express themselves with fluency and confidence. This course gives adolescent readers better insight into who they are as they find a sense of self-identity. Through this transition period from childhood to adolescence, students begin questioning, doubting, fearing, wondering and setting lifelong values. Students will use literature and writing to encounter situations similar to their own experiences and to discover their own emotions. Furthermore, it is through discovering 'self' that students will be able to improve their lives and better understand the lives of the people around them. Through reading, adolescents find solace in discovering that they are not alone in their thoughts and feelings and that someone understands them.

## GRADE 9

### ENG1D – English, Grade 9, Academic

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1 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. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

## GRADE 10

### ENG2D – English, Grade 10, Academic

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1 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. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.

*Prerequisite: ENG1D – English, Grade 9, Academic or ENG1P – English, Grade 9, Applied*

## GRADE 11

### EMS30 – Media Studies, Grade 11, Open

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1 CREDIT

This course emphasizes knowledge and skills that will enable students to understand media communication in the twenty-first century and to use media effectively and responsibly. Through analysing the forms and messages of a variety of media works and audience responses to them, and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgement, and skills in viewing, representing, listening, speaking, reading, and writing.

*Prerequisite: ENG2D – English, Grade 10, Academic or ENG2P – English, Grade 10, Applied*

*Digital SLR type camera is required. A limited number are available to borrow.*

### ENG3U – English, Grade 11, University Preparation

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1 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. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

*Prerequisite: ENG2D – English, Grade 10, Academic*

## GRADE 12

### **ENG4U – English, Grade 12, University Preparation**

1 CREDIT

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This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; 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 using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

*Prerequisite: ENG3U – English, Grade 11, University Preparation*

### **ETS4U – Studies In Literature, Grade 12, University Preparation**

1 CREDIT

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This course is for students with a special interest in literature and literary criticism. The course comprises a variety of themes, genres, time periods and countries. Students will analyse a range of forms and stylistic elements of literary texts and respond personally, critically and creatively to them. They will also assess critical interpretations, write analytical and reflective pieces and complete an independent culminating project.

*Prerequisite: ENG3U – English, Grade 11, University Preparation*

### **EWC4U – The Writer’s Craft, Grade 12, University Preparation**

1 CREDIT

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This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

*Prerequisite: ENG3U – English, Grade 11, University Preparation*

# GUIDANCE AND CAREER EDUCATION

## MIDDLE SCHOOL

The purpose of the Middle School Guidance program is to develop a safe, supportive and caring learning environment that fosters individual growth and self-reflection in students.

Students will use an inquiry approach to develop an academic plan based on individual questions that arise during each stage. The academic plan will help students take responsibility for their education, make informed decisions and plan for the future. Study skills, interpersonal communication skills, developing positive attitudes, self-awareness and self-esteem will be incorporated into the program. The students will also participate in a series of workshops that involve personal safety, goal setting, wellness and stress management.

## SENIOR SCHOOL

Guidance and Career Education program goals for Senior School students include:

- understanding the concepts related to lifelong learning, interpersonal relationships (including responsible citizenship) and career planning;
- developing learning skills, social skills, a sense of social responsibility and the ability to formulate and pursue educational and career goals; and
- applying learning to their lives and work in the school and community.

The goals are organized into three areas of knowledge and skills: student development, interpersonal development and career development. University counselling is an integral component of the Guidance program.

### GRADE 9 OR 10

#### **GLE20 – Learning Strategies 1: Skills For Success In Secondary School, Grade 10, Open** 1 CREDIT

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

*Prerequisite: Recommendation of principal*

*This course will be offered when enrolment warrants and may be taken by Grade 9 or 10 Students.*

### GRADE 10

#### **GLC20 – Career Studies, Grade 10, Open** 0.5 CREDIT

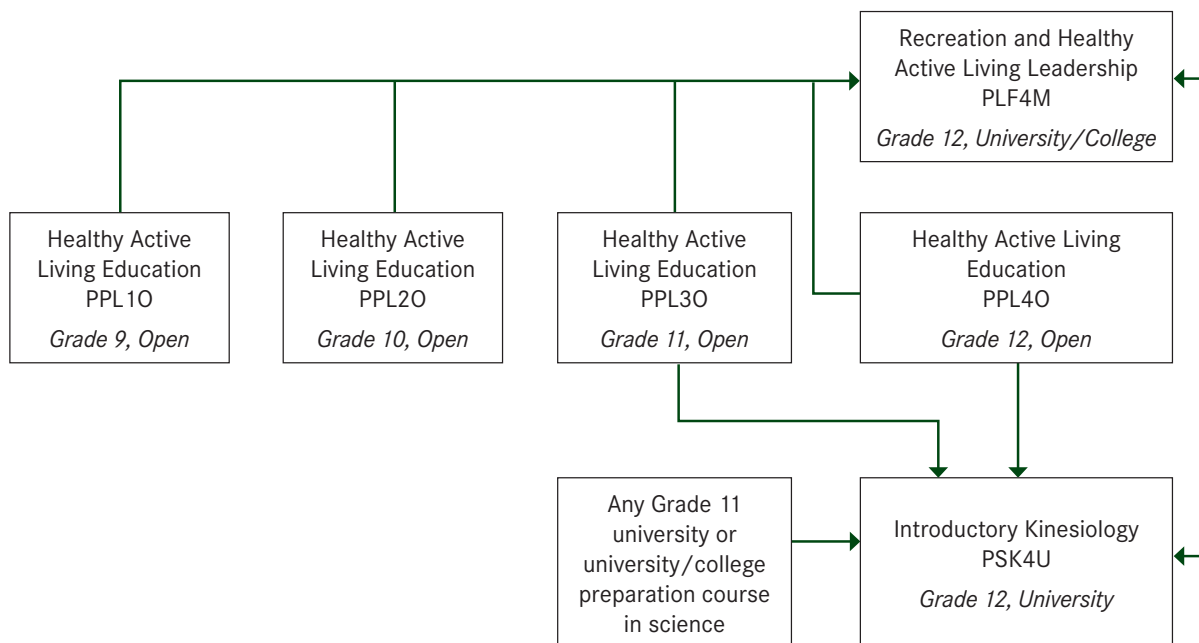
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This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work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



# HEALTH AND PHYSICAL EDUCATION

## PREREQUISITE PATHWAYS



The Health and Physical Education program allows each Havergal student to develop an active and healthy lifestyle through participation in the various activities offered from Grades 7 to 12. Through their active involvement, students will have the opportunity to develop confidence, self-esteem and physical abilities that will enhance their personal growth.

The Grade 7, 8 and 9 programs teach these elements through traditional sports, water activities, fitness activities and initiative and team-building tasks. The health units prepare students to make healthy choices. Topics include healthy eating, growth and development, healthy sexuality, personal safety and injury prevention and substance use and abuse.

Health and Physical Education students in Grades 10, 11 and 12 explore and develop leadership skills through challenging individual and group activities. They practice self assessment and goal setting and gain the knowledge, skills and understanding for healthy living. Senior students may also choose Introduction to Kinesiology (PSK4U), which is based on the science of human movement. This

course will prepare students for potential future studies in the health and exercise sciences. They may also choose Recreation and Healthy Active Living Leadership (PLF4M). This course prepares them to lead recreation programs.

“The health and physical education curriculum helps students develop an understanding of what they need in order to make a commitment to lifelong healthy, active living and develop the capacity to live satisfying, productive lives. Healthy, active living benefits both individuals and society in many ways – for example, by increasing productivity and readiness for learning, improving morale, decreasing absenteeism, reducing health-care costs, decreasing anti-social behaviour such as bullying and violence, promoting safe and healthy relationships, and heightening personal satisfaction. Research has shown a connection between increased levels of physical activity and better academic achievement, better concentration, better classroom behaviour, and more focused learning. Other benefits include improvements in psychological well-being, physical capacity, self-concept, and the ability to cope with stress.”

Ontario Health and Physical Education Curriculum, 2015, page 7

## GRADE 7

### Grade 7 Health and Physical Education

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This course includes a wide variety of team and individual sports, and aquatics. Health units include making choice for personal health, personal and external factors and influence, and human development & sexual health.

## GRADE 8

### Grade 8 Health and Physical Education

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This course includes team and individual sports, dance, climbing, and aquatics. Health units focus on making healthy choices and are titled keep yourself safe, mind your food choices, and human development & sexual health.

## GRADE 9

### PPL10 – Healthy Active Living Education, Grade 9, Open

1 CREDIT

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This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living and includes a self-defense and dance module. 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 human development & sexual health, substance use and abuse, and nutrition. Health activities are designed to develop goal-setting, communication, and social skills.

## GRADE 10

### PPL20 – Healthy Active Living Education, Grade 10, Open

1 CREDIT

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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 human development & sexual health, healthy eating, substance use and abuse, as well as the use of informed decision-making, conflict resolution, and social skills in making personal choices.

### PAF20 – Healthy Living and Personal Fitness Activities, Grade 10, Open

1 CREDIT

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This course is designed to allow students to participate in a variety of fitness-based 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 human development & sexual health, healthy eating, substance use and abuse, as well as the use of informed decision-making, conflict resolution and social skills in making personal choices.

### PAI20 – Healthy Living and Individual and Small-Group Activities, Grade 10, Open

1 CREDIT

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This course emphasizes regular participation in a variety of enjoyable individual and small group 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 human development & sexual health, healthy eating, substance use and abuse, as well as the use of informed decision-making, conflict resolution and social skills in making personal choices.

*NOTE - not offered in 2017-18 due to construction on campus.*

### PAR20 – Healthy Living and Rhythm and Movement Activities, Grade 10, Open

1 CREDIT

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This course is designed to allow students to participate in a variety of dance and rhythmic 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 human development & sexual health, healthy eating, substance use and abuse, as well as the use of informed decision-making, conflict resolution and social skills in making personal choices.

## GRADE 11

Students may choose to complete a full credit Health and Physical Education Activity option by completing PPL30 or PAD30, or may choose to complete either one or a combination of two half-credit Activity options from the following options: Personal Fitness (PAF302), Individual and Small Group Activities (PAI30) or Healthy Living and Rhythm and Movement Activities (PAR302). The semestered half credit option courses will only run if numbers allow.

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### FULL CREDIT OPTIONS (SEPTEMBER TO JUNE)

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#### **PAD30 – Outdoor Education, Grade 11, Open** 1 CREDIT

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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 with a focus on outdoor activities. 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, and social and interpersonal skills. Students will also study the components of healthy relationships, human development & sexual health, mental health, and personal safety.

*Student activities will include a variety of outdoor education experiences as well as team building and leadership development.*

#### **PPL30 – Healthy Active Living Education, Grade 11, Open** 1 CREDIT

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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 practise goal-setting, decision-making, social, and interpersonal skills. Students will also study the components of healthy relationships, human development & sexual health, mental health, and personal safety.

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### HALF CREDIT OPTIONS

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#### **PAF302 – Healthy Living and Personal And Fitness Activities, Grade 11, Open Semestered** 0.5 CREDIT

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This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable fitness activities that have the potential to engage students' interest throughout their lives with a focus on outdoor activities. 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, and social and interpersonal skills. Students will also study the components of healthy relationships, human development & sexual health, mental health, and personal safety.

*Student learning will focus on the principles of fitness and strength training and how to apply this knowledge to develop a personal training program to reach personal fitness goals. Body management activities may include: yoga, pilates, running, strength training, aqua fitness, martial arts and dance.*

#### **PAI302 – Healthy Living and Individual and Small-Group Activities, Grade 11, Open Semestered** 0.5 CREDIT

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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 and social and interpersonal skills. Students will also study the components of healthy relationships, human development & sexual health, mental health and personal safety.

*Student learning will focus on racquet sports. Students will focus on the transferrable skills and strategies in net/wall activities. Activities may include: indoor tennis, badminton, pickleball, squash, racquetball and table tennis.*

## **PAR302 – Healthy Living and Rhythm and Movement Activities, Grade 11, Open Semestered**

**0.5 CREDIT**

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This course is designed to allow students to participate in a variety of dance and rhythmic 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 human development & sexual health, healthy eating, substance use and abuse, as well as the use of informed decision-making, conflict resolution and social skills in making personal choices.

*Student learning will focus on body management activities. Students will focus on developing skills related to agility, coordination, strength, balance and flexibility through the exploration of dance, yoga, Pilates, Zumba and other individual fitness pursuits.*

## **GRADE 12**

Students may choose to complete a full credit option course such as Healthy Active Living (PPL40), Recreation and Healthy Active Living Leadership (PLF4M), Introductory Kinesiology (PSK4U) or either one or a combination of two half-credit options including Personal Fitness (PAF40) or Individual and Small Group Activities with an emphasis on racquet sports (PAI40). The semestered half credit option courses will only run if numbers allow and will most likely run from January to June.

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## **FULL CREDIT COURSES (SEPTEMBER TO JUNE)**

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### **PLF4M – Recreation and Healthy Active Living Leadership, Grade 12 University/College**

**1 CREDIT**

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This course enables students to explore the benefits of lifelong participation in active recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize and safely implement recreational events and other activities related to healthy living. Students will also learn how to promote the benefits of healthy, active living to others through mentoring and assisting them in making informed decisions that enhance their well-being. The course will prepare students for university programs in physical education, health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership.

*Prerequisite: Any Health and Physical Education course.*

*Note: This course is intended for Grade 11 or 12 students only.*

### **PPL40 – Healthy Active Living Education, Grade 12, Open**

**1 CREDIT**

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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.



## **PSK4U – Introductory Kinesiology, Grade 12, University Preparation**

1 CREDIT

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This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social factors that influence an individual's participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration.

*Prerequisite: Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 course in health and physical education*

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### **HALF CREDIT COURSES (JANUARY TO JUNE)**

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#### **PAF402 – Healthy Living and Personal And Fitness Activities, Grade 12, Open Semestered**

0.5 CREDIT

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This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable fitness activities that have the potential to engage students' interest throughout their lives with a focus on outdoor activities. 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 and social and interpersonal skills. Students will also study the components of healthy relationships, human development & sexual health, mental health and personal safety.

*Student learning will focus on the principles of fitness and strength training and how to apply this knowledge to develop a personal training program to reach personal fitness goals. Body management activities may include: yoga, pilates, running, strength training, aqua fitness, martial arts and dance.*

#### **PAI402 – Healthy Living and Individual and Small-Group Activities, Grade 12, Open Semestered**

0.5 CREDIT

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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 and social and interpersonal skills. Students will also study the components of healthy relationships, human development & sexual health, mental health and personal safety.

*Student learning will focus on racquet sports. Students will focus on the transferrable skills and strategies in net/wall activities. Activities may include: indoor tennis, badminton, pickleball, squash, racquetball and table tennis.*

#### **PAR402 – Healthy Living and Rhythm and Movement Activities, Grade 12, Open Semestered**

0.5 CREDIT

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This course is designed to allow students to participate in a variety of dance and rhythmic 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 human development & sexual health, healthy eating, substance use and abuse, as well as the use of informed decision-making, conflict resolution and social skills in making personal choices.

*Student learning will focus on body management activities. Students will focus on developing skills related to agility, coordination, strength, balance and flexibility through the exploration of dance, yoga, Pilates, Zumba and other individual fitness pursuits.*

# INTERDISCIPLINARY STUDIES

Students may take a maximum of three interdisciplinary studies courses—one each of Interdisciplinary Studies, Grade 11, Open (IDC30); Interdisciplinary Studies, Grade 12, University Preparation (IDC4U); and Interdisciplinary Studies, Grade 12, Open (IDC4O).

## GRADE 11

### **IDC30 – Applied Journalism (Yearbook), Grade 11, Open**

1 CREDIT

This course will help students combine the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Through individual and collaborative inquiry and research, students will analyse the connections among diverse subjects and disciplines; develop information literacy skills in analysing, selecting, evaluating, and communicating information; and become aware of a variety of resources and viewpoints on contemporary issues. They will also examine their own learning styles, relate their inquiries and research to real-life situations, and investigate career opportunities in new disciplines.

*Special Notes: This interdisciplinary course provides students with an opportunity to create informative print media for the school and community through the production of the school's yearbook. Students investigate sources of information and compare differing perspectives on key issues, developing both a sense of news and news judgment through yearbook entries and photojournalism. They also learn editorial conventions and practices, discover principles of print and management skills and explore legal and ethical uses of information that is made public. Career options in journalism, photojournalism and print production are also explored. This course combines the expectations for Interdisciplinary Studies (Grade 11, Open) with selected expectations from Communications Technology (Grade 11, University/College Preparation), Media Arts (Grade 11, Open) and Media Studies (Grade 11, Open).*

*Recommended preparation: ENG2D – English, Grade 10, Academic*

## GRADE 12

### **IDC4U – Education for a Changing World, Grade 12, University Preparation**

1 CREDIT

This course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic, and mass media resources; to analyse historical innovations and exemplary research; and to investigate real-life situations and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge.

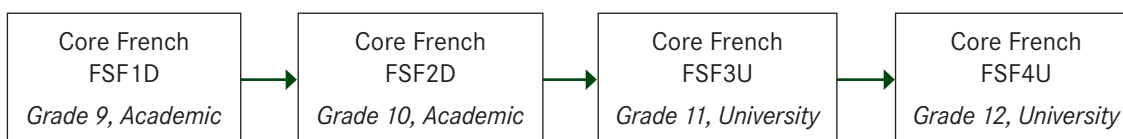
*The course draws on multiple disciplines to explore the interconnectedness of things, people and ideas.*

*Prerequisite: Any University Preparation or University/College Preparation course*

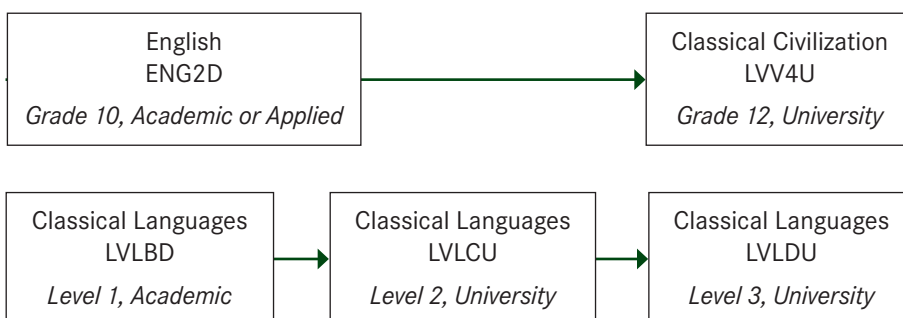
# LANGUAGES

## PREREQUISITE PATHWAYS

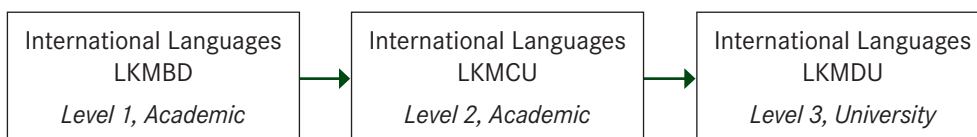
### French



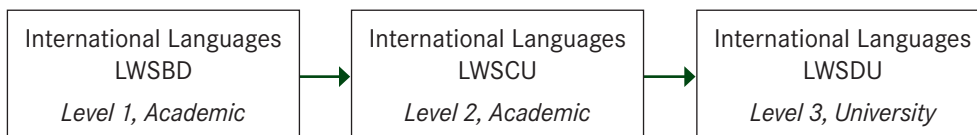
### Classical Languages: Latin



### International Languages: Mandarin



### International Languages: Spanish



Havergal College teaches languages to young women so they will excel beyond mere linguistic competence and expression and begin to think about, imagine, participate in and understand the complex and diverse world beyond their own linguistic community. The learning of languages is not just central to establishing a more civil, just and equitable world; it is the essential golden key that will help prepare young women to make a difference, to become leaders who strive to fulfill the school's values of courage and compassion, inquiry and integrity.

Enduring understandings for language learners:

1. **Learn a Language.** Learning a new language links us to the larger world, opens our minds and helps us to know ourselves and express ourselves in a richer way. The department's aim is for students to acquire new language skills for them to function in a community of native speakers of the language.
2. **Encompass the World.** Students will be able to make connections between the language they are learning and other disciplines of study, whether in the Arts or the Sciences. They will begin to understand that in our increasingly interconnected global community, language is the only way we have of speaking across the divide. The lack of language skills limits our ability to understand, respond, participate, work and play in today's world. A person who learns a new language becomes engaged in new parts of a cultural mosaic from which she was previously excluded.
3. **Expand your Mind!** Language is a source of personal enrichment, both cultural and mental. Students will experience for themselves how the study of a new language fulfills, satisfies and completes their humanity. Students develop a wide range of higher-order thinking skills: processes of alertness, attention to detail, memory, logic and critical reasoning. As a result, they become more aware of English grammar, strengthen their English vocabulary and are more able to learn other languages—all key skills in the development of self-knowledge and self-expression. The values of self-knowledge and self-expression are the cornerstones upon which human beings may grow, develop and flourish.

# FRENCH

French is the language of instruction at all levels of Core French at Havergal College. Teachers speak only in French to students in class and students are required to express themselves in French when speaking to classmates as well as to the teacher. Support for students is available through extra-help sessions with the classroom teacher and through peer tutoring. The department's commitment to helping students acquire a strong oral foundation in the French language, to understanding the value of learning another language and to developing lifelong communication skills, allows students to interact effectively with increasing confidence and competency in a variety of social settings at different levels of the French program.

While the knowledge of any language has value, French is not only a global language but the mother tongue of many Canadians and an integral part of the Canadian identity. Learning French allows students to communicate with French-speaking Canadians and millions of French speakers around the world and helps prepare them for their roles as active and engaged citizens in today's bilingual and multicultural Canada. Learning an additional language not only challenges a mind, it also teaches understanding, encourages patience and fosters open-mindedness. Indeed, students in the French curriculum develop increased mental flexibility and problem-solving skills, a better understanding of other people and cultures, a greater awareness of global issues and expanded career opportunities.

Enduring ideas throughout the entire French curriculum focus on the development of skills that are also necessary as a basis for lifelong language learning and include authentic oral communication, development of language learning strategies, interdependence of language and culture, emphasis on critical and creative thinking skills and making real-world connections.

## GRADE 7

### Grade 7 French

Students continue to develop the four language skills - listening, speaking, reading, writing - with an emphasis on the first two. Vocabulary and basic language structures are acquired through the practice and completion of a number of specific tasks based on a wide variety of themes. Intercultural understanding extends to include French in the Americas outside Canada. The final evaluation includes an oral interview as well as an exam including reading comprehension and written production.

## GRADE 8

### Grade 8 French

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Reinforcement of the four language skills continues with an emphasis on oral communication. Students acquire vocabulary and language structures through the practice and completion of a number of specific tasks based on a variety of themes. They are introduced to longer writing tasks. Intercultural understanding extends to include French in Europe. The final evaluation includes an oral interview as well as a written exam including reading comprehension and written production.

This course may be taken by Grade 7 students with an extended or immersion French background and upon recommendation of the Languages Department Head.

## GRADE 9

All students in Grade 9 will complete a year of French while at Havergal, except under special circumstances.

### FSF1D – Core French, Grade 9, Academic

1 CREDIT

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This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, including French Africa and Asia, and will develop skills necessary for lifelong language learning.

*Prerequisite: Minimum of 600 hours of elementary Core French instruction, or equivalent*

## GRADE 10

### FSF2D – Core French, Grade 10, Academic

1 CREDIT

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This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that

contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

*Prerequisite: FSF1D – Core French, Grade 9, Academic or FSF1P – Core French, Grade 9, Applied*

## GRADE 11

### FSF3U – Core French, Grade 11, University Preparation

1 CREDIT

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This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

*Prerequisite: FSF2D – Core French, Grade 10, Academic*

## GRADE 12

### FSF4U – Core French, Grade 12, University Preparation

1 CREDIT

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This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, speaking, reading, and writing skills, apply language learning strategies in a wide variety of real-life situations, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

*Prerequisite: FSF3U – Core French, Grade 11, University Preparation*

### FSF4UP – Core French, Grade 12, University Preparation (Advanced Placement)

1 CREDIT

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This course includes the course content for FSF4U. In addition, students will be prepared to write the AP French Language exam.

*Prerequisite: FSF3U – Core French, Grade 11, University Preparation*



# CLASSICAL LANGUAGES

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## LATIN

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### GRADES 9 TO 12

In the classical studies courses, students learn about the enduring achievements and rich legacy of classical societies, exploring diverse aspects of life in the ancient world such as language, culture, commerce, social customs and fields of intellectual inquiry. In addition to building proficiency in classical languages and knowledge of the classical world, an important aim of the courses offered in classical studies is to help students understand the world in which they live by making connections between the classical world and other ancient and modern societies, including their own society.

#### **LVLBD – Classical Languages, Level 1 Latin, Academic**

1 CREDIT

This course introduces students to the achievements of the classical world through the study of Latin. Students will learn vocabulary and grammatical concepts essential for reading and translating adapted classical texts. English is the language of instruction, and students will develop their oral communication, reading and writing skills in both English and the classical language. Through a variety of enrichment activities, students will explore aspects of life in the ancient world, including trade, commerce, education, arts, sports, ecology, daily life and social practices, and will make connections across the curriculum between the classical world and the world around them.

*Prerequisite: None*

#### **LVLCU – Classical Languages, Level 2 Latin, University Preparation**

1 CREDIT

This course provides students with opportunities to continue their exploration of the achievements of the classical world through the study of Latin. Students will expand their vocabulary and consolidate their knowledge of grammatical concepts by reading and translating moderately complex adapted selections in the classical language. English is the language of instruction, and students will further improve their ability to use their oral communication, reading and writing skills in both English

and the classical language. Students will also explore diverse aspects of classical culture, including science and technology, architecture, politics and military campaigns, geography and the environment and religion while developing their ability to think critically and to make connections across the curriculum between the classical world and the world around them.

*Prerequisite: Classical Languages, Level 1, Academic*

#### **LVLDU – Classical Languages, Level 3 Latin, University Preparation**

1 CREDIT

This course provides students with opportunities to further develop their knowledge of the achievements and rich cultural legacy of the classical world through the study of Latin. Students will increase their vocabulary and refine their use of grammatical concepts by reading and translating a broad selection of adapted and original classical texts, including prose and poetry. English is the language of instruction, and students will further refine their ability to use oral communication, reading, and writing skills in both English and the classical language. Students will apply research and critical thinking skills to investigate diverse aspects of classical culture, and make increasingly insightful connections between the classical world and other societies.

*Prerequisite: Classical Languages, Level 2, University Preparation*

#### **LVV4U – Classical Civilization, Grade 12, University Preparation**

1 CREDIT

This course introduces students to the rich cultural legacy of the classical world. Students will investigate aspects of classical culture, including mythology, literature, art, architecture, philosophy, science, and technology, as well as elements of the ancient Greek and Latin languages. Students will develop creative and critical thinking skills through exploring and responding to works by classical authors in English translation and examining material culture brought to light through archaeology. They will also increase their communication and research skills by working both collaboratively and independently, and will acquire an understanding and appreciation of the interconnectedness of ancient and modern societies.

*Prerequisite: English, Grade 10, Academic, or Classical Languages, Level 2, University Preparation*

# INTERNATIONAL LANGUAGES

In courses in international languages, students develop their listening, speaking, reading and writing skills in order to communicate in the language of study (the target language) in a variety of contexts and for a variety of purposes, with a focus on real-life situations and uses. Through their exploration of a wide variety of authentic materials and meaningful activities, students not only develop language skills, but also the skills necessary for lifelong language learning. They acquire an understanding and appreciation of diverse communities around the world where the target language is spoken and make connections to their own community.

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## MANDARIN

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**GRADES 9 TO 12**

### **LKMBD – International Languages, Level 1 Mandarin, Academic**

**1 CREDIT**

This course provides opportunities for students to begin to develop and apply skills in listening, speaking, reading, and writing in Mandarin. Students will communicate and interact in structured activities, with a focus on matters of personal interest and familiar topics, and will read and write simple texts in Mandarin. Throughout the course, students will acquire an understanding and appreciation of diverse communities in regions of the world where Mandarin is spoken. They will also develop skills necessary for lifelong language learning.

*Prerequisite: None*

### **LKMCU – International Languages, Level 2 Mandarin, University Preparation**

**1 CREDIT**

This course provides opportunities for students to increase their competence and confidence in listening, speaking, reading, and writing in Mandarin. Students will communicate about academic and personally relevant topics in increasingly spontaneous spoken interactions, and will develop their creative and critical thinking skills through exploring and responding to a variety of oral and written texts. Students will continue to enrich their understanding and appreciation of diverse communities in regions of the world where Mandarin is spoken. They will also investigate personal and professional contexts in which knowledge of Mandarin is required, and develop skills necessary for lifelong language learning.

*Prerequisite: International Languages, Level 1, Academic (Mandarin - LKMBD)*

### **LKMDU – International Languages, Level 3 Mandarin, University Preparation**

**1 CREDIT**

This course provides extended opportunities for students to communicate and interact in Mandarin in a variety of social and academic contexts. Students will refine and enhance their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, as they explore and respond to a variety of oral and written texts, including complex authentic and adapted texts. They will also broaden their understanding and appreciation of diverse communities where Mandarin is spoken, and develop skills necessary for lifelong language learning.

*Prerequisite: International Languages, Level 2, University Preparation (Mandarin LKMCU)*

### **LKBBD e – International Languages, Simplified Mandarin Level 1, Academic, eLearning**

**1 CREDIT**

This course provides opportunities for students to begin to develop and apply skills in listening, speaking, reading and writing in Mandarin. Students will communicate and interact in structured activities, with a focus on matters of personal interest and familiar topics, and will read and write simple texts in the language. Throughout the course, students will acquire an understanding and appreciation of diverse communities in regions of the world where Mandarin is spoken. They will also develop skills necessary for lifelong language learning.

*Prerequisite: None*

## **LKBDUe – International Languages, Simplified Mandarin Level 3 / AP Mandarin Language and Culture Exam Preparation, eLearning**

**1 CREDIT**

This course provides extended opportunities for students to communicate and interact in Mandarin in a variety of social and academic contexts. Students will refine and enhance their listening, speaking, reading and writing skills, as well as their creative and critical thinking skills, as they explore and respond to a variety of oral and written texts, including complex authentic and adapted texts. They will also broaden their understanding and appreciation of diverse communities where Mandarin is spoken and develop skills necessary for lifelong language learning.

*Prerequisite: International Languages, Mandarin, Level 2 University Preparation. A language placement test may be required for admission.*

*The optional AP segments will prepare students to write the AP Chinese (Mandarin) Language and Culture exam in May.*

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## **SPANISH**

### **GRADES 9 TO 12**

## **LWSBD – International Languages, Level 1 Spanish, Academic**

**1 CREDIT**

This course provides opportunities for students to begin to develop and apply skills in listening, speaking, reading, and writing in Spanish. Students will communicate and interact in structured activities, with a focus on matters of personal interest and familiar topics, and will read and write simple texts in Spanish. Throughout the course, students will acquire an understanding and appreciation of diverse communities in regions of the world where Spanish is spoken. They will also develop skills necessary for lifelong language learning.

*Prerequisite: None*

## **LWSCU – International Languages, Level 2 Spanish, University Preparation**

**1 CREDIT**

This course provides opportunities for students to increase their competence and confidence in listening, speaking, reading, and writing in Spanish. Students will communicate about academic and personally relevant topics in increasingly spontaneous spoken interactions, and will develop their creative and critical thinking skills through exploring and responding to a variety of oral and written texts. Students will continue to enrich their understanding and appreciation of diverse communities in regions of the world where Spanish is spoken. They will also investigate personal and professional contexts in which knowledge of the language is required, and develop skills necessary for lifelong language learning.

*Prerequisite: International Languages, Level 1, Academic (Spanish - LWSBD)*

## **LWSDU – International Languages, Level 3, University Preparation**

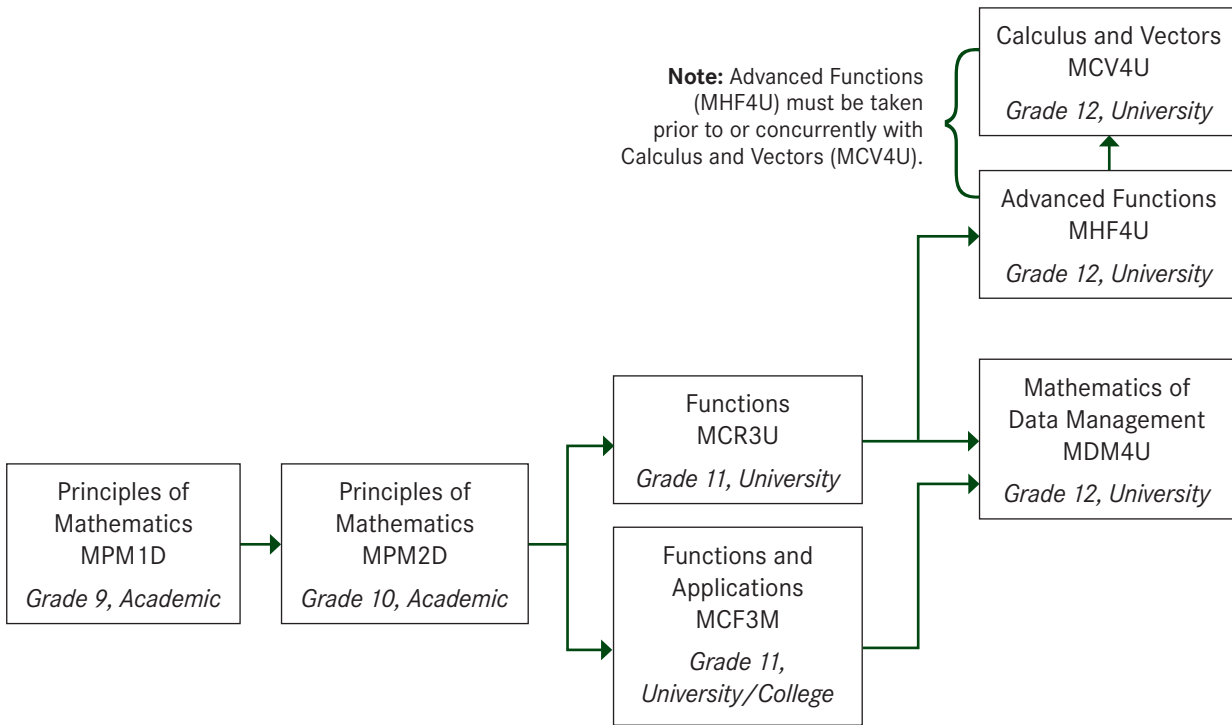
**1 CREDIT**

This course provides extended opportunities for students to communicate and interact in Spanish in a variety of social and academic contexts. Students will refine and enhance their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, as they explore and respond to a variety of oral and written texts, including complex authentic and adapted texts. They will also broaden their understanding and appreciation of diverse communities where Spanish is spoken, and develop skills necessary for lifelong language learning.

*Prerequisite: International Languages, Level 2, University Preparation (Spanish - LWSCU)*

# MATHEMATICS

## PREREQUISITE PATHWAYS



Go to [bit.ly/1mdaQ50](https://bit.ly/1mdaQ50) to determine which Grade 11 Math (3M or 3U) you should take.

Mathematics provides a lens through which we can observe and analyze the world around us in both quantifiable and abstract ways. It equips us with tools that help us pose questions, test conjectures, offer predictions and make informed decisions. Mathematics gives us the language to communicate our understandings and evidence with clarity and precision. It is both pervasive and vital in its use in nearly all realms of professional life.

Students will think critically, examine and solve problems through a mathematical lens and effectively draw upon their repertoire to:

- analyze situations in (un)familiar contexts;
- make connections to and between mathematical forms;
- devise, plan, execute, adjust and persevere through solutions; and
- check the reasonableness of their work and reflect upon its implications and usefulness.

## GRADE 7

### Grade 7 Mathematics

Topics in Grade 7 Mathematics include the use of manipulatives and concrete materials. This course includes a study of numbers, measurement, geometry, patterning and algebra and data management and probability. Students are expected to develop their computations skills as well as their mathematical understandings. The mathematical process and problem-solving skills are an important part of this course.

## GRADE 8

### Grade 8 Mathematics

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The Grade 8 Mathematics program is designed to consolidate and enhance mathematical skills and understandings in the setting of applications and problem-solving. Emphasis will be placed on generalizations and abstractions appropriate to the students' mathematical maturity. This course continues the study of numbers, measurement, geometry, patterning and algebra and data management and probability. Students are expected to develop their computations skills as well as their mathematical understandings. The mathematical process and problem-solving skills are an important part of this course.

## GRADE 9

### MPM1D – Principles of Mathematics, Grade 9, Academic

1 CREDIT

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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.

## GRADE 10

### MPM2D – Principles of Mathematics, Grade 10, Academic

1 CREDIT

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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.

*Prerequisite: MPM1D – Principles of Mathematics, Grade 9, Academic*

## GRADE 11

**Students selecting MCF3M may only proceed to MDM4U.** Students should check the prerequisites of the Mathematics Grade 12 University Preparation level courses when selecting their Grade 11 level course.

### MCF3M – Functions and Applications, Grade 11, University/College Preparation

1 CREDIT

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This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modeling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

*Prerequisite: MPM2D – Principles of Mathematics, Grade 10, Academic*

### MCR3U – Functions, Grade 11, University Preparation

1 CREDIT

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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.

*Prerequisite: MPM2D – Principles of Mathematics, Grade 10, Academic*

## GRADE 12

It is recommended that most students wishing to enroll in Calculus and Vectors do so in their Senior Year. Students wishing to select this course prior to Senior Year must consult with the Mathematics Department and must have the required prerequisite courses. Students who plan to take Calculus and Vectors must have completed MHF4U (Advanced Functions) or be enrolled in MHF4U and Calculus and Vectors (MCV4U) concurrently.

**Students may choose to take MHF4U and MCV4U in a semestered option with MHF4U running every day from September to January and MCV4U running every day from January to June. They must note this option on their course option sheets.**



## **MCV4U – Calculus and Vectors, Grade 12, University Preparation**

1 CREDIT

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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, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modeling 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 choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

*Prerequisite:* MCR3U – Functions, Grade 11, University Preparation; MHF4U – Advanced Functions, Grade 12, University Preparation must be taken prior to or concurrently with MCV4U – Calculus and Vectors, Grade 12, University Preparation

*Note:* Students can take this course in a semestered or full year option.

## **MCV4UP – Calculus and Vectors, Grade 12, University Preparation (Advanced Placement)**

1 CREDIT

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This course includes the content of MCV4U as described above. It must be taken concurrently with MHF4UP. Students enrolled in this course will be prepared for the AP Calculus exam. This course will run every day from January to June.

*Prerequisite:* MCR3U – Functions, Grade 11, University Preparation;

*Corequisite:* MHF4UP – Advanced Functions, Grade 12, University Preparation (Advanced Placement)

## **MDM4U – Mathematics of Data Management, Grade 12, University Preparation**

1 CREDIT

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This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation 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.

*Prerequisite:* MCR3U – Functions, Grade 11, University Preparation or MCF3M – Functions and Applications, Grade 11, University/College Preparation

## **MDM4UP – Mathematics of Data Management, Grade 12, University Preparation (Advanced Placement Statistics)**

1 CREDIT

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This course includes the course content for MDM4U. Students enrolled in this course will be prepared for the AP Statistics exam.

*Prerequisite:* MCR3U – Functions, Grade 11, University Preparation

## **MHF4U – Advanced Functions, Grade 12, University Preparation**

1 CREDIT

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This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining 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 taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

*Prerequisite:* MCR3U – Functions, Grade 11, University Preparation

*Note:* Students can take this course in a semestered or full year option.

## **MHF4UP – Advanced Functions, Grade 12, University Preparation (Advanced Placement)**

1 CREDIT

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See the description for this course above. This course must be taken with MCV4UP.

*Prerequisite:* MCR3U – Functions, Grade 11, University Preparation;

*Corequisite:* MCV4UP – Calculus and Vectors, Grade 12, University Preparation.

*Note:* This course will run every day from September to January.

# RELIGIOUS EDUCATION

Religious education at Havergal is a compulsory, non-credit program for students in Grade 7 and 8. The Religious Education course seeks to examine the structures and paradigms of religions—using Christianity as our template—as an aspect of global capability. Students will understand the religion of people around the world and how it motivates them and forms them in community. The program is objective in its approach to religion and students are encouraged to share their own background and experience of religion with each other in class.

## GRADE 7

### Grade 7 Religious Education

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In Grade 7, students learn the stories of the Bible and explore various Biblical themes. The course is structured according to the chronology of the text and the various religious celebrations during the calendar year. Students will engage in challenging questions to guide their exploration of Biblical text and will respond through journaling. By learning these stories, students form a foundation for an understanding of the Western literary canon and the application of biblical principles in daily life.

## GRADE 8

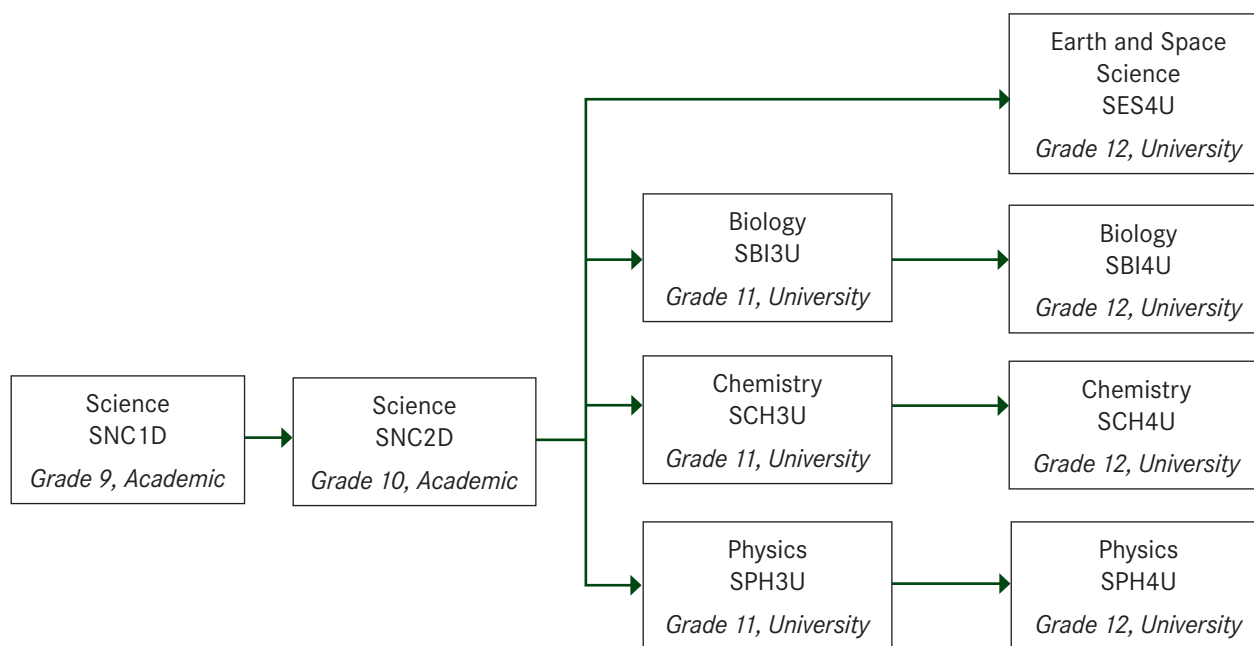
### Grade 8 Religious Education

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In Grade 8, students continue to be familiarized with the constituent parts of the Bible through activity-based learning and collaborative tasks. Students explore the Bible's purpose and uses, levels of interpretation and socio-historical context. Major biblical personalities are studied to examine a variety of relationships with God and how people's understanding of the nature of God has changed.

# SCIENCE

## PREREQUISITE PATHWAYS



Science education plays a vital part in the development of a person's intellectual curiosity. At Havergal College, we are committed to developing young women with strong problem-solving skills and analytical abilities. We prepare our students for the rigors of post-secondary science education while nurturing a sense of wonder about the natural world around us. Our science programs not only encourage inquiry and exploration of ideas, but also provide challenging content in the areas of biology, chemistry and physics.

Havergal students must be able to make informed decisions about the impact of science and technology as well as about environmental issues. These decisions can only be made with a solid understanding of the science involved.

The Science and Technology courses offered in Grades 7 and 8 focus on the skills and processes that are fundamental to scientific investigations. Students use these skills and processes to conduct and report on their own experiments. Students learn to confidently and safely use the tools and equipment necessary to gather data and report accurately on that data. Computer technology is directly incorporated into these courses and students use this technology to record, analyse and present their results. Word processing, spreadsheet and PowerPoint applications are taught and used by the students in an authentic context. During their investigations, students learn the core content required in Grade 7 and 8 Science and Technology.

## GRADE 7

### Grade 7 Science and Technology

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Grade 7 Science and Technology uses an inquiry-based approach to learning. The students work in the laboratory to observe, document and understand various scientific phenomena and theories. The aim of the course is to help students understand the basic concepts of science and technology, to develop the student's skills strategies and habits of mind required for scientific inquiry and technological design, to relate scientific and technological knowledge to each other and to the world outside the school and to develop the student's communication skills that are an essential component of science and technology education. The course introduces students to the basic skills important in scientific investigations as well as introducing them to the Kinetic Molecular theory, which is the conceptual underpinning for much of the Grade 7 and 8 science courses. Students also explore concepts in biology (ecological interactions), chemistry (solutions), physics (structural strength and stability) and earth and space science (heat in the environment).

## GRADE 8

### Grade 8 Science and Technology

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Grade 8 Science and Technology uses an inquiry-based approach to learning. The students work in the laboratory to observe, document and understand various scientific phenomena and theories. The aim of the course is to help students understand the basic concepts of science and technology, to develop the student's skills strategies and habits of mind required for scientific inquiry and technological design, to relate scientific and technological knowledge to each other and to the world outside the school and to develop the student's communication skills that are an essential component of science and technology education. The course extends the inquiry skills important in scientific investigations with further analysis of data as well as a more sophisticated level of report writing. Students explore concepts in biology (cells, tissues and organ systems), chemistry (fluids) and physics (structures and mechanisms). The Earth and Space science unit (water systems) is integrated with Grade 8 Geography and throughout the other units.

## GRADE 9

### SNC1D – Science, Grade 9, Academic

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1 CREDIT

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.

## GRADE 10

### SNC2D – Science, Grade 10, Academic

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1 CREDIT

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions with a particular focus on acid-base reactions; forces that affect climate and climate change; and the interaction of light and matter.

*Prerequisite: SNC1D – Science, Grade 9, Academic or SNC1P – Science, Grade 9, Applied*

## GRADE 11

### **SBI3U – Biology, Grade 11, University Preparation**

1 CREDIT

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

*Prerequisite: SNC2D – Science, Grade 10, Academic*

### **SCH3U – Chemistry, Grade 11, University Preparation**

1 CREDIT

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.

*Prerequisite: SNC2D – Science, Grade 10, Academic*

### **SPH3U – Physics, Grade 11, University Preparation**

1 CREDIT

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology and consider the impact of technological applications of physics on society and the environment.

*Prerequisite: SNC2D – Science, Grade 10, Academic*

## GRADE 12

### **APBIO – Advanced Placement Biology Tutorial (non-credit course)**

The Advanced Placement biology course is a laboratory tutorial course offered once a week. Students wanting to write the AP Biology exam are encouraged to attend this tutorial session, which will include the completion of the inquiry based laboratory investigations that are part of the AP Biology curriculum. Students must be enrolled in SBI4U in order to take this course. The Advanced Placement biology tutorial is designed to be the equivalent of the lab tutorial portion of a college level introductory biology course. Students may take it after successfully completing SBI3U and SCH3U. It is highly recommended that students also be concurrently enrolled in SCH4U and be self-motivated, independent learners with a keen interest in the biological sciences. The Advanced Placement exam in May includes course content from SBI3U, SBI4U, and the 13 AP biology laboratory exercises. This is a non-credit course.

*Prerequisites: SBI3U – Biology, Grade 11, University Preparation and SCH3U – Chemistry, Grade 11, University Preparation*

*Co-requisite: SBI4U Biology, Grade 12, University Preparation,*

*Suggested co-requisite: SCH4U – Chemistry, Grade 12, University Preparation*

### **SBI4U – Biology, Grade 12, University Preparation**

1 CREDIT

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

*Prerequisites: SBI3U – Biology, Grade 11, University Preparation*



## **SCH4U – Chemistry, Grade 12, University Preparation**

1 CREDIT

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This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reactions, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.

*Prerequisite: SCH3U – Chemistry, Grade 11, University Preparation*

## **SES4Ue – Earth And Space Science, Grade 12, University Preparation, eLearning**

1 CREDIT

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This course develops students' understanding of the Earth and its place in the universe. Students will investigate the properties of and forces in the universe and solar system and analyse techniques scientists use to generate knowledge about them. Students will examine the Earth's place in the solar system and, after a general introduction to Earth science, will explore in more detail the materials of the Earth, its processes, and its history. Throughout the course, students will learn how these forces, processes, and material affect their daily lives. The course draws on astronomy, biology, chemistry, mathematics, and physics in its consideration of geological processes that can be observed directly or inferred from other evidence.

*Prerequisite: SNC2D – Science, Grade 10, Academic*

## **SPH4U – Physics, Grade 12, University Preparation**

1 CREDIT

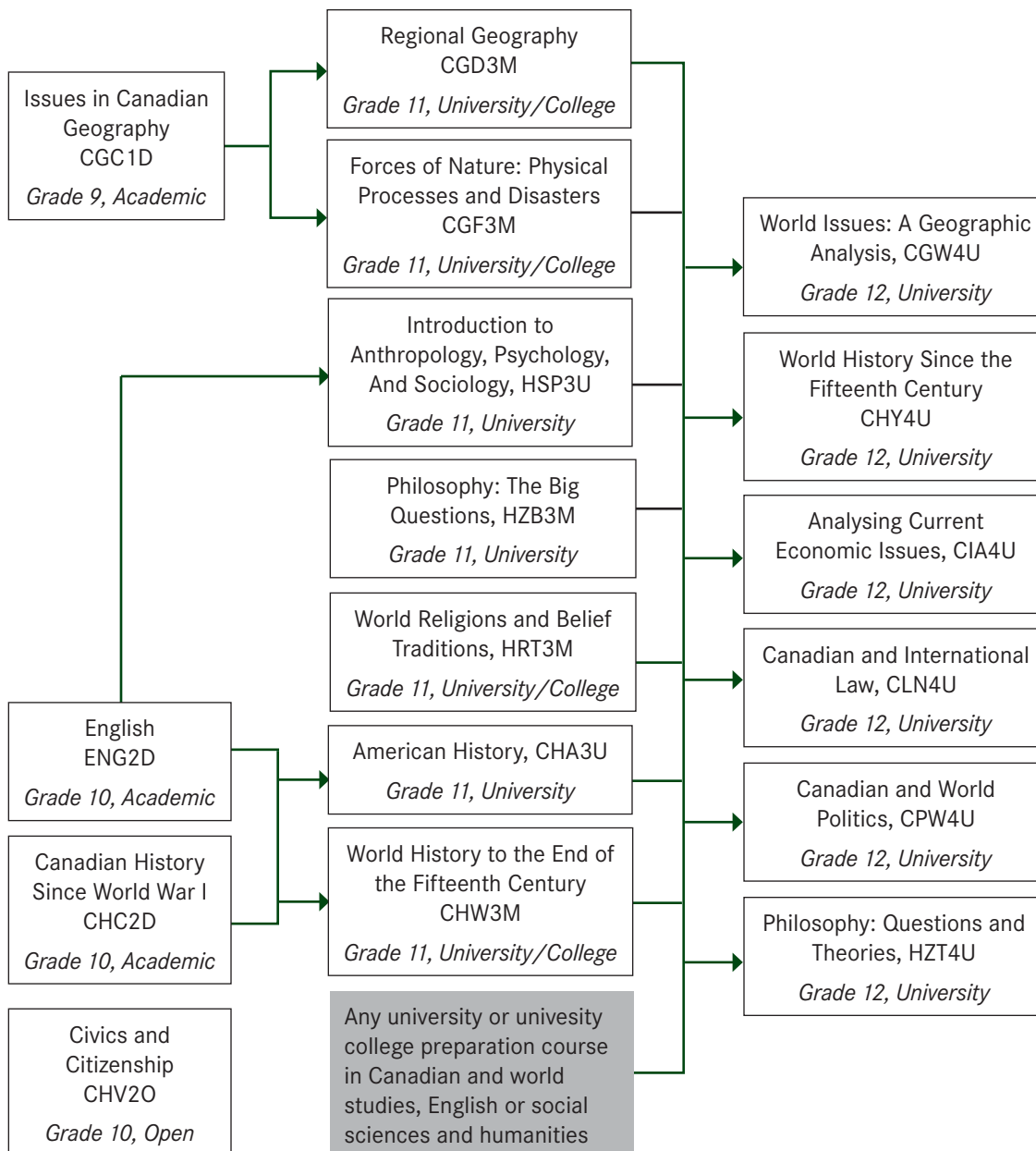
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This course develops students understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data relating to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

*Prerequisite: SPH3U – Physics, Grade 11, University Preparation*

# SOCIAL SCIENCES

## PREREQUISITE PATHWAYS



The Social Sciences Department at Havergal offers courses in modern and ancient history, physical and human geography, law, economics and philosophy. At all grade levels, the approach in our courses is to treat historical subjects and current events not as facts to be memorized but as issues to be examined and resolved. We view our subjects as a record of the human condition and its ability to adapt to changing environmental, political, economic and social forces. Our collective aim is to prepare students for continued success in post-secondary education and to remain informed and active citizens in their present and future communities.

Sharing common goals, social science courses do the following:

- examine political, social, environmental and economic systems;
- evaluate opportunities and challenges experienced by girls and women in many contexts;
- investigate causes, trends, personalities and developments throughout history;
- apply an understanding of the diversity of the physical world and the human and natural forces acting upon it;
- identify enduring themes and philosophical questions;
- analyse current societal structures and recognize social issues;
- question the similarities and differences that exist across cultures;
- integrate technology throughout the curriculum.

Course work throughout the department encourages students to read primary and interpretive sources effectively, write clearly, present articulate and informed oral presentations and use technology, maps, graphs and tables with confidence.

## GRADE 7

### **Grade 7 Social Studies (History and Geography)**

This course consists of two elements. The first, Canadian history, traces the early development of Canada from the age of discovery through the French regime. It continues with the British conquest through the arrival of the British Empire Loyalists and extends into the early 19<sup>th</sup> Century with the War of 1812 and the Rebellions of 1837. Finally, it explores how the first responsible governments were formed. Through critical thinking activities, decision-making simulations, field trips to local sites and research, students examine the changes in government and lifestyle. Emphasis is placed on examining perspectives, significance and historical evidence.

The second element introduces physical geography through an exploration of the five themes of geographic inquiry: location, environment, region, interaction and movement. Learning strategies include group presentations, role-playing, research studies and display exercises. Skills such as map-making, critical-thinking and problem-solving are developed throughout the course with particular emphasis on perspective, interaction and information gathering.

## GRADE 8

### **Grade 8 Social Studies (History and Geography)**

This course is composed of two elements. The first, Canadian history, is a continuation of the Grade 7 program and traces the development of Canada from Confederation to the early 20<sup>th</sup> Century. Students trace the expansion of the Canadian landscape, examine multicultural issues and identify the political, economic and social changes in Canada through cooperative, critical-thinking activities and decision-making. Emphasis is placed on historical perspective, evidence analysis and detecting bias.

The second element introduces human geography. Students will examine population characteristics and human settlement patterns, land use, manufacturing and migration trends. Learning strategies include group presentations, role-playing and simulations, research studies and display exercises. Skills such as map-making, note-taking, critical-thinking and problem-solving are developed throughout the course. Emphasis is on examining ways humans change the earth and ways geographers represent these changes.

# CANADIAN AND WORLD STUDIES

## GRADE 9

### **CGC1D – Issues in Canadian Geography, Grade 9, Academic**

1 CREDIT

This course examines interrelationships within and between Canada’s natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place to live.

## GRADE 10

### **CHC2D – Canadian History Since World War I, Grade 10, Academic**

1 CREDIT

This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada’s evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

### **CHV2O – Civics and Citizenship, Grade 10, Open Semestered**

0.5 CREDIT

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today’s world and of personal interest to them.

## GRADE 11

### **CGD3M – Regional Geography, Grade 11, University/College Preparation**

1 CREDIT

This course explores interactions between the land and people in a selected region and its interconnections with other regions of the world. Students will explore geographic issues related to the region’s environmental, economic, and social/cultural characteristics, including resource sustainability, import/export interrelationships, and living conditions. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate current regional patterns and trends and to predict future directions for the region and its partnerships.

*Note: This course is developed and delivered with a focus, to be determined by the school, on the geography of a selected region or country of the world.*

*Prerequisite: CGC1D – Issues In Canadian Geography, Grade 9, Academic or CGC1P – Issues in Canadian Geography, Grade 9, Applied*

## **CGF3M – Forces of Nature: Physical Processes and Disasters, Grade 11, University/College Preparation**

1 CREDIT

This course examines Earth's physical patterns and processes and how they create natural disasters and can contribute to human disasters. Students will explore how physical processes related to Earth's water, land, and air, as well as interactions between these systems, can affect the planet and its people. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate Earth's natural processes, to make predictions related to natural disasters, and to create plans to prepare for and/or respond to them.

*Prerequisite: CGC1D – Issues In Canadian Geography, Grade 9, Academic or CGC1P – Issues in Canadian Geography, Grade 9, Applied*

## **CHA3U – American History, Grade 11, University/College Preparation**

1 CREDIT

This course traces the social, economic, and political development of the United States from colonial times to the present. Students will explore the historical context of key developments that shaped the United States, its identity and culture, and its role in the global community. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating forces in American history.

*Prerequisite: CHC2D – Canadian History Since World War I, Grade 10, Academic or CHC2P – Canadian History Since World War I, Grade 10, Applied or ENG2D – English, Grade 10, Academic*

## **CHW3M – World History to the End of the Fifteenth Century, Grade 11, University/College Preparation**

1 CREDIT

This course explores the history of various societies around the world, from earliest times to around 1500 CE. Students will examine life in and the legacy of various ancient and pre-modern societies throughout the world, including those in Africa, Asia, Europe, and the Americas. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras.

*Prerequisite: CHC2D – Canadian History Since World War I, Grade 10, Academic or CHC2P – Canadian History Since World War I, Grade 10, Applied or ENG2D – English, Grade 10, Academic*

## **GRADE 12**

## **CGW4U – World Issues: A Geographic Analysis, Grade 12, University Preparation**

1 CREDIT

This course looks at the global challenge of creating a more sustainable and equitable world. Students will explore a range of issues involving environmental, economic, social, and geopolitical interrelationships, and will examine governmental policies related to these issues. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate these complex issues, including their impact on natural and human communities around the world.

*Prerequisite: Any University Preparation or University/College Preparation course in Canadian and World Studies, English, or Social Sciences and Humanities*

## **CHY4U – World History Since the Fifteenth Century, Grade 12, University Preparation**

1 CREDIT

This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and assess societal progress or decline in world history.

*Prerequisite: Any University Preparation or University/College Preparation course in Canadian and World Studies, English, or Social Sciences and Humanities*

## **CGR4Me – The Environment and Resource Management Grade 12, University/College Preparation, eLearning**

1 CREDIT

This course investigates interactions between natural and human systems, with a particular emphasis on the impacts of human activity on ecosystems and natural processes. Students will use the geographic inquiry process, apply the concepts of geographic thinking and employ a variety of spatial skills and technologies to analyse these impacts and propose ways of reducing them. In the course of their investigations, they will assess resource management and sustainability practices, as well as related government policies and international accords. They will also consider questions of individual responsibility and environmental stewardship as they explore ways of developing a more sustainable relationship with the environment.

*Prerequisite: Any university, university/college, or college preparation course in Canadian and World Studies, English or Social Sciences and Humanities*



## **CIA4U – Analysing Current Economic Issues, Grade 12, University Preparation**

1 CREDIT

This course examines current national and global economic trends and policies from diverse perspectives. Students will explore the impact of choices that individuals and institutions, including governments, make in responding to local, national, and global economic issues such as globalization and global economic inequalities, trade agreements, national debt, taxation, social spending, and consumer debt. Students will apply the concepts of economic thinking and the economic inquiry process, including economic models, to investigate and develop informed opinions about current economic issues and to help them make reasoned economic decisions.

*Prerequisite: Any University Preparation or University/College Preparation course in Canadian and World Studies, English, or Social Sciences and Humanities*

## **CLN4U – Canadian and International Law, Grade 12, University Preparation**

1 CREDIT

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop their understanding of the principles of Canadian and international law when exploring rights and freedoms within the context of topics such as religion, security, cyberspace, immigration, crimes against humanity, and environmental protection. Students will apply the concepts of legal thinking and the legal inquiry process when investigating these issues in both Canadian and international contexts, and they will develop legal reasoning skills and an understanding of conflict resolution in the area of international law.

*Prerequisite: Any University Preparation or University/College Preparation course in Canadian and World Studies, English, or Social Sciences and Humanities*

## **CPW4U – Canadian and International, Grade 12, University Preparation**

1 CREDIT

This course explores various perspectives on issues in Canadian and international politics. Students will explore political decision-making and ways in which individuals, stakeholder groups, and various institutions, including different levels of government, multinational corporations, and non-governmental organizations, respond to and work to influence domestic and international developments. Students will apply the concepts of political thinking and the political inquiry process to investigate current political policies, issues, and events, and to develop and communicate informed opinions about them.

*Prerequisite: Any University Preparation or University/College Preparation course in Canadian and World Studies, English, or Social Sciences and Humanities*

# SOCIAL SCIENCES AND HUMANITIES

## GRADE 11

### **HRT3M – World Religions and Belief Traditions: Perspectives, Issues, and Challenges, Grade 11, University/College Preparation**

1 CREDIT

This course provides students with opportunities to explore various world religions and belief traditions. Students will develop knowledge of the terms and concepts relevant to this area of study, will examine the ways in which religions and belief traditions meet various human needs and will learn about the relationship between belief and action. They will examine sacred writings and teachings, consider how concepts of time and place influence different religions and belief traditions and develop research and inquiry skills related to the study of human expressions of belief.

### **HSP3U – Introduction to Anthropology, Psychology, And Sociology, Grade 11, University Preparation**

1 CREDIT

This course provides students with opportunities to think critically about theories, questions and issues related to anthropology, psychology and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science and to become familiar with current thinking on a range of issues within the three disciplines.

*Prerequisite: ENG2D – English, Grade 10, Academic or CHC2D – Canadian History Since World War I, Grade 10, Academic*

## **HZB3M – Philosophy: The Big Questions, Grade 11, University/College Preparation**

1 CREDIT

This course encourages exploration of philosophy's big questions, such as: What is a meaningful life? What separates right from wrong? What constitutes knowledge? What makes something beautiful? What is a just society? Students will develop critical thinking and philosophical reasoning skills as they identify and analyse the responses of philosophers to the big questions and formulate their own response to them. Students will explore the relevance of philosophical questions to society and to their everyday life. They will develop research and inquiry skills as they investigate various topics in philosophy.

### **GRADE 12**

## **HHG4Me – Issues in Human Growth and Development (AP Psychology Preparation), University/College Preparation, eLearning**

1 CREDIT

This course offers a multidisciplinary approach to the study of human development throughout the lifespan. Students will learn about a range of theoretical perspectives on human development. They will examine threats to healthy development as well as protective factors that promote resilience. Students will learn about physical, cognitive, and social-emotional development from the prenatal period through old age and will develop their research and inquiry skills by investigating issues related to human development.

*Prerequisite: Any University Preparation or University/College or College Preparation course in Social Sciences and Humanities, English or Canadian and World Studies*

*\*This full AP course will prepare students to write the AP Psychology exam in May.*

## **HSB4Ue – Challenge and Change in Society, Grade 12, University Preparation, eLearning**

1 CREDIT

This online 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.

*Prerequisite: Any University Preparation, University/College, or College Preparation Course in Social Sciences and Humanities, English or Canadian and World Studies*

## **HZT4U – Philosophy: Questions and Theories, Grade 12, University Preparation**

1 CREDIT

This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics). Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.

*Prerequisite: Any University or University/College Preparation course in Social Sciences and Humanities, English, or Canadian and World Studies*

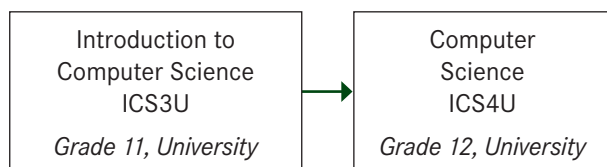
# TECHNOLOGICAL EDUCATION

## PREREQUISITE PATHWAYS

### Communications Technology



### Computer Science



We are all aware of the evolving and increasingly central role that technology plays in our lives at school, at work and at home. With this in mind, the Technological Education Department at Havergal College is committed to teaching students the skills they need to both harness the power of technology today and to anticipate the fast-paced changes they will face tomorrow.

The Technological Education Department offers courses that introduce students to a broad range of technological skills. Students can take courses in Communications Technology where they learn the fundamentals of web design, video and multimedia production, animation and graphic design. Emphasis is placed on becoming proficient in all stages of production: meeting with a client, planning, designing, creating drafts and proofs and revising and distributing the final product.

As well, students can choose to study the language of technology by taking our Computer Science courses where computer programming is the focus. Students

learn logical problem-solving skills by using common programming structures such as loops, conditional statements and arrays. Or, at the more advanced level, students learn object oriented programming in Java.

Students are well-prepared to continue their studies in technology at the university level in programming, information and communication science, art and technological design and production.

Our courses provide the opportunity to explore current industry standard software, including Photoshop, InDesign, GoLive, Final Cut Pro, DVD Studio Pro, Soundtrack, LiveType, Motion, Dreamweaver, Flash and Microsoft Office. They have access to a superior broadband network and state-of-the-art computers and supporting hardware.

*Note: In Grades 7 and 8, technology is integrated into the curriculum, particularly in Science, Social Sciences and English.*

## GRADE 9 OR 10

### **TGJ20 – Communications Technology, Grade 10, Open**

1 CREDIT

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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 interactive new media 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 will explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields.

## GRADE 10 or 11

### **ICS3U – Introduction to Computer Science, Grade 11, University Preparation**

1 CREDIT

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This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science and global career trends in computer-related fields.

### **TGJ3M – Communications Technology, Grade 11, University/College Preparation**

1 CREDIT

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This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues and explore college and university programs and career opportunities in the various communications technology fields.

## GRADE 11 or 12

### **ICS4U – Computer Science, Grade 12, University Preparation**

1 CREDIT

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This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.

*Prerequisite: ICS3U – Introduction To Computer Science, Grade 11, University Preparation*

### **TGJ4M – Communications Technology, Grade 12, University/College Preparation**

1 CREDIT

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This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology and will investigate career opportunities and challenges in a rapidly changing technological environment.

*Prerequisite: TGJ3M – Communications Technology, Grade 11, University/College Preparation*





# Courses at a Glance



# Courses at a Glance

SUBJECT	MIDDLE SCHOOL		ONTARIO SECONDARY SCHOOL DIPLOMA
	GRADE 7	GRADE 8	GRADE 9
<b>The Arts</b>	<p><b>Grade 7 Drama</b> <b>Grade 7 Band</b> <b>Grade 7 Strings</b> <b>Grade 7 Vocal</b> <b>Grade 7 Visual Art</b></p> <p><i>Students must take Drama, Visual Art and Vocal. They can choose Band or Strings.</i></p>	<p><b>Grade 8 Drama</b> <b>Grade 8 Band</b> <b>Grade 8 Strings</b> <b>Grade 8 Vocal</b> <b>Grade 8 Visual Art</b></p> <p><i>Students must take Drama and Visual Art. They can choose Band, Strings or Vocal Music</i></p> <p><i>Students in Band and Strings will proceed to AMI20, (Band) or AMS20 (Strings) in Grade 9.</i></p>	<p><b>ADA10</b> Drama, Grade 9, Open <b>AMG10</b> Music, Guitar, Grade 9, Open <b>AMV10</b> Music, Vocal, Grade 9, Open <b>AVI10</b> Visual Arts, Grade 9, Open <b>AMI20</b> Music, Band, Grade 10, Open (<i>can be taken in Grade 9</i>) <b>AMS20</b> Music, Strings, Grade 10, Open (<i>can be taken in Grade 9</i>)</p>
<b>Business Studies</b>			<b>BBI20</b> Introduction to Business, Grade 10, Open ( <i>can be taken in Grade 9 or 10 – it is suggested for Grade 10 Students</i> )
<b>English</b>	<b>Grade 7 English</b>	<b>Grade 8 English</b>	<b>ENG1D</b> English, Grade 9, Academic C
<b>Guidance and Career Education</b>			<b>GLE20</b> Learning Strategies 1: Skills for Success in Secondary School, Grade 10, Open ( <i>with permission from the Principal only</i> )
<b>Health and Physical Education</b>	<b>Grade 7 Health and Physical Education</b>	<b>Grade 8 Health and Physical Education</b>	<b>PPL10</b> Healthy Active Living Education, Grade 9, Open C
<b>Interdisciplinary Studies</b>			
<b>Languages</b>	<p><b>Grade 7 French</b> <b>Grade 8 French</b> <i>(For students previously enrolled in Immersion or Extended French programs with the permission from the Languages Head)</i></p>	<p><b>Grade 8 French</b> <b>FSF1D</b> Core French, Grade 9 <i>(For Grade 8 students previously enrolled in Immersion or Extended French programs who successfully completed Grade 8 French in their Grade 7 year)</i></p>	<p><b>FSF1D</b> Core French, Grade 9, Academic (<i>all Grade 9 students take a French course in their Grade 9 year</i>) C <b>LKMBD</b> International Languages, Level 1 Mandarin, Academic <b>LVLBD</b> Classical Languages, Level 1 Latin, Academic <b>LWSBD</b> International Languages, Level 1 Spanish, Academic</p>

ONTARIO SECONDARY SCHOOL DIPLOMA

GRADE 10	GRADE 11	GRADE 12
<p><b>ADA2O</b> Drama, Grade 10, Open</p> <p><b>AMI2O</b> Music, Band, Grade 10, Open (<i>can be taken in Grade 9</i>)</p> <p><b>AMG1O</b> Music, Guitar, Grade 9, Open (<i>can be taken in Grade 9</i>)</p> <p><b>AMS2O</b> Music, Strings, Grade 10, Open (<i>can be taken in Grade 9</i>)</p> <p><b>AMV2O</b> Music, Vocal, Grade 10, Open</p> <p><b>AVI2O</b> Visual Arts, Grade 10, Open</p> <p><b>AWT2O</b> Visual Arts Non-traditional, Grade 10, Open</p>	<p><b>ADA3M</b> Drama, Grade 11, Grade 11, University/College Preparation (<i>P: ADA1O or ADA2O</i>)</p> <p><b>AMI3M</b> Music, Band, Grade 11, University/College Preparation (<i>P: AMI2O</i>)</p> <p><b>AMG1O</b> Music, Guitar, Grade 9, Open (<i>can be taken in Grade 9</i>)</p> <p><b>AMS3M</b> Music, Strings, Grade 11, University/College Preparation (<i>P: AMS2O</i>)</p> <p><b>AMV3M</b> Music, Vocal, Grade 11, University/College Preparation (<i>P: AMV2O</i>)</p> <p><b>AVI3M</b> Visual Arts, Grade 11, University/College Preparation (<i>P: AVI1O or AVI2O</i>)</p> <p><b>AWT3M</b> Visual Arts, Non-traditional, Grade 11, University/College Preparation (<i>P: AWT2O or AVI2O</i>)</p>	<p><b>ADA4M</b> Drama, Grade 12, University/College Preparation (<i>P: ADA3M</i>)</p> <p><b>AMI4M</b> Music, Band, Grade 12, University/College Preparation (<i>P: AMI3M</i>)</p> <p><b>AMG1O</b> Music, Guitar, Grade 9, Open (<i>can be taken in Grade 9</i>)</p> <p><b>AMS4M</b> Music, Strings, Grade 12, University/College Preparation (<i>P: AMS3M</i>)</p> <p><b>AMV4M</b> Music, Vocal, Grade 12, University/College Preparation (<i>P: AMV3M</i>)</p> <p><b>AVI4M</b> Visual Arts, Grade 12, University/College Preparation (<i>P: AVI3M or AWT3M</i>)</p>
<p><b>BBI2O</b> Introduction to Business, Grade 10, Open (<i>can be taken in Grade 9 or 10 – it is suggested for Grade 10 students</i>)</p>	<p><b>BAF3M</b> Financial Accounting Fundamentals, Grade 11, University/College Preparation</p>	<p><b>BAT4M</b> Financial Accounting Principles, Grade 12, University/College Preparation (<i>P: BAF3M</i>)</p> <p><b>BBB4Me</b> International Business Fundamentals, Grade 12, University/College Preparation <i>E</i></p> <p><b>BOH4Me</b> Business Leadership Management Fundamentals, Grade 12, University/College Preparation <i>E</i></p> <p><i>(P for BBB4Me and BOH4Me: any university or university/college preparation course in Business Studies, English or Canadian and World Studies—recommended but not required)</i></p>
<p><b>ENG2D</b> English, Grade 10, Academic (<i>P: ENG1D or ENG1P</i>) <i>C</i></p>	<p><b>EMS3O</b> Media Studies, Grade 11, Open (<i>P: ENG2D</i>)</p> <p><b>ENG3U</b> English Grade 11, University Preparation (<i>P: ENG2D</i>) <i>C</i></p>	<p><b>ENG4U</b> English, Grade 12, University Preparation (<i>P: ENG3U</i>) <i>C</i></p> <p><b>ETS4U</b> Studies in Literature, Grade 12, University Preparation (<i>P: ENG3U</i>)</p> <p><b>EW4U</b> The Writer’s Craft, Grade 12, University Preparation (<i>P: ENG3U</i>)</p>
<p><b>GLC2O</b> Career Studies, Grade 10, Open – 0.5 credit</p> <p><b>GLE2O</b> Learning Strategies 1: Skills for Success in Secondary School, Grade 10, Open (<i>with permission from the Principal only</i>)</p>		
<p><b>PPL2O</b> Healthy Active Living Education, Grade 10, Open <i>C</i></p> <p><b>PAF2O</b> Healthy Living and Personal Fitness Activities, Grade 10, Open</p> <p><b>PAI2O</b> Healthy Living and Individual and Small-Group Activities, Grade 10, Open</p> <p><b>PAR2O</b> Healthy Living and Rhythm and Movement Activities, Grade 10, Open</p>	<p><b>PAD3O</b> Outdoor Education, Grade 11, Open</p> <p><b>PAF3O2</b> Personal and Fitness Activities, Grade 11, Open – 0.5 credit</p> <p><b>PAI3O2</b> Racquet Sports, Grade 11, Open – 0.5 credit</p> <p><b>PPL3O</b> Healthy Active Living Education, Grade 11, Open</p> <p><b>PAR3O2</b> Healthy Living and Rhythm and Movement Activities, Grade 11, Open – 0.5 credit</p>	<p><b>PAF4O2</b> Personal and Fitness Activities, Grade 12, Open – 0.5 credit</p> <p><b>PAI4O2</b> Racquet Sports, Grade 12, Open – 0.5 credit</p> <p><b>PLF4M</b> Recreation and Healthy Active Living Leadership Grade 12</p> <p><b>PPL4O</b> Healthy Active Living Education, Grade 12, Open</p> <p><b>PSK4U</b> Introductory Kinesiology, Grade 12, University Preparation (<i>P: 3U Science or PPL3O or PPL4O</i>)</p> <p><b>PAR4O2</b> Healthy Living and Rhythm and Movement Activities, Grade 12, Open – 0.5 credit</p>
	<p><b>IDC3O</b> Applied Journalism (Yearbook), Grade 11, Open (<i>P: ENG2D</i>)</p>	<p><b>IDC4U</b> Education for a Changing World, Grade 12 University Prep (<i>P: any University or University/College Preparation course</i>)</p>
<p><b>FSF2D</b> Core French, Grade 10, Academic (<i>P: FSF1D</i>)</p> <p><b>LKMCU</b> International Languages, Level 2 Mandarin, University Preparation (<i>P:LKMBD</i>)</p> <p><b>LVL3CU</b> Classical Languages, Level 2 Latin, University Preparation (<i>P:LVLBD</i>)</p> <p><b>LWSCU</b> International Languages, Level 2 Spanish, University Preparation (<i>P: LWSBD</i>)</p>	<p><b>FSF3U</b> Core French, Grade 11, University Preparation (<i>P: FSF2D</i>)</p> <p><b>LKMDU</b> International Languages, Level 3 Mandarin, University Preparation (<i>P:LKMCU</i>)</p> <p><b>LVL3DU</b> Classical Languages, Level 3 Latin, University Preparation (<i>P:LVL3CU</i>)</p> <p><b>LW3SDU</b> International Languages, Level 3 Spanish, University Preparation (<i>P: LW3CU</i>)</p> <p><b>LVV4U</b> Classical Civilization, Grade 12, University Preparation (<i>P: ENG2D or ENG2P</i>)</p>	<p><b>FSF4U</b> Core French, Grade 12, University Preparation (<i>P: FSF3U</i>)</p> <p><b>FSF4UP</b> Core French, Grade 12, University Preparation (Advanced Placement) (<i>P: FSF3U</i>)</p> <p><b>LVV4U</b> Classical Civilization, Grade 12, University Preparation (<i>P: ENG2D or ENG2P</i>)</p>

# Courses at a Glance

SUBJECT	MIDDLE SCHOOL		ONTARIO SECONDARY SCHOOL DIPLOMA
	GRADE 7	GRADE 8	GRADE 9
<b>Mathematics</b>	<b>Grade 7 Mathematics</b>	<b>Grade 8 Mathematics</b> <b>MPM1D</b> Principles of Mathematics, Grade 9 Academic <i>(with permission from the Math department)</i>	<b>MPM1D</b> Principles of Mathematics, Grade 9, Academic <b>C</b>
<b>Religious Education</b>	<b>Grade 7 Religious Education</b>	<b>Grade 8 Religious Education</b>	
<b>Science</b>	<b>Grade 7 Science and Technology</b>	<b>Grade 8 Science and Technology</b>	<b>SNC1D</b> Science, Grade 9, Academic <b>C</b>
<b>Social Sciences</b>	<b>Grade 7 Social Studies (History and Geography)</b>	<b>Grade 8 Social Studies (History and Geography)</b>	<b>CGC1D</b> Issues in Canadian Geography, Grade 9, Academic <b>C</b>
<b>Technological Education</b>			<b>TGJ20</b> Communications Technology, Grade 10, Open <i>May be taken by students in Grade 9 or 10.</i>

ONTARIO SECONDARY SCHOOL DIPLOMA

GRADE 10	GRADE 11	GRADE 12
<p><b>MPM2D</b> Principles of Mathematics, Grade 10, Academic (P: MPM1D) C</p>	<p><b>MCF3M</b> Functions and Applications, Grade 11, University/College (P: MPM2D) C</p> <p><b>MCR3U</b> Functions, Grade 11, University Preparation (P: MPM2D) C</p> <p><i>Students must complete one Grade 11 math credit.</i></p>	<p><b>MCV4U</b> Calculus and Vectors, Grade 12, University Preparation (P: MCR3U, MHF4U must be taken prior to or concurrently) semesters or full year option</p> <p><b>MCV4UP</b> Calculus and Vectors, Grade 12, University Preparation (P: MCR3U, MHF4U must be taken prior to or concurrently) semesters or full year option</p> <p><b>MDM4U</b> Mathematics of Data Management, Grade 12, University Preparation (P: MCR3U or MCF3M)</p> <p><b>MDM4UP</b> Mathematics of Data Management, Grade 12, University Preparation (AP Statistics) (P: MCR3U)</p> <p><b>MHF4U</b> Advanced Functions, Grade 12, University Preparation Functions (P: MCR3U) semesters or full year option</p> <p><b>MHF4UP</b> Advanced Functions, Grade 12, University Preparation Functions (P: MCR3U) semesters or full year option</p> <p><i>For Advanced Placement Calculus, students must choose both MCV4UP and MHF4UP</i></p>
<p><b>SNC2D</b> Science, Grade 10, Academic (P: SNC1D) C</p>	<p><b>SBI3U</b> Biology, Grade 11, University Preparation (P: SNC2D)</p> <p><b>SCH3U</b> Chemistry, Grade 11, University Preparation (P: SNC2D)</p> <p><b>SPH3U</b> Physics, Grade 11, University Preparation (P: SNC2D)</p>	<p><b>APBIO</b> Advanced Placement Biology Tutorial – <i>Students must also enrol in SBI4U</i> (P: SBI3U &amp; SCH3U, Coreq: SBI4U)</p> <p><b>SBI4U</b> Biology, Grade 12, University Preparation (P: SBI3U)</p> <p><b>SCH4U</b> Chemistry, Grade 12, University Preparation (P: SCH3U)</p> <p><b>SES4Ue</b> Earth and Space Science, Grade 12, University Preparation, eLearning (P: SNC2D) E</p> <p><b>SPH4U</b> Physics, Grade 12, University Preparation (P: SPH3U)</p>
<p><b>CHC2D</b> Canadian History Since World War I, Grade 10, Academic C</p> <p><b>CHV2O</b> Civics and Citizenship, Grade 10, Open – 0.5 credit C</p> <p><b>CGD3M</b> Regional Geography, Grade 11, University/College Preparation</p> <p><b>CGF3M</b> Forces of Nature: Physical Processes and Disasters, Grade 11, University/College Preparation (P: CGC1D)</p> <p><b>HRT3M</b> World Religions, Grade 11</p> <p><b>HZB3M</b> Philosophy: The Big Questions, Grade 11, University/College Preparation</p>	<p><b>CGD3M</b> Regional Geography, Grade 11, University/College Preparation</p> <p><b>CGF3M</b> Forces of Nature: Physical Processes and Disasters, Grade 11, University/College Preparation (P: CGC1D)</p> <p><b>CHA3U</b> American History, Grade 11, University/College Preparation (P: CHC2D)</p> <p><b>CHA3Ue</b> American History, Grade 11, University/College Preparation, eLearning (P: CHC2D) E</p> <p><b>CHW3M</b> World History to the End of the Fifteenth Century, Grade 11, University/College Preparation (P: CHC2D)</p> <p><b>HRT3M</b> World Religions, Grade 11</p> <p><b>HSP3U</b> Introduction to Anthropology, Psychology, and Sociology, Grade 11, University Preparation (P: ENG2D or CHC2D)</p> <p><b>HZB3M</b> Philosophy: The Big Questions, Grade 11, University/College Preparation</p>	<p><b>CGR4Me</b> The Environment and Resource Management Grade 12, University/College Preparation E</p> <p><b>CGW4U</b> World Issues: A Geographic Analysis, Grade 12, University Preparation</p> <p><b>CHY4U</b> World History Since the Fifteenth Century, Grade 12, University Preparation</p> <p><b>CIA4U</b> Analyzing Current Economic Issues, Grade 12, University Preparation</p> <p><b>CLN4U</b> Canadian and International Law, Grade 12, University Preparation</p> <p><b>CLN4Ue</b> Canadian and International Law, Grade 12, University Preparation E</p> <p><b>CPW4U</b> Canadian and World Politics, Grade 12, University Preparation</p> <p><b>HHG4Me</b> Issues in Human Growth and Development, University/College Preparation E</p> <p><b>HSB4Ue</b> Challenge and Change in Society, Grade 12, University Preparation E</p> <p><b>HZT4U</b> Philosophy Questions and Theories, Grade 12, University Preparation</p> <p><b>HZT4Ue</b> Philosophy Questions and Theories, Grade 12, University Preparation E</p> <p><i>All of the above courses require a prerequisite in any university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities</i></p>
<p><b>TGJ2O</b> Communications Technology, Grade 10, Open (may be taken by Grade 9 or 10 students)</p> <p><b>ICS3U</b> Introduction to Computer Science, Grade 11, University Preparation</p> <p><b>TGJ3M</b> Communications Technology, Grade 11, University/College Preparation (Filmmaking)</p>	<p><b>ICS3U</b> Introduction to Computer Science, Grade 11, University Preparation</p> <p><b>TGJ3M</b> Communications Technology, Grade 11, University/College Preparation (Filmmaking)</p> <p><b>TGJ3Me</b> Communications Technology, Grade 11, University/College Preparation, eLearning</p>	<p><b>ICS4U</b> Computer Science, Grade 12, University Preparation (P: ICS3U)</p> <p><b>TGJ4M</b> Communication Technology, Grade 12, University/College Preparation (Animation) (P: TGJ3M)</p>

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## PROGRAM REQUIREMENTS

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**Grade 7** 8 courses

**Grade 8** 8 courses

**Grade 9** 8 courses

**Grade 10** 8 courses

**Grade 11** 2 compulsory plus 5 or 6 additional credits

**Grade 12** 1 compulsory plus 5 or more additional credits

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## COMPULSORY CREDITS (TOTAL OF 18)

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### 4 credits in English (1 credit per grade)

- The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or the Grade 12 English compulsory credit requirement.
- The Grade 11 Contemporary Aboriginal Voices course may be used to meet the Grade 11 English compulsory credit requirement.
- For English language learners, the requirement may be met through earning a maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD); the fourth credit must be a Grade 12 compulsory English course.

### 3 credits in mathematics (at least 1 credit in Grade 11 or 12)

### 2 credits in science

### 1 credit in the arts

- The Grade 9 Expressing Aboriginal Cultures course may be used to meet the compulsory credit requirement in the arts.

### 1 credit in Canadian geography (Grade 9)

### 1 credit in Canadian history (Grade 10)

### 1 credit in French as a second language

- Students who have taken Native languages in place of French as a second language in elementary school may use a Level 1 or 2 Native language course to meet the compulsory credit requirement for French as a second language.

### 1 credit in health and physical education

### 0.5 credit in career studies

### 0.5 credit in civics

### 3 additional credits, consisting of 1 credit from each of the following groups:

*Group 1:* English (including the Ontario Secondary School Literacy Course), French as a second language, classical languages, international languages, Native languages, Canadian and world studies, Native studies, social sciences and humanities, guidance and career education, cooperative education

*Group 2:* French as a second language, the arts, business studies, health and physical education, cooperative education

*Group 3:* French as a second language, science (Grade 11 or 12), computer studies, technological education, cooperative education

Note: The following conditions apply to selections from the above three groups:

- A maximum of 2 credits in French as a second language may count as additional compulsory credits, 1 credit from Group 1, and 1 credit from either Group 2 or Group 3.
- A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of Groups 1, 2, or 3.









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