



Hawthorn School

Upper School Course Calendar



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Mission Statement

Work closely with parents in shaping the leaders of tomorrow. Provide a unique well-rounded education that develops both character and intelligence, so that our students become confident women of integrity and faith committed to the betterment of society.

Hawthorn educates its students in academic excellence and character formation by providing the necessary means to grow in knowledge, virtue and responsibility. Freedom and responsibility require an informed intellect, a strong will, and emotional tranquility. The school integrates all aspects of formation - intellectual, spiritual, human, and social - within a Classical Liberal Arts education. Our formal educational goal describes this as an integral education, and places special emphasis on the development of natural virtues such as sincerity, joy, generosity, friendship, steadfastness, justice, simplicity, diligence, constancy, sobriety, and order. The human virtues and a strong academic formation, acting in conformity with God's grace, provide true personal freedom from internal and external compulsion.

Hawthorn School is committed to providing our students with quality courses that apply to their secondary school diploma. Hawthorn delivers and addresses all curriculum expectations as outlined by the Ministry of Education in the Curriculum Documents and adheres to the highest educational standards. Engaging our students with course material and providing varied assessments and evaluations, as outlined in the Growing Success Document, ensures the success of each student. We foster an environment where the teacher works closely with the students in achieving their academic goals and developing their full potential.

The school is committed to offering an academic program of the highest caliber and a moral atmosphere complementary to that of the home. It achieves this through personalized character formation designed to implant life-long values in each student. In the pursuit of learning there must be a dedication to the truth, that is, an agreement of the mind with reality. As reality is objective, so is truth. To seek the truth about oneself, one's society, and the world requires courage. Students are encouraged to seek, to know, and to love the truth and are thus prepared to accept the freedom and responsibility that necessarily accompany it.

Spiritual formation at the school is aimed at developing a profound awareness in the students that they are children of God. They are taught that every person has received a call to sanctity from God. Work well done is the common and ordinary way to attain one's own human and supernatural perfection and to contribute to the good of society.



School Organization

Hawthorn School offers non-semester courses beginning the first week of September until the third week of June. Classes take place daily Monday to Friday from 8:30 a.m. to 3:30 p.m. Each day is organized into 7 periods of 45 minutes.

Role of Staff:

Head of School – The Head of School is responsible for the hiring of teachers, school communications and overseeing operations of the entire school.

Upper School Principal-Director of Academics – The Upper School Principal-Director of Academics is the primary resource to help assist teachers and students with any need or concern before, during, and after teaching. The Upper School Principal- Director of Academics is authorized by the Ontario Ministry of Education to grant credits and uphold credit integrity for the courses taught at Hawthorn. In addition to overseeing and managing the Hawthorn teachers and curriculum development, she also oversees the assessment and evaluation of teachers and works with teachers on pedagogical skills while implementing all teacher requirements.



Roles and Responsibilities of Students

Hawthorn School for Girls has a two-fold goal: academic excellence and character education. In order to help the students develop strength of character, it is important that they be well informed of their responsibilities, both academic and personal, within the school community. For this reason, detailed information about students' attendance and responsibilities as well as the Code of Conduct are contained in the Student Handbook, which is readily accessible to all students on a daily basis. The individual items in the Code of Conduct are summarized as follows: respect for teachers, respect for peers, respect for self, and respect for the environment.

As stated by the Ministry of Education, all Ontario students are required to remain in secondary school until they have reached the age of eighteen or obtained an Ontario Secondary School Diploma.

Code of Conduct and Safe School Policy

Hawthorn School promotes positive student behavior and places much emphasis on ensuring appropriate interactions in order to uphold a safe and secure learning environment.

Students at Hawthorn are expected to:

- Act safely and responsibly at all times, respect teachers and all other students, speak and behave appropriately at all times, respect school property, arrive to classes on time and attend classes regularly, place effort into their classwork and complete assignments on time

Consequences of Misconduct:

- Consequences of misconduct may include, but are not limited to: removal from a school activity, detention, probation, in-school suspension, behavior or performance contract, financial restitution, formal suspension, expulsion.

Inappropriate Behaviour:

- Examples of inappropriate behavior include, but are not limited to: academic dishonesty, uttering a threat to inflict serious bodily harm on another person, vandalism, bullying, fighting, trafficking in weapons, cannabis, or illegal drugs, harassment of any kind.

Progressive Discipline Policy:

- Hawthorn school has a progressive discipline policy as outlined in the student handbook. By accepting and signing the student code of conduct, students acknowledge that they have read and agree to abide by everything contained therein. The student handbook is contained in the student agenda and additionally a copy is available online or from the front office.

Discipline

The code of conduct aims to help students practice the virtues with freedom and responsibility. Thus, students are encouraged to obey the policies, rules and regulations of the school with the knowledge that these are instituted to serve their own interests and to promote the general good and welfare of the Hawthorn community.

Simple behavioural problems related to classroom management constitute a minor offence. Major offences include those willful, deliberate and objectively unlawful acts which are violations of the school's existing policies, resulting in destruction, injury or scandal. Blatant acts of disobedience, dishonesty or disrespect towards any member of the school community constitute a major offence.

Classification of Offences

- Academic infractions
 - i. Bullying
 - ii. Buying and selling for personal gain
 - iii. Continued disregard for school policies and rules
 - iv. Dishonesty
 - v. Disobedience and Disrespect
 - vi. Indecent conduct through immodest or immoral acts
 - vii. Misconduct on the premises (e.g. classrooms, chapel, school grounds, during programs and assemblies):
 - viii. Possession, distribution or use of prohibited drugs and/or alcoholic beverages
 - ix. Possession, distribution or use of a weapon or article used as a weapon
 - x. Possession of obscene or pornographic literature (books, magazines, pictures, posters, websites, etc.)
 - xi. Theft
 - xii. Unapproved absence from class
 - xiii. Using improper language
 - xiv. Vandalism of school property and/or property of teachers or students
- Disciplinary issues that are not listed in this handbook will be addressed by the Upper School Principal-Director of Academics and/or the Head of School. The Harassment and Bullying Policies of Hawthorn School are on file in the main office and on-line
- Sanctions: The nature of the sanction for any offense committed will depend on the gravity and the circumstances of the offense, which will be ascertained by the school staff through investigation. Sanctions for minor offenses shall be applied by the subject teachers concerned. The school's management will

recommend the sanction for major offenses and will communicate the final decision to the parents in writing. Among the sanctions that may be imposed are the following:

- i. Verbal reprimand and warning
- ii. Written infraction/warning with a copy to the parents
- iii. Training session
- iv. Detention
- v. Service detention
- vi. Curtailing of privileges such as club memberships
- vii. Prohibition from participation in school functions and activities, including extracurricular sports
- viii. Individual student behaviour contract
- ix. Suspension, the kind and duration of which will be determined by the school management
 - a. Ordinary suspension/isolation forbids attendance at regular classes but requires the student's presence in school.
 - b. Preventive suspension prohibits the student's presence in school or at school activities.
- x. Disciplinary probation with automatic non-readmission in case of violation of the conditions imposed
- xi. Non-readmission into Hawthorn the following school year
- xii. Expulsion



Attendance Policies

A student is expected to be present for the entire school day and on time for all classes. Only a student in her final year of secondary school is permitted to come and go within the school day while still maintaining regular and punctual attendance in class. An unexcused absence from any required activity or the absence of a student from school for a whole day or for any part of the day without the parents' permission will be considered a major offence and sanctions will be determined accordingly.

When, in the Upper School Principal-Director of Academics' judgement, a student's frequent absences from school are jeopardising her successful completion of a course, school staff will meet with the student and the parents to explain the potential consequences of the absences, including failure to gain credits, and discuss steps that will be taken to improve attendance.

If a student arrives late at the beginning of the day or for a class, she must first sign in at the front office and then proceed to class. Students who are continually late without valid reasons will be required to develop strategies for improvement.

It is the responsibility of the student to obtain all assignments missed due to an absence and to make arrangements to complete tests and assignments within the required time. The holiday schedule is generous, and the school strongly discourages students from taking additional time for vacations beyond what the school calendar permits. Such absences impede academic progress and undermine the priority placed on school work, structure and self-discipline in the school. This recommendation notwithstanding, if a student will be away from school for a planned absence, written notice from the parents must be provided at least two weeks in advance of the absence. It is the responsibility of the student to complete all work missed during such an absence. Any missed exams due to vacations will not be rescheduled.



Evaluation and Examinations

Report Cards

There are three formal reporting periods. Students receive progress report cards in November and February, and a final report card in June.

Evaluation

A detailed breakdown of the methods of evaluation for each subject is distributed to students at the beginning of the course. The evaluation procedure for Upper School subjects follows the suggested scheme found in the Ministry of Education Course Guidelines. Exams, tests, special projects and assignments are all factors reflected in the marks. In accordance with the provincial curriculum guidelines, final marks are based on a weighting of 70% for evaluations made throughout the course and 30% for final evaluation in a form suitable to the course.

Examinations

For grades 9 - 12, formal examinations are written once a year at the end of the second term in June. If a student is absent from an exam due to bereavement or serious illness, the exam will not be rescheduled. The mark for that particular course will be calculated without the exam.



The Ontario Student Record (OSR)

The Ontario Student Record is the record of a student's educational progress through schools in Ontario. The *Ontario Student Record Guideline (OSR) 2000* further details the policies of the Ministry of Education regarding the OSR. Access to a student's OSR is permitted to parents and to the student upon request.

The Ontario Student Transcript (OST)

The Ontario Student Transcript (OST) is a component of the Ontario Student Record (OSR), and includes academic information as described in the document *Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements, 2011*. The OST provides a comprehensive record of a student's overall achievement in secondary school. Credits that an Upper School student has earned towards fulfilment of the requirements for the graduation diploma are entered on the student's transcript through the use of a common course code designation issued by the Ministry of Education. The transcript includes the following:

- the student's achievement in Grade 9 and 10 courses, with percentage grades obtained and credits earned for successfully completed credit courses;
- a list of all Grade 11 and 12 courses taken or attempted by the student, with percentage marks earned and the credits gained;
- identification of any course that has been substituted for one that is a diploma requirement;
- all Grade 10 courses for which the student successfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned;
- All Grade 11 and 12 courses for which the student successfully or unsuccessfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned;
- identification of compulsory credits, including credits that are substitutions for compulsory credits identified by the ministry as diploma requirements;
- confirmation that the student has completed the community involvement requirement;
- confirmation that the student has completed the provincial secondary school literacy requirement;
- confirmation that the student has completed the online learning requirement;
- an indication of any extraordinary circumstances affecting the student's achievement in a Grade 11 or 12 course;
- course withdrawals after the deadline.

The transcript may also contain special indicators such as identification of any course that has been substituted for one that is a diploma requirement and an indication of any extraordinary circumstances affecting the student's achievement in a Grade 11 or 12 courses.

Full Disclosure Policy

The Ministry of Education has a policy of full disclosure. This policy states that all grade 11 and 12 courses attempted by students must be recorded on Ontario Student Transcripts. Full disclosure does not apply to students in Grades 9 or 10. After the full disclosure deadline, any Grade 11 or 12 course completed, withdrawn from or failed will appear on a student transcript along with the marks earned in the program. If a student withdraws from a Grade 11 or 12 course within five instructional days following the issue of the second provincial report card (around February), the withdrawal is not recorded on the OST. If a student withdraws from a course after five instructional days following the issue of the second provincial report card the withdrawal is recorded on the OST by entering a "w" in the "Credit" column.

Requirements for the Ontario Secondary School Diploma (OSSD)

The academic program for students in grades 8-12 is governed by the document *Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements, 2016*. The requirements for the OSSD, listed in section 6.1, are given below:

Students must earn the following compulsory credits in order 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 (grade 10 level but can be taken at other times)
- * 0.5 credit in civics (grade 10 level but can be taken at other times)

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.

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

The Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who are leaving secondary school upon reaching the age of eighteen 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 history or Canadian geography
- 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 above also apply to the Ontario Secondary School Certificate.

Online learning graduation requirement

Students are required to earn two online learning credits to graduate from secondary school, beginning with every student who entered Grade 9 in the 2020-21 school year. The graduation requirement is intended to support students in developing familiarity and comfort with learning and working in a fully online environment, as well as developing digital literacy and other important transferable skills that they will need for success after secondary school, including in post-secondary education and the workplace.

Definition of “online learning” for this graduation requirement

Online learning credits that count towards the requirement are earned through courses that rely primarily on communication between students and educators through the internet or another digital platform.

Online learning credits that count do not generally require students to be physically present with one another or with their educator in the school, except where required for: examinations and other final evaluations occasional meetings with educators and other school staff, and access to internet connectivity, learning devices, or other supports (for example, guidance, special education and mental health and well-being supports, and required initial assessment and in-person learning for English language learners and students of Actualisation linguistique en français (ALF) or Programme d'appui aux nouveaux arrivants (PANA) at their early stages of language acquisition).

In online learning courses delivered by schools in the publicly funded education system, coursework is teacher-led.

Students from the same online class may follow different timetables and be from different schools or school boards.

Students in publicly funded schools complete their online coursework with the support of a certified Ontario educator with whom they communicate, and who provides instruction, ongoing feedback, assessment, evaluation and reporting as needed, including implementing any accommodations and/or modifications identified in the student's Individual Education Plan.

In-person courses that use digital learning tools in a physical classroom do not count towards the online graduation requirement, nor do remote learning courses that rely on a minimum requirement for synchronous learning.

Selection of courses should consider future pathways, the ability and interests of the student to learn in a fully online environment and any potential supports that may be needed. Meeting the online learning graduation requirement should not pose a barrier to graduation for students. As with all learning, students taking online courses will have access to the support they need through their school, (e.g., guidance, nutrition programs, extra-curricular activities and services for English-language learners). If a student in a publicly funded school has an Individual Education Plan, the plan should be shared, when appropriate, with an educator instructing an online course delivered by another publicly funded school board, with the necessary consent.

Check with your local school if you have questions regarding the registration process.

Parents/guardians may choose to opt their children out of the mandatory online learning credits required for graduation. To opt out, a parent/guardian must submit an opt-out form to the school. Students 18 years of age or older, or who are 16 or 17 years of age and have withdrawn from parental control, can also opt out of the graduation requirement by submitting an opt-out form to the school. School boards must also allow for students and parents/guardians to opt back into the online learning graduation requirement should their decision change. Please contact the school for further information on this process.

The Certificate of Accomplishment

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment.

Community Involvement

The OSSD requirement is that students complete a minimum of 40 hours of community involvement activities, at any time during their years in the secondary school program (grades 9-12). Furthermore, students in Grade 8 may begin the accumulation of community involvement hours in the summer before they enter Grade 9. Hawthorn requires that students complete a minimum of 20 hours of community involvement activities in each year from grade 8 to grade 12. At most, 10 of the 20 hours for each year may be completed in the summer. The school's goal is to foster generosity as a virtue, practiced over time. Detailed information about the procedures regarding community involvement is contained in the Service Hour Package.

Literacy Test

All students must successfully complete the provincial secondary school literacy test in order to earn a secondary school diploma. The Ministry of Education states that students who have had two opportunities to take the test and failed at least once are eligible to take the Ontario Secondary School Literacy Course. Students who pass the course are considered to have met the literacy graduation requirement. At present, the secondary school literacy course is not offered at Hawthorn because the academic program in the school has enabled students to be successful at the literacy test. Should our students require the Literacy Course, they will be given the opportunity to do so. For the literacy test, accommodations, special provisions, deferrals and exemptions are provided as appropriate and allowed by course administrators.



Academic Information

Additional Hawthorn Course Requirements

Students are required to take the following courses as part of their academic program at Hawthorn School for Girls:

- * One year of Latin (usually taken in grade 9)
- * Physical education courses (in grades 8 – 11)
- * Religious studies courses (required for students in grades 8 and/or 9)
- * HZB 3M Philosophy: The Big Questions
- * HRE 33 Moral Theology (locally developed credit)
- * CHY 4U World History: The West and the World
- * HZT 4U Philosophy: Questions and Theories

Course Types

Since Hawthorn is a small school and most of the students are university bound, courses are offered at the highest level provided by the Ministry of Education. In most cases, only academic, university and university/college type courses are offered. These course types are indicated by the codes: (D) academic, (U) university preparation and (M) university/college preparation.

(D) 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 application as appropriate.

(U) University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.

(M) 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.

Course Outline

A course outline contains the objectives for the course, the course content and the sequence in which it is taught, evaluation practices, and textbooks and reference materials to be used. Detailed course outlines are available at the school for perusal by parents.

Definition of a Credit

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. This definition of a credit implies that the student may not earn her credit if her final mark in a course is below 50% or if the student, in the opinion of the Upper School Principal-Director of Academics, has been absent for whatever reason from the course for an excessive number of class hours and cannot fulfill the expectations of the course.

Course Load and Course Changes

The last day to add a course is the first Monday of October. The last day to drop a course, for grades 9 - 12, is five school days after the second report card has been issued. Students in grade 8 must take a minimum of 8 courses. In grades 9 and 10, students must take a minimum of 8 credits. Students in grade 11 must take a minimum of 7 credits and in grade 12, a minimum of 6 credits. Course changes must have the recommendation of the teacher and be approved by the student's parents and by the Upper School Principal-Director of Academics.

Transfer Courses

Because Hawthorn School for Girls offers only Academic, University/College and University Preparation courses transfer

courses are not currently offered at the school.

Substitution of Compulsory Credits

On occasion, it may be in the best interest of a particular student to substitute another course for a compulsory credit. In such a case, the parents request the substitution of a compulsory credit in writing, or the Upper School Principal - Director of Academics stipulates which course is to be substituted and notifies the student's parents in writing. The appropriate indication is then recorded on the student's Ontario Student Transcript.

Waived Prerequisites

In some circumstances it may be in the best interest of a particular student to have a course prerequisite waived. After consultation with the parents, the Upper School Principal - Director of Academics and the appropriate teacher, may waive a course prerequisite. This process may be initiated by the parent or the principal.

Prior Learning Assessment and Recognition

In accordance with the policy of the Ministry of Education, students may challenge for credit in Grade 10, 11, or 12 courses through the PLAR process. The PLAR process involves two components: "challenge" and "equivalency". The "challenge" process is the process whereby students' prior learning is assessed for the purpose of granting credits for a Grade 10, 11, or 12 course. Students with advanced knowledge and understanding in a subject area may receive a credit for a course following a formal assessment of the student's achievement and mastery of the subject matter. This assessment involves an assigned written component worth 70% and a 30% final evaluation. The "equivalency" process is the process of assessing credentials from other jurisdictions to grant equivalency credits for placement purposes. The student's passing percentage grade, failing percentage grade, or withdrawal from the challenge process will be recorded on a cumulative tracking record and filed in the student's OSR. In addition, the OST will record all Grade 10 courses for which the student successfully challenged for credit through the PLAR challenge process and all Grade 11 and 12 courses for which the student successfully or unsuccessfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned.

Supports for English Language Learners (ELLs)

Hawthorn supports ELLs and offers ESL classes for international students based on an initial diagnostic assessment for placement purposes. Also, learning opportunities are integrated into the curriculum in all subject areas to support ELLs' development of English language proficiency. At their discretion teachers accommodate to address each student's different level of proficiency and to help them adjust to the new linguistic, cultural and educational environment. Accommodations provided include, but are not limited to: additional time to complete exams and assignments, access to a translator, and one-on-one support. All accommodations are at the discretion of the teacher and based on the expressed needs of the student. More details can be found in English Language Learners/ESL and ELD Programs and Services Policies and Procedures for Ontario Schools Elementary and Secondary Schools, Kindergarten to Grade 12 (2007); available on the Ministry of Education website at the following link: www.edu.gov.on.ca/eng/document/eslesdprograms.pdf.

Modified Studies for Exceptional Pupils

In order to meet the special needs of exceptional pupils, students may have their program modified or enriched to address individual learning abilities. Each student is assigned a mentor. The student's teachers, in conjunction with the mentor and the appropriate administrative staff, may make recommendations regarding a student's program needs. Students may be put on a "monitored student list" to ensure that their academic performance is maximized. Mentors and teachers may recommend individual tutoring for a student. Hawthorn uses a "Monitored Student Sheet" to give guidance to those students who may require more intense assistance for academic achievement and personal growth. Students on the monitored student list are encouraged, and in some cases, may be required to attend a weekly study skills session. In some cases, a student may have an Individual Education Plan, which is filed in her OSR and documents the appropriate modifications to her academic program.

Ontario Curriculum Policy Documents

These are available online at: www.edu.gov.on.ca/eng

Reach Ahead Courses

At Hawthorn School, the upper school begins at grade 8. The reach ahead courses are taught by upper school teachers and are always under the supervision of the Upper School Principal-Director of Academics. Students entering grade 8 with a mark of 75% or higher in grade 7 courses for which there are reach ahead credits at the grade 9 level offered in grade 8, may be permitted to register in the reach ahead courses upon the invitation of the principal. Students with marks below 75% will be allowed to attempt the reach ahead courses only with the recommendation of their teacher

and the consideration and approval of the Upper School Principal-Director of Academics and the Executive Council. Reach ahead credits will be granted to students who successfully cover the course content for the reach ahead course.

School Resources

Hawthorn School for Girls maintains a library suitable as a resource for students from Preschool to grade 12. The Upper School also houses a Learning Commons with access to the internet for student use for additional research and resources. Students may use both these facilities during their study periods. In addition, a set of ThinkPads is available for use by the students during class at the discretion of the teacher.

Student Support Services and Academic Guidance

The Ontario Ministry of Education's Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools – Policy and Program Requirements, Kindergarten to Grade 12, 2013 is designed to support three areas of learning as they relate to education and career/life planning. The planning framework introduced in this document focuses on students' self-discovery and self-knowledge and on their creative use of this knowledge in the exploration of opportunities and the planning of pathways for education, career, and life

In secondary schools, guidance staff play a strategic role in the development and implementation of the program, as part of the delivery of the school's guidance and career education program. Ontario Schools, Kindergarten to Grade 12, describes the three areas of learning that constitute the Ontario guidance and career education program, as follows:

- student development – the development of habits and skills necessary for learning
- interpersonal development – the development of the knowledge and skills needed in getting along with others
- career development – the development of the knowledge and skills needed to set short-term and long-term goals in planning for the future

At Hawthorn, every student is assigned a mentor who works with them throughout their time at the school. The mentor, along with the regular classroom teacher, and the Guidance Counselor are the primary agents for delivering the guidance program. In addition, special workshops and seminars are organized to help guide the students. These include a Post Secondary information sessions for parents, Career Day for all Upper School students, a study skills unit for grades 8 and 9, a workshop on résumé writing for grade 12, and assistance with post-secondary choices and applications in grade 12. The goal of the guidance program is to support and guide students (and parents) through their five-year experience in the Upper School. This team of mentors and teachers supports students in academic planning and course selection and serves the school community in a variety of ways, including the following:

- Supports student success in establishing effective study habits and exam preparation
- Provides support for course selection through a variety of means, including the Career Studies Course, Annual Education Plan management, annual credit reviews for senior students, guidance meetings in Grade 11, course selection surveys and individual meetings and/or conversations with students and parents as required
- Helps individual students to envision a plan for post-secondary and target some short and long term goals, including career and life planning
- Provides information around all post-secondary pathways (workplace, college, apprenticeship, university) and career pathways, as well as the Individual Pathways Plan
- Coaches in the scholarship application process

In addition, the Guidance Counselor meets with students to assist with Education and Career Planning, including course planning and selection, diploma requirements, information on postsecondary education and transition, night school/summer school/e-learning, community volunteering and international exchange program options. Individual appointments during non-instructional times are available on request and can be booked by speaking with the Upper School Principal-Director of Academics. Our senior course offerings are based on the needs and interests of our enrolled students. Various surveys, meetings and guidance appointments are conducted with students and parents when determining our courses for the following year

Community Resources

Hawthorn School seeks to engage with the community to provide students with appropriate resources. This process begins with the mentor, teachers and/or the Upper School Principal-Director of Academics talking to students and/or their parents to develop an understanding of their specific needs. Students identified as needing external support are referred to specialists in the community. These specialists include doctors and psychiatrists for medical observation, psychologists and social work therapists for family or individual counselling, community programs for specific needs, and psychological testing for accommodation and support recommendations. The mentor and/or the Upper School Principal-Director of Academics receive updates and information from these professionals that informs school support and accommodation.

Co-operative Education

Due to the small size of Hawthorn School for Girls, there is presently no co-operative education program. Hawthorn hosts a Career Day each year where students are introduced to professionals from a variety of careers. This serves to stimulate the students' interests in the many career possibilities open to them. Hawthorn also participates in the annual "Take your Kid to Work Day" for grade 9 students.

Alternative Ways of Earning Credits

In some circumstances, it may be in the best interest of the student to earn a credit for a course by correspondence or through independent study. After consultation with the parents, the Upper School Principal-Director of Academics may give approval for either a correspondence or an independent study course.

Night School, Summer School, and Correspondence Courses

Students are strongly discouraged from taking credits at schools other than Hawthorn School for Girls in order to ensure the integrity of their academic program, in preparation for post-secondary studies and later professional success. It is the policy of Hawthorn School for Girls that students generally are not allowed to take mathematics or English courses at night school, summer school, or by correspondence from the Independent Learning Centre, unless by special permission of the Upper School Principal-Director of Academics.

Advanced Placement Examinations

Through the Advanced Placement program, secondary school students may pursue university-level work while still completing courses towards their Ontario diploma. Successful completion of an Advanced Placement examination in a given subject can lead to placement in a more advanced course level when the student moves on to university, and sometimes can result in a university credit being awarded as well. Hawthorn provides the opportunity for qualified students in grade 11 or 12 to write AP examinations in selected subjects through the school. These students work largely independently on the course material and are assigned a staff mentor in the field of study who assists them in their preparation for the AP examination.

Post-Secondary Studies

In order to be considered for acceptance into an Ontario university, students must take six courses at the 4U, 4M or DU levels. Only full credit courses are accepted for university entrance.



Course Coding System

The six character course codes are interpreted as follows: the first three alphabetic characters identify the subject and may further describe the subject. The first numeric character identifies the usual grade level (1 - Grade 9, 2 - Grade 10, 3 - Grade 11, 4 - Grade 12). The second alphabetic character identifies the course type (D - Academic, O - Open, U - University Preparation).

The last numeric or alphabetic character, if there is one, is for school use. Example: ENG 2D - English, Grade 10, Academic Course Type.



Course Descriptions

Note: Not all courses listed are offered in a given calendar year Courses that are 1/2 credit are indicated as such Non-credit courses are marked as non-credit Prerequisite courses are listed where applicable Curriculum policy documents are available by request

THE ARTS

DRAMA

GRADE 9

ADA10 DRAMATIC ARTS, GRADE 9, Open

(1/2 credit)

Prerequisite: None

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 DRAMATIC ARTS, GRADE 10, Open

(may be 1/2 credit or 1 credit)

Prerequisite: None

This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and represent 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 DRAMATIC ARTS, GRADE 11, University/College Preparation

Prerequisite: ADA 10 or 20 (Drama, Grade 9 or 10, Open)

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.

GRADE 12

ADA4M DRAMATIC ARTS, GRADE 12, University/College Preparation

Prerequisite: ADA3M (Drama, Grade 11, University/College)

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 texts 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.

EXPLORING AND CREATING IN THE ARTS

GRADE 12

AEA40 EXPLORING THE ARTS, GRADE 12, Open

Prerequisite: Any Grade 9 or 10 arts course

This course offers students the opportunity to explore connections between dance, drama, media arts, music, and/or visual arts. Students will use the creative process individually and/or collaboratively to produce integrated art works that draw on various disciplines, and they will critically analyse art works and determine how interpreting these works affects their own development. Students will develop responsible practices that are transferable beyond the classroom. They will explore solutions to integrated arts challenges and discover that art is everywhere, influencing and reflecting society.

MUSIC

GRADE 9

AMU10 MUSIC, GRADE 9, Open

(may be 1/2 credit or 1 credit)

Prerequisite: None

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.

GRADE 10

AMU20 MUSIC, GRADE 10, Open

Prerequisite: None

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 culture.

GRADE 11

AMU3M MUSIC, GRADE 11, University/College

Preparation Prerequisite: Music, Grade 9 or 10, Open

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 analyzing 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.

GRADE 12

AMU4M MUSIC, GRADE 12, University/College

Preparation Prerequisite: Music, Grade 11, University/College Preparation

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.

VISUAL ARTS

GRADE 9

AVI 1O VISUAL ARTS, Grade 9, Open

(may be ½ credit or 1 credit)

Prerequisite: None

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

AVI 2O VISUAL ARTS, GRADE 10, Open

Prerequisite: None

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.

GRADE 11

AVI 3M VISUAL ARTS, GRADE 11,

University/College Preparation

Prerequisite: AVI1O or 2O (Visual Arts, Grade 9 or 10, Open)

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, and information design).

GRADE 12

AVI 4M VISUAL ARTS, GRADE 12,

University/College Preparation

Prerequisite: AVI3M

(Visual Arts, Grade 11, University/ College Preparation)

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.

BUSINESS STUDIES

BUSINESS STUDIES

GRADE 10

BEP2O LAUNCHING AND LEADING A BUSINESS, GRADE 10, Open

Prerequisite: None

This course introduces students to the world of business and what is required to be successful, ethical, and responsible in today's economy. Students will develop the knowledge and skills needed to be an entrepreneur who knows how to respond to local and global market opportunities. Throughout the course, students will explore and understand the responsibility of managing different functions of a business. This includes accounting, marketing, information and communication technology, financial management, human resources, and production.

INFORMATION AND COMMUNICATION TECHNOLOGY

GRADE 11 BTA3O INFORMATION AND COMMUNICATION TECHNOLOGY: THE DIGITAL WORLD, GRADE 11, Open

Prerequisite: None

This course prepares students for the digital environment. Using a hands-on approach, students will further develop information and communication technology skills through the use of common business software applications. The concept and operation of e-business will be explored, and students will design and create an e-business website. The skills developed in this course will prepare students for success in the workplace and/or postsecondary studies.

BUSINESS LEADERSHIP

GRADE 12 BOH4M BUSINESS LEADERSHIP: MANAGEMENT FUNDAMENTALS, Grade 12, University/College Preparation

Prerequisite: None

This 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 are also emphasized.

CANADIAN AND WORLD STUDIES

ECONOMICS

GRADE 12 CIA4U ANALYSING CURRENT ECONOMIC ISSUES, GRADE 12, University Preparation

Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues.

GEOGRAPHY

GRADE 9 CGC1W EXPLORING CANADIAN GEOGRAPHY, GRADE 9

Prerequisite: None

This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations.

HISTORY

GRADE 10 CHC2D CANADIAN HISTORY SINCE WORLD WAR I, GRADE 10, Academic

Prerequisite: None

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.

GRADE 11 CHA3U AMERICAN HISTORY, GRADE 11, University Preparation **Prerequisite:** Canadian History Since World War I, Grade 10, Academic or Applied

This course explores key aspects of the social, economic, and political development of the United States from pre-contact to the present. Students will examine the contributions of groups and individuals to the country's evolution and will explore the historical context of key issues, trends, and events that have had an impact on the United States, its identity and culture, and its role in the global community. 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 various forces that helped shape American history.

CHW3M WORLD HISTORY TO THE SIXTEENTH CENTURY, GRADE 11, University/College Preparation
Prerequisite: Canadian History Since World War I, Grade 10, Academic or Applied

This course explores the history of various societies and civilizations around the world, from earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world and will examine life in and the cultural and political legacy of these societies. 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.

GRADE 12
CHY4U WORLD HISTORY: THE WEST AND THE WORLD, GRADE 12, University Preparation
Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.
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 ideas and assess societal progress or decline in world history.

LAW

GRADE 11
CLU3M Understanding Canadian Law, GRADE 11, University/College Preparation
Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied
This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them.

GRADE 12
CLN4U CANADIAN AND INTERNATIONAL LAW, GRADE 12, University Preparation

Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities
This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts.

POLITICS

GRADE 10
CHV2O CIVICS AND CITIZENSHIP, GRADE 10, Open
(1/2 credit)

Prerequisite: None
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 12
CPW4U CANADIAN AND INTERNATIONAL POLITICS, GRADE 12, University Preparation

Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities
This course explores various perspectives on issues in Canadian and world politics. Students will explore political decision making and ways in which individuals, stakeholder groups, and various institutions, including governments, multinational corporations, and non-governmental organizations, respond to and work to address domestic and international issues. Students will apply the concepts of political thinking and the political inquiry process to investigate issues, events, and developments of national and international political importance, and to develop and communicate informed opinions about them.

CLASSICAL STUDIES AND INTERNATIONAL LANGUAGES

CLASSICAL STUDIES

LEVEL 1

LVL BD CLASSICAL LANGUAGES, LATIN, LEVEL 1, Academic

Prerequisite: None

This course introduces students to the achievements of the classical world through the study of Latin or ancient Greek. 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.

LEVEL 2

LVL CU CLASSICAL LANGUAGES, LATIN, LEVEL 2, University Preparation

Prerequisite: LVL BD (Classical Languages, Latin, Level 1, Academic)

This course provides students with opportunities to continue their exploration of the achievements of the classical world through the study of Latin or ancient Greek. 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 make connections across the curriculum between the classical world and the world around them.

LEVEL 3

LVL DU CLASSICAL LANGUAGES, LATIN, LEVEL 3, University Preparation

Prerequisite: LVL CU (Classical Languages, Latin, Level 2, University Preparation)

This course provides students with opportunities to further develop their knowledge of the rich cultural legacy of the classical world through the study of Latin or ancient Greek. 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.

GRADE 12

LVL 4U CLASSICAL CIVILIZATION, Grade 12, University Preparation

Prerequisite: ENG 2D (English, Grade 10, Academic), or LVL CU (Classical Languages, Level 2, University Preparation) This course introduces students to the rich 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 archeology. 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.

INTERNATIONAL LANGUAGES

LEVEL 1

LWS BD INTERNATIONAL LANGUAGES, SPANISH, LEVEL 1, Academic

Prerequisite: None

This course provides opportunities for students to begin to develop and apply skills in listening, speaking, reading, and writing in the language of study. 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 the language is spoken. They will also develop skills necessary for lifelong language learning.

LEVEL 2

LWS CU INTERNATIONAL LANGUAGES, SPANISH, LEVEL 2, University Preparation

Prerequisite: LWS BD (International Languages, Spanish, Level 1, Academic)

This course provides opportunities for students to increase their competence and confidence in listening, speaking, reading, and writing in the language of study. 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 the language 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.

LEVEL 3

LWS DU INTERNATIONAL LANGUAGES, SPANISH, LEVEL 3, University Preparation

Prerequisite: LWS CU (International Languages, Spanish, Level 2, University Preparation)

This course provides extended opportunities for students to communicate and interact in the language of study 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 the language is spoken, and develop skills necessary for lifelong language learning.

COMPUTER STUDIES

COMPUTER STUDIES

GRADE 11

ICS3U INTRO TO COMPUTER SCIENCE, GRADE 11, University Preparation

Prerequisite: None

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.

GRADE 12

ICS4U COMPUTER SCIENCE, Grade 12, University Preparation

Prerequisite: Introduction to Computer Science, Grade 11, University Preparation

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 to 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.

ENGLISH

ENGLISH

GRADE 9

ENLIW ENGLISH, GRADE 9, Academic

Prerequisite: None

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

Prerequisite: English, Grade 9, Academic or Applied

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.

GRADE 11

ENG3U ENGLISH, GRADE 11, University

Preparation Prerequisite: ENG2D (English, Grade 10, Academic)

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.

GRADE 12

ENG4U ENGLISH, GRADE 12, University

Preparation Prerequisite: ENG3U (English, Grade 11, University Preparation)

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.

EW4U THE WRITER'S CRAFT, GRADE 12,

University Preparation Prerequisite: English, Grade 11, University Preparation

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.

FRENCH AS A SECOND LANGUAGE

FRENCH AS A SECOND LANGUAGE

GRADE 9

FSF1D CORE FRENCH, GRADE 9, Academic

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

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, and will develop skills necessary for lifelong language learning.

GRADE 10

FSF2D CORE FRENCH, GRADE 10, Academic

Prerequisite: FSF 1D or 1P (Core French, Grade 9, Academic or Applied)

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.

GRADE 11

FSF3U CORE FRENCH, GRADE 11, University

Preparation Prerequisite: FSF 2D (Core French, Grade 10, Academic)

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.

GRADE 12

FSF4U CORE FRENCH, GRADE 12, University

Preparation Prerequisite: FSF3U (Core French, Grade 11, University Preparation)

This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, 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.

GUIDANCE AND CAREER EDUCATION

GUIDANCE AND CAREER EDUCATION

GRADE 10

GLC2O CAREER STUDIES, GRADE 10, Open (1/2 credit)

Prerequisite: None

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, mental health literacy, prepares students for managing work and life transitions, and helps students focus on

their goals through the development of a career plan.

GRADE 11

GPP30 LEADERSHIP AND PEER SUPPORT, Grade 11, Open

Prerequisite: None

This course prepares students to act in leadership and peer support roles. They will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles – for example, as a student council member or a peer tutor. Students will examine group dynamics and learn the value of diversity within groups and communities.

HEALTH AND PHYSICAL EDUCATION

HEALTH AND PHYSICAL EDUCATION

GRADE 9 (1.0 credit)

PPL 10 HEALTHY ACTIVE LIVING EDUCATION, GRADE 9, Open

Prerequisite: None

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

GRADE 10 (0.5 credit)

PPL 20 HEALTHY ACTIVE LIVING EDUCATION, GRADE 10, Open

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

GRADE 11 (0.5 credit)

PPL30 HEALTHY ACTIVE LIVING EDUCATION, GRADE 11, Open

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

GRADE 12

PSK4U INTRODUCTORY KINESIOLOGY, Grade 12, University Preparation

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

This course focuses on the study of human movement and of systems, factors, and principals 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.

INTERDISCIPLINARY STUDIES

INTERDISCIPLINARY STUDIES

GRADE 12

IDC4U INTERDISCIPLINARY STUDIES: YEARBOOK, GRADE 12, University Preparation

Prerequisite: for IDC4U, any university or university/college preparation course; for IDP4U, the prerequisite for each of the courses in the package. 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.

MATHEMATICS

MATHEMATICS

GRADE 9

MTH1W PRINCIPLES OF MATHEMATICS, GRADE 9, Academic

Prerequisite: None

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

Prerequisite: MPM 1D (Principles of Mathematics, Grade 9, Academic or Applied)

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.

GRADE 11

MCR 3U FUNCTIONS, GRADE 11, University Preparation

Prerequisite: MPM 2D (Principles of Mathematics, Grade 10, Academic)

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.

GRADE 12

MCV 4U CALCULUS AND VECTORS, Grade 12, University Preparation

Note: The new Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U). 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 modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who 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.

MDM4U MATHEMATICS OF DATA MANAGEMENT, GRADE 12, University Preparation

Prerequisite: Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation 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.

MHF4U ADVANCED FUNCTIONS, Grade 12, University Preparation

Prerequisite: MCR3U (Functions, Grade 11, University Preparation) or MCT 4C (Mathematics for College Technology, Grade 12, College Preparation)

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.

SCIENCE

SCIENCE

GRADE 9

SNC1W SCIENCE, GRADE 9, Academic

Prerequisite: None

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

SNC 2D SCIENCE, GRADE 10, Academic

Prerequisite: SNC 1D (Science, Grade 9, Academic or Applied)

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.

BIOLOGY

GRADE 11

SBI3U BIOLOGY, GRADE 11, University

Preparation

Prerequisite: SNC2D (Science, Grade 10, Academic)

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.

GRADE 12

SBI4U BIOLOGY, GRADE 12, University

Preparation Prerequisite: SBI 3U (Biology, Grade 11, University Preparation)

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.

CHEMISTRY

GRADE 11

SCH3U CHEMISTRY, GRADE 11, University

Preparation Prerequisite: SNC2D (Science, Grade 10, Academic) 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.

GRADE 12

SCH4U CHEMISTRY, GRADE 12, University

Preparation Prerequisite: SCH 3U (Chemistry, Grade 11, University Preparation) 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 reaction, 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.

PHYSICS

GRADE 11

SPH3U PHYSICS, GRADE 11, University

Preparation Prerequisite: SNC2D (Science, Grade 10, Academic)

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.

GRADE 12**SPH4U PHYSICS, GRADE 12, University****Preparation**

Prerequisite: SPH3U (Physics, Grade 11, University Preparation)

This course enables students to deepen their 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 related to a variety of physics concepts and principles.

SOCIAL SCIENCES AND HUMANITIES

FAMILY STUDIES

GRADE 12**HHS4U FAMILIES IN CANADA, GRADE 12, University Preparation**

Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships.

ETHICS

GRADE 9**ETH 9 ETHICS, GRADE 9 (non-credit)**

Prerequisite: None

This course introduces the importance of philosophy in order to have a deeper understanding of reality. It focuses particularly on the study of free actions and virtues as powers to develop the personality and acquire maturity. As well, the course will explore areas of current events such as war, human rights, and the media. The student will learn how to debate, to think critically, and to learn how to make responsible decisions and commitments.

GENERAL SOCIAL SCIENCES

GRADE 11**HSP3U INTRODUCTION TO ANTHROPOLOGY, PSYCHOLOGY, AND SOCIOLOGY, GRADE 11, University**

Preparation. The Grade 10 academic course in English, or the Grade 10 academic history course (Canadian and world studies). 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 research, and to become familiar with current thinking on a range of issues within the three disciplines.

GRADE 12**HSB4U CHALLENGE AND CHANGE IN SOCIETY, GRADE 12, University Preparation**

Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.

PHILOSOPHY

GRADE 11**HZB3M PHILOSOPHY: THE BIG QUESTIONS, GRADE 11, Open**

(1/2 credit)

Prerequisite: None

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 responses 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
HZT4U PHILOSOPHY: QUESTIONS AND
THEORIES, GRADE 12,
University Preparation

Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

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).

RELIGION AND MORAL THEOLOGY

GRADE 9
HRE10 RELIGIOUS EDUCATION, GRADE 9
(non-credit)

Prerequisite: None

This course is a study of apologetics and the Creed. Students will become familiar with the Creed and will be able to explain and defend the articles of the Creed. Students will learn to distinguish between essential matters of faith and questions of culture and history.

GRADE 11
HRE33 MORAL THEOLOGY, GRADE 11, Open

Prerequisite: None

This locally developed course is an introduction to Moral Theology and will enable students to better discern the morality of their acts and facilitate their search for truth. The following topics will be covered: human acts, the moral law, conscience, the concept of sin, the Ten Commandments, and the Church's commandments.



Grade Eight Program

The program for grade 8 students is a combination of credit and non-credit courses. Students take the full program of courses; Grade 8 students may earn up to a total of 3 reach ahead credits, from the courses listed below. Descriptions of these courses are found on the previous pages of this Course Calendar.

- **One credit in the arts: either AMU 10 – Music or AVI 10 – Visual Arts or ADA10 - Dramatic Arts (1 credit)**
- **PPL 10 – Healthy Active Living Education Part One (1 credit)**
- **SNC 1D – Science, Grade 9 (1 credit)**

Students in grade 8 also take a total of five non-credit courses. These courses with their descriptions are listed below.

ENG 8, ENGLISH 8

Grade 8 English enables students to appreciate different genres of literature and the ways in which the human experience is articulated. Students will learn to analyse critically different texts. They will construct, develop and present a short story. In groups they will explore various media. Through practice pieces and the examination of sample writing they will learn essay- writing skills so as to be able to produce an essay with confidence and within a given time frame. The fundamental elements of grammar, spelling and word study will be examined on a weekly basis. Exercises in these areas will support and strengthen the students' writing abilities and reading comprehension.

FRE 8, FRENCH 8

The Grade 8 French course encourages students to communicate only in French beyond everyday life situations. This gives them the confidence to communicate in a second language outside the classroom situation. Building on their prior knowledge, they learn how to express their ideas and opinions by applying new grammatical structures to their conversations and written work. The Reading strand is enhanced by encouraging the global understanding of a text using reading strategies. Students learn to write correct simple and compound sentences in different forms like dialogues, paragraphs and illustrated stories. By the end of this course students are able to understand globally a written or an oral text at the appropriate level, and express their opinion on it.

HIS 8, HISTORY 8

This course introduces the student to important features and historical events, which have contributed to the formation of present-day Europe. Students will learn about Europe's physical environment, political geography (past and present) as well as the general features of its rich culture. In addition the student will study the history of Europe from the Renaissance to the present day.

MAT 8, MATHEMATICS 8

This course develops the student's knowledge of mathematics focusing on number sense and numeration, measurement, geometry, patterning, algebra, data management and probability. Emphasis is placed on the process and skills of mathematics, specifically, problem solving, communicating, reasoning, reflecting, connecting and representing. Finally, good habits of mind are taught which encourage self-discipline and self-knowledge.

REL 8, RELIGION 8

The Grade 8 Religion program is intended to prepare each student for her free and intelligent reception of the sacrament of Confirmation. The centrality of a personal relationship with God through prayer and the sacraments will be emphasized. An adult responsibility for one's faith will provide the context for the review of doctrine and the better understanding of virtue. This review has as its purpose a strengthening of the intellectual assent to the deposit of faith. Students will be given the opportunity to raise questions about the faith and develop their own answers within the framework of true tolerance. Students will also be helped to discover a supernatural perspective towards life and acquire an appreciation of the hierarchy of values which best supports its development.

UPPER SCHOOL PROGRAM AT HAWTHORN SCHOOL

This chart lists the sequence of all Upper School courses that may be offered. Both compulsory and elective courses are listed.

SUBJECT		GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Arts	Drama	ADA 1O ⁺	ADA 2O ⁺	ADA 3M	ADA 4M	
	Music	AMU 1O C +	AMU 1O	AMU 2O	AMU 3M	AMU 4M
	Visual Arts	AVI 1O C +	AVI 2O	AVI 3M	AVI 4M	AEA 4O
Business Studies				BEP 2O	BTA 3O	BOH 4M
Canadian and World Studies	Track A	HIST 8 NC	CHV 2O ⁺ C CGC 1W C	CHC 2D C	CHW 3 M CHA 3U CHY 4U M CLU 3M	CIA 4U CLN 4U CPW 4U
	Track B		CGC 1D C	CHV 2O ⁺ C CHC 2D C		
Classical Studies and International Languages			LVL BD M	LVL CU M LWS BD	LVL DU1 ⁺ LVV 4U LWS CU	LVL DU2 ⁺ LVV 4U LWS DU
Computer Studies					ICS3U	ICS 4U
English		ENG 8 NC	ENL 1W C	ENG 2D C	ENG 3U C	ENG 4U C EWC 4U
French as a Second Language		FRE 8 NC	FSF 1D C	FSF 2D	FSF 3U	FSF 4U
Guidance and Career Studies	Track A		GLC 2O ⁺ C		GPP3O	
	Track B			GLC 2O ⁺		
Health and Physical Education		PPL 1O C +	PPL 2O1 ⁺ M	PPL 2O2 ⁺ M	PPL 3O ⁺ M	PSK 4U
Interdisciplinary Studies					IDC 4U	IDC 4U
Mathematics		MAT 8 NC	MTH 1W C	MPM 2D C	MCR 3U C	MCV4U MHF 4U MDM 4U
Science	Track A	SNC 1W C +	SNC 2D C	SBI 3U SCH 3U SPH 3U	SBI 3U SBI 4U SPH 3U SPH 4U SCH 3U SCH 4U	SBI 3U SBI 4U SCH 3U SCH 4U SPH 3U SPH 4U
	Track B		SNC 1D C	SNC 2D C	SBI 3U SCH 3U SPH 3U	SBI 3U SBI 4U SCH 3U SCH 4U SPH 3U SPH 4U
Social Sciences, Humanities, and Religion		REL 8 NC MC	HRE 1O NC MC ETH9 NC	HRE 33 M	HZB 3M ⁺ M HHS 4U HPS 3U	HZT 4U M HHS 4U CIA 4U HSB 4U

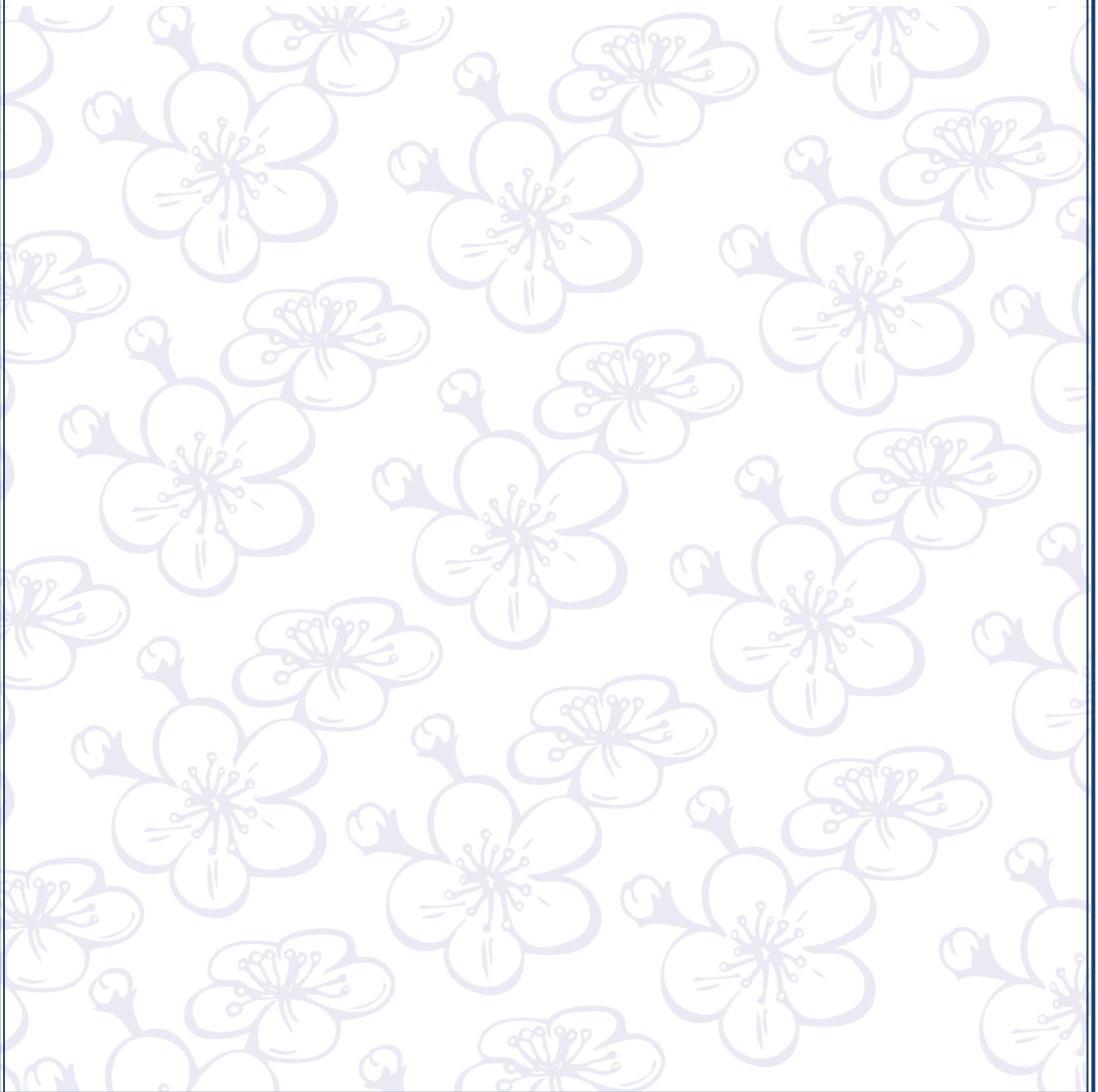
Hawthorn Credit Requirement:

Grade 8 8 courses
Grade 9 8 courses

Grade 10 8 courses
Grade 11 7 courses

Grade 12 6 courses

KEY: C Compulsory (OSSD requirement) M Mandatory (Hawthorn requirement) MC Mandatory for Catholic students (Hawthorn requirement) NC No credit, yet mandatory for the grade level + Reach Ahead Course ^ Course is worth 0.5 credits	HAWTHORN PROGRAM REQUIREMENTS: - One year of Latin - Physical education courses in Grades 8-11 - Religious studies 8+9 courses - Philosophy: The Big Questions - Moral Theology - Philosophy: Questions and Theories - World History: Since the Fifteenth Century	NB: - Elective courses may or may not be offered in any given academic year. - Course pre-requisites are listed in the course calendar. - A student is assigned to Track A or B based on year of enrolment.
	OSSD REQUIREMENTS: 4 credits in English (1 credit per grade) 1 credit in French as a second language 3 credits in mathematics (at least 1 credit in Grade 11 or 12) 2 credits in science 1 credit in Canadian history 1 credit in Canadian geography 1 credit in the arts 1 credit in health and physical education	In addition to the 18 compulsory credits and 8 mandatory credits, students must earn 4 optional credits in order to have a minimum or 30 credits required for the OSSD diploma . As part of the diploma requirements, students must complete a minimum of 40 hours of community involvement activities . These activities may be completed at any time during their years in the secondary school program. All students must successfully complete the provincial secondary school literacy test in order to earn a secondary school diploma.



Hawthorn School
101 Scarsdale Road
Toronto, Ontario
416-444-3054
www.hawthornschool.com