High School
Course Calendar and Handbook

2016 – 2017

September 2016

Subject to minor changes

9100 Bathurst Street
Thornhill, Ontario L4J 8C7
Tel: (905) 881-1611
Fax: (905) 881-6710

general@torontowaldorfschool.com

High School Administrator: sanderson@torontowaldorfschool.com, ext. 309

Co-educational, independent, Ministry inspected every 2 years
Table of Contents

The Morning Verse ........................................................................................................... 5
Our Mission .......................................................................................................................... 5
Our Values ........................................................................................................................... 5
Introduction, Goals and Philosophy ................................................................................. 6

General Information .......................................................................................................... 6
The School Day ....................................................................................................................... 6
2016-17 High School Quarter Start and End Dates .............................................................. 7
Special Events ...................................................................................................................... 7
Field Trips ............................................................................................................................ 7
Attendance, Absences and Lates ........................................................................................... 7
Sign-Out Privileges ............................................................................................................. 8
Late or Missing Assignments .............................................................................................. 8
Chronic Late Submission of Work ...................................................................................... 9
Missed Tests ......................................................................................................................... 9
Report Cards ........................................................................................................................ 9
Parent - Teacher Interviews ............................................................................................. 9
Drop, Add or Change of Courses ....................................................................................... 10
Student Awards .................................................................................................................. 10
Student Services and Academic Guidance ......................................................................... 10
Library .................................................................................................................................. 11
Computer Lab ....................................................................................................................... 11
Student ID Card ................................................................................................................... 11
Support Services ................................................................................................................ 11
Tutors ................................................................................................................................... 11
High School Forums ......................................................................................................... 11
Work Experience Program (WEP) ..................................................................................... 12
Exchange Program ............................................................................................................. 12
Health Room ....................................................................................................................... 12
Dress Code .......................................................................................................................... 12

Policies, Student Obligations, Roles and Responsibilities .................................................. 13
Drugs and Alcohol .............................................................................................................. 13
Smoking ............................................................................................................................... 14
Knives ................................................................................................................................... 14
Right to Search .................................................................................................................... 14
Cell Phones and other Electronic Devices ......................................................................... 15
School Boundaries ............................................................................................................. 15
Visitors .................................................................................................................................. 15
Attendance in Class ............................................................................................................ 15
Detention ............................................................................................................................. 15
Parking ................................................................................................................................. 15
Care of School Furniture, Equipment or Building ............................................................. 16
Lockers .................................................................................................................................. 16
Food and Drinks ................................................................................................................ 16
Self Evident Rules ............................................................................................................... 16
Probation Upon Acceptance As a New Student ................................................................. 16
Probation Due to Misbehaviour or Academic Failure ......................................................... 17
Chronic Misbehaviour ........................................................................................................ 17
Acute Misbehaviour ........................................................................................................ 17
Academic Failure ............................................................................................................. 18
Dismissal ............................................................................................................................ 18
Re-admission ...................................................................................................................... 18
Plagiarism and Intellectual Dishonesty ........................................................................... 18
Spares ................................................................................................................................. 19
TWS Dance policy ............................................................................................................. 19
Computer Use Policy ........................................................................................................ 20

**TWS & Ministry of Education Requirements** .............................................................. 21

**Ontario Secondary School Diploma OSSD** ................................................................. 21
Ontario Secondary School Certificate OSSC ..................................................................... 21
Certificate of Education/Accomplishment ....................................................................... 21
Community Involvement Activities ............................................................................... 22
The Ontario Secondary School Literacy Requirement OSSLT and OSSLT .................... 22
Substitutions for Compulsory Courses .......................................................................... 22
Waiving Prerequisites ..................................................................................................... 22
Ontario Student Record (OSR) ....................................................................................... 23

**Courses** ....................................................................................................................... 23
Types of Courses .............................................................................................................. 23
Course Coding System .................................................................................................... 24
Definition of a Credit ........................................................................................................ 24
Transfer Courses .............................................................................................................. 24

**Evaluation and Examination** ................................................................................... 25
Assessment, Evaluation and Reporting .......................................................................... 25
Achievement Levels ......................................................................................................... 25
Reporting Student Achievement and Report Cards ......................................................... 25
Course Outlines and Ontario Curriculum Policy Documents ......................................... 25
Ontario Student Transcript (OST) ................................................................................... 26
Alternative and Additional Ways to Earning Credits ....................................................... 26
Waldorf Individual Education Plan (WIEP) .................................................................... 27

**Program Description for Grade 9** ........................................................................... 28
English ............................................................................................................................... 28
English as a Second Language Level 3 ............................................................................ 28
Core French ...................................................................................................................... 28
Canadian and World Studies - Geography ..................................................................... 28
Civics ................................................................................................................................. 28
Mathematics - Principles ............................................................................................... 29
Science ............................................................................................................................. 29
Visual Arts - Crafts ......................................................................................................... 29
Healthy Active Living Education (HALE) ...................................................................... 29
Performance Arts (PA) ................................................................................................. 30

**Program Description for Grade 10** ..................................................................... 31
English ............................................................................................................................. 31
English as a Second Language Level 4 ............................................................................ 31
Core French ..................................................................................................................... 31
Canadian and World Studies - History .......................................................................... 31
Mathematics - Principles ............................................................................................. 31
Science .................................................................................................................. 32
Visual Arts - Crafts ................................................................................................. 32
Career Studies ........................................................................................................ 32
Healthy Active Living Education (HALE) ............................................................. 32
Technological Design ............................................................................................. 32
Performance Arts (PA) ............................................................................................. 33

Program Descriptions for Grade 11 ..................................................................... 34
- English ................................................................................................................... 34
- English as a Second Language Level 5 ................................................................. 34
- Core French ............................................................................................................ 34
- Business Studies – Entrepreneurship: The Venture ............................................. 34
- Canadian and World Studies - History ................................................................. 34
- Mathematics - Functions .................................................................................... 35
- Science – Biology .................................................................................................. 35
- Science - Physics .................................................................................................. 36
- Science - Chemistry ............................................................................................. 36
- Visual Arts ............................................................................................................. 36
- Arts - Non Traditional .......................................................................................... 36
- Drama ..................................................................................................................... 37
- Performance Arts (PA) .......................................................................................... 37

Program Descriptions for Grade 12 ..................................................................... 38
- English ................................................................................................................... 38
- Studies in Literature ............................................................................................... 38
- Mathematics - Advanced Functions Semester 1 ..................................................... 38
- Mathematics - Calculus and Vectors Semester 2 ..................................................... 39
- Science - Biology .................................................................................................. 39
- Science - Chemistry ............................................................................................. 39
- Social Sciences: Human Development throughout the Lifespan............................. 39
- Social Sciences: Philosophy - Questions and Theories .......................................... 40
- Visual Arts ............................................................................................................. 40
- Arts - Non Traditional .......................................................................................... 40
- Drama - Grade 12 Play Production ...................................................................... 40
- Performance Arts (PA) .......................................................................................... 41

Appendix .................................................................................................................. 42
- What do you need to graduate? ............................................................................ 42
- Main Lesson schedules ......................................................................................... 42
The Morning Verse

I look into the world
Wherein there shines the sun
Wherein there gleam the stars
Wherein there lie the stones
The plants they live and grow
The beasts they feel and live
And human beings to spirit give
A dwelling in the soul.

I look into the soul
That dwells within me
God's spirit lives and moves
In light of sun and soul
In heights of worlds without
In depths of soul within.

Spirit of God, to Thee I seeking turn,
That strength and grace and skill
For learning and for work
In me may live and grow.

With these words the Toronto Waldorf High School begins each day. Written by Rudolf Steiner for the students of the first Waldorf High School in Stuttgart, this verse evokes two complementary realities that underlie the principles and methods of our pedagogy. The one “extends” the student into the outer world; the other “intends” the student into the inner realms of soul.

The Toronto Waldorf High School experience helps students to focus their nascent powers of intellect on the phenomena of the outer world while broadening their inner horizons. In this way, students can eventually discover a profound relationship between themselves and the world in which they live: they belong in it, and it belongs to them. Only when they experience this relationship with the world can students fully give themselves to it in service.

Our Mission

The mission of the Toronto Waldorf School is to meet each student through a unique, challenging educational experience that encourages wonder, fosters inspiration, and leads to fulfillment of life purpose.

Our Values

- We hold a reverence for childhood.
- We have the courage to do what is right for our children and our community.
- Respect, trust, and authenticity are the foundation for all our relationships.
- The diversity of our community is important to us.
- We embrace the ideals of servant leadership.
- We are stewards of our green space and our environment.
- Parents work collaboratively with the faculty and administration.
Introduction, Goals and Philosophy

Toronto Waldorf High School administers a challenging, rigorous curriculum that provides a healthy balance of the arts, humanities and sciences. Our ideal is to develop the whole person — head, heart and hands. Our teaching strives to penetrate to the heart of a subject and allow the student to develop a deep understanding and sympathy for the phenomena which are presented. The emphasis is on the development of clear thinking and a feeling of moral responsibility. To attain these ideals, the curriculum works with unique and well-established methods which help students achieve a balanced sense of self and real confidence in their abilities. Our methods include:

- A unique curriculum which arises out of the needs of the developing adolescent. Waldorf teachers undergo specialised education which places significant emphasis on the psychology of the maturing adolescent and the specific needs which arise out of certain stages of development. The Waldorf curriculum is designed to meet these needs.

- A rhythmic organization of the school day which is divided into Main Lesson and subject lessons. During the main lesson, which takes place from 8:30 until 10:25 each day, the student concentrates on one subject for a block of 3-4 weeks, which allows for a more intensive experience with the subject material. Subject lessons then occur throughout the rest of the day in 55-minute periods, which is more conducive for skills development.

- An experiential perspective is taken in the presentation of subject material. Wherever possible, the starting point for any object of study is the phenomenon itself. From there, a theoretical understanding is developed with the student, thereby fostering a more immediate and personally meaningful relationship to the idea or subject. Complementing this approach, the Work Experience Program (WEP) provides hands-on work experience, often outside the school, in each of Grades 9, 10 and 11.

- A healthy and active social life. Part of this active social life is enabled by our Student Council. Representatives meet with faculty to discuss topics such as the high school social calendar which includes community service projects, field day, sports activities, dances and celebrations of seasonal festivals.

The principle of balance is expressed in many aspects of our program: in the exploration of both sciences and humanities; in the equal treatment of abstract and practical subjects; in the balance of individual freedom and social responsibility; in the rhythmic exercise of the student’s powers of thinking, feeling, and willing. In all of these areas, the ultimate purpose of the school program is the maturation of the fully rounded human being, confident in the world and in her or his rightful place in it.

Toronto Waldorf School (TWS) emphasizes the importance and value of completing a secondary school education and the school’s commitment is to help every student achieve a successful outcome from the secondary school experience.

General Information

Our school website has an online Parent Handbook to which this High School Handbook has been added. Student timetables can be found as part of that Handbook at www.torontowaldorfschool.com on the ‘current parent’ tab on the right side of the home page.

The School Day

Students are expected to be in their respective classrooms by 8:30am to begin the day’s activities. Classrooms are open earlier but without any supervision. The regular school day finishes at 3:35 pm. Students are expected to participate in all aspects of lessons, including discussions, group work and presentations, which means that attendance is essential. In consideration for other members of the class and the community, students are expected to arrive to classes on time. Students arriving late will be given a lunchtime detention.
Main Lesson 8:30 - 10:25am
(Periods 1 and 2)

Break 10:25 – 10:40am

Period 3 10:45 - 11:40am
Period 4 11:45 - 12:40pm

Lunch 12:40 - 1:35pm
Period 5 1:40 - 2:35pm
Period 6 2:40 - 3:35pm

TWS is a non-semestered school; however, a small number of courses are semestered. Semester 1 courses run from September to January and this semester is split in 2 quarters, Q1 and Q2. Semester 2 courses run from January to June and is split as well in two quarters, Q3 and Q4.

2016-17 High School Quarter Start and End Dates (subject to change)

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>Tuesday, September 6th, 2016</td>
<td>Friday, October 28th, 2016</td>
</tr>
<tr>
<td>Q2</td>
<td>Wednesday, November 2nd, 2016</td>
<td>Thursday, December 22nd, 2016</td>
</tr>
<tr>
<td>Q3</td>
<td>Monday, January 9th, 2017</td>
<td>Friday, March 10th, 2017</td>
</tr>
<tr>
<td>Q4</td>
<td>Monday, March 27th, 2017</td>
<td>Friday, June 23rd, 2017</td>
</tr>
</tbody>
</table>

*Main Lesson Schedules by grade are located in the appendix*

Special Events

The TWS online calendar shows dates for events including high school dances, sports activities, performances and field trips. Some events may be held on an evening or on a Saturday. Attendance at events that are part of a course is mandatory as they are counted towards course credits.

Field Trips

Field trips are an essential component of learning at our school. Students are expected to participate in them as they would their classes and to behave in a manner consistent with the code of behaviour outlined in the section on Student Obligations (see below). End-of-year trips and camping trips are also an essential part of the school program and some courses, so attendance is mandatory.

Attendance, Absences and Lates

If a student is absent or late parents are asked to phone the front office by 8:30am and leave a message to inform the school. Each morning the Main Lesson teacher sends a list to the front desk of the students who are absent from class. The teacher indicates on that list if a phone call home is to be made. The office will call home for any student who has not had their absence confirmed to the front office or the teacher. Absences and lates are recorded on the student’s report card. According to the Education Act, Bill 52, Learning to Age 18, students are required, by law, to remain in secondary school until they have reached the age of eighteen or obtained an Ontario Secondary School Diploma (OSSD). Daily attendance records are kept in the school’s database via the front office staff. Additional course attendance throughout the day is taken and kept by the course teacher.

If a student is leaving during the school day for an appointment he or she must provide their advisor and the teachers of the courses they are missing with a written permission note from their parent or guardian and must sign out at the front desk. Prior notice of planned absences is appreciated. In the event that a student is leaving due to illness, parental permission can be given via a phone call to the front desk. When a student is returned to school throughout the day, the student is required to sign in at the front desk before proceeding to the classroom. Students are responsible for the material covered in classes they have missed. Being in touch with the teacher in advance and getting notes from a peer is essential to staying caught up.
If possible, routine medical and dental appointments should be made outside of the school day. Students who miss a significant number of classes in a course or are chronically late jeopardize their credit in that course.

Planned absences for longer than one day require special consideration and we ask that a parent send a written request to the class advisor, at least one week before the planned absence, for consideration by the faculty. The school reserves the right to deny such requests, in cases where credits may be jeopardized.

**Sign-Out Privileges**

Students leaving the premises for any reason during regularly scheduled classes must have their advisor’s written permission and must first “sign out” with the receptionist in the front office.

Subject to written agreement with the parents, the school can permit Grade 11 and 12 students to leave the premises, provided that they sign out and then back in. Subject to the same written agreement, a special arrangement granting sign-out privileges to Grade 10 students for two lunch periods per week, on Thursdays and Fridays, may also be made. In semester 2, Grade 9 students are granted this same privilege. Students may leave school property only via the Bathurst Street exit. Students in Grades 9, 10 and 11 who, by special arrangement, do not take a regularly scheduled course must spend that time in the library as a study hall.

Consequences:
- Any student caught out-of-bounds without having signed out or without written permission from a parent or advisor will have an after-school detention.
- Students who repeatedly leave the property without permission will be asked to meet with advisors and parents, and may be suspended.

**Late or Missing Assignments**

Students are responsible not only for their behaviour in school but also for providing evidence of their achievement of the overall expectations for each course within the time frame specified by the teacher. Students are expected to submit all work on the assigned due date unless they can provide a legitimate excuse such as illness, unforeseen absence, etc. In such cases the teacher will assess the matter and set a reasonable alternate due date, if applicable. If for any other reason the student is unable to complete an assignment by the due date, he or she must make arrangements with the teacher for an extension of the due date prior to the date that the assignment is due.

**Work will not be accepted after the last day of classes in the term in which it was assigned.**

Ultimately, the professional judgment of the teacher and the individual circumstances of each student will determine how late or missing assignments are considered in each course.

The Faculty at TWS is strongly committed to facilitating students’ ability to demonstrate their achievement of course expectations.

In accordance with the Ministry of Education recommendations regarding late submission of work, teachers are committed to pursuing a number of strategies to ensure timely submission of work. These include:
- **Collaborating** with other staff to prepare a part or full-year calendar of major assignment dates for all courses; to plan for major assignments to be completed in stages communicated clearly to students regarding due dates and consequences for late submission; and to assist students to develop their time-management skills.
- **Meeting** with students to discuss assignments and arrangement of extensions if necessary.
- **Communicating with parents** and advisors regarding late or missing assignments.
- **Using detentions and loss of privileges** to encourage students to complete assignments.
**Chronic Late Submission of Work**

In cases where a student consistently fails to submit work in a timely manner the following consequences may be applied:

- The student will be required to attend a meeting with parents and teachers to determine the reasons for the behaviour and how best to address it.
- Teachers will endeavour to provide increased communication to parents regarding assignment due dates and expectations.
- The student may be required to enroll in tutoring or other methods of academic support or counseling.
- The faculty may recommend a psycho-educational assessment of the student to determine his or her particular learning challenges or special needs, following which an Individualized Education Plan (IEP) for the student will be implemented.
- The student may be placed on academic probation, following which failure to show improvement in timely submission of work may result in non-renewal of the student’s enrollment contract and/or request for their withdrawal from the program of study.

TWS HS Faculty recognizes the challenges and mitigating circumstances faced by some students regarding timely submission of work. In these instances teachers will:

- Review the need for extra support for English language learners.
- Review whether students require special education services.
- Require the student to work with the IEP school team to complete the assignment.
- For First Nation, Métis, and Inuit students, involve Aboriginal counsellors and members of the extended family for culture, history, and contexts, consult with parents and take into account their previous experiences with the school system.
- Provide alternative assignments or tests/exams where, in the teacher’s professional judgment, this is warranted.

**Missed Tests**

A make-up test day will be assigned within two days of a student's return from an acceptable, documented, short term absence. Long term absences will require consultation with the teacher and advisors to make up tests. If an absence is not acceptably documented, no make-up test will be offered and the mark will be zero.

If a sporting event or class trip conflicts with a test date, the student must inform the teacher at least a day in advance. Special arrangements to write the test may then be made. If a teacher is not informed as above, and a test is missed because of a game or school trip, a mark of zero may result.

**Report Cards**

Evaluation is quarterly. Detailed report cards are provided shortly after the completion of Semester I (in January) and again after Semester II (the final, in June), and form part of the student’s permanent record. Interim report cards are provided at the mid-term of Semester I (November) and Semester II (April).

**Parent - Teacher Interviews**

Interviews are held in November following the first interim report card. Time slots of 15 minutes are offered during an evening and on a weekday and each family is scheduled in to meet with the teachers of their choice. Every effort will be made to accommodate parents in the time available; however parents should be aware that it may not be possible to meet with every teacher during this period.
Drop, Add or Change of Courses

Dropping courses is not possible for students in Grades 9 or 10. It is not recommended that students in Grades 11 or 12 change or drop courses after the first month of school (or after the first month of semester 2 if the course began in that semester). Exceptions to this may only be made in special circumstances (illness, return from exchange or IEP requirements) and with the approval of the High School Faculty. If you wish to make a change, speak to the High School Administrator who will bring the request forward.

The Ministry of Education has the policy of full disclosure on transcripts. 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. Any Grade 11 and 12 courses completed, withdrawn or failed will appear on a student transcript along with the marks earned in the program. Full disclosure will take affect 5 instructional days following the issue of the Mid-Term report card: November for courses that only run in semester 1; January for full-year courses and April for courses that only run in semester 2.

Student Awards

Toronto Waldorf School recognizes, upon graduation, students who make a significant contribution in one or more areas of school life.

- **The Governor General's Academic Medal** is awarded to the student who has achieved the highest academic average in the grade 11 and 12 courses.
- **The University of Toronto Book Award** is granted to a student who has demonstrated superior academic performance, original and creative thought, and exceptional achievement in a broad context. The recipient excels in academic pursuits, and demonstrates enthusiasm for intellectual exploration and his communities.
- **The Toronto Waldorf School Math/Science Bursary Award** is granted to the student for achievement, excellence and potential in the fields of Mathematics and Science.
- **The Toronto Waldorf School Humanities Award** is granted to the student in the graduating class who has demonstrated growth, achievement and potential in the field of Humanities.
- **The Toronto Waldorf School French Award** is granted to the graduating student demonstrating strong academic performance and excellence in the field of French language studies with the highest average in the senior years.
- **The Toronto Waldorf School Visual Arts Award** is granted to the student in the graduating class who has demonstrated originality, initiative, creativity and a high level of achievement in the field of Visual Art throughout the senior high school years.
- **The Toronto Waldorf School Drama Award** is granted to the graduating student who has demonstrated superior contributions to the Drama program at the senior level.
- **The Toronto Waldorf School Athletic Award** is granted to a male and a female athlete in the graduating class who have demonstrated superior athletic ability, sportsmanship and significant contributions to the athletic program.
- **The Toronto Waldorf School Renaissance Award** is granted to the student in the graduating class who has demonstrated strength, balance and creativity in a wide variety of subject areas.
- **The Toronto Waldorf School Music Award** is awarded to a student for superior contribution to the Music program at the senior level.
- **The Lieutenant Governor's Community Volunteer Award for Students** is awarded to students for exemplary community contribution or outstanding achievements through volunteer activity.

Student Services and Academic Guidance

At Toronto Waldorf School class advisors and additional faculty support and guide students (and parents) through their four year experience in the high school. In addition, the High School Administrator meets with students to assist with Education and Career Planning, including course planning and selection,
diploma requirements, information on post-secondary education and transition, night school/summer school/e-learning, community volunteering and exchange programs. Individual appointments during non-instructional times are available on request and can be booked in the High School Administration Office. TWS offers ESL classes for international students whose mother tongue is not English.

**Library**

The school library is a source of research information and it is available throughout the school day when the library is staffed. The library contains volumes of reference, non-fiction, and fiction books, magazines and other reference material. The library is booked often by teachers, tutors and supportive community members for assisting students, class research and serves our students as a quiet study room, including for the use of small group work or the individual student.

**Computer Lab**

The school has a full computer lab with internet access that is available to students by arrangement with a teacher. The lab is also used as a teaching tool for various courses and high school students may use it as a homework space with permission from a teacher.

**Student ID Card**

Students have their picture taken on ID Photo Card Day in order to obtain a student identification card. This card allows the students to identify themselves, if required, for things like paying student fares on public transportation or showing proof of age.

**Support Services**

TWS High School support students with exceptionalities and diverse learning needs and offers a number of options for students who need educational support. A group of therapists that includes an educational support teacher, a school counsellor, an art therapist and a curative eurythmist, meets together as the Therapeutic Circle. Those support providers receive requests for assistance from teachers and they assign students to therapists as appropriate. Fees over and above tuition may be associated with these therapies. In addition, this group is able to recommend outside educational psychologists who conduct assessments on their behalf.

Teachers are available upon request to offer help with course content or homework at lunch or after school. A team of teachers coordinates the Individual Education Plans (IEP) for students that require them, and we offer facilities that allow students to do research for essays and projects on site.

**Tutors**

A number of private tutors who work in the school building during and outside of school hours are able to provide individual support to students. We list them each year in our Family Directory. Senior high school students are also encouraged to provide tutoring at the Homework Club, for which they may receive Community Service hours.

**High School Forums**

These class or full high school meetings are held on a regular basis throughout the school year to discuss class or school issues and events. Teachers schedule them in collaboration with each other, as needed.
Work Experience Program (WEP)

The WEP takes place in May/June of each year. Placements for Grade 9 are in agriculture, Grade 10 in trades and business, and Grade 11 in social services. These placements provide the students with the possibility of experiential learning and job shadowing. In Grade 9, students are expected to remain on their farms during the intervening weekends. During the time that students are engaged outside of the school they are covered by insurance. Participation in the WEP is mandatory: This program is part of the Science credit in Grade 9 and part of the Career Studies Course credit in Grade 10.

Exchange Program

Students wishing to go on exchange must formally apply through the high school faculty, and then seek an exchange partner through requests received from overseas Waldorf schools or by writing to other Waldorf schools themselves. The exchange will be made by TWS students mostly in Grade 10. Arrangements usually begin in Grade 9, and need to be formalized prior to or by early in Grade 10. Procedures and information are available upon request from the High School Administrator.

Health Room

Students may report to the Health Room only with written permission from a teacher, who should specify whether parents are to be contacted. No visitors are allowed in the Health Room. Students entering or leaving the Health Room, for whatever reason, need to inform the Receptionist.

Dress Code

Proper school attire promotes self-respect and a positive school attitude. Students should wear clothing that is clean, neat, modest and suitable for the activity and the season. Because clothing is part of the school environment, we expect our dress code to contribute to an ambience conducive to learning. The following conditions are essential clothing requirements at Toronto Waldorf in the High School:

- In the interest of students’ safety shoes must be worn at all times, flip-flops are not allowed. Some activities require specific foot-wear that will be determined by the teacher.
- Hats and other head-coverings, including girl’s head-scarves, may not be worn in class except for religious reasons.
- Sun-glasses may not be worn indoors.
- Shirts must fully cover the cleavage, kidneys and midriff area; T-shirts with spaghetti straps and bare shoulders must be covered; underwear should not be visible. Shorts and skirts must be no shorter than mid-thigh length. No inappropriate slogans or images may be worn on clothes at school. Ripped, torn or dirty clothing may not be worn at school.
- On some occasions in the school calendar, such as performance evenings and festivals, students may be required to wear more formal clothing such as dark pants or skirts and black shirts (often referred to as “dress blacks”).
- Students are required to change into a gym uniform for physical education classes, for hygienic reasons and to allow safe and full movement in all activities. The uniform consists of the TWS school shirt, TWS school shorts or appropriate athletic pants (no zippers, pockets or belts that can be caught in equipment) and athletic shoes with non-marking soles.

In addition to these essential requirements, the faculty reserves the right to decide whether dress or appearance support the high school dress code. Students may be asked to change into their gym uniform if dress attire is deemed inappropriate, or parents may be called to supply other clothes.
Policies, Student Obligations, Roles and Responsibilities

A Waldorf school is a common undertaking of teachers, parents and students to create a community of learning. For the high school student, the decision to attend TWS means a personal commitment to this common effort. No list of rules could cover every eventuality, nor should that list of rules distract us from the basic fact that it is the student's attitude that will ultimately determine his or her success at school. In the interests of fairness and clarity the following rules are outlined. In each case, the intent of the rule is to nurture a supportive and healthy environment in which each student can learn and grow.

Drugs and Alcohol

A lifestyle involving drug or alcohol use is incompatible with a full, healthy participation in a Waldorf education. The use including consumption, possession and distribution of illegal drugs or alcohol, in any form, is prohibited on the school's premises or in vehicles used for school outings, on outings or on class trips. The same condition applies to any school related activity or event, including work experience placements. Appearing in class or for a school event while under the influence of drugs or alcohol is prohibited. Should any student fail to observe the above conditions, the following consequences will be applied:

First Offence

The student will be immediately suspended and his/her parents will be notified. The duration of the suspension will be at least for the following school day. The student and parent(s)/guardian(s) will be asked to meet with the advisors and a faculty representative. Depending upon the specific circumstances of the offence and violation of the student code of conduct related to use of drugs and alcohol the consequence will be suspension of student privileges for a period of up to a year from the date of the infraction, subject to the advisor's and faculty's discretion. Examples include:

- Sign-out privileges
- Extra-curricular activities
- School trips

The faculty will determine which further steps will be taken. This may include suspension for a further period or participation in counselling. The student will be reminded of the consequences of a further offence. In the interests of the individual in question and the school, the faculty reserves the right to determine the nature and seriousness of the first offence. In some cases it may be considered that the student’s participation in school trips will be suspended. This is at the advisors’ and High School faculty’s discretion. In some cases it may be necessary to proceed to the second offence procedure directly and it is outlined below.

Second Offence

The student will be suspended immediately and their parents/guardians will be notified. At the High School faculty's convenience, the student will be asked to meet the faculty and given the following options:

Option 1

To address the problem and to enable the student’s rehabilitation, the faculty will recommend the following course of action as an essential pre-condition for the student’s eventual return to school: The student will be suspended for a three-week period (to include the time above). During this three-week period the student will not be allowed access to school property or participation in any school events. While the faculty will continue to support the student’s academic work, the student is responsible for sending a communication to the individual teacher regarding the nature of the suspension and requesting an outline of work he/she will be missing. This will allow the student to take ownership of his/her actions and the consequences of decisions made in haste. The student also needs to understand that attendance at summer school will be the likely outcome for missing classes during the suspension period. The student will be required to:
Participate in counseling toward rehabilitation which will include a restorative process.
Complete a program of community service to be determined by the faculty.
Provide documentation in support of these activities.

The student will accept that the counseling process and community service may extend beyond the three week suspension period. On return to the school, the student will be placed on probation and will be required to sign a further contract of agreement in support of the school's policies and expectations. Certain privileges such as sign-out, extra curricular activities and school trips may be suspended for a longer period of time, at least six months and up to a year.

Option 2
Should the student choose not to follow the above course of action, he/she will be asked to withdraw.

Third Offence
A third offence will result in immediate expulsion.

Smoking
For the preservation of the mental and physical health of each individual student and the whole student body, the consumption, use or display of tobacco on or within sight of school property is prohibited at all times. This includes all events occurring after school hours such as student dances, weekend rehearsals and performances, parent events and any school trips. The school property is a smoke-free environment.

Consequences:
- Immediate suspension; notification of parents.
- The student may be called before faculty or advisors with their parents to answer for his/her behavior.
- In case of repeated offences or chronic behavior, dismissal will be considered.

Knives
For the preservation of student and faculty safety, students shall not carry knives of any sort to school or on school trips unless approved by a supervising teacher. Consequences will be as follows:

First Offense
The knife will be confiscated and parents notified. The knife may be given back to the parents only. The student will have to meet with advisors and HS Executive Team to determine appropriate consequences which may include one or all of the following:
- Written letter of apology to Faculty
- Assessment by school counsellor
- Considered as Acute Misbehaviour, see pg. 17

Second Offense
- See “Acute Misbehaviour”, pg. 17

Right to Search
TWS respects and values all students’ rights to privacy. However, in accordance with Section VIII of Canadian Charter of Rights and Freedoms and Part VIII of the provincial Education Act, where there are reasonable grounds to suspect a serious infraction of school rules or the existence of objects or materials that are illegal and/or would pose a physical or health risk to the student or to others, Toronto Waldorf School reserves the right to search a students locker, personal possessions or the student's person in a manner consistent with the duties and responsibilities of teachers outlined in sections 264 and 265 of the Education Act.
Cell Phones and other Electronic Devices
For the preservation of a human and sociable atmosphere in the school, the use of electronic devices for non-academic purposes, especially communication and photography, is not permitted on school premises between 8am and 4:30pm, other than in a sanctioned, instructional context. Cell phones may be used in the lobby area of the school after 4pm. If a student feels they need to use their phone during the school day, they must have explicit consent from the teacher/advisor present.

Consequences:
- Immediate confiscation. All audio equipment will be given to the advisors and returned to student not earlier than the end of the day.
- A second offence will result in a confiscation period of 24 hours.
- Abuse of this policy will result in a penalty to be determined by school officials in consultation with parents.
- Technological devices such as phones, laptops and iPads may be used in certain circumstances as an academic tool to support learning with the express permission of the teacher. Examples of this might include use as an electronic calculator, dictionary, translator, day planner or to play music if it is in support of the curriculum.
- Students with assessed learning challenges may, with the explicit permission of the teacher, be permitted to use an electronic device, as required, in class.

School Boundaries
Since the school is accountable for the whereabouts of its students, students are not allowed to leave the school premises during school hours without written permission of one of the class advisors or a parent. (See also sign-out privileges above on pg 11)

Visitors
TWS Students are not allowed to bring visitors to school unless these visits are approved by the High School Faculty no less than 24 hours in advance. In general, visitors are not permitted on school property except on official school business. All visitors must sign in at the reception desk in the front office and obtain a visitor tag which must be worn while visiting the campus or they will be asked to leave.

Attendance in Class
Students skipping classes will be subject to after-school detention and parents will be notified. Students who are asked to leave a class for any reason may also be subject to after-school detention, as above. Students who are late to class will be subject to a lunch-time detention.

Detention
Detentions are given for a variety of infractions including late arrival to the class. After a student has had three lunch-time detentions in one month, the fourth will result in an after-school detention and parents will be notified. After a student has had three after-school detentions in one half-semester, the fourth will result in a one-day suspension. A meeting of the student, advisors and parents will be called to discuss the situation.

- Failure to serve a lunch-time detention will result in an after-school detention.
- Failure to serve an after-school detention will result in a one-day suspension.
- Chronic offenders will be asked to meet with faculty and parents to determine a suitable course of action.

Parking
In accordance with the Road Safety Policy, students who drive may only park either in the Bathurst St. parking lot or in designated parking areas beyond the Arts and Sports Wing.

Consequences:
- At the discretion of the teacher/advisors a detention will be assigned and parents will be notified.
- A second offence will result in the removal of parking privileges for a period of one week and parents will be notified.
- A third offence will result in immediate removal of parking privileges for the remainder of the school year and possibly the removal of the vehicle from school property.

**Care of School Furniture, Equipment or Building**

It is unacceptable for students to mark or deface school furniture, equipment or the building in any way. **Consequence:**

- Parents will be billed by the school office: $15.00 for superficial marking and $50.00 for gouges or engraved marks.
- Students will clean desks.
- For more serious destruction of school property, an appropriate consequence will be determined by faculty in consultation with the parents.

**Lockers**

Each student is assigned a locker and lock until the end of their graduation year and/or withdrawal from school. All lockers and locks are property of TWS and as such may be searched at any time with or without the student’s consent. All lockers have to be cleared out before each summer break. Students must keep their lock combinations confidential.

**Food and Drinks**

Students may not eat or drink during classes or chew gum on school property. Bottled water or tap water may be consumed at the teacher’s discretion. Students may eat lunches or snacks in their classrooms when lessons are not in session. Students may not eat or drink in the gym, on the stage or in the High School lounge. Under all circumstances students are responsible for the appropriate disposal and/or recycling of their own garbage.

**Self Evident Rules**

In the interest of maintaining a positive school climate, teachers may use their discretion in assigning detentions for breaches of certain self-evident rules such as lateness, throwing of objects, littering, inappropriate displays of physical affection, class disruption or swearing. Under no circumstances are students allowed in the following areas without teachers present at all times: photocopy room, lighting pit, lighting booth, High School Administration Office, High School Teachers’ Offices, counsellor room and tutor rooms.

**Probation Upon Acceptance As a New Student**

The school wishes to accept students who will thrive and benefit from the education offered at this institution. To that end, the High School accepts new students upon completion of a successful interview with the class advisors and the endorsement of the High School Faculty. For the interview parents or guardians of the prospective student must supply the school with all relevant information regarding the student. This would include, but not necessarily be limited to, copies of the student’s report cards and transcripts, an accurate family history, any counselling and tests the student has had or is currently undergoing, and information about any traumatic experiences the student may have had which may affect the student’s behaviour or ability to learn and/or function in a socially healthy way.

Each new student, including all Grade 9 students, is accepted on a probationary basis for one semester to assess how well the student is adjusting to the new environment. Ongoing communication during the probationary period will keep the parents informed as to the student’s progress if required. The High School Faculty may extend the probation period if considered necessary. If, in their judgment, we are not able to adequately meet the needs of the student and/or the student is not benefitting from our program then the student may be dismissed. Any recommendation will be brought to the High School meeting where the Faculty will make a decision. Parents will be notified in writing, and, if possible, in person. Details of our Withdrawal/Dismissal policy are outlined in the enrolment contract.
Probation Due to Misbehaviour or Academic Failure

Students may also need to be placed on probation for misbehaviour or academic failure. This probation typically lasts for one semester. The reasons for probation and/or dismissal from school may include but are not limited to:

**Chronic misbehaviour**, such as:
- Behaviour which regularly disrupts the lessons
- Aggressive or negative behaviour towards fellow students or teachers
- Lack of punctuality or flouting of rules

**Acute misbehaviour**, such as:
- Violence which causes injury to a student, teacher or member of the community, whether intentional or unintentional (note that violent behaviour not resulting in injury may also be considered acute misbehaviour)
- Use of any implement, including a knife, other weapon, or a tool, in a threatening manner
- Possession of weapons or explosives

**Academic Failure** such as:
- Failing grades on any report card

**Chronic Misbehaviour**

If the High School Faculty questions whether it is able to deal with the problems a particular student is presenting, they follow the protocols indicated here:

- The advisors and teachers begin to keep anecdotal records of the behaviours as well as their communications with the parents about their concerns regarding the student.
- The advisors call a meeting with the parents to discuss the issues fully and determine a plan of action to remedy the situation and a time frame within which improvement must be noted. This course of action may include special therapies for which the family is financially responsible. The advisors decide whether to recommend to the High School Faculty that the student go on probation.
- The advisors take their concerns regarding the student to the High School Faculty. The decision to put the student on probation is made by the High School Faculty upon the recommendation of the advisors.
- Prior to putting the student on probation, a peer of the advisors must review how the situation has been documented. Have appropriate anecdotal records been kept? Are there written records of meetings and of communications with parents? If such is not the case, the High School Faculty must consider what steps can be taken to make this documentation complete.
- If the High School Faculty decides that the student be placed on probation, the decision is shared at the HS faculty meeting. The parents are informed of this in writing. The following information should be included in a letter to the parents: the reason for the probation, its length, the conditions necessary for reinstating the student in good standing at the end of the probationary time, and the fact that should the conditions of the probation not be met, dismissal from TWS is a distinct possibility.
- A follow up consultation between the advisors and parents should take place during the probationary time to determine whether satisfactory progress is being made.
- At the end of the probationary period, the High School Faculty reviews the progress of the student in question and decides whether the conditions of probation should be discontinued or extended, or if dismissal is required. The parents are informed of the outcome of this review.

**Acute Misbehaviour**

In the case of an acute breach of propriety, the school reserves the right to request the parents not to send their child to school for a given length of time until meetings between them and the advisors have taken place. A written record of the suspension is kept. The suspension can lead directly to a dismissal without the student returning to school, if the situation warrants it. Otherwise, the student may be put on probation in accordance with the probation policy above.
Academic Failure

Students who fail courses on quarterly or semester report cards due to lack of regular attendance and/or due to failure to submit work are considered for academic probation. Parents are contacted to discuss the need for a tutor or remedial or other assistance. If a student continues to fail, a meeting with parents and advisors is held, to discuss the student's difficulties and to determine whether the school is meeting the student's needs. Students in this situation are presented to the High School Faculty for discussion and decision. Students receiving failing grades on final report cards must attend summer school or make other arrangements to pass the course or re-admission for the next semester or next school year may be jeopardized.

Dismissal

The decision to dismiss a student is made by the High School Faculty with the recommendation of the advisors. The full Faculty is apprised of the decision. Parents are informed of the decision to dismiss their child in person and in writing by the High School Chairs. Upon dismissal, the teacher/advisors send a Withdrawal Request to the Admissions Coordinator who informs the Business Office.

Re-admission

Generally, students are not considered for re-admission within one year of dismissal; however, it is an individual matter. The decision is made by the High School Faculty upon recommendation by the advisors. The school reserves the right to state at the time of dismissal that re-admission will not be considered.

Plagiarism and Intellectual Dishonesty

Plagiarism and other acts of intellectual dishonesty are treated as serious academic offences at TWS. Plagiarism involves presenting work done in whole or in part by someone else as if it were one's own. This includes work done by another student, images or texts from the internet or other sources, as well as the information and ideas contained in those works.

Examples of plagiarism include:

- **Copying of another student’s work and presenting it as one’s own.**
- **Copying of material** (words or images), in part or in whole, from any source including books, newspapers, magazines, websites and blogs without providing clear and appropriate acknowledgement of the source.
- **Paraphrasing sections of text** without providing appropriate acknowledgment of the source.
- **Presentation of information or ideas** gained from another person’s work as if they were one’s own.

Other forms of intellectual dishonesty are also not tolerated at TWS. These include:

- **Preparing an essay or assignment** for submission by another student.
- **Knowingly allowing** one's essay or assignment to be copied by someone else.
- **Buying or selling** assignments.
- **The submission of the same piece** of work in more than one course.

Students are expected to submit only their own work for evaluation. Any unattributed inclusion of work that is not the student’s own or any work in which the student has deliberately fabricated or falsified data to mislead the teacher is considered intellectual dishonesty.

The severity of the consequences for intellectual dishonesty will take into account:

The type and nature of the assignment, the grade level of the student, the deliberateness of the act and the number of offences as outlined below.

1. **The maturity of the student**
   The maturity of the student is considered in determining the severity of the consequences. This may permit additional use of less severe consequences before more severe consequences are applied.

2. **The individual circumstances of the student**
Efforts are made to take into consideration the particular circumstances of the student and the context of the assignment when determining the level of offence and severity of consequences.

(3) The grade level of the student:

Junior students: Grades 9 and 10
- The first offence results in a warning and the redoing of the assignment under supervision.
- A second offence results in a mark of zero on the assignment, a one day suspension, and meeting with parents.
- A third offence results in a loss of the credit.
- A fourth offence results in expulsion of the student.

Senior students: Grades 11 and 12
- The first offence results in a zero on the assignment, a one day suspension of the student and a meeting with the parents.
- A second offence results in the loss of the credit for that course.
- A third offence results in expulsion from the school.

Spare

Spare are available to Grade 12 students only. However, while spare are permitted in Grade 12, our strong recommendation is that a Grade 12 student has no more than a total of 1.5 credits off. Taking more spares than advised results in the student being under-enrolled in our program. Requests for exceptions due to extenuating circumstances must be submitted to the Class Advisors. Appropriate paperwork (the course option form) must be signed by a parent and submitted to Grade 12 advisors/High School Administrator.

Unlike Grade 12 where students can choose to drop certain subjects and are allowed to take spares, there are no spares in Grades 9, 10 or 11. All students are enrolled in all classes, though in Grade 11 they have greater choice over what classes they take than in previous years.

Exceptions to the no spares policy for a student in Grade 9, 10 or 11 due to extenuating circumstances, must be requested in writing and submitted to the Class Advisors and hschair@torontowaldorfschool.com for consideration. If granted, parents will be required to arrange for private tutoring during this class time. Sign-out privileges will not be extended for this time.

Grade 12 students wishing to drop an additional course (resulting in more than 1.5 credits off) must apply in writing to the High School Administrator and Advisors, be in good academic standing on the previous June’s report card and declare for what purposes the spare time will be used. Parents and class advisors must all be in signed agreement with the proposal. We strongly encourage students to participate in courses involving Main Lessons even if they may not be taking the course for credit. In the event that students are not enrolled in the course and are not attending Main Lesson they must sign in if they are in the school building and must use this time as a study hall.

The High School Faculty reserves the right to review a given student’s situation regarding spares and to take appropriate action if necessary.

TWS Dance policy

At TWS the High School Student Council (SC) and/or an individual class may organize dances during the course of the year. Each dance is approved by HS faculty on a one time basis. Approval of future dances are subject to students and their guests conducting themselves according to the rules and guidelines outlined below. Students in high school grades only are eligible to attend.

- Each student may invite a limited number of approved guests. The student is responsible for the conduct of his/her guests.
- School rules apply re: smoking and use of alcohol. All students sign a contract before the dance and check in at the staffed front door.
- There are no ‘in and out’ privileges.
- Dances will be held between the hours of 7pm and 11pm in the announced area and students must remain in the designated event area.
• Students who are truant or are under out-of-school-suspension are not be permitted to attend the
dance.
• Students must be in good standing to attend school dances.
• Classrooms and lockers are inaccessible during school dances.

Computer Use Policy
It is the intent of Toronto Waldorf School High School to provide electronic educational resources and
services, including access to the Internet, to all students and staff. The Computer Use Policy ensures that
network security and integrity are maintained and that all users understand the responsibility that
accompanies the privilege of its use. Contravening this policy may result in penalties ranging from
discontinuation of use to criminal prosecution. At times, the student is accessing our computer network
and Internet services with minimal supervision by teachers and staff. Each user has a personal
responsibility to adhere to the intent, spirit, and rules as set out in this policy. The policy is designed to
allow the users to explore and use our school computer lab network and the Internet without adversely
affecting other people. This policy protects each user's right to privacy, confidentiality and freedom of
expression.

*It is the clear intention that all use of the Internet and the computer resources be for educational use only
and that the school computer lab is intended to be a quiet research/study area.*

Specific Rules of Conduct
• All use of the Internet and the school's computer network must be in support of research or
consistent with the educational purposes of TWS. Frivolous use of the network is not permitted
unless a student has been given explicit permission to access a site such as You Tube,
Facebook, Twitter, Tumblr or similar social networking/instant messaging/music
download/email/blogging sites.
• The user shall not interfere with the functioning of TWS's network, or any other network.
• The user will not attempt to gain unauthorized access to or cause a disruption in service to any
computer system.
• The user will not maliciously use the school's computer network to develop programs that harass
others or infiltrate a computer system and/or cause damage.
• The user will not intentionally seek information about, browse or obtain copies or modify files,
passwords or data belonging to other people.
• The user will not attempt to find or exploit any gaps in system security on the TWS network or any
other system. If the user notices any security weaknesses or suspects anyone of tampering with
system security, he/she must notify the High School Chairs or Director of Finance and
Administration immediately.
• The user is responsible for the content of messages sent from their email account on a school
computer. The use should consider that there is no such thing as “private” email, and, as such,
write all email as if it could be read by the entire world.
• The user shall not use the school computers to access, create or distribute any material which is
obscene, pornographic, harassing, racist, inflammatory, malicious, fraudulent, or libellous. The
teachers and/or the school’s administration and/or the access provider are the arbiters in the
determination of what materials or activity may fall into these categories.
• The user shall respect the intellectual and property rights and laws, including copyright, of others.
The user is responsible for assessing whether or not the file has copyright on it and must be able
to properly reference any materials to be used in student work. Plagiarism will not be tolerated.
• The user will not download any executable, MP3, audio or video files from the Internet, without
the expressed permission of the High School Chairs or supervising teacher
• Using unlicensed or unauthorized copies of computer software is prohibited.
• The user will not use the school’s computers for product advertisement, personal or private
business, commercial or for-profit purposes.

Personal Safety (restrictions for students only)
• Users will not post personal contact information about themselves or other people. Personal
contact information includes addresses, telephone numbers, and other such personal information.
• Users will not agree to meet with someone they have met online without their parent's approval and participation.
• Users will promptly disclose to their teacher or other school employees any message they receive that is inappropriate or makes them feel uncomfortable.

**TWS & Ministry of Education Requirements**

TWS High School has been inspected regularly by the Ministry of Education since its inception in 1975 and has received authorization to grant the Ontario Secondary School Diploma (OSSD) each year. TWS has been in dialogue with the Ministry of Education for many years exploring ways to work together and to keep the integrity of the Waldorf curriculum. Students who achieve 30 credits, including specific compulsory credits, pass the Ontario Secondary School Literacy Test and complete 40 hours of Community Involvement Activities, are awarded an Ontario Secondary School Diploma (OSSD).

TWS is also accredited by the Association of Waldorf Schools of North America (AWSNA). Nearly all Waldorf graduates pursue their education in institutions of higher learning. Independent studies have shown that, as a group, they perform significantly above average, both in university exams and in their course work. Anecdotal comments refer over and over to their abilities to express themselves independently and relate equally to their professors and peers, and to their love for learning. More information is available upon request. Students are required to remain in secondary school until the student has reached the age of eighteen or obtained an OSSD.

**Ontario Secondary School Diploma OSSD**

In order to graduate with the OSSD, students must successfully complete at least 30 credits. Those credits are earned throughout grades 9 to 12. Please refer to the Ministry of Education handout entitled “What do you need to graduate” that is included in the appendix of this booklet.

While the Ministry of Education requires 18 compulsory and 12 optional credits for graduation, our program requires that students take additional mandatory credits that comprise their rich Waldorf education. These credits serve as part of the 12 optional credits required for graduation.

Upon completion and graduation, the student receives an Ontario Secondary School Diploma OSSD.

**Ontario Secondary School Certificate OSSC**

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

**Compulsory credits (total of 7)**
- 2 English
- 1 Canadian Geography or Canadian History
- 1 Mathematics
- 1 Science
- 1 Health and Physical Education
- 1 Arts or Technological Education

**Optional credits (total of 7)**
7 credits selected by the student from available courses

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

**Certificate of Education/Accomplishment**

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school.
Community Involvement Activities
As part of the diploma requirements, students must complete a minimum of 40 hours of community involvement activities. The community involvement requirement is designed to encourage students to develop awareness and understanding of civic responsibility and of the role they can play in supporting and strengthening their communities. The requirement will benefit communities, but its primary purpose is to contribute to students’ development. They learn about the contributions they can make to the community. Students, in collaboration with their parents, will decide how they will complete the community involvement requirement. Community involvement activities may take place in a variety of settings, including: not-for-profit organizations, public sector institutions (including hospitals), and informal settings. Students may not fulfill the requirement through activities that are counted towards a credit (work experience, for example), through paid work, or by assuming duties normally performed by a paid employee. The requirement is to be completed outside students’ normal instructional hours – that is, the activities are to take place in students’ designated lunch hours, after school, on weekends, or during school holidays. Community Involvement Activities need to be approved for qualification ahead of time. Students will maintain and provide a record of their community involvement activities. Completion of the required 40 hours must be confirmed by the organizations or persons supervising the activities. Documentation attesting to the completion of each activity must be submitted to the High School Administrator. This documentation must include for each activity the name of the person or organization receiving the service, the activity performed, the dates and hours, the signatures of the student and his/her parents, and a signed acknowledgement by the person (or a representative of the organization) involved. TWS provides an information and record-keeping sheet which is distributed to all High School students.

The Ontario Secondary School Literacy Requirement OSSLT and OSSLC
The purpose of the Ontario Secondary School Literacy Test (OSSLT) is to ensure that students have acquired the essential reading and writing skills that apply to all subject areas in the provincial curriculum up to the end of Grade 9. All students in public and private schools who are working toward an Ontario Secondary School Diploma are required to write the OSSLT in Grade 10. Students who have been eligible to write the OSSLT at least twice and have been unsuccessful at least once are eligible to fulfill the requirement through the Ontario Secondary School Literacy Course (OSSLC). Successful completion of the OSSLT or OSSLC is a graduation requirement. Every student who writes the OSSLT receives an Individual Student Report. EQAO also releases provincial, school board and school results. Currently TWS does not offer the OSSLC course. TWS is using and communicating the “Guide for Accommodations, Special Provisions, Deferrals and Exemptions” provided by EQAO.

Substitutions for Compulsory Courses
In order to allow flexibility in designing a student’s program and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory credit courses that meet the requirements for compulsory credits. To meet individual students’ needs, up to three of these courses (or the equivalent in half courses) may be substituted with courses from the remainder of those that meet the compulsory credit requirements. In all cases, however, the sum of compulsory and optional credits will not be less than thirty for students aiming to earn the Ontario Secondary School Diploma and not less than fourteen for those aiming to earn the Ontario Secondary School Certificate.

This procedure is initiated by teachers/advisors and shared with parents/students. Paperwork needs to be signed and authorized by the school’s principle. Compulsory Credit Substitution Request forms are available in the High School office and documentation of substitutions will appear on the student’s Ontario Student Transcript and are retained in the student’s Ontario Student Record.

Waiving Prerequisites
Courses in grade 11 and 12 may have prerequisites as a requirement for enrollment. The High School Chair determines, in consultation with the parent and student, whether or not a prerequisite can be waived. The final decision to waive the prerequisite is determined by the Pedagogical Administrator. Documentation will be filed in the student’s OSR.
Ontario Student Record (OSR)
The Ontario Student Record folder is an official record created when a student enters the Ontario school system and moves with the student from school to school. Personal information is collected under the authority of the Education Act and will be used for the establishment and maintenance of the Ontario Student Record in accordance with the (OSR) Guideline 2000. Students and their parents (if the student is not an adult) may examine the contents of the OSR by prior arrangement. The OSR folder contains achievement results, credits earned, and other information important to the education of the student. It is regularly reviewed by the High School Administrator together with the staff person responsible for student records.

Courses
Types of Courses
All courses at the Toronto Waldorf School involve the unfolding of social and interpersonal skills, moral development and academic training, practical and artistic studies. There is a conscious attempt to place the human being at the centre of knowledge and to develop an understanding of knowledge in light of the development of humanity. In order to accommodate differing academic needs, the following types of courses are offered through the Ministry of Education. TWS offers courses based on enrolment.

Academic, Applied and Open courses in Grade 9 and 10
Academic and Applied courses differ in the balance between essential concepts and additional requirements, and in the balance between theory and application. They differ primarily not in the level of skill required, but in the kinds of problems presented and the application of the content and concepts.

Academic Courses D
These courses focus on the essential concepts of the discipline. Course work develops students’ knowledge and skills by emphasising theoretical, abstract applications of the essential concepts and incorporating practical applications as appropriate. The emphasis is on theory and abstract thinking as a basis for future learning and problem solving.

Applied Courses P
These courses also focus on the essential concepts of the discipline, but course work develops students’ knowledge and skills by emphasizing practical, concrete applications of these concepts and incorporating theoretical applications as appropriate. Course work relates to familiar, real-life situations and provides students with opportunity for extensive hands-on applications of the concepts they study.

Open Courses O
These courses have one set of expectations for the subject, appropriate for all students in a given grade. These courses are designed to provide students with a broad educational base that will prepare them for their studies in higher grades, and for productive participation in society.
All courses build on completion of previous grades and have rigorous standards.

University, University/College, College and Workplace courses in Gr. 11 and 12
University Courses U
Preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. The range of courses offered and the content of these courses allows students to prepare for university programs and related careers. Teaching and learning emphasize theoretical aspects of the course content and also include concrete applications. All university preparation courses are based on rigorous provincial curriculum expectations and emphasize the development of both independent research skills and independent learning skills. Students are also required to demonstrate that they have developed these skills.

University/College Preparation M
These courses include content that is relevant for both university and college programs. They are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs. The range of courses offered and the content of these
courses allows students to prepare for college and university programs and related careers. Teaching and learning emphasize both theoretical aspects and related concrete applications of the course content. All university/college preparation courses are based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Students are also required to demonstrate that they have developed these skills.

**College C**
These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs. The range of courses offered and the content of these courses allows students to prepare for most college programs and related careers. Teaching and learning emphasize concrete applications of the theoretical material covered in the course, and also emphasize the development of critical thinking and problem-solving skills. All college preparation courses are based on rigorous provincial curriculum expectations and emphasize the development of both independent research skills and independent learning skills. Courses also require students to demonstrate that they have developed these skills.

**Workplace E**
These courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workplace directly after graduation, or the requirements for admission to certain apprenticeship or other training programs. All courses build on completion of previous grades and have rigorous standards.

**Course Coding System**
Every school course is identified by a five character code as illustrated in the chart below. The first three characters refer to the subject and specific area, for example: ENG is English. The fourth character refers to the grade or level: 1,2,3,4 refers to grades 9,10,11,12 respectively. The fifth character refers to the type of course: Grade 9/10: D = Academic; P = Applied; O = Open; C=Locally-Developed. Grade 11/12: U = University; M = University/College; C = College, E=Workplace, O=Open.
A sixth character is coded in some cases to identify specialized programs for tracking purposes if the offered course has a Part 1 and a Part 2.

The table below shows examples of this course coding system.

<table>
<thead>
<tr>
<th>Course</th>
<th>Curriculum Policy Document</th>
<th>Subject Specific Area of Study</th>
<th>Grade</th>
<th>Course Types</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPM2D</td>
<td>M = Math</td>
<td>PM = Principles of Mathematics</td>
<td>2 = Grade 10</td>
<td>D = Academic</td>
</tr>
<tr>
<td>FSF1P</td>
<td>F= French</td>
<td>SF = Core French</td>
<td>1 = Grade 9</td>
<td>P = Applied</td>
</tr>
<tr>
<td>AVI4M</td>
<td>A = Arts</td>
<td>VI = Visual Arts</td>
<td>4 = Grade 12</td>
<td>M = University/College</td>
</tr>
</tbody>
</table>

**Definition of a Credit**
The secondary school program is based on the credit system. The Ministry of Education defines a credit as "a means of recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours". The 110 hours involve planned learning activities related to the learning expectations in a course. They do not include homework. A half credit (0.5) has 55 hrs.

**Transfer Courses**
The purpose of transfer courses is to enable students who alter their postsecondary plans to transfer from one type of course to another in Grades 10, 11, and 12. Transfer courses are designed to provide the knowledge and skills required to bridge the gap between two courses of different types. In most cases, transfer courses are shorter and more focused than other types of courses, and can be delivered in a variety of ways. These courses will provide partial credits, since they require students to demonstrate achievement of new curriculum expectations. The credits earned will qualify as optional credits towards the diploma requirements. Transfer courses are not remedial instruction provided to enable students to
Achieve the curriculum expectations of a course that they have failed to complete successfully; they are designed to adequately prepare students to meet the expectations of a different type of course. Currently TWS does not have a need to offer any transfer courses.

More details about transfer courses can be found at the following Ministry of Education website: http://www.edu.gov.on.ca/eng/curriculum/secondary/index.html

Evaluation and Examination

Assessment, Evaluation and Reporting

The primary purpose of assessment and evaluation is to improve student learning. Assessment and evaluation are based on the curriculum expectations and the achievement levels outlined in the curriculum policy document for each discipline. Methods of evaluation and assessment vary according to subject area and may include oral presentations, assignments, projects, unit tests, independent study units, peer evaluation, rubrics and formal examinations. A final grade is recorded for each course and a credit is granted for every course in which the student's final grade is 50% or higher.

Achievement Levels

The Ministry of Education has published benchmark levels of achievement in an attempt to standardize grading across the province. The levels of achievement associated with percentage grades are as follows:

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4</td>
<td>80-100%</td>
<td>A very high to outstanding level of achievement. Achievement is above the provincial standard.</td>
</tr>
<tr>
<td>Level 3</td>
<td>70-79%</td>
<td>A high level of achievement. Achievement is at the provincial standard.</td>
</tr>
<tr>
<td>Level 2</td>
<td>60-69%</td>
<td>A moderate level of achievement. Achievement is below, but approaching the provincial standard.</td>
</tr>
<tr>
<td>Level 1</td>
<td>50-59%</td>
<td>A passable level of achievement. Achievement is below the provincial standard.</td>
</tr>
<tr>
<td>Below 50%</td>
<td></td>
<td>Insufficient achievement of the curriculum expectations. The student will not receive a credit for the course.</td>
</tr>
</tbody>
</table>

Reporting Student Achievement and Report Cards

TWS communicates formally with parents regarding the students’ strength and weaknesses at quarterly reporting periods throughout the school year: November (Q1), January (Q2), April (Q3) and June (Q4 and Final). For the end of semester final reports, the school complies with the Ministry of Education's directive that 70% of the grade is based on assessments and evaluations conducted throughout the course. 30% of the grade is based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course. Students are evaluated in two areas of learning: curriculum expectations and learning skills. Students may request a print-out of their current standing in a course from their teachers in between report cards.

Course Outlines and Ontario Curriculum Policy Documents

At TWS course outlines of all offered High School courses and Ontario curriculum policy documents are available in the High School Administration Office and are accessible to parents and students on request.
Ontario Student Transcript (OST)
The Ontario Student Transcript (OST) is a provincially standardized document that provides a comprehensive record of a student's achievement in secondary school and is a component of the student's OSR. The credits that a student has earned towards fulfillment of the requirements for graduation are recorded on the OST. In grades 9 and 10, the student's achievement with percentage grades earned and the credits gained are recorded for successfully completed courses. In grades 11 and 12, the student's achievement for all courses taken or attempted is recorded, showing percentage grades earned, credits granted (if successful), or "W" for "withdrawn before completion."

Course Withdrawal in Grade 11 and 12: students should be informed that, in compliance with Ministry policy on full disclosure, any grade 11 and 12 course which is dropped later than 5 instructional days following distribution of mid term semester reports are recorded with the mark and shown on a student's transcript as "withdrawn". Naturally, all course changes at TWS require consultation with advisors, subject teachers and parents followed by completion of paperwork.

Any course that has been substituted for a compulsory course is also identified on the OST as are completion of the mandatory requirements of Community Involvement Activities and the Literacy Requirement.

Alternative and Additional Ways to Earning Credits
PLAR (Prior Learning Assessment and Recognition) includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Where such learning has occurred outside Ontario classrooms, students enrolled in Ontario secondary schools and inspected independent schools may have their skills and knowledge evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. The PLAR process developed by a school board in compliance with ministry policy involves two components: "challenge" and "equivalency".

The "challenge process" refers to the process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. Assessment instruments for this process must include formal tests (30% of the final mark) and a variety of other assessment strategies appropriate to the particular course (70% of the final mark). Such strategies may include the evaluation of student work, including written assignments and laboratory work, and observation of student performance. Currently TWS does not offer the PLAR challenge process.

Determining "equivalency" involves the assessment of credentials from other jurisdictions. Equivalency credits are granted to these students for placement only. Students who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario.

Because young people benefit in many ways from the learning experiences offered in secondary schools, PLAR has a specific, limited function in the Ontario secondary school program. For students who are under the age of eighteen, or who are eighteen or over but have never left high school for a year or more, a maximum of four credits may be granted through the challenge process for Grade 10, 11, and 12 courses, with no more than two in one subject area. PLAR procedures are carried out under the direction of the High School Chair.

Student who would like to enrol in courses not available at TWS may take courses outside day school including courses taken through the Independent Learning Centre (ILC), Continuing Education, Summer school or e-learning. Students must apply and enroll through the High School Administration Office, report those courses upon completion and provide the High School Administrator with an original signed transcript or report card. The achievement will be recorded on the OST.

Private Study
Under certain circumstances students may be permitted to take one or more courses through private study. This matter needs to be brought to the student's advisor and High School Chair for approval. Students must report those courses to the High School Administration Office upon completion and provide the High School Administrator with an original signed transcript or report card.
**Independent Study**

Independent Study is an arrangement by which the student is excused from attending some or all classes in a course in order to study independently but under the supervision of a teacher. The teacher of the course is responsible for all formal evaluation of the student and submission of the achievement to the HS Administrator who will record it on the OST.

**Waldorf Individual Education Plan (WIEP)**

For students with special needs it is important that the planning process begins at school entry or as soon as their special needs become known. This process results in a Waldorf Individual Education Plan (WIEP) which identifies appropriate goals and objectives, and describes the nature of the commitments which the school makes to assist the student in attaining these goals and objectives. At its core, the planning process is the same for all students at TWS: it is a collaborative process in which the student, the parents and educators identify educational goals that are appropriate to the student, and the ways of attaining them. At TWS, students’ information is documented and kept in the documentation folder of the OSR. More information is available through the High School Administration Office.
Program Description for Grade 9

All Course outlines can be accessed through the High School Administration Office or the teacher.

English
ENG1D, credit value 1.0 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. This course is comprised of Main Lessons and Skills Lessons.

English as a Second Language Level 3
ESLCO, credit value 1.0 Prerequisite: None
This course further extends students' skills in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. Students will make short classroom oral presentations; read a variety of adapted and original texts in English; and write using a variety of text forms. As well, students will expand their academic vocabulary and their study skills to facilitate their transition to the mainstream school program. This course also introduces students to the rights and responsibilities inherent in Canadian citizenship, and to a variety of current Canadian issues.

Core French
FSF1D, credit value 1.0 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 continue to develop language knowledge and skills 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 the skills necessary to become life-long language learners. Students may apply and begin researching exchange possibilities in this year, with the actual exchanges taking place in Grade 10. This course is comprised of a Main Lesson and Skills Lessons.

Canadian and World Studies - Geography
CGC1D credit value 1.0 Prerequisite: None
The aim of this course is to provide students with an understanding of the physical world around them and an understanding of the human relationship to that world. This course explores Canada's distinct and changing character, and the geographic systems and relationships that shape it. All topics will be considered from a Canadian perspective; in addition, Canada's economic, cultural, and environmental connections to other countries are studied throughout the course. Students will use a variety of geotechnologies and inquiry and communication methods to analyse and evaluate geographic issues and present their findings. This course is comprised of Main Lessons and Skills Lessons.

Civics
CHV2O, credit value 0.5 Prerequisite: None
This course explores what it means to be an informed, participating citizen in a democratic society. Students learn about the elements of democracy and the meaning of democratic citizenship in local, national and global contexts. In addition, students learn about social change, examine decision-making processes in Canada, explore their own and others' beliefs and perspectives on civics questions, and learn how to think and act critically and creatively about public issues. This course is comprised of Skills Lessons only.
Mathematics - Principles
MPM1D credit value 1.0  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. The course consolidates the concepts taught in grades 6 to 8. It reviews a number of topics and introduces some new areas of study. Students learn through practical and theoretical activities. This course is comprised of a Main Lesson and Skills Lessons.

Science
SNC1D credit value 1.0  Prerequisite: None
This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; human anatomy; atomic and molecular structures and the properties of elements and compounds; organic chemistry; the study of the universe and its properties and components; along with the principles of electricity and thermodynamics. Our unique Waldorf methodology strives to engage the students’ head, heart and hands, as they learn to meet the challenges of high school learning. Consequently, the students engage in work practicum at a farm; most proliferative ecosystem, and learn to understand the intricate mechanisms employed in sustainable ecosystems. The topics of chemistry and physics are infused with experiments that enhance the students’ skills of planning, initiating, observation, and recording. We endeavour to retain student interest in sciences by presenting the topics of study with relevant points of connection to their life’s experiences. This course is comprised of Main Lessons and Skills Lessons.

Visual Arts - Crafts
AWA1O credit value 1.0  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. This course is comprised of an Art History Main Lesson and Skills Lessons. The Skills Lessons are comprised of four subject areas which are taught in four distinct but related strands: Drawing and Sculpture/Clay, Woodwork and Basketry.

Healthy Active Living Education (HALE)
PPL1O credit value 1.0  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. The end of year canoe trip is a required component of this course.
Performance Arts (PA)
The TWS Performance Arts (PA) program is designed to strike a balance between challenge and skill. It aims to develop performance techniques, sensitivity and imagination while working interdependently. Each student will be placed in 2 courses (one per semester).
Credit value: 0.5 each

Semester 1
Dance - Modern/Eurythmy ATM1O: This course is intended for those wishing to cultivate their expressive capacity and to refine a conscious utilisation of the dynamic principals within our body and in the world around us. Training through Eurythmy builds confidence and grace, and develops a corporal intelligence which supports heightened artistic sensibility and increased flexibility in theoretical thinking. Exercises in sensory and emotional awareness, and development of imagination and concentration, enable the student to understand the rich resources he or she brings to his or her expressive interaction with others. No previous experience is necessary.

Choir AMV1O: This study develops students’ understanding and appreciation for music through participation in a large choral ensemble. Students benefit through the development of both creative and listening skills, awareness, and the social activity of group participation. They also benefit from learning how to use the body as instrument through good vocal production, vocal health, and proper use. There are several elements to the course, involving Theory, Analysis and Creation. These areas are combined with historical perspective and further aspects of music in society. The repertory for ensemble studies is drawn from many historical styles and varied cultures. Performances, competitions, and small ensemble studies are scheduled during the term, in which participation is mandatory.

Drama ADA1O: 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.

Semester 2
Stage Design AWJ1O: This course will provide students with the opportunity to study production aspects of dramatic arts performances. Students will have hands-on experiences with various aspects of dramatic arts productions, including performance, lighting, costumes, stage and technical management, and marketing. Students will also explore possible careers related to the dramatic arts.

Circus PAI1O: This course offers students the opportunity to explore and master basic skills in the craft of Circus Arts: Juggling (balls, clubs, diablo, rings, devil sticks), Balance (unicycle, balance beam, tightwire), Acrobatics (hand to hand balancing, static trapeze, mini-trampoline) and Clowning. Students craft an act independently or with others for a presentation in a performance for the school community. This course emphasizes regular participation and a high level of initiative and independent work, and develops qualities of teamwork and co-operation to realize the formation of a circus troupe. Students have the opportunity to take a field trip to an external circus school at an extra fee.

Orchestra AMO1O: This study develops students’ understanding and appreciation for music through participation in a stage ensemble. Students benefit through the development of creative and listening skills and the social activity of group participation. Students undertake technical studies to help further their understanding of their instrument and its place in the repertory. Theoretical, creative and analytical projects are undertaken under the mentorship of the instructor. Repertoire for the orchestra is drawn from varied cultural backgrounds and eras. Performances are scheduled during the term at which participation is mandatory.
**Program Description for Grade 10**

**English**
ENG2D credit value 1.0 Prerequisite: ENG1D or ENG1P
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.
This course is comprised of Main Lessons and Skills Lessons.

**English as a Second Language Level 4**
ESLDO, credit value 1.0 Prerequisite: None
This course prepares students to use English with increasing fluency and accuracy in classroom and social situations and to participate in Canadian society as informed citizens. Students will develop the oral-presentation, reading, and writing skills required for success in all school subjects. They will extend listening and speaking skills through participation in discussions and seminars; study and interpret a variety of grade-level texts; write narratives, articles, and summaries in English; and respond critically to a variety of print and media texts.

**Core French**
FSF2D, credit value 1.0 Prerequisite: FSF1D
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 continue to develop their language knowledge and skills 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 continue to develop the skills necessary to become life-long language learners. This course is comprised of Skills Lessons.

**Canadian and World Studies - History**
CHC2D credit value 1.0 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. This course is comprised of Main Lessons and Skills Lessons.

**Mathematics - Principles**
MPM2D, Credit value 1.0 Prerequisite: MPM1D or Math Transfer Applied to Academic
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. This course is comprised of Main Lessons and Skills Lessons.
Science
SNC2D, credit value 1.0 Prerequisite: SNC1D or SNC1P
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. This course is comprised of Main Lessons and Skills Lessons.

Visual Arts - Crafts
AWA2O credit value 1.0 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. This course is comprised of Woodwork, Off-loom Weaving and Bookbinding and Painting.

Career Studies
GLC2O credit value 0.5 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, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan. This course is comprised of a Main Lesson and Work Experience Practicum.

Healthy Active Living Education (HALE)
PPL2O, credit value 1.0, Prerequisite: None
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. The end of year white water canoe trip is a required component of this course. However, it is also required in our program, meaning that students not enrolled in this course are also required to go on the end of year trip.

Technological Design
TDJ2O, credit value 0.5, Prerequisite: None
This course provides students with opportunities to apply a design process to meet a variety of technological challenges. Students will research projects, create designs, build models and/or prototypes, and assess products and/or processes using appropriate tools, techniques, and strategies. Student projects may include designs for homes, vehicles, bridges, robotic arms, clothing, or other products. Students will develop an awareness of environmental and societal issues related to technological design, and will learn about secondary and postsecondary education and training leading to careers in the field.
Performance Arts (PA)
The Performance TWS Arts (PA) program is designed to strike a balance between challenge and skill. It aims to develop performance techniques, sensitivity and imagination while working interdependently. Each student will be placed in 2 courses (one per semester).
Credit value 0.5 each

Semester 1
Dance - Modern/Eurythmy ATM2O: This course is intended for those wishing to cultivate their expressive capacity and to refine a conscious utilisation of the dynamic principals within our body and in the world around us. Training through Eurythmy builds confidence and grace, and develops a corporal intelligence which supports heightened artistic sensibility and increased flexibility in theoretical thinking. Exercises in sensory and emotional awareness, and development of imagination and concentration, enable the student to understand the rich resources he or she brings to his or her expressive interaction with others. No previous experience is necessary.

Choir AMV2O: This study develops students’ understanding and appreciation for music through participation in a large choral ensemble. Students benefit through the development of both creative and listening skills, awareness, and the social activity of group participation. They also benefit from learning how to use the body as instrument through good vocal production, vocal health, and proper use. There are several elements to the course, involving Theory, Analysis and Creation. These areas are combined with historical perspective and further aspects of music in society. The repertory for ensemble studies is drawn from many historical styles and varied cultures. Performances, competitions, and small ensemble studies are scheduled during the term, in which participation is mandatory.

Drama ADA2O: 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.

Semester 2
Stage Design AWJ2O: This course will provide students with the opportunity to study production aspects of dramatic arts performances. Students will have hands-on experiences with various aspects of dramatic arts productions, including performance, lighting, costumes, stage and technical management, and marketing. Students will also explore possible careers related to the dramatic arts.

Circus PAI2O: This course offers students the opportunity to explore and master basic skills in the craft of Circus Arts: Juggling (balls, clubs, diablo, rings, devil sticks), Balance (unicycle, balance beam, tightwire), Acrobatics (hand to hand balancing, static trapeze, mini-trampoline) and Clowning. Students craft an act independently or with others for a presentation in a performance for the school community. This course emphasizes regular participation and a high level of initiative and independent work, and develops qualities of teamwork and co-operation to realize the formation of a circus troupe. Students have the opportunity to take a field trip to an external circus school at an extra fee.

Orchestra AMO2O: This study develops students’ understanding and appreciation for music through participation in a stage ensemble. Students benefit through the development of creative and listening skills and the social activity of group participation. Students undertake technical studies to help further their understanding of their instrument and its place in the repertory. Theoretical, creative and analytical projects are undertaken under the mentorship of the instructor. Repertoire for the orchestra is drawn from varied cultural backgrounds and eras. Performances are scheduled during the term at which participation is mandatory.
Program Descriptions for Grade 11

English

ENG3U credit value 1.0 Prerequisite: ENG2D
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. This course is comprised of Main lessons and Skills lessons.

English as a Second Language Level 5
ESLEO, credit value 1.0 Prerequisite: None
This course provides students with the skills and strategies they need to make the transition to college and university preparation courses in English and other secondary school disciplines. Students will be encouraged to develop independence in a range of academic tasks. They will participate in debates and lead classroom workshops; read and interpret literary works and academic texts; write essays, narratives, and reports; and apply a range of learning strategies and research skills effectively. Students will further develop their ability to respond critically to print and media texts.

Core French
FSF3U, credit value 1.0 Prerequisite: FSF2D
This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their creative and critical thinking skills through responding to and exploring a variety of oral and written texts. They will continue to broaden their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary for life-long language learning. This course is offered through Skills lessons.

Business Studies – Entrepreneurship: The Venture
BDI3C, credit value 1.0 prerequisite none
This course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their goals. Students will create a venture plan for a school-based or student-run business. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs. Introduction to Entrepreneurial Studies is designed to foster the entrepreneurial spirit in students and encourage them to pursue any interest they may have in that area. Students will start by developing an understanding of the fundamentals of business and will move on to an examination of entrepreneurial skills and characteristics required to become successful independently or as part of a larger organization. Next, students will explore the concept of recognizing an opportunity and developing it into an idea that can be transformed into a venture. All of the resources required will be examined including marketing, accounting, and human resources. The course will culminate with the creation of a venture plan, drawing together all of the concepts that were learned throughout the course.

Canadian and World Studies - History
CHW3M2 part 2, credit value 0.5 Prerequisite: CHC2D
World History to the Sixteenth Century The content of the Waldorf School History curriculum in Grades 10 and 11 addresses the relationship between the perceived developmental needs of the student and the history studied in these years. In Grade 10 ancient history we follow the story of humankind making its home upon the earth from ancient India to Classical Greece. The relationship between different geographical conditions and the formation of distinctive cultures is of particular significance. The work here connects strongly to the inner themes of the Geography curriculum. With these secure foundations established, the Grade 11 student is better prepared to explore inner questions such as those presented by the world’s religions and to examine the forces, personalities and
developments that give rise to Medieval European civilization. The second part of the Medieval History course also provides a concrete foundation for the study of Parzival in English Main Lesson. These patterns of historical development are explored through a further Grade 11 History of Music Main Lesson, which provides an aesthetic experience of the changing conditions of human cultural and existential development.

**World History since 1900: Global and Regional Interactions**
This course focuses on major developments in world history from 1900 to the present. Students will explore the causes and consequences of global and regional conflicts, the impact of significant individuals and social movements, and the effects of social, economic, and political developments around the world. 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 interactions within and between nations and other historical developments and events, including those that continue to affect people in various parts of the world.

**Mathematics - Functions**
MCR3U credit value 1.0 Prerequisite: MPM2D
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. This course is comprised of Main Lesson and Skills Lessons.

MCF3M credit value 1.0 Prerequisite: MPM2D or MFM1P
This course introduces basic features of the function by extending students’ experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modelling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course is comprised of Main Lesson and Skills Lessons.

**Science – Biology**
SBI3U credit value 1.0 Prerequisite: SNC2D
This course furthers students’ understanding of the processes involved in biological systems. Students will study and conduct investigations in the areas of cellular functions, genetic continuity and evolution, internal systems and regulation, the diversity of living things, and the anatomy, growth, and functions of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

The course is designed to give the students a comprehensive review of Biology in preparation for further work or to stand on its own merits for those who will not pursue Biology. The course gives the students opportunities to experience directly through laboratory work the wonder of living organisms. This is balanced by presentation of phenomena in the classroom and the evolution of thought about Biology.

The student will be familiar not only with the biological structure and life systems of plants, and but also modern practices of cloning, genetic manipulation and animal research. As well, the students gain insights into the mystery of life in its diverse forms. This course is comprised of Main Lessons and Skills Lessons. The end of year Marine Biology trip to New Brunswick is a required component of this course.
Science - Physics
SPH3U credit value 1.0 Prerequisite: SNC2D
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.
This course is comprised of Main Lessons and Skills Lessons.

Science - Chemistry
SCH3U credit value 1.0 Prerequisite: SNC2D
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.
This course is composed of a Main Lesson and Skill lessons.

Visual Arts
AVI3M credit value 1.0 Prerequisite: AVI1O or AVI2O (AWA1O or AWA2O at TWS)
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).

Arts - Non Traditional
AWT3M1 credit value 0.5 Prerequisite: AVI1O or AVI2O (AWA1O or AWA2O at TWS)
Metalwork provides a new material to challenge and develop the technical and artistic skills of the students. It requires new manual skills to master the qualities of metal and create a work of art. The skills developed in the course such as annealing, forging, chasing, designing, jeweller’s saw and soldering, require and develop patience and precision. The course helps to develop a greater understanding of material science and provides an introduction to technical trades such as plumbing and manufacturing using templates and the application of practical mathematical skills in the design of objects. The course offers an introduction to artistic metal working in the media of copper and silver. Designing, marking out and accurate execution of work are emphasized. Students become proficient with basic tools, silversmith tools and skills while making basic items such as a dish or bracelet, and then a ring with stone setting. Skills learned include: plenishing, filing with a file block, making a rivet, lay-out, chasing, use of stakes, soldering, polishing and sizing for the rings. Safety and good maintenance of tools and shop are emphasized.

Painting: This studio course focuses on studio activities in the Visual Arts. Students will develop their imaginative capacities, while developing their perceptive skills, as they engage in creative problem solving. Techniques and approaches, as well as contributions from artists from selected Art Movements will be explored, as students develop new techniques in painting, collage, mixed media, and printmaking. The effects of movement, texture, and colour will be looked at from a modern perspective, as students develop their artistic voice through the visual arts.
Drama

ADA3M1 Part 1 credit value 0.5 Prerequisite: ADA1O or ADA2O
This course part 1 is designed as a pre-requisite for ADD4M (Grade 12 Play Production). The pre-requisite course ADA3M2 will be offered to Grade 12 students concurrently with ADD4M. Students will encounter dramatic structures in a practical “hands on” approach. They will be introduced to vocal and physical techniques for the actor and explore conventions, themes, and theories of acting and directing based on an entry level University BFA format. They will apply their knowledge by analysing and interpreting dramatic literature, including Canadian material and play scripts from the canon of the late twentieth century. Students will also examine the significance of dramatic arts in various cultures.
This course engages students in active learning. They apply theory and knowledge in genuine theatrical contexts by working as actors, editors, directors, and discerning audience members. The intent of the course is to make learning experiential to the greatest extent possible, while meeting the academic expectations of the Mandatory Grade 12 Play Project.

Performance Arts (PA)
The TWS Performance Arts (PA) program is designed to strike a balance between challenge and skill. It aims to develop performance techniques, sensitivity and imagination while working interdependently. Each student will be placed in 2 courses (one per semester).
Credit value 0.5 each

Semester 1
Dance - Modern/Eurythmy ATM3O1: This course is intended for those wishing to cultivate their expressive capacity and to refine a conscious utilisation of the dynamic principals within our body and in the world around us. Training through Eurythmy builds confidence and grace, and develops a corporal intelligence which supports heightened artistic sensibility and increased flexibility in theoretical thinking. Exercises in sensory and emotional awareness, and development of imagination and concentration, enable the student to understand the rich resources he or she brings to his or her expressive interaction with others. No previous experience is necessary.

Choir AMV3O1: This study develops students’ understanding and appreciation for music through participation in a large choral ensemble. Students benefit through the development of both creative and listening skills, awareness, and the social activity of group participation. They also benefit from learning how to use the body as instrument through good vocal production, vocal health, and proper use. There are several elements to the course, involving Theory, Analysis and Creation. These areas are combined with historical perspective and further aspects of music in society. The repertory for ensemble studies is drawn from many historical styles and varied cultures. Performances, competitions, and small ensemble studies are scheduled during the term, in which participation is mandatory.

Drama ADA3O1: 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.

Semester 2
Stage Design AWJ3O1: This course will provide students with the opportunity to study production aspects of dramatic arts performances. Students will have hands-on experiences with various aspects of dramatic arts productions, including performance, lighting, costumes, stage and technical management, and marketing. Students will also explore possible careers related to the dramatic arts.

Circus PAI3O1: This course offers students the opportunity to explore and master basic skills in the craft of Circus Arts: Juggling (balls, clubs, diablo, rings, devil sticks), Balance (unicycle, balance beam, tightwire), Acrobatics (hand to hand balancing, static trapeze, mini-trampoline) and Clowning. Students craft an act independently or with others for a presentation in a performance for the school community. This course emphasizes regular participation and a high level of initiative and independent work, and
develops qualities of teamwork and co-operation to realize the formation of a circus troupe. Students have the opportunity to take a field trip to an external circus school at an extra fee.

**Orchestra AMO3O1:** This study develops students’ understanding and appreciation for music through participation in a stage ensemble. Students benefit through the development of creative and listening skills and the social activity of group participation. Students undertake technical studies to help further their understanding of their instrument and its place in the repertory. Theoretical, creative and analytical projects are undertaken under the mentorship of the instructor. Repertoire for the orchestra is drawn from varied cultural backgrounds and eras. Performances are scheduled during the term at which participation is mandatory.

**Small Ensemble Singing AME3O1:** This course is designed to further develop understanding and appreciation for music through participation in a small group singing ensemble. Attention is focused on learning good vocal production, vocal health and proper use of the voice. The repertory is drawn from many historical styles. Performances are scheduled during the term and participation is mandatory.

*This course may not be offered in the 2016-2017 year. Enrolment in this course is based on an audition.*

**Program Descriptions for Grade 12**

**English**

ENG4U credit value 1.0 Prerequisite: ENG3U
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. The program is comprised of Main Lessons and Skills Lessons.

**Studies in Literature**

ETS4U credit value 1.0 Prerequisite: ENG3U
Human beings in the twentieth century experienced a radical change in the way they viewed the world and themselves. This change of perception is abundantly evident in artistic expression of all kinds. This course explores many of the profound changes that shaped the twentieth century through an exploration of literature including its connection to other art forms such as film, visual art, and music. This course is for students with a special interest in literature and literary criticism. This course focus on themes, genres, time periods, and cultures. Students will analyse a range of literary genres, movements, and styles and respond to them critically, personally, and creatively. They will also assess critical interpretations, write analytical essays, give formal presentations, and write a midterm test and a final examination. Finally, each student will engage in an independent study of a twentieth century author or literary movement, culminating in a research paper. This course is comprised of Main Lessons and Skills Lessons.

*This course may not be offered in the 2016-2017 school year.*

**Mathematics - Advanced Functions Semester 1**

MHF4U credit value 1.0 Prerequisite: MCR3U or MCT4C
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. The program is comprised of Main Lessons and Skills Lessons. This course is a one-semester course.

**Mathematics - Calculus and Vectors Semester 2**
MCV4U credit value 1.0 Prerequisite: MHF4U
Note: Advanced Functions MHF4U must be taken prior to or concurrently with Calculus and Vectors.
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. The program is comprised of Main Lessons and Skills Lessons. This course is a one-semester course.

**Science - Biology**
SBI4U credit value 1.0 Prerequisite: SBI3U
This course provides students with the opportunity for an in-depth study of the concepts and processes associated with biological systems. Students will study and conduct investigations in the areas of metabolic processes, molecular genetics, homeostasis, and population dynamics. At Toronto Waldorf School, in order to further refine the degree of self directed study necessary for post secondary education, we endeavour to take the students on a journey of experiential learning. As such, we ensure that each unit of study has requisite accompaniment of laboratory work, simulated exercises developed online, and research topics stressing the Canadian connection. All of our students participate in a presentation given by Gift of life organ donation network of Ontario and through research projects develop media advertisements for organ donation. We strive to meet highest standards of excellence by providing ongoing assessments for the students so that they are fully engaged in the process of learning through guided exploration. The program is comprised of Main Lessons and Skills Lessons.

**Science - Chemistry**
SCH4U credit value 1.0 Prerequisite: SCH3U
This course includes an in depth study of inherent qualities of chemical reactions. After completing the study of chemical bonding, atomic theory, types of chemical reactions and stoichiometry, the students are now prepared to undertake the applications bases study of chemical reactions that emphasize the energy releasing processes, the chemical kinetics, chemical equilibrium, electrochemistry and organic chemistry. In so doing, our students gain confidence and skills required to understand any university course in chemistry.

In keeping with our philosophy of educating the whole child, we maintain the laboratory work as an integral learning tool. We believe that the experiential aspect of scientific phenomena allows students to have a better recall and helps to develop connections with the relatively abstract processes in chemistry. As such, the students continue to develop a strong and lasting relationship to their learning that will become a cornerstone in their post secondary education. The program is comprised of Main Lessons and Skills Lessons.

**Social Sciences: Human Development throughout the Lifespan**
HHG4M credit value 1.0 Prerequisite: Any university, university/college, or college preparation course in social sciences and humanities, English, or Canadian and world studies
This course offers a multidisciplinary approach to the study of human development throughout the life cycle, with particular emphasis on enhancing growth and development. Students will learn about a range of theoretical perspectives on human development. Students will examine how early brain and child
development are linked to lifelong learning, health, and well-being, and will develop child-care and human-relationship skills through practical experience in a community setting. This course also refines students’ skills used in researching and investigating issues related to human growth and development.

Social Sciences: Philosophy - Questions and Theories

HZT4U credit value 1.0 Prerequisite: Any university, university/college, or 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 (this course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, and aesthetics). Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy with historical and cultural contexts. This course focuses on Sculpture as the medium of expression and using relief work to express their creativity. The program is comprised of Main Lessons and the Grade 12 Project, which involves some Skills lessons.

Visual Arts

AVI4M credit value 1 Prerequisite: AVI3M
This course enables students to further develop their knowledge and skills in the 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 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). The program is comprised of Main Lessons and Skills Lessons.

Arts - Non Traditional

AWT4M credit value 1 Prerequisite: AVI3M
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.
This course in a Waldorf school focuses on studio activities in painting and sculpture. Students will use the creative process to create art works that reflect a wide range of subjects and will evaluate works using the critical analysis process. Students will also explore works of art within a personal, contemporary, historical, and cultural context. Instruction time is coordinated in advance and may be by appointment, lunch time, ML time, Open Studio, spares, and/or designated before /after school time.

Drama - Grade 12 Play Production

ADA3M2 credit value 0.5 Prerequisite: Drama ADA1O or ADA2O, ADA3M1
*Note: This course is taken concurrently with ADD4M as the prerequisite.
This course part 2 is designed as a prerequisite for ADD4M (Grade 12 Play Production). The pre-requisite course ADA3M2 will be offered to Grade 12 students concurrently with ADD4M. Students will encounter dramatic structures in a practical “hands on” approach. They will be introduced to vocal and physical techniques for the actor and explore conventions, themes, and theories of acting and directing based on an entry level University BFA format. They will apply their knowledge by analysing and interpreting dramatic literature, including Canadian material and play scripts from the canon of the late twentieth century. Students will also examine the significance of dramatic arts in various cultures.
This course engages students in active learning. They apply theory and knowledge in genuine theatrical contexts by working as actors, editors, directors, and discerning audience members. The intent of the course is to make learning experiential to the greatest extent possible, while meeting the academic expectations of the Mandatory Grade 12 Play Project. The program is comprised of Skills Lessons in the first semester.

ADD4M credit value 1.0 Prerequisite: ADA3M1 and ADA3M2*
This course provides the necessary text and technical production awareness to support the Grade 12 production of a play and its presentation to the larger community. 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 as part of the learning strategies for this credit. 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 life goals.
The students work together towards the final performance of a selected play. Several contrasting plays from different cultures and periods are read and analyzed. One play is chosen for the class play. Work on the chosen play introduces the students to different aspects of the production process, for which they take responsibility. It is expected that the students acquire a heightened sense for the purposes of theatre. They are also required to develop discipline in their work through rehearsals and towards the final performance. Assessment consists of their contribution to process throughout the project, their written analysis of a minimum of two plays under consideration and their final contribution to a rehearsal intensive which culminates in a minimum of three performances. This may include one performance day with both matinee and evening performance depending on the appropriateness of material for the lower school audience. This course takes place during an intensive block at the start of the 2nd semester.

Performance Arts (PA)
The TWS Performance Arts (PA) program is designed to strike a balance between challenge and skill. It aims to develop performance techniques, sensitivity and imagination while working interdependently. Each Grade 12 student must take 1 PA course but may choose to take up to two if desired.
Credit value 0.5 each

Semester 1
Dance - Modern/Eurythmy ATM3O2: This course is intended for those wishing to cultivate their expressive capacity and to refine a conscious utilisation of the dynamic principals within our body and in the world around us. Training through Eurythmy builds confidence and grace, and develops a corporal intelligence which supports heightened artistic sensibility and increased flexibility in theoretical thinking. Exercises in sensory and emotional awareness, and development of imagination and concentration, enable the student to understand the rich resources he or she brings to his or her expressive interaction with others. No previous experience is necessary.

Choir AMV3O2: This study develops students’ understanding and appreciation for music through participation in a large choral ensemble. Students benefit through the development of both creative and listening skills, awareness, and the social activity of group participation. They also benefit from learning how to use the body as instrument through good vocal production, vocal health, and proper use. There are several elements to the course, involving Theory, Analysis and Creation. These areas are combined with historical perspective and further aspects of music in society. The repertory for ensemble studies is drawn from many historical styles and varied cultures. Performances, competitions, and small ensemble studies are scheduled during the term, in which participation is mandatory.

Drama ADA3O2: 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.
Semester 2
Stage Design AWJ3O2: This course will provide students with the opportunity to study production aspects of dramatic arts performances. Students will have hands-on experiences with various aspects of dramatic arts productions, including performance, lighting, costumes, stage and technical management, and marketing. Students will also explore possible careers related to the dramatic arts.

Circus PAI3O2: This course offers students the opportunity to explore and master basic skills in the craft of Circus Arts: Juggling (balls, clubs, diablo, rings, devil sticks), Balance (unicycle, balance beam, tightwire), Acrobatics (hand to hand balancing, static trapeze, mini-trampoline) and Clowning. Students craft an act independently or with others for a presentation in a performance for the school community. This course emphasizes regular participation and a high level of initiative and independent work, and develops qualities of teamwork and co-operation to realize the formation of a circus troupe. Students have the opportunity to take a field trip to an external circus school at an extra fee.

Orchestra AMO3O2: This study develops students’ understanding and appreciation for music through participation in a stage ensemble. Students benefit through the development of creative and listening skills and the social activity of group participation. Students undertake technical studies to help further their understanding of their instrument and its place in the repertory. Theoretical, creative and analytical projects are undertaken under the mentorship of the instructor. Repertoire for the orchestra is drawn from varied cultural backgrounds and eras. Performances are scheduled during the term at which participation is mandatory.

Small Ensemble Singing AME3O2: This course is designed to further develop understanding and appreciation for music through participation in a small group singing ensemble. Attention is focused on learning good vocal production, vocal health and proper use of the voice. The repertory is drawn from many historical styles. Performances are scheduled during the term and participation is mandatory. *This course may not be offered in the 2016-2017 year. Enrolment in this course is based on an audition.

Appendix

What do you need to graduate?

Main Lesson schedules
What do you need to graduate from high school?

18 compulsory credits

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

<table>
<thead>
<tr>
<th>Credit</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>credits in English (1 credit per grade)*</td>
</tr>
<tr>
<td>3</td>
<td>credits in mathematics (1 credit in Grade 11 or 12)</td>
</tr>
<tr>
<td>2</td>
<td>credits in science</td>
</tr>
<tr>
<td>1</td>
<td>credit in Canadian history</td>
</tr>
<tr>
<td>1</td>
<td>credit in Canadian geography</td>
</tr>
<tr>
<td>1</td>
<td>credit in the arts</td>
</tr>
<tr>
<td>1</td>
<td>credit in health and physical education</td>
</tr>
<tr>
<td>1</td>
<td>credit in French as a second language</td>
</tr>
<tr>
<td>0.5</td>
<td>credit in career studies</td>
</tr>
<tr>
<td>0.5</td>
<td>credit in civics</td>
</tr>
</tbody>
</table>

In addition, students must complete:

- ✓ 12 optional credits†
- ✓ 40 hours of community involvement activities
- ✓ the provincial literacy requirement

Plus one credit from each of the following groups:

**Group 1:**
- English or French as a second language**
- a Native language
- a classical or international language
- social sciences and the humanities
- Canadian and world studies
- guidance and career education
- cooperative education***

**Group 2:**
- health and physical education
- the arts
- business studies
- French as a second language**
- cooperative education***

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

---

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

** In groups 1, 2 and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.

*** A maximum of 2 credits in cooperative education can count as compulsory credits.

† The 12 optional credits may include up to 4 credits earned through approved dual credit courses.
# 2016-17 Main Lesson Schedule for Grade 9

*subject to change without notice*

<table>
<thead>
<tr>
<th>Dates Semester 1</th>
<th>Subject</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>(ends Dec 22)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept 6-23</td>
<td>CGC1D Geography: Physical Geography</td>
<td>Daniel Schulbeck</td>
</tr>
<tr>
<td>Sept 26-Oct 14</td>
<td>ENG1D English: The Novel or ESLAO/BO/CO/DO/EO English</td>
<td>Rachel Aide, Alexander Scalzi</td>
</tr>
<tr>
<td>Oct 17-Nov 4</td>
<td>FSF1D French</td>
<td>Sheila Anderson</td>
</tr>
<tr>
<td>Nov 7-25</td>
<td>SNC1D Science: Chemistry</td>
<td>Shubnum Vijan</td>
</tr>
<tr>
<td>Nov 28-Dec 22</td>
<td>SNC1D Science: Thermodynamics</td>
<td>Leed Jackson</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dates Semester 2</th>
<th>Subject</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>(starts Jan 9)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan 9-27</td>
<td>SNC1D Science: Biology</td>
<td>Daniel Schulbeck</td>
</tr>
<tr>
<td>Jan 30-Feb 17</td>
<td>CGC1D Geography: Indigenous Studies</td>
<td>Rachel Aide</td>
</tr>
<tr>
<td>Feb 20-March 10</td>
<td>MPM1D Math: Discovering Geometry</td>
<td>Nabila Halani</td>
</tr>
<tr>
<td>March 13-24</td>
<td><em>March break</em></td>
<td></td>
</tr>
<tr>
<td>March 27-April 7</td>
<td>FSF1D French</td>
<td>Sheila Anderson</td>
</tr>
<tr>
<td>April 10-April 28</td>
<td>AWA1O: Art History</td>
<td>Anna Gruda</td>
</tr>
<tr>
<td>May 1-May 19</td>
<td>ENG1D English: History of Drama</td>
<td>Rachel Aide</td>
</tr>
<tr>
<td>May 22-June 9</td>
<td>WEP: 3-week Practica on Farms SNC1D</td>
<td></td>
</tr>
<tr>
<td>June 12-16</td>
<td>Various MLs, summative activities</td>
<td></td>
</tr>
<tr>
<td>June 19-23</td>
<td>PPL1O Year end trip</td>
<td></td>
</tr>
</tbody>
</table>
## 2016-17 Main Lesson Schedule for Grade 10

*subject to change without notice*

<table>
<thead>
<tr>
<th>Dates Semester 1</th>
<th>Subject</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>(ends Dec 22)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept 6-23</td>
<td>CHC2D: Canadian History</td>
<td>Inge Shukla</td>
</tr>
<tr>
<td>Sept 26-Oct 14</td>
<td>ENG2D English: Epic to Romance or ESLAO/BO/CO/DO/EO English</td>
<td>Patricia Mac Master, Alexander Scalzi</td>
</tr>
<tr>
<td>Oct 17-Nov 4</td>
<td>SNC2D Science: Chemistry</td>
<td>Shubnum Vijan</td>
</tr>
<tr>
<td>Nov 7-25</td>
<td>MPM2D Math: Computers</td>
<td>Helene Gross, Nabila Halani</td>
</tr>
<tr>
<td>Nov 28-Dec 22</td>
<td>SNC2D Science: Physiology</td>
<td>Daniel Schulbeck</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dates Semester 2</th>
<th>Subject</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>(starts Jan 9)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan 9-27</td>
<td>ENG2D English: Power of the Word</td>
<td>Patricia Mac Master</td>
</tr>
<tr>
<td>Jan 30-Feb 17</td>
<td>CHC2D Canadian History</td>
<td>Inge Shukla</td>
</tr>
<tr>
<td>Feb 20-March 10</td>
<td>SNC2D Science: Geometrics &amp; Optics</td>
<td>Leed Jackson</td>
</tr>
<tr>
<td>March 13-24</td>
<td>March break</td>
<td></td>
</tr>
<tr>
<td>Mar 27-April 13</td>
<td>MPM2D Math: Trigonometry</td>
<td>Nabila Halani</td>
</tr>
<tr>
<td>April 17-May 5</td>
<td>GLC2O Career Studies</td>
<td>Patricia Mac Master</td>
</tr>
<tr>
<td>May 8-May 19</td>
<td>SNC2D Science: Mechanics</td>
<td>Leed Jackson</td>
</tr>
<tr>
<td>May 22-June 9</td>
<td>WEP: 3-week Business/Trade practicum GLC2O</td>
<td></td>
</tr>
<tr>
<td>June 12-16</td>
<td>Various MLs, summative activities</td>
<td></td>
</tr>
<tr>
<td>June 19-23</td>
<td>Year end trip</td>
<td></td>
</tr>
</tbody>
</table>
## 2016-17 Main Lesson Schedule for Grade 11

*subject to change without notice*

<table>
<thead>
<tr>
<th>Dates</th>
<th>Subject</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 1</strong> (ends Dec 22)</td>
<td><strong>Sept 6-23</strong></td>
<td>MCR3U/MCF3M Math: Projective Geometry</td>
</tr>
<tr>
<td></td>
<td><strong>Sept 26-Oct 14</strong></td>
<td>CHW3M2 History: World History or ESLAO/BO/CO/DO/EO English</td>
</tr>
<tr>
<td></td>
<td><strong>Oct 17-Nov 4</strong></td>
<td>SPH3U Physics: Waves and Light</td>
</tr>
<tr>
<td></td>
<td><strong>Nov 7-25</strong></td>
<td>ENG3U English: Romantic Poets</td>
</tr>
<tr>
<td></td>
<td><strong>Nov 28-Dec 22</strong></td>
<td>CHW3M2 History: History of Music</td>
</tr>
<tr>
<td><strong>Semester 2</strong> (starts Jan 9)</td>
<td><strong>Jan 9-27</strong></td>
<td>SPH3U Physics: Electricity &amp; Magnetism</td>
</tr>
<tr>
<td></td>
<td><strong>Jan 30-Feb 17</strong></td>
<td>SCH3U Chemistry: Chemical Bonding or AVI3M Visual Arts</td>
</tr>
<tr>
<td></td>
<td><strong>Feb 20-Mar 10</strong></td>
<td>SBI3U Biology: Cell Biology</td>
</tr>
<tr>
<td></td>
<td><strong>March 13-24</strong></td>
<td>March break</td>
</tr>
<tr>
<td></td>
<td><strong>Mar 27-April 13</strong></td>
<td>ENG3U English: Parzival</td>
</tr>
<tr>
<td></td>
<td><strong>April 17-April 28</strong></td>
<td>CHW3M2 History</td>
</tr>
<tr>
<td></td>
<td><strong>May 1-May 19</strong></td>
<td>SBI3U Biology: Botany</td>
</tr>
<tr>
<td></td>
<td><strong>May 22-May 26</strong></td>
<td>Exam Prep Week</td>
</tr>
<tr>
<td></td>
<td><strong>May 29-June 2</strong></td>
<td>Exams</td>
</tr>
<tr>
<td></td>
<td><strong>June 5-June 9</strong></td>
<td>Service Week/Yearbook</td>
</tr>
<tr>
<td></td>
<td><strong>June 12-16</strong></td>
<td>Various MLs, summative activities</td>
</tr>
<tr>
<td></td>
<td><strong>June 19-23</strong></td>
<td>Year end trip to New Brunswick SBI3U</td>
</tr>
</tbody>
</table>
# 2016-17 Main Lesson Schedule for Grade 12

*subject to change without notice*

<table>
<thead>
<tr>
<th>Dates</th>
<th>Subject</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>(ends Dec 22)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept 6-23</td>
<td>HZT4U Epistemology</td>
<td>Alexander Scalzi &amp; Nabila Halani</td>
</tr>
<tr>
<td>Sept 26-Oct 7</td>
<td>HZT4U Modern Physics</td>
<td>Leed Jackson</td>
</tr>
<tr>
<td>Nov 7-25</td>
<td>HZT4U History of Architecture</td>
<td>Leed Jackson</td>
</tr>
<tr>
<td>Nov 28-Dec 16</td>
<td>SCH4U Chemistry: Org. Chemistry or AVI4M Visual Arts</td>
<td>Shubnum Vijan or Anna Gruda</td>
</tr>
<tr>
<td>Dec 19-Dec 22</td>
<td>MHF4U Math: Advanced Functions Final</td>
<td>Helene Gross &amp; Nabila Halani</td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>(starts Jan 9)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan 9-27</td>
<td>ADD4M Drama: Grade 12 Play</td>
<td>Marianne McIsaac, Rachel Aide</td>
</tr>
<tr>
<td>Jan 30-Feb 8</td>
<td>HZT4U History of Math</td>
<td>Helene Gross &amp; Nabila Halani</td>
</tr>
<tr>
<td>Feb 9-Feb 17</td>
<td>MCV4U Math: Calculus &amp; Vectors or HHG4M: Human Development - the Brain</td>
<td>Helene Gross or Nabila Halani</td>
</tr>
<tr>
<td>Feb 20-Mar 10</td>
<td>HZT4U Faust</td>
<td>Patricia Mac Master</td>
</tr>
<tr>
<td>March 13-24</td>
<td><em>March break</em></td>
<td></td>
</tr>
<tr>
<td>Mar 27-April 13</td>
<td>ENG4U English: Media Studies</td>
<td>Rachel Aide</td>
</tr>
<tr>
<td>April 17-May 5</td>
<td>SB4U Biology: Homeostasis or ETS4UEnglish Literature</td>
<td>Shubnum Vijan or Alexander Scalzi</td>
</tr>
<tr>
<td>May 8-May 19</td>
<td>MCV4U Math: Calculus &amp; Vectors or HHG4M: Human Development Throughout the Lifespan</td>
<td>Helene Gross or Nabila Halani</td>
</tr>
<tr>
<td>May 22-May 26</td>
<td>Exam Prep Week</td>
<td></td>
</tr>
<tr>
<td>May 29-June 2</td>
<td>Exams</td>
<td></td>
</tr>
<tr>
<td>June 5-June 9</td>
<td>HZT4U Gr. 12 Project presentations, Affirmation Circle, Grad Prep</td>
<td></td>
</tr>
<tr>
<td>June 12-16</td>
<td>Various summative activities: Field Day, Graduation, Rose Ceremony</td>
<td></td>
</tr>
<tr>
<td>June 19-23</td>
<td><em>Year end trip</em> <em>dates tbc</em></td>
<td></td>
</tr>
</tbody>
</table>