



**R.E.A.C.H. Higher  
Than You've Ever  
Thought Possible!**

**Resilience,  
Empowerment,  
Academics,  
Creativity, &  
Health**



# WELCOME

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About

# ODYSSEY HEIGHTS SCHOOL FOR GIRLS



Our world does not need more test-takers, memorizers or followers. Now, more than ever, we need critical thinkers, entrepreneurs, creative problem solvers and doers. Despite calls for change in education, schools are still not meeting the needs of the 21st Century children and teens. Indeed, most schools still work much like those from over 100 years ago.

The pressures of standardized testing, increasing hours of nightly homework, the lack of exercise and sleep, along with with the distractions of social media, and the impacts of cyber bullying means that children and teens today are less healthy and more stressed than ever before. The increasingly visible misogyny and body shaming in society and the media is particularly harmful for girls and worrying for their parents. There is an alarming rise in mental health issues with children and teens - particularly anxiety and depression. Families are looking for a change. Parents are tired of the nightly, hours-long fights over homework, paying for and driving their children to tutors, and watching their children's unique learning needs not being met and cherished.

Odyssey Heights School for Girls meets the challenges of girls in the 21st Century by applying current cognitive neuroscience research, kindness, and a healthy dose of common sense to develop: Resilience, Empowerment, Academics, Creativity, & Health in all our students. Odyssey Heights girls R.E.A.C.H. higher, and have the skills, confidence, compassion, tenacity, and bravery to succeed in life. Odyssey Heights School offers girl-focused Montessori International Curriculum for grades 3-12, the Ontario Secondary School Diploma for grades 9-12. Advanced Placement (AP) & Pre-AP courses for grades 11 and 12 will be added in the 2019-2020 and 2020-2021 school years.

# HIGHLIGHTS

- ☆ Every day starts at 9:55am with physical education or dance
- ☆ "No Homework Ever!" Policy
- ☆ Bilingual Graduates: French taken every year and students graduate functionally bilingual in time for the student planned graduation trip to France.
- ☆ July Term for grades 6-10 avoids the summer "brain drain" and includes a week in Algonquin Park



- ☆ OSSD - Ontario Secondary School Diploma
- ☆ AP: Advanced Placement Courses
- ☆ Research Proven Montessori International Curriculum: differentiated, brain-based, multiple learning styles, flexible seating, student centred, project based learning, community focused, team taught.

## ☆ OE3: Outdoor Ecological & Experiential Education including:

- ☆ A Month of Overnight Trips Included in Tuition
- ☆ Curriculum Linked Equestrian Program
- ☆ Duke of Edinburgh Award
- ☆ POGO - Project Or Going Out Days & Weeks Dedicated to Project Based Learning & Field Trips.



- ☆ Strong STEM: Science Technology, Engineering, and Mathematics Including
  - ☆ 1:1 iPad/Apple Pencil, and 1:1 Robots for all Grades, Plus 1:1 MacBooks for Grades 11 & 12
  - ☆ 1:1 Digital Music Keyboards for Digital Music and Video Production
  - ☆ Horse-Lovers Math,
  - ☆ Green Industries OSSD Credit Courses, AP Computer Science, Sciences, & Math courses

## ☆ Three Secondary School program options:

- 1) Core Comprehensive (the "regular" program);
  - 2) Extended French;
  - 3) ESES: Equine Sciences & Equestrian Studies
- ☆ School uniform is a UK private girls school design, with fall/winter and spring/summer options, and is the smartest, most comfortable uniform in Ontario.



# DAILY PHYSICAL EDUCATION AND DANCE

Every morning starts at 9:55am with dance, yoga, Pilates, or fitness. Girls in grades 3-5 have 300 hours of physical activity and dance from September to June, while girls in grades 6 and up have 330+ hours from September to July. All students in grades 8 and 9 take two Ontario Secondary School physical education credits (personal fitness, and outdoor activities) and one dance credit each year. Senior school girls in grades 10-12 must take at least one Ontario Secondary School credit in physical education or dance each school year, and participate in 330 hours of credit and co-curricular physical activity and dance.



# **“NO HOMEWORK EVER!” HOME TIME IS FAMILY TIME**

**Quality, relaxing time with family is at least as important as a good education for the development of the whole child. At Odyssey Heights School for Girls we value family time. Guiding and monitoring school work is our job. Observing how students work on their self-scheduled work in afternoon work periods allows teachers to assist students in developing executive functioning and study skills. Without the nightly time spent on homework, parents are able to focus on parenting - instead of teaching subjects that they may know little about, and driving children to and from and paying for tutors.**





# **OE3: OUTDOOR, ECOLOGICAL AND EXPERIENTIAL EDUCATION**

**At Odyssey Heights School for Girls, our OE3 program allows students to learn through hands-on, real world, engaging, multidisciplinary experiences. Students learn the majority of their science, geography, history, and art, as well as parts of their math, English, French, and technology curriculum on OE3 trips.**

- 1. A month of overnight, curriculum-linked trips every year.**
- 2. POGO: Project Or Going Out days and weeks dedicated to project-based learning and day field trips.**
- 3. School-wide, curriculum-linked equestrian curriculum.**
- 4. Micro-economy student run businesses**
- 5. Senior School Interdisciplinary Studies courses**
- 6. Senior School end of year trips to the Alberta Rockies, Iceland and Denmark, and France (starting in 2019/20).**

# EATING TOGETHER BUILDS COMMUNITY AND DEVELOPS HEALTHY CHILDREN & TEENS

As healthy nutrition and an emotionally safe environment are essential to learning, at Odyssey Heights School students eat both "second breakfast", and a healthy choices lunch served family style with their teachers and other students. Second breakfast is eaten during the 25 minute student-led morning meeting program. Our 'Healthy Choices' catered lunch is served between morning seminars and afternoon work period. On some days with nice weather students and staff have a picnic lunch in our front garden and park. Afternoon snack is available to eat during afternoon work periods whenever students are hungry. On most Fridays students cook a healthy brunch together in our large commercial kitchen and have a more hearty afternoon snack. Girls do all the cooking on OE3 trips and, as they get older, an increasing amount of the meal planning and food budgeting.

*Cooking is curriculum linked to the Grade 9 Exploring Technologies (TIJ1O) Ontario Credit Course, all the Healthy Active Living (PAF1O/2O/3O/4O... and PAD1O/2O/3O/4O) Ontario Credit Courses and the Montessori Secondary I and II Life Skills Course.*



# ONTARIO SECONDARY SCHOOL DIPLOMA

**As an Ontario Ministry of Education Inspected Secondary School, Odyssey Heights School for Girls offers the Ontario Secondary School Diploma. OSSD courses run concurrently with the Montessori Secondary I and II curriculum. In grades 11 and 12 some OSSD courses are combined Ontario Secondary, Pre-AP or AP, and Montessori Secondary II courses.**

**Odyssey Heights offers a university preparatory program consisting of courses developed to meet or exceed the requirements of the Ontario Ministry of Education. The Ontario secondary school system is organized so that each student may select courses suited to her interests, abilities, and goals for the future. The result is a credit system with many subject choices. A credit is defined as the successful completion of a course for which a minimum of 110 hours has been scheduled.**



# BILINGUAL GRADUATES

At Odyssey Heights School for Girls all students take French every year and graduate functionally bilingual\* in time for the student planned graduation trip to France.

Our campus environment supports bilingualism with all signs in both French and English, French materials available in all Learning Communities, and French social media. All teachers act as role models for life-long French language learning by working on their French fluency as part of the staff professional development program.

Several special POGO days (Project or Going Out) French immersion days allow students to practice their oral French . In grade 12 students plan their own graduation trip to France - giving students a meaningful reason to study French throughout their time at Odyssey Heights School.

*\*At Odyssey Heights functionally bilingual means that students can:*

- ★Travel to French speaking countries and regions using the language,
- ★Converse with French speaking people socially, and
- ★Watch and read French media and newspapers with confidence.



# AP COURSES

AP courses are rigorous, college-level classes in a variety of subjects that give students an opportunity to gain the skills and experience universities recognize. Students who do well on their AP exams can earn post-secondary credit and/or advanced standing. Pre-AP and AP courses will be first offered in 2019/2020, and 2020/2021.

# DUKE OF EDINBURGH AWARD

The Duke of Edinburgh Award is a three level award with four areas of personal and social development: physical recreation, service, skills, and adventurous journeys. The Gold Level Award has a fifth requirement of a residential project. Gold award ceremonies are an amazing experience. Gold Award recipients at the September 2017 Gold Award ceremony in Toronto got to meet Prince Harry, and fellow Gold Award alumni and Vice President of the Canadian Olympic Committee Peter Lawless.

Frequent overnight trips, and a broad curriculum that spans a wide variety of arts, sciences, and life skills means that our Senior School LC girls will all be able to get at least their Silver Duke of Ed Award, and most will graduate with their Gold.





# 21ST C STEM: SCIENCE, TECHNOLOGY, ENGINEERING, & MATH

Odyssey Heights School for Girls is an Apple Education School. We will have 1:1 iPads for grades 3-12. In addition, our grade 11 and 12s will have their own MacBooks. All students have:

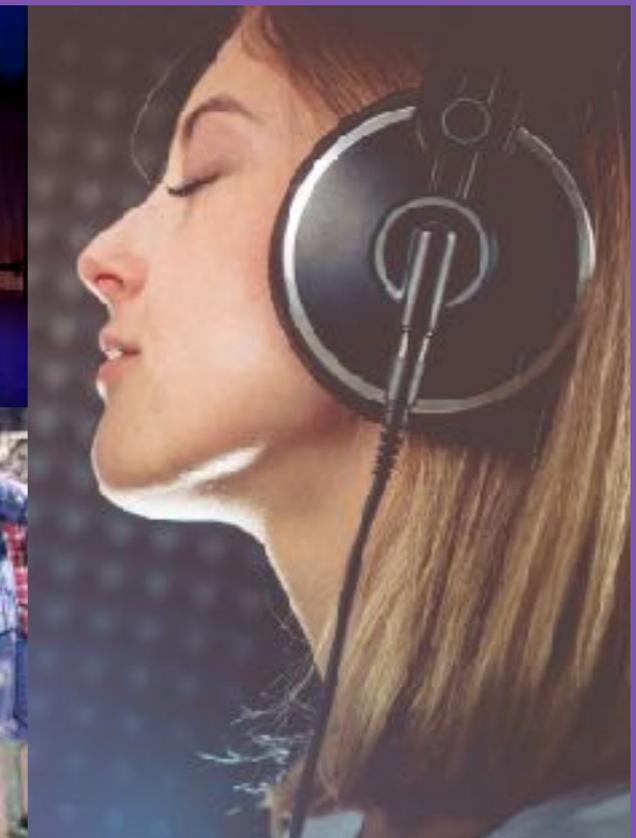
- Their own Raspberry Pi computer they build themselves.
  - Raspberry Pis were designed for education use, but are now used in a wide variety of environments. Two were even on the International Space Station.
- Sphero+ robots
- Grades 3-6: iPad and Apple Pencils
- Grades 7 and up: 12.9" iPad Pro and Apple Pencils
- Access to GO Pro cameras
- Navigational protractor and compass
- In 2019 students will research 3D printers and choose which 3D printer Odyssey Heights will purchase.

# PERFORMING ARTS

Both visual and performing arts are crucial subjects for the development of the whole child. Arts inspire, challenge, and engage. They provide opportunities to be creative, develop problem solving, leadership, teamwork, and introspection skills.

Our multi-purpose dance studio is at the heart of Odyssey Heights School. All girls take dance from grade 3 to grade 9 - including grade 9 & 10 dance Ontario credit courses. Every student has her own digital music keyboard and learns piano, vocal music, and digital music production. Both the Winter Wonderland and the Spring Showcase provide opportunities for students to perform.

The first annual "Michael Jackson's Thriller Dance and Video Production workshop POGO day will be on October 31st 2018.



# VISUAL ARTS

Digital art using Adobe Illustrator, video production, and animation apps, photography and Adobe Photoshop is underpinned by a foundation of traditional media including drawing, painting, pottery, and handwriting & calligraphy. Every girl has her own visual arts kit including: handmade knitting needles, a drop spindle, brushes, water colour paints, water colour pencils, drawing pencils, and a calligraphy set.

Odyssey Heights is unique in Ontario in having a strong emphasis on textile and fibre arts including: knitting, crochet, weaving, yarn spinning, yarn dying, patchwork/quilting, and hand sewing. Every year students work on a community project such as knitting or crocheting cat mats for animal rescues, or making blankets or winter hats and mittens for children and family charities.





# IEP: ANXIETY & DEPRESSION

Daily exercise, sufficient sleep, and a healthy diet are key factors in alleviating the symptoms of anxiety and depression. The late start at 9:55am with daily physical activity, and healthy meals eaten together family style support these factors.

## Supports for students with anxiety and depression include:

- ★ testing accommodations -
  - ★ Additional time
  - ★ Private room with a choice of seating
  - ★ Breaks
  - ★ "chunking" of larger tests/exams into sections
  - ★ Scheduling accommodations
  - ★ Use of technology
- ★ more frequent one-on-one contact with teachers,
- ★ a peaceful environment with quiet areas and a choice of seating (including couches with blankets to curl up with) ,
- ★ daily mindfulness moments for every Odyssey Heights student
- ★ access to a Seasonal Affective Disorder treatment lamp , and a private room/area for treatment during school hours (with doctor's prescription),
- ★ private areas for quiet study and taking breaks.
- ★ Flexible deadlines for assignments,

All teachers have Mental Health First Aid Certification. In addition, several child and family psychologists are our neighbours - making attending counselling sessions during afternoon work periods or immediately after school very convenient.

As our director and founding principal Ms. Elizabeth has overcome PTSD and panic disorder, (and has not had a panic attack in over 12 years), there is great support and empathy for girls with mental health needs, as well as a strong role model and advocate.

# LEARNING DISABILITIES & ADHD,

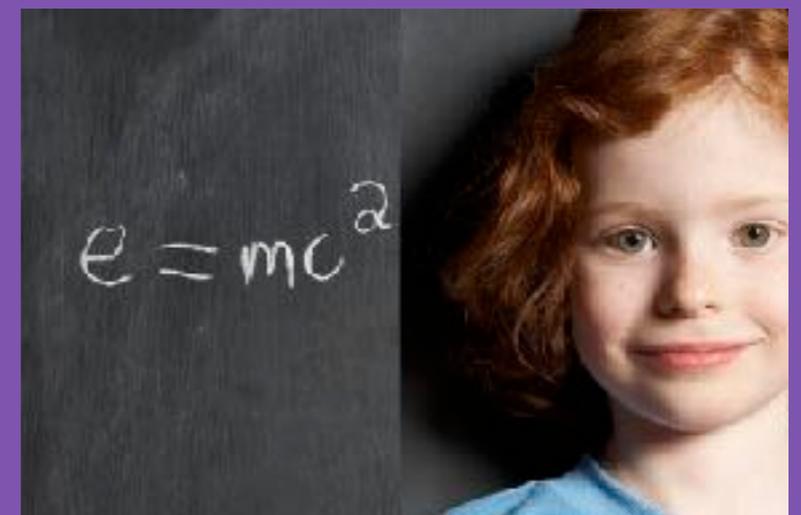
An IEP is developed and implemented before each student with learning disabilities and/or ADHD starts her first year at Odyssey Heights School. IEPs are created with input from families, the student, past teachers, medical professionals and recent psychoeducational assessment. Ongoing and open dialog with families, the principal, medical and support professionals, and the student helps adjust to changing needs.

As we have a 1:1 iPad environment, all students have access to built-in text-to-speech and speech-to-text for all their school work. Audiobooks are available for almost all English and Language Arts novels and books. In addition, at least one audiobook novel or biography is included in the English and Language Arts curriculum every year- because developing listening skills is important. For students with dyslexia, reading materials can easily be converted to "Dyslexie" font - a special font created by and for people with dyslexia that aids in reading text.

All students participate in the Learning Strategies POGO week at the beginning of the school year. This first full week in school (after the overnight OE3 trip to Long Point), focuses: on how to learn, study and organizational skills, and self-assessment of learning styles. Students receive their iPads during this week while learning how to use them for learning and organization. Montessori methods are especially effective for students with LDs and ADHD as the majority of lessons are presented one-on-one or in small groups.

# GIFTED & TALENTED

The structure and programs at Odyssey Heights are ideal for both gifted students, and gifted students with other IEP needs (anxiety, LD, ADHD,...). The multiage Learning Communities facilitate working at higher grade levels in one or more subjects. Team teaching and a maximum in class student to teacher ratio of 10:1 means more individual attention for all students. Project based learning allows all students to pursue their unique interests in depth. Micro-economy student-run enterprises - which are a core part of Montessori education and the OE3 program - allow gifted students opportunities to make their creative ideas a reality.



# OE3 CURRICULUM

At Odyssey Heights School for Girls, our Outdoor Ecological and Experiential Education (OE3) program allows students to learn through hands-on, real world, engaging, multidisciplinary experiences. Students learn the majority of their science, geography, history, and art, as well as parts of their math, English, French, and technology curriculum on OE3 trips.

## The Six Components of the OE3 Program

1. A month of overnight trips every year (included in tuition)
2. School-wide, curriculum-linked equestrian program
3. POGO: "Project Or Going Out "days and weeks dedicated to project-based learning and day field trips
4. Micro-economy student run businesses/non-profits (a part of all Montessori Secondary I & II schools)
5. Interdisciplinary Studies Courses
6. Senior School end of year trips to the Alberta Rockies, Iceland and Denmark, and France (starting in 2019/20).

## The OE3 Curriculum exceeds the requirements for:

- the Ontario Secondary School Curriculum,
- Montessori Elementary, & Secondary I & II
- Some AP and pre-AP courses



# 1. OVERNIGHT TRIPS

OE3 Trips are screen-free time when students learn to budget their picture and selfie taking - because there's a limit to the number of photos on a roll of film. Overnight trips provide experiences for girls to learn leadership, build lasting friendships without texting and social media, challenge themselves, and to learn to think without Googling the answers.

Students plan, prepare, and cook all the meals on overnight trips. Senior School Learning Community students are also responsible for budgeting and shopping for meals. This gives Odyssey Heights girls opportunities to gain essential life skills that many of the iGeneration are lacking, resulting in graduates that are ready to look after themselves in post-secondary school and beyond.

## 2018-2019 OE3 OVERNIGHT TRIP LOCATIONS

- Long Point EcoAdventures
- Haliburton Forest and The Wolf Centre
- Willowgrove Farm and Outdoor Education Centre
- Highlands Nordic Centre
- Algonquin Park "Glamping" (Yurts) Trip
- Killarney Backpacking & "Glamping" (Yurts)
- First Annual, Student-Planned, Family and Friends camping trip (students choose the location with guidance from staff)



## Long Point EcoAdventures

*Long Point was the first UNESCO World Biosphere Reserve in Canada. Students spend two nights at the observatory, a day on the zip-line canopy tour, and two days with ecologists.*



## Willowgrove Farm

*Students spend three days and two nights at this 100 farm and outdoor education centre in spring focusing on science, green industries (technology curriculum), and visual arts.*



## Haliburton Forest & The Wolf Centre

*Haliburton Forest and Wildlife Preserve is a 100,000+ acre sustainable managed, multiple use forest. Girls also spend a day horseback riding at South Algonquin Trails.*



## Highlands Nordic Centre

*Highlands Nordic is a 100+ acre nordic skiing, snowshoeing, and environmental education centre located on the Niagara Escarpment UNESCO World Biosphere Reserve.*



## Algonquin Park Winter "Glamping" (Yurts)

*This winter ecology & visual arts trip is the first of 2-3 yearly "glamping" (glamour camping) trips. Yurts are traditional Mongolian homes with a wood frame and canvas walls.*



## Family and Friends camping trip (June)

*The first annual student planned trip for family and friends. With guidance from teachers the students choose the location and do all the planning, marketing, and budgeting.*



## Killarney Hiking & "Glamping" (Yurts)

*Did you know that Killarney Provincial Park has a rich artistic heritage and Group of Seven members A.Y. Jackson and Franklin Carmichael influenced its creation?*



## Algonquin in July

*This end of year trip for grades 6-10 includes camping, horseback riding, and a canoe trip. Students in grades 9 & 10 write their Science Part 2 (SNC1D/SNC2D) exams in the park.*





## 2. SCHOOL-WIDE, CURRICULUM-LINKED EQUESTRIAN PROGRAM

In keeping with offering engaging, hands-on, integrated, relevant, and challenging curriculum, Odyssey Heights School for Girls has a school-wide equestrian curriculum. The equestrian curriculum is mapped to the Ontario Secondary School curriculum and some AP curriculum expectations, and forms one of the strands in the Montessori Secondary I and II Agriculture and the Environment courses. In addition to horseback riding lessons at The Royal Canadian Riding Academy, our students:

- ★Do horse lovers math
  - ★unit conversions (feet, inches, metres, hands to centimetres)
  - ★angles and measurement
- ★Use equestrian themed activities and hands-on time with horses to cover curriculum expectations in:
  - ★Biology and Physics
  - ★History
  - ★Geography
  - ★Art
  - ★English Language Arts
  - ★Peace and Conflict Studies
  - ★Humanities

*\*\*NOTE: students who want to focus on horses should apply to the ESES Equine Science and Equestrian Studies high school diploma program which is starting in 2019. Currently enrolled (2018-2019) students are given priority for acceptance.*

## 1.Horseback Riding Lessons & Trail Riding

*Horseback riding is one of the major focuses of the physical education and OE3 programs, In the fall term, students spend 25 hours at The Royal Canadian Riding Academy. During spring and fall term students spend several days trail riding.*



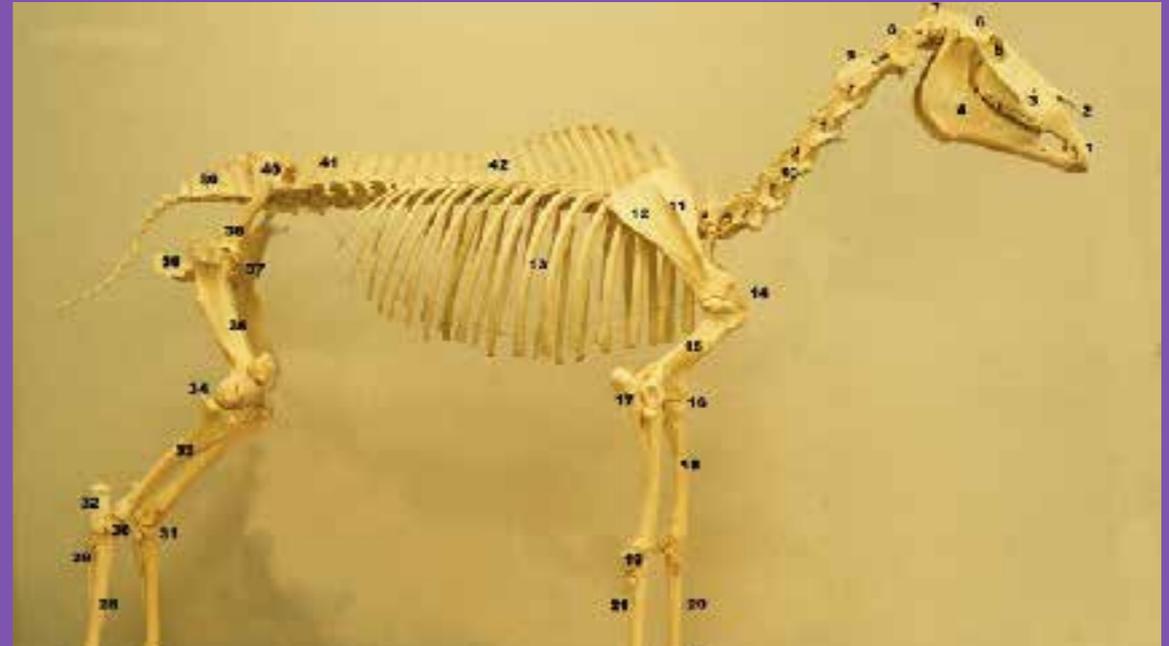
## 3.Equestrian Themes in Academic Subjects

*All subjects and courses have some equestrian themed activities. For example, the first French unit of the year is horse focused, and math includes Horse Lover's Math with word problems relating to horses (eg converting "hands" to cm).*



## 2.Equine Science

*Equine science is the study of the anatomy, physiology, ecology, and behaviour of horses. Equine themed activities are in all science classes and is part of the core of the grade 10 science (SNC2D) biology strand in "plant and animal systems".*



## 4.Outdoor Activities & Healthy Active Living Ontario Credit Courses: Grades 9-12

*Riding lessons and trail rides form 25-50% of the Ontario physical education grades 9-12 credit courses in Outdoor Activities [PAD10, PAD20, PAD30, PAD40].*



# 3. POGO: PROJECT OR GOING OUT

**“POGO” (Project Or Going Out) is the name for days and weeks where students spend the whole day or week learning about and working on one project or theme. There is one designated POGO day every week, so field trips don't conflict with regularly scheduled classes and work periods.**

**Over 50 days per year are dedicated to project based learning. Each POGO week and POGO Wednesdays have a single project based topic such as coding with Raspberry Pi computers and Sphero robots, or the annual “Halloween Michael Jackson’s Thriller Dance and Video Production Workshop”. Having every Wednesday be a POGO day allows teachers to schedule field trips that don’t interfere with the regular class or work period schedule.**



# 4. MICRO-ECONOMY

## Student Run Businesses and Nonprofit Enterprises

Montessori education fosters entrepreneurship. An essential part of every Montessori Secondary program as well as many Montessori Upper Elementary programs is the student run enterprises. Ranging in scale from monthly cafés for their friends and family, to registered charities raising tens of thousands of dollars, to the student run Hershey Farm School in Ohio, micro-economy enterprises give students experience in running their own business with their schoolmates and in making decisions with tangible outcomes.

Entrepreneurship makes academics come to life and develops problem solving, communication, teamwork, financial literacy, and leadership skills. It also gives girls the confidence and resilience they need to "break the glass ceiling" by starting their own female-run businesses.

Starting in 2018, students at Odyssey Heights School will be growing their own organic produce and seedlings indoors to sell at local farmers' markets. Older students will also have the opportunity to run their own graphic design and social media content business(es) - using the skills they learn in technology, English, and art credit courses. As Odyssey Heights School for Girls grows, other student run enterprises will no doubt be proposed, created, and run by our students.



# EXAMPLES OF MICRO-ECONOMY ENTERPRISES FROM OTHER MONTESSORI SCHOOLS

**Keys for Hope** was started as a school peace project by a handful of girls at East Cooper Montessori Charter School in South Carolina, who wanted to raise money for Crisis Ministries, Charleston's homeless shelter. Instead of asking people for money, they wanted to make something and sell it.

Students raise funds by collecting donated old keys, decorating them, and then selling them as keychains, zipper pulls, necklaces, and decorations at local farmer's markets and special events. The funds raised are dedicated to building the new shelter building and soup kitchen. Each decorative key symbolizes "shelter" and the hope for a better future for Charleston's homeless men, women and children. These future philanthropists realize that together, even kids can impact their community in a big way.

The girls have raised over \$80,000 to date, and have brought their program as a workshop to other schools, businesses, and community organizations across their state. Keys for Hope is now a registered 501c3 American charity.



The **Hershey Farm & Market Microeconomy** is the capstone to Hershey Montessori School's adolescent (Secondary I and II) program. Proceeds from The Hershey Market go back into the Huntsburg campus' micro-economy, which supports economics-class projects of the middle school as well as the market itself. Students in 9th year apply to be managers of various parts of the farm that they're interested in such the dairy, special events, or the kitchen. With as little of adult guidance as possible, students assume all the responsibilities of running their area of the farm. Adolescent students in the 10th and 11th grades participate in weekly workshops in financial literacy, business management, and entrepreneurship. They also learn fundamental concepts of business operations as they work to develop the various business ventures on the farm and manage the operations of The Hershey Market.

*Odyssey Heights School for Girls will be following in the Hershey Farm School's footsteps when we purchase our Northern Farm Campus. (See the third last page of this Prospectus for more details).*

# 5. INTERDISCIPLINARY STUDIES COURSES

Interdisciplinary studies courses (IDS) at Odyssey Heights School are an opportunity to explore the interrelationships among disciplines through engaging, experiential hands-on learning. All Odyssey Heights School for Girls students take at least one, and ideally two, 4 to 5 credit interdisciplinary studies course before graduation.

All Interdisciplinary Studies courses:

- ★ consist of 4 or 5 Ontario Secondary courses,
- ★ include either grade 11 Interdisciplinary Studies Open (IDP30) or grade 12 Interdisciplinary Studies University Preparation (IDP30),
- ★ have optional AP credits.
- ★ Have OE3 overnight trips and POGO weeks dedicated to meeting the curriculum expectations and learning outcomes of that course.
- ★ Explore career options in related fields
- ★ Have a major research and/or practical cumulative project

IDS course offerings are based on the interests of each cohort of students.



# A FEW EXAMPLES OF POTENTIAL IDP COURSES

## ★ Arts and Sciences: Grade 11 Open (Gifted/Enriched) Taken in Grade 10 or 11

This course is open to students who are identified as gifted on their IEPs - including gifted students with learning disabilities (ie dyslexia) or anxiety. The Arts and Sciences Interdisciplinary course provides students with the opportunity to explore the interrelationships of their academic interests in both the arts and the sciences in depth. The Ontario credit and AP courses listed below are just an example of what will be included in this course, as the exact content will depend on students' interests, and on the Reach Ahead credits they have completed. This course runs January to June for Grade 11s, includes the July term for grade 10s, and has weekly AP seminars during fall term.

## ★ STEM Girl: Grade 12 University (Science, Technology, Mathematics, Engineering)

This is a five credit, minimum 550 hour project based course for girls interested in careers in physical sciences (including astrophysics, physics, and geology), technology, computers, engineering, geographical information systems, and mathematics. Robotics is one of the 3-4 major projects. The course runs from January to late June of a student's grade 12 year, with weekly AP seminars in fall term. OE3 trips include: 2 weeks in Northern Ontario and/or Quebec, and 1-2 weeks in Alberta. For three months of the course a female university co-op student completing a degree in a STEM field will serve as a teaching assistant and role model.

## ★ Art History, and World Cultures, Grade 11 Open

In this five credit, 550-600 hour interdisciplinary studies course, students explore the connections between world cultures, textile arts, and human history. They will study and research how cultural identities are acquired, maintained, and transformed; and the theories and methods used to analyze cultures. This course enables students to further develop their knowledge and skills in visual arts, communication, and research. Students will use the creative process to explore a range of themes through studio work that will include knitting, yarn spinning and dying, weaving, clothing design, and patchwork and quilting. Tuition fees include a spinning wheel, wide rigid heddle loom, and a budget for supplies. One of the cumulative projects is a charity crafts show and sale and/or a class run Etsy shop. Depending on student's artistic interests, the course will have a major unit on either on The United Kingdom, or on South and Central America with the possibility of an overseas OE3 trip. POGO Days include trips to the ROM, the Textile Museum, and research libraries.

## ★ Earth Odyssey: Grade 12 University - Available to Grade 11s or 12s

In this five credit IDP course, students explore the interrelationships between the natural environment and human culture and behaviour, while developing leadership and team work skills. The course involves extensive overnight OE3 trips and equestrian activities, as well as writer's workshops, research, and an end of course performing and visual arts showcase. Students will complete the 40 hour Wilderness Medical Associates Wilderness Advanced First Aid course. This course runs January to June and has weekly AP seminars during fall term.

# 6. SENIOR SCHOOL YEAR END TRIPS:

Senior School Learning Community Year End trips provide students with opportunities to :

- ★ Demonstrate the courage to travel to, and live in an unfamiliar place.
- ★ Be ambassadors for Canada and their community.
- ★ Assume leadership roles shaped by lessons from the experience.
- ★ Opportunities to use their French language skills
- ★ To expand their knowledge of academic subjects through hands-on immersion experiences.

As Odyssey Heights School adds grades from opening in 2018/2019 to 2021/2022 the first trips will be:

- ★ 2018/19: Algonquin Park grades 6-10
- ★ 2019/2020: Alberta Rockies - grades 10 & 11
- ★ 2020/2021: Iceland & Copenhagen - grade 11 & 12 (grade 12 continues on to France after Copenhagen) ; Alberta Rockies - grade 10;
- ★ 2021/2022: Our "regular" schedule of trips starts for each grade - Gr 10 Alberta; Gr 11 Iceland & Copenhagen; Grade 12 Student Planned Grad Trip to France.



## Grade 10: Alberta Rockies

*This winter ecology & visual arts trip is the first of 2-3 yearly "glamping" (glamour camping) trips. Yurts are traditional Mongolian homes with a wood frame and canvas walls.*



## Extended French Grade 11: Swiss Alps

*For their immersion interdisciplinary studies 5 credit course students plan part of their trip to the French speaking part of the Swiss Alps as their cumulative project.*



## All Grade 11s Iceland & Denmark

*Did you know that Killarney Provincial Park has a rich artistic heritage and Group of Seven members A.Y. Jackson and Franklin Carmichael influenced its creation?*



## Grade 12: Student Planned Graduation Trip to France

*Using their French skills, the grade 12s do all the research, planning, and budgeting for their graduation trip to France.*



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# THE ONTARIO SECONDARY CURRICULUM & OE3

## FAQ: How Do OE3 Trips (Outdoor Ecological and Experiential Education) Cover the Ontario Secondary Curriculum Requirements?

An OE3 focused curriculum actually meets and exceeds the Ontario Secondary School curriculum better than conventional “chalk and talk”, and textbook focused courses.

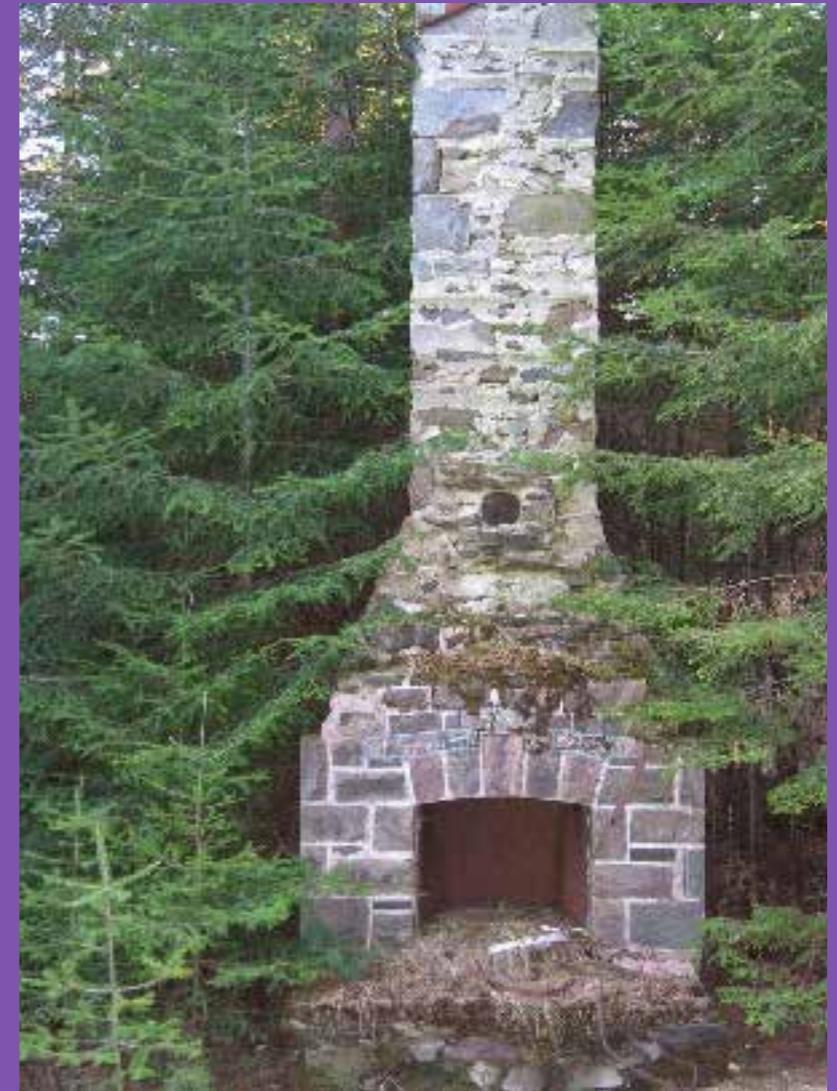
### GEOGRAPHY & HISTORY

Ontario Secondary Curriculum in Canada and World Studies (Geography, History, ...) requires the inquiry process be used:

“The inquiry process consists of five components:

- formulating questions
- gathering and organizing information, evidence, and/or data
- interpreting and analyzing information, evidence, and/or data
- evaluating information, evidence, and/or data and drawing conclusions
- communicating findings and/or plans of action”

Participating in actual fieldwork meets the requirements far better than a textbook based approach. Real world research requires students to think deeply about their topics, and engages students in memorable experiences. Visiting historical ruins such as pioneer cabins (like the chimney photo on this page), logging camps, and WWII prisoner of war camps in Killarney Park and Algonquin Park makes history “real” for students.



# THE ONTARIO SECONDARY CURRICULUM & OE3

## MATH

Math comes alive when it is made relevant and practical. The OE3 program provides a multitude of opportunities to learn and apply math. From measuring distances hiked, canoed, snowshoed, skied, or rode and the time it took to do so, students get hands on experience calculating distance verses time. Hiking, and portaging up and down hills in Algonquin and Killarney Parks after using maps to calculate the slopes involved turns abstract algebra concepts into useful concepts. It also allows students who learn by moving to experience math with their whole body.

In Senior School, students learn trigonometry primarily through surveying natural areas - using real methods that engineers, cartographers, foresters, and other scientists use. In fact, part of the grade 10 and 11 trigonometry tests outside applying their math knowledge to real world word problems - such as measuring heights of trees without climbing them.



## TECHNOLOGY

Green and Environmental technology is one of the most important areas of the Ontario technology curriculum, is vitally important in having a sustainable planet for future generations, and is a rapidly growing career field. The OE3 program gives Odyssey Heights students experience using green and environmental technology skills - including: environmental surveying, creating solar and fuel cell powered devices,

Computer Coding, Networking, Hardware Building, and Electronics

Two POGO weeks every year are dedicated to "Totally Terrific Technology" (T3). All of the curriculum expectations for grade 9 Exploring Technologies Part I [TIJ1O Part I], and half of the expectations for: grade 11-12 University Preparation Computer Science [ICS3U/4U], grades 10-12 Communications Technology [TJG2O, TJG3O/4O], and grades 10-12 Computer Technology [TEJ2O, TEJ3M/4M] are covered during the two Totally Terrific Technology POGO Weeks.

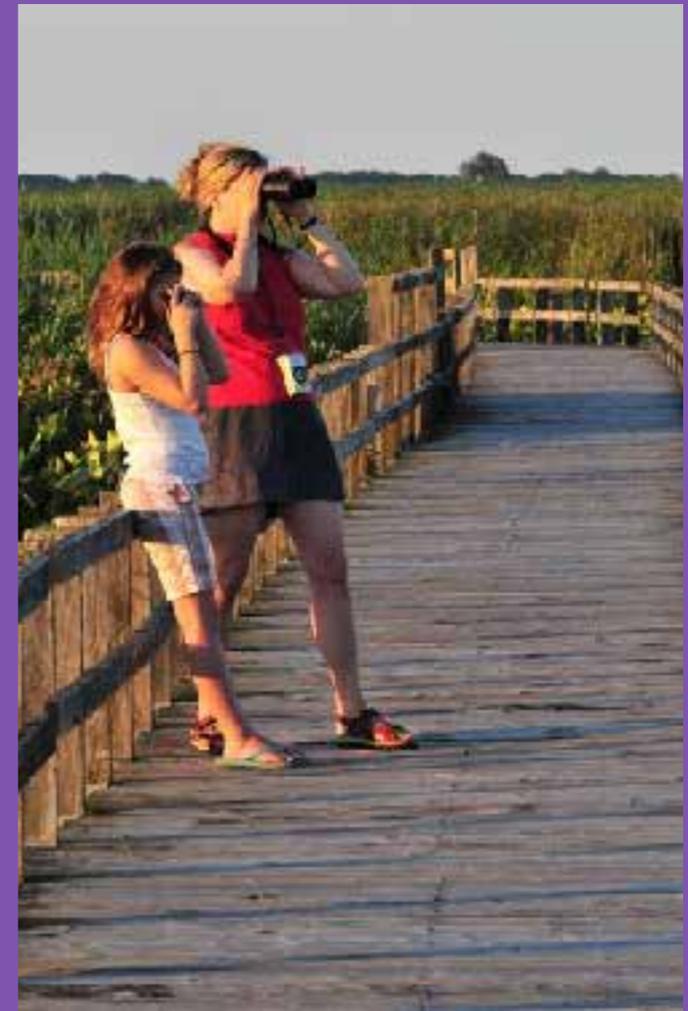
# ONTARIO GRADE 9 SCIENCE (SNC1D) CURRICULUM & OE3

Over 70% of the curriculum for both Ontario Grade 9 Academic Science Part 1 and Grade 9 Academic Science Part 2 courses is completed during OE3 overnight trip, and POGO weeks and days. As a result, grade 9 science is an excellent example of how the OE3 program at Odyssey Heights School for Girls meets and exceeds the Ontario secondary school curriculum expectations.

## Scientific Investigation Skills and Career Exploration

*(Integrated throughout the course)*

- ★ **Students use scientific investigation skills for all the OE3 science lessons;**
- ★ **Meeting scientists doing real field work while on OE3 trips;**
- ★ **Scientists are invited in as guest speakers to Monday Morning Seminars;**
- ★ **Reading "The Glass Universe", "Hidden Figures", and/or "Silent Spring" in grade nine English\* shows OHS girls that women have been involved in ground breaking science careers for hundreds of years, and that they have made a major difference.**



# ONTARIO GRADE 9 SCIENCE (SNC1D) CURRICULUM & OE3

## Sustainable Ecosystems (Biology)

- ★ Field studies during the day-long, zip-line canopy tour of the Carolinian Forest at Long Point EcoAdventures;
- ★ Day long tour of Haliburton Forest's sawmill and Eco-Log homes factory during the overnight trip to Haliburton Forest and Wildlife Reserve in November. Haliburton Forest (over 100,000 acres) was the first forest in Canada to be certified as sustainable by the Forest Stewardship Council (FSC®).
- ★ Field studies of aquatic and terrestrial ecosystems on their canoe trip to Algonquin Park;
- ★ Bird migration, the effect of human activities on the health of bird populations, and genetic diversity at on a full day with Bird Studies Canada scientists at Long Point Ecoadventures;



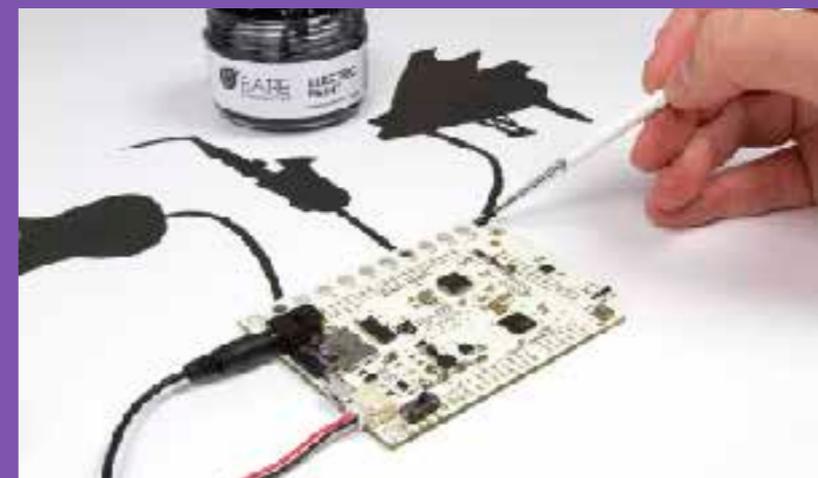
## Astronomy/The Study of the Universe (Earth & Space Science)

- ★ Two nights at the *Long Point EcoAdventures Observatory* using the 16" telescope, then at least one night with binoculars and the naked eye on each of the seven other overnight trips;
- ★ Students *create 3D models of space craft* in the afternoon work periods and present it to the class during the two hour long Monday Morning Science Seminar;
- ★ In addition, "*The Glass Universe*" (about the ground breaking work women astronomers at Harvard in the 1800s), and "*Hidden Figures*" about the African-American women 'computers', scientists, and engineers, at NASA in the 20th C, are required reading in grade nine English\*.

# ONTARIO GRADE 9 SCIENCE (SNC1D) CURRICULUM & OE3

## The Characteristics of Electricity (Physics)

- ★ A POGO Week dedicated to Electricity and Electronics:
- ★ Using Bare Conductive Paint and circuit boards student learn about electrical circuits while creating cool interactive, mixed media art projects;
- ★ Making projects with Adafruit\*'s Flora Wearable Computers to use in dance, musical theatre, and drama performances
- ★ costumes (like this dress featured in New York Fashion Week),
- ★ accessories (like this flashing stars headband), and
- ★ props (like this programmable light up umbrella)



## Atoms, Elements, and Compounds (Chemistry)

- ★ Water testing teaches students about Ph and the interconnectedness of chemistry with biology, earth science and physical geography.
- ★ Yarn dyeing teaches girls about acids, bases, and mixtures - while making connections with both art and math;
- ★ building a fuel cell model car (water contains oxygen and hydrogen; chemical reaction rates)
- ★ states of matter and crystalline molecular structures by making quinzees (snow shelters) on their two winter trips.
- ★ Students use a 3D wooden atom board to make models of the atoms of every single element, and to experiment with "what if" scenarios. The ETC Atom Board is a Bohr-Rutherford model of the atom, with beads to represent protons, electrons, and neutrons. The atom board lessons include games, group work, and individual work, uses multiple learning styles and facilitates engagement in this abstract topic, that's essential knowledge for high school and university level science.

# 21ST C MONTESSORI ELEMENTARY & SECONDARY

*“Education is a natural process carried out by the child and is not acquired by listening to words but by experiences in the environment.”*

*~ Dr. Maria Montessori*

Developed by Dr. Maria Montessori in the early 1900s, Montessori education prepares children to take on the future with confidence and zeal, propelled by the gift of self-knowledge and a lifelong passion for learning. The first thing visitors to a Montessori classroom notice is the peacefulness of the environment and the students working in a variety of seating options using hands-on, beautifully designed materials. Several ages of children and at least two teachers are in the same “Learning Community”. The most current cognitive neuropsychology research supports Montessori methods - indeed many of the elements that Montessori teachers have been using for over 100 years are now identified as “state of the art” in conventional education.

## **IN TODAY’S EDUCATIONAL TERMS, MONTESSORI EDUCATION IS:**

- Brain-based education supported by current cognitive and educational neuropsychology research
- Multiple learning styles/multi-sensory,
- Project-based, experiential/hands-on, and interdisciplinary,
- Differentiated/individualized for each student. Students can work at their own pace with teacher guidance and direction, taking more time on some tasks and less on others as needed.
- Classrooms with flexible seating choices that allow movement, and have beautiful interior designs,

# WHAT A MONTESSORI CLASS AND SCHOOL LOOK LIKE, AND HOW THEY WORK

Montessori elementary and secondary classrooms are fundamentally different from conventional classrooms. In fact, they are so different that it can be hard to understand how they work, and why they are so great at helping children thrive. While it would be easy to write volumes about this topic, here are five key differences, and how they matter to your daughter's success.

1. Teachers are guides, not lecturers. They individualize instruction to keep each child optimally challenged.
2. Children have choices, there's no one-size-fits all curriculum pace. Students are encouraged to be curious; they are engaged and love learning. They are given choices about how they want to demonstrate their learning - presentation, project, essay, video, webpage, book chapter, art project.
3. The classroom is full of materials instead of textbooks and worksheets. Children learn to solve problems, do their own research, and think, instead of repeat memorized jargon.
4. The day has 2 - 3 hour work periods in elementary school, and a combination of 2-3 hour work periods and seminars in secondary school - instead of a schedule where activities are constantly changed, and students are at the mercy of the bell.
5. Children learn with and from each other, in a mixed-age environment, with a team of teachers that they spend 3-4 years with. Instead of competing with each other, they grow into a community, and practice all-important social skills every day, and see two to five teachers model effective teamwork.

# MONTESSORI CLASSROOM INTERIOR DESIGN

The design and flow of the Montessori classroom create a learning environment that accommodates choice.

There are spaces suited to group activity, and areas where a student can settle in alone. Parts of the room are open and spacious, allowing an elementary student to ponder a 10-foot-long Timeline of Life, or a secondary I or II student to create a mural illustrating their science research project.

You won't find the customary rows of school desks; children work at tables or on the floor, rolling out mats on which to work and define their work space.

Nor are you likely to find walls papered with brightly coloured images of cartoons and syndicated characters. Rather, you might see posters from a local museum, a mural of a forest or farm to bring nature into the room, or framed photographs or paintings created by the students themselves.

There are well-defined spaces for each part of the curriculum, such as Language Arts, Math, and Culture. Each of these areas features shelves or display tables with a variety of inviting materials from which students can choose.

Many classrooms have an area devoted to peace and reflection: a quiet corner or table with well-chosen items—a vase of daisies; a goldfish bowl—to lead a child to meditative thought.

And always there are places to curl up with books, where a student can read or be read to.

Each classroom is uniquely suited to the needs of its students. In elementary-level rooms you're likely to see large tables for group work, a sofa and soft seating, computers (or 1:1 iPads like at Odyssey Heights), work rugs and floor cushions so students can work on the floor. In secondary school communities the design is typically like a combination of a great coffee shop and design studio, with a variety of seating - tall tables, regular tables, a desk or two with carrels for individual work, plus specialty areas for fitness, visual and performing arts, and STEM (science, technology, engineering, and mathematics).

Above all, each classroom is warm, well-organized, and inviting, with couches, rugs, and plants and flowers to help children and teens feel calm and at home.

*(Description from The American Montessori Society)*

# SUCCESSFUL MONTESSORI GRADUATES

What is most striking is the wide range of fields that successful Montessori graduates are in, and how many of them directly credit their success and outlook on life to their time in a Montessori school - even if they only attended until age 6 or 9.



## Both Founders of Google

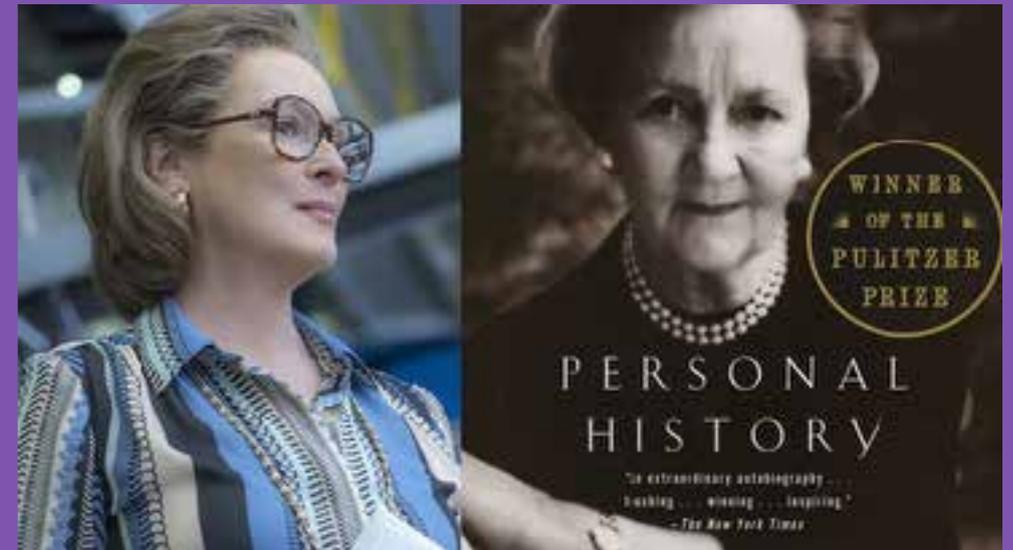
In a 2004 interview ABC's Barbara Walters asked Sergey and Larry about the reasons why they and Google became so successful. She was surprised that it wasn't their supportive college professor parents, but their Montessori education that was the vital key. Sergey and Larry specifically pointed to the curriculum of self-directed, [but teacher guided] learning.

*"I think it was part of that training [from Montessori education] of not following rules and orders, and being self motivated, questioning what's going on in the world and doing things a little bit differently." said Page.*

## Katherine Graham

### 1st Female CEO of a Fortune 500 Company

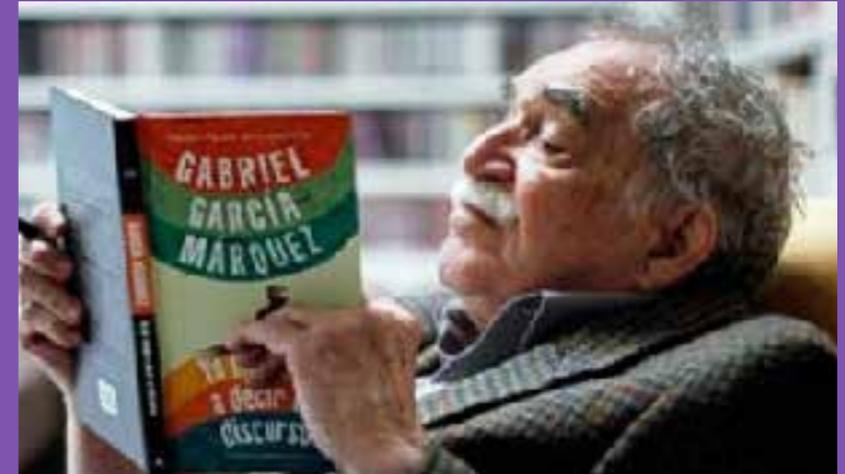
Katherine Graham was enjoying her life as a Washington socialite when her husband's suicide in 1963 forced her to assume control of the Washington Post. In doing so she became the first female publisher of a major American newspaper. Her confidence faltered but—remembering that what matters is how people learn, not what they know—Graham said, *"The Montessori method, learning by doing, once again became my stock in trade."* Her reign at the highly-regarded paper lasted more than two decades. Katherine Graham's time as owner and editor of the Washington Post and was recently featured in the movie "The Post" where Graham was played by Meryl Streep



# SUCCESSFUL MONTESSORI GRADUATES

## Gabriel Garcia Marquez - Nobel Prize Winner for Literature

Marquez said his Montessori education gave him *"the desire to kiss literature"* and states, *"I do not believe there is a method better than Montessori for making children sensitive to the beauties of the world and awakening their curiosity regarding the secrets of life."*



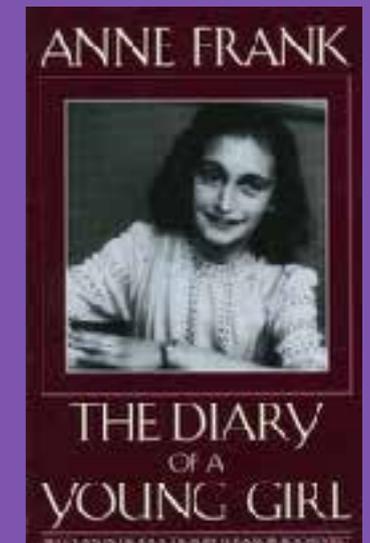
## Julia Child - Chef and Best Selling Author

Julia Child attended Montessori school and credits that education for her love of working with her hands.

*"[Maria] Montessori wanted kids to develop 'a friendly relationship to error,' - to understand that mistakes are a normal part of learning, and that to learn, you must be willing to make mistakes, and then to move forward,"* writes John Long, head of a Montessori school in Houston, who wrote about Child's connection to Montessori education.

## Anne Frank - World-Famous, German-Born WWII Diarist

In April 1934, Anne started attending a Montessori kindergarten. Anne's father, *Otto Frank*, later said about choosing a Montessori school for his daughter: *"Anne was a demanding character. She continually asked questions... When we had visitors, it was difficult to free yourself from her, because everyone and everything interested her... It was good that Anne went to a Montessori School, where each pupil gets a lot of individual attention."*



# JUNIOR SCHOOL LEARNING COMMUNITY

GRADES 3-6



# JUNIOR SCHOOL

## GRADES 3-6

(LOWER JUNIOR SCHOOL FOR GRADES 1 & 2  
WILL BE ADDED IN 2019)

### School Year:

Grades 3-5 September to June

Grade 6 September to July



Upper elementary is a time when children move from concrete reasoning to abstract thinking as they seek to bring order to the various disconnected facts and ideas they encounter in the world. Dr. Montessori found that children of this age were going through a key stage of moral development. No longer focused on just good vs bad, and right vs. wrong, upper elementary children begin to look for people's motivations for their behaviour. Children are now able to use their imagination to analyze moral situations and come up with multiple possible solutions.

Research has shown that children at this age also start to prefer to work with other students of the same gender as they move towards being more independent from the adults in their lives. They start to choose work that interests both themselves and their peers, as they mostly prefer to work together with other children instead of alone. The Montessori elementary Junior School Learning Community (JSLC) at Odyssey Heights allows girls a great opportunity to find other girls with similar interests as the 25+ days of OE3 overnight trips gives girls the opportunity to really get to know their peers.

Many of the Montessori lessons and materials are developed to be used both independently and in small groups. Our elementary teachers are trained to observe both our students' academic progress and social development, and to be conscious of both when planning lessons.

# LOWER JUNIOR SCHOOL

## GRADES 1 & 2

(STARTING IN 2019)

School Year: September to June  
Optional July Term



### GRADES 1 AND 2 BEING ADDED FOR 2019-2020

Odyssey Heights School for Girls will be adding a Lower Junior School Learning Community in 2019-2020 for girls in grades 1 and 2.

Highlights:

- An even lower teacher to student ratio of 1:8, and a maximum class size of 16
- One day a week at either the ROM (Late Fall to Spring) or doing curriculum-linked equestrian activities (Fall and Spring/July)
- Daily nature activities including nature hikes, forest scavenger hunts, and organic gardening
- Creative dance, musical theatre, vocal music, digital keyboard music, plus a planned future instrumental music program
- Daily French lessons using hands-on materials and the arts
- 21st Century Montessori International Curriculum including
  - STEM: Science, Technology, Engineering, Mathematics. iPads with Apple Pencils in the classroom (used with teacher supervision), coding, robotics, construction engineering, and green technologies
  - Three weekend overnight trips per year with their "big sisters" from Middle and Senior School
  - Special Family and Friends Picnics where the students prepare all the food.
  - A purple themed uniform from the UK designed with the active 6-8 year-old girl in mind.
  - Optional July Term for families who value year round schooling

# MONTESSORI ELEMENTARY CURRICULUM

*“Education is a natural process carried out by the child and is not acquired by listening to words but by experiences in the environment”*

*~ Dr. Maria Montessori*

Montessori described the upper elementary child as entering the world of reason and emerging into a rich, new world of the abstract. While at the children's house (Casa - ages 2.5-6 years), they were interested in things, and now they will begin to focus mainly on the how and the why. Elementary students want to use their evolving powers of reason to come to their own conclusions, and to help others. Teachers present ideas, spark motivation, and introduce materials that allow children to access the richness of the world's knowledge. Children also start to prefer to work and socialize with children of their same gender in Upper Elementary. This is why Odyssey Heights School for Girls is a girls school.



## SUBJECTS:

- ★ Peace Education
- ★ Language Arts: grammar, spelling, reading, writing, listening, speech
- ★ French Language & Culture
- ★ Mathematics
- ★ Geometry
- ★ Culture:
  - Science
  - Botany
  - Zoology
  - Physical Science - Physics and Chemistry
  - Earth and Space Science (including Geology)
  - Information and Communications Technology
  - Canadian History & Geography
  - World History & Geography
- ★ Entrepreneurship and Practical Micro-economy
- ★ Care of Our Environment
- ★ Peace Project
- ★ Agriculture and the Environment
- ★ Physical Education

# MIDDLE SCHOOL LEARNING COMMUNITY

GRADES 7-9



# MIDDLE SCHOOL

## GRADES 7-9

School Year:

Grades 7-9 September to July



Adolescence is a time of great change for children as they move from childhood toward their teenage years. Sometimes adolescents are very independent, mature and seem older than their age. At other times the same person can behave much younger than their years. Montessori curriculum and methods support this variability in growth and independence with individualized instruction, a flexible learning pace, emphasis on both academic and social development, and time and resources for students to pursue their unique academic interests.

The Middle School Learning Community's three year age grouping from grades 7 to 9, allows girls the opportunity to Reach Ahead and take Ontario Secondary credits in grade 8. It provides an supportive, safe environment for students in grade nine. Instead of being new students in a big school, they are leaders in a community that they have been in for two years. For the younger girls in grades 7 and 8, being able to see the older girls work on credit courses prepares them for the transition to more independent learning and for studying for final exams.

Grade 9 Ontario Secondary Academic courses such as math, English, science, geography, and French are offered as two half courses allowing students to master the curriculum in smaller chunks, and transition to writing final exams for year long courses in Senior School. Over 50% of the science and geography curriculum, as well as some of the math and English curriculum are taught in enriched, and engaging hands-on overnight OE3 trips and POGO (Project Or Going Out) weeks and days.

# OSSD: ONTARIO SECONDARY SCHOOL DIPLOMA

Odyssey Heights offers Ontario credit courses at both the Academic and Open levels for girls in grade 9. Courses in the core academic subjects including Math, English, French, Science, and Canadian Geography, are offered as two, 55 hour half-credits, providing a smoother and kinder transition to high school and final exams. In grade 8 girls take:

- ★ PE: Personal Fitness Activities and Health, Outdoor Activities and Health,
- ★ Performing & Visual Arts: Dance, Integrated Arts Part I or Part II, Expressing Aboriginal Cultures Part I or Part II,
- ★ Technology: Exploring Technologies Part I or Part II,

## REACH-A-HEAD CREDITS FOR GRADE 8s

Grade 8 students can, with the principal's and their parents' permission, opt to take 0.5 to 4.0 "Reach-Ahead" grade 9 credits in visual and/or performing arts, physical education, or technology. Students identified as gifted can request to take one or more grade 9 academic level half courses in grade 8.



**Reach**  
**AHEAD!**

# MONTESSORI SECONDARY I CURRICULUM

*“It is the education of adolescents that is important, because adolescence is the time when the child enters on the state of adulthood and becomes a member of society.”*

*~ Dr. Maria Montessori*

Each Montessori Secondary I course spans three years, and is mapped to some of the curriculum expectations of Ontario Secondary School grade 9 courses. This allows students in grade 9 (and those in grade 8 taking 'Reach Ahead' grade 9 Ontario credit courses) to complete parts of their OSSD while working on their Montessori Secondary I courses. The three year time span allows students to choose to work on multi-year projects, and/or to work on many related projects that build on each other. Students of different ages, interests, and abilities are able to work together on projects that interest them by taking on different roles and responsibilities.

Montessori seminar is held every Friday morning. During Montessori Seminar students focus on one interdisciplinary topic that typically covers curriculum expectations in at least two Montessori courses, and typically at least one Ontario credit course. In addition to Friday mornings, several Montessori seminars are held off campus on overnight OE3 trips.

Assessment is project based and focuses on thinking, application, research, communication, collaboration, and presentation with few tests. Each year students complete a group peace project. In grade 9 each student chooses one Montessori subject that she has great interest in and completes a special Secondary I graduation project that includes: a variety of research types, a written product of 750 words (essay, article, children's book, script, or book chapter), French vocabulary 3-part cards, and a presentation or performance.



## SUBJECTS:

- ★ Peace Education
- ★ World Geography
- ★ Big History - Natural and Human History of the World Since the Big Bang
- ★ Agriculture and the Environment
- ★ Entrepreneurship and Practical Micro-economy
- ★ Life Skills
- ★ Visual & Performing Arts
- ★ Care of Our Environment
- ★ French Language & Culture
- ★ English Language & Literature
- ★ Science
- ★ Mathematics & Geometry
- ★ Information Science & Technology
- ★ Secondary I Project

# SENIOR SCHOOL LEARNING COMMUNITY

## GRADES 10-12

### School Year:

Grades 10 September to July; Grade 11 & 12 September to June or July



# OSSD: ONTARIO SECONDARY SCHOOL DIPLOMA

Students in Senior School have increasing choice in their course selection. Grade 10s can choose from Ontario credit courses at the academic and open levels. Grade 11 and 12 students can choose University Preparation, "Mixed" University/College Preparation, or Open level courses. Each January, students are asked for their "wish list" of courses for the upcoming year - including which, 5-credit Interdisciplinary Studies courses they are interested in. The courses offered reflect the interests and needs of our students.

## AP AND PRE-AP COURSES

AP courses are rigorous, college-level classes in a variety of subjects that give students an opportunity to gain the skills and experience universities recognize. Students who do well on their AP exams can earn post-secondary credit and/or advanced standing. Pre-AP and AP courses will be first offered in 2019/2020, and 2020/2021.



# MONTESSORI SECONDARY II CURRICULUM

*“Establishing lasting peace is the work of education. All politics can do is keep us out of war.” ~ Dr. Maria Montessori*

For age fifteen to eighteen, when the rapid growth of adolescence is slowing, a more rigorous intellectual schedule works, combined with community service and internships in the work world and professional fields meets the needs of teens growing into young adults.

Each Montessori Secondary II course spans three years. The majority of the courses are mapped to some of the curriculum expectations of Ontario Secondary School grade 10-12 courses. The three year time span allows students to choose to work on multi-year projects, and/or to work on many related projects that build on each other. Students of different ages, interests, and abilities are able to work together on projects that interest them by taking on different roles and responsibilities..

Assessment is project based and focuses on thinking, application, research, communication, collaboration, and presentation. In grade 11, students complete an individual or group peace project. In grade 12, each student chooses one Montessori subject that she has great interest in and does a special Secondary II graduation project that includes: primary research, at least 2,000 words of writing (essay, science article, or a book chapter), and presentations to both the Senior School LC and to the Junior and/or Middle School LCs.



## SUBJECTS:

- ★ Peace & Conflict Studies
- ★ Humanities (geography, history, anthropology, classical studies)
- ★ Agriculture and the Environment
- ★ Entrepreneurship and Practical Micro-economy
- ★ Life Skills
- ★ Visual & Performing Arts
- ★ Care of Our Environment
- ★ French Language & Culture
- ★ English Language & Literature
- ★ Science
- ★ Mathematics, Geometry, & Data Sciences
- ★ Information Science & Technology
- ★ Community Service & Leadership
- ★ Peace Project
- ★ Graduation Project - independent research project and presentation

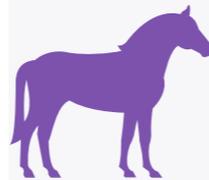
# THREE HIGH SCHOOL PROGRAM OPTIONS

All three high school program options include the Ontario Secondary School Diploma, the Montessori Secondary II Diploma, and either optional or required AP courses



## 1. Core Comprehensive Program:

An exceptional high school experience for girls who love to try everything: daily physical activity and/or dance, overnight OE3 trips, Ontario & AP curriculum-linked equestrian program, arts, sciences, technology, mathematics, engineering, and project based learning.



## 2. ESES: Equine Science and Equestrian Studies

The ESES diploma consists of both new locally developed and existing and Ontario Secondary School courses, AP courses, one to three days at the stables each week, co-op and work placements, and extensive out of province and international travel.

## 3. Extended French:



The extended French Ontario Secondary School Diploma at Odyssey Heights consists of 4 FSL academic/university prep courses at the Extended French level, and a 5 credit/550+ hour, 7 month interdisciplinary studies immersion course with trips to Mont Saint Anne, Quebec, and the French speaking Swiss Alps. Over the course of the program Students spend 1,000+ hours studying en français.



# 1. CORE COMPREHENSIVE PROGRAM

The Core Comprehensive program at Odyssey Heights School for Girls is for girls who want a well-rounded, amazing senior high school experience without focusing on equine sciences or French language. Students in the core comprehensive program experience all Odyssey Heights School for Girls has to offer including:

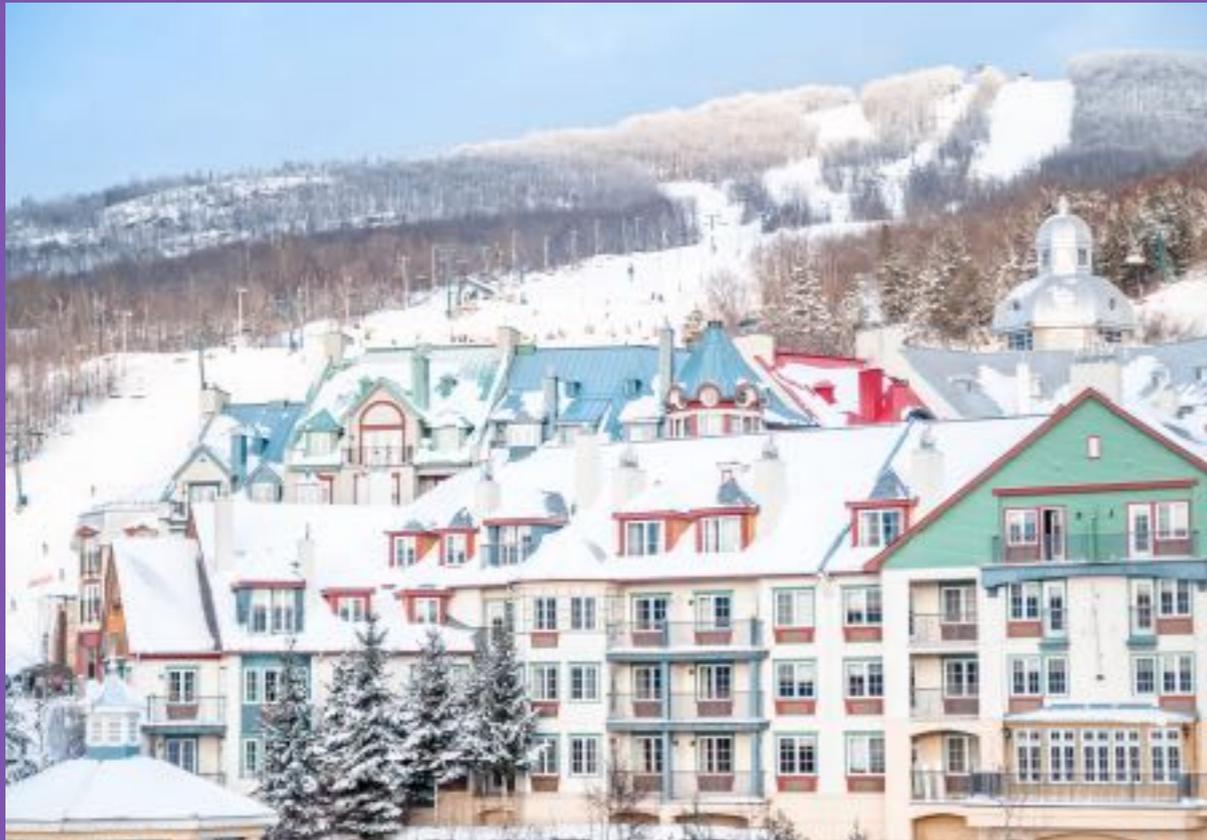
- 330+ hours of physical education and /or dance each year - including horseback riding lessons, and outdoor adventure activities
- 1 or 2 multi-credit interdisciplinary courses
- Ontario Secondary School Diploma with AP courses
- Montessori Secondary II Diploma - including courses in peace and conflict studies, and agriculture and the environment, entrepreneurship and practical microeconomics, the graduation project and a peace project,
- OE3 program including: international travel, horseback riding, POGO weeks and days (Project or Going Out), community service & leadership, and the Duke of Edinburgh Award.
- Late start at 9:55am and "No Homework Ever!"



## 2. ESES: EQUINE SCIENCES AND EQUESTRIAN STUDIES HIGH SCHOOL DIPLOMA

Starting 2019/20

For girls that are passionate about a career in veterinary, environmental, and biological sciences; equine management; and/or human services (ie teaching, psychology, social work), - or just crazy about horses and animals - the Equine Sciences and Equestrian Studies program is being created just for them. The ESES diploma consists of both new locally developed and existing and Ontario Secondary School courses, AP courses, one to three days at the stables each week, co-op and work placements, and extensive out of province and international travel. When Odyssey Heights purchases our northern farm campus (in 2022-2026) semesters in boarding at the farm will also be part of the program.



# 3. EXTENDED FRENCH ONTARIO SECONDARY SCHOOL DIPLOMA

**Starting 2019/20 or 2020/21**

Odyssey Heights students wanting to maintain and improve their French language skills, can choose to opt into the Extended French High School program during grade 9 or 10. Starting in grade 10 they take 1-2 French as a Second Language Courses at the Extended French level. In grade 11 they have a complete, 7 month immersion experience in the 5 credit/500+ hour *"Explorer d'Europe et l'Monde: Grade 11 Open"* interdisciplinary studies course.

Ontario Ministry of Education requirement for "minimum of four courses where French is the language of instruction" The Winter and Spring term, and July term are a complete immersion experience.



# OUR NORTH TORONTO CAMPUS IN YONGE LAWRENCE VILLAGE

**After a long search for the right location for Odyssey Heights School for Girls we have found a beautiful space with cathedral style floor to ceiling windows in the west wing of Fairlawn Avenue United Church.**

While the main part of the building dates back to the 1920s, the west wing was added in 1996 to accommodate community organization needs including the Fairlawn Neighbourhood Centre (now closed). The beautiful West Wing of Fairlawn Avenue United church features:

- our main double school room with floor to ceiling cathedral style windows,
- An art cafe style seminar room for grades 7-10 (currently being completely redecorated)
- a gymnasium,
- Two commercial kitchens for our caterer and cooking lessons,
- grassy area with a future organic vegetable garden, seating, a sundial, and room to design a wonderful community focused park
- many more spaces to use as our enrolment grows - without needing a second Toronto campus for Senior School (grades 10-12) or the future Primary School grades 1 and 2 program.
- a wonderful community of supportive, child-friendly, peace minded people of all ages

With Tandem Studios located just a 1 minute walk away at Yonge and Fairlawn, we have a choice of studio sizes - all with professional quality dance floors. This means that as Odyssey Heights School for Girls grows we can offer a much greater choice of morning dance and dance fitness classes every morning for our students.



## View from Outside in the Gardens

*This winter ecology & visual arts trip is the first of 2-3 yearly "glamping" (glamour camping) trips. Yurts are traditional Mongolian homes with a wood frame and canvas walls.*



## The Sundial in the Gardens

*Not only are the gardens beautiful, the sundial provides an opportunity for outdoor science and math lessons -not typically available at other schools.*



## Interior View



# FUTURE NORTHERN BOARDING CAMPUS, OE3 CENTRE, AND HORSE & HOBBY FARM

**Between 2022 and 2026 Odyssey Heights School for Girls will be acquiring a 100-200+ acre farm between North Bay and Sudbury, close to Algonquin, French River, Killarney Park and the Georgian Bay UNESCO World Biosphere Reserve.**

Our farm campus will be the home base for the OE3 program including the equestrian curriculum. (We will still have our Toronto campus.) All students will be able to experience farm life (including daily chores and cooking), and to care for “their own” horse during the 2-8+ weeks a year they spend at the Northern Campus focusing on their equestrian skills. ESES Equine Science & Equestrian Studies Diploma students in grades 10-12 will spend between 3 to 10 months each year at our northern campus. It will also provide all students in grades 7 and up with an option to stay in boarding for all or part of a school year. Crops and livestock will focus on heritage breeds to both support genetic biodiversity, and to teach students about genetics. Students will have the option of designing, building, then sleeping in a bunkie and/or tiny house (50-100 square feet) as part of an Ontario credit course.

In addition to equestrian facilities, the northern campus will be adding: an art studio, a weaving and fibre arts studio with spinning wheels and larger weaving looms, a kiln for pottery and ceramics, indoor and/or outdoor swimming pool(s), dance and fitness studio(s), a woodworking shop, hiking/xc skiing/snowshoeing trails, playing fields, tennis court(s), a traditional Finnish sauna, green technologies (solar and/or wind), a small herd of heritage breed sheep, one or more Border Collie herding dogs, a colony of rescued cats to keep the barn free of mice, a small herd of milk goats for cheese making, and a flock of heritage breed chickens for fresh eggs.



# ADMISSIONS

For applications and/or to schedule an in-home information visit please contact our Director and Principal Ms. Elizabeth McCready:

[mseizabeth@odysseyheights.ca](mailto:mseizabeth@odysseyheights.ca)

School Phone: 416-556-4079

iPhone: 647-966-5648

As part of valuing kindness at Odyssey Heights School for Girls at least one staff visits each applicant in her home during the application process, and each new student in late spring or summer before school starts. Parents of busy children and teens do so much running around that we want to help reduce that. It's also a lovely way to really get to know our applicants and students.

## ADMISSIONS PROCESS:

1. Request an application package: [admissions@odysseyheights.com](mailto:admissions@odysseyheights.com)
2. Return the application along with supporting documentation via email
3. Schedule an in-home information visit and interview  
*\*\*Families who are currently living or travelling outside of Canada can request a Skype or FaceTime interview.*
4. Successful applicants will receive an acceptance letter along with a Tuition and Fees agreement.
5. Families have 10 days from the date of the acceptance letter to email the signed tuition and fees agreement and pay the first tuition payment. Wire transfers, Interact e-transfers, direct deposit into the school's RBC bank account, and credit cards are accepted for initial payment. *(Personal cheques are accepted for second, and subsequent payments.)*
6. Fill out the uniform measurements online form so Odyssey Heights School can order your daughter's uniform and have it ready to pick up at the end of August. The 'New Girl Uniform Package' is included in the tuition and fees.



# A LETTER FROM ONE OF OUR STUDENTS' MOM

*Dear Elizabeth*

*I just wanted to send you a note to say how excited we are for our daughter Cate, who will attend Odyssey Heights School for Girls in the Fall of 2018.*

*As we prepare to leave our Montessori School in Houston, and repatriate to Toronto, we are so confident we have found the perfect school for [our daughter]. As you know, the Montessori Journey is a beautiful pathway of learning, exploring, creating and investing for each child according to their innate desires. Our daughter is a sensitive, artistic and experience based learner, who thrives on community based learning and sharing.*

*We are so thrilled you are continuing the brilliant work of Maria Montessori, who knew that each and every child has the capacity to learn and thrive and contribute when allowed to explore the possibilities in a nurturing environment filled with opportunities for growth.*

*Thanks for all your hard work Elizabeth. We really appreciate your passion and vision for Odyssey Heights!*

*Blessings  
Cathy C.*



**28 FAIRLAWN AVENUE,  
(WITHIN THE WEST WING)  
TORONTO, ONTARIO**

**M5M1S7**

**SCHOOL PHONE: (416) 556-4079**

**WWW.ODYSSEYHEIGHTS.CA**  
**APPLY@ODYSSEYHEIGHTS.CA**