THE ELEMENT

HIGH SCHOOL GRADES 7 - 12

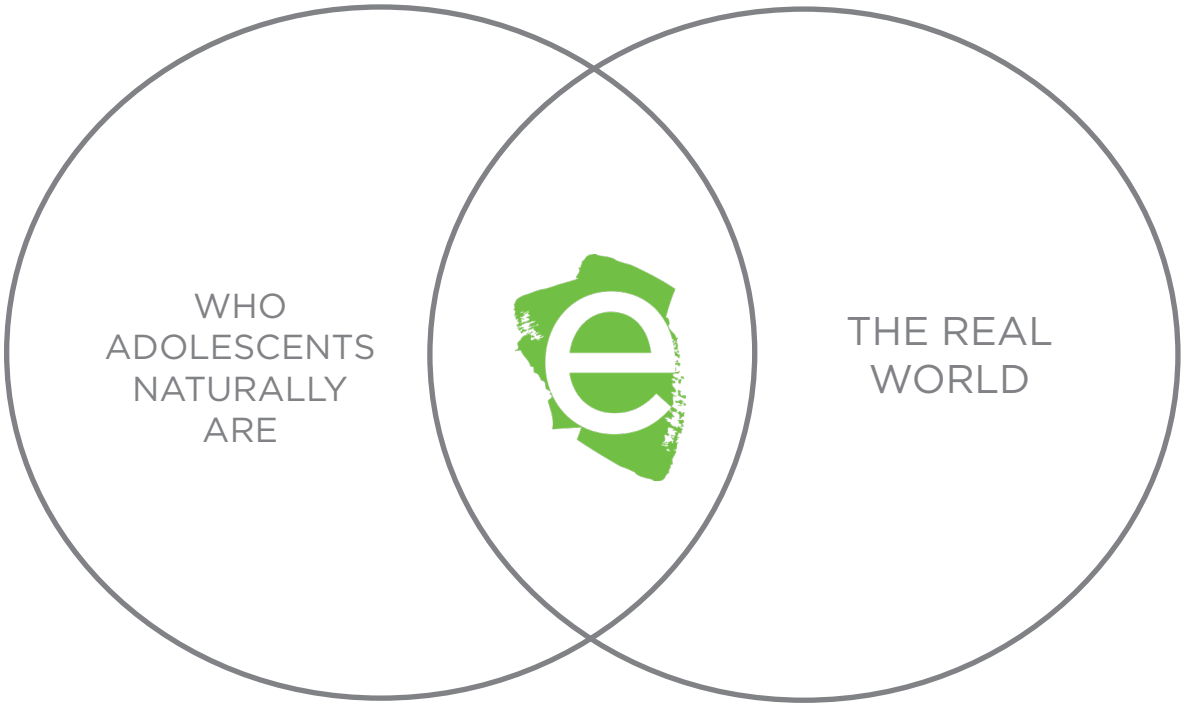
Supporting inquisitive, passionate youth in search of their element

Vision

Supporting inquisitive, passionate youth in search of their element.

Our Program

The Element's programs and support mechanisms find the intersection of youth's developmental characteristics and the requirements of the adult world, thus creating the focused engagement that naturally leads to personal excellence.



e¹ *Grade 7 & 8*

e² *Grade 9 & 10*

Odyssey Trip

Your First Element Cooking Experience

School Dramatic Arts Production

Start Your Own Business; in Entrepreneurship Class

Welcome to e²

Authentic World of Learning (AWOL) Begins

Meet Your Faculty Advisor

Participate in Clubs & Extracurriculars (partnership with GNAG)

Collaborate with Peers during Independent Work Periods (IWP)

Tuesday to Thursday Student-made Lunches Begin

Ongoing Practice of Self-Reflection

The Urban Adventure

Grade 11 & 12

Skills Development and Leadership Techniques

Exams and Summative Projects

Understanding Themselves as Learners

Student Internships

Electives Taught by Professionals

Community Service Projects Begin

Make a Global Impact through Winterims

The Element High School **Diploma**

Students who know themselves well and are equiped to move into adult life

Montessori Approach
Rigorous Curriculum
Commercial Kitchen and Cooking Program
THE eLement
HIGH SCHOOL GRADES 7-12
Small Class Sizes
Connections With the Real World
425
THE eLement HIGH SCHOOL

Montessori Approach

The Element High School programs remain **authentic to the Montessori Pedgogy** in our practices by:

- Maintaining a high standard of mutual understanding, compassion, and respect for all individuals in our community;
- Consistently providing students with opportunities for choice and freedom within their work;
- Providing students with opportunity to actively engage in our local community of Ottawa through purposeful work and study;
- Recognizing the developmental needs of the adolescent and offering opportunities that foster healthy development;
- Structuring lessons and work in a way that allows students to see connections between themselves and the world they will soon enter as adults.

The Adolescent

The adolescent has a sensitivity for justice and personal dignity. Socially, they identify strongly with their peer group and they question rules and beliefs that they previously simply accepted.

Peer relationships and a sense of belonging are of the utmost importance.

Adolescents need to see themselves as having value in their community for what they can do.

Physically, the adolescent body is changing while their brain is undergoing some of the most significant restructuring in a person's life. For this reason, adolescents have boundless energy and an astonishing capacity for work but are also prone to periods of lethargy.

This is an age of strong emotions and **emotional vulnerability.** Adolescents are very critical of themselves and others.

Intellectually, adolescents are capable of very mature thought if it is framed within a social context that speaks to their emotional and social tendencies. In these circumstances, they have the capacity to think in abstract and complex ways, and to analyze and discuss.

Unique Attributes

Faculty Advisors

A faculty advisor is assigned to each student and will mentor the student through his or her time at The Element. The advisor is there to liaise with all the other teachers, and provide the student with the degree of direction, restriction and freedom that will not only result in success but also in growth towards independent responsibility. Students meet with their advisors on a regular basis to discuss their success and also strategies to help them mitigate any challenges.

While multi-age grouping, independent work periods and the prepared environment are important tools; it is the faculty advisor who makes these methods truly meet the needs of the students.

Beyond the teacher's critical role in the classroom, there is a larger network of people – fellow students, parents and community, who also affect the student's school experience. The Element High School seeks diversity in its enrolment, believing that a student benefits from learning with students of various backgrounds, learning styles and inherent abilities. The Element opens its doors to parents and the community, believing that everyone has something to share as well as something to learn. Children need adults to expose them to the possibilities of their lives. They need ideas and models. They need real-world applications of classroom learning. They need companionship along the way. The Element is committed to forging meaningful and productive relationships between the students, parent, school and community.

Unique Attributes

Independent Work Periods (IWP)

Independent Work Periods are an important component of The Element's program that happen several times throughout the weekly schedule. IWP is a tool to help our students to develop both their own time management skills and their self-advocacy skills. There is a clear expectation that the students are working during IWP but which project they choose to work on is up to them. For those who need support to know what to work on, directing them to their agenda often helps them to recognize the work that is before them and also reinforces the use of their agenda as an important time management tool. Often, but not always, the amount of homework that the students have is closely related to how effectively and efficiently they use their IWP, an interesting point for self-reflection that can be the catalyst for change.

Teachers are available to the students during IWP, which provides the students with the opportunity to recognize any support they need and seek out that support, an important life skill. For those who are developing their self-advocacy skills, IWP provides the teacher with a time to seek out the students who they feel need further support or clarifications and to provide individual and small group instruction. While a group of adolescents can certainly be loud, there is often an inspiring buzz in the room as our adolescents love to collaborate with one another.

e[1] Program

Grades 7 - 8

Fostering **educational engagement** through **authentic** and **relevant** study.

The Element High School's e[1] program is academically rigorous with an emphasis on skill development and an interdisciplinary approach to learning.

Program highlights include a rigorous academic program, lunch cooked by students three times a week (including meal planning, recipe sourcing, and grocery shopping), a community theatrical production, an entrepreneurship program, and dedicated time for self-reflection and faculty assessment.

Moral & Social Development

Cooking
Students are responsible for planning a meal, sourcing recipes and grocery shopping in order to provide the class community with a nutritional meal three times a week. Students carry out the entire preparation, service and clean up of the meal.

Business (Entrepreneurship)
Each year students are introduced to concepts of entrepreneurship, production and exchange so that they may develop a small business. Students become responsible for all aspects of their business and through this they find countless opportunities for learning.

"All work is noble, the only ignoble thing is to live without work."
- Maria Montessori

Community Meetings
Weekly meetings provide students with the opportunity to review what the group achieved in the previous week. "Thank yous" are expressed and favourite moments are reflected upon. This is also an opportunity wherein the students can identify any needs of the community and then arrive at agreed upon solutions.

Community Service
Students work with the faculty to find appropriate community service opportunities, such as harvesting crops for the Ottawa Food Bank.

Two Year Program

A student of The Element High School works in a classroom with students of different ages. This multi-age grouping has several advantages: it enhances socialization; allows the students to teach and learn from each other; facilitates the teacher's concentration on individual rather than grade level norms; allows the teacher to make fuller use of the knowledge he/she gathers during the student's time in the classroom; provides a community for the student; and fosters the development of a community dynamic in the classroom.

Academically, the program is rigorous, involving students in accurate self-assessment and individualized goal setting that emphasizes challenge, achievement, and accountability. The curriculum is interdisciplinary, centered on topics that have personal and societal relevance.

The Ontario Curriculum is often exceeded and there is a strong emphasis on skill development (research, writing skills, project writing, oral communication, problem-solving, studying and test taking).

French as a Second Language is a strong core component of the program, integrated into ongoing humanities studies. Opportunities are provided to explore a variety of creative arts. Experts in the field are invited into the class as part of the integrated curriculum.

Students have freedom to select research project topics that are important to them individually. Each day there are also periods of focused freedom (IWP) to allow the students to independently prioritize their work and manage it, with the support of their advisor.

Odyssey Trip

Each e[1] school year begins with a guided 'Odyssey' trip, taking the e[1] community away from the school and onto the land for between six to nine days. Each year has a different Odyssey trip so that the experience is new for both returning and new students.

Each Odyssey adventure sets the tone for what is to come in the classroom and is a key learning and bonding experience that students cherish for a lifetime.

This trip allows students to physically and mentally challenge themselves, in a safe way, as they bond together as the e[1] community.

Through concrete experience the trips introduce students to the physical geography that forms our land, the experiences of those who lived, explored and developed our country, and the reality of life for Canadians in different communities than their own.

The Odyssey trip informs and animates the academics throughout the year once the students return to the classroom.

e[1] Schedule

e[1] Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 a.m.	Math	FSL	Math	Phys. Ed.	Community Meeting 9:15 IWP/Advisor Meeting
10:00 a.m.	Humanities		FSL	Math	FSL
11:00 a.m.	Guitar in Small Groups	Cooking/IWP	Cooking/IWP	Cooking/IWP	Literature
12:00 p.m.	Lunch				
12:30 p.m.	Recess & Outdoor Activity				
1:15 p.m.	Skills	Science	Humanities	Science	Entrepreneurship
2:15 p.m.	Phys. Ed.				
3:35 p.m.	Tasks				
3:45 p.m.	Dismissal				

e[1] Schedule

e[1] Plan Of Study By Session

	SESSION 1	SESSION 2	SESSION 3	SESSION 4	SESSION 5	SESSION 6
	Sept. 18 –Oct. 27 (6 weeks)	Oct. 30 – Dec. 8 (6 weeks)	Dec. 11 – Feb. 2 (6 week)	Feb. 5 – Mar. 9 (5 weeks)	Mar. 26 - May 4 (6 weeks)	May 7 – June 22 (7 weeks)
Humanities & Language	Age of Explorers	Asia	Sustainability	**Drama**	Responsibility & Freedom	City Study
Literature	Graphic Novel	Novel Study	Short Stories		Media Studies	Novel Study
Sciences	Solutions (Chemistry)	Energy (Physics)	Scientific Investigation		Structures & Stability (Engineering)	Pond Study (Biology)
FSL	Âges des explorateurs	Asie	Étude d'un roman		Bulletin de nouvelles	L'art dans la ville
Math	On-going throughout the year					
Entrepreneurship	On-going throughout the year					

e^2 Program

Grades 9 - 12

The e^2 program provides optimal conditions for independence and engagement.

Meetings with the student's advisor throughout the year provide consistent support and opportunities for self-reflection and skill development. Together, students and advisor set goals and monitor progress.

The Element High School students participate in regular student governance meetings to address broad school topics of organization, expectations and discipline.

The Senior Adolescent

- Ages 15 - 18
- Seeks independence through real work and adult roles
- Searches for their life's work
- Engaged in the larger social community
- Desires to be recognized for their individual contribution
- Works for the greater good of the real world

The older adolescent seeks real opportunities for valorization; that is to feel capable of succeeding in life by their own merit. They know that they can make a difference and they are eager to figure out how to use their talents and passion for a purpose that is important.

During ages 15 - 18 there is a marked decrease in the need for group recognition and peer company in all activities. The older adolescent is ready to be recognized for his or her unique andindividual contribution to the world. Therefore, older adolescents are most deeply engaged in experiences that allow them to belong to something bigger than themselves, beyond their previously established community.

Older adolescents want to be assessed at a professional level and treated with adult-like respect.

Inside The Classroom

Faculty provides support for students informally on a daily basis and through weekly small group advisor meetings.

A variety of courses in each discipline are available for e^2 students. If a student is interested in taking another course, solutions will be developed in order to accommodate his or her interests.

Our spaces support an innovative high school education that maximizes youth's intellect, energy, and growth.

There are a variety of learning commons rooms – spaces where lessons can be given to individuals, small groups or a larger class. There are quiet break-out rooms for groups or independent study, as well as a commercial kitchen for students to prepare lunches for their class, an art/design studio and a science lab. Technology, reference books and materials are readily available throughout these spaces.

Assessments for, of and as learning are given regularly and in a timely fashion to provide students with meaningful feedback that enables them to self-reflect, incorporate suggestions and see a progression in their skills. The student's advisor serves as a mentor to help the student make reflections and incorporate strategies from the evaluations they receive across their courses. As adolescents strive to become independent, it is through reflections on the evaluations and feedback they receive that they come to understand themselves as learners and recognize the strategies that help them to access the content more deeply.

Urban Adventure

The Urban Adventure Trip is an overnight trip that is planned and executed by the Grade 9 and 10 students at the beginning of the school year and takes them to a location outside of Ottawa.

While also acting as a community building activity, the trip provides an opportunity to immerse the students in real world planning, teamwork and organizational skills.

The students are given a budget and specific curriculum expectations. Each of the curriculum expectations must be met on the trip, but how they are met is up to the students as they plan and form the itinerary for the trip.

The students are responsible for planning all aspects of the trip including transportation, food and activities, while remaining within budget.

The e^2 faculty accompany the students on the trip and are there to ensure the students' safety but also create the space for the students to lead and problem solve through any challenges that arise.

AWOL

Authentic World of Learning

The AWOL Program at The Element High School provides students with real-world learning opportunities on Wednesday afternoons.

Grade 9 and 10

Students leave the school to take part in authentic activities in their community. In Grades 9 and 10, AWOL placements are arranged by teachers and include activities such as community service work; visits to museums, galleries, or historic sites; taking part in Take Our Kids to Work Day; field work; or visits to post-secondary institutions. AWOL placements are related to students' work in specific courses. They extend student learning by exposing them to real-world, complex problems and their solutions, while also helping them to develop transferable skills.

Grade 11 and 12

For Grade 11 students, AWOL time is broken up into 3 sections and provides them with the experience of planning and executing an international community service trip as well as financial literacy through fundraising and individual employment. The third component of the AWOL program will enable our students to do a placement at a local business of their choosing or a community service project that has personal meaning to them.

While AWOL in Grades 9 and 10 is done as a group, in Grade 11 our students have the opportunity to follow their individual interests for their placements.

e² Schedule

Sample Schedule (Grade 9)					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
8:45 - 9:00 a.m.	FSL	Math (8:45-09:45)	Geography	Integrated Arts	Phys. Ed (8:45-10:15)
9:00 - 9:15 a.m.					
9:15 - 9:30 a.m.					
9:30 - 9:45 a.m.					
9:45 - 10:00 a.m.					
10:00 - 10:15 a.m.	IWP (FSL) (10:00-10:30)	Science (9:45-10:45)	Geography (IWP)	Community Meeting (10:00-10:30)	English (IWP) (10:15-10:45)
10:15 - 10:30 a.m.					
10:30 - 10:45 a.m.					
10:45 - 11:00 a.m.	Phys. Ed (10:30-12:00)	Geography	Math	FSL (10:30-11:30) Community Mtg. (11:30-12:00)	Science
11:00 - 11:15 a.m.					
11:15 - 11:30 a.m.					
11:30 - 11:45 a.m.					
11:45 a.m. - 12:00 p.m.					
12:00 - 12:15 p.m.	Lunch	Lunch	Lunch	Lunch	Lunch
12:15 - 12:30 p.m.					
12:30 - 12:45 p.m.					
12:45 - 1:00 p.m.					
1:00 - 1:15 p.m.					
1:15 - 1:30 p.m.	English	Integrated Arts	AWOL	Integrated Arts	Math
1:30 - 1:45 p.m.					
1:45 - 2:00 p.m.					
2:00 - 2:15 p.m.					
2:15 - 2:30 p.m.	English (IWP)	English (IWP)		Integrated Arts (IWP)	Integrated Arts (IWP)
2:30 - 2:45 p.m.					
2:45 - 3:00 p.m.	Science	English		Integrated Arts	Integrated Arts
3:00 - 3:15 p.m.					
3:15 - 3:30 p.m.					
3:30 - 3:45 p.m.					

At The Element High School, some of our courses are semestered and others run as full year courses. Many of the core courses lend themselves better to the frequent and ongoing format that a full year course provides. Other courses lend themselves better to a more concentrated study that enables our students to undertake more focussed and in-depth work. This also enables us to make use of professionals who work in the field and who are thereby able to provide our students with a deeper and more applied exploration of the content.

Course Offerings

e2 courses	Grade		
	9	10	11
Integrated Arts *(Open)*	compulsory		
Introduction to Business *(Open)*	elective		
English *(Academic, University)*	compulsory	compulsory	compulsory
Math *(Academic, University)*	compulsory	compulsory	compulsory
Science *(Academic)*	compulsory	compulsory	
Geography *(Academic)*	compulsory		
French as a Second Language *(Academic/University)*	compulsory	elective	elective
Physical Education *(Open)*	compulsory	elective	
Media Arts *(Open)*		elective	
Computer Studies *(Open)*		elective	
Careers and Civics *(Open)*		compulsory	
Canadian History *(Academic)*		compulsory	
Biology *(University)*			elective
Chemistry *(University)*			elective
Physics *(University)*			elective
Intro to Anth., Psych., Soc. *(University)*			elective
World History *(University/College)*			elective
Food and Culture *(University/College)*			elective
Digital Print and Web Design *(Open)*			elective

A maximum of 8 credits can be taken in a year. Electives may vary by year based on student interest. Courses lead to the OSSD.

The electives that comprise The Element diploma are chosen to provide our students with a variety of courses across all disciplines: science, humanities, math, physical education, business, and the arts. Some of our electives courses are taught by experts who work in the field thereby providing students with a practical and in-depth experience as well as first hand exposure to a variety of vocations.

The Arts

The arts are a critical venue for adolescents to process their experiences and development.

Adolescents are highly expressive when provided a safe environment and professional mentors.

At The Element, a variety of arts are available to the students based on their interests - visual arts, music, drama, dance etc.

The Element has a dedicated Art/Design Studio. Creativity is encouraged in all of the students' work and many of their independent research projects incorporate an artistic component.

Experts are brought in to work with our students and provide them with tips and techniques to foster the development of their artistic talents.

Athletics

The Element High School delivers unique programming while meeting the required number of physical education secondary school credits.

Not only do the students participate in team sports, they also have opportunities to explore active outdoor pursuits to support individual life-long fitness. The Element program encourages daily physical activity.

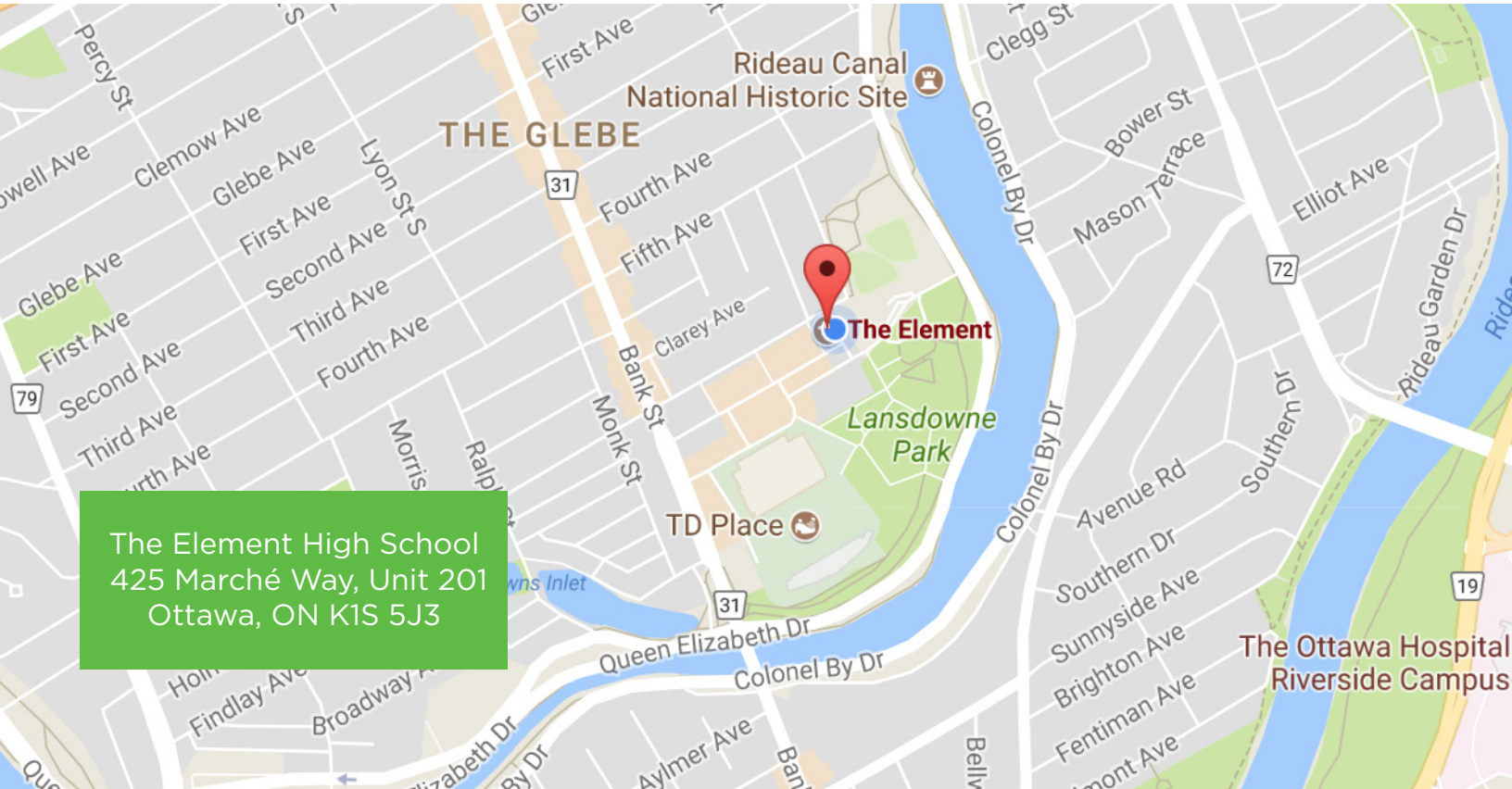
Extra-curricular activities are community-building and are an important part of a high school experience. Opportunities for extra-curricular athletics at The Element are focused on the students' interests.

The Element's membership in high school athletic associations provides opportunities for inter-scholastic competitions.

Individual sports can be pursued with other interested peers at The Element or accommodated through community sports clubs.

Our Location

Located in the dynamic Lansdowne Park, we have easy access to the basketball courts/ice skating rink, the skateboard park and open green spaces as well as the local ball diamonds. The Lansdowne area also has an enormous number of community and business resources within walking distance, which will further enrich The Element's programs. The public library is just across the canal, as well as a venue for weekly lunch-time concerts. Our building is towards the back of the complex, immediately beside the Horticultural Building and across from the Aberdeen Pavilion.



The Element High School
425 Marché Way, Unit 201
Ottawa, ON K1S 5J3

Admission Process

1 INTRODUCTION TO THE ELEMENT

Tour of the school and meeting with the Director.

2 SUBMIT STUDENT INFORMATION

Fill out a Student Visit and Interest Form and provide the student's two most recent report cards.

3 STUDENT VISIT DAY

The Director of The Element High School will be in touch to arrange a date for your student to visit and shadow The Element Students. At the end of the day, you will meet with one of the faculty for a debrief and discussion.

4 APPLY TO THE ELEMENT HIGH SCHOOL

Return the Application Form with $200 deposit and Teacher Reference Form.

5 OFFER OF ADMISSIONS AND CONTRACT

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HIGH SCHOOL GRADES 7 - 12

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