



Course Calendar 2017 – 2018

Grades 9 – 12

LETTER FROM THE PRINCIPAL

February 21st, 2017

Dear Linden Students and Families,

Welcome to the 2017-18 Linden Course Calendar. Together, you are invited to explore the range of courses for next year, including some very special first time offerings. Linden remains a uniquely small and supportive academic community able to make available courses in the humanities, the arts, physical education, mathematics and sciences.

Courses listed in the booklet are described using Ontario Ministry of Education Curriculum Guidelines and course codes. We are proud that courses at Linden go well beyond Ministry standards to include high academic expectations, enriched learning opportunities and the values embraced in our mission. Our students have valuable opportunities to explore issues of inclusion, equity, and justice within the Ontario Curriculum framework. Our commitment to feminist pedagogy ensures that our students take ownership of their learning experiences, and learn the value of critical thinking and intellectual risk.

This calendar includes clear guidelines about the compulsory courses at every level, specific dates for making the decision to drop or add courses, and information about the necessary pre-requisites for taking upper level courses. We encourage you to read through the information with your families particularly as you begin to plan for university and beyond. Don't forget that there are numerous co-curricular opportunities offered at Linden—so careful and balanced planning is essential, particularly in Grade 11 and 12 when the academic workload increases. For many important reasons, including preparation for university and for the application process, we strongly encourage our senior students to take on co-curricular leadership opportunities both in and outside of school. Though we urge students to complete the mandatory community service hours by the end of Grade 11, Grade 12 students should be ready and prepared to take on leadership roles in the final year at Linden. Grade 12 students should also plan to attend as many university Open House events as possible and to take note of information posted on the guidance bulletin board.

All students are encouraged to complete the educational planner found at the end of this calendar with the help of your parents or guardians, and faculty at Linden. Consider different options by running through different scenarios for future plans. Ask clarifying questions, be clear about pre-requisites and also consider additional courses you may want to take in different areas of interest. We look forward to supporting each of you with the next steps of your educational journeys.

Thank you.

Janice Gladstone
Principal

SCHOOL MISSION & VALUES

THE LINDEN SCHOOL IS A SOCIALLY PROGRESSIVE COMMUNITY WHERE INNOVATIVE BEST PRACTICES IN GIRLS' EDUCATION PROMOTE AND STRENGTHEN STUDENT VOICE, WELL-BEING, ACADEMIC EXCELLENCE, AND GLOBAL ENGAGEMENT.

Our Values

Inclusivity: We support a genuinely student-driven culture; students are empowered to actively seize leadership opportunities and confidently contribute to the making of our academic and social community.

Diversity: We work within an anti-oppression framework by approaching the curriculum from multiple perspectives; our academic inquiry includes equity and social justice issues from feminist and anti-racist viewpoints.

Intellectual Risk: We support respectful dissent and encourage an enthusiasm for inquiry and interdisciplinary exploration; we challenge ourselves and others through independent thinking, well-informed opinions, and critical debate.

Specifically, the school goals for 2017-2018 are:

Curriculum

- To adhere to and enrich the suggestions and program requirements as outlined by the Ministry of Education and Training of Ontario (MET) in *Ontario Schools—Kindergarten to Grade 12: Policy and Program Requirements, 2011 (OS)* including recent ministry updates.
- To teach and foster resourcefulness, adaptability and creativity in learning and in living.
- To include the interactions of women and girls with their world in the curriculum; to ensure that the curriculum provides for each girl and young woman; to provide not only a window to the “real world” in which she will be an active participant, but also a mirror of her own experience and the experience of other girls and women.

Program

- To provide opportunities for girls and young women to discover, develop and appreciate their intellectual, athletic, artistic and personal potential—and to help them to achieve a successful outcome from the secondary school experience.

Community and Society

- To involve each of the constituents of The Linden School in the **community of learners** through projects of common learning that support the mission of The Linden School.
- To teach and to nurture **commitment to social justice**, recognizing that a diverse faculty and student body gives the richest educational experience. Young women live in a world in which racism, sexism, classism, heterosexism and other forms of discrimination exist. The Linden School's primary challenge is to empower its students to make a difference in the world.
- To enable our students to be actively involved in their community, and to heighten their awareness of global concerns.
- To develop respect for the environment, and to act in accord with our commitment to the wise and careful use of resources.

STUDENT RECORDS

ONTARIO STUDENT RECORD (O.S.R.)

The O.S.R. is an official record of a student's cumulative progress through the school system. It contains the Ontario Student Transcript and report cards. Access to this information may be obtained at the request of either the student or the parent. Please note that a principal must be present while students and/or parents and guardians are viewing the contents of the O.S.R.

ONTARIO STUDENT TRANSCRIPT (OST)

The Ontario Student Transcript (OST) is a record of the courses that a student has successfully completed towards fulfillment of the requirements for the graduation diploma. One credit is granted in recognition of the successful completion of a course for which a minimum of 110 hours of instruction has been scheduled. All courses and grades are individually recorded on the student's Ontario Student Transcript.

The transcript, which is part of the Ontario Student Record (OSR), will include the following information:

- the student's achievement in Grades 9 and 10, with percentage grades earned and credits gained for successfully completed credit courses
- a list of all Grade 11 and 12 courses taken or attempted by the student, with the percentage grades earned and the credits gained (students repeating a course for which they have already earned a credit will earn only one credit for the completion of that course)
- identification of any course that has been substituted for one that is a diploma requirement
- confirmation that the student has completed the community involvement requirement
- the student's final result on the provincial secondary school literacy test
- an indication of any extraordinary circumstances affecting the student's achievement in a Grade 11 or 12 course.

FULL DISCLOSURE AND COURSE CHANGES

Grade 9 and 10 courses and grades are individually recorded on the student's Ontario Student Transcript. The OST will also show all course attempts and their results for Grade 11 and 12 courses. Parents and students over 18 may ask the principals to use a special indicator to denote extraordinary circumstances for failures/withdrawals in Grade 11 and 12 courses.

Important:

- The deadline for dropping a full-year course without it appearing on the OST will be **five regular school days after the commencement of the second term.**
- A student cannot add any full-year courses after **October 16th, 2017.**
- Students wishing to change courses after the Course Option Sheets have been handed in must do so in consultation with a parent/guardian, the subject teacher, the guidance counselor and with final approval by the principal.
- **ANY change to a student's courses after the first day of school MUST be submitted in writing to the guidance counselor with a parent or guardian signature and the date of the request.**

ROYAL CONSERVATORY OF MUSIC CERTIFICATES

These certificates are accepted as academic level credits towards the Ontario Secondary School Diploma as follows:

Level 7 Practical + Level 6 or 7 Theory = Grade 11 Credit

Level 8 Practical + Level 8 Theory = Grade 12 Credit

The original certificates must be brought to one of the principals, so that the credit may be entered on the student transcript.

REPORTING PROCESS

The Linden School issues Report Cards each year according to the following schedule:

October: An interim Report Card is issued which is used to alert students and parents to a potential concern and to acknowledge students' early achievements.

October: Faculty-Family conferences

December: A full Report Card is issued with term percents, anecdotal comments on student progress toward achieving the expectations of each course, learning skills assessment, attendance to date, and co-curricular participation.

January: Faculty-Family conferences

March: A progress report is issued with term percents, attendance to date, co-curricular participation, and anecdotal comments on student progress toward achieving the learning skills of each course. The focus on learning skills in this report is to support a more holistic approach to the learning process.

June: A full Report Card is issued with term percents, anecdotal comments on student progress toward achieving the expectations of each course, learning skills assessment, attendance to date, and co-curricular participation.

Note: Early Learners (JK, SK, 1) have a specialized reporting process.

THE STANDARDS FOR HIGH SCHOOL

The Ontario Secondary School Diploma (OSSD) may be awarded on the successful completion of a specific program of 30 credits (18 of which are compulsory) over four years. Students are required to remain in secondary school until the age of 18 or until they have received an Ontario Secondary School Diploma (OSSD).

DIPLOMA REQUIREMENTS

The diploma requirements for students consist of a minimum of 30 credits, distributed as follows:

Compulsory Subjects (total of 18)

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

Plus one credit from each of the following groups:

Group 1: 1 additional English credit (including the Ontario Secondary School Literacy Course), or French as a second language, or a Native language*, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education

Group 2: 1 additional credit in French as a second language, or in health and physical education, or the arts, or business studies, or cooperative education

Group 3: 1 additional credit in French as a second language, or science (Grade 11 or 12), or technological education, or computer studies, or cooperative education

In addition to the compulsory credits, students must complete:

- 12 optional credits
- At least 40 hours of community involvement activities
- The provincial literacy requirement (see page 9)

DEFINITION OF A CREDIT: A full credit course requires a minimum of 110 scheduled hours. A half-credit course requires a minimum of 55 scheduled hours.

TYPES OF COURSES

- Courses in Grades 9 and 10 are divided into three types: Academic, Applied, and Open.
- Courses in Grades 11 and 12 are divided into five types: “Workplace preparation” courses, “College preparation” courses, “University preparation” courses, “University/College preparation” courses, and “Open” courses.
- There are also “transfer” courses for students moving from one type of course to another at the senior level.

NOTES

- The Linden School offers courses at the Academic and Open levels in Grades 9 and 10. In Grades 11 and 12, University Preparation, University/College and Open courses are offered. In many cases there will be possible exceptions for students with special programming needs. The courses at The Linden School have been developed according to the requirements of the Ontario Ministry of Education. Detailed courses of study are available at the school for your perusal. Course outlines are provided to parents during Curriculum Night in early September each year, and are provided to students at the commencement of the course.
- The Ontario Secondary School Literacy Course may be used to meet either the grade 11 or the grade 12 English compulsory credit requirement.
- The grade 11 contemporary Aboriginal voices course* may be used to meet the grade 11 English compulsory credit requirement.
- For English language learners, up to 3 compulsory credits may be earned in English as a second language or English literacy development; the fourth credit must be earned through a grade 12 compulsory English course.
- Students who have taken Native languages* instead of French in elementary school may use a level 1 or level 2 Native language course to meet the French as a second language compulsory credit requirement.
- The grade 9 expressing Aboriginal cultures course* may be used to meet the compulsory credit requirement in the arts.

Grades 9 and 10

Academic courses focus on the essential concepts of the discipline and also explore related concepts. Academic courses develop students’ knowledge and skills by emphasizing theoretical, abstract applications of essential concepts and incorporating practical applications as appropriate.

Open courses in Grades 9 and 10 are offered in all subjects other than those offered as academic and applied. (For example, open courses are offered in visual arts, music, and health and physical education, but not in English, mathematics, science, French as a second language, history, or geography.) An open course comprises a set of expectations that is suitable for all students at a given grade level.

Grades 11 and 12

University Preparation (ending with “U” eg, ENG4U) courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. The range of courses offered and the content of these courses will allow students to prepare for university programs and related careers. Teaching and learning emphasizes theoretical aspects of the course content but will also include concrete applications. All university preparation courses are based on rigorous provincial curriculum expectations and emphasize the development of both independent research skills and independent learning skills. Students will also be required to demonstrate that they have developed these skills.

University/College (ending with “M” eg, ADA4M) courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs. The range of courses offered and the content of these courses will allow students to prepare for college and university programs and related careers. Teaching and learning emphasizes both theoretical aspects and related concrete applications of the course content. All university/college preparation courses are based on rigorous provincial curriculum expectations and emphasize the development of both independent research skills and independent learning skills. Students will also be required to demonstrate that they have developed these skills.

Open (ending with “O” eg, PPL4O) courses allow students to broaden their knowledge and skills in a particular subject that may or may not be directly related to their postsecondary goals, but that reflects their interests. These courses are appropriate for all students, regardless of their intended postsecondary destination. These courses are designed to provide students with a broad educational base and to equip them for active and rewarding participation in society. They are not designed with the specific requirements of university or college programs or the workplace in mind.

COURSE CODES

Each high school course is identified by a five-character “code”.

For Grades 9 and 10

Example: ENG2D

- The first three characters refer to the subject and specific area, i.e. English
- The fourth character refers to the grade level, i.e. Year 2 of High School or Grade 10
- The fifth character refers to the type of course as outlined below:
D = academic; P = applied; O = open.

For Grades 11 and 12

Example: ENG3U

- The first three characters refer to the subject and specific area, i.e. English
- The fourth character refers to the grade level, i.e. Year 3 of High School or Grade 11
- The fifth character refers to the type of course as outlined below:
U = university; M = university/college; O = open.

GRADE 10 TEST OF READING AND WRITING (ONTARIO LITERACY TEST)

All students must successfully complete the Ontario Secondary School Literacy Test (OSSLT) in order to earn a secondary school diploma. Students will take the literacy test when they are in Grade 10. The test will be based on the Ontario curriculum expectations for language and communication – particularly reading and writing – up

to and including Grade 9. English as a Second Language students will take the test only when they have reached an equivalent level in their language studies. Accommodation will be made for students with special needs, as required.

The test will serve both to determine whether students have acquired the reading and writing skills considered essential for literacy, and to provide confirmation that those students who have completed the test successfully have attained the provincial expectations for literacy. The test will identify those students who have not demonstrated the required skills and will identify areas in which these students need remediation.

Students not successful on their first attempt may re-write the test on a date determined by the EQAO (Education Quality and Accountability Office). Remedial help will be provided to prepare them for a successful re-testing. Once the test has been successfully completed, it may not be re-taken. Successful completion of the test will be entered on the student's Ontario Student Transcript.

For any student who is unsuccessful on the OSSLT, The Linden School will offer the Ontario Secondary School Literacy Course (OSSLC) as an alternative means of demonstrating her literacy skills. At a principal's discretion, students may be enrolled in the OSSLC without having failed the OSSLT twice. For students in grade 12 who have not successfully completed either the OSSLT or the OSSLC, through no fault of their own, and due to unforeseen circumstances, an adjudication process will enable them to obtain their graduation literacy requirement. The application form for adjudication can be located at:

http://cal2.edu.gov.on.ca/march2010/LiteracyGraduationRequirement_OSS.pdf

COMMUNITY SERVICE

The Linden School has always expected each student to commit herself to participating in community service, beyond the 40-hour provincial requirement (this includes in-school and out-of-school service) by graduation. All students are **required** to complete a minimum of 40 hours of mandatory community involvement in order to receive the OSSD. **We recommend that students aim to complete a minimum of 100 hours of community service during high school.** Students, in collaboration with their parents, will decide how they will complete the community involvement requirement. They may use their Annual Education Plan to identify possible activities they might undertake.

Community involvement activities may take place in a variety of settings, including businesses, not-for-profit organizations, public sector institutions (including hospitals), and informal settings. Students may not fulfill the requirement through activities that are counted towards a credit (cooperative education and work experience, for example), through paid work, or by assuming duties normally performed by a paid employee.

The requirement is to be completed outside students' normal instructional hours – that is, the activities are to take place in students' designated lunch hours, after school, on weekends, or during school holidays.

Students will maintain and provide a record of their community involvement activities. The organizations or persons supervising the activities must confirm completion of the required 40 hours. The student must submit documentation attesting to the completion of each activity to the school. This documentation must include for each activity the name of the person or organization receiving the service, the activity performed, the dates and hours, the signatures of the student and her parents, and a signed acknowledgement by the person (or a representative of the organization) involved. Upon completion, it will be entered on the student's Ontario Student Transcript. **Detailed information is outlined in the *Community Service Diploma Requirements: Information for Linden Parents and Students Booklet.***

***For Grade 8 students who are eager to complete their secondary school diploma requirement in community service, reach ahead opportunities are available in consultation with the guidance counsellor.**

TRANSFER COURSES

Students who wish to transfer from M to U courses during the first term may do so if they have:

- a) Demonstrated consistent need for enrichment and been exceeding expectations (i.e.: level 4- and above consistently throughout the achievement categories) or
- b) Written permission of faculty involved, parents, and Tara (please use the drop/add form available in the guidance office)
- c) Final approval of principals

Course transfers will be approved on a case by case basis and some exceptions may apply. The deadline for course transfer is two weeks after the commencement of classes.

SUBSTITUTIONS FOR COMPULSORY COURSES

In order to allow flexibility in designing a student's program, and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory credit courses, using courses from the remaining courses offered by the school that meet the requirements for compulsory credits. To meet the needs of each and every student, the principals may replace up to three of these courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements. In all cases, however, the sum of compulsory and optional credits will not be less than 30 for students aiming to earn the Ontario Secondary School Diploma. Substitutions will only be made to promote and enhance student learning or to meet special needs and interests.

The decision to make a substitution for a student will be made only if the student's educational interests are best served by such substitution. If a parent requests a substitution, the principals will determine whether or not a substitution should be made. The principals will make their decision in consultation with the guidance counselor. Each substitution will be noted on the student's Ontario Student Transcript.

OPPORTUNITIES FOR INDEPENDENT STUDY

Students are encouraged to choose courses towards the OSSD from the selection offered by The Linden School. However, students wishing to take courses not offered by Linden may pursue independent study by enrolling in courses offered by the Independent Learning Centre. It should be noted here that successful completion of an independent study course requires a high level of discipline and maturity. **Students will be discouraged from enrolling in such courses unless they have demonstrated these qualities in previous academic work.**

A student who wishes to apply for independent study should notify guidance staff by June 1 of the previous school year. Applications must be **made no later than the first school week in September** if the student intends to complete the course by January 31, or **no later than the first school week in February** if the student intends to complete the course by June 30. Signed permission from a parent/guardian is required. There are separate fees for these courses.

ACCOMMODATIONS, SPECIAL PROVISIONS, DEFERRALS AND EXEMPTIONS

The Linden School will make accommodations, when appropriate, to promote student learning in consultation with educational psychologists, teachers, parents, students, and the guidance counselor. The creation of an Individual Education Plan (IEP) will take into account the recommendations of educational psychologists, but might not include all of the accommodations recommended. The Linden School does **not** offer a modified program. The IEP will be discussed with parents and students upon registration and once annually thereafter. Parents are expected to sign and return the IEP when it is requested in the first month of classes, or after amendments are made to the IEP.

The Linden School does not have an IPRC process (Identification, Placement, and Review Committee), as we do not offer the modifications or accommodations made possible by such committees. Students and parents who request exemptions for compulsory credit courses can be accommodated in consultation with teachers, the guidance counselor, and a principal. These exemptions are made on a case-by-case basis, and only when it is deemed to be in the best interest of the student. The definitions and descriptions of the terms accommodation, modification, and IPRC can be located on the website of the Ontario Ministry of Education at:

<http://edu.gov.on.ca/eng/parents/speced.html>

ADVANCED PLACEMENT COURSES

An AP course is equivalent to a first-year university course, and successful students receive academic credit or advanced standing at participating universities in Canada, the United States, and overseas. Advanced Placement courses are administered by the American College Board and are taught in over 13,000 schools worldwide. AP course offerings will depend on student interest.

The AP examinations are written in May and are graded on a five-point scale:

- 5 – Extremely well qualified
- 4 – Well qualified
- 3 – Qualified
- 2 – Possibly qualified
- 1 – No recommendation

Students may participate in an AP course with the permission of the teacher and the principal. Next year, we are proud to offer AP in biology and Spanish for students who have achieved outstanding results.

For the Advanced Placement Calculus course, students who have achieved outstanding results may join an additional preparatory class beginning in Grade 9 leading to an advanced placement course in calculus in Grade 12. This course consists of a full high school academic year of work in Grade 12 that is comparable with calculus courses taught in universities.

Advanced placement courses will be offered in French in Grade 12 to students who have demonstrated outstanding academic achievement. This may include students with a strong French immersion background or additional French Immersion coursework. Students will require the permission of the teacher and principal.

There are administrative and examination fees for these courses.

ASSESSMENT AND EVALUATION

Students in grades 7-12 at The Linden School are usually required to write an End of Unit Evaluation in core subjects each December. In addition, these students are required to write examinations at the end of the year. It is our belief that in the progress of a course, and at the completion of a course, it is valuable to look back at the total experience and put the information into perspective.

Final exams and/or culminating activities are only one component of the year's final mark. The evaluation in individual courses will reflect the weighting as outlined in specific course guidelines. In all subjects, students will be given numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations (content standards) across all four categories of knowledge and skills (Knowledge and Understanding, Thinking and Investigation, Communication, Application).

All courses from grades 9 – 12 are evaluated using the following breakdown: 70 per cent on the term work and 30 per cent on a culminating activity or final examination or a combination of the two.

PRIOR LEARNING ASSESSMENT AND RECOGNITION

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Where such learning has occurred outside Ontario classrooms, students may have their skills and knowledge evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR). PLAR procedures are carried out under the direction of the principals, who grant credits.

The PLAR process involves two components: “challenge” and equivalency. The “challenge process” refers to the process whereby students’ prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. Assessment instruments for this process must include formal tests (70 per cent of the final mark) and a variety of other assessment strategies appropriate to the particular course (30 per cent of the final mark). Such strategies may include the evaluation of student work, including written assignments and laboratory work, and observation of student performance. Determining equivalency involves the assessment of credentials from other jurisdictions.

Students may only challenge for credit for Grade 10, 11, and 12 courses.

GUIDANCE PROGRAM

The services provided by the school guidance program are designed to meet four major goals:

1. Personal Knowledge and Development
Guidance classes in Grades 7 and 8, small group and personal learning provide opportunities for students to identify and describe their strengths, weaknesses, values, attitudes, expectations and potential.
2. Effective Interpersonal Relationships
Guidance classes in Grades 7 and 8 and personal learning emphasize communication skills, sensitivity to the feelings and needs of others and the development of an understanding of the contribution made possible by the diversity of background and experience.
3. Appropriate Educational Plans
A range of activities will be used to help students to plan an educational program which will enable them to acquire the skills, knowledge and attitudes necessary to reach their educational objectives. In addition, students and parents are encouraged to discuss course options with the guidance counselor.
4. Exploration of Career Alternatives
Interest inventories will be used at the senior level. Small group learning will invite the young women to explore current social and economic conditions and use them to predict future trends in career opportunities. Students will be advised to develop flexibility in their career planning.

WORK EXPERIENCE AND CAREER EDUCATION

As part of the curriculum, students occasionally participate in a job shadowing experience (through Take Your Daughter To Work Day or the career studies course), an experience which gives them an opportunity to spend time with and observe an employee in the workplace. This type of job shadowing allows students who do not yet

have the skills or maturity necessary for hands-on experience to gain a better understanding of jobs which interest them.

In addition, The Linden School hosts an annual Career Day (or an equivalent event), which further exposes students to a range of career options.

SCHOOL SUPPORT SERVICES AND RESOURCES

Extra help sessions are available from individual teachers for remediation and enrichment. The school runs a teacher-supervised Study Hall on most regular school days, from 4 p.m. to 5 p.m. Study Hall will be recommended for students who experience difficulty in completing homework and assignments on time. Students who wish to complete schoolwork in a quiet atmosphere before leaving school may also use Study Hall.

Outside tutorial assistance or peer tutoring may be recommended where appropriate. In these situations, financial arrangements should be made directly between the family and the tutor. Students who are at risk of not passing a course will be counseled, along with their parents, about strategies and options including summer school and credit recovery.

The Linden School also has library and computer lab facilities to assist students in their skill development. In addition, the school's computers are all connected to the Internet. Students may use the computer lab once they and their parents have signed and returned the "Computer and Internet Use" form, which sets out the appropriate use of the school's technological resources.

The Linden School continues to expand the holdings of the Nancy Ruth Library. Books may be signed out for a specified period and fines will be levied for late returns. The library may also be used as a quiet study area during breaks or spares.

Students are also encouraged to use the larger Deer Park neighbourhood library as well as practise their research skills at the Toronto Reference Library.

CO-CURRICULAR ACTIVITIES

Each student must participate in at least one hour of co-curricular activity in each term. A record of each student's participation in and commitment to the extra-curricular program will form a part of each Report Card. This will provide students with a readily accessible reference for summer employment, volunteer work, and university applications.

- **Athletics:** Inter-school athletic activities (volleyball, basketball, ultimate Frisbee, track and field, soccer, rock climbing, and more) are organized throughout the term and notices are posted about these events.
- **Clubs:** A variety of clubs are always available for high school students. In the past, some of these clubs have included the following: French, writers, animal lovers, art, art show committee, boxing, chess, classics, drama, gender/sexuality/inclusivity, health & well-being, improv, math, photography, poetry, science, SOMA (Southern Ontario Model United Nations Assembly), Girls Helping Girls (junior and intermediate), cooking, stage crew, dance, yearbook, yoga. Students are encouraged to develop and lead their own clubs with the support of faculty advisors.
- **Music:** strings, Discovery Through the Arts, guitar, and band/choir.

COURSE DESCRIPTIONS

The courses offered by The Linden School have been developed according to the requirements of the Ontario Ministry of Education and Training and enriched and enhanced in accordance with the Mission Statement of The Linden School. Courses of Study are available in the Principals' office for consultation. Course Outlines are distributed to all parents on Curriculum Evening and are given to students at the beginning of the course.

ARTS

DRAMATIC ARTS - ADA1O

Prerequisite: None

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

DRAMATIC ARTS - ADA2O

Prerequisite: None

This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences.

DRAMATIC ARTS - ADA3M

Prerequisite: ADA1O or ADA2O

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

DRAMATIC ARTS - ADA4M

Prerequisite: ADA3M

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

VISUAL ARTS - AVI1O

Prerequisite: None

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

VISUAL ARTS - AVI2O

Prerequisite: None

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.

VISUAL ARTS - AVI3M

Prerequisite: AVI1O or AVI2O

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

VISUAL ARTS - AVI4M

Prerequisite: AVI3M

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

BUSINESS STUDIES

INTRODUCTION TO INFORMATION TECHNOLOGY IN BUSINESS - BTT1O/2O

Prerequisite: None

This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology.

INTRODUCTION TO BUSINESS- BBI1O/BBI2O

Prerequisite: None

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

BUSINESS LEADERSHIP—MANAGEMENT FUNDAMENTALS – BOH4M

Prerequisite: none

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

CANADIAN AND WORLD STUDIES

GEOGRAPHY OF CANADA - CGC1D

Prerequisite: None

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live.

CANADIAN HISTORY IN THE TWENTIETH CENTURY - CHC2D

Prerequisite: None

This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

CIVICS - CHV2O (0.5 CREDIT)

Prerequisite: None

This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy in local, national, and global contexts, about political reactions to social change, and about political decision-making processes in Canada. They will explore their own and others' ideas about civics questions and learn how to think critically about public issues and react responsibly to them.

UNDERSTANDING CANADIAN LAW - CLU3M

Prerequisite: Grade 10 Canadian History Since World War I, Academic or Applied

This course explores Canadian law with a focus on legal issues that are relevant to people's everyday lives. Students will investigate fundamental legal concepts and processes to gain a practical understanding of Canada's legal system, including the criminal justice system. Students will use critical-thinking, inquiry, and communication skills to develop informed opinions on legal issues and apply this knowledge in a variety of ways and settings, including case analysis, legal research projects, mock trials, and debates.

AMERICAN HISTORY - CHA3U

Prerequisite: CHC2D

This course traces the social, economic, and political development of the United States from colonial times to the present. Students will explore the historical context of key developments that shaped the United States, its identity and culture, and its role in the global community. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating forces in American history.

WORLD GEOGRAPHY: HUMAN PATTERNS AND INTERRACTIONS - CGC4U

Prerequisite: Any grade 11 college/university preparatory course in the social sciences and humanities or grade 11 university preparatory English

This course examines cities around the world and the social, political, cultural, environmental, and economic factors that shape them. Students will study urban structures and systems, the impact of migrations on cities, and the impact of cities on the environment. Students will use geotechnologies and apply geographic concepts and inquiry methods to analyse issues and problems related to urban development and to formulate potential solutions.

SOCIAL SCIENCES AND HUMANITIES

INTRODUCTION TO ANTHROPOLOGY, PSYCHOLOGY AND SOCIOLOGY - HSP3U

Prerequisite: The Grade 10 academic course in English, or the Grade 10 academic history course (Canadian and world studies)

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines.

PHILOSOPHY: THE BIG QUESTIONS – HZB3M

Prerequisite: None.

This course encourages exploration of philosophy's big questions, such as: What is a meaningful life? What separates right from wrong? What constitutes knowledge? What makes something beautiful? What is a just society? Students will develop critical thinking and philosophical reasoning skills as they identify and analyse the responses of philosophers to the big questions and formulate their own responses to them. Students will explore the relevance of philosophical questions to society and to their everyday life. They will develop research and inquiry skills as they investigate various topics in philosophy.

CHALLENGE AND CHANGE IN SOCIETY– HSB4U

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

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

PHILOSOPHY: QUESTIONS AND THEORIES– HZT4U

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

This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics). Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.

CLASSICAL AND INTERNATIONAL LANGUAGES

LATIN - LVLAD

Prerequisite: None

This course introduces students to the achievements of the Classical world through the study of Latin or ancient Greek. Students will learn vocabulary and grammar essential for reading and translating adapted Classical texts. Although English is the language of instruction, students will develop language skills that will enable them to speak and read aloud in the Classical language at a beginner's level. Through a variety of activities, students will explore such aspects of life in the ancient world as trade, commerce, education, entertainment, and social customs. In addition, students will enhance their literacy skills through language study, and will make connections across the curriculum between the Classical world and the world around them.

LATIN - LVLBU

Prerequisite: LVLAD

This course provides students with opportunities to continue their exploration of the achievements of the Classical world through the study of Latin or ancient Greek. Students will continue to expand their vocabulary and refine their grammatical knowledge by reading and translating more complex adapted selections in the Classical language. Although English is the language of instruction, students will further improve their ability to speak the Classical language. Students will explore such diverse aspects of Classical culture as science and technology, geography and the environment, religion, and social customs, while developing their ability to think critically and make connections across the curriculum between the Classical world and the world around them.

LATIN - LVLCU

Prerequisite: LVLBD

This course provides students with opportunities to further develop their knowledge of the rich cultural legacy of the Classical world through the study of Latin or ancient Greek. Students will continue to increase their vocabulary and consolidate their grammatical knowledge by reading and translating a broad selection of adapted and original Classical texts. Although English is the language of instruction, students will continue to develop their proficiency in reading and speaking the Classical language. Students will engage in a variety of activities to strengthen their literacy and research skills and to enhance their ability to make connections between the Classical world and other societies.

SPANISH - LWSAD

Prerequisite: None

This course is designed to enable students to begin to communicate with native speakers of the language of study. Students will use simple language and read age- and language-appropriate passages for different purposes. They will explore aspects of the culture of countries where Spanish is spoken, including social customs and the arts, by participating in cultural events and activities involving both print and technological resources.

SPANISH - LWSBD

Prerequisite: None

This course provides students with the language learning experiences that will enable them to communicate in the language of study. Students will continue to develop and apply their speaking skills in a variety of contexts, and will participate in activities that will improve their reading comprehension and writing skills. They will also continue to explore aspects of the culture of countries where the language under study is spoken by taking part in community-sponsored events and activities involving both print and technological resources.

Although students will continue to expand their vocabulary and repertoire of language structures, the language they will use at this level will still be simple.

SPANISH - LWSCU

Prerequisite: LWSBD

This course offers students opportunities to further develop their knowledge of the international language and to enhance their communication skills. Students will use increasingly sophisticated language in a variety of activities that will enable them to speak and write with clarity and accuracy. Students will also enhance their thinking skills through the critical study of literature, and continue to explore aspects of the culture of countries where the language is spoken through a variety of print and technological resources.

SPANISH - LWSDU

Prerequisite: LWSCU

This course prepares students for university studies in the international language. Students will enhance their ability to use the language with clarity and precision, and will develop the language skills needed to engage in sustained conversations and discussions, understand and evaluate information, read diverse materials for both study and pleasure, and write clearly and effectively. Students will also have opportunities to add to their knowledge of the culture of countries where the language is spoken through the use of community resources and computer technology.

ENGLISH

ENGLISH - ENG1D

Prerequisite: None

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

ENGLISH - ENG2D

Prerequisite: ENG1D

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.

ENGLISH - ENG3U

Prerequisite: ENG2D

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

ENGLISH - ENG4U

Prerequisite: ENG3U

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

ENGLISH – ETS4U

Prerequisite: ENG3U

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

ENGLISH - EWC4U

Prerequisite: ENG3U

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

FRENCH AS A SECOND LANGUAGE**CORE FRENCH - FSF1D**

Prerequisite: 600 hours of Core French instruction or equivalent

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

French-speaking communities, and will develop the skills necessary to become life-long language learners.

CORE FRENCH - FSF2D

Prerequisite: FSF1D

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence.

Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will continue to develop their language knowledge and skills through the selective use of strategies that contribute to effective communication.

They will also increase their understanding and appreciation of diverse French-speaking communities, and will continue to develop the skills necessary to become life-long language learners

CORE FRENCH - FSF3U

Prerequisite: FSF2D

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

CORE FRENCH - FSF4U

Prerequisite: FSF3U

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

GUIDANCE AND CAREER EDUCATION

CAREER STUDIES - GLC20 (0.5 CREDIT)

Prerequisite: None

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

HEALTH AND PHYSICAL EDUCATION

HEALTHY ACTIVE LIVING - PPL10

Prerequisite: None

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Students will learn movement skills and principles, ways to improve personal fitness and physical competence, and safety and injury prevention. They will investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs, and will participate in activities designed to develop goal-setting, communication, and social skills.

HEALTHY ACTIVE LIVING - PPL20

Prerequisite: None

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Student learning will include the application of movement principles to refine skills; participation in a variety of activities that enhance personal competence, fitness, and health; examination of issues related to healthy sexuality, healthy eating, substance use and abuse; and the use of informed decision-making, conflict resolution, and social skills in making personal choices.

HEALTHY ACTIVE LIVING - PPL30

Prerequisite: None

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practise goal-setting, decision-making, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety.

HEALTHY ACTIVE LIVING – PPL40

Prerequisite: none

This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision making, conflict resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others.

INTRODUCTORY TO KINESIOLOGY- PSK4U

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

This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sports, and the factors that influence an individual's participation in physical activity.

The course prepares students for university programs in physical education, kinesiology, recreation, and sports administration. Prerequisite: Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 open course in health and physical education.

MATHEMATICS

PRINCIPLES OF MATHEMATICS - MPM1D

Prerequisite: None

This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a linear relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

PRINCIPLES OF MATHEMATICS - MPM2D

Prerequisite: MPM1D

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

FUNCTIONS - MCR3U

Prerequisite: MPM2D

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

FUNCTIONS AND APPLICATIONS - MCF3M

Prerequisite: MPM2D or MFM2P

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

ADVANCED FUNCTIONS - MHF4U

Prerequisite: MCR3U

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

MATHEMATICS OF DATA MANAGEMENT - MDM4U

Prerequisite: MCR3U or MCF3M

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.

CALCULUS AND VECTORS - MCV4U

Prerequisite or Co-requisite: MHF4U [Although the Ministry of Education does not require SPH3U as prerequisite for MCV4U, at Linden it is strongly recommended as a prerequisite as it provides an essential background for vectors.]

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

SCIENCE

SCIENCE - SNC1D

Prerequisite: None

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

SCIENCE - SNC2D

Prerequisite: SNC1D

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

BIOLOGY- SBI3U

Prerequisite: SNC2D

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

BIOLOGY- SBI4U

Prerequisite: SBI3U [Although the Ministry of Education does not require SCH3U as prerequisite for SBI4U, at Linden it is strongly recommended as a prerequisite as it provides an essential background for biochemistry.]

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

CHEMISTRY - SCH3U

Prerequisite: SNC2D [Although the Ministry of Education does not require SCH3U as prerequisite for SBI4U, at Linden it is strongly recommended as a prerequisite as it provides an essential background for biochemistry.]

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

CHEMISTRY - SCH4U

Prerequisite: SCH3U

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.

PHYSICS - SPH3U

Prerequisite: SNC2D [Although the Ministry of Education does not require SPH3U as prerequisite for MCV4U, at Linden it is strongly recommended as a prerequisite as it provides an essential background for vectors.]

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

PHYSICS - SPH4U

Prerequisite: SPH3U

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

TECHNOLOGICAL EDUCATION

Introduction to Computer Studies - ICS2O

(Recommend for grade 9 and 10 students)

This course introduces students to computer programming. Students will plan and write simple computer programs by applying fundamental programming concepts, and learn to create clear and maintainable internal documentation. They will also learn to manage a computer by studying hardware configurations, software selection, operating system functions, networking, and safe computing practices. Students will also investigate the social impact of computer technologies, and develop an understanding of environmental and ethical issues related to the use of computers.

COMPUTER AND INFORMATION SCIENCE - ICS3U

Prerequisite: None

This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.

COMPUTER AND INFORMATION SCIENCE - ICS4U

Prerequisite: ICS3U

This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.

COMMUNICATIONS TECHNOLOGY - TGJ3M

Prerequisite: None; preferably a student will have completed BTT1O

This course examines communications systems and design and production processes in the areas of electronic, live, recorded, and graphic communications. Students will develop knowledge and skills relating to the assembly, operation, maintenance, and repair of the basic and more complex components of a range of communications systems. Students will also study industry standards and regulations and health and safety issues, and will explore careers, the importance of lifelong learning, and the impact of communications technology on society and the environment.

COMMUNICATIONS TECHNOLOGY - TGJ4M

Prerequisite: TGJ3M

This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology, and will investigate career opportunities and challenges in a rapidly changing technological environment.

OSSD REQUIREMENT CHECKLIST

Compulsory Credits - 18

English – 4 credits (1 per grade)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics -3 credits (at least 1 in Gr. 11 or 12)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science - 2 credits			<input type="checkbox"/>	<input type="checkbox"/>
French – 1 credit				<input type="checkbox"/>
Canadian history – 1 credit				<input type="checkbox"/>
Canadian geography – 1 credit				<input type="checkbox"/>
The Arts (music, visual arts, dance, drama) – 1 credit				<input type="checkbox"/>
Health and Physical Education – 1 credit				<input type="checkbox"/>
Civics – 0.5 credit				<input type="checkbox"/>
Career Studies – 0.5 credit				<input type="checkbox"/>
Plus: 1 additional English credit (or OSSLC), or French as a second language, or a				<input type="checkbox"/>

Native language*, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education* □
 1 additional credit in French as a second language, or health and physical education, or the arts, or business studies, or cooperative education* □
 1 additional credit in French as a second language, or science (Grade 11 or 12), or technological education, or computer studies, or cooperative education* □
 offered at The Linden School *Not currently

Electives (additional courses to make up the 30 required credits) – 12

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Community Involvement Hours (minimum 40 hours)

Grade 9	Grade 10	Grade 11	Grade 12

Secondary School Literacy Test passed: Yes □ Date _____

EDUCATIONAL PLANNER

ONTARIO SECONDARY SCHOOL DIPLOMA REQUIREMENTS (OSSD)	<u>YEAR 1</u> GRADE 9	<u>YEAR 2</u> GRADE 10	<u>YEAR 3</u> GRADE 11	<u>YEAR 4</u> GRADE 12
<i>COMPULSORY CREDITS (18):</i>				
English (4)				
French (1)				
Canadian History (1)				
Canadian Geography (1)				
Mathematics (3)				
Science (2)				
Physical and Health Education (1)				
Arts (1)				
Civics (0.5)				
Career Studies (0.5)				
1 additional English credit, or French as a second language, or a Native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education				
1 additional credit in French as a second language, or health and physical education, or the arts, or business studies, or cooperative education				
1 additional credit in French as a second language, or science (Grade 11 or 12), or technological education, or computer studies, or cooperative education				
<i>ELECTIVE CREDITS (12):</i>				
TOTAL CREDITS FOR EACH YEAR				
TOTAL CREDITS FOR OSSD = 30				