



**Course Calendar
2011 – 2012
Grades 9 – 12**

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LETTER FROM THE PRINCIPALS

February 2011

To Linden students:

Although there are many assignments and tests to complete before we embark on a new academic year next fall, it is (unbelievably) already time to begin the important process of planning for course selections for the 2011-2012 academic year. We invite you to think carefully about your passions and interests, and to look at some university websites if you will be entering grade eleven or twelve next year. Avoid eliminating yourself from a programme by giving this process of course selection the time and the diligence that it deserves. In addition to consulting university websites, talk with Kate and with your teachers, who are wonderful sources of ideas and information and are happy to offer advice as you think through your options.

Take the time to read the whole Course Calendar in its entirety to ensure that you are clear about compulsory courses for an Ontario Diploma; that you know the deadlines for dropping a course before it appears on your transcript; and that you are familiar with course prerequisites. Reading this document is part of the process of decision-making; examine the relevant information, understand the options, and make educated decisions based upon what you've learned.

Use the educational planner at the end of the Course Calendar to run through different scenarios and ask yourself questions, such as "What if I take *this* in grade 10...or *that* in grade 10?" and "What does that mean for my options in grade 11 and 12?" or "How do I ensure that in addition to the courses that I am required to take, I have room for a course which I really enjoy, even if it is not in an area that I currently think I might be interested in pursuing when I go to university?"

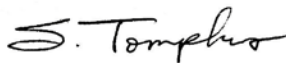
For those of you entering grades eleven and twelve, you need to plan your courses as well as participation in a rich co-curricular programme which provides you with many opportunities to demonstrate your leadership skills. Remember: when teachers write references for university, we can only write about the ways in which you illustrate leadership here and take on the organization of activities at Linden. Make sure that you have your community service requirements completed by the end of grade eleven; that will be invaluable to you in grade twelve when the university application process requires some of your time. Take notice of the guidance bulletin boards and go to university open houses to gather information.

There are many facets to the planning process and all the faculty at Linden are happy to help you as you engage in this process, whether you are in grade eight, nine, ten or eleven.

Have fun and explore. Happy planning!



Dawn Chan



Suzanne Tompkins

SCHOOL MISSION, GOALS AND PHILOSOPHY

We base the policies and practices of The Linden School upon our Mission Statement:

The Linden School is an academic, girl-centred school which reflects, responds to and promotes the experience, voice and development of women in its policies, structure, programme and curriculum, utilizing the most current and credible resources and which empowers its graduates to become full participants in, and to take on leadership roles in local, national or international arenas.

This mission incorporates the principles of: excellence, equity, equality, justice, service and learning as a life-long process within a community of learners.

Covenant

In individual interviews with you and your parents, we made a personal covenant that goes beyond the services of the school itself.

We promised to listen to you until you felt that you had been heard. You agreed to contribute to our community of learners and to support the school's mission.

Your parents also agreed to support the mission of the school, to attend school functions and to participate in our community of learners.

Specifically, the school goals for 2011 - 2012 are:

Curriculum

- To adhere to the suggestions and programme requirements as outlined by the Ministry of Education and Training of Ontario (MET) in ***Ontario Secondary Schools Grades 9 – 12: Programme and Diploma Requirements, 1999.***
- 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.

Programme

- To provide opportunities for girls and young women to discover, develop and appreciate their intellectual, spiritual, athletic, artistic and personal potential.

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 course after **October 14th, 2011.**
- The deadline for dropping semestered courses without these courses appearing on the OST will be **4 weeks after the commencement of the course.** Courses dropped after this date **will** appear on the OST as a withdrawal, as per the Ministry of Education and Training's full disclosure directive.
- Similarly, course additions **will only be permitted within the first four weeks of the commencement of the course.**
- 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 principals.
- 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:

Grade VIII Practical and Grade II Rudiments - 1 Credit
Grade IX Practical and Grade III Harmony - 1 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.

THE STANDARDS FOR HIGH SCHOOL

The Linden School's curriculum from Grade 9 through Grade 12 combines the guidelines as described in *Ontario Secondary Schools Grades 9 – 12: Programme and Diploma Requirements, 1999* and the expectations stated in the individual discipline and academic level guidelines with The Linden School's own curriculum enrichment requirements.

Ontario Secondary School Diploma (OSSD) may be awarded on the successful completion of a specific programme of 30 credits (18 of which are compulsory) over four years.

OSS DIPLOMA REQUIREMENTS

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

Compulsory Subjects (total of 18)

- 4 English (one per grade)
- 3 Mathematics
- 2 Science
- 1 French as a second language
- 1 Canadian Geography
- 1 Canadian History
- 1 Arts (Music, Art, Drama, or Dance)
- 1 Health and Physical Education
- 1 Civics and Career Studies

(Compulsory credits continue on next page)

Plus one credit from each of the following groups:

- 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 health and physical education, or the arts, or business studies, or cooperative education*
- 1 additional credit in science (Grade 11 or 12), or technological education, or computer studies, or cooperative education*

* = not currently offered at The Linden School.

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.

N.B. 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 both 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.

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 courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programmes. The range of courses offered and the content of these courses will allow students to prepare for university programmes

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 courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific university and college programmes. The range of courses offered and the content of these courses will allow students to prepare for college and university programmes 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 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 programmes or the workplace in mind.

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 Kate M (please use the drop/add form available in Kate M's 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.

AUDITING COURSES

Students who wish to audit a course may request to do so only in the first two weeks of classes. Students auditing a course are expected to attend all classes, participate actively, and complete all in-class assignments, group work, quizzes, and tests. Prior approval by the principals is required with final approval at the discretion of the principals and faculty. Please see Kate M for further details.

COURSE CODES

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

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.

GRADE TEN 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 their high school. 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, including the date, 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 as an alternative means of demonstrating her literacy skills.

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. For this reason, regular participation in the "Out of the Cold" programme does not count towards the 40 hours.

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*.

SUBSTITUTIONS FOR COMPULSORY COURSES

In order to allow flexibility in designing a student's programme, 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.

THE ONTARIO SECONDARY SCHOOL CERTIFICATE

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

Compulsory Credits (total of 7)

- 2 credits in English
- 1 credit in Canadian geography or Canadian history
- 1 credit in mathematics
- 1 credit in science
- 1 credit in health and physical education
- 1 credit in the arts or technological education

Optional Credits (total of 7)

- 7 credits selected by the student from available courses

The provisions for making substitutions for compulsory credits (described on page 10) also apply to the Ontario Secondary School Certificate.

THE CERTIFICATE OF ACCOMPLISHMENT

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school.

The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript. For those students who have an IEP, a copy of the IEP may be included. Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly, but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when a student has fulfilled the appropriate requirements.

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 submit an application by June 1 of the previous school year or as early as possible. 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. A consultation with the guidance counselor and/or principal is required, as the school is responsible for monitoring and supporting the student's learning. Signed permission from a parent/guardian is also required. When a student has successfully completed a course through independent study, she is responsible for bringing her report to the guidance counselor so that this credit may be recorded on the OST.

PSAT AND SAT TESTING

Students in Grade 11 take the PSAT in October of their Grade 11 year. In the spring of Grade 11 or in the fall and winter terms of Grade 12, students may also write the SAT I and II. All students planning to apply to universities in the United States must write the SAT I and three SAT IIs. Students planning to apply to universities outside Canada must begin the process with guidance by the spring of the Grade 11 year.

ADVANCED PLACEMENT COURSES

At Linden students may take Advanced Placement courses in Grade 12 in French, calculus and other subjects with the approval of a principal. 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.

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 instructor and the principal of the school.

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 achieved outstanding academic achievement. This may include students with a strong French immersion

background and/or additional French Immersion coursework. Students will require the permission of the instructor and a principal.

There are administrative and examination fees for these courses.

ASSESSMENT AND EVALUATION

Each student in grades 7-12 at The Linden School is required to write an End of Unit Evaluation in core subjects each December, in addition to her 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. It is also apparent that term tests, assignments, classroom discussions and day-to-day work are significant determinants of the final mark. These different assignments are assessed using a variety of techniques in addition to traditional testing and examination, which include peer evaluation, self-evaluation and a combination of teacher and peer evaluation.

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

GUIDANCE PROGRAMME

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

1. Personal Knowledge and Development
Guidance classes in Grades 7 and 8, small group counseling and personal counseling 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 counseling 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 programme which will enable them to acquire the skills, knowledge and attitudes necessary to reach their educational objectives.

4. Exploration of Career Alternatives

Interest inventories will be used at the senior level. Small group counseling 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 counseled to develop flexibility in their career planning.

HOMEFORM ADVISOR PROGRAMME

As per the Ministry of Education's directions, The Linden School has a Homeform Advisor Programme for students in Grades 7 to 11. At Linden, the programme consists of regular meetings between students and the homeroom teacher and/or guidance counselor and the completion of an Annual Education Plan. The plan will be reviewed twice per year and parents will be asked to give their feedback and sign this document. The plan will be kept in the student's OSR.

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 a similar program), 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.

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.

STUDENT RESPONSIBILITIES AND CODE OF BEHAVIOUR

A responsible student at The Linden School will exhibit punctuality and regular attendance. She will be prepared for, and will work to the best of her ability in, all of her subjects, and will show respect for herself and for the rights and property of others. She will participate, to the best of her ability, in school events and will specifically support those co-curricular activities to which she has made a commitment. Students at The Linden School are expected to meet the following specific standards (**detailed expectations are outlined in the Student Handbook**):

In the classroom:

- attentive participation
- listen carefully to other students (refrain from interrupting)
- no gum chewing (except as a special privilege)
- no eating or drinking (except in extenuating circumstances)
- be punctual
- have homework complete
- have all materials ready for every class
- show that she is listening by: eye contact and posture
- asking questions for clarification

In the lunch area:

- sit-down restaurant behaviour
- no walking around eating or drinking
- moderate "inside voice"
- clean up mess, either made or found
- respect others' needs for space
- all food garbage to be put in the large garbage bins in the hall

In the halls/at lockers:

- respect privacy and property of others
- keep lockers tidy and shut
- do not open the lockers of others
- use appropriate voice and actions

When visitors are present:

- be welcoming
- be courteous
- ask if you can be of any help

Co-curricular:

- participate in at least one activity per term (For clarification, one activity refers to an activity which takes places after school for at least one hour in length or to two or three lunchtime activities which run for approximately 20-30 minutes each, i.e. an hour per week minimum)

In general:

- support the mutual learning environment of the whole school for all those present all the time.
- **Violence of any kind**, including physical or verbal abuse, sexual assault, theft or extortion, bullying or threatening behaviour, harassment and mistreatment related to racism, sexism and homophobia, and vandalism, or possession of weapons will **not be tolerated**.

Plagiarism:

- Do not copy someone else's work without acknowledging that person.
- Copying someone else's work without this acknowledgement is called cheating and the work will not be accepted.

Previously assessed work:

- Work submitted for a previous course cannot be submitted for credit in subsequent courses.

Due dates for assignments:

- All tests must be taken on the scheduled day and all assignments **MUST** be handed in on the due date. A test **MUST** be completed the first day back at school unless the teacher and the student, in consultation, have decided upon a different date.

Late policy:

- Late assignments will be penalized 5 per cent for every day an assignment is late, to a maximum of 25 per cent (5 business days). If the late work is not handed in after the 5th day, the assignment will no longer be accepted and the student will receive a mark of zero. Assignments not handed in at the beginning of the class in which they are due are considered late.
- After the 5th day, students in grades 9-10 are given the choice to complete the assignment either in class, during a spare, or in study hall that day. Then, whatever is completed will be marked (minus 25 per cent). If the assignment is not handed in by the end of study hall (or before), it will receive a mark of zero.
- For extenuating circumstances and for students whose IEP requires leeway in terms of extra time, extensions can be negotiated between the teacher and the student as long as this discussion is had **BEFORE** the due date (even up to the period in question). Extensions are given at the teachers' discretion in the case of "extenuating circumstances". Students with IEP requirements will be granted extensions in accordance with IEP recommendations.
- **Sickness:** Assignments missed due to sickness are due on the first day that the student returns after being sick.
- **Family trips/absences for personal reasons:** Work is still due if the absence is planned—it may be emailed on the due date or handed in early.
- **Absences due to school field trips:** Assignments missed due to field trips are due in the morning of the due date (i.e., before leaving for the field trip).

Attendance:

- 8:30 a.m. Attendance is taken in the home form room
- 8:40 a.m. First class begins
- Girls who are not present at attendance must sign in at the office. We will call parents for any student who has not arrived by 9 a.m. If a student is going to be absent, we ask that a message be left at 416-966-4406. A note is required for any absence that will occur during the day, e.g. doctor/dentist appointment. Students must sign out when they leave for an appointment and in again when they return.

For students who are absent for an extended period of time (more than 3 full days per month):

- The guidance counselor and homeform teacher will work with the student's family to gather missed work and assignments for the student.
- The student will make up missed hours by meeting with each of her teachers in extra help sessions, to be arranged with the student and her teachers at a mutually convenient time.

Parental support is requested to encourage students to get up in time and leave home with sufficient time to get to school by 8:30 a.m.

Homework Expectations

- A student in Grade 9 is expected to have an average of between one and a half hours and two hours of homework per night.*
- A student in Grade 10 is expected to have an average of two hours of homework per night.*
- A student in Grade 11-12 is expected to have an average of two and a half hours to three hours of homework per night.*

*excluding reading not assigned for a course.

Safety and Security

We maintain communication with the police department and are a part of any safety programmes they might have.

- Students in grades 9-12 may go out alone at lunch to buy food or to eat lunch off-site. **No one is permitted to go to the ravine.** Students must sign in and out when leaving the school for lunch, and at any time they leave the school building during the school day.

Dress Code

We ask students to make choices within a framework of appropriate clothing for going to school/work.

- Students may wear any coloured clothing including blue jeans.
- No clothes may have holes, and pants/shorts should not be cut-off. Beachwear (e.g. belly tops, cut-off or short shorts) is not allowed.
- Students may NOT wear clothing with logos (e.g. advertising). Words are acceptable provided they convey a positive, non-trademarked message.
- After two warnings from a principal for dressing out of the school dress code, students will be a) instructed to change into available clothing from the lost and found or b) sent home to change.
- The Physical Education uniform consists of: athletic shorts (minimum mid-thigh length) or athletic pants, a t-shirt (with no writing; no tank tops), a sports bra (if appropriate), proper running shoes (not fashion sports shoes like Puma® or Converse®), sport socks, a water bottle (labeled with student's name), long hair tied back, removal of jewelry, deodorant (kept in locker) and a small towel (to use at the end of class). When classes are held at the park in the spring, fall and winter months, these things will also be required: sunscreen and/or a hat, long sleeved tshirt or sweatshirt, gloves, lightweight athletic jacket.

Spare Periods

- **Grade 9:** Students must be in attendance for the entire school day, but may leave the school during their spare periods.
- **Grades 10 - 12:** Students with spares at the beginning or end of the day may arrive in time for their own first period of the day and must sign in at the office. Similarly, students must sign out at the office at the end of their last period of the day if they are leaving before 3:40 p.m. Students may sign out if they have a spare in the middle of the day in order to go to another library or resource location.
- All students are required to be in morning greetings on Tuesdays and in the All-School period on Wednesdays regardless of whether or not they have spare periods on either side of those programmes.

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 programme 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:** The following clubs are currently available for high school students: animal lovers, art, art show committee, boxing, chess, classics, drama, gender/sexuality/inclusivity, Free the Children, health & well-being, improv, math, photography, poetry, science, SOMA (Southern Ontario Model United Nations Assembly), stage crew, stretch and strength, yearbook, yoga.
- **Music:** strings, pans, guitar, and band/choir.
- **Newsletter:** We publish a quarterly newsletter. We welcome student contributions.

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

In the arts programme it is possible to complete a grade 12 credit by proceeding through a three-year programme, completing either the grade 9 (coded 10) or the grade 10 (coded 20) course and then completing the grade 11 and 12 courses, coded 3M and 4M. Alternatively, it is possible to complete a four-year programme, completing one course each year at each level.

DRAMATIC ARTS - ADA10

Prerequisite: None

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

Course Rationale: This course introduces students to a variety of dramatic forms, genres, and techniques. Through improvisation, dramatic writing, and assembling short productions of various styles, students develop an understanding of the various aspects of acting and production. Through coaching, discussion, self-reflection, and peer feedback, students have an opportunity to improve their understanding of the art and of themselves. Students have an opportunity to visit local theatre productions and workshops to expand their knowledge and to reflect on current themes in the dramatic arts, with an emphasis on the roles of women and issues of social justice. Students stage two public performances and several in-class performances during the year.

DRAMATIC ARTS - ADA20

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.

Course Rationale: This course develops the skills learned in ADA10, with a focus on longer works and more complex productions. Students stage non-Western plays, in order to discover the role that theatre plays in various cultures. They have the opportunity to visit local theatre productions and workshops to expand their knowledge and to reflect on current themes in the dramatic arts, with an emphasis on the roles of women and issues of social justice. Through staging improvisation and short plays, and developing their dramatic writing, students demonstrate their growing understanding of the elements of acting and theatre. Students stage two public performances and several in-class performances during the year.

DRAMATIC ARTS - ADA3M

Prerequisite: ADA10 or ADA20

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.

Course Rationale: This course continues to develop the skills learned in ADA10 or ADA20, with a focus on longer works and more complex productions. Students explore the history of Western theatre in order to enhance their understanding of how theatre fits into our lives today and the role that women have historically played in it. They examine and stage scenes from full-length plays, participate in improvisations, and write their own short plays. Students visit local theatre productions and workshops to expand their knowledge and to reflect on current themes in the dramatic arts, with an emphasis on the roles of women and issues of social justice. Students will stage two public performances and several in-class performances during the year, and also work as technical crew for other Linden productions.

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.

Course Rationale: This course continues to develop the skills learned in ADA3M, with a focus on longer works and more complex productions. Students explore the history and current state of theatre in Canada, to learn how theatre fits into our lives and culture today, and the role of women in it. They have the opportunity to visit local theatre productions and workshops to expand their knowledge and to reflect on current themes in the dramatic arts, with an emphasis on the

roles of women and issues of social justice. Through improvisation, short plays, and classic full-length plays, students demonstrate their growing understanding of the workings of acting and theatre. Students stage two public performances and several in-class performances during the year, and also work as technical crew for other Linden productions.

VISUAL ARTS - AVI 10

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.

Course Rationale: Students will explore a range of subject matter and media through studio activities and critiques. We will become familiar with the principles of design by working with various materials, processes, techniques and styles. We will discover how early art makers and Canadian artists evolved their own specific styles. We will produce both two and three dimensional artworks, and will learn how to formulate a critical analysis of a piece of art. Sample units have included: "Matriarchs of Cape Dorset Art, "Female Gaze" and "Dada and Design".

Grade 9 students will develop an independent Creative Business Project, in connection with the Business Studies curriculum. To accomplish this, student will come up with a company name, image, and a product that they will create over the course of the year based on their personal interest. Students are expected to do research in conjunction with this work, in order to expand their taste and interests in contemporary work, art history, and related information of choice. This project will prepare them for independent portfolio work at the grade ten level.

VISUAL ARTS - AVI 20

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.

Course Rationale: This grade ten course broadens our students' understanding of the design process and enriches their sense of art evolving within social and historical contexts. Students become familiar with specific stylistic movements in Canadian and Western art and will learn the meaning of "visual literacy". Units in this course have included "Representations of Self", "Activism and Printmaking", "Female Archetypes in Painting". Students will create an experimental, mixed media work, inspired by an art show which we visit.

This year, students are responsible for the development of one independent artwork per term that explores their particular interests and concerns. This portfolio work bridges the independent Creative Business Projects from grade nine, and the large-scale body of work expected of them at the grade 11 and 12 levels. Students are expected to do research in conjunction with this work, in order to expand their taste and interests in contemporary work, art history, and related information of choice.

VISUAL ARTS - AVI3M

Prerequisite: AVI10 or AVI20

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).

Course Rationale: Students will explore a range of subject matter through studio activities, and will consolidate their practical skills. Students will also analyse art works and study aspects of Western art history, as well as art forms from Canada and other parts of the world. Units include "Pop Art Silk-Screening", "Site Specific Art" and "Pretty Ugly – A Short History of Female Beauty". Students become more immersed in the implications of visual arts as they move through the high school programme. At the senior level, several local trips are taken in order to further facilitate an understanding of the situation of the arts within the Toronto community. Trips include the Art Gallery of Ontario and the Textile Museum.

Girls are invited to establish an interest and connection with art history, and develop an understanding that research affects their personal development and perception of the world, and that the definition of research goes beyond books and internet. The students will move to the next level of their art education with the understanding that our everyday experiences can be considered research because it affects who we are and what we think. Through their body of work they will express their personal understanding, interests and concerns about the world, and will continue to build upon this work next year, knowing that the world affects them, and that they can affect the world.

From the beginning of the year, students are responsible for developing a body of work based on their individual interests. This work is largely executed independently, with a critique that takes place once per term, at which time students articulate their ideas, share their works in progress, and receive feedback from their classmates and teacher. This approach prepares them for postsecondary study in the arts. Students are expected to do research in conjunction with this work, in order to expand their taste and interests in contemporary work, art history, and related information of choice.

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.

Course Rationale: Students will explore a range of subject matter through studio activities, and will consolidate their practical skills. Students will also analyse art works and study aspects of Western art history, as well as art forms from Canada and other parts of the world. Units include "Representations of Self", "Pretty Ugly – Female Archetypes in Painting" and "Art and

Controversy". Students become more immersed in the implications of visual arts as they move through the high school programme. At the senior level, several local trips are taken in order to further facilitate an understanding of the situation of the arts within the Toronto community. Trips include Queen West and the Power Plant.

From the beginning of the year, students are responsible for developing a body of work based on their individual interests. This work is largely executed independently, with a critique that takes place once per term, at which time students articulate their ideas, share their works in progress, and receive feedback from their classmates and teacher. This approach prepares them for postsecondary study in the arts. Students are expected to do research in conjunction with this work, in order to expand their taste and interests in contemporary work, art history, and related information of choice.

BUSINESS STUDIES

INTRODUCTION TO INFORMATION TECHNOLOGY IN BUSINESS - BTT10

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.

Course Rationale: In keeping with the philosophy of The Linden School, the emphasis through classroom practice will be placed on giving young women a voice by encouraging active participation in decisions of pedagogical practices and evaluation procedures.

Research shows that young women tend to dismiss technology that is not relevant. In this course, the students will create their own craft-based business start-up, and so will learn first-hand how the various design and productivity software applications fill communication needs in business today.

They will also investigate gender disparities in Information Technology and the future role of women in this field as they explore possible future occupations in IT.

CANADIAN AND WORLD STUDIES

GEOGRAPHY

GEOGRAPHY OF CANADA - CGC1D

Prerequisite: None

This course explores Canada's distinct and changing character and the geographic systems and relationships that shape it. Students will investigate the interactions of natural and human systems within Canada, as well as Canada's economic, cultural, and environmental connections to other countries. Students will use a variety of geotechnologies and inquiry and communication methods to analyse and evaluate geographic issues and present their findings.

Course Rationale: This course draws on a variety of frameworks, such as the ecozone framework, and principles of human, physical and economic geography. The aim of this course is not only to expand the students' knowledge of Canada but also extend our language, historical and analytical skills. Students will examine the components of natural and human systems and how they interact and influence one another. Canada's global connection to the world through trade, migration and culture will be explored. Special emphasis will be placed on the way women affect and respond to their environments, and connections will be made between environmental and social conditions that exist in Canada. It is hoped that at the end of this course students will have a more meaningful and deeper understanding of Canada's physical and cultural diversity, as well as the ways in which quality of life, health and economic prosperity are directly linked to the health of the environment. The students will incorporate a feminist approach to their learning in a variety of ways, including the manner in which our class operates (e.g. non-linear, discussion based and reflective).

HISTORY

History provides students with a sophisticated understanding of people who have lived before us. It provides an exciting opportunity to examine the interrelationships of ideas, events and people. History explores how people lived, the factors (both internal and external) that influenced their lives, how they reacted to both voluntary and imposed change and how they interacted with others. At Linden, the study of history is interdisciplinary, and encourages independent thinking, develops skills to understand and detect bias in history, and fosters an appreciation of the diversity of human interests, skills and behaviour.

CANADIAN HISTORY IN THE TWENTIETH CENTURY - CHC2D

Prerequisite: None

This course explores the local, national, and global forces that have shaped Canada's national identity from World War I to the present. Students will investigate the challenges presented by economic, social, and technological changes and explore the contributions of individuals and groups to Canadian culture and society during this period. Students will use critical-thinking and communication skills to evaluate various interpretations of the issues and events of the period and to present their own points of view.

Course Rationale: This course explores Canada's post 1914 domestic and international evolution as a vibrant autonomous nation-state. The prism for this investigation will be changes in our population growth and composition; constantly evolving economy and social structures; distinct and emerging culture; evolving institutions and concepts of governance and power; critical roles of science and technology; regionalism; French-English relations; Canada-US relations; Canada-Britain relations and the perennial identity question "Who Are We?" As a corrective to the usual top down political approach which emphasizes great men we will study the narratives of individuals, groups (women, workers, immigrants, farmers, native Canadians, dissenters, etc.) and communities and against this backdrop interrogate the evolution of our political, economic and social structures and assess their impacts on them. The textbook will be supplemented by many original source documents. This is not a course about memorization. Students will learn to understand and critically assess differing and contrasting interpretations of the past. While they will learn the importance of chronology, cause and effect relationships and the standard 5 W's of Who, What, When, Where and Why? This course considers an additional W: Who gets shafted? In addition to the traditional tests, quizzes, exams, seventy second oral elevator exercises, there will be writing assignments to develop the capacity to conceptualize and support a thesis, to conduct and analyze research and to effectively communicate the results. One major ongoing writing

exercise will be the evolution of an invented persona and family tree. Students will chronicle these on a decade-by-decade basis over 50 years, and illuminate the interaction of the persona and the larger historical context of that decade. The other major writing exercise will involve doing research on a Canadian icon.

CIVICS - CHV20 (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.

Course Rationale: In this course students will explore what it means to be an informed and "responsible" citizen at the local, provincial and national arenas. As required by the Ontario government, there will be three learning strands interwoven throughout the course: purposeful, active and informed citizenship. Students will examine and assess the utility of : the varied dimensions and meanings of democracy, of democratic citizenship, of political power and decision-making processes at the macro-level of all three (local, provincial and federal) levels of government and at the micro-level of the school, the family etc., of civil society, and of global society. While they will acquire a clear understanding of how all three levels of government operate they will also focus on how social change occurs. A central concern of the course will be interrogating the prevalent perception that political participation and civic engagement are declining and generating ideas to counter this reality. We will look at the alleged causes of declining political and civic participation: social forces, globalization, politicians, political structures, widening social and economic inequality, Diaspora growth, multiculturalism, digitalized network society, declining interest in social justice, etc. Students will analyze the root causes of the problem and propose solutions which challenge the traditional economic, social and political norms.

AMERICAN HISTORY - CHA3U

(This course will be offered in alternate years; it is not offered in 2011-2012 and is offered next in 2012-2013.)

Prerequisite: CHC2D

This course traces the social, economic, and political development of the United States from colonial times to the present. Students will examine issues of diversity, identity, and culture that have influenced the country's social and political formation and will consider the implications of its expansion into a global superpower. Students will use critical-thinking and communication skills to determine causal relationships, evaluate multiple perspectives, and present their own points of view.

Course Rationale: This course will concentrate on the development of American social, cultural, political and economic structures and values from colonial times to the present. In addition, we will examine both the development and interactions of communities and the resolution of conflict between them. We will focus on Colonial America and the Revolution; nation building and territorial expansion; The South and Slavery; the Civil War and Reconstruction Era (1861-1877); America's rise as a world power; the Cold War (1945-1989); The Civil Rights Movement (1950-1968); and the new Obama millennium, with a special concentration on both the rhythms of change and continuity which are so characteristic of the American historical narrative and the development of a distinct but ever changing conception of citizenship . These eras will be a platform to examine the unique interplay between American values, American myths and the

"facts" of history which both fascinate and frustrate observers of the American experience. Students will rigorously examine the chronology of events and evaluate the role played by specific individuals (Jefferson, Lincoln, Martin Luther King, etc.) and "other" groups (women, workers, immigrants, farmers, dissenters, African-Americans) in either reinforcing or challenging the perceived American wisdom. The textbook will be supplemented by the significant and extensive use of a variety of original source documents: diaries, paintings, poetry, literature, music and above all film. In addition to the traditional tests, exams, quizzes evaluation will take the form of seventy second elevator exercises and a major writing and presentation assignment which will involve the selection of a film which the student feels best embodies American values and mythologies.

INTRODUCTION TO ANTHROPOLOGY, PSYCHOLOGY AND SOCIOLOGY - HSP3M

(This course is offered in alternate years; it is offered in 2011-2012 and again in 2013-2014)

Prerequisite: none

This course introduces the theories, questions, and issues that are the major concerns of anthropology, psychology, and sociology. Students will develop an understanding of the way social scientists approach the topics they study and the research methods they employ. Students will be given opportunities to explore theories from a variety of perspectives and to become familiar with current thinking on a range of issues that have captured the interest of classical and contemporary social scientists in the three disciplines.

Course Rationale: This course introduces students to a critical exploration and analysis of the theories, questions and issues that are the central concern of anthropology, psychology and sociology. We will begin by trying to define a social science, then examine the 19th century roots and their 20th century manifestations and then investigate both the methodology and research tools of social scientists and their practical application. We will closely examine the methodology and research process of the Milgram and Zimbardo experiments on how good people can be convinced to behave in an anti-social fashion and inflict harm on their fellow citizens. The three social sciences we are studying and their mainstream manifestations will be subject to a rigorous analysis with a particular emphasis on critical, radical and feminist analyses. A major focus of the course will be social structures, social organization, the socialization process and the roles of media, family, schools, work, religion, state, and law in this process. In addition, the students will demonstrate an understanding of the impact of social structural changes in Canada. The text will be supplemented by original primary source documents of Marx, Weber, Durkheim, Freud, Skinner, Pavlov, Mead, Benedict, etc. as well as current examples of academic research and of popular culture.

WORLD HISTORY: THE WEST AND THE WORLD - CHY4U

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

This course investigates the major trends in Western civilization and world history from the sixteenth century to the present. Students will learn about the interaction between the emerging West and other regions of the world and about the development of modern social, political, and economic systems. They will use critical-thinking and communication skills to investigate the historical roots of contemporary issues and present their conclusions.

Course Rationale: In an interdisciplinary manner (i.e. history, politics, philosophy, economics, literature, film, poetry, music, and visual art) this course will investigate the major trends, and their ramifications, in Western (i.e. European) civilization and world history from the Renaissance

to the present. This will involve navigating the Reformation, the Enlightenment, the Scientific, French and Industrial Revolutions, the 19th century and its multitude of “isms”, two World Wars, the Atomic Age and globalization. Students will explore the relationship between the West and the rest of the world. There will be major focus on the development of modernity especially as it is reflected in the West’s social, political, cultural and economic structures and systems. In addition there will be a serious deconstruction of the idea(I) of Western civilization and its impact on the “other”—women, workers, peasants, immigrants, etc. Rather than emphasizing the acquisition of dates, who won what battle, etc. the course will be about the period’s major ideas and their proponents and this will entail significant reading of extensive primary source documents to supplement the text. Some of the thinkers, artists and ideas that will be discussed will include: Luther, Locke, Hobbes, Rousseau, Voltaire, Smith, Delacroix, Wollstonecraft, Marx, Darwin, Mill , Taylor, Impressionism, Lenin, Ensor, Picasso, Stravinsky, Brecht, Sartre, de Beauvoir, Abstract Expressionism, democracy, citizenship, human rights, acceptance, capitalism, totalitarianism, genocide, global village versus global pillage etc.

CLASSICAL AND INTERNATIONAL LANGUAGES

Classical and International languages are taught using strategies for listening, speaking, reading and writing. Students are provided with opportunities to apply their knowledge of these languages to other contexts.

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 classical texts. English is the language of instruction. Through a variety of enrichment activities, such as presentations, debates, and dialogues, students will explore such aspects of life in the ancient world as trade, commerce, education, entertainment, and social customs while improving their language skills.

Course Rationale: Students are introduced to the Latin language and Roman culture by translating a series of stories centred on a family living in the Roman city of Pompeii. The course is taught through a reading-translation approach, with various points of culture taught in English. While the pursuit of a new language presents critical thinking challenges, this particular language additionally provides the opportunity for students to increase their knowledge of English and French grammar and vocabulary, as the Latin roots of English and French words are explored. The lives of the ancient Romans, Celts, and Egyptians are all explored in this course, supported by several hands-on activities, including a trip to the Royal Ontario Museum. Students examine the lives of women in each culture, and how they affected the world around them.

LATIN - LVLBD

Prerequisite: LVLAD

This course provides students with opportunities to continue their exploration of the achievements of the ancient world through the study of Latin or ancient Greek. Students will read and translate more complex passages in the classical language and will learn the vocabulary and grammar essential for these activities. English is the language of instruction. Through a variety of methods, such as dramatizations, presentations, and hands-on activities, students will investigate aspects of the culture and beliefs of the ancient world, including science, religion, and customs.

Course Rationale: This course provides students with an opportunity to continue their exploration of the achievements of the ancient world through the study of Latin. Students read and translate more complex passages in the classical language, increasing their knowledge of grammar, vocabulary, derivatives, and pronunciation as they proceed. The stories centre on the Roman military and daily life in Imperial Rome. Through a variety of activities, including

dramatizations, presentations, and hands-on activities, students investigate aspects of the culture and beliefs of the ancient world, including religion, social hierarchies, and architecture. Students continue to examine the roles and contributions of women in Roman society.

LATIN - LVLCU

Prerequisite: LVLBD

This course provides students with opportunities to further develop their knowledge of the achievements of the ancient world through the study of Latin or ancient Greek. Students will read and translate a broad selection of classical prose and poetry and will learn the vocabulary and grammar essential for these activities. English is the language of instruction. Through a variety of enrichment activities, such as contests, seminars, and re-enactments, students will explore elements of the civilization of the ancient world, such as engineering, architecture, politics, and literature.

Course Rationale: This course provides students with further opportunities to develop their knowledge of the achievements of the ancient world through the study of Latin. Students read and translate stories in prose focusing on imperial politics, before moving on to the challenges of poetry, which allow them to learn about the versatility and beauty of the Latin language. For the first time, students read the works of famous Latin authors such as Ovid, Virgil, Martial, Horace, and Catullus. They learn about the form and function of poetry, as well as how to analyse poems for metre and figures of speech. Focus is given to the role of women in poetry, not just as writers but also as the subjects of various authors.

CLASSICAL CIVILIZATION - LVV4U

Prerequisite: English, Grade 10, Academic or Applied

This course allows students to explore the beliefs and achievements of the classical world, which have shaped Western thought and civilization. Students will investigate such aspects of classical culture as its mythology, art, literature, and philosophy, as well as elements of ancient Greek and Latin, through a variety of activities such as dramatizations, audio-visual presentations, and discussions. By reading classical authors in English and examining archaeological evidence, students will enhance both their communication skills and their ability to think critically and creatively.

Course Rationale: Students examine the world of the Greeks and Romans, in areas of history, geography, art and architecture, literature, mythology, religion, and philosophy. They enhance their understanding of course material by examining written and physical primary sources through discussion and writing assignments. Written sources include selections from authors such as Homer, Plato, Aristophanes, Herodotus, Pliny, Tacitus, Virgil, and Seneca. Examination of physical primary sources, such as artifacts, frescoes, pottery, sculptures, and buildings develops their knowledge of the Greek and Roman aesthetic and its influence on later art styles. In addition, students learn about how the Greek and Roman world interacted with contemporary societies and influenced later Western culture, through a series of independent and group assignments, and hands-on activities, including field trips.

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.

Course rationale: Emphasis is on basic communication skills: aural comprehension and oral expression and written expression. From class number two, students are encouraged to start communicating in Spanish. Reading passages provides a context for discussion and illustrates points of grammar. Written exercises refine points of grammar. Cultural units highlight the richness and diversity of Hispanic cultures around the world. Students will prepare a presentation in Spanish, describing a Spanish speaking country of their choice, the role of women in those countries and how they compare to Canada.

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.

Course Rationale: This course provides students with the language learning experiences that will enable them to communicate in Spanish. 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 Spanish 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. Students will prepare a number of presentations through the year. They will research and present on the life of famous female writers, poets and artists of Spanish speaking countries. They will also present on festivals in the Spanish culture, like Navidad (Christmas), Día de Reyes (a day that celebrates the arrival of the Three Wise Men), and they will refer to the similarities and differences with our society in Canada. They will also be given the opportunity to choose a topic of their preference, related to the syllabus, to present on as a volunteer presentation.

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.

Course Rationale: This course prepares students for university studies in Spanish. Students will enhance their ability to use Spanish with clarity and precision, and will develop the language skills

needed to engage in sustained conversations and discussion, understand and evaluate information, read diverse materials for both study and for pleasure and to write clearly and effectively. Students will add to their knowledge of the cultures of selected Spanish speaking countries. Students will be introduced to Spanish literature. At the beginning of the course they will read simplified short stories and articles. Then, they will read a number of unabridged short stories which will introduce them to Magic Realism, a field of literature that gave to the world multiple awarded writers like Jorge Luis Borges, Julio Cortázar, Gabriel García Márquez and many others. In class, students will analyze and discuss not only the stories themselves but also the special characteristics that make this form of literature different from the one they already know.

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.

Course Rationale: 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. Past texts have included Kate Chopin's *The Awakening*, Susan Glaspell's *A Jury of Her Peers*, *The Seneca Falls Declaration*, and Patricia Grace's *Potiki*. The students work independently and in small collaborative groups to prepare reports, skits, videos and story-telling sessions. The grade nine English course places an emphasis on a transformative learning approach whereby students develop English skills in a manner that supports critical thinking, personal exploration, and an engagement with social issues.

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.

Course Rationale: The Grade Ten English programme at The Linden School is designed to challenge students academically and encourage them to engage with the wider world as active, reflective participants. Students are encouraged to apply the analytic and interpretive skills cultivated through the practice of reading literary, graphic, and informational texts to non-textual contexts, and to use their growing skills as readers to strengthen their facility to create oral, written, and media texts.

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.

Course Rationale: This course emphasizes the development of literacy, critical thinking and communication skills. Students will analyse challenging texts, both contemporary and historical; conduct research and analyse the information gathered; write persuasive and literary essays; and analyse the relationships among media forms, audiences and media industry practices. Past texts have included *The Merchant of Venice*, *The Crucible*, *Frankenstein*, and *The Handmaid's Tale*, and films such as *Aliens* and *Brazil*. An important focus will be on understanding the development of the English language. Students will continue to develop their writing skills through the process writing approach, with an emphasis on substantive revision. We will work to develop leadership skills and the ability to take part in independent scholarship, through collaborative activities such as literature circles and peer revision exercises, and an independent study unit. Writing work for the year will culminate in a summative assessment portfolio.

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.

Course Rationale: 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 will focus on a particular theme and follow literary manifestations of that theme through different nations, genres and time periods, to foster an understanding of the way literary conventions and ideas shift over time and are inextricably linked to historical and cultural context. An important focus will be on extending students' critical thinking skills, and making connections between their lived experience and social issues. Themes from previous years have included indigeneity and (post)colonialism, and banned and controversial literature.

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.

Course Rationale: Past texts have included canonical texts by writers such as Edgar Allen Poe, Virginia Woolf, Margaret Atwood, Zora Neale Hurston, and others and non-canonical pieces like graphic memoirs, blogs and hybrid texts. Students use a workshop approach to produce an arrangement of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. Important questions for the class will be, "What is the writer's role in culture, history, and politics?" and "What does it mean to be a woman writer?" Students 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 French instruction or equivalent

This course emphasizes the further development of oral communication, reading, and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes, such as relationships, social trends, and careers. Thematic readings, which include a selection of short stories, articles, and poems, will serve as stepping stones to oral and written activities.

Course Rationale: The Linden School's students come from various backgrounds and experiences in the French language and culture. Some are from immersion or extended programs, which makes them relatively bilingual; others come from French core programs with varying degrees of fluency. In Grade 9, students who come from immersion programs may still have more fluency than those who have gone through a core program. Our course is designed to meet the needs of all learners.

Through an inclusion of women's literature, art, and issues into its French program, the Linden School is committed to developing in its students the self-awareness and confidence they need to take an active part in the shaping of society.

CORE FRENCH - FSF2D

Prerequisite: FSF1D

This course enables students to increase their knowledge of the French language, further develop their language skills, and deepen their understanding and appreciation of francophone culture around the world. Exploring a variety of themes, students will develop and apply critical thinking skills in discussion, in their analysis and interpretation of texts, and in their own writing.

Course Rationale: The French program at The Linden School couples an emphasis on effective communication skills and the development of precise knowledge with a committed approach to

equity and social justice.. The students are encouraged to deepen their understanding of these themes through critical thinking and personal exploration.

CORE FRENCH - FSF3U

Prerequisite: FSF2D

This course draws on a variety of themes to promote extensive development of reading and writing skills and to reinforce oral communication skills. Students will gain a greater understanding of French-speaking cultures in Canada and around the world through their reading of a variety of materials, including a short novel or a play. Students will produce various written assignments, including a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

Course Rationale: The French program at The Linden School couples an emphasis on effective communication skills and the development of precise knowledge, with a committed approach to equity and social justice and a focus on women's issues

CORE FRENCH - FSF4U

Prerequisite: FSF3U

This course draws on a variety of themes to promote extensive development of French- language skills. Students will consolidate their oral skills as they discuss literature, culture, and current issues. They will read a variety of texts and will write a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

Course Rationale: The French program at The Linden School couples an emphasis on effective communication skills and the development of precise knowledge, with a committed approach to equity and social justice and a focus on women's issues

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.

Course Rationale: This course offers students the opportunity to explore their skills, interests, and abilities as they relate to life-long goals and career opportunities. Students' learning will stress self-discovery through the completion and analysis of surveys such as the Jackson Vocational Interest Survey; through research, debate and discussion; and through role-play and simulation activities exploring work-place expectations and obligations, economic and market-place realities, and workers' rights and safety issues (with a focus on women's concerns both current and historical). Students will be given the opportunity to research educational and volunteer opportunities while plotting a personalized course toward the realization of their own educational, work and vocational aspirations. The course strives to offer students an arena in which to practice the skills and habits necessary for success in many work environments--as such, cooperative learning, effective communication, time-management, and respect of self and others

are key foci. This year, students will be expected to organize a job-shadowing experience in the field of their choice, to attend university and college open houses, and to create and present a professional portfolio.

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.

Course Rationale: The grade 9 programme has something for everyone! This course will help students understand how their personal actions and decisions will affect their health, fitness and well-being. As physical education becomes an optional course for young women it is important for them to see exercise and active living as a pleasurable and necessary part of a healthy life. We will be working towards building this positive attitude by stressing effort, participation and cooperation. Students have opportunities to continue developing their motor skills and body awareness, while learning the rules and strategies in the activities they are undertaking. Students will participate in a wide variety of team and individual activities including soccer, ultimate, basketball, ball hockey, fitness, dance, flag football, track and field, and softball. Highlights include CPR training and a ski/snowboard day. In the health component issues are addressed using films, articles and interviews to generate discussion about leading a healthy active lifestyle. The themes examined include: healthy growth and sexuality, substance use and abuse, personal safety and injury prevention.

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.

Course Rationale: The grade 10 programme has been designed with you, the student, in mind! 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. Sporting units include soccer, ultimate, basketball, ball hockey, fitness, dance, flag football, track and field, and softball. Students must make a committed effort to improve and monitor their own personal fitness, through fitness challenges, rigorous cardiovascular and strength training exercises and numerous sporting activities. In the health component there is great use of films, articles and interviews to generate discussion about leading a healthy active lifestyle. The themes examined include: healthy growth and sexuality, substance use and abuse, conflict resolution and sport leadership.

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.

Course Rationale: If you love sports, want to refine your skills, get fit, and learn in-depth strategies and tactics, the grade 11 programme is for you! This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that will engage students' interest throughout their lives. Sporting units include soccer, ultimate, basketball, team handball, ball hockey, fitness, dance, flag football, track and field, and softball. Highlights of the program are a rigorous leadership program where they will use and develop their leadership skills in a variety of healthy active living contexts; peer coaching, organizing clubs, designing tournaments and implementing fund-raising events. Work in this course will help young women manage their fitness better and equip them to lead their peers and younger children in enjoyable and safe exercises, games and sports. During the health component, emphasis is placed on hands-on learning and discussion; the themes examined include: sports injury and injury prevention, first aid and CPR training, mental health, and sport and fitness leadership.

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.

Course Rationale: If you love sports, want to refine your skills, get fit, and learn in-depth strategies and tactics, the grade 12 programme is for you! This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that will engage students' interest throughout their lives. Sporting units include soccer, ultimate, basketball, team handball, ball hockey, fitness, dance, flag football, track and field, and softball. Highlights of the program are a rigorous leadership program where students will use and develop their leadership skills in a variety of healthy active living contexts: peer coaching, organizing clubs, designing tournaments and implementing fund-raising events. Work in this course will help young women better manage their fitness and equip them to lead their peers and younger children in enjoyable and safe exercises, games and sports. During the health component, emphasis is placed on hands-on learning and discussion; the themes examined include: sports injury and injury prevention, first aid and CPR training, mental health, and sport and fitness leadership. This course will run concurrently with the grade 11 Healthy Active Living class.

INTERDISCIPLINARY STUDIES

MEDIA STUDIES – IDC4U

Prerequisite: any university or university/college preparation course (any grade 11 or 12 course coded U or M)

This course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic and mass media resources; to analyse historical innovations and exemplary research; and to investigate real-life situations and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge.

Course Rationale: This course will focus on a combination of critical thinking skills and the process of production of media that includes film, video, blogs and social media outlets. Students will be encouraged to make connections between the media that they consume, how it is put together, the aim and function of the media they consume and issues of social justice and equity.

PERSPECTIVES ON ART AND HISTORY – IDC4U

Prerequisite: any university or university/college preparation course (any grade 11 or 12 course coded U or M)

This course will help students develop and consolidate the skills required for, and knowledge of, different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic, and mass media resources; to analyse historical innovations and exemplary research; and to investigate real-life situations and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge.

Course Rationale: This course will combine the disciplines of history and visual art in order to examine both the meaning of art and its historical contexts from nineteenth-century Impressionism to twentieth-century post-modernism. Classroom instruction will encompass two hours of lecture/class discussion and one class of hands-on studio work, where students will create their own works in the context of what they have learned about the nature of the creative process in the artistic movements and styles they have been studying.

This course will answer affirmatively to the question, "Is a picture worth a thousand words?" Examining social, political, economic and historical factors, the course will illuminate how iconic art/artists of the past two centuries have reflected, interpreted and been interpreted, and ultimately shaped our shared human experience. For example, this course will examine how Impressionist art, now regarded as decorative, was initially scorned by the Academy, art critics and the general public. Similarly, how does one interpret / explain Marcel Duchamp putting the signature *R. Mutt* on the everyday object of the urinal and having it displayed as high art?

Students will debate whether Andy Warhol prognosticated the instant celebrity of the Kardashians in his legendary "in the future everyone will have their fifteen minutes of fame." We will look at the relationship between artists and their patrons by examining the transaction between the Ford

Motor Company and the exemplary Mexican muralist, Diego Riviera, and their dispute over the legendary Detroit Industry Murals. We will interrogate whether Georgia O'Keeffe *really* intended her oversized flowers to resemble female genitalia. We will scrutinize and analyze the role of artist as craftsperson, individualist, creator, entrepreneur, inventor, bohemian, genius, propagandist, celebrity/icon and star. Through posing and analyzing a series of provocative questions, students will further develop and sharpen their skills of visual analysis, interpretation, critical thinking, complex analysis, and contextualization, and will attain fluency in a variety of methodological perspectives as we study art through the lens of gender, race, class, and identity.

MATHEMATICS

In the teaching of mathematics, we engage the students in relational learning. This approach enables the students to see themselves interacting with mathematical knowledge and processes. We work collaboratively so that students are able to observe a variety of methods for solving problems as well as to see themselves as contributing problem-solvers. We seek out mathematical problems which not only expand the students' knowledge and understanding of mathematical concepts but also have a direct application to the lives of girls and women.

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.

Course Rationale: This grade nine mathematics course is designed to develop students' proficiency as learners and thinkers in mathematics, and their ability to apply mathematics in their daily lives. The young women will acquire the various skills needed to create, interpret, and analyze mathematical models to solve realistic problems, within and beyond the mathematics classroom. Topics will include connecting numbers and sequences, ratio, rate, percent, real numbers, statistics, linear and non-linear relations, algebra, equations, and analytic geometry. Students will also investigate similar triangles, the trigonometry of right-angled triangles, and the measurement of three-dimensional objects. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

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.

Course Rationale: This course is designed to make it possible for the students to learn the mathematics they need for the destination they seek, and to ensure that they understand the

power of mathematics in modeling authentic problems and situations. Students will model linear and quadratic relationships arising from a variety of contexts. Using trigonometric ratios and analytic geometry techniques, students will learn how to find exact measures in geometric contexts, as opposed to the approximate measures they have found using scale drawings and measurement tools. The other topics will include linear systems, analytic geometry, polynomials, quadratic functions and equations. The use of graphing calculator, dynamic geometry software, and dynamic data software is integrated within the course. These skills will help the students to become more powerful learners.

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.

Course Rationale: This mathematics course aims to make it possible for students to learn the mathematics they need for the destination they seek, to foster the development of high levels of skills and knowledge. 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. At Linden, we believe that mathematical knowledge becomes meaningful and powerful in application. This curriculum embeds the learning of mathematics in the solving of problems based on real-life situations. Upon successful completion of this course, students can take Mathematics of Data Management (MDM4U) and/or Advanced Functions (MHF4U) in Grade 12. Students may choose to take Calculus and Vectors (MCV4U) concurrently with Advanced Functions. This is the recommended grade 11 mathematics course, since it leads to the grade 12 course MHF4U which is the mathematics course required for the greatest number of university programmes.

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.

Course Rationale: This curriculum embeds the learning of mathematics in the solving of problems based on real-life situations. The students will be given the big picture before they get into the course. They will know where we are headed, and what functions will we be exploring. They will review linear, quadratic functions and there will be a very general introduction to exponential and trigonometric function.

At Linden we incorporate girls' learning styles into math class pedagogy, and reinforce a 'can do' philosophy. In the classroom, we use a conversational style that fosters group consensus and

builds ideas on top of each other; the interrelationship of thoughts and actions is paramount. We believe that mathematical knowledge becomes meaningful and powerful in application. Upon successful completion of this course, students can take Mathematics of Data Management (MDM4U) in Grade 12, or mathematics for college technology.

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.

Course Rationale: This course is built on the skills and understandings developed in the lower grades. It extends students' experiences with functions and trigonometry, and introduces second-degree relations. Having previously explored linear and quadratic relationships, students study polynomial and rational functions, and investigate the relationship between functions and their inverses. At Linden we believe that all students should study mathematics in each of the four years that they are enrolled in high school. Students continue their study of trigonometry and discover new properties and contexts to which it can be applied. Graphing and algebraic skills are also consolidated and extended in this course. Identifying connections between the algebraic and graphic representations of functions continues to be an important skill.

This course is intended both for students who plan to study mathematics in university and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs. **Advanced Functions is a required course for many university programmes.**

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.

Course Rationale: This course explores numerous applications of mathematics involved in managing and analyzing large amounts of data. We explore the methodology of inquiry: posing a question, collecting data, interpreting data and drawing conclusions. We will apply methods for organizing large amounts of information; apply counting techniques, probability and statistics in modeling and solving problems; and carry out a culminating project that integrates the expectations of the course and encourages perseverance and independence. We consider how statistics are used and misused in the popular press, as well as examining indices such as the GDP.

CALCULUS AND VECTORS - MCV4U

Prerequisite or Co-requisite: MHF4U

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.

Course Rationale: This course is designed for students planning to study university programs that are highly focused on mathematics, including engineering, pure mathematics, computer science, and the physical sciences. Contextual examples and activities are drawn largely from these fields. Because of the academic demands of these programs, the expectations of this course require students to consistently demonstrate the ability to:

- research, investigate, and construct mathematical concepts independently;
- make mathematical conjectures and, through inquiry, test a hypothesis in a variety of ways including using technology;
- generate multiple types to solutions to complex problems which may cross strands and require abstract thinking;
- analyse and design proofs from multiple perspectives.

To meet the demands of the world in which they will live, our students will need to adapt to changing conditions and to learn independently. They will require the ability to use technology effectively and the skills for processing large amounts of quantitative information. Whenever possible, the curriculum applies math to understand social issues, and specifically women's issues to help students understand the importance of math as a tool for social justice. **This course is a compulsory requirement for any university science course.**

SCIENCE

The science programme at Linden emphasizes a hands-on experimental approach with integrated laboratory investigations. An emphasis is placed upon the contribution to the body of current knowledge from women scientists. Through this knowledge and the rest of their course work, students will see women in science and mathematics who are active, able, contributing participants in the construction of scientific knowledge. All science students develop an independent science inquiry and presentation which is delivered at the school's annual Science and Technology Fair.

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.

Course Rationale: The grade 9 science programme is an exploration of all fields of science. We focus extensively on building a foundational understanding of chemistry (atoms, elements, and compounds), biology (sustainable ecosystems), physics (the characteristics of electricity), and earth and space science (study of the universe). Coursework is primarily lab based and will allow students to collaboratively create models to further their understanding. An emphasis on refining laboratory skills and processes is also included. Applications of science and technology are explored both in class discussions and written work.

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.

Course Rationale: This course enables students to develop a deeper understanding of concepts in biology, chemistry, physics, and earth and space science. They will further develop their scientific inquiry skills and to understand the interrelationships among science, technology, and the environment. Students will conduct investigations and understand scientific theories related to tissues, organs, and systems of living things; chemical reactions; climate change; and light and geometric optics.

BIOLOGY- SBI 3U

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.

Course Rationale: In addition to building a strong knowledge base, class discussions are structured to encourage inquiry and help students understand the potential implications and real world use of the concepts learned. Coursework requirements are primarily laboratory and project based.

BIOLOGY- SBI 4U

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.

Course Rationale: The grade 12 programme builds on the foundations of the previous year's studies through an extensive look into biochemistry. Students in grade 12 study complex cellular processes, homeostasis, molecular genetics, metabolic processes and an introduction to population dynamics. Students are encouraged to understand and appreciate the intricacies of life processes that will build a strong knowledge base for future university studies. We will continue to explore the key theme of structure and function, which will facilitate a deeper understanding of mechanisms and processes studied in this course. The use of self-designed inquiry labs, projects, simulations, and discussions help to reinforce concepts and generate further understanding of real world applications. Students will refine the skills, strategies and habits of mind required for critical scientific inquiry. Laboratories and culminating projects are a central emphasis in this course. Lab work will require further refinement of one's use of technologies (i.e.: electrophoresis) and laboratory skills (i.e.: gram staining), as well as emphasizing self-designed inquiry. In addition, in-depth analysis and synthesis of experimental data are expected, with attention to the development of one's technical writing. Culminating projects not only serve to connect all the major expectations, but allow the students to make concrete connections with the intricacies of science and its application in society, thereby allowing them to make educated and ethical decisions as they pursue post secondary studies.

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.

Course Rationale: The course focuses on the concepts and theories that form the basis of modern chemistry. Girls will investigate theoretically and experimentally, 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. They 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. Emphasis will also be placed on the importance of chemistry in other branches of science, particularly in the field of life sciences. The specific goal of this chemistry course is to motivate girls to develop their interest in the subject matter and to gain confidence in their success and to build upon this success in their further studies. The popularity of life sciences among women is an excellent starting point to motivate the girls in the career choices in this field.

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.

Course Rationale: This chemistry 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. Girls will advance further their problem-solving and investigation skills as they investigate chemical processes, while at the same time refining 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. Girls will also investigate different facets of the intersection of chemistry with the health sciences. The focus of the activities in this course is the knowledge and skills required for the success in similar university courses.

PHYSICS - SPH3U

Prerequisite: SNC2D

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

Course Rationale: In this course, students will develop scientific-inquiry skills as they verify accepted laws through various experimental activities and solve both assigned problems and those emerging from their investigations. The specific goal of this physics course is to motivate girls to develop their interest in science and engineering related careers and to gain the confidence in their success in further educational efforts where their knowledge of the principles of physics will be applied.

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.

Course Rationale: This physics course provides girls with opportunity to deepen their understanding of the concepts and theories of modern physics. Girls will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. They will also explore the wave nature of light, quantum mechanics, and special relativity. They will advance further their scientific investigation skills, learning, for example, how to analyze, 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. Girls will work on gathering the information and improving their skills in writing quality

scientific/technical articles and reports; the skills that are needed for the success in similar university courses.

TECHNOLOGICAL EDUCATION

COMPUTER AND INFORMATION SCIENCE - ICS3U

Prerequisite: None

[Offered in 2011-12 and again in 2013-2014, i.e. alternate years]

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.

Course Rationale: In keeping with the philosophy of The Linden School, the emphasis through classroom practice will be placed on giving young women a voice by encouraging active participation in decisions of pedagogical practices and evaluation procedures.

Research shows that young women tend to dismiss technology that is not relevant to them and to shy away from programming and coding. For this course, the students will have an opportunity to direct the course into an area that interests them by choosing to explore app development (for Apple-based devices or Android), 2-D game development with Flash or 3-D programming using Alice. The young women will also investigate gender disparities in Computer Science, and the future role of women in this field as they explore possible post-secondary occupations.

COMPUTER AND INFORMATION SCIENCE - ICS4U

Prerequisite: ICS3U

[Not offered in 2011-2012 and offered next in 2012-2013, i.e. alternate years]

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.

Course Rationale: This course helps students use programming and software engineering principles learned in ICS3U to design and develop algorithms and programs. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Using the Flash environment, students will use software development and diagnostic tools, implement data structures and algorithms, and use file-management techniques in a large project setting. Students will also analyze algorithms for effectiveness. They will also develop an understanding of the ethics of computer use and the impact of information technology on the community and the environment, emerging technologies and will explore post-secondary education and career paths in computer science.

COMMUNICATIONS TECHNOLOGY - TGJ3M

Prerequisite: None; preferably a student will have completed BTT10

[Not offered in 2011-2012 and offered again in 2012-2013, i.e. alternate years]

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.

Course Rationale: The course is divided into four units: Graphic Promotion and Communication; Studio Production; Digital Video and Imaging; and Interactive Media.

COMMUNICATIONS TECHNOLOGY - TGJ4M

Prerequisite: TGJ3M

[Offered in 2011-12 and again in 2013-2014, i.e. alternate years]

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.

Course Rationale: The organization of this course profile into four units - Digital Video and Imaging, Illustration, Graphic Promotion and Communication, and Animation/Multimedia Design - derives from the interrelated and interdependent nature of live, electronic, recorded, and graphic communications systems in their application to real-world communications challenges. Each unit reflects typical ways in which communications technologies are applied and builds around a central task, containing individual but cumulative activities. Within this framework, students have the opportunity to research and demonstrate awareness of societal, environmental and professional/career issues when assembling content for each unit task. In addition, the repetition of most expectations within separate units provides students opportunities to meet most course expectations more than once in different contexts. The young women will also investigate gender disparities in Communication Technology fields, and the future role of women in this field as they explore possible post-secondary occupations.

OSSD REQUIREMENT CHECKLIST

Compulsory Credits - 18

- English – 4 credits (1 per grade)
- Mathematics -3 credits (at least 1 in Gr. 11 or 12)
- Science - 2 credits
- French – 1 credit
- Canadian history – 1 credit
- Canadian geography – 1 credit
- The Arts (music, visual arts, dance, drama) – 1 credit
- Health and Physical Education – 1 credit
- Civics – 0.5 credit
- Career Studies – 0.5 credit

Plus:

- 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 health and physical education, or the arts,
or business studies, or cooperative education*
- 1 additional credit in science (Grade 11 or 12), or technological education,
or computer studies, or cooperative education*

*Not currently offered at The Linden School

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

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Community Involvement Hours (minimum 40 hours)

Grade 9	Grade 10	Grade 11	Grade 12
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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
<u>COMPULSORY CREDITS (18):</u>				
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 health and physical education, or the arts, or business studies, or cooperative education				
1 additional credit in science (Grade 11 or 12), or technological education, or computer studies, or cooperative education				
<u>ELECTIVE CREDITS (12):</u>				
TOTAL CREDITS FOR EACH YEAR				
TOTAL CREDITS FOR OSSD = 30				

COURSE OPTIONS SHEET 2011/2012

A minimum enrollment is required for a course to be run. The timetable is constructed on a "least-conflict" basis.

Option sheets are due in the guidance office by: April 1, 2011.

* Denotes a course required for the Ontario Secondary School Diploma.

GRADE 9

Students are expected to take a minimum of **8 credits** in grade 9. Nine courses are recommended in grade 9.

*English (ENG1D)

* Principles of Mathematics (MPM1D) **OR**

* Principles of Mathematics (MPM2D)

*French (FSF1D)

*Geography of Canada (CGC1D)

*Healthy Active Living (PPL1O)

*Science (SNC1D)

At least 1 of:

Visual Arts (AVI1O)

Dramatic Arts (ADA1O)

Options:

Introduction to Information Technology in

Business (BTT1O)

Latin (LVLAD)

GRADE 10

Students are expected to take a minimum of **8 credits** in Grade 10.

* English (ENG2D)

* Principles of Mathematics (MPM2D) **OR**

*Mathematics: Functions and Relations (MCR3U)

* Twentieth Century Canadian History (CHC2D)

* Science (SNC2D)

* Civics (CHV2O) 0.5credit

* Career Studies (GLC2O) 0.5 credit

At least one of:

French (FSF2D)

Spanish (LWSBD)

Latin (LVLBD)

Options:

Visual Arts (AVI2O)

Dramatic Arts (ADA2O)

Computer and Information Science

(ICS3U)(in 2012-13 TGJ3M and ICS4U will be offered)

Healthy Active Living (PPL2O)

GRADE 11

Students are expected to take a minimum of **7 credits** in Grade 11.

*English (ENG3U)

*Mathematics: Functions (MCR3U) **OR**
Functions and Applications (MCF3M)

Introduction to Anthropology, Psychology
and Sociology (HSP3M)
(American History (CHA3U)
(will be offered in 2012-2013)

Classical Civilization (LVV4U)

At least one of:
Biology (SBI3U)
Chemistry (SCH3U)
Physics (SPH3U)

At least one of:
French (FSF3U)
Spanish (LWSCU)
Latin (LVLCU)

At least one of:
Visual Arts (AVI3M)
Dramatic Arts (ADA3M)
Healthy Active Living (PPL3O)
Media Studies (IDC4U)*
Perspectives on Art and History (IDC4U)*
Computer and Information Studies
(ICS3U)
OR Communications Technology (TGJ4M)
(ICS4U and TGJ3M will be offered in 2012-
2013)

*Must have completed at least one university
or university/college preparation course (any
grade 11 or 12 course coded U or M)

GRADE 12

Students are expected to take a minimum of **6 credits** in Grade 12.

*English (ENG4U)

Mathematics: Advanced Functions
(MHF4U)

Mathematics of Data Management
(MDM4U)

Mathematics: Calculus and Vectors
(MCV4U)

World History: The West and The World
(CHY4U)

Classical Civilization (LVV4U)

Writer's Craft (EWC4U)

Biology (SBI4U)

Chemistry (SCH4U)

Physics (SPH4U)

French (FSF4U)

Spanish (LWSDU)

Healthy Active Living (PPL4O)

Media Studies (IDC4U)

Perspectives on Art and History (IDC4U)

Visual Arts (AVI4M)

Dramatic Arts (ADA4M)

Communications Technology (TGJ4M) **OR**
Computer and Information Studies (ICS3U)

NOTES: