

LASALLE SECONDARY SCHOOL



2024 - 2025 COURSE CALENDAR
GRADE 9

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****The course calendar is also available online at:**

lasalle.rainbowschools.ca/student-services/

Lasalle Secondary School

is committed to helping individual learners achieve their potential in physical, intellectual, emotional, social, cultural and moral development.



Lasalle Secondary School

strives to help young people search for many dimensions of learning and living. In addition to providing academic courses, we encourage students to participate in co-curricular activities that include athletic, social and cultural pursuits, community service, and travel.

“SECOND TO NONE”

ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD) REQUIREMENTS

In order to earn an OSSD, a student must earn a total of 30 credits:

- 18 compulsory credits
- 12 optional credits *
- complete 40 hours of community involvement activities
- successfully complete the Ontario Secondary School Literacy Test (OSSLT), normally written in Grade 10, or the Ontario Secondary School Literacy Course (OSSLC)

The 18 compulsory credits are:

- 4 English**
- 1 French as a second language (or Indigenous language)
- 3 Mathematics - at least 1 in Grade 11 or 12
- 2 Science
- 1 Canadian Geography
- 1 Canadian History
- 1 Arts (Drama, Music, Visual Arts)
- 1 Health and Physical Education
- 0.5 Civics and 0.5 Career Studies (½ credit each)

PLUS one credit from each of the following groups:

- 1 additional credit in English or French as a second language, or an Indigenous 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 & physical education, or business studies, or the arts, or French as a second language, or cooperative education***
- 1 additional credit in science (Grade 11 or 12), or technological education, or computer studies, or French as a second language, or cooperative education***

** May include up to four credits achieved through approved Dual Credit courses.*

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

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

ONTARIO SECONDARY SCHOOL CERTIFICATE

The Ontario Secondary School Certificate (OSSC) be granted upon request to students who leave school before earning the Ontario Secondary School Diploma (OSSD) provided 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

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.

EXAM RECOMMENDATION POLICY

Grade 9 students at Lasalle Secondary School will have the opportunity to be considered for exam recommendations. In order to receive a recommendation, the following criteria must be met:

- The student has achieved a 75% minimum average in the class
- The student has not been late more than 10 times in the class
- The student has not been absent more than 10 days in the class

EXCEPTIONS: Absences that are accompanied by a doctor's note and absences due to bereavement, school field trips, and documented elite athletic events.

NOTE: Administration reserves the right to remove a recommendation for an exemption if a student's conduct runs contrary to Lasalle's character education guidelines.

FEES
(subject to change)

Lasalle Voluntary Student Fee: \$20.00

The Lasalle student fee is collected to enhance the overall school experience for our students throughout the school year (e.g. Students' Council activities, student assemblies and special events).

Lasalle Athletic Membership: \$80.00

The Lasalle co-curricular athletic program is a successful and diverse program which provides student athletes with the opportunity to participate in one or more teams throughout the school year. To operate and provide these opportunities, this membership includes the following related costs: officials, referees, medals, banners, site fees, uniforms and the athletic banquet.

School Cash Online

School Cash Online is a safe, simple and secure alternative for parents to pay for school activities or events at rainbowschools.schoolcashonline.com.

Course Fees

Course fees may be charged where a student chooses to upgrade the material or where the purchase of materials is optional. Students enrolled in secondary schools can expect to be provided with the basic learning resources that are required to meet the course expectations. It is recognized that there may be optional resources that students may purchase to enhance the program, e.g. field trips, workbooks, upgrading materials for courses such as Construction Technology, Foods, and Visual Arts. Field trips are an enhancement to the course and are not mandatory. An alternative activity will be provided at no cost. Students are expected to participate actively in their learning and are required to bring basic materials such as pens, pencils and paper with them. Students taking Physical Education classes are expected to wear appropriate attire such as shorts, t-shirts and running shoes to ensure that active participation is possible.

Helping those in need of support

Some families in our school community need additional support in order to ensure their children are able to benefit from optional activities/materials. If you feel that you are in need of financial support, please arrange a confidential meeting with the school principal. If you would like to make a voluntary contribution to the school to help us continue to offer opportunities for all of our students contact the school. Any amount is welcome.

COMMUNITY SERVICE ACTIVITIES

As part of the diploma requirements, high school students must complete a minimum of 40 hours of community service before they graduate. Students can start counting community service hours in the summer following their Grade 8 year. The responsibility for the completion of the 40 hours of community service prior to graduation lies with the student and their parents/guardians. Students may not fulfill the requirement through activities that are counted towards a credit, through paid work, or by assuming duties normally performed by a paid employee. For more information on community involvement diploma requirements visit

<https://www.rainbowschools.ca/programs/secondary-education/community-involvement-hours/>
Record of Community Service Hours forms are available in the guidance office and on the Lasalle school website at lasalle.rainbowschools.ca/student-services/.

STUDENT SERVICES

THE GUIDANCE DEPARTMENT

The **Guidance Office** is open to all students seeking assistance in the areas of educational, career, and personal counselling. A student may make an appointment to see a guidance counsellor by visiting the Guidance Office. Parents may consult with a guidance counsellor by telephone or by personal appointment. Advice and information are available to students and to parents/guardians regarding the courses best suited to their needs, interests, abilities, career goals, and post-secondary options. Counsellors can also provide information on referrals to community agencies to help with academic or individual concerns.

Peer Tutors are student volunteers from any grade who help other students who are in need of assistance in a variety of academic areas. The time spent tutoring (outside of class time) may be used towards their required community service hours. Students interested in peer tutoring or students who require the services of a peer tutor should contact Guidance.

STUDENT RESOURCE CENTRE

The G.W. Thomson Resource Centre (Library) is open Monday to Friday. Chromebooks with internet access are available for student use, as are wireless connections for students with laptops. In addition, students have access to online databases at school and from home. Students are invited to do their homework, access school email, conduct traditional or electronic research for a project, or read a magazine or book in pleasant, attractive surroundings. Students may also access our Media Lounge for group work or presentations.

STUDENT SUCCESS

An important focus in education is to improve student achievement by giving specific attention to the individual learner. At Lasalle Secondary School, the Student Success Team works closely with classroom teachers to help provide support for struggling students. For more information, contact the Student Success Teacher, Ms. Austin-O'Hare (austind@rainbowschools.ca).

ELITE ATHLETE AND SPECIAL EVENT PROGRAM

This program is designated to suit the needs of exceptional students who are participating in out-of-school programs such as athletics or other special programs at the regional, provincial, national or international level. Many Sport Health Academics & Leadership (SHAL) Program students (see page 11) will qualify and benefit from this program. Elite Athlete and Special Event Forms can be picked up in the Guidance Office.

SPECIAL EDUCATION

While the primary responsibility for special needs students lies with the classroom teacher, the services of the Special Education Resource Teacher are made available when required. There are a number of roles the Resource Teacher may serve, including:

- providing support to the classroom teacher;
- administering educational assessments;
- providing a withdrawal program for exceptional students assisting in the development and implementation of modified/differentiated programming, and
- facilitating the I.P.R.C. (Identification, Placement and Review Committee) process.

The I.P.R.C. is a committee of two or more staff members who consider the needs of referred students. The committee is composed of school and Special Education personnel, parents/guardians, and the student. A student, parent, or guardian can make a request for an I.P.R.C. All requests are made to the principal of the school the student attends. An I.P.R.C. determines whether or not a student receives exceptional status, the needs of the student, and the appropriate placement of the student. The committee sends a written statement of its decision to the parent/guardian. If a student is French exempt, they may select the Learning Strategies course (GLE100) to replace French.

For more information, contact the Program Leaders of Special Education, Ms. Laura Nelson (nelsonl@rainbowschools.ca) or Ms. Marina Laporte (laportm@rainbowschools.ca).

INTENSIVE SUPPORT PROGRAMS (ISP) AT LASALLE

Alternative courses at the secondary level are developed with the goal of enabling students to live meaningful lives in their community after graduation. An Individual Education Plan (IEP) continues to be provided for each student based on his/her strengths and needs. The IEP for students must also contain a plan to help the student make the transition to a day program or the workplace, and to help them live as independently as possible in the community. The secondary school program also provides opportunities for inclusion in the social life of the school. The emphasis of the program gradually evolves to provide students with more community-based opportunities in their senior grades.

Alternative courses studied throughout the program may include: Creative Arts for Enjoyment and Expression, Money Management and Personal Banking, Transit Training and Community Exploration, Exploring our World, Language and Communication Development, Personal Life Skills, Exploring the World of Work, Social Skills Development, Culinary Skills, Numeracy and Numbers, First Canadians, Personal Health and Fitness, Choice Making for Healthy Living, Self Help and Self Care, Exploring Our Environment, and Computer Skills.

GENERAL COURSE INFORMATION

Definition of a Credit

A credit is recognition of the successful completion of a course for which a minimum of 110 hours is scheduled. A credit is granted to a student by the principal of a secondary school on behalf of the Minister of Education.

Course Coding System

The course code consists of a course title and a six-character code. The Ministry of Education and Training designates the first five characters. The school determines the sixth character.

Code Characters	Explanation	Example: ADA100
1 st , 2 nd , and 3 rd	Subject discipline of the course in letters	"ADA" - Drama
4 th	Grade level as a number 1 - Grade 9 3 - Grade 11 2 - Grade 10 4 - Grade 12	"1" - Grade 9 course
5 th	Type of course as a letter D or W – De-streamed O - Open L - Essential	"O" - open course
6 th	School designated character "O" - Regular Class "I" - French Immersion "B" - Band "E" - Enriched/AP Prep	"O" - regular class

GRADE 9 REGULAR PROGRAM

Each Grade 9 student must select 8 courses. Courses can be taken in either the English or French Immersion program.

Each student must take **six** compulsory courses:

- English
- French/Ojibway (or Learning Strategies, if French exempt by IPRC)
- Mathematics
- Science
- Geography
- Physical Education

Students must also select **two** elective courses:

- Drama
- Instrumental Music
- Vocal Music
- Visual Arts
- Introduction to Business
- Exploring Technologies (Trades)
- Introduction to Coding and Animation
- Food & Nutrition (French Immersion)

Sample Grade 9 Timetable

Period	Semester 1	Semester 2
1	Geography	Math
2	English	Science
LUNCH		
3	French	Physical Education
4	Elective	Elective

GRADE 9 ADVANCED PLACEMENT (AP) PREPARATORY PROGRAM

In today's highly competitive world, it is becoming apparent that students are seeking more ways to enrich their learning experience in high school. The Advanced Placement program at Lasalle Secondary School will offer students an unparalleled challenge with sophisticated material that goes deeper than conventional courses. Advanced Placement courses offer students an opportunity to experience university rigor while still in high school. These courses provide a solid foundation for post-secondary studies by helping to improve writing skills, sharpen problem-solving abilities and develop better study habits. Advanced Placement courses give students an opportunity to demonstrate their learning on a standardized exam in May. Students meeting certain score levels on the AP exam may receive university credit toward their university degree.

Lasalle offers Grade 12 Advanced Placement courses in Calculus, English Literature, Psychology, and Biology. To be eligible to continue toward these Grade 12 Advanced Placement courses, students should plan to take one (or more) of the following associated courses in Grade 9 and achieve the minimum mark indicated;

Grade 9 course	Minimum mark to continue in AP Prep pathway	Eligible Grade 12 AP course(s)
Enriched/AP Prep Math (MTH1WE)	85%	AP Calculus
De-streamed Math (MTH1W0)	By teacher recommendation	AP Calculus
Enriched/AP Prep English (ENL1WE)	85%	AP English Literature AP Psychology
De-streamed English (ENL1W0)	By teacher recommendation	AP English Literature AP Psychology
Enriched/AP Prep Science (SNC1WE)	85%	AP Biology
De-streamed Science (SNC1W0)	By teacher recommendation	AP Biology

SPORT HEALTH ACADEMICS & LEADERSHIP (SHAL) PROGRAM

Students in our Sport Health Academics & Leadership (SHAL) Program will have the opportunity to enrol in a number of unique and specially designed courses so that they can earn their OSSD along with their SHAL certificate. Application packages are available via the school website, or from the SHAL coordinator Ms. Bozzato (bozzatl@rainbowschools.ca).

Admission Requirements

To be considered for the Sport Health Academics & Leadership Program, the student must meet the following criteria:

- have a B+ (75%) average from elementary school
- be actively participating in a sporting activity (individual or team-based)
- train approximately 80 hours per year in that sport
- 60 hours of Community Service
- submit one or more references from a teacher and/or coach
- an interview with the SHAL coordinator and school principal may be required

Note: Students accepted into the SHAL program must maintain at least a 75% average to continue to the next year of the SHAL program.

Sample Grade 9 SHAL Timetable

Period	Semester 1	Semester 2
1	English	Math
2	Science	Geography
Lunch		
3	French	Elective**
4	Physical Education/Introduction to Business (Full Year)	
Geography, Physical Education, French, and the Food & Nutrition elective course will count towards the French Immersion Certificate		
** students will choose one elective (Business will count as the second elective)		
<i>Note: It is recommended that French Immersion students choose the Food & Nutrition elective in Grade 9, which will count towards both their French Immersion Certificate and their SHAL Certificate.</i>		

COURSE PATHWAYS

As part of its efforts to ensure all students can reach their full potential, the Ministry of Education has announced that beginning in September of 2022, all Grade 9 subjects will be offered in one stream (de-streamed). Enriched/Advanced Placement Preparatory courses, and Locally Developed (Essential) courses will still be offered.

Enriched/Advanced Placement Preparatory “E”

These courses are used to prepare students for Grade 12 Advanced Placement courses. Students will learn the essential concepts of a subject and explore related materials at a more advanced level. Emphasis will be on theory and abstract thinking with a considerable amount of independent study. Students should be working at a Level 4 in Grade 8 and be an independent learner with good work habits.

Locally Developed (Essential) “L”

Students will learn the most essential concepts of a subject. School staff generally recommends these courses for students with specific learning needs. Students should be working consistently at Level 1 in Grade 8. Students in this pathway generally require greater teacher direction and instruction to accommodate learning needs. This pathway prepares students for the world of work.

Open Courses “O”

Students will learn concepts and skills designed to prepare for further study in the subject area. Expectations are designed and appropriate for all students. These courses are generally elective courses.

De-streamed Courses “W or D”

All grade 9 compulsory courses are de-streamed. De-streamed classes have replaced the academic and applied pathways in all subject areas.

GRADE 9 COURSE DESCRIPTIONS

COMPULSORY SUBJECTS (De-streamed)

CGC1D0 – Issues in Canadian Geography

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

ENL1W0 – English

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..

ENL1WE – English (Enriched/Advanced Placement Prep)

The course follows the curriculum guidelines for ENL1W0. Opportunities for enrichment are provided. **Students must achieve a level 4 (85%) or higher in Grade 8 English to be a candidate for this course.**

FSF1D0 – French

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

MTH1W0 – Mathematics

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

MTH1WE – Principles of Mathematics (Enriched/Advanced Placement Prep)

The course follows the curriculum guidelines for MTH1W0. Opportunities for enrichment are provided. **Students must achieve a level 4 (85%) or higher in Grade 8 Mathematics to be a candidate for this course.**

SNC1W0 – Science

This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.

SNC1WE – Science (Enriched/Advanced Placement Prep)

This course follows the curriculum guidelines for the SNC1W0. Opportunities for enrichment are provided. **Students must achieve a level 4 (85%) or higher in Grade 8 Science to be a candidate for this course.**

PPL100 - Healthy Active Living Education

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. Students will have the option to choose between “traditional” or “recreational” Healthy Active Living Education. Traditional is for students who enjoy athletics and are looking for a more competitive physical education environment. Recreational is for students who prefer a less competitive, game-based physical education environment.

COMPULSORY SUBJECTS (ESSENTIAL)

ENG1L0 - English

This course emphasizes the key reading, writing, oral communication, and thinking skills students need for success in secondary school and in their daily lives. Students read a variety of narrative and expository forms, poetry and drama and practice the skills necessary for clear and accurate spoken and written language. Course activities will help develop confidence and self-esteem and provide motivation to succeed in school and life.

MAT1L0 - Mathematics

This course provides students who have experienced significant difficulties in previous Mathematics courses an opportunity to obtain sufficient background and skill development to prepare them for Grade 11 and 12 workplace preparation courses. Whenever possible, ideas will be presented in a real-life context, providing students with the opportunity to explore, organize, interpret, and use mathematical models to solve problems. Technology and manipulative materials will be used wherever appropriate. Assessment and evaluation will be done using a wide variety of strategies.

SNC1L0 - Science

This course enables students to understand essential concepts in biology, chemistry, earth and space science, and physics. In particular, this course works toward preparing students for the Grade 11 workplace preparation courses.

PPL1O0 - Healthy Active Living

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. Students will have the option to choose between “traditional” or “recreational” Healthy Active Living Education. Traditional is for students who enjoy athletics and are looking for a more competitive physical education environment. Recreational is for students who prefer a less competitive, game-based physical education environment.

FRENCH IMMERSION PROGRAM

Students who have followed a French Immersion program in elementary school will be able to continue in the French Immersion program at Lasalle Secondary School. All compulsory subjects in the Immersion Program are offered in the Academic Pathway. In order to receive a French Immersion Certificate, students must successfully complete a minimum of 10 credits taught in the French language. These courses must include Grade 9, 10, 11 and 12 Français. Students are strongly encouraged to take as many French Immersion courses as possible before graduation.

CGC1DI - Géographie - French Immersion (De-streamed)

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

FIF1DI – Français - French Immersion (De-streamed)

This course provides opportunities for students to speak and interact in French independently in a variety of real-life and personally relevant contexts. Students will develop their skills in listening, speaking, reading, and writing, as well as their ability to communicate in French with confidence, by using language learning strategies introduced in the elementary French Immersion program. Students will enhance their knowledge of the French language through the study of French Canadian literature. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

PPL1OI - Vie Active et Santé - French Immersion (Co-Ed) (Open)

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. The language of instruction is French.

INDIGENOUS LANGUAGES

LNOB00 – Indigenous Languages Level 1 - Ojibwe (Open)

This course is open to the entire student body and will allow students who have no prior Indigenous language experience to develop an appreciation for an Indigenous language and culture, to explore and experience a unique worldview, and to learn to speak an Indigenous language. Students will use the language being studied for greetings and daily routines, become familiar with its writing and sound system, and practice basic vocabulary and phrases. **This course can be substituted for the French compulsory course for diploma requirements.**

ELECTIVE COURSES (OPEN)
(All Grade 9 students must select two elective subjects)

ADA100 – Drama (Open)

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.

AMU100 – Music - Instrumental (Open)

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life.

BBI200 – Introduction to Business (Open)

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

HFN20I – Food & Nutrition – only offered in French Immersion in Grade 9 (Open)

This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food-marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food-preparation skills and introduces them to the use of social science research methods in the area of food and nutrition. Students will be expected to participate in food labs. The language of instruction is French. **A fee is required for supplies (approximately \$50).**

NAC100 Expressing Indigenous Cultures through Art (Open): This course focuses on both art appreciation and art creation. It allows students to analyse works in the various arts and create art works and/or productions that integrate aspects of various disciplines. This course encourages creative expression and fosters the development of skills and knowledge that prepare students for lifelong learning and participation in the arts and arts-related activities.

TIJ100 - Exploring Technologies – Trades (Open)

This course enables students to further explore and develop technological knowledge and skills introduced in the elementary science and technology program. Students will be given the opportunity to design and create products and/or provide services related to the various technological areas of industries, working with a variety of tools, equipment, and software commonly used in industry. Students will develop an awareness of environmental and societal issues, and will begin to explore secondary and post-secondary education and training pathways leading to careers in technology-related fields. The content of this course may include transportation technology, design technology, construction technology, and manufacturing technology.

TEJ100 – Exploring Computer Technology - Coding & Animation (Open)

This exploratory course introduces students to concepts and skills related to computer technology, which encompasses computer systems, coding, and animation. Students will learn the history of computers, how computers work, how to use computers/technology ethically and safely, block based coding with Scratch, text-based coding with Python and HTML, and animation using Blender. Students will also begin to explore careers in the computer technology industry.

GLE100 – Learning Strategies 1: Skills for Success in Secondary School (Open)

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. This course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond. ****This course is only for identified students and placement in this course will be determined at an IPRC meeting.**

EXTRA CREDITS

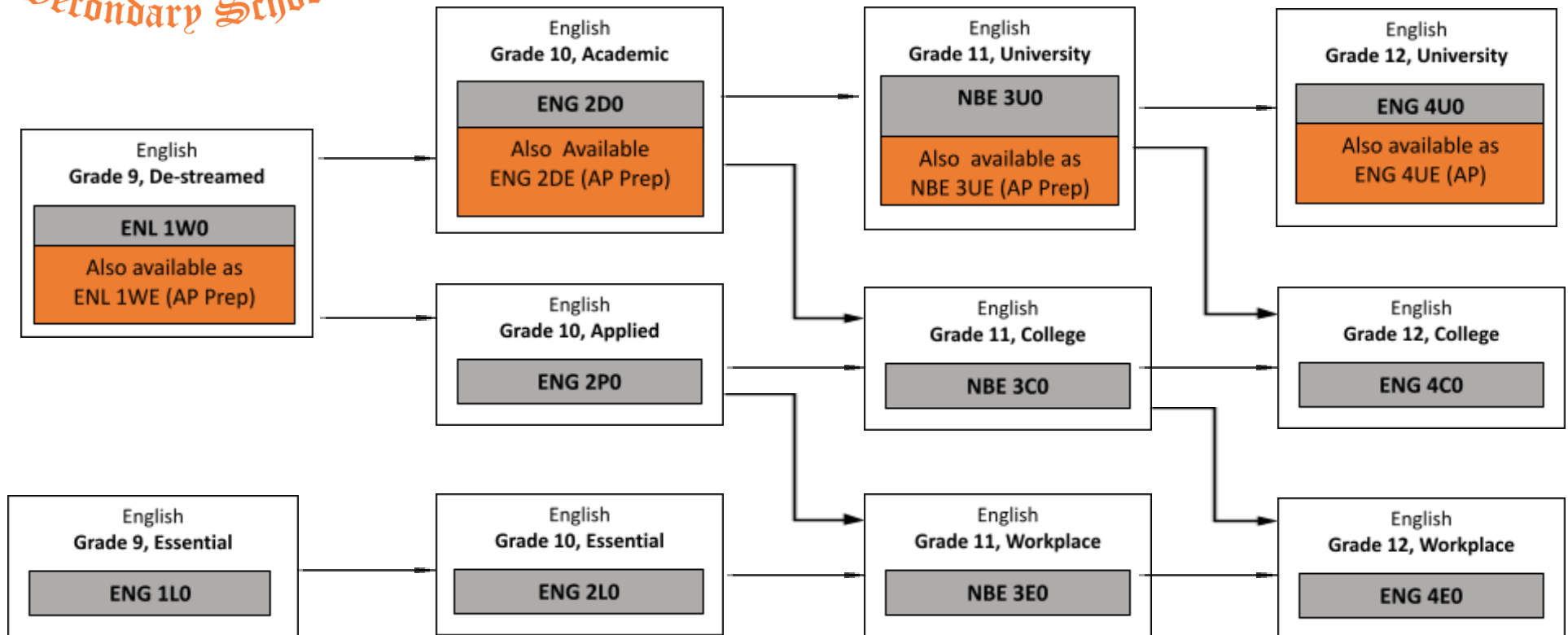
AMR10B – Music Repertoire (Band) - Extra Credit (Open)

Intermediate Concert Band (flutes, clarinets, saxophones, trumpets, trombones, baritones, and percussion) is a band repertoire course in which students increase their mastery of sensitivity and enjoyment of music through performance of Concert Band literature of various styles and eras. Students may earn an additional credit in **June** for this class. **Previous experience on a Concert Band instrument is recommended.**



Lasalle Secondary School Pathway Chart for English

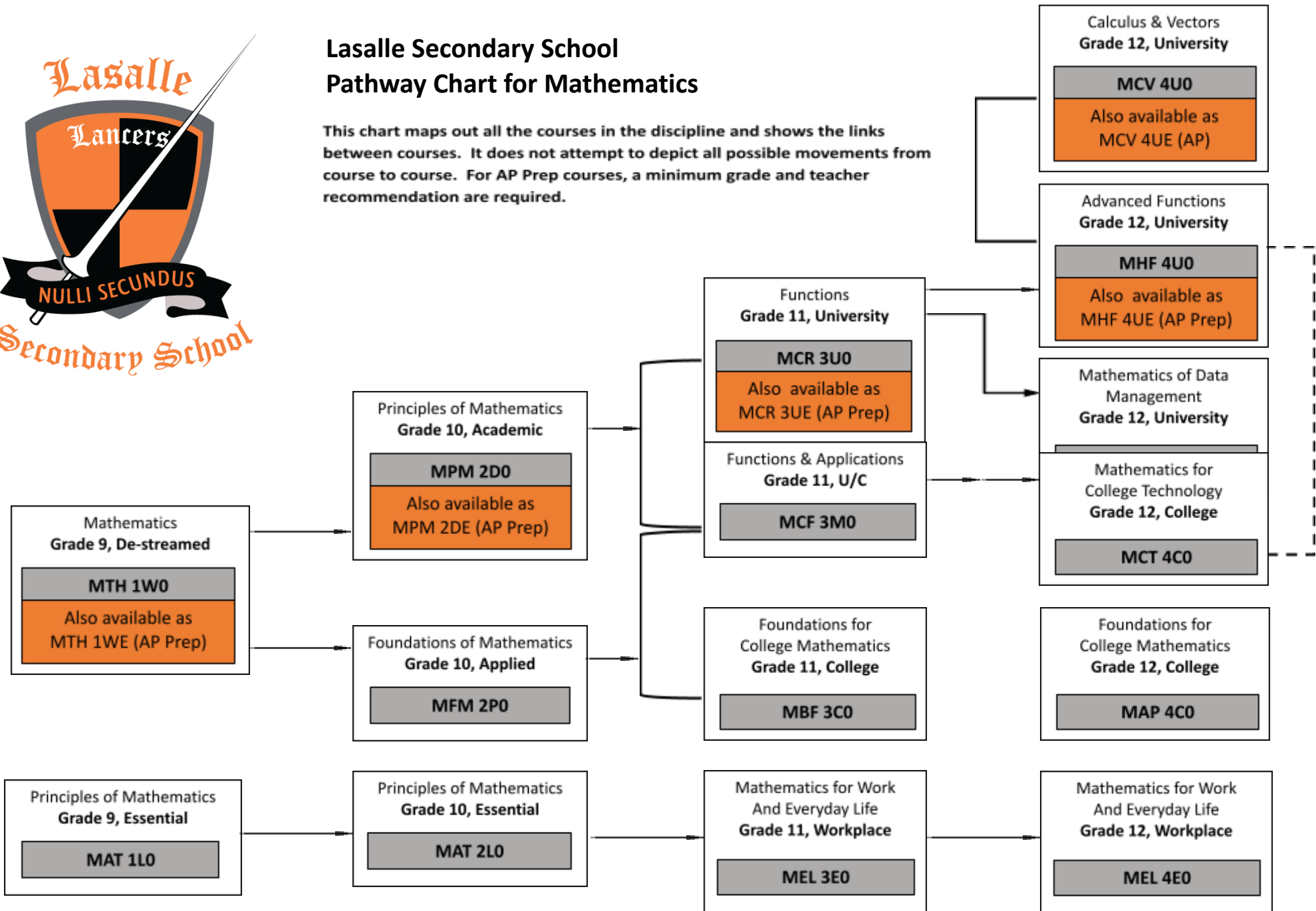
This chart maps out all the courses in the discipline and shows the links between courses. It does not attempt to depict all possible movements from course to course. For AP Prep courses, a minimum grade and teacher recommendation are required.





Lasalle Secondary School Pathway Chart for Mathematics

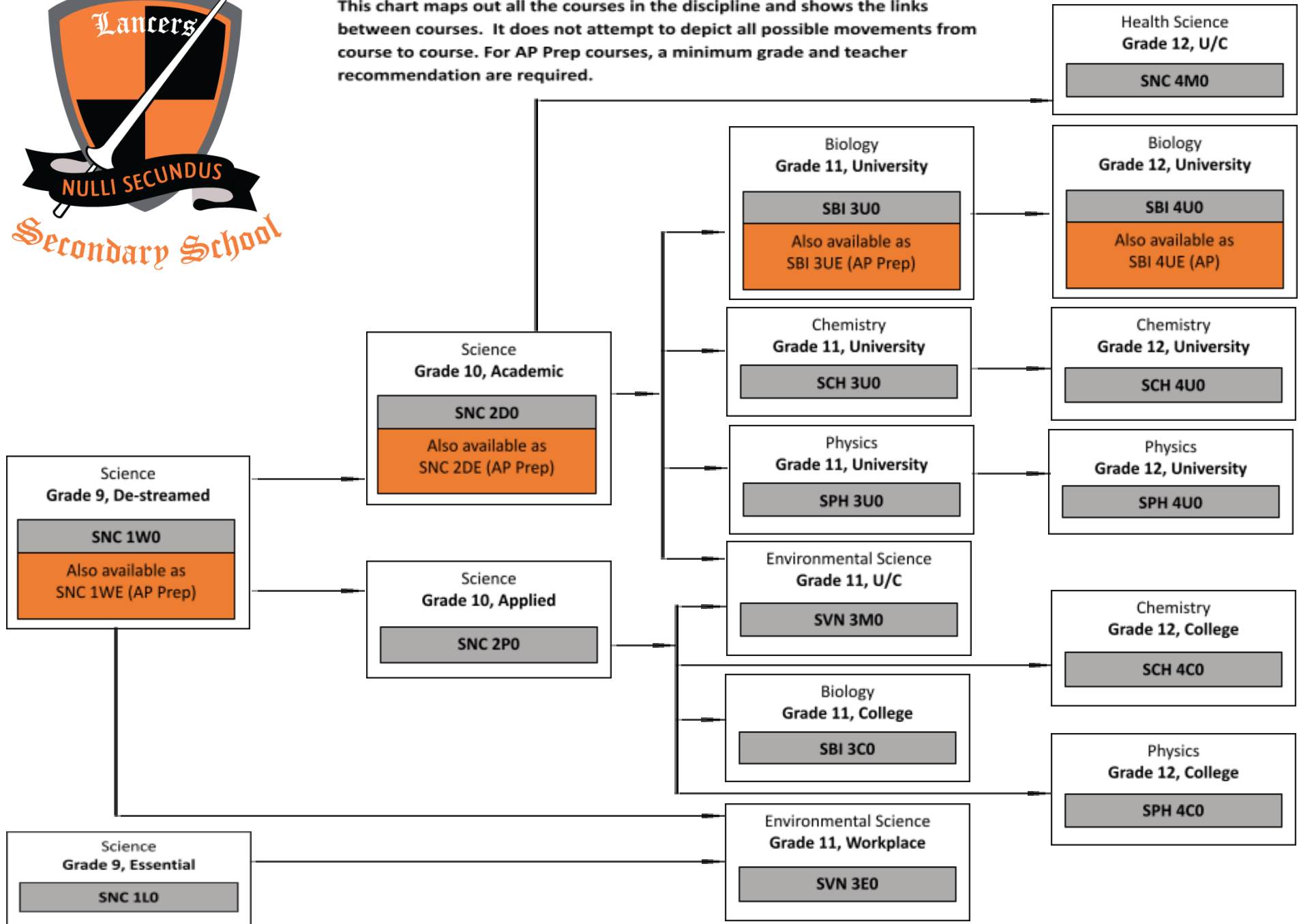
This chart maps out all the courses in the discipline and shows the links between courses. It does not attempt to depict all possible movements from course to course. For AP Prep courses, a minimum grade and teacher recommendation are required.





Lasalle Secondary School Pathway Chart for Science

This chart maps out all the courses in the discipline and shows the links between courses. It does not attempt to depict all possible movements from course to course. For AP Prep courses, a minimum grade and teacher recommendation are required.



Lasalle Secondary School Co-Curricular Organizations and Activities

Students' Council: The Students' Council is made up of the student leaders of the school. They organize many of the events in the school, provide input for decisions made by administrators, and represent the student body at ceremonies and events.

Music Council: The Music Council is made up of students who are responsible for organizing fundraising and social activities, including the annual Music Banquet, on behalf of music students.

Athletic Council: The Athletic Council is made up of students who are responsible for organizing fundraising, intramurals, and social activities, including the annual Athletic Banquet, on behalf of student athletes.

Clubs

Auto Club
Board Game Club
Breakfast Club
Chess Club
Fitness Club
Gay and Straight Alliance
Green Beans Environmental Club
Improv Club
Lancer Magazine Team
Me 2 We Group
*Peer Tutors
Reach for the Top Team
Robotics Club
Science Olympics Club
Video Gamer Club
Yearbook Club
Yoga Club

Music, Art and Drama

*Concert Band
*Drama Production
Guitar Ensemble
Winter MADness

Miscellaneous

*International Student Exchanges
Math Contests
School Dances
Science Fair
Technological Skills Competition
Variety Show

* Students may receive credit or community service hours for these activities

Sports

Alpine Skiing
Badminton
Baseball
Basketball
Cross Country Running
Cross Country Skiing
Curling
Flag Football
Football
Golf
Gymnastics
Hockey
Nordic Skiing
Snowboarding
Soccer
Softball
Swimming
Tennis
Track & Field
Volleyball
Wrestling



LASALLE SECONDARY SCHOOL
GRADE 9 COURSE SELECTION SHEET
 Please select 8 courses
(WORKING COPY)

NAME: _____ ELEMENTARY SCHOOL _____

CIRCLE SIX COMPULSORY SUBJECTS				
	ENRICHED	DE-STREAMED	ESSENTIAL	FRENCH IMMERSION
ENGLISH	ENL1WE	ENL1W0	ENG1L0	
FRENCH		FSF1D0		FIF1DI
OJIBWE*	LNOBOO (OPEN)			
GEOGRAPHY		CGC1D0		CGC1DI
MATHEMATICS	MTH1WE	MTH1W0	MAT1L0	
SCIENCE	SNC1WE	SNC1W0	SNC1L0	
HEALTHY ACTIVE LIVING (PHYS. ED)	PPL1O (Traditional/More Competitive)	PPL1O (Recreational/Less competitive)	PPL1OI (Co-Ed)	
ELECTIVE COURSES		CIRCLE 2 COURSES		
DRAMA		ADA100		
MUSIC		AMU100		
ART		NAC100		
INTRODUCTION TO BUSINESS		BBI200		
CODING & ANIMATION		TEJ100		
EXPLORING TECHNOLOGIES (TRADES)		TIJ100		
FOOD & NUTRITION (French Immersion only)		HFN2OI		
EXTRA CREDIT: CONCERT BAND		AMR1OB		

*The Ojibwe course can be used as a substitute for the French compulsory for students who have taken Ojibwe in Grade 8.

If you plan to apply to the Sport Health Academics & Leadership (SHAL) Program, please indicate your first choice of elective (do not indicate Intro to Business):

Has this student ever been identified through the IPRC process? Yes No

Are you French exempt? Yes No

(Students who have been designated as French exempt through the IPRC process will be scheduled into a Learning Strategies (GLE100) course for their 8th credit)

Parent/Guardian Signature: _____ Date: _____

Correct pathway selected? Yes No Elementary Teacher's Signature: _____

PLEASE RETURN THE OFFICIAL COURSE SELECTION SHEET TO YOUR GRADE 8 TEACHER OR DIRECTLY TO THE LASALLE SECONDARY SCHOOL GUIDANCE OFFICE BY FRIDAY, FEBRUARY 16, 2024.

At Lasalle Secondary School, we believe:

1. High expectations are the starting point.
2. All students can learn.
3. Our fundamental purpose is to give students hope.
4. Praise works.
5. The demonstration of care, compassion and understanding is more important than any curriculum.
6. Students will be engaged in learning that is meaningful for them and is connected to their collective experiences.
7. Students will understand what is expected of them and what they have been asked to do.
8. Students will have frequent and varied opportunities to demonstrate what they have learned.
9. Every student deserves the opportunity of a good outcome.
10. Great teaching makes a great school. We are great teachers.

For more information:

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(rivardk@rainbowschools.ca)

Program Leader of Student Services: S. Withers
(withers@rainbowschools.ca)