

# *Lo-Ellen Park Secondary School*



## *2024-2025 Grade 9 Course Calendar*

## *Grade 9 Course Offerings*

### **Message from the Principal**

The Lo-Ellen Park Secondary School community consists of students, staff, parent/guardians, and community partners working closely together to foster academic excellence and high student achievement. Our programs are challenging and designed to provide students with a solid academic and technological foundation for their chosen pathways. Our energetic and dedicated teachers constantly look for new ways to meet the ever changing needs of our student body to ensure their success!

A strong knowledge base, critical thinking skills, productive work habits and employability skills are emphasized by the Lo-Ellen Park staff. Respect for others and the educational environment is the foundation of our school as a safe and caring learning environment.

At Lo-Ellen Park, strong academic students who meet the entry requirements have the opportunity to enroll in the International Baccalaureate (IB) Programme. This allows students to earn both an Ontario Secondary School Diploma and the International Baccalaureate Diploma concurrently. As a staff, we also believe our timetable best supports the learning needs of our students. Sustained effort over the course of the entire year enables the student to acquire both the desired knowledge base and appropriate skills.

Working together as a community of students, parents and staff, we will see our young people well prepared for the future.

Many alumni have graduated from this fine school and become successful in their chosen field. Some of them had clear and focused goals while others took time before they decided what they thought they might like to do. Either way, they committed themselves to excellence. We challenge you to do the same.

Great student performance is the cornerstone of a great school. Lo-Ellen Park Secondary school students, both past and present, have established and enhanced a reputation of excellence in academics, the arts and athletics. I am extremely proud to be a part of this tradition and I am committed to supporting more great student performance in the years ahead.

Sincerely,

Pamela Potvin

***LO-ELLEN PARK SECONDARY SCHOOL'S  
MISSION STATEMENT***

Our mission is to provide, within a caring environment, a variety of educational opportunities to learners of all ages and abilities so that they can develop to their full potential as healthy, socially responsible, active members of a changing global community.

**SPECIAL PROGRAMS AT LO-ELLEN PARK  
SECONDARY SCHOOL**

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***INTERNATIONAL BACCALAUREATE PROGRAMME***

Grade 9 International Baccalaureate Preparation courses are designed to prepare and evaluate students for the Ontario Curriculum as well as to provide enrichment in content and skill development. In addition to benefiting from an enriched curriculum, those students who complete the full IB Diploma Programme in Grade 11 and 12 will receive both the Ontario Diploma and the IB Diploma. The latter is recognized by most universities world-wide and acknowledged by the granting of advanced placement and/or full or partial first year standing. Research has shown that students who participate in a rigorous academic program in high school are more likely to succeed at university. For more information, see pages 14 - 16 of this booklet.

*IB Coordinator: Ms. J. Wuorinen*

***FRENCH IMMERSION BILINGUAL PROGRAM***

This program is intended for students who have been in a Grade 8 French Immersion or French Language Program. Students will receive a *French Immersion Bilingual Certificate* from the Rainbow District School Board if they have completed at least 10 credits in French Immersion from Grade 9-12. At least four (4) of the credits must be Français, taught in each grade level.

The students who enrol in the program do so primarily to learn French. All activities, either in the classroom or out of the classroom, are planned to enable the student to further develop his/her communication skills.

*Program Leader of Languages: Mme. C. Dupuis*

***SPECIAL EDUCATION PROGRAMS***

The Rainbow District School Board provides for the needs of exceptional students through a range of programs and services. Special Education programming in each school is supported by the Board's Special Education/Student Services Department consisting of psychology staff, speech/language pathologists, and the services of itinerant specialists for the hearing and visually impaired. Information on these services, on the Board's Special Education Advisory Committee and Special Education Plan can be obtained by calling 523-3308. Students with an Individual Education Plan (IEP) will also have the option to take a Learning Strategies course.

Lo-Ellen Park's Intensive Support Program (ISP):      Life Skills,  
Autism Spectrum Disorder

*Special Education Program Leader: Ms. L. Morin*

## *Grade 9 Course Offerings*

### ***THE ONTARIO SECONDARY SCHOOL DIPLOMA***

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In order to earn an Ontario Secondary School Diploma a student must:

1. earn 30 credits
2. complete 40 hours of community involvement activities
3. successfully complete the Ontario Secondary School Literacy Test (OSSLT)

#### ***Compulsory Credits:***

Students must earn the following compulsory credits in order to obtain the Ontario Secondary School Diploma:

- 4 credits in English (1 credit per grade)
- 1 credit in French or Ojibwe
- 3 credits in mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in Canadian history
- 1 credit in Canadian geography
- 1 credit in the arts - (*Art, Drama, Music*)
- 1 credit in health and physical education
- 0.5 credit in career studies
- 0.5 credit in civics
- Group 1: an additional credit in English, or French as a second language, or a Native language or third language, or social sciences and the humanities or Canadian & world studies, or guidance and career education, or cooperative education\*
- Group 2: 1 additional credit in health and physical education, or the arts (*art, music, drama*) or business studies or French as a second language or cooperative education\*
- Group 3: a additional credit in science (Grade 11 or 12) or technological education (Grade 9-12), or French as a second language or cooperative education\*
- Students entering Grade 9 in September 2024 will be required to earn a Grade 9 or 10 Technology credit.

\* *Note:* A maximum of two credits in French as a second language and cooperative education can count for compulsory credits in Groups 1, 2, and 3.

#### ***Optional Credits***

In addition to these compulsory credits, students must earn optional credits selected from the common course calendar.

**\*\* see additional diploma requirements on next page**

## ***ADDITIONAL DIPLOMA REQUIREMENTS***

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### **Community Involvement Requirements and Procedures**

Every student must complete 40 hours of community involvement.

#### ***Community Involvement - Steps to Take***

1. Select volunteer activities.
2. In consultation with parents, contact the person or organization where you plan to volunteer.
3. Ensure that signatures from parents, sponsors, and the total number of hours are evident on the *Notification of Completion of Community Involvement Activities* form. These forms are available in the main office or the guidance office.

### **Ontario Secondary School Literacy Requirement**

All students who enter Grade 9 must successfully complete the provincial secondary school literacy test in order to earn a secondary school diploma. Students will normally be administered the literacy test when they are in Grade 10. The test is based on Ontario curriculum expectations for language and communication, particularly reading and writing, up to and including Grade 9.

Most students will meet the requirement by successfully completing the Ontario Secondary School Literacy Test (OSSLT) or the Ontario Secondary School Literacy Course (OSSLC).

### **Ontario Secondary School Certificate**

The Ontario Secondary School Certificate (OSSC) will 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 according to Ministry policy.

### **Certificate of Accomplishment**

Students who leave school before fulfilling the requirements for the OSSD or the OSSC may be granted a Certificate of Accomplishment. This certificate may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training.

## ***SCHOOL RECORDS***

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### **Ontario Student Record**

The Ontario Student Record (OSR) file is the official record for a student. The OSR is created when a student enters the Ontario school system and moves with the student from school to school. Every Ontario school keeps an OSR for each student enrolled. The OSR file contains achievement results, credits earned, and other information important to the education of the student. The OSR is created under the authority of the *Education Act*, and the contents of the OSR are protected under the *Freedom of Information and Protection of Privacy Act*. Parents and students may examine the contents of the OSR upon request, with the assistance of the Principal or designated administrator.

### **Ontario Student Transcript**

The Ontario Student Transcript (OST) provides a comprehensive record of a student's overall achievement in high school. The transcript, which is part of the OSR, includes the following information:

- All Grade 9 & 10 courses successfully completed by the student, with percentage grades obtained and credits earned;
- All Grade 11 & 12 courses completed or attempted by the students, with percentage grades obtained and credits earned;
- Identification of compulsory credits, including credits that are substitutions for compulsory credits identified by the Ministry as diploma requirements;
- Confirmation that the student has completed the 40 hours of community involvement;
- Confirmation that the student has successfully completed the Ontario Secondary School Literacy Test (OSSLT) or passed the Ontario Secondary School Literacy Course (OSSLC).

## ***REPORTING STUDENT PROGRESS***

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### **Evaluation Policies**

Students will receive a detailed evaluation procedure from each teacher. Three reports of students' progress will be sent home each semester:

- Interim – October/March
- Mid-Term –November/April
- Final–January/June

A parent-teacher consultation evening will be held in October and March, each semester, after the interim reports have been sent home.

## *Grade 9 Course Offerings*

### **Subject Promotion**

During the academic year, students are evaluated on the basis of tests, projects, essays or presentations, and exams. When a course is passed (50%), the student receives the credit value as stated in the handbook. Failed courses (below 50%) are given no credit value. Students may repeat a failed option or they may change to another option in the following semester. Compulsory ministry subjects *must* be passed.

### **Knights' Scholars**

Students who achieve an average of 80% or more on the year's work are designated as Knights' Scholars. These students are given special recognition for their achievement at an assembly in October to which parents and families are invited. A full year's work is defined as:

- Grade 9 – 8 credits
- Grade 10 – 8 credits
- Grade 11 – 8 credits

## ***SUPPORT FOR STUDENTS***

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### **Individual Pathway Plan (IPP)**

Students will document their learning in education and career/life planning in a web-based Individual Pathways Plan (IPP). The IPP becomes the primary planning tool for students as they move through high school towards their initial postsecondary destination. By developing their Individual Pathways Plan, students take responsibility for their learning and for planning their future. Developing their IPP increases students' awareness of their strengths and interests and of the related opportunities for learning and work. It also enables them, in collaboration with their teachers and parents, to make decisions, set goals, and develop and implement the steps needed to successfully complete elementary and secondary school and proceed to their initial postsecondary destination.

For more information visit [www.myblueprint.ca/rainbow](http://www.myblueprint.ca/rainbow)



## *Grade 9 Course Offerings*

### **Guidance and Career Education**

Guidance and Career Education provides students with the knowledge and skills they need in order to learn effectively, to live and work co-operatively and productively with a wide range of people, to set and pursue educational and career goals, and to carry out their social responsibilities. This program is delivered in various ways, including classroom instruction, an Individual Pathway Plan, orientation and exit programs, career exploration activities, and individual assistance and counselling. Students are also required to complete a Grade 10 half-credit course in career studies. Peer tutoring is also available to students experiencing difficulty in a particular course. Contact Program Leader of Student Services, Mrs. J. Bourget for more information.

### **Special Education**

Lo-Ellen Park Secondary School recognizes the need of exceptional students and responds by providing a variety of program options for students who have been identified with special needs. After an IPRC (Identification, Placement, and Review Committee) identifies a student who is exceptional, an IEP (Individual Educational Plan) is developed and maintained for that student. An IEP may also be prepared for students who are receiving Special Education Programs and services but who have not been identified as exceptional by an IPRC. To learn more about the Rainbow School Board's Special Education Advisory Committee (SEAC), parents may refer to the Special Education Parent's Guide in the Guidance office and may also contact the school's Special Education Department.

### **Student Success**

An important focus in education is to improve student achievement by giving specific attention to the individual learner. At Lo-Ellen Park Secondary School, Student Success Teams work closely with the classroom teachers to help provide support for struggling students. For more information contact the Student Success Teacher, Mrs. J. Boudreau.

*Grade 9 Course Offerings*

ONTARIO SECONDARY SCHOOL DIPLOMA PLANNING CHART For students who began secondary school September 1999 or later								
YEAR	COMPULSORY CREDITS						ELECTIVE CREDITS	ADDITIONAL COMPULSORY CREDITS
Year 1 (Gr. 9)	English	Math	Science	Geography	French Or LNOAO0	Physical and Health Education	Arts (1) (Art, Music, Drama) Grade 9 or 10 Technology Credit  <b>Group 1 (1)</b> English or French, <b>or</b> a third Language <b>or</b> Native Language <b>or</b> Social Science <b>or</b> Canadian and World Studies <b>or</b> Guidance and Career Education <b>or</b> Cooperative Education*  <b>Group 2 (1)</b> Physical Education <b>or</b> A second Art (Art, Music, Drama) <b>or</b> French, <b>or</b> Business/Entrepreneurial Studies or Cooperative Education*  <b>Group 3 (1)</b> Grade 11 or 12 Science <b>or</b> French, or Grade 9-12 Technology <b>or</b> Computer Studies <b>or</b> Cooperative Education*	
Year 2 (Gr. 10)	English	Math	Science	History	Civics & Career Studies			
Year 3 (Gr. 11)	English	Math						
Year 4 (Gr. 12)	English							
<p><b>In order to earn a secondary school diploma, a student must also pass the Ontario literacy requirements and complete 40 hours of community involvement. Any student wishing to go to university must successfully complete Grade 12 (ENG 4U) University English and 5 other 4U or 4M courses. See individual university prerequisites for more information.</b></p> <p><b>* students may earn up to 2 compulsory credits from groups 1, 2 and 3 through cooperative education and French as a second language.</b></p>								

## *Grade 9 Course Offerings*

### ***PATHWAYS***

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In Grade 9, three types of pathways are offered: IB Prep, Ontario Grade 9 (destreamed), and locally developed. The Ontario Grade 9 courses in English, Math, Science, and Geography emphasize theory and abstract problems. The IB Prep pathway is designed to provide enrichment in content and skill development. The pace of learning is accelerated and homework requirements are more demanding. Currently Lo-Ellen Park offers three locally developed credit courses: English, Math, and Science.

*\* Please note that when selecting your courses, choose the type that best suits your abilities, interests, and future goals.*

### **Types of pathways in Grade 11 and 12**

In Grade 11 and 12, courses are organized based on the students' future destination. These include:

- College Preparation Courses (C)
- University Preparation Courses (U)
- University/College Preparation Courses (M)
- Workplace Preparation Courses (E)
- Open Courses (O)

### **Course Coding System**

The course code consists of a course title and a six-character code: The first five characters are designated by the Ministry of Education and Training. The sixth character is determined by the school.

Code Characters	Explanation	Example: SNC1WN
1 <sup>st</sup> , 2 <sup>nd</sup> , and 3 <sup>rd</sup>	Subject discipline of the course in letters	“SNC” - Science
4 <sup>th</sup>	<b>Grade level as a number:</b> ‘1’ Grade 9 ‘3’ Grade 11 ‘2’ Grade 10 ‘4’ Grade 12 <b>Grade level as a letter:</b> ‘B’ Grade 10 ‘D’ Grade 12 ‘C’ Grade 11	‘1’ - Grade 9 or 1 <sup>st</sup> year
5 <sup>th</sup>	<b>Type of course as a letter:</b> ‘W’ = Destreamed ‘L’ = Locally Developed ‘O’ = Open	‘W’ - Destreamed course
6 <sup>th</sup>	Board designated character that may be used to differentiate between courses with similar codes  ‘I’ - French Immersion ‘H’ – IB Prep Immersion ‘N’ – IB Prep	‘N’ – IB Prep

<http://www.edu.gov.on.ca/eng/curriculum/secondary/>

### 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.

### Additional Costs

In some courses, there will be a charge made to the student for workbooks, materials, and certain off-campus activities. Where the school has been able to determine these costs they are indicated in the course description section. There may be a charge made for field trips in any course to cover the cost of transportation and/or admission.

### Selecting a Program

Within the regulations set down by the Ministry of Education, PARENTS/GUARDIANS assume the responsibility for program selection for students under 18 years of age. Once 18, students assume this responsibility.

## *Grade 9 Course Offerings*

Please give careful thought to the selection of courses, as the course calendar for the next year is based on student course requests.

**Please submit your signed option sheet by February 28, 2024.**

### ***THE SCHOOL DAY AND THE SCHOOL YEAR***

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#### **Grade 9 Program**

Each student in Grade 9 must select 8 courses. Courses can be taken in either English or French Immersion. Each student must take 6 compulsory courses – English, French or Ojibwe, Mathematics, Science, Geography, and Physical Education; and 2 elective courses. Students need to select 1 elective from Music/Art or Drama.

#### **Sample Grade 9 Timetable**

<b>Semester One</b>	<b>Semester Two</b>
<i>Math</i>	<i>Geography</i>
<i>English</i>	<i>Science</i>
<b>Lunch</b>	<b>Lunch</b>
<i>French</i>	<i>Physical Education</i>
<i>Visual Art</i>	<i>Exploring Technologies</i>



## *International Baccalaureate: FAQs*

### **What is the IB Programme?**

The **International Baccalaureate (IB)** Programme is an internationally recognized programme based on the principles of outcome-based education using a common curriculum. Students are evaluated by a team of teachers, and schools are held accountable for the curriculum, the effectiveness of instruction, and student achievement.

The general objectives of the International Baccalaureate Programme are to provide students with a balanced education, to facilitate geographic and cultural mobility, and to promote international understanding through a shared academic experience. The student who meets the requirements of the International Baccalaureate Diploma has demonstrated a strong commitment to learning, both in terms of the mastery of subject content and in the development of the skills and discipline necessary for success in a competitive world.

### **What do IB students study?**

The International Baccalaureate Programme is taken during the last two years of secondary school, grades 11 and 12. In order for students to achieve the appropriate background, the Ontario curriculum is enriched and adapted beginning in grade 9. Students will be admitted to Lo-Ellen Park's International Baccalaureate Preparatory Programme in grade 9. This will provide the opportunity for students, staff and parents to determine if the International Baccalaureate Programme is appropriate for the student and to decide if he/she should proceed to the International Baccalaureate Programme in grade 11. By the end of grade 12 the student must complete the following requirements:

- Successfully write International Baccalaureate examinations in six subject areas. These examinations are either at the Standard Level (SL) or the Higher Level (HL). All examinations are set and evaluated internationally. In order to receive the International Baccalaureate Diploma, the student must write at least 3 HL and 3 SL examinations. The six subject areas are:
  - Group 1: Language A - English (HL)
  - Group 2: Language B - French (SL)
  - Group 3: Individuals and Society - History (SL)
  - Group 4: Sciences - Biology (HL), and Chemistry (HL)
  - Group 5: Mathematics (SL)
  - Group 6: Arts (HL/SL)

## *Grade 9 Course Offerings*

- Complete the **Creativity, Activity, Service (CAS)** requirement of extracurricular and community service activities. CAS activities may be started at the beginning of the grade 11 year.
- Successfully complete the International Baccalaureate course **Theory of Knowledge**. This course is a purposeful and thoughtful inquiry into different ways of knowing, and considers the role which knowledge plays in a global society. It encourages students to become aware of themselves as thinkers and to recognize the need to act responsibly in an increasingly interconnected world.
- Write an **Extended Essay** which provides the experience of an independent research paper. Each student must choose a topic of interest within the International Baccalaureate curriculum and write a 3,500 - 4,000-word essay that meets international standards of scholarship.

### **Why choose the IB pathway?**

The International Baccalaureate Diploma is recognized throughout the world as a university admission credential. Many universities grant credit and/or advanced placement for Higher Level examinations. In some cases, a full year of university standing may be awarded to International Baccalaureate Diploma holders. These policies have been developed as a result of the experience universities have had with previous International Baccalaureate students, as well as recognition of the challenge that the International Baccalaureate Programme offers secondary school students. Admissions officers appreciate the caliber of the International Baccalaureate students and look to attract them to their campuses. IB students from Lo-Ellen Park have been accepted into highly selective programs at Canadian and American universities.

### **How do I become an IB student?**

In general, students considering the IB Programme must first complete the IB Preparatory programme in Grades 9 and 10 to build the foundation required to manage the academic rigor of the IB curriculum in Grades 11 and 12. Therefore, the application process begins in Grade 8. Late admission to the programme (in Grade 10 or 11) **may** be considered on an individual basis.

*Students will be admitted to the programme if they meet the following requirements.*

## *Grade 9 Course Offerings*

### **Lo-Ellen Park IB Preparatory (Grade 9)**

Students must demonstrate a strong academic background in the core subjects. Admission is based on all of the following:

- a minimum average of 80% in English, French, Math, Science, History and Geography
- the recommendation of Grade 8 academic teacher(s) and/or the principal
- learning skills that suggest self-discipline and commitment to academic success
- completion of the application form with the necessary documentation
- an interview may be requested

Application forms can be found on the school website, and should be submitted to [ibpreapplication@rainbowschools.ca](mailto:ibpreapplication@rainbowschools.ca), by February 28, 2024.

### **What happens after IB Preparatory?**

#### **The Diploma Programme Years 1 and 2 (Grades 11 and 12)**

Students who have demonstrated success in Lo-Ellen Park's IB Prep programme will be admitted to the Diploma programme. These students will have demonstrated a strong academic background in the core subjects as assessed by their Grade 9 and 10 teachers, in consultation with the IB coordinator and/or the principal. Students who select the Diploma programme commit to studying the IB subjects for two years. Students may choose to study in the IB Courses pathway, which means they will take a minimum of two IB subjects in grades 11 and 12.

Admission for students from other secondary schools or from non-IB Prep courses **may** be considered on an individual basis providing space permits. Such a student must be able to demonstrate that he/she has a strong academic background in the core subjects. The student must complete an application form, and be interviewed by the principal and/or IB coordinator. Additional preparatory work may be required to ensure that the student will be able to handle the demands of the IB programme.



## *Grade 9 Course Offerings*

### ***Co-Operative Education***

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Co-Operative Education is a unique educational process designed to promote skill development, individual career development, and self-awareness by means of integrating classroom theory with planned and supervised practical experience in a work environment. This program is available to students in Grade 11 & 12 only.

### ***Dual Credit Courses***

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Students can earn up to 4 dual credits towards the 12 optional credits required for an OSSD. This is done by participating in apprenticeship training and post secondary courses offered at Cambrian College. These courses count towards the secondary school diploma as well as the post secondary diploma or apprenticeship certification. This program is available to senior students.

### ***e-Learning Courses***

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e-Learning courses are those where teachers deliver online courses using a learning management system that students can access at school and at home. Students can supplement their timetable with an online course, giving them greater flexibility and choice in completing their secondary school diploma. Students can take courses that are not available at their home school or are not accessible due to scheduling conflicts.

### ***Elite Athlete Program***

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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. Students may contact the Guidance Department for further details.

### ***Ontario Youth Apprenticeship Program (OYAP)***

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Students must be 16 years of age to participate. This program is ideal for students who want to: participate in a work experience placement in a skilled trade; develop trade related skills; or begin training in a skilled occupation as a registered apprentice.

### ***Specialist High Skills Major – Business***

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LEP's Business Program is committed to work with community and industry leaders that will provide students with experience & specialized training in finance, accounting, marketing, and investment management. The SHSM is a ministry-approved specialized program for Grade 11 & 12 students to focus their learning on a specific economic sector while meeting the requirements for the Ontario Secondary School Diploma (OSSD) and assists in their transition from secondary school to apprenticeship training, college, or university. Interested students are encouraged to contact the guidance department or SHSM Lead Mr. Hatzis.

### ***Specialist High Skills Major – Construction/Architecture***

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The Construction High Skills Major focuses on architectural designing that meet 21<sup>st</sup> century needs. To satisfy the contemporary designs of today, a building should be constructed in a manner which is environmentally friendly in terms of the production of its materials, its impact upon the natural environment and building environment of its surrounding area as well as the demands that it makes upon non-sustainable power sources for heating, cooling, water and waste management. Registered students of this program will benefit from the specialized bundle of credits, sector recognized certifications, reach ahead and experience activities the take them out of the class and into the actual sites of study along with hands on experience through co-op placements. Pupils who meet all requirements will receive a red seal on their OSSD diploma along with a SHSM report outlining their accomplishments within the program. Interested students are encouraged to contact the guidance department or SHSM Lead Mr. Smith.

### ***Specialist High Skills Major – Environment***

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This program enables students to customize their high school experience to suit their interest and talents. It prepares them for successful transitions to apprenticeship training, college, university or employment while meeting the requirements of the Ontario Secondary School Diploma. This major provides an engaging learning environment where students make informed career decisions and gain sector-identified credits, skills, and knowledge. Interested students are encouraged to contact the guidance department or SHSM Lead Mr. Veevers.

### ***Specialist High Skills Major – Manufacturing/Engineering***

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The Manufacturing SHSM program provides students with unique opportunities to work collaboratively, identify problems, apply what they know, persevere through challenges, find unique solutions, and lead in their own learning. This SHSM focuses on introducing students to skills such as computer programming, electronics, robotics, 3D modelling and printing and modern manufacturing. Interested students are encouraged to contact the guidance department or SHSM Lead Mr. Monti.

### ***Specialist High Skills Major – Transportation***

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The Transportation SHSM program provides students with a strong foundation for a wide variety of careers in the transportation sector, from those focusing on the service, repair, and modification of vehicles and vehicle systems to those related to the organization and management of transportation services and mass-transit systems. The SHSM–Transportation enables students to build a foundation of sector-focused knowledge and skills before graduating and entering apprenticeship training, college, university, or an entry-level position in the workplace. Interested students are encouraged to contact the guidance department or SHSM Lead Mr. Chiarot.

### ***Summer School Co-Operative Education***

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A summer co-operative education experience is offered to Grade 11 & 12 students in the Rainbow District School Board to allow students to earn 1 or 2 credits towards their OSSD. Written assignments will be involved in this program. Pre-employment and integration activities must be completed before July. Preference will be given to students who need only 1 or 2 credits to graduate. Enrolment is limited.

## ***LO-ELLEN PARK SECONDARY SCHOOL***

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Lo-Ellen Park is proud to offer students a variety of extracurricular activities. Our list of clubs and teams is always growing, if you would like to start a club that isn't listed here, just ask!

### **Councils and Clubs:**

- Art Club
- Athletic Association
- Be The Change
- Breakfast Club
- Chess Club
- Christian Youth Group
- Concert and Stage Bands
- Creative Writing Collective
- Environmental Council
- Equity and Inclusion Council
- Gender Sexuality Alliance
- Improv Team
- Intramurals
- LEP Press
- Lo-Ellen Robotics Team
- Math Contests
- Mock Trials
- Model United Nations
- Neo Kids
- Peer Tutors
- Prom Committee
- Reach for the Top
- Student Council
- Variety Show
- Weight Room Club

### **Athletics:**

- Alpine Skiing
- Badminton
- Basketball
- Co Ed Volleyball
- Cross Country Running
- Cross Country Skiing
- Curling
- Flag Football
- Floor Hockey
- Football
- Futsal
- Golf
- Gymnastics
- Hockey
- Mountain Biking
- Prep Basketball
- Rowing
- Slo-Pitch
- Snowboarding
- Soccer
- Swimming
- Tennis
- Track & Field
- Volleyball
- Wrestling

## ***COMPULSORY COURSES***

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### **ENL1W0 - English**

This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students work continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum.

### **ENL1WN - English - IB Preparatory**

Same as ENL1W0. IB Prep courses involve enriched learning that focus more on the WHY of the course content. The Ontario Curriculum is differentiated to ensure that the collaboration, classroom activities and assessments reflect the needs of the IB Prep learner: faster pacing, a focus on critical thinking and supplementary learning. This, in turn, will prepare the students to study at the IB level.

### **ENG1L8 - Leveled Literacy Intervention--LLI**

This bridge course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in secondary school and daily life. The primary focus of the course is on strengthening comprehension skills.

### **ENG1L0 - English - Locally Developed Compulsory Credit Course**

This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, and in the English Grade 11 Workplace Preparation course. The course is organized by strands that develop listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on developing foundational literacy skills and in using language clearly and accurately in a variety of authentic contexts. Students develop strategies and put into practice the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.

### **ELS20 - Empower**

This intervention course is designed to help students strengthen essential reading and writing skills, providing them with the extra literacy support they need in order to graduate. The primary focus is on developing decoding skills.

Ideal Candidates: Students have demonstrated decoding needs. Specifically, using the ‘Where to Start Word List’, score below grade level and their BAS indicates the main area of need is in decoding. Following, four sub-tests are administered at the school level related to decoding.

Schools then work with Sick Kids Hospital to determine the students' participation.

Empower might be timetabled in either semester.

## *Grade 9 Course Offerings*

### **FSF1D0 - Core 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 continue to develop language knowledge and skills by using language-learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop the skills necessary to become life-long language learners.

Prerequisite: Minimum of 600 hours of elementary Core French instruction, or equivalent

### **Native Languages, Level 1, Open (NL1) (LNAAO – LNOAO)**

This course is open to the entire student body and will allow students who have no prior Native language experience to develop an appreciation for a Native language and culture, to explore and experience a unique world view, and to learn to speak a Native 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. Students will also use information technology during course-related activities.

### **FSF1DN - Core French - IB Preparatory**

Same as FSF1D0. IB Prep courses involve enriched learning that focus more on the WHY of the course content. The Ontario Curriculum is differentiated to ensure that the collaboration, classroom activities and assessments reflect the needs of the IB Prep learner: faster pacing, a focus on critical thinking and supplementary learning. This, in turn, will prepare the students to study at the IB level.

### **CGC1W0 – Exploring Canadian Geography**

This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations.

### **CGC1WN - Issues in Canadian Geography - IB Preparatory**

Same as CGC1W0. IB Prep courses involve enriched learning that focus more on the WHY of the course content. The Ontario Curriculum is differentiated to ensure that the collaboration, classroom activities and assessments reflect the needs of the IB Prep learner: faster pacing, a focus on critical thinking and supplementary learning. This, in turn, will prepare the students to study at the IB level.

## *Grade 9 Course Offerings*

### **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. Prerequisite: None

### **MTH1WN - Mathematics**

Same as MTH1W0. IB Prep courses involve enriched learning that focus more on the WHY of the course content. The Ontario Curriculum is differentiated to ensure that the collaboration, classroom activities and assessments reflect the needs of the IB Prep learner: faster pacing, a focus on critical thinking and supplementary learning. This, in turn, will prepare the students to study at the IB level.

### **MAT1L8 - Bridge Mathematics**

Students who have struggled in Grade 7 or 8 Math and need more time to practice mathematical thinking and computational skills in order to achieve success in Grade 9 De-streamed Math are candidates for the Bridge Math course. This course enables students to engage in whole-class instruction and focused, small-group learning opportunities to reinforce mathematical concepts related to number sense, operations, algebra, and measurement before taking Grade 9 Mathematics (MTH1W).

### **MAT1L0 - Mathematics, Locally Developed Compulsory Credit Course**

This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, in the Grade 10 locally developed compulsory course, and in the Mathematics Grade 11 and Grade 12 Workplace Preparation courses. The course is organized by three strands related to money sense, measurements, and proportional reasoning. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to further develop their mathematical literacy and problem-solving skills and continue developing their skills in reading, writing, and oral language through relevant and practical math activities.

### **PPL1OF (Female) PPL1OM (Male) - Healthy Active Living - 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,

## ***Grade 9 Course Offerings***

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.

### **SNC1W0 - Science**

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.

### **SNC1WN - Science - IB Preparatory**

Same as SNC1W0. IB Prep courses involve enriched learning that focus more on the WHY of the course content. The Ontario Curriculum is differentiated to ensure that the collaboration, classroom activities and assessments reflect the needs of the IB Prep learner: faster pacing, a focus on critical thinking and supplementary learning. This, in turn, will prepare the students to study at the IB level.

### **SNC1L0 - Science**

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking and the relationship between science, society, and the environment, to prepare students for success in everyday life, in the workplace and in the Science Grade 10 Locally Developed course. Students explore a range of topics including science in daily life, properties of common materials, life-sustaining processes in simple and complex organisms, and electrical circuits. This credit course may be counted towards the compulsory science credits.



## ***ELECTIVE COURSES***

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### **ADA100 - Dramatic - 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 analyze drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

**Prerequisite:** None

### **ADD100 – Drama Production - Open**

If you are interested in being part of a drama production, this course is for you! Every student will be involved in the major spring stage production. In the past we have presented "Pippin", "Annie", "Peter and the Starcatcher", "Beauty and the Beast", and "The Wizard of Oz", and many, many more. Students will learn how to perform for the stage, be it musical, comedy, or drama, through the audition and rehearsal process. Acting, singing and dancing and performance are all part of the package. *Admission is by audition.* This is an extra credit positions for the Main Stage play/musical include: Actors, Creative and Stage Managers, Set and Costume Designers, Lighting and Sound Technicians.

**Prerequisite:** None

### **AMH10B - Instrumental Music - Stage Band - Open**

This course is an introduction to jazz improvisation and articulation. Standard big band jazz repertoire will be introduced and used as a vehicle to understanding jazz style. Open to trumpet, trombone, saxophone, and rhythm section players. You must also be registered in AMU10I, AMU100 or AMU10N in order to be a member of the Stage Band. This is an extra credit.

### **AMI10B - Instrumental Music - Concert Band - Open**

A repertoire course designed for students who enjoy working on band music. The class will meet at least two mornings per week. You must also be registered in AMU100 in order to be a member of the Concert Band. This is an extra credit.

### **AMU100 - Music - 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.

**Prerequisite:** None

## *Grade 9 Course Offerings*

### **AVI100 - Visual Arts - Open**

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.

### **GLE100 - Skills for Success in Secondary School - Open (Identified Students)**

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeric skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.

### **TAS10E – EDIT (Engineering, Design + Innovative Technology)**

Through problems that engage and challenge, students will explore project design concepts that foster creativity, innovation and design thinking. With an interdisciplinary, project based STEAM focus (Science, Technology, Engineering, Arts and Mathematics), students will develop skills in:

- The Design Process (3D modelling software, 3D printing and manufacturing)
- Fabrication (woodworking + metalworking, prototyping testing, wiring and circuits)
- Programming and Controls (FIRST Robotics, Arduino microcontrollers)
- Mathematics of Design (Data Analysis & Design Calculations)

As a part of the course, students will participate in the FIRST Robotics Competition. Also, students will have the opportunity to utilize the EDIT (Engineering, Design + Innovative Technology) Lab which encourages collaboration and fosters an innovator mindset, where students gain understanding and skills by talking and tinkering.

### **TAS100 - Exploring Technologies - Open**

This hands-on course enables students to further explore the engineering design process and develop other technological knowledge and skills introduced in earlier grades. Students will design and safely create prototypes, products, and/or services, working with tools and technologies from various industries. As students develop their projects to address real-life problems, they will apply technological concepts such as precision measurement, as well as health and safety standards. Students will begin to explore job skills programs and education and training pathways, including skilled trades, that can lead to a variety of careers. **Students will learn a variety of skills in cutting-edge technologies and trades such as: Videography, Post-Production, Graphic Design, Audio Production, Construction Technology, Woodworking, Carpentry Essentials.**

## ***FRENCH IMMERSION COURSES***

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### **FIF1DI - French (Immersion)**

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

**Prerequisite:** Minimum of 3800 hours of instruction in elementary French Immersion, or equivalent

### **FIF1DH - French (Immersion) - IB Preparatory**

Same as FIF1DI. IB Prep courses involve enriched learning that focus more on the WHY of the course content. The Ontario Curriculum is differentiated to ensure that the collaboration, classroom activities and assessments reflect the needs of the IB Prep learner: faster pacing, a focus on critical thinking and supplementary learning. This, in turn, will prepare the students to study at the IB level.

### **CGC1WI - Géographie du Canada**

This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations. This course is taught in French.

### **CGC1WH - Géographie du Canada - IB Preparatory**

Same as CGC1WI. IB Prep courses involve enriched learning that focus more on the WHY of the course content. The Ontario Curriculum is differentiated to ensure that the collaboration, classroom activities and assessments reflect the needs of the IB Prep learner: faster pacing, a focus on critical thinking and supplementary learning. This, in turn, will prepare the students to study at the IB level. This course is taught in French.

## *Grade 9 Course Offerings*

### **TFJ1OI - Explorer l'hôtellerie et le tourisme (Exploring Hospitality & Tourism)**

This exploratory course introduces students to concepts and skills related to hospitality and tourism, focusing on the areas of food handling, food preparation, the origins of foods, event planning, and local tourism. Students will develop an awareness of related environmental and societal issues, and will begin to explore secondary and postsecondary pathways leading to careers in the field. This course would fulfill the requirement for the compulsory Technology credit.

### **PPL1OX - Vie active et santé (filles) - Open**

### **PPL1OI - Vie active et santé (garçons) - 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. This course is taught in French.

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