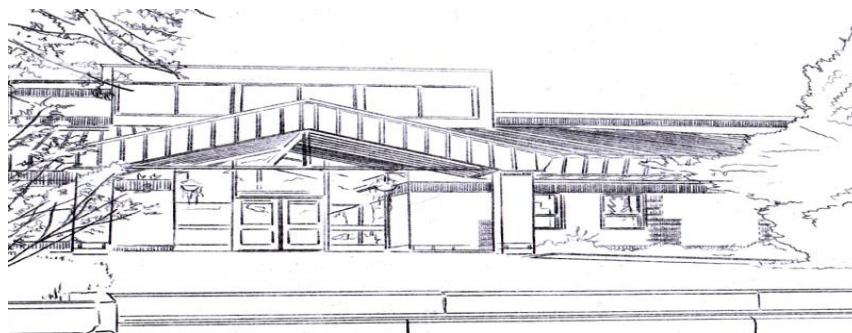


# innisdale secondary school

## home of the invaders



95 Little Avenue, Barrie, ON. L4N 2Z4. (p) 705-726-2552 (f) 705-726-5422 [www.iss.scdsb.on.ca](http://www.iss.scdsb.on.ca) email: [Innisdale@scdsb.on.ca](mailto:Innisdale@scdsb.on.ca)

<b>Principal:</b>	Brian Maclsaac
<b>Vice Principals:</b>	Allison Reid Amanda Potter Rob Poissant
<b>Head of Guidance:</b>	Evelyn Tigwell

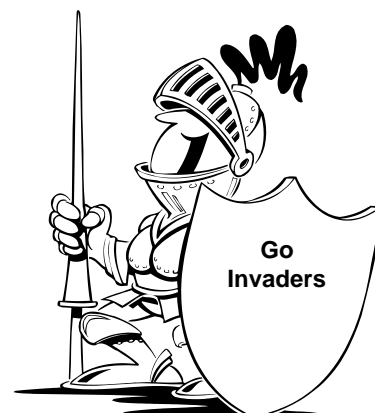
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Innisdale Secondary School is an active and vibrant school located in the south end of Barrie. We offer a diversity of courses and provide unique opportunities for students to enhance their learning. These include our specialized course packages such as French Immersion, Geo-Science, Yearbook, Outdoor Education, Integrated Arts and Global Perspectives as well as multiple Specialist High Skills Major Programs.

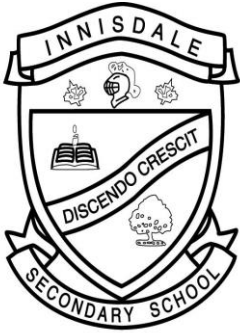
Innisdale has a very wide-range of extra-curricular clubs for students, such as Band, Outbound, Social Justice and Students' Council. Home of the Invaders, Innisdale participates in the Simcoe County Athletic Association and is proud to offer an excellent and extensive sports program ranging from Basketball to Ultimate Frisbee.

This package is part of the Innisdale Program and Course Calendar for 2021-2022. For the entire package and additional information related to course selections go to [www.innisdale.ca](http://www.innisdale.ca) and click on the Quick Link to Guidance for the 2021-2022 Course Calendar (available in January).

# Grade 9 French Immersion Course Calendar 2021-2022



## Message to Parents



Parents are partners in the education of Innisdale Secondary School students. You can help your child be successful by:

- Encouraging your child to pursue his/her interests and think for himself/herself as he/she chooses courses.
- Ensuring your child eats before school and gets adequate sleep.
- Communicating with your child's teacher if you have questions about a course.
- Encouraging your child to get involved in co-curricular activities.
- Insisting upon excellent attendance for your child.
- Supervising homework and checking that it is complete.
- Coming to parent/teacher night, a game, music or drama activity or other school event.
- Attending school council.
- Asking questions your child is uncomfortable about asking the principal, a guidance counsellor or a subject teacher.

## About the Courses

### TYPES OF COURSES

The secondary school program is designed to provide all students with knowledge and skills that they will need for the future, as well as the opportunity to specialize in areas that are related to their post-secondary goals.

Students will have the opportunity to select a combination of course types. The course types available in grade nine are: academic, applied, locally developed, and open courses.

#### Academic Courses (D)

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

#### Applied Courses (P)

Applied courses also focus on the concepts of the discipline, but develop students' knowledge and skills by emphasizing practical, concrete applications of these concepts and incorporating theoretical applications as appropriate. Academic and applied courses differ in the balance between fundamental concepts and additional material, and in the balance between theory and application.

#### Locally-Developed Courses (L)

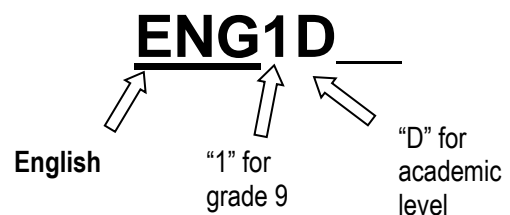
Locally developed compulsory credit courses (LDCC) are available in specific grade nine and ten subject areas. These courses have been developed to meet the educational needs of students whose skills fall below grade level. Each student's strengths and needs will determine appropriate pathways through secondary school and in the school-to-work transition. For further information, contact Guidance Services or Special Education and Resource at Innisdale Secondary School.

#### Open Courses (O)

Open courses have one set of expectations for the discipline, appropriate for all students in a given grade. These courses are designed to prepare students for further study in certain subjects and to enrich their education.

### Course Codes

- The first three characters indicate the subject name.
- The 4th character indicates the grade
- The 5th character indicates the type of course:  
D – academic, P – applied, L – locally developed, O – open
- The 6th character may indicate various aspects unique to the course (please note that all French Immersion courses end in an “U”)



## **The French Immersion Program**

French Immersion is designed for those students who have successfully completed the elementary school French Immersion Program offered in Simcoe County. It is expected that any student who registers in the Grade 9 program will continue to the end of the program year as long as a satisfactory academic standing is maintained. During this time, the student will accumulate the necessary ten credits in order to receive the French Immersion Certificate issued through the Simcoe County Board of Education. In Grade 9, students will earn four credits towards their required ten. Students are expected to enroll in the French Immersion Language course, as well as Geography, Phys-ed and an Arts credit. All French Immersion courses will have “U” as the 6<sup>th</sup> character of the course code.

### **The Arts**

Students in French Immersion will earn one Arts Credit delivered in the French language. Students are to pick from either Drama or Visual Arts.

#### **DRAMA**

##### **ADA10U: Art Dramatique (Drama), French Immersion, Grade 9, 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.



#### **VISUAL ARTS**

##### **AVI10U: Arts Visuels (Visual Arts), French Immersion, Grade 9, 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 interest art with a personal, contemporary, and historical context. Students will demonstrate the specific and overall expectations of this course with hands-on applications in watercolour painting, drawing, 3D sculpture and work in clay.

Students may select an additional art credit from the following list for their elective credit.

#### **DANCE**

##### **ATC101: Dance, Grade 9, Open**

This course gives students the opportunity to explore their technical and compositional skills by applying the elements of dance and the tools of composition in a variety of performance situations. Students will generate movement through structured and unstructured improvisation, demonstrate an understanding of safe practices with regard to themselves and others in the dance environment, and identify the function and significance of dance within the global community.

**Note: Dancewear is required and may be provided on loan or may be purchased by the student.**

#### **MUSIC**

These courses emphasize the creation and performance of music at a level consistent with previous experience and are 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.

##### **AMV101: Music, Vocal/Choral, Grade 9, Open**

Vocal music will appeal to students who enjoy singing and want to learn more about it! This course emphasizes the performance of music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity, and imagination. Students will participate in creative activities that teach them to listen with understanding. Students will also be introduced to keyboard and percussion and will be provided with a variety of performance opportunities.

##### **AMI101: Instrumental - Band, Grade 9, Open**

Learn to play an instrument! Whether you're a student who is picking up an instrument for the first time, or a student with previous experience, this class is for you! Students in grade 9 instrumental music will develop performance skills on woodwind, brass or percussion instruments. This course focuses on music performance at a level that strikes a balance between challenge and skill and will provide students with a variety of performance opportunities.

#### **VISUAL ARTS**

These courses are 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 interest art with a personal, contemporary, and historical context.



##### **AWS101: Visual Arts – Digital Media, Grade 9, Open**

Students will think, collaborate, compose and create with images, sounds and graphics using industry standard multimedia technologies and software.

### **NAC101: Expressing Aboriginal Cultures, Grade 9, Open**

This course will focus on visual art skills like painting, sculpting, clay modelling and creative design while developing Indigenous knowledge. Special opportunities in this course include the incorporation of land-based learning, guest speakers such as elders and story tellers, and the creation of drums, totems, dream catchers and more. The focus of the course will incorporate the indigenous world view to love the land and build relationships.

## **BUSINESS STUDIES**

### **BTT101: Information and Communication Technology in Business, Grade 9, Open**

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

**Note: Students may take Information and Communication Technology as a grade 9 OR grade 10 credit only, not both.**



### **BBI101: Introduction to Business, Grade 9, Open**

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information 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.

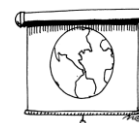
**Note: Students may take Introduction to Business as a grade 9 OR grade 10 credit only, not both**

## **CANADIAN AND WORLD STUDIES**

### **GEOGRAPHY**

#### **CGC1PU: Enjeux Géographiques du Canada (Issues in Canadian Geography), French Immersion, Grade 9, Applied**

This course focuses on current geographic issues that affect Canadians. Students will draw on their personal and everyday experiences as they explore issues relating to food and water supplies, competing land uses, interactions with the natural environment, and other topics relevant to sustainable living in Canada. They will also develop an awareness that issues that affect their lives in Canada are interconnected with issues in other parts of the world. Throughout the course, students will use the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations.



#### **CGC1DU: Enjeux Géographiques du Canada (Issues in Canadian Geography), French Immersion, Grade 9, Academic**

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

## **ENGLISH**

### **ENG1LL: English, Grade 9, Locally Developed Compulsory Credit (LDCC)**

This course emphasizes the key reading, writing, oral communication and thinking skills students need for success in secondary school and in their daily lives. In particular, the grade nine and ten program works towards preparing students to enter the Grade 11 Workplace Preparation course in English, and to complete the Grade 10 Test of Reading and Writing Skills successfully. Students read a variety of narrative and expository forms, poetry and drama and practise the skills necessary for clear and accurate spoken and written language. In particular, course activities will help develop confidence and self-esteem and provide motivation to succeed in school and life.



### **ENG1P1: English, Grade 9, Applied**

This course is designed to develop the key oral communication, reading, writing, and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students' comprehension of texts and to help them communicate clearly and effectively. The course is intended to prepare students for the Grade 10 applied English course, which leads to college, or workplace preparation courses in Grades 11 and 12.

### **ENG1D1: English, Grade 9, Academic**

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

## FRENCH, CLASSICAL and INTERNATIONAL LANGUAGES

### **FRENCH IMMERSION**

#### **FIF1PU: Immersion Française (French Immersion), Grade 9, Applied**

This course provides opportunities for students to communicate and exchange information in French in a variety of real-life situations, with support as appropriate. Students will develop the key listening, speaking, reading, and writing skills introduced in the elementary French Immersion program. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

#### **FIF1DU: Immersion Française (French Immersion), Grade 9, Academic**

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 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.

Students may select an additional Language credit for their elective credit.

### **CLASSICAL LANGUAGES**

#### **LVLBD1: Latin, Academic, Level 1**

This course introduces students to the achievements of the classical world through the study of Latin. Students will learn vocabulary and grammar essential for reading and translating classical texts. English is the language of instruction. Through a variety of enrichment activities, such as presentations, debates, and dialogues, students will explore such aspects of life in the ancient world as trade, commerce, education, entertainment, and social customs while improving their language skills.

## GUIDANCE

#### **GLS101: Learning Strategies: Skills for Success in Secondary School, Grade 9, 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, 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.

**Note:** This course is designed for those students that have not been formally identified and do not have an IEP but would benefit from additional support. The skills learned in this course will be transferable to encourage success in other classes.

## HEALTH AND PHYSICAL EDUCATION

Students in French Immersion will earn one Physical Education Credit delivered in the French language.

#### **PAD10U: Éducation en Plein Air (Outdoor Education), French Immersion, Grade 9, Open**

This co-ed 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 gives students the opportunity to continue building their French proficiency while doing physical and recreational activities in a natural setting. Activities include snowshoeing, team building and survival games, cycling, orienteering, slack lining, etc. Students participate in one daytrip per month for a small cost.

Students may select an additional Phys-Ed credit from the following list for their elective credit.

#### **PPL10M: Males**

#### **PPL10F: Females**

#### **Healthy Active Living Education, Grade 9, Open**

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

#### **PAR101: Healthy Active Living – Specialized Mariposa Hockey Skating Course, Grade 9, Open**

This is a hockey skating development program designed by Paul Matheson, of Mariposa and co-lead by an Innisdale physical education teacher. The emphasis of the course is for the dedicated hockey player to develop knowledge and skills for a strong foundation of balance and edge awareness and power skating. The on-ice portion will focus on explosive acceleration, proper use of edges, improved lateral movement, increased balance, and precise stopping. Students interested in this program will also complete yoga, and strength and conditioning classes each week at the Allandale Recreation Centre. Students will also acquire the factors and skills related to the components of movement competence, nutrition, mental health, personal fitness and positive decision-making. Students must have their own hockey equipment. The cost of the course is \$400, which includes two ice sessions per week and a school year drop in pass to the Allandale Recreation Center. Acceptance into the course is by application ([iss.scdsb.on.ca/departments/guidance/special programs](http://iss.scdsb.on.ca/departments/guidance/special%20programs)) and interview.



## MATHEMATICS

### **MAT1LL: Math, Grade 9, LDCC (Locally Developed Compulsory Credit)**

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.



### **MTH1W1: Math, Grade 9, Destreamed**

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.

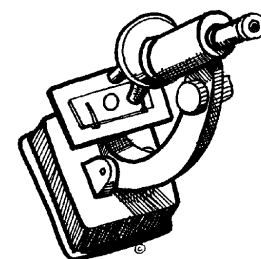
## SCIENCE

### **SNC1LL: Science, Grade 9, Locally Developed Compulsory Credit (LDCC)**

This course enables students to deepen their knowledge and understanding of the basic concepts in biology, chemistry, earth and space science, and physics; to develop practical skills in science investigation; and to apply their knowledge and skills to everyday situations. Students conduct investigations into practical problems and issues related to cells and reproduction, the structure and properties of elements and compounds, static and current electricity, and astronomy and space exploration. A variety of hands-on activities assists students to acquire concepts. Students will use different reporting strategies to facilitate the development of communication skills.

### **SNC1P1: Science, Grade 9, Applied**

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science to everyday situations. They are also given opportunities to develop practical skills related to scientific investigation. Students will plan and conduct investigations into practical problems and issues related to the impact of human activity on ecosystems; the structure and properties of elements and compounds; space exploration and the components of the universe; and static and current electricity.



### **SNC1D1: Science, Grade 9, Academic**

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.

## SOCIAL SCIENCE AND HUMANITIES

### **FAMILY STUDIES**

#### **HIF1O1: Exploring Family Studies, Grade 9, Open**

This course explores, within the context of families, some of the fundamental challenges people face: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will explore adolescent development and will have opportunities to develop interpersonal, decision-making, and practical skills related to daily life. They will learn about the diverse ways in which families function in Canada and will use research skills as they explore topics related to individual and family needs and resources.

*\*This is a course that introduces all the various Family Studies courses from the study of human behaviour to practical applications, which may include sewing and cooking. Students will experience a hands-on interactive course.*

**Note: Students may take Exploring Family Studies as a grade 9 OR grade 10 credit only, not both.**

#### **HFN1O1: Food and Nutrition, 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.

*\*This course examines current issues in local and global food production, nutrition and body image. Students will enjoy working to produce delicious and nutritious foods during the food lab every week.*

**Note: Students may take Food and Nutrition as a grade 9 OR grade 10 credit only, not both.**



## SPECIAL EDUCATION

### **LEARNING STRATEGIES**

The following courses explore learning strategies and help students become better, more independent learners while increasing their personal management skills, both in school and in other contexts. Students will learn how to develop and apply a range of strategies to improve their learning and achievement, particularly their literacy, numeracy, communication, and planning skills. These courses will increase students' confidence, motivation, and ability to learn.

#### **GLE101: Grade 9, Learning Strategies: 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, 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. **In addition, the skills learned in this course will be transferable to support success in other classes. This course is designed for those students that have an IEP and is usually chosen in consultation with the special education department.**

**Prerequisite:** Recommendation of SERT

## TECHNOLOGY

**INTEGRATED TECHNOLOGIES: Students may only choose ONE of the following:**

**TIJ10A: Transportation Technology and Manufacturing Technology**

**TIJ10B: Construction and Technological Design**

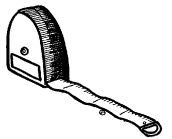
**TIJ10I: Communication Technology and Computer Technology**

**TIJ10F: Hospitality and Tourism**

#### **Exploring Technologies, Grade 9, 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 opportunity to design and create projects and/or provide services related to the various technological areas or 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 postsecondary education and training pathways leading to careers in technology-related fields. Students will rotate through two of the following technology areas dependent upon their selection:

- Section A**
- **Transportation Technology**  
This exploratory course introduces students to concepts and skills related to transportation technology, which encompasses the maintenance, servicing, and repair of motor vehicles and their components. Students will learn to perform routine vehicle maintenance, which includes changing a flat tire, oil changes, wheel balance, and how to charge a battery. Students will develop an awareness of related environmental and societal issues, and will explore alternative solar power to propel vehicles.
  - **Manufacturing Technology**  
Introduces students to concepts and skills related to manufacturing technology, which encompasses technical drawing CAD CAM, manual machining, CNC machining and welding to make various projects including a pen, coin, and plant holder.
- Section B**
- **Construction Technology**  
Introduces students to a variety of machines in the construction shop to create the following projects; Boom-a-bird, shelf, sign, egg launcher, and phone charging station. As well as building all these projects you will be introduced to the planning process, and a general overview of the construction industry.
  - **Technological Design**  
Introduces students to the concepts and skills related to technological design, which involves the development of solutions to various design challenges and the fabrication of models or prototypes of those solutions using AutoCAD and Inventor software with the 3D printer.
- Section 1**
- **Communications Technology**  
Introduces students to concepts and skills in communication technology which encompasses television/video and movie production, radio and audio production, print and graphic communications, and interactive new media and animation.
  - **Computer Technology**  
Introduces students to concepts and skills related to computer technology, which encompasses computer programming and simple video game design using Scratch, along with programming external devices such as an Arduino circuit board and the Vex IQ robotic system.
- Section F**
- **Hospitality and Tourism**  
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. One half of this course will focus on cooking and one half will focus on baking. Students are involved in running an actual restaurant within the school and gain some quantity cooking experience in the production of food for the school's breakfast program. Students are involved in catering for groups from within the school and also various community groups.



## FRENCH IMMERSION OPTION SHEET Innisdale Secondary School, 2021-2022



Student Name: \_\_\_\_\_ Phone : \_\_\_\_\_

Elementary School: \_\_\_\_\_

<b>Required French Immersion Courses</b>			
Please <b>Circle</b> the correct level for the 5 Core Courses listed below, <b>and</b> the two <b>elective</b> options that fulfill the French Immersion requirements.			
<b>English</b> <small>(circle the correct level)</small>	Locally Developed English ENG1LL	Applied English ENG1P1	Academic English ENG1D1
<b>Math</b> <small>(please circle)</small>	Locally Developed Math MAT1LL	Destreamed Math MTH1W1	
<b>Science</b> <small>(circle the correct level)</small>	Locally Developed Science SNC1LL	Applied Science SNC1P1	Academic Science SNC1D1
<b>Geography</b> <small>(circle the correct level)</small>	Applied Geography CGC1PU		Academic Geography CGC1DU
<b>French Immersion</b> <small>(circle the correct level)</small>	Applied French FIF1PU		Academic French FIF1DU
<b>Art</b> <small>(circle preference, the other will become an alternate)</small>	Art Dramatique (Drama) ADA1OU		Arts Visuels (Visual Arts) AV1OU
<b>Phys-Ed</b> <small>(Required)</small>	Éducation en Plein Air (Outdoor Education) PAD1OU		

<b>Elective and Alternate Course Selections</b>			
Please select <b>ONE</b> elective course and <b>TWO</b> alternate options. Refer to the Course Calendar to ensure that the proper course codes are used			
Choice	Course Code	Grade	Course Title
<b>SAMPLE</b>	HIF1O1	9	Exploring Family Studies
<b>Elective #1</b>			
<u>Alternate #1*</u>			
<u>Alternate #2*</u>			

\* An alternate course may need to be used when the elective course is unable to fit into the student timetable as a result of a timetabling conflict.

Grade 8 Teacher Comments/Suggestions (optional): _____ _____ _____
Teacher Signature: _____

Student Signature: \_\_\_\_\_ Parent Signature: \_\_\_\_\_

If you would like more information about a particular course, we would encourage you to review the Grade 8 course information that will be posted on the Innisdale website (iss.scdsb.on.ca) by December 2<sup>nd</sup>, 2020. In addition, Core Course teachers will be available by zoom meeting on our traditional **Grade 8 Information Night** on Wednesday, December 9th, 2020 at 6:30 pm (registration will be required). Feel free to contact the guidance department for additional information or to determine the suitability of a particular course. If you have an IEP, and have questions or would like more information, please contact Ms. McCutcheon. Thank you!