

FOREST HILL COLLEGIATE INSTITUTE

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Principal
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Grade 9 Handbook Summary 2019-2020
(for the full Handbook, please visit www.fhci.net)

Principal's Message

Reiko Fuentes

Forest Hill Collegiate Institute is a safe and welcoming school that supports the needs of a diverse and dynamic student population. Built on a strong foundation of academic excellence, caring teachers and support staff help students like you to develop a love of learning in the pursuit of excellence. In a digital age, we strive to create a strong sense of community, where students from across the city and around the world will live and experience “Falcon Pride”.

Our teachers are approachable and responsive to students’ needs. We encourage close communication between home and school, because we know and value that a partnership involving teachers, students and parents/guardians brings about the best results. Our guidance counsellors are available to assist students with academic, social or personal issues. They provide excellent support regarding career pathways, the course selection process, post-secondary options and admission requirements, and scholarship opportunities.

At Forest Hill Collegiate, we provide an ever-widening range of course options that prepare students for cutting-edge college programs or traditional university studies. More and more classes are integrating on-line learning platforms and encourage collaboration and critical thinking. Students are given many stages on which to shine through competition in various contests and competitions (math, science, computer programming, DECA, drama, public speaking, model UN, debate, and mock trials). Complementing our classroom-based learning, interested students have a wide variety of Cooperative (Co-op) learning opportunities in their senior years, allowing them to experience real life work environments.



There are many important aspects to our learning environment that support meaningful growth and development for our students:

- The Library Learning Commons is a vibrant and active work-space, supporting classes and individual student studies. Students are taught how to access and assess accurate and relevant sources of data and information in the on-line world.
- Our gymnasium and swimming pool are outstanding and support our strong curricular and extra-curricular athletics program. Our school teams compete at the local and provincial level with great success; Go Falcons!
- Dynamic Student Organizations and Clubs help to foster leadership, a sense of belonging and help to develop a strong sense of social justice and moral purpose in our students. Our students are seen as leaders in the community and we work hard to live up to our motto, “Non Nobis Solem” which means “Not for Ourselves Alone”.
- Our comprehensive arts programs—visual arts, drama, computer arts, photography, and vocal and instrumental music—have a special place at Forest Hill Collegiate. Beyond the classroom, students showcase their talents in many ways: student written and staged drama productions, captivating music and vocal performances, multi-media art showcases, the Forester which recaps special memories from the school year, and the Golden Falcon, which is our student-produced online newspaper highlighting students and school events.

There are many excellent school choices in Toronto for our students. Choosing the right ‘fit’ for you in a high school is an important decision. In our school community, you will find caring teachers, a strong academic program and extensive extra-curricular opportunities. We hope to see many of you this September at Forest Hill Collegiate.

Optional Attendance Policy

Schools in the Toronto District School Board must enroll students from their designated attendance areas* as a first priority. If a school’s enrolment capacity has not been reached, the school may then enroll students from other attendance areas in Toronto. In order to apply to a school outside your designated attendance area, parents/guardians must obtain an Optional Attendance Form from their home school (i.e., the current school of attendance or the designated Grade 9 school) and submit the completed form to the requested school by the deadline.

Please note the following important dates for optional attendance*

1. Applications must be received by **Friday, February 1, 2019**
2. If necessary, a lottery will be held the **first week in February, 2019**
3. Parents/guardians will be informed of acceptance or non-acceptance prior to **Friday, February 15, 2019**

Parents/guardians must confirm the offer of admission by completing a course selection sheet. The course selection sheet must be received **Friday, March 1, 2019**.

*For more specific street information, go to www.tdsb.on.ca/Find-your/School/By-Address

The Semestred System

To better meet the needs of our students, Forest Hill offers full credit semesters at all grade levels. The semester system allows a student to earn up to four credits in a semester. The semester system permits intensive concentration on fewer courses in half a normal school year. The school year is divided into two semesters of equal length. The first semester lasts until the end of January and the second until the end of June. Formal evaluations are scheduled for all students at the end of each semester when a final mark in each course is determined. All final evaluations are compulsory.

Student Reporting Procedures

First semester will run from September 2019 to the end of January 2020. Second semester will run from the beginning of February 2020 to the end of June 2020.

Six report cards, three each semester, will be distributed as follows:

- Semester 1 interim report in mid-October 2019, with letter notations (E, G, S, U).
- Semester 1 mid-term report card mid-November 2019, with numerical grades.
- Semester 1 final report card in mid-February 2020, with numerical grades.
- Semester 2 interim mid-March 2020, with letter notations (E, G, S, U).
- Semester 2 mid-term report mid-April 2020, with numerical grades.
- Semester 2 final report the end of June 2020 with numerical grades.

Parent/Teacher Contact

Curriculum Night takes place in mid-September. Parents will receive curriculum information for each course their child is taking and visit display booths from individual subject areas.

Parent/Teacher Interviews take place one week after the distribution of the interim report cards; i.e. the third week in October 2019 and last week of March 2020. Parents are able to meet with subject teachers either in the afternoon or evening to discuss the progress of their child.

Parents are encouraged to contact subject teachers throughout the year if the need arises.

THE ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD)

The secondary school program is a four-year model. However, there is no requirement that students complete the program in four years.

i) THE CREDIT SYSTEM

- a) **CREDIT:** A credit is granted in recognition of the successful completion of a course for which a minimum of 110 hours of instruction has been scheduled.
- b) **GRADUATION REQUIREMENTS:**
- (1) 30 CREDITS - 18 compulsory and 12 elective credits
 - (2) **40 HOURS OF COMMUNITY INVOLVEMENT (volunteering)**
 - (3) SUCCESSFUL COMPLETION OF THE PROVINCIAL SECONDARY SCHOOL LITERACY TEST (OSSLT, THE GRADE 10 TEST OF READING AND WRITING SKILLS)

THE 18 COMPULSORY COURSES

- 4 ENGLISH, one per grade
- 1 FRENCH AS A SECOND LANGUAGE
- 3 MATHEMATICS, at least one at Grade 11 or 12
- 2 SCIENCE
- 1 CANADIAN GEOGRAPHY
- 1 CANADIAN HISTORY
- 1 ARTS Course (for example, drama, music, visual arts)
- 1 HEALTH AND PHYSICAL EDUCATION
- 0.5 CIVICS
- 0.5 CAREER STUDIES
- 1 of: an additional English or French credit
 - or** Native language
 - or** Classical language
 - or** International language
 - or** a social sciences and humanities credit
 - or** an additional Canadian and World Studies credit
 - or** Guidance and Career Education
 - or** Co-operative Education
- 1 of: a business studies credit
 - or** an additional credit in health and physical education
 - or** an additional credit in the arts
 - or** Co-operative Education
- 1 of: Grade 11 or 12 science
 - or** a credit in technological education
 - or** Co-operative Education

COURSE CODES

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

- The first three characters are assigned by the Ministry and represent the discipline (e.g., ENG = ENGLISH; SNC = SCIENCE)
- The fourth character refers to the grade of the course (e.g., 1 = GRADE 9; 2 = GRADE 10; 3 = GRADE 11; 4 = GRADE 12) or refers to the level of proficiency of a language course such as English as a Second Language (e.g., A = Level 1; B = Level 2)
- The fifth character refers to the course type:
D = Academic
P = Applied
O = Open
L = Locally Developed
U = University
M = University/College
C = College
- A sixth character may be developed by individual schools to indicate a specific grouping of students (e.g., 8 = for ESL students)

EXAMPLES: GRADE 9 Math – Locally Developed = MAT1L
GRADE 9 Learning Strategies (Open) = GLS1O
GRADE 9 Academic English = ENG1D1
GRADE 10 Applied History = CHC2P1
English as a Second Language at level 3 = ESLCO

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

Students' academic progress is measured against curriculum expectations established by the Ministry of Education and Training in each subject and grade. The achievement charts for each subject are printed in the curriculum policy documents. Students and parents are encouraged to become familiar with these expectations and the achievement levels.

A variety of assessment techniques will be used by teachers to measure students' levels of achievement at various points throughout the year. These will include regular class work, assignments, projects, portfolios, presentations, performances, tests and formal examinations. Curriculum will be adapted as necessary to meet the requirements of students with special needs.

The main purpose of assessment and evaluation is to improve student learning. Information gathered helps teachers identify students' strengths and those areas needing improvement. It is important that teachers adapt their instructional methods to the needs of their students.

ASSESSMENT is the process of gathering information from a variety of sources, including assignments, demonstrations, projects, performances, and tests. This information should demonstrate how well students are achieving the curriculum expectations. As part of assessment, teachers, peers, and individual students provide descriptive feedback that guides efforts for improvement. Assessment is ongoing and supportive.

EVALUATION is the process of judging the quality of a student's work on the basis of established achievement criteria and assigning a value to represent that quality. It reflects a student's level of achievement of the provincial curriculum expectations at a given time.

THE GRADE 9 PROGRAM

In grade 9, students select **6 compulsory** courses and **2 electives**. Teachers, other staff, and parents should work with students to help them choose the most appropriate type of course (academic, applied, locally developed, or open) and the most appropriate elective. These choices should be based on students' interests, learning styles and preferences, past successes, future goals, and diploma requirements.

COURSE CHANGES

Students will receive a copy of their timetable in June and can request course changes and/or the creation of a balanced timetable for first semester up until noon on Thursday, August 29, 2019.

GRADE 9 COMPULSORY COURSES

English	Academic	or	Applied	or	Locally Developed	or	ESL
French	Academic	or	Applied	or	Open (ESL students only)		
Geography	Academic	or	Applied	or	ESL		
Mathematics	Academic	or	Applied	or	Locally Developed	or	ESL
Science	Academic	or	Applied	or	Locally Developed	or	ESL
Healthy Active Living Education					- Male or Female	-	Open

ELECTIVES (2 may be selected – either 2 Arts or 1 Arts and 1 Business Studies)

The Arts:

- Drama
- Music
 - Band - Beginners
 - Band - Experienced – at least 2 years
 - Strings - Beginners (not guitar)
 - Strings - Experienced – at least 2 years (not guitar)
 - Vocal
- Visual Arts

Business Studies: Information and Communication Technology in Business

Learning Strategies: GLS1O1 or GLE1O9 (Special Education students only)



School Clubs and Activities

Art Club	Drama Company	Math Club
Athletic Council	Environmental Club (LEAP)	Multi-Heritage Club
Because She's A Girl	Equity Committee Club	Newcomers Club
Black Student Alliance	For The Benefit of Others	Politics and History Club
Board Games Club	Filipino Club	Save the Animals
Chess Club	French Club	Save The Sea Turtles Club
Christian Fellowship Club	Gender Sexuality Alliance	Science Club
Computer Science	Golden Falcon Newspaper	Serenity Club
Cookies 4 a Cure	Investment Club	Social Action Club
COPE Council	Jewish Culture Club	Sports Management Club
Cubing Club	K Pop and Dance Club	Student Council
Dance Fashion Show	Latin-American Club	Student Initiatives Project
DECA Club	Lifters' Club	Video Game Club

Athletic Teams/Groups

TDSSAA Inter-school & Intramural Sports that may be offered:

Basketball, Girls'	Badminton, Co-Ed	Baseball, Boys'
Cross Country Running, Co-Ed	Basketball, Boys' (Jr., Sr.)	Hockey, Boys'
Indoor Soccer, Boys'	Soccer, Boys'	Soccer, Girls'
Tennis, Girls', Boys'	Track and Field, Co-Ed	Ski/Snowboard, Co-Ed
Swimming, Co-Ed	Ultimate Frisbee, Boys	Ultimate Frisbee, Girls
Volleyball, Co-ed	Volleyball, Boys' (Jr., Sr.)	Volleyball, Girls' (Jr., Sr.)

Intramural and "open gym" will be offered at lunchtime. Activities include Basketball, Volleyball and Dodgeball. Also, clubs that might be offered include Basketball, Table Tennis and Volleyball.