



Forest Hill Collegiate Institute

GRADE

9

2020-2021 HANDBOOK

Principal

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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, fitness room 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:

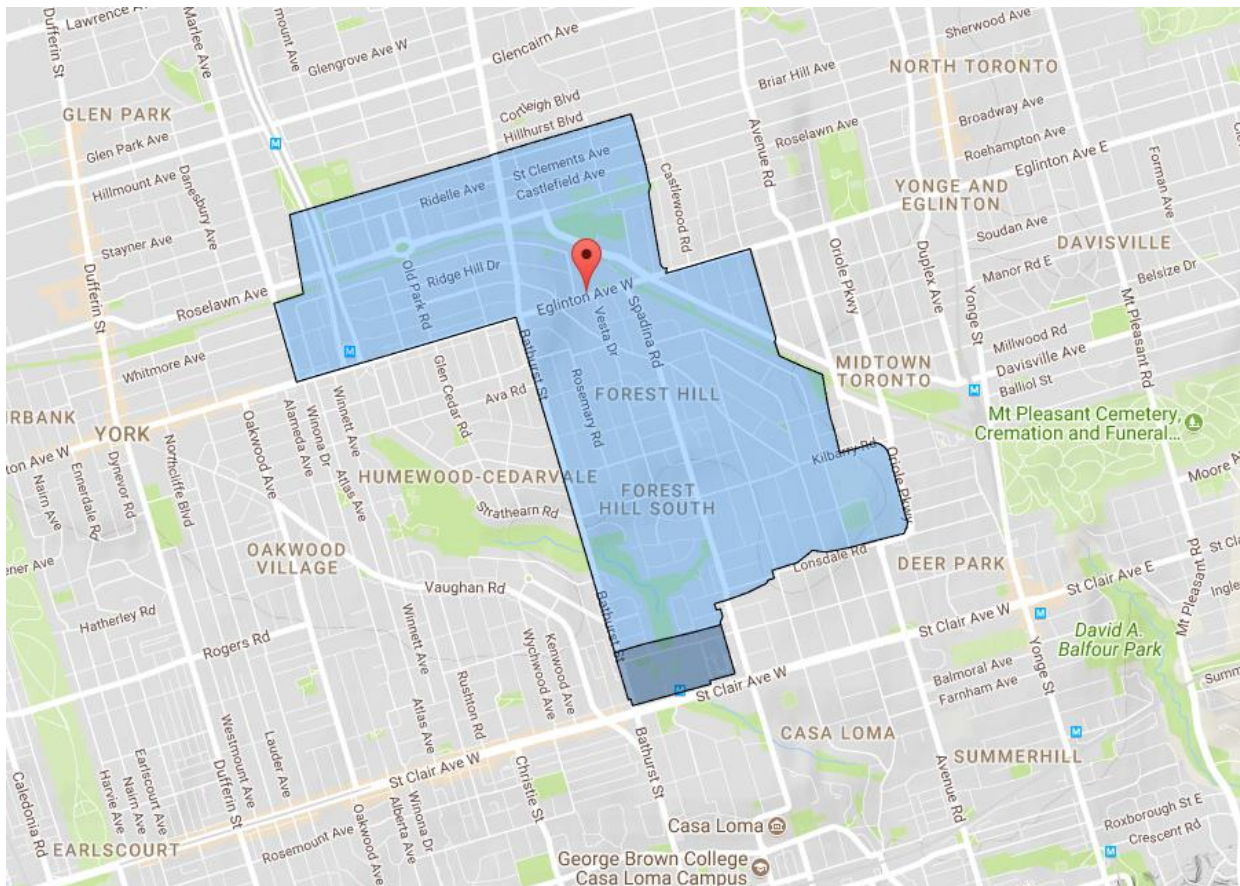
1. Applications must be received by **Friday, January 31, 2020**
2. If necessary, a lottery will be held the **first week in February, 2020**
3. Parents/guardians will be informed of acceptance or non-acceptance prior to **Friday, February 14, 2020**

Parents/guardians must confirm the offer of admission by completing a course selection sheet. The course selection sheet must be received **Friday, February 28, 2020**.

Attendance Area

Map of Forest Hill Collegiate Institute's designated attendance area as it presently exits.

For more specific street information, go to www.tdsb.on.ca/Find-your/School/By-Address (Please note that the maps here and on the TDSB website are not necessarily up-to-date and may be subject to change.)



The Semestered 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 2020 to the end of January 2021. Second semester will run from the beginning of February 2021 to the end of June 2021.

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

- Semester 1 interim report in mid-October 2020, with letter notations (E, G, S, U).
- Semester 1 mid-term report card mid-November 2020, with numerical grades.
- Semester 1 final report card in mid-February 2021, with numerical grades.
- Semester 2 interim mid-March 2021, with letter notations (E, G, S, U).
- Semester 2 mid-term report mid-April 2021, with numerical grades.
- Semester 2 final report the end of June 2021, with numerical grades.

Parent/Teacher Contact

Grade 9 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 2020 and last week of March 2021. 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. All staff email addresses can be found on the school website fhci.net

Special Support Programs

a) The Student Success Program

Forest Hill has a team of teachers who work with grade 9 and 10 students identified by either their sending school or current teachers as in need of mentoring to be successful in high school. In this program, students work one-on-one with a designated Student Success teacher in the following areas: **time management skills, organization, subject-specific help, attendance, and punctuality**. Selected students will meet with a Student Success teacher once a week for 20 minutes, while others will meet less regularly, depending on the identified needs. These appointments are often scheduled in class time but the teacher is available outside of class time as well. Based on interim reporting and feedback from teachers, students will receive personalized assistance with topics including *Binder Organization 101, Managing Time, and Preparing for Exams*.

b) The Settlement and Education Partnership in Toronto

The Settlement and Education Partnership in Toronto (SEPT) program provides settlement services to immigrant and refugee newcomer families using the school as the primary point of contact with the families. A school settlement worker has been placed at Forest Hill Collegiate. The SEPT worker contacts and meets with all newcomer families in the school to connect them to services and resources in the community. The SEPT worker can set up group sessions with parents on particular education or community topics and can also help an individual teacher or administrator communicate with a newcomer parent about a specific issue or concern.

c) The Prefect System

Prefects are senior students who have, as one of their mandates, the mentoring of the grade 9 students. At the beginning of the year, Prefects organize an orientation program for the grade 9s to welcome them to the school. Throughout the year, Prefects will support students, teachers and other staff in their work.

d) Peer Tutoring Program

The Peer Tutoring program is organized and run by senior students. The leaders of the program recruit tutors who are willing to volunteer to help their peers. The leaders match the tutors with the appropriate peer according to the requested need.

Additional Services

a) English as a Second Language (ESL)

Toronto's increasing linguistic and cultural diversity provides many opportunities for cultural enrichment and global education for all students. Students from a variety of linguistic and cultural backgrounds may need special programs to help them develop the level of proficiency in English required for success in education both at secondary and post-secondary levels. Forest Hill Collegiate provides ESL programs for those students who have been identified as in need of such a program. Students who are entering grade 9 and who have been in the country three (3) years or less are contacted in April to arrange for an assessment. This assessment will determine the appropriate ESL level and program for each student. Students who have been identified as ESL students will take ESL courses that have been created to assist in the development of English language skills and to ensure these students are able to earn these credits.

b) Academic Resource

Forest Hill Collegiate Institute has an Academic Resource Room staffed by teachers with additional teaching qualifications in Special Education. Sensitive to the social, emotional and academic needs of adolescents with learning and other difficulties, these teachers create Individual Learning Profiles (**ILPs**) or Individual Education Plans (**IEPs**) each year to reflect the services provided by classroom teachers and Academic Resource staff. Each student with recognized special needs (for example, extra time on tests, use of computer, organizational support, assistive technologies.) receives an ILP or IEP. The Principal ensures that teachers receive a copy of each student's IEP within the first six weeks of school, and the Academic Resource staff clarifies student needs with the classroom teacher on an on-going basis. Parents are formally invited to participate in this process via the 'Parent-input to the IEP' form each fall, on the Grade 9 parents' night, and—for those with exceptional designations—in the Identification Placement Review Committee (**IPRC**) 'Annual Review Meeting' in the spring.

Grade 9 students with a current IEP from their sending school can take the *Learning Strategies* course (GLE1O9) where they will learn to cope with their difficulties in the regular classroom by acquiring note taking, organization and self-advocacy skills. They will also receive assistance with their class-work. Learning Strategies may be taken only one semester each school year, for a maximum of four credits.

c) Student Support Services

Student Services

A variety of services are available to students at Forest Hill. A Social Worker, a Child and Youth Worker, and a School Psychologist are assigned to the school and may be accessed by parents and/or students through the School Support Team which consists of Guidance counsellors, Administration, Special Education and Student Success teachers, as well as support staff. The mandate of the School Support Team is to receive and deal with referrals for specific students and their issues and to develop school programs to address broad issues. The School Support Team meets regularly and reports to the Principal. Parents and/or students with concerns or issues should work through the appropriate Guidance counsellor or the Vice Principal.

Guidance

The school has three Guidance counsellors who are available to students for assistance with educational planning, career exploration and counseling, personal counseling and referral to outside resources, problem solving and school related issues. All grade 9 students will participate in a Guidance orientation where they will meet their counsellors and be informed about available services. Our rich and comprehensive Guidance program includes:

- ◆ post-secondary planning and application process, including college, university, apprenticeships, dual credits, and the workplace.
- ◆ night school and summer school applications
- ◆ resource library - post secondary calendars, brochures, career information
- ◆ interest surveys and interpretation
- ◆ information on and referral to community services such as family counseling, financial aid, youth counseling, substance abuse etc.
- ◆ referral to Board resources such as Psychological Services, and Social Work
- ◆ part-time and summer job opportunities
- ◆ community involvement information and validation
- ◆ scholarship information, reference letters, applications

Parents/guardians are invited to contact their child's assigned counsellor whenever they wish to discuss any matter related to their child.

d) The Learning Resource Centre

Forest Hill's Learning Resource Centre was designed with students in mind. This spacious, clean, modern and well-equipped facility accommodates students' various needs, be they reading, serious research, or word-processing.

The Learning Resource Centre's web page contains the Forest Hill book catalogue which includes 13,000+ volumes, as well as the Toronto Public Library catalogue. The web page contains all the necessary links to online resources. Using these online resources, students can conduct research with greater efficiency and success by accessing quality sources without the dangers of using biased information or linking to inappropriate sites.

On-line resources include a periodical and newspaper database with over 200,000 entries, six encyclopedias and a literary database. Helpful web sites organized by subjects and a "Student Research Guide" are also

available in electronic form. All of Forest Hill's on-line resources are available for home use through remote access using an ID and password.

Computers, scanners, black & white and colour printers are available for student use. Students can also reserve and bring to their classroom a data-projector for Power Point presentations, or a TV with VCR and/or DVD.

Students can work in groups at round tables, study by themselves in individual carrels or browse through three newspapers and numerous magazines available in the 'journal lounge'.

The Forest Hill Learning Resource Centre's goal is to teach students how to become independent and selective researchers in their quest for in-depth information and knowledge.

School Clubs and Activities

| | | |
|---------------------------|---------------------------|---------------------------|
| Afro-Carib Club | Dance Fashion Show | Law Club |
| Albanian Culture Club | Debate Club | Math Club |
| Art Club | DECA Club | Miracle Club for SickKids |
| Black Student Alliance | Drama Club | Newcomer's Club |
| Book Club | Environmental Awareness | Politics & History Club |
| Business of Sports Club | Falcons Cheer Squad | Save the Animals |
| Champions of Change | Filipino Club | Science Club |
| Chess Club | Football Analytics Club | Sign Language Club |
| Christian Fellowship Club | Gender Sexuality Alliance | Social Action Club |
| Comedy Club | Go Club | Sports Management Club |
| Computer Science | Golden Falcon Newspaper | Student Inclusion Program |
| Cookies 4 a Cure | Jewish Culture Club | TED Club |
| COPE Council | Latino Club | Video Game Club |

Athletic Teams/Groups

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

| Fall | Winter | Spring |
|-----------------------------------|-------------------------------|-------------------------|
| Basketball, Girls' | Badminton, Co-Ed | Baseball, Boys' |
| Cross Country Running, Co-Ed | Basketball, Boys' (Jr., Sr.) | Rugby 15s, Boys' |
| Rugby 7s (Bantam, Girls', Senior) | Hockey, Boys' | Soccer, Girls' |
| Soccer, Boys' | Indoor Soccer, Boys' | Tennis, Girls', Boys' |
| Tennis, Girls, Boys' | Ski/Snowboard, Co-Ed | Track and Field, Co-Ed |
| Volleyball, Boys' (Jr., Sr.) | Swimming, Co-Ed | Ultimate Frisbee, Co-Ed |
| | Volleyball, Girls' (Jr., Sr.) | Volleyball, Co-ed |

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.

Music Instrumental/Vocal Groups

| | |
|------------------|-------------------|
| Chamber Choir | Intermediate Band |
| Chamber Strings | Jazz Choir |
| Combined Strings | Men's Choir |
| Concert Choir | Mega-Band |
| Glee Club | Women's Choir |

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

Substitutions: *In order to deal with special cases (e.g. a student with a physical handicap excluded from physical education), substitutions can be made for up to three (3) compulsory courses. The courses used as substitutes must be taken from the list of compulsory courses. Such arrangements must be made through a counsellor.*

ii) SELECTION OF COURSES

Students and their parents have the right to make course selections, provided that the diploma requirements regarding area of study and mandatory credits are being met. **The responsibility for selection of proper courses for both the high school program and for post-secondary planning rests with the parents and the students.**

iii) COMMUNITY INVOLVEMENT:

- Students are encouraged to develop a sense of civic responsibility and strong community values during their secondary school years. To this end, all students are required to complete a minimum of **40 hours of mandatory Community Involvement prior to graduation.**
- Community Involvement is a graduation requirement. An indication of completion will be entered on the student's Ontario Student Transcript when the 40 hours have been submitted and approved.
- A form is available in the Guidance Office to record their Community Involvement.
- Students must obtain the approval of their Guidance counsellor prior to completing an activity.
- The Toronto District School Board will publish a list of "approved" and "non-approved" activities; students choosing an activity not on the approved list must apply for permission in writing to the school principal.
- Activities may take place during the school day, but must occur outside of the student's scheduled course time; that is, lunch hour, in a spare period or before or after classes.
- Participation in such in-school activities as arts ensembles and/or productions, or sports teams, does **NOT** count as Community Involvement; however, organizing or managing such activities may count.
- Student governance, fund-raising, and acting as a student assistant, tutor or peer helper or mediator within the school all qualify as Community Involvement activities.
- Volunteer activities are to support a not-for-profit initiative (unless approved by the school principal or designate). With, Community Involvement, the student **cannot be paid** for the work done, and the student must not be doing the work of someone who would normally be paid for this work.
- Informal activities in the community may count, such as visiting, helping out, and/or picking up groceries or supplies for an elderly or disabled neighbour; shoveling snow or raking leaves; walking or caring for

neighbours' pets, and so on. A formal arrangement must be made with community member(s), and no payment of any kind may be received for the activities.

- The student may not displace a worker who would normally have been paid to perform the same function.

iv) THE PROVINCIALY DEVELOPED SECONDARY SCHOOL LITERACY TEST (OSSLT, GRADE 10 TEST OF READING AND WRITING SKILLS)

- In the spring of their Grade 10 school year, students will write the provincial Grade 10 Test of Reading and Writing Skills, which is created and marked by the Ministry of Education and Training.
- Students must pass the test in order to graduate from secondary school and to earn a secondary school diploma.
- The literacy test will be based on the Ontario curriculum expectations for language and communication – particularly reading and writing – up to and including Grade 9.
- The test will serve both to determine whether students have acquired the reading and writing skills considered essential for literacy, and to provide confirmation that those students who have completed the test successfully have attained the provincial expectations for literacy.
- The test will identify those students who have not demonstrated the required skills and will identify areas in which these students need remediation.
- School boards are required to provide remedial assistance for students who do not complete the test successfully. This assistance is designed to help students improve their skills so that they are better prepared to retake the literacy test.
- Students not successful on their first attempt may rewrite the test. There is no limit to the number of attempts that a student may make.
- Alternatively, students who are not successful may choose to take the Literacy Course (OLC4O). Successful completion of the course replaces the Literacy Test requirement. Not every school offers the course.
- Once students have successfully completed the literacy test, they may not retake the test again.
- Only the indication of the successful completion of the test will be entered on the student's Ontario Student Transcript.
- English as a Second Language students will take the test only when they have reached an appropriate level of proficiency in English. Deferral for these and other students may be requested by the parents or staff, and permission granted by the school Principal.
- Accommodations will be made for students with special needs, as required.
- The content of the test may not be altered under any circumstances.
- Students whose IEP indicates that the student is not working towards the attainment of a secondary school diploma may be exempted from the test with the consent of both the parents and the school Principal.

COURSE ORGANIZATION

TYPES OF COURSES AT GRADES 9 AND 10

Grades 9 and 10 courses are organized as follows: Academic, Locally Developed, and Open. All courses prepare students for study in the senior grades.

ACADEMIC COURSES

Our core courses are offered at the Academic level: English, Math, Science, Geography and French. These courses focus on the essential concepts of the discipline, and also explore related concepts. Course work develops students' knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts and incorporating some practical applications as appropriate. The emphasis is on **theory and abstract thinking** as a basis for future learning and problem solving.

LOCALLY DEVELOPED COURSES

English and Math are also offered at the Locally developed level. These courses are designed to meet the needs of students who are operating two-to-three years or more below grade level. These courses are not intended to be a replacement for academic level courses. They are intended to fill in students' gaps in learning, and prepare them for taking the academic level classes at grade level.

OPEN COURSES

These courses have one set of expectations for the subject, appropriate for all students in a given grade. These courses are designed to provide students with a broad educational base that will prepare them for their studies in Grades 11 and 12, and for productive participation in society.

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
 - 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 – Academic = MPM1D1

GRADE 9 Learning Strategies (Open) = GLS10

GRADE 9 English Academic = ENG1D1

GRADE 10 History Academic = CHC2D1

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.

In order to ensure that assessment and evaluation are valid and reliable and that they lead to the improvement of student learning, teachers will use a variety of assessment and evaluation strategies that:

- address both what the students learn and how well they learn;
- are based on the categories of knowledge and skills and on the achievement-level descriptions given in the achievement chart that appears in the curriculum policy documents for each discipline;
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
- are fair to all students;
- accommodate the needs of exceptional students, consistent with the strategies outlined in their Individual Education Plans (IEPs);
- accommodate the needs of students who are learning the language of instruction and need support for English as a Second Language;
- ensure that each student is given clear directions for improvement;
- promote students' abilities to assess their own and each other's learning and to set specific goals;
- include the use of samples of students' work that provide evidence of their achievement;
- are communicated clearly to students and parents at the beginning of the course and at other appropriate points throughout the course.

ACHIEVEMENT LEVELS

Levels or degrees of achievement of the curriculum expectations are presented in achievement charts in each of the curriculum policy documents. The charts are organized into four broad categories of knowledge and skills: knowledge/understanding; thinking/inquiry; communication; and application/making connections. The names of the categories may vary slightly to reflect the differences in the specific nature of each subject. The charts contain descriptions of each level of achievement in each category; these are broad in scope and general in nature, but they provide a framework for all assessment and evaluation practices. They enable teachers to make consistent judgments about the quality of students' work and to give clear and specific information about their achievement to their parents.

The achievement levels are associated with percentage grades and are defined as follows:

| | |
|------------|--|
| 80 to 100% | Level 4: a very high to outstanding level of achievement, above the provincial standard |
| 70 to 79% | Level 3: a high level of achievement, at the provincial standard |
| 60 – 69% | Level 2: a moderate level of achievement, below but approaching the provincial standard |
| 50 – 59% | Level 1: a passable level of achievement, below the provincial standard |
| below 50% | insufficient achievement of the curriculum expectations, no credit granted |

REPORTING STUDENT ACHIEVEMENT

Interim Report

This early progress report is given in October and March to inform and identify students who may be experiencing difficulties and/or whose credits are in jeopardy. The student's mark is a letter grade (not a number) and comments by each subject teacher are provided. Parent/teacher interviews will be held following this interim report.

Provincial Report Card

Secondary school students have their progress reported on a standard Provincial Report Card, which will include the following information:

- Each subject that the student is studying.
- The student's mark expressed as a percentage grade, along with the course median.
- Number of classes missed and times late for class.
- The student's achievement in six learning skills: (responsibility, organization, independent work, collaboration, initiative and self-regulation)
- A comment by each subject teacher for each subject, including student strengths, areas for improvement, and suggested next steps, as appropriate.
- An indication of the credit(s) granted for each course in which the student's mark is 50% or higher.

The report card will include information with respect to a student's Individual Education Plan (IEP), where appropriate. The report card will also indicate if a course has been adapted to meet the needs of students who are learning English as a Second Language.

Sections where the student and the parent or guardian can comment on the student's progress so far are included at the end of the mid-semester report card.

A summary of credits earned to date, including a break-down of compulsory and optional elective credits, is provided at the end of the final report card or semester.

The Final Report Card

A final grade is recorded for each course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade for each course will be determined as follows:

- Seventy percent of the grade will be based on assessments and evaluations conducted throughout the course.
- Thirty percent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered in the last month of each semester.

Promotion

Promotion is on a subject by subject basis, not grade by grade as in elementary school. If a student has completed a course but has failed to achieve the curriculum expectations at a passing level, staff in consultation with the student and parents, will determine the best way to enable the student to earn a credit for the course.

Regular School Attendance

Regular attendance at school is critical for students' learning and achievement of course expectations. Where, in the school Principal's judgment, a student's frequent absences from school are jeopardizing his or her successful completion of a course, staff will communicate with the student and parents to explain the potential consequences of the absences, including failure to gain credits and to discuss steps that could be taken to improve student attendance.

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 tentative timetable in June.

GRADE 9 COMPULSORY COURSES

| | | | |
|---------------------------------|-------------------------|----|---------------------------------------|
| English | Academic | or | ESL |
| French | Academic | or | Open (ESL and beginner students only) |
| Geography | Academic | | |
| Mathematics | Academic | | |
| Science | Academic | | |
| 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:

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

Business Studies: Information and Communication Technology in Business

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

GRADES 10 – 12 COURSE OFFERINGS

Grades 9 – 12 course offerings, course descriptions and course prerequisites may be found on the TDSB website www.tdsb.on.ca

Select: Find Your School (top of the website) → Search for Forest Hill C.I. → Course Charts (near the top of the list on the left-hand side of the page.)

COMPULSORY COURSES

ENGLISH

ENGLISH (ACADEMIC)

ENG1D1

This course emphasizes the analytical reading, writing, oral communication, and thinking skills that students need for success in secondary school academic programs and their daily lives. Students will study and interpret texts from contemporary and historical periods, including short stories, poems, and short essays, and will investigate and create media works. An important focus will be the correct and effective use of spoken and written language.

ENGLISH (LOCALLY DEVELOPED)

ENG1L1

This course is designed to fill in gaps in students' literacy and get them ready for Grade 9 applied or academic English. It is intended for students whose reading and/or writing is two-to-three years or more below grade level.

ENGLISH AS A SECOND LANGUAGE (ESL)

Research has shown that it may take up to seven years to become proficient in using a new language in academic settings. Even when students are no longer receiving ESL support in Grade 8, students may be required to take ESL courses as determined by the assessment conducted at Forest Hill Collegiate. Such students would benefit from ESL support in order to cope with the linguistic demands of the secondary school program. These ESL courses have been designed to help students successfully integrate into the social and academic life of the school and are intended to prepare students for regular English classes at the grade 10 or grade 11 level. Typically, students take two ESL courses per year- one each semester- until they have completed ESL E. Students requiring ESL, check ESL on the Course Selection Sheet.

ESL students will be contacted for testing to determine the appropriate ESL courses for grade 9. Each level of ESL refers solely to the mastering of English reading, writing and comprehension skills achieved and demonstrated by the student, **NOT** to any grade or age.

ESL LEVEL 1, COMMUNICATION IN ENGLISH (OPEN)

ESLA08

Prerequisite: None

This course builds on students' previous education and language knowledge to introduce the English language and help students adjust to their new cultural environment. Students will develop the ability to use oral and written English for daily needs, acquire basic conversation skills and vocabulary, and use simple sentence patterns. Students will also acquire basic orientation information related to their needs as newcomers to Canada.

ESL LEVEL 2, ENGLISH IN DAILY LIFE (OPEN)

ESLB08

Prerequisite: ESLA08 or equivalent

This course expands students' essential English communication skills and cultural knowledge and introduces the language of classroom studies. Students will develop oral classroom skills and reading strategies, expand their vocabulary, and use more complex sentence patterns. Students will also learn how to use some school and community resources.

ESL LEVEL 3, ENGLISH FOR SCHOOL AND WORK (OPEN)

ESLC08

Prerequisite: ESLB08 or equivalent

This course is designed to improve students' accuracy in using English in classroom situations, for personal and career planning, and to understand the changing world around them. Students will study and interpret a range of texts and produce a variety of forms of writing. Activities will also help students to develop their oral presentation skills and acquire study skills (including note-taking and summarizing skills) that will enhance their ability to learn in all subjects.

ESL LEVEL 4, STUDY SKILLS IN ENGLISH (OPEN)

ESLD08

Prerequisite: ESLC08 or equivalent

This course prepares students to use English with increasing accuracy in most classroom and social situations and to participate in society as informed citizens. Students will develop the reading, writing, and oral presentation skills required for success in all subjects. Students will study and interpret a variety of grade-level texts, develop oral communication skills through participation in informal debates and seminars, and extend their range of research skills.

ESL LEVEL 5, STUDY SKILLS IN ENGLISH (OPEN)

ESLE08

Prerequisite: ESLD08 or equivalent

This course prepares students for secondary school English and other courses at the college and university preparation levels. Students will be encouraged to develop independence in reading literary works and academic texts, in writing essays and narratives, and in applying learning strategies and research skills effectively. Students will also learn to respond critically to print and media works

CANADIAN AND WORLD STUDIES GEOGRAPHY

GEOGRAPHY OF CANADA (ACADEMIC)

CGC1D1

This course draws on a variety of frameworks, such as the ecozone framework, and principles of physical, human, and economic geography, to explore Canada's distinct and evolving character. Students will investigate the interconnections among the landforms, climate, soils, plants, animals, and human activities in Canadian ecozones to develop geographic knowledge and skills that contribute to an understanding of Canada's diversity and its role in the world.

FRENCH AS A SECOND LANGUAGE

All courses in French at Forest Hill Collegiate Institute belong to the French Core Program. These courses generally do not complement the skills of former Immersion or Extended Program students.

CORE FRENCH (ACADEMIC)

FSF1D1

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

CORE FRENCH (OPEN)**FSF101**

This is an introductory course intended for students who have little or no knowledge/experience in French, or have not studied French in school. At Forest Hill, it is offered for ESL students. It is not a course for a student who should be taking the Academic or Applied level of French. It is a course that is intended for students who have taken less than one year of French.

HEALTH AND PHYSICAL EDUCATION**HEALTHY ACTIVE LIVING EDUCATION (OPEN) + FITNESS (OPEN)**

PPL10M (male)
PPL10F (female)
PAF10F (female)

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.

MATHEMATICS**PRINCIPLES OF MATHEMATICS (ACADEMIC)****MPM1D1**

This course enables students to develop understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a relationship. They will also explore relationships that emerge from the measurement of three-dimensional objects and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multistep problems.

Successful completion of this course prepares students for Principles of Mathematics, Grade 10, Academic (MPM2D) or Foundations of Mathematics, Grade 10, Applied (MFM2P). Learning through abstract reasoning is an important aspect of this course.

MATHEMATICS (LOCALLY DEVELOPED)**MAT1L1**

This course is designed to fill in gaps in students' mathematical understanding and get them ready for Grade 9 academic Math. It is intended for students whose math skill is two-to-three years or more below grade level.

SCIENCE**SCIENCE (ACADEMIC)****SNC1D1**

This course enables students to understand basic concepts in biology, chemistry, earth and space science, and physics; to develop skills in the processes of scientific inquiry; and to relate science knowledge to technological, social, and environmental knowledge. Students will learn about scientific theories and pursue inquiries related to cell division and reproduction, atomic and molecular structures, properties of elements and compounds, the universe and space exploration, and the principles of static and current electricity.

ELECTIVES

THE ARTS

MUSIC

The grade 9 music courses emphasize 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. They will also learn correct musical terminology and its appropriate use.

INSTRUMENTAL MUSIC

INSTRUMENTAL MUSIC-BAND (BEGINNERS) (OPEN)

AMI102

Students with no previous experience will learn to play a brass or woodwind instrument.

INSTRUMENTAL MUSIC-BAND (EXPERIENCED) (OPEN)

AMI101

Prerequisite: Two years experience on woodwind, brass or percussion instruments.

Students who select this course will improve their playing skills and perform in the junior concert band.

INSTRUMENTAL MUSIC – STRINGS (BEGINNERS) (OPEN)

AMS102

Students with no previous experience will learn to play a string instrument (**not guitar**).

INSTRUMENTAL MUSIC – STRINGS (EXPERIENCED) (OPEN)

AMS101

Prerequisite: Two years experience on a string instrument (**not guitar**)

Students who select this course will improve their playing skills.

VOCAL MUSIC

VOCAL MUSIC (OPEN)

AMV101

Students who select Vocal Music will sing a variety of music in 2, 3, and 4 part harmony and will perform at Music Night.

VISUAL ARTS

VISUAL ARTS (OPEN)

AVI101

This course offers 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 through working with a range of materials, processes, techniques, and styles. They will learn and use methods of analysis and criticism and will study the characteristics of particular historical art periods and a selection of Canadian art and the art of other cultures.

DRAMA

DRAMA (OPEN)

ADA201

Drama is a unique art form and a way of teaching that can help you discover, feel and express the significance in the things that matter to you. Using the elements and forms of drama, you can demonstrate your understanding in a variety of ways, including representing, symbolizing, writing, moving and speaking. A range of theatrical conventions and techniques are covered.

BUSINESS STUDIES

INFORMATION AND COMMUNICATION TECHNOLOGY IN BUSINESS (OPEN)

BTT101

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.

GUIDANCE AND CAREER EDUCATION

LEARNING STRATEGIES I: SKILLS FOR SUCCESS IN SECONDARY SCHOOL (OPEN)

**GLS101
GLE109**

This course explores learning strategies and helps 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. This course will increase students' confidence, motivation, and ability to learn.

GLS101 - This course is available to students whom the elementary schools identify as being at risk. These students will be contacted by the school and given the opportunity to select GLS101 instead of one elective.

GLE109 - This course is available to Special Education Students who have been IPRCd and/or have an Individual Education Plans (IEP).