

COURSE CALENDAR 2020 - 2021

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Humberside Collegiate Institute

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<http://schoolweb.tdsb.on.ca/Humbersideci>



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Happy New Year and welcome to Humberside! Humberside is fortunate to have very focused and dedicated students, teachers and support staff who work together to achieve the common goal of success for the young people we serve. We are pleased to welcome you to the Humberside Huskies' family and we hope that you will enjoy your years here as a parent.

We have compiled this course calendar to provide you with information about Humberside including important contact information and our course offerings.

Our goal is to inspire an environment of mutual respect, learning and safety. We believe in working closely with our parents to continue Humberside's tradition of excellence. We believe that participation in activities outside the classroom enhances the maturity, skill level and interests of our youth and we hope that you will encourage your child to get involved. Perhaps we will see you at a sports event, club event, school play or music recital.

I look forward to meeting you at a school event in the near future.

Kim McLaren

Principal

ADMINISTRATION

Kim McLaren	Principal
Isabel Arias Lopez	Vice Principal
Robert Palmer	Vice Principal

ASSISTANT CURRICULUM LEADERS - 2019/2020

Meredith Austin	Guidance and Student Services/Career Studies/Student Success
Sarah Bumstead	Numeracy/Student Success
Sascha Dallas	English/Literacy/English as a Second Language/Library Learning Commons
Kate Dembski	Dramatic Art/Visual Art/Student Arts Council Leadership
Michael Dingwall	History/Social Sciences & The Humanities/Archives
Shamil Khadaroo	Business Studies/Computer Studies/Co-op Education/IT Implementation
Karen Kress	Music/Student Music Council Leadership
Joanne Loewen	Girls' Health and Physical Education/Girls' Athletic Teams/Student Athletic Leadership
Andrew Mancini	Mathematics
Marlys Schieck	Senior Sciences (plus grade 9/10 Science)
June Shiraishi	Senior Sciences (plus grade 9/10 Science)
Dimitra Tsanos	Geography/Civics/Equity
Melanie Tricker	Extended French/French Immersion
Marianne Watkinson	Special Education/Student Success
Kelly Young	Modern Languages/Classics/International Languages
Casey Zaph	Boys' Health & Physical Education/Boys' Athletic Teams/Student Athletic Leadership

WELCOME TO HUMBERSIDE

MOTTO

Happy is the person who has been able to learn the reasons for things.
(felix qui potuit rerum cognoscere causas)

MISSION STATEMENT

In a supportive and cooperative culture of mutual respect, Humberside Collegiate Institute strives to enable all students to be successful at each stage of their academic career and beyond. With its long-standing focus on high academic achievement, Humberside, in cooperation with families and friends in the community, encourages its students to become responsible, caring citizens with a life-long curiosity and a desire to excel.

Dans un milieu de soutien, de coopération et de respect mutuel, l'Institut collégial Humberside s'efforce de permettre à tous les élèves de réussir à chaque étape de leur carrière académique et postsecondaire. Avec son engagement de longue date d'encourager la réussite académique, l'Institut collégial Humberside, de concert avec les familles et les partenaires dans la communauté, encourage ses élèves à devenir des citoyens responsables et engagés, désireux de rechercher l'excellence et l'apprentissage toute leur vie.

HUMBERSIDE COLLEGIATE PLEDGE

As members of the Humberside community, **WE:**

SUPPORT positive behaviour and language in all school spaces

HELP each other

ACT when something feels wrong

RESPECT each other and speak to each other with dignity

EMBRACE individuality and difference

Humberside provides a secondary school education to students who choose to study their courses in English as well as to students who choose to study in French. Students who have completed their elementary school education in the French Immersion or Extended programs in our feeder schools may continue these programs at Humberside.

POLICY FOR ADMISSIONS TO REGULAR (ENGLISH) PROGRAM

Humberside C.I. follows the TDSB Admission Policy. Those students living in-district as defined by the TDSB may attend Humberside in the regular program. Please refer to the TDSB website for a listing of home schools that are attached to residential addresses. Humberside is closed to optional attendance for the regular program.

POLICY FOR ADMISSIONS TO FRENCH PROGRAMS:

Admission to the Extended French and French Immersion programs is guaranteed only to those students proceeding to Humberside C.I. from the TDSB French programs elementary/secondary pathway through the following feeder schools: Fern, Humbercrest, Rockcliffe, Runnymede and Swansea.



Humberside C.I. Educational Plan for Grades 9 - 12

Circle the correct course code in each cell	Grade 9	Grade 10	Grade 11	Grade 12
	English ENR1D	English ENG2D	English ENG3U or ENG3C	English ENG4U or ENG4C
	Mathematics MPM1D or MPM1P	Mathematics MPM2D or MPM2P	Mathematics 3M1 or 3M2 or 3C1 or 3C2	
	Science SNC1D or SNC1P	Science SNC2D or SNC2P	GROUP 1***	
	Canadian Geography CGC1D	Canadian History CHC2D	GROUP 2***	
	French FSF1D or FSF1P	0.5 Civics CHV2D and 0.5 Career Studies	GROUP 3***	
	Health & Physical Ed. PPL1OF or PPL1OM			
	Arts – ALC1D or AME1D or AMS1D or AMV1D or AV1D			
	Business Technology BTT1D or Individual & Family HIF1D or Latin LVL BD1 or Learning Strategies GLS1D			
	# of credits obtained _____	# of credits obtained _____	# of credits obtained _____	# of credits obtained _____

Be sure to include in your plan:

3 Additional Compulsory Credits (select ONE from each group)

- **Group 1:** English/French as a Second Language/Native Language/Classical and International Language/Social Sciences and the Humanities/Canadian and World Studies/Guidance and Career Education/Co-op
- **Group 2:** Health and Physical education/the Arts/Business Studies/Co-op
- **Group 3:** Science (Grade 11 or 12)/Computer Studies/Technological Education/Co-op/ French as a Second Language

*** Credits may have been completed in previous years.

CREDITS FOR FRENCH CERTIFICATES

Extended French:

- 7 Credits = Certificate of Bilingual Extended French Studies.
- 8 Credits = Honour Certificate of Bilingual French Studies

Immersion French:

- 10 Credits = Certificate of Bilingual Studies in French Immersion
- 11 Credits = Honours Certificate of Bilingual Studies in French Immersion

REQUIREMENTS FOR YOUR DIPLOMA (OSSD) IF YOU STARTED GRADE 9 IN OR AFTER SEPTEMBER 1999

(I) 30 CREDITS ☐ (18 COMPULSORY + 12 OPTIONAL) (II) LITERACY TEST ☐ (III) COMMUNITY INVOLVEMENT- 40 Hours ☐

CHOICES FOR GRADE NINE STUDENTS

Students entering Humberside in Grade 9 have six mandatory courses and two optional courses. One of the optional courses is an Arts credit. Every Grade 9 student must choose either Music (Band, Strings or Vocal) OR Visual Art as part of his or her Grade 9 timetable. **New this year is an Integrated Arts credit (ALC1O1) that is being offered in Grade 9.** ALC1O1 incorporates the study of Drama and Vocal music, giving students the opportunity to produce and present integrated art work. It is our hope that students will find great interest and pleasure in one of our three Arts programs (Visual Art, Music and Drama). We strongly encourage all students to continue to explore their talents and creative abilities beyond the Grade 9 level as part of a well-rounded and balanced educational experience.

Music

Students opting to enroll in Grade 9 Music at Humberside have a choice of Band, Strings or Vocal Music. Beginner level Instrumental, Strings and Vocal classes are available for students who have had limited to no previous experience (less than one year) in their chosen stream. Vocal classes are open to all levels of experience. It is strongly recommended that students opting for experienced Instrumental and Strings classes should have successfully completed at least one to two years of regular music instruction, on the instrument they are choosing to study at Humberside. As part of our music program, it is expected that students enrolled in a music course participate in a large performing ensemble. This includes attending co-curricular rehearsals outside of regular scheduled classes and participating in several performance and concert opportunities throughout the school year.

New: Grade 9 Integrated Arts

ALC1O1 (Drama and Vocal music)

Grade 9 Choices

Grade 9 Band (Beginner)	AMI 1O2
Grade 9 Band (Experienced)	AMI 1O1
Grade 9 Strings (Beginner)	AMS 1O2
Grade 9 String (Experienced)	AMS 1O1
Grade 9 Vocal Music (Experienced)	AMV 1O1
Grade 9 Vocal Music (Beginner)	AMV1O2

Choices after Grade 9

Grade 10 Band or Strings or Vocal	AMI/S/V2O1
Grade 11 Band or Strings or Vocal	AMI/S/V3M1
Grade 12 Band or Strings or Vocal	AMI/S/V4M1

Course Expectations

- 70% Creation (Performance-based Evaluations)
- 20% Theory & History (Elements of Music, Composition)
- 10% Analysis (Listening, Journals/Practice Records)

All music students enjoy the challenge and the energy of a good performance. Much of each course is focused on learning a wide variety of repertoire from various eras of music history, which are performed at concerts, festivals and assemblies throughout the year.

Visual Art

The Visual Art program gives all students the opportunity to succeed through the designing and creation of new and exciting works of art using a variety of mixed media. Basic art techniques and styles are taught and refined in class. Students are expected to apply these techniques to their own creations during Studio class time. Units of study include drawing, painting, printmaking, sculpture, mixed media and art history and heritage. Exploration in digital photography is facilitated. Each unit focuses on the development of design, technique and personal creativity through exploration. Students are encouraged to create individual works that convey who they are as young artists.

Grade 9 Choices

Grade 9 Visual Art AVI 1O1

Choices after Grade 9

Grade 10 Visual Art AVI 2O1

Grade 11 Visual Art AVI 3M1

Grade 12 Visual Art AVI 4M1

Course Expectations

70% Creating & Presenting (Designing, Creating Works)

15% Foundations (Media Techniques & Theory, History)

15% Analysis (Art in Society, Art of Different Cultures)

All art students are encouraged to explore various artistic designs, media and techniques in order to create works that are unique, individual and provoke commentary and conversation. Works are regularly displayed throughout the school and incorporated into dramatic productions.

Drama

The Drama courses at Humberside invite young performers to engage body, voice and imagination in the creation and presentation of live theatre. Areas of study include improvisation, storytelling, playwriting, scene study, traditional and experimental theatre. Students are introduced to the various aspects of theatre production from pitching and developing ideas, to planning, rehearsing and presenting their work. A strong commitment to participation, exploration and collaboration is the basis for a positive experience in Drama. Most Drama courses culminate in original dramatic works produced and performed by students of the class.

Grade 9 Choices

New: Grade 9 Integrated Arts ALC1O1 (Drama and Vocal music)

Choices after Grade 9

Grade 10 Drama ADA 2O1

Grade 11 Drama ADA 3M1

Grade 12 Drama ADA 4M1

Course Expectations

70% Creation (Creation of Plays & Performances)

15% Theory (Elements of Drama, History of Theatre)

15% Analysis (Drama & Society, Careers, Critiques)

All drama students are given guidance as they are put through a series of improvisational exercises and dramatic situations. Participation is a key component to success and a good imagination will assist during the creation of new original works written by the students. Performances during the year provide opportunities for growth.

Department Overview

The skills learned and practiced in our Business and Computer Studies programs empower students to engage more fully in post-secondary education or a position in the workplace upon graduation.

Courses are offered as electives and enrich a student's worldview and foster important financial, technological, leadership, and critical consumer skills.

Through our enriching programming, students will graduate from Humberside with a knowledge of accounting, management and leadership practices, coding and computer programming in different languages, enhanced presentation techniques, and the ability to use technology to significantly enhance productivity.

Business

With a consistent focus on current events and experiential learning, the aim of the business program is to develop students' lifelong curiosity and understanding of the world of business. Whether destined for post-secondary Business Studies or seeking to become a well-informed and financially-literate consumer, our business courses provide a strong foundation in accounting fundamentals and principles, engaging presentation skills, enhanced word processing, and spreadsheet and database management. Students will also learn to become conscientious consumers and leaders through our course offerings in Marketing, International Business, and Leadership Studies.

Computer Science

Students are introduced to the programming side of computer science in grade 10 by taking the ICS course. This is an introductory programming course that enables students to learn the concepts of programming language. In grade 11 and 12 students can follow a programming stream within computer studies. The senior programming courses would be of interest to students wanting to further develop their programming skills. The course would be an excellent choice for any students planning on studying computer science at a post-secondary level.

Throughout all of our programs, students are supported in their learning through online platforms such as Google Suite (Classroom and Drive), and Edmodo. These platforms empower collaboration and reinforce student learning.



Business and Computer Science Courses

Students in grade 9 may take BTT. In Grades 10, 11, or 12 students may choose from a series of enriching elective courses offered by the department.

	Grade 9	Grade 10	Grade 11	Grade 12
Business Studies	Information and Communication Technology in Business BTT1O	Introduction to Business BBI2O	Financial Accounting Fundamentals BAF3M Marketing: Goods, Services, and Events BMI3C	Financial Accounting Principles BAT4M International Business Fundamentals BBB4M Business Leadership and Management Fundamentals BOH4M
Communications Technology			Communications Technology TGF3M1	Communications Technology TGJ4M1
Computer Science		Computer Science ICS2O	Computer Science ICS3U	Computer Science ICS4U

Supported by leading University Business faculties, Humber's Business curriculum reaches beyond our classroom walls. Student learning is enhanced by case studies and case competitions presented by The Ivey Business School and Rotman Commerce. Students are also encouraged to participate in authentic entrepreneurial experiences presented by The Learning Partnership and MakeYourPitch.ca.



The Canadian and World Studies department offers a broad and diversified program that includes Canadian, American, ancient and world history as well as philosophy, sociology, psychology, anthropology, religion and law courses. All students must take the grade 10 Canadian history course. Humberside students often take more than one history or social science in their senior years. The grade 9 **Individual and Family Living** course offers students a great introduction to the study of the humanities and the skills associated with our courses including essay writing, presentation skills, and research methods.

In grade 10 every student in the school must take the 20th century **Canadian History** class. This course provides students with the foundation for understanding our country that every Canadian needs as they transition into their role as an adult citizen.

In grade 11 the options for students interested in Canadian and World Studies grow dramatically. Those interested in contemporary issues can study **Anthropology, Sociology, and Psychology, Introduction to Law, or World Religions**. Students who want to go beyond the grade 10 course in history can take **American History** or **World History**. Of course many students take a combination of two or more of the above.

This year, the Humberside Canadian and World Studies department is proud to offer **Genocide and Crimes Against Humanity** for the first time. This course combines psychological and sociological theory on group think and bullying with the historical analysis of the most infamous atrocities in human history. We think that this is an important course in developing young minds that will be willing and able to ensure that the history of genocide ceases to repeat itself.

In grade 12 students can prepare themselves for their post-secondary studies in history by taking the **West and the World** course. Those interested in more contemporary issues can take **Canadian and World Politics, Canadian and International Law, Economics, or Challenge and Change in Society**. Finally, our grade 12 **Philosophy** course offers a unique opportunity for students to discover the history of thought and also examine ways of thinking that will benefit them regardless of their future endeavors.

HISTORY AND SOCIAL SCIENCE COURSES OFFERED

GRADE	COURSES OFFERED
9	HIF101: Individual and Family Living
10	CHC2D1: Canadian History (20th Cent.)

GRADE	COURSES OFFERED
11	<p>World History to the 16th Cent.: CHW3M1</p> <p>American History: CHA3U1</p> <p>Understanding Canadian Law: CLU3M1</p> <p>World Religions: HRT3M1</p> <p>Introduction to Anthropology, Psychology, and Sociology: HSP3U1/HSP3C1</p>
12	<p>World History: West & the World: CHY4U1</p> <p>Canadian and World Politics: CPW4U1</p> <p>Analyzing Current Economic Issues: CIA4U1</p> <p>Canadian & International Law: CLN4U1</p> <p>Challenge and Change in Society: HSB4U1</p> <p>Philosophy: Questions and Theories: HZT4U1</p>

Bonjour! Salvete! ¡Hola! Humberside has a vibrant languages department.

CORE FRENCH

The aim of the Core French program is to develop and refine students' ability to communicate in French as well as to expand their understanding and appreciation of diverse French-speaking communities.

Grade 9 Applied French (FSF1P1)

This course provides opportunities for students to communicate and interact in French in structured situations, with a focus on everyday topics. Students will develop their skills in listening, speaking, reading, and writing through practical applications and concrete examples, and will use creative and critical thinking skills in various ways.

Grade 9 Academic French (FSF1D1)

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies, and will apply creative and critical thinking skills in various ways.

Choices after Grade 9 French:

Grade 10 Academic French (FSF2D1)

Grade 11 University French (FSF3U1)

Grade 12 University French (FSF4U1)

Students receive a *Certificate of Achievement Completion of the Core French Program* upon successful completion of FSF4U1.

LATIN

The aim of the Latin program is to introduce students to the rich cultural legacy of the classical world. Students will acquire an understanding and appreciation of the interconnectedness of ancient and modern societies.

Level 1 Academic Latin (LVLBD1)

All students can begin in Grade 9 or Grade 10.

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, students will explore such aspects of life in the ancient world as trade, commerce, education, entertainment, and social customs while improving their language skills.

Choices after Level 1 Latin:

Level 2 University Latin (LVLCU1)

Level 3 University Latin (LVLDU1)

Students receive a *Certificate of Achievement Completion of the Classical Languages and Studies Program* upon successful completion of LVLDU1.

Grade 12 University Classical Civilization (LVV4U1)

This interdisciplinary course surveys topics from Mythology, History, Archaeology, Religion, Art, Philosophy, Poetry, and Drama in Ancient Greece and Rome.

Students receive an *Honours Certificate of Achievement Completion of the Classical Languages and Studies Program* upon successful completion of LVLDU1 and LVV4U1.

SPANISH

The aim of the Spanish program is to develop students' ability to communicate in Spanish as well as to understand and appreciate diverse communities around the world where Spanish is spoken.

Level 1 Academic Spanish (LWSBD1)

This course is designed to enable students to begin to communicate with native Spanish speakers.

Students will use simple language and read age-and language-appropriate passages for various purposes. They will explore aspects of the culture of countries where Spanish is spoken, including social customs and the arts, by participating in cultural events and activities involving both print and technological resources.

Choices after Level 1 Spanish:

Level 2 University Spanish (LWSCU1)

Level 3 University Spanish (LWSDU1)

Students receive a *Certificate of Achievement Completion of the International Languages Program (Spanish)* upon successful completion of LWSDU1.

"The limits of my language are the limits of my world."
Ludwig Wittgenstein

The English Department offers a rigorous program that values diverse learning styles and challenging course content. We uphold high achievement standards for our students, while acknowledging the specific needs of individual learners.

English classes at Humberside are places of activity: text-to-world discussions about current issues, book talk presentations, dramatic interpretations of characters, and multimedia projects exploring digital literacy and global citizenship in our changing world.

Our goal is to prepare students for their lives beyond high school by developing and enhancing literacy skills, critical thinking skills, and creative skills in a collaborative setting. Every year students practice how to analyze texts for deeper meaning and how to express ideas clearly in written and verbal formats. We encourage students to improve in these key areas by establishing personal goals every year.

Equally important, we encourage students to develop a lifelong love of reading and writing. Students have several opportunities to choose books based on their own interests and abilities, in addition to studying novels as a class. We offer a combination of contemporary texts and traditional literature, which is supported by our rich school library collection.

Choice for Grade Nine Students

English is compulsory in every grade. Students entering Humberside in grade 9 have six (6) mandatory courses and two (2) optional courses, therefore, every grade 9 student must take English. Students must successfully complete four English courses over four years at Humberside. At least one core English course per grade level is the minimum requirement for graduation.

Grade 9 Course Descriptions

English, Grade 9 Academic (ENG1D)

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 information 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.

Course Offerings

Our current course offerings are determined by the TDSB Multi-Year Strategic Plan:

As part of the Board's Multi-Year Strategic Plan, we have established an Active Plan that will be implemented over a three-year period, with a goal that by September 2021, the majority of Grade 9 and 10 students will be successful in all academic compulsory courses. We believe that every student can succeed and we know that we have to start early and provide classroom interventions to support this work."

<https://www.tdsb.on.ca/Leadership/Boardroom/Multi-Year-Strategic-Plan>

Course Offerings

Grade	Compulsory Academic/University	Compulsory Applied/College	Optional Courses
9	ENG1D		
10	ENG2D		
11	ENG3U	ENG3C	EMS30 Media Studies
12	ENG4U	ENG4C	ETSU4U, Studies in Literature EWC4U Writer's Craft, IDC4UM Media Inter-disciplinary Studies

Support and Academic Success

Help is available for students if they have questions about course work, assignment due dates, or teacher expectations. Students may arrange for a time and place to meet with their teacher to review evaluations and for tips to improve their writing skills. The English department works closely with Special Education and Guidance to provide a well-rounded approach to supporting the whole student: academic achievement and well-being. Extra study sessions are available during the lead-up to the Grade 10 Literacy Test (OSSLT).

Writing Contests

Students are encouraged to seek an audience for their work beyond the classroom. We actively promote student creative writing whether it be submitting pieces to The Garnet (our school newspaper), publishing work to Toronto Public Library's Young Voices magazine, or competing in CBC's First Page and Shakespeare Selfie contests: there are considerable ways in which to further explore one's creative voice. In recent years, Humberside students have also been featured prominently in the Toronto Council of Teachers of English short story contest, twice winning the competition.

English Department Awards

Humberside's English Department is proud of its long tradition of excellence and of our students' many notable achievements. There are a number of areas of opportunity for students to receive recognition for their academic proficiency as well as for their well-rounded efforts at Humberside. Though we have many ways of acknowledging our students' efforts, what follows is a list of English department awards that are given out annually to students. Proficiency awards are given for academic excellence, commitment and contribution to the English Program.

Undergraduate Awards:

- Grade 9 English Proficiency Award
- Grade 10 English Proficiency Award
- Grade 11 English Proficiency Award
- Grade 11 Media Studies Proficiency Award

Grade 12 Awards:

- The Grade 12 English Proficiency Award
- The Studies in Literature Proficiency Award
- The Writer's Craft Proficiency Award
- The English and History Award
- IDC Media Proficiency Award
- Outstanding Achievement in English Studies

We offer two French language immersion programs at Humberside CI:
Extended French and French Immersion

Why should my child continue in French?

The ability to speak both of Canada's official languages helps prepare students for their role as active and engaged citizens in today's bilingual and multicultural Canada. The language learning strategies that students develop in the Extended French and French Immersion programs can contribute to an interest in learning languages throughout their lives and provide them with the skills to do so.

"More than eight million Canadians speak French. Around the globe, 160 million people live and work in French. In fact, other than English, it's the only language widely spoken on all five continents. Recent studies indicate that by 2050 French will be the language most spoken in the world. Learning more than one language is increasingly recognized as a lifelong gift, enhancing a child's self-esteem and intellectual ability while opening new doors to a wider world of study, travel and employment." *Canadian Parents for French*; <http://cpf.ca/en/resources/cpf-pamphlets/>

Extended French Program

The Extended French program provides students with extensive opportunities to speak and interact in French for various purposes about both concrete and abstract topics. Students will learn to independently apply language learning strategies in a variety of real-life and personally relevant contexts in listening, speaking, reading, and writing, and will broaden their creative and critical thinking skills through responding to and analysing oral and written texts from all over the French-speaking world. The Toronto District School Board grants two certificates of bilingual studies in Extended French:

Le Certificat d'études bilingues en Français Intensif (7 credits)

Le Certificat d'Honneur d'études bilingues en Français Intensif (8 or more credits)

In order to satisfy the requirements of the program, students must successfully complete the sequence of four courses in Extended French (*FIF* 9-12) and a minimum of three courses in other subjects where the language of instruction is French (course codes ending in 4, e.g. CGC 1D4).

French Immersion Program

The French Immersion program provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Throughout the program, students will develop and consolidate their listening, speaking, reading and writing skills and apply language learning strategies in a variety of contexts and forms. Students will read a wide variety of literature from the Middle Ages to the present from all over the French-speaking world.

The Toronto District School Board grants two certificates of bilingual studies in French Immersion:

Le Certificat d'études bilingues en Français Immersion (10 credits)

Le Certificat d'Honneur d'études bilingues en Français Immersion (11 or more credits)

In order to satisfy the requirements of the program, students must successfully complete the sequence of four courses in French Immersion (FIFI 9-12) and a minimum of six courses in other subjects where the language of instruction is French (course codes ending in 5, e.g. CGC 1D5).

Courses in French

The entire curriculum document for French, French as a Second Language – Core, Extended, and Immersion French, is available on the Ministry of Education's website:

<http://www.edu.gov.on.ca/eng/document/curricul/seccurric.html>

	Required Courses		Options
9	Français FIF1D5 or FEF1D4	Géographie CGC1D4/5	Introduction à l'informatique appliquée (Information Technology) BTT1O4/5
10	Français FIF2D5 or FEF2D4	Histoire CHC2D4/5 2 half courses: Citoyenneté (Civics) CHV2O4/5 Carrières (Career Studies) GLC2O4/5	Initiation aux affaires BBI2O4/5 Art dramatique (Dramatic Arts) ADA2O4/5
11	Français FIF3U5 or FEF3U4		Histoire mondiale CHW3M4/5 Géographie physique CGF3M4/5
12	Français FIF4U5 or FEF4U4		Le Canada et le monde CGW4U4/5

Canadian Council for Geographic Education:

"...geography provides a conceptual link for children between home, school, and the world beyond. Geographers study how people interact with the environment and with each other from place to place and they classify Earth into regions in order to draw generalizations about the complex world in which we live."

Geography helps us understand the world in a variety of ways;

Geography teaches students important skills (spatial, analytical);

- Geography helps students learn about the world
- Geography contributes to international understanding
- Geography helps us understand our own country
- Geography contributes to an understanding of citizenship, economics, history and the environment

Grade 9 (CGC1D1)

The **Geography of Canada** is a mandatory grade 9 course. At Humberside we include the following skills and experiences to teach students about their country;

- Spatial Technology - Geographic Information Systems
 - Making Story Maps, Spatial Journals using online mapping programs
- Problem based learning about issues affecting Canadians
 - Indigenous issues, climate change, population projections, urban planning
- Debates about resource extraction in Canada
- Field trip to the Oak Ridges Moraine discussing the protection of the Greenbelt
- Town Hall Debate

Enduring Expectations - Grade 9

The Geography department believes that there are certain 'enduring expectation's that should be achieved in grade 9 geography. By meeting these expectations the students will have a strong knowledge and skills foundation that will serve them well in future geography courses and in a variety of subject areas.

- interpreting and analysing visual information and data; graphs, tables, maps, images
- media literacy; comprehension, critical analysis and interpretation of written information
- understanding of the connection between human and physical/environmental systems
- Canada's economic and social relationships with the rest of the world
- basic knowledge of Canada and what has shaped it; physically, culturally and environmentally

Grade 11 Geography

The following grade 11 geography courses are offered in most years at Humberside Collegiate and require only the completion of grade 9 geography;

- Natural Disasters (CGF3M1)
- Géographie physique (CGF3M4/3M5)
- Travel & Tourism (CGG301)

Natural Disasters

This course will explore physical processes related to Earth's water, land and air. Students will investigate how these processes shape the planet's natural characteristics and affect human systems, how they are involved in the creation of natural disaster, and how they influence the impacts of human disasters. Throughout the course, students will apply the concepts of geographic thinking and the geographic inquiry process and use spatial technologies to analyze these processes, make predictions related to natural disasters, and assess ways of responding to them.

Physical Geography, Géographie physique

This course looks at the human and environmental factors that shape the earth. Through the year, students work with technology such as GIS and GPS and go on several field trips such as the culminating activity which centres on a trip to the Niagara escarpment.

Travel & Tourism

This course looks at travel and tourism as the vehicle for studying selected world regions and associated tourism issues. Students will have the opportunity to develop their understanding of the potential cultural, environmental and economic impacts of travel and tourism. Field trips will involve the application of GPS and GIS technologies as well as an investigation of Toronto as a 'world class city'.

Grade 12 Geography (CGW4U1)

The following grade 12 geography course is presently offered at HumberSide Collegiate:

- Canadian and World Issues
- Le Canada et le monde : une analyse géographique du monde

Students will learn about war and conflict around the world and the effects they have on people in places like Syria and Afghanistan. Students will understand the factors that create disparities around the World. They will present debates and newscasts and story maps about recent issues about what's in our food and pipeline projects in Canada. Students will enrich their learning with real-life experiences by visiting post-secondary institutions, photo exhibits and film festivals on environmental topics like pipelines and Indigenous issues in our own country. Campaigning for world hunger, sweat free garments, GMO free food and a waste-free school will be part of a few school and life relevant assignments students will complete during the course.

Careers in Geography: [Geography can take you everywhere!](#)

- | | |
|---|--|
| <ul style="list-style-type: none">• Park warden, Georgian Bay Islands National Park• Professional Geoscientist• Co-op work term in Canada's most northerly community of Alert, Nunavut• Geographic Information Systems Co-ordinator, Lafarge Construction Materials• Environmental Science Technician, AMEC Earth & Environmental | <ul style="list-style-type: none">• Wildlife Rescue Team Manager, World Wildlife Fund Canada• Urban Planner, City of Palo Alto, California• Strategic Planning Intern, Guyana• Seasonal Planning Analyst, Town of Banff• Geographic Information Systems (GIS) Specialist, Town of Ajax• Assistant Environmental Planner, City of Hamilton |
|---|--|

The Guidance team works in a welcoming, collaborative and cooperative manner with students, parents and other staff members to provide guidance for students with social/emotional concerns, academic questions and transition planning to post-secondary studies and/or to work.

It is the goal of the Guidance and Career Education program to help students understand, develop and apply the concepts related to lifelong learning, interpersonal relationships and career planning.

The Guidance Office is open to all students and parents from 8:30 to 4:00 p.m. Classroom visits and university/college presentations are made to all students. As well, every student at Humberside C.I. is assigned a Guidance Counsellor with whom he/she can discuss post-secondary plans, academic concerns and/or personal concerns. A Social Worker, Child and Youth Worker a, Psychological Associate and Public Health Nurse are also available for consultation.

The Guidance Office offers the following programs:

- Career Counselling and interest surveys
- Individual Pathways Planning via www.myBlueprint.ca
- Application procedures for graduating students to Canadian, U.S. and other post-secondary institutions
- Ongoing university and college presentations
- Counselling for SAT, ACT and language requirement tests (i.e. TOEFL)
- Scholarship application and financial planning for post-secondary education
- Peer Leadership development through student lead and teacher mentored opportunities such as Peer Tutors

CAREER STUDIES (GLC201)

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends, and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school. Prerequisite: None

COMMUNITY INVOLVEMENT INFORMATION

As stated in Ontario Schools Kindergarten to Grade 12: Policy and Program requirements 2016, every student who begins secondary school during or after the 1999 - 2000 school year must complete 40 hours of community involvement activities as part of the requirements for an Ontario Secondary School Diploma.

Definition of Community Involvement:

- a constructive contribution to the community
- a volunteer activity for which no pay or credit was received or would normally be performed for wages by a person in the workplace. Students are not to replace paid workers or be paid themselves.

Reasons why it was mandated by the Ministry of Education:

- to reinforce civic responsibility in learners
- to strengthen the community by supporting non-profit endeavours
- to enhance the student's self-confidence and self-image
- to provide experience for future employment
- to allow students to create a portfolio of work experience

Times and deadlines to accumulate these hours:

- **during summer after Grade 8 (July) and before graduation**
- outside of school hours, for example evenings, weekends and holidays:

Community Involvement Resources:

- Read the School's Bulletins and Bulletin Boards for specific local volunteer opportunities – there are many posted throughout the year
- Check the Volunteer Postings Board in the Library Learning Commons
- Visit the following website: www.volunteertoronto.ca for information on possible opportunities

COMMUNITY INVOLVEMENT HOURS PROCEDURES

- Students will use their Community Involvement Record to keep accurate records of the hours going towards their community involvement diploma requirement. Extra forms are available from the Guidance office and on the HCI Guidance website
- Hand in completed forms to the Guidance Office assistant for processing. Drop by before or after school or during the lunch period.
- Please do not hand in fewer than 40 hours at first. Additional hours can still be added.
- The forty hours will be added to the student's official transcript and will be shown as completed.
- Always keep a record of the accumulated hours.

RESPONSIBILITIES OF STUDENT/PARENT

- It is the parent's responsibility to supervise the location(s) where their son or daughter is volunteering. Parents and students should take an active and shared role in determining the relative value and safety of each community involvement opportunity before getting involved. The safety of students is of primary concern.
- If a parent/student has questions or concerns regarding an upcoming community involvement opportunity, they should contact the school's Guidance office to verify appropriate activities.
- Parents/Students must keep accurate records of all completed community involvement activities and be certain to follow the procedures outlined above.

RESPONSIBILITIES OF STAFF

- Staff is not required to verify the hours contained in any of these documents but may do so.
- Guidance and office personnel will authorize documents and enter the completed 40 hour Community Involvement requirement into the student's official records.

SAMPLE VOLUNTEERING ACTIVITIES

HELP YOUR NEIGHBOURS

- provide service to seniors or to others who have difficulty leaving their homes – raking, shoveling, shopping, visiting, reading, meal preparation
- tutor younger students – read, take to library, help with homework

HELP YOUR COMMUNITY

- help organize local community events – food drives/banks
- take part in environmental initiatives – cleaning and recycling operations, park cleanup
- get involved in charitable activities – walk-a-thons, daffodil sales, canvassing for organizations
- assist with sports teams – community leagues, parks and recreation programs
- volunteer in hospitals, libraries or organization recommended by the Volunteer Centre of Toronto

HELP YOUR SCHOOL OR OTHER SCHOOLS

- help with sports teams – run skills drills, assist coach
- help in the library – shelve books, tidy up, change bulletin boards
- tutor other students – help with homework, review difficult concepts
- assist students with special needs – act as peer buddy

Safety Concerns

Remember, in any volunteering activity, *safety* is a primary concern. Volunteers should use safe practices such as:

- Only volunteer for known organizations that you have contacted before volunteering.
- Always let your parents/guardians know what you are doing, where you are going and when you'll be back.
- If you have had a negative volunteering experience, let your parents know immediately.

HEALTH AND PHYSICAL EDUCATION PROGRAM

Students can choose PPL courses in every grade. These are open credit courses with the focus on sport specific movement principles and personal fitness. Students may take both a PPL and PAF (personal fitness course) at the same time to receive two HPE credits in one year.

The entire curriculum document for Health and Physical Education is available on the Ministry of Education's website:

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

	Required Courses		Course Name	Options
9	PPL1O	Males/Females	Healthy Active Living – Male/Female	Open Credits
10	PPL2O PAF 2O	Males/Females	Healthy Active Living – Male/Female Personal & Fitness Activities – Male/Female	Open Credits
11	PPL3O PAF 3O	Males/Females Males/Females	Healthy Active Living – Male/Female Personal & Fitness Activities – Male/Female	Open Credits
12	PAF4O PLF4M PSK 4U	Co-ed	Personal & Fitness Activities – Co-ed Recreation and Healthy Active Living Leadership Introductory Kinesiology	Open Credits Mixed University

Health and Physical Education Curriculum

The health and physical education curriculum has been designed to provide learning experiences that will help students realize their potential in life. Students will develop:

- an understanding of the importance of physical fitness, health, and well-being and the factors that contribute to them;
- a personal commitment to daily vigorous physical activity and positive health behaviors;
- the skills and knowledge they require to participate in physical activities throughout their lives

Most students complete their diploma requirements of one Health and Physical Education credit in Grade 9. However, we highly encourage students to continue with Health and Physical Education throughout their academic career.

Mission

"The mission of a teacher-librarian is to encourage and support all students in becoming life-long learners and agents of change, who are self-motivated, thoughtful and literate." (SLIC Handbook, Sept. 2003)

Role of Teacher-Librarians

- expand curriculum experiences and improve student achievement
- promote equity of access and accommodate students with varied learning strengths and needs
- provide explicit instruction in inquiry and research skill development
- foster a love for reading and provide opportunities for critical literacy
- integrate effective use of new technologies and collaborative online tools into teaching and learning

Learning Commons

A **Learning Commons** integrates the new and the old in a seamless physical and virtual space in which all formats can be assimilated and studied. The Learning Commons liberates the exploration of ideas and concepts, encouraging inquiry, imagination, discovery, and creativity through the connection of learners to information, to each other, and to communities around the world.

For schools, the Learning Commons incorporates the classroom, the school library, and the school board to connect students to the real and virtual worlds that are growing and maturing around them. Just as the Internet has created a web of global connections, information, and interactions, the Learning Commons creates a network of information, people, and programs for learning within a school and beyond. Universal access ensures that learning is within reach of everyone at all hours... day or night.

(Ontario School Library Association (OLA), *Together for Learning: School Libraries and the Emergence of the Learning Commons*, 2010, p. 6)

Our Library – Program Highlights

Our library is a dynamic, active hub of information, inspiration, and community. Students are welcome to read, study, and socialize before classes begin, at lunch, and after school. We offer a quiet place to work, collaborative spaces, and computers for completing assignments and printing documents. Research & Inquiry is our specialty! We are here to offer support in locating resources and navigating the research process.

Our resource collection grows along with the needs of our students and staff. We offer the latest fiction, non-fiction, magazines and newspapers to suit various interests.

The upper level of our library is dedicated to French resources, which appeal to students in the Immersion, Extended, and Core French programs.

In addition to our physical space, we offer access to our online library resources from home. Students can pick up Learnmarks from our library to take home. A Learnmark provides login and password access to a toolbox of digital resources.

We now offer wireless internet access throughout our school! Students can bring their wireless devices and login to their TDSB accounts.

A student is required to earn three credits in mathematics in order to obtain the Ontario Secondary School Diploma.

Choosing which course to take in Grade 9

The mathematics courses in the Grade 9 and 10 curriculums are offered in two types, *academic* and *applied*, which are defined as follows:

Academic courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well.

Applied courses focus on the essential concepts of a subject, and develop students' knowledge and skills through practical applications and concrete examples.

Please refer to the **Examining Mathematics Pathways** pamphlet for more information about the Grade 9 Mathematics courses.

In deciding which course to choose, it is important to consider the student's strengths, interests and needs, as well as their postsecondary goals.

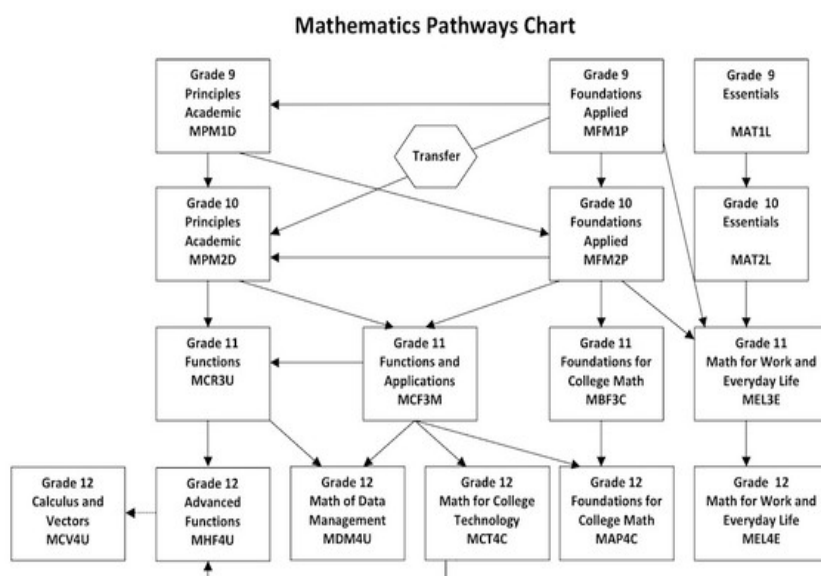
Parents may have concerns that choosing the Grade 9 Applied Mathematics course will cut off many options for their child. There are many University programs that do not require Grade 12 mathematics. Also, as illustrated on the chart on the front of the **Examining Mathematics Pathways** pamphlet, there are several points at which a student in applied mathematics can rejoin the academic course pathway; after Grade 9, after Grade 10 and after Grade 11.

Most important is that the student has a good start in high school. Taking the appropriate Grade 9 course, in which they will be successful, is one way to ensure that this happens.

The Humberside Mathematics Department

The Humberside Mathematics Department prides itself on supporting excellence in mathematics;

- promoting participation in a wide range of mathematics contests;
- running a Mathematics Club;
- using technology to help students explore mathematical concepts;
- supporting students who are having difficulty -- all of our teachers set times outside of class when they offer extra help;



The Humberside Science Department believes that in order to provide an enriching learning experience for students that our courses must provide the following:

(1) Hands-On Lab Experiences

The Humberside Science Department prides itself in offering a wide variety of hands-on lab experiences to enhance the learning experience for all our students. Through these labs, scientific concepts come to life.

(2) Use of Technology

Humberside currently has three state of the art labs with computers, one each for biology, chemistry and physics. Students connect various probe ware to these computers to help them gather and analyze data.

(3) Rigorous Curriculum Delivery

In all of our courses we offer a stimulating and challenging curriculum to help prepare our students for post-secondary education. Many of our graduates find the transition from high school to college or university easier than their peers, because of how in depth the topics are taught in our department.

(4) Variety of Instructional Strategies

A wide variety of instructional strategies are used to provide learning opportunities to accommodate a variety of learning styles, interests and ability levels. Some of these include investigations, manipulative activities, dissections, problem solving, research projects, engaging instruction and differentiated instruction.

Some Words From Our Graduates...

"Please tell your students that I was super prepared and that the hard work is worth it!"



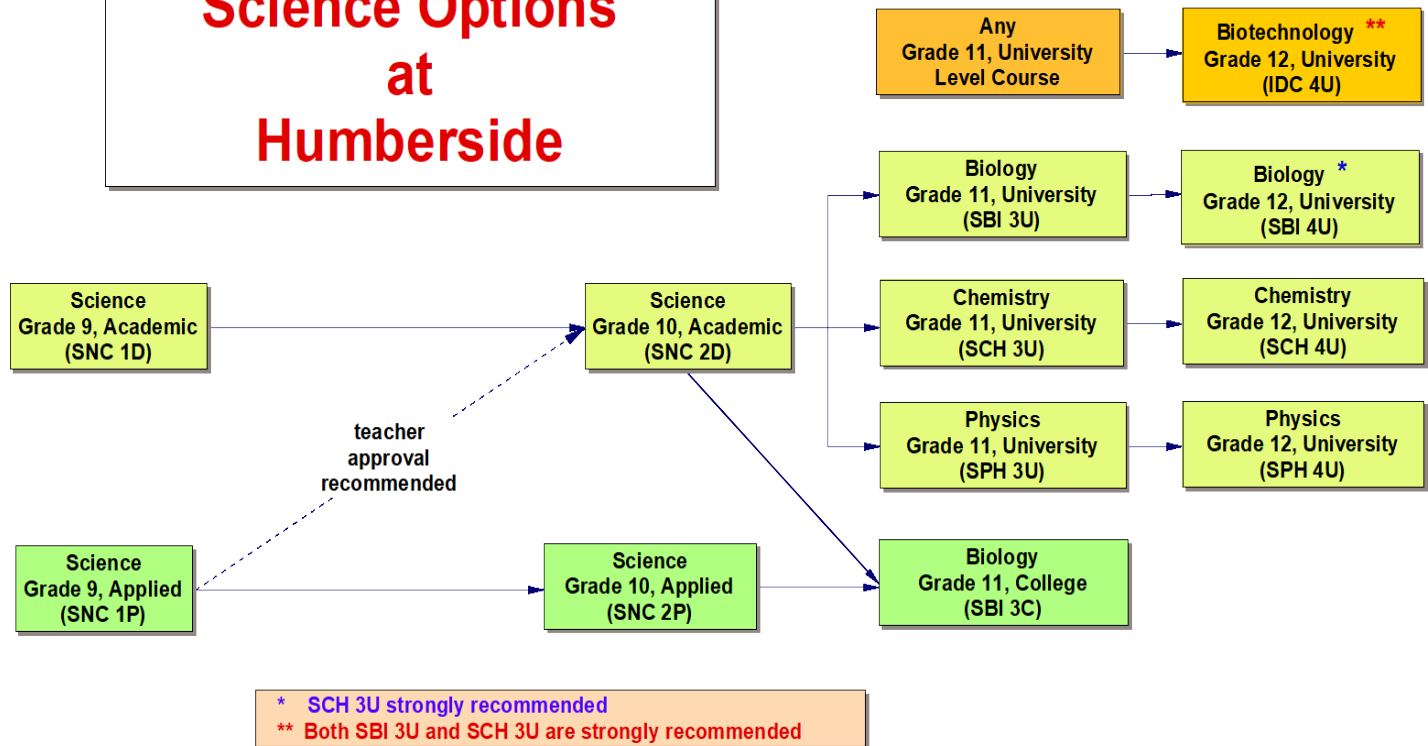
"...[Humberside] prepared me so well for Cornell general Chemistry. I help all of the kids in my class and I explain Quantum theory to them and show them titrations and explain properties of organic compounds."

"I want to say thank you, to you and to the rest of the science department for everything you did for me. It is very clear now that you all went well above the required curriculum and taught us all more than we had to know."



Please visit
sites.google.com/tdsb.on.ca/hci-science
 for more information on
 Humberside's Science program.

Science Options at Humberside



Should you have any questions about Humberside's Science program, feel free to contact the Assistant Curriculum Leaders of the department:

Marlys Schieck – marlys.schieck@tdsb.on.ca
 June Shiraishi – june.shiraishi@tdsb.on.ca



The Special Education Program supports students who have exceptional learning needs.

Students are encouraged to take Learning Strategies (GLE) for a credit or to receive monitoring by the Special Education teachers in order to reinforce strategies, monitor achievement and determine accommodations teachers can use in the classroom to assist each student with their learning strengths and concerns.

Special Education teachers work in a collaborative manner and provide assistance for students, parents, and classroom teachers to determine Individual Education Plan (IEP) for each student as well as suggest appropriate accommodations to enhance learning, environmental and testing opportunities.

Special Education: Learning Strategies (GLE)

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. It is highly recommended that Grade 9 students with an IEP take the GLE course as it helps them navigate the transition from elementary to secondary school and provides the support needed for academic success. The Learning Strategies (GLE) credit is available from Grade 9 through.

Monitoring

Monitoring is another form of student support offered by either the Special Education Department, or by a Student Success teacher. Monitored students meet with a teacher at several points in the year to assess their progress and to work on developing their personal management skills.

Student Success: Learning Strategies (GLS)

In grade 9, students without an IEP who may need support navigating the 8 credit course load can take the Learning Strategies (GLS1O1) course. This course assists students with the transition into high school and helps them develop key skills such as personal management and organization skills.

Grade 9 students who were struggling at the elementary level may also be monitored by a Student Success teacher. This monitoring is meant to provide assistance with organization and to coach students through their first year at Humberside CI.

In grade 10, 11, & 12 students without an IEP who may need continued support can take the Advanced Learning Strategies (GLS 4O1) course. This course continues to assist students with personal management, and organization skills but also investigates the transition out of high school to more independent living.

In grade 10, 11, & 12 students may also be monitored by a Student Success teacher alongside the Guidance Counselor. Again, this monitoring is meant to provide support with organization, academic demands and post-secondary planning.

These activities may change or be discontinued without warning

Animal Rights Club	Great Canadian Geography Challenge	Rugby - Boys' Jr & Sr
Announcements	H.A.C. – HCI Athletic Council	Rugby - Girls' - Varsity
Archery Club /Team	Harry Potter Club	Rugby - Boys & Girls
Arts Council	HEAT – Humberside Environmental	School Concert
Asian Club	HIIT - High Intensity Internal Training	Serbian Club
Badminton Team	Holiday Concert	Sewing Club
Band – Intermediate	Homework Club	Sign Language
Band Night	Humberside HOOPLA	Soccer - Boys' Indoor
Band – Jr & Sr. Stage	Humberfit Co-ed	Soccer - Girls Varsity
Band – Sr. Symphonic	Hermes (Yearbook)	Social Justice
Baseball	Ice Hockey – Boys & Girls	Softball - Girls Varsity
Basketball – Boys' & Girls – Jr & Sr	International Student Exchange	Sound & Lighting
Basketball – Girls' – Jr & Sr	International Trips	Spanish Club
Bike Club	Intramural Activities	Stereotyping
Biotechnology	Java N Jazz	Strings - Chamber
Black Heritage Association	Jr. & Int. Music Night	Strings - Junior
Blood Donor Clinic	Lane swimming	Strings - Symphonic
Charity Club	Library Volunteers	Student Vote
Chess Club	Lighting & Stage Crew	Students' Council
Choir – Chamber	Math and Science Contests	Swimming Boys' & Girls Jr & Sr
Choir – Concert	Math Club	Safe& Caring Schools
Choir – Junior	Model United Nations Team	Tawny Richards Hockey Invit.
Choir – Senior	Musical (Bi-annually)	TCTE - Short -Story Contest Toronto
Christian Fellowship Club	Music Banquet	Teachers of English
Classics Conference	Music Council	Tennis - Boys
Crochet Club	Music by the Lake - TDSB	Tennis - Girls
Cross-Country – Boys & Girls	Music Festivals	The Garnet (School Newspaper)
Curling – Boys & Girls	Music Nights - Spring	Track & Field - Boys
Dance Club	Music Tour	Track & Field - Girls
Drama Club	Outdoors Club	Ultimate Frisbee - Co-ed and Girls
Field Hockey – Girls	Orchestra - Symphony	Urban Voices – TDSB Poetry Contest
Field Lacrosse – Girls	Open Mic	Vegetarian Society Club
Field Lacrosse – Boys	Peer Leaders	Queer/Straight Alliance
Gardening Club	Programming Club	Volleyball Boys' Jr & Sr
French Club – Ambassadors	Quartet - Senior String	Volleyball - Co-ed
Golf – Boys and girls	Reach for the Top	Volleyball - Girls Jr, Sr & Tier 2
Grade 9 Teambuilding Camp	Rowing	Wellness Club
Graduation Committee		Yoga Club

The school flyer and course charts are available at the following websites:

School Profile:

http://www3.tdsb.on.ca/SharedApp/SchoolPageLayout/5515_4pageLayout.pdf

Course Charts:

<https://www.tdsb.on.ca/Find-your/Schools/Course/schno/5515>