



# BNEI AKIVA SCHOOLS ULPANAT OROT

CURRICULUM 2017-2018 ■ 5778

# COURSE GUIDE

## GRADE 9

### JEWISH STUDIES

#### TORAH

Shmot

#### TORAH SHEBE'AL PEH

Masechet Brachot

#### HEBREW LANGUAGE

#### NAVI

Yonah, Esther and Rut

#### JEWISH HISTORY

Medieval Jewish History

### GENERAL STUDIES

#### SOCIAL SCIENCES

Issues In Canadian Geography

#### CORE FRENCH\*

#### ENGLISH

#### HEALTHY ACTIVE LIVING

#### BUSINESS STUDIES

Information and Communication  
Technology in Business

#### LEARNING STRATEGIES 1\*

#### PRINCIPLES OF MATHEMATICS

#### SCIENCE

#### ARTS

Dramatics Arts  
Media Arts • Visual Arts

*\* Students take only one of Core French, Learning Strategies, or Communications Technology / Media Arts. Learning Strategies or Communications Technology / Media Arts may be substituted in place of French with special permission generally granted only for students with an IEP or students who do not have sufficient background in French.*

## GRADE 10

### JEWISH STUDIES

#### TORAH

Bamidbar

#### GEMARA

Masechet Bava Kama

#### HEBREW LANGUAGE

#### ELECTIVE COURSES

Advanced Talmud  
Ta'amei HaMitzvot  
Shir HaShirim/Kohelet  
Hilchot Shabbat  
The Thinking Jew in the Modern World  
Overview of Nevi'im Rishonim  
Pirkei Avot  
Women in Jewish History  
Jewish Life Cycles  
Daily Halacha  
Religious Zionism  
Sephardic History and Culture

### GENERAL STUDIES

#### SOCIAL SCIENCES

Canadian History Since World War I  
Civics And Citizenship

#### CAREERS

#### CORE FRENCH

#### ENGLISH

#### HEALTHY ACTIVE LIVING

#### INTRODUCTION TO COMPUTER

#### STUDIES

#### PRINCIPLES OF MATHEMATICS

#### SCIENCE

#### ARTS

Media Arts • Visual Arts

## GRADE 11

### JEWISH STUDIES

#### TORAH

Bereishit I

#### HEBREW LANGUAGE

#### ELECTIVE COURSES

Advanced Talmud  
Ta'amei HaMitzvot  
Shir HaShirim/Kohelet  
Hilchot Shabbat  
The Thinking Jew in the Modern World  
Overview of Nevi'im Rishonim  
Pirkei Avot  
Women in Jewish History  
Jewish Life Cycles  
Daily Halacha  
Religious Zionism  
Sephardic History and Culture

### GENERAL STUDIES

#### ENGLISH

#### SOCIAL SCIENCES

American History  
Genocide And Crimes Against Humanity  
Introduction to Anthropology,  
Sociology and Psychology  
Modern Middle East • World History

#### MATHEMATICS

Functions • Functions And Applications

#### SCIENCE

Biology • Chemistry • Physics

#### CORE FRENCH

#### HEALTHY ACTIVE LIVING

#### INTERNATIONAL BUSINESS

#### FUNDAMENTALS

#### INTRODUCTION TO COMPUTER SCIENCE

#### VISUAL ARTS

## GRADE 12

### JEWISH STUDIES

#### TORAH

Bereishit II

#### GEMARA

Masechet Bava Kama

#### HEBREW LANGUAGE

#### HALACHA

Mishpacha

#### JEWISH THOUGHT

Holocaust Studies

#### SENIOR LEADERSHIP SEMINAR

#### ELECTIVE COURSES

Faith and Doubt  
Pirkei Avot  
Israel Advocacy  
Middot and Character Development

### GENERAL STUDIES

#### SOCIAL SCIENCES

Canadian and International Law  
Philosophy: Questions and Theories  
World History • World Politics

#### BUSINESS LEADERSHIP

#### SCIENCE

Biology • Chemistry • Physics

#### CORE FRENCH

#### ENGLISH

The Writer's Craft

#### BUSINESS STUDIES

Business Leadership: Management  
Fundamentals  
International Business Fundamentals

#### MATHEMATICS

Advanced Functions  
Calculus and Vectors  
Mathematics of Data Management

#### VISUAL ARTS

Grade 11 and 12 include optional subjects. For more information, please consult the Diploma information guide.

# JUDAIC STUDIES

## TORAH

The goal of the Chumash program is to instill in students an appreciation, love and dedication to the foundational Jewish texts of Chumash. Students come to see Chumash as a source of inspiration and guidance to their view of the world. With an emphasis on skills acquisition, an important component of pedagogy is student engagement with text, including guided worksheets and task driven assignments. A significant amount of class time is spent in cooperative learning groups or Chevrutot affording students the opportunity to uncover the meaning of the text and thereby applying the skills they have been exposed to in order to comprehend the material learned. Students become familiar with the various approaches to text analysis from both a פשט and פרשנות perspective.

### Grade 9: Shmot

The goal of this course is to introduce students to the world of Parshanut. The study of שמות provides the student with insight into the development of Bnei Yisrael. Students explore the role that subjugation to Pharaoh and Egypt had on the national destiny of Israel. The meaning of Revelation at Sinai, Torah and the משכן are a major topic in the study of Shemot. The sin of the Golden Calf and its relationship to the role of the משכן is an area of focus as well. The significance of Jewish nationhood committed to the service of Hashem is at the heart of the study of this חומש. Students consider the meaning that being part of such a nation has for their personal lives.

### Grade 10: Bamidbar

We will study the narrative of Sefer Bamidbar beginning with the 9th Chapter. The lens that we will use to weave together the scattered narratives of the book will be Moshe's leadership in moments of religious and political rebellion. Emphasis will be placed on growing specific textual skills, such as noticing unusual verbs and grammatical constructs. We will lean heavily on some of the classic medieval commentaries—particularly Rashi and Ramban. We will also rely on certain modern biblical scholars including Rabbi Moshe Lichtenstein, Erica Brown and Rabbi Tzvi Grummet.

### Grades 11 & 12: Bereishit I and II

The study of Bereshit allows students to revisit the familiar stories with a new maturity. The creation story and the place of the אבות and אמהות in Hashem's broader scheme of creation are highlighted in this course with an emphasis on the centrality of Eretz Yisrael. Students explore the lives and challenges faced by the forbearers of the Jewish people trying to draw inspiration from them in meaningful and practical ways.

## TORAH SHEBE'AL PEH (UO)

At Ulpanat Orot, we work to develop the skills, knowledge and appreciation for learning that encourage a lifetime of study and observance. Thus, we strive to instill our students with an understanding of תורה שבעל פה and its practical implications. In addition, we aim to impart an understanding of the development of תורה שבעל פה from the Biblical sources through the Gemara, Rishonim, Achronim and ultimately to modern day commentaries and practices. We believe that all our students should have a basic understanding of the way Gemara operates, the basic skills of reading Gemara, and the overall role Gemara plays within the development of Halacha. The entire school learns the same מסכת, enabling school-wide focus on similar concepts and issues. Sugyot are chosen based on relevance and applicability to students' every day Halachic observance. All classes include focus on the building blocks of reading and understanding the syntax and language of texts.

### Grade 9:

Two Torah Shebe'al Peh tracks offer students different emphases. The first focuses on an introduction and background to the development of Torah Shebe'al Peh, its distinct sections and how they build on each other. The second track, already assuming a basic understanding and experience with Torah Shebe'al Peh, is for students who are ready to begin learning Gemara in earnest with an emphasis on recognizing key words and basic Gemara structure.

### Grades 10 & 11: Advanced Talmud

This class is for students who have a real passion for learning Gemara. There will be an emphasis on intense Chevruta learning as well as a focus on the following:

- Expansion of use of key function words, grammar and vocabulary.
- Learn how to understand the underlying basis of a מחלוקת in the Gemara.
- Use of multiple Rishonim who focus on the text of the specific Sugya, looking at how each understood it and the merits of each approach. This includes, but is not limited to, Rashi and Tosfot.
- See how Achronim analyze the מחלוקת of the Rishonim.
- Learn how to determine the Halachic conclusion of a Gemara.

### Grades 10 & 11: Talmud - Halacha Track

This course will focus on sugyot in Massechet Bava Kama, with an emphasis on the relevant Halachot that stem from each topic. The Halacha will be traced from the Torah She'bichtav all the way through contemporary Halachic applications. For example, the concept of zeh nehene v'zeh lo chaser - At a baseball game, can I sit in the lower level if the seats are empty, even if I didn't pay for the ticket? This course is for those who enjoy learning Talmud, yet always look for a way to make it more relevant.

### Grade 12: Unlocking the Aggadda - The Lives and Legacies of the Sages

The Sages of the Talmud and the Midrash left behind teachings of law and teachings of life. The teachings of law are known as halakha and the teachings of life are known as Aggadda. These *aggadot* have largely remained locked to the average reader, and the goal of this class is to help unlock the deep wisdom and guidance of our Sages in the Aggadda. This class will survey Aggadot from a wide range of topics including: Repentance, Interpersonal Relationships, Anthropomorphism, Prayer, Unity, Leadership, Optimism, Spirituality, Israel, Mashiach, and Theodicy.

### Grade 12:

Students have a choice to continue their Gemara study in the Advanced Gemara track or focus on relevant Halachic issues that arise from the Gemara in the Torah Shebe'al Peh track. In advanced Gemara, student begin learning Gemara B'Iyun, exploring beyond the Gemara itself, delving into the world of advanced conceptual analysis and Gemara commentaries. Though less emphasis will be put on the final Halacha, Sugyot will still center on relevant topics and students will continue to practice and improve their reading skills.

### Pirkei Avot

In this course we will study *Pirkei Avot*, which is known to be the only *Mishna* that presents a set of morals and values based on *Derech Eretz*. This section of the general *Mishna* is known to be fundamental as a tool that enables us to understand the appropriate ways of serving *Hashem* and studying *Torah*, while connecting our theoretical learning to practical ways of life. The Rambam claims that every phrase or saying written by the sages has a vivid connection to the sages' historical time period and other influences which led them to write the specific moral-message that is stated in the different *mishnayot*, and we will attempt to explore this. In addition to familiarizing ourselves with the sages, we will learn several commentaries on the *Pshat* of the *Mishna*, such as *Bartenura*, and also attempt to have the students find their own way of connecting the *Mishna* to their own personal world and to relevant situations for the time and age that we live in.

## HEBREW LANGUAGE

The goal of the Ivrit program is to turn Ivrit from a "second language" to a second mother tongue, thus enhancing students' skill to approach traditional texts as well as imparting a familiarity and identification with Israel, its culture and people. Learning on all levels is accomplished through total immersion in the language, thus developing students' skill to speak, understand, read and write Ivrit.

A wide variety of tools and resources are used to expose students to the richness and vitality of Ivrit as both an ancient and modern language and culture. Students are given many opportunities to express themselves in speech, writing, drawing and other creative ways enabling them to develop a greater comfort level and appreciation of Ivrit.

### Grade 9:

This course is designed to enable students to begin communicating with native Ivrit speakers and gain an appreciation for Ivrit and Israeli culture. Learning integrates the four areas of language development: listening, speaking, reading and writing. Basic morphology, syntax and vocabulary are reviewed and developed within the context of the following thematic units: *Acquaintance*, *Every day situations*, *Residence in Israel - Kibutzim, cities and other places* and *Life and religion in Israel*. A variety of materials and methods are used in order to stimulate the language immersion including textbooks, articles, music, videos and other multimedia tools.

### Grade 10:

This course provides students with experiences that enable them to communicate in Ivrit. Students continue developing and applying their speaking skills in a variety of contexts, and participate in activities that improve their reading comprehension and writing skills. More advanced morphology, syntax and vocabulary are introduced and practiced within the context of the following thematic units: *Every Day Situations*, *Places in Israel*, *Culture and Tradition in Modern Israel*, *Israeli Personalities* and initial introduction to short stories. A variety of materials and methods are used in order to stimulate language immersion including textbooks, articles, music, videos and other multimedia tools.



### Grade 11:

This course offers students various opportunities to further develop their knowledge of Hebrew and to enhance their communication skills. Students use increasingly sophisticated language in a variety of activities that enable them to speak and write with clarity and accuracy. Students also enhance their thinking skills through the critical study of literature, and continue to explore aspects of the culture of Israel through a variety of print and technological resources. Thematic units include: The Hebrew Calendar, Living in a New Country, Tarnegol Kaparot, The Israeli Declaration of Independence, the Holocaust, Hassidut and The role of Media in life.

### Grade 12:

Students enhance their ability to use Ivrit with clarity and precision, develop the language skills needed to engage in sustained conversations and discussions, understand and evaluate information, read diverse materials for both study and pleasure, and write clearly and effectively. The course will include extensive use of modern literature as a basis for class discussions, writing assignments and individual and group presentations. Thematic units include *Our World, the Internet, TV and Other Technologies, World Literature, Parents and children* and *Israeli Slang*.

## NAVI

The goal of the Navi program is to familiarize students with the world of Tanach as an expression of the eternal relationship between Hashem and the Jewish people and its message to their lives today. Using the wealth of exegesis tools from the classical up until contemporary approaches, students develop skills to analyze the various layers of Tanach. Students gain tools to independently decipher the language, narrative, literary themes and Parshanut of the Navi leading to a life inspired by the study of Tanach and its eternal messages.

### Grade 9: Yonah, Esther and Rut

The goal of the course is to serve as an introduction to the methodical study of תנ"ך. Students are given the fundamental tools enabling them to develop a personal connection to תנ"ך through independent study. Additionally, students engage the eternal messages of the נביאים and their relevance to their lives today. The course covers the books of יונה, אסתר and רות. Each of these books is a short story narrative. יונה is part of the אחרונים while אסתר and רות are from כתובים. Students learn to notice structural nuances, plot development, key words and identify themes in order to uncover the messages of the books. The classic use of מפרשים plays an important role in uncovering the deeper themes of the books. In יונה – repentance, reward and punishment and free will. In אסתר – Hashem's Hand in history, exile and redemption, and the relationship between Jews and other nations. In רות – communal responsibility, conversion and chessed.

### Grades 10 & 11: Overview of Neviim Rishonim

The moment had finally arrived. The Jewish People entered the Land of Israel with their new leader- Yehoshua. On a mission to establish a permanent settlement in the Land, the nation was faced with wars, spiritual highs and lows, and the challenges of establishing the first Jewish monarchy in history. Join us on a riveting journey through the books of Yehoshua, Shoftim, and Shmuel, as we turn the clocks back to the early days of building Am Yisrael. Every step of the way will shed light on the lessons we can learn for the continued existence and flourishing of the Jewish People in the State of Israel.

### Grades 10 & 11: Kohelet & Shir HaShirim

How can I live a life full of meaning? What is the difference between love and infatuation, and why does it matter? In this course we will discover what the age-old wisdom of Kohelet and Shir HaShirim have to say about life and love. Our discussion-based, thought-provoking study will explore classical and modern interpretations of the text to gain insight into some of the questions we face in our own lives.

## HALACHA – JEWISH LAW

### Grades 10 & 11: Hilchot Shabbat- Mitzvot Aseh

The purpose of this course is to focus on the fundamental Halachic aspects of Shabbat and to understand how the relevant Halachot can enrich your appreciation of Shabbat. The first semester course will focus on כבוד and עונג and the core positive mitzvot of Shabbat: הבדלה and קידוש, נירוח, שלש סעודות.

*\*This course will also be an option in the second semester and the 2018-19 school year.*

### Grades 10 & 11: Hilchot Shabbat- Mitzvot Lo Ta'aseh (2nd Semester)

This course will provide students with a meaningful and practical understanding of both the Torah and Rabbinic איסורים of שבת. Students will learn how to accomplish required שבת activities without violating any איסורים. Several common מלאכות and Rabbinic prohibitions will be studied in depth. Students will also be shown how to research Halacha to find answers for commonly asked questions.

### Grades 10 & 11: Jewish Life Cycles

Sunrise, sunset. The Jewish life cycle guides key moments in our lives. This interdisciplinary course explores each of the key points in the Jewish life cycle: from birth, Bar/Bat Mitzvah, marriage and beyond. We will draw on sources from Tanach, Rabbinic texts, modern Jewish thought, literature and film in order to understand how Jewish tradition views the significance and meaning of each stage of the life cycle. This course will include presentations by guest speakers.



### **Grades 10 & 11: Ta'amei Hamitzvot**

Mitzvot are the physical expression of our religious belief as Jews. The course will explore topics such as: What are the reasons behind some of the מצוות that we do? Does one need to know the reasons behind מצוות? Why are there some מצוות that we don't understand? Some מצוות that will be studied are מצוות interpersonal, מצוות שבת, מצוות חגים, מצוות מזוזה and others.

### **Grades 10 & 11: Daily Halacha**

This course will allow the students to explore the development of Halacha in regards to various daily situations. The units covered in this course will include Hilchot Yomi i.e. daily conduct, Hilchot Brachot, Hilchot Tefila, Hilchot Kibud Av V'Em, and Hilchot Lashon Hara. The course will attempt to dismiss the idea that Halacha is merely a list of laws and will encourage students to think of Halacha as the Jewish approach to living a happy and moral life.

### **Grade 12: Mishpacha**

This course introduces the students to topics related to the wedding ceremony, marriage, and Jewish family values. The class is based on classic and contemporary source material and allows for a great deal of self reflection and group discussion.

## **JEWISH HISTORY**

The Bnei Akiva Schools Jewish History curriculum is designed to enable students to understand the history of the Jews and their effect on cultures as well as individuals. Students are encouraged to think critically about the political, economic, cultural and social bases for historical events, as well as about the people who helped drive them.

### **Grade 9: Medieval Jewish History**

The course begins with exploring the time period of the Greeks as background to the Roman-Jewish relationship that led to the destruction of the second Beit HaMikdash. The early parts of the course will cover events in exile that include the Bar Kochba rebellion, growth of Christianity, and the birth and spread of Islam. The later parts of the course will help students understand how those very "new" world religions posed tremendous challenges to the Jewish people, mainly throughout Europe. The beginnings of Ashkenazic and Sephardic Jewry will be explored, as well as the many anti-Semitic moments encountered such as the crusades, blood libels, and Black Death. Students will understand why Sephardic Jews fared better during medieval times and how that changed with the Spanish Inquisition and expulsion. An overview of modern Jewish history will be covered as well. Traditional teaching methods are complemented with multimedia presentations.

### **Grade 11: Modern Middle East**

This course traces the emergence during the 20th century of the principal Middle-Eastern nation-states and examines their ongoing political, social, ideological and economic development. Students will investigate the roles played by various local and foreign groups and individuals and will learn to consider current events and challenges from a historical perspective. In addition, students will sharpen their research and analysis skills and will develop the ability to communicate in diverse ways their knowledge and understanding of this consistently important world crossroads. A special emphasis will be placed on students understanding the role the state of Israel plays in the Middle East. They will learn how to defend Israel against the constant claims of its illegitimate right to exist. Traditional teaching methods are complemented with multimedia presentations and speakers. Time will be spent focusing on how the development of the modern Middle East helps us to understand the important events taking place in that region today.

## Women in Jewish History

Jewish women have been impacting society since the beginning of time. This course examines the changing role of Jewish women from Rabbinic times (200 CE) until the present day. Using primary, secondary and media sources, we will discover the ways in which Jewish women developed agency and wielded power in both formal and informal ways despite prevailing social norms. The course concludes with an exploration of Jewish women's roles in society today.

## Sephardic History and Culture

The goal of this course is to give students a well-rounded understanding of Sephardic Jewry and the role they have played in Jewish History. Starting with the historical background and the formulation of the Sephardi community, we will go through history discussing various aspects of this part of our Jewish Tradition. Our focus will revolve around some of the most influential Sephardic Hachamim, and their impact on the entire Jewish World and their Torah: from the time of the Geonim to the present Sephardic Chief Rabbi of Israel. Lastly, we will focus on core differences in Halacha and Minhagim between Sepharadim and Ashkenazim.

## JEWISH THOUGHT

### Grades 10 & 11: The Thinking Jew in the Modern World

In this course we will explore some of the big Jewish questions that students have. YOU will have the ability to ask the questions and determine the path of this course. Questions will be collected before the summer and the class will focus on them throughout the semester. Some possible questions include:

- Why can't I just be a good person and not keep the Torah?
- Why can't I dress as I please?
- Why do I repeat the same tefillot every day if they don't mean anything to me anyway?

The content of this course will be determined by you!

### Religious Zionism

What does the Torah teach us about the importance of establishing a Jewish homeland? According to the Torah/Chazal, how does the establishment of a Jewish State play a role in the beginning of the redemption? How do Chazal apply the mitzvah to live in Eretz Yisrael in our day? This course will consider these questions and many others as students explore the topic of Zionism within the context of a contemporary religious perspective. Together, we will travel back through time and discover our Biblical connections to the Land of Israel throughout Tanakh and Jewish History. We will study the teachings of Chazal from Talmud and Rishonim through modern-day thinkers like Rav Kook, Rav Lichtenstein and Rav Soloveitchik. Students will understand the beginnings of the Mizrachi movement as well as Bnei Akiva. This course will give our students a chance to see the connection between all their Jewish Studies courses, as well as their relationship to these ideals as individuals and as members of the Jewish nation.

## Grade 12: Holocaust Studies

This course will blend together history, Jewish thought, and halakha as we attempt to grasp the enormity of the Shoah and its impact on emuna and the Jewish people. Through film, poetry, stories, Holocaust writings & responsa (She'elot U'Teshuvot), and survivor testimony, we will engage in a deep experiential analysis of the Shoah. Some questions that will be grappled with and presented include: Where was God? Where was man? How did Jews hold onto their Judaism? What is our responsibility in the 21st century vis-a-vis memory and dwindling eye witnesses?

## Grade 12: Faith and Doubt

The goal of this course is to provide the atmosphere and tools to explore the traditional belief system of Torah and students' relationship to them. Exposure to various excerpts from seminal medieval and modern thinkers serve as the basis for peer and teacher discussions to explore the foundational aspects of belief and how it relates to their lives. Rav Sa'adya Gaon, Rabbi Yehudah Halevi, Maimonides as well as Rav Kook, Rav Soloveichik and Rav Desler are just some examples of writers whose writings serve as a basis for discussion. The course is built thematically, beginning with the Existence of God from the Teleological, Cosmological, Moral and Historical perspectives. Other topics include the Divine source of Torah, the Chosen People, reward and punishment, Divine Providence and free will.

## Online Course in partnership with the Lookstein Virtual Academy: In Their Footsteps: Women's Leadership in the Bible and Today

What does it mean to be a Jewish woman leader? In Their Footsteps: Women's Leadership in the Bible and Today encourages young Jewish women to identify their unique traits that will help them succeed as leaders. We look to Biblical women as a source of inspiration as we develop our confidence, voice, and vision. Through personal reflection, teamwork, and hands-on workshops, we will identify and practice leadership skills that will empower us and help us make personal contributions to those close to us and the world around us.

## SENIOR LEADERSHIP SEMINAR

In this exciting new course, Grade 12 students have the wonderful opportunity of hearing from local Jewish speakers, who will be giving presentations on leadership. Speakers range from rabbis to community leaders to activists, and students will be able to interact with the speakers and reflect on the lessons they have learned from each speaker.

# GENERAL STUDIES

The courses listed here follow the Ontario Ministry of Education curriculum. Full curriculum documents can be accessed at [www.edu.gov.on.ca](http://www.edu.gov.on.ca). Copies of complete course outlines are available for review upon request.

## ENGLISH

The goal of the English curriculum is based on the belief that language learning is critical to students' intellectual, social and emotional growth. Literature is used as a medium to learn and understand the human condition and produce responsible and productive individuals. Students learn to think critically and develop their oral and written communication skills. Texts studied are chosen from various time periods and settings, encouraging students to make connections with the world around them.

### 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 informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

*Prerequisite: None*

### Grade 10: Academic (ENG2D)

This course is designed to extend the range of 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 and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.

*Prerequisite: English, Grade 9, Academic or Applied*

### Grade 11: University Preparation (ENG3U)

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory grade 12 university or college preparation course.

*Prerequisite: English, Grade 10, Academic*

### Grade 12: University Preparation (ENG4U)

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading and developing greater control in writing. The course is intended to prepare students for university, college or the workplace.

*Prerequisite: English, Grade 11, University Preparation*

### Grade 12: The Writer's Craft, University Preparation (EWC4U)

This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of effective writing, use a workshop approach to produce a range of works, identify and use techniques required for specialized forms of writing, and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

*Prerequisite: English, Grade 11, University Preparation*



## **SOCIAL SCIENCES**

The Social Sciences Department engages the students in a number of disciplines including History, Geography, Civics, Careers and a general Introduction to Social Sciences. In studying these subjects, students learn how people interact within their social and physical environments today and how they did so in the past. These subjects allow the students to develop the knowledge and values needed to become responsible, active and informed Canadian citizens in the 21st Century. Critical thinking, research and communication skills are stressed as are application of knowledge and skills.

### **Grade 9: Issues in Canadian Geography, Academic (CGC1D)**

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

*Prerequisite: None*

### **Grade 10: Canadian History Since World War I, Academic (CHC2D)**

This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

*Prerequisite: None*

### **Grade 10: Civics and Citizenship, Open (CHV2O)**

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and / or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them.

*Prerequisite: None*

### **Grade 11: American History, University Preparation (CHA3U)**

This course explores key aspects of the social, economic, and political development of the United States from precontact to the present. Students will examine the contributions of groups and individuals to the country's evolution and will explore the historical context of key issues, trends, and events that have had an impact on the United States, its identity and culture, and its role in the global community. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating various forces that helped shape American history.

*Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied.*

### **Grade 11: Genocide and Crimes Against Humanity, University / College Preparation (CHG38)**

This course investigates examples of genocide in the twentieth and twenty-first centuries, including the Holocaust, Armenia and Rwanda. Students will investigate the terms genocide, crimes against humanity, and war crimes and explore them through the lens of historical analysis. Students will examine identity formation and how "in groups" are created, including an analysis of how bias, stereotypes, prejudice and discrimination impact on various groups. As the course unfolds, students will be challenged to draw appropriate connections between the history of genocide and Canadian history and between the lives of the people they are investigating and their own lives. Students will use critical thinking skills to look at the themes of judgment, memory and legacy and will evaluate the ways in which active citizens may empower themselves to stop future genocides. Throughout the course, students will gain an understanding of the role of perpetrator, victim, bystander, opportunist and resister.

### **Grade 11: World History to End of the Fifteenth Century, University / College Preparation (CHW3M)**

This course explores the history of various societies and civilizations around the world, from earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world and will examine life in and the cultural and political legacy of these societies. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras.

*Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied.*

**Grade 11: The Modern Middle East, University / College Preparation (CHZ47)**

This course traces the emergence during the 20th century of the principle Middle-Eastern nation-states and examines their ongoing political, social, ideological and economic development. Students will investigate the roles played by various local and foreign groups and individuals and will learn to consider current events and challenges from a historical perspective. In addition, students will sharpen their research and analysis skills and will develop the ability to communicate in diverse ways their knowledge and understanding of this consistently important world crossroads.

*Prerequisite: Any university or university / college preparation course in Canadian and world studies, English, or social sciences and humanities.*

**Grade 12: Canadian and International Law, University Preparation (CLN4U)**

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and International Law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts.

*Prerequisite: Any university or university / college preparation course in Canadian and world studies, English, or social sciences and humanities.*

**Grade 12: Canadian and International Politics, University Preparation (CPW4U)**

This course explores various perspectives on issues in Canadian and world politics. Students will explore political decision making and ways in which individuals, stakeholder groups, and various institutions, including governments, multinational corporations, and non-governmental organizations, respond to and work to address domestic and international issues. Students will apply the concepts of political thinking and the political inquiry process to investigate issues, events, and developments of national and international political importance, and to develop and communicate informed opinions about them.

*Prerequisite: Any university or university / college preparation course in Canadian and world studies, English, or social sciences and humanities.*

**Grade 12: World History Since the Fifteenth Century, University Preparation (CHY4U)**

This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and ideas and assess societal progress or decline in world history.

*Prerequisite: Any university or university / college preparation course in Canadian and world studies, English, or social sciences and humanities.*

**Grade 11: Introduction to Anthropology, Psychology, and Sociology, University Preparation (HSP3U)**

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines.

*Prerequisite: The Grade 10 academic course in English, or the Grade 10 academic history course (Canadian and world studies).*

**Grade 12: Philosophy: Questions and Theories, University Preparation (HZT4U)**

This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics). Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.

*Prerequisite: Any university or university / college preparation course in social sciences and humanities, English, or Canadian and world studies.*

## **GUIDANCE AND CAREER EDUCATION**

### **Grade 9: Learning Strategies 1, Skills for Success in Secondary School, Open (GLS1O)**

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

*Prerequisite: None*

### **Grade 10: Careers, Open (GLC20)**

This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.

## **BUSINESS STUDIES**

### **Grade 9: Information and Communication Technology in Business (BIT1O)**

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.

### **Grades 11 & 12: Business Leadership: Management Fundamentals, University / College Preparation (BOH4M)**

This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.

### **Grade 12: International Business Fundamentals, University / College Preparation (BBB4M)**

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management.

## **CORE FRENCH**

As a component of the French as a Second Language curriculum, the Core French program is designed to provide students with essential communication skills as well as the fundamental structures of the French language. In developing a useable command of the French language, the program aims to help students participate in basic conversations, read French text from a variety of sources, and consume French language media in multiple formats. The Core French program is enriched through the use of online and technology resources that aim to support student use of the language.

### **Grade 9: Academic (FSF1D)**

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 introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

*Prerequisite: Minimum of 600 hours of French instruction, or equivalent.*

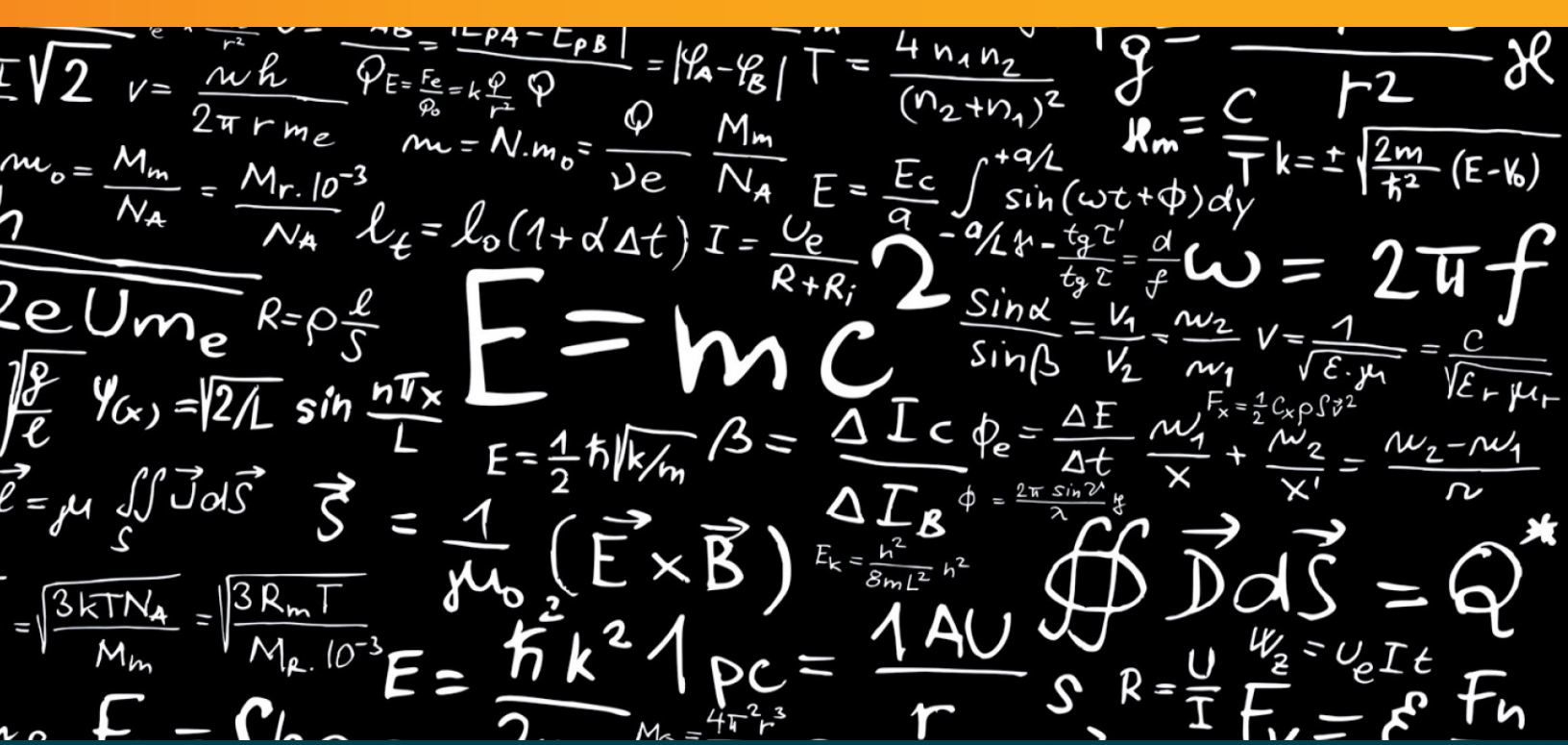
## **HEALTHY ACTIVE LIVING EDUCATION**

The health and physical education program promotes healthy active living, and enjoyment and regular, enthusiastic participation in physical activity. The courses will help students understand how their personal actions and decisions will affect their health, fitness, and well-being. All courses in this curriculum address relevant health issues and provide students with a wide variety of activities that promote fitness, the development of living skills, and personal competence. In each course, students will develop the knowledge, skills, and attitudes needed to enjoy a healthy lifestyle and to build a commitment to lifelong participation in physical activity.

### **Grade 9: Open (PPL1O)**

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

*Prerequisite: None*



### Grade 10: Open (PPL20)

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

*Prerequisite: None*

### Grade 11: Open (PPL30)

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

*Prerequisite: None*

### MATHEMATICS

The Mathematics curriculum serves to provide students with a foundational understanding of core concepts in grades 9, 10 and 11, where students develop basic geometric and algebraic manipulation skills through the study of a variety of functional relationships. These foundations serve as the basis for upper level courses where students may choose to study Data Management, Advanced Functions, and / or Calculus and Vectors. The Mathematics program aims to support student learning of mathematical processes - problem solving, reasoning, reflecting, selecting tools / strategies, connecting, representing and communicating - through a balanced variety of teaching and learning strategies and the integration of technological tools. The senior level courses are intended for university / college preparation. At the Bnei Akiva Schools, the mathematics program is enriched through opportunities to participate in several mathematics competitions and contests throughout the school year.

### Grade 9: Academic Principles Of Mathematics (MPM1D)

This course enables students to develop an 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 linear relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

*Prerequisite: None*

**Grade 10: Academic Principles Of Mathematics (MPM2D)**

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications, and solve and apply linear systems, verify properties of geometric figures using analytic geometry, and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

*Prerequisite: Principles of Mathematics, Grade 9, Academic.*

**Grade 11: Functions And Applications, University / College Preparation (MCF3M)**

This course introduces basic features of the function by extending students experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modelling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

*Prerequisite: Principles of Mathematics, Grade 10, Academic, or Foundations of Mathematics, Grade 10, Applied.*

**Grade 11: Functions, University Preparation (MCR3U)**

This course introduces the mathematical concept of the function by extending students experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions, represent functions numerically, algebraically, and graphically, solve problems involving applications of functions, investigate inverse functions, and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

*Prerequisite: Principles of Mathematics, Grade 10, Academic.*

**Grade 12: Calculus And Vectors, University Preparation (MCV4U)**

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions, and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

*Note: The Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).*

**Grade 12: Mathematics Of Data Management, University Preparation (MDM4U)**

This course broadens students understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information, solve problems involving probability and statistics, and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.

*Prerequisite: Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University / College Preparation.*

**Grade 12: Advanced Functions, University Preparation (MHF4U)**

This course extends students experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions, develop techniques for combining functions, broaden their understanding of rates of change, and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

*Prerequisite: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation.*

**COMPUTER STUDIES****Grade 10: Introduction to Computer Studies, Open (ICS2O)**

This course introduces students to computer programming. Students will plan and write simple computer programs by applying fundamental programming concepts, and learn to create clear and maintainable internal documentation. They will also learn to manage a computer by studying hardware configurations, software selection, operating system functions, networking, and safe computing practices. Students will also investigate the social impact of computer technologies, and develop an understanding of environmental and ethical issues related to the use of computers.

**Grade 11: Introduction To Computer Science, Open (ICS3U)**

This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.

## SCIENCE

The secondary Science curriculum is founded on the premise that students learn most effectively when they are active participants in the Science classroom. Accordingly, the curriculum employs an investigative approach building on students' prior knowledge in an effort to develop sound procedural and conceptual understanding. General Science courses in grades 9 and 10 are followed by a program of science electives consisting of Biology, Chemistry and Physics. Beyond conceptual knowledge, the breadth of the science program aims to develop scientific literacy through the ability to communicate through a variety of scientific formats and representations of scientific information. The Science curriculum also makes use of appropriate technological tools to help students access and explore concepts in innovative ways. The senior Science courses are intended for university / college preparation. At Bnei Akiva Schools, the Science program is enriched through opportunities to participate in individual and collaborative competitions.

### **Grade 9: Academic (SNC1D)**

This course enables students to understand basic concepts in biology, chemistry, earth and space science, and physics in order to develop skills in the processes of scientific inquiry and to relate science to technology, society, and the environment. Students will learn scientific theories and conduct investigations related to cell division and reproduction, atomic and molecular structures and the properties of elements and compounds, the universe and space exploration, and the principles of electricity.  
*Prerequisite: None*

### **Grade 10: Academic (SNC2D)**

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants, chemical reactions, with a particular focus on acid base reactions, forces that affect climate and climate change, and the interaction of light and matter.  
*Prerequisite: Science, Grade 9, Academic or Applied.*

### **Grade 11: Biology, University Preparation (SBI3U)**

This course furthers students understanding of the processes involved in biological systems. Students will study cellular functions, genetic continuity, internal systems and regulation, the diversity of living things, and the anatomy, growth, and functions of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.  
*Prerequisite: Science, Grade 10, Academic.*

### **Grade 11: Chemistry, University Preparation (SCH3U)**

This course focuses on the concepts and theories that form the basis of modern chemistry. Students will study the behaviours of solids, liquids, gases, and solutions, investigate changes and relationships in chemical systems, and explore how chemistry is used in developing new products and processes that affect our lives and our environment. Emphasis will also be placed on the importance of chemistry in other branches of science.  
*Prerequisite: Science, Grade 10, Academic.*

### **Grade 11: Physics, University Preparation (SPH3U)**

This course develops students' understanding of the basic concepts of physics. Students will study the laws of dynamics and explore different kinds of forces, the quantification and forms of energy (mechanical, sound, light, thermal, and electrical), and the way energy is transformed and transmitted. They will develop scientific-inquiry skills as they verify accepted laws and solve both assigned problems and those emerging from their investigations. Students will also analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.  
*Prerequisite: Science, Grade 10, Academic.*

### **Grade 12: Biology, University Preparation (SBI4U)**

This course provides students with the opportunity for in-depth study of the concepts and processes associated with biological systems. Students will study theory and conduct investigations in the areas of metabolic processes, molecular genetics, homeostasis, evolution, and population dynamics. Emphasis will be placed on achievement of the detailed knowledge and refined skills needed for further study in various branches of the life sciences and related fields.  
*Prerequisite: Biology, Grade 11, University Preparation.*

### **Grade 12: Chemistry, University Preparation (SCH4U)**

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, energy changes and rates of reaction, chemical systems and equilibrium, electrochemistry, and atomic and molecular structure. Students will further develop problemsolving and laboratory skills as they investigate chemical processes, at the same time refining their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in daily life, and on evaluating the impact of chemical technology on the environment.  
*Prerequisite: Chemistry, Grade 11, University Preparation.*



### **Grade 12: Physics, University Preparation (SPH4U)**

This course enables students to deepen their understanding of the concepts and theories of physics. Students will explore further the laws of dynamics and energy transformations, and will investigate electrical, gravitational, and magnetic fields, electromagnetic radiation, and the interface between energy and matter. They will further develop inquiry skills, learning, for example, how the interpretation of experimental data can provide indirect evidence to support the development of a scientific model. Students will also consider the impact on society and the environment of technological applications of physics.

*Prerequisite: Physics, Grade 11, University Preparation.*

## **ARTS**

### **Visual Arts**

The Visual Arts curriculum focuses on studio work and critical analysis of a variety of visual art forms. As students progress through the secondary school program, they develop and apply increasingly complex levels of skill to a variety of visual media. Integrating the fundamental components of design and design principles, students learn how to produce increasingly sophisticated visual effects. Art history and appreciation is infused throughout the curriculum, with students being exposed to Canadian and international forms of artistic expression. The art program is enriched through a culminating Art Show, attended by students, parents and community members, as well as regular opportunities to experience visual art exhibitions throughout the program.

### **Grade 9: Visual Arts, Open (AVI10)**

### **Grade 10: Visual Arts, Open (AVI20)**

This course emphasizes learning through practice, building on what students know, and introducing them to new ideas, materials, and processes for artistic thinking and experimentation. Student learning will include the refined application of the elements and principles of design, incorporating the creative and design processes, and the relationship between form and content. Students will also learn about the connections between works of art and their historical contexts. Course objectives may be achieved either through a comprehensive program or through a program focused on a particular art form (e.g., drawing, painting).

*Prerequisite: None*

### **Grade 11: University / College Preparation (AVI3M)**

This course provides students with opportunities to further develop their skills and knowledge in visual arts. Students will explore a range of subject matter through studio activities and will consolidate their practical skills. Students will also analyse art works and study aspects of Western art history, as well as art forms from Canada and other parts of the world.

*Prerequisite: Visual Arts, Grade 9 or 10, Open.*

### **Grade 12: College / University Preparation (AVI4M)**

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.

*Prerequisite: Visual Arts, Grade 11, University / College Preparation.*

### **Grade 9: Dramatic Arts, Open (ADA10)**

This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

*Prerequisite: None*

### **Grades 9 & 10: Media Arts, Open (AMS20)**

This course enables students to create media art works by exploring new media, emerging technologies such as digital animation, and a variety of traditional art forms such as film, photography, video, and visual arts. Students will acquire communications skills that are transferable beyond the media arts classroom and develop an understanding of responsible practices related to the creative process. Students will develop the skills necessary to create and interpret media art works.

