



CURRICULUM & DIPLOMA GUIDE

2023–2024 • 5784



COURSE GUIDE

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JUDAIC STUDIES

GEMARA

The goal of the Gemara program is to graduate students with the ability to decipher, understand and read a basic unseen Gemara independently. Furthermore, students acquire an appreciation for the beauty and relevance of Gemara to their lives as modern-day Jews.

Each grade focuses on a distinct set of skills, vocabulary, grammar and use of commentators which carries over to the next grade. This generates a continuous progression of skill and knowledge throughout the students' four years of Gemara study.

Each grade is streamed into two or three levels in order to ensure that students are able to progress through the curriculum at a pace and learning style that will maximize their growth. *Sugya*ot are chosen based on relevance to student's lives as well as ones which allow exposure to a breadth of structures and content common in Gemara.

In each grade at Yeshivat Or Chaim we choose one masechet to learn with the goal of focusing on a variety of mesechtot over the course of their four years of learning that have topics that are both practical and meaningful.

GOALS FOR GRADE 9

STUDYING MASECHET BRACHOT

- Historical development of the Mishna and Gemara with an emphasis on the relationship between the two.
- Basic breakdown of a Mishna.
- Understand the meaning of the Gemara text based upon its intended goal.
- Recognizing key function and structural words in the Gemara.
- Basic Aramaic grammar: singular, plural, masculine and feminine pronouns as well as past and present.
- Common Gemara vocabulary.
- Use of Rashi as an explanation of the Gemara.

GOALS FOR GRADE 10

STUDYING MASECHET SHABBAT

- Expansion of use of key function words, grammar and vocabulary.

- Inferences (*diyukim*) and the difference between 'necessary inference' (*diyuk muchrach*) and a 'non necessary inference' (*diyuk she'eino muchrach*).
- Correlation and relationship between attacks and their removal.
- Basic nature of *binyan av*, *kal v'chomer*, and *gzeira shava*.
- Understanding what compelled Rashi to comment and what he added to our understanding of the text.
- Introduction of Rishonim and Acharonim based on investigation prompted by student questions.

GOALS FOR GRADE 11

STUDYING MASECHET BAVA KAMMA

- Expansion of use of key function words, grammar and vocabulary.
- Learn how to understand the underlying basis of a machloket 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.
- Learn how to determine the halachic conclusion of a Gemara.

GOALS FOR GRADE 12

STUDYING MASECHET KIDDUSHIN

- Central emphasis on intense chevruta learning.
- Expansion of use of key function words, grammar and vocabulary.
- Learn how to understand the underlying basis of a machloket 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 Acharonim analyze the machlokot of the Rishonim.
- Analyze the moral and philosophical premises and conclusions of a *sugya*.

TANACH

GRADE 9

Torah • Shemot • HRE13

The goal of this course is to introduce students to the world of *parshanut*. The study of Shemot provides the students 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 Mishkan are a major topic in the study of Shemot. The sin of the Golden Calf and its relationship to the role of the Mishkan 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 Chumash. Students consider the meaning that being part of such a nation has for their personal lives.

Navi • Sefer Melachim • HRE13

This course will focus on the prophets Eliyahu and Elisha and will explore the themes of leadership and connection to Hashem. Students will study Sefer Melachim and develop skills that help them understand the approach our commentaries use when explaining the text. Students will be given the fundamental tools that enable them to develop a personal connection to Tanach through independent study and guided analysis. Additionally, students will engage with the eternal messages found in Neviim and learn to make meaningful connections to their lives.

GRADE 10

Torah • Bamidbar • HRE23

We will see how Torah is relevant in our personal religious experience. We will spend time learning how to approach the text and search for meaning. We will look at various commentaries in our analysis of the text and we will see how they address issues in the text that are evident to those who carefully read the pesukim. We

will study the text both by looking at the overall theme and by a careful analysis of the individual pesukim. Topics in this course will include: Individuals Within a Nation, Aliyah Then and Now, Learning Why People Complain, Overcoming Conflict and What is Required to Build a Nation.

Navi • Shivat Tzion • HRE23

The goal of this course is to give students a thorough understanding of the history of the return to Tzion and the Second Temple Period from a biblical context. Furthermore, students will explore the similarities between that time period and events of modern Jewish history and through this comparison will gain a clearer understanding of both time periods. Students will focus their study in Chaggai, Ezra and Nechemia and will develop critical reading skills with a focus of making meaningful connections between the texts.

GRADE 11

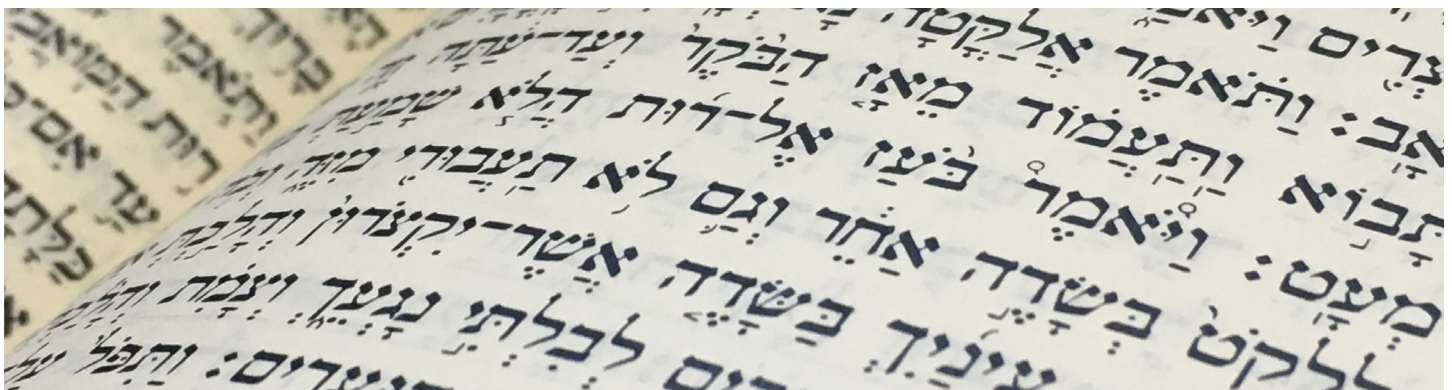
Torah • Bereishit • HRE33

The study of Bereshit allows students to revisit familiar stories with a new maturity. In this course students will study the fascinating stories of the Avot with the aid of classic and modern commentators. As they explore the lives and challenges faced by the forebears of the Jewish people, students will learn how to draw personal inspiration from them in meaningful and practical ways and gain an understanding of how these events provide meaning and insight into our lives today.

GRADE 12

Torah • Devarim

Students will study Sefer Devarim and explore the final instructions that Moshe Rabbeinu left Bnei Yisrael. In this final momentous speech we learn about essential principles of faith and laws that are integral for the nation that is about to begin



their independent nationhood in the Land of Israel. These lessons are as relevant today as they were when they were given then. We will look at various commentaries in our analysis of the text and we will see how they address issues in the text that are evident to those who carefully read the pesukim. We will study the text both by looking at the overall theme and by a careful analysis of the individual pesukim.

IVRIT

GRADE 9

Ivrit

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, Everyday 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

Ivrit • LYHCU

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: Everyday 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.

Prerequisite: Grade 9 Ivrit

GRADE 11

Ivrit • LYHCU

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. This course is geared towards students who have a strong ability in Ivrit and are interested in further developing their Ivrit fluency.

Prerequisite: Grade 10 Ivrit

GRADE 12

Ivrit

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. This course is geared towards students who have a strong ability in Ivrit and are interested in further developing their Ivrit fluency.

Prerequisite: Grade 11 Ivrit

MACHSHAVA/HASHKAVA

GRADE 9

Machshava

In this course students will become familiar with the world of *Machshevet Yisrael* (Jewish Thought) as an independent discipline in Torah throughout history, as well as explore fundamental questions in Jewish Thought and practice. Topics include: 'What is Jewish Thought', 'What is Torah', 'The Oral Law', 'Machloket', 'Rabbinic Law', 'Why We Have Mitzvot', 'Chosen People' and 'Chosen Land'. An important emphasis is to provide a non-judgmental forum for students to ask questions and discuss their opinions, enhancing their self-understanding as individuals and as Jews in the modern world.

GRADE 11

Hashkafa and Emuna

In this course students will study the book "Building a Sanctuary in the Heart" which works on developing an intimate and personal relationship with Hashem. Students will develop a genuine enthusiasm about spiritual growth, gain new insights

into self-improvement, and find the motivation to really change and to feel closeness to Hashem.

Jewish Guide to Personal Development (Mussar)

We learn a lot about what we are supposed to do and how we should relate to the world around us. Unfortunately, taking our theoretical knowledge and applying it in our daily lives is often easier said than done. The classic mussar sefarim deal with this particular issue and help us to understand ourselves in a way that empowers us to confront our challenges and build on our successes in both our relationship with Hashem and the people around us. We will study sefarim such as Mesilat Yesharim, Orchot Tzadikim and Chovot HaLevavot in order to gain insight into our many character traits and to learn how to achieve the personal success and growth that we all strive for.

Presentations • EPS30

This course emphasizes the knowledge and skills required to plan and make effective presentations and to speak effectively in both formal and informal contexts, using such forms as divrei Torah (reports), shiurim (speeches), eulogies, panel discussions, and multimedia presentations. Students will research and analyse the content and characteristics of convincing speeches and the techniques of effective speakers; design and rehearse presentations for a variety of purposes and audiences; select and use visual and technological aids to enhance their message; and assess the effectiveness of their own and others' presentations.

Prerequisite: English, Grade 10

GRADE 12

Jewish Relationships

This course will focus on the Jewish perspective on building and maintaining relationships. Students will explore the halachot and dynamics of the family relationships of parent/child and husband/wife. Additionally, we will look at halachot and

hashkafot present in interpersonal relationships in the areas of business and social life.

Philosophy • 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. Furthermore, students will learn how to shape their own perspectives of the world while relying on traditional texts and concepts. Through analysis and classroom conversations students will become familiar with the comprehensive approaches of major Jewish thinkers, such as Rambam, Rabbi Yehudah HaLevi, The Maharal, Rav Kook and Rav Yosef Dov Soloveitchik.

Prerequisite: Any university or university/college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies

Religious Zionism

In this course we will learn the foundations, philosophy and halachic views of the Religious Zionist movement. We will do so starting with sources from the Tanach, move on to sources from Chazal, Rishonim and Acharonim. We will discuss the importance of Mitzvat Yishuv Ha'aretz in the Religious Zionist philosophy and its halachic ramifications. We will also discuss how Torah, Mitzvot and Avodat Hashem are affected and seen in a different light in Eretz Yisrael, as Chazal taught us: אין תורה כתורת ארץ ישראל (Vayikra Raba).

HALACHA

GRADE 9

Tefillah/Brachot

The purpose of this course is to focus on the fundamental halachot and hashkafot that are associated with tefillah and brachot and to understand how they help us form a stronger connection and awareness of Hashem in our daily lives. Students will also examine the structure and meaning of the tefillot we say and discover the richness found within them. We will explore the intellectual and emotional challenge faced by people as they approach tefilla and we will discuss different strategies that can be used to help form a meaningful connection to this daily experience. At the end of this course students will have a greater understanding of the siddur and also learn new ways to personally connect to the idea of tefillah.

GRADE 10

Hilchot Shabbat

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 course will focus on *kavod* and *oneg*, and the core positive mitzvot of Shabbat: *shalosh seudot*, *neirot*, *kiddush* and *havdallah*. In addition, this course will provide students a meaningful and practical understanding of both the Torah and rabbinic *issurim* of Shabbat. Students will learn how to accomplish commonly required Shabbat activities in a permissible way. Several common *melachot* and rabbinic prohibitions will be studied in-depth. Students will also be shown how to research halacha to find answers for commonly asked questions.

GRADE 11

Hilchot Kashrut

The purpose of this course is to focus on the fundamental halachic aspects of Kashrut. We will explore the sources for these mitzvot

and investigate the reasoning that underpins them. Students will gain an understanding of the principles of kashrut and see how to apply them in practical situations. We will focus both on how to function in an ideal situation (*lechatchila*) and what to do when difficult situations arise. Students will learn about areas of halacha which include: basar v'chalav, mixtures, Pesach, bishul akum and insects.

Modern Responsa

In this course we will be studying specifically chosen modern responsa in an attempt to "immerse" the student into the world of the legal authority: into the deliberations and dilemmas, the process by which the problem is analyzed, the comprehensive and encompassing perspective on the various implications of the ruling, and the path that led to proposing a solution and establishing the halacha. In-depth study of responsa literature is capable of stimulating discussion and debates among students, encouraging attempts to present evidence and proofs, making arguments from different perspectives, and persuading one another. Halachic decision-making is a vibrant and dynamic world: it arouses interest and challenge, and connects the learners more deeply to the preservation of Torah and Mitzvot.

JEWISH HISTORY

GRADE 10

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.

GRADE 12

Modern Middle East • CHZ47

This course traces the emergence during the twentieth 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 analytical 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 illegitimate claims against its 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.

Prerequisite: Any university or university/college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies

BUILDING PURPOSE

GRADE 9

This course will focus on providing students with a breadth of knowledge and understanding regarding mental health and wellness. Students will be encouraged to examine their own values around these topics, incorporating halachic and secular viewpoints, and to expand their understanding of societal issues dealing with relationships, mental illness, stigma, diversity, and their movement through adolescence into adulthood. This course will have a special emphasis on life skills, self care and physical and mental health that aims to teach students to engage in dialogue about these topics in a non-judgemental and diversity-sensitive manner and integrate these concepts into their own lives.

GRADE 10

Adding to the foundation of last year's course, this course will continue to give students the knowledge and understanding they need regarding mental health and wellness. Students will work interactively to examine these topics from both halachic and secular viewpoints, expanding their understanding about societal issues dealing with relationships, mental illness, stigma, diversity, and their movement through adolescence into adulthood. This course will have a special emphasis on life skills, self care and physical and mental health that aims to teach students to engage in dialogue about these topics in a non-judgemental and diversity-sensitive manner and integrate these concepts into their own lives.



GENERAL STUDIES

BAS HONOURS COURSES

Honours courses provide new areas of study for our students. In developing these courses we seek to identify areas of learning that will serve to prepare our young people with skills that can be key differentiators in their futures. To this end, we are building our honours program upon two foundations of focus: engineering and communication. Our program aims to build core skills in computer programming, design thinking, and creative problem solving. Concurrently, we are investing in developing critical competencies to conduct quality analysis and articulate and convincing communication.

GRADES 9 & 10

Maker Lab

This course will offer students an introduction to Engineering, including robotics, software development and programming. It will combine a focus on the fundamental elements of Computer Science with applications in artificial intelligence, machine learning, robotics and other emerging technologies. The course will also empower students to generate ideas, design models and propose innovations through an introduction to the latest concepts in engineering, design thinking and integrative thinking.

GRADE 11

Honours Coding

This course will focus on building upon coding skills and applications. Students will begin to acquire the language necessary to design products and software. The course will focus on app design, gaming and other software development opportunities. Students will be challenged to identify areas of personal interest as well as global need and to cultivate their own creative and innovative solutions through the medium of computer programming and algorithm design.

GRADE 12

Honours English: Arguing Today for the Sake of Tomorrow

This course will provide the required Grade 12 English credit with a particular focus on challenging and engaging students as they encounter the most pressing issues facing our world today. Drawing on diverse material from various forms of media, art

and literature, students will explore the ideas that animate our current discourse and compete to shape our futures. This class seeks to build skills in reflection, analysis, independent thinking, debate, public speaking and creative writing.

Honours Philosophy • HZT4UH

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

ARTS

The 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 media. The arts program is enriched through a culminating Celebration of the Arts, attended by students, parents and community members, as well as opportunities to experience visual art exhibitions.

GRADE 10

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.



Media Arts • Open • AMS20

This course enables students to create media artworks 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 artworks.

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).

GRADE 11

Visual Arts • 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

artworks 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

Visual Arts • University/College Preparation • AVI4M

This course focuses on enabling students to refine their use of the creative process when creating and presenting two and three-dimensional artworks using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct artworks 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.

BUSINESS STUDIES

The goal of the Business Studies program is to offer a variety of courses to help students develop a deeper understanding of the world of business and to focus their interests in this area. There are courses that will help students develop their knowledge and skills

in the areas of accounting, information and communication technology, international business, marketing, and business leadership.

GRADE 11

Financial Accounting Fundamentals • University/College Preparation • BAF3M

This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and ethics and current issues in accounting.

The Individual and the Economy • University/College Preparation • CIE3M

This course explores issues and challenges facing the Canadian economy as well as the implications of various responses to them. Students will explore the economic role of firms, workers, and government as well as their own role as individual consumers and contributors, and how all of these roles contribute to stability and change in the Canadian economy. Students will apply the concepts of economic thinking and the economic inquiry process, including economic models, to investigate the impact of economic issues and decisions at the individual, regional, and national level.

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

GRADES 11 & 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.

Financial Accounting Principles • University/College Preparation • BAT4M

This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business.

Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands students' knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations.

Prerequisite: Financial Accounting Fundamentals, Grade 11, University/College Preparation.

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.

Analyzing Current Economic Issues • University/College Preparation • CIA4U

This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues.

COMPUTER STUDIES & ENGINEERING

The goal of the Computer Studies curriculum is to help students develop a deeper understanding of the world of computer science and computer programming. The program in Computer Studies offers a variety of courses to help students develop lifelong learning habits that will help them adapt to computer advances in the changing workplace and world.

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.

GRADE 12

Computer Science • ISC4U

This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.

Prerequisite: Introduction to Computer Science, Grade 11, University/College Preparation

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 delivered online through an outside platform that aims to support student use of the language.

GRADE 9

Core French • 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.

GRADE 10

Core French • Academic • FSF2D

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Core French, Grade 9, Academic or Applied.

GRADE 11

Core French • University/College Preparation • FSF3U

This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Core French, Grade 10, Academic.

GRADE 12

Core French • University/College Preparation • FSF4U

This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, speaking, reading, and writing skills, apply language learning strategies in a wide variety of real-life situations, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: French, Grade 11.

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

English • 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.

GRADE 10

English • 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

English • University/College 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

English • University/College 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/College Preparation

Tanach and Literature

This course is for students with a special interest in literature and literary criticism, as well as Tanach and literary analysis. The course may focus on themes, genres, time periods, or countries, through a study of villains in Tanach and literature. Students will analyze Cain, Yiftach, Delilah, Jezebel and others will be compared and contrasted with *East of Eden*, *Anthem*, Greek myth and more, and stylistic elements of those texts, and respond personally, critically, and creatively to them. They will also assess critical interpretations, write analytical essays, and complete an independent study project.

Prerequisite: Grade 11 English

The Writer's Craft • University/College 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/College Preparation

GUIDANCE AND CAREER EDUCATION

GRADE 9

General Learning Strategies • Strategies for Success: Skills for Success in Secondary School, Open • GLS10

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.

GRADE 10

General Learning Strategies • GLE20

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.

GRADE 11

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.

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

Healthy Active Living • Open • PPL10

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.

GRADE 10

Healthy Active Living • 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.

GRADE 11

Healthy Active Living • 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.

Nutrition and Health • University Preparation • HFA4U

This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health.

Any university or university/college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.

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

Principles of Mathematics • MTH1W

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

GRADE 10

Principles of Mathematics • Academic • 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: Grade 9 Mathematics.

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.

Functions • University/College 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.

Math for Work and Everyday Life • MEL3E

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will solve problems associated with earning money, paying taxes, and making purchases; apply calculations of simple

and compound interest in saving, investing, and borrowing; and calculate the costs of transportation and travel in a variety of situations. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Prerequisite: Grade 9 Mathematics, or Foundations of Mathematics, Grade 9, Applied, or a ministry-approved locally developed Grade 10 mathematics course.

GRADE 12

Calculus and Vectors • University/College 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).

Mathematics of Data Management • University/College 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/College Preparation, or Functions and Applications, Grade 11, University/College Preparation.

Advanced Functions • University/College 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/College Preparation, or Mathematics for College Technology, Grade 12, College Preparation.

SCIENCE

The 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 Science • SNC1W

This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and Earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue

to develop transferable skills as they become scientifically literate global citizens.

GRADE 10

Science • 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: Grade 9 Science.

GRADE 11

Biology • University/College 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.

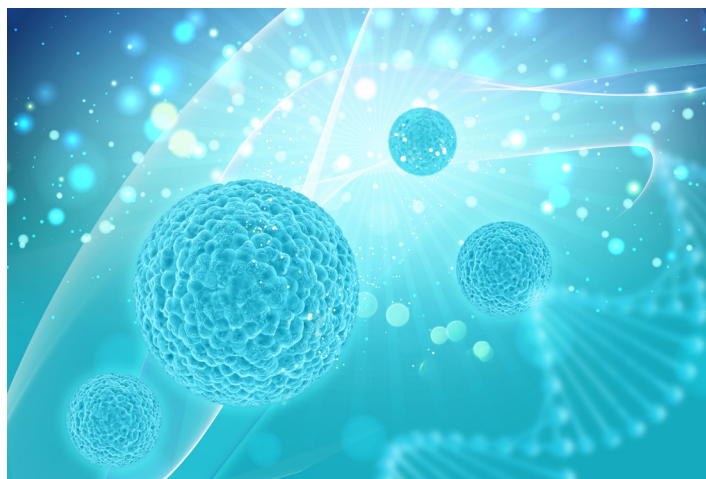
Chemistry • University/College Preparation • SCH3U

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.

Physics • University/College 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/College 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/College Preparation.

Chemistry • University/College 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 problem solving 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/College Preparation.

GRADE 12

Physics • University/College 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/College Preparation.

SOCIAL SCIENCES AND HISTORY

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.

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.

GRADE 11

Introduction to Anthropology, Psychology, and Sociology • University/College 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: Grade 10 academic English, or Grade 10 academic history (Canadian History Since World War I)

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.

American History • University/College 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.

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.

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 12

Canadian and International Law • University/College 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.

Canadian and International Politics • University/College 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.

World History Since the Fifteenth Century • University/College 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.

TECHNOLOGICAL EDUCATION

GRADE 9

Exploring Technological Design • TDJ10

This exploratory course introduces students to concepts and skills related to technological design, which involves the development

of solutions to various design challenges and the fabrication of models or prototypes of those solutions. Students will develop an awareness of related environmental and societal issues, and will begin to explore secondary and postsecondary pathways leading to careers in the field.

GRADE 10

Technological Design • Open • TDJ20

This course provides students with opportunities to apply a design process to meet a variety of technological challenges. Students will research projects, create designs, build models and/or prototypes, and assess products and/or processes using appropriate tools, techniques, and strategies. Student projects may include designs for homes, vehicles, bridges, robotic arms, clothing, or other products. Students will develop an awareness of environmental and societal issues related to technological design, and will learn about secondary and post-secondary education and training leading to careers in the field.

GRADE 11

Communications Technology • University/College Preparation • TGJ3M

This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues, and will explore college and university programs and career opportunities in the various communications technology fields.

Prerequisite: None.

Construction Engineering Technology • University/College Preparation • TCJ3C

This course focuses on the development of knowledge and skills related to residential construction. Students will gain hands-on experience using a variety of construction materials, processes,

tools, and equipment; learn about building design and planning construction projects; create and interpret working drawings and sections; and learn how the Ontario Building Code and other regulations and standards apply to construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and will explore career opportunities in the field.

GRADE 12

Communications Technology • University/College Preparation • TGJ4M

This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology, and will investigate career opportunities and challenges in a rapidly changing technological environment.

Prerequisite: Communications Technology, Grade 11, University/College Preparation.

Construction Engineering Technology • University/College Preparation • TCJ4C

This course enables students to further develop knowledge and skills related to residential construction and to explore light commercial construction. Students will gain hands-on experience using a variety of materials, processes, tools, and equipment, and will learn more about building design and project planning. They will continue to create and interpret construction drawings and will extend their knowledge of construction terminology and of relevant building codes and regulations, as well as health and safety standards and practices. Students will also focus on environmental and societal issues related to construction engineering technology, and will explore career opportunities in the field.

Prerequisite: Construction Engineering Technology, Grade 11, University/College Preparation.

Courses listed with course codes follow the Ontario Ministry of Education curriculum. Full curriculum documents can be accessed at www.edu.gov.on.ca. Copies of complete course outlines are available for review upon request.

DIPLOMA GUIDE

DIPLOMA REQUIREMENTS

Students receive an Ontario Secondary Schools Diploma (OSSD) and a Bnei Akiva Schools Diploma upon successful completion of high school, and meeting the following requirements:

☐ 30 credits: 18 compulsory and 12 optional ☐ Ontario Secondary School Literacy Test ☐ 40 Community Service Hours

Residency Requirement: All students are expected to be enrolled in a full Judaic Studies schedule and at least four General Studies courses each year.

CHECKLIST

Courses	Credits	Checklist
English (1 credit per grade)	1	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
French	1	<input type="checkbox"/>
Mathematics (including one senior math)	3	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Science	2	<input type="checkbox"/> <input type="checkbox"/>
Canadian History	1	<input type="checkbox"/>
Canadian Geography	1	<input type="checkbox"/>
Art	1	<input type="checkbox"/>
Health and Physical Education	1	<input type="checkbox"/>
Civics	0.5	<input type="checkbox"/>
Career Studies	0.5	<input type="checkbox"/>
Group 1 (choose one): English French Classical languages Canadian and World Studies Social Sciences and Humanities Guidance and Career Education Cooperative Education	1	<input type="checkbox"/> _____
Group 2 (choose one): French Arts Business Studies Health and Physical Education Cooperative Education	1	<input type="checkbox"/> _____
Group 3 (choose one): French Science (Grade 11 or 12) Computer Studies Technological Education Cooperative Education	1	<input type="checkbox"/> _____
Optional Credits Note: Students receive 2 credits per year towards these optional credits by successfully completing their Judaic Studies courses.	12	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
Community Involvement	40 hours	
Online Learning Graduation Requirement	2	<input type="checkbox"/>
Ontario Secondary School Literacy Test	Completed: <input type="checkbox"/> Yes <input type="checkbox"/> No	

THE ONTARIO SECONDARY SCHOOL CERTIFICATE

The Ontario Secondary School Certificate will be granted on request to students who leave school before earning the Ontario Secondary School Diploma, provided that they have earned a minimum of 14 credits distributed as follows:

Compulsory credits (total of 7):

- 2 credits in English
- 1 credit in Canadian Geography or Canadian History
- 1 credit in Mathematics
- 1 credit in Science
- 1 credit in Health and Physical Education
- 1 credit in the Arts or Technological Education

Optional credits (total of 7):

- 7 credits selected by the student from available courses

The provisions for making substitutions for compulsory credits (described in section 3.2: Substitutions for Compulsory Courses) also apply to the Ontario Secondary School Certificate.

WHAT YOU SHOULD KNOW

Question: How many credits can I earn each year?

Answer: This table outlines a typical student's credits and credit totals year per year.

Yearly	Grade 9	Grade 10	Grade 11	Grade 12
General Studies	6	6	6	4–6
Judaic Studies	2	2	2	2
Totals	8	16	24	30–32

Question: Can I complete my community service hours at any time?

Answer: Yes, but it is recommended that you complete at least 10 hours each year.

TERMS AND DEFINITIONS

Course Code

This five-character code describes the subject, grade level and stream or destination of a high school course.

EQAO Literacy Test

The literacy test is written in Grade 10. A student must pass the literacy requirement to earn the OSSD.

Students may write more than once, however, students who are unsuccessful on the OSSLT (Ontario Secondary School Literacy Test) at least once may be eligible to take the Ontario Secondary

School Literacy Course (OSSLC) in order to satisfy the literacy graduation requirement.

Deferrals are available if the student is working toward an OSSD but will not participate in the test, because:

- the student is an English language learner and has not yet acquired a level of proficiency in English sufficient to participate;
- the student has been identified as exceptional by an Identification, Placement and Review Committee and would not be able to participate in the test even if all accommodations were provided;
- the student has not yet acquired the reading and writing skills appropriate for Grade 9 or
- the student has a temporary condition owing to illness or injury (e.g., a broken arm) or is new to the school, and appropriate accommodations cannot be provided.

Exemptions: available for students whose Individual Education Plan (IEP) states they are not working toward an OSSD.

Prerequisite Course

Refers to a specific course that must be successfully completed before taking another course at the next grade level.

Note: The following conditions apply to selections from the above three groups:

- A maximum of 2 credits in French as a second language may count as additional compulsory credits, 1 credit from Group 1, and 1 credit from either Group 2 or Group 3.
- A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of Groups 1, 2, or 3.

Requirement to fulfill an OSSD

In Ontario, students are required to remain in high school until the age of 18, or until they have earned their OSSD. Completion of the OSSD credit requirements are fulfilled through courses following the Ontario Ministry of Education curriculum. Full curriculum documents can be accessed at www.edu.gov.on.ca. Copies of complete course outlines are available for review upon request from the school office.

Substitutions for Compulsory Courses

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for secondary school diploma,

substitutions may be made for a limited number of compulsory credit courses using courses from the remaining courses offered by Bnei Akiva Schools that meet the requirements for compulsory credits. To meet individual students' needs, the principal may replace up to three of these courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements. In all cases, however, the sum of compulsory and optional credits will not be less than thirty for students aiming to earn the Ontario Secondary School Diploma. Substitutions should be made to promote and enhance student learning or to meet special needs and interests.

The decision to make a substitution for a student should be made only if the student's educational interests are best served by such substitution. If a parent or an adult student requests a substitution, the principal will determine whether or not a substitution should be made. The principal will make his decision in consultation with the parent or adult student and appropriate school staff. Each substitution will be noted on the student's Ontario Student Transcript.

Prior Learning Assessment and Recognition (PLAR)

Equivalency

When a Prior Learning Assessment and Recognition protocol is required for a student, the school will follow the guidelines

presented in the Policy and Program Memorandum No. 129, "Prior Learning Assessment and Recognition (PLAR): Implementation in Ontario Secondary Schools" (2001).

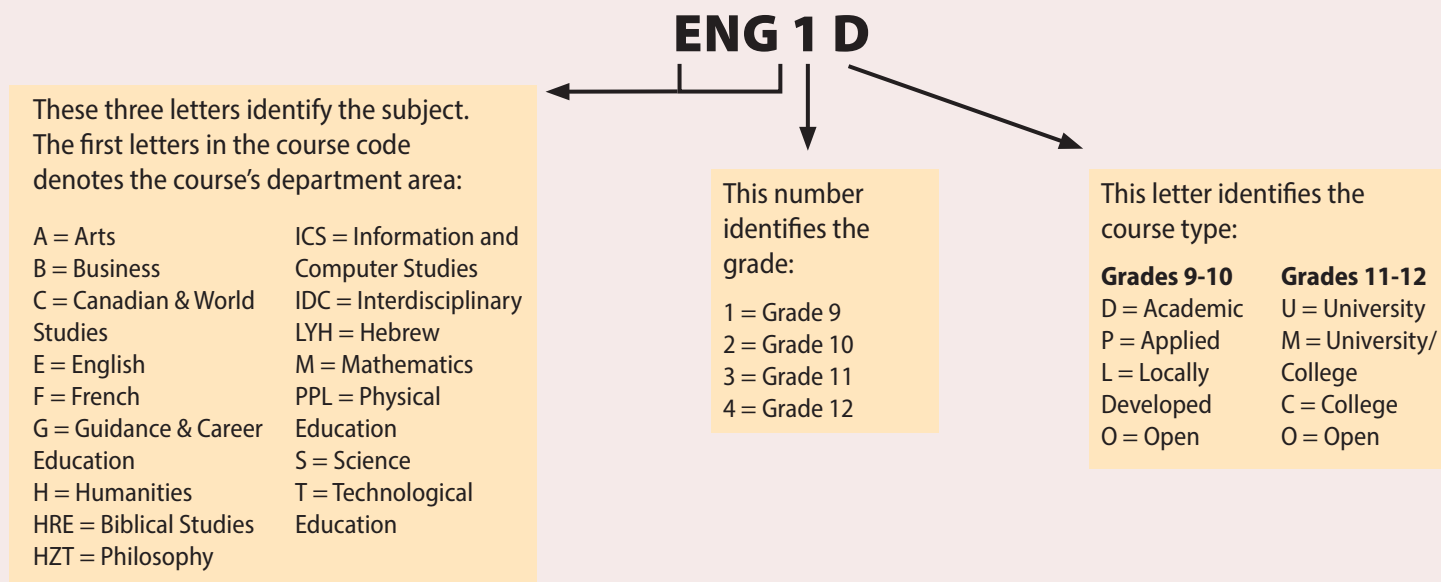
For students who are transferring from home schooling, a non-inspected private school, or a school outside Ontario, the Principal will grant equivalency credits for placement purposes based on their evaluation of the student's previous learning. This determination will follow Appendix 2 and section 4.3.2 of Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2011.

Community Involvement Activities: Requirements and Procedures

All students must complete a minimum of 40 hours of unpaid community involvement activities before graduating from high school. This requirement is additional to the 30 credits needed for a high school diploma. Students will be able to choose their own community involvement activities, within guidelines that will be provided by the school. Students may not complete the requirement through activities that are counted towards a credit, through paid work, or by assuming duties normally performed by a paid employee. Students will be responsible for fulfilling this requirement on their own time, and for keeping a record of their activities on a form supplied by the school.

DECODING A COURSE CODE

Courses use a five-character code for identification, which are set out by the Ministry of Education. The example below explains how to decode a course code.





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CENTRE FOR JEWISH EDUCATION

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