



# COURSE CALENDAR

## 2023-2024 • 5784



**Yeshivat Or Chaim**  
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**STUDENT HANDBOOK**  
2021-2022 • 5782



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# MISSION STATEMENT

The mission of Yeshivat Or Chaim is to inculcate within our students an appreciation for and a commitment to Torah observance and values. Yeshivat Or Chaim, founded in 1973, was established in Toronto with several specific goals in mind:

- To create a yeshiva environment where religiously committed Jewish boys will be able to grow intellectually, socially, emotionally, and religiously in a vibrant Jewish setting.
- To offer a dual curriculum of Judaic and General Studies that will arm our students with the methodological tools needed to become self-reliant in classical Jewish texts and give them a broad-based secular grounding in the classical world disciplines.
- To deepen and strengthen the centrality of Eretz Yisrael and Medinat Yisrael as a fundamental element of our Torah beliefs and to this end, to stress the importance of *lashon hakodesh* as a manner of achieving these goals.
- To encourage and fervently support the notion of our students continuing their Judaic studies at yeshivot in Eretz Yisrael and in other institutions of higher Jewish learning.



## President

Aaron Ames

## Chair

Moshe Kesten

## Vice President

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## Treasurer

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Kurt Rothschild ז"ר

Phil Schwartz

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## Past Presidents

Nachman Sokol ז"ר

Saul Koschitzky

Eli Rubinstein

I. Berl Nadler

Naftali Winter

Jeff Shumacher ('76)

Steve Mayer

Howard Wasserman

# WELCOME FROM RABBI GRAUER



*Dear Students,*

We have many goals for each of you during your time at Bnei Akiva Schools, but one of them is to focus on others. For fifty years, we have done our best to advocate a Religious Zionist, Torah-committed and value-centred life, continually learning, growing and being attentive and respectful to others.

This focus on others was of course one of the dominant themes in the work of Rabbi Sacks z"l, which contains so much practical wisdom in this area – and many others – for the times we live in today.

For example, he has “Seven Principles for Maintaining Jewish Dialogue,” (findable on rabbisacks.org), which I think are excellent guidelines for how to live our lives in general, and how to conduct discussion and relate to others in school in particular.

1. Keep talking, even when you disagree.
2. Listen deeply to one another. Hear what your opponent is saying... Jews are among the world's best speakers. We're also among the world's worst listeners. This has to change.
3. Always be humble and modest by striving to understand the other person's point of view.
4. Never seek victory. Never ever seek to inflict defeat on your opponents. If you seek to inflict defeat on your opponent, your opponent – such is human psychology – will seek to retaliate by inflicting defeat on you.
5. If you show contempt for other Jews, they will show contempt for you. If you show respect for other Jews, they will show respect for you.
6. “All Jews are responsible for one another.” We may not agree on anything, but we remain a single extended family. Being a family is what keeps us together. We don't need to agree with each other, but we do need to care about each other.
7. Hashem chose us as a people... It is as a people we stand before Him, and it is as a people we stand before the world. The world doesn't make distinctions, antisemites don't make distinctions. We are united by a covenant of shared memory, shared identity, and shared fate, even if we have differing perspectives on our faith.

When we look out and care for others; when our schools are a model of tolerance, acceptance and healthy, symbiotic dialogue; we will inspire Jewish schools all over the world to raise a new generation of young Jewish women and men committed to halacha, to our traditions, to Israel and, perhaps most importantly, to their fellow Jews and the rest of humanity.

We live in a time (especially in Israel) where this message is of utmost importance.

Talmidot and Talmidim – I am here to talk, listen, support, guide and advise you on anything I can. Come find me whenever you need and we will hopefully put these principles into practice!

Shana tova, and thank you for being in Ulpana and Or Chaim for our fiftieth school year. We are excited for what we hope will, *im yirtze Hashem*, be a wonderful year ahead.

*Rabbi Seth Grauer*

Rosh Yeshiva & Head of School

## ADMINISTRATION



**RABBI DR. SETH N. GRAUER**  
Rosh Yeshiva & Head of School



**MR. HILLEL RAPP**  
Principal



**MR. JONATHAN PARKER**  
Assistant Principal & Director of Education



**MR. GERALD LAZAR**  
Dean



**RABBI EDDIE SHOSTAK**  
Menahel



**MRS. MIRIAM KLEIN**  
Director of Educational Support

## SHLICHIM & SHLICHOT



**MR. KOBI FUCHS**



**MRS. RINA GELBAND**



**MR. YONI GELBAND**



**MRS. ALEEZA KHARILKAR**



**RABBI AVISHAI KHARILKAR**



**RABBI AVISHAI LAX**



**RABBI IDAN RAKOVSKY**



**MRS. PRIELLE RAKOVSKY**



**MR. OREL SHEVACH**



**RABBI BENTZI SHOR**



**MRS. ESTHER SHOR**



**RABBI AZ THAU**

## DEVELOPMENT OFFICE



**RABBI GAVRY MANDEL**  
Managing Director



**MS. RONIT BENDAYAN**  
Development Associate, BMZD



**MS. TAMARA COLODNY**  
Development Coordinator



**MR. COREY ISENBERG**  
Community Engagement Coordinator



**MRS. ILANA HEYMANN**  
Development Associate



**MRS. SOHEILA SABETI**  
Executive Assistant to Rabbi Grauer  
and Development Associate

## BUSINESS OFFICE



**MS. ESTHER MENDLOWITZ**  
Manager, Business  
Administration



**MS. LIANA UZANI**  
Bookkeeper



**MRS. GEOULA OSIPOV**  
Controller and  
Accounting Manager



**MS. JULIE HO**  
Bookkeeper



**MR. DANIEL STERNFELS**  
Operations Associate



**MRS. GABRIELLA GREEN**  
Administrative Assistant



**MS. SHANI HALPERIN**  
Administrative Assistant

## EDUCATIONAL OFFICE

## FACILITIES STAFF



**MR. MORRIS BRAND**  
Information Technology Manager



**MR. STEVE HYSTEK**  
Building Maintenance



**MR. ALKET NICKA**  
Custodian



**MS. LOSANA NICKA**  
Custodian



## FACULTY



**RABBI JARED ANSTANDIG**  
Judaic Studies



**RABBI NISSAN APPLEBAUM**  
Judaic Studies



**MRS. RACHEL BELZBERG**  
Mathematics and Science



**MRS. MONICA CHOCRON**  
Science



**RABBI AKIVA DANZINGER**  
Technology and Director of  
Educational Development



**MR. EZER DIENNA**  
Judaic Studies, Science, and  
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**MRS. SARA ERLICH**  
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**MRS. NICKY KAGAN**  
English Department Head



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Social Sciences and  
Director of Israel Guidance



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Student Support



**DR. SHLOMIT LEVY**  
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**RABBI MOSHE LEXIER**  
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**MRS. NAOMI LIDSKY**  
English and Learning Strategies



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**MRS. YAEL LIPSON**  
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**RABBI SHLOMO MANDEL**  
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**MS. LEORA STERLIN**  
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**MR. MICHAEL TEVERSHAM**  
Social Sciences



**MRS. KENDRA THOMPSON**  
Social Sciences and Mathematics



**RABBI JEFF TURTEL**  
Judaic Studies



**MS. SARAH ZAHAVI**  
Media Arts and Graphic Designer

## BEIT MIDRASH ZICHRON DOV



**RABBI YEHUDA MANN**  
Rosh Beit Midrash and Judaic Studies



**RABBI NOAH SONENBERG**  
Dean and Judaic Studies

# CONTACT DETAILS

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Mr. Corey Isenberg	249	cisenberg@bastoronto.org
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# TO WHOM DO WE GO?

CATEGORY	NAME	EXT.	EMAIL
Any Issues, Thoughts or Concerns	Rabbi Seth Grauer	250	rabbigrauer@bastoronto.org
Admissions	Mr. Gerald Lazar	237	glazar@bastoronto.org
Attendance Notifications	Mrs. Gabriella Green	231	yocattendance@bastoronto.org
Class Placements – General Studies	Mr. Gerald Lazar	237	glazar@bastoronto.org
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# **SCHOOL POLICIES, PRACTICES, AND PROCEDURES**



# TEFILLA AND SCHEDULE

## One of the most fundamental elements of Judaism is prayer.

Tefilla is a reflection of the innermost thoughts and emotions of a Jew trying to engage in a dialogue with his Creator. It, therefore, is an art that must be methodologically cultivated, developed and nurtured. The depth of commitment of a Jew to Torah and to his religion is evident in the way he behaves and in his demeanor during tefilla.

Being on time for tefilla is critically important in setting the stage for a meaningful experience. It is most difficult to infuse *kavana*

into one's prayers when one is rushing to catch up to be in sync with the tzibbur or deleting passages in order to do so.

It is therefore one of the goals of our schools to imbue our students with the value of the tefilla experience. Students are encouraged to arrive at least five minutes before the zman tefilla, to give each person ample time to prepare physically and spiritually for tefilla. Students who are late for tefilla should report to the shul immediately upon their arrival and not go to their lockers until after tefilla has ended.

MON-THU	Regular	Extended Tefilla	Short Day	Short Day & Ext'd Tefilla	Fast Day	AM Assembly		PM Assembly		Assembly (Lunch)	
Tefilla & Breakfast	8:00–9:03	8:00–9:20	8:00–9:02	8:00–9:20	8:00–9:02	Tefilla & Bkfst	8:00–9:03	Tefilla & Bkfst	8:00–9:03	Tefilla & Bkfst	8:00–9:03
Period 1	9:05–9:57	9:22–10:12	9:04–9:48	9:22–10:03	9:04–9:47	Period 1	9:05–9:51	Period 1	9:05–9:51	Period 1	9:05–9:51
Period 2	9:59–10:51	10:14–11:04	9:50–10:34	10:05–10:46	9:49–10:32	Period 2	9:53–10:39	Period 2	9:53–10:39	Period 2	9:53–10:39
Break	10:51–11:01	11:04–11:14	10:34–10:44	10:46–10:56	10:32–10:42	Assembly	10:39–11:42	Break	10:39–10:49	Break	10:39–10:44
Period 3	11:01–11:53	11:14–12:04	10:44–11:28	10:59–11:40	10:42–11:25	Period 3	11:42–12:28	Period 3	10:49–11:35	Period 3	10:46–11:32
Period 4	11:55–12:47	12:06–12:56	11:30–12:14	11:42–12:23	11:27–12:10	Period 4	12:30–1:16	Period 4	11:37–12:23	Period 4	11:34–12:20
Lunch	12:47–1:32	12:56–1:40	12:14–12:54	12:23–1:06	12:10–12:30	Lunch	1:16–2:01	Lunch	12:23–1:03	Assembly	12:22–1:12
Period 5	1:34–2:26	1:42–2:32	12:56–1:40	1:08–1:49	12:32–1:15	Period 5	2:03–2:49	Period 5	1:05–1:51	Lunch	1:12–1:52
Period 6	2:28–3:20	2:34–3:24	1:42–2:26	1:51–2:32	1:17–1:50	Period 6	2:51–3:37	Period 6	1:53–2:39	Period 5	1:54–2:40
Mincha & Break	3:22–3:42	3:26–3:46	2:28–2:48	2:32–2:52	1:50–2:30	Mincha	3:37–3:57	Mincha & As'ly	2:39–3:54	Period 6	2:42–3:28
Period 7	3:44–4:36	3:48–4:38	2:50–3:34	2:54–3:35	Dismissal at 2:30	Period 7	4:00–4:46	Period 7	3:56–4:42	Mincha & Break	3:28–3:48
Period 8	4:38–5:30	4:40–5:30	3:36–4:20	3:37–4:18		Period 8	4:48–5:25	Period 8	4:44–5:30	Period 7	3:50–4:36
Maariv	5:25–5:30	5:30–5:35	—	—		Maariv	5:25–5:30	Maariv	5:30–5:35	Period 8	4:38–5:25
										Maariv	5:25–5:30
FRIDAY	Regular	Reg. & Ext'd Tefilla	Regular & Assembly		Regular & Tisch		Short Friday	Short & Ext'd Tefilla		Short & Tisch	
Tefilla & Bk'st	8:00–9:00	8:00–9:20	Tef. & Bkfst	8:00–9:00	Tef. & Bkfst	8:00–9:00	8:00–9:00	8:00–9:20		Tef. & Bkfst	8:00–9:00
Period 1	9:02–9:52	9:22–10:08	Period 1	9:02–9:44	Period 1	9:02–9:46	9:02–9:42	9:22–9:57		Period 1	9:02–9:38
Period 2	9:54–10:44	10:10–10:56	Assembly	9:46–10:26	Period 2	9:48–10:32	9:44–10:24	9:59–10:34		Period 2	9:40–10:16
			Period 2	10:28–11:10	Period 3	10:34–11:18				Period 3	10:18–10:54
Period 3	10:46–11:36	10:58–11:44	Period 3	11:12–11:54	Tisch	11:20–11:50	10:26–11:06	10:36–11:11		Tisch	10:54–11:14
Lunch	11:36–12:16	11:44–12:24	Lunch	11:54–12:34	Lunch	11:50–12:28	11:06–11:36	11:11–11:46		Lunch	11:14–11:44
Period 4	12:18–1:08	12:26–1:12	Period 4	12:34–1:16	Period 4	12:30–1:14	11:38–12:18	11:48–12:23		Period 4	11:46–12:22
Period 5	1:10–2:00	1:14–2:00	Period 5	1:18–2:00	Period 5	1:16–2:00	12:20–1:00	12:25–1:00		Period 5	12:24–1:00

Consult the YOC schedule cards for a full listing of all schedules and the calendar to see which days are short days.

# STUDENT EXPECTATIONS

**Bnei Akiva Schools recognizes the importance of secondary school education and has a commitment to reach every student, to the best of our ability. Students are required to remain in school until reaching the age of 18, or earning an Ontario Secondary School Diploma (OSSD).**

BAS considers interpersonal behaviour to be the highest priority in our students' education. We strive to be a community of teachers, parents, and students who are invested in promoting values and behaviours that demonstrate what is best for the individual and school community as a whole. Students are expected to treat everyone with respect. The use of inappropriate language and behaviours which demonstrates a lack of respect of others, of the property of others, or of the learning process is deemed wholly unacceptable.

*Tzniut* applies to behaviour and speech as well as to dress. Students are expected to speak and conduct themselves in a manner befitting *Bnei Torah*. The students of Bnei Akiva Schools are our ambassadors and role models throughout the community. They exemplify by word and deed the values of Bnei Akiva Schools. A young man who chooses to attend Yeshivat Or Chaim undertakes a commitment to *halachic* observance and behaviour which reflects positively on himself and his school. Consequently, students of Bnei Akiva Schools are expected to adhere to the lifestyle and behaviour of a *Ben Torah* both within the school and beyond the school day.

## DERECH ERETZ

**Student to teacher:** While in class, students are expected to be engaged in the serious endeavour of learning and education. As well, students must demonstrate *derech erez* in their social interactions. Should a student be so unruly or inappropriate that the teacher asks him to leave class, the student must report to the school office for further instruction.

**Students within the building:** Students are expected to respect the property of the school. The buildings, furnishings, and equipment must not be harmed in any way. Posters or notices may only be posted on the appropriate bulletin boards after being cleared by a school administrator.

**Student to student:** As per the Education Act, bullying is defined as aggressive and typically repeated behaviour by a pupil to have the effect of, or the pupil ought to know the behaviour would be likely to have the effect of, (i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or (ii) creating a negative environment at a school for another individual, and (b) The behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as: size, strength, age, intelligence, peer group power, economic status, social status, ethnic origin, sexual orientation, family circumstances, gender, race, disability, or the receipt of special

education. For the purposes of the definition, the behaviour includes the use of any physical, verbal, electronic, written or other means.

Bullying by electronic means including,

- (a) creating a web page or a blog in which the creator assumes the identity of another person;
- (b) impersonating another person as the author of content or messages posted on the internet; and
- (c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

Yeshivat Or Chaim students and faculty pride themselves on creating a welcoming, family environment. The Torah states, "God created man in His image; in God's image He created him" (Bereshit 1:27). Therefore, physical, verbal, written or online harassment of others, all created by God in His image, is not acceptable. Specifically, there is zero tolerance for any form of derogatory language towards another individual.

No student should feel targeted or singled out; all individuals in the school have the right to feel safe and welcome within our community.

As such, comments that are negative or pejorative, made directly or indirectly about people's appearance, race, gender or identity are considered entirely inappropriate and not reflective of the



school's values. The mental health and well-being of our students is paramount.

A student who believes he is the victim of harassment is encouraged to speak to a member of the school's administration. Complaints will be handled expeditiously, confidentially and with the utmost sensitivity. A student who harasses others, verbally, physically, written or online, will be subject to disciplinary action.

## **SUBSTANCE ABUSE**

Bnei Akiva Schools are a signatory on the Yeshiva Day Schools National Substance Abuse Prevention Policy (September 2022). As such, our policies include:

1. Students can be assured that they are welcomed and encouraged to seek help from the school guidance faculty or administration, and that the involved faculty members will support them with sensitivity and will only notify appropriate adults (including, always, parents) without disclosing their conversations to anyone else. Upon learning of a student's substance use, the appropriate school faculty will assist a student in seeking treatment, based on conversations with the student, his parents, and a professional therapist.
2. Any student found to be in possession of or using drugs, alcohol, cigarettes, e-cigarettes or any other controlled substance in school, on school property, or while participating in a school event, may be asked to leave the school.
3. As an extension of our commitment to provide a safe and wholesome environment for our students, a student who is found to be distributing and/or providing drugs or other substances, whether in or out of school, may be asked to leave the school.
4. Students may not host other students at their homes for parties that include any form of controlled substance use.

It is our fervent and sincere hope that this policy will encourage our students to feel safe turning to school faculty for help in addressing substance abuse issues, with the knowledge that they will be supported and respected.

## **SECURITY CAMERAS**

There are security cameras located in classrooms, hallways, public spaces and outside of the building. The school is committed to

keeping the data collected on these cameras secure. The cameras may be used to review reported incidents. Requests to review the camera footage can be made to a member of the administration. Review of the camera footage will take place based on the seriousness of the incident at the discretion of the administration.

Students are not permitted to cover the cameras at any time, and will be subject to disciplinary action if they tamper with a security camera in any way.

## **SCHOOL PROPERTY**

All students are assigned a school locker. School lockers are the property of Bnei Akiva Schools and may be opened for inspection by a member of the administrative team or a designee.

Should the lock be damaged or lost, a new one will be issued for a \$10 replacement fee. Lockers should be kept clean and locked at all times. No decals, writing, or other material are to be placed on the outside of the lockers. Only materials or pictures appropriate to a Torah environment, as determined by school administration, should be in the lockers.

Food should not be eaten during class time, in the Beit Midrash or in the gym. Students are expected to clean up after themselves.

Anyone holding a school key without proper authorization of Bnei Akiva Schools will be subject to disciplinary action and will be held financially accountable for the cost of replacing all the locks which can be opened by the unauthorized key.

During lunch or spares, students may be in the Beit Midrash, Small Beit Midrash, lunchroom or MPR (if available). The gym may only be used when supervised. The teachers' lounge is off limits to students. Students are not permitted to be in the art room or science lab without supervision.

## **DISMISSAL PROCEDURES**

If a student becomes ill and must go home, he must sign out with parental permission through the office.

Yeshivat Or Chaim enjoys a partial open campus policy. To take advantage of the open campus policy, a blanket permission form, signed by a parent/guardian, must be submitted to the office. Assuming a parent/guardian signs the blanket permission form, students may leave the buildings during lunch and spares only. To sign out at any other time, students will need specific parental permission via email or phone.

Yeshivat Or Chaim does not take responsibility for loss or injury when students leave campus for a non-school activity. Students

are not permitted to leave school without permission. Students who drive to school are expected to drive responsibly and to park in the rear parking lot.

## LETTER OF CENSURE POLICY

Activities and behaviors taking place outside of school that are not in the spirit of the rules and expectations of the school and its mission fall under the mandate of this policy. This includes, but is not limited to, the specific behaviours already outlined in the Student Handbook. Under this policy the school takes the following position:

- The school will not seek to generate a set of adverse consequences or punitive measures for the behaviour of students outside of school, school programs and activities beyond the measures listed below, save for exceptional circumstances as determined by the school administration.
- If, in the course of reviewing an incident that has been brought to the school's attention, it is of the opinion that certain students acted in a manner not in the spirit of the school's personal code of conduct, the school may issue a letter of censure to be delivered to the student and temporarily placed in his OSR file. The letter will serve to rebuke the behaviour in question and identify it as out of sync with the values and norms we seek to express within our community. This letter should serve to encourage personal reflection and reparative measures as applicable. A first letter will be removed from a student's file after a 12-month period, assuming no further disciplinary measures have been implemented in that span.
- In the event of a second incident, another letter will be issued along the aforementioned lines while also making clear that failure to comport oneself according to the agreed upon code of conduct could result in a student forfeiting his place of membership in the school community. A second letter will be removed from a student's file following no further disciplinary measures at the conclusion of High School. The school may share information from a student's file at its discretion.
- In the event of a third incident, a final letter will be issued, based on a clearly established pattern of behaviour, which may threaten the student's standing in the school community and recommend that the student find a fresh start in a new community effective at the conclusion of

the school year. In the event of a third letter issued in Grade 12, a student may forfeit his privilege to attend graduation and graduation related activities.

## CELL PHONES AND ELECTRONIC DEVICES

Cell phones or any electronic communication devices may not be used during class for any purpose other than education, determined solely by the teacher. This includes, but is not limited to: texting, photographing, video recording or any form of communication.

Students are not to use electronic devices (i.e. cellphones, laptops, etc.) without permission during class. Earpieces or headphones may not be worn during the school day with the exception of lunch or school breaks. The first and second offence will result in confiscation of the electronic device for the remainder of the day. A third offence will result in further disciplinary action. Only approved electronic devices (e.g. laptop or calculator) may be taken into the class during any test or examination.

Audio/videotaping of either students or faculty is strictly prohibited without advance permission. This includes for school projects, as well as for social media purposes.

## COMPUTER USAGE

It is the responsibility of each individual to use his electronic devices and the school's Wi-Fi legally, ethically and in accordance with the halachic principles espoused by Bnei Akiva Schools. Internet access is a privilege and not a right. If a user violates any of the acceptable use provisions outlined here, his account will be terminated, and future access will be denied. Some violations may also constitute a criminal offense and may result in legal action. Any user violating these provisions, applicable provincial and federal laws, or posted classroom, Beit Midrash, lab or school policies, is subject to loss of access privileges and other disciplinary measures.

We are all familiar with the plethora of social media platforms that are used for positive means of keeping in touch, for sharing photos, connecting with people near and far. Communications via the Internet must always reflect the same degree of dignity and sensitivity for all members of our school community as is expected in face-to-face interactions. Please be aware that cyber-bullying, harassment, biased and discriminatory language, and/or



insensitivity to any member of our school community will be regarded as a serious offense and may result in suspension or expulsion.

While social media platforms such as Facebook, Instagram, Twitter, etc., can be useful networking mechanisms and valuable communication tools, faculty and students are not permitted to “friend” one another or to otherwise connect on these forums without prior approval from the school administration. Staff can connect with students via Google Classroom. Exceptions for educational technology tools, such as Google Drive programs, will be determined by the administration. Parents are strongly encouraged to regularly monitor and be aware of their child’s online accounts and activities.

Consistent with our technology use policy outlined here, students are responsible for appropriate use of their personal devices. Our school’s [Acceptable Use Policy for Technology can be found on our school website](#). All students are required to agree to the terms and conditions of our policy in order to gain access to our network.

### **POLICY FOR LOST OR MISPLACED ITEMS**



Students are encouraged to be careful and responsible with their belongings and to label all items. Belongings such as clothes, shoes and binders that are turned in as lost and found will be discarded regularly. We will continue to make every attempt to return electronics as soon as they are turned in.

### **CONSEQUENCES OF MISBEHAVIOUR**

Most misbehaviour that takes place is easily addressed within the context of the school through progressive discipline including conversations, warnings, and detentions for infractions addressed throughout these pages. Some misconduct, however, necessitates seeking outside support or may require further disciplinary consequences. In certain cases, suspension may be appropriate, while for others, expulsion from school may be necessary.

What follows is a list of some infractions that may result in a suspension or expulsion from school. The lists are not exhaustive, they are merely illustrative. The school reserves the right to apply disciplinary measures as it sees fit to the occasion and to do so at its discretion.

### **DETENTION**

Detention is served either during the lunch period or after school. If a student receives a detention, he must report immediately at the beginning of the period to the detention room. Cell phones or other electronic devices are not permitted in the detention room; students are not allowed to carry on conversation during detention. Further specific guidelines are set out by campus administration at the beginning of the year.

### **SUSPENDABLE OFFENCES**

- Refusal to follow instructions from a teacher or person of authority
- A pattern of classroom misbehaviour
- Directing profanities at a teacher or authority figure
- A pattern of unexcused absences and/or tardiness to classes
- Vandalism or causing damage to school property
- Threats to inflict bodily harm
- Inappropriate social networking or Internet postings
- Dress code violations
- Behaviour outside of school that contradicts the school’s basic core values

### **OFFENCES THAT MAY RESULT IN EXPULSION**

- Drugs and/or alcohol abuse, including using, possessing, selling or sharing
- Theft
- Assault – physical or sexual
- Bullying or harassment in person or electronically, directly or indirectly
- Endangering the welfare of other students
- A pattern of misbehaviour contrary to the standards of the school

In the event that a student is suspended or subject to dismissal from school, the family will be contacted. In many cases, an in-person meeting with parents will be required.

### **IMPORTANT DOCUMENTS**

Ministry regulations, responsible behaviour, and efficient management require that certain forms or documents be



completed by students and parents and returned promptly to school. Failure to return such a document in a timely manner may result in a student being withheld from class or sent home to bring back the required information.

Please help us operate as smoothly as possible by reading our correspondence and replying promptly.

## DRESS CODE

Our dress code is based both upon halachic norms and upon the desire to create an environment which is conducive to learning.

Proper dress and good grooming is a reflection of one's inner state of mind. Students should dress in comfortable, modest clothing. The following dress regulations are in effect for the entire student body whenever students are in the building or when on school trips or programs. Violation of either the spirit or particulars of our dress code will be determined by our professional staff and dealt with accordingly.

Be advised that students who are not in compliance with the dress code will be asked to change into a garment provided by the school office. Recurring offenders will face further disciplinary action that may include detention, a conversation with parents and an administrator, and possibly suspension.

Please note a student who is given a school garment to change into is in possession of school property. Refusal to return the item of clothing within a 24-hour period will incur a \$20 fee to replace the item of clothing.

- Students are required to wear tzitzit and a kippa at all times. A kippa is the only acceptable head covering in school.
- Students must wear a shirt with a visible collar and buttons down the centre (i.e. polo shirt or button down).
- A crew-neck or half-zip sweater may be worn on top of a collared shirt, provided the collar remains visible.
- Pants other than blue-jeans and athletic attire (sweatpants, joggers) are acceptable
- Close-toed shoes, aside from Croc-styled shoes, are acceptable
- Appropriate gym clothing must be worn during physical education, intramurals, or special programs.

- Hair cuts should be neat, clean and in accordance with halacha. The school may ask a student to cut his hair to an appropriate length, determined by the administration.
- Clothing must be neat and tidy.

## REBBE

Every student will have his own rebbe within the school. Rebbeim will, in addition to their time with students in the classroom, have a dedicated period once each week to work with the students in smaller groups on establishing relationships, teaching respect, resilience and other elements of character development.

Working as a second level of restorative discipline, teachers, parents, and administrators alike will discuss students' social needs with the rebbe on a regular basis.

The designated Rebbe Periods will be delivered using character-based curriculum developed by the school.

## MISHMAR

Most Thursdays from 5:30 pm to 7:00 pm (or 7:30 pm on Trip Mishmar weeks), students participate in a school-wide Mishmar program. Mishmar is an opportunity for students to engage in a variety of valuable opportunities, including extra learning, *chesed* projects and visits to community organizations. Students who are unable to attend Mishmar must sign out by 5:30 pm with parental permission. Other than exceptional circumstances approved by an administrator, students may not leave until the Mishmar program is finished.



# ATTENDANCE

## CLASS ATTENDANCE

Attendance plays an integral role in successful learning and is therefore compulsory in all classes.

The Ministry of Education requires a minimum of instructional time to receive a credit. The Ministry stipulates that “Where, in the Principal’s judgment, a student’s frequent absences from school are jeopardizing his success, school staff should meet with the student and the parents to explain the potential consequences of the absences and discuss steps to be taken to improve attendance” (Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2011, pg. 43).

It is important to understand that frequent absences from classes that jeopardize a student’s learning may result in the loss of a credit. Students are required to attend every class and make arrangements for missed material when they are absent.

An unauthorized absence from any class will result in after-school detention. An administrator will contact a parent when a student skips a class. Additional unexcused class absences will result in more serious consequences.

A student whose absence from class approaches 30% of the course-hours may put his academic standing in jeopardy and be required to complete additional course work in place of the missed school hours.

## LATENESS TO SCHOOL

Students arriving late to school must have a parental email or phone call explaining the circumstances. Sleeping in or studying is not a valid excuse for tardiness to school.

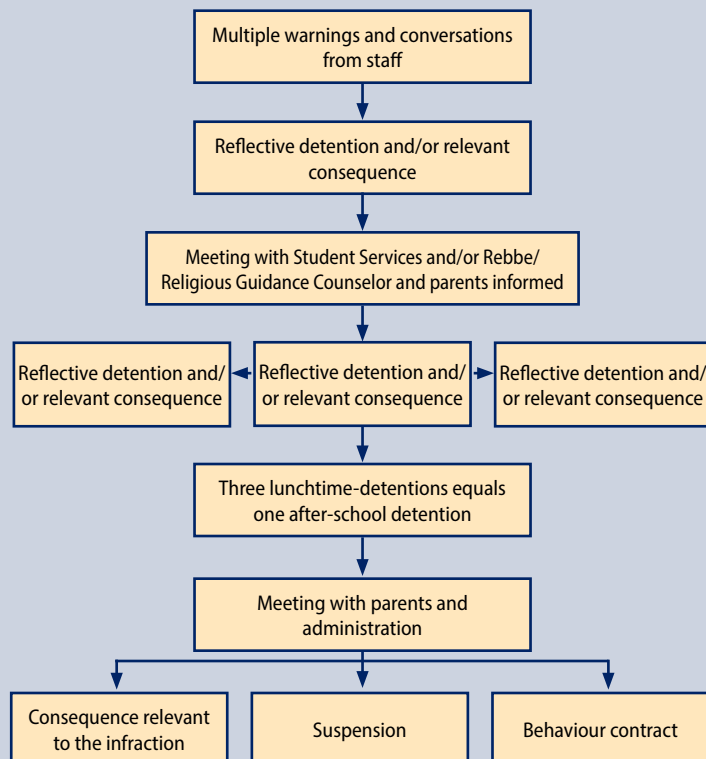
If a test is given and a student arrives after the test has started, the student is generally expected to make up the test immediately upon his arrival.

A student must arrive to davening on time despite having a spare during the first class period. Students arriving past 10:30 am without pre-arranged circumstances (e.g. medical appointment, a simcha, etc.) are subject to not being permitted to attend classes that day. Students may not miss davening/classes prior to a test without special circumstances.

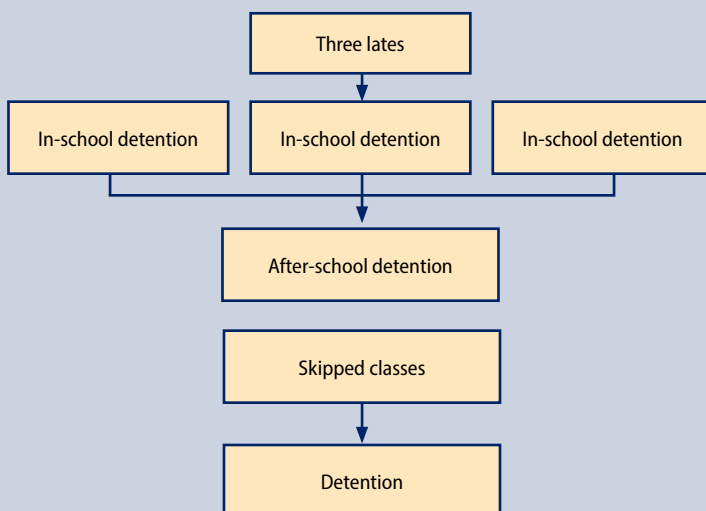
## LATENESS TO CLASS

Students are expected to be prompt for all classes and school programs. The bell schedule will signal when class begins. Lateness to class disrupts the flow of learning. After a third late arrival, the student will serve detention. Continued late arrivals to class will result in further detentions and a parent and student meeting with a school administrator. Lateness is defined as arriving after the second bell. A student who arrives more than 10 minutes late may be issued a detention.

### STUDENT DISCIPLINARY PROCESSES



### STUDENT ATTENDANCE PROCESSES



## ABSENCE FROM SCHOOL

If a student is ill or has an appointment, a parent should send an email to [YOCattendance@bastoronto.org](mailto:YOCattendance@bastoronto.org). The email should include the dates of the absences and the signature of the parent or guardian. An administrator will determine whether an absence is excused or unexcused. A student may not participate in a co-curricular activity if he has been absent from school the day of the activity, unless there are extenuating circumstances as determined by an administrator.

## ABSENCE FROM CLASS

Students should arrange appointments around public holidays, early dismissal days, lunch hours and spares. Every effort should be made to sign out from class as seldom as possible. Signing out from school will be closely monitored by the administration. Generally, students should only be absent from a test for necessary medical reasons. A student who misses a significant number of classes from one or more courses may be ineligible for honour roll or other academic awards.

## DAILY ABSENCE LIST

The daily attendance list will be generated at *tefilla*. After 20 minutes a student will be considered absent from *tefilla*. Parents of students who miss *tefilla* will be contacted to discuss the reason for the absence. Students on the daily attendance list who are absent from a given class will be considered skipping class.

## SHABBATONIM

Students who wish to participate in a *shabbaton* (Bnei Akiva, NCSY, or other) should notify teachers and administrators well in advance of the *shabbaton*.

The administration may suggest that a student not attend if it is felt that the student is abusing the privilege or will be negatively impacted academically. The student is expected to catch himself up for classes missed. It is important to reiterate that students are expected to be in school unless they are ill or excused by the school.

## ATTENDANCE FOR ONLINE COURSES

In order to receive a credit for completion of a course being taught online, regular attendance must be maintained. For such courses, to be marked as 'present' in our attendance systems, students must do the following each week:

- Login regularly and complete tasks assigned on Google Classroom by the posted deadline;

- Attend every mandatory "live" class, with video on.

Students are responsible for being aware of their class schedules.

Please note that this is a minimum level – most importantly, students should be able to meet posted course deadlines and be prepared to attend and be successful with any in-person assessments (for example, term tests and final exam). A student who believes that he will not be able to meet the attendance requirements in a given week (for example, for taking part in a school trip), should contact the course instructor.

Online courses are self-paced, but structured – there will be set deadlines through the course that students will need to meet and are encouraged to work ahead of.

Students in online courses must earn the right to leave the building by keeping up with their workload and acting responsibly with their time during online classes.

## EMERGENCY INSTRUCTIONS: FIRE DRILL



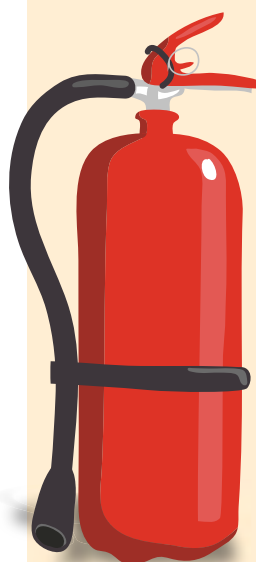
All students should evacuate the building following the guidelines in the Emergency Management Plan. This may include the gym doors that lead onto Almore Avenue.

Once the students and teachers have left the building, everyone should congregate on the grassy area south of the building, behind the parking lot of Yeshivat Or Chaim.

If it is safe to walk around the school, students and teachers who exited from the front should do this and join the remainder of the school at the southern side of the parking lot.

## IN AN EMERGENCY, DIAL 911

**HATZOLOH: 416-256-1000**







# **DIPLOMA AND CERTIFICATES**



# CURRICULAR REQUIREMENTS

A secondary school education is meant to provide each student a chance to realize and pursue his interests, goals and strengths. At Bnei Akiva Schools, our goal is to enable all our students to earn an Ontario Secondary Schools Diploma (OSSD) through an educational program that enables students to become self aware learners with a clear path toward a promising future.

## OSSD REQUIREMENTS

The high school program is based on the Ontario Ministry of Education's credit system, towards an Ontario Secondary School Diploma (OSSD). In Ontario, students are required to remain in high school until the age of 18, or until they have earned their OSSD. Students must earn a total of 30 credits (one for every 110-hour course successfully completed) to obtain a high school diploma. Eighteen of the credits are compulsory, earned in a specific number of courses from a list of subjects that every student is required to take by the ministry. The remaining 12 credits are optional, earned in courses that the student may select from among the full range of courses offered by the school. Credits derived from the Judaic Studies program are applied to the 12 optional credits.

## RESIDENCY REQUIREMENT

All students are expected to be enrolled in the full Judaic Studies program, as well as a minimum of four General Studies credits per year.

Students must also complete 40 hours of community involvement activities and must pass the Ontario Secondary School Literacy Test, which is taken in Grade 10. Accommodations for writing the Literacy Test are provided following the Education Quality and Accountability Office's (EQAO) protocols.

**Note: If a student wishes to take a course in summer school he must receive approval from the administration.**

## JUDAIC STUDIES

The study of Torah is the loftiest goal that Judaism espouses. A significant goal of Bnei Akiva Schools is to teach our students the skills necessary to become proficient at learning Torah on their own and instill in our students with a true love of Torah. To this end, we offer a variety of obligatory Judaic Studies courses designed to broaden and deepen one's commitment to Torah

learning and observance of *mitzvot*. Students are required to take all Judaic courses every year for their four years of high school.

The following course offerings are included:

- גמרא / Gemara
- תורה / Torah
- נביאים / Prophets
- הלכה / Jewish Law
- אמונה / Jewish Philosophy and Thought
- היסטוריה / Jewish History
- עברית / Hebrew Language and Literature





# 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
<b>General Studies</b>	7	7	6	4–6
<b>Judaic Studies</b>	2	2	2	2
<b>Totals</b>	9	18	26–27	32–35

*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 who are unsuccessful on the OSSLT (Ontario Secondary School Literacy Test) have not satisfied the literacy requirement for graduation. Students may write more than once, however, students who are unsuccessful on the OSSLT 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](http://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.

### **FULL DISCLOSURE POLICY: ONTARIO STUDENT TRANSCRIPT**

Since the 1999-2000 school year, schools have been required to provide a complete record of a student's performance in Grades 11 and 12 courses. Under this requirement, both successful and unsuccessful attempts at completing Grades 11 and 12 courses will be recorded on the OST. The OST will include:

- All Grade 9 and 10 courses successfully completed by the student, with percentage grades obtained and credits earned
- All Grade 11 and 12 courses successfully completed or attempted by the student, with percentage grades earned and credits earned
- An indication that a course has been substituted for one that is a compulsory diploma requirement
- Confirmation that the student has completed the forty hours of community involvement
- Confirmation that the student has passed the provincial secondary school literacy test

### **CERTIFICATE OF ACCOMPLISHMENT**

Students who are leaving secondary school upon reaching the age of 18 without having met the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain kinds of further training, or who plan to find employment directly after leaving school.

### **ADDITIONAL METHODS OF EARNING CREDITS**

Students may choose to take additional courses and earn credits through the Independent Learning Centre (ILC), the Ministry of Education's continuing education programs, and eLearning Ontario.





# CURRICULUM



# COURSE GUIDE

GRADE 9	GRADE 10	GRADE 11	GRADE 12
<b>JUDAIC STUDIES</b> GEMARA TORAH NAVI IVRIT MACHSHAVA TEFILLAH/BRACHOT BUILDING PURPOSE	<b>JUDAIC STUDIES</b> GEMARA TORAH NAVI HALACHA IVRIT BEIT MIDRASH CHABUROT MEDIEVAL JEWISH HISTORY BUILDING PURPOSE GENERAL LEARNING STRATEGIES	<b>JUDAIC STUDIES</b> GEMARA TORAH HALACHA IVRIT JSAP ETHICS MUSSAR SCIENCE AND TORAH HISTORY OF JEWS IN CANADA	<b>JUDAIC STUDIES</b> GEMARA TORAH HALACHA HONOURS PHILOSOPHY IVRIT PHILOSOPHY RELATIONSHIPS RELIGIOUS ZIONISM TANACH B'IVRIT MODERN MIDDLE EAST
<b>GENERAL STUDIES</b> CORE FRENCH ENGLISH EXPLORING TECHNOLOGICAL DESIGN GEOGRAPHY HEALTHY ACTIVE LIVING PRINCIPLES OF MATHEMATICS SCIENCE STRATEGIES FOR SUCCESS	<b>GENERAL STUDIES</b> CANADIAN HISTORY CORE FRENCH DRAMATIC ARTS ENGLISH HEALTHY ACTIVE LIVING HONOURS ROBOTICS MEDIA ARTS PRINCIPLES OF MATHEMATICS SCIENCE VISUAL ARTS	<b>GENERAL STUDIES</b> ACCOUNTING BUSINESS STUDIES CAREERS CIVICS CORE FRENCH ECONOMICS ENGLISH HEALTHY ACTIVE LIVING HONOURS CODING MATHEMATICS SCIENCE SOCIAL SCIENCES & HISTORY TECHNOLOGICAL EDUCATION VISUAL ARTS	<b>GENERAL STUDIES</b> BUSINESS STUDIES CORE FRENCH ECONOMICS ENGLISH SOCIAL SCIENCES & HISTORY HONOURS CODING HONOURS ENGLISH LAW MATHEMATICS SCIENCE TANACH & LITERATURE TECHNOLOGICAL EDUCATION THE WRITER'S CRAFT VISUAL ARTS



# 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. *Sugyot* 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.

## 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.

**ENG 1 D**

These three letters identify the subject.  
The first letters in the course code denotes the course's department area:

A = Arts	ICS = Information and Computer Studies
B = Business	IDC = Interdisciplinary
C = Canadian & World Studies	LYH = Hebrew
E = English	M = Mathematics
F = French	PPL = Physical Education
G = Guidance & Career Education	S = Science
H = Humanities	T = Technological Education
HRE = Biblical Studies	
HZT = Philosophy	

This number identifies the grade:

- 1 = Grade 9
- 2 = Grade 10
- 3 = Grade 11
- 4 = Grade 12

This letter identifies the course type:

Grades 9-10	Grades 11-12
D = Academic	U = University
P = Applied	M = University/College
L = Locally Developed	C = College
O = Open	O = Open

## GOALS FOR GRADE 10

### STUDYING MASECHET SHABBAT

- Expansion of use of key function words, grammar and vocabulary.
- Inferences (דיוקים) and the difference between 'necessary inference' (דיוק מוכרח) and a 'non necessary inference' (דיוק שאינו מוכרח).
- Correlation and relationship between attacks and their removal.
- Basic nature of גזירה שוה, קל וחומר, בבנין אב.
- 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 METZIA

- 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 KIDUSHIN

- 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 אבות with the aid of classic and modern מפרשים. 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.

#### **Tanach B'Ivrit**

This course has similar content to the Tanach course with a greater emphasis on independent analysis of the commentaries.

The language of instruction for this course is Hebrew and lessons will be delivered by the teacher in a live online format.

## **IVRIT**

### **GRADE 9**

#### **Ivrit • LYHBD**

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/HASHKAFAT

## 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

### 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), *shi'urim* (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 *מצוות יישוב הארץ* in the Religious Zionist philosophy and its halachic ramifications. We will also discuss how Torah, Mitzvot and *עבודת ה'* are affected and seen in a different light in Eretz Israel, as Chazal taught us: *אין תורה כתורת ארץ ישראל* (Vayikra Raba).

## GRADE 11

### Companion Courses

*We recognize that the study of Torah intersects with our engagement in the study of general studies. Through the study of both, our understanding of each can be enriched. In an effort to experience the richness of this broad approach to learning and engaging with the world we have connected four of our general studies courses with a Jewish studies class which explores how these disciplines intersect with Torah, Halacha and Hashkafa.*

### Business Ethics

This course will explore the complex task of managing our financial dealings ethically and morally towards our fellow man as we follow the *מצוות* of *ה'*. This is especially challenging when right and wrong are not clearly modelled to us in a society that values the bottom line and sees this world as “a dog eat dog world”. We will examine modern questions in the business world such as loans, fair pricing, marketing and employer/employee relationships and contracts. Halacha deals with each of these areas and we will see how the Torah envisions ethical human behaviour in our modern business world.

### Medical Ethics

This course will explore many of the ethical dilemmas that exist in the world of medicine from a Halachic perspective. We will go through the sources from the Torah, Gemara, Rishonim and Acharonim, as well as contemporary Halachic sources that shed light on these complex issues. Some of the major topics include Euthanasia, Organ Donations, Abortion, Brain Death and others.

### Jewish SAP (JSAP)

A Judaic Studies companion course to SAP (Sociology, Anthropology and Psychology) where students learn about Mussar and the approach to human psychology that is taught by Chazal as



well as how we as Jews have functioned and do function within society and relate to the society around us.

### Science and Torah

The study of science can provide us insight into the creation and the ability to harness it. As Rabbi Soloveitchik said “[we were] fashioned in the image of God and [were] blessed with great drive for creative activity and immeasurable resources for the realization of this goal, the most outstanding of which is the intelligence, the human mind, capable of confronting the outside world and inquiring into its complex workings”. This study can also raise important questions pertaining to our religious beliefs and our place within the universe and how we should relate to our environment. In this course we explore scientific thought through the lens of Torah and see how the study of both allows us to fully actualize our religious identity.

## 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

#### Beit Midrash Chaburot

The goal of this course is for students to improve their independent learning skills in reading and analyzing classic halachic and *hashkafic* texts. The course is also designed to accustom students to the Beit Midrash atmosphere found in Yeshivot in Israel. Learning takes place in a *chabura* format, with each *chabura* consisting of a small group facilitated by a member of the Beit Midrash Zichron Dov and/or the Bnei Akiva Schools faculty. The students learn together, aided by the facilitator, developing their skills and engaging in a student-led learning process.

#### 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 מצוות 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 (לכתחילה) and what to do when difficult situations arise. Students will learn about areas of halacha which include: בשר בחלב, mixtures, Pesach, בישול עכו"ם and insects.

## GRADE 12

### Lifecycles

This course will focus on Jewish life cycle events from birth until death (Brit Milah, Pidyon Haben, Marriage etc.). The goal is to familiarize the students with the events, the rituals, their meaning, and some of the Halachot that go along with them. The goal of the course is to give the student a well-rounded view on what a Jew will experience throughout his life.

## 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 lead 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 11

### History of a Canadian Ethnic Group: East European Jews • CHE30

This course focuses on the history of people who came to Canada from a specific country or region. Students will explore historical developments and events in the group's country of origin, the factors that influenced the decision of members of this group to emigrate, their historical experiences in Canada, and their contributions to Canadian identity and heritage. Students will apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating various aspects of the group's history.

## 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

#### 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 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

### 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 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

### 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 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 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 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 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 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*

### **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 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*

### **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.

## 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 • Destreamed • 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 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 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 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.*

### **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.*





## 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 • Destreamed • 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 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 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 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.

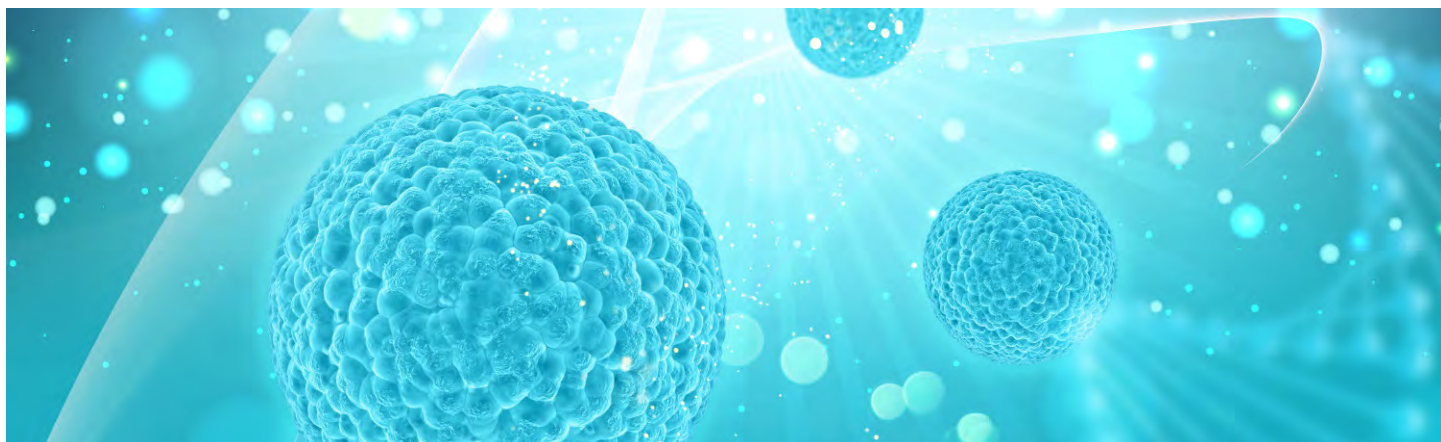
*Prerequisite: Science, Grade 10, Academic.*

### 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.*



### **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 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 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.*

## **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 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 • CHV20**

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 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 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 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 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](http://www.edu.gov.on.ca). Copies of complete course outlines are available for review upon request.**

# EVALUATION AND EXAMINATION POLICIES

## REPORT CARDS

Report cards are a means of informing students how they are progressing in each subject. The mark or grade for each subject is a compilation of different evaluation methods utilized by one's teachers. Each teacher distributes a precise description of his or her marking scheme at the beginning of each course. Report cards are emailed to parents twice yearly in January and June. Interim academic reports are mailed home midway through each marking period.

Students must complete a Drop/Add form and receive written permission from an administrator before dropping any General Studies course. Students may drop a course within five instructional days following the issue of the first report card. Students may enter a new course until the tenth meeting of that course. Withdrawals from Grade 9 and 10 courses are not recorded on the Ontario Student Transcript (OST). Only successfully completed courses are recorded on the OST.

If a student (including a student with a completed Individual Education Plan) withdraws from a Grade 11 or 12 course within five instructional days following the issue of the first provincial report card, the withdrawal is not recorded on the OST.

If a student withdraws from a course after five instructional days following the issue of the first provincial report card in a semestered or a non-semestered school, the withdrawal is recorded on the OST by entering "W" in the "Credit" column. The student's mark at the time of the withdrawal is recorded in the "Mark" column.

## QUIZZES, TESTS, MID-TERMS AND EXAMS

Students will be continuously assessed so that the teacher, parent, and student are aware of the student's progress. 70% of the course work will consist of quizzes, mid-terms, tests and other assessment instruments. 30% of the course work will consist of a final examination or culminating project. Exams, tests and quizzes are a critical part of the learning process for they compel the student to review and consolidate the material that has been taught. All teachers will utilize tests and/or quizzes.

All tests, major projects and major submissions for Independent Study Projects (ISP) or Final Summative Tasks (FST) are to be entered in the online calendar (to be found on the school's website) by the teacher. Every effort will be made to limit tests

to one per day. No students should have more than two tests per day.

## DEFINITIONS OF QUIZZES AND TESTS

- Quizzes cover not more than two [2] days worth of material and take not more than 15 minutes to administer. Quizzes can be considered Assessments for/as Learning or as formative Assessments of Learning. Quizzes that count toward a student's mark (Assessments of Learning) will be announced with at least one class's notice, and as a whole must not account for more than 15% of a student's overall mark in the course.
- Tests cover complete topics or units, usually take from 30 to 60 minutes to complete, and have a significant impact on one's grade.
- Mid-term tests may occur in semestered courses and cover approximately half of the course content. No test, major project or assignment is permitted on a day on which a mid-term test will be administered.
- Every effort will be made to limit major assessments (tests, reports, projects, ISPs or papers) to no more than six major assessments per week.
- Exams are administered at the end of a semester and are cumulative in nature. They count for 30% of a final grade in a course. Teachers will inform students at the beginning of the school year how their grades will be determined. There are two sets of examinations for both Judaic Studies and General Studies in January and June. There will be no tests or announced quizzes a week before a set of exams unless authorized by an administrator. Only illness as verified by a doctor's note or an extreme emergency will be accepted as an excused absence during exams. An administrator will determine if the emergency in question is considered excused or unexcused.

## TEST ABSENCES

- Students are expected to ensure their personal schedules (e.g. out of school appointments) do not conflict with scheduled tests and other announced in-class assessments. We encourage checking our online test calendar before scheduling an appointment.



- Students who miss a test and will be writing a make-up test are to do so in the testing room at lunch, ideally during the next available lunch period. Make-up tests will take place in Room 12.
- A test may be split into two lunch periods if necessary.
- A student who does not attend his scheduled make-up test may receive a grade of zero.
- Once two tests or other announced assessments are missed by a student, the student will be required to present a doctor's note explaining any subsequent absences from tests or other announced assessments or he will receive a zero.

#### **Notes on scheduled evaluations:**

- Attendance at *tefilla* on the day of exams is required.
- The dress code policy applies on all tutorial, test and examination days.
- Exams may not be taken early. In appropriate situations, the administration may arrange for a student to take an exam late.

### **INDEPENDENT STUDY PROJECT (ISP) AND FINAL SUMMATIVE TASK (FST)**

The experience of doing an extended piece of academic research in a paper of some length, commonly called an Independent Study Project (ISP), is a worthwhile endeavour for its own sake and invaluable preparation for study at institutions of higher learning. Reading skills, conceptual skills, and writing skills are focused upon a subject of importance and of interest to the student who has the exciting but challenging opportunity to arrive at a conclusion based upon his own efforts.

This exercise leads to enhanced skills, knowledge, and intellectual maturation only if conducted in an honest and ethical manner. Some ISPs are so important for the student's academic development that failure to complete the assignment may result in not receiving credit for the course.

Many courses will use a Final Summative Task (FST). This task counts towards the summative 30% of the course grade. An FST may replace an exam and must be due toward the end of the school year.

### **INDIVIDUAL ASSESSMENTS**

As a general policy, additional individual assessments are not offered. A teacher may choose to allow students to:

- Apply lessons and critiques from earlier assessments to assessments yet-to-come, and
- Be given the opportunity to re-do previous assignments, making use of comments therein, with the understanding that the two marks may be averaged together.

### **LATE ASSESSMENTS**

Academic consequences may be assigned for late assignments. These consequences can impart important lessons on structure and responsibility. Teachers will remain mindful of the full workload our students face and their varying degrees of ability in organization and management. Extensions on assignments can be granted at the discretion of the teacher.

### **ACADEMIC HONESTY**

Academic integrity and honesty is expected from every student at Bnei Akiva Schools. We take all instances of suspected dishonesty, plagiarism, or any form of cheating very seriously. Depending on the particular circumstances, disciplinary actions may be taken by the administration.

A student who submits work that is, in whole or in part, plagiarized, will be subject to academic penalties. Repeated infractions may result in the loss of a credit and further disciplinary action. Students are encouraged to submit their written work through Turnitin.com, which will flag any examples of possible plagiarism.

A student who assists another student in academic dishonesty may face academic consequences, including revocation of a credit.

### **READING DAYS**

Reading days may be assigned during the year to give students a large block of uninterrupted time to work on long-term projects.

### **HONOUR ROLL**

In order to be named to the Honour Roll of Bnei Akiva Schools, a student's unweighted average, including each Judaic and General Studies course, must be 85% or higher. Students are named to the Honour Roll each semester.

## TEXTBOOKS

All students are responsible for purchasing and maintaining books and *sefarim*. A book and *sefarim* list is provided for each class level.

## SCHOLARSHIPS AND AWARDS

During graduation, the school honours students for outstanding academic excellence in the different disciplines as well as for character and exemplary service. Awards take into consideration all years of the student's high school experience including honours and distinctions.

## CRITERIA FOR VALEDICTORIAN

The valedictorian represents not only his classmates but also the school. Since one of the goals of Bnei Akiva Schools is to produce a well-rounded, integrated personality, the following criteria will be used in determining the valedictorian:

- One valedictorian will be chosen.
- The person must be an outstanding student in both Judaic Studies and General Studies.
- The person must reflect the school's mission statement, philosophy and ideals and participate in school activities.
- The valedictorian will be selected by members of the administration in consultation with the staff and students.
- The valedictorian must have spent at least three years of his high school career in Bnei Akiva Schools.

## VISITORS

Students who would like to bring a visitor must get permission from the office at least one day prior to the visit. Visitors are expected to dress in conformance with the school dress code and to observe school rules.

## GUIDANCE

The administration, guidance and support departments, and faculty of our schools are involved in and concerned with each student's total development. We work closely with our students in order to achieve their goals.

Our hopes and aspirations are to develop and nurture personal relationships with our students, to support and encourage them, to make them feel good about themselves and about the experience of Torah study and their unique roles. We strive to be role

models for our students so they can internalize the eternal Torah values of Judaism. Our doors are always open for advice and discussion. Students should feel free to talk to the Administrators, Guidance & Student Support faculty, and Judaic & General Studies faculty. We encourage such dialogue for it is mutually beneficial to both students and faculty alike.

Bnei Akiva Schools have a relationship with Jewish Vocational Service (JVS) and Jewish Family and Child Service (JF&CS) and are in contact with professional consultants in the areas of emotional and educational growth.

Aside from the regular parent teacher conferences, parents should, of course, feel free to confer and arrange conferences whenever the need arises.

## BEIT MIDRASH ZICHRON DOV

Students have access to the extensive library at Beit Midrash Zichron Dov. Students may use this facility as a quiet space to learn throughout the school day. The Beit Midrash also hosts special guest speakers and holds regular learning programs for students and families.

## HONOURS PROGRAM

We are excited to continue with our Honours Program, which was launched in recent years in an effort to constantly challenge our status quo, push our academic program further and ensure that we are creating as many opportunities for our students to grow and excel.

At the core of our educational philosophy is a desire to generate as many points of entry as possible, providing opportunities to meaningfully engage, challenge and inspire our students on their intellectual journeys as developing learners and create new avenues for intellectual exploration and growth.

There are two core aspects of our program:

### 1. Subject Scholars Program

The goal of our Subject Scholars program is to provide targeted enrichment resources for students within their areas of expertise. Subject Scholars will have the opportunity to work with their teachers to complete a guided and enriched Independent Study Project within their course of study that is designed to generate new academic challenges and push the frontiers of knowledge beyond the basic course curriculum.

## 2. BAS Honours Courses

In developing Honours 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 various foundations of focus: engineering, coding 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.



# CO-CURRICULAR ACTIVITIES

**Although each student has a heavy academic schedule, the school provides and encourages students to participate in a wide range of activities.** The different activities are offered during the lunch hour, after school hours, and on weekends. For the student who wants to participate in recreational athletics, there are intramural sports and competitive teams. There are also a host of *chesed* opportunities available to our student body.

The Student Council is often responsible for arranging activities, planning school trips, assemblies and other events. In order for students to participate on a school team, Student Council, yearbook, or similar activity, they must maintain passing grades in every subject, records of good behaviour and punctual attendance and conduct themselves as appropriate role models of the ideals for which Bnei Akiva Schools stand. Other specific criteria may be established for individual activities.

Co-curricular events and activities are an important part of a well-rounded and fulfilling high school experience, but cannot supplant the primacy of the school's academic and religious curricula. Students who are not fulfilling their obligations academically, socially, or religiously may be barred from participation in co-curricular activities.

## ATHLETICS

Our athletic teams are a wonderful opportunity for our students to take on leadership roles outside of the classroom. In cases where students miss class to participate in athletics, they are expected to catch themselves up. The administration may decide to suspend a player from an athletic team for academic or behavioural concerns.

The school generally offers two basketball teams (Junior Varsity for Grade 9 and 10 students and Varsity for Grade 11 and 12 students), a cross country running team and a soccer team. Tryouts for basketball and cross country are early in the year, while soccer is during second semester.

All of our teams compete in the TDCAA. Our Student Council also runs a year-long Intramural Basketball Program during lunch which is open to all students to participate.

## MODEL UN

Each year, our students have the opportunity to participate in two different Model UN programs (Yeshiva University's Model UN Conference in New York or the Jewish Canadian Youth Model UN in Montreal). Under the guidance of faculty members, students research the politics of the country they have been selected to represent in order to play the roles of real United Nations delegates at the conference.

Students who participate in Model UN are expected to participate in approximately one meeting per week until conference.



## CHIDON HATANACH

Chidon HaTanach is offered during a lunch period set at the beginning of every school year. Students compete in a regional Chidon HaTanach; students who qualify then compete in the national competition. The top three students (Canada-wide) then go on to compete in an international competition in Israel which takes place annually on Yom Ha'atzmaut.

## MATMIDIM

Students in all grades are eligible to join the Matmidim program. Matmidim meets several times a week for additional learning after school. Learning focuses on both guided *chavruta* learning and *chabura* sessions.

## CLUBS & COMMITTEES

Students have the opportunity to participate in clubs and/or committees, supervised by a staff liaison. Clubs vary year-to-year based on interest and student leadership, but have included: investment club, book club, lunch committee, *chesed* committee, Mishmar committee, among many others. Students are encouraged to speak to members of Student Council or the Dean of Students if they are interested in initiating a new club or committee.

## OVERNIGHT TRIPS

Over the course of a school year, there are occasions where overnight trips are held, including school *shabbatonim*, the Grade 12 graduation trip and basketball tournaments. School trips offer students different, engaging, and exciting experiences in informal settings.

During any trip students are expected to behave in a manner that appropriately represents themselves and their families, the

school and our community. This includes, but is not limited to, following the directions of the chaperones and staff; attending all *tefillot* promptly; bringing and donning *tefillin*; attending all sessions, meals, and activities promptly; co-operating positively with others; and dressing and speaking appropriately. Failure to comply with the above guidelines, both in the particular and in their spirit, will result in consequences to be determined by the school's representatives present at the trip and/or the administration at a later time.

Consumption, use, or possession of alcohol or illegal drugs or other controlled substances, entrance to bars (even if one is of legal age), engagement in dangerous, risky and/or promiscuous behavior will result in the immediate dismissal of the student from the overnight trip at the family's expense (or immediately following Shabbat). The student will also be subject to further serious disciplinary measures by the school.

Students are expected to clean up after themselves and to respect the facilities being used on these trips. There may be situations where students are allowed to dress according to the weather or activity they are participating in. In other situations, students are expected to dress according to the school's dress code.

Graduation trips are to be planned by the Dean of Students, in consultation with the Student Council (and, for larger decisions, the grade), as well as under the guidance of the administration. On the graduation trip, students are expected to *daven*, participate in Torah learning, as well as any educational component. The overall purpose of the graduation trip is to allow our Grade 12 students to experience a fun and memorable trip as a grade before graduating.



# STUDENT COUNCIL AND YEARBOOK

**Student leaders at Bnei Akiva Schools hold positions of responsibility and authority.** In addition to organizing and conducting student activities, our student leaders are called upon to speak on behalf of their classmates and their school to the faculty, administration, lay leadership, as well the Jewish and the general community.

The following eligibility requirements have been prepared so that a student who intends to become a candidate for a position of leadership will be able to handle the additional work and be an appropriate, effective spokesman and leader.

- **Academic record:** The student must have a minimum cumulative average of 70 in each Judaic and General Studies course with no grade of D (below 60) in any course for any marking period.
- **Character:** Student Council members are expected to represent the school positively inside and outside of the classroom. As such, to qualify for a position of student leadership, the student must consistently display characteristics that represent the school's values. Attendance in classes and at co-curricular activities, *derech erez* and respect for fellow classmates and faculty, and adherence to dress code expectations are all central characteristics expected of Student Council members.
- **Statement of goals:** The student must present a written statement defining his goals should he be elected.
- **Résumé:** The student shall present a résumé which includes relevant experiences for the position sought.
- **Faculty recommendations:** Once the student submits his names for candidacy, his teachers will be consulted. If three or more teachers are concerned with his running for a position – based on academic, behavioral or social criteria – the student may not be eligible to run for a position.
- **Administrative/faculty review:** The student's record will be reviewed by a committee of administration and faculty members to determine his qualifications. Attendance, behaviour, inside and outside the classroom, and commitment to *tefilla* and Torah values will be taken into consideration.
- **Yearbook:** The editor(s) of the yearbook must have demonstrated superior performance in language arts.

## PROCESS

1. Administration and current Student Council announce filing deadlines and election dates.
2. Potential candidates submit a statement of goals, faculty recommendations and a résumé.
3. Administrative/Faculty Committee reviews materials and announces slate of candidates. Candidates conduct appropriate campaigns which include a speech to the student body. Elections are held; secret ballot elections are conducted by Student Council and Administration. Ballots are counted by a representative of the Administrative/Faculty Committee. Results are announced, and new officials take office.







# **SUPPORTS, RESOURCES, AND SPECIAL EDUCATION**





# *Successful intelligence is the kind of intelligence used to achieve important goals.*

ROBERT STERNBERG

At Bnei Akiva Schools we strive to teach students to be **successfully intelligent** – that is, we teach students to both capitalize on their strengths and to compensate for their weaknesses. Our approach encourages the development of analytical, creative, and practical approaches to learning, with the goal of enhancing students' opportunities for success at school and in life.

## **SERVICES OF THE STUDENT SUPPORT PROGRAM**

1. To empower our students to be self-advocates for their learning.
2. To teach and instill learning strategies to our students and help them implement those strategies.
3. To create an Individual Education Plan (IEP) for students, in consultation with students and parents. The IEP will reflect information gleaned from the psycho-educational assessment submitted to the school.
4. To provide teachers with information regarding a student's profile, and to recommend accommodations and any strategies which might facilitate teaching/learning.
5. To work one on one with students on an individual basis to discuss their learning difficulties and/or social emotional concerns.
6. To provide confidential academic, social, emotional, and religious guidance and counselling.
7. To communicate, consult and liaise with outside professionals on behalf of students and parents.
8. To collaborate regularly with teachers, parents and students to ensure success.
9. To be available to address academic, social or emotional concerns of students and parents.
10. To provide individual and/or small group tutoring in specific academic subjects by a student support teacher.
11. To help students have a rewarding, successful and enriching high school experience.
12. To help students manage their work load and stress levels.
13. To help students improve their executive functioning and organizational skills.
14. Provide assistance and support for English language learners and students who are new to Canada.
15. To provide students and parents with strategies and resources to support education planning and the course selection process.

## ACCOMMODATIONS

Accommodations may be granted to students based on recommendations in the psycho-educational assessment, taking into account the structures within our school and practices that we believe to be within the best interests of our students. There are no guaranteed accommodations; each student is reviewed individually, based on the information provided.

Possible accommodations include:

- Differentiation in the classroom and classroom material
- Extra time for assessments
- Computer use
- Assistive technology
- Duplicate notes
- Preferential classroom seating
- Oral instructions to supplement written or vice versa for assignments
- Memory aid
- Oral testing when possible
- Additional accommodations may be discussed on an individual basis

## ELIGIBILITY FOR ACCOMMODATIONS

All students are eligible to utilize student support services. However, in order for a student to have an IEP and receive accommodations, the student must have a psycho-educational assessment which identifies learning issues that might interfere with academic success. A student who does not have a psycho-educational assessment but is being treated by a specialist for a physical ailment or mental health, and requires access accommodations must submit a signed letter from the specialist (on the professional's official letterhead) stating this requirement and the reason for this requirement. All determinations are made on a case-by-case basis.

## LEARNING HUB

Each campus has a learning hub staffed by learning strategists. The hub is used primarily to support students during their assessments. Students are welcome to use the hub as a quiet space to

work. Our strategists are also available for tutoring during the school day (for a fee) to work one on one with students for either curriculum- or subject-specific tutoring or executive functions support.

## SOCIAL-EMOTIONAL SERVICES

Understanding that high school is an incredibly challenging and unique time in the growth of today's adolescent, a priority of ours is ensuring the social and emotional well-being of all of our students. Our goal is to ensure that every student is able to access confidential support and guidance to suit their diverse needs. Our Chaim's Guidance team is available throughout the day as needed. Students and parents should feel comfortable contacting our Guidance and Support team members at any time for support or consultation. Recognizing the importance of psycho-education and mental wellness, our Grade 9 students take a class that strives to broaden their own understanding of psychological and mental health concepts with a focus on integration into modern Jewish life. We also incorporate mental wellness programs and speakers throughout high school to help ensure our students cultivate and maintain life and self-care skills.

At Bnei Akiva Schools, we promote an **ACTIVE** approach to learning. Students are encouraged to participate actively in the learning process and to apply strategies to help themselves. An active approach to learning means that students should strive to:

**A**ttend all classes

**C**ome prepared for all classes, i.e. text, binder, writing utensils

**T**ake notes in all classes

**I**ncrease efficiency through organization

**V**ocalize, i.e. participate in class discussion

**E**yes and ears are focused on the lesson

## COURSE SELECTION AND EDUCATION PLANNING

Our support staff are always available to consult with students and help them in their long-term education planning and course selection decisions. We provide students and parents with the information and resources they need to make informed decisions about their future academic paths and career options.



## MEET OUR SUPPORT STAFF



### **MRS. MIRIAM KLEIN**

*Director of Educational Support • [mklein@bastoronto.org](mailto:mklein@bastoronto.org)*

Mrs. Miriam Klein has worked as a teacher and student support staff member for over 15 years. Prior to joining Bnei Akiva Schools, she worked in Netivot HaTorah Day School in various grades, both in General and Judaic Studies. Mrs. Klein received her degree in Education and Special Education from the University of Toronto and is an active member of the Ontario College of Teachers. She believes strongly in student support and ensuring the students can meet with success academically, socially and emotionally. Mrs. Klein works closely with the students, parents and faculty at Bnei Akiva Schools to ensure an inclusive environment for all types of learners.



### **MR. TANI REISS**

*Social Worker • [treiss@bastoronto.org](mailto:treiss@bastoronto.org)*

Mr. Tani Reiss is a Yeshivat Or Chaim alumnus. He received his MSW from the Wurzweiler School of Social Work. After graduating from Yeshivat Or Chaim, he served as a Combat Engineer in the IDF, then returned to Toronto to complete his degree in Psychology at the University of Toronto. He comes to the school with more than 10 years of social service and youth work experience, including youth justice, complex mental health and behaviour management, and developmental programming experience across multiple provincial sectors. Mr. Reiss believes strongly that every individual is unique, with their own strengths and weaknesses, and is dedicated to working with our youth in all their diversity.



### **MS. SARAH LATOWSKY**

*Student Support • [slatowsky@bastoronto.org](mailto:slatowsky@bastoronto.org)*

Ms. Sarah Latowsky received her Bachelor of Arts Degree in Psychology from McGill University and earned her Master of Arts degree in Child Study and Education at OISE. She has experience supporting student's academic growth and achievement through her years as a classroom teacher, private tutor, and executive functioning coach. Ms. Latowsky works one-on-one with students to scaffold their mastery of learning skills and academic content. By helping students identify their strengths and needs as learners, Ms. Latowsky's goal is to facilitate her student's "A's": ability to self-advocate for their learning needs, and accountability for their academic achievement.





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THE JULIA & HENRY KOSCHITZKY  
CENTRE FOR JEWISH EDUCATION

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