



# COURSE CALENDAR

2024-2025 • 5784



# TABLE OF CONTENTS

- 3** MISSION STATEMENT
- 4** WELCOME FROM RABBI GRAUER
- 7** CONTACT DETAILS
- 8** SCHOOL POLICIES, PRACTICES, AND PROCEDURES
- 18** DIPLOMA AND CERTIFICATES
- 25** CURRICULUM
- 45** EVALUATION AND EXAMINATION POLICIES
- 48** CO-CURRICULAR ACTIVITIES
- 49** STUDENT COUNCIL AND YEARBOOK
- 50** SUPPORTS, RESOURCES, AND SPECIAL EDUCATION

# MISSION STATEMENT

The mission of Ulpanat Orot is to inculcate within our students an appreciation for and a commitment to Torah observance and values. Ulpanat Orot, founded in 1975, was established in Toronto with several specific goals in mind:

- To create an environment where religiously committed girls 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 seminaries in Eretz Yisrael and in other institutions of higher Jewish learning.

## President

Jonathan Straus

## First Vice President

Mordechai Katzman ('92)

## Second Vice President

Chaim Sapirman

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Ezra Lauterpacht

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Hadassa Pertman ('04)

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Aryeh Samuel ('08)

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Naftali Winter

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Aaron Ames

# WELCOME FROM RABBI GRAUER



*Dear Students,*

As we start our 2024–2025 school year, we find Medinat Yisrael and the Jewish people in a precarious and challenging state. The terror atrocities of October 7th remain in our hearts and minds and we pray daily for the hostages to be freed and returned to their families as well as merit to see Israel emerge victorious from this difficult war against pure evil. However,

as I write (with Tisha b'Av on my mind), we must remember that all too often we are our own worst enemy.

Rabbi Jonathan Sacks zt"l reminds us that “no empire on earth has ever been able to defeat us, however, we have been able to defeat ourselves.” And unfortunately, this has happened more than once. If we consider the common denominator between the Jewish people enslaved and subjected to back breaking labour and destruction by the Egyptians as well as the destruction of our Beit Mikdash by both the Babylonians and the Romans—in all three instances, it is the Jewish people whose inner hatred for each other as well as internal fighting which led to our downfall. The brothers hatred for Yosef which led to our slavery, the post King Solomon split of Israel between a northern kingdom and a southern kingdom and the infighting during the siege of the Romans—all 3 led to our destruction at times and in situations where we could have emerged victorious. Yet history continues to repeat itself over and over again.

And to some extent, I shuttered to fear that we find ourselves once again within the throes of a similar narrative. We have seen this story before. Israel pre-October 7th was a country divided and a people at each others throats. We vividly remember the Yom Kippur in Tel Aviv and the protests which were ripping our country apart. So much changed after October 7th, but many worry that we are moving slowly back to the infighting that was. We need to find another path forward. We need greater dialogue, collaboration, communication, understanding and we need to work so very hard to build greater *ahavat chinam*. We need to remember that we are part of the same family. We are in this together. We need to remember our real common enemies that truly want to harm us.

And more than anything, we need greater hope. As a student of Rabbi Jonathan Sacks, I am very much drawn to his affinity with hope as a character trait that the Jewish people must embrace. Rabbi Sacks wrote

about it often. Consider the following three examples to give you a sense of why Rabbi Sacks believed that this was so very much central to our *Emunah* and *Bitachon*.

In his book, *The Great Partnership*, Rabbi Sacks writes:

Hope is not costless in the way that optimism is. It carries with it a considerable price. Those who hope refuse to be comforted while the hoped-for outcome is not yet reached. Given their history of suffering, Jews were rarely optimists. But they never gave up hope. That is why, when the prophets saw evil in the world, they refused to be comforted.

In *Rabbi Sacks Haggadah*, he writes:

No Jew—knowing what we do of the past, of hatred, bloodshed, persecution in the name of God, suppression of human rights in the name of freedom—can be an optimist. But Jews have never given up hope . . . To be a Prophet is to find a vestige of hope in the wreckage of despair.

And finally, in perhaps his most famous work, *Future Tense* (a book that if you have not read, you really must), Rabbi Sacks writes:

To be a Jew is to be an agent of hope. Every ritual, every command, every syllable of the Jewish story is a protest against escapism, resignation and the blind acceptance of fate. Judaism, the religion of the free God, is a religion of freedom. Jewish faith is written in the future tense. It is belief in a future that is not yet but could be, if we heed God's call, obey His will and act together as a covenantal community. The name of the Jewish future is hope . . . Jews were and are still called on to be the voice of hope in the conversation of humankind.

So to conclude: we have indeed had an immensely challenging year. The massacre of October 7th will live on for a very very long time and the aftermath is not even close to over. As we began, our *tefillot* must remain intense and very much focused on all who have lost so much and still remain unsettled. We must doven, say tehilim, learn Torah, complete acts of kindness and focus on both *Mitzvot Bein Adam Le'Makom* as well as *Bein Adam Le'Chaveiro*.

But we will overcome and we will persevere. We will rise above. We must wake up each day with the hope that our ultimate redemption and *geoula* is coming—Y"YH speedily in our days. *Bimheira b'yameinu!*

*Rabbi Seth Grauer*

Rosh Yeshiva & Head of School



## ADMINISTRATION



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



**MR. HILLEL RAPP**  
Principal



**MRS. SHARON FIXLER**  
Assistant Principal



**MRS. EMMA TAYLOR**  
Assistant Principal



**MRS. SHARI WEINBERG**  
Director of Guidance



**MRS. SHIRA LIPNER**  
Director of Judaic Studies



**MRS. MIRIAM BESSIN**  
Dean of Students



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

## SHLICHIM & SHLICHOT



**RABBI BENJI BERGER**



**MRS. NECHAMA BERGER**



**MS. SHACHAR BULVIK**



**MS. RONI COHEN**



**MRS. ALEEZA KHARILKAR**



**RABBI AVISHAI KHARILKAR**



**RABBI AVIAD PITUCHEY-CHOTAM**



**MRS. HODAYA PITUCHEY-CHOTAM**



**RABBI BENTZI SHOR**



**MRS. ESTHER SHOR**

## DEVELOPMENT OFFICE



**RABBI GAVRY MANDEL**  
Managing Director



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



**MS. TAMARA COLODNY**  
Development Coordinator



**MRS. AUBREY FREEDMAN**  
Director of BAS ETA



**MR. EITAN MARKUS**  
Alumni and Community Coordinator



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

## BUSINESS OFFICE



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



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



**MS. OLGA FAINER**  
Business Office Administrator



**MS. JULIE HO**  
Bookkeeper



**MR. DANIEL STERNFELS**  
Operations Associate



**MRS. SHOSHANA GOTTFRIED**  
Administrative Coordinator



**MS. NOMI BARANCIK**  
Administrative Assistant

## EDUCATIONAL OFFICE

## FACILITIES STAFF



**RABBI EZER DIENA**  
Information Technology Manager



**MR. STEVE HYSTEK**  
Building Maintenance



**MR. ALKET NICKA**  
Custodian



**MS. LOSANA NICKA**  
Custodian

## FACULTY



**MRS. RACHEL BELZBERG**  
Mathematics



**MS. ALLISON BEULA**  
Dance and Drama



**MRS. MONICA CHOCRON**  
Science



**RABBI AKIVA DANZINGER**  
Ivrit Department Head and  
Director of Educational  
Development



**MRS. RINA DEUTSCH**  
Judaic Studies



**RABBI EZER DIENA**  
Judaic Studies and Science



**MS. ATARA ENGLISH**  
Social Worker



**MRS. SARA ERLICH**  
Ivrit



**MR. JAMIN FINKELSTEIN**  
Mathematics and  
Student Support



**MRS. NADIA GLICK**  
Mathematics Department Head  
and Humanities



**MRS. FAIGY GRUNFELD**  
Jewish History and Navi



**MRS. ILANA HEYMANN**  
Health, Physical Education, and  
Science



**MRS. NATHALIE KATZ**  
Mathematics



**MRS. SHYNDEE KESTENBAUM**  
Judaic Studies



**RABBI YOSEF KURTZ**  
Mashgiach Ruchani,  
Judaic Studies



**DR. SHLOMIT LEVY**  
Science



**MRS. NAOMI LIDSKY**  
English and Learning Strategies



**MRS. ROCHELLE LIPSON**  
Arts



**MRS. YAEL LIPSON**  
History Department Head and  
Coordinator of Educational  
Development and Coaching



**RABBI ELISHA MANDEL**  
Judaic Studies



**RABBI SHLOMO MANDEL**  
Judaic Studies



**DR. JANNA NADLER**  
English



**MR. EFI PALVANOV**  
Science Department Head



**MRS. ARLENE RIPSMAN**  
Mathematics and  
Computer Science



**DR. ZAHAVA ROSENBERG-  
YUNGER**  
Student Support



**MS. ESTHER RUTLEDGE**  
Mathematics



**MR. ERIC SALTSMAN**  
Humanities and Director of  
Educational Technology and  
Advancement



**MS. SARENA SILVER**  
Mathematics and Student  
Support



**MS. LEORA STERLIN**  
Humanities



**MR. MICHAEL TEVERSHAM**  
Humanities



**MRS. KENDRA THOMPSON**  
Humanities



**MS. SARAH ZAHAVI**  
Arts, English, and Graphic  
Designer

## BEIT MIDRASH ZICHRON DOV



**RABBI YEHUDA MANN**  
Rosh Beit Midrash



**RABBI AVIAD PITUCHEY-CHOTAM**  
Dean

# CONTACT DETAILS

TEL: 416-538-5434

FAX: 416-638-7905

## EDUCATIONAL OFFICE

NAME	EXT.	EMAIL
Rabbi Seth Grauer	450	rabbigrauer@bastoronto.org
Mr. Hillel Rapp	442	hrapp@bastoronto.org
Mrs. Sharon Fixler	434	sfixler@bastoronto.org
Mrs. Emma Taylor	440	etaylor@bastoronto.org
Mrs. Shira Lipner	433	slipner@bastoronto.org
Ms. Miriam Bessin	426	mbessin@bastoronto.org
Mrs. Shoshana Gottfried	431	sgottfried@bastoronto.org
Ms. Nomi Barancik	432	nbarancik@bastoronto.org

## STUDENT SUPPORT

Mrs. Shari Weinberg	438	sweinberg@bastoronto.org
Mrs. Miriam Klein	430	mklein@bastoronto.org
Ms. Atara English	427	aenglish@bastoronto.org

## BUSINESS AND DEVELOPMENT OFFICES

TEL: 416-630-6772 FAX: 416-398-5711

NAME	EXT.	EMAIL
Ms. Esther Mendlowitz	241	emendlowitz@bastoronto.org
Ms. Olga Fainer	248	ofainer@bastoronto.org
Ms. Julie Ho	246	jho@bastoronto.org
Mrs. Geoula Osipov	234	gosipov@bastoronto.org
Mr. Daniel Sternfels	233	dsternfels@bastoronto.org
Rabbi Gavry Mandel	224	gmandel@bastoronto.org
Ms. Tamara Colodny	267	tcolodny@bastoronto.org
Ms. Ronit Bendayan	270	rbendayan@bastoronto.org
Mrs. Soheila Sabeti	235	ssabeti@bastoronto.org
Ms. Sarah Zahavi	243	szahavi@bastoronto.org

# TO WHOM DO WE GO?

CATEGORY	NAME	EXT.	EMAIL
Any Issues, Thoughts or Concerns	Rabbi Seth Grauer	450	rabbigrauer@bastoronto.org
Admissions	Mrs. Sharon Fixler	434	sfixler@bastoronto.org
Attendance Notifications	Mrs. Shoshana Gottfried	431	uoattendance@bastoronto.org
Class Placements: General Studies	Mrs. Shari Weinberg	438	sweinberg@bastoronto.org
Class Placements: Judaic Studies	Mrs. Shira Lipner	433	slipner@bastoronto.org
Discipline	Mrs. Sharon Fixler	434	sfixler@bastoronto.org
Donation Receipts	Mrs. Geoula Osipov	416-630-6772 234	gosipov@bastoronto.org
Donations	Mrs. Tamara Colodny	416-630-6772 267	tcolodny@bastoronto.org
Educational Programming Questions	Mr. Hillel Rapp	242	hrapp@bastoronto.org
Educational Support	Mrs. Miriam Klein	230	mklein@bastoronto.org
Educational Technology	Mr. Eric Saltsman	—	esaltsman@bastoronto.org
Emergencies	Mrs. Shari Weinberg	438	sweinberg@bastoronto.org
Guidance	Mrs. Shari Weinberg	438	sweinberg@bastoronto.org
Health and Safety	Mrs. Shari Weinberg	438	sweinberg@bastoronto.org
Israel Advisement	Rabbi Yosef Kurtz	—	ykurtz@bastoronto.org
Judaic Studies Curriculum and Grades	Mrs. Shira Lipner	433	slipner@bastoronto.org
Parent-Student Events	Ms. Miriam Bessin	426	mbessin@bastoronto.org
Religious Guidance	Mrs. Emma Taylor	440	etaylor@bastoronto.org
Student Activities	Ms. Miriam Bessin	426	mbessin@bastoronto.org
Transcripts: Copies	Mrs. Shoshana Gottfried	431	sgottfried@bastoronto.org
Transcripts: Questions or Concerns	Mr. Hillel Rapp	442	hrapp@bastoronto.org
Tuition and Scholarship	Ms. Esther Mendlowitz	416-630-6772 241	emendlowitz@bastoronto.org
Post-Secondary Guidance	Mrs. Shari Weinberg	438	sweinberg@bastoronto.org



# 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 her 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 her religion is evident in the way she behaves and in her 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 should arrive punctually in order 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)
Period 1	8:00–8:52	8:00–8:50	8:00–8:44	8:00–8:44	8:00–8:45	8:00–8:45	8:00–8:44	8:00–8:47
Tefilla & Breakfast	8:54–9:46	8:52–10:05	8:46–9:46	8:46–9:56	8:47–9:37	8:47–9:47	8:46–9:46	8:47–9:47
Period 2	9:51–10:43	10:10–11:00	9:51–10:35	10:01–10:43	9:42–10:27	9:52–10:37	9:51–10:35	9:47–10:34
Break	10:43–10:48	11:00–11:05	10:35–10:40	10:43–10:48	10:27–10:32	(Assembly) 10:37–11:40	10:35–10:40	10:34–10:39
Period 3	10:50–11:42	11:07–11:57	10:42–11:26	10:50–11:32	10:34–11:19	11:42–12:27	10:42–11:26	10:41–11:28
Period 4	11:44–12:36	11:59–12:49	11:28–12:12	11:34–12:16	11:21–12:06	12:29–1:14	11:28–12:12	11:30–12:17
Lunch	12:36–1:21	12:49–1:34	12:12–12:48	12:16–12:56	(Break) 12:06–12:26	1:14–1:54	12:12–12:52	(Assembly) 12:17–1:08
Period 5	1:23–2:15	1:36–2:26	12:50–1:34	12:58–1:40	12:28–1:13	1:56–2:41	12:54–1:38	(Lunch) 1:08–1:48
Period 6	2:17–3:09	2:28–3:18	1:36–2:20	1:42–2:24	1:15–2:00	2:43–3:28	1:40–2:24	(Period 5) 1:48–2:35
Mincha	3:09–3:14							(Period 6) 2:37–3:24
Break	3:14–3:27	3:18–3:31	2:20–2:33	2:24–2:37		3:28–3:41	(Mincha & Assembly) 2:24–3:43	(Mincha & Break) 3:24–3:37
Period 7	3:29–4:21	3:33–4:23	2:35–3:19	2:39–3:21	Dismissal at 2:00	3:43–4:28	3:45–4:29	3:39–4:26
Period 8	4:23–5:15	4:25–5:15	3:21–4:05	3:23–4:05		4:30–5:15	4:31–5:15	4:28–5:15

FRIDAY	Short Friday	Reg. Friday & Ext'd Tefilla	Short Friday & Ext'd Tefilla	Reg. Friday & Assembly	Reg. Friday & Tisch	Short Friday & Tisch
Period 1	8:00–8:40	8:00–8:50	8:00–8:40	8:00–8:42	8:00–8:44	8:00–8:36
Tefilla & Breakfast	8:40–9:40	8:50–10:05	8:40–9:55	8:42–9:42	8:44–9:44	8:36–9:36
Period 2	9:42–10:22	10:07–10:54	9:57–10:33	(Assembly) 9:42–10:22	9:46–10:30	9:38–10:14
Period 3	10:24–11:04	10:56–11:43	10:35–11:11	(Period 2) 10:24–11:06	10:32–11:16	10:16–10:52
Lunch	11:06–11:38	11:45–12:24	11:13–11:46	(Period 3) 11:08–11:50	(Tisch) 11:16–11:46	(Tisch) 10:54–11:14
Period 4	11:38–12:18	12:24–1:11	11:46–12:22	(Lunch) 11:52–12:32	(Lunch) 11:48–12:28	(Lunch) 11:14–11:44
Period 5	12:20–1:00	1:13–2:00	12:24–1:00	(Period 4) 12:34–1:16	(Period 4) 12:30–1:14	(Period 4) 11:46–12:22
	—	—	—	(Period 5) 1:18–2:00	(Period 5) 1:16–2:00	(Period 5) 12:24–1:00

Consult the UO 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).**

Bnei Akiva Schools 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 *Bnot 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 woman who chooses to attend Ulpanat Orot undertakes a commitment to halachic observance and behaviour which reflects positively on herself and her school. Consequently, students of Bnei Akiva Schools are expected to adhere to the lifestyle and behaviour of a *Bat 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 her 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.

Ulpanat Orot 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 she 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 Shul 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 student lounge, unused classrooms, or the Shul. 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, she must sign out with parental permission through the office.

Ulpanat Orot 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. Prior to leaving the buildings, students must sign out and must sign back in upon returning to school. To sign out at any other time, students will need specific parental permission via email or phone.



Ulpanat Orot 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 her 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 her privilege to attend graduation and graduation related activities.

## CELL PHONES AND ELECTRONIC DEVICES

**Beginning in September 2023, Bnei Akiva Schools will no longer allow cell phones to be used in the school buildings.**

The revised BAS phone policy is motivated by the following observations:

- *Developing a healthy community.*
- *Developing a healthy self.*
- *Developing digital citizenship.*
- *A developing movement in education.*

To these ends, BAS will be adopting the following policy for phones in school:

### Grade 9

Grade 9 students must turn in their cellphones every day, at the start of the school day. School-specific policies around this collection will be addressed with the students at the start of the school year.

Should a student in the incoming Grade 9 cohort be found with a phone during the school day, the following progressive disciplinary steps will be taken:

- *First offense*—the phone will be kept locked in the office for one [1] night.
- *Second offense*—the phone will be kept locked in the office for one [1] week.
- *Third offense*—the student will be suspended from school.

A repeat offense beyond the third will lead to conversations about the student's ability to remain a student in Bnei Akiva Schools.

### Grades 10-12

Beginning at 7:45 a.m. until the end of the school day, including all school programming,

- **Students are never permitted to have a phone out in the school buildings.**
- There will be a locker with specific shelves allocated to each student. Students are strongly encouraged to place their phones in the locker before first period each day, to be retrieved at the end of the school day.

- There will be escalating consequences for students who use their phones in school:
  - *First offense*—a phone seen during school hours in the school building will be confiscated, placed in the locker, and returned at the end of the day.
  - *Second offense*—a phone that is seen again following a one-day confiscation will be kept locked in the office overnight.
  - *Third offense*—a student who has already had his/her phone confiscated overnight, and is then found in possession of a phone a second time, will lose his/her phone for a full week.
  - *Fourth offense*—a student who has already gone through the first three steps of escalating consequences and is found in possession of a phone for a fourth time will face a possible suspension, and/or other consequences.
  - *Fifth offense*—a student may lose his/her standing in the school.

The school highly recommends that students leave devices at home during the school day. In the case of a student who brings her phone to school and has it collected for any of the reasons above, the school takes no responsibility for the phone itself, as it should never have been out in school.

The following supports will be in place to support the new policy:

- A student phone will be available in the school offices for students to make necessary phone calls.
- Parents will be able to call into the school office and leave messages for their children.

Students will be permitted to use computers and tablets in school, and as directed by their teacher during class. However, students will be asked to use these devices while working at one station and not while walking around the building. 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 her 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, her 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, Shul, 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, she 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, or school-run events. 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 comply with the following dress regulations:

### Skirts

- Students are required to wear **ONLY black, flared (non-fitted) skirts, worn in a manner that covers the knees.**
- **Black**, flared midi and maxi skirts are also acceptable.
- No slits will be permitted in any skirt, and no sheer fabric will be permitted.
- Pants may not be worn under skirts (however, leggings are permissible).

### Shirts

- Tops must have sleeves at least reaching the elbow.
- Lightweight T-shirts and see-through or low-cut tops may not be worn. Tops that are lower and wider than the perimeter of the collarbone are not permitted. Shirts must be long enough to cover the top of the skirt at all times. Midriffs, front and back, may not be exposed at any time.

### Other

- Clothing with inappropriate graphics is prohibited.
- Only natural toned hair – namely, only natural-coloured brown, black, blonde and red – is permitted.
- No ‘colour-blocked’ hair or hair that has distinctive, contrasting colours is permitted.
- No open-toed sandals or flip-flops, or any backless slippers at all, may be worn.
- Appropriate gym clothing may be worn during physical education, intramurals, or sport activities only.
- Only ear piercings are permitted.

## RELIGIOUS GUIDANCE COUNSELLOR

Every student will have her own RGC (Religious Guidance Counsellor) within the school. RGCs will have a dedicated period once each week to work with the students on elements of character development and other issues relevant to their group. The designated RGC periods also provide an opportunity for RGCs to address students’ hashkafic questions and get to know the students in a more personal, informal way.

# 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 a lunch detention. An administrator will contact a parent when a student has received three lunch detentions for attendance or behavioural-related reasons, and is in danger of receiving an after-school

detention. Additional unexcused class absences will result in more serious consequences.

A student whose absence from class approaches 30% of the course-hours may put her academic standing in jeopardy and may impact her continued placement within the school.

## LATENESS TO SCHOOL

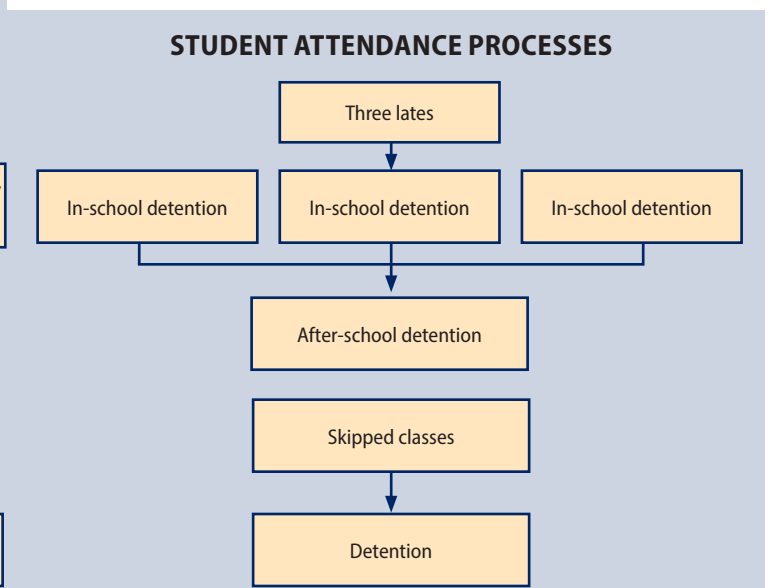
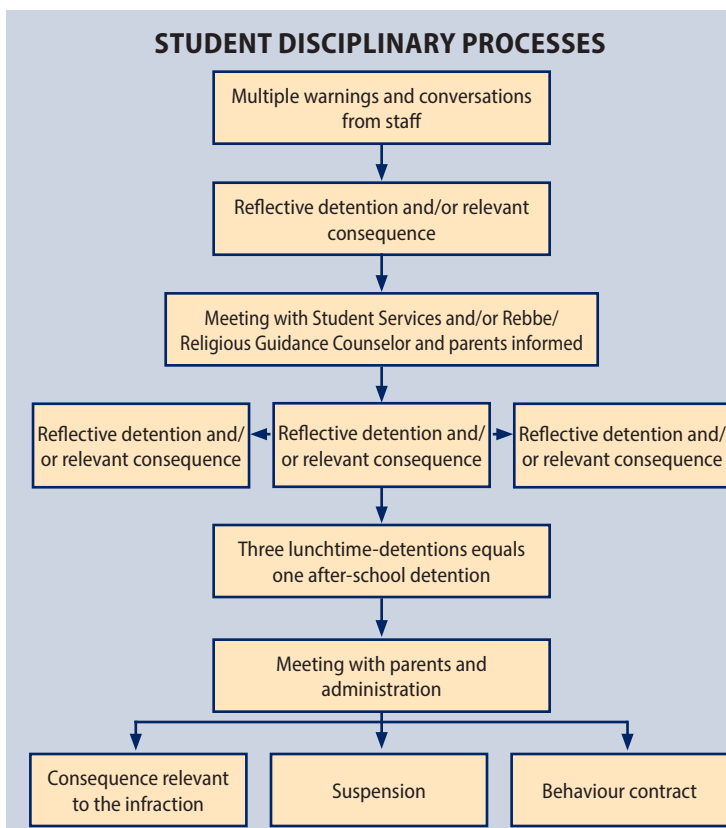
Students arriving late to school must have a parental email or phone call explaining the circumstances. Sleeping in or studying is not a valid excuse for tardiness to school.

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 her arrival.

A student must arrive to davening on time, despite having a spare during the first class period, except if prior administrative approval has been granted. 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 within one week the student will serve a lunch 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. All students arriving late to class will be required to obtain a late note from office staff, a school administrator, or the school social worker in order to be permitted to class.

### **ABSENCE FROM SCHOOL**

If a student is ill or has an appointment, a parent should send an email to [UOattendance@bastoronto.org](mailto:UOattendance@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 test or co-curricular if she 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**

A daily attendance list will be generated at Tefilla. After 15 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 herself 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 she 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 Bathurst Street.

Once the students and teachers have left the building, everyone should congregate on the south side of Canyon Avenue, furthest away from Bathurst Street.

**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 her 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. Seventeen (18 for students who began high school prior to September, 2024) 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 13 (12 for students who began high school prior to September, 2024) 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 throughout the course of their four years of high school 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 she 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 שבעל-פה / Oral Law
- תורה / Torah
- נביאים / Prophets
- הלכה / Jewish Law
- אמונה / Jewish Philosophy and Thought
- היסטוריה / Jewish History
- עברית / Hebrew Language and Literature



# DIPLOMA GUIDE

## DIPLOMA REQUIREMENTS (FOR STUDENTS WHO HAVE ENTERED THE SCHOOL PRIOR TO SEPT. 2024)

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



# DIPLOMA GUIDE

## DIPLOMA REQUIREMENTS (FOR STUDENTS ENTERING AFTER SEPTEMBER 2024)

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—pre-2024 start: 18 compulsory and 12 optional; post-2024 start: 17 compulsory and 13 optional

Ontario Secondary School Literacy Test       40 Community Service Hours       Financial Literacy Test (for students entering high school in 2025 or later)

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)	4	<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"/>
Technological Education For students entering high school in 2025 or later.	1	<input type="checkbox"/>
Civics	0.5	<input type="checkbox"/>
Career Studies	0.5	<input type="checkbox"/>
Stem-related course group (choose 1 credit) For students entering high school in 2024 or later. <ul style="list-style-type: none"> <li>• Business studies</li> <li>• Computer studies</li> <li>• Cooperative education</li> <li>• Mathematics (in addition to the 3 compulsory credits currently required)</li> <li>• Science (in addition to the 2 compulsory credits currently required)</li> <li>• Technological education (in addition to the 1 compulsory credit required)</li> </ul>	1	<input type="checkbox"/> _____
Optional Credits You must earn 13 optional credits by successfully completing courses from your school's program and course calendar. These may include up to 4 credits earned through approved dual credit programs. <i>Note: Students receive 2 credits per year towards these optional credits by successfully completing their Judaic Studies courses.</i>	13	<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"/> _____ <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
Financial Literacy Test For students entering high school in 2025 or later.		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>	6	6	6	4–6
<b>Judaic Studies</b>	1	2	2	3
<b>Totals</b>	8	16	24	30–32

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

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

## TERMS AND DEFINITIONS

### Course Code

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

### EQAO Literacy Test

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

Students 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 (Ontario Secondary School Literacy Test) at least once may be eligible to take

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

Students with special education needs or special considerations are eligible for accommodations. These accommodations should be listed in their Individual Education Plan (IEP) where applicable and used for regular classroom activities, including all forms of assessment.

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.

### Financial Literacy Test

Starting in September 2025, as part of their Grade 10 Mathematics course, students will be expected to complete a financial literacy graduation requirement developed by TVO, in collaboration with TFO, EQAO, and financial literacy experts. Students will be required to successfully complete this assessment by obtaining a mark of 70% or higher on the assessment component. Those who are unsuccessful will have another opportunity to attempt the assessment in their Grade 10 Mathematics course. Principals are required to ensure that students who are not successful on the second attempt have successfully demonstrated an understanding of the concepts or expectations that they did not previously achieve before being awarded the credit.

### 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 in the pre-2024 curriculum:**

- 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**

Students must have at least 40 hours of community involvement activities (volunteering) to graduate and earn their OSSD. Volunteer hours can be collected from the summer before beginning Grade 9.

Criteria for volunteer opportunities:

- do not take place during class time
- volunteer, without payment
- are not personal or household activities, but volunteering that benefits other individuals/community
- must be safe and age-appropriate

Volunteering in your community helps you learn about civic engagement and understand your role as a citizen. By being involved in your community and serving others, you:

- develop transferable skills
- explore different sectors and potential career opportunities
- understand more about yourself and your role in society

Examples of community involvement activities:

- local businesses,
- hospitals, long-term care, retirement homes and other health care institutions
- not-for-profit organizations
- community events

Speak to the Dean if you require support finding opportunities.

**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

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 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.

### **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.

### **ONLINE GRADUATION REQUIREMENT**

Students are required to earn two online learning credits to graduate from high school, beginning with every student entering Grade 9 in the 2020-21 school year. This requirement is intended to support students in developing familiarity with working and learning in an online environment, as well as developing digital literacy and other important skills that will help prepare them for success after graduation and in all aspects of their lives.

Online learning credits that count towards the requirement are earned through courses that rely primarily on communication between students and educators through the internet or another digital platform. Online learning credits that count do not generally require students to be physically present with one another or with their educator in the school, except where required for: examinations and other final evaluations, occasional meetings with educators and other school staff, and access to internet connectivity, learning devices, or other supports (for example, guidance, special education and mental health and well-being supports).

Students complete their online coursework with the support of an educator with whom they communicate, and who provides instruction, ongoing feedback, assessment, evaluation and reporting as needed, including implementing any accommodations and/or modifications identified in the student’s Individual Education Plan.

In-person courses that use digital learning tools in a physical classroom do not count towards the online graduation requirement, nor do remote learning courses that rely on a minimum requirement for synchronous learning.

Parents/guardians may choose to opt their child out of the mandatory online courses required for graduation. A signed opt-out form must be submitted to the office. Students and parents are allowed to opt back in should their decision change. Opt-out forms are available in the school office.



# CURRICULUM



# COURSE GUIDE

GRADE 9	GRADE 10	GRADE 11	GRADE 12
<b>JUDAIC STUDIES</b> CHUMASH IVRIT INSPIRED TEFILLAH NAVI TORAH SHEBE'AL PEH BUILDING PURPOSE	<b>JUDAIC STUDIES</b> CHUMASH NAVI IVRIT HILCHOT SHABBAT GEMARA BUILDING PURPOSE JEWISH HISTORY	<b>JUDAIC STUDIES</b> CHUMASH NAVI IVRIT GEMARA HASHKAFAT HILCHOT KASHRUT THE HOLOCAUST	<b>JUDAIC STUDIES</b> CHUMASH NAVI IVRIT ADVANCED GEMARA PRACTICAL HALACHA PIRKEI AVOT MODERN MIDDLE EAST RELATABLE RELIGIOUS ZIONISM SENIOR LEADERSHIP SEMINAR
<b>GENERAL STUDIES</b> BUSINESS STUDIES CORE FRENCH DRAMA ENGLISH GEOGRAPHY HEALTHY ACTIVE LIVING EDUCATION HONOURS MAKER LAB INTEGRATED ARTS (MEDIA ARTS) MATHEMATICS STRATEGIES FOR SUCCESS SCIENCE VISUAL ARTS	<b>GENERAL STUDIES</b> CANADIAN HISTORY CIVICS CORE FRENCH DANCE DRAMA ENGLISH GUIDANCE AND CAREER EDUCATION HEALTHY ACTIVE LIVING EDUCATION HONOURS MAKER LAB INTEGRATED ARTS (MOVIE-MAKING) MATHEMATICS SCIENCE VISUAL ARTS	<b>GENERAL STUDIES</b> BUSINESS STUDIES CORE FRENCH DANCE DRAMA ENGLISH HEALTHY ACTIVE LIVING EDUCATION HONOURS CODING HUMANITIES MATHEMATICS SCIENCES VISUAL ARTS	<b>GENERAL STUDIES</b> BUSINESS STUDIES CORE FRENCH DANCE DRAMA ECONOMICS ENGLISH HONOURS ENGLISH HUMANITIES LAW MATHEMATICS NUTRITION AND HEALTH SCIENCES THE WRITER'S CRAFT VISUAL ARTS

# JUDAIC STUDIES

## CHUMASH

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

### GRADE 9

#### Shemot • CHU9

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 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.

### GRADE 10

#### Bamidbar • CHU10

In this course, students will study the narrative of Sefer Bamidbar, focusing on Moshe's leadership in moments of religious and political rebellion. The stories of the mitonenim, the meraglim, Korach and Moshe's sin, will allow students to explore the lives and challenges of Bnei Yisrael and draw inspiration from them in a meaningful and practical way. Emphasis will be placed on growing specific textual skills, such as noticing unusual grammatical constructs. We will lean heavily on some of the classic medieval commentaries, such as Rashi and Ramban, as well as more contemporary biblical scholars.

## 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.

**ENL 1 W**

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 Studies
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
W = De-streamed	

## GRADE 11

### Devarim • CHU11

This course will explore the final speeches of Moshe throughout Sefer Devarim as he prepares Bnei Yisrael to enter Eretz Yisrael. Emphasis will be placed on understanding the events of the Sefer through the lens of various mefarshim, both classical and contemporary. Major topics that will be covered include Parshat Va'etchanan, the Aseret Hadibrot, Kriat Shema, and Moshe passing on the mantle of leadership to Yehoshua. Throughout the course, students will be challenged to learn in chavruta, with a goal of improving both skills and fluency in reading and analyzing the pshat and the mefarshim.

## GRADE 12

### Bereishit

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

## HALACHA & TORAH SHEBE'AL PEH

*At Ulpanat Orot, we work to develop the skills, knowledge and appreciation for learning that encourage a lifetime of study and observance. Thus, we strive to instill our students with an understanding of Torah Shebe'al Peh and its practical implications. In addition, we aim to impart an understanding of the development of Torah Shebe'al Peh from the Biblical sources through the Gemara, Rishonim, Acharonim and ultimately to modern day commentaries and practices. We believe that all our students should have a basic understanding of the way Gemara operates, the basic skills of reading Gemara, and the overall role Gemara plays within the development of Halacha. Topics are chosen based on relevance and applicability to students' everyday halachic observance. All classes include a focus on the building blocks of reading and understanding the syntax and language of texts.*

## GRADE 9

Two *Torah Shebe'al Peh* tracks offer students different emphases. The first focuses on an introduction and background to the development of *Torah Shebe'al Peh*, its distinct sections and how

they build on each other. The second track, already assuming a basic understanding and experience with *Torah Shebe'al Peh*, is for students who are ready to begin learning Gemara in earnest with an emphasis on recognizing key words and basic Gemara structure.

## GRADE 10

### Hilchot Shabbat

The goal of this course is to familiarize students with the fundamental halachic aspects of Shabbat, both Mitzvot Aseh and Mitzvot Lo Ta'aseh, with an emphasis on contemporary, "real life" application. An understanding of the system of halacha and its relevant terminology provides the foundation for this course. Topics include positive mitzvot unique to Shabbat, such as oneg Shabbat, hadlakat neirot, kiddush, hamotzi, and seudot Shabbat, as well as the practical application of issurei melacha such as *bishul*, *borer*, *tzoveia* and the use of electricity.

## GRADE 11

### Hilchot Kashrut

This course will cover the fundamentals of the halachot of kashrut. As students navigate the sources, they will be able to identify kosher and non-kosher foods in various categories and levels; distinguish between biblically proscribed non-kosher foods and foods prohibited by rabbinical decree; explain and apply the rules of kashrut concerning the realm of milk and meat; and understand the maintenance of a kosher kitchen, as well as how to apply the rules of kashrut in daily life.

### Gemara

This class continues to build upon skills and knowledge acquired in the Grades 9 & 10 Gemara classes, and provides students with the opportunity to learn Gemara more independently. We will expand upon key function words, grammar & vocabulary, while placing a greater emphasis on chavruta learning and the process of determining halacha.

## GRADE 12

### Advanced Gemara

This class is for students who have a real passion for learning Gemara. There will be an emphasis on intense chavruta learning as well as a focus on expanding students' understanding of key function words, grammar and vocabulary. We will learn various sugyot using the explanations of multiple Rishonim and examining the merits of each approach, while exploring the underlying basis of a *machloket* in the Gemara and how



Achronim analyze the *machloket* of the Rishonim. Students will also learn the process by which the halachic conclusion of a Gemara is determined.

### **Practical Halacha**

This course will be exploring practical halachic matters as they relate to women, including Hilchot Tzniut, the basic halachot of Taharat Hamishpacha, and more, using a refreshingly novel approach based on Torah sources, contemporary literature and intellectual understanding to explain the halacha in a clear, non-threatening manner, enabling students to internalize and personalize these halachot meaningfully. Emphasis will be placed on understanding both the reasoning and the application of the halacha.

## **IVRIT**

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

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

### **GRADE 9**

#### **Ivrit**

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

### **GRADE 10**

#### **Ivrit • LYHBD/LYHBO**

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. A variety of materials and methods are used in order to stimulate language immersion, including textbooks, articles, music, videos and other multimedia tools. *Please note that only students in the LYHBD course will be able to take LYHCU in Grade 11.*

*Prerequisite: Grade 9 Ivrit.*

### **GRADE 11**

#### **Honours Ivrit • LYHCU**

This course offers students various opportunities to further develop their knowledge of Hebrew and to enhance their communication skills. Students use increasingly sophisticated language in a variety of activities that enable them to speak and write with clarity and accuracy. Students also enhance their thinking skills through the critical study of literature, and continue to explore aspects of the culture of Israel through a variety of print and technological resources. Thematic units include: The Hebrew Calendar, Living in a New Country, Tarnegol Kaparot, The Israeli Declaration of Independence, The Holocaust, Hassidut and The Role of Media in Life. *Upon completion of this course, students will receive a university level Grade 11 credit.*

*Prerequisite: Grade 10 LYHBD Ivrit.*

#### **Ivrit • LYHCO**

This course offers students the opportunity to develop their conversational Hebrew skills through a variety of activities and experiences that enhance vocabulary and fluency. Students will also explore aspects of the Israeli experience through print and technological resources. *Upon completion of this course, students will receive a Grade 11 credit.*

### **GRADE 12**

#### **Tzionut Datit • Ivrit Instruction**

This course will feature high level Ivrit instruction as we explore the philosophy of Tzionut Datit in an attempt to define what that term means both conceptually and practically. To do so, we will look at the Religious Zionist stream of thought and different models of this movement, making connections between the

Zionist thought of various rabbis in modern history, and their Jewish philosophy and worldview. We will also be considering what Tzionut Datit looks like today in relation to the Land and nationalism, the people, the State, and a way of life.

## NAVI

*The goal of the Navi program is to familiarize students with the world of Tanach as an expression of the eternal relationship between Hashem and the Jewish people and its message to their lives today. Using the wealth of exegesis tools from the classical parshanim up until contemporary approaches, students develop skills to analyze the various layers of Tanach. Students gain tools to independently decipher the language, narrative, literary themes and parshanut of the Navi leading to a life inspired by the study of Tanach and its eternal messages. Please note that the specific courses listed represent our offerings for the 2024–25 school year. Some changes for the following year are to be expected, while the core program remains the same.*

### GRADE 9

#### Yonah, Esther and Rut

The goal of the course is to serve as an introduction to the methodical study of Tanach. Students are given the fundamental tools enabling them to develop a personal connection to Tanach through independent study. Additionally, students engage in the eternal messages of the Nevi'im and their relevance to their lives today. The course covers the books of Yonah, Esther and Ruth. Each of these books is a short story narrative: Yonah is part of Nevi'im Acharonim while Esther and Ruth are from Ketuvim. Students learn to notice structural nuances, plot development, key words and identify themes in order to uncover the messages of the books. The classic use of *mefarshim* plays an important role in uncovering the deeper themes of the books. In Yonah, repentance, reward and punishment, and free will; in Esther, Hashem's hand in history, exile and redemption, and the relationship between Jews and other nations; and in Ruth, communal responsibility, conversion and *chessed*.

### GRADE 10

#### Sefer Melachim

Using Sefer Melachim as a starting point, this course will examine many of the fascinating events that took place in the time period leading up to the exile of the 10 tribes. These stories will help us to understand the roles of both the navi and the king as

leaders and the socio-political landscape at the time, and how the lessons, as well as the personalities and events, continue to impact us today.

### GRADE 11

#### Yirmiyahu: The Prelude to the Churban

This class will delve into the personality, life and experiences of Yirmiyahu, a most reluctant prophet, using various texts, including Sefer Yirmiyahu and Megillat Eicha among others. We will look at his prophecies against the backdrop of the impending destruction of the Beit Hamikdash, while appreciating the inspiration and spiritual impact that the timeless words of Yirmiyahu have on our lives today.

### GRADE 12

#### The Path to Geulah

This course explores the concept of the Geulah as it unfolds across various sources in Tanach. Through texts and commentaries, we will trace the roots of Mashiach, from Yehudah and Tamar to Yosef to Rut and Boaz, with an eye to understanding the future redemption as described in Tanach.

## JEWISH HISTORY

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

### GRADE 10

#### Jewish History

This course begins with an exploration of the Roman-Jewish relationship that led to the destruction of the second Beit HaMikdash. The early parts of the course will cover events in galut that include the Bar Kochba rebellion, the 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 events, 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. Traditional teaching methods are complemented by significant experiential learning.

## **GRADE 11**

### **Politics in Action: Tough Jews: An Exploration of Jewish Activism in the 20th Century • CPC30**

This course enables students to develop plans for change in the local, national, and/or global community. Students will explore various issues, investigating their causes as well as their impact, and determining where change is needed, and why. They will examine the effectiveness of various problem-solving strategies used by individuals and groups that have brought about and/or are attempting to bring about political change in democratic societies. In addition, students will analyse the role and perspectives of governments and other stakeholders in relation to issues of political importance and will consider factors affecting their own and others' political engagement. Students will apply the concepts of political thinking and the political inquiry process as they investigate various issues of political importance and develop a plan of action to address a selected issue.

In this course, students will explore various periods in 20th century Jewish history. With a specific focus on Jewish activism, students will examine a number of significant historical events, including the 1917 Communist Revolution and the 1943 Warsaw Ghetto Uprising. Other topics include Jewish involvement in the American Civil Rights Movement in the 1960s, anti-Soviet Jewish activism in the 1970s and 1980s, and the coordinated efforts to save Syrian Jewry in the 1990s. Students will critically assess modern threats to Jewish survival, the different motivations that drive Jewish activism and leadership, and the dynamic spirit of Jewish heroism.

*Prerequisite: Civics and Citizenship, Grade 10, Open*

### **The Holocaust: The Jewish World That Was**

This course aims to explore the Jewish world before, during and after the Holocaust. Using a variety of methodologies and sources, students will attain an understanding of Jewish communities throughout pre-war Europe, the Holocaust itself, and its relevance to their own lives today.

## **GRADE 12**

### **Modern Middle East • CHZ47**

This course traces the emergence during the 20th century of the principal Middle-Eastern nation-states and examines their ongoing political, social, ideological and economic development.

Students will investigate the roles played by various local and foreign groups and individuals and will learn to consider current events and challenges from a historical perspective. In addition, students will sharpen their research and 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 constant claims of its illegitimate right to exist. Traditional teaching methods are complemented with multimedia presentations and speakers. Time will be spent focusing on how the development of the modern Middle East helps us to understand the important events taking place in that region today.

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

## **JEWISH THOUGHT**

## **GRADE 9**

### **Inspired Tefillah**

Over the course of the year, we will be exploring both the hashkafa and meaning of Tefillah. With a focus on both formal, scripted prayer as well as informal, spontaneous prayer we will delve into what Tefillah means and can do for our relationship to Hashem and ourselves. We will learn the translations and significances of many of the Tefillot in the Siddur with an emphasis on how to build a relationship with Hashem through them in specific, and Tefillah in general. The class will examine different ways we can be mitpallel and develop/express our spiritual side through different mediums and modalities.

## **GRADE 11**

### **Hashkafa**

The curriculum for this class is based on classical works of Jewish thought, and covers a broad range of topics including the role of the Jewish people in the world, reward and punishment, and Olam Haba. The class is an interactive experience with a student-centered focus, giving the girls a chance to clarify and solidify these fundamentals of their faith. With a concentration on real-life applications of the abstract concepts, the girls engage with these timeless ideas, deepening their appreciation for their role as Jews.

## GRADE 12

### Pirkei Avot

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

### Relatable

In this course, we will explore what it means to think like a Jew. Examining current events and other socially relevant issues through the Jewish lens, both halachically and hashkafically, will allow students to appreciate the depth and breadth of Jewish thought and its timeless relevance and relatability.

### Religious Zionism

This course will examine the concept of Religious Zionism in an attempt to define what that term means both conceptually and practically. To do so, we will look at the Religious Zionist stream of thought and different models of this movement, making connections between the Zionist thought of various rabbis in modern history, and their Jewish philosophy and worldview. We will also be considering what Religious Zionism looks like today in relation to the Land and nationalism, the people, the State and a way of life.

interact with the speakers and reflect on the lessons they have learned from each speaker.

## 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.

## SENIOR LEADERSHIP SEMINAR

### GRADE 12

In this exciting seminar, Grade 12 students have the wonderful opportunity of hearing from local Jewish speakers, who will be giving presentations on leadership. Speakers range from rabbis to community leaders to activists, and students will be able to



# GENERAL STUDIES

## BAS HONOURS COURSES

Four new honours courses have been recently introduced to provide new areas of study in each grade. 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

#### Technological Design: Honours Maker Lab • TDJ10/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 postsecondary education and training leading to careers in the field.

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.

### GRADES 11 & 12

#### Honours Coding • ICS3U/ICS4U

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 • ENG4UH1

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 • University/College Preparation • HZT4U

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

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

## 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 regular opportunities to experience visual art exhibitions throughout the program.

## **GRADE 9**

### **Visual Arts • Open • AVI10**

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context.

### **Dance • Open • ATC10**

This course gives students the opportunity to explore their technical and compositional skills by applying the elements of dance and the tools of composition in a variety of performance situations. Students will generate movement through structured and unstructured improvisation, demonstrate an understanding of safe practices with regard to themselves and others in the dance environment, and identify the function and significance of dance within the global community.

## **GRADES 9 & 10**

### **Media Arts • Open • ASM20**

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.

### **Integrated Arts • Movie Making • Open • ALC20**

This course will provide insight into the filmmaking process from the seedling of an idea through to the final screening of the finished product. Students will be introduced to the basic

components of film making, analyzing genres, generating ideas, script writing, participating in acting workshops and pre-production, engaging in the shooting process, and editing the “B roll”, to ultimately create an original short film.

## **GRADE 10**

### **Dramatic Arts • Open • ADA20**

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.

### **Dance • Open • ATC20**

This course gives students the opportunity to explore and apply the elements of dance and the tools of composition in a variety of performance situations. Students will generate movement through structured and unstructured improvisation, demonstrate an understanding of safe practices with regard to themselves and others in the dance environment, and identify the function and significance of dance within the global community.

### **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**

### **Dance • University/College Preparation • ATC3M**

This course emphasizes the development of students’ artistry, improvisational and compositional skills, and technical proficiency in dance genres from around the world. Students will apply dance elements, techniques, and tools in a variety of ways, including performance situations; describe and model responsible practices related to the dance environment; and

reflect on how the study of dance affects personal and artistic development.

#### **Dramatic Arts • University/College Preparation • ADA3M**

This course requires students to create and perform in dramatic presentations. Students will analyse, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyse the functions of playwrights, directors, actors, designers, technicians, and audiences.

#### **Photography • AWQ3M**

In Grade 11 Photography, students will explore the features and settings of the digital camera as they learn to take photos that express meaning and reflect their individual style. AWQ3M will also discuss the history, evolution, and social influence of the art of photography, drawing connections between the digital revolution and 21st century society.

#### **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.*

#### **Dance • University/College Preparation • ATC4M**

This course emphasizes the development of students' technical proficiency, fluency in the language of movement in dance

genres from around the world, and understanding of dance science. Students will explain the social, cultural, and historical contexts of dance; apply the creative process through the art of dance in a variety of ways; and exhibit an understanding of the purpose and possibilities of continuing engagement in the arts as a lifelong learner.

#### **Dramatic Arts • University/College Preparation • ADA4M**

This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other texts and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.

## **BUSINESS STUDIES**

*The goal of the Business Studies program is to offer a variety of courses to help students develop a deeper understanding of the world of business and to focus their interests in this area. There are courses that will help students develop their knowledge and skills in the areas of accounting, information and communication technology, international business, marketing, and business leadership.*

### **GRADE 11**

#### **Financial Accounting Fundamentals • University/College Preparation • BAF3M**

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

### **GRADES 11 & 12**

#### **Business Leadership • Management Fundamentals • University/College Preparation • BOH4M**

This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision making,

management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.

### **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.*

### **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.

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

## **COMPUTER STUDIES**

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

### **GRADE 10**

#### **Introduction to Computer Studies · Open · ICS20**

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

### **GRADE 11**

#### **Introduction to Computer Science · University/College Preparation · 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.

## **CORE FRENCH**

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

### **GRADE 9**

#### **Core French · Academic · FSF1D**

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by



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

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

## **GRADE 10**

### **Core French • Academic • FSF2D**

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

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

## **GRADE 11**

### **Core French • University/College Preparation • FSF3U**

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

*Prerequisite: Core French, Grade 10, Academic.*

## **GRADE 12**

### **Core French • University/College Preparation • FSF4U**

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

appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

*Prerequisite: French, Grade 11.*

## **ENGLISH**

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

## **GRADE 9**

### **English • Destreamed • ENL1W**

This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum.

## **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, Destreamed.*

## GUIDANCE AND CAREER EDUCATION

### **GRADE 9** **General Learning Strategies • Strategies 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.

*Prerequisite: Recommendation of Principal.*

### **GRADE 10** **Careers • Open • GLC20**

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends, and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management—including the variety of saving and borrowing tools available to them and how to use them to their advantage—and develop a budget for their first year after secondary school.

### **GRADE 11**

#### **English • University/College Preparation • ENG3U**

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

*Prerequisite: English, Grade 10, Academic*

### **GRADE 12**

#### **English • University/College Preparation • ENG4U**

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

*Prerequisite: English, Grade 11, University/College Preparation*

#### **The Writer's Craft • University/College Preparation • EWC4U**

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

*Prerequisite: English, Grade 11, University/College Preparation*

## 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

### 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.*

### Functions and Applications - University/College Preparation - MCF3M

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

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

### Functions - University/College Preparation - MCR3U

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and

continuous functions, including trigonometric and exponential functions, represent functions numerically, algebraically, and graphically, solve problems involving applications of functions, investigate inverse functions, and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

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

## GRADE 12

### Calculus and Vectors - University/College Preparation - MCV4U

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

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

### Mathematics of Data Management - University/College Preparation - MDM4U

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

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



### **Advanced Functions • University 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/College Preparation • SBI3U**

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

*Prerequisite: Science, Grade 10, Academic.*

#### **Chemistry • University/College Preparation • SCH3U**

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

*Prerequisite: Science, Grade 10, Academic.*

#### **Physics • University/College Preparation • SPH3U**

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

*Prerequisite: Science, Grade 10, Academic.*

## GRADE 12

### **Biology • University/College Preparation • SBI4U**

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

*Prerequisite: Biology, Grade 11, University/College Preparation.*

### **Chemistry • University/College Preparation • SCH4U**

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

*Prerequisite: Chemistry, Grade 11, University/College Preparation.*

### **Physics • University/College Preparation • SPH4U**

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

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

## HUMANITIES

*The Humanities curriculum engages the students in a number of disciplines including History, Geography, Civics 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 • Destreamed • CGC1W**

This course builds on learning in Grades 7 and 8 in Geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations.

## 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 individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, 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 identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. 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.

### **Civics and Citizenship • Open • CHV2O**

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance 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. This course also includes learning on digital literacy and critical-thinking skills, the mechanisms of government, Indigenous governance

systems and structures, the historical foundations of the rights and freedoms we enjoy in Canada, ways in which government policy affects individuals' lives and the economy, and ways for students to serve their communities.

## **GRADE 11**

### **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.*

### **American History · University/College Preparation CHA3U**

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

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

### **Genocide and Crimes Against Humanity · University/College Preparation · CHG38**

This course investigates examples of genocide in the twentieth and twenty-first centuries, including the Holocaust, Armenia and Rwanda. Students will investigate the terms genocide, crimes against humanity, and war crimes and explore them through the lens of historical analysis. Students will examine identity formation and how "in groups" are created, including an analysis of how bias, stereotypes, prejudice and discrimination impact on various groups. As the course unfolds, students will be challenged to draw appropriate connections between the history of genocide and Canadian history and between the lives of the people they are investigating and their own lives. Students will use critical thinking skills to look at the themes of judgment, memory and

legacy and will evaluate the ways in which active citizens may empower themselves to stop future genocides. Throughout the course, students will gain an understanding of the role of perpetrator, victim, bystander, opportunist and resister.

### **World History to End of the Fifteenth Century · University/College Preparation · CHW3M**

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

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

### **Introduction to Anthropology, Psychology, and Sociology · University/College Preparation · HSP3U**

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

*Prerequisite: The Grade 10 academic course in English, or the Grade 10 Academic History course (Canadian and World Studies).*

## **GRADES 11 & 12**

### **World History Since the Fifteenth Century · University/College Preparation · CHY4U**

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

*Prerequisite: Any University or University/College Preparation course in Canadian and World Studies, English, or Social Sciences and Humanities.*



## GRADE 12

### **Analysing Current Economic Issues · University/College Preparation · CIA4U**

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

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

### **Nutrition and Health · University/College Preparation · HFA4U**

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

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

### **Canadian and International Law · University/College Preparation · CLN4U**

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

*Prerequisite: Any University or University/College Preparation course in Canadian and World Studies, English, or Social Sciences and Humanities.*

### **Challenge and Change in Society · University/College Preparation · HSB4U**

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.

## TECHNOLOGICAL EDUCATION

### 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.

### 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.

**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 her 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 she 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 her 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 the 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, 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. This includes work that is composed by an AI and then reworded, either through software or manually by the student. 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

Awards take into consideration all four years of the student's high school experience at BAS, and students' participation in Subject Scholars and Honours-level courses are also factored into these decisions.

## CRITERIA FOR VALEDICTORIAN

The valedictorian represents not only her 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 be enrolled in advanced-level Judaic Studies courses.
- 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 her 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, Judaic

Studies and General Studies faculty. We encourage such dialogue for it is mutually beneficial to both students and faculty alike.

Bnei Akiva Schools has a relationship with the Jewish Vocational Service (JVS) and the 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.

## 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 chessed 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.

In past years, Ulpanat Orot offers a cross country team, a basketball team, a volleyball team, a soccer team, and a tennis team. Ulpanat Orot teams compete in the SSAF (Small Schools Athletic Federation). The basketball team's season generally takes place during first semester; volleyball and tennis seasons take place during second semester. Cross country meets, weather permitting, during fall and spring.

## 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 as an opportunity to any interested students 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.

## MATMIDOT

Students are eligible to join the Matmidot program. Matmidot meet each Wednesday after school (or Thursdays in the event of a short day schedule on a Wednesday) for additional learning. Learning focuses on both guided chavruta learning and chabura sessions. Students participating will enjoy special programming and siyumim.

## 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, chessed committee, Israel advocacy club, 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, an opening Grade 9 shabbaton, the Grade 11 retreat, 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; 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 and participate in 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 and effective leader and representative of Bnei Akiva Schools. A student may be determined to be ineligible if they don't meet the expectations in the two areas outlined below:

- **Academic record:** In order to run for Student Council, student council candidates must maintain a passing grade for each course. Student council will add significant time commitments to a student's schedule in addition to her regular workload.
- **Character record:** Student council candidates must be representative of the student body in attendance, Tefilla, participation in school activities, speech, dress, commitment to Torah, behaviours both inside and outside of the classroom and conduct themselves as appropriate role models of the ideals for which Bnei Akiva Schools stands.
- **Statement of goals:** The student must present a written statement defining her goals should she be elected.
- **Résumé:** The student shall present a résumé which includes relevant experiences for the position sought.
- **Faculty recommendations:** Once students submit their names for candidacy, their teachers will be consulted. If three or more teachers are concerned with a given student

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 her 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 or mental health document 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 learning strategist.
11. To provide students and parents with strategies and resources to support education planning and the course selection process.
12. To help students manage their work load and stress levels.
13. To help students improve their executive functioning and organizational skills.
14. To help students have a rewarding, successful and enriching high school experience.



## 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 aids
- 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. Ulpanat Orot'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



## MEET OUR SUPPORT STAFF



**MRS. SHARI WEINBERG** *Director of Guidance • [sweinberg@bastoronto.org](mailto:sweinberg@bastoronto.org)*

Mrs. Shari Weinberg has been a vital part of Ulpanat Orot over the past 30 years. She has held an administrative role for the last 14 years while continuing to teach Physical Education. At Ulpana, Mrs. Weinberg provides guidance to our girls on a daily basis and especially in advance of their post-secondary academic decisions. Mrs. Weinberg has also been instrumental in the introduction and success of alumni and career days. Mrs. Weinberg has principal certification and is a Specialist in Guidance Education. Her door is always open, as students and staff alike seek her guidance and level-headed decision-making skills.



**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.



**DR. ZAHAVA ROSENBERG-YUNGER** *Learning Specialist • [zrosenberg-yunger@bastoronto.org](mailto:zrosenberg-yunger@bastoronto.org)*

Dr. Zahava Rosenberg-Yunger is a seasoned educator and health services researcher with nearly 20 years of experience in both high school and post-secondary education. Currently serving as an Adjunct Professor at Toronto Metropolitan University, Dr. Rosenberg-Yunger has held roles in a variety of sectors, including not-for-profit organizations, industry, and academia. She holds a PhD in Health Policy from the University of Toronto, an MA in Interdisciplinary Studies from York University, and a BSc (Honours) from the University of Toronto. In her teaching practice, Dr. Rosenberg-Yunger is a dedicated learning facilitator who implements diverse strategies to support students in their educational growth and success.



**MS. ATARA ENGLISH** *Social Worker • [aenglish@bastoronto.org](mailto:aenglish@bastoronto.org)*

Ms. Atara English is an Ulpanat Orot alumna and holds an MSW degree from Wurzweiler School of Social Work. After graduating Ulpana she completed her year in Israel and then attended York University where she received a Bachelor of Arts in Humanities. She has experience working with children and youth in schools and community agencies throughout Toronto. She builds on students' strengths and believes in empowering them to reach their full potential. Atara enjoys meeting with students, creating therapeutic relationships and promoting mental wellness within the school culture!



**Ulpanat Orot**  
Nachman Sokol Torah Centre

45 Canyon Avenue  
Toronto, ON M3H 3S1

T 416 638-5434  
F 416 638-7905

[www.bastoronto.org](http://www.bastoronto.org)

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THE JULIA & HENRY KOSCHITZKY  
CENTRE FOR JEWISH EDUCATION

19 December 2024