BNEI AKIVA SCHOOLS

BAS

YESHIVAT OR CHAIM

CELEBRATING 50 YEARS

CURRICULUM & DIPLOMA GUIDE

2026–2027 • 5787

COURSE GUIDE

GRADE 9	GRADE 10	GRADE 11	GRADE 12
JUDAIC STUDIES	**JUDAIC STUDIES**	**JUDAIC STUDIES**	**JUDAIC STUDIES**
GEMARA	GEMARA	GEMARA	GEMARA
TORAH	TORAH	TORAH	TORAH
CHUMASH	CHUMASH	CHUMASH	CHUMASH
NAVI	NAVI	NAVI	JEWISH PHILOSOPHY
ISRAEL STUDIES	HALACHA	HASHKAFA AND EMUNA	RELIGIOUS ZIONISM
IVRIT	IVRIT	IVRIT	MODERN MIDDLE EAST
MACHSHAVA	JEWISH HISTORY	MODERN RESPONSA	
HALACHA	BUILDING PURPOSE	PRACTICAL HALACHA	
BUILDING PURPOSE			
GENERAL STUDIES	**GENERAL STUDIES**	**GENERAL STUDIES**	**GENERAL STUDIES**
ENGLISH	CANADIAN HISTORY	ACCOUNTING	BUSINESS STUDIES
EXPLORING TECHNOLOGICAL DESIGN	ENGLISH	BUSINESS STUDIES	ECONOMICS
GEOGRAPHY	HEALTHY ACTIVE LIVING	CAREERS	ENGLISH
HEALTHY ACTIVE LIVING	MEDIA ARTS	CIVICS	CODING
PRINCIPLES OF MATHEMATICS	PRINCIPLES OF MATHEMATICS	ECONOMICS	HUMANITIES
SCIENCE	SCIENCE	ENGLISH	LAW
STRATEGIES FOR SUCCESS	VISUAL ARTS	HEALTHY ACTIVE LIVING	MATHEMATICS
		CODING	SCIENCE
		HUMANITIES	TECHNOLOGICAL EDUCATION
		MATHEMATICS	THE WRITER'S CRAFT
		SCIENCE	VISUAL ARTS
		TECHNOLOGICAL EDUCATION	
		VISUAL ARTS	

JUDAIC STUDIES

GEMARA

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

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

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

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

GOALS FOR GRADE 9
STUDYING MASECHET BRACHOT

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

GOALS FOR GRADE 10
STUDYING MASECHET SHABBAT

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

GOALS FOR GRADE 11
STUDYING MASECHET KIDDUSHIN

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

GOALS FOR GRADE 12
STUDYING MASECHET KIDDUSHIN

- Central emphasis on intense chevruta learning.
- Expansion of use of key function words, grammar and vocabulary.
- Learn how to understand the underlying basis of a *machloket* in the Gemara.
- Use of multiple Rishonim who focus on the text of the specific *sugya*, looking at how each understood it and the merits of each approach. This includes but is not limited to Rashi and Tosfot.
- See how Acharonim analyze the machlokot of the Rishonim.
- Analyze the moral and philosophical premises and conclusions of a *sugya*.

TANACH

GRADE 9

Torah · Shemot · HRE13

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

Navi · Sefer Melachim • HRE13

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

GRADE 10

Torah · Bamidbar · HRE23

We will see how Torah is relevant in our personal religious experience. We will spend time learning how to approach the text and search for meaning. We will look at various commentaries in our analysis of the text and we will see how they address issues in the text that are evident to those who carefully read the *pesukim*. We will study the text both by looking at the overall theme and by an analysis of the individual *pesukim*. Topics in this course will include: Individuals Within a Nation, Aliyah Then and Now, Learning Why People Complain, Overcoming Conflict, and What is Required to Build a Nation.

Navi · Shivat Tzion · HRE23

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

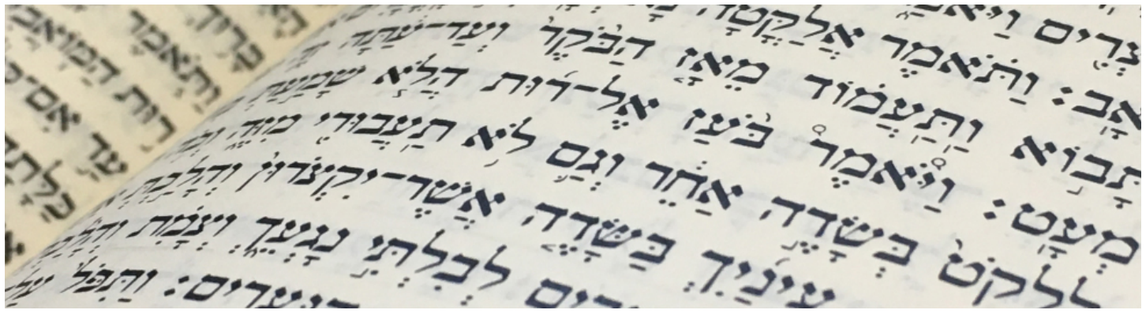
GRADE 11

Torah · Bereishit · HRE33

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

Navi • Sefer Yonah & Megillat Esther • HRE33

This course will focus on two familiar and key sefarim in Tanakh. Students will learn the historical context, explore classic contemporary commentaries and learn out relevant lessons around the themes of teshuva, emunah, and Jewish responsibility and unity.



GRADE 12

Torah • Devarim

Students will study Sefer Devarim and explore the final instructions that Moshe Rabbeinu left Bnei Yisrael. In this final momentous speech we learn about essential principles of faith and laws that are integral for the nation that is about to begin their independent nationhood in the Land of Israel. These lessons are as relevant today as they were when they were given then. We will look at various commentaries in our analysis of the text and we will see how they address issues in the text that are evident to those who carefully read the pesukim. We will study the text both by looking at the overall theme and by a careful analysis of the individual pesukim.

IVRIT

GRADE 9

Ivrit

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

GRADE 10

Ivrit · LYHCU

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

Prerequisite: Grade 9 Ivrit

GRADE 11

Ivrit · LYHDU

Students enhance their ability to use Ivrit with clarity and precision, develop the language skills needed to engage in sustained conversations and discussions, understand and evaluate information, read diverse materials for both study and pleasure, and write clearly and effectively. The course will include extensive use of modern literature as a basis for class discussions, writing assignments and individual and group presentations. This course is geared towards students who have a strong ability in Ivrit and are interested in further developing their Ivrit fluency.

Prerequisite: Grade 10 Ivrit

MACHSHAVA/HASHKAFA

GRADE 9

Machshava

In this course students will become familiar with the world of *Machshevet Yisrael* (Jewish Thought) as an independent discipline in Torah throughout history, as well as explore fundamental questions in Jewish Thought and practice. Topics include: 'What is Jewish Thought', 'What is Torah', 'The Oral Law', 'Machloket', 'Rabbinic Law', 'Why We Have Mitzvot', 'Chosen People' and 'Chosen Land'. The course also features an introduction to Jewish thought for grade 9 students using the rich and broad approach of and Rabbi Jonathan Sacks, zt"l. Units will include an introduction to the idea of belief, our relationship with God, the unique nature of the Jewish people and the responsibility that we have in engaging with the world, foundations of Modern Orthodoxy and Religious Zionism.

Israel Studies

This Israel Studies course is designed to deepen both knowledge and emotional connection to the Land and State of Israel, integrating history, Tanakh, current events, and Zionist thought. Students will explore the biblical roots of our connection to the land, the modern history of the State's founding, and the challenges and achievements of Israel today. Through primary sources, experiential learning, and engagement with contemporary Israeli culture and society, students will develop a nuanced understanding of Israel's central place in Jewish identity and destiny, fostering a lifelong bond of commitment, pride, and responsibility toward Am Yisrael, Eretz Yisrael, and Medinat Yisrael.

GRADE 11

Hashkafa and Emuna

In this course students will study the book "Building a Sanctuary in the Heart" which works on developing an intimate and personal relationship with Hashem. Students will develop a genuine enthusiasm about spiritual growth, gain new insights into self-improvement, and find the motivation to really change and to feel closeness to Hashem.

Philosophy · HZT4U

This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics). Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy. Furthermore, students will learn how to shape their own perspectives of the world while relying on traditional texts and concepts. Through analysis and classroom conversations students will become familiar with the comprehensive approaches of major Jewish thinkers, such as Rambam, Rabbi Yehudah HaLevi, The Maharal, Rav Kook and Rav Yosef Dov Soloveitchik.

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

Religious Zionism

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

HALACHA

GRADE 9

Tefillah/Brachot

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

GRADE 10

Hilchot Shabbat

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

GRADE 11

Modern Responsa

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

Practical Halacha

This Practical Halacha course will help students navigate the everyday mitzvot of Jewish life—Shabbat, kashrut, tefillah, the chagim, and mitzvot bein adam lechavero—while uncovering the deeper meanings and values behind them. Through learning sources and real-life applications, students will explore not just what halacha asks of us, but why it matters, and how it shapes a meaningful Jewish identity

JEWISH HISTORY

GRADE 10

Jewish History

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

GRADE 12

Modern Middle East · CHZ4J

This course traces the emergence during the twentieth century of the principal Middle-Eastern nation-states and examines their ongoing political, social, ideological and economic development. Students will investigate the roles played by various local and foreign groups and individuals and will learn to consider current events and challenges from a historical perspective. In addition, students will sharpen their research and analytical skills and will develop the ability to communicate in diverse ways their knowledge and understanding of this consistently important world crossroads. A special emphasis will be placed on students' understanding the role the State of Israel plays in the Middle East. They will learn how to defend Israel against the

illegitimate claims against its right to exist. Traditional teaching methods are complemented with multimedia presentations and speakers. Time will be spent focusing on how the development of the modern Middle East helps us to understand the important events taking place in that region today.

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

BUILDING PURPOSE

GRADE 9

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

GRADE 10

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

GENERAL STUDIES

ARTS

The Arts curriculum focuses on studio work and critical analysis of a variety of visual art forms. As students progress through the secondary school program, they develop and apply increasingly complex levels of skill to a variety of media. The arts program is enriched through a culminating Celebration of the Arts, attended by students, parents and community members, as well as opportunities to experience visual art exhibitions.

GRADE 10

Media Arts · Open · AMS2O

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

Visual Arts · Open · AVI2O

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

GRADE 11

Visual Arts · University/College Preparation · AVI3M

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

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

GRADE 12

Visual Arts · University/College Preparation · AVI4M

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

Grade 11/12 options are offered based on student interest and other considerations for a given year. Listed here are courses we have offered in the past.

analysis process to deconstruct artworks and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.

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

BUSINESS STUDIES

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

GRADE 11

Financial Accounting Fundamentals · University/College Preparation · BAF3M

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

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

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

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

GRADES 11 & 12

International Business Fundamentals · University/College Preparation · BBB4M

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

Financial Accounting Principles · University/College Preparation · BAT4M

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

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

Business Leadership: Management Fundamentals · University/College Preparation · BOH4M

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

Analyzing Current Economic Issues · University/College Preparation · CIA4U

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

COMPUTER STUDIES & ENGINEERING

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

GRADE 11

Introduction to Computer Science · Open · ICS3U

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

GRADE 12

Computer Science · ISC4U

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

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

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 · ENL1W

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

GRADE 10

English · Academic · ENG2D

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.

Prerequisite: English, Grade 9, Academic or Applied

GRADE 11

English · University/College Preparation · ENG3U

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for

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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

GUIDANCE AND CAREER EDUCATION

GRADE 9

General Learning Strategies · Strategies for Success: Skills for Success in Secondary School, Open · GLS1O
This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.

GRADE 11

Careers · Open · GLC2O
This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.

HEALTHY ACTIVE LIVING EDUCATION

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

GRADE 9

Healthy Active Living · Open · PPL1O
This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

GRADE 10

Healthy Active Living · Open · PPL2O
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 · PPL3O
This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Nutrition and Health · University Preparation · HFA4U
This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health.
Any university or university/college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.

MATHEMATICS

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

GRADE 9

Principles of Mathematics · MTH1W
This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

Grade 11/12 options are offered based on student interest and other considerations for a given year. Listed here are courses we have offered in the past.

Grade 11/12 options are offered based on student interest and other considerations for a given year. Listed here are courses we have offered in the past.

GRADE 10

Principles of Mathematics · Academic · MPM2D

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

Prerequisite: Grade 9 Mathematics.

GRADE 11

Functions and Applications · University/College Preparation · MCF3M

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

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

Functions · University/College Preparation · MCR3U

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

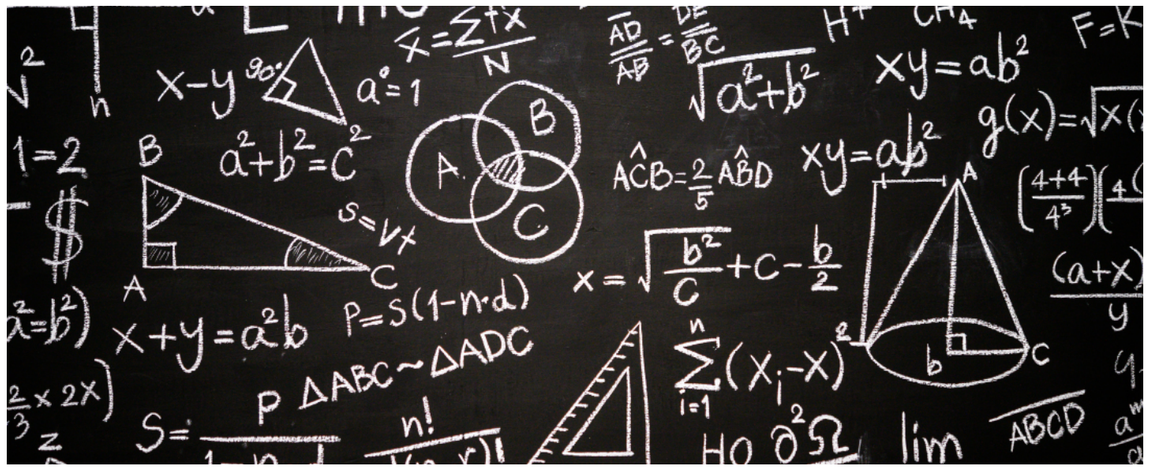
Prerequisite: Principles of Mathematics, Grade 10, Academic.

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).



Grade 11/12 options are offered based on student interest and other considerations for a given year. Listed here are courses we have offered in the past.

Mathematics of Data Management · University/College Preparation · MDM4U

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

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

Advanced Functions · University/College Preparation · MHF4U

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

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

SCIENCE

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

GRADE 9

Science · SNC1W

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

GRADE 10

Science · Academic · SNC2D

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

Prerequisite: Grade 9 Science.

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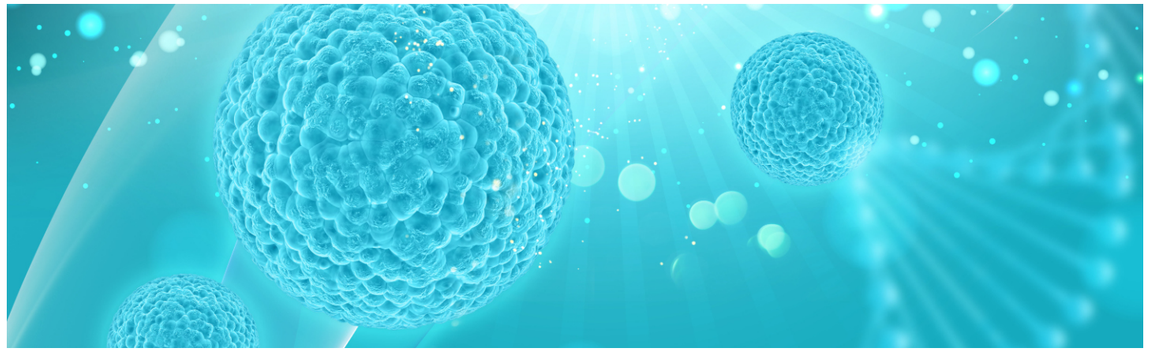

GRADE 11

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

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

GRADE 9

Issues in Canadian Geography · CGC1W
This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live.

GRADE 10

Canadian History Since World War I · Academic · CHC2D
This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

GRADE 11

Introduction to Anthropology, Psychology, and Sociology · University/College Preparation · HSP3U
This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines.
Prerequisite: Grade 10 academic English, or Grade 10 academic history (Canadian History Since World War I)

Civics and Citizenship, Open · CHV2O
This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them.

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

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

GRADE 12

Canadian and International Law · University/College Preparation · CLN4U

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

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

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

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

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

TECHNOLOGICAL EDUCATION

GRADE 9

Technological Design · TDJ1O

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

GRADE 11

Communications Technology · University/College Preparation • TGJ3M

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

Prerequisite: None.

GRADE 12

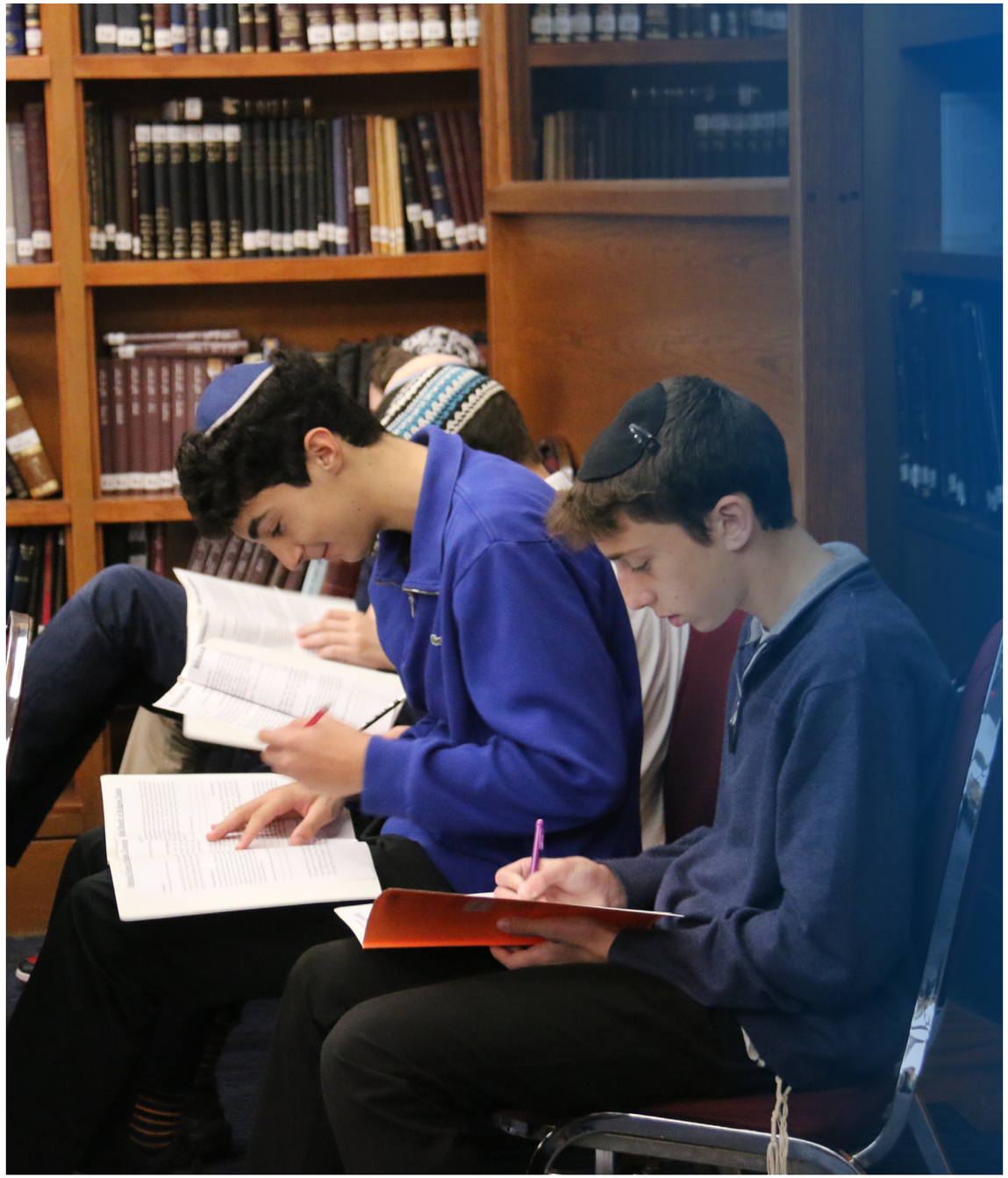
Communications Technology · University/College Preparation • TGJ4M

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

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

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

Grade 11/12 options are offered based on student interest and other considerations for a given year. Listed here are courses we have offered in the past.



DIPLOMA GUIDE

DIPLOMA REQUIREMENTS

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

☐ 30 credits—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	☐ ☐ ☐ ☐
French	1	☐
Mathematics (including one senior math)	3	☐ ☐ ☐
Science	2	☐ ☐
Canadian History	1	☐
Canadian Geography	1	☐
Art	1	☐
Health and Physical Education	1	☐
Technological Education For students entering high school in 2025 or later.	1	☐
Civics	0.5	☐
Career Studies	0.5	☐
Stem-related course group (choose 1 credit) For students entering high school in 2024 or later. • Business studies • Computer studies • Cooperative education • Mathematics (in addition to the 3 compulsory credits currently required) • Science (in addition to the 2 compulsory credits currently required) • Technological education (in addition to the 1 compulsory credit required)	1	☐ _____
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. *Note: Students receive 2 credits per year towards these optional credits by successfully completing their Judaic Studies courses.*	13	☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____
Community Involvement	40 hours	
Online Learning Graduation Requirement	2	☐
Ontario Secondary School Literacy Test		Completed: ☐ Yes ☐ No
Financial Literacy Test For students entering high school in 2025 or later.		Completed: ☐ Yes ☐ No

THE ONTARIO SECONDARY SCHOOL CERTIFICATE

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

Compulsory credits (total of 7):

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

Optional credits (total of 7):

- 7 credits selected by the student from available courses

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

WHAT YOU SHOULD KNOW

Question: How many credits can I earn each year?
Answer: This table outlines a typical student's credits and credit totals year per year.

Yearly	Grade 9	Grade 10	Grade 11	Grade 12
General Studies	6	6	6	4–6
Judaic Studies	1	2	2	3
Totals	7	15	23	30–32

Question: Can I complete my community service hours at any time?
Answer: Yes, but it is recommended that you complete at least 10 hours each year.

TERMS AND DEFINITIONS

Course Code

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

EQAO Literacy Test

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

Students may write more than once, however, students who are unsuccessful on the OSSLT (Ontario Secondary School Literacy Test) at least once may be eligible to take the Ontario Secondary School Literacy Course (OSSLC) in order to satisfy the literacy graduation requirement.

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

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

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

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 awarding the credit.

Prerequisite Course

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

Requirement to fulfill an OSSD

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

Substitutions for Compulsory Courses

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

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

Prior Learning Assessment and Recognition (PLAR)

Equivalency

When a Prior Learning Assessment and Recognition protocol is required for a student, the school will follow the guidelines presented in the Policy and Program Memorandum No. 129, "Prior Learning Assessment and Recognition (PLAR): Implementation in Ontario Secondary Schools" (2001).

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

Community Involvement Activities: Requirements and Procedures

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 Assistant Principal if you require support finding opportunities.

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

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
D = Academic
P = Applied
L = Locally Developed
O = Open
W = De-streamed

Grades 11-12
U = University
M = University/College
C = College
O = Open

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