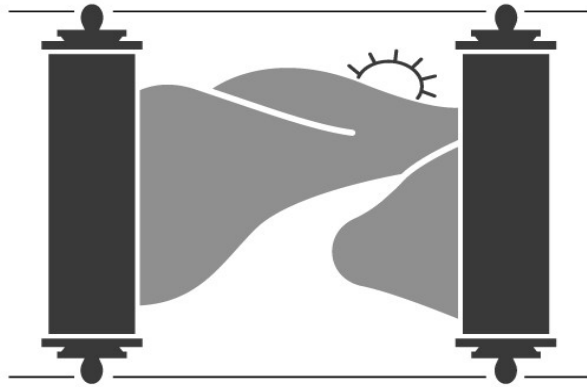

ישיבה דרכי תורה



Yeshiva Darchei Torah

School Handbook

Course Calendar

2022-2023

I – Objectives

Yeshiva Darchei Torah was established to serve the Orthodox Jewish community of Toronto by providing for the religious, educational, and social development of young men at this most critical juncture in a warm, supportive environment.

To elaborate:

- Yeshiva Darchei Torah's core values are Torah learning, Mitzvah observance, character/personality development, and identification with and service to the Jewish people in the tradition of the great Yeshivos led by the recognized Gedolei Yisrael over the generations.
- Our program and methods are designed to foster warm relationships between Rabbeim and Talmidim, to provide structure without unhealthy pressure, and to transmit values by inspiration and not coercion. Our commitment is to reach every student and provide the resources for a successful school experience.
- Yeshiva Darchei Torah partners with parents and is respectful of parental prerogatives. Accordingly, it was designed as a non-residential school to facilitate students living at home.
- As a partner with parents, Yeshiva Darchei Torah shares responsibility for preparing its students for life beyond graduation. Needless to say, we view the successful completion of a program of secondary education is a vital step in this process as it entails both preparation for post-secondary education (Yeshiva and/or university) and preparation for a life shaped by Torah values. (This is, of course, in addition to the legal requirement that students remain in school until the age of eighteen or having earned an Ontario Secondary School Diploma.)

We believe that Yeshiva Darchei Torah is unique among institutions serving similar student/parent populations in its balance of uncompromising commitment to Torah values on the one hand, and, on the other hand, its pragmatic view of the role of secular education and career education in the life of a young man.

The Talmud relates that a young student of Torah is like a planted seed (Taanis 4a). This metaphor may be understood as follows: Just as the seed contains within it the full genetic information for the production of a whole tree – trunk, branches, leaves, and fruit, so every student contains within himself the complete potential for spiritual and intellectual greatness.

But, just as the seed can only grow in the proper soil, so the young student of Torah can only realize his potential in the proper setting. This has been the historical role of yeshivos over the centuries, and is the mission of Yeshiva Darchei Torah today – to create the atmosphere in which this spiritual and intellectual growth can take place.

To accomplish this objective, the Yeshiva has developed the rules and procedures contained in this handbook. Your cooperation in upholding these standards will maximize your success at Yeshiva Darchei Torah and better enable you to achieve your personal goals.

II – The Yeshiva Environment

To maintain the dignity, tranquility, and safety of the Yeshiva environment, the Yeshiva has implemented the following guidelines:

Students may leave the Yeshiva grounds during scheduled breaks. For safety and to insure punctual attendance, we must insist that students restrict themselves to the following boundaries: No farther north than Pizza Cafe (3774 Bathurst Street); no farther east than No Frills (270 Wilson Avenue); no farther south than Circle K (3750 Bathurst Street); and no farther west than Second Cup (693 Wilson Avenue). If this privilege is abused, it may be withdrawn.

Cell phones and similar devices will be permitted in accordance with the following guidelines:

- Any phone brought to Yeshiva must be registered with the Yeshiva. The process of registration will entail submitting to the Yeshiva certain information about the phone (phone number and serial number of the unit) and signed permission from the parents for the student to possess the phone. (Registration will take place on the first day of school and subsequently by special arrangement.)
- Registered phones may be used traveling to and from Yeshiva but may not be accessed during Yeshiva hours (7:40 am – 8:00 pm). Students who violate this rule will be subject to an automatic three day suspension. In addition, the phone will be subject to confiscation and will be returned only after two weeks.
- Unregistered phones may not be brought to Yeshiva under any circumstances. Students who violate this rule will be subject to an automatic two week suspension. In addition, the telephone will be subject to confiscation and will not be returned.
- Please note: For the purpose of this policy, the term “phone” includes any device that has the potential for data connectivity (e.g. laptop computer, i-pod, etc.) Students who require such devices for educational considerations (upon the recommendation of a medical professional) may lease a computer from the Yeshiva. Please contact the Yeshiva for details.

Athletic activities (e.g. ball-playing) are restricted to the gymnasium and outdoor areas.

Students may not bring cars, nor may they drive to and from the Yeshiva. This applies even if they park off-campus. Students may not arrange driving lessons during yeshiva hours (even during breaks).

The sanctity of the Bais Medrash will be strictly upheld. No eating, drinking, or doing General Studies work is permitted; designated areas will be provided for these activities.

Students may not light fires, nor bring or possess matches, lighters, or any objects or materials used with fire or to make fires. Students may not bring or possess knives, pellet guns or weapons of any kind. Violation of these rules will be grounds for immediate expulsion at the discretion of the yeshiva administration.

All medication in possession of students at yeshiva must be either be prescribed by a doctor or be an “over-the-counter” medication not requiring a prescription. Students must be educated by the parent/guardian of their own conditions and the appropriate response in an emergency situation as well as proper care, security and respect for medication.

It is the responsibility of parents/guardians to ensure that any and all special requirements or methods of application are fully explained to school staff and this responsibility should be communicated to the parents/guardians. Yeshiva staff will only dispense medications to students with *written* permission from parents.

III – Academic Performance and Attendance

The Yeshiva requires that students maintain minimum academic standards. All students will be expected to achieve a semester average of 60% or higher in both Limudai Kodesh and General Studies. The Yeshiva reserves the right to dismiss students who fail to meet this minimum standard in two consecutive semesters.

The process of education demands continuity and consistency; irregular attendance at Shiurim, Minyanim, and classes compromises this process. Even where the student has a valid excuse for missing school, the fact remains that he has not had the learning experience.

For the purposes of the Yeshiva attendance policy, absences fall into three categories:

Exempt – Absences where the student was not expected to be in school. (e.g. illnesses requiring hospitalization or for which a doctor’s note is provided stating that the student is incapable of coming to school; Simchas of close family members for which permission has been given in advance.) Students may be exempted when absence is due to transportation difficulties (e.g. a delayed carpool) but the student must apply to be exempted for each occasion.

Excused – Absences where the student was expected to be in school but for which he has been excused. (e.g. minor illnesses not requiring medical care; Simchas of distant family

members for which the Yeshiva had been informed in advance; non-emergency medical/dental appointments for which the Yeshiva has been informed in advance; travel accompanied by parents)

Unexcused – Absences which do not fall into the above categories.

In accordance with the above definitions, the following attendance standards will be required:

A student who misses 15% of the scheduled sessions for any course will not receive credit for a given course *even though the absences were excused*. (Exempted absences will not be counted as absences for the purpose of this calculation.) Lateness or early departure will be calculated as a one half of an absence.

A student who misses 5% of the scheduled sessions *with no valid excuse* in any course will not receive credit. Lateness or early departure will be calculated as a one half of an absence.

A student who loses credit due to excessive absence must withdraw from the course immediately and begin a course of independent study (ILC). The withdrawal will be reported on the student's transcript (OST) in accordance with the Ministry of Education guidelines.

Students pursuing independent study will do their work during the scheduled periods of the class from which they were withdrawn and must be physically present in the designated work area.

In addition to the potential loss of credit, students will still be subject to disciplinary procedures for unexcused absences.

Limudai Kodesh Absences

For attendance purposes, Limudai Kodesh will be divided into five components (Shacharis, the first half of Morning Seder (Iyun), the second half of Morning Seder, Afternoon Seder (Bekius), and Night Seder, (if applicable) and attendance will be taken at each.

Limudai Kodesh shiurim contribute to 4 of the 30 credits necessary for the Ontario Secondary School Diploma. One Hebrew credit is issued each year for satisfactory participation in the shiurim (with Iyun comprising 40%). As with all courses, if 15% of attendance is missed, credit will not be granted. Therefore, if 30 **excused** Iyun sessions or 25 **excused** Bekius sessions are missed, a student will forfeit part of his Hebrew credit. Also, credit will be lost for 10 **unexcused** Iyun sessions or 8 **unexcused** Bekius sessions.

General Studies Absences

As with all courses, if 15% of attendance is missed, credit will not be granted. Therefore, if 13 excused sessions are missed from any General Studies course, a student will not receive credit for that course. Also, credit will be lost for 4 unexcused sessions.

Extended Vacations

Unfortunately, some families have opted to extend the scheduled Yeshiva breaks by leaving early or returning late. It is imperative that families comply with the schedule for the upcoming Chanukah, winter, and Pesach vacations. Be advised that, from this point onward, absences before and after vacations will be deemed unexcused, and – as explained in the Yeshiva Handbook – such absences may result in losing credit for failure to meet the attendance requirements for courses.

Note to Parents

For all attendance matters, you must contact the Menahel by telephone or email *in advance*. Please be reminded that the Yeshiva reserves the right to grant or deny requests on a case-by-case basis. We urge you to schedule non-emergency medical appointments on school vacations. When this is impossible, the Yeshiva must be contacted. The absence will only be excused–if the reason given justifies the absence. *Students will only be excused to leave in the middle of the day after parental communication has been received.*

IV – Dress

The attire of a Ben Torah is the outward expression of his most cherished values. As one engaged in the loftiest of spiritual pursuits, he dresses in a manner that conveys a sense of dignity and modesty. To this end, the Yeshiva has instituted a dress code as outlined below:

- Shirts: Light-colored, conservative style, buttoned shirts with collars (no T-shirts or polo shirts). Dark colored shirts or shirts with bold stripes or plaids will not be allowed. *Shirts must be tucked in at all times.*
- Pants: Dark-colored, conservative style pants (no jeans, sweat pants, or cargo pants).
- Shoes: Students must wear **dress shoes only**. **Athletic shoes (i.e. running shoes, sneakers, high tops), sandals, slippers, clogs, or “croc” are not acceptable.**
- Outerwear: In cold weather, a sweater or non-hooded sweatshirt may be worn indoors. However, garments may not feature any conspicuous logo or imprint (e.g. “Roots”, “Gap”, or “University of X”). *Hooded garments may not be worn indoors.*

- Hats: Hats and caps (e.g. baseball caps) other than “Davening hats” may not be worn.
- Grooming: A conservative hair cut is required. Students whose practice is to shave may not grow beards.

For Davening, all students are required to wear suit jackets or blazers and hats.

Needless to say, *yarmulkes and tzitzis must be worn at all times – including during sports activities.*

At the discretion of the Yeshiva administration, students who are inappropriately dressed may be sent home.

Note to Parents

Please keep these guidelines in mind as you purchase clothing for their children. We encourage you to insist upon these standards when your sons are out of Yeshiva as well; the way in which a young man presents himself reflects upon both his family and his Yeshiva.

V – Conduct

As a student in Yeshiva Darchei Torah, you have a unique opportunity to create a Kiddush Hashem – Sanctification of the Divine Name, or conversely, a Chillul Hashem – Desecration of the Divine Name.

- The principles of Derech Eretz guide must guide all interactions with fellow students. Fighting, and/or verbal abuse are intolerable within the Yeshiva community.
- Respect for authority is a cornerstone of Yeshiva life. While all people must be treated with dignity, those from whom we receive benefit and to whom we owe gratitude especially deserve this.
- Respect for the property of others is another fundamental ideal of Torah integral to the success of the Yeshiva community. Any student involved in the theft, damage, or destruction of Yeshiva or private property must make restitution and will face disciplinary action.
- Halacha demands honesty in all areas of life. Cheating and plagiarism, whether in Limudai Kodesh or secular studies, is intolerable, and will be dealt with severely.

Your goal must be the ideal of *Kedusha* – sanctity. Thus, some activities have no place in the lifestyle of a Ben Torah. Accordingly, the following guidelines are to be observed both off and on campus:

- Halacha forbids participation in co-ed activities (parties, dating, conversing by telephone, E-mailing, texting, etc.). The resulting entanglements can create unhealthy distractions for developing students and a general malaise within the atmosphere of the Yeshiva. Please note: This rule pertains both during the school year and during vacations. *Students may not attend co-ed summer camps as campers or as staff, and will not be allowed to return to Yeshiva if they do so. This rule applies as well to camps which maintain inadequate gender separation.*
- The speech of a Ben Torah must be pure both in vocabulary and content. The use of profanity, even in times of anger, corrupts the dignity of a Ben Torah and pollutes the general Yeshiva atmosphere. *There will be a policy of no tolerance toward profanity.*
- The dangers of the mass media are well documented and require no elaboration. Newspapers, magazines, music tapes, CD's etc. must be appropriate for a Ben Torah. Please be aware that, as the Yeshiva is to be maintained as a "safe" environment, anything brought into the Yeshiva is subject to inspection; there is no presumptive "right to privacy". While it is impossible to offer a comprehensive guideline, we can emphatically declare that "free" newspapers (e.g. Metro, 24 Hours) do fall within the category of inappropriate materials. *Any devices or materials inconsistent with this policy will be subject to confiscation and will not be returned.*
- While the argument is made that some movies are benign in content, we believe that the dangers of a liberal policy justify the sacrifices demanded by a stricter policy. Accordingly, *students may not attend movies at any time, both during the school year and during vacations.*

Substance Abuse

Our policies are not designed to reflect popular Canadian values; they are meant to reflect eternal Torah values. As the decisions of the Canadian Parliament do not and cannot change the Torah, they do not and cannot change our policies on substance abuse.

The verse in Mishlei (4:23) states, "More than anything else you guard, protect your mind." The study of Torah, service of G-d, and contributing to the well-being of the Jewish community all require a sound mind and a sound body. Undoubtedly, we would all benefit from getting more exercise and better nutrition. Yet, as there are limits to the demands a school can make of its students, such matters must still be left to the discretion of individual students and their families. However, there are certain "red lines" that we draw as an institution. These include the prohibitions of smoking tobacco, alcohol abuse, and use of drugs of any kind including cannabis.

While we are committed to a “zero-tolerance” substance abuse policy, it would be impossible – and inadvisable – to provide for the automatic application of specific consequences. In certain conceivable scenarios, protection of the student body could necessitate immediate removal of the offender. Other conceivable circumstances could allow for a student’s remaining in the Yeshiva on probation while receiving professional help. Our understanding of “zero-tolerance” is simply this: We are committed to dealing with any problems that arise with discretion, firmness, and common sense; we will not simply sweep problems under the rug.

Of course, no handbook can cover every conceivable situation; we count on our Talmidim using their common sense as a guide to proper conduct. When in doubt – ask.

Note to Parents

For your son to develop as a Ben Torah there must be a joint effort of home and Yeshiva. Students who maintain a double standard, differentiating between home and Yeshiva, undermine the very mission of the Yeshiva, squander the investment you have made in their Chinuch, and compromise their own pursuit of spiritual growth.

The Yeshiva cannot supervise nor be responsible for what happens outside of school hours. That is a parental responsibility. When your son is invited to an event at someone else’s house, you should call the host parents beforehand to insure that the program is appropriate and that the supervision is adequate. You should never allow your sons to participate in an unsupervised event.

If you are hosting such an event in your home, you must supervise responsibly. It has come to our attention that there have been a number of gatherings in which alcohol has been consumed. In certain instances, Talmidim brought their own supply to the host’s home. The result was drunkenness along with its associated negative behaviour. You cannot assume that the event is “dry” – and safe – simply because you have not provided alcohol of your own. Concerted vigilance is needed to insure that Talmidim behave appropriately.

If you are going out-of-town, do not leave teenagers at home by themselves. A fully responsible adult must be in the house. If your children are staying elsewhere and they have access to your house, make it clear to them that they cannot invite others into the house in your absence.

There are certain locations that have become “hang-outs” for young people, boys and girls, and are inappropriate settings for B’nai Torah. We must face the sad reality that even some synagogues are misused in this way. You should be aware of this in supervising your own children and in making the decision to allow your children to spend Shabbos with their friends’ families.

VI – Discipline

While we hope that our Talmidim will use sound judgment, there will be occasions that disciplinary action is called for. Infractions of Yeshiva rules will fall under two headings – lower-level violations and higher-level violations.

Lower-level violations involve:

- Failure to show respect to members of the Yeshiva community (e.g. talking back to Rabbeim and teachers, teasing or insulting fellow students);
- Failure to show respect to the Yeshiva as an institution (e.g. littering, dress code violations, using equipment or facilities without authorization);
- Failure to meet expectations as a student (e.g. talking or sleeping in class, failure to submit work when due);
- Failure to maintain consistent attendance;
- Failure to act in a manner appropriate for a Ben-Torah (e.g. misbehaving during Davening, use of inappropriate books or music, use of profanity, gambling).

Higher-level violations involve:

- Flagrant violations of Halacha (e. g. theft, vandalism, cheating, Chilul Hashem);
- Acts which endanger the health and safety of the Talmid and others (e.g. fighting, bullying, harassment, smoking (including use of e-cigarettes), alcohol or drug abuse, lighting fires or possession of materials used to light fires, breaking rules pertaining to cars);
- Acts of extreme defiance that undermine the authority of the Yeshiva, such as repeated disturbances of a class.

The Rebbe or classroom teacher handles lower-level violations within the classroom. Lower-level violations outside of the classroom are referred to the Rosh Yeshiva, Assistant Menahel, General Studies Principal, or the student's Rebbe for appropriate action. One or more of the following measures may be used:

- In-class verbal reprimand;
- Removal from class for all or part of a period;
- After-class conference with student;
- After-school detention;
- Denial of privilege;
- Confiscation of object(s) used in the violation;
- Monetary fine

- Special assignment;
- Communication to parents by telephone or letter; □ Meeting with parents.

Higher-level violations or repeated lower-level violations will result in a Conduct Report to the Yeshiva administration. This report will be placed in the student's record and one of the following disciplinary sanctions may be applied after informing the student's parents:

- Community service;
- Removal from school for remainder of day;
- One day, three day, or one-week in- school suspension;
- One day, three day, or one-week out-of-school suspension;
- Probation;
- Denial of admission for the following school year;
- Expulsion from course;
- Expulsion from school.

Needless to say, if the violation involves damage to property, full restitution must be made.

We believe that "due process" should be followed in the application of discipline. Talmidim should be allowed to tell their "side of the story" and parents should be given the opportunity to be involved in the discipline process. We strive to insure that punishments not be arbitrary or disproportionate to the given offence. In short, the disciplinary process should be fair and all involved must perceive it to be so. Yeshiva Darchei Torah pledges itself to this ideal.

VIII – School Organization, Terms, and Reporting Periods

Yeshiva Darchei Torah offers one-semester and two-semester courses. For the 2022-2023 school year, Semester 1 begins on August 30, 2022 and ends on January 25, 2023. Semester 2 begins on February 6, 2023 and ends on June 21, 2023. One-semester courses meet every regular school day (Sunday-Thursday) during the semester. Two-semester courses meet two times per week in one semester and three times per week in the other semester.

Report Cards are sent after the conclusion of each semester. These report final grades and credit earned as well as interim grades (after Semester 1) for two-semester courses. As well, there are mid-semester progress reports that are sent in November and April to apprise parents of students' progress and to allow for appropriate interventions if necessary.

IX – The Credit System and Organization of Secondary School Courses

A credit is granted in recognition of the successful completion (that is, completion with a final percentage mark of 50 per cent or higher) of a course that has been scheduled for a minimum of 110 hours. Credits are granted by a principal on behalf of the Minister of Education for courses that have been developed or authorized by the ministry. A half-credit may be granted for each 55-hour part of a 110-hour ministry-developed course in accordance with the policy outlined in the curriculum policy documents. Most courses are offered as single-credit courses. Some courses, such as technological education, interdisciplinary studies, and cooperative education courses, may be offered as multiple-credit courses.

For the purpose of granting a credit, scheduled time is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of a course. Planned learning activities include interaction between the teacher and the student and assigned individual or group work (other than homework) related to the achievement of the learning expectations in the course.

Secondary school courses in the Ontario curriculum are organized by discipline, grade, and course type. Course types offered in Grades 9 and 10 (academic and applied courses, open courses) differ from those offered in Grades 11 and 12 (destination-related courses, open courses).

In the current Ontario curriculum, there is a clear distinction between applied and academic courses in Grades 9 and 10, as well as among the various destination and open courses in Grades 11 and 12. Open courses in Grades 9 to 12 are also distinct from other course types. All schools are required to offer both a sufficient number of courses and courses of appropriate types to enable students to meet the diploma requirements. No school is expected to offer all courses in all course types, but it must provide a range of choices appropriate to the needs and interests of their students. At Yeshiva Darchei Torah, most courses are offered at the highest level (Academic; University), but, as needed, courses are offered at the lower levels (Applied; College).

The Ministry of Education curriculum documents allow for the following three types of courses in Grades 9 and 10:

Academic courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.

Applied courses focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.

Open courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

Students in Grades 9 and 10 are not expected to make binding decisions about a particular educational or career pathway; however, they should try to ensure that they have the prerequisites required for future courses they plan to take.

The following five types of courses are offered in Grades 11 and 12:

College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeship or other training programs.

University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.

University/college preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.

Workplace preparation courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workforce directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.

Open courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

In Grades 11 and 12, students will focus increasingly on their individual interests and will identify and prepare for their postsecondary pathways.

X - Course Codes

The Ministry of Education has assigned codes for each course offered. Each course has a prescribed five digit code (e.g., MPM2D; PPL1O). The first three letters indicate the subject discipline (e.g., SNC – science; ENG – English; MPM – Principles of Mathematics). The fourth digit/letter indicates the year during which the course is normally taken (e.g. 1/A = Grade 9; 2/B = Grade 10; 3/C = Grade 11; 4/D = Grade 12). The fifth letter indicates the type of course. In Grades 9 and 10, courses are designated as D (Academic), P (Applied), O (Open), or W (De-streamed). In Grades 11 and 12, courses are

designated as U (University preparatory), M (University/College preparatory), C (College preparatory), or E (Workplace preparation).

XI - Course Prerequisites

Courses in Grades 10, 11, and 12 may have prerequisites for enrolment. All prerequisite courses are identified in ministry curriculum policy documents; prerequisites for courses offered at Yeshiva Darchei Torah are included in the course descriptions in the concluding section of this handbook. If a parent or an adult student (a student who is eighteen years of age or older) requests that a prerequisite be waived, the principal will determine whether or not the prerequisite should be waived. A principal may also initiate consideration of whether a prerequisite should be waived. The principal will make his or her decision in consultation with the parent or the adult student and appropriate school staff.

Some students may change their educational goals as they proceed through secondary school. For example, a student entering Grade 10 may wish to transfer from the Applied to the Academic track. For English and science this is permitted, although doing so may require additional preparation, as recommended by the principal.

In the case of mathematics, however, the sole prerequisite for the Grade 10 academic mathematics course is the Grade 9 academic mathematics course, so a student who is planning to move from the Grade 9 applied mathematics course to the Grade 10 academic mathematics course must take either the designated transfer course or the Grade 9 academic mathematics course.

In Grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course. If the student has not done so, he may apply to have the prerequisite waived or take one of the specified prerequisite courses through summer school, night school, the Independent Learning Centre, or independent study.

XII – Assessment and Evaluation

Yeshiva Darchei Torah's assessment and evaluation policy aligns with *Growing Success, Assessment, Evaluation, and Reporting in Ontario Schools, 2010*. The following section outlines some of the ideas central to that document:

Ontario, like a number of other jurisdictions, has moved from *norm-referenced* to *criterion-referenced* assessment and evaluation. This means that teachers assess and evaluate student work with reference to established criteria that are standard across the province, rather than by comparison with work done by other students, or through the ranking of

student performance, or with reference to performance standards developed by individual teachers for their own classrooms.

In the past, assessment and evaluation performance standards varied from teacher to teacher and from school to school, and this led to results that were not always fair for all students. Criterion-referenced assessment and evaluation ensure that the assessment and evaluation of student learning in schools across the province are based on the application of the same set of well-defined performance standards. The goal of using a criterion-based approach is to make the assessment and evaluation of student achievement as fair, reliable, and transparent as possible.

The Ontario curriculum comprises *content standards* and *performance standards*. Assessment and evaluation will be based on both the content standards and the performance standards.

The *content standards* are the curriculum expectations identified for every subject and discipline. They describe the knowledge and skills students are expected to develop and demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed and evaluated. There are two sets of curriculum expectations – overall expectations and specific expectations. The *overall expectations* describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each grade or course. The *specific expectations* describe the expected knowledge and skills in greater detail. Taken together, the overall and specific expectations represent the mandated curriculum – the content standards.

The *performance standards* are outlined in the achievement chart that appears in the elementary and secondary curriculum document for every subject or discipline. The achievement chart for each subject/discipline is a standard province-wide guide and is to be used by all teachers as a framework within which to assess and evaluate student achievement of the expectations in the particular subject or discipline. It enables teachers to make consistent judgments about the quality of student learning based on clear performance standards and on a body of evidence collected over time. It also provides teachers with a foundation for developing clear and specific feedback for students and parents.

The achievement chart identifies four categories of knowledge and skills that are common to *all* subject areas and disciplines. The categories, defined by clear criteria, represent four broad areas of knowledge and skills within which the expectations for any given subject/course can be organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories help teachers to focus not only on students' acquisition of knowledge but also on their development of the skills of thinking, communication, and application.

The categories of knowledge and skills are as follows:

- **Knowledge and Understanding:** Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding);
- **Thinking:** The use of critical and creative thinking skills and/or processes;
- **Communication:** The conveying of meaning through various forms;
- **Application:** The use of knowledge and skills to make connections within and between various contexts.

In all subjects and courses, students will be given numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations (content standards) across all four categories of knowledge and skills.

The achievement chart also identifies four levels of achievement, defined as follows:

- **Level 1** represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving learning in specific areas, as necessary, if they are to be successful in the next grade/course.
- **Level 2** represents achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.
- **Level 3** represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades/courses.
- **Level 4** identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. *However, achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the grade/course.*

Evidence of student achievement for evaluation is collected over time from three different sources – *observations, conversations, and student products*. By using multiple sources of evidence the reliability and validity of the evaluation of student learning is increased.

Teachers will take various considerations into account before making a decision about the grade to be entered on the report card. The teacher will consider all evidence collected through observations, conversations, and student products (tests/exams, assignments for evaluation). The teacher will consider the evidence for all the tests/exams and assignments that the student has completed, the number of tests/exams or assignments

for evaluation that were not completed or submitted, and the evidence of achievement that is available for each overall expectation for a subject in a particular grade or course.

In addition, the teacher will consider that some evidence carries greater weight than other evidence; for example, some performance tasks are richer and reveal more about students' skills and knowledge than others. Teachers will weigh all evidence of student achievement in light of these considerations and will use their professional judgment to determine the student's report card grade. The report card grade represents a student's achievement of overall curriculum expectations, as demonstrated to that point in time.

Determining a report card grade will involve teachers' professional judgment and interpretation of evidence and should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence.

A final grade (percentage mark) is recorded for every course. A credit is granted and recorded for every course in which the student's final percentage mark is 50 per cent or higher. Students who have failed to achieve this grade may be eligible for Credit Recovery in accordance with the Ministry guidelines (*Growing Success*, Chapter 10).

According to the Ministry of Education guidelines, the final grade is to be determined as follows:

- Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

Final Assessments

These policies reflect the necessity of final evaluations in the educational process. Research studies discuss the benefits of exams and other culminating activities. Final evaluations have been shown to deepen understanding and improve retention of course material. Accordingly, at Yeshiva Darchei Torah, we will implement them in accordance with the following guidelines:

Courses are divided into two categories:

Category 1 - English, Math and Science courses

Category 2 – All other courses

For the Category 1 courses, three days are set aside for formal, two hour exams. For the other courses, instructors have the discretion to hold exams during class time or assign other culminating activities. This year the official exam days are, Sunday – Tuesday, June 23 – 25.

If a student has a valid reason to be away from yeshiva for a Category 2 exam he can, with permission of the General Studies principal, approach his instructor to discuss accommodation. The instructor will use his discretion to schedule a different exam time, assign a different activity or excuse the student from the exam entirely.

For Category 1 exams the policy is different. As explained below, review, preparation and writing of these exams are a vital part of the educational process and cannot be bypassed. The yeshiva, therefore, will not grant exemptions. However, if student has a valid reason to be away on an exam day, the yeshiva will arrange for a different version of the exam to be written on an alternate date under the supervision of a proctor.

Note that, for rescheduled exams, the yeshiva will collect 2 fees. \$150 per exam will be required to compensate the instructor for preparing and grading a separate exam. An additional \$150 fee will be charged to pay for the proctoring. (If we can arrange for 1 proctor to supervise several exams simultaneously, it may be possible to share proctoring fee with other students.)

XIII – Communicating and Recording Student Achievement

Student achievement is communicated formally to students and parents by means of report cards which may include teachers' comments on the student's strengths and weaknesses, specifying the areas in which improvement is needed and the ways in which it might be achieved. As many of the courses offered in Yeshiva Darchei Torah are one-semester courses, final grades are reported both in January and June. Interim reports are sent at the midpoint of each semester.

The Ontario Student Transcript (OST) provides a comprehensive record of a student's overall achievement in high school. The credits that a secondary school student has earned towards fulfillment of the requirements for the graduation diploma will be recorded on the OST.

In Grades 9 and 10, only the marks of a course successfully completed will be recorded. For Grades 11 and 12, if a student withdraws from a one-semester course within five instructional days following the issue of the interim report card, the withdrawal is not recorded on the OST. If a student withdraws from a course after five instructional days, the withdrawal is recorded on the OST by entering a "W" in the "Credit" column. The student's percentage grade at the time of the withdrawal is recorded in the "Percentage Grade" column. (In the case of a two-semester course, the January report is treated as the interim report.)

An original copy of all report cards and the OST is kept in the Ontario Student Record (OSR) which is created for each student upon entering an Ontario school. The OSR is retained for five years after the student retires from school. If you wish to review the information contained in the OSR, you may contact the principal. The student – or the student’s parent if the student is under the age of eighteen – is entitled to access the OSR.

XIV – Student Responsibility

Academic Honesty

It is the responsibility of students to be academically honest in all aspects of their school work so that the marks they receive are a true reflection of their own achievement. Academic *dishonesty*, therefore, is a serious offence.

Cheating/Plagiarism

Cheating is an act of academic dishonesty and comes in many forms such as, but not limited to, communicating in any form, copying from others, using unauthorized notes, aids, electronic equipment during the evaluation.

Plagiarism, an example of cheating, is the act of claiming another’s words, ideas, work as one’s own such as, but not limited to, copying another student’s work, copying and pasting text from electronic sources without citing and identifying it as a quotation, falsifying a citation, quoting a source without citation, paraphrasing but not citing the source, copying and pasting graphics without citing the source etc.

The penalty for cheating or plagiarism will be a 0% grade for the evaluation or assignment. Parents will be informed and the incident will be recorded in the student’s OSR. For repeat offences, further disciplinary action may be taken by the Yeshiva administration and may include withdrawal from the course or suspension from school. (See Section VI.)

Attendance

Regular attendance on the part of students is vital to the learning process. Teachers will not be able to measure the achievement of curriculum expectations of students who miss assessment and evaluation opportunities. The general attendance policy and procedures for Yeshiva Darchei Torah are outlined in Section III of this handbook.

Late and Missed Assignments

Timelines for submission of assignments are established to encourage students to manage their time and to take responsibility for their learning. Timelines are also established to allow teachers to effectively deliver curriculum and manage the evaluation of assignments. It is important, therefore, that students work towards completing all assignments and that teachers support them in this process.

For every assignment teachers will inform students of the due date and the ultimate deadline, which is the last opportunity to submit the assignment for evaluation. These deadlines will be set at the teacher’s discretion and teachers are given the flexibility to use their professional judgment in consideration of extenuating circumstances.

There is considerable debate in the educational community as to whether deducting marks is an effective strategy for dealing with late assignments. As a last resort, teachers may deduct marks according to the following guideline:

Due Date	Late Submissions	Ultimate Deadline
A due date is set by the teacher.	Once the due date has passed, a maximum 10% mark deduction may be used.	Once the ultimate deadline has passed, a zero may be recorded for assignments not submitted.

Homework

The purpose of homework for students is to provide opportunities to complete work begun in class, apply and practice skills and knowledge taught in class, prepare for the next class, monitor their own learning, and alert them to difficulties and the need to seek clarification.

XV - The Ontario Secondary School Diploma (OSSD)

The requirements for earning an Ontario Secondary School Diploma (OSSD) are as follows:

- Students must earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits;
- Students must meet the provincial secondary school literacy requirement; □
Students must complete 40 hours of community involvement activities.

XVI - Compulsory and Optional Credits

In order to obtain the Ontario Secondary School Diploma, students must earn a total of 18 compulsory credits. The courses that students can take to meet the compulsory credit requirements are described in the curriculum policy documents for the various disciplines. The compulsory credits are to be distributed as follows:

- 4 credits in English (1 credit per grade)
- 3 credits in mathematics (at least 1 credit in Grade 11 or 12)

- 2 credits in science
- 1 credit in the arts
- 1 credit in Canadian Geography (Grade 9)
- 1 credit in Canadian History (Grade 10)
- 1 credit in French as a Second Language
- 1 credit in Health and Physical Education
- 0.5 credit in career studies
- 0.5 credit in civics
- 1 Additional Credit from **Group 1:** English, French as a Second Language, Classical Languages, International Languages, Native Languages, Canadian and World Studies, Native Studies, Social Sciences and Humanities, Guidance and Career Education, Cooperative Education
- 1 Additional Credit from **Group 2:** French as a Second Language, the Arts, Business Studies, Health and Physical Education, Cooperative Education
- 1 Additional Credit from **Group 3:** French as a Second Language, Science (Grade 11 or 12), Computer Studies, Technological Education, Cooperative Education

In addition to the 18 compulsory credits, students must earn 12 optional credits. Students earn these credits by successfully completing courses that they have selected from the courses listed as available in their school's program and course calendar.

XVII - Substitutions for Compulsory Credits

In order to provide the flexibility to tailor an individual student's program to the student's needs and to support his or her progress through secondary school, the principal may substitute up to three compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements (including Groups 1, 2 and 3) subject to certain limitations. Substitutions will be made to promote and enhance student learning or to respond to special needs and interests. The decision to substitute one course for another for a student will be made only if the student's educational interests are best served by such a substitution.

If a parent or an adult student (a student who is eighteen years of age or older) requests a substitution, the principal will determine whether the substitution should be made. A principal may also initiate consideration of whether a substitution should be made. The principal will make his or her decision in consultation with the parent or the adult student and appropriate school staff. Each substitution will be noted on the student's Ontario Student Transcript.

XVIII - The Provincial Secondary School Literacy Test

All students are required to meet the secondary school literacy graduation requirement in order to earn an Ontario Secondary School Diploma (OSSD). The requirement is based on the expectations for reading and writing throughout the Ontario curriculum up to and including Grade 9. The purpose of the secondary school literacy graduation requirement is to determine whether students have the skills in reading and writing that they will need to succeed in school, at work, and in daily life.

To meet this requirement, students are expected to take and successfully complete the Ontario Secondary School Literacy Test (OSSLT) in Grade 10. The test identifies students who have demonstrated the required skills in literacy as well as those who have not demonstrated the required skills and will need to do further work. The test identifies the specific areas in which these latter students need remediation.

The test is scheduled by and administered through the Education Quality and Accountability Office (EQAO) once each year, usually in the spring. Students will usually take the OSSLT in the school year following the school year in which they enter Grade 9, unless a deferral is granted by the principal. Students who do not successfully complete the OSSLT will have opportunities to retake the test in subsequent years, on dates scheduled by the EQAO.

Students who do not successfully complete the OSSLT will have additional opportunities to meet the literacy graduation requirement in accordance with the policies pertaining to the Ontario Secondary School Literacy Course (OSSLC), or adjudication.

Policy requirements for taking the *Ontario Secondary School Literacy Course* (OSSLC) are contained in the curriculum policy document *The Ontario Curriculum: English – The Ontario Secondary School Literacy Course (OSSLC), Grade 12*. Students who pass the course are considered to have met the literacy graduation requirement. The course differs from other courses in that it outlines specific requirements for evaluation in order to ensure alignment with the requirements of the OSSLT. If a student has had two opportunities to take the OSSLT and has failed it at least once, the student is eligible to enroll in the OSSLC. Principals have the discretion to allow a student to enroll in the OSSLC before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interest of the student.

Students who are otherwise eligible to graduate in June of a given school year may be eligible for *adjudication* to meet their graduation literacy requirement in circumstances that include the following: The student was never able to write the test because of illness, injury, or other extenuating circumstances; the student was eligible to enroll in the OSSLC, but the school did not offer the OSSLC; or the student was enrolled in the OSSLC

but, as a result of illness, injury, or other extenuating circumstances, was not able to complete it. Application should be made to the school principal.

XIX - Community Involvement Activities

Every secondary school student in Ontario is required to complete 40 hours of community involvement in order to receive a diploma. The purpose of this requirement is to encourage students to develop an understanding of the various roles they can play in their community and to help them develop a greater sense of belonging within the community. Students will select one or more community involvement activities in consultation with their parents. Selection of activities should take into account the age, maturity, and ability of the student, the location and environment of the proposed activity, and the need for any special training, equipment, and preparation. The safety of the student is paramount.

Before beginning any activity, students will provide the principal with a completed "Notification of Planned Community Involvement Activities" form indicating the activity or activities that they plan to do. This form must be signed by the student and by his parent if the student is under eighteen years of age. A "Completion of Community Involvement Activities" form must be completed by the student, the student's parent (if the student is under eighteen years of age), and the community sponsor (that is, the person or organization that provided the community involvement opportunity for the student). The student must submit the form to the principal or other school contact upon completion of the 40 hours or at appropriate intervals determined by the principal.

After a student completes the 40 hours of community involvement and submits all documentation of their completion to the school, the principal will decide whether the student has met the community involvement requirement and, if so, will record it as completed on the student's official transcript.

XX - The Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma. To be granted an OSSC, a student must have earned a minimum of 14 credits, distributed as follows:

7 required compulsory credits □

2 credits in English

- 1 credit in mathematics

- 1 credit in science
 - 1 credit in Canadian history or Canadian geography
 - 1 credit in health and physical education
 - 1 credit in the arts, computer studies, or technological education
- 7 required optional credits
- 7 credits selected by the student from available courses

The provisions for making substitutions for compulsory credits described in section XVII also apply to the Ontario Secondary School Certificate.

XXI - The Certificate of Accomplishment

Students who are leaving secondary school upon reaching the age of eighteen 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. The Certificate of Accomplishment is to be accompanied by the student's Ontario Student Transcript.

Students who return to school to complete additional credit and non-credit courses will have their transcript updated accordingly; the Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when the returning student has fulfilled the appropriate requirements.

XXII - Prior Learning Assessment and Recognition

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside Ontario secondary school classrooms. Through a formal evaluation and accreditation process known as Prior Learning Assessment and Recognition (PLAR), students may have their skills and knowledge evaluated against the overall expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma.

PLAR procedures are carried out under the direction of the school principal, who grants the credits. The PLAR process involves two components: *challenge* and *equivalency*.

The challenge process is the process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. Because young people benefit in many ways from the learning experiences offered in conventional secondary school classrooms, the challenge process has a limited

function. A maximum of 4 credits may be granted through the challenge process for Grade 10, 11, and 12 courses; or for Levels 1, 2, and 3 in classical languages courses; for Levels 2, 3, and 4 in international languages courses; and for Levels 3, 4, and 5 in Native languages courses. No more than 2 of these credits may be granted in one discipline.

The equivalency process involves the assessment of credentials from other jurisdictions. For secondary students who are transferring from home schooling, a non-inspected private school, or a school outside Ontario, the principal of the receiving school will, in the process of deciding where the student should be placed, determine as equitably as possible the total credit equivalency of the student's previous learning and the number of compulsory and optional credits still to be earned. The credit equivalency total and the number of compulsory credits included will be entered on the student's OST. Students will have to meet the provincial secondary school literacy requirement. Principals will determine the number of hours of community involvement activities the student will have to complete.

Final decisions regarding placement are made by the principal in consultation with the student, staff, and parents. The principal will communicate the placement decision, and the rationale for the placement, to the student and parents. The principal will note the results of his or her assessment and the reasons for the decision in the student's Ontario Student Record.

XXIII - Additional Ways for Students to Complete Courses and Programs

Options are available for earning credit outside of the classroom. These include independent study, private study, and courses offered through the Independent Learning Centre (ILC).

Independent study is an arrangement by which a student is excused from attending some or all classes in a course in order to study independently but under the supervision of a teacher. Courses delivered through the Independent Learning Centre may form part of independent study. There is no restriction on the number of periods that a teacher may allow for independent study within any given course. The teacher of the course is responsible for assigning components of the course, suggesting available resources, evaluating the achievement of the student, and ensuring that the total work involved is equivalent to that expected in the time scheduled for the course. Students are expected to demonstrate achievement of the overall curriculum expectations of the course. The principal will record the student's achievement on the Ontario Student Transcript.

A student may be permitted to take one or more courses through *private study* in one or the other of two circumstances: (1) if the student is deemed to have a valid reason for not attending classes; or (2) if the school does not offer the course(s). The school will monitor the student's progress and evaluate his or her work. Courses offered through the

Independent Learning Centre may form part of a student's private study program. For private study, students should apply to the principal as early as possible in the school year if the student intends to complete the course by the end of semester one, and not later than the beginning of semester two if the student intends to complete the course by June 30. When a student has taken a course through private study, the principal will record the student's achievement on the Ontario Student Transcript.

Secondary school credit courses are available through the *Independent Learning Centre* (ILC). Courses offered will be courses from the curriculum policy documents and will enable students to fulfill the requirements for an Ontario Secondary School Diploma. ILC courses follow a blended learning model, combining print and online components with support from secondary school teachers certified through the Ontario College of Teachers (OCT). When a student has taken a Grade 11 or 12 ILC course, or successfully completed a Grade 9 or 10 ILC course, the principal will record his achievement on the Ontario Student Transcript. Information about eligibility, enrolment procedures, and course offerings may be found at the ILC website.

XXIV – Special Education Needs

We believe that students with special education needs should be given every opportunity to achieve the curriculum expectations set out in the Ontario curriculum policy documents. This may require that the student be provided with accommodations, and/or modifications to the curriculum expectations, and/or alternative expectations developed as part of an alternative program or course.

Accommodations (such as specific teaching strategies and assistive technology) allow a student access to the subject or course without any changes to the knowledge and skills the student is expected to demonstrate.

Modifications are changes made to the grade-level expectations for a subject or course in order to meet a student's learning needs. Modifications may include the use of expectations at a different grade level and/or an increase or decrease in the number and/or complexity of expectations relative to the curriculum expectations for the regular grade level.

At the secondary level, the principal will determine whether achievement of the modified expectations constitutes successful completion of the course, and will decide whether the student will be eligible to receive a credit for the course. The principal will communicate his decision to the parents and the student.

XXV - Academic Guidance and Individualization of Curriculum

The role of Academic Guidance is to customize the Yeshiva experience to – and for – the individual student. These programs focus on four main areas:

Course selection for Grades 11 and 12 - To receive the Ontario Secondary School Diploma, a student must earn thirty credits, of which eighteen are compulsory. In practice most of the compulsory courses are taken in Grades 9 and 10, and accordingly we offer no options. Starting in Grade 11 however, students have a wide range of options. A Math/Science student may take Advanced Functions (Grade 12), Calculus (Grade 12), Chemistry (Grades 11 and 12), Biology (Grades 11 and 12), and Physics (Grades 11 and 12) while a Humanities student will take none of these, opting instead for Environmental Science (Grade 11), Mathematics of Data Management (Grade 12), and a range of Social Science courses including Canadian Law, Philosophy, Economics, World Geography, World History, and World Politics. Of course, these are two extremes. Most students will take a more balanced menu of courses. An important part of the General Studies Principal's role is to guide students in the process of course selection in light of their strengths and weaknesses (as demonstrated in Grades 9 and 10) and in light of their ultimate higher-education and career goals.

Arranging alternatives for completing high school requirements - When the courses offered by the school are inappropriate for a student's particular needs, abilities, and/or interests, or where he is missing credits having failed to pass courses, he may be directed to take different courses through the Independent Learning Centre (ILC) which is the Ministry-authorized provider of distance-learning programs. Students will typically take such courses under supervision and mentoring of faculty members. (Sometimes the credit will be awarded directly by the ILC; often, the student will use the ILC materials but the evaluation will be done by the school which will then award the credit.) Many students have met their credit requirements by this method. Directing students appropriately entails ongoing monitoring of their progress toward graduation; this is a responsibility of the General Studies Principal.

Post-high school Yeshiva guidance - Virtually all of our graduating students continue to advanced study in Yeshivos - mostly in Eretz Yisrael. In an average year, we are visited by representatives of 15-20 Yeshivos who come to recruit and interview our Grade 12 students. Needless to say, this can cause great confusion and indecision. To address this, the Yeshiva devotes resources to provide proper guidance. The Rosh Yeshiva makes an annual trip to Eretz Yisrael to visit Yeshivas in which graduates are currently studying as well as Yeshivos that are trying to recruit Darchei Torah graduates for the first time. Having visited many Yeshivos fifteen times over the last years, he has become intimately familiar with their programs, faculties, philosophies, and the nature of their student bodies. Accordingly, he is in a position to provide invaluable advice to parents and prospective applicants, helping them to narrow their options to the several most

appropriate choices. Several times the Rosh Yeshiva has been accompanied by other faculty members who then also take part in guiding their former and current students. As well, the Yeshiva publishes an annual guide to post-high school options in Eretz Yisrael (including tuition and scholarship information which is usually presented to parents of graduating students at the November parent-teacher conferences.

University guidance - The majority of our graduates ultimately attend university, either in Ontario or in joint Yeshiva/University programs in the United States (e.g. Yeshiva University, Lander's College, and Ner Israel in Baltimore, Maryland). The yeshiva oversees university applications - especially those to Ontario universities made through OUAC - as well as applications for deferrals. As needed, the Yeshiva provides SAT preparation and facilitates Saturday test administrations. The Rosh Yeshiva also visits schools in the U.S. and has established working relationships with the deans of the various institutions which has resulted in expedited acceptances and favorable financial terms for Darchei Torah graduates.

XXVI – Course Offerings

All courses offered in Yeshiva Darchei Torah follow Courses of Study developed from the Ministry of Education curriculum documents. These Courses of Study contain information as to prerequisites, overall curriculum expectations, teaching strategies, and methods of assessment and evaluation as well as an outline of the course content. The principal maintains up-to-date files of these Courses of Study and upon request will allow parents and students access to this information. The Ministry of Education curriculum documents can be accessed from the Ministry of Education website at <http://www.edu.gov.on.ca/eng/curriculum/secondary/index.html>.

The Grade Nine Program – 2022-2023

English, Grade 9 Academic, ENG1D

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

Prerequisite: None

Science, Grade 9 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.

Prerequisite: None

Mathematics, Grade 9 De-streamed, 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.

Prerequisite: None

Issues in Canadian Geography, Grade 9 Academic, CGC1D

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

Prerequisite: None

Introduction to Business, Grade 9 Open, BBI10

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

Prerequisite: None

Learning Strategies 1: Skills for Success in Secondary School, Grade 9 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.

Prerequisite: None

Hebrew, Level 1, Academic, LYHBD

This course provides opportunities for students to begin to develop and apply skills in listening, speaking, reading, and writing in Hebrew. Students will communicate and interact in structured activities, with a focus on matters of personal interest and familiar topics, and will read and write simple texts in Hebrew. Throughout the course, students will acquire an understanding and appreciation of diverse communities in regions of the world where Hebrew is spoken. They will also develop skills necessary for lifelong language learning.

Prerequisite: None

Healthy Active Living Education, Grade 9 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.

Prerequisite: None

The Grade 10 Program – 2022-2023

English, Grade 10 Academic, ENG2D

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyze 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

Science, Grade 10 Academic, SNC2D

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

Prerequisite: Science, Grade 9, Academic or Applied

Principles of Mathematics, Grade 10 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; 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: Mathematics, Grade 9, Academic

Canadian History Since World War I, Grade 10 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.

Prerequisite: None

Civics and Citizenship, Grade 10 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.

Prerequisite: None

Career Studies, Grade 10 Open, GLC2O

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.

Prerequisite: None

Music, Grade 9 Open, AMU1O

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life.

Prerequisite: None

Hebrew, Level 2, University Preparation LYHCU

This course provides opportunities for students to increase their competence and confidence in listening, speaking, reading, and writing in Hebrew. Students will communicate about academic and personally relevant topics in increasingly spontaneous spoken interactions, and will develop their creative and critical thinking skills through exploring and responding to a variety of oral and written texts. Students will continue to enrich their understanding and appreciation of

diverse communities in regions of the world where Hebrew is spoken. They will also investigate personal and professional contexts in which knowledge of Hebrew is required, and develop skills necessary for lifelong language learning.

Prerequisite: Hebrew, Level 1, Academic

Healthy Active Living Education, Grade 10, Open PPL20

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

Prerequisite: None

The Grade 11 Program – 2022-2023

English, Grade 11 University Preparation, ENG3U

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze 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

Biology, Grade 11 University Preparation, SBI3U

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function 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

Biology, Grade 12 University Preparation, SBI4U

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

Prerequisite: Biology, Grade 11, University Preparation

Chemistry, Grade 11 University Preparation, SCH3U

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.

Prerequisite: Science, Grade 10, Academic

Environmental Science, Grade 11 University/College Preparation, SVN3M

This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in life after secondary school. Students will explore a range of topics, including the role of science in addressing contemporary environmental

challenges; the impact of the environment on human health; sustainable agriculture and forestry; the reduction and management of waste; and the conservation of energy. Students will increase their scientific and environmental literacy and examine the interrelationships between science, the environment, and society in a variety of areas.

Prerequisite: Grade 10 Science, Applied or Academic

Functions, Grade 11 University Preparation, MCR3U

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

Prerequisite: Principles of Mathematics, Grade 10, Academic

Functions and Applications, Grade 11 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

Challenge and Change in Society, Grade 12 University 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.

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

Understanding Canadian Law, Grade 11 University/College Preparation, CLU3M

This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies

inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them.

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

World Issues: A Geographic Analysis, Grade 12 University Preparation, CGW4U

In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.

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

Hebrew, Level 3, University Preparation, LYHDU

This course provides extended opportunities for students to communicate and interact in Hebrew in a variety of social and academic contexts. Students will refine and enhance their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, as they explore and respond to a variety of oral and written texts, including complex authentic and adapted texts. They will also broaden their understanding and appreciation of diverse communities where Hebrew is spoken, and develop skills necessary for lifelong language learning.

Prerequisite: Hebrew, Level 2, University Preparation

The Grade 12 Program – 2022-2023

English, Grade 12 University Preparation ENG4U

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

Prerequisite: English, Grade 11, University Preparation

Physics, Grade 11 University Preparation SPH3U

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will 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

Physics, Grade 12 University Preparation SPH4U

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

Prerequisite: Physics, Grade 11, University Preparation

Chemistry, Grade 12 University Preparation SCH4U

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.

Prerequisite: Chemistry, Grade 11, University Preparation

Advanced Functions, Grade 12 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

Calculus and Vectors, Grade 12 University Preparation MCV4U

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modeling 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 new Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).

Mathematics of Data Management, Grade 12 University Preparation MDM4U

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

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

Canadian and International Law, Grade 12, University Preparation, CLN4U

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

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

Analysing Current Economic Issues, Grade 12 University Preparation, CIA4U

This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the 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

Religious Studies, Grade 12, University Preparation, HRE43

The focus of this course is the Book of Genesis and the values embedded therein. Different themes have been selected in order both to focus on the content of Biblical narrative and to analyze selected key elements of our faith as found in the text and the traditional exegetical sources. Commentary, used extensively in the study of the texts, includes most of the well-known classical commentaries and exegetes including Rashi, Rambam, and others from the time period of the Rishonim (1120-1500 C.E.)

Prerequisite: Religious Studies, Grade 11, University Preparation

Canadian and International Politics, Grade 12, University/College Preparation, CPW4U

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

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

World Issues: A Geographic Analysis, Grade 12 University Preparation, CGW4U

In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.

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