

# Course Calendar

2021 — 2022 | 5782



Community Hebrew Academy  
of Toronto

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# TanenbaumCHAT

## Course Calendar 2021 - 2022

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## Objectives of the School

As the Jewish community high school, our school fulfills a unique role. Our students come from virtually every corner of the GTA and represent a wide range of backgrounds. We welcome students from Jewish day schools as well as from many public and independent schools. Our school is the largest of its kind in North America and boasts an alumni body numbering more than 8,000 graduates.

Our excellent General Studies program meets the highest standards of the Ministry of Education of Ontario and is offered along with a broad and enriched Jewish education experience, and robust and varied extra-curricular options. Upon successful completion of our program, students graduate with an Ontario Secondary School (OSSD) Diploma. In recognition of our unique and enriched curriculum, they also receive a TanenbaumCHAT diploma.

Our school is infused with Jewish values, a sense of community, commitment to the State of Israel, and an emphasis on the inherent worth of every individual. Our students learn that they are part of a larger local and global community. An emphasis on *tikun olam* (giving back) is embodied by our enhanced community service component which exceeds the Ministry of Education requirements. We foster the notion that learning is a lifelong endeavor – one that may be pursued beyond high school and during every stage of life.

Our enthusiastic, caring and highly-qualified educators are committed to making the high school years meaningful. In TanenbaumCHAT's safe and supportive environment, we provide the tools students need to fulfill their academic potential – while also acknowledging that academic success is dependent on hard work. Students are encouraged to turn to teachers for help with academic or social challenges. The Student Services team, comprising the Centre for Differentiated Learning (CDL), the Deans' Office, the Guidance Department and a social worker, work together to provide a comprehensive and multi-disciplinary approach to supporting the whole student.

## Five core values underpin our programming:

- **Curiosity:** We spark students' intellectual curiosity in an atmosphere of academic excellence, preparing them for life after TanenbaumCHAT.
- **Character:** We expect everyone in our school community to treat all people with dignity, and to act with integrity, empathy, self-discipline and *derech eretz* (respect).
- **Connection:** We deepen students' connection to their Jewish roots by showing them that Judaism is timeless, and meaningful and relevant to their lives.
- **Community:** We help students develop a sense of responsibility to the State of Israel and to the global Jewish community in all its diversity.
- **Contribution:** We teach that life becomes more meaningful when we reach beyond ourselves and our personal accomplishments to contribute to the wider world.

## School Code of Conduct

Learning to act as a responsible, constructive and moral member of society is an important part of the education at TanenbaumCHAT. In accepting placement at TanenbaumCHAT, students have agreed to abide by the school's Safety and Behaviour Code, and have committed themselves to learn to be good citizens, positive members of our community and good neighbours.

Tolerance and mutual respect are non-negotiable parts of the school ethos. Students at TanenbaumCHAT are expected to: a) act safely, sensibly, responsibly, courteously and with honesty and integrity at all times, and implement the provisions of the School Handbook; b) strive to enhance the community spirit of our school 'family'; respect the ethos and sensitivities of our school community, and behave with tolerance to staff and students; c) be in school promptly and attend classes on time with the correct books and equipment; d) be conscientious regarding school work; complete assignments on time; implement teachers' instructions; be appropriate in speech; never disturb the learning of others; e) respect teachers, peers and all school staff; f) respect school property and the property of others attending the school; g) respect our neighbours and other members of the local community, keep off their property; behave appropriately in the vicinity of the school; h) respect road safety provisions, whether as pedestrian, driver or passenger; i) observe the dress code and dress neatly, and appropriately for school and all school occasions; and j) seek staff assistance, if necessary, to resolve conflicts peacefully, and not get into fights. **Inappropriate Behaviour** Examples of inappropriate behaviour on school property, in the vicinity of the school, at any time during the school day or on any school-sponsored activity or trip, include, but are not limited to: a) smoking or vaping on or near school property; b) using vulgar, profane or offensive language; c) swearing at a teacher or other person in authority; d) committing an act of vandalism causing damage to school property or property located on school premises; e) in or out of school, directly or indirectly, bullying, intimidating or threatening another person or encouraging others to do so; f) fighting; g) using a weapon to cause or threaten bodily harm to another person; h) knowingly causing another person to be exposed to danger or risk; i) committing physical assault on another person; j) being in possession of, consuming in any quantity, being under the influence of or trafficking or providing others with alcohol, cannabis or cannabis products, illegal drugs, vape pens, illegal drugs, drug-related equipment; k) being in possession of any weapon, including but not limited to firearms or replica fire-

arms, or any dangerous substance or object; l) using any object to cause or threaten bodily harm or intimidate another person; m) causing injury to any person with an object; n) harassment of any kind; o) engaging in any form of gambling, whether for money or not; p) inappropriate use of electronic communications/media; including accessing inappropriate materials on the internet; posting or texting offensive, derogatory and/or degrading comments or images on personal or commercial websites (e.g. Facebook, Instagram, Twitter, Snapchat, [www.ratemyteachers.com](http://www.ratemyteachers.com) and similar sites); q) possessing or sending or accessing on a computer or device, hate literature, racist material or pornography; and r) conduct injurious to the moral tone of the school or to the physical or mental well-being of others

## Attendance

Regular attendance by students is critical for the student's learning and achievement of course expectations. Where, in the Principal's judgment, a student's frequent absences from school are jeopardizing their successful completion of a course, school staff will meet with the student and the parents to explain the potential consequences of the absences, including failure to gain credits, and discuss steps that could be taken to improve attendance.

The legal age of compulsory school attendance in the Province of Ontario is 18 years of age.

Parents will routinely be informed of a student's absence from school and may be contacted for verification of parental notes. The school is not responsible for students who of their own violation; leave the school premises during the school day. Students who are deliberately absent from school without satisfactory reason may be refused make-up tests, teacher help and other accommodations.

It is the students responsibility to:

- attend classes punctually and regularly, and be present and prepared for all classes, assemblies and scheduled school activities. Students on spares must attend all assemblies and other special events.
- be in every class on time. The school day begins with the 8:25 AM bell, and students must be in their first class by 8:30 AM; in subsequent classes by the next bell which sounds in two minutes; and on time for classes following lunch and breaks.
- parents must contact the Deans' Office before 9:00 AM by

email or phone call if the student is going to be absent or late.

- provide a medical note or parental email with other valid reasons if the student has been absent or late.
- request the school's prior permission well in advance if the student knows they will have to miss school for a medical or other serious reason.
- make up the work for all classes missed, whatever the reason for absence. If you the student is absent or late – on arriving at school they must:
- report immediately to the Deans' Office
- If late to class after lunch on a Wednesday a detention or other disciplinary action may be given.
- If repeatedly late for the first period, or otherwise, a detention or other disciplinary action may be taken at the discretion of the Deans' Office.
- If late for Period 1 twice in 10 school days a detention or other disciplinary action may be taken.

### Changing Programs

Students have an obligation to study their requested course for the full length of the course, as courses are offered, and the staff is hired, on the basis of students' requests.

Provided class size and balance make a change possible, a student may transfer from one course to another in the first month of the academic year. After that time, students are considered registered in their courses and a permanent record of achievement in these courses will be entered in a student's file.

Students who decide to drop a course should do so with caution and only after consultation with their parents, the Guidance Department and the teacher involved. Course changes and transfers will not be processed without prior consultation with parents, after the first month.

### Policy Related to Changing Course Type

Students may change their educational goals as they proceed through secondary school. Students may change from academic to applied level courses in a particular subject area (or vice versa). Students should consult with the Guidance department regarding necessary prerequisites and any implications that may result from such changes.

### Transfer Courses

The purpose of transfer courses is to enable students who alter their post-secondary plans to transfer from one type of course to another after Grade 10. **The exception to this is: to change course type in math, the transfer course must be completed directly after Grade 9.** Transfer courses are designed to provide the knowledge and skills required to bridge the gap between two courses of different types. In most cases, transfer courses are shorter and more focused than other types of courses and can be delivered in a variety of ways. These courses will provide partial credits, since they require students to demonstrate achievement of new curriculum expectations. The credits earned will qualify as optional credits towards the diploma requirements. Transfer courses are not remedial instruction provided to enable students to achieve the curriculum expectations of a course that they have failed to complete successfully; they are designed to adequately prepare students to meet the expectations of a different type of course.

### Requirements for a TanenbaumCHAT Diploma

Upon graduation, a TanenbaumCHAT diploma is awarded to those students who have satisfactorily completed the academic requirements of the Jewish and General Studies curriculum and who have completed 72 hours of community service. Each year, students are required to take 4 courses in Jewish Studies, at their grade level, and to complete 18 hours of community service. In order to qualify for a TanenbaumCHAT diploma, students must have passed their Jewish Studies courses in each year. A student, who does not successfully complete the required 16 Jewish Studies courses, will not be eligible for a TanenbaumCHAT diploma.

### TanenbaumCHAT Diploma with Distinction in Academic Jewish Studies

Academic Jewish Studies classes are offered for students with high motivation as well as a solid foundation in Hebrew language. The language of instruction as well as the entire classroom experience is infused with a rich Hebrew immersion. Students enrolled in this program will benefit from an exceptional experience studying texts in their original language and conversing with their teachers and peers in conversational Hebrew. As students progress from grade to grade, the level and pace of their spoken and written Hebrew increases to reach an advanced fluency level by graduation. In recognition of their achievement, students enrolled in Academic Jewish Studies classes qualify at graduation to receive the Diploma with Distinction in Academic Jewish Studies.

## **Community Service Requirements for a TanenbaumCHAT Diploma**

It is a central belief in Judaism that all of us are responsible for each other. Helping others is part of our commitment to our community, to ourselves and to the values of Torah. It is a way in which we train ourselves to be caring individuals and committed Jews.

To allow our students the opportunity to participate in the needs of our community, and to stress the importance of doing good work in our everyday lives, TanenbaumCHAT sponsors a Community Service requirement for all students in our school.

**Every student at TanenbaumCHAT is required to volunteer a minimum of 18 hours of community service during the course of the school year.**

We believe that the contribution of this modest amount of time to the welfare of others is part of the educational process of TanenbaumCHAT. It is part of our curriculum. Students will be expected to volunteer these hours by the end of the school year as one of the conditions of successfully completing the school year. Students who do not complete their **18 hours** of community service in a particular year will only receive their timetable at the discretion of the Principal. For further information, please request a Community Service brochure or refer to the Community Service section on Edsby.

### **Ministry Expectations**

The Ministry of Education and TanenbaumCHAT recognize the importance and value of completing a secondary school education. Students are required to remain in school until the age of 18 or until they have obtained an Ontario Secondary School Diploma (OSSD).

### **Diploma Requirements**

#### **Ontario Secondary School Diploma**

The secondary school program is designed so that students can meet the diploma requirements in four years following Grade 8. Courses are offered in ways intended to ensure that education is relevant both to students' needs and interests and to the requirements of post-secondary institutions and employers. In Grades 9 and 10, courses strongly promote the acquisition of essential knowledge and skills by all students. In Grades 11 and 12, the program is designed to allow all students to choose courses that are clearly and directly linked to their intended post-secondary destinations.

In order to earn an Ontario Secondary School Diploma (OSSD), a student must earn a minimum of 30 credits, including 18 compulsory credits and 12 elective credits. A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. The combination of compulsory and elective courses is designed to provide all students with the essential knowledge and skills they will need to function effectively in any area of activity, as well as the opportunities to acquire the specialized knowledge and skills they will need to succeed in their chosen post-secondary endeavors.

#### **Compulsory Credits (total of 18)**

Students must earn the following compulsory credits in order to obtain the Ontario Secondary School Diploma:

- ◆ 4 credits in English (1 credit per grade)
- ◆ 1 credit in French as a second language
- ◆ 3 credits in mathematics (at least 1 credit in Grade 11 or 12)
- ◆ 2 credits in science
- ◆ 1 credit in Canadian history
- ◆ 1 credit in the arts
- ◆ 1 credit in health and physical education
- ◆ 0.5 credit in civics
- ◆ 0.5 credit in career studies

Plus:

**Group I:** additional credit in English or French as a second language, or a Native language, or a classical or international language, or social sciences and the humanities or Canadian and world studies or guidance and career education, or cooperative education.

**Group II:** additional credit in health and physical education or the arts or business studies, or French as a second language, or cooperative education.

**Group III:** additional credit in science (grade 11 or 12) or technological education (grades 9-12), or French as a second language or computer studies, or cooperative education.

While the school and Principal may recommend that students take certain courses in addition to the required subjects, they may not identify additional subjects or courses as compulsory requirements towards the earning of the secondary school diploma.

### **Elective Credits (total of 12)**

In addition to the 18 compulsory credits, students must earn 12 elective credits. Students may earn these credits by successfully completing courses that they have selected from the courses listed as available in this calendar.

### **The Ontario Secondary School Certificate**

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

- ◆ Compulsory credits (total of 7)
- ◆ 2 credits in English
- ◆ 1 credit in Canadian geography or Canadian history
- ◆ 1 credit in mathematics
- ◆ 1 credit in science
- ◆ 1 credit in health and physical education
- ◆ 1 credit in the arts or technological education

### **Optional credits (total of 7)**

7 credits selected by the student from available courses.

### **The certification of Accomplishment**

Students who leave school before fulfilling 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 vocational programs or other kinds of further training, or who plan to find employment after leaving school. The Certificate of Accomplishment will be accompanied by the students' Ontario Student Transcript. For those students who have an SLP (student learning profile) a copy of the SLP may be included.

Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly, but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when a student has fulfilled the appropriate requirements.

## Additional Diploma Requirements

### Literacy Requirement:

All students must successfully complete The Ontario Secondary School Literacy Test (OSSLT) in order to earn a secondary school diploma. Students normally take the literacy test when they are in Grade 10. The test will be based on the Ontario curriculum expectations for language and communication, particularly reading and writing, up to and including Grade 9. Students who are not successful on the literacy test in grade 10 may retake the test in grade 11. Students who do not successfully pass the Literacy Test twice can enroll in the Ontario Secondary Literacy Course (OSSLC).

Students entitled to special accommodations as recorded on their Student Learning Profile (SLP) will be accommodated accordingly on the OSSLT. Under special circumstances, a student may be deferred or exempt from the requirement of writing the Literacy Test.

### Community Service:

As part of the Ministry's diploma requirements, students must complete a minimum of forty (40) hours of community involvement. However, TanenbaumCHAT requires 72 hours of community involvement. A list of community partnerships and community service opportunities is available through the school.

### The Ontario Student Transcript

The Ontario Student Transcript (OST) is a comprehensive record of all course work and diploma requirements achieved by a student. The transcript is prepared and issued under the guidelines of The Ontario Student Transcript (OST) manual 2013. In grades 9 and 10, only the marks of a course completed successfully will be recorded. If the course is repeated, the highest mark in that course will show. In grades 11 and 12, students have a Full Disclosure transcript. This means that all courses attempted and/or completed must be recorded. If a student withdraws from a course after 5 instructional days following the mid-year report, the withdrawal is recorded on the transcript as a "W", accompanied by the mark achieved at the time of the withdrawal.

### The Ontario Student Record (OSR)

An original copy of all report cards and transcripts are kept in the Ontario School Record folder (OSR), created for each student upon entering an Ontario school. The full OSR is retained for five years after the student retires from school. In accordance with the OSR guideline (2000) some parts of the OSR are retained for 55 years. If you wish to review the information contained in the OSR, please contact the Principal. Students, and the parent or guardian of a student, where the student has not attained the age of eighteen years, are entitled supervised access to the OSR.

### The Organization of Secondary School Courses

The provision of different types of courses in the secondary school program is designed to provide all students with the essential knowledge and skills they will need in any area of endeavour, as well as the opportunity to specialize in areas that are related to their particular post-secondary goals. The types of courses offered in Grades 9 to 12 are those that will keep options open for all students in the earlier grades and prepare students in senior grades for their future destinations.

### Types of Courses

TanenbaumCHAT offers both a sufficient number of courses, and courses of appropriate types, to enable students to meet the diploma requirements. The types of courses available at TanenbaumCHAT are described below. Students can gain access to course outlines on Edsby and Ontario curriculum policy by referring to the Ministry website (<http://www.edu.gov.on.ca>).

### Academic and Applied Courses

Academic and applied courses set high expectations for all students. Academic courses focus on the essential concepts of the discipline and also explore related concepts. Academic courses develop students' knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts and incorporating practical applications as appropriate. Applied courses also focus on the essential concepts of the



discipline, but develop students' knowledge and skills by emphasizing practical, concrete applications of these concepts and incorporating theoretical applications as appropriate. Academic and applied courses differ in the balance between essential concepts and additional material, and in the balance between theory and application. Students who are successful in any academic or applied Grade 9 course will have the opportunity to enter either the academic or applied course in the same subject in Grade 10, except for Mathematics. However, Grade 10 academic and applied courses will prepare students for specific Grade 11 courses specified in various provincial curriculum policy documents.

### **Grade 9 and 10 Courses: Overview**

The courses in Grades 9 and 10 fulfill the compulsory requirements for the diploma. In these years, students select an appropriate combination of academic, applied and open courses so that they can add to their knowledge and skills, explore their interests, and determine the type of educational program they are best suited to undertake in Grades 11 and 12. Students are not required to make binding decisions about a particular education and career path in grade 9.

#### **Open Courses:**

Open courses in Grades 9 and 10 are offered in all subjects other than those offered as academic and applied. For example, open courses are offered in visual arts, music and health and physical education, but not in English, mathematics, science, French as a second language, history or geography. An open course has a set of expectations that is suitable for all students at a given grade level. These courses are designed to provide students with broader educational choices that will prepare them for their studies in Grade 11 and 12 and for productive participation in society.

### **Grade 11 and 12 Courses: Overview**

In Grades 11 and 12, students will focus more on their individual interests and identify and prepare for initial post-secondary goals. The four destination-related types of courses are: university preparation courses, university/college preparation courses, college preparation courses, and (in limited areas) workplace preparation courses. The work place preparation courses may be taken only with the recommendation of the Principal. Open courses are also available in Grades 11 and 12. Open courses are appropriate for all students and are not linked to any specific post-secondary destination.

### **Open Courses**

Open Courses in Grades 11 and 12 allow students to broaden their knowledge and skills in a particular subject that may or may not be directly related to their post-secondary goals, but that reflects their interests. These courses are appropriate for all students regardless of post-secondary destination. These courses are designed to provide students with a broad educational base and to equip them for active and rewarding participation in society. They are not designed with the specific requirements of university or college programs or the workplace in mind.

### **University Preparation Courses**

University preparation courses are designed to equip students with knowledge and skills they need to meet the entrance requirements for university programs. The range of courses offered and the content of these courses will allow students to prepare for university programs and related careers. Teaching and learning will emphasize theoretical aspects of the course content, but will also include concrete applications. All university preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Students will also be required to demonstrate that they have developed these skills.

### **University/College Preparation Courses**

University/college preparation courses include content that is both relevant for both university and college programs. These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs. The range of courses offered and the content of these courses will allow students to prepare for college and university programs and related careers. Teaching and learning will emphasize both theoretical aspects and related concrete applications of the course content. All university/college preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Students will also be required to demonstrate that they have developed these skills.

## College Preparation Courses

College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs. The range of courses offered and the content of these courses will allow students to prepare for most college programs and related careers. Teaching and learning will emphasize concrete applications of the theoretical material covered in the course, and will also emphasize the development of critical thinking and problem-solving skills. All college preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Courses will also require students to demonstrate that they have developed these skills.

## Advanced Placement Courses (AP)

The Advanced Placement Program allows motivated high school students to experience university level courses while still in secondary school. Teachers prepare students for the exam while delivering the Ontario Curriculum. AP courses offer students an enriched and academic challenge and an opportunity to earn university credits and/or placement. Students also learn 21st century skills and will have the opportunity to enhance their individual strengths. Please note that each university has its own policy related to APs.

Students will complete the Ontario Ministry requirements for each course in addition to preparing for the AP exam and will be required to write the final TanenbaumCHAT exam in addition to the AP Exam.

### Please note:

\*additional fees to take the AP class include the cost of writing the AP exam and additional hours required for course work completion, if necessary.

\*acceptance into a Pre-AP or AP class is at the discretion of the school.

\*AP course work which is not part of the Ontario curriculum will be completed outside of the 110 hours .

For more information on AP courses and policies, please refer to The AP Central and AP Canada websites:

AP Central: <http://apcentral.collegeboard.com/home?navid=ap-apcentral>

AP Canada: <http://apcanada.collegeboard.org/>

## The Independent Learning Centre

### (Correspondence Courses)

Secondary School credit courses are available through the ministry's Independent Learning Centre (ILC). Information about eligibility, enrollment procedures and course offerings may be found in the current edition of the Independent Learning Centre Student Guide and through the ILC website. Courses offered will be courses in the curriculum policy documents and will enable students to fulfil the requirements for a diploma.

**Note: Please see Guidance a Counsellor for more information .**

### Experiential Learning Programs

Experiential learning programs may be part of the delivery of the curriculum in all disciplines. Such programs provide students with opportunities to see how their classroom learning applies in a workplace setting and allow them to explore a career of interest as they plan a pathway through secondary school to post secondary destination. Experiential learning programs include job shadowing and job twinning, which may start in Grades 7 and 8, and work experience and cooperative education, which are offered in secondary school.

**Co-op courses are not currently offered by TanenbaumCHAT**

## Assessment and Evaluation

Assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in the secondary school curriculum policy documents.

In all courses, class work during the year will comprise 70% of the final mark. The Ministry of Education requires an examination or final summative task at the end of each course which will be 30% of the final grade. To equalize the distribution for our students, the type of final evaluation for each subject in each grade has been designated by the Administration. In Grades 9 & 10, students can expect to write 6-7 exams in June and have final summative tasks in their remaining subjects. In Grades 11 & 12, students will find the number of exams they write will vary depending on their individual choice of courses.

## Reporting Cycle

Assessment is continuous throughout the year. The assessment procedures used to monitor student progress may include, but are not limited to, assignments, project work, and seminars.

The annual reporting cycle is intended to communicate the achievement to date of students and will proceed as follows:

### **October *Grade 9 Interim Report***

Gives preliminary indications regarding adjustment to high school courses.

### **November: *Progress Report***

Records teachers assessment of students' progress and comments on challenges, strengths and next steps; followed by parent-teacher interviews.

### **December: *Edsby Marks Share***

Marks to date electronically communicated.

### **February: *Edsby Marks Share***

Marks to date electronically communicated; followed by parent-teacher interviews.

### **April: *Report Card***

Marks and comments:

### **June: *Final Report***

Marks and comments.

In addition, individual events may be reported to parents from time to time through the use of the Complimentary Letter or Special Report.

## **Accommodations, Deferrals, Exemptions and Substitutions for Compulsory Courses**

To meet the needs of individual students, the Principal may replace up to three compulsory courses with courses from the remainder of those that meet the compulsory credit requirements. Each substitution will be noted on the student's Ontario Student Transcript.

## **Prerequisites**

A prerequisite is a course deemed essential for the successful understanding and completion of a subsequent course. Course in grades 11 and 12 may have prerequisites as a requirement for enrolment. Upon request, the Campus Principal will determine whether or not the prerequisite should be waived. The Principal will make the decision in consultation with the parent and appropriate school staff.

## **Equivalent Credits**

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 Ontario Transcript. 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 (in accordance with Appendix 2 Ontario Schools 2016).

## **Prior Learning Assessment and Recognition (PLAR)**

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 enrolled in Ontario secondary schools, including the Independent Learning Centre and inspected private schools that chose to implement PLAR, may have their skills and knowledge evaluated against the overall expectations outlined in the 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.

## **University Prerequisites**

Ontario universities require an Ontario Secondary School Diploma (OSSD) and six Grade 12 university or university/college preparation courses for admission. Each university determines the prerequisites for individual programs. This information is available on [ouinfo.ca](http://ouinfo.ca) or on the websites of the various universities.

## Community College Prerequisites

Ontario Community Colleges require an Ontario Secondary School Diploma (OSSD) for admission. Each community college determines the prerequisite for individual programs. This information for the various colleges is available on [ontariocolleges.ca](http://ontariocolleges.ca) or on the websites of various colleges.

## Course Codes

Course codes consist of five characters established by the Ministry of Education.

The first three letters represent the subject name .

The fourth character, numeric, represents the year or the grade level (i.e. 2 would represent year 2 or grade 10).

The fifth character is used to designate the type of course

- =D (Academic)
- =P (Applied)
- =O (Open)
- =E (Workplace)
- =U (University Preparation)
- =C (College Preparation)
- =M (University/College Preparation)

### Please Note:

Students in Grades 9 & 10 are not permitted to have spares. Students in Grade 11 are permitted one spare; students in Grade 12, two spares. *Students requesting more than the above number of spares must receive permission from the Principal.*

## Guidance Department

### Services and Programs

The Guidance Department is a key component in the administration of the Anne & Max Tanenbaum Community Hebrew Academy of Toronto. Its major functions are twofold: to guide students with appropriate information about courses, credits, post secondary options, etc. and to help students develop academically, socially and emotionally.

This is accomplished by providing the student body with the following services:

### Individual Counselling

Counsellors are available to discuss any personal or academic difficulty. These discussions are always considered confidential. Counselling sessions may include issues such as:

- ◆ Academic program choices
- ◆ University/college requirements
- ◆ Career options
- ◆ Personal, family and religious issues

### Group Instruction

The Guidance counsellors, often together with other specialized personnel, run classes, small groups and workshops in the following areas:

- ◆ Grade 9 orientation and “Student Success” programs
- ◆ Course selection
- ◆ Study skills
- ◆ Post-secondary information
- ◆ Leadership programs
- ◆ Career education
- ◆ Post-secondary application procedures
- ◆ Ad hoc social and guidance issues
- ◆ True colors in the careers course

### Career and Educational Information

The Guidance Department maintains computer programs, videos, booklets and pamphlets on a number of topics of interest and importance to our students:

- ◆ Xello— a computer program with information about careers and post-secondary institutions in Canada
- ◆ Canadian university and community college calendars and booklets
- ◆ Information on universities/colleges in the United States and abroad
- ◆ Israel Gap year programs
- ◆ Bulletin board displays
- ◆ Meetings with university liaison personnel
- ◆ Scholarship information and assistance

### Special Services

In addition to our counselling staff, TanenbaumCHAT can provide other resources to further help our students.

- ◆ Peer tutors
- ◆ Referrals to social workers, psychologists, psychiatrists and other specialists (in consultation with parents)
- ◆ Psycho-educational assessments
- ◆ Academic tutoring
- ◆ Career Counselling (JVS)

### Grade 12 Transition Program

The Guidance department has developed a year-long transition program to prepare our grade 12 students for life after high school. In the fall, assemblies are held to explain the post-secondary application process; this information is repeated for parents at an evening session. During November and December, students are encouraged to meet with counsellors to discuss options and receive assistance with their applications. In the spring, the grade 12 students have the opportunity to hear speakers on topics relevant to college and university life such as: financial literacy, accessing mental health services, Israel Advocacy and Jewish life on campus and issues related to consent.

## **Guidance Publications**

Each year the Guidance Department produces the following publications for our students and their parents:

- ◆ University Application Process Booklet
- ◆ Scholarship Information
- ◆ Newsletters
- ◆ Disclosure Package for Post-Secondary Accommodations
- ◆ American University Application Process
- ◆ Israel Gap year brochures

Most publications are now on Edsby, the website through which we share information with parents and students. In addition to announcements at school, communication with students will also occur via email.

## **Freedman Centre for Differentiated Learning & Nussbaum Jewish Studies Remediation Centre**

The Centre for Differentiated Learning (CDL) operates on behalf of students who have exceptional medical, physical and learning needs based on documentation on file.

Students are supported through a variety of service models. In General studies, across the grades, students may receive support in a credited Learning Strategy course offered in either small groupings or in a class with a maximum of 10 students. Grade 11 and 12 students may also receive remedial support in one hour, non-credited, individualized sessions during a spare period.

The CDL staff become the students' Advocates. As Advocates, they create a Student Learning Profile (SLP) for each student based on psycho-educational assessments, reports and interviews. Throughout the year they ensure that teachers are aware of the unique learning profile of each student. Advocates confer with parents and teachers on a regular basis regarding appropriate strategies to meet their students' needs. Advocates also ensure that the various needs of the student, across the curriculum, are addressed.

The Learning Strategies courses are central to the curriculum. The Learning Strategies courses support and develop skills and abilities applicable to all disciplines. One of the most important roles of the CDL is to develop independent learners. Some examples of instructional goals include: time management, study skills, strengthening reading comprehension, written and oral expression, self-advocacy skills etc. Accommodations can be made for students with diverse learning styles. Supplementary medical, physical or psycho-educational documentation may be required for specific accommodations. Typical accommodations include: extra time for tests, computer use for essay style assessments, access to a supplementary set of notes and quiet testing spaces for assessments.

### **Jewish Students Support: Ivrit Remediation**

In grades 9 through 12, the CDL offers support to students who are having difficulties in developing the necessary language skills to meet course expectations. Every effort is made to provide students with the best possible Ivrit pro-

gram and to assign them to the specific language stream (Academic, Intermediate, Remedial) based on their skills and abilities. The hope is that with proper support, students will succeed in their assigned language stream. When necessary, students receive additional support once a week in small groups during Ivrit class, learning strategies or a spare.

### **Mandatory Skills for All Grade 9 Students**

The CDL coordinates compulsory study skills workshops for all incoming grade 9 students. This is a valuable opportunity to introduce new students to a common skill set, which will lay the foundation to their success at TanenbaumCHAT. Topics covered include: note taking, time management and test-taking skills.

### **The Learning Space**

The Learning Space provides an opportunity for all students to access a Learning Strategies teacher to develop and refine their study skills in both General and Jewish studies. **The Learning Space is open during lunch on Mondays, Thursdays and Fridays in Room 226.**

### **Optional Alumni Skills Workshops**

An alumni guest joins staff member and student expert panels to explore topics such as: technology and test preparation, essay writing, stress management, tackling FSTs and oral presentations and exam preparation. This program is offered monthly during lunch.

### **Peer Assisted Learning Skills (PALS)**

This group of motivated grade 11 and 12 students positively contributes to the growth and development of junior students in the wider school community. PALS are selected and trained to mentor or teach valuable learning strategies to their peers in either formal or informal settings. PALS receive training in the areas of organization, time management, note-taking, oral presentation skills and test-taking skills. The student leaders work closely with CDL staff delivering skills sessions in the Learning Strategies classroom, in the Learning Space and at various programs throughout the year.

## **Singer & Zagdanski Families Learning Resource Centre (LRC)**

### **Mission Statement**

The TanenbaumCHAT Singer & Zagdanski Families Learning Resource Centre furthers the overall mission of our school by encouraging a spirit of inquiry and instilling positive attitudes for life-long learning. The LRC'S mission is to foster literacy and critical thinking skills and to enhance the curriculum. The LRC provides the necessary support resources and the guidance to access the resources in the most effective manner.

### **Resources**

The LRC's resources include both print and non-print materials covering all aspects of the school curriculum in both Judaic and General Studies, as well as an array of literature for recreational reading. The collection includes over 19,000 print books, 141,000 e-books as well as subscriptions to 25 General Studies and 12 Judaica magazines/journals. The LRC has approximately 600 DVDs available for loan to both students and teachers. The LRC also has valuable database subscriptions, which include: online encyclopedias, newspapers, magazines and academic journals. In order to access this information, the LRC houses 19 PC computers which are available for students to use for their research assignments. To assist students in their class presentations, the LRC has laptop computers, Chromebooks, data projectors and CD players.

### **Website**

The LRC boasts a comprehensive website:

**[lrc@tanenbaumchat.org](mailto:lrc@tanenbaumchat.org)**

The website has a general reference section which includes online encyclopedias, dictionaries, maps etc. Accessible from the website, is the automated catalogue from which students can peruse the collection and place holds on required material. Students have access to the extensive searchable databases of both the school and public libraries. Under course related links, a myriad of reliable academic resources have been listed according to matter. An important section on bibliographical citation is also listed to help students with the correct formatting of their materials used for their re-

search. Amongst other general interest sites, the students can enjoy links to current local and international papers.

### **Service**

We offer a friendly, open atmosphere , in which students and faculty can pursue their academic needs. Our LRC librarians are happy to give personal assistance to students in order to make sure that they benefit from the resources available and acquire the skills to enhance their educational needs.



## The Anita & Daniel Chai Engineering Academy

The Chai Engineering Academy is a four-year program where scientifically-inclined students learn to think like engineers. The program helps students develop the “habits of mind” required of engineers through theory and hands-on practice. Its purpose is to train students to understand the fundamentals of what engineers and programmers do and familiarize them with the principles and intricacies of coding while empowering them with an approach to complex authentic problems that lack ready solutions.

Starting with the grade 9 course, Exploring Computer Technology, students will be introduced to the steps of the engineering design process from identifying and defining a specific challenge to solutions and testing. This process will be used throughout the course in all tasks.

Students will then learn computer technology fundamentals including:

- \* Identifying, deconstructing, and rebuilding computer parts
- \* Number systems such as binary arithmetic and number conversions
- \* Digital logic (logic gates and truth tables)

For the full Ministry description of this course, please see page G20 (Computer Technology TEJ2O)

***Please note that students enrolled in this program will be required to complete their Ministry mandated arts course in their Grade 10 year.***

## **Jewish Studies Course Descriptions**

TanenbaumCHAT Jewish studies offers a three-year Jewish Studies core curriculum and a fourth year (grade 12) that lets students choose four courses from a menu of Jewish Studies electives. This combination of a three-year mandatory Jewish Studies core curriculum with greater choice of Jewish Studies electives in the fourth year, offers students opportunities to learn basic Jewish values and texts across our Jewish Studies departments—Tanach, Rabbinics, Talmud, Ivrit and Jewish History—and specialize in their final year. Students will be able to delve into what interests them in Jewish Studies.

Our goal is to support our graduates in finding their own authentic voices nurturing and valuing multiple positive ways that Judaism can be expressed. This in turn helps them develop their own lifelong enduring Jewish identity.

***Each student is required to take four (4) Jewish Studies courses in each year at TanenbaumCHAT. For grades 9-11, the four courses are Tanach, Rabbinics Literature (or Talmud), Hebrew Language and Literature (Ivrit) and Jewish History. Students in grade 12 choose from a menu of Jewish Studies course options.***

### **Types of Programs**

TanenbaumCHAT emphasizes the value of the Hebrew language as the primary vehicle for the understanding of the Jewish heritage and the study of classical and modern Jewish sources. In line with this philosophy, TanenbaumCHAT's Jewish Studies department strongly emphasizes the use of Hebrew language in its Ivrit courses, as well as through the medium of Hebrew texts in Tanach and Rabbinics. Whenever possible, in other Jewish Studies courses, students are exposed to original Hebrew texts. (Please refer to next pages for credits offered).

### **Academic Jewish Studies Program**

This program is designed for the majority of day school graduates. The language of instruction in the core Jewish Studies courses is primarily in Hebrew, including tests and most other assignments. Students are required to take the four core Jewish Studies subjects in grades 9-11, and register for 4 course electives in grade 12.

Students enrolled in Academic Jewish Studies classes that are taught via rich immersion in Hebrew language will be

eligible to qualify at graduation to receive the Diploma with Distinction in Academic Jewish Studies, and will be recognized annually at the school's Celebration of Excellence in the fall.

### **Intermediate Jewish Studies Program**

This program is designed for day school graduates, whose level of Hebrew language skills does not reach that of the Academic Program. The primary language of instruction and evaluation is in English, except in the Ivrit course, where Hebrew is the language used. Students are required to take the four core Jewish Studies subjects in grades 9-11, and register for 4 course electives in grade 12.

### **New Stream Program**

This program is designed for students with little to no day school background. New Stream is an academic level program. The primary language of instruction and evaluation is English, except in the Ivrit course, where Hebrew is taught and is the primary language of instruction.

With some variations, the New Stream curriculum in grades 9-11 Jewish Studies parallels what is studied in the Academic Jewish studies program. Students are required to take the four core Jewish Studies subjects in grades 9-11, and register for 4 course electives in grade 12 but, the specific content and teaching methods take into account the students' lack of prior knowledge and study in Jewish Studies.

### **Remedial Ivrit Class**

Remedial Ivrit classes are designed for day school graduates who have severe difficulties learning the Hebrew language because of language based learning disabilities. Students in Remedial Ivrit will take their other Jewish Studies at the Intermediate level. Remedial level Ivrit is not eligible for University preparation U credit in grade 12. Successful Remedial students will be moved to Intermediate Ivrit. Placement into Remedial is at the discretion of the school.

### **Enriched and Advanced Courses**

TanenbaumCHAT offers enriched courses in Jewish Studies, **when there is sufficient enrollment**, in the following areas:

## **Talmud**

Talmud is a four-year course in the classic text of Rabbinic Judaism. Heavy emphasis is placed on developing language and analytical skills and on preparing students for independent study and preparation for advanced study beyond high school. In grade 9, Talmud is one course (3 hours/week), while in grades 10 and 11, it counts as two courses (6 hours/week). In grade 12 Talmud is one course (3 hours/week).

## **Enriched Tanach**

In grades 9, 10 and 11, an enriched Tanach course is offered to students. The enriched Tanach course generally follows the curriculum of the Academic course, but on a greater intellectual and skill based level, with more use of Hebrew language. Both courses take the same examination. In grades 10 and 11 students need to have achieved a minimum Tanach grade of 75% the previous year, along with the recommendation of the teacher.

**These courses are subject to sufficient enrollment**

## **Enriched Jewish History**

In grades 9, 10 and 11, an enriched Jewish History course is offered to students, which will be taught in Hebrew. The enriched Jewish History course generally follows the curriculum of the Academic course, but on a greater intellectual and skill based level, with complete use of Hebrew language. Both courses take the same examination.

***These courses are subject to sufficient enrollment.***

## **Grade 12 electives**

Grade 12 students register for four Jewish Studies courses from a range of different areas. Students will be required to take four Jewish Studies courses, but there will no longer be any required courses in grade 12 and students will choose Jewish studies courses from a menu of offerings. (These electives are listed further below).

## **Please note:**

\*Students have the opportunity to transfer from the Intermediate and New Stream program to the Academic program if they excel in their Jewish Studies (at the discretion of the Administration).

\*Students who fail a Jewish Studies course will be required to write a make-up exam in August. A passing grade of 60%

must be earned. Information regarding material for the make-up exam will be provided in early July. If the exam is not passed, the student must repeat the course. Due to the constraints of our timetable, having to repeat a Jewish Studies course may cause difficulties in enrolling in the desired General Studies courses since Jewish Studies requirements have priority.

\*Students entering TanenbaumCHAT after grade 9 may be required to take one or more Jewish Studies courses at a lower grade level. In order to rejoin his/her grade, a student will be required to pass a "bridge"(gesher) exam at the end of the summer of the year the student entered TanenbaumCHAT. On the bridge exam, the student must attain at least 60%. Information regarding the material for the exam will be provided in early July. If the bridge exam is not passed, the student shall proceed to the next level of the subject, not rejoining his/her grade. Due to the constraints of our timetable, this may cause difficulties in enrolling in the desired General Studies courses since Jewish Studies requirements have priority.

\*Placements in Jewish Studies programs are determined by the individual evaluation of each student, in conjunction with administration and faculty, guidance personnel, and input from parents. The school attempts to approach this task with sensitivity and flexibility, so that it is possible for a student to transfer from one program to another. The school believes that parents receive the best value by registering their children for the Jewish Studies track that best addresses their potential and level, and offers its recommendations based on that. Students in the Academic Jewish studies track are eligible to receive a Diploma of Distinction at graduation and also special recognitions at yearly awards evenings. Students in Academic Jewish Studies are eligible to register for grade 9-11 Talmud, and other enriched Jewish studies course.

\*In making option selections for the coming year, students should follow Jewish Studies courses in the same program that they were in during the current year.

\*The decision to offer courses (and how many sections of those courses) for the coming school year is determined by student course selections made in February. Accordingly, once this determination is made, TanenbaumCHAT cannot

guarantee that course or sections will be available, if students want to change sections or courses in the new school year. TanenbaumCHAT's practice is to keep our classes as small as possible, which will inevitably limit such changes. We, therefore, urge all students to make their course decisions after careful thought and investigation, because it cannot be assumed that changes can easily be made in August or September.

## Credits Offered

### Academic Jewish Studies

\*In grade 9-11, students earn one academic credit in Hebrew Language and one credit in Religious Studies each year.

\*Grade 11 Academic students will earn the Hebrew Language grade 12 University Preparation credit (LYH DU) upon the successful completion of their grade 11 class.

\*In grade 12, students are eligible to earn a grade 12 University preparation credit in Ethics or Philosophy (HZT4U), a mixed credit in Religious Studies (HRE4M). Academic level students may continue taking innovative, advanced Ivrit courses at the grade 12 level (LYHDUI or LYHDUA or LYHDUD), although they will have already received the LYH DU credit at the end of grade 11.

### Intermediate Jewish Studies

\*In grade 9, students earn one credit in Religious Studies.

\*In grades 10 and 11 students earn one credit in the Hebrew language and one credit in Religious Studies each year.

\*In grade 12, students are eligible to earn a grade 12 University preparation credit in Ethics or Philosophy (HZT4U), or a mixed credit in Religious Studies (HRE4M). Students may also continue Ivrit in grade 12 to earn a 4U grade 12 University preparation credit in Hebrew language (LYHDUT).

### Remedial Level Ivrit

Remedial Ivrit students are not able to earn Academic and University level Hebrew language credits, only Open level credits.

### New Stream Jewish Studies

\*In Grade 9, students earn one credit in Religious Studies.

\*In Grades 10 and 11, students earn one credit in Hebrew

language and one credit in Religious studies each year.

\*In grade 12, students are eligible to earn a grade 12 University preparation credit: Ethics or Philosophy (HZT4U), or a mixed credit in Religious Studies (HRE4M). Students may also continue Ivrit in grade 12 to earn a 4U grade 12 University preparation credit in Hebrew language (LYHDUN)

### Diploma with Distinction in Academic Jewish Studies

Academic Jewish Studies classes are offered for students with a high motivation as well as a solid foundation in Hebrew language. The language of instruction as well as the entire classroom experience is infused with rich Hebrew immersion. Students enrolled in this program will benefit from an exceptional experience studying texts in their original language and conversing with their teachers and peers in conversational Hebrew. As students progress from grade to grade, the level and pace of their spoken and written Hebrew increases to reach an advanced fluency level by graduation. In recognition of their achievement, students enrolled in Academic Jewish Studies classes qualify at graduation to receive a Diploma with Distinction in Academic Jewish Studies, please see the details below:

Requirements for the Diploma with Distinction in Academic Jewish Studies.

1. Students must register for Academic JS in grade 9-11 for all JS courses; and in grade 12 for at least one JS course which is taught in Ivrit. (Grade 12 academic JS courses taught in Ivrit include various Academic Ivrit department courses, Academic Tanach taught in Ivrit).
2. Students must have completed all JS course requirements including exams and final tasks, and pass all their JS courses.

As well, students enrolled in the Jewish Studies Academic program who are recipients of TanenbaumCHAT Academic Awards of Excellence (90% average) and Academic Awards of Merit (80% average) will be recognized at the school's Celebration of Excellence held each fall. Students in the Academic JS program will qualify for the Hebrew language (LYH DU) University preparation credit at the end of grade 11 Ivrit.

## **Jewish Studies Courses for Grades 9-11**

### **Ivrit– Hebrew Language and Literature**

The program of instruction in Hebrew Language and Literature is designed to advance students in the four language skills in Ivrit (please see below). In addition, students will explore aspects of the Jewish and Israeli culture, including social customs, music and food, by participating in cultural events and activities involving both print and technological resources:

- Increase fluency in speaking and listening skills:

Class discussions and instructions are conducted in Hebrew and students participate in practical activities to enhance speaking and listening skills. In addition, students have the opportunity to listen to native speakers through technological resources.

- Enhancement of reading skills:

Students are exposed to selected readings in prose and poetry, by which they will expand their vocabulary and develop their skills of comprehension and critical analysis.

- Improvement of writing skills:

Students learn to express ideas clearly and effectively in writing, advancing correct usage of grammar and syntax.

- Broaden students' awareness: Jewish and Israeli cultural elements will be examined through authentic Israeli literature and media.

### **Grade 9 Courses:**

#### **Ivrit: LYHBDD**

##### **(Academic)**

This course is intended for students who have had multiple years of Hebrew language learning in Jewish Day School and who have a high proficiency level in Hebrew. The course is designed to enable students to communicate with native speakers. In speaking, students will work toward successfully handling level appropriate communicative tasks and social situations. In listening, students will work toward understanding a longer discourse on a number of topics related to different times and places. In writing, students will work toward meeting the most practical writing needs and social demands, such as taking detailed notes on a familiar topic and using complex sentences. In reading, students will work toward fully understanding texts dealing with basic social

needs of which the reader has personal interest and/or knowledge.

#### **Ivrit: LYHADT**

##### **(Intermediate)**

This course is intended for students who have experience of Hebrew language learning in Jewish day schools with an intermediate proficiency level in Hebrew. This course introduces students to language elements they will need to communicate with native speakers. Students will participate in practical activities in which they can apply their knowledge and skills in Hebrew. In speaking, students will work toward successfully navigating uncomplicated communicative tasks and social situations. In listening, students will work toward understanding sentence-length expressions that consist of recombination in limited content areas. In writing, students will work toward meeting practical writing needs, such as letters and paragraphs about topics grounded in personal experiences. In reading, students will work toward understanding simple connected text dealing with basic and social needs.

#### **Ivrit: LYHADN**

##### **(New Stream)**

This course is intended for students who are new to the Jewish day school system and who have minimal to no Hebrew skills. The course introduces students to language elements that are necessary to begin to communicate with native speakers. In speaking, students will work toward basic communicative exchanges based on learning material. In listening, students will work toward understanding short learned expression. In writing, students will work toward writing simple fixed expressions. In reading, students will work toward interpreting texts in areas of practical needs.

#### **Ivrit: LYHAOR**

##### **(Remedial)**

This course is intended for students in need of comprehensive reinforcement of foundational Hebrew concepts to assure their success as they advance their Hebrew studies. This course introduces students to language elements they will need to communicate with native speakers. Students will participate in practical activities in which they can apply their knowledge and skills in Hebrew. In speaking, students

will work toward successfully navigating a limited number of interactive, task oriented and social situations. In listening, students will work toward understanding sentence-length expressions in a limited number of content areas. In writing, students will work toward meeting limited practical writing needs, such as: short messages, postcards and notes, as well as creating statements or questions at the appropriate level. In reading, students will work toward understanding main ideas or facts from simple texts about personal and social needs. Remedial Ivrit is designed for day school graduates who have serious difficulties learning the Hebrew language because of language based learning challenges. Placement is made by the administration in consultation with the Centre For Differentiated Learning.

#### **Learning Strategies: GLE10I**

##### **(Open)**

Students whose learning profiles warrant more intense instructional intervention, as identified by their psycho-educational assessment, will be assigned to a learning strategies class in lieu of Jewish History. In this class, students will receive support for Ivrit, Tanach and Rabbinics.

***Entry into this course is by administration approval only.***

#### **Learning Strategies: GLE20I**

##### **(Open)**

Students whose learning profiles warrant more intense instructional intervention, as identified by their psycho-educational assessment, will be assigned to a learning strategies class in lieu of Tanach. In this class, students will receive support for Ivrit, Tanach and Rabbinics.

***Entry into this course is by administration approval only.***

### **Grade 10 Courses:**

#### **Ivrit: LYHCUD**

This course is intended as a continuation of the growth fostered in LYHBDD. The course is designed for students who have had multiple years of Hebrew language learning in Jewish day school and have a high proficiency level in Hebrew. This course provides students with the language learning experiences that will enable them to communicate in Ivrit.

Students will continue to develop and apply their speaking skills in a variety of contexts. In speaking, students will work toward successfully handling level appropriate communicative tasks and social situations. In listening, students will work toward understanding a longer discourse on a number of topics related to different times and places. In writing, students will work toward meeting the most practical writing needs and social demands, such as taking detailed notes on a familiar topic and using more complex sentences. In reading, students will work toward fully understanding detailed texts dealing with basic social needs of which the reader has personal interest and/or knowledge.

#### **Ivrit: LYHBDT**

##### **(Intermediate)**

This course is intended as a continuation of skill development in LYHADT. This course provides students with opportunities to further develop their oral communication skill in Hebrew and increase their confidence in using the language in practical and real life situations through a variety of activities. The language students will use at this level will still be relatively simple. In speaking, students will work toward successfully navigating uncomplicated communicative tasks and social situations. In listening, students will work toward understanding sentence-length expressions that consist of recombination in limited content areas. In writing, students will work toward meeting practical writing needs, such as letters and paragraphs about topics grounded in personal experiences. In reading, students will work toward understanding simple connected text dealing with basic and social needs.

#### **Ivrit: LYHBDN**

##### **(New Stream)**

This course is intended as a continuation of the growth fostered in LYHADN. This course provides students with the language learning experiences that will enable them to communicate in Ivrit. Students will continue to develop and apply their speaking skills in a variety of contexts. In speaking, students will work toward handling successfully a limited number of interactive, task oriented and social situations. In listening, students will work toward understanding sentence-length expressions in a number of content areas. In writing, students will work toward meeting practical writing needs, such as short messages, post cards and notes as well as creating statements or questions within their Hebrew language

creating statements or questions within their Hebrew language level. In reading, students will work toward understanding main ideas or facts from simple texts about personal and social needs.

#### **Ivrit: LYHBOR**

##### **(Remedial)**

This course is intended as a continuation of the growth fostered in LYHAOR. This course provides students with opportunities to further develop their oral communication skills in Hebrew and increase their confidence in using the language in practical and real life situations through a variety of activities. The language students will use at this level will still be relatively simple. In speaking, students will work toward handling successfully uncomplicated communicative tasks and social situations. In listening, students will work toward understanding sentence-length expressions that consist of recombination in limited content areas. In writing, students will work toward meeting practical writing needs, such as letters and paragraphs about topics grounded in personal experiences. In reading, students will work toward understanding simple connected text dealing with basic and social needs. Remedial Ivrit is designed for day school graduates who have serious difficulties learning the Hebrew language because of language based learning challenges and / or significant gaps in the students Hebrew foundation. Placement is made by the administration in consultation with the Centre for Differentiated Learning.

### ***Grade 11 Courses:***

#### **Ivrit: LYHDUC**

##### **(Academic)**

This course is intended as a continuation of the growth fostered in LYHCUD. This course prepares students for University studies in Hebrew. Students will use increasingly sophisticated language in a variety of activities that will enable them to speak and write with clarity and accuracy. Students will also enhance their thinking skills through the critical study of literature. In speaking, students will work toward conversing casually about topics of current public and personal interest. In listening, students will work toward understanding main ideas in detailed discourse about topics that extend beyond

their immediate situations. In writing, students will work toward writing several lengthy paragraphs about familiar topics. In reading, students will work toward reading longer prose such as short stories.

#### **Ivrit: LYHCUT**

##### **(Intermediate)**

This course is intended as a continuation of the growth fostered in LYHBDT. This course provides students with opportunities to further develop their communication skills in Hebrew and to increase their confidence in applying Hebrew in a variety of practical situations. Students will engage in a variety of activities and use resources that will allow them to use the language in various real-life situations. In speaking, students will work toward successfully navigating most uncomplicated communicative tasks and social situations. In listening, students will work toward understanding longer discourse on a number of topics related to different times and places. In writing, students will work toward meeting most practical writing needs and limited social demands, such as taking detailed notes on familiar topics and using more complex sentences. In reading, students will work toward fully understanding texts dealing with basic and social needs of which the reader has personal interest and/or knowledge.

#### **Ivrit: LYHCUN**

##### **(New Stream)**

This course is intended as a continuation of the growth fostered in LYHBDN. The course offers students opportunities to further develop their knowledge of Ivrit and to enhance their communication skills. Students will use increasingly sophisticated language in a variety of activities that will enable them to speak and write with clarity and accuracy. Students will also enhance their thinking skills through the critical study of literature. In speaking, students will work toward successfully navigating a limited number of interactive, task oriented and social situations. In listening, students will work toward understanding sentence-length expressions in a limited number of content areas. In writing, students will work toward meeting limited practical writing needs, such as short messages, postcards and notes, as well as creating statements or questions within their Hebrew language level. In reading, students will work toward understanding main ideas or facts from simple texts about personal and social needs.

## **Ivrit: LYHCOR**

### **(Remedial)**

This course is intended as a continuation of skill development taught in LYHBOR. This course provides students with opportunities to further develop their communication skills in Hebrew and to increase their confidence in applying Hebrew in a variety of practical situations. Students will engage in a variety of activities and use resources that will allow them to use the language in various real-life situations. In speaking, students will work toward handling successfully uncomplicated communicative tasks and social situations. In listening, students will work toward understanding sentence-length expressions that consist of recombination in limited content areas. In writing, students will work toward meeting practical writing needs, such as letters and paragraphs about topics grounded in personal experiences. In reading, students will work toward understanding simple connected text dealing with basic and social needs. Remedial Ivrit is designed for day school graduates who have serious difficulties learning the Hebrew language because of language based learning challenges and/or significant gaps in the student's Hebrew foundation. Placement is made by the administration and consultation with the Centre for Differentiated Learning.

### **Learning Strategies: GLE3OI**

#### **(Open)**

This course, Learning Strategies for Jewish Studies, is focused on implementing learning strategies specifically for Jewish Studies, but also develops basic skills for both English and Hebrew reading, writing and organizational skills adaptable for all courses in high school. *Entry into this course is by administration approval only.*

## ***Jewish History***

The core Jewish History course is taught in grades 9, 10 and 11. The curriculum is designed for students to learn about the major events, issues and themes of Jewish history within the context of the development of Western civilization. The program seeks to develop students' critical skills and analytical abilities. In particular, emphasis is placed on historical thinking skills focusing on use of primary sources, analyzing causes and consequences, identifying continuity and change, establishing historical significance, and understanding the

ethical dimensions of history. For each grade. There is a gradual progression in the level of difficulty and expectations and in the nature and complexity of the material taught from year to year.

### **Grade 9 Jewish History:**

#### **JEH1E (Enriched) Language of instruction in Hebrew (subject to sufficient enrollment)**

##### **JEH1D (Day School)**

##### **JEH1N (New Stream)**

Ancient Jewish History: From the Destruction of Judah to the Conclusion of the Talmudic Period (600 BCE to 500 CE). Grade 9 deals with Second Temple and Rabbinic periods, focusing on the following topics: Jews under Babylonian and Persian rule; Judaism and Hellenism; the Maccabean revolt and the Hasmonean Kingdom; Jews, Romans and the Great Revolt; Restructuring at Yavneh and the Origins of Rabbinic Judaism; the Bar Kochba revolt; Editing of the Mishna, and the Talmudic period culminating with the editing of the Babylonian Talmud. The student is introduced to analysis of primary sources in order to begin developing the ability to engage in critical thinking.

### **Grade 10 Jewish History**

#### **JEH2E (Enriched) Language of instruction in Hebrew (subject to sufficient enrollment)**

##### **JEH2D (Day Schools)**

##### **JEH2N (New Stream)**

Medieval Jewish History: From the Islamic Period to the Jews under the Czars 500 to 1900. Grade 10 covers Jewish life from the birth of Islam through Christianity in Central Europe and Eastern Europe. This is a period of exile and the story of Diaspora Jewish communities. The course focuses on how the Jewish people maintained their distinct identity as a minority in a host society under Islam in Babylonia and Spain and Christianity in Europe. Topics include Jewish life under Muslim rule; the Golden Age in Spain; Christian Europe in the Middle Ages; Christian attitudes toward Jews; the development of the Jews of Ashkenaz in Northern France and Germany; and Jewish life in Christian Spain, culminating in the expulsion of Jews from countries in Western Europe. The course also includes the development of Polish Jewry, the founding of Hasidism, and Jews under the Czars in Russia. Students are introduced to



the impact of the Enlightenment in 18<sup>th</sup> century Germany and its impact on the Jews. Emphasis is placed on enabling the student to develop historical insights independently and to begin to understand how historians write history.

#### **Grade 11 Jewish History:**

##### **JEH3B (For students taking Talmud)**

##### **JEH3D (All Streams)**

#### **Modern Jewish History: From the 18th century to the Contemporary Arab-Israeli Conflict**

With this course, the Jewish History curriculum enters the modern period, from the mid-18<sup>th</sup> century to the present. The first section of the course explores the impact of the French Revolution on the Jews and then moves to focus on the Jewish responses to emancipation and religious reforms in Germany in the 19<sup>th</sup> century. The second section deals with the development of modern anti-Semitism and includes a focused study of the Holocaust. The third unit focuses on the rise of Zionism, the establishment of the State of Israel and the origins of the Arab Israeli conflict through the present. Grade 11 includes challenging and complex themes and issues that revolve around conceptual analysis and synthesis. The course also highlights topics that have particular relevance in helping the student define their Jewish identity.

### ***Rabbinics Literature and Talmud***

Students choose one of two courses: Talmud or Rabbinics

#### **Rabbinics (Jewish Texts, Values and Traditions)**

In these courses, the students analyze the development of themes and issues in Jewish text, values and traditions, from the Torah, to the Mishna and Talmud, to the Codes down to current applications.

#### **Grade 9 Rabbinics**

##### **RAB1D (Academic)**

##### **RAB1T (Intermediate)**

This course covers the following topics in Jewish literature and values: Parent-child relationships and mutual obligations; violence, verbal and physical; humans' obligations towards animal life and the environment; the value of human beings in relation to mitzvot.

#### **Grade 9 New Stream Rabbinics:**

##### **RAB1N (New Stream)**

This course asks the questions: What's the point of living Jewishly? What ideas, beliefs and practices are involved? This course examines a wide variety of Jewish sources to discover the deeper meanings underlying Jewish holidays, life cycle observances, and Jewish practice. This course is designed to strengthen students' Jewish identity through the understanding of sources related to Jewish time and the Jewish calendar. Throughout the year, students will study biblical, rabbinic and modern texts about Jewish holidays, Berachot (blessings) and Shabbat in order to gain an understanding of Jewish traditions and their practical applications. Students will have the opportunity to make Jewish rituals and traditions come to life through both experiential learning and opportunities for self-reflection.

#### **Grade 10 Rabbinics:**

##### **RAB2D (Academic)**

##### **RAB2T (Intermediate)**

This course covers the following topics in Jewish literature and values: kedushat hazeman: an analysis and in-depth study of the Jewish calendar, its sources and meanings; the holidays of the month of Tishrei - their importance, meaning and practice; the land of Israel: an analysis of the Jewish people's relationship to the land as reflected in the Rabbinic texts and Jewish practice; law and righteousness. The last segment addresses some of the real and apparent conflicts between the demands of justice and the obligations of fair and righteous dealings between man and his fellow man.

#### **Grade 10 New Stream Rabbinics:**

##### **RAB2N (New Stream)**

This course is designed to strengthen students' Jewish identity through the understanding of sources related to lifecycle discussion and textual analysis and includes study of commentaries as well as gaining an appreciation for the Talmud and day to day Jewish living. Throughout the year, students will study biblical, rabbinic, modern texts about Jewish holidays, Jewish reminders and symbols, prayers, kashrut, and Jewish rites of passage in order to gain an understanding of Jewish traditions and their practical applications. Students will have the opportunity to make Jewish rituals and traditions come to life through both experiential learning and opportunities for self-reflection. This course provides an introduction to the Jewish life cycle—birth, bar/mitzvah, mar-

riage, etc. The course will include discussions on topics relating to Jewish traditions and Jewish life.

## **Grade 11 Rabbinics Mysticism, Jewish law and legend**

### **RABMD (Academic)**

### **RAB3MT (Intermediate)**

**Introduction:** Balancing the importance of practising and learning Jewish customs and their inner spiritual meaning enables and creates meaningful and rich Jewish life. The Rabbinic literature is divided into two main categories: Aggadah, and Halacha. Aggadah deals with man's complex relations to God, people, and with the world around us as Jews and Human beings. Halakhah, on the other hand, deals with the details of each commandment. Halacha answers how to do the mitzvot while the Aggadah tries to explore their meaning. This course will cover the following topics in Jewish literature and values through Halacha, Aggadah with a touch of Mysticism.

**Am Segula:** Jewish nationhood, conversion, and converts.

**The Jewish Family:** this segment is intended to provide the students with insights into the central concept of marriage in Jewish tradition and the sanctity of family.

**Shabbat:** In-depth study of the sources and practice of Shabbat and its unique place in Jewish life.

**Chagim:** Practices and their significance related to Pesach, Lag Ba'Omer and Shavuot.

This course will investigate Jewish Mysticism and the spiritual dimension of our lives. The course will investigate questions about God and the soul, body and spirit, the Meaning of Mitzvot, Good versus Evil and many other topics which are related to meaningful Jewish life in the 21st century.

Students taking grade 11 Talmud may not register for this course.

## **Grade 11 New Stream Rabbinics:**

### **RAB3N (New Stream)**

This course details the Purposes of Jewish Living. Why do Jews believe as they do? What are the big questions of life and how do Jewish thinkers answer these questions? This course explores sources both ancient and modern in pursuit of answers to many of the major issues of Jewish thought and theology.

## **Talmud**

Note—All Academic Talmud courses are taught in Hebrew.

### **Grade 9 Talmud: TAL1D**

#### **(Academic)**

Students entering grade 9 may choose the Talmud course. The grade 9 Talmud course will concentrate on the development of the vocabulary and skills that are a prerequisite for meaningful Talmud study and for continuing the study of Talmud in future years at TanenbaumCHAT. Tractate Baba Kamma is studied in grade 9.

### **Grade 10: Talmud TAL2D**

#### **(Academic)**

This course counts as two courses. Students who are interested in Talmud may choose it in grade 10. The intensive nature of the curriculum requires twice the number of class periods as are devoted to other courses, and it therefore has the academic value of two courses in the Jewish studies program. To complete their Jewish Studies program, Talmud students must also take Tanach and Hebrew Language and Literature. Tractates Berachot and Makkot are studied in grade 10.

### **Grade 11: Talmud TAL3D**

#### **(Academic)**

This course counts as two courses. Students who wish to take Talmud in grade 11 and 12 must have successfully completed the Talmud course in the previous year, or must have as a source for halakha down to modernity. In grade 11, students also take Ivrit and Jewish History. Tractate Bava Metzia is studied in grade 11.

## Tanach

In all grades, the study of Tanach is divided between the study of Torah and the study of Nakh (the other books of the Bible). Selected texts of Torah and Nakh are studied in depth, including classical and modern Biblical commentaries to impart the uniquely Jewish message of the Bible. Other texts are covered in survey form to develop a comprehensive knowledge of Biblical history.

### Enriched Tanach:

In grades 9-11 an Enriched Tanach course is offered to students. The Enriched Tanach course generally follows the curriculum of the Academic course, but on a greater intellectual and skill based level, with more use of Hebrew language. Both courses take the same examination. In grades 10 and 11 students need to have achieved a minimum Tanach grade of 75% the previous year, along with the recommendation of the teacher. At the option of the school, students who request grade 11 Enriched Tanach may be allowed instead to register for grade 12 Academic Tanach.

**These courses are subject to sufficient enrollment.**

### Grade 9 Tanach

#### HRE1OD (Academic)

#### HRE1OE (Enriched) *Subject to sufficient enrollment*

#### HRE1OT (Intermediate)

#### HRE1ON (New Stream)

This course builds on the foundation for the study of Bible at the high school level, and through it, an attachment of the student to his/her heritage. As a basic text of belief and tradition, the study of Bible, in the original Hebrew language teaches the student to appreciate the history, culture and traditions contained in it. Bible study is also basic to implementing the school's mission statement which is dedicated to "the transmission of Jewish religious and cultural traditions, and an appreciation of them." To properly understand the Bible's influence on Jewish thought and practice, it is important for students to be able to access the classical texts in their original form, for composition and comprehension. These skills are developed over a student's experience at TanenbaumCHAT, of which this basic course is the foundation. This entry level course has as its primary focus the study of the Biblical texts of the Book of Exodus, with the

commentary of most well-known classical commentators and exegetes, including Rashi (11th century France), Ramban (12th century Spain) and other commentaries from the period known as the Rishonim (1120-1500 C.E). As the main topic is the exodus of the Children of Israel from Egypt, an event celebrated by the Jewish community annually at the Passover Seder, texts used at the Seder will be included for study along with the Biblical narrative.

### Grade 10 Tanach

#### HRE2OD (Academic)

#### HRE2OE (Enriched ) *Subject to sufficient enrollment*

#### HRE2OT (Intermediate)

#### HRE2ON (New Stream)

This course builds on the foundation for the study of Bible at the high school level, and through it. As a basic text of belief and tradition, the study of Bible, in the original Hebrew language teaches the student to appreciate the history, culture and traditions contained in it. Bible study is also basic to implementing the school's mission statement which is dedicated to "the transmission of Jewish religious and cultural traditions, and an appreciation of them." To properly understand the Bible's influence on Jewish thought and practice, it is important for students to be able to access the classical texts in their original form, for composition and comprehension. These skills are developed over a student's experience at TanenbaumCHAT, of which this basic course is the foundation. In the Book of Numbers, the focus is on the evolving relationship between G-d and the Jewish people and the central role of Moses in the Exodus story. Commentary is used extensively in the study of texts, including the classical commentators studied in grade 9.

## Grade 11 Tanach

### HRE30D (Academic)

### HRE30E (Enriched) *Subject to sufficient enrollment*

### HRE30T (Intermediate)

### HRE30N (New Stream)

This course builds on the foundation for the study of Bible at the high school level, and through it, the attachment of each student to his/her heritage. As a basic text of belief and tradition, the study of Bible, in the original Hebrew language, teaches the student to appreciate the history, culture and traditions contained in it. Bible study is also basic to implementing the school's mission statement which is dedicated to "the transmission of Jewish religious and cultural traditions, and an appreciation of them." To properly understand the Bible's influence on Jewish thought and practice, it is important for students to be able to access the classical texts in their original form, for composition and comprehension. These skills are developed over a student's experience at TanenbaumCHAT. This course builds on the foundation established in the courses in grades 9 and 10. The primary focus of this course is divided between two texts: the Book of Leviticus and Jonah, a book from the Prophets. In Leviticus, the focus is on the relationship of the Children of Israel with G-d and with their fellow humans, as seen through the commandments. Among the themes to be discussed are the efficacy of prayer and repentance and G-d's love for all mankind. Commentary, used extensively in the study of texts, includes most of the well-known classical commentators and exegetes including Rashi (11th century, France), Nachmanides (12th century, Spain) and other commentators from the period known as the Rishonim (1120-15 C.E).

*At the discretion of the school, students who request grade 11 Enriched Tanach may be allowed instead to register for grade 12 Academic Tanach.*

## Jewish Studies Electives for Grade 12

Grade 12 students choose four Jewish studies courses from the menu of elective course options listed below. These courses allow our students to specialize in their fourth year and are designed to better prepare our students for success in life and give them the tools to handle new issues that will arise in their ever-changing world. These courses reflect the diversity in views and practices among our student body and families, and support our graduates in finding their own authentic voice, nurturing and valuing the multiple positive

ways that Judaism can be expressed. This in turn will help them develop their own lifelong enduring Jewish identity.

Highlights include:

- ◆ Grade 12 students register for four Jewish Studies courses from a range of different areas. Students are required to take four Jewish Studies courses, but there will no longer be any required courses in grade 12.
- ◆ Ivrit is now a three-year mandatory program. Students in grade 12 Intermediate and New Stream courses who continue in Ivrit will earn a university (U) language credit. Students in Academic course have a university (U) language credit in grade 11 and may register for innovative new Ivrit courses in grade 12, such as Media and Drama.
- ◆ Remedial level Ivrit, for students with difficulties in Hebrew language because of language based learning disabilities, is no longer being offered in grade 12.
- ◆ Other ministry credits in grade 12 Jewish studies, besides Ivrit, remain the same.
- ◆ Jewish History is now a three-year mandatory core program that encompasses the core curriculum, students in grade 12 are able to specialize in Jewish History by choosing electives in this area.
- ◆ Students enrolled in Academic Jewish Studies program taught via rich immersion in Hebrew language are eligible to qualify at graduation to receive the Diploma with Distinction in Academic Jewish Studies, and will be recognized annually at the school's Celebration of Excellence in the Fall.

*Grade 12 Ivrit courses are classified according to Jewish studies stream, reflecting student proficiency levels of Hebrew language.*

## **Hebrew Language and Literature: LYHDUD**

### **(Academic)**

This course is intended as a continuation of the growth fostered in Academic Ivrit. This course prepares students for university studies in Hebrew. Students will enhance their ability to use the language with clarity and precision, and will develop the Hebrew language skills needed to engage in sustained conversations and discussions, understand and evaluate information, read diverse materials, including some literary works of Israeli writers, for both study and pleasure and write clearly and effectively. In speaking, students will work toward increasing the quality and quantity of their language proficiency. In listening, students will work toward developing emerging awareness of culturally implied meanings beyond the surface meanings of the text. In writing, students will work toward fluently writing about a variety of topics in detail. In reading, students will work toward understanding parts of conceptually abstract and linguistically complex texts on unfamiliar topics.

## **Hebrew Language Israeli Media & World News: LYHDUI**

### **(Academic)**

This course, formally Hebrew Newspaper (Itonut), is intended as a continuation of the growth in Academic Ivrit that focuses on Israeli and General media. In this course, students will explore ethical and social issues related to media through the lenses of history and current events. Writing and publishing a school newspaper is an option. The course integrates the four major language acquisition skills: speaking, listening, reading and writing. In speaking, students will work toward increasing the quality and quantity of their language proficiency. In listening, students will work toward developing emerging awareness of culturally implied meanings beyond the surface meanings of the text. In writing, students work toward fluency, writing about a variety of topics in detail. In reading, students will work toward understanding part of conceptually abstract, and linguistically complex, texts on unfamiliar topics. This course prepares students for university studies in Hebrew.

***(Prerequisite: Grade 11 Academic Ivrit)***

## **Hebrew Language Culture through Drama & The Art: LYHDUA**

### **(Academic)**

This course is intended as a continuation of the growth fostered in Academic Ivrit and includes the study of Hebrew

Arts and Drama. This course, open to students with or without drama experience, develops self-assessment and problem solving skills and promotes enjoyment and appreciation of all aspects of Hebrew theatre. Classwork focuses on the exploration of Hebrew theatre literature, performance, historical and cultural awareness. Students will enhance their ability to use Ivrit with clarity and precision while exploring theatre literature such as stories, plays, scripts and poems and will work toward developing their own scripts in Ivrit. Improvisation and creative dramatics will be used to introduce students to character development and acting. This course provides opportunities for students to develop skills in critical listening and thinking in Ivrit as well as via stage presence, culminating in periodic classroom performances. Students in this course may be asked to participate in the Ivrit play. This course prepares students for university studies in Hebrew.

***(Prerequisite Grade 11 Academic Ivrit)***

## **Hebrew Language: LYHDUT**

### **(Intermediate)**

This course is intended as a continuation of the growth fostered in LYHCUT. This course provides students with opportunities to consolidate the language skills required for effective communication in Hebrew. Students will use a variety of print and technological resources that will promote their ability to apply Hebrew in practical situations. In speaking, students will work toward conversing casually about topics of current public and personal interests. In listening, students will work toward understanding the main ideas in detailed discourse about topics beyond immediate situations. In writing, students will work toward writing several lengthy paragraphs about familiar topics. In reading, students will work toward reading longer prose such as short stories. This course prepares students for university studies in Hebrew.

***(Prerequisite: Grade 11 Intermediate Ivrit)***

## **Hebrew Language: LYHDUN**

### **(New Stream)**

This course is intended as a continuation of the growth fostered in LYHCUN. The course offers students opportunities to further develop their knowledge of Hebrew and to enhance their communication skills.

Students will use increasingly sophisticated language in a variety of activities that will enable them to speak and write with clarity and accuracy. Students will also enhance their thinking skills through the critical studies of literature. In speaking, students will work toward handling successfully uncomplicated communicative tasks and social situations. In listening, students will work toward understanding sentence-length expressions and longer discourse that consist of recombination in limited content areas. In writing, students will work toward meeting practical writing needs, such as letters, paragraphs and detailed notes about topics grounded in personal experiences. In reading, students will work toward understanding simple connected text dealing with basic and social needs. This course prepares students for university studies in Hebrew.

#### **Learning Strategies: GLE40I**

##### **(Individualized Program)**

This course, learning strategies for Jewish Studies, is focused on implementing learning strategies specifically for Jewish Studies, but also develops basic skills for both English and Hebrew reading, writing and organizational skills adaptable for all courses in high school.

***Admission to GLE40I is by administration approval only.***

#### **Philosophy (Jewish Ethics): HZT4UE**

##### **(University Preparation)**

This course addresses three (or more) of the main areas of philosophy including ethics, social and political philosophy, and metaphysics. Students will learn the main ideas expressed by Jewish and non-Jewish philosophers and thinkers in addition to critical-thinking skills. They will learn how to develop and explain their own ethical ideas, and how to apply those ideas to contemporary social issues and personal experiences. The course will also help students become stronger logical thinkers and refine skills used in researching and investigating topics in ethics and philosophy. The main focus of this course, Ethics is a branch of philosophy which deals with defining what is “right” and “wrong”, “good” and “bad.” Jewish Ethics approaches these concerns from a Jewish perspective, using classical sources to shed light on modern ethical issues. The course will survey both general and Jewish approaches to, among other issues, interpersonal relationships, autonomy of the individual, communal responsibility, business and professional ethics, and the value of life. A special binder of sources, articles and collected materials will be

distributed to the students. They will be expected to use the skills they have acquired in previous years to analyze texts, critique articles and evaluate current events.

#### **Philosophy (Jewish Philosophy): HZT4UP**

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

***Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies (See Jewish studies section for additional Jewish study course descriptions).***

#### **Rabbinics: RAB4D**

##### **(Academic)**

The grade 12 Rabbinics curriculum will address a number of theological, philosophical, and practical issues in Jewish life. Among these will be: the concept and philosophy of prayer, death and mourning practices, and modern problems in the Halakha, such as birth control, abortion and a range of bio-medical issues.

#### **Contemporary Halakha: HLC4D**

##### **(Academic)**

The focus of this course will be on the application of Jewish law to modern life, perhaps the central question Jews have been debating in the modern era. We begin the year by giving a brief history on the development of Jewish law. We will analyze some of the major principles of Jewish law – comparing and contrasting them to western legal principles. The bulk of the year is spent discussing 21<sup>st</sup> century issues and analyzing them through the lens of Jewish and secular law. Some of the topics we hope to address include DNA evidence, internet privacy, buying organs for transplant, genetics and Jewish law, whistleblowing, gambling, international date line, woman and ritual, MAID, business competition, technology and Jewish law – and other areas of interest to the class.

## **Tanach (Bible)**

### **HRE4MD (Academic) Instruction in Hebrew**

#### **HRE4MT (Intermediate)**

#### **HRE4MN (New Stream)**

This course is directed toward the clear identification of Jewish moral principles and concrete application of the principles in the lives of students. The course proceeds from foundational beliefs rooted in sacred scripture concerning covenant law to an exploration of the principles that shape Jewish practice and life experiences. In the Family Life Education strand, students explore a variety of topics related to the themes of personhood, interpersonal relationships and sexuality. For a proper understanding of the Bible's influence on Jewish thought and practice, it is important for students to be able to access the classical texts in their original form. This is developed over a student's experience at TanenbaumCHAT. This course builds on the foundations established in the courses in grades 9-11. The Biblical textual focus of the course is the Book of Genesis. Different themes have been selected in order both to focus on the content of the Biblical narrative and the values embedded therein, and to analyze selected key elements of Jewish 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 (11th century, France), Ramban (12th century, Spain) and other common commentaries from the period known as the Rishonim (1000-1500 C.E).

Special attention is given to the interaction between classical Jewish values and contemporary culture. In a democratic, pluralistic society, these concepts may creatively reinforce one another, or they may compete with and contradict one another. The moral values of Jewish life are a call to follow Torah values, to believe in the value of humankind as established with the creation of man by G-d and to continue the practice of these values through daily life. This course is intended to prepare the senior student for this lifelong task.

**Note: Academic Tanach is taught in Hebrew.**

#### **Literature, Tanach and Western Media: HRE4MF**

This course will explore themes and stories from the Tanach that are used, or alluded to, in popular culture and film. The course engages students in critical thinking and analytical skills as they compare and contrast the traditional texts and modern interpretations, both popular and academic. Students

will explore common themes and values and how they manifest in different popular contexts and media.

## **Talmud : TAL4D**

### **(Academic)**

Talmud in grade 12 represents the culmination of the four-year program, utilizing the knowledge and skills that students have developed to achieve independent study on a high academic level. Students will sharpen their critical and textual skills, focusing on a variety of explanatory materials, including Rishonim, Aharonim, and Teshuvot. Graduates of the TanenbaumCHAT Talmud Program are trained to continue their studies at advanced yeshivot and seminaries in Israel and North America. Tractate Kiddushin is studied in grade 12.

**Note: This course counts as one course (3 hours/week) and is taught in Hebrew.**

## **Introduction to Talmud: TAL4T**

This is an introductory course in Talmud, conducted in English that provides a basic introduction with fundamental skills for Talmud study. Open to students from all Jewish Studies programs who have not taken Talmud previously at TanenbaumCHAT

**Note: This course counts as one course.**

## **Understanding the Holocaust in History and Modern Film: JEH4DH**

This course gives students an opportunity to spend a full year studying the Holocaust using film as the catalyst for discussion and learning. Both documentary films and feature films are used to explore selected themes in the study of the Holocaust. These themes include: the role of propaganda; death and survival in the ghetto and in the concentration camp; the Final Solution; resistance; the Allies; Righteous Gentiles; liberation and post liberation; pursuing justice; and Holocaust denial. The issue of trivialization of the Holocaust is addressed as are key historical events explaining the rise of Hitler and the outbreak of WWII. In addition to the films used in class, written primary and secondary sources are studied to help students to better think about and analyze these important topics and events.

### **Israel– Society, Challenge and Change: JEH4DI**

Israeli society is fundamentally different from North American Jewish society. The goal of this course is to introduce students to the nature of that difference as reflected in Israeli society's culture, politics, economics, religion and social structures. This course will focus on print and video sources that reflect fundamental elements of Israeli society, as well as secondary material that attempts to explain them. The year will include a unit on Israel advocacy in social media and visual displays. The main thrust of the unit will be discovering, critiquing and advancing Israel advocacy skills through a variety of expert guest speakers in the field, film and the press.

### **Gender and Judaism: JEH4DW**

This course will historically trace and explore the revolutionary changes that have occurred in the status of women within Judaism since its origins in the Bible, with an extra emphasis on the developments of the last few generations. These changes are evident in many areas, including education and ritual life, leadership and other communal roles. Topics will be studied from various points of view including historical context, feminism, Jewish law and customs. Discussion will include the role of Jewish women in North America, Israel and in various culture contexts. Additionally, the course will provide an opportunity to study cultural and legalistic changes regarding gender identity, sexual orientation and related issues in Judaism in an open and Jewishly-sensitive manner.

***Note: The course is open to students of all genders.***

### **We Dig Israel, Understanding our History through Archaeology: JEH4DA**

Archaeologists excavate sites and sift through artifacts to help reconstruct the past and to uncover proof of events that occurred throughout history. The finds from archaeological excavations allow modern scholars and students to better understand the cultures, religious practice and daily life of different societies. Israel has the densest concentration of archeological sites in the world and discoveries from these excavations and an examination of the artifacts reveal our Jewish history. This course examines important archaeological sites throughout Israel discovered in the 20th and 21st centuries and explores some of the more famous and some of the controversial finds that shed light on the Jewish people's longstanding connection to the land. The course focuses on the remains of cities, buildings, and evidence of warfare along with the smaller material finds from excava-

tions such as pottery, coins, jewelry, and inscriptions. These artifacts help us better appreciate our Jewish social history and our history as a Jewish people in the Persian, Greek and Roman periods. Archaeological fieldwork is taught along with a visit to the ancient pottery lab at the University of Toronto to enhance the students' appreciation of Jewish history and archaeology.



## **General Course Descriptions**

### **The Arts**

#### **Drama: ADA10**

##### **(Open)**

This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss and analyze drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

#### **Drama: ADA20**

##### **(Open)**

This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences.

**Prerequisite: None**

#### **Drama: ADA3M**

##### **(University/College Preparation)**

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

**Prerequisite: ADA10/ADA20**

#### **Drama: ADA4M**

##### **(University/College Preparation)**

This course requires students to experiment individually and collaboratively with forms and conventions of both drama

and theatre from various cultures and time periods. Students will interpret dramatic literature and other text and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyze how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.

**Prerequisite: ADA3M**

#### **Music: Instrumental Music AMI10**

##### **(Open)**

This course emphasizes the creation and performance of music at a level not dependent on previous experience and is aimed at developing technique, sensitivity and imagination. Students will learn to play a woodwind, brass or percussion instrument. No experience is necessary however, this course also welcomes those with previous experience on any instrument (either through middle school or private lessons). Instruction will include the development of reading skills, tone quality, range, performance and technical skill. The course will focus on performance in addition to theory, listening and other creative exercises. All students in this course will be members of the TanenbaumCHAT Concert Band and will be required to rehearse once a week after school (Day TBD) from January to March. Students will also have the opportunity to perform in a professional theatre and other venues throughout the year.

#### **Music: Instrumental Music AMI20**

##### **(Open)**

This course emphasizes the creation and performance of music at a level not dependent on previous experience. 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 their understanding of musical conventions, practices and terminology and will apply the elements of music in society with reference to the self, communities and cultures. This course continues the development of general musicianship established in the grade 9 course, but is also open to students who did not take music in grade 9. Instrumental skills will be further developed focusing on performance and the production of musicianship, good tone quality, blend, tuning and balance. All students in this course will be members of the TanenbaumCHAT Wind Ensemble and will be required to rehearse once a week after school (Day

TBD) from January to March. Students will also have the opportunity to perform in a professional theatre and other venues throughout the year.

**Prerequisite:** *None*

### **Music :Instrumental Music AMI3M**

#### **(University/College Preparation)**

This course provides students with opportunities to develop their musical literacy, through the creation, appreciation, analysis, and performance of music, including traditional, commercial and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analyzing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers. This course continues the development of general musicianship established in the grade 10 course. Emphasis will be placed upon phrasing, articulation, dynamic control, listening and tuning. All students enrolled in the course will be a part of the TanenbaumCHAT Symphonic Band who rehearse once a week after school (day TBD) from December to March. Students will also have the opportunity to perform in a professional theatre and other venues throughout the year.

**Prerequisite:** *AMI20*

### **Music: Instrumental Music: AMI4M**

#### **(University/College Preparation)**

This course enables students to enhance their musical literacy through the creation, appreciation, analysis and performance of music. Students will perform traditional, commercial and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyze how to apply skills developed in music to life and careers. This course continues the development of general musicianship established in the grade 11 course. Through both performance and non-performance units of study, students will expand their appreciation of music and their ability to respond to it. Course components include performance theory, history and an independent study project which will enable students to pursue their particular

interests in a musical field of study. Students are expected to pursue an active leadership role in the Music Department and in rehearsal activities. All students enrolled in the course will be a part of the TanenbaumCHAT Symphonic Band who rehearse once a week after school (day TBD) from December to March. Students will also have the opportunity to perform in a professional theatre and other venues throughout the year.

**Prerequisite:** *AMI3M*

### **Music: Vocal/Choral AMV10**

#### **(Open)**

This course 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. This course is for all grade 9 students who enjoy singing and would be interested in developing their vocal skills.

***No previous vocal training is necessary. Students will have one lunch-time rehearsal per week (day TBD).***

### **Music: Vocal/Choral AMV20**

#### **(Open)**

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 their understanding of musical conventions, practices, and terminology and apply the elements of music in society with reference to the self, communities, and cultures. This course is for all grade 10 students who enjoy singing and would be interested in developing their vocal skills. No previous vocal training is necessary.

***Students will have one lunchtime rehearsal per week (day TBD).***

**Prerequisite:** *None*

### **Music: Vocal/Choral AMV3M**

#### **(University/College Preparation)**

This course continues the development of vocal and choral skills, as well as general musicianship established in the

grade 10 course. A more emphasized look at dynamics, diction, audience communication and dynamic control will be used in this course. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to and analyzing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers.

***Students will have one lunchtime rehearsal per week (day TBD).***

***Prerequisite: AMV20***

#### **Music: Vocal/Choral AMV4M**

##### **(University/College Preparation)**

This course enables students to enhance their musical literacy through creation, appreciation, analysis and performance of music. Students will perform traditional, commercial and art music, and will respond with insight to live and recorded performances. Students will add to their understanding of the function of music in society and the impact of music on themselves as well as various communities and cultures. Students will analyze how to apply skills that are developed in music to life and to careers. This course continues the development of students' vocal and choral skills, as well as their general musicianship, established in the grade 11 course. Through both performance and non-performance units of study, students will expand their appreciation for music and their ability to respond to it. Students are expected to pursue an active leadership role in the Music Department and in rehearsal activities.

***Students will have one lunchtime rehearsal per week (day TBD).***

***Prerequisite: AMV3M***

#### **Visual Arts: AVI10**

##### **(Open)**

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

interpret art within a personal, contemporary and historical context.

#### **Visual Arts: AVI20**

##### **(Open)**

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal contemporary and historical context. Students can take this course as a continuation of grade 9 Art (AVI10) or on its own as a prerequisite for grade 11 Art (AVI3M).

***Prerequisite: None***

#### **Visual Arts: AVI3M**

##### **(University/College Preparation)**

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emergent technologies. Students will use the critical analysis process when evaluating their own work and the work of others.

***Prerequisite: AVI10 and/or AVI20***

#### **Visual Arts: AVI4M**

##### **(University/College Preparation)**

This course focuses on enabling students to refine their use of the creative process when creating and presenting two and three dimensional art works, using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.

***Prerequisite: AVI3M***

## **Business Studies**

### **Financial Accounting Fundamentals: BAF3M**

#### **(University/College Preparation)**

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

**Prerequisite:** *None*

### **Entrepreneurship, the Venture: BDI3C**

#### **(College Preparation)**

This course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their goals. Students will create a plan for a student-run business. Through hands-on experiences, students will have opportunities to develop the values, traits and skills most often associated with successful entrepreneurs.

**Prerequisite:** *None*

### **Financial Accounting Principles: BAT4M**

#### **(University/College Preparation)**

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

**Prerequisite:** *BAF3M*

### **International Business Fundamentals: BBB4M**

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strat-

egies associated with marketing, distribution and managing international business effectively. This course prepares students for post-secondary programs in business, including international business, marketing and management.

**Prerequisite:** *None*

### **Business Leadership Management Fundamentals :BOH4M**

#### **(University/College Preparation)**

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

**Prerequisite:** *None*

**Note:** *Grade 11 students are permitted to take Business Leadership. Please select BOH4M1.*

## **Canadian & World Studies**

### **Issues in Canadian Geography: CGC1D**

#### **(Academic)**

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 to live.

**Prerequisite:** *None*

## **Canadian History since World War 1: CHC2D**

### **(Academic)**

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: CHV2O**

### **(Open 1/2 Credit)**

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

**Prerequisite:** *None*

## **American History: CHA3U**

### **(University Preparation)**

This course explores key aspects of the social, economic and political development of the United States from pre-contact to the present. Students will examine the contributions of groups and individuals to the country's evolution and will explore the historical context of key issues, trends, and events that have had an impact on the United States, its

identity and culture, and its role in the global community. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating various forces that helped shape American history.

**Prerequisite:** *CHC2D or CHC2P*

## **World History to the End of the 15th Century: CHW3M**

### **(University/College Preparation)**

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

**Prerequisite:** *CHC2D or CHC2P*

## **The Individual and the Economy: CIE3M**

### **(University/College Preparation)**

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

**Prerequisite:** *CHC2D or CHC2P*

## **Understanding Canadian Law: CLU3M**

### **(University/College Preparation)**

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 rights and freedoms in Canada, our legal system, and family, contract employment,

tort and criminal law. Students will use case studies and apply the concepts of legal thinking and the legal inquiry process to develop legal reasoning skills and to formulate and communicate informed interpretations of legal issues, and formulating and communicating informed opinions about them.

**Prerequisite:** *CHC2D or CHC2P*

#### **World History since the 15th Century: CHY4U**

##### **(University Preparation)**

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

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

#### **Analyzing Current Economic Issues: CIA4U**

##### **(University Preparation)**

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

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

#### **Canadian and International Law: CLN4U**

##### **(University Preparation)**

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.

**Prerequisites:** *Any university or university/college preparation course in Canadian and world studies, English, or social science and humanities.*

#### **Canadian and International Politics: CPW4U**

##### **(University Preparation)**

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 different levels of government, multinational corporations, and non-governmental organizations, respond to and work to influence domestic and international developments. Students will apply the concepts of political thinking and the political inquiry process to investigate issues, events and developments of national and international importance.

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

## English

**Please note: Grades 9-11 English courses are mandatory to be taken at TanenbaumCHAT. It is also highly recommended that students complete their Grade 12 English course at TanenbaumCHAT.**

### English: ENG1D

#### (Academic)

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.

### English: ENG2D

#### (Academic)

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: ENG1D***

### English: ENG3U

#### (University Preparation)

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: ENG2D***

### English: ENG4U

#### (University Preparation)

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 analyze 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: ENG3U***

## **Optional English Courses**

### **Media Studies: EMS3O**

#### **(Open)**

This course emphasizes knowledge and skills that will enable students to understand media communication in the twenty-first century and to use media effectively and responsibly. Through analyzing the forms and messages of a variety of media works and audience responses to them, and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgement, and skills in viewing, representing, listening, speaking, reading and writing.

**Prerequisite:** *ENG2D or ENG2P*

### **Studies in Literature: ETS4U**

#### **(University Preparation)**

This course is for students with a special interest in literature and literary criticism. The course may focus on themes, genres, time periods, or countries. Students will analyze a range of forms and stylistic elements of literary texts and respond personally, critically, and creatively to them. They will also assess critical interpretations, write analytical essays, and complete an independent study project.

**Prerequisite:** *ENG3U*

### **The Writers Craft: EWC4U**

#### **(University Preparation)**

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

**Prerequisite:** *ENG3U*

## **Ontario Secondary School Literacy Course: OLC30/40**

#### **(Open)**

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing record of their reading experiences and samples of their writing.

**Prerequisite:** *Recommendation by the principal*

## **French**

### **Core French: FSF1D**

#### **(Academic)**

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will continue to develop language knowledge and skills by using language-learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop the skills necessary to become life-long language learners.

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

### **Core French: FSF1DE**

#### **(Academic Enriched)**

This is academic French offered in an enriched grouping. The school determines placement into this course. ***This course is subject to sufficient enrollment.***



## **Core French: FSF1P**

### **(Applied)**

This course provides opportunities for students to communicate and interact in French in structured situations on everyday topics and to apply their knowledge of French in everyday situations. Students will continue to develop language knowledge and skills introduced in the elementary Core French program, through practical applications and concrete examples, and will use creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop the skills necessary to become life-long language learners.

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

## **Core French: FSF2D**

### **(Academic)**

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

***Prerequisite: FSF1D or FSF1P***

## **Core French: FSF3U**

### **(University Preparation)**

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

***Prerequisite: FSF2D***

## **Core French: FSF4U**

### **(University Preparation)**

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

***Prerequisite: FSF3U***

## ***International Languages***

### **Hebrew: LYHBO**

#### **(Open)**

This course provides opportunities for students to begin to develop and apply fundamental skills in listening, speaking reading, and writing in the Hebrew language. Students will communicate and interact in structured activities and practical situations, with a focus on the Hebrew language. Throughout the course, students acquire a general understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also develop skills necessary for lifelong language learning.

***Prerequisite: None (See Jewish Studies Section for additional Jewish study course descriptions)***

**Hebrew: LYHBD****(Academic)**

This course provides opportunities for students to begin to develop and apply skills in listening, speaking, reading, and writing in the Hebrew language. 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.

**Prerequisite:** *None (See Jewish Studies Section for additional Jewish study course descriptions).*

**Hebrew: LYHCO****(Open)**

This course provides opportunities for students to develop competence and confidence in listening, speaking, reading and writing in the Hebrew language. Students will communicate about matters of personal interest and everyday topics in interactive settings that emphasize real-life applications, and will read and write a variety of texts of increasing complexity in Hebrew. They will also explore personal and professional contexts in which knowledge of Hebrew is required and they will develop skills necessary for life-long language learning.

**Prerequisite:** *International Language, Level 1 A or O (See Jewish study course descriptions).*

**Hebrew: LYHCU****(University Preparation)**

This course provides opportunities for students to increase their competence and confidence in listening, speaking, reading and writing in the Hebrew language. 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 in regions of the world where Hebrew is spoken.

**Prerequisite:** *International Languages, Level 1, A (See Jewish Studies Section for additional Jewish study course descriptions).*

**Hebrew: LYHDO****(Open)**

This course provides opportunities for students to communicate and interact in the Hebrew language in a variety of practical contexts and real-life situations. Students will refine their listening, speaking, reading and writing skills, as well as their creative and critical thinking skills, as they explore and respond to simple and some complex oral and written texts, including authentic texts. They will also increase their understanding and appreciation of diverse communities where Hebrew is spoken.

**Prerequisite:** *International Languages, Level 2, University Preparation or open (See Jewish Studies Section for additional Jewish study course descriptions).*

**Hebrew: LYH DU****(University Preparation)**

This course provides extended opportunities for students to communicate and interact in the Hebrew language. 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 life-long language learning.

**Prerequisite:** *International Languages, Level 2, University Preparation (See Jewish Studies Section for additional Jewish study course descriptions)*

**Spanish : LWSBD****(Academic)**

This course provides opportunities for students to begin to develop and apply skills in listening, speaking, reading and writing in the language of study. 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 the language. Throughout the course students will acquire an understanding and appreciation of diverse communities in regions of the world where the language is spoken.

They will also develop skills necessary for life-long language learning.

**Prerequisite: None**

**Spanish: LWSCU**

**(University Preparation)**

This course provides opportunities for students to increase their competence and confidence in listening, speaking, reading, and writing in the language of study. 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 the language is spoken. They will also investigate personal and professional contexts in which knowledge of the language is required, and develop skills necessary for life-long language learning.

**Prerequisite: LWSBD**

**Spanish: LWSDU**

**(University Preparation)**

This course provides extended opportunities for students to communicate and interact in the language of study in a variety of social and academic contexts. Students will 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 the language is spoken, and develop skills necessary for life-long language learning.

**Prerequisite: LWSCU**

## Guidance & Career Education

**Career Studies: GLC20**

**(Open) 1/2 Credit**

This course teaches students how to develop and achieve personal goals for future learning, work, and community

involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores post-secondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.

**Prerequisite: None**

**Learning Strategies: Skills for Success in Secondary School: GLE10/GLE20**

**(Open)**

The development of learning skills and work habits is an integral part of a student's learning. Students will develop skills and work habits in the following categories: responsibility, organization, independent work, collaboration, initiative, self-regulation and self advocacy. Students will also develop and apply literacy and numeracy skills. This course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.

**Prerequisite: A current psycho-educational assessment and approval by CDL and/or administration.**

**Advanced Learning Strategies: Skills for Success after Secondary School: GLE30/GLE40**

**(Open)**

This course improves students' learning and personal-management skills, preparing them to make successful transitions to work, training, and/or post secondary education destinations. Students will assess their learning abilities and use literacy, numeracy, research skills and personal-management techniques to maximize their learning. Students will investigate trends and resources to support their post-secondary employment, training and/or education choices and develop a plan to help them meet their learning and career goals.

**Prerequisite: A current psycho-educational assessment and approval by CDL and/or administration.**

## **Health & Physical Education**

### **Healthy Active Living Education: PPL1OF/PPL1OM**

#### **(Open)**

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

### **Healthy Active Living Education: PPL2OF/PPL2OM**

#### **(Open)**

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

### **Personal & Fitness Activities: PAF3OF/PAF3OM**

#### **(Open)**

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness and confidence. Students also acquire an understanding of the factors and

skills that contribute to healthy development and learn how their own well-being is affected by, and affects the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. Student learning will include the application of movement principles to refine their skills, participation in a variety of fitness activities (e.g. aerobics, weight training, jazzercise, self-defense, etc.) that enhance personal competence and health and the examination of issues related to healthy living.

**Prerequisite:** None

**Note:** Students may enter this course by February 1st and earn a 1/2 credit.

### **Healthy Active Living Education: PPL3OF/PPL3OM**

#### **(Open)**

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

**Prerequisite:** None

### **Personal and Fitness Activities:**

#### **PAF4OF/PAF4OM**

#### **(Open)**

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement, competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact

positively with others, and develop their ability to think critically and creatively. Student learning will include the application of movement principles to refine their skills, participation in a variety of fitness activities (e.g. aerobics, weight training, jazzercise, self defence, etc.) that enhance personal competence and health and the examination of issues related to healthy living.

**Prerequisite:** *None*

### **Healthy Active Living Education: PPL40F/PPL40M**

**(Open)**

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

**Prerequisite:** *None*

**Note:** *Students can choose this course for 1 credit or 1/2 credit. Half credit course run from September to January 21 or February 1 to June. In grades 11 and 12 students may take two phys. Ed. Courses in the same year.*

### **Introductory Kinesiology: PSK4U**

**(University Preparation)**

This course focuses on the study of human movement and of systems, factors and principles involved in human development. Students will learn about the effects of physical activity and sport and the physiological, psychological and social factors that influence an individual's participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health sciences, recreation and sport administration.

**Prerequisite:** *Any grade 11 university or university/college preparation course in science, or any grade 11 or 12 course in health and physical education.*

## **Interdisciplinary Studies**

### **Interdisciplinary Studies: IDC4U**

**(University Preparation)**

This course will help students develop and consolidate the skills required for, and knowledge of, art, media, technologies and film to solve problems, make decisions, create personal meaning, and present findings beyond the scope of each subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic, and mass media resources; to study media concepts and theories, to do research; and to investigate real-life situations and career opportunities in media. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative media products, and communicate new knowledge.

**Prerequisite:** *ENG3U and one of AVI3M, ADA3M, EMS3O, TGJ3M.*

## Mathematics

**Please Note:** All mathematic courses, grade 9-11 must be taken at TanenbaumCHAT.

### Principles of Mathematics: MTH1W

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modeling, 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

This course description and course code for the new Mathematics, Grade 9 course is to be used in course calendars and registration documents. This course will replace Principles of Mathematics, Grade 9, Academic (MPM1D) and Foundations of Mathematics, Grade 9, Applied (MFM1P). As of September 2021, these courses should not be offered.

### Principles of Mathematics: MTH1WE

**(Academic Enriched)**

This is Principles of Mathematics offered in an enriched grouping. The school determines placement into this course.

### Principles of Mathematics: MPM2D

**(Academic)**

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 relationships 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 as they solve multistep problems and communicate their thinking.

**Prerequisite:** MPM1D or MPM1DE

### Principles of Mathematics: MPM2DE

**(Academic Enriched)**

This is Academic mathematics offered in an enriched grouping and is a continuation of the grade 9 enriched course. This academic mathematics course includes all content of MPM2D and covers additional topics to enrich the learning experience. The school determines placement into this course.

**This course is subject to sufficient enrollment. Prerequisite:** MPM1DE and teacher permission.

### Foundation of Mathematics: MFM2P

**(Applied)**

This course enable students to consolidate their understanding of relationships and extend their problem -solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relationships. Students will investigate similar triangles, the trigonometry of right-angled triangles, and the measurement of three-dimensional objects. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

**Prerequisite:** MFM1P or MPM1D

### Functions and Applications: MCF3M

**(University/College Preparation)**

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 modeling 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. This course leads to Mathematics of Data Management (MDM4U) as well as Foundations for College Math (MAP4C).

**Prerequisite:** MPM2D, MPM2DE or MFM2P

## **Functions: MCR3U**

### **(University Preparation)**

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; and develop facility determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course leads to any grade 12 course in Mathematics.

**Prerequisite:** MPM2D or MPM2DE

## **Functions: MCR3UPA**

### **(University Preparation/Pre-AP)**

This course serves as a foundation and prerequisite for Grade 12 AP Calculus MCV4UAP.

**\*\*Please note 110 hours of ministry education curriculum (MCR3U) is included in this course\*\*. This course is subject to sufficient enrollment.**

**Prerequisite:** MPM2DE

## **Foundations for College Mathematics: MBF3C**

### **(College Preparation)**

This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world. Students will extend their understanding of quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; and develop their ability to reason by collecting, analyzing and evaluating data involving one variable, connect probability and statistics, and solve problems in geometry and trigonometry. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

**This course leads to Grade 12 College & Apprenticeship Math (MAP4C).**

**Prerequisite:** MFM2P

## **Mathematics of Data Management: MDM4U**

### **(University Preparation)**

This course broadens students' understanding of mathematics as it relates to managing information. Students will apply methods for organizing large amounts of information; solve problems involving counting techniques, probability and statistics; and carry out a culminating project that integrates the expectations of the course. Students will continue to develop the mathematical processes necessary for success in senior mathematics.

***Students planning to pursue university programs in business, the social sciences or the humanities will find this course of particular interest.***

**Prerequisite:** MCR3U or MCF3M

## **Advanced Functions: MHF4U**

### **(University Preparation)**

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric 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 for both students who plan to study mathematics in university and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs. This course is a prerequisite for most university science, mathematics and business programs.***

**Prerequisite:** MCR3U

## **Calculus and Vectors: MCV4U**

### **(University Preparation)**

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, rational, exponential, and sinusoidal functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine

their use of the mathematical processes necessary for success in senior mathematics.

**This course is intended for students who plan to study mathematics in university and who may choose to pursue careers in fields such as chemistry, physics and engineering.**

***Prerequisite: MHF4U (which may be taken concurrently with this course).***

**Please note: Grade 12 Functions and Grade 12 Calculus and Vectors will be offered in both full year and semestered formats based on sufficient enrollment. The course code for both semestered functions and calculus/vectors is MHF4UA.**

**Advanced Functions MHF4UAP and Calculus and Vectors MCV4UAP**

**(University Preparation/AP)**

These courses, taken together, are a continuation of MCR3UPA. They contain the same material as MHF4U and MCV4U (see descriptions above), in addition, to Advanced Placement Calculus material. The AP course covers topics in areas including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. Students enrolled in AP Calculus must also enroll in MHF4UAP. Students will be required to complete a small portion of the course independently before the start of the school year (assessments of the topic will be given in September) ***\*\*Please note 220 hours of ministry of education is included in these courses MHF4U and MCV4U.***

***This course is subject to sufficient enrollment.***

***Prerequisite: MCR3UPA***

***Note: MHF4UAP and MCV4UAP will run as semestered courses in order to complete both courses with the additional material in time for the AP exam.***



## **Religious Studies**

### **Religious Education: HRE13 (Grade 9)**

This entry level course has as its primary focus the study of the Biblical texts of the Book of Exodus, with the commentary of most well known classical commentators and exegetes, including Rashi (11th Century France), Ramban (12th Century Spain) and other commentaries from the period known as the Rishonim (1120-1500 C.E)

**Prerequisite:** None

*(See Jewish Studies section for additional Jewish study course descriptions).*

### **Religious Education: HRE23 (Grade 10)**

In the Book of Numbers, the focus is on the evolving relationship between G-d and the Jewish People and the central roles of Moses in the Exodus story. Commentary is used extensively in the study of texts, including the classical commentators studied in grade 9.

**Prerequisite:** None

*(See Jewish Studies section for additional Jewish study course descriptions).*

### **Religious Education: HRE33 (Grade 11)**

The primary focus of this course is divided between two Biblical texts, The Book of Leviticus and the Book of Jonah. In Leviticus, the focus is on the relationship of the children of Israel with G-d and with their fellow man as seen through the commandments. The study of Jonah outlines the essential meaning of the messages of the early prophet. Commentary, used extensively in the study of texts, includes most of the well-known classical commentators and exegetes including Rashi (11th Century, France) Nachmanides (12th Century, Spain) and other commentators from the period known as the Rishonim (1120-1500 C.E).

**Prerequisite:** Grade 10 HRE23

*(See Jewish Studies section for additional Jewish study course descriptions).*

### **Religious Education: HRE48 (Grade 12)**

This course is directed toward the clear identification of Jewish moral principles and the concrete application of these

principles in the lives of students. The course proceeds from foundational beliefs rooted in sacred scripture concerning covenant law to an exploration of the principles that shape Jewish practice and life experiences. In the family life education strand, students explore a variety of topics related to the themes of personhood, interpersonal relationships, and sexuality.

**Prerequisite:** Grade 11 Religious Education HRE33

*(See Jewish Studies section for additional Jewish study course descriptions).*

## **Science**

### **Science: SNC1D**

**(Academic)**

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society and the environment. Throughout the course students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct. Investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.

### **Science: SNC2D**

**(Academic)**

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 the 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.

**Prerequisites:** SNC1D or SNC1P

**Science: SNC2P****(Applied)**

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter.

**Prerequisite:** *SNC1D or SNC1P*

**Note:** *Science course taken at the grade 11 or 12 level will fulfil the diploma requirements for Group 3.*

**Biology: SBI3U****(University Preparation)**

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.

**Prerequisites:** *SNC2D*

**Chemistry: SCH3U****(University Preparation)**

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:** *SNC2D*

**Pre-AP Chemistry: SCH3UPA****(University Preparation/Pre-AP)**

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 the behavior of gases and thus provides the necessary foundation needed for continued studies in Chemistry at the AP level. It focuses on a model of instruction which promotes enduring, conceptual understandings and the content that supports them and on the development of advanced inquiry, analytical and reasoning skills with emphasis on connecting concepts in and across domains. All knowledge and skill requirements are based on the expectations defined by the Ontario Curriculum 2008 and the AP Chemistry Curriculum Framework outlined by the College Board.

**\*\*Please note 110 hours of ministry education curriculum (SCH3U) is included in this course.\*\* This course is subject to sufficient enrollment.**

**Prerequisites:** *SNC2D and permission of the department.*

**Physics: SPH3U****(University Preparation)**

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 analyze the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

**Prerequisite:** *SNC2D*

**Environmental Science: SVN3M****(University/College Preparation)**

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 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 of management of water; and the conservation of energy. Students will in

crease their scientific and environmental literacy and examine the interrelationships between, science, the environment, and society in a variety of areas.

**Prerequisite:** *SNC2D or SNC2P*

#### **Biology: SBI4U**

##### **(University Preparation)**

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:** *SBI3U*

#### **Chemistry: SCH4U**

##### **(University Preparation)**

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:** *SCH3U*

#### **Chemistry AP: SCH4UAP**

The AP Chemistry course is a rigorous and academically challenging course designed to be the equivalent of the general chemistry course usually taken during the first year of university. The course is structured around the six big ideas articulated in the AP Chemistry curriculum framework provided by the college board and on the expectations defined by The Ontario Curriculum 2008 (see above) which includes topics such as thermodynamics, kinetics and equilibrium. A special emphasis will be placed on the seven science practices, which capture important aspects of the work that scientists engage in, with learning objectives that combine con-

tent with inquiry and reasoning skills.

**\*\*Please note 110 hours of ministry education curriculum (SCH4U) is included in this course. \*\*AP Chemistry is open to all students that have completed SCH3UPA (pre-AP). This course is subject to sufficient enrollment.**

#### **Physics: SPH4U**

##### **(University Preparation)**

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 the scientific investigation skills, learning, for example, how to analyze, qualitatively and quantitatively data relating 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:** *SPH3U*

### ***Social Science and Humanities***

#### **Introduction to Anthropology, Psychology & Sociology: HSP3U**

##### **(University Preparation)**

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

**Prerequisite:** *ENG2D or CHC2D*

## **Families in Canada: HHS4U**

### **(University Preparation)**

This course enables students to draw on sociological, psychological and anthropological theories and research to analyze the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships.

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

## **Challenge & Change in Society: HSB4U**

### **(University Preparation)**

This course examines the theories and methodologies used in anthropology, psychology and sociology to investigate and explain shifts in knowledge, attitudes, belief, and behaviour and their impact on society. Students will analyze cultural, social and biological patterns in human societies looking at the ways in which those patterns change over time. Students will also explore the ideas of classical and contemporary social theorists, and will apply those ideas to the analysis of contemporary trends.

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

## **Philosophy: Questions & Theories HZT4U**

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

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

*(See Jewish Studies section for additional Jewish Study course description).*

## **Technological Education & Computer Studies**

**Note:** *Any of the following courses will fulfil the diploma requirement for Group 3.*

### **Computer Technology: TEJ2O**

This course introduces students to computer systems, networking, and interfacing, as well as electronics and robotics. Students will assemble, repair and configure computers with various types of operating systems and application software. Students will build small electronic circuits and write computer programs to control simple peripheral devices or robots. Students will also develop an awareness of related environmental and societal issues, and will learn about secondary and post-secondary pathways and career opportunities in computer technology.

**Note:** *For students entering grade 9.*

**Prerequisite:** *None*

### **Communications Technology: TGJ2O**

#### **(Open)**

This course introduces students to communications technology from a media perspective. Students will work in the areas of print and graphic communications, radio and audio production, interactive new media and animation. Student projects may include computer based activities such as creating videos, editing photos, working with audio, cartooning, developing animations, and designing web pages. Students will also develop an awareness of environmental and societal issues related to communications technology, and will explore secondary and post-secondary education and training pathways and career opportunities in the various communications technology fields.

**Prerequisite:** *None*

### **Computer Engineering Technology: TEJ3M**

#### **(University/College Preparation)**

This course examines computer systems and control of external devices. Students will assemble computers and small networks by installing and configuring appropriate hardware and software. Students will develop knowledge and skills in electronics, robotics, programming, and networks, and will build systems that use computer programs and interfaces to control and/or respond to external devices. Students will develop an awareness of related environmental and societal issues, and will learn about college and university programs leading to careers in computer technology.

**Note:** For students having taken TEJ2O in grade 9 and now going into grade 10.

**Prerequisite:** None

### **Introduction to Computer Science: ICS3U**

#### **(University Preparation)**

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

**Prerequisite:** None

### **Communications Technology: TGJ3M**

#### **(University /College Preparation)**

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

**Prerequisite:** None

### **Computer Science: ICS4U**

#### **(University Preparation)**

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

**Prerequisite:** ICS3U

### **Computer Science: ICS4UG**

#### **(University Preparation)**

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

**Prerequisite:** TEJ3M

### **Computer Engineering Technology: TEJ4M**

#### **(University/College Preparation)**

This course extends students' understanding of computer systems and computer interfacing with external devices. Students will assemble computer systems by installing and configuring appropriate hardware and software, and will learn more about fundamental concepts of electronics, robotics, programming, and networks. Students will examine related environmental and societal issues, and will explore post-secondary pathways leading to careers in computer technology.

**Prerequisite:** Computer Engineering Technology, Grade 11 University/College preparation.



# Grade Nine Streams, Courses & Electives

1

## General Studies Core Courses (Mandatory)

<b>English</b> English Academic	<b>Geography</b> Issues In Canadian Geography	<b>Science</b> Science Academic
<b>Math</b> <ul style="list-style-type: none"><li>• Mathematics</li><li>• Mathematics Enriched (Placement is at the discretion of the school)</li></ul>	<b>Phys. Ed.</b> <ul style="list-style-type: none"><li>• Healthy Active Living Education Male</li><li>• Healthy Active Living Education Female</li></ul>	<b>French</b> <ul style="list-style-type: none"><li>• French Applied</li><li>• French Academic</li><li>• French Enriched</li></ul>

2

## Jewish Studies Streams

Students who graduated from a Jewish day school, or who attended a Jewish day school any time in grades 6, 7, or 8, go into either the **Intermediate** or **Academic** Jewish Studies stream. Jewish History is taught in English and is combined for the Academic and Intermediate streams. Jewish History Enriched is taught in Hebrew. Students who complete the four-year program in Academic Jewish Studies graduate with a TanenbaumCHAT Diploma With Distinction in Academic Jewish Studies (as opposed to the TanenbaumCHAT Diploma), in addition to the Ontario Secondary School Diploma. **New Stream** students who have Hebrew-speaking parents take Hebrew at the Intermediate or Academic Level and their other three Jewish Studies courses at a New Stream level.

<b>Newstream</b> <ul style="list-style-type: none"><li>• Hebrew New Stream</li><li>• Tanach New Stream</li><li>• Rabbinics New Stream</li><li>• Jewish History New Stream</li></ul>	<b>Intermediate*</b> <ul style="list-style-type: none"><li>• Hebrew Intermediate</li><li>• Tanach Intermediate</li><li>• Rabbinics Intermediate</li><li>• Jewish History</li></ul>	<b>Academic**</b> <ul style="list-style-type: none"><li>• Hebrew Academic</li><li>• Tanach Academic or Tanach Enriched</li><li>• Rabbinics Academic or Talmud Academic</li><li>• Jewish History or Jewish History Enriched</li></ul>
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\* Language of instruction - English, with the exception of "Hebrew Intermediate"

\*\* Language of Instruction - Hebrew, with the exception of "Jewish History"

3

## Pick a Grade 9 Elective

One credit in the Arts must be taken either in grade 9 or grade 10.

Visual Art	Music Instrumental	Music Vocals	Drama	Chai Engineering - Computer Technology
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# TANENBAUMCHAT MASTER SCHEDULE

PERIOD	REGULAR DAY	SHORT PERIOD DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SHORT FRIDAY
1	8:30 - 9:29 Period 1	8:30 - 9:18 Period 1	1	2	1	2	1	8:30 - 9:19 Period 1
2	9:31 - 10:30 Period 2	9:20 - 10:08 Period 2	2	3	3	4	3	9:21 - 10:10 Period 2
BREAK	10:30 - 10:40 BREAK	10:08 - 10:16 BREAK	10 MIN BREAK	10 MIN BREAK	10 MIN BREAK	10 MIN BREAK	10 MIN BREAK	10:10 - 10:20 BREAK
3	10:40 - 11:39 Period 3	10:16 - 11:04 Period 3	4	5	4	5	5	10:20 - 11:09 Period 3
4	11:41 - 12:40 Period 4	11:06 - 11:54 Period 4	6	9	PROJECT SUPPORT	10	9	11:11 - 12:00 Period 4
LUNCH	12:40 - 1:25 Lunch	11:54 - 12:37 Lunch	LUNCH					12:00 - 12:45 Lunch
6	1:25 - 2:24 Period 6	12:37 - 1:25 Period 6	8	11	12	6	10	12:45 - 1:34 Period 6
7	2:26 - 3:25 Period 7	1:27 - 2:15 Period 7	12	8	6	11	12	1:36 - 2:25 Period 7
BREAK	3:25 - 3:30 BREAK	2:15 - 2:20 BREAK	5 MIN BREAK	5 MIN BREAK	5 MIN BREAK	5 MIN BREAK	5 MIN BREAK	
8	3:31 - 4:30 Period 8	2:20 - 3:08 Period 8	11	10	9	8		

TanenbaumCHAT  
*OSSD Diploma Requirements*

Compulsory Credits (18 Required)	Grade 10		Elective Credits (12 Required)
Grade 9		Grade 11	Grade 12
Ivrit (0 OR 1 credit) Religious Studies (1 credit)	Ivrit (1 credit) Religious Studies (1 credit)	Ivrit (1 credit) Religious Studies (1 credit)	Ivrit (0 OR 1 credit) Ethics/Philosophy (1 cr) Religious Studies (1 cr)
English	English	English Must be taken at TanenbaumCHAT	English
Mathematics	Mathematics	Mathematics Must be taken at TanenbaumCHAT	Elective
Canadian Geography	Canadian History	Group Two or Three (See checklist on opposite page for details)	Elective
French	Civics (1/2 Credit) Career Education (1/2 Credit)	Elective	Elective
Science	Science	Elective	Elective
Physical Education	Two of: French Spanish Physical Education Drama Visual Arts Technology Music	Elective	Recommended Spare
One of: Visual Arts or Drama or Technology or Music		Recommended Spare	Recommended Spare

**Note: One credit in Art, Drama or Music MUST be taken in grade 9 or grade 10.**



Anne & Max Tanenbaum Community Hebrew Academy of Toronto

## Checklist for the OSSD

Course	Credits	Received
English (1 credit per grade)	4	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Math (including one senior math)	3	<input type="radio"/> <input type="radio"/> <input type="radio"/>
Science	2	<input type="radio"/> <input type="radio"/>
French	1	<input type="radio"/>
Canadian History	1	<input type="radio"/>
Canadian Geography	1	<input type="radio"/>
The Arts (drama/visual art/music)	1	<input type="radio"/>
Health & Physical Education	1	<input type="radio"/>
Civics	0.5	<input type="radio"/>
Career Studies	0.5	<input type="radio"/>
<b>Group 1:</b> 1 Additional Credit in English, French as a second language, International language, Social Science, Canadian & World Studies or Learning Strategies	1	<input type="radio"/>
<b>Group 2:</b> 1 Additional Credit in Health & Physical Education, The Arts, French as a second language or Business Studies	1	<input type="radio"/>
<b>Group 3:</b> 1 Additional Credit in Science (grade 11-12), Technological Education (grade 9-12), Computer studies or French as a second language	1	<input type="radio"/>
Optional Credits	12	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Community Service	40 hours minimum for your OSSD 18 hours each year for your TanenbaumCHAT diploma	
Grade 10 Literacy Requirement	A standardized literacy test given to all grade 10 students; must be passed in order to receive a diploma	



Community | האקדמיה  
Hebrew Academy | העברית  
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