

2026-2027



STUDENT
HANDBOOK
and
COURSE CALENDAR

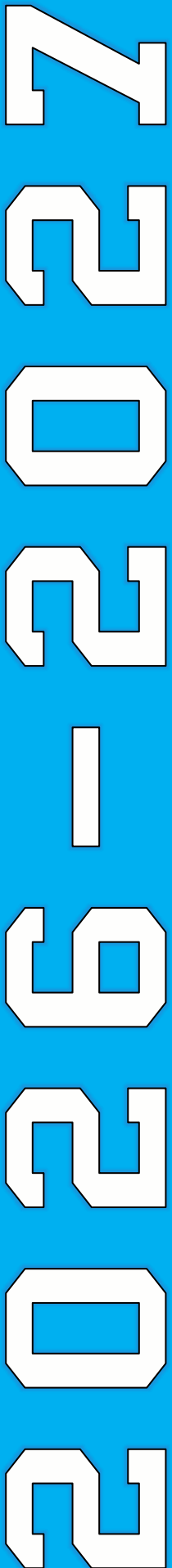


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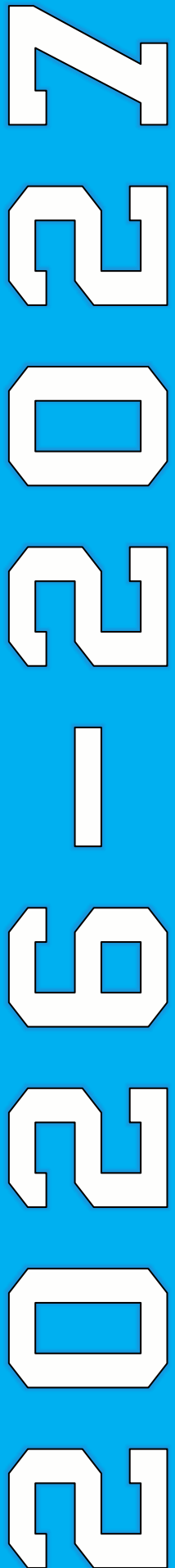


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LETTER FROM THE PRINCIPAL

DEAR YHSO STUDENTS,

It is with great excitement that I welcome you to Yeshiva High School of Ottawa for the 2026-2027 academic year.

Mishlei (Proverbs) 22:6 commands one to “educate a young person according to their need,” The Gemara (Kiddushin 30a) explains that as long as a student or child will accept instruction, one has an obligation to educate him or her.

In addition to teaching in the classroom, my office door is (almost) always open and I cherish the time I spend with each student, assisting, educating, advising, chatting, or even just listening.

I wish you only the most הצלחה (success) this year and always!

Sincerely,

Rabbi Michael Fine

LETTER FROM HEAD OF SCHOOL

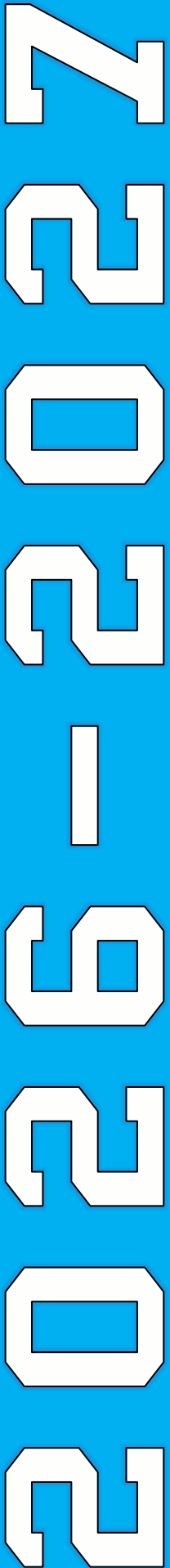
DEAR YHSO STUDENTS,

Choosing continued Jewish education for one’s child is one of the most important decisions a parent will make.

Yeshiva High School of Ottawa (YHSO) stands as the crowning jewel of the nation’s capital - the only Jewish high school in the city -dedicated to preparing our students for yeshiva, seminary, and university.

At YHSO, we believe that the path to greatness for a young adult begins with strong and enduring roots. Our vision is to ensure that every Rabbi, Morah, teacher, and staff member is both deeply committed and highly qualified to help nurture the unique potential within each student. Whether in Limudei Kodesh or general studies, YHSO provides a strong foundation for success in all areas of life.

Sincerely,



FACULTY AND STAFF

ADMINISTRATION

RABBI NACHUM AARON KUTNOWSKI
Head of School, Torah Day School of Ottawa / Yeshiva HS of Ottawa

RABBI MICHAEL FINE
Principal, Yeshiva High School of Ottawa

MS. CAREN KAMINSKI
Administrative Assistant

FINANCE

MS. HIRAL GOYANI
Finance

STAFF

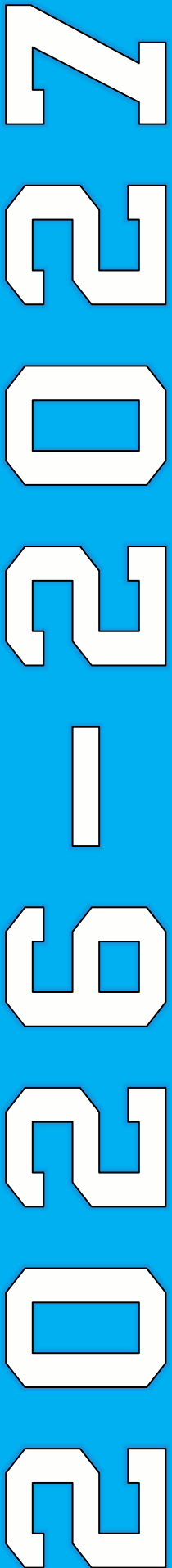
RABBI MICHAEL FINE
Talmud, Chumash

RABBI TZVI FRIEDMAN
Navi, Mussar

MR. NATHAN LAWRIE
English and Humanities

DR. MATTHEW KENNEDY
*Math, Science, Computer Science
(Senior)*

MR. ADAM TAYLOR
Math, Science (Junior)



COMMUNICATION

RABBI NACHUM AARON KUTNOWSKI – HEAD OF SCHOOL

rabbi.kutnowski@torahday.ca

613.274.0110

- Cross-curricular programming
- Fundraising
- High school oversight

RABBI MICHAEL FINE – MENAHEL / PRINCIPAL

rabbi.fine@torahday.ca

613.274.0110

- Teacher communication
- High school policies
- Curriculum

MS. CAREN KAMINSKI – ADMINISTRATIVE ASSISTANT

office@torahday.ca

613.274.0110

- Report student absences or lateness
- Request and submit admission documentation
- Forms

SCHOOL HOURS

MONDAY – FRIDAY: 8:00 AM – 4:00 PM

FRIDAY (2:00 PM): 8:00 AM – 2:00 PM

BOYS

MONDAY – FRIDAY – FIRST SEMESTER / SECOND SEMESTER

8:30 AM – 9:10 AM – SHACHARIS / BREAKFAST

9:10 AM – 9:50 AM – TALMUD

9:50 AM – 10:50 AM – TALMUD / CHUMASH

10:50 AM – 12:10 AM – GENERAL STUDIES

12:10 AM – 1:00 PM – LUNCH

1:00 PM – 2:20 PM – GENERAL STUDIES 2

2:20 PM – 2:40 PM – MINCHA / BREAK

2:40 PM – 4:00 PM – GENERAL STUDIES 3

FRIDAY 2:00 PM DISMISSAL - FIRST SEMESTER / SECOND SEMESTER

8:30 AM – 9:10 AM – SHACHARIS / BREAKFAST

9:10 AM – 9:40 AM – TALMUD

9:40 AM – 10:25 AM – TALMUD / CHUMASH

10:25 AM – 11:25 AM – GENERAL STUDIES 1

11:25 AM – 12:00 PM – LUNCH

12:00 PM – 13:00 PM – GENERAL STUDIES 2

13:00 PM – 14:00 PM – GENERAL STUDIES 3

GIRLS

MONDAY – FRIDAY – FIRST SEMESTER / SECOND SEMESTER

8:30 AM – 9:10 AM – SHACHARIS / BREAKFAST

9:10 AM – 9:50 AM – YAHDUS

9:50 AM – 10:50 AM – CHUMASH

10:50 AM – 12:10 AM – GENERAL STUDIES

12:10 AM – 1:00 PM – LUNCH

1:00 PM – 2:20 PM – GENERAL STUDIES 2

2:20 PM – 2:40 PM – MINCHA / BREAK

2:40 PM – 4:00 PM – GENERAL STUDIES 3

SCHOOL HOURS (CONT.)

GIRLS (CONT.)

FRIDAY 2:00 PM DISMISSAL - FIRST SEMESTER / SECOND SEMESTER

8:30 AM – 9:10 AM – SHACHARIS / BREAKFAST

9:10 AM – 9:40 AM – YAHADUS

9:40 AM – 10:25 AM – YAHADUS / CHUMASH

10:25 AM – 11:25 AM – GENERAL STUDIES 1

11:25 AM – 12:00 PM – LUNCH

12:00 PM – 13:00 PM – GENERAL STUDIES 2

13:00 PM – 14:00 PM – GENERAL STUDIES 3

CALENDAR (2026-2027)

SEPTEMBER 1 – FIRST DAY OF SCHOOL (1ST SEMESTER)

SEPTEMBER 7 – LABOUR DAY (NO SCHOOL)

SEPTEMBER 11 – EREV ROSH HASHANNAH (NO SCHOOL)

SEPTEMBER 21 – YOM KIPPUR (NO SCHOOL)

SEPTEMBER 25 – OCTOBER 5 – SUKKOS BREAK (NO SCHOOL)

OCTOBER 12 – THANKSGIVING (NO SCHOOL)

OCTOBER 16 – PRELIMINARY ASSESSMENTS SENT (1ST SEMESTER)

NOVEMBER 19 – MID-TERM REPORT CARDS (1ST SEMESTER)

NOVEMBER 20-23 – MIDFALL BREAK (NO SCHOOL)

NOVEMBER 25-26 – PARENT-TEACHER INTERVIEWS (1ST SEMESTER)

DECEMBER 21-JANUARY 1 – WINTER BREAK (NO SCHOOL)

JANUARY 21-22 – EXAMS (1ST SEMESTER)

JANUARY 25 – FIRST DAY SECOND SEMESTER

FEBRUARY 4 – FINAL REPORT CARDS (1ST SEMESTER)

FEBRUARY 12-15 – FAMILY DAY VACATION (NO SCHOOL)

FEBRUARY 17-18 – PARENTS MEETING (2ND SEMESTER)

MARCH 12 – PRELIMINARY ASSESSMENTS SENT (2ND SEMESTER)

MARCH 22 – FAST OF ESTHER (HALF-DAY SCHEDULE)

MARCH 23 – PURIM (NO SCHOOL)

MARCH 26 – STATUTORY HOLIDAY (NO SCHOOL)

MARCH 23 – PURIM (NO SCHOOL)

APRIL 9 – MIDTERM REPORT CARD

APRIL 20-30 – PESACH BREAK (NO SCHOOL)

MAY 5-6 – PARENT-TEACHER INTERVIEWS (2ND SEMESTER)

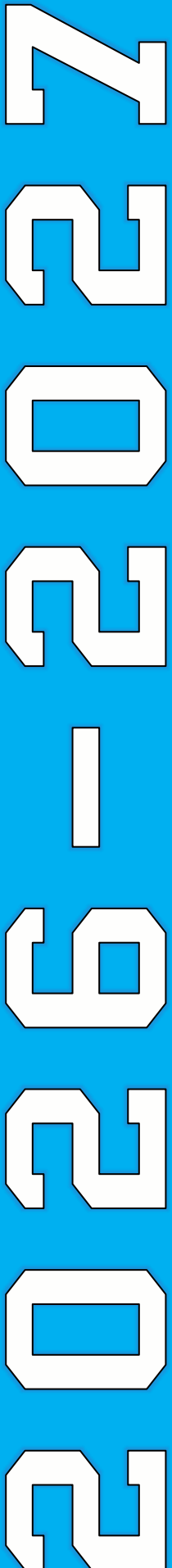
MAY 24 – VICTORIA DAY (NO SCHOOL)

JUNE 6 – HIGH SCHOOL GRADUATION

JUNE 11 – SHAVUOS BREAK (NO SCHOOL)

JUNE 16-17 – EXAMS AND LAST DAY OF SCHOOL (2ND SEMESTER)

JUNE 25 – FINAL REPORT CARDS (2ND SEMESTER)



ABOUT YHSO

OBJECTIVES

EDUCATIONAL

YHSO recognizes the importance and value of completing a secondary education and prepares students for entry into any yeshiva, seminary or university of their choice. This includes not only requisite academic credentials but also the highest standards of ethical behaviour, *derech erez* and the *middos* (character traits) necessary to be a truly successful Jew in the modern world. Students are required to remain in school until the student has reached the age of eighteen or obtained an Ontario Secondary School Diploma (OSSD).

PERSONAL

With a strong understanding that every student is unique, YHSO strives to help each one find his or her place as a Jew in the world-at-large, building on each one's strengths.

APPLICATION PROCESS

REGISTRATION

The application process to YHSO begins by completing and submitting a registration form.

A registration form accompanied by a fee, must be submitted to our office (or emailed to office@torahday.ca) prior to admission. The registration form may be found at yhso.ca/register.

This year, the early bird fee is **\$250** (if registered before March 15, 2024) or **\$350** (if registered after March 15, 2024).

ADMISSION PACKAGE

Following registration, the registrant will receive an admission package that **must be submitted to our office before the first day of school**.

The admission package includes:

- Photocopy of Birth Certificate (proof of age and citizenship)
- Proof of Residence

- Grade 8 most recent report card
- Copy of IEP (if required)
- Immunization Forms
- Medical Form and Health Information
- Student Questionnaire
- Field Trip Authorization
- Photo Release Form
- Tuition subsidy form (if applicable)

ADMISSION INTERVIEW

Before being accepted in YHSO, students must undertake an interview with the principal, while accompanied by a parent or guardian. The purpose of this interview is to discuss the student's academic and personal needs within the context of YHSO. At this meeting, the principal will review with the student our Student Code of Conduct and protocols. Upon agreeing to the Code and protocols, the principal will determine if the student will be admitted to YHSO.

In the event a prospective student is not yet academically prepared for YHSO, an academic plan may be developed in coordination with the principal and the student to help the student develop the prerequisite skills and knowledge required for a successful experience at YHSO.

SCHOOL POLICIES

ABSENCES AND LATES

If a student will be absent or late, they must communicate this to the office, in advance.

KASHRUS & FOOD

All packaged food in the school must carry a recognized kashrus symbol. A list of recognized symbols can be found at <https://ovhkosher.ca/approved>.

Dairy food to be distributed to students must be Cholov Yisroel and bread products must be Pas Yisrael where such an option is available.

We are an allergy-sensitive school and students may not bring nut-products to school. Students may not share food with one another.

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DRESS CODE

GIRLS

*Polo or oxford style blue, white, grey or black shirts (or other dark colours). Shirts should be tucked in. Sweaters or sweatshirts will also be permitted without graphics or words. Sleeves must cover the elbow.

* Navy blue pleated skirts or jumpers that do not hug the body, have hemlines that go past the knees and which easily cover the knees when sitting.

* Solid colour socks or tights (if wearing leggings, they should match the socks, with no gap exposed). Socks must come to at least mid-calf.

* Headgear, caps or hoodies may not be worn inside the school building, but are permitted to be worn outside at recess.

BOYS

* Tzitzis and kippah should be worn at all times, except for physical education.

* Collared, buttoned shirts without pictures or logos (“Golf shirts” are acceptable). Navy sweaters or sweatshirts will also be permitted without graphics or words.

* Dark coloured dress-style pants (no cargo pockets, no jeans or sweatpants)

* Headgear and caps may not be worn in the building but will be permitted outside at recess

* A suit jacket or blazer is recommended for davening (but is not mandatory)

DRESS CODE VIOLATIONS

If a student fails to adhere to the school dress code, he or she will be given a warning, accompanied by an email home detailing the nature of the violation.

For subsequent violations:

- 2nd offense- the student will be asked to leave school for the day and serve a one-day suspension
- 3rd offense – a meeting might be arranged between the administration and the student’s parents to detail a solution to the dress code violation problem. Solutions may include a talk with the student and administration, consulting with community organizations and stores to acquire appropriate clothing, etc. The student will be responsible for any missed class work (See, “Attendance”).
- 4th offense – Unless the student can commit to adhering to the dress code, the student will not be admitted to the school for the remainder of the semester.

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DAVENING

Davening with the YHSO minyan is an essential part of the school day. Davening as a part of the school is more than the mere fulfillment of a religious practice, but also develops school community and teaches the students to take ownership over developing their own prayer service.

LATE POLICY (DAVENING)

Students must be inside the davening room and begin their davening at 8:00 am, Monday to Friday. Students who arrive later than 8:10 are considered "late." Students who are late must provide a note from their parent or guardian explaining the reason for their lateness. The student's lateness must be for an excusable reason, which may include:

- Unpredictable heavy traffic
- Inclement weather
- A student medical appointment
- Unforeseen car trouble

If the student is late, three times, for any other reason, the principal or Davening *rebbe/morah* may contact the parents and help devise a plan to ensure the student arrives on time. The principal or *rebbe/morah* may develop a plan that includes alternate methods of transportation (bus, carpool), or meeting with the student to develop habits to ensure he or she rises on time to get to school. The plan will be committed to writing.

In the event lateness persists another three times, the student may not be allowed to complete the remainder of the semester at school. This may include forfeiture of all the semester's credits. The student may apply for re-admission to the school the following semester.

TECHNOLOGY

Technology such as laptops have exciting classroom and educational applications. We encourage the use of technology to augment the educational experience. However, technological devices can, sadly, also prove a source of distraction antithetical to the rigorous educational environment we seek to create.

CELL PHONES

Cell phones and tablets may not be used during school hours. These devices must remain in the student's backpack (and preferably at home) out of sight at all times. The school is not responsible for the security of these devices.

LAPTOPS

Students are welcome to bring their own laptops to school. If a student prefers not to bring his or her personal laptop to school, YHSO will loan a laptop.

Laptops or tablets may be used only 1) inside the classroom; 2) under the supervision of a teacher or administrator; 3) during instructional class time as part of the lesson.

AI TECHNOLOGY

AI technology may not be used for assignments or tests except when permitted by your teacher. Any assignment copied from an AI generator will have to be resubmitted, or the student will receive a 0 on the assignment.

Students who do not abide by the technology protocols will be subject to the school's Disciplinary Protocols (see page 17).

CLASS ATTENDANCE

The Ontario Ministry of Education requires **110 hours** of instruction for each course. As such, it is essential for the students to arrive punctually to each class. Students arriving more than ten minutes late will be marked "Late" on their report card.

Students who are absent for an acceptable reason (see below) still have to make up the number of hours missed under the supervision of a teacher or the principal according to their availability. **It is the student's duty to determine and arrange this supervision**, and YHSO does not guarantee teacher's or principal's availability. Students who are absent for non-acceptable reasons will forfeit their credit.

ACCEPTABLE REASONS FOR ABSENCE

- Medical reason (may require a physician's note)
- Family trips or Shabbatons (up to four missed classes per course)

Regardless of reason for an absence, if a student misses more than 26 classroom hours they will forfeit their credit.

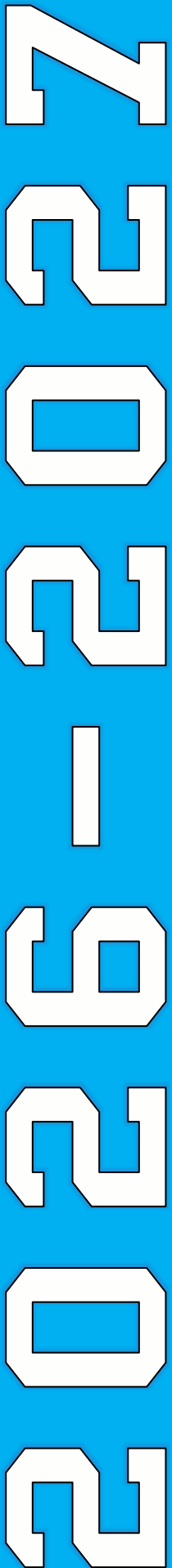
ASSIGNMENTS

HOMEWORK

Students are responsible to complete all their assignments and homework on time. Teachers will write all assignments, homework and tests on a classroom board, along with their due dates, but students are accountable to complete these assessments punctually.

GOOGLE CLASSROOM

Teachers will post all assessments and assignments and their due dates on Google Classroom. Students and their parents will have access to the Google Classroom for their courses.



TEACHER COMMUNICATION

EMAIL

At the beginning of the year, each student will be assigned an email address. This email will be used to communicate all school-related matters between teachers, administration and their students. Students are required to check this email regularly as teachers and administration will not email the students on any other email address.

ACADEMIC ALERTS

Students who are at risk of failing a course, or who are performing significantly below expectations, will receive an academic alert via e-mail. The alert will also be sent to the student's parents, and will detail the steps that the student needs to take in order to restore good academic standing.

ACADEMIC REPORTING

In addition to the above, teachers will report directly to parents about student performance according to the following schedule:

September / February – Parent's Meeting. A brief meeting with parents to discuss students' academic progress and classroom comportment.

October / March – Preliminary Assessment. The Preliminary Assessment is written and describes academic and behavioural progress to date. This assessment is descriptive and does not assign a letter or percent grade. The assessment highlights student strengths and describes causes for concern, if they are present. The assessment is meant to be followed up by teachers with parents. Administration might participate in the follow-up as needed.

November / April – Progress Report. Progress reports record teachers' assessment of students' academic progress as a percentage grade and student behaviour/comportment as a letter grade. Progress reports comment on challenges, strengths and next steps and are followed by parent-teacher interviews.

December / May – Parent-Teacher Interview.

January / June – Report Cards.

The final course grades are given as percentages, reflecting all student work completed in the course. Comments are included.



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STUDENT CODE OF CONDUCT

The educational experience at YHSO is designed to be invigorating and edifying for each and every student. As such, there are rules of classroom comportment designed to maximize the students' learning experiences and to respect the rights of everyone to learn.

EVERY STUDENT HAS THE RIGHT TO:

- AN EFFECTIVE EDUCATION
- A SAFE ENVIRONMENT
- AN ENVIRONMENT CONDUCIVE TO LEARNING
- RESPECT

To ensure the above, students have the following duties:

RESPECT FOR TEACHERS

Students are expected to show both their teachers and their classmates respect and *derech erez*.

Students may not engage in abusive or foul language or engage in disrespectful verbal confrontations with their teachers. If a student is concerned about a teacher's comportment, he or she is welcome, and encouraged, to bring the issue to the attention of the principal. The administration will ensure an effective solution to the issue at hand that respects the needs of the student and teacher.

RESPECT FOR EACH OTHER

The Torah requires us to treat each other as we would like to be treated, and restricts us from causing emotional pain to one another. As such any form of bullying such as regular social exclusion of another, regular teasing or name calling, or otherwise emotionally abusive behaviours will be subject to disciplinary measures.

SAFETY

Students are expected to act in a safe manner at all times, including respecting the boundaries of others. YHSO has a zero-tolerance policy toward physical violence or other harmful behaviours that place a student or staff at risk of injury. Students engaging in violent behaviour will be subject to discipline that can include expulsion.

CLEANLINESS

Every student has the right to an environment conducive to learning, and this includes a clean classroom and learning space. Between classes, loose papers must be filed in appropriate subject binders, and textbooks must be piled neatly on top of an empty desk. This will prevent student work areas from becoming cluttered.

ACADEMIC INTEGRITY

Academic integrity and honesty are expected from every student and all instances of suspected dishonesty, plagiarism, or any form of “cheating” are taken very seriously. A student who submits work that is, in whole or in part, plagiarized, or created by AI (including ChaptGPT) will be subject to academic penalties. Repeated infractions may result in the loss of a credit. A student who assists another student in academic dishonesty may face academic consequences, including revocation of a credit.

Consequences will be based on at least the following four factors: (1) the grade level of the student, (2) the maturity of the student, (3) the number and frequency of incidents, and (4) the individual circumstances of the student.

DAVENING COMPORMENT

In addition to being a Halachic requirement, it is school policy for students to show poise and respect during Davening. This includes:

- No talking in the Davening room while Davening is in progress (unless the talking is related to the Davening)
- No throwing materials
- No writing, drawing, or reading material (excluding Davening)
- No writing on the board



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CLASSROOM CONDUCT

YHSO expects students to behave in a non-disruptive fashion in the classroom. Consistent classroom disruptions will result in Disciplinary Protocols, below.

DISCIPLINARY PROTOCOLS

YHSO takes a positive, student-centered and collaborative approach to helping our students achieve a standard of comportment and behaviour which befits their high potential.

Informed by the evidence-based CPS-model (Collaboration & Pro-active Solutions), students, parents, teachers and administrations work together when a student's *derech erez* or comportment is found to be wanting.

Disciplinary responses to violations of the Code of Conduct are intended to educate about appropriate behaviour, prevent future violations, and provide support for the student.

Disciplinary protocols include the following, and are all documented in writing:

- **First offense** – A formal verbal warning by the teacher or principal to the student explaining what the student did that was offensive. A formal verbal warning is accompanied by an email to the parents detailing the nature of the offense. The email is sent by the principal
- **Second offense** – A meeting between the principal, teacher (where relevant) and student to ascertain the underlying reasons for the offense and to develop a plan or strategy so the offense does not repeat. This meeting is accompanied by an email home detailing the meeting. In the event of misuse of technology, the technology being misused will be confiscated for one school day.
- **Third offense** – An after-school detention where the student may have to work on an assignment or other accountability exercise. The purpose of this exercise will be to use Collaborative Problem Solving (CPS) to reach a mutually acceptable solution to the offense. This meeting and its results will be recorded as part of the official student record. If technology has been misused, this may result in confiscation.
- **Fourth offense** – A meeting between the parents, student, teacher (where relevant) and principal. The purpose of this meeting is to further brainstorm techniques and protocols that will help the student rectify his/her behaviour, or to help eliminate the underlying causes of the offense.
- **Fifth offense** – A one day suspension. The student will be responsible for all work missed.
- **Sixth offense** – A week long suspension. The student will be responsible for all work missed.

DISCIPLINARY PROTOCOLS (CONT.)

Exceptions to these protocols, where stricter disciplinary measures may be taken (or where the above protocols may be accelerated), include:

- Acts of violence or endangering the welfare of another
- Egregious acts of disrespect toward staff or students
- Drugs and/or alcohol abuse including using, possessing, selling or sharing
- Theft
- A pattern of misbehaviour contrary to the standards of the school
- At the principal's discretion

ACADEMICS

The YHSO curriculum is designed for students seeking entry into the top yeshivas, seminaries and universities around the world.

We are applying for Ontario Ministry of Education accreditation and approval to offer OSSDs, and should it be received, will be offering the following:

ONTARIO SECONDARY SCHOOL DIPLOMA REQUIREMENTS

YHSO provides instruction to ensure students graduate with an OSSD (Ontario Secondary School Diploma). Students require 30 credits to achieve the diploma.

WHAT YOU NEED TO GRADUATE

If you started Grade 9 in 2023 or in prior years, you must earn:

- 18 compulsory credits
- 12 optional credits
- the literacy requirement
- at least 2 online learning credits

If you started Grade 9 in 2024 or in later years you must earn:

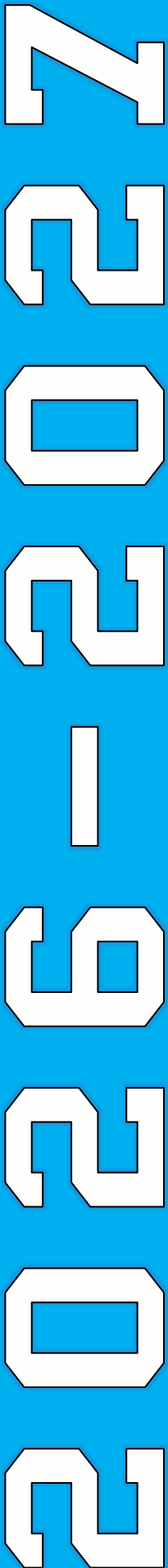
- 17 compulsory credits
- 13 optional credits
- the literacy requirement
- at least 2 online learning credits

Everyone needs 40 hours of community involvement activities (volunteering) to get their high school diploma.

COMPULSORY CREDITS

If you started Grade 9 in 2023 or earlier, you need the following to get your OSSD. Students must earn the following 18 compulsory credits to get their Ontario Secondary School Diploma:

- 4 credits in English (1 credit per grade)
 - The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or the Grade 12 English compulsory credit requirement.
 - The Grade 11 Contemporary Aboriginal Voices course may be used to meet the Grade 11 English compulsory credit requirement.
 - For English language learners, the requirement may be met through earning a maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD); the fourth credit must be a Grade 12 compulsory English course



- 3 credits in mathematics (at least 1 credit in Grade 11 or 12)
- 3 credits for group 1, 2 and 3 courses (1 credit in each group)
- 2 credits in science
- 1 credit in Canadian history (Grade 10)
- 1 credit in Canadian geography (Grade 9)
- 1 credit in the arts
 - The Grade 9 Expressing Aboriginal Cultures course may be used to meet the compulsory credit requirement in the arts
- 1 credit in health and physical education
- 1 credit in French as a second language
 - Students who have taken Native languages in place of French as a second language in elementary school may use a Level 1 or 2 Native language course to meet the compulsory credit requirement for French as a second language
- 0.5 credit in career studies
- 0.5 credit in civics and citizenship

The following also apply to compulsory credit selections.

- You can use the Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices course to meet the Grade 11 English compulsory credit requirement.
- You can use the Grade 9 Expressions of First Nations, Métis, and Inuit Cultures course to meet the compulsory credit requirement in the arts.
- English language learners: You may count up to 3 credits in English as a second language (ESL) or English Literacy Development (ELD) towards the 4 compulsory credits in English. Your fourth credit must be a Grade 12 compulsory English course.

Group 1, 2 and 3 compulsory credits

Of the 18 compulsory credits, students must complete one from each of the following groups:

Group 1:

- English (including the Ontario Secondary School Literacy Course) or French as a second language
- Native languages
- First Nations, Métis, and Inuit studies
- classical and international languages
- social sciences and the humanities
- Canadian and world studies
- guidance and career education
- cooperative education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde

Group 2:

- health and physical education
- the arts
- business studies
- French as a second language
- cooperative education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde
- French as a second language
- computer studies
- cooperative education





Group 3:

- science (Grade 11 or 12)
- technological education
- French as a second language
- computer studies
- cooperative education

The following conditions apply to compulsory credit selections from the above 3 groups.

- In groups 1, 2, and 3, you can count a maximum of 2 credits in French as a second language as compulsory credits, 1 from group 1 and 1 from either group 2 or group 3.
 - If you have taken [Native languages](#) in place of French as a second language in elementary school, you may use a [Level 1 or 2 Native languages course](#) to meet the compulsory credit requirement for French as a second language.
- You can count a maximum of 2 credits in cooperative education as compulsory credits from any of the above 3 groups.

The Langue des signes québécoise langue seconde course is only available in French-language schools.

OPTIONAL CREDITS

Students must earn 12 optional credits. We are still in the application process for course accreditation, but hope to provide four religious studies credits as a portion of the 12 optional credits. The remaining 8 optional credits will be provided based on a combination of student interest and teacher availability. Student and parent input are important factors in deciding which optional courses we will offer.

If you started Grade 9 in Fall 2024 and after:

Note: Starting in September 2025, you must earn a new financial literacy graduation requirement as part of your compulsory Grade 10 mathematics course. You will need to achieve a mark of 70% or higher to pass this new requirement and earn your high school diploma.

Adult learners: If you enter the secondary school system starting in the 2027–2028 school year or later, these requirements apply to you. You may meet these requirements through the Prior Learning Assessment and Recognition (PLAR) for Mature Students process.

If you started Grade 9 in 2024 or in later years, you need the following to get your OSSD.

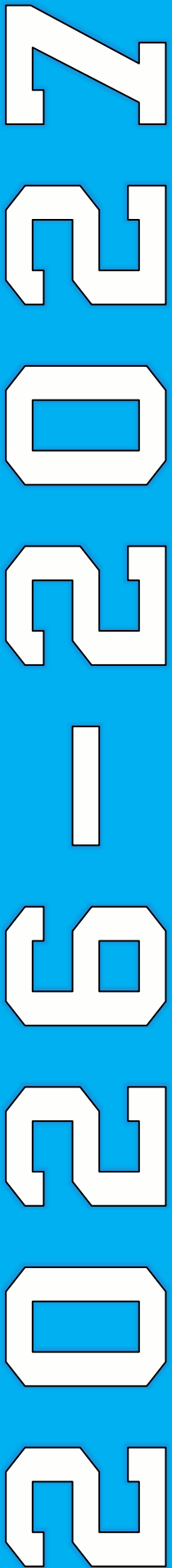
Compulsory credits

You need the following 17 compulsory credits to get your OSSD:

- 4 credits in English (1 credit per grade)
- 3 credits in mathematics (Grade 9, Grade 10 and 1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in technological education (Grade 9 or Grade 10)
- 1 credit in Canadian history (Grade 10)
- 1 credit in Canadian geography (Grade 9)
- 1 credit in the arts
- 1 credit in health and physical education
- 1 credit in French as a second language
- 0.5 credit in career studies
- 0.5 credit in civics and citizenship
- 1 credit from the STEM-related course group

The following apply to compulsory credit selections.

- You can use the Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices course to meet the Grade 11 English compulsory credit requirement.
- You can use the Grade 9 Expressions of First Nations, Métis, and Inuit Cultures course to meet the compulsory credit requirement in the arts.
- You can use a Level 1 or 2 Native languages course to meet the compulsory credit requirement for French as a second language if you have taken Native languages in place of French as a second language in elementary school.
- English language learners: You may count up to 3 credits in English as a second language (ESL) or English Literacy Development (ELD) towards the 4 compulsory credits in English. Your fourth credit must be a Grade 12 compulsory English course.



STEM-related course group

Of the 17 compulsory credits, you must complete 1 from the following group:

- business studies
- computer studies
- cooperative education
- mathematics (in addition to the 3 compulsory credits currently required)
- science (in addition to the 2 compulsory credits currently required)
- technological education (in addition to the 1 compulsory credit required)

OPTIONAL CREDITS

You must earn 13 optional credits by successfully completing courses from your school's program and course calendar.

Optional credits may include up to 4 credits earned through approved dual credit programs.

CERTIFICATE OF ACCOMPLISHMENT

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma 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. 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.

LITERACY GRADUATION REQUIREMENT

All students must meet the secondary school literacy graduation requirement to earn their OSSD

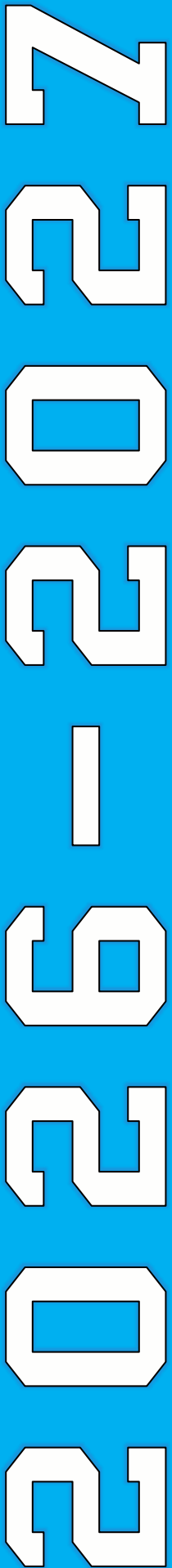
For most students, this means passing the Ontario Secondary School Literacy Test (OSSLT).

Students who do not successfully complete the OSSLT have other opportunities to meet the literacy graduation requirement. Students can contact their school principal to find out about these options.

All students must successfully complete The Ontario Secondary School Literacy Test 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 INVOLVEMENT HOURS – POLICIES AND PROCEDURES

Introduction

Effective September 1, 1999, every student who begins secondary school in Ontario will be required to complete 40 hours of community involvement in order to receive a diploma. The purpose of this requirement is to encourage students to develop an understanding of the various roles they can play in their community and to help them develop a greater sense of belonging within the community.

This document provides information on the community involvement diploma requirement for students and parents, as well as for the persons and organizations who are asked by students to sponsor a particular community involvement activity. If further information is required, please contact the person identified above.

Students will select one or more community involvement activities in consultation with their parents. Selection of activities should take into account the age, maturity, and ability of the student, the location and environment of the proposed activity, and the need for any special training, equipment, and preparation. The safety of the student is paramount.

It should be noted that students will not be paid for performing any community involvement activity.

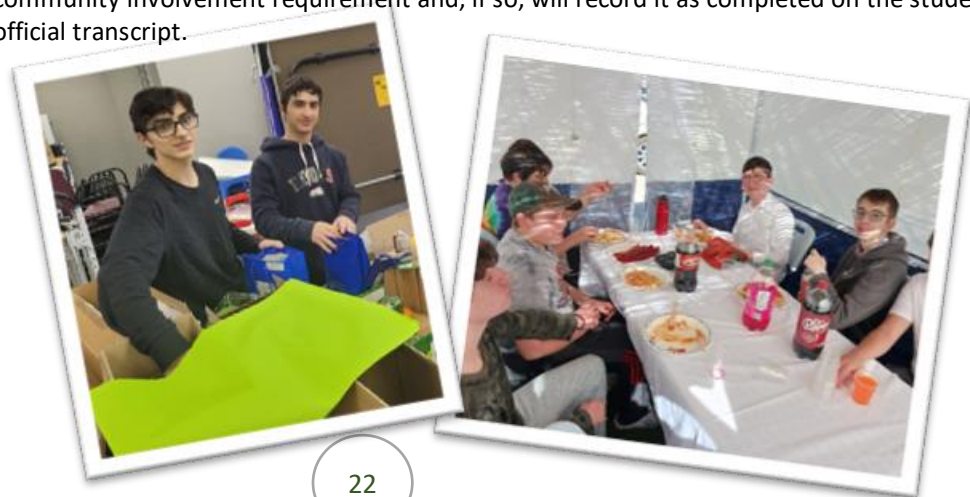
A parent is not required to sign a form or to be consulted if the student is eighteen years of age or older.

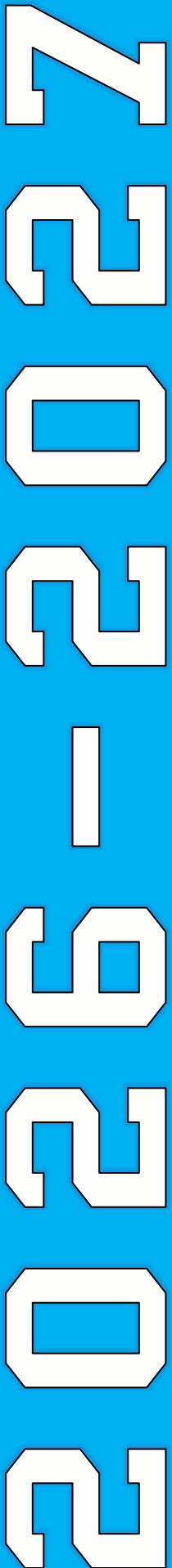
Roles and responsibilities of school boards

School boards are responsible for the implementation of community involvement activities through their secondary schools. A list of approved community involvement activities has been developed by the board in conjunction with local school councils, the Special Education Advisory Committee, and the board's insurer. This list is included in this information package, along with a list of activities that the Ministry of Education and Training has stated are ineligible. A board will not approve student participation in any activities that are on the ministry's list of ineligible activities. Each school board must ensure that all participants, including students and community sponsors, are adequately covered by the board's insurance.

Roles and responsibilities of secondary school principals

Principals are required to provide information about the community involvement requirement to parents, students, and community sponsors. Principals are also required to provide students with the information and forms they will need to complete the community involvement requirement, including the board's list of approved activities from which to choose. After a student completes the 40 hours of community involvement and submits all documentation of their completion to the school, the principal will decide whether the student has met the community involvement requirement and, if so, will record it as completed on the student's official transcript.





Roles and responsibilities of students

In consultation with their parents, students will select an activity or activities from the board's list of approved activities, or choose an activity that is *not* on the list, provided that it is not an activity specified on the ministry's and the board's lists of ineligible activities. If the activity is not on the board's list of approved activities, the student must obtain written approval from the principal before beginning the activity.

Before beginning any activity, students will provide the principal or other school contact with a completed **"Notification of Planned Community Involvement Activities" form** indicating the activity or activities that they plan to do. This form must be signed by the student, and by his or her parent if the student is under eighteen years of age. More than one such form may be submitted when additional activities are planned that were not included on a previously submitted form.

- Please contact the principal or administration for a copy of the "Notification of Planned Community Involvement Activities" form, or download from yhso.ca.

A **"Completion of Community Involvement Activities" form** must be completed by the student, the student's parent (if the student is under eighteen years of age), and the community sponsor (that is, the person or organization that provided the community involvement opportunity for the student). The student must submit the form to the principal or other school contact upon completion of the 40 hours or at appropriate intervals determined by the principal.

- Please contact the principal or administration for a copy of the "Completion of Community Involvement Activities" form, or download from yhso.ca.

Roles and responsibilities of parents

Parents should provide assistance to their child in the selection of their community involvement activities. Parents are also encouraged to communicate with the community sponsor and the school principal if they have any questions or concerns. A parent must sign the "Notification of Planned Community Involvement Activities" form and the "Completion of Community Involvement Activities" form if the student is under the age of eighteen years.

Roles and responsibilities of sponsors in the community

One of the purposes of the community involvement requirement is to develop strong ties between the students and their community, fostering valuable and long-term relationships. Persons and organizations within the community may be asked by the student to sponsor a community involvement activity. Any training, equipment, or special preparation that is required for the activity should be provided by the person or organization. It is crucial that students are able to fulfil their community involvement requirement in a safe environment. The person overseeing the student's activity must verify the date(s) and the number of hours completed on the "Completion of Community Involvement Activities" form.

The ministry's list of ineligible activities

The ministry has developed a list of activities that may not be chosen as community involvement activities and that are therefore ineligible activities. An ineligible activity is an activity that:

- is a requirement of a class or course in which the student is enrolled (e.g., cooperative education portion of a course, job shadowing, work experience)
- takes place during the time allotted for the instructional program on a school day. However, an activity that takes place during the student's lunch breaks or "spare" periods is permissible
- takes place in a logging or mining environment, if the student is under sixteen years of age
- takes place in a factory, if the student is under fifteen years of age



- takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult
- would normally be performed for wages by a person in the workplace
- involves the operation of a vehicle, power tools, or scaffolding
- involves the administration of any type or form of medication or medical procedure to other persons
- involves handling of substances classed as “designated substances” under the Occupational Health and Safety Act
- requires the knowledge of a tradesperson whose trade is regulated by the provincial government
- involves banking or the handling of securities, or the handling of jewellery, works of art, antiques, or other valuables
- consists of duties normally performed in the home (i.e., daily chores) or personal recreational activities
- involves a court-ordered program (e.g., community-service program for young offenders, probationary program).

The activities listed below are approved by YHSO for the completion of the community involvement requirement.

- **Gabbai duties at school or synagogue**
- **Tutoring**
- **Leading a synagogue youth group**
- **Leading a prayer service, on the weekend or on Jewish holidays, at synagogue**
- **Assisting in the setup, or cleanup, of a kiddush *at a synagogue***

GENERAL STUDIES

YHSO provides students with the high school accreditation necessary for entry at all major international universities and colleges. At the present time YHSO is applying for Ministry of Education accreditation, and it has not as of the date of this writing, been granted. YHSO does not grant the ability to change course types.

ACADEMIC COURSES

YHSO offers Academic stream courses, but not Applied courses. Academic courses prepare our students for entry into all university programs. 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.

OPEN COURSES

In addition to Academic courses, some courses are open courses. courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students’ knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind. Open courses are generally offered where there is no Academic equivalent course. 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.



UNIVERSITY PREPARATION COURSES

When students enter grades 11 and 12, they will be offered university preparation courses which 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

Some, but not the majority of grade 11 and 12 courses are university/college preparation courses. These 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.

OPEN COURSES

Some grade 11 and 12 courses are “open” courses which comprise a set of expectations that are appropriate for all students and are designed to broaden students’ knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

For junior and senior grades, students will have the opportunity to select some courses according to their individual interests. Due to the enrollment numbers of the school, these selections will often be made according to the desires of the majority of the class.

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 principal will determine whether or not the prerequisite should be waived. The principal will make the decision in consultation with 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 YHSO 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).

REACH AHEAD PROGRAM

YHSO does not offer a Reach Ahead Program for students in grade 8 seeking high school credits.

COURSE SUBSTITUTION POLICY

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

WAIVING PREREQUISITE COURSES

If a parent or adult student requests, the principal will determine whether or not a prerequisite should be waived. The principal may also initiate the consideration. The decision will be made in consultation with the parent, student, and appropriate staff, and a written record of the decision will be placed in the student’s OSR.

POLICY ON COURSE CHANGES (CHANGING COURSE TYPES)

YHSO’S courses are given at the academic and university preparation level. If a student is having difficulty in following any of these courses, then the principal in conjunction with parent and student will recommend the new course, at a different level of difficulty, from courses offered by the Ontario Independent Learning Centre, or from courses from ministry-approved virtual high schools.

INDEPENDENT OR PRIVATE STUDY

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

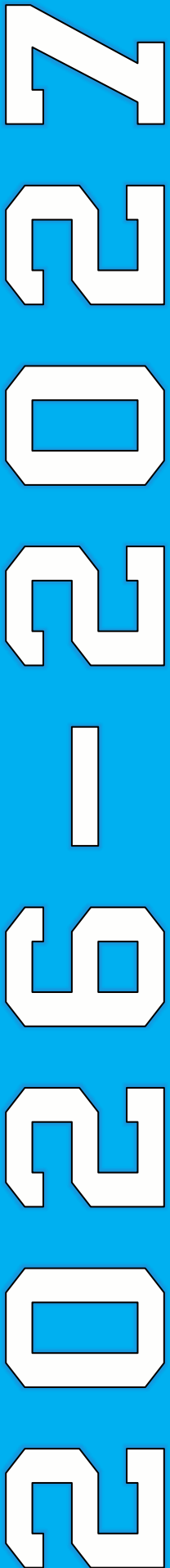
SCHOOL GUIDANCE SERVICES

The principal and the secular director are responsible for the schools’ guidance services .and for making sure that the courses the students follow will allow them to gain entrance to the yeshiva, seminary and/or university of their choice.

PROGRAMS IN MUSIC TAKEN OUTSIDE THE SCHOOL

A maximum of two credits may be awarded to students taking music programs outside the school. The student must present official examination result forms, or certificates, for music credits earned outside the school.





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 or on the websites of the various universities

THE ONTARIO STUDENT TRANSCRIPT (OST)

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

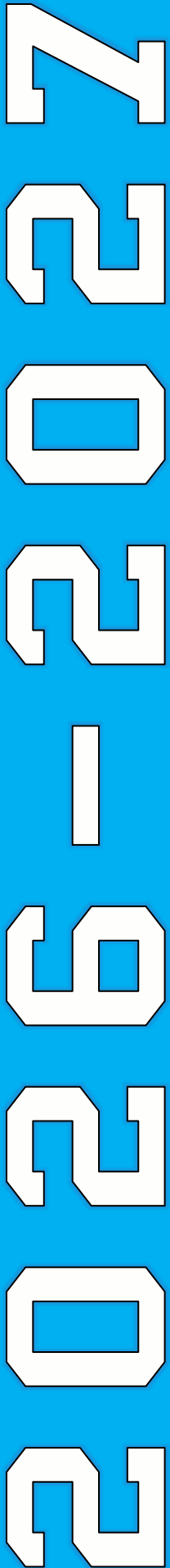
The provision of different types of courses in the secondary school program is designed to provide all students with the essential knowledge and skills they will need in any area of endeavour, as well as the opportunity to specialize in areas that are related to their particular post-secondary goals. 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

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.

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.

YHSO does not currently offer experiential learning programs or Co-op courses.

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.

Students can expect to write 3 exams in January and 4 in June (the extra subject is Health and Physical Education which is not semestered) and have final summative tasks or examinations in their remaining subjects.

Students receiving a final grade below 50% will be denied the credit for that course.

REPORTING CYCLE

Assessment is continuous throughout the year and includes academic evaluation according to Ministry of Education standards of assessment.

The assessment procedures used to monitor student progress may include, but are not limited to, assignments, project work, and seminars.

YHSO's reporting is meant to facilitate transparency between parents and teachers and allow for parental involvement in their teen's academic and behavioural progress. Reporting also allows teachers and parents to open discussions as how to best meet the student's needs. **See above under "Academic Reporting" (pg. 14) for more information about our reporting cycle.**

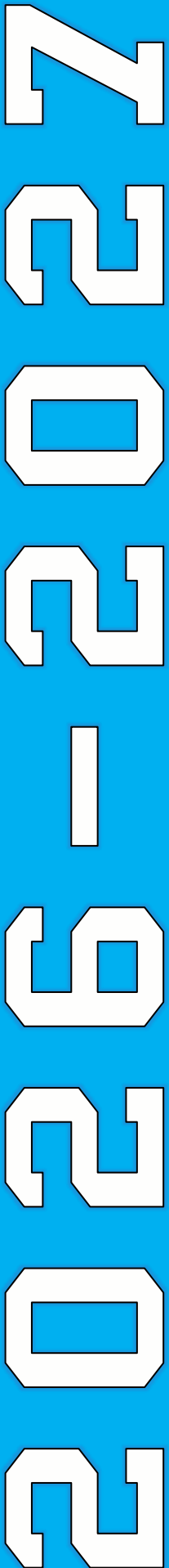
ONLINE LEARNING REQUIREMENT

Students are required to earn two online learning credits to graduate from secondary school, beginning with every student who entered Grade 9 in the 2020-21 school year. The graduation requirement is intended to support students in developing familiarity and comfort with learning and working in a fully online environment, as well as developing digital literacy and other important transferable skills that they will need for success after secondary school, including in post-secondary education and the workplace.

Definition of "online learning" for this graduation requirement

Online learning credits that count towards the requirement are earned through courses that rely primarily on communication between students and educators through the internet or another digital platform.

Online learning credits that count do not generally require students to be physically present with one another or with their educator in the school, except where required for: examinations and other final evaluations occasional meetings with educators and other school staff, and access to internet connectivity, learning devices, or other supports (for example, guidance, special education and mental health and well-being supports, and required initial assessment and in-person learning for English language learners and students of Actualisation



Linguistique en français (alf) or programme d'appui aux nouveaux arrivants (PANA) at their early stages of language acquisition) In online learning courses delivered by schools in the publicly funded education system, coursework is teacher-led. Students from the same online class may follow different timetables and be from different schools or school boards. Students in publicly funded schools complete their online coursework with the support of a certified Ontario educator with whom they communicate, and who provides instruction, ongoing feedback, assessment, evaluation and reporting as needed, including implementing any accommodations and/or modifications identified in the student's individual education plan. In-person courses that use digital learning tools in a physical classroom do not count towards the online graduation requirement, nor do remote learning courses that rely on a minimum requirement for synchronous learning. **There is one exception:** up to one secondary school credit that was completed by students who were in grade 9 during the province-wide school closures (from April 2021 to June 2021) may be counted towards the graduation requirement, in recognition of the extraordinary circumstances of the covid-19/covid 19 pandemic.

Selection of courses should consider future pathways, the ability and interests of the student to learn in a fully online environment and any potential supports that may be needed. Meeting the online learning graduation requirement should not pose a barrier to graduation for students. As with all learning, students taking online courses will have access to the supports they need through their school, (e.g., guidance, nutrition programs, extra-curricular activities and services for English-language learners). If a student in a publicly funded school has an individual education plan, the plan should be shared, when appropriate, with an educator instructing an online course delivered by another publicly funded school board, with the necessary consent. Check with your local school if you have questions regarding the registration process.

Parents/guardians may choose to opt their children out of the mandatory online learning credits required for graduation. To opt out, a parent/guardian must submit an opt-out form to the school. Students 18 years of age or older, or who are 16 or 17 years of age and have withdrawn from parental control, can also opt out of the graduation requirement by submitting an opt-out form to the school. School boards must also allow for students and parents/guardians to opt back into the online learning graduation requirement should their decision change. Please contact the school for further information on this process.

Principal's discretion

The principal of the school holding the student's Ontario Student Record will have the discretion to exempt students under 18 years old and still under parental control from the online learning graduation requirement without parental consent if they determine the need is pressing and in the best interests of the student and the parent cannot be reached. However, this authority shall not be used to circumvent parent/guardian choice. Where principals make a determination to exempt a student, if possible the parent/guardian shall be electronically or physically mailed a notification by the principal in writing with a rationale outlining why the exemption was made, and a copy of the notification must be included in the student's Ontario Student Record. Once the notification is included in the student's Ontario Student Record, the graduation requirement shall not apply to the student.

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 leave (i.e. 2 would represent year 2 or grade 10). The fifth character is used to designate the type of course:

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



GENERAL STUDIES COURSE DESCRIPTIONS*

**Note: the following are the courses that we plan on offering in 2022-2023. we are in the process of applying for ministry accreditation in these subjects.*

Students can gain access to course outlines and review Ontario curriculum policy by referring to the Ministry website (<https://www.dcp.edu.gov.on.ca/en/curriculum/>)

GRADE 9

MATHEMATICS: (MTH1W) (DE-STREAMED)

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

No prerequisite is required

ENGLISH: ENL1W (DE-STREAMED)

This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout

the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum.

No prerequisite is required

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 opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter.

Prerequisite: Science, Grade 9, Academic



**CANADIAN HISTORY SINCE WORLD WAR I: (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.

No prerequisite is required

**CORE FRENCH: FSF10
(OPEN)**

This is an introductory course for students who have little or no knowledge of French or who have not accumulated the minimum of 600 hours of elementary Core French instruction. Students will begin to understand and speak French in guided and structured interactive settings, and will develop fundamental skills in listening, speaking, reading, and writing through discussing issues and situations that are relevant to their daily lives. Throughout the course, students will develop their awareness of diverse French-speaking communities in Canada and acquire an understanding and appreciation of

these communities. They will also develop a variety of skills necessary for lifelong language learning.

No prerequisite is required

**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.

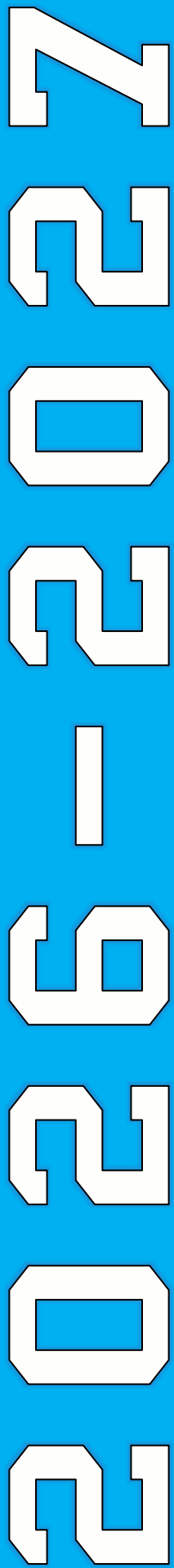
No prerequisite is required

**HEALTHY ACTIVE LIVING EDUCATION:
PPL20
(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

**SCIENCE: (SNC1W)
(DE-STREAMED)**



This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and Earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.
No prerequisite is required

GRADE 10

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 analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.
Prerequisite: English, Grade 9, Academic or Applied

PRINCIPLES OF MATHEMATICS:
(MPM2D)
(OPEN)

This course enables students to broaden their understanding of relationships and

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

No prerequisite is required

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 opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter.

Prerequisite: Science, Grade 9, Academic

CIVICS AND CITIZENSHIP: (CHV2O)
(OPEN)

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a

range of political issues and developments that are both of significance in today’s world and of personal interest to them. This course also includes learning on digital literacy and critical-thinking skills, the mechanisms of government, Indigenous governance systems and structures, the historical foundations of the rights and freedoms we enjoy in Canada, ways in which government policy affects individuals’ lives and the economy, and ways for students to serve their communities.

CANADIAN HISTORY SINCE WORLD WAR I:
(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.

No prerequisite is required

CAREER STUDIES (GLC20)
(OPEN)

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends, and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace.





They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school. *No prerequisite is required*



**HEALTHY ACTIVE LIVING EDUCATION:
PPL20
(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.



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GRADE 12

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

Prerequisite: The Grade 11 academic course in English

FUNCTIONS: (MHF4U) (UNIVERSITY PREPARATION)

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

Prerequisite: Functions, Grade 11,

University Preparation, or Mathematics for College Technology, Grade 12, College Preparation

PHYSICS: (SPH4U) (UNIVERSITY PREPARATION)

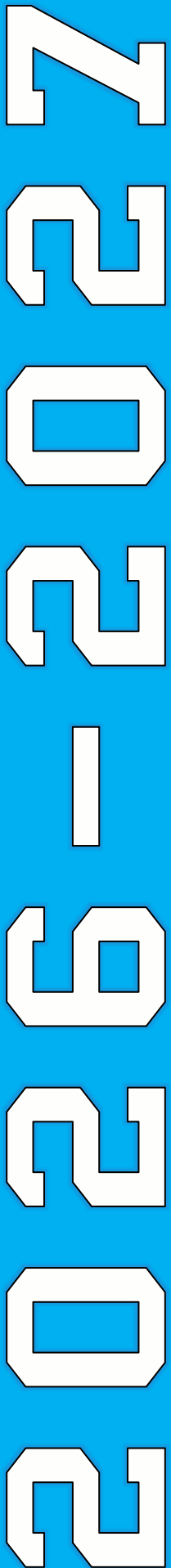
This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students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

Prerequisite: Physics, Grade 11, University Preparation

CHEMISTRY: (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: Chemistry, Grade 11, University



**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 analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.

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

**HEALTHY ACTIVE LIVING EDUCATION:
PPL20
(OPEN)**

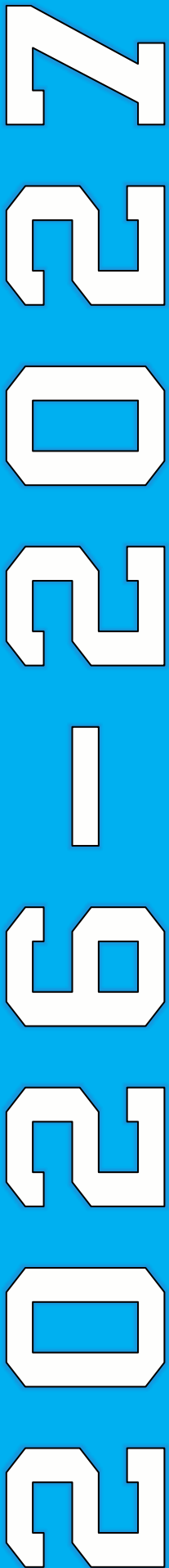
This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to This course enables students to further 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.

**CALCULUS & 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, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

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





JUDAIC STUDIES COURSE DESCRIPTIONS

GRADE 9-12

TALMUD (BOYS, GRADES 9-12)

This year, students will be studying tractate Bava Kamma, chapter 3, comprising the laws and details of damages to property. Emphasis is placed on ability to read, translate and comprehend the *shakla v'tarya* of the Gemara, and according to student level, the Rashi and Tosafos as well. Critical thinking skills are developed as students are introduced to the questions, answers and methodology of the major Acharonim (later-day commentaries) on the Gemara.

CHUMASH (HRE23) (GRADES 9-12)

This year, students will study the Parshiyos of Bereishis and Noach. In order to fully appreciate Judaism's rich heritage, to integrate successfully into a community that so highly values academic success and to understand the profundity and immediate social and political relevance of the Jew's role in the modern world, a Jewish student must be properly introduced to the Bible within the context of its traditional analysis and interpretation. The language of the Bible (Hebrew) is at the root of the communication and thought of the Jewish world and, to a surprising extent, of general society around us. This course supports a student's growing knowledge of the language, and begins to develop the student's ability to navigate through the complex world of Bible commentary.

Course goals include accumulation of new vocabulary, reading and translating skills for Chumash, Rashi and other Meforshim (commentaries) as appropriate. Students will develop skills to identify textual idiosyncrasies and to discern the textual difficulties that Rashi responds to. Students will learn about the main philosophical ideas brought forth in the text, and the approach of the classical commentaries to these concepts.

NAVI (GRADES 9-12)

Through Navi, students will gain an understanding of Jewish history and its figures through the eyes of the classical Navi commentaries.

HALACHA (GRADES 9-12)

Halacha focuses on the practical application of Jewish law to a student's life. This year we will be learning the laws of Berachos through the Hebrew Sefer, Pischei Halacha by Rav Forst. Students will gain an understanding of the Halachic principles and how they apply to practical situations. Students will also develop analytic skills to apply abstract Halachic concepts to real life situations.

YAHADUS (GIRLS, GRADE 9)

Yahadus focuses on the principles, *hashkofos* and *mitzvos* necessary to be a *Bas Yisrael*. Topics include Moadim, Tefillah, 13 Principles of Faith, Jewish History, Ivrit, Mussar and Machshava.

SCHOOL CALENDAR

September 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 FIRST DAY OF SCHOOL (1 ST SEMESTER)	2	3	4	5
6	7 Labour Day (NO SCHOOL)	8	9	10	11 EREV ROSH HASHANNAH (NO SCHOOL)	12 ROSH HASHANAH
13 ROSH HASHANAH	14 FAST OF GEDALIAH (NOON DISMISSAL) PARENTS MEETING	15 PARENTS MEETING	16	17	18	19
20 EREV YOM KIPPUR	21 YOM KIPPUR (NO SCHOOL)	22	23	24	25 EREV SUKKOS (NO SCHOOL)	26 SUKKOS
27 SUKKOS	28 SUKKOS (NO SCHOOL)	29 SUKKOS (NO SCHOOL)	30 SUKKOS (NO SCHOOL)			

October 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 SUKKOS (NO SCHOOL)	2 HOSHANA RABBA (NO SCHOOL)	3 SHMINI ATZERES
4 SIMCHAS TORAH	5 ISSRU CHAG (NO SCHOOL)	6	7	8	9 PRELIMINARY ASSESSMENT DUE	10
11	12 THANKSGIVING (NO SCHOOL)	13	14	15	16 PRELIMINARY ASSESSMENT SENT	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11 Remembrance Day	12	13 MIDTERM REPORT CARDS DUE	14
15	16	17	18	19 MIDTERM REPORT CARDS SENT	20 MID-FALL BREAK (NO SCHOOL)	21
22	23 MID-FALL BREAK (NO SCHOOL)	24	25 PARENT-TEACHER INTERVIEW	26 PARENT-TEACHER INTERVIEW	27	28
29	30					

December 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4 CHANUKAH – 1 st CANDLE	5 CHANUKAH – 2 ND CANDLE
6 CHANUKAH – 3 RD CANDLE	7 CHANUKAH – 4 TH CANDLE	8 CHANUKAH – 5 TH CANDLE	9 CHANUKAH – 6 TH CANDLE	10 CHANUKAH – 7 TH CANDLE	11 CHANUKAH – 8 TH CANDLE	12
13	14	15	16	17	18	19
20 FAST OF 10 TEVES	21 WINTER BREAK (NO SCHOOL)	22 WINTER BREAK (NO SCHOOL)	23 WINTER BREAK (NO SCHOOL)	24 WINTER BREAK (NO SCHOOL)	25 WINTER BREAK (NO SCHOOL)	26 WINTER BREAK (NO SCHOOL)
27 WINTER BREAK (NO SCHOOL)	28 WINTER BREAK (NO SCHOOL)	29 WINTER BREAK (NO SCHOOL)	30 WINTER BREAK (NO SCHOOL)	31 WINTER BREAK (NO SCHOOL)		

January 2027

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 WINTER BREAK (NO SCHOOL)	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21 EXAMS	22 EXAMS	23
24	25 FIRST DAY OF 2 ND SEMESTER	26	27	28 FINAL REPORT CARDS DUE (1 ST SEMESTER)	29	30
31						

February 2027

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 TU BISHVAT	2	3	4 FINAL REPORT CARDS SENT (1 ST SEMESTER)	5	6
7	8	9	10	11	12 FAMILY DAY BREAK (NO SCHOOL)	13
14	15 FAMILY DAY BREAK (NO SCHOOL)	16	17 PARENTS MEETING	18 PARENTS MEETING	19	20
21	22	23	24	25	26	27
28						

March 2027

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5 PRELIMINARY ASSESSMENT DUE	6
7	8	9	10	11	12 PRELIMINARY ASSESSMENT SENT	13
14	15	16	17	18	19	20
21	22 FAST OF ESTHER (NOON DISMISSAL)	23 PURIM (NO SCHOOL)	24	25	26 STATUTORY HOLIDAY (NO SCHOOL)	27
28	29	30	31			

April 2027

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2 MIDTERM REPORT CARD DUE	3
4	5	6	7	8	9 MIDTERM REPORT CARD SENT	10
11	12	13	14	15	16	17
18	19 PASSOVER BREAK BEGINS (NO SCHOOL)	20 PASSOVER BREAK (NO SCHOOL)	21 EREV PASSOVER / PASSOVER (NO SCHOOL)	22 PASSOVER (NO SCHOOL)	23 PASSOVER (NO SCHOOL)	24 PASSOVER
25 PASSOVER	26 PASSOVER (NO SCHOOL)	27 PASSOVER (NO SCHOOL)	28 PASSOVER (NO SCHOOL)	29 PASSOVER (NO SCHOOL)	30 ISSRU CHAG (NO SCHOOL)	

May 2027

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5 PARENT-TEACHER INTERVIEW	6 PARENT-TEACHER INTERVIEW	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24 VICTORIA DAY (NO SCHOOL)	25 LAG BAOMER	26	27	28	29
30	31					

June 2027

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6 HIGH SCHOOL GRADUATION	7	8	9	10	11 EREV SHAVUOS / SHAVUOS (NO SCHOOL)	12 SHAVUOS
13 SHAVUOS	14	15	16 EXAMS	17 EXAMS (LAST DAY OF SCHOOL)	18	19
20	21 FINAL REPORT CARDS DUE	22	23	24	25 FINAL REPORT CARDS SENT	26
27	28	29	30			



WEEKLY TIMETABLE

SEMESTER 1: SEPTEMBER 01, 2026 – JAN 22, 2027

MONDAY – FIRDAY*
(SEE NEXT PAGE FOR SHORT FRIDAYS)

	BOYS GRADE 9	BOYS GRADE 10	BOYS GRADE 12	GIRLS GRADE 10
8:30 – 9:10	SHACHARIS / BREAKFAST	SHACHARIS / BREAKFAST	SHACHARIS / BREAKFAST	SHACHARIS / BREAKFAST
9:10 – 9:50	TALMUD (RM. 106)	TALMUD (RM. 106)	TALMUD (RM. 106)	YAHADUS (RM. 203)
9:50 – 10:50	TALMUD / CHUMASH (RM 106)	TALMUD / CHUMASH (RM 106)	TALMUD / CHUMASH (RM 106)	CHUMASH (RM 203)
10:50 – 11:30	MATH (MTH1W) RM 106	MATH (MPM2D) LAB	COMPUTER SCIENCE (ICS4U) RM 106B	ENGLISH (ENG2D) RM 203
11:30 – 12:10	SCIENCE (SNC2D) LAB	SCIENCE (SNC2D) LAB		
12:10 – 13:00	LUNCH	LUNCH	LUNCH	LUNCH
13:00 – 14:20	ENGLISH (ENG 1W/2D) RM 106	ENGLISH (ENG 1W/2D) RM 106	CHEMISTRY (SCH4U) RM 106B	MATH (MPM2D) RM 203
14:20 – 14:40	MINCHA / BREAK	MINCHA / BREAK	MINCHA / BREAK	MINCHA / BREAK
14:40 – 16:00	FRENCH (FSF1O) RM 106	FRENCH (FSF1O) RM 106	ADVANCED FUNCTIONS (MHF4U) RM 106B	CIVICS / CAREERS (CHV2O / GLC2O) RM 203

***FAST DAYS END AT NOON**

---- SHORT FRIDAY SCHEDULES ----

SEMESTER 1: SEPTEMBER 01, 2026 – JAN 22, 2027

	BOYS GRADE 9	BOYS GRADE 10	BOYS GRADE 12	GIRLS GRADE 10
8:30 – 9:10	SHACHARIS / BREAKFAST	SHACHARIS / BREAKFAST	SHACHARIS / BREAKFAST	SHACHARIS / BREAKFAST
9:10 – 9:40	TALMUD (RM. 106)	TALMUD (RM. 106)	TALMUD (RM. 106)	YAHADUS (RM. 203)
9:40 – 10:25	TALMUD / CHUMASH (RM 106)	TALMUD / CHUMASH (RM 106)	TALMUD / CHUMASH (RM 106)	CHUMASH (RM 203)
10:25 – 10:55	MATH (MTH1W) RM 106	MATH (MPM2D) LAB	COMPUTER SCIENCE (ICS4U) RM 106B	ENGLISH (ENG2D) RM 203
10:55 – 11:25	SCIENCE (SNC2D) LAB	SCIENCE (SNC2D) LAB		
11:25 – 12:00	LUNCH	LUNCH	LUNCH	LUNCH
12:00 – 1:00	ENGLISH (ENG 1W/2D) RM 106	ENGLISH (ENG 1W/2D) RM 106	CHEMISTRY (SCH4U) RM 106B	MATH (MPM2D) RM 203
1:00 – 2:00	FRENCH (FSF1O) RM 106	FRENCH (FSF1O) RM 106	ADVANCED FUNCTIONS (MHF4U) RM 106B	CIVICS / CAREERS (CHV2O / GLC2O) RM 203



WEEKLY TIMETABLE

SEMESTER 2: JANUARY 25, 2027 – JUNE 17, 2027

MONDAY – FIRDAY*
(SEE NEXT PAGE FOR SHORT FRIDAYS)

	BOYS GRADE 9	BOYS GRADE 10	BOYS GRADE 12	GIRLS GRADE 10
8:30 – 9:10	SHACHARIS / BREAKFAST	SHACHARIS / BREAKFAST	SHACHARIS / BREAKFAST	SHACHARIS / BREAKFAST
9:10 – 9:50	TALMUD (RM. 106)	TALMUD (RM. 106)	TALMUD (RM. 106)	YAHADUS (RM. 203)
9:50 – 10:50	TALMUD / CHUMASH (RM 106)	TALMUD / CHUMASH (RM 106)	TALMUD / CHUMASH (RM 106)	CHUMASH (RM 203)
10:50 – 11:30	MATH (MTH1W) RM 106	MATH (MPM2D) LAB	PHYSICS (SPH4U) RM 106B	CANADIAN HISTORY (CHC2D) RM 203
11:30 – 12:10	SCIENCE (SNC2D) LAB	SCIENCE (SNC2D) LAB		
12:10 – 13:00	LUNCH	LUNCH	LUNCH	LUNCH
13:00 – 14:20	CIVICS / CAREERS (CHV20 / GLC20) RM 106	CIVICS / CAREERS (CHV20 / GLC20) RM 106	CALCULUS & VECTORS (MCV4U) LAB	FRENCH (FSF10) RM 203
14:20 – 14:40	MINCHA / BREAK	MINCHA / BREAK	MINCHA / BREAK	MINCHA / BREAK
14:40 – 16:00	ART (AV110) RM 106/B	ART (AV110) RM 106/B	ENGLISH (ENG4U) RM 106	SCIENCE (SNC2D) LAB

**FAST DAYS END AT NOON*

----- SHORT FRIDAY SCHEDULES -----

SEMESTER 2: JANUARY 25, 2027 – JUNE 17, 2027

	BOYS GRADE 9	BOYS GRADE 10	BOYS GRADE 12	GIRLS GRADE 10
8:30 – 9:10	SHACHARIS / BREAKFAST	SHACHARIS / BREAKFAST	SHACHARIS / BREAKFAST	SHACHARIS / BREAKFAST
9:10 – 9:40	TALMUD (RM. 106)	TALMUD (RM. 106)	TALMUD (RM. 106)	YAHADUS (RM. 203)
9:40 – 10:25	TALMUD / CHUMASH (RM 106)	TALMUD / CHUMASH (RM 106)	TALMUD / CHUMASH (RM 106)	CHUMASH (RM 203)
10:25 – 10:55	MATH (MTH1W) RM 106	MATH (MPM2D) LAB	PHYSICS (SPH4U) RM 106B	CANADIAN HISTORY (CHC2D) RM 203
10:55 – 11:25	SCIENCE (SNC2D) LAB	SCIENCE (SNC2D) LAB		
11:25 – 12:00	LUNCH	LUNCH	LUNCH	LUNCH
12:00 – 1:00	CIVICS / CAREERS (CHV20 / GLC20) RM 106	CIVICS / CAREERS (CHV20 / GLC20) RM 106	CALCULUS & VECTORS (MCV4U) LAB	FRENCH (FSF10) RM 203
1:00 – 2:00	ART (AV110) RM 106/B	ART (AV110) RM 106/B	ENGLISH (ENG4U) RM 106	SCIENCE (SNC2D) LAB



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