

TORAH HIGH



**SCHOOL COURSE CALENDAR
2017 - 2018**

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TORAH HIGH PHILOSOPHY

Torah High is a Ministry Inspected Private School which offers Jewish studies courses that follow the Ontario Ministry of Education guidelines to Jewish public and non-Jewish private high school teens.

Torah High is a unique educational program created and designed to promote academic excellence and an appreciation of Jewish life to its students. Torah High seeks to instill in its students a strong sense of values, community, good character, Jewish identity, leadership and an enduring love for Torah, the Jewish people and humanity. Torah High was built to allow students to explore their Jewish identity with experiences that begin in the classroom and extend beyond.

Torah High educates its students by offering an attractive mix of textual and multi-media based lessons that explore the Jewish perspective on various topics ranging from current events to issues high school students face in their daily lives. Torah High is committed to help each student successfully complete their credit and gain from this experience.

Our teachers are trained educators who can relate to teenagers of today and dedicate themselves to a creative, open, and non-judgmental learning environment where the students are encouraged to explore and discover. Classes are taught in an informal atmosphere by dynamic teachers who are able to transmit the depth and significance of traditional Jewish values in a meaningful and relevant way.

Note: students must remain in secondary school until the age of eighteen or they have obtained an Ontario Secondary School Diploma (OSSD).

OVERALL AND CURRICULUM GOALS

Torah High strives to deliver and address all curriculum expectations as outlined by the Ministry of Education in the Curriculum Documents and adhere to the highest educational standards.

Torah High provides varied assessments and evaluations to help ensure the success of each student, and fosters an environment where the teacher works closely with the students in achieving their academic goals and developing their full potential.

Torah High strives to inspire Jewish teens in their commitment to Judaism by providing engaging and relevant classes that allow for all questions to be addressed and discussed.

Torah High provides students with the information they need to live a fulfilling Jewish life and make more informed choices about their Jewish future.

SCHOOL ORGANIZATION

Torah High offers non-semester courses from the week of September 5-8 until the week of June 11-14.

Classes run once a week for two 75 minute periods.

Torah High is located at:

Bathurst and Eglinton: Torah High @ Village Shul

Bathurst and Sheppard: Torah High @ Prosserman JCC

Bathurst and Clark: Torah High @ Promenade Mall

Bathurst and Rutherford: Torah High @ Schwartz Reizman Centre

Role of Staff

Principal - Esther Rutledge oversees and manages the Torah High teachers, school communications, and curriculum development. The Principal is also responsible for ensuring fulfillment of Torah High and Ministry of Education protocols. The Principal is authorized by the Ontario Ministry of Education to grant credit and uphold credit integrity for the courses taught in Torah High.

Vice-Principal - Karen Gal oversees and manages the assessment and evaluation of teachers and works with teachers on pedagogical skills while implementing all teacher requirements. In addition, Karen is an on-site principal (see below).

On-Site Principals - Yafit Atlas, Faye Davis, Alicia Mandel, Efron Sturmwind, and Karen Gal are branch specific. An On-Site Principal is the primary resource to help assist teachers and students with any need or concern before, during, and after teaching. The On-Site Principal oversees teacher requirements are being met and is a great resource for support and updates.

Administrative Specialist – Sarah Halpert handles all inquiries and requests. She is responsible for many of the logistic responsibilities associated with running Torah High.

TORAH HIGH'S CODE OF CONDUCT

Students at Torah High are Expected to:

- 1) Act safely and responsibly at all times
- 2) Respect teachers and all other students
- 3) Arrive to classes on time
- 4) Work hard, complete assignments on time
- 5) Speak and behave appropriately at all times

Consequences of Misbehavior:

The following is the procedure that the Torah High Administration will follow when there is a report of misconduct in the classroom:

First Occurrence: Verbal warning

Second Occurrence: The parent is called by a member of the administration

Third Occurrence: The principal may ask that the parents withdraw their child from Torah High. **In such a case, no refunds will be given, and the student will lose their credit.**

ATTENDANCE INFORMATION

Attendance at Torah High courses is mandatory. Attendance is an important component of the learning process. Consequently, missing more than six sessions over the course of the year will result in a review of a student's academic progress and will require students to make up missing work. Missing more than eight classes may cause the student to lose their credit entirely. Similarly, to maintain proper decorum in class, students will only be allowed in if they arrive within the first fifteen minutes of class. Students who arrive past that point will be marked as absent.

Students who drop out of Torah High **must** inform the Torah High office directly in writing. Any student who does not inform the office will be considered fully registered and responsible for any registration fees outstanding and have an 'incomplete' on the Ontario Student Transcript (see below for Ministry Guidelines).

A student who does not show up for four consecutive classes will be considered as if they dropped out of the course unless other arrangements have been discussed with the Torah High office. The Torah High office will attempt to contact the student and find out the cause of the absences, but are in no way responsible to insure that a student completes his or her course.

LATE AND MISSED ASSIGNMENTS

It must be made clear to students early in the school year that they are responsible not only for their behaviour in the classroom and the school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher. Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late.

Where in the teacher's professional judgement it is appropriate to do so, a number of strategies may be used to help prevent and/or address late and missed assignments. They include:

- asking the student to clarify the reason for not completing the assignment;
- helping students develop better time-management skills;
- collaborating with other staff to prepare a part- or full-year calendar of major assignment dates for every class;
- planning for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute;
- maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists;
- in secondary schools, referring the student to the Student Success team or teacher;
- taking into consideration legitimate reasons for missed deadlines;
- setting up a student contract;
- using counselling or peer tutoring to try to deal positively with problems;
- holding teacher-student conferences;
- providing alternative assignments or tests/exams where, in the teacher's professional judgement, it is reasonable and appropriate to do so;
- deducting marks for late assignments, up to and including the full value of the assignment.

FAILING GRADE POLICY

Torah High teachers attempt to ensure the successful completion of a course by their students. Where a student does not achieve the curriculum expectations of a course, the principal and teaching staff, in consultation with the parents and the student, will determine what type of program would best enable the student to meet the expectations and earn credit for the course.

Torah High's retest policy is as follows:

In very particular instances a student who earns less than a 65% on a test or assignment may request a chance to take a retest. A student must also provide an adequate **written** explanation to both the teacher and the Torah High office as to why they feel that they will do better on a retest and explanation of why they performed as such on their original test or assignment. It will be the teacher's sole discretion as to whether a student has provided ample reason as to be allowed to retake a test or complete an assignment. If the teacher deems it appropriate, the student will be granted a retest. It will be the teacher's sole discretion as to whether a student will be allowed to retake a test or assignment.

In the event of a retest, either the average of the two marks will be accepted. Students will not be able to receive a mark higher than 80 through taking a retest

Students who feel that their marks do not reflect their performance must file in writing their grievance with both their teacher and the Torah High office. Grievances must be respectful and explain clearly why they feel the grade does not reflect their performance. Each grievance will be dealt with on a case by case basis.

PLAGIARISM POLICY

Torah High works with its students to ensure that they fully understand that plagiarism and cheating is unacceptable behavior. Before every evaluation is assigned, Torah High teachers remind students, both verbally and in writing, that all student products must be original work. If a student does submit plagiarized work, or cheats, it is dealt with on a case-by-case basis to determine if it was done accidentally or purposefully, if it is a first-time offence, the reason for plagiarising/cheating, etc. Each case is different, but a student may be allowed a second chance, may receive a zero, or a repeat offender may be asked to leave Torah High. Cases are dealt with sensitivity and tact and follow a continuum of responses and consequences.

To the Student

When the teacher asks you to use your own words and ideas, it means that you should use your own words and your own ideas. You must demonstrate to the teacher that you are capable of submitting work that is your own. When a teacher asks to put your ideas into your own words, it does not mean that there is a correct answer for the assignment. It means that you have to come up with your own ideas to give to the teacher.

Plagiarism means submitting work to the teacher that is not your own. Cheating and plagiarism will not be condoned. When you take ideas and words that are someone else's and pass them off as yours, you are plagiarizing. Plagiarism can involve some of these:

- 📄 Using work done by another student.*
- 📄 Copying someone else's work or homework*
- 📄 Taking another student's work and changing some words*
- 📄 Cutting and pasting material from the Internet and submitting it as yours*
- 📄 Copying information from a book, magazine, website, movie, etc. and not naming the source*
- 📄 Leaving out quotation marks for direct quotes*

To the Teacher

Help students avoid plagiarising by:

- 📄 Defining the term and reminding them of it when setting out an assignment*
- 📄 Providing students with examples of what constitutes plagiarism*
- 📄 Emphasizing the importance of using process skills to arrive at a product*
- 📄 Teaching research skills so they can avoid plagiarising: note taking, paraphrasing, summarizing*
- 📄 Teaching organizational skills: finding and organizing information to build understanding of a topic*
- 📄 Teaching students how to make an outline for a report or research essay*
- 📄 Having students keep a learning log to reflect on what they learned through the process: how research and organizational skills helped with the project; how could the product be improved; how can the research and organizational skills be improved*
- 📄 Assessing the process steps: notes, outline, drafts, summary, work cited, etc.*
- 📄 Informing students of the consequences of plagiarism*

Consequences

When plagiarism has been detected, the teacher should discuss the matter with the student and promptly inform the principal of the details. The student receives zero for the assignment because the student has not demonstrated achievement of the expectations for the assignment.

There may be other opportunities for the student to demonstrate evidence of achievement of the expectations of the assignment (e.g. research, organizational, presentation skills) during the course. If other opportunities arise, the teacher may choose not to factor in zero for the plagiarized assignment in the calculation of the term mark.

Appeal

A student may appeal the teacher's decision to the principal after discussion with the teacher.

*Based on Fresh Air: Assessment, Evaluation, and Reporting in Secondary Schools
Toronto District School Board, 2006*

STUDENTS WITH IEPS

Torah High will accommodate students who have an official IEP (Individual Education Plan) from their home school or school board, though we cannot guarantee that all allowances will be accommodated. Some general guidelines for these accommodations are as follows:

- Students must submit an official copy of their IEP to the Torah High office, and information in the IEP will be shared with the teachers.
- Any student who is granted an appropriate accommodation will only receive that accommodation once. For example, for students who are granted extra time to complete their exam, they will only receive that accommodation the day of the exam. If they miss the exam or need to retake the test, Torah High cannot guarantee that we will be able to accommodate those special needs a second time.
- It is highly recommended that parents submit their children's IEP as soon as they register, or contact the Torah High office well in advance of any quiz, test, midterm or project and discuss any necessary accommodations.

OFFENCES WHICH MAY LEAD TO SUSPENSION

A student may be suspended from Torah High for the following behaviors including, but not limited to, the following:

- 1) Unacceptable classroom behavior towards peers and/or teachers, such as cursing, uttering threats, chatting with peers during class, inappropriate usage of cell phones and/or other devices, and inflicting or encouraging others to inflict bodily harm on anyone.
- 2) Persistent unauthorized tardiness and/or absence from class

OFFENCES WHICH MAY RESULT IN EXPULSION

A student from Torah High may be expelled for the following reasons:

- 1) Being in possession of or under the influence of alcohol
- 2) Having possession of, or being under the influence of, illegal drugs
- 3) Having possession and/or usage of any weapon
- 4) Having nine absences from Torah High
- 5) Continuing to misbehave after ample warning
- 6) A second incidence of plagiarism or cheating

DIPLOMA AND CERTIFICATES

Requirements for OSSD

18 compulsory credits

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

- 4 credits in English (1 credit per grade)*
- 3 credits in mathematics (1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in Canadian history
- 1 credit in Canadian geography
- 1 credit in 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

Plus one credit from each of the following groups:

- New **1 additional credit** in English, or French as a second language, or a Native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education**
- New **1 additional credit** in health and physical education, or the arts, or business studies, or cooperative education**
- New **1 additional credit** in science (Grade 11 or 12), or technological education, or computer studies, or cooperative education**

In addition to the compulsory credits, students must complete:

- 12 optional credits***
- 40 hours of community involvement activities
- the provincial literacy requirement

Ontario Secondary School Literacy Test

Every student must take the Ontario Secondary School Literacy Test to receive an Ontario Secondary School Diploma. This test is not administered by Torah High and students must take this test at their public or private high school.

Ontario Secondary School Certificate (OSSC) Requirements

In order to earn an Ontario Secondary School Certificate (OSSC), a student must earn 14 credits - 7 compulsory credits and 7 elective credits.

Students must earn the following credits to obtain the Ontario Secondary School Certificate:

- 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
- 1 credit in the Arts or Technological education

7 elective credits

In order to earn an OSSC, a student is not required to complete 40 hours of community involvement or pass the Ontario Secondary School Literacy Test.

The Certificate of Accomplishment

Students who leave school without fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. This certificate 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.

Community Involvement

As part of the diploma requirements, students must complete a minimum of 40 hours of community involvement activities. These activities may be completed at any time during the students' years in the secondary school program. The requirement is to be completed outside students' normal instructional hours – that is, the activities are to take place during students' designated lunch hours, after school, on weekends, or during school holidays. Students may *not* fulfil the requirement through experiential education opportunities that are counted towards a credit (cooperative education and work experience, for example), through paid work, or by assuming duties normally performed by a paid employee. Torah High recommends a wide variety of Community Involvement opportunities throughout the school year. Torah High presents to the student opportunities to be used towards the Community Involvement requirement.

“Reach Ahead” Credits

A student in grade 8, with parental consent, may be given permission by the Principal of Torah High in consultation with their Elementary School Principal to take a “reach ahead” secondary school course, during the school year prior to entering Grade 9. The Principal of Torah High assumes responsibility for evaluating the student's achievement and for granting and recording the credit. Torah High is offering “reach ahead” courses to elementary school students for the 2017-2018 school year.

PLAR, Independent Learning, Substitutions for Compulsory Courses and alternative methods to earning credits

Torah High does not award credit equivalencies for Prior Learning Assessment and Recognition (PLAR). Torah High does not offer independent, distance or private study. Torah High does not offer substitutions for compulsory courses. Torah High does not offer alternative methods (such as distance education programs) to earning credits.

Co-operative Education

Cooperative education programs allow students to earn secondary school credits while completing a work placement in the community. These programs complement students' academic programs and are valuable for all students, whatever their postsecondary destination. Torah High does not offer co-operative education.

School Support Services, Guidance, Remedial & Music Programs

Torah High does not offer school support, guidance and remedial services. Torah High does not offer credits for music programs.

CURRICULUM

School Course Calendar:

Every high school in Ontario distributes an annual course calendar, which describes the courses offered by the school in the coming year. The calendar also provides information on school policies, sets out expectations about students' responsibilities, achievements, and attendance, and outlines the school's code of student behavior.

Locally Developed Courses:

Locally developed courses are developed by Torah High for our students to accommodate educational needs and religion based subject matter that are not met through courses within the provincial curriculum policy documents. Such courses are reviewed and approval of the Ontario Ministry of Education Supervisory Officer. **The following courses are locally developed specifically for Torah High Students: HRE13-Religious Studies; HRE23-Religious Studies; HRE33-Religious Studies**

Prerequisite Courses:

These are courses that students are required to take before they can enroll in certain courses in Grades 11 and 12. Prerequisite courses are identified in school course calendars. When choosing it is in a student's best interests to select the prerequisites that will allow him or her to pursue the courses that he or she would want to take in the higher grades. Torah High reviews all prerequisites prior to a student starting the course.

Waiving Prerequisite Courses:

Courses in Grade 11 and 12 may have prerequisites as a requirement for enrolment. If a parent or student requests that a prerequisite be waived, the principal will determine if that request can be accommodated after consultation with the parent and/or student. Specifically, the teacher(s) of the course, in consultation with the Principal and/or other administrators, will assess a student through a variety of means, including personal observation, oral and/or written examinations and other means, to determine whether the student is academically appropriate to have a prerequisite waived.

Credit System:

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. Credits are granted by a principal on behalf of the Minister of Education and Training for courses that have been developed or approved by the ministry. A half credit may be granted for each 55-hour part of a 110-hour ministry developed course. Half credit courses must comply with ministry requirements as outlined in the curriculum policy documents.

For the purpose of granting a credit, "scheduled time" is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of a course. Planned learning activities include interaction between the teacher and the student and assigned individual or group work (other than homework) related to the achievement of the learning expectations in the course. Planned learning activities are typically delivered through classroom instruction, field trips, seminars and independent study projects.

There are three different types of credits available. These are open, University and Mixed University/College Credits. Each of these types of credits can be used toward a OSS Diploma, however "U" and "M" level courses are designed to be used towards the acceptance into Ontario Universities and/or colleges.

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

Applied courses focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to

illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.

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

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

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

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

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

****Torah High currently offers Open, University Preparation and University/College Preparation Courses***

Withdrawal from a Course:

Any student who withdraws from a Torah High course before April 15, 2018 will have the course recorded as "W" for withdrawal. According to the full disclosure policy of The Ontario Ministry of Education, students who withdraw from a Grade 11 or 12 course more than five instructional days after the second report card is issued in a non-semestered school, which is after April 15, 2018, will have the course recorded a "W" for withdrawal and the student's percentage mark at the time of withdrawal in the "Percentage Mark" column.

Substitutions for Compulsory Credits

In order to allow the flexibility in designing a student's program and to ensure that all students can qualify for the Ontario Secondary School Diploma, substitutions may be made for a limited number of compulsory credit courses. Torah High does not offer substitutions towards compulsory credits.

SCHOOL COURSE OUTLINES AND DESCRIPTIONS

All courses of study are available at the Torah High administrative office and are available to be viewed upon appointment.

To access the Ontario Curriculum Policy Documents for Secondary Schools visit <http://edu.gov.on.ca/eng/secondary.html>

Grade 9 Religious Studies

Course Code: HRE 13

Prerequisites: None

Course Description: *This course deals with dedication to Judaism and Jewish studies. Students will learn what it means to be 'Jewish', the importance of each and every Jew's role within Judaism, and how to interact with the Jewish community. They will also learn about how Jewish ideals such as chesed (kindness) and tzedakah (charity) are of paramount importance to the Jewish people and to the world at large. Students will be taught how to develop a life-long appreciation for their community and for those community leaders who shape and build Jewish communities all over the globe.*

Grade 10 Religious Studies

Course Code: HRE23

Prerequisites: None

Course Description: *This course relates to the timeless relevance of Judaism and Jewish ideals. Students will be introduced to the foundations of Jewish belief and will learn the techniques of applying that knowledge to the current ethical dilemmas that challenge humanity. Using those techniques, students will explore how Judaism relates to medical, business and familial ethical problems. This framework also helps students recognize the significance of classical Rabbinical Judaism in the past, present, and future.*

Grade 10 Hebrew Language

Course Code: LYIBD

Prerequisites:None

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

Grade 11 Religious Studies

Course Code: HRE33

Prerequisites: None

Course Description: *This course provides a deeper understanding of the Hebrew Bible and its rabbinic commentaries, and will assist students in forming an attachment to their heritage. Students will study classical Jewish texts and learn how to apply their content to daily life. This course will focus heavily on history, culture, and traditions of Jewish life. This course is quintessential in implementing our school's mission statement, which is dedicated to "the transmission of Jewish religious and cultural tradition and an appreciation of them."*

Grade 11 Biology

Course Code: SBI3U

Prerequisites: Science, Grade 10, Academic

Course Description: *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. Intertwined within each topic will be Judaism's viewpoint on the various topics and how Judaism supports various aspects of Biology.*

Grade 11 English

Course Code: ENG3U

Prerequisites: English, Grade 10, Academic

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

Grade 11 Interdisciplinary Studies

Course Code: IDC30

Prerequisites: None

Course Description: *This course will help students combine the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Through individual and collaborative inquiry and research, students will analyse the connections among diverse subjects and disciplines; develop information literacy skills in analysing, selecting, evaluating, and communicating information; and become aware of a variety of resources and viewpoints on contemporary issues. They will also examine their own learning styles, relate their inquiries and research to real-life situations, and investigate career opportunities in new disciplines.*

This course combines selected expectations from **Dynamics of Human Relationships, Grade 11, Open (HHD3O)**, **Leadership and Peer Support, Grade 11, Open (GPP3O)**, and **Philosophy: Questions and Theories, Grade 12, University Preparation (HZT4U)**

This course is designed to provide students with a better understanding of the range of relationships people experience over a lifetime and of the differences between healthy and unhealthy relationships; demonstrate an understanding of various dynamics and challenges that can affect relationships; and demonstrate an understanding of skills and strategies that help people to develop and sustain healthy relationships and their relevancy to a young adult's day to day life. Throughout the course the Jewish values on relationships will be studied, as well as various Jewish leaders and the importance of their traits. Students will study different types of ethical dilemmas and theories, and attempt to recognize the importance of a sophisticated and comprehensive ethical morality. Students will learn effective decision-making processes, communication skills, and effective strategies for resolving conflicts in human interactions.

Grade 11 Sociology, Psychology and Anthropology

Course Code: HSP3U

Prerequisites: The Grade 10 academic course in English, or the Grade 10 academic history course (Canadian and world studies)

Course Description: *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.*

Grade 12 Business Leadership: Management Fundamentals

Course Code: BOH4M

Prerequisite: none

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

Grade 12 Interdisciplinary Studies

Course Codes: IDC4U

Prerequisites: any university or university/college preparation course

Course Description: *This course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject and 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 analyze historical innovations and exemplary research; and to investigate real-life situations and career opportunities in interdisciplinary endeavors. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge.*

This course combines expectations from **Interdisciplinary Studies, Grade 12, University Preparation** with selected expectations from **Philosophy: Questions and Theories, Grade 12, University Preparation (HZT4U)** and **Families in Canada, Grade 12, University/College Preparation (HHS4U)**.

This course is designed to provide students with a better understanding of Ethics and Family issues with focus of Judaic topics and relevancy to a young adult's day to day life. Students will study different types of ethical dilemmas and theories, and attempt to recognize the importance of a sophisticated and comprehensive ethical morality. In addition, students will learn about ethical issues as it relates to dating, love, marriage, life death and other life-cycle events. Students will analyze various techniques for resolving ethical dilemmas as they relate to family and social dynamics. Various issues such as ethics in business; social responsibility; management of family roles; and stress and conflict within relationships will be addressed. Students will use interdisciplinary information skills, resources, research methods, and technologies to gather information related to ethics and family studies.

Grade 12 The Modern Middle East: Canadian and World Politics

Course Code: CHZ47

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

This course traces the emergence during the 20th century of the principle Middle-Eastern nation-states and examines their ongoing political, social, ideological and economic development. Students will investigate the roles played by various local and foreign groups and individuals and will learn to consider current events and challenges from a historical perspective. In addition, students will sharpen their research and analysis skills and will develop the ability to communicate in diverse ways their knowledge and understanding of this consistently important world crossroads

Grade 12 English

Course Code: ENG4U

Prerequisite: English, Grade 11, Academic

Course Description: *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.*

Grade 12 Philosophy: Questions and Theories

Course code: HZT4U

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

Course Description: *This course addresses three (or more) of the main areas of philosophy: metaphysics, logic, epistemology, ethics, social and political philosophy, and aesthetics. Students will learn critical-thinking skills, the main ideas expressed by philosophers from a variety of the world's traditions, how to develop and explain their own philosophical ideas, and how to apply those ideas to contemporary social issues and personal experiences. The course will also help students refine the tactics they use in researching and investigating topics in philosophy.*

THE INDEPENDENT STUDY-EXPERIENTIAL EDUCATION

All of Torah High's courses comply with Ministry of Education policies and guidelines in which there is a minimum of 110 hours of instruction in accordance with Ontario Secondary Schools Program Diploma Requirements (OSS).

Through the Torah High course students will be completing experiential requirements that are tied directly to their courses. These include seminars, weekend retreats, guest lectures, etc., and are completed outside of the regular class hours. The students will be completing evaluations of these upon completion of each experience they attend and bringing it all together through a written report that connects the sessions to the course expectations. It is a cumulative application project that combines course expectation/content and Judaic studies principles/ethics which demonstrates the students understanding of various course topics.

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment and evaluations helps teachers to identify students' difficulties as well as to detect weaknesses in programs. Assessment and evaluations are important tools for adapting curriculum and instructional approaches to students' needs and for determining the overall effectiveness of programs and classroom practices. Assessment is the process of gathering information from a variety of sources (including assignments, projects, and a midterm) that accurately reflect how well students are achieving the curriculum expectations. As part of assessment, teachers provide students with descriptive feedback that guides their effort towards improvement.

Please note that the breakdown of the final mark of any course will be as follows: 70% of the grade is based on evaluations conducted throughout the course, with special consideration being given to more recent and more consistent evidence of achievement, and 30% of the grade is based on a final evaluation, in a form suitable to the course content. See below for a full mark breakdown.

Assessment and evaluation strategies are based on the provincial curriculum expectations and on the achievement level descriptions and categories in the achievement chart. Assessment and evaluation strategies are varied in nature, administered over a period of time and designed to provide opportunities for students to demonstrate the full range of their learning. In addition, teachers will use both their professional judgment and student observations in evaluating specific criteria and achievement.

Torah High has an intricate system of assessment, evaluation, and reporting, which insures that students have an accurate reflection of what is expected of them academically throughout the year. Information gathered through an assessment helps teachers determine students' strengths and weaknesses as well as their overall understanding of course material. In addition, an assessment helps educators adjust their teaching methods in order to insure the maximum amount of effective learning for each student.

An assessment is the process of gathering information from a variety of products, observations and conversations that accurately reflects how well a student is achieving the curriculum expectations in a course.

As part of an assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement. Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. In Ontario secondary schools, the value assigned is in the form of a percentage grade.

In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers must use assessment and evaluation strategies which:

- address both what students learn and how well they learn;
- are based both on the categories of knowledge and skills and on the achievement chart descriptions given in Ministry documents.
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
- are fair and transparent to all students;
- ensure that each student is given clear directions for improvement;
- promote students' ability to assess their own learning and to set specific goals;
- are communicated clearly to students and parents at the beginning of the course and at other appropriate points throughout the course

Student's marks are calculated using the following breakdown:

Percentage of Final Mark	Categories of Mark Breakdown
70%	Evaluations throughout the term based on performance in products, observations, conversations
30%	Final Written Examination: 10% Final Project: 10% Experiential Evaluation: 10%

The balance of the weighting of the categories of the achievement chart throughout the course is:

Knowledge: 25%	Communication: 25%
Thinking/Inquiry: 25%	Application: 25%

Breakdown of Course Evaluation:

	Term 1	Term 2	Cumulative
<i>Mini Responses/Assignments</i>	30%	40%	
<i>Written Responses</i>			
<i>Oral Presentations/Debates</i>			
<i>Observation/Conversations</i>			
<i>Tests</i>			
<i>Experiential Education/Independent Study</i>			10%
<i>Final Exam</i>			10%
<i>Final Project</i>			10%
TOTAL	30%	40%	30%

The Achievement Chart

The Ontario curriculum for Grades 1 to 12 comprises *content standards* and *performance standards*. Assessment and evaluation will be based on both the content standards and the performance standards. The content standards are the curriculum expectations identified for every subject and discipline. They describe the knowledge and skills students are expected to develop and demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed and evaluated.

There are two sets of curriculum expectations – overall expectations and specific expectations. The *overall expectations* describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each grade or course. The *specific expectations* describe the expected knowledge and skills in greater detail. Taken together, the overall and specific expectations represent the mandated curriculum – the content standards.

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

Evaluation/Assessment of Learning

Evaluation refers to the process of judging the quality of student learning on the basis of established performance standards and assigning a value to represent that quality. Evaluation accurately summarizes and communicates to parents, other teachers, employers, institutions of further education, and students themselves what students know and can do with respect to the overall curriculum expectations. Evaluation is based on assessment *of* learning that provides evidence of student achievement at strategic times throughout the grade/course, often at the end of a period of learning.

All curriculum expectations must be accounted for in instruction and assessment, but *evaluation focuses on students' achievement of the overall expectations*. A student's achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be accounted for in instruction and assessment but not necessarily evaluated.

Teachers use a variety of assessment strategies to elicit information about student learning. These strategies are triangulated and include observations, student-teacher conversations, and student products.

Teachers gather information about learning by:

- designing tasks that provide students with a variety of ways to demonstrate their learning;
- observing students as they perform tasks;
- posing questions to help students make their thinking explicit;
- engineering classroom and small-group conversations that encourage students to articulate what they are thinking and further develop their thinking.

Teachers then use the information gathered to adjust instruction and provide feedback.
(*Growing Success, 2010*)

Determining a Report Card Grade

Teachers will take various considerations into account before making a decision about the grade to be entered on the report card. The teacher will consider all evidence collected through Triangulated Assessment strategies which include: observations, conversations, and student products (tests/exams, assignments for evaluation). The teacher will consider the evidence for all the tests/exams and assignments for evaluation that the student has completed or submitted, the number of tests/exams or assignments for evaluation that were not completed or submitted, and the evidence of achievement that is available for each overall expectation for a subject in a particular grade or course. In addition, the teacher will consider that some evidence carries greater weight than other evidence; for example, some performance tasks are richer and reveal more about students' skills and knowledge than others.

Learning Skills and Work Habits

The development of learning skills and work habits is an integral part of student learning. Assessing, evaluating, and reporting on the achievement of curriculum expectations and on the demonstration of learning skills and work habits separately allows teachers to provide information to the parents and student that is specific to each of the two areas of achievement.

The learning skills and work habits are evaluated and reported as follows:

E – Excellent, G – Good, S – Satisfactory, N – Needs Improvement

Learning Skills and Work	Sample Behaviours
Responsibility	The student: <ul style="list-style-type: none">• fulfils responsibilities and commitments within the learning environment;• completes and submits class work, homework, and assignments according to agreed-upon timelines;• takes responsibility for and manages own behaviour.
Organization	The student: <ul style="list-style-type: none">• devises and follows a plan and process for completing work and tasks;• establishes priorities and manages time to complete tasks and achieve goals;• identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
Independent Work	The student: <ul style="list-style-type: none">• independently monitors, assesses, and revises plans to complete tasks and meet goals;• uses class time appropriately to complete tasks;• follows instructions with minimal
Collaboration	The student: <ul style="list-style-type: none">• accepts various roles and an equitable share of work in a group;• responds positively to the ideas, opinions, values, and traditions of others;• builds healthy peer-to-peer relationships through personal and media-assisted interactions;• works with others to resolve conflicts and build consensus to achieve group goals;• shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.
Initiative	The student: <ul style="list-style-type: none">• looks for and acts on new ideas and opportunities for learning;• demonstrates the capacity for innovation and a willingness to take risks;• demonstrates curiosity and interest in learning;• approaches new tasks with a positive attitude;• recognizes and advocates appropriately for the rights of self and others.
Self-regulation	The student: <ul style="list-style-type: none">• sets own individual goals and monitors progress towards achieving them;• seeks clarification or assistance when needed;• assesses and reflects critically on own strengths, needs, and interests;• identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals;• perseveres and makes an effort when responding to challenges.

REPORTING PERIODS TO HOME SCHOOLS

In December, Torah High reports to the students' home school the course they are currently enrolled in and will submit a final grade at the end of June for Grade 12 students and in July for Grade 8-11 students. For students in Grade 12 applying to OUAC or OCAS, students will submit their application numbers to Torah High and we will submit to OUAC and OCAS directly at Midterm (February), any updates in April and final grades in June.

RECORDS AND REPORTS

Ontario Student Record (OSR)

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. The Education Act requires that the principal of a school collect information "for inclusion in a record in respect of each pupil enrolled in the school and to establish, maintain, retain, transfer and dispose of the record". The act also regulates access to an OSR: the OSR is "privileged for the information and use of supervisory officers and the principal and teachers of the school for the improvement of instruction" of the student. Each student and the parent(s) of a student who is not an adult (i.e., a student who is under the age of 18) must be made aware of the purpose and content of, and have access to, all the information in the OSR.

An OSR will consist of the following components:

- an OSR folder
- report cards
- an Ontario Student Transcript
- a documentation file
- an office index card
- additional information identified as being conducive to the improvement of the instruction of the student.

Torah High does not hold students' Ontario Student Records; it is kept at the students' Home School.

Ontario Students Transcripts (OST)

The OST is the student's official record of credits earned and other graduation requirements completed. It is part of the Ontario Student Record. Copies of the transcript are available to students and graduates through the student's home school only. **Torah High does not issue an Ontario Student Transcript.**

In Grades 9 and 10, only successfully completed courses will be recorded on the student transcript. If a student withdraws from or fails to successfully complete a Grade 9 or 10 courses, no entry will be made on the transcript.

The Ministry of Education has a policy of full disclosure for Grades 11 and 12. This policy states that all Grade 11 and 12 courses attempted by students must be recorded on Ontario Student Transcripts. Courses completed, dropped, or failed will appear on the OST along with marks earned in the program. If a student withdraws from a Grade 11 or 12 course before a specified time, the withdrawal will not be recorded. Full disclosure applies to both *semestered* and *non-semestered* schools.

PAYMENT INFORMATION

Here's how it works. In Torah High, you choose your track (Jewish Studies, Biology, Business, Hebrew language, English, Leadership, or the Modern Middle East)

Torah High tuition is \$599 and you must complete the following:

- 1) Your Torah High Course for the 2017-18 school year;
- 2) The experiential component associated with your track choice

Please visit www.torahhigh.org for more information.

Torah High makes every attempt not to turn away any student due to lack of funds. Your registration fee goes to the payment of teachers, facilities, busing, food, materials, and all administration.

Refund Policy

Students are encouraged to try Torah High. Any student who chooses not to continue in the course can receive a refund, less a \$50 administrative fee, if they inform the Torah High office by November 1, 2017. Unfortunately, there will not be any exceptions to this policy. Any student who drops the course but does not inform the Torah High office will still be entirely responsible for the full registration fee.