



# **STUDENT/PARENT HANDBOOK 2018-2019**

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Menacheles**

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## **MISSION**

The BINA experience encourages our students to develop their love for Hashem, His Torah, and the Jewish people. In partnership with the parents, BINA enables each student to actualize her potential in a supportive and challenging academic environment. A BINA student is taught to be proud of her heritage, involved in her community, and prepared for her future.

## **TRADITION**

A BINA education inspires each girl to strive to be a student who reflects traditional Torah ideals and is connected philosophically to other *Bais Yaakov* girls around the world. The cornerstone of this philosophy is the firm grounding of life's values in Torah.

Living and behaving according to the highest standards of our heritage, the BINA student internalizes Torah values as the guiding force throughout her life. The development of fine character traits is one of the hallmarks of a BINA education.

The BINA student is given many opportunities to develop a generosity and kindness of spirit while honing academic skills in both the Judaic and General Studies areas. The BINA high school years will provide students with the foundation for a lifelong journey of self-improvement, growth, and dedication to Torah ideals.

## **EXCELLENCE**

BINA High School firmly believes in excellence in all areas of its curriculum and seeks to cultivate a continuous thirst for knowledge and growth within its students. A strong textual grounding in Jewish philosophy, tradition, ritual, history and values is the essence of a BINA education.

A BINA graduate will have acquired a fluent command of the Hebrew language. She will have the skills necessary to approach any text with confidence.

The BINA General Studies curriculum emphasizes excellence of skills and breadth of knowledge in the areas of science, math, English literature and language, history, computers and fine arts, and physical education.

An excellent faculty-student ratio promotes a warm, intimate learning environment with individualized attention for all students.

## **SPECIFIC GOALS AND OBJECTIVES**

1. To encourage all students to enter seminary upon graduation from high school. Thus, a major goal of the *Limudei Kodesh* department is to prepare students to enter the seminary of their choice, whether in America or abroad. The General Studies courses prepare the students to meet the requirements for college and further education.
2. To provide opportunities for Jewish girls to develop into mature, independent young adults with the ability to make responsible decisions, employing a commitment to Torah living and Torah learning;
3. To inspire students to be committed to *chesed* and community outreach;
4. To seek *Daas Torah* in areas of *Hasbkafa* and decision making;
5. To provide a supportive and nurturing environment that promotes the development of a healthy self-image within each student;
6. To ensure that the secular studies program remains consistent with Torah values.

## **ADMISSIONS PROCESS**

An application for admission to BINA may be downloaded from our website, [www.binahighschool.com](http://www.binahighschool.com) or requested from the school office at (757) 627-2462. Upon receipt of all information and pertaining application fees, the Menabeles and General Studies Principal will review the application and schedule parental/student visitation time and an interview. Acceptance will be based upon subjective and objective criteria, including academic ability, social integration, and the student's desire to commit to a Torah way of life. BINA High School maintains a non-discriminatory admissions policy in accordance with its bylaws.

### **Enrollment**

**After a student has been accepted by BINA, all paperwork including tuition and boarding payment plans must be completed online before a student may attend classes.**

## **ADMINISTRATION**

***Mrs. Aviva Harpaz***  
*Menabeles*

***Mrs. Andie Pollock***  
*Director of Student Services*

## BOARD OF DIRECTORS

**Rabbi Sender Haber**  
*Rabbinic Advisor*

**Mrs. Tevilla Mostofsky**  
*President*

**Mrs. Leah Schwartz**  
*Past President*

**Mrs. Amy Brooke**  
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**Mrs. Marcy Mostofsky**  
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**Mr. Herb Zukerman**  
*Financial Secretary*

**Mrs. Debbie Wilson**  
*Recording Secretary*

**Mrs. Sarah Lipman**  
*Treasurer*

**Rabbi Boruch Danziger**  
*Member*

**Mrs. Andie Pollock**  
*Board Liaison*

## PERSONAL CONDUCT

BINA is committed to providing a safe, disciplined and caring environment in which our students can learn and grow. Parental Support of the following guidelines is essential in order for this environment to be maintained.

1. Please bear in mind that each student represents BINA High School and should act in a manner befitting a *Bas Yisrael*, a manner which bespeaks *Kiddush Hashem*. This should be apparent in each girl's speech, actions and dress.
2. Respect for administration and teachers is paramount to all studies, as *Derech Eretz* is a prerequisite to acquiring Torah. A student will receive a mark for effort and conduct in each subject. This grade will also reflect her overall *Derech Eretz* and conduct in that class. The effort and attitude mark will be carefully reviewed by the administration. We consider this mark to be of utmost importance for it is the very embodiment of a true *Bas Yisrael*.
3. Respect for fellow students is also a requirement, as the *Gemorah* says, "What you dislike, do not do to others." Girls are expected to speak to one another with respect and show interest in what a fellow student has to say.
4. Any student who has three or more documented "Incident Reports" is in jeopardy of not returning to school. The school will reevaluate the student's enrollment for the following year.
5. The Torah views relationships of adolescent boys and girls (unless for the purpose of shidduchim) as detrimental to their development as B'nei and B'nos Torah. Therefore, BINA girls must avoid fraternizing or social situations where this would be an issue. The precept of "Kedoshim Tihiyu" is especially imperative in today's society. Any student who disregards this prohibition may be asked to leave the school.

We will expect all students to follow all rules and to meet the expectations established by the school and the individual teachers. Consequences for inappropriate behavior may include detention, suspension, or even expulsion, at the discretion of the Menacheles.

## THE EDUCATIONAL RESPONSIBILITY

Educational responsibility is a shared partnership between parents, teachers and the student. The following responsibilities are suggested as guidelines for a successful partnership.

1. Providing emotional support and encouragement.
2. Sending your daughter/boarder to school whenever school is in session. Please do not extend beyond scheduled holidays.
3. Providing resources to enable completion of class work and homework.
4. Ensuring that your daughter/boarder gets adequate sleep at night, so she can be as productive as possible during school.
5. Encouraging timely completion of homework assignments.
6. Maintaining dialogue with your daughter's teachers concerning her academic achievement.
7. Ensuring that *tznius* uniform requirements are maintained both in and out of school.
8. Communicating to BINA any health, social and psychological problems and related information pertaining to your daughter.

9. Updating your daughter's immunization and health care records.
10. Calling the school on the morning of an absence.
11. Calling the school in advance when you know your daughter will not be in school.
12. Attending parent meetings and supporting school activities.

*Student Responsibilities Include:*

1. Attending classes with regularity and punctuality.
2. Observing school and classroom rules and regulations.
3. Attending classes prepared with homework assignments completed.
4. Communicating with *Derech Eretz* at all times.
5. Getting adequate sleep at night.

## ATTENDANCE

### A. Absenteeism

1. Absences because of illness, medical reasons as recommended by a physician, or extenuating family circumstances are to be considered excused. Absences from school for all other reasons shall be considered unexcused, unless pre-approved by a principal. **It is the responsibility of the student to contact the school office by 8:30 am when she will be absent or tardy.**
2. Doctor and dentist appointments should be scheduled for after school in order to minimize the amount of time lost at school. When this is unavoidable, the administration should be consulted before the scheduled appointment is confirmed.
3. No student is permitted to leave school without permission from an administrator. School premises consist of the educational wing and the area outside the front door up to the fence. If a student is ill or must leave school for other reasons, a parental/boarding permission note should be given prior to leaving the building, or a parent must contact the school office. When an early dismissal is approved, the student must sign out in a notebook kept in the office before leaving. If these procedures are not followed, the absence will be unexcused.
4. Absence relating to school activities must be cleared by the administration. If a student is excused for a lateness or absence from class due to any school activity, she must have a note signed by a member of the administration. It must be brought into class the same day as the lateness or absence.
5. Students who are absent and miss school may not come in for the purpose of taking a test or for a student activity.
6. Any student who is unable to take a test due to an excused absence must contact the teacher on her first day back to arrange a makeup test.
7. When it is confirmed ahead of time that an absence is necessary for part or all of the school day, the student must advise an administrator and each teacher of the intended absence as soon as possible. The student must make arrangements in advance with each teacher regarding assignments that will be missed. Failure to do so could result in a zero grade for missed assignments.

### B. Excessive Absences

Excessive absences resulting from illness, medical appointments, *simchas*, etc., inevitably affect academic achievement. In addition, class participation is an important part of the student's grade.

When a student reaches 5 absences in a class, parents will be notified by phone and by email from the school and will need to schedule a meeting with the administrator(s) to create a plan to minimize absences.

### C. Illness During School Hours

Should a student become ill during the school day, an attempt will be made to notify the parent/boarding parents.

### D. Unexcused Absences

Absence from any class, including *Shacharis* and *Mincha* time, without the knowledge and consent of an administrator or teacher, constitutes an unexcused absence and subjects the student to detention or other consequence determined by the Menahel.

Unexcused absences include the following:

1. Leaving school before the end of the day without permission.
2. Oversleeping and missing school.
3. Staying out of any significant part or all of the scheduled class without permission.

There is no opportunity to make up work or assignments attributed to unexcused absence. All work, assignments and tests missed will result in a zero.

### *E. Tardiness*

Regular attendance and punctuality at school are essential ingredients of effective education. Punctuality ensures development of a sense of responsibility and order, as well as consideration for others.

Any student who is not in class when the bell rings must obtain a late note from the office. A record of latenesses will be kept by the office and reviewed by the administrators. Teachers will not allow late students into class without a late note.

When there is a *simcha*, whether it is community-wide, school-wide, or personal, students are to be in school by 8:30 am to daven with their class. However, if your daughter davens with the shul, she must be in school by 9:00 am. Please make sure to call the office to let us know if your daughter will be late.

Consequences for excessive tardiness are as follows:

1. Two tardy arrivals to **school** will result in detention.
2. Three late arrivals to **class** will also result in detention.

### *F. Community/School Events*

In the event of a community-wide simcha, a school convention, or other event involving the absence of students from school, students should inform the school in advance of their absence. Such an absence will be excused, and students will be expected to make up work from that day. If a majority of the students will be absent, the administration may decide to cancel school for all or part of the day. In the event of such a cancellation, parents and students will be notified as soon as possible. The administration may decide to reinstate a previously scheduled vacation day to make up the lost school day.

**If a student does not inform the administration in advance about a planned absence, the absence will be considered unexcused. The student will not be allowed to make up work and will receive a zero grade for all missed work.**

## **TEFILLAH**

Our *Chachamim* have stated that *Tefillah* is an area that demands constant *chizuk*. Let us work together consistently to enforce the *halachos* and *hanbagos* of proper *Tefillah*.

1. All students must have their *siddurim* at their desks at the start of *Tefillah*, which begins at 8:30 am, Monday through Friday.
2. Attendance will be taken at *Tefillah*.
3. Thirty minutes are allotted for *Shacharis* and ten minutes for *mincha*. These are not recess breaks. Any student who has concluded *davening* before that time must remain seated and quiet in respect of those who have not finished. If a student needs more than the allotted time for davening, she must come to school early. *Davening* will not be an excuse for tardiness.
4. In order to begin *Tefillah* in the right atmosphere, *davening* will open with *divrei chizuk*.
5. Brachos should be davened at home.

## **HOMEWORK**

Homework is an integral part of the learning process. In order to ensure that students fulfill their responsibilities in this area, there will be one school-wide accountability system for missing homework as follows:

1. Two missing homework assignments in a class will result in detention. The teacher has discretion to discount one missing homework if it is made up.
2. Three detentions per semester will result in a conference between parent/boarding parents and the principals.

## **MID-TERM AND FINAL EXAMS**

Exams are an important time of year for students to review and master what they have learned in each course. Students are given adequate time to prepare and should plan ahead to study.

Unless a student is ill, there are no exemptions from taking an exam. Do not schedule vacations, doctor's appointments, or any other event during exams.

If a student misses an exam, she will not be afforded the opportunity to make it up and her absence will result in a zero for that exam.

## **GRADING SYSTEM**

All BINA students are graded according to the following standard scale:

- A (90-100)
- B (80-89)
- C (70-79)
- D (60-69)
- F (Below 60)

Please note: *Halacha* has its own grading scale; passing requires a 75 or better.

If a student fails a class, she must make up work over the summer to show mastery of the material. At the school's discretion, the assignment may be an on-line course, a specific assignment, an end-of-summer test, or any combination of these. If a student fails three or more classes, BINA High School will reevaluate whether or not she may advance to the next grade or return to school the following year.

### ***Important Note Regarding Report Cards and Transcript Requests:***

All outstanding balances on a student's account, including all fees must be paid in full before final report cards or transcripts will be mailed.

## **STUDENT RECORDS**

The students' permanent records including grades, scores from standardized tests, progress reports, discipline records, emergency, health, and other pertinent information are kept in the office. Written parental permission is needed for release of these records.

## **PARENT-TEACHER CONFERENCES**

Parent-Teacher Conferences will be held in November. We cannot underestimate the importance of these meetings between parents and teachers. They provide a valuable opportunity for parents to discuss their daughter's progress with her teachers, as well as to address any concerns the parents or teachers may have. Communication between parents and teachers is an integral component of a student's success in school. We encourage parents of boarding students to make an effort to come and meet with the teachers. However, in the event that parents cannot personally attend, phone conferences can be arranged with the office. We also encourage conferences between teachers and boarding parents, as they are an integral component of the student's success.

## **CLASSROOM COURTESY**

In order to promote a quality learning environment and the development of good *middos*, students are expected to follow the guidelines below:

1. Please rise when any teacher enters the room at the start of a class and be prepared to start learning.
2. Students should knock and receive permission from the teacher before entering a class that is in session.
3. Students are expected to comport themselves appropriately in class, sitting properly with feet under the desk.
4. Food, candy and drinks are not allowed in class. Bottled water is permitted.
5. Coats and hats are inappropriate in class. All coats should be hung.
6. Students are expected to clean up after themselves in the cafeteria at lunchtime.
7. Students are expected to clean up their belongings after each class. Books that are left lying around will be confiscated and returned for a fee.
8. There will be a rotation of girls for end-of-day cleanup.

## **DRESS CODE**

One of the goals of BINA High School is to inculcate within our students a strong identification with the Midah of Tznius, which has been the hallmark of the Jewish woman and the foundation of the Jewish home throughout our history. These guidelines are designed to

instill within our students a sensitivity to the manner in which they present themselves to the public, as well as an inner sense of dignity and self-respect.

Girls should adhere to the following dress code both in and out of school:

- The basic *Halachic* guidelines of *Tznius*: skirts should cover the knees, sleeves should cover the elbows, and necklines should cover the collarbones.
- Socks or stockings must be worn to all school events held outside of regular school hours.
- Hair should be kept neat and in place, not wild or unkempt. Hair coloring is inappropriate.

### **School Uniform**

1. All students will be required to wear our school uniform during school hours or events.
2. There are two options for uniform shirts: the 3-button polo shirt and the heavy oxford blouse.
3. Shirts may not be tight-fitting and must be buttoned in accordance with our *Tznius* guidelines.
4. Only white or black shells may be worn underneath uniform shirts and they may not stick out below the shirt.
5. Uniform skirts must be long enough to fully cover the knee at all times.
6. Knee socks, knee-hi's, or stockings must be worn. Leggings are not allowed.
7. Sweatshirts other than the uniform sweatshirt will not be allowed.
8. Shoes need to be appropriate for school – no open-back shoes or inappropriate styles like Crocs.
9. All clothing must be neat and clean. Stained or torn clothing will not be permitted.
10. Makeup will not be permitted to be worn at school.
11. Dark shades of nail polish are inappropriate.

In the event that a student's dress does not comply with the uniform, she may be given a change of clothes or be sent home to change.

### **Shabbos**

BINA strives to impart to its students the holiness of a *shul* and the respect that we must have for it and for those *davening* there. The way one dresses at *shul* demonstrates the appreciation of these values.

As such, the following dress guidelines must be adhered to:

1. As always, knees, elbows and collarbones must be completely covered.
2. Stockings must be worn.
3. All clothing must be dressy as appropriate for Shabbos. Casual clothing or shoes are not acceptable.
4. Clothing that is too tight is offensive to the *Kedusha* of a *shul* and is not acceptable.

### **MOVIE & TELEVISION POLICY**

Much of the entertainment available today – i.e., movies, television, and many internet sites – are obviously not consistent with the Torah values espoused by BINA. We cannot overemphasize the need to avoid these activities.

### **INTERNET POLICY**

Internet connection is available at BINA. **It is reserved for instructional and educational purposes only and is to be used only under the supervision of a faculty member.** The school and faculty will take steps to eliminate controversial materials, and students will be instructed on proper use of the Internet. Students may only access the Internet at school with direct and constant supervision. Checking email and personal correspondence is strictly forbidden and will result in a detention and loss of computer privileges.

### **SCHOOL-SPONSORED ACTIVITIES AND FIELD TRIPS**

School-sponsored or school-related excursions and field trips, whether in or out of the Norfolk area, will be conducted throughout the year. Parent permission slips will be signed at the start of the year.

Parents will be informed via text message or email prior to their daughters' being taken off-campus for a field trip.

Students may request permission or be asked to walk to various destinations in the area of the school. Permission will be granted based on the discretion of the administration. Parents may choose to deny such permission by contacting the school at the beginning of the year. Parents will not be contacted on a case by case basis for such excursions.

## **STUDENT DRIVERS**

Occasionally, students may request or be asked to drive in the neighborhood for the purpose of school activities, or beyond the neighborhood for field trips. In order to drive other students during school hours or for a school activity, a student must be a licensed driver for at least one year, unless written consent is given by parents. If parents prefer not to allow their daughter to be driven by another student, they should inform the school in writing.

## **MEDICATIONS**

The principals need to know of all medication that students are required to take during the day, including over-the-counter medicine. Please provide the office with a permission for medication form, found on our website.

## **VALUABLES AND ELECTRONICS**

Students are encouraged not to bring valuables to school. Ipods, etc. should not be brought to school. Computers or tablets should not be brought to school, unless express permission is given by an administrator. BINA assumes no liability for money or personal belongings which are brought to school.

## **CELL PHONES**

While cell phones provide convenience, they can also be dangerous tools that offer easy access to negative influences via the internet, text messaging, and clandestine contact with undesirable people. In addition, media usage has become an addictive behavior, and interferes with healthy communication and relationships. As such, we strongly recommend limiting cell phone usage.

Cell phone use in school is inappropriate and not allowed. The phones in the school office are available for student use at break and lunchtime and in case of emergency, with permission from a faculty member. If you deem it necessary for your daughter to have a cell phone, **it must be checked in at the office during school hours**, and may not be accessed until school is over. If a cell phone that has not been checked in is found in school, even if it is not being used, it will be confiscated for a full week.

All cell phone numbers and "unlock passwords/codes" must be on file with the school office. When deemed necessary, the school reserves a right to look through cell phones.

Cell phone use will generally not be allowed on field trips or during other school-sponsored activities.

## **SCHOOL COPIER**

Students are only allowed to use the office copier **with permission from a faculty member during copier times (morning break/lunch)**. **Any copies made for personal use and not due to an excused absence will cost \$0.10 per page.**

## **BUILDING RESPONSIBILITIES**

Each BINA student is assigned a locker for storage of textbooks and personal items. The school reserves the right to search lockers if necessary and cannot be responsible for the loss of any student property.

It is important that students keep all items neatly in the lockers and not leave items in the hall or other parts of the building overnight. BINA is fortunate to lease the building for classes; however, we do not own it, and it is used by others for many other functions. BINA students must help keep the building neat and clean. We encourage students to lock their lockers over *Shabbos*.

No student may be in classrooms or offices after school hours without faculty supervision, unless granted special permission.

## **FUNDRAISING PROJECTS**

The Menahel or the Principal must approve in advance all on and off campus fundraising projects by individual students or classes. Sales and distribution must be confined to the times approved by the administration. A fundraising request form is available in the office and must be submitted in advance.

## **CAMPUS VISITORS**

Parents are welcome to visit BINA at any time. Friends of BINA students are permitted to visit the school only with prior permission from the principals; however, friends are not allowed to sit in on any classes.

All guests, parents, family members, etc., should report to the school office upon arriving.

## CURRICULUM

Please note that aside from the core curriculum classes, some courses may not be offered every year.

### Judaic Studies Curriculum

The mission of BINA High School's Judaic Studies curriculum is to prepare our students for the ethical and moral challenges they will face in the world around them. The courses offered are designed to imbue our young women with the ideals and aspirations of Torah, which will enhance their lives as well as provide them with the skills and analytical ability that permit graduates to advance into the seminaries of their choice.

Our Judaic Studies department puts a major focus on the study of *Chumash* with commentaries as well as the study of *Navi* with commentaries. *Halacha* is also stressed as a means of practical implementation of Torah guidelines in everyday life.

These courses include both a comprehensive overview as well as an in-depth, text-based analysis. Much emphasis is placed on practical application of Torah study to daily life and the personal growth of each student.

#### *Chumash*

The focus of this class is on developing textual skills for independent study and fostering higher thinking skills and mastery of the subject matter. The classical commentaries are studied beginning with Rashi and continuing with Ramban, Seforno, and others. Discussions focus on the application of Torah principles to daily living.

#### *Navi*

The focus in *Navi* is on providing a broad knowledge of the Prophets. It imparts an understanding of the early history of *Am Yisrael* and the moral and ethical lessons contained therein. Classes are primarily text-based complemented by the inclusion of Rashi and early commentaries.

#### *Halacha*

Halacha classes are geared toward attaining proficiency and familiarity with the laws pertaining to daily life, *Shabbos* and *Yomim Tovim*. Students will have a clear understanding of sources, details and practical application of the *Halacha*.

#### *Jewish History*

Jewish history presents a broad perspective of the precious heritage of *Am Yisrael* with emphasis on the Divine Providence as it guides our nation through the centuries. An understanding of the forging of our nation's character even during its darkest moments is taught to instill faith, pride, and respect for our leadership roles and our responsibilities toward the local and global communities.

#### *Parsha*

Using classical source materials, this class examines basic concepts of *Yiddishkeit* connected with the *Parsha* of the week. A broad overview of the entire *Parsha* is presented followed by a focused presentation on one section of the *Parsha* particularly relevant to the students with such varied topics as *Emunah*, free will, *Shabbos*, *simchah*, etc. Each unit is self-contained.

#### *Hashkafa/Mussar*

The course objective is gleaned an understanding of the Torah's perspective and how to view the world through a spiritual lens. Self-improvement is encouraged through study of the classic works on ethics with emphasis on *Gadlus Ha'Adam* (the inherent greatness of every individual). This class clarifies our approach to serving Hashem.

#### *Bei'ur Tefilla*

*Tefilla* classes aim to provide understanding of both the literal meaning of our prayers as well as foster a personal connection to prayer through an analysis of the special lessons and values contained in the siddur. The course will include portions of daily davening as well as highlight the special tefillos recited on the *Yomin Tovim*.

#### *Mishlei*

Based on the timeless wisdom of *Shlomo HaMelech*, this text-based course will explore and define the various *Middos* that characterize a person. Utilizing classic commentaries, students will learn how all character traits can be properly channeled and used for good.

#### *Ivrit*

The ability to speak Modern Hebrew fluently and with command is the primary objective of this course. Emphasis is placed on pronunciation and vocabulary in the oral expression with progression from formal and guided conversation to informal conversation and

Hebrew literature. Grammar and composition in the written form are developed with instruction in the Hebrew tenses and variations of roots, prefixes, suffixes, and spelling conventions.

#### *Bekius (Chumash and Navi)*

These courses are quick-paced classes designed to complement the study of *Chumash* and *Navi*. The girls will gain a broad knowledge of the *Chumash* and *Navi*, with a focus on the lessons in *Hasbkafa* to be learned from the topics covered.

#### *Yabadus/Yedios Klalios*

The goal of this class is to equip students with general knowledge in all areas of Judaism. It also aims to get students to think more deeply about themselves and their relationship to Hashem and His Torah.

#### *Holocaust Studies*

This course is a one-semester course with the aim of giving students a broad perspective on the tragedy of the holocaust. It will focus on the major events, day-to-day life under a Nazi regime, and how this destruction fits into the larger picture of Jewish History. Instruction will include the use of documents, texts, videos, and testimonials.

### **General Studies Curriculum**

#### *Language Arts*

The General Studies Curriculum at BINA prepares girls for continued higher learning wherever they may choose. The goal is increased mastery of reading comprehension, critical analysis, and fluency in oral and written communication. Girls will learn that good writing is expected across the curricula. Whether writing a D'var Torah or a social studies report, girls will be encouraged to use their writing skills across the curricula.

English 9 – This class introduces the student to critical thinking and analytical skills as applied to literature, drama, poetry, and public speaking. Grammar skills will be emphasized. The students will write several formal compositions using the writing process of drafting and revising. With individualized learning goals, each girl will have a personalized framework. Students will be reading novel, short stories and poetry.

English 10 – This course develops and expands the skills from English 9. Writing will be stressed through an exposition essay, compare and contrast essay, and a research paper. Grammar lessons will be interspersed throughout the class. Students will be reading short stories, novels, poems, and excerpts from classic plays. Additionally students will learn about PSATs and practice standardized test taking skills.

English 11 – Students will read classics from American literature. A major focus on formal writing will continue building on skills from English 10. A major emphasis is placed on public speaking skills. The culminating long-term project is a speech on a controversial issue, which will integrate research, writing, and public speaking skills. SAT prep skills will continue to be developed.

English 12 – The seniors will focus on British literature. Composition skills will be refined so students will be comfortable writing essays for seminary or college applications. The culminating senior project will be an oral presentation on a controversial topic that will demonstrate the mastery of research, writing, and public speaking skills. SAT skills will continue to be developed.

#### *Mathematics - Overview*

All math classes are scheduled at the same period so girls can be placed in the appropriate class. Girls can opt to take an accelerated program, while those needing more reinforcement can proceed at a pace better suited to their needs.

Algebra – This course introduces girls to algebraic expressions. Girls will learn to solve and graph multi-step linear equations and inequalities and relate their application to the real world. Students will learn how to use binomials and polynomials. There will be an in-depth exploration of tables, data and graphs, which will coordinate with science classes.

Geometry – Geometry introduces the girls to key properties of geometric shapes, both two- and three-dimensional. Topics include reasoning, proofs, and sound mathematical arguments.

Algebra 2 – The girls will study functions and their graphs. Students are introduced to rational, radical, exponential and logarithmic functions, sequences and series, and date analysis. Emphasis is placed on practical applications and modeling. Graphing calculators and computers will be used to enhance learning.

Pre-Calculus/Trigonometry – The pre-calculus course covers linear, quadratic, and polynomial functions, inequalities, exponents, logarithms, and analytic geometry. It also covers the study of trigonometric definitions, applications, graphing, and solving

trigonometric equations and inequalities.

#### *Science – Overview*

Science at BINA promotes scientific thinking and inquiry. Hands-on experiments, which are regularly integrated into classes, bring abstract concepts into real life.

Earth Science – Providing a solid foundation for further science study, this course covers the structure of atoms, properties of matter, the Periodic Table, chemical reactions, motion and forces and interactions of energy and matter.

Biology – Beginning with the study of the cell and molecular biology, this course covers the laws of genetics, classification of animals and plants, properties of biomes, matter, energy and organization in living systems.

Chemistry – After exploring substances, mixtures, and the classifications of matter, students will examine the property of atoms and elements, the periodic table, chemical bonds, reaction equations and chemical reactions.

Physics – Students who opt to take physics build on basic physical science principles by exploring in depth the nature and characteristics of energy and its dynamic interaction with matter.

#### *History – Overview*

The goal of the social studies at BINA is to make our girls better citizens, who appreciate and participate in our democratic tradition. An understanding of global and national history helps our girls find connections between the past and present and helps them to understand current events. Students will study history through an investigation of primary source documents and the study of historical artifacts.

World History I – This course focuses on the political, cultural and social aspects of the ancient cultures, specifically Egypt, Greece, and Rome. It covers the period up to the Middle Ages and through the Renaissance.

World History II – Picking up at the end of World History I, this course begins with European exploration including discovery and settlement of the new world. Students will examine the French Revolution and conclude with an in-depth study of World War I and II.

United States History – In this class students will examine the formation of the colonies and how they turned into the United States. Particular attention is paid to the Revolutionary War, the fledgling young country, the Civil War, and the United States' rise to world power.

U.S. Government – This course is a study of the American political system and how it functions. Government examines the fundamental political institutions of our nation and the governmental operations of the United States, both at home and abroad. Special emphasis is given to the role of citizens at the local, state, and national levels.

#### *Economics & Personal Finance*

Topics will include learning about basic economic indicators such as: gross domestic product, unemployment indicators, and the federal budget. Topics will also include personal financing skills such as budgeting, online banking, credit ratings, savings, and various other topics specifically selected to prepare students for the adult world.

#### *Fine Arts:*

Weekly *art* lessons allow the girls to express themselves by creating works of art. They will also examine works of art from different times and places as they learn to view the visual arts in relation to history and culture.

#### *Graphic Design I & II:*

This course teaches students how to be proficient in computer technology. Introducing Mac programs such as Pages, Keynote and Adobe Creative Suite, it covers elements of design, color concepts, and typography. Students will design their own media kits which include logos, letterhead, advertisements, business cards and brochures. Other design projects are also given in this course.

#### *SAT Prep Class:*

The goal of this weekly class is to prepare students for taking the SAT's. It will include practice in Math and Verbal skills, with a focus on vocabulary. The students will learn test-taking skills and have the opportunity to take practice SAT tests.