



# **STUDENT/PARENT HANDBOOK**

## **2023 - 2024**

**Mrs. Aviva Harpaz**  
**Menahelas**

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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 years at BINA 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, art, and physical education.

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

## SPECIFIC GOALS AND OBJECTIVES

### High School

- 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;
- To seek *Da'as Torah* in areas of *Hashkafa* and decision making.

### Middle/High School

- 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;
- To inspire students to be committed to *chesed* and community outreach;
- To provide a supportive and nurturing environment that promotes the development of a healthy self-image within each student;
- To ensure that the secular studies program remains consistent with Torah values.

## ADMINISTRATION

***Mrs. Aviva Harpaz***  
*Menaheles*

## BOARD OF DIRECTORS

***Rabbi Sender Haber***  
*Rabbinic Advisor*

***Mrs. Andie Pollock***  
*Treasurer*

***Mrs. Tehilla Mostofsky***  
*Co-President*

***Mr. Herb Zukerman***  
*Financial Secretary*

***Mrs. Amy Lefcoe***  
*Co-President*

***Mrs. Sarah Lipman***  
*Member*

***Mrs. Amy Brooke***  
*Vice President*

***Mrs. Shana Danziger***  
*Member*

***Mrs. Marcy Mostofsky***  
*Vice President*

***Mrs. Esther Widroff***  
*Member*

## **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 Menacheles 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 all fees must be completed before a student may attend classes.**

## **STUDENT RECORDS**

**For High School Students Only:** BINA High School is a four-year institution. A high-school diploma will be issued only to students who have attended this or another comparable high school for all four years.

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.

## 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 Middle/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 and it is the very embodiment of a true *Bas Yisroel*.
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 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 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* and 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.

## **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 at snack and lunch times.
7. Students are expected to clean up their belongings after each class. Books and other belongings that are left lying around may 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.
- Knee-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. Uniforms should be purchased directly from our uniform company, Fraylich School Uniforms. They can be ordered online at [fraylichschooluniforms.com](http://fraylichschooluniforms.com).
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 or tights 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 unsuitable 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.



## ATTENDANCE

### A. Absenteeism

1. Absences because of illness, medical reasons as recommended by a physician, a family *simcha* or extenuating family circumstances will be considered excused. Absences from school for all other reasons will be considered unexcused, unless pre-approved by a principal. **It is the responsibility of the student (or her parents) 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 in order to coordinate optimal times for the absence.
3. In order to ensure student safety, 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 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.
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 should speak with her 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 or parents should advise an administrator and each teacher of the intended absence as soon as possible. The student should make arrangements in advance with each teacher regarding assignments that will be missed.

### 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 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, parents will be notified as soon as possible.

### 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 *Menacheles*.

In addition, there is no opportunity to make up work or assignments attributed to unexcused absence, which may result in a zero grade.

### 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 community *simcha*, parents and students will be notified of any change in schedule or school start time. If there is no official notification, students are expected to be in school at 8:30 for davening. In the event of a family *simcha*, parents should contact the *Menacheles* to discuss a planned tardiness or absence.

Consequences for excessive tardiness are as follows:

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

Students with excessive detentions may also be required to pay a \$10 fee.

### 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. With advance notification, 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.

## INTERNET POLICY

Internet connection is available at BINA, with strong filtering. **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 for school purposes under direct and constant supervision. Checking non-school email or accessing the internet for other personal uses is strictly forbidden and may result in a detention and loss of computer privileges.

## CELL PHONE POLICY

While cell phones provide convenience, they can also be dangerous tools that offer easy access to negative influences via the internet, social media, 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 office phones 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 bring a cell phone to school, it must be a flip phone. **Smartphones will never be allowed at school or at any school-sponsored activities.** Cell phones brought to school **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.

## SECULAR ENTERTAINMENT 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. **Discussion of or references to any secular entertainment will not be tolerated at school or at school-sponsored activities.**

## TEFILLAH

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

1. All students should 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 should 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 parents and the principal.

## 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 may not have the opportunity to make it up and her absence may result in a zero for that exam.

## PARENT-TEACHER CONFERENCES

Parent-Teacher Conferences will be held in November or December. 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. In the event that parents cannot personally attend, phone conferences can be arranged with the office. Communication between parents and teachers is an integral component of a student's success in school.

## 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.

**For High School Students Only:** 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.

## MEDICATIONS

The principal needs 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.

## **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.**

## **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 or drive 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.

## **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 Menacheles 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 principal; 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.

### Middle School

#### **Judaic Studies Curriculum**

The overarching goal of our Judaic studies curriculum is to provide our students with a feeling of connection to the Torah, a love of learning, and an understanding of the Torah hashkafa by which a Bas Yisrael is supposed to live her life. This is accomplished through lessons aimed at developing independence in learning and gleaning Torah values from the learning each and every day.

**Chumash:** Chumash is a major focus of the Judaic Studies curriculum. In this program, the students learn the content of the the five books of the Torah. The program focuses on skills acquisition, essentially training students to become independent Chumash learners by the time they graduate. Our students acquire a Hebrew vocabulary of close to 1000 Chumash words that make up over 90% of the text. Students learn the rules of Hebrew grammar and Chumash grammar specifically so that they can identify prefixes and suffixes of the main root words to effectively translate words that have familiar roots.

Students learn to read and translate Rashi as well as to analyze his questions. Girls in middle school begin to explore the fundamentals of studying with **מפרשים** so that they are prepared to excel at top level Jewish high schools.

**Navi:** The goal of the Navi program is to familiarize the students with the important historical events of the early Jewish nation, and the Torah values that can be gleaned from them. The class focuses on learning the story-line, the main characters, and the important lessons encoded within the text. As students progress through the grades, they become increasingly responsible for learning the text inside, along with basic Meforshim.

**Halacha:** The Jewish Law, or **הלכה** (Halacha) program teaches the children the practical rules to living a traditional Jewish life style. The program is cyclical, covering the Jewish holidays annually. Each year, the learning increases in depth and quantity as the students' capabilities increase. In addition, practical laws of davening (prayer), brachos (blessings), Shabbos, and a range of other topics are covered in between the holidays. Students come to appreciate the practical connection that they have with Hashem that can be cultivated through the performance of mitzvos (commandments).



**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 Hashem through Tefilla. The students will learn portions of daily davening as well as the special tefillos recited on the *Yomin Tovim*.

**Parsha:** Using the Chumash text, a broad overview of the weekly Parsha is covered, as well as a more detailed focus on selected key topics. In addition, a Mussar or Hashkafa lesson will be culled from each Parsha.

**Yahadus/Yedios Klalios:** Various topics related to general Jewish living and knowledge will be taught, including Yomim Tovim, Jewish History, Brachos, etc.

**Kriah:** Fluency in kriah is vital to learning. While not a stand-alone subject, kriah practice will be incorporated into the school day to ensure each student is up to par in her kriah.

**Ivrit:** Emphasis is placed on vocabulary in the oral expression with progression from formal and guided conversation to informal conversation. Grammar and composition in the written form are developed with instruction in the Hebrew tenses and variations of roots, prefixes, suffixes, and spelling conventions.

## **General Studies Curriculum**

**Language Arts:** BINA's Language Arts Program encompasses the study of vocabulary, grammar, literature, and writing.

A wide vocabulary provides students with a solid basis for self-expression. It not only provides them with a verbal arsenal by which to explain their thoughts clearly and succinctly, but it also equips them to better understand the thoughts of others.

Grammar is the basic structure upon which language operates. Through labeling and sentence diagramming, they become familiar with common constructions and the ways words and phrases modify each other.

As students learn to identify key features of texts, they acquire a lexicon of literary terms by which all narrative is analyzed. Literature selections are appropriately scaled to each grade level, and are challenging enough to require applied effort. In this way, BINA's literature studies develop critical thinking capacity.

No matter their future vocations and walks of life, the students will benefit from the ability to write well. Students focus on crafting organized and cohesive essays, in a variety of genres, and how to pursue artful sentence construction.

**Math:** The middle school math program is a comprehensive curriculum beginning with arithmetic and ending with high school level algebra. We begin the 6th grade with a review of

concepts such as fractions, decimals, negative numbers, logic, and geometry. The 6th grade course focuses on advanced arithmetic skills, such as long division and operations with fractions. The 7th grade follows with a rigorous pre-algebra course. The goal is to introduce students to the rules of algebra, and teach them how to use them on a basic level, with multi-step equations, radicals, and exponents. The year ends with a module of geometry, as well as an introduction to linear and non-linear graphing. The 8th grade algebra course follows a high school level curriculum, including solving advanced equations, graphing, quadratics, radicals, inequalities, exponents, statistics, as well as logic-based word problems and real-world problems. By the end of the 8th grade, most students are ready to begin geometry in high school.

**Social Studies:** BINA's Social Studies curriculum spans all of American history, and early World History, and includes additional, focused attention on Civics and Economics. Our social studies program invests the students with essential factual knowledge but does not emphasize rote memorization of dates or names; instead, the classes focus on developing a sense of history as reality's narrative. For example, in Civics and Economics, students understand the narrative behind U.S. government and economy and history's influence on its evolution. While textbooks are employed, the students spend much of their time reading primary sources, which provide a personal account of the events under examination. These documents do not only offer a firsthand historical report, but they also introduce students to the idea of reliable and unreliable records. The students, then, act as historians investigating multiple perspectives of the same event and use critical questioning to determine which accounts prove most trustworthy. This training renders the students more judicious when encountering contemporary modes of political dialogue and encourages informed citizenship.

**Science:** The Middle school science curriculum covers Earth Science, Life Science, and Physical Science. Practical, hands-on lesson activities help students discover how scientists investigate the living world. Students perform laboratory activities and learn about the application of scientific methods. The students learn how to gather and interpret scientific evidence about issues of interest to them and their community.

**Art:** In art class, students will learn techniques of drawing and painting, as well as explore some of the many artistic media through which they can express their creativity.

**P.E.:** The goal of Physical Education class is to give students the means to be active in a healthy and structured setting. The students will be provided with the resources they need to exercise and stretch themselves physically.

## High School

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; to provide them with the skills and analytical ability for independent learning; and to 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. Relevant Gemaras and Midrashim are studied as well. 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, Malbim and other 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 gleaning 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 students will gain a broad knowledge of the *Chumash* and *Navi*, with a focus on the lessons in *Hashkafa* to be learned from the topics covered.

### *Yahadus/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.

### *Penimi*

Penimi is a two-year course in getting to know ourselves as Jewish women and understanding tznius as an integral part of who we are. In the first year of Penimi, we use sources to explore areas of hashkafa that help deepen our self concept and work toward a deep understanding of tznius. In the second year of Penimi, we primarily cover areas of hashkafa and halacha that interface with tznius. Through classroom discussion and journaling, the girls develop and internalize important concepts that are crucial to being an internally focused Jewish woman.

## **General Studies Curriculum**

### *Language Arts*

The General Studies Curriculum at BINA prepares students 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. Students will learn that good writing is expected across the curriculum. Whether writing a D'var Torah or a social studies report, students will be encouraged to use their writing skills.

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 novels, 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.

Anatomy - This course provides an in-depth study of systems in the human body, including the digestive, respiratory, immune, circulatory, and reproductive systems.

### *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.

### **\*\*College Credits**

BINA High School aims to provide our 11th and 12th grade students with high-level courses through which they can earn college credits, giving them a jump start on working towards a degree after high school. The number, subjects and format of these courses vary from year to year, but may be in any of the core subjects - English, History, Math and Science. They may take the form of Dual Enrollment with Virginia Wesleyan University, AP Exam preparation or online college level courses.