



SHA'AREI BINA  
TORAH ACADEMY FOR GIRLS  
CURRICULUM GUIDE

# Judaic Studies Curriculum Guide

## Middle School

### CHUMASH

**6th Grade:** The objective for the year is to study *Parshiot Yitro to Ki Tisa* in *Sefer Shemot*, with an emphasis on the preparation for *Matan Torah*, the *Aseret Hadibrot* and *Cheit Ha'egel*. The class is dedicating time and effort to learning key *Rashi* vocabulary and practicing reading and understanding *Rashi*, in addition to reinforcing *shorashim* and *dikduk* in order to promote independent learning. The class format encompasses class discussions and chavruta (cooperative) learning as well as project based assessments.

**7th Grade:** The seventh grade girls study the first half of *Sefer Bamidbar*, covering *Parshiot B'midbar, Naso, B'ha'alotcha, and Shlach*. The focus is on building translation, reading and comprehension skills, as well as the ability to read and understand *Rashi*. Additional *meforshim* are introduced as well.

**8th Grade:** The eighth grade is learning and continuing to build skills as they study *Sefer Devarim*. The students will learn how to decipher start and stop points, signals for quotes in the various *meforshim*, as well as develop their own *Divrei Torah*. Lessons are more geared towards independent and cooperative learning (*Chavruta* style) to encourage and prepare the girls to learn on their own and at a higher level.

### NAVI

**6th Grade:** The sixth grade will spend the year learning *Shmuel Aleph*. They will study the emergence of *Shmuel* as a prophet of Israel and trace his impact as he tries to convince *B'nei Yisroel* to repent, guides them in their wars and judges the nation. They will examine the nation's request for a king and see how that leads to the ascent and descent of *Shaul* and of the rivalry between *Shaul* and *David*. They will try to find relevance to the personality of our nation in present times. Emphasis will be placed on developing themes, becoming familiar with the language of the text and the various *meforshim*. Many of the lessons are guided through a new curriculum created by COJDS.

**7th Grade:** The *Navi* Curriculum in seventh grade is focused on *Shmuel Bet*. The seventh graders will gain an appreciation of the contributions that David made by establishing the kingship of the House of David and securing the borders of Israel. They will study his spiritual endeavors as he accompanies the *aron* (ark) to Jerusalem and attempts to build the *Beit HaMikdash*. They will learn from his strengths and his weaknesses and will understand why David is the prototype of a true servant of G-d, as well as the compiler of *Sefer Tehillim*. The focus will be on reading the text, developing themes with the enhancement of selected commentaries such as *Rashi, Metzudot* and *Malbim*.

**8th Grade:** In eighth grade *Navi*, the class studies *Melachim Aleph*, examining the reign of *Shlomo Hamelech* and the splendor of his kingdom. They are also doing a webquest exploring the different chambers of the *Beit Hamikdash*. Afterwards, they will understand how and why the kingdom was split and the influence of *Yeravam Ben Nevat*. The objective is to trace the parallel lines of the Kings, of the House of David, and the House of Israel. They will be concentrating on reading and understanding *Rashi* and *Radak* and also note the commentary of the *Abarbanel*. They will try to understand how the issues confronting the nation are relevant to the nation today.

## **Additional Limudei Kodesh Courses**

### **HALACHA:**

All middle school students study the same *Halacha* topic following a three-year cycle. This year, the *Halacha* Curriculum will concentrate on the Laws of Shabbat based on *The Shabbos Home* by Rabbi Simcha Bunim Cohen, as well as the Rambam and Shulchan Aruch. The students will learn about the reasons behind and the application of various *Melachot*. The students will learn the difference between Rabbinic Law and Torah law, the difference between *Avot Melacha* and *Toldot*. Students will become familiar with general *halachic* principles and their application to practical daily life.

### **HEBREW LANGUAGE**

SBTAG offers Hebrew to all Middle School grade levels. Each year, the girls build on their previous level of skills in Reading Comprehension, Conversational Hebrew and the Culture of Israel. The Beginning level classes study on a basic level, through Conversation, Vocabulary and Grammar exercises. The Advanced classes utilize immersion so that all conversations are in Hebrew. The students do projects in Hebrew, create videos and prepare special programs for the *Chagim*. In addition the girls become familiar with the land and culture of Modern Israel.

### **PARSHAT HASHAVUA**

Once a week all classes will review the basic ideas of the *Parsha* and concentrate on relevant themes presented by the teacher. The girls are encouraged to share what they have learned at home over *Shabbat*. The students also demonstrate their knowledge through weekly *Parsha* quizzes.

### **BAT MITZVAH WORKSHOP**

The sixth grade girls are treated to a unique class that guides them as they learn what it means to become a *Bat Mitzvah*. They learn about new *Halachic* obligations that they

will accept, as well as the *Midot Tovot* that will guide their behavior. The girls are encouraged to engage in a *chessed* project as they officially take their places as fully observant members of the Jewish nation.

### **BEUR TEFILAH (OFFERED ON ALTERNATE YEARS)**

The class begins the year focusing on *Yamim Noraim* through *tefilot* such as *Avinu Malkeinu* and the Thirteen *Midot Harachamim*. They will spend the rest of the year studying the *tefilot* from *Birchot Hashachar* through *Pesukei d'Zimra*, *Birchot Kriyat Shema* and *Shema*. The objective is that enhanced understanding of the structure and meaning will enhance each girl's *davening* on a daily basis. (We are also engaged in an on-going *Tefilah* Reimagined Project through the Mayberg Foundation developed to enhance a personal relationship with *Hakadosh Baruch Hu*).

### **PIRKEI AVOT (OFFERED ON ALTERNATE YEARS)**

The seventh graders will learn the *Mishnayot*, along with the select commentary of the *Bartenura*. They discuss the ideas in each *Mishna* and how they can apply them to their lives. They will perform "mini-assignments" during the week which are relevant to the lesson and class discussion, in order to help internalize the messages of *Pirkei Avot*.

### **JEWISH PHILOSOPHY**

This course offers the girls an understanding of *Machshevet Hayahadut*. The girls study the *Sefer Hachinuch*, with an emphasis on the fundamental ideas of *Anochi Hashem and the Aseret Hadibrot*, as the core of all the *mitzvot*. The girls are learning one *mitzvah* every day, beginning with its source, *halachot, ta'am hamitzvah* and its relevance to their lives. The girls are encouraged to ask questions, in order to be sure that they achieve clarity in this important subject.

### **HOLOCAUST STUDIES**

The eighth grade undertakes a special project of studying the Holocaust in an age appropriate manner. They discuss the concepts of Anti-Semitism and propaganda and then move on to discuss certain aspects of the Holocaust itself, as well as the Resistance and the Righteous Gentiles who helped save Jews and, finally, the aftermath of the Holocaust. Together with the twelfth graders, this year, the eighth graders are participating in the Names Not Numbers © Holocaust Documentary project through which they will meet and interview survivors and create an original documentary based on the memories of the survivors.

## **YEDIOT KLALIYOT/ MAAGELEI HASHANA**

In this class, middle school students focus on facts, expressions and general information that are the basis of Torah knowledge and Jewish life. They will be learning about the *Yamim Tovim* - Holidays. They are basing it on the *Sefer Hatodaah* - The Book of our Heritage. They will also learn many well known phrases (*Pitgamim*), and other basic knowledge, each year building on the previous years' accomplishments. They learn the importance of the Hebrew dates and calendar and gain a further appreciation of Jewish History through the commemoration of significant Jewish events throughout the year.

## **TEFILLAH PROJECT**

The students will be participating in a newly designed two year curriculum, *Tefillah* Reimagined. The curriculum is unique to Sha'arei Bina and is being developed in conjunction with The Jewish Education Innovation Challenge (JEIC) with funding from the Mayberg Foundation and the Jewish Federation of Broward County. Each grade has a specific teacher who works with the girls on developing a personal relationship with *Hakadosh Baruch Hu* as well as gaining a deeper understanding of the words in the *siddur*.

# Judaic Studies Curriculum Guide

## High School

### CHUMASH

**9th Grade:** The ninth grade girls are studying *Chumash Sefer Shemot*, from the first *Parsha* of *Shemot* until *Yitro*. They are focusing on textual skills, comprehension and relevance and are using a variety of commentaries including *Rashi*, *Ramban*, *Ibn Ezra* and *Seforno*. The students use the Mishneh Torah of the Rambam to complement the halachic component of the *parshiot*. They will derive lessons about the Torah's standards for ethical behavior, *Emunah*, *Bitachon*, *Yirat Shamayim* and overall observance of mitzvot.

**10th Grade:** The objective of tenth grade *Chumash* is *Sefer Vayikra*. The term begins with *Acharei Mot*, where the class studies the *Avodah* of Yom Kippur and the Mikdash in general. Parshat Kedoshim offers a study of *kedusha* and its relevance to every aspect of Jewish life, as well as a variety of *mitzvot*, with a special emphasis on *Kibud Av V'em*. The girls then focus on the cycles of Shabbat, the *Chagim* and *Shemittah/Yovel* in *Emor/Behar*. The girls are consistently working to improve reading and analytical skills of the text and the commentaries of *Rishonim* and some *Acharonim*. The girls learn cooperatively (*b'chavruta*) and are encouraged to become independent learners, enjoy the learning and experience a feeling of ownership of the material.

**11th Grade:** The girls are studying *Sefer Bereishit*, beginning with *Parshat Lech Lecha*. At this level the girls are now prepared to delve into a study of the *Mefarshim* (commentaries): Radak/Rambam/Seforno and Ibn Ezra in addition to Rashi. The themes of this class offer a deep focus into *Hashkafa* and the personalities of our *Avot* and *Imahot* and take lessons from their *Hanhagot* (behavior) and *Emunah* (belief).

**12th Grade:** The girls will be studying *Bereishit* from the beginning of the creation of the world, or mankind, of world religions and Am Yisrael. As in previous grades, the Rashi will be studied intently, as will additional *meforshim*. The girls will hone their abilities to understand the difference between the *mefarshim* and what prompted their interpretation.

### NACH (NAVI AND KETUVIM)

**9th Grade** The students are delving deeper into the early years of Am Yisrael in Eretz Yisrael during the reign of the kings, as described in *Melachim Bet*. The students gain an understanding of the strengths and weaknesses of our leaders and the task of the prophets during difficult times. Students apply skills they learned in Middle School to understand the *meforshim*, principally delving into the Radak. Student learning is facilitated through both frontal presentations as well as *chavruta* and independent study.

**10th Grade** The goal is to introduce the girls to the prophets of *Trei Asar* and to gain the

capacity to read and translate Tanach with the primary commentaries. In the first semester the girls will learn *Sefer Yonah, Hoshaya, and Zecharya*. In the second semester they will focus on *Neviim Amos* and *Ovadya*. Students learn how to ask strong questions and they become familiar with the events and significance of the *Trei Asar*. Time will be spent analyzing the text and learning how to break down a verse. We will also be developing the ability to cross-reference that which we encounter in Tanach with other incidents in Tanach and compare/contrast them both on a textual and conceptual level.

**11th and 12th Grade (Combined Classes)** This class will be studying the *Navi* of Daniel, Ezra and Nechemya in conjunction with Jewish History. The girls will study the historical background as well as lessons and mussar relating to *Galut Bavel* (the Babalonian exile) as well as the *Aliya* and rebuilding of the *Beit Hamikdash*.

## **Additional Limudei Kodesh Classes**

### **HALACHA**

All high school classes follow a four year cycle of *halacha* topics. Original sources are provided and translated, leading to guided discussions about the reasoning behind the laws and why there may be dissenting views or alternative customs. Students are responsible to know all of the translations. After learning the basic rules, we delve into their practical applications in contemporary common situations. This year we will be learning about the Laws of the *Chagim* as they approach the calendar, and with the bulk of the time further gaining knowledge regarding *Hilchot Shabbat*. Much of the course is based on *The Shabbos Home* by Rabbi Simcha Bunim Cohen, as well as the Rambam and Shulchan Aruch. The students will learn about the reasons behind and the application of various *Melachot*. The students by now understand the difference between Rabbinic Law and Torah law, the difference between *Avot Melacha* and *Toldot*. The girls will develop the habit of pausing before doing things unthinkingly on Shabbat, to determine whether or not the action contemplated is *mutar* (permitted)

### **HEBREW LANGUAGE**

SBTAG offers Hebrew Language to the ninth grade and tenth grade. Each year, the girls build on their previous level of skills in Reading Comprehension, Conversational Hebrew and the Culture of Israel. The High School classes utilize immersion so that all conversations are in Hebrew. The girls do projects in Hebrew, create video presentations and work on programs to present to the entire school on important "*yamim*". They are highly attuned to current events of Israel as they learn more about the culture and land of Israel. Hebrew is considered a "world language" and is a necessary graduation requirement in the State of Florida.

**Beur Tefilah:** The course is designed so that students gain a better understanding of the prayers we say daily. The focus is gaining the feeling of having a personal relationship with G-d through conversation. The course includes the *brachot* before and after *Shema*. The *Shema* itself, and *Shemoneh Esrei*.

## **SEFER HACHINUCH**

Based on the medieval classic work Sefer HaChinuch - the Book of Mitzvah Education - this course explores Jewish philosophy by developing an understanding of the reasons (ta'am) behind the 613 mitzvot, along with exploring the root-source in Torah and the practical application of the mitzvot. There will also be a focus on the mitzvot as "wisdom for living" – exploring their specific relevance and application in the modern world. Topics include Fundamentals of Torah - including mitzvot such as knowing God exists, loving God, fearing God, sanctifying His name; laws of Character - including mitzvot such as emulating His ways, loving fellow Jews, not embarrassing others, not taking revenge nor bearing a grudge; laws of Torah Study - including mitzvot such as learning Torah and honoring those who teach Torah; Laws of Idolatry - including the prohibitions of following the desires of heart/eyes, making an idol, and listening to a false prophet.

## **MACHSHEVET HAYAHADUT /JEWISH PHILOSOPHY**

This year the girls will be studying various texts of the Torah *shebichtav* and the Torah *she-beal peh*. They will gain an understanding of the formation of Jewish Law and Philosophy. The themes include but are not limited to *Middot*, *Teshuva*, the impact of *Sinat Chinam* (baseless hate), Fate versus Destiny, the After-life. The girls will also develop a deeper understanding of *Emunah and Bitachon*. The main text that will be used is *Orchot Tzadikim*

## **PARSHAT HASHAVUA**

Every week, the high school students learn Parsha as part of their Chumash class. The girls are encouraged to share what they have learned at home over *Shabbat*. The students are assessed and are encouraged to delve further into the *Parsha*.

## **JEWISH HISTORY I AND II**

**I:** The 9th grade covers the time period between 1000-1500 C.E. Jewish life in the Middle Ages and who were the *Rishonim* and what kinds of works did they produce. The girls will learn about major historical events during this time period and their consequences for the Jewish People. The text used is 2000 Years of Jewish History by Rabbi Chaim Schloss, accompanied by a Student Workbook.



**II:** The course is divided into three major units:

- European/North American/Middle Eastern lands
- American Jewry
- Israeli Jewry

The students will explore the major contours of Jewish life in terms of : daily life, economic life, social, religious, communal life as well as interactions with the non-Jewish world. The course objectives include an introduction to the *Achronim* and their literary works, for the students to learn to think as a historian, to have the students understand the unique challenges of the modern era.

The textbook used is 2000 Years of Jewish History by Rabbi Chaim Schloss, accompanied by a Student Workbook as well as an extensive array of additional sources.

## **FUNDAMENTAL PRINCIPLES OF FAITH**

This course offers students an understanding of the basic ideals of Judaism. The students study the *Sefer Hachinuch*, with an emphasis on the *Aseret Hadibrot*. They also use the text *Derech Hashem* for philosophical analysis. The students are encouraged to ask questions, in order to be sure that they achieve clarity in this important subject.

## **ESSENTIALS OF JUDAISM I AND II**

**I:** The students will engage in the study of what truth is, the impact of prayer, relationships between man and G-d and between man and man, learning from our Sages, how to be a light unto the nations, the destructive nature of *Sinat Chinam*, the Oral Law, the chain of the *Mesorah*. Sources are chosen from the *Tanaic* and *Amoraic* periods, as well as during the times of the *Gaonim*, *Rishonim* and early *Acharonim*.

**II:** *Ikarei Hayahadut*. Some of the topics covered in this class include *Elisha ben Avuya*, *Rebbe* and *Antoninus*, Holiness in the everyday, Personal growth in serving G-d, Keeping track of our actions, and Understanding *Sinat Chinam*. Sources are chosen from the *Tanaic* and *Amoraic* periods, as well as during the times of the *Gaonim*, *Rishonim* and early *Acharonim*.

## **HOLOCAUST STUDIES**

This course is designed to help our students achieve an understanding of and connection to this horrific time in Jewish history. By studying the historical perspective of Jewish life in prewar Europe, Nazi ideology, the social and political factors that unfolded between the world wars, and the development of the “final solution”, the students will understand the context in which the Holocaust transpired. The students will study the wartime experiences of nations and cities affected by the spread of the Nazi Regime, as well as the impact on individuals, survivors, liberators and, ultimately, the quest for a homeland. The class will gain an understanding of the categories of victim, perpetrator, rescuer and bystander, through narration and readings. The primary textbook used will be Witness to History.

## **CONTEMPORARY ISSUES IN HALACHA (OFFERED ON ALTERNATE YEARS)**

This elective course takes up modern day Halachic questions. Students will gain an understanding of how Halacha emerges from the written Torah text and is elucidated by the Rabbis. They will be able to appreciate how ancient principles are applied to analyze 21st Century issues and how the Torah guides the nation eternally. It is by no means a definitive “*halacha*” course but rather presents various thoughts on issues such as organ donation, tattooing, celebrating non-Jewish holidays, use of an Alexa on Shabbos, and the like. The goal of the course is to teach the students that questions should be asked on contemporary issues and Rabbinic guidance is necessary.

## **WOMEN IN JEWISH LAW**

This course explores specific areas of *halacha* that are of primary concern to women. Both the structure and content of the laws will be emphasized. Students will trace the emergence of *halacha* from Tanach, through Torah *she ba'al peh*, early *poskim* and contemporary *poskim*. They explore halachic concepts of *kedusha* and *tahara* and the role Jewish women play in insuring the sanctity and purity of the Jewish home and nation

## **LEGAL CONCEPTS (ON ALTERNATE YEARS)**

This elective course focuses on the process of halachic analysis, beginning with the text of the pesukim and relevant commentaries and then continuing through Toshba sources. The girls learn a methodology of Torah thinking. The objective is for them to gain an appreciation of the beauty of halachic structure and to understand how the hashkafa of a mitzvah emerges from that halachic structure.

# General Studies Curriculum Guide

## Middle School

### ENGLISH

**6th Grade:** The objective in this course is to gain exposure to the different styles of literary genres. The students' writing skills will improve through in-class writing prompts and through the weekly Writing Workshop. The girls will be conducting a variety of writing tasks this year, including a personal narrative, a research paper, a literary analysis essay and mastering paragraphs. The students will become more comfortable brainstorming and organizing their information, writing an outline, constructing a draft, editing and peer editing, and turning in a final paper. The sixth graders will be reading different novels throughout the year, as well as short stories, poetry and informational texts. The selection includes *The Giver*, *Dear America: The Fences Between Us*, *Fish in a Tree*, *Esperanza Rising*, and *City of Ember*.

**7th Grade:** The emphasis in this class is on improving upon the skills learned as sixth graders. Through poster projects, speeches, creative writing papers, literary analysis papers and a persuasive essay, the students will be able to explore many different ways that they can express themselves through the written word. Some of the books the students will be reading this year are *Red Thread Sisters*, *Mama's Bank Account* and *The Upstairs Room*. The students will also be reading and analyzing a variety of short stories, poetry and informational texts.

**8th Grade:** 8th grade English is focused on building students' writing, reading, and critical skills. As such, students will begin with Persuasive Writing and work toward Literary Analysis as the year progresses. Writing units will cover tenets of rhetoric, and engaging with writing as a process that is motivated by curiosity and that requires multiple drafts. Students will also learn effective strategies for peer review, as well as practice and develop sound research skills, including the mechanics of quoting and citations. Students will also be able to identify primary and secondary sources in nonfiction writing and evaluate them for accuracy and relevance; they will apply this knowledge to their own writing as they use interviews and research to develop written assignments. Texts for 8th grade English include *The Prince and the Pauper*, *Animal Farm*, *Alice's Adventures in Wonderland*. Students will study a variety of poetry through which they will gain a deeper understanding of tone, mood, symbolism and figurative language. Through short stories, students will also be able to identify and analyze setting, irony, climax, elements of characterization, foreshadowing. By engaging with the language of literary elements, students will be able to develop claims and support them with details and examples in writing and orally.

## MATHEMATICS

**6th grade:** All students are learning the basic six grade math curriculum at the same level. However, the teacher differentiates instruction so as to scaffold students who need more practice as well as offer additional challenges for the accelerated students. The classes follow the Florida State Standards and topics include Decimals, Patterns and Variables, Number Theory and Fractions, Adding and Subtracting Fractions, Multiplying and Dividing Fractions, Ratios, Proportions and Percents, Data and Graphs, Tools of Geometry, Geometry and Measurement, Integers, Exploring Probability, Equations and Inequalities.

Additionally the students will cover Fraction Division, Area, Ratios and Unit Rates, Expressions, Equations, and Inequalities, Proportional Relationships and Percentage Situations, Rational Number Arithmetic, and Data Sets and Distributions.

**7th Grade:** Students may differentiate into Accelerate and Regular Math levels. Topics that are covered in the Regular class include: Decimals and Integers, Equations and Inequalities, Exponents, Factors and Fractions, Operations with Fractions, Ratios, Rates and Proportions, Percents, Geometry and Measurement, Patterns and Rules, Graphing in the Coordinate Plane, Displaying and Analyzing Data and Using Probability.

On the Accelerated level, the students will be learning a Pre-Algebra curriculum which covers: Proportional Relationships and Percentages, Rational Number Arithmetic, Expressions, Equations, and Inequalities, Rigid Transformations and Congruence, Dilations and Similarity, and Linear Relationships.

**8th Grade:** Students continue their studies based on their previous levels and accomplishments. The Regular level of Mathematics follows the Florida State Standards for Mathematics & Curriculum covering topics such as Integers and Algebraic Expressions, Equations and Inequalities, Graphing in the Coordinate Plane, Real Numbers, Applications of Proportions, Exponents and Powers, Geometry and Measurement, Using Graphs to Analyze Data, Probability.

The Accelerated level of Math studies High School level Algebra. This class is counted towards the 4 year requirement for high school math, thus enabling gifted math students to eventually take calculus in the 12th grade.

## SCIENCE

**6th Grade:** The study of Science in the sixth grade allows students to explore Scientific Methodology and study of Earth Science. The studies will be divided in the disciplines of astronomy, geology, meteorology, oceanography and environmental science. Many of the classes incorporate hands-on discovery lessons.

**7th Grade:** The students will explore the concepts of Physical Science. Students will learn the topics of motion and force, energy and matter, the properties of matter, waves,

electricity and magnetism. As with all of our science classes, hands-on activities are regularly interwoven into the curriculum.

**8th Grade:** The students will explore the concepts of Life Science following the Florida State Standards. This serves as a basic introduction to the Human Body, the Animal Kingdom and an appreciation for the planet we inhabit. Students will cover the topics of Characteristics of Life, Plant and Animal Cells, Taxonomic Classification, Animal Behavior, Biomes and Ecosystems and Immunity and Disease.

## **SOCIAL STUDIES**

**6th grade:** The primary content for this course pertains to the world's earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics and religion/philosophy. Students will study methods of historical inquiry through the use of primary and secondary historical documents. Students will learn to put their thoughts into action by completing DBQ writing projects, collaborative projects, analyzing foreign affairs related to various topics and will engage in active discussions and thought provoking activities.

**7th Grade:** This course will delve into the fundamentals of Civics. Students will learn the meaning of citizenship and the rights, responsibilities, and duties that come with it. Their course related vocabulary will expand and they will have a better foundation to understand politics and the United States government. Students will give oral presentations that will help each one gain confidence in public speaking and learn how to organize and articulate her thoughts both orally and in writing. At the end of the year, each student will have a better appreciation of what it means to be an American citizen. Students also begin studying early American History.

**8th Grade:** American History: Throughout this course, each student will build on the knowledge that she learned in seventh grade history of the United States. We will explore what America was like before contact with Europeans, after the arrival of the British, the fight for independence to become the United States, and the years that led up to the Civil War and beyond. Students will be exposed to the historical, geographical, political, economic, and sociological events which influenced the development of The United States and the resulting impact on world history. As in the previous grades, but now on a more mature level, students will learn to put their thoughts into action by completing DBQ writing projects, collaborative projects, analyzing foreign affairs related to various topics and will engage in active discussions and thought provoking activities.

## **ART**

Topics covered in all of the Middle School Grades for Art include: Specialty doodling, Contour line drawing, shading and value, color theory, direct observation drawing, principles

of design, media manipulation, composition and idea development.

**6th Grade:** Students are introduced to the foundations of the Art Elements, Principles, and Techniques of drawing and painting with standards based on their grade level, personal talent, and skills. The Elements of Art include: Line, Shape/Form, Value/Shading, Color, Unity/Balance, Space, Texture, and Perspective. The course objectives are to achieve a comprehension of visual elements and principles of art and design. The students will gain the ability to “think artistically”. They will develop creativity, communication and cooperation skills.

**7th Grade:** Students will learn new art concepts and further hone their skills on their knowledge of the Art Elements, Principles, and Techniques of drawing and painting with standards based on their grade level, personal talent, and skills.

**8th Grade:** Students will continue to learn new art concepts and build on the skills they have attained in the previous years as they continue to incorporate the Art Elements, Principles, and Techniques in their drawing and painting.

#### **PHYSICAL EDUCATION 6TH-8TH GRADE:**

Physical education is aimed to encourage all students to participate in physical activities and team sports regardless of their level of athletic skill or ability. Throughout various activities, all students will learn to incorporate healthy habits and active recreational lifestyle outside of physical education class and into their daily lives.

All students receive Physical Education and Health Instruction twice a week from our experienced fitness and health coach. The girls learn about proper nutrition, care for their bodies, and the importance of exercise.

# General Studies Curriculum Guide

## High School

In numerous classes, we are able to offer both Regular and Accelerated levels.

### ENGLISH

**9th Grade:** 9th grade English introduces students to more advanced rhetorical strategies, which will be applied to both personal endeavors as students become active consumers of media, and as academic sources of analysis. Students will use the language of rhetoric, and learn to engage with writing as a process that requires asking questions of genre, audience, and purpose. Students will also explore the various ways in which messages persuade by learning about ethos, pathos, and logos, and using the three modes of appeal to guide their own analyses of speeches and written works. To achieve this aim, students will read and listen to speeches by well-known orators, as well as the popular TED talks. In addition to analytical writing, students will write personal narratives, research-based informative essays, and persuasive essays that are aligned with individual interests and therefore motivated by personal curiosity. The major texts for study in 9th English include poetry by culturally diverse authors, *The Soul of an Octopus* (nonfiction), *Fahrenheit 451*, *Lord of the Flies*, and *Romeo & Juliet*. By engaging a variety of literary genres, the course aims to provide students with an opportunity to identify themes in texts by formulating opinions, supporting claims with reasons, as well as recognizing and using figurative language. There is an additional emphasis on Vocabulary and Grammar as students engage new vocabulary in context by learning and applying new sentence structures to new vocabulary. New sentence patterns and vocabulary serve the dual purpose of enriching students' readings, and promoting increasingly sophisticated skills in writing.

**10th Grade:** 10th grade English builds on the skills learned in the 9th grade curriculum by asking students to engage in more complex analytical writing activities. This includes more purposeful efforts in the writing process, such as brainstorming and invention, peer editing and review strategies, and the technical aspects of citations, formatting, and formal research. Students will understand that good writers revise, edit, and produce multiple drafts; they will reflect on personal strengths and weaknesses as writers and readers, and they will look more closely at the ways in which authors' tone and purpose work to establish distinct moods in literature. In 10th grade English, students will learn more about the conventions of drama, fiction, and nonfiction as they read William Shakespeare's *Julius Caesar*, *The Curious Incident of the Dog in the Nighttime* by Mark Haddon, and Susannah Cahalan's *Brain on Fire*. By way of assigned readings, students will be able to identify themes in texts and relate them to themselves and others. Students will also recall distinctions between metaphor, simile, and other examples of figurative language, as well as discuss the ways in which texts defy genre-specific categorization. To support intelligent and efficient learning strategies, students will practice effective note taking and annotation strategies, and hone skills in skimming and scanning nonfiction articles in

order to identify main ideas and supporting details. Students will also compare & contrast the effects of literary elements in different texts, and establish relationships between similar and disparate elements through analysis and inference. Vocabulary will be introduced in-context, with a focus on syntax, by reviewing Complex, Compound, and Complex-Compound Sentences, and learning new sentence patterns, like Loose and Periodic sentences.

**11th Grade:** Language Arts and Literature in eleventh grade places a great deal of emphasis on essay writing, critical thinking skills, and preparation for high stakes college entry exams. The writing focuses include drafting Personal Statements and Admissions Essays for college and seminary applications, and thesis-based research essays driven by student interest. In 11th grade English, students engage in more rigorous analytical work by consistently responding to literature in writing, and integrating research with attention to accuracy in attributive tags. Furthermore, students will learn distinctions between MLA and APA style, which are the most commonly used style and formatting guidelines in college and university level courses. Course readings are chosen for the explicit purpose of analyzing intertextuality, or the ways in which literature produced in different time periods correlates to texts that came before. As such, primary readings include *Beowulf*, *Grendel*, *Hamlet*, *Rosencrantz & Guildenstern Are Dead*, and *The Story of Edgar Sawtelle*. Through the readings, students will be able to make connections between the literature emerging from the Old English and Medieval Period, the Renaissance, Modern, and Postmodern socio-cultural contexts. Students will continue to identify themes in texts and they will work to formulate original, sophisticated opinions that can be supported with claims with reasons. Additionally, students will work with complex and classical poetic forms, which will introduce them to rhyme schemes, sonnets, and other important conventions of poetry. To promote students' success on college entrance exams, students will learn new SAT vocabulary and practice diverse sentence structures.

**12th Grade:** The components of the course, as in previous years, are based on developing students' skills in Writing, Reading, Vocabulary, and Grammar. In the twelfth grade, students are encouraged and expected to demonstrate both mastery of the knowledge and skills taught in previous years, as well as demonstrate the ability to independently analyze literature that is simultaneously interesting and challenging to them. Students will focus on broadening their scope of analytical inquiry through literary analysis, and becoming purposeful writers with a distinct voice and style. Technical skills, such as listening for academic purposes, reinforcing personalized note-taking strategies, and synthesizing previous knowledge with original commentary are key elements of 12th grade English, and are further developed through collaborative learning strategies and peer review activities common in university and college level writing courses. The course also asks students to engage in creative writing activities, including poetry, fiction, and integrating details and examples for timed writing exams. Main Texts in 12th grade English range from classics, such as Jane Austen's *Pride and Prejudice*, to modern literature, such as Yann Martel's *Life of Pi*. By way of these readings, students will learn to identify the form and function of literary elements in literature, including allegory and symbolism, and the ways in which these elements develop narrative structures and socio-cultural critiques.



**AP Literature (11th & 12th grade):** The AP Lit. & Comp. Curriculum focuses on the relationship between culture and literature. Culture can be understood as the ideas, artistic manifestations, philosophies, and ways of life of a group of people. To that end, much of our work will focus on better understanding how culture shapes artistic and literary endeavors, and how it informs the simultaneously singular and universal struggles of identity, agency, conflict, and its attendant resolutions. Indeed, we will often ask questions about the ways in which literature helps us understand ourselves as more empathic, accountable subjects. The works for summer reading help introduce the theme, and guide our discussions of the independent readings, written literary analysis, and research assignments throughout the year. The goal of this trajectory is to help the student think about how culture affects an individual's decision-making and sense of self, and how conflict between cultures leads to personal and political strife. The questions the student answers for each work, then, are designed to lead her into thinking about culture as a moving force in individual lives and in the histories of groups and nations. In an increasingly connected world, the responsibility of not just tolerating – but of embracing – difference falls to us. With this aim in mind, students will read texts such as *The Iliad*, *Oedipus Rex*, *King Lear*, *Jane Eyre*, and *The House of the Spirits*, as well as various poems, short stories, and scholarly criticism of assigned readings. Students will prepare for the AP exam by regularly completing multiple-choice AP drills and in-class timed essays taken from past AP exams. Students will additionally demonstrate autonomous learning by teaching the literary terms and devices they are likely to encounter on the AP exam to their peers. Collaborative learning is a crucial aspect of the AP course as it works to prepare students for the rigors of university by helping them understand the value of constructive feedback, working through challenging literature, and making connections between the social contexts from which literature emerges, and applying it to contemporary human experiences.

**AP Language and Composition (11th & 12th Grade):** The aim of AP Language & Composition is to ensure that upon completing the course, students should be able to analyze and interpret samples of good writing, identify and explain an author's use of rhetorical strategies and techniques, while applying effective strategies and techniques in their own writing. Students will also create and sustain arguments based on readings, research and/or personal experience, write for a variety of purposes, including analytical and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, establishing cogent explanations and clear transitions. Students will also demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings, and they will demonstrate an understanding of the conventions of citing primary and secondary sources by effectively moving through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review. Attention is also dedicated to encouraging students to write and reflect thoughtfully about their own process of composition, thus allowing them to revise a work for different audiences, analyze images as text, and evaluate and incorporate reference documents into researched papers. Readings for AP Language include reading about writing by exploring authors like Kurt Vonnegut, Stephen King, and Anne Lamott. Students will also analyze the rhetorical success of orators and thinkers like Martin Luther King Jr., Henry David Thoreau, Ralph Waldo Emerson, and Virginia Woolf.

## DUAL ENROLLMENT COURSEWORK

Sha'arei Bina is working to meet the increasingly competitive demands of post-high school education by offering dual enrollment courses in partnership with Florida International University and Broward College.

Dual enrollment promotes students' success by familiarizing them with the demands of college course work across various disciplines, promoting student agency & time management, and - in the case of FIU courses - providing support for qualified SBTAG educators via co-curricular development, mentorship, and resources.

Dual enrollment is an ideal option for students seeking more demanding course work in general studies with the purpose of earning credit for Florida colleges and universities.

## DUAL ENROLLMENT ENGLISH

Sha'arei Bina is proud to offer Dual Enrollment courses in Writing & Composition 1101 & 1102. ENC 1101 focuses on writing across multiple genres with a strong focus on rhetorical awareness.

ENC 1102 builds on skills from the 1101 course to teach students the importance of responsible research practices as part of the writing process, and developing writing skills for digital platforms. Both courses emphasize the role of social responsibility and informed citizenship as driving forces for learning and inquiry.

## MATHEMATICS

**9th Grade:** The Regular level classes will master Algebra. The topics include Foundations for Algebra, Solving Equations, Solving Inequalities, An Introduction to Functions, Linear Functions, Systems of Equations and Inequalities, Exponents and Exponential Functions, Polynomial and Factoring, Quadratic Functions and Equations, Radical Expressions and Equations, Rational Expressions and Functions. They will also learn Trigonometry.

The Accelerated level will learn Geometry. The topics include Tools of Geometry, Reasoning and Proof, Parallel and Perpendicular lines, Congruent Triangles, Relationship within Triangles, Quadrilaterals, Similarity, Right Triangles and Trigonometry, Transformations, Area, Surface area and Volume, Circles.

**10th Grade:** The Regular level will study Geometry. The topics include Tools of Geometry, Reasoning and Proof, Parallel and Perpendicular lines, congruent triangles, Relationship within triangles, Quadrilaterals, Similarity, Right Triangles and Trigonometry, Transformations, Area, Surface Area and Volume, Circles.

The Accelerated level is studying Advanced Algebra, whose topics include Math Modeling, Tools of Algebra, Linear Systems, Matrices, Quadratic Equations & Functions, Polynomials & Polynomial Functions, Radicals Functions, Rational Exponents, Exponential

Functions, Logarithmic Functions, Rational Functions, Quadratic Relations, Conic Sections, Sequences & Series, Probability, Statistics, Periodic Functions, Trigonometry, Trigonometric Identities, and Trigonometric Equations.

**11th Grade:** Students may either choose Advanced Algebra or Precalculus.

For advanced students the precalculus course includes topics such as Function, Graphs, Applications, Trigonometry, Discrete Mathematics, Data Analysis, Limits and Introduction to Calculus.

Advanced Algebra students will study the nature of mathematical relations and functions. Mathematical modeling is an inherent component of the course. Students are expected to demonstrate the ability to use a graphing calculator and mathematical software.

**12th Grade:** Students may take pre-calculus or calculus.

Regular level - Pre- calculus (see above 11th grade)

Advanced level - Calculus students will have a brief review of polynomials, trigonometric, exponential, and logarithmic functions, followed by discussion of limits, derivatives, and applications of differential calculus to real-world problem areas, an overview of integration, basic techniques for integration, a variety of applications of integration, and an introduction to (systems of) differential equations.

## SCIENCE

**9th Grade:** Biology is the study of all things concerning life. The *Living Environment* course emphasizes how biological organisms function and how they interact with one another and their environment. The content of this course will be covered through lecture, in-class practice, and lab activities. The goal of this course is to help students gain a better understanding of and appreciation for science.

**10th Grade: Chemistry** topics in chemistry which follows the Florida State Standards include Matter and Change, Scientific Measurement, Atomic Structure, Gases, Solutions, Thermochemistry, Acid, Bases and Salts, Oxidation-Reduction reactions, Electrochemistry, Hydrocarbons, Nuclear Chemistry.

**11th and 12th Grade (combined classes):** Following state standards for three years of required science, students in the eleventh and twelfth grade may choose between Physiology, AP Biology, or Physics.

**Anatomy and Physiology** topics include Structure and Function of Components of the Human Body, Cellular Transport, Human Digestive System, Human Respiratory System, Cardiovascular and Circulatory System, Basics of Microscopes, Osmosis, Cellular Transportation Lab.

**AP Biology** topics include Structure and Function of Cell Organelles, Photosynthesis, Cellular Respiration, Cellular Transportation, Enzymes, pH, Metabolism and other topics covered in this College level course.

### **PRINCIPLES OF ENGINEERING (STEM) Elective open to 11th and 12th graders.**

Students who opt to take STEM may take it as a one or a two year course. The students learn to observe the world around them through the lens of seeking problems in need of solutions. They study scientific principles related to electricity and mechanics, as well as computer science topics and coding. Students learn that a system is composed of inputs, processing, and outputs, and study the Arduino microcontroller as an example of a system whose inputs, processes, and outputs they can define and control. In the second half of the course, students choose a problem to address and apply their learning to design and build their own solutions. Throughout the course, our students' work in collaborative groups where they learn to communicate effectively, conduct research, provide feedback, and hold productive discussions leading to effective decision-making.

Students create innovative, original projects and participate in the annual CIJE STEM fair in South Florida.

Past projects included a sensor which sends a message so that you do not leave a child behind in the car, an ID lock for a purse, a hot water shut off valve and the like. Future projects are limited only by the student's imagination.

### **SOCIAL STUDIES**

**9th Grade:** World History spans from the development of civilization in Mesopotamia to post-WWII. The students will study civilizations and societies dating from ancient Israel, Egypt, Greece, Rome and China to Europe in the Middle Ages and Renaissance, the French revolution, American revolution. If time allows students will also study the more modern era beginning with the Cold War period up to current events. The class will concentrate on critical thinking skills such as: Analyzing historical resources, synthesizing information, and crafting historical narratives. A plethora of sources will be used and analyzed. The primary text book is World History: Connections to Today, Ellis and Esler.

**10th Grade:** Economics/Government. Students will learn about the U.S. Economy and government from the founding era and principles in an agricultural society and system to industrial and technological revolutions that propelled the system through the 19th and 20th century. Going into the post 9/11 economy of today. Students will gain an understanding of current events in the context of economics. The primary text books used are Economics, Concepts and Choices, by Meek, Morton and Shug as well as Magruder's American Government.

**11th Grade:** AP US History or Regular Level History.

## **AP US HISTORY**

As a college-level course, the students will be working on the following historical thinking skills: Analyzing and interpreting primary/secondary sources, making historical connections, chronological reasoning, and creating and supporting an argument. The skills will be applied to learning and understanding U.S. History from roughly 1492 to the present. The students will be learning both social and political implications of each historical time period, corresponding with the Advanced Placement guidelines.

## **AMERICAN HISTORY (REGULAR LEVEL)**

This course aims to build students' knowledge of American History from 1492 to the Present. Special attention will be paid to building students' ability to make historical connections through comparison, contextualization, and synthesis; develop chronological reasoning by establishing causation; and create and support a historical argument. The textbook used is Boorstein and Kelley: [A History of the United States](#).

**12th Grade:** History for this year is Holocaust Studies (see Judaic Studies Curriculum).

## **PHYSICAL EDUCATION**

**9th-12th Grade:** Physical education is aimed to encourage all students to participate in physical activities and team sports regardless of their level of athletic skill or ability. Throughout various activities, all students will learn to incorporate healthy habits and active recreational lifestyle outside of physical education class and into their daily lives. All students receive Physical Education and Health Instruction twice a week from our experienced fitness and health coach. The girls learn about proper nutrition, care for their bodies, and the importance of exercise.

## **ELECTIVES FOR GRADES 11 AND 12**

Students of the 11th and 12th grade are offered a number of Elective Options. Electives are full credit subjects, which allow students to choose subjects that they have a particular interest in and will advance their journey to higher education.

## **CURRENT EVENTS/MEDIA WATCH**

This class is a fluid and timely class based on understanding how the media is presenting current newsworthy events. The end goal is not the accumulation of specific information, but the ability to analyze what is currently happening in the world, based on various news sources (i.e. not just Fox or MSNBC) and to investigate each event to decide for themselves what kind of impact it has. Students learn to detect media bias as well as make them more aware of the greater world around them.

## **SAT PREP**

The course is designed to help students increase their performance on the high stakes SAT and ACT tests through practice, practice and more practice. Students learn the techniques of test taking as well as the actual knowledge being assessed.

## **ADVANCED ART/ ART HISTORY**

The topics included in this course are: Recognition of art through the ages, drawing with a focus on linear quality, shading, values, drawing with a focus on gesture, line quality, shading, color, value, portraiture, composition, perspective, painting, collage and personal expression. Students also master the techniques of classical drawing, 3-dimensional object definition, foreground/background, line shading and color.

## **AP PSYCHOLOGY**

A college level introductory Psychology course. This AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

## **SPEECH:**

Students learn how to create persuasive speeches, to overcome fear of speaking in public, to organize their thoughts and be prepared for interviews.

## **LIFE SKILLS SEMINAR**

This newly designed course for seniors will prepare them for life after high school. Topics include financial management, relationship building, building a business, maintaining health and happiness. The students will also take special trips to our local resources to learn about life in our South Florida community. In the spring the students will be paired up to do internships in workplaces they are interested in.

## **FLVS (FLORIDA VIRTUAL SCHOOL)**

Students may also opt to take advanced classes through the Florida Virtual School and receive High School credit towards graduation.

## **SENIOR PROJECT**

In addition to their coursework in 12th grade, every senior is working on a yearlong independent study on a topic in which they are interested. At the end of the school year, the students will have to present a written journal of their project, as well as demonstrate what skills and knowledge they have gained by doing this particular project.