



# YESHIVAH SECONDARY COLLEGE

## YEAR 7 INFORMATION

### HANDBOOK 2018

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## WELCOME TO YESHIVAH COLLEGE SECONDARY SCHOOL

Dear Parents and Students,

This handbook contains information that will help you to have a successful and enjoyable start to your Secondary School experience. It will explain the roles of the different staff you will have contact with, the rules of the school and what to do in different situations.

Your Year Level Co-ordinator will discuss these things with you during the Orientation Day program and will work through the handbook in a more detailed manner with you and the class during Pastoral Care sessions during Term One.

We wish you Hatzlochah Rabboh on your new journey into the Secondary School and feel that with the support of your teachers you will have a very rewarding experience.

With best wishes,

Mrs J Rosen  
*Head of Teaching and Learning*

Rabbi L Morozow  
*Head of Jewish Studies*

## Role of your Year Level Co-ordinator

Each class has a Year Level Co-ordinator to assist you in your orientation. Your Co-ordinator will guide and help you throughout the coming year to help provide you with every opportunity to enjoy a successful and productive school experience. Your Co-ordinator will conduct the Pastoral Care Sessions and will also be one of your subject teachers.

## Commonly-Asked Questions about Procedures

There are many new systems to learn, and you will have questions about the Secondary School and in particular, Year 7. The following are commonly asked questions by students beginning in Year 7 and will be covered by the Year Level Co-ordinator on Year 7 2018 Orientation Day in the Secondary School:

- What do I do if I am late to school?
- What do I do if I am sick and unable to come to school?
- How do I secure my locker?
- What do I do with my school bag during the day?
- Where do I change for sport?
- When do I get my books and equipment for classes?
- Do I wear sports uniform to school on the day I have sport?
- Where can I find information about Activities?
- If I'm not feeling well, who should I report to?
- From where can I borrow books and when can I do this?
- Can I mix with students from other classes or year levels?
- If I am leaving school early, how do I sign out?
- How can I contact my parents if something arises?
- Can I report bullying and will something be done about it?
- How do you record your homework?
- How much homework should I be doing?
- Should I take class activities home to complete in addition to set homework?
- What should I do if it all seems too much? Is there anyone who can help me?
- If I'm absent, can I still check what I should be doing for homework?
- What can I do if no homework is set for a particular night?
- What can I do if homework is set for a night on which I am attending a Bar Mitzvah?

## Timetables

At the start of the school year your Year Level Co-ordinator will give you 3 copies of your timetable. You will put one copy inside the door of your locker, keep one with you during class, and take one home so that you will be able to plan in the evening to have necessary homework or equipment for the following day.

## Daily Schedule

Time	Year 7
7.15 am	Chassidus x 3 (Monday, Wednesday, Friday) <i>[plus optional additional Chassidus x 2 (Tuesday, Thursday) with Shliach]</i>
7:50am	Prepare for Davening/Davening
8:40/8:50am	Breakfast
9.00/9:10 - 10:20am	Gemorah
10:20-11:00am	Chumash
11:00am	Recess
11:15am	Regular Class Program

## Post 11.15am schedule for all Year Seven students

Time	All Year 7 Students	
	Jewish Studies	General Studies
11:15am onwards	<ul style="list-style-type: none"> <li>• Halacha</li> <li>• Hashkofah</li> </ul>	<ul style="list-style-type: none"> <li>• English</li> <li>• Maths</li> <li>• Science</li> <li>• Ivrit</li> <li>• Health</li> <li>• History</li> <li>• Geography</li> <li>• Sport</li> <li>• Art</li> <li>• Digital Technology</li> </ul>
Electives – two lessons a week per electives For options see next page		

## Electives

Elective Options per Semester:

- 2 Jewish Studies
- OR
- 1 Jewish Studies and 1 General Studies

Electives From The Following	
Semester One	Semester Two
Group A	Group A
<ul style="list-style-type: none"> <li>• Gemorah L'Girsa</li> <li>• Insight into Tefillah</li> <li>• Chassidus *</li> </ul>	<ul style="list-style-type: none"> <li>• Parsha In-Depth</li> <li>• Insight into Tefillah</li> <li>• Chassidus *</li> </ul>
Group B	Group B
<ul style="list-style-type: none"> <li>• Parsha In-Depth</li> <li>• Nach</li> <li>• Drama</li> </ul>	<ul style="list-style-type: none"> <li>• Gemorah L'Girsa</li> <li>• Sichas</li> <li>• Art</li> </ul>

\* The 7.15am Chassidus sessions are compulsory for all students, however, an alternative session is available as a compulsory Elective to those students who supply a legitimate reason (approved by the school) for being unable to attend at 7.15am. These students will not have a choice of the other Electives offered in Group A in either Semester.

Similarly, students who attend the 7.15am Chassidus class may choose only from the other two Electives offered for Group A (ie. they cannot choose the Chassidus Elective)

## Sunday Schedule for Year 7

Time	Cheder Program
9.50 am – 10.00 am	Earlybird Morning Tea
10.00 am - 10.40 am	Contemporary Issues in Judaism
10.40 am – 11.20 am	Hashkofah
11.20 am – 11.50 am	Sunday Cheder Soccer League
11.50 am – 12.25 pm	Great Personalities

*The Sunday Cheder program is a combination of learning and sport.  
Three lecture-style sessions are held, each with a different teacher, with a 30-minute  
Soccer game between sessions.*

## JEWISH STUDIES

Subjects covered in Jewish Studies are:

- BIUR TEFILLAH
- GEMORAH
- HASHKOFAH
- SICHOS
- CHASSIDUS
- GEMORAH L'GIRSA
- NACH
- CHUMASH
- HALACHA
- PARSHA IN-DEPTH

### Biur Tefillah

Tefillah (prayer) is one of the primary mechanisms through which Jews reflect, meditate and connect with G-d every day.

The aim of the course is to develop an understanding and appreciation of the need for Tefillah and its relevance and application in one's daily life.

Students will explore why we pray, how Tefillah has developed throughout our history and the necessity and uniqueness of selected sections of the Siddur (prayerbook). Additionally, students will be exposed to different Nuscha'os (versions of the Prayer Book) used in a specific text and when and why they were introduced.

The student will be encouraged to develop his skills in summarising the meaning of each Tefillah and his ability use his own words to share these orally.

#### Learning Outcomes

Students should be able to:

- Understand the historical development of Tefillah and nusach
- Understand the purpose of Tefillah
- Read and translate sections of the Siddur fluently
- Understand the content and the concepts raised in each Tefillah
- Identify and understand the structure and order of the Siddur
- Compare and contrast different Nuscha'os of the Siddur.

#### Assessment Tasks

Student assessment will be made using a variety of the following:

- Projects
- Worksheets/Summaries
- Oral Review
- IT presentations
- Tests

## Chassidus

Chassidus Basics introduces students to the basic principles of Chassidic philosophy, while learning how to apply these principles to daily life. Students explore new aspects of already-familiar rituals in Jewish life, and are presented with new dimensions to Jewish holidays. This provides students with a greater sensitivity towards, and an appreciation of, Chassidic interpretation of Torah. The areas of study in Semester One include the definition of Chassidus and Creation. The areas of study in Semester Two include the Oneness of Hashem, Arrogance and Humility, and Revealed and Concealed G-dliness.

### Learning Outcomes

Students should be able to:

- Demonstrate knowledge of basic principles of Chassidic philosophy
- Understand and apply Chassidic terminology in the correct contexts
- Apply Chassidic interpretations to familiar concepts and sayings in Judaism
- Apply Chassidic principles to daily life.

### Assessment

- Oral and written tests
- Project
- End of Semester examination

## Chumash

The study of Chumash aims to develop in students an appreciation of the centrality of the Chumash to their lives as Jews. Students study the text closely with the aim of gaining proficiency in reading, translation and comprehension of the Chumash and its commentaries, and the ability to reflect on the values and life lessons they contain. Students learn the content of the Chumash, including the narrative it comprises, the mitzvos it contains and the lessons it teaches. They continue to build on their skills to learn independently using Rashi as the basic tool for understanding the text. Students begin Sefer Shemos and study most of Rashi's commentaries and additional commentaries, usually completing Sedros Shemos and Va'ero. Students are encouraged to prepare the Chumash text on their own, helping them to become self-sufficient in the study of Chumash.

### Learning Outcomes

Students should be able to:

- Demonstrate an increasing understanding of the Divine origins of the Torah and how this affects its study
- Demonstrates an understanding of the conventions used in the letters, words and organization of a ספר תורה and how this affects the study of חומש
- Demonstrate the skills and knowledge to be able to navigate the Chumash
- Demonstrate knowledge of people, events, places and select quotations
- Demonstrate knowledge of terms, concepts and life lessons
- Build a working vocabulary of common nouns, verb roots and other frequently-used words in the Chumash
- Identify and differentiate between parts of speech, and apply this knowledge to translate phrases in the Chumash
- Construct meaning of the Posuk based on analysing its parts, including word combinations, word order, and dividing a Posuk into phrases
- Find facts and quotes in one or more Psukim

- Use higher order thinking to analyse Psukim
- Demonstrate the ability to integrate knowledge and ideas
- Read and translate Rashi
- Demonstrate an understanding of Rashi's methodology while analysing the components of his commentary.

### Assessment Tasks

Student assessment will be made using a variety of the following:

- Oral Presentations
- Research Assignments
- Worksheets
- Group Work
- Class Tests
- Semester Examinations

## Gemorah

The Talmud (also known as Gemorah) is the basic text of the Oral Torah. It contains a comprehensive analysis and discussions of Jewish law and ethics. Through the study of Talmud, students are introduced to Halachic analysis and decision-making, which provides a gateway for all future studies of the Oral Torah. In Year 7, carefully selected Gemorahs are used to consolidate and further develop students' reading and translating skills, thereby building an increased vocabulary bank. Independent study skills are introduced to the boys, who are encouraged to develop these in a variety of ways, including learning with a Chavrusah. Additionally, students' higher order analysis and application skills are developed through the exploration of the Gemorah to find the underlying issues and apply them to modern-day situations.

### Learning Outcomes

Students should be able to:

- Demonstrate an understanding of the relationship between the Written and Oral Torah and how the Oral Torah developed
- Demonstrate an understanding of the organisational structures of Mishna and Gemorah texts and use this knowledge to navigate the texts
- Demonstrate an understanding of key concepts and structures that determine Talmudic discourse
- Demonstrate an understanding of select quotations
- Demonstrate an understanding of opinions and their rationales, as well as Halachic terms and concepts
- Build a working vocabulary of Aramaic words that appear frequently in the Talmud
- Identify key features of Aramaic words and use these features to recognise variations of words from Loshon Kodesh and shifts in language from Aramaic to Hebrew in the text to aid comprehension
- Read and translate the text with correct pronunciation, pausing and inflection, adding their own words to describe what the Gemorah is doing and saying
- Identify key words and phrases to be able to divide, classify and connect the text accordingly
- Demonstrate understanding of the 'sugya' studied.



## Assessment Tasks

Student assessment will be made using a variety of the following:

- Oral Presentations
- Work sheets
- Group Work
- Class Tests
- Semester Examinations

## Gemarah L'Girsa

In Girsa, one of the major goals at this level is to develop within students the learning skills that will allow them to cover a greater quantity of the Gemorah with Rashi on a basic level. This allows students to develop a broad knowledge of the Gemorah, providing them with a broader variety of Gemorah texts and an understanding and knowledge of many concepts that they can then apply to their other studies.

### Learning Outcomes

Students should be able to:

- Apply concepts to a variety of situations including modern day situations
- Read fluently and translate the text
- Read and translate the text with correct pronunciation, pausing and inflection and add their own words to describe what the Gemorah is doing and saying
- Read, translate and comprehend selected Rashis

## Assessment Tasks

Student assessment will be made using a variety of the following:

- Oral Presentations
- Group Work
- Class Tests

## Halacha

The study of Halacha is basic to Jewish practice. It contains a comprehensive study of Jewish law. Through the study of Halacha, students are introduced to the laws that they need to know in their daily lives. They are also introduced to the breadth of Jewish law. Students use the text of the קיצור שולחן ערוך.

Students learn the Laws of Waking Up in the Morning, Tefillin, Kashrus and the important dates in the Jewish calendar from the Kitzur Shulchan Oruch. Students learn to recognise key words and to analyse the text to find the main points. Activities include relating pictures to the content covered, writing acrostics and creating guides and posters. Students are also visited by a shochet who demonstrates the process of salting meat in order to make it kosher, as well as by a sofer who demonstrates different aspects of Tefillin. Three lessons per week are allocated for Halacha.

## Learning Outcomes

Students should be able to:

- Use appropriate Halachic terminology
- Identify the source of specific Jewish laws
- Give examples and/or identify correct application of Jewish law
- Navigate the text to find and apply Jewish laws to given situations
- Navigate and discuss the relevance of Jewish texts associated with the holidays.

## Assessment Tasks

Student assessment will be made using a variety of the following:

- PowerPoint/ poster Assignments
- Tests
- Semester Examinations

## Hashkofah

Hashkofah allows for discussion, based on the Jewish outlook, on many important topics. Students are equipped with the necessary information to be able to respond to often-asked 'thorny' and complex questions posed about Judaism. Students learn Rambam's Thirteen Principles of Faith.

The topics studied include: Belief in Hashem, Divine Providence, Prophecy, Moshe as the true Prophet and the Truth of Torah. Students engage in a variety of learning activities including completing worksheets, discussion and role play. One lesson per week is allocated for Hashkofah.

## Learning Outcomes

Students should be able to:

- Demonstrate understanding of the first 8 Principles of Faith
- Apply those principles to their daily lives.

## Assessment Tasks

- Power point and other presentations on the 13 Principles

## Nach

In this Elective we study in the Torah She'Be'Ksav, the era of the Jewish Judges and Prophets. As a significant part of the Tanach, it is central to a full understanding of the history and identity of the Jewish People. Students study Megilas Esther and Shmuel with many Meforshim and Midrashim, gaining a deep level of insight into the subject matter covered. They study in pairs as well as a class.

## Learning Outcomes

Students should be able to:

- Read Psukim fluently and accurately
- Understand the content and the concepts raised
- Understand the moral relevance of the story line
- Apply key understandings across contexts.

## Assessment Tasks

Student assessment will be made using a variety of the following:

- Quizzes
- Class Tests
- Semester Examinations

## Parsha In-Depth

The goal of Parsha In-Depth is to provide a deeper insight and topical analysis of specific subject matter included in the weekly Parsha. The subject is designed to be skills-oriented and develops in students an appreciation of the centrality of the Parsha to their lives as Jews. Students study a specified portion of the text of the Sidrah closely with the aim of gaining proficiency in reading and comprehension of the specified text and some commentaries. Students develop an appreciation of the depth of Rashi's commentary as well as developing an increasing mastery over other commentaries.

## Learning Outcomes

Students should be able to:

- Read Psukim fluently and accurately
- Identify nuances in the language of the text
- Understand the content and the concepts raised
- Understand the moral relevance of the story line
- Apply key understandings across contexts.

## Assessment Tasks

Student assessment will be made using a variety of the following:

- Projects
- Quizzes
- Worksheets



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## Sichos

Students are guided through the textual study of selected sichos (informal discourses) of the Lubavitcher Rebbe, Rabbi Menachem Mendel Schneerson as recorded in Likkutei Sichos, some in Yiddish and some in Hebrew.

The aim of the course is to develop an understanding of the content within a variety of sichos and an appreciation of the various styles found within Likutei Sichos. Additionally, students will be exposed to the original language, Yiddish or Loshen Kodesh used in a specific text. The student will be encouraged to develop their skills in summarising facts and their ability use their own words to share these orally.

### Learning Outcomes

Students should be able to:

- Read sections of the Sichoh fluently
- Understand the content and the concepts raised
- Understand the moral relevance of the Sichoh
- Compare and contrast the Rebbe's unique approach to key Jewish concepts with other great commentators throughout history.

### Assessment Tasks

Student assessment will be made using a variety of the following:

- Projects
- Worksheets/Summaries
- Oral Review

## GENERAL STUDIES

Subjects covered in General Studies are:

- |                          |          |               |
|--------------------------|----------|---------------|
| • ART                    | • DRAMA  | • ENGLISH     |
| • GEOGRAPHY              | • HEALTH | • HISTORY     |
| • INFORMATION TECHNOLOGY | • IVRIT  | • MATHEMATICS |
| • PUBLIC SPEAKING        | • SPORT  | • SCIENCE     |

## Art

The Art and Craft program has an over-riding goal to encourage the students to feel good about learning and about themselves, to acquire optimistic attitudes to the world around them and all of their other areas of work. These goals are based on the notion that self-concept and confidence is boosted when an individual's worth is recognised and valued, and it is within the creative program that such recognition can occur in an uncontrived and natural manner. The Art and Craft program is a major conduit for the fostering of imagination and creativity, giving the student an opportunity to discover and develop his own special individual talents and abilities, which in turn lead to growth in self-esteem and self-concept.

The Yeshivah College Art program recognises that all students have innate creative talents, and that a positive, enthusiastic and accepting atmosphere is necessary to develop and enhance an individual's potential. Through using an array of art media, including paint, texta colours, oil pastels, dry pastels, charcoal, pencil, collage, clay, mod-rock, linoleum, balsa wood and assorted "odds and ends", for construction and sculpture activities, the students will have the opportunity to express their thoughts and feelings about the world around them in a variety of ways. In addition to encouraging their creativity, the further development of their social interaction skills will be enhanced through the students working on co-operative group objects. In order for these activities to be successful, the students have to learn to accept each other's shortcomings as well as respecting capabilities and talents.

Students will be engaged in a wide range of activities, such as drawing, painting, collage, group murals, print making, construction, sculpture, ceramics and woodwork.

## Digitech

In Level 7 students analyse the properties of networked systems and their suitability and use for the transmission of data types. They acquire, analyse, validate and evaluate various types of data, and appreciate the complexities of storing and transmitting that data in digital systems.

Students use structured data to model objects and events that shape the communities with which they actively engage. They develop further their understanding of the vital role that data plays in their lives, and how the data and related systems define and are limited by technical and sustainability (economic, environmental and social) constraints. Students develop abstractions further by identifying common elements while decomposing apparently different problems and systems to define requirements, and recognise that abstractions hide irrelevant details for particular purposes. When analysing problems, students identify the key elements of the problems and the factors and constraints at play. They design increasingly complex algorithms that allow data to be manipulated automatically, and explore different ways of showing the relationship between data elements to help computation, such as using pivot tables, graphs and clearly defined mark-up or rules.

They broaden their programming experiences to include general-purpose programming languages, and incorporate subprograms into their solutions. They apply systems thinking skill to evaluate their developed and existing solutions, considering time, tasks, data and the safe and sustainable use of information systems, and anticipate any risks associated with the use or adoption of such systems.

When communicating and collaborating online, students develop an understanding of different social contexts, for example acknowledging cultural practices and meeting legal obligations.

## Drama

In Drama students explore characterisation and dramatic action through improvisation and scripted performances. They use voice, facial expression, movement and space to imagine and establish roles and situations. Students work collaboratively to present drama that communicates ideas, including stories from their community, to an audience. They also reflect on their own and others performances.

## English

The Year Seven English course focuses on developing students' skills in reading, writing speaking and listening. It includes the study of a range of texts, oral discussions and co-operative group learning and incorporates the use of technology. The course aims to foster an enjoyment in the study of English and give students the confidence to communicate in a variety of forms, both spoken and written.

A wide range of teaching methods and approaches are used to help students develop the motivation, confidence and ability of students to communicate more effectively in both oral and written English.

The knowledge, understanding and skills students will learn in the English curriculum are organised into developmental sequences called strands. These are inter-related and inform and support each other.

*Language Strand:* Students extend their understandings of how language works and learn to transfer understandings of language to different contexts.

*Literature Strand:* Students are introduced to increasingly sophisticated analysis of the differences between various kinds of literary texts, popular-culture texts, and everyday texts.

*Literacy Strand:* Students apply their emerging understandings of what makes a text valuable and appropriate when they create texts of socio-cultural and personal importance.

The English program includes the following components:

Language	Structural English, grammar, punctuation, etc.
Comprehension	Reading for meaning, interpretation and analysis of evidence
Poetry	A study of basic forms of poetry and basic poetic techniques
Drama	Performance activities to enhance students understanding of topics and develop confidence
Reading	The study of novels, short stories and other texts
Essay Writing	Practice in writing both creative and persuasive texts, with an emphasis on drafting and redrafting work as an essential part of the writing process.

Assessment includes attention to the three strands and tasks (such as tests, regular assignments, oral presentations and examinations) that focus on:

- speaking, listening to, reading and writing texts for different purposes and audiences
- reading, writing, creating and revising texts in print and digital forms
- accuracy, fluency, confidence, meaningfulness, purposefulness, persuasiveness, analysis, imagination, and originality
- knowledge about the various levels of language use (word, sentence and text), and how some choices influence interpretation, emotional and critical response, and purpose.

## Geography

Geography is the investigation and understanding of the environmental and human characteristics of the places that make up our world. It is described as the 'why of where'. Geography answers our questions about why places are like they are, and how they are connected to other places. It explains how and why they are changing, and how and why their characteristics vary from place to place.

Geography provides the tools to analyse interpret and understand places and the meanings people give to them. The characteristics of places studied in geography include population, climate, economy, landforms, built environment, soils and vegetation, communities, water resources, cultures, minerals, landscape, and recreational and scenic quality.

Students use the concept of space to investigate the effects of location and distance on the characteristics of places, the significance of spatial distributions, and the organisation and management of space at different scales. Through the concept of environment students learn about the role of the environment in supporting the physical and emotional aspects of human life, the important interrelationships between people and environments, and the range of views about these interrelationships.

Students use the concept of interconnection to understand how the causal relationships between places, people and environments produce constant changes to their characteristics. Through the concept of sustainability students explore how the environmental functions that support their life and wellbeing can be sustained. The concept of scale helps them explore problems and look for explanations at different levels, for example, local or regional. The concept of change helps them to explain the present and forecast possible futures.

A key theme is the interaction between human societies and their biophysical environment. This involves studies of human impact on environments, both locally and globally, and environmental influences on human life.

By the end of Year 7, students will describe and explain:

- Geographical processes that influence the characteristics of places and how places are perceived and valued differently.
- Interconnections between people, places and environments and describe how they change places and environments. They propose simple explanations for spatial distributions and patterns among phenomena.
- Alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic and social factors.

***Students will identify:***

- Geographically significant questions to frame an inquiry. They locate relevant information from primary and secondary sources to answer inquiry questions.

***Students will represent:***

- Data and the location and distribution of geographical phenomena in a range of graphic forms, including large-scale and small-scale maps that conform to cartographic conventions.

***Students will analyse:***

- Geographical data and other information to propose simple explanations for spatial patterns, trends and relationships and draw conclusions.

***Students will present findings and arguments using:***

- Relevant geographical terminology and graphic representations in a range of communication forms.

## Health

The Year 7 curriculum expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.



The curriculum for Year 7 supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. They reflect on and refine personal and social skills as they participate in a range of physical activities.

The focus areas to be addressed in Year 7 include, but are not limited to:

- alcohol and other drugs
- food and nutrition
- health benefits of physical activity
- mental health and wellbeing
- relationships
- safety
- challenge and adventure activities
- games and sports
- lifelong physical activities

## History

Historical inquiry involves the retrieval, comprehension and interpretation of sources, and judgment, guided by principles that are intrinsic to the discipline. It yields knowledge that is based on the available evidence, but remains open to further debate and future reinterpretation. It develops in students the ability to recognise varying interpretations of history and to determine the difference between fact, opinion and bias.

History is the study of the past. It provides knowledge, understanding and appreciation of previous events, people, practices and ideas. It orders them, renders them intelligible and discerns patterns of continuity and change. It provides the means whereby individual and collective identities are formed and sustained. It enriches the present and illuminates the future.

History topics including: Interpreting history by analysis of a range of texts and media and consequently possible differences between historical reports; how we count time/ different calendars/ types of evidence; the beginning of civilisation and the importance of ancient and modern irrigation; the ancient civilisations of Sumer, Egypt, China, Ancient Greece and Ancient Rome.

Students will develop historical skills which include:

- learning how to use, with facility, common historical terms for dealing with chronology and time-related historical concepts and continuing to acquire a sound grasp of the sequence of events
- asking and exploring inquiry questions in detail, finding relevant and comprehensive answers and providing sound explanations and conclusions for historical events
- using a wide range of different forms of evidence in providing historical explanations, recognising how these forms of evidence may vary in their value
- developing a range of appropriate techniques of organisation and communication.

## Ivrit

The Ivrit course at the Year Seven level concentrates on strengthening the basic language skills, in reading stories, increasing vocabulary, spelling, the number system, and writing sentences and summaries. Much emphasis is placed on the formal study of grammar, including conjugation of verbs, masculine and feminine forms, passive and active



verbs, etc., whilst at the same time, students are encouraged to speak Hebrew in the classroom, thus strengthening their familiarity with the “everyday” language.

There is considerable focus on oral work, with pair work, role-play settings and group work. Students learn how to express tastes and preferences, to write letters, to find out information and to express comparisons, opinions and personal preferences. There is special emphasis on communicating and reading for individual purposes and for enjoyment. Cultural aspects and projects broaden the student’s knowledge and horizons. Topics studied include describing and discussing family and school life.

As there are students within each class of varying abilities in Ivrit, revision exercises are set with the aim of integrating the weaker and the stronger students.

## Mathematics

Mathematics makes a significant contribution to a comprehensive general education from Years 7 to 10. The emphasis is on developing mathematical, problem-solving and thinking skills for everyday living, as well as laying the foundation for further mathematical studies where appropriate.

Apart from its own intrinsic value, mathematics is seen as a support and enabling subject in which skills are developed for application in other areas - economics, accounting and the sciences.

Specialised online programs and real-world examples are used to support learning and help make concepts more meaningful. Problem-solving is used as a focus for the instruction, and real-world examples highlight the relevance of each topic.

The Year 7 program has been designed to cater for the mixed-ability classroom.

The textbook currently used is: Year 7 ICE-EM Mathematics Books 1 & 2. This text offers a broad range of well-graded exercises including Extension and Challenge sections.

The topics studied at Year 7 are: Symbolic Expression; Fractions; Indices; Decimals; Geometry; Measurement; Set Theory, Equations & Inequations; Statistical Data and the Cartesian Plane.

Assessment is by means of topic tests, regular homework assignments and biannual semester examination.

As a guide, students receive 20 minutes homework per evening.

## Public Speaking

The Public Speaking course focuses on the art of effective verbal communication. Students will build confidence and develop skills in clarity, volume, pronunciation, speaking tempo, as well as presentation, engaging with an audience, use of notes and delivery.

In addition to the mechanics of effective oral communication they will learn something about the various modes or genres of delivering speeches, content and structure of a speech, how best to present an introduction, develop ideas, use examples and persuasive language, as well as effective time management, and how to target an audience.

The skills of argument and the construction of an argument are useful when analysing persuasive text at VCE level.

## Science

Science is a dynamic, forward-looking, collaborative human endeavour arising from our curiosity and interest. It provides a distinctive way of thinking about and explaining events and phenomena. The body of science knowledge, understanding, theories and explanations has been built from observations and evidence gathered in finding answers to the questions we ask. The body of science knowledge and understanding is rapidly increasing.

The science curriculum fosters an interest in science and a curiosity and willingness to speculate about and explore the world. Students should be able to engage in communication of and about science, value evidence and scepticism, and question scientific claims made by others. They should be able to identify and investigate scientific questions, draw evidence-based conclusions and make informed decisions about their own health and wellbeing. Science is a human endeavour that students should learn to appreciate and apply to daily life.

The science curriculum will be organised around three interrelated strands: science understanding; science inquiry skills; and science as a human endeavour.

*Science understanding:* This is evident when a person selects and integrates appropriate science knowledge in ways that explain and predict phenomena, and applies that knowledge to new situations and events.

*Science inquiry skills:* These involve posing questions, planning, conducting and critiquing investigations, collecting, analysing and interpreting evidence and communicating findings.

*Science as a human endeavour:* Science influences society through the posing and responding to social and ethical issues and science research is influenced by societal challenges or social priorities. This strand highlights the need for informed, evidence-based decision making about current and future applications of science.

Students will complete a range of the following tasks to a satisfactory standard to ensure the satisfactory completion of this unit: Research project; Poster, ICT presentations, drama performances; Worksheets and homework tasks; Practical experiments, some of which will require formal reports to be written; Unit tests and Semester Examination.

Major topics include: Working in the laboratory, Separating mixtures, classification, machines and forces.

## Sport

The Physical Education program at Yeshivah College is one which strives to develop in students an enthusiasm for physical activity. The program seeks to maintain and encourage that enthusiasm so that they become committed to pursuing an active lifestyle. The course provides specific goals for students through experiences suited to their levels of development. Building on their past experiences learned in the Primary School, students will come to understand the importance of physical fitness and learn ways to improve and maintain their fitness. Through participating in Physical Education classes, students will improve their social confidence and competence and will come to understand the requirements of competitive involvement. They will learn the values of pride, sportsmanship, leadership and school spirit, as well as learning to cope with sporting successes and disappointments.

During the course of the year, Yeshivah College offers a wide diversity of sports to all students. Students are encouraged to actively participate in as many sports as they can, so that they have the opportunity to develop competence and excellence in activities of their choice. Students take part in 'House'-based competitions, where they actively compete in athletics, basketball, football, soccer, swimming, table tennis and volleyball. Distance runs, circuit training and fitness tests are also conducted on a regular basis, as indicators to personal development.

At the inter-school level, Yeshivah College is an affiliated member of the Victorian Jewish Schools Sports Association, which is made up of seven Jewish Day Schools. Yeshivah College students actively take part in events which run throughout the year. These sports include: athletics, basketball, football, soccer, swimming and table tennis. All school-based sports lessons have been arranged to coincide with all major sporting events at the inter-school level. Sports clinics are also organised from time to time, with well-known sportsmen providing students with expert knowledge in their sporting codes.

The Physical Education program also promotes sports that are not played at an inter-school or 'House' level. These include: archery, badminton, cricket, European handball, indoor hockey and soft lacrosse. The Sports Department feels that it is far more important to provide students with a diverse program which caters for their individual needs, rather than specialising in a few selected sports. It is a balance which is specifically aimed at developing and bringing out the best in every student.

## GENERAL INFORMATION

### Assessment & Promotion

Students in Year 7 are viewed as passing through a challenging phase in their development. It is recognised that students at this phase are still acquiring the skills to engage in their learning and may not always achieve outcomes that reflect their ability.

Student progress and performance is monitored through a variety of assessment strategies including topic tests, classwork and homework, and twice-yearly formal examinations that are held in the Werdiger Family Hall and include students from Year 7 to Year 11. The examination process is viewed by the school as a learning tool with which to help the boys become familiar with the skills needed to successfully navigate examinations. The boys learn the value of time management, taking and keeping subject notes, the need to revise over time and the manner in which to conduct themselves in a formal examination setting. The exam results are not viewed as the sole determining factor for promotion.

Year Level meetings are held after each set of examinations and are attended by all staff teaching the particular level. During these meetings staff flag concerns about individual students and action plans are devised. Parents are notified by phone or letter if they are required to attend a meeting with their son, or if any other action is needed.

Promotion is based on an overview of the student's work and effort throughout the year.

### Bar Mitzvah & Hanochas Tefillin

During Year 7 many of you will be celebrating your Bar Mitzvah. This is a very exciting time and we understand that many of you are engaged in extra learning for this occasion, whether it be a ma'amar or how to lein.

We encourage you to invite your friends to your Hanochas Tefilin and Bar Mitzvah celebration, however, invitations may only be distributed at school if you are inviting the whole class.

Parents need to be aware that students attending a Hanochas Tefillin are not under school supervision. If held in a Shul other than those on the school grounds, parents are responsible for the travel arrangements of their sons and must ensure that they arrive at school in time to start classes at 9.00 am.

After attending an evening Bar Mitzvah celebration you will probably go to bed much later than usual. You will be expected to be at school by 8.20am for an 8.25am start to Shacharis in the Mesivtah room. You will have an opportunity to have breakfast after davening and school will start at approximately 9.40am depending upon whether there is leining that day.

**Please notify the Year 7 Level Co-ordinator two weeks in advance of a simcha in order that parents can be notified about the late start.**

We have introduced the “Man Up” Barmitzvah program with a clear curriculum that will assist and advance your understanding and knowledge of being a ‘man’.

#### **Mitzvos**

- To understand the inner formula of the making, writing, content and purpose of Tefillin
- To guide you in your growth and awareness in Torah and Mitzvos.

#### **Tefillah**

- To gain a better comprehension of Tefillah
- To develop a deeper connection to Hashem
- To encourage the students in their personal and community involvement.

In addition, after-school trips are organised, with dinner provided at the conclusion of each program. Special folder and other equipment will be provided.

All Yeshivah students study for their Bar Mitzvah. They all prepare the reading of the Torah or their pilpul, speech, ma’amar and anticipate the day with great excitement. The goal of this worthwhile program is to help guide you through this journey into manhood.

## **Davening**

#### **Shacharis:**

Each morning following Chassidus all students daven Shacharis at 7.50 am in the Goldhirsch Hall and (depending upon whether there is leining), finishes around 8.40 am. Students then eat breakfast in the lunchroom. Classes start at 9.00 am each day except on Monday and Thursday when classes start at 9.10 am.

#### **Mincha:**

Each afternoon (with the exception of Fridays), all students daven Mincha after Lesson 9. All Year 7 students will daven in the Mezzanine under the supervision of Jewish Studies teachers.

## **Electronic Devices**

- Electronic devices such as iPads, iPods and MP3 players are not to be brought to school.
- Mobile phones may be brought to school, but must be switched off and locked in your locker during school hours.

## **Homework**

- The completion of regular homework and study is an extremely important part of your understanding of work covered at school and helps you consolidate the new skills that you learn
- Your Year Level Co-ordinator will help you to organize a homework timetable to help you establish organised and effective work habits
- Approximately one hour of homework per day will be necessary, but this may vary depending on assignments/projects and individual areas of strength
- If homework is not completed or assignments are overdue your teacher will contact your parents to let them know that you will be required to attend an Academic Makeup Session after school to allow you to complete the outstanding work.

# Personal Property and Lockers

At the start of the year students will receive a book bag and a school pencil case. The book bag will be used in which to store books throughout the day. Access to lockers is only permitted at formal breaks.

Students are expected to bring their pencil case and all of the necessary books and equipment to every class. The lockers have been designed so that belongings can be secure and organised. Students are expected to maintain a neat, graffiti- and sticker-free place for bags, books and equipment. Students should attach a timetable to the inside of the locker door.

## Remember to keep your locker locked!

*How can I look after my locker?*

- Tidy it regularly and keep organised.
- Report anything that needs fixing.
- Never interfere with, or damage another student’s belongings or locker.
- Ensure that lockers are left empty, clean and well-presented for the following year.

# School Rules

All schools require rules to ensure that all members of the school community are able to learn and develop in an environment that is safe and respectful. While teachers may differ slightly in their expectations, there are some core rules that must be adhered to by all.

At the start of the school year, your Year Level Co-ordinator will explain and discuss the expected Code of Student Behaviour during Pastoral Care sessions.

# Uniform

Your standard of presentation is a reflection of yourself and the school. Students must be appropriately attired at all times in the correct and clean school uniform.

Summer Uniform (Term 1 & 4)	Winter Uniform (Term 2 & 3)	Sports Uniform
<ul style="list-style-type: none"><li>• College grey trousers</li><li>• College shirt (short sleeve)</li><li>• College grey socks</li><li>• College jumper/jacket</li><li>• Black school shoes (polished)</li><li>• College blazer (optional)</li><li>• School Kippah</li><li>• Tzitzis</li></ul>	<ul style="list-style-type: none"><li>• College grey trousers</li><li>• College shirt (long sleeve)</li><li>• College grey socks</li><li>• College jumper</li><li>• Black school shoes (polished)</li><li>• College blazer (optional)</li><li>• VCE jumpers (Yr. 12 only)</li><li>• Navy blue/black parka</li><li>• School Kippah</li><li>• Tzitzis</li></ul>	<ul style="list-style-type: none"><li>• Yeshivah polo shirt (with College emblem)</li><li>• Navy blue tracksuit pants (no stripes)</li><li>• White sport socks with blue stripes</li><li>• College sunhat (full brim hat)</li><li>• School Kippah</li><li>• Tzitzis</li></ul>