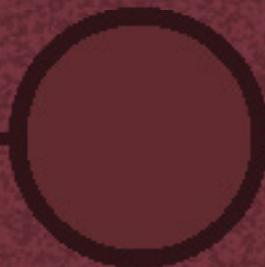
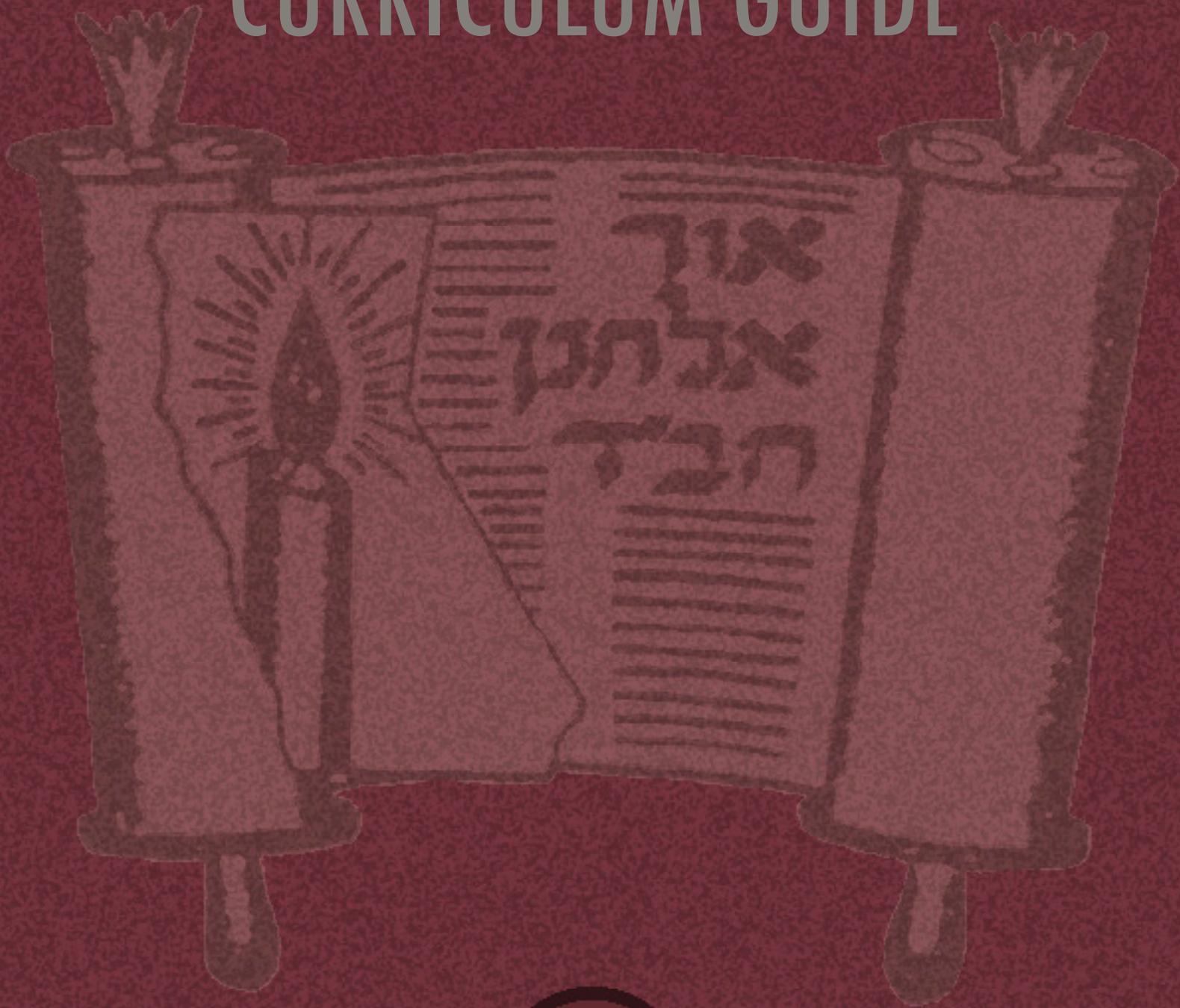


YOEC MESIVTA HIGH SCHOOL CURRICULUM GUIDE



A NOTE FROM THE PRINCIPAL

RABBI CHAIM PERKOWSKI



Dear Yeshiva Community,

It is an honor to serve as your General Studies principal. We share a clear mandate to ensure a quality General Studies education and prepare our students for leadership roles in their lives ahead. In addition to a full Yeshiva schedule, our High School students are expected to take their academic studies very seriously. Our Faculty understands the culture and constraints of a dual curriculum.

During the coming year, we will be undergoing a WASC reaccreditation. This extensive process involves a self-study, as well as an external review by a team of educators from other institutions to make sure that our program meets the established standards for high schools. Parents may be called upon to participate in surveys, committee meetings, or phone calls during some point of the process, and we hope you will be willing to assist.

The YOEC High School curriculum is optimized for the express goals of the Chabad yeshiva community. I would like to express my gratitude to our active parent body. Together, we have added talented faculty members and are in the planning stages of adding cutting edge curriculum to our course offerings this year.

One of the improvements I have in mind for this year is to expand our library collection in areas of interest to our students as well as providing more resources they need for research and reports. Another improvement we want to make is in the area of technology. I would like to have a set of iPads available for student use. Instructors will be able to preload them with approved resources, and their portability will make them more useful as a classroom tool. Ideally we would like to have a classroom cart with enough devices for every student in the class available. If you are interested in helping cataloging the library or implementing either of these needs, please be in touch with me.

I encourage you to take an active role in our current Student Learning Outcomes committee and curriculum review. We have an active leadership team wholeheartedly focused on the continued advancement of our program.

It is our aim to provide the prerequisites that our students require and thrive in an environment conducive to their Chassidisher growth and development.

I look forward to meeting with you personally at our Parent/Teacher Orientation. Our teachers seek your engagement to best serve our students. Each of their emails are listed below for your use. Please contact me to get involved in our Parent Council.

Humbly,

Rabbi Chaim Perkowski
General Studies Principal
cperkowski@yoec.edu



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CURRICULUM REQUIREMENTS

YOEC is an Accredited High School of the Western Association of Schools & Colleges. Transcripts are recognized by Colleges & Universities as completion of the University of California A-G requirements. Graduation prerequisites per the University of California and the BJE requirements for a CA High School Diploma:

English (I, II, III, IV)
American History, World History
American Government, Economics
Mathematics (III years)
Science w/ Lab (III years)
Physical Education (III years)
Foreign Language (III years)

YOEC requires a cumulative minimum of 2.5 GPA for graduation

Ninth Grade

Algebra I
Biology (with lab)
Communications:
Debate and Journalism
English I
Hebrew I*
PE
Physical Science - Advanced
World History

10th Grade

Chemistry (with Lab)
English III
Geometry
Hebrew II*
US History
Holocaust Studies
PE
Documentary Data Analysis
First Aid
Personal Finance

11th Grade

Algebra II
Government
Economics
English II,
English IV,
US Government
American History
Hebrew III*
Math Testing & Review
PE
Physics (with lab)

**Hebrew grade is calculated from Mesivta Gemara classes.*

The minimum number of semester units required by the state of California for graduation is 230.



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MR. JEREMY NOAH

Algebra I (9th grade):

This class will begin by refreshing and reinforcing student's pre-algebra skills, before moving onto solving algebraic equations and inequalities, utilizing exponents and polynomials, factoring, graphing, and solving multivariable equations. The goal by the end of the year is for students to have strong algebra skills in order to prepare for higher level math classes, as well as strengthen their abstract thinking and problem-solving skills.

Geometry (10th grade):

This class will begin with an overview of basic geometric concepts (lines, angles, segments, polygons, etc), as well as an introduction to mathematical logic and deductive reasoning. We will move from there into parallel and perpendicular lines, relationships within triangles and quadrilaterals, area, volume, similarity, and basic trigonometry. The goal by the end of the year is for students to have a strong background in most or all of the fundamental areas of geometry, in order to strengthen both their concrete and abstract thinking, as well as strengthen their deductive reasoning ability.

Algebra II (11th grade):

This class will begin with a review of Algebra 1 concepts, particularly solving algebraic equations, graphing, and solving multivariable systems. We will then delve into Algebra 2 topics such as quadratics, radicals, exponential and logarithmic functions, and matrices. The goal by the end of the year is for students to feel confident with their basic algebra skills, as well as a familiarity with more advanced algebraic concepts. These concepts aim to strengthen a student's abstract thinking and problem-solving ability, and help prepare them for the SAT, should they choose to take it.

Jeremy Noah graduated from Brown University with a bachelors of science in mechanical engineering. He has been teaching mathematics at YOEC for the past four years and is excited to return for a fifth.



SCIENCE



DR. TRISTAN TODD

Biology (9th grade):

Course Description: Students will investigate biological systems at the molecular, cellular, and macro biological level. Hands-on laboratory exercises incorporating cellular biology, genetics, DNA technology, and ecology will be provided to assist students in their understanding of biological themes.

Chemistry (10th grade):

Course Description: Chemistry will introduce students to the study of the physical world by examining: Matter and Energy, Atoms and Moles, The Periodic Table, Ions and Ionic Compounds, Covalent Compounds, Chemical Equations and Reactions, Stoichiometry, and the Causes of Change. Students will explore these concepts through textbook readings, online assignments, and hands-on laboratory activities.

Physics (11th grade):

Course Description: Physics will introduce students to the concepts of Motion in One Dimension, Two-Dimensional Motion and Vectors, Forces and the Laws of Motion, Work and Energy, Momentum and Collisions, Circular Motion and Gravitation, Fluid Mechanics, Heat, and Thermodynamics. Students will explore these concepts through textbook readings, online assignments, and hands-on laboratory activities.

Physical Science:

Course Description: This course introduces the general principles of physics and chemistry. Topics include measurement, motion, Newton's laws of motion, momentum, energy, work, power, heat, thermodynamics, waves, sound light, electricity, magnetism, and chemical principles. Upon completion, students should be able to demonstrate an understanding of the physical environment and be able to apply the scientific principles to observations experienced.

Dr. Todd began his teaching career as a science educator in 1995 in a small rural town located in North Carolina. During his time as a classroom teacher, Dr. Todd also coached varsity basketball and cross country and he still enjoys watching sports and loves Duke basketball. He obtained his MSA from UNC and later became an assistant principal and principal at two public high schools in NC. After obtaining his Ed.D. in Educational Leadership, Dr. Todd served as a science educator for Lynwood Unified, the Hebrew Academy and YOEC. During his time off, Dr. Todd enjoys returning to the South to spend time with his family and friends.



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MR. MARK MCLANE

English I:

First year English students will learn the basic applications of creating coherent and cohesive sentences and paragraphs, with an emphasis on grammatical and mechanical skills including capitalization, punctuation, spelling, and vocabulary usage.

Students will explore the elements of fiction and nonfiction, including poetry, the essay, the short story, and drama from various selections in the literature textbook.

English III:

Third year students will expand their writing skills to include rhetorical essays such as description, comparison and contrast, cause and effect, and argumentation. Students will study common Greek elements and use them to decipher the meanings of countless unfamiliar words. They can expect a continued emphasis on the proper use of mechanical and grammatical functions.

Students will explore the elements of fiction and nonfiction from various selections in the American Literature textbook, examining more closely the relationship between our nation's literature, its people, and its history.

English IV:

Students will apply previously learned tools in the construction of the formal research essay. Emphasis on vocabulary will continue, using Latin etymology to expand vocabulary skills. Students will develop oratory skills, learn how to create oral presentations, and deliver them to an audience.

Mark McLane has been in a classroom nearly all of his life, either sitting in a desk or standing at one. He has taught GED's and PHD's. He has taught in puny little rural schools and preppy suburban schools and major metropolitan schools and private schools and charter schools and public schools and schools of fish. He is an actor and novelist, public speaker, and a combat Vietnam war veteran with bachelor's and master's degrees in English.



COMMUNICATIONS AND JOURNALISM



MR. MICAH SIEGEL

Communications and Journalism:

In Communications and Journalism, we will further to develop our reading comprehension and writing skills. In the course students will have the opportunity to read texts from a variety of interesting genres, including some which students may not be familiar with from other classes.

We'll learn about basic communication theories and explore different types of communication, such as interpersonal, small group, and public communication. Together, we'll work on developing effective critical thinking, problem solving, and decision-making skills. These skills are essential for success as a communicator.

Furthermore, in this course, you will learn about the practice of journalism and how it's shifted over the years. You will also practice journalism, writing articles, formulating opinions, and learn to see things in a new way, from a new perspective.

APS:

The major purpose of this course is for students to undertake a general study of the physical sciences. Concepts relating to the earth science, physics, and chemistry will be explored. Students will perform laboratory activities and a full unit investigation to learn about the application of the scientific methods. While each specific content area will not be covered in the same depth as an entire course in each individual discipline, the overarching goal is to provide students with an understanding of the nature of the physical environment around them. Practical, hands-on lesson activities and experiments will help students to not only understand scientific concepts but will also be used to explore how scientists investigate the physical world, and to gain a deeper understanding of the scientific method.

Mr. Siegel received a masters in history from University of California, San Diego. He has been teaching full-time for the past 5 years, and is a fully credentialed teacher in California. Mr. Siegel is also a Papercut artist specializing in Judaica. He is excited to return to YOEC as a teacher on Sundays.



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MR. JONATHAN SILBERMAN

World History - 9th Grade:

The ninth graders are studying World History, which is a focus on the developments in European and American history. The course begins with the Neolithic Revolution, which is the change in society from a nomadic way of life to the creation of the first settled societies as a result of the first agricultural revolution: the ability to grow food instead of hunting for food. This development enabled societies to differentiate and pursue social ideals. The second focus is the earliest empires which include the Egyptian, Hittite, Babylonian, Assyrian, and Persian empires. Our study into these empires explores their technological achievements. Third, has been a study of the ancient Greek and Roman societies, Republics, and Empires. The ideals of democracy and their military prowess are the main subjects in this section of the course. In the second semester our focus will shift to the industrial and scientific revolutions, and the age of exploration, the development of the European empires and finally the creation of the modern nation states.

Throughout the course, emphasis is placed on developing writing skills. The school has provided each student with a notebook in which all notes, assignments and tests are written. In this way the students can follow their own progress as can you. The notebooks are handed out and collected at the start and finish of class.

US History - 10th Grade:

The tenth grade history curriculum focuses on the significant achievements of the United States of America. The course starts with the first two English settlements in Virginia and Massachusetts, and the significance these two communities and their philosophies have had on the development of U.S. History. Particular attention is paid to the concepts of Religious Freedom and Economic Opportunity.. The second period of American history given significant attention is the Revolutionary War period, and the French and Indian War which preceded it. The revolutionary concepts of the Declaration of Independence, the U.S. Constitution, and the ground breaking Presidency of George Washington are the focus of this period of study. The third period of study will be the presidential administrations leading up to the U.S. Civil War, the U.S. Civil War, the administration of Abraham Lincoln and the era of Reconstruction. As part of this era we will study the issues surrounding civil rights and constitutional reform. The fourth period we will focus on will be the international era of American history. This includes the two World Wars, and the Cold War. During this section emphasis will be placed on the international commitments that the U.S. has made in order to safeguard its international commitments.



HISTORY (CONTINUED)

MR. JONATHAN SILBERMAN

U.S. Government - 11th Grade:

The eleventh grade is studying two intellectual disciplines as part of its social science program. The first is U.S. Government, and the second will be Economics. As part of the study of U.S. Government considerable attention was paid to the recent election, the Constitutional framework of the Federal System, the electoral college and the two party system. With the election over, the remainder of the year is devoted to how laws are made, the powers of the different branches of government and the relationships between the State and Federal governments.

Economics:

In the second half of the year the class will focus on Economics. The course will focus first on macro-economic issues; personal, family, and local matters concerning the uses and influence of money on our personal lives. The course will then move on to study some of the larger economic forces that affect our lives: the Federal Reserve, interest rates, the national deficit, and international trade. Some of these issues will relate back to issues that were studied in the first half of the year, most will be new.

Throughout the course, emphasis is placed on developing students writing skills. The school has provided each student with a notebook in which all notes, assignments and tests are written. In this way the students can follow their own progress as can you. The notebooks are handed out and collected at the start and finish of class.

Jonathan Silberman holds a MAEd from the American Jewish University, a MA from the George Washington University and a BA from Brandeis University with a field of concentration in History. He has lived and taught high school in Kiryat Gat Israel and lived in Vienna Austria. He was a soccer coach and residential contractor before returning to teaching.



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MR. LAWRENCE BROWN

The personal finance course is a practical, useful, informative, and enjoyable introduction to finance. The focus will be on personal finance, which will be split into three main sections: cash-flow management (budgeting, credit, and the time value of money), insurance, and investing. We will also briefly touch on corporate finance as we consider budgeting at a corporate level, raising capital, and starting a new business.

Mr. Brown is the current co-founder of AngelytiX Consulting, LLC a consulting services company specializing in strategy, finance, and analytics for small businesses and start-ups. Mr. Brown is a qualified actuary, has earned his MBA from USC, The Marshall School of Business, and has his Chartered Financial Analyst (CFA) license. Mr. Brown grew up in South Africa where he worked in banking and wealth management before moving to Los Angeles, CA to pursue his MBA. Mr. Brown has always enjoyed teaching as a side profession in addition to his career in finance.



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MATH TESTING AND REVIEW



MR. JORDAN SIMKOVIC

Math Testing and Review

Jordan Simkovic has been working in test prep for almost ten years helping students prepare for the LSAT, SAT, and ACT. In his Sunday afternoon class he teaches students more effective methodologies for tackling the reading comprehension, math, and English portions of the SAT. Students also learn to analyze rhetorical strategies and learn to recognize literary devices so that they can make their own writing more direct and persuasive. The class will also equip students with study skills and test taking habits that will benefit them way beyond standardized testing.

This course has been designed generally for 11th graders who will soon be taking the SAT. The emphasis of this class is placed on test taking techniques and math skills. Instruction includes basic and sophisticated test-taking strategies, shortcuts, traps to avoid, and common types of test questions on the SAT. The course will meet every Sunday, and students are expecting to arrive to each lesson with their SAT books in hand, with at least two pencils and paper.

English II

In English II we will be focusing on two main topics. First, will be developing our ability to analyze and manipulate sentences. Second, we will be focusing on nonfiction texts. How does a text inform its readers? How does a text convince its readers of a position? And how can we use these skills and techniques in our own speaking and writing?

Somewhat like a mathematics class where students are expected to “show their work,” English II will focus on analyzing the process of creating and understanding texts and not just on the final answer or finished text.

Jordan Simkovic graduated from Northwestern University in Chicago with double majors in political science and international studies. He has been teaching the SAT for for over six years and he is excited to enter his third year teaching at YOEC. He is ranked among the top 1% of SAT instructors and was invited to join the prestigious Kaplan Academy to help train future instructors. He is an engaging teacher who brings robust energy and passion to the classroom.



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HOLOCAUST STUDIES/DOCUMENTARY



MR. DAN SCHUTZMAN

Holocaust Studies:

The Holocaust Studies class uses chronology, sequencing, patterns, and periodization to examine interpretations of the Holocaust and analyze major events of the first half of the 20th century. Students will examine their obligation to others and how their behavior is a reflection of their sense of responsibility to others.

This class explores many aspects of Holocaust and history of the era using a variety of instructional tools, including: archival footage, movies, interviews, interactive maps, written work, etc. Class discussion and participation will be strongly emphasized and are key to receiving a high grade in the course.

Documentary Discussion and Review:

The Documentary Discussion and Review class explores a broad range of topics from modern day history, politics, technology, and medicine, etc. The objective of the weekly class is to introduce students to interesting and illuminating topics; some they might be familiar with or not know at all. Each documentary is preceded by robust discussion and critical analysis of what was presented. Examples of past documentaries shown are: "American Genius: Steve Jobs v. Bill Gates," and "The Entebbe Hostage Rescue."

Mr. Dan Schutzman is an avid fan of history and is excited to be teaching the Holocaust Studies class for his 4th year. He is passionate in advancing education about the Holocaust and Jewish resistance and deepen students' knowledge, so that they will know, understand, and never forget.



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SCHEDULE

YOEC - General Studies Schedule – 5778 (2017-2018)

Monday Through Thursday

	TIME	9 th Grade-A	9 th Grade-B	10 th Grade	11 th Grade
PERIOD 1	3:14 PM	Biology	Geometry	English III	Gov't & Economics
	to 3:59 PM	<i>Dr. Todd</i>	<i>Mr. Noah</i>	<i>Mr. McLane</i>	<i>Mr. Silberman</i>
PERIOD 2	4:03 PM	Algebra I	Chemistry	U.S. History	English IV
	to 4:48 PM	<i>Mr. Noah</i>	<i>Dr. Todd</i>	<i>Mr. Silberman</i>	<i>Mr. McLane</i>
PERIOD 3	4:52 PM	English I	U.S. History	Chemistry	Algebra II
	to 5:37 PM	<i>Mr. McLane</i>	<i>Mr. Silberman</i>	<i>Dr. Todd</i>	<i>Mr. Noah</i>
PERIOD 4	5:41 PM	World History	English III	Geometry	Physics
	to 6:26 PM	<i>Mr. Silberman</i>	<i>Mr. McLane</i>	<i>Mr. Noah</i>	<i>Dr. Todd</i>

Sunday Schedule - First Semester

	TIME	9 th Grade-A	9 th Grade-B	10 th Grade	11 th Grade
MODULE A	3:15 PM	Advanced Physical Science	Finance	Holocaust Studies	English II
	to 4:49 PM	<i>Mr. Siegel</i>	<i>Mr. Brown</i>	<i>Mr. Schutzman</i>	<i>Mr. Simkovic</i>
MODULE B	4:56 PM	Communications & Journalism	Holocaust Studies	Finance	Math Testing & Review
	to 6:25 PM	<i>Mr. Simmons</i>	<i>Mr. Schutzman</i>	<i>Mr. Brown</i>	<i>Mr. Simkovic</i>



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FACULTY CONTACT INFORMATION

General Studies Principal

Rabbi Chaim Perkowski
310 766 1659
cperkowski@yoec.edu

Math

Mr. Jeremy Noah
jnoah@yoec.edu

Science

Dr. Tristan Todd, Ed. D.
ttodd@yoec.edu

English I, III & IV

Mr. Mark McLane
mmclane@yoec.edu

History

Mr. Jonathan Silberman
jsilberman@yoec.edu

Holocaust Studies

Documentary Data and Analysis
Mr. Dan Schutzman
cschutzman@yoec.edu

Journalism and Communications

Advanced Physical Science

Mr. Micah Siegel
msiegel@yoec.edu

English II

Math Testing and Review
Mr. Jordan Simkovic
jsimkovic@yoec.edu

Finance

Mr. Lawrence Brown
lbrown@yoec.edu



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New policy regarding attendance and behavior in General Studies

Attendance and proper behavior are required of every student in our school. Effective April 24, 2017, in order to make the connection more clear, the following policy went into effect: Students are not to miss class without prior permission. A student who misses class without prior permission will have his semester grade in that class lowered. (Attendance is weighted within the grading up to 20% of the total grade and therefore can affect the cumulative total). Prior permission is obtained only through Rabbi Farkash, Rabbi Thaler or Rabbi Perkowski. Being picked up by a parent, or informing a teacher or a friend is not sufficient. A student who brings a valid note in after the absence will be excused the first time but if repeated, the grade will be lowered.

Three tardies is equivalent to one unexcused absence. Leaving class early is an unexcused absence.

Classes missed without permission will also need to be made up between 2:15 and 3:00 on a following day.

Similarly, behavior affects your grade directly. The first pink slip given in any class will serve as a warning. Each subsequent pink slip will result in lowering of the grade in that class one grade level (e.g. B to B-).

While we expect everyone to comply with these rules, if a student does receive a pink slip or has an unexcused absence, an email will be sent to the parents and a note will be placed in the students file.



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