



2023-2024
COURSE OFFERING GUIDE
ACADEMIC PROGRAM

Planning the Course of Studies

Course selection is a process that students, the academic counseling team, and advisors engage in together to determine a schedule that best meets student needs. The academic counseling team uses input from the teachers, advisors, student transcripts, and the Kehillah Graduation Checklist to ensure course selection meets the needs of the student, the school, and post-graduation institutions. In addition to the academic counseling team, students are encouraged to seek out teachers or the academic dean to ask questions and discuss course options. In keeping with Kehillah's mission – to foster independent learning, create life-long learners, and build a passionate engagement with academics – this process helps students plan for their four years at Kehillah.

Graduation Requirements

In order to graduate from Kehillah, students must complete the following academic requirements:

- 4 years of English
- 4 years of Jewish Studies
- 3 years of Math (successful completion of Algebra 2)
- 3 years of Science (at least one year of a life and one year of a physical science)
- 3 years of History
- 2 years of the same language: Hebrew, Spanish, French, Mandarin, or Latin (3 years highly recommended)
- 1 year of Physical Education*
- 1 year of Visual or Performing Arts**
- Maintain and pass all classes in a schedule of at least 7 courses during grades 9, 10, and 11
- Maintain and pass all classes in a schedule of at least 6 courses during grade 12
- Successfully complete and present a Senior Project

*See page 3 for more information on completing the physical education requirement.

***To meet UC/CSU Requirements, one year of the same UC/CSU approved course is required.*

The Credit System

Students receive 1 unit of credit for year-long courses and ½ unit of credit for semester courses.

Schedule Requirements

Grades 9, 10, and 11:

Students must take and pass a minimum of 7 classes. A typical schedule includes: English, math, science, history, Jewish Studies, language, and an additional course from any department.

Grade 12:

Students must take and pass a minimum of 6 classes. Other than choosing from required courses in English and Jewish Studies, students are able to select their remaining courses from any department, given they are meeting all other graduation requirements.

Occasionally, students need to take classes off campus or reduce their course load for extenuating reasons. When this occurs, a student must take at least four classes at Kehillah in order to remain a Kehillah student. Any exception to the minimum course requirement must be approved by the Associate Head of School.

Course Selection

Kehillah offers college-preparatory classes at regular, honors, and AP levels. Student course selections need Kehillah departmental recommendation. Recommendations are determined for each individual student based on student interest, appropriate level of challenge, and opportunity for success.

Kehillah's grade point average is calculated on a four-point scale. Honors and AP courses are weighted by an additional point. Outside courses are not reflected in the GPA.

Taking an AP Class

By definition, Advanced Placement classes are college-level courses offered in high school. Advanced Placement courses are designed for the high school student who wants an opportunity to take college-level courses in a high school setting. Some colleges may award credit for Advanced Placement Exam results.

Students who register to take an Advanced Placement course must:

- Be willing to put more time into preparing for class, complete reading and written assignments, and study for exams;
- Understand that the amount of homework required for success in the class is both quantitatively and qualitatively more than in a standard honors course;
- Attend all additional classes scheduled throughout the course of the year. Students may be required to attend an additional 30-minute class each week.
- Complete all summer assignments, if applicable.

Please Note: Each AP class prepares students to take the AP exam in May. Students in AP classes are strongly encouraged to take the corresponding AP Exam, although it is not a requirement.

UC/CSU Requirements

The University of California (UC) and California State University (CSU) systems require entering freshmen to complete certain courses in high school. Kehillah Jewish High School graduation requirements exceed those set forth by the UC/CSU system. Of note, students who earn a D+ or lower do not receive credit for UC/CSU, although scores in the D range are considered passing at Kehillah Jewish High School.

Outside Courses

Students looking to take courses outside of Kehillah must have the course approved by the Assistant Head of School. Outside courses must be UC-Approved and come from an accredited institution. We will place an outside course on the Kehillah transcript, but it will not be included in the GPA calculation. There is a strong vetting process for when a student is eligible for an outside course that must happen prior to a student taking the class. Students cannot receive credit for an outside course if they have not received pre-approval. The successful completion of an outside course does not guarantee promotion to the next level in a subject matter. Students must still pass a placement test administered by Kehillah to prove mastery of the material.

Physical Education Requirement

One year of physical education is required to graduate from Kehillah. A half-year credit of physical education can be completed in one of three ways: (1) take a semester of the Kehillah Physical Training course, (2) play a season of a Kehillah league sport, (3) participate in an approved outside physical activity. To receive a full year of credit, students must receive two half-years of credit. It is acceptable to pick two of the above options or participate in the same option twice.

Spring sports at Kehillah do not meet the required hours to be considered a full semester, students who participate in spring sports or JV Volleyball will receive partial credit. In order to receive a half-year of credit in a spring sport, a student must participate in two seasons of any spring sport.

To meet a semester of the outside physical education requirement students must participate in an organized physical activity program for 50 hours (approximately three hours per week) during the duration of a semester. The 50 hours must be completed within three to five months. Credit will only be given to hours from the previous year. The activity must be monitored by an individual outside of the student's family like a trainer or coach. Like with any outside course, students who wish to pursue outside physical education must submit notice to Kehillah of this choice. An activity log to track hours and a completion form must be submitted to receive credit.

Outside physical education and Kehillah athletic teams participation are not displayed on the Kehillah transcript but are tracked internally as it is a graduation requirement. The Physical Training course is displayed on the transcript.

The physical education requirement must be fulfilled by the end of the first semester of a student's senior year. Students who have not met the requirement will be enrolled in the Physical Training class.

2023-2024 COURSE OFFERINGS

The following pages detail the courses that Kehillah plans to offer for the 2023-2024 school year. Please note that some courses are tentative and will be finalized prior to the start of school based on student interest and enrollment.

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CENTER FOR LEARNING SUCCESS

Directed Studies

Year-Long Course

Grade: 9, 10, 11, 12

This course asks students to practice the best habits for assignment tracking, priority setting, time management, project organization, resource use, and self-advocacy all based on the assignments, instructions, comments, and teacher feedback provided by our Schoology and PowerSchool academic information systems. In each session, students independently review upcoming work, verify submission of past assignments, review teacher feedback, look ahead, and then have their work checked by a teacher. Please note this is not a course for significant content tutoring or skill remediation.

In the third week of this course, after the students have had a chance to become familiar with the expected routine, there will be a mandatory meeting for students and parents/guardians to review course objectives and obtain agreement from students to follow the protocol.

This course is Pass/Fail.

ENGINEERING ARTS

Computer Science and Coding

Year-Long Course

Grade: 9, 10, 11, 12

Prerequisite: Satisfactory completion of Algebra 1

This course provides a comprehensive introduction to software design concepts through the accessible and powerful language Python. Students will solve problems and design projects spanning topics such as data structures, abstraction, data persistence, search algorithms, encryption, and object-oriented design. Good habits will also be established, such as revision control with Git. Students will present work to their classmates at various points throughout the course. Students will choose a final project to develop. This course provides a solid foundation for further study in computer science; beginners and experienced programmers are both welcome. Students must use a personal laptop for this course. Contact the school if this poses an unreasonable hardship.

Engineering 1

Fall or Spring Semester Course

Grade: 10, 11, 12

Prerequisite: Satisfactory completion of Computer Science and Coding

This course covers introductory engineering subjects with applications and hands-on projects. Students use the Arduino and Raspberry Pi platforms as a base for their work and add components as needed. Topics include circuits and Ohm's law, digital circuitry, motor control, sensors and feedback, LCD displays, A/D conversion, and PWM. Students complete projects in each of these themes throughout the semester. Students should have demonstrated an aptitude for independent learning in Computer Science and Coding before taking this class.

Engineering 2

Fall or Spring Semester Course

Grade: 10, 11, 12

Prerequisite: Satisfactory completion of Engineering 1

Students may take a second semester of Engineering, covering the same themes. Mixed in with Engineering 1 students, Engineering 2 students are expected to produce projects of greater sophistication or depth and to practice professional documentation and presentation of work.

Robotics I

Year-Long Course

Grade: 9th, 10, 11, 12

Prerequisite: Algebra I

Robotics teaches teamwork, leadership and decision making in an Engineering context. Every student in this class learns how the electrical, mechanical, and software components of a competitive robot will function. In addition, students learn and serve “non technical” roles associated with a silicon valley startup: This includes presenting, branding, fund raising, trip and event planning, financial and organizational management, purchasing, and the decision making and organizational leadership required to execute on all these components. Because the group of students performing robotics will learn as a community, the scope and effort of this class will evolve over time. Deciding how that evolution will develop in the context of this community will represent one of the major long term learning practices of the class. As such, the team may decide to participate in a particular set of competitions one year, and a different set the next, or may elect to build a robot to solve a task that is not connected to a competition at all. While we will seek a high standard of professionalism and performance, we expect and embrace challenges that will produce frequent short term failures.

AP Computer Science

Year-Long Course

Grade: 10, 11, 12

Prerequisite: Satisfactory completion of Computer Science and Coding and Algebra 2

This course follows Computer Science and Coding with a deep exploration of object-oriented design in a compiled language. Students study the many facets of classes and interfaces as written in Java. The course also covers topics such as searching and sorting algorithms and performance. Intellectual property rights and ethical use of computer systems are further topics of discussion. The distribution and collection of classwork and projects once again happens through GitHub, and students learn advanced techniques for collaboration via GitHub.

Advanced Algorithms

Year-Long Course

Grade: 11, 12

Prerequisite: Satisfactory completion of AP Computer Science and AP Calculus AB (may take concurrently with department approval)

This course explores the algorithms and methods used in data analysis. Topics include numerical algorithms for calculating derivatives and inverting matrices, convex optimization methods and AI applications, genomic data and natural languages (i.e. Smith-Waterman), simulations, and Monte-Carlo techniques. Students complete a capstone project demonstrating the application of an algorithm to a real-world problem. To be eligible for this course, students must demonstrate independent problem solving with code in previous courses. Any instructor-approved language may be used (Python, Java, Matlab, C/C++, Haskell) and students must be willing to experiment with new languages.

ENGLISH

English 9

Year-Long Course

Grade: 9

This year-long course focuses on developing students' foundational English skills. While reading a variety of text of different genres and time periods, students will learn reading strategies and annotation methods to comprehend, connect, infer, analyze, and critique literature. To deepen their understanding of those texts and to improve their speaking, listening, and thinking abilities, students will learn to participate effectively in academic discussions. And to develop their writing skills, students will compose numerous responses varying in length and purpose, while learning to use the writing process to refine their work. In addition to a selection of short stories, poems, excerpts, plays, and non-fiction texts, major works of study may include *The Poet X*, *Romeo & Juliet*, and a literature circle study. Students can expect average reading assignments to be approximately 10-20 pages per class.

English 10

Year-Long Course

Grade: 10

This year-long course builds on the foundational skills developed during freshman year in order to help students gain more advanced reading, writing, thinking, speaking, and listening skills. Students will continue to learn reading strategies and annotating methods using texts from various genres and time periods, but the study will emphasize analytical and critical thinking through close reading with different lenses. Students will continue to grow their discussion skills by learning to take more ownership of class discussions, and longer writing projects will help them continue to develop their ability to write for a variety of purposes while effectively using the writing process. In addition to a selection of poems and short stories, major works of study may include *We Are Not Free*, *Born a Crime*, and *The Merchant of Venice*. Students can expect average reading assignments to be approximately 15-30 pages per class.

English 10 Honors

Year-Long Course

Grade: 10 (with department recommendation)

This year-long honors course shares many of the same goals as the standard English 10 course. However, the honors section will move at a faster pace, study an additional text, and incorporate more interdisciplinary context. Students in the honors section are expected to work more independently, to demonstrate a stronger control of language, and to offer deeper analysis in their reading, writing, and discussion. In addition to a selection of poems, short stories, and nonfiction texts, major works of study may include *We Are Not Free*, *Born a Crime*, *The Merchant of Venice*, and *In the Time of the Butterflies*. Students can expect average reading assignments to be approximately 20-35 pages per class.

English 11

Year-Long Course

Grade: 11

This year-long course will analyze literature within the context of American themes, ideas, time periods, and social change, paying special attention to how authors utilize particular style and storytelling techniques to comment on race, gender, and history. While engaging with multiple perspectives from the 19th century to the 21st, students will develop the necessary skills to generate insights about complex texts and convey them in authentic, nuanced writing. Students will also utilize literary works as mentor texts to help them emulate the craft of experts and enhance their own voices. Emphasis will be placed on both academic and personal essay styles such as analytical, expository, and narrative compositions. In addition to a variety of fiction, non-fiction, short stories, poetry, and dramatic texts, major works of study may include *The Great Gatsby*, *Fences*, *The Undocumented Americans*, and *Interpreter of Maladies*. Students can expect average reading assignments to be approximately 20-40 pages per class.

AP English Language and Composition

Year-Long Course

Grade: 11 (with department recommendation)

This college-level writing, rhetoric, and analysis course emphasizes the critical examination of non-fiction texts at a high level. Writing assignments include analytical, argumentative, synthesis, and narrative essays. Both timed and process essays are an integral part of the course. Through the writing of multiple complex argument essays, students learn to read critically and analytically, synthesize sources, consider style and rhetoric, and compose arguments for topics of their choosing. Students will also engage in robust intellectual discourse during thematic units on marginalized voices, education, and gender roles. This course also prepares students for the AP English Language and Composition exam. In addition to a wide variety of essays and speeches, major works of study may include *The Language of Composition*, *Just Mercy*, *The Great Gatsby*, *The Handmaid's Tale*. Students can expect average reading assignments to be approximately 25-40 pages per class. However, some reading assignments may be shorter, requiring students to engage and annotate much more deeply with the text than in other courses.

AP English Literature and Composition

Year-Long Course

Grade: 12 (with department recommendation)

This college-level English course focuses on nuanced analysis and critique of complex literary texts. Students will develop a profound understanding of the tools, trends, and multiple meanings embedded within great stories, equipping them with the necessary skills to engage with the written word in college and beyond. Writing development will be paired with close reading and a focus on connecting the craft of writing with its purpose. Timed essays will also be an integral part of the course, preparing students for the AP English Literature and Composition exam. In addition to a selection of poems and short stories, major works of study may include *King Lear*, *Candide*, *Frankenstein*, *Crime and Punishment*, *Their Eyes Were Watching God*, and *Beloved*. Students can expect average reading assignments to be approximately 25-40 pages per class. However, some reading assignments may be shorter, requiring students to engage much more deeply with the text than in other courses.

Fall Semester Senior Courses

The Harlem Renaissance

Fall Semester Course

Grade: 12

This semester-long course will explore novels, short stories, poetry, plays, and other texts produced by Black artists living in Harlem in the 1920s and 1930s. Students will also learn about the social and historical contexts that gave rise to these works while considering their enduring relevance. Discussion-based classes and a variety of writing assignments will help students continue to develop their critical and analytical thinking skills. In addition to a selection of essays, poems, and short stories, major works of study may include *The Ways of White Folks*, *The Black Poets*, and *Passing*.

The Lord of the Rings: Tolkien's Mythopoeia

Fall Semester Course

Grade: 12

J.R.R. Tolkien's landmark six-part novel is considered the seminal work of 20th century fantasy and has inspired countless other pieces of literature, music, games, and artwork, as well as an Oscar winning series of films. As students read and discuss this important story, they will engage with Tolkien's staggering ambition to create a "Mythopoeia", a constructed mythology that reflects and combines elements of western mythologies (Greek, Roman, Norse, Celtic etc.) into a united whole. In addition, they will learn about "The Hero's Journey" and the ways in which Tolkien plays with traditional norms of what makes a hero. Finally, students will confront and consider the criticisms that have surrounded this novel, particularly in regards to imperialism, classism, Jewish-coded characters, and representations of gender. Students will engage with the text through regular reading, class discussion, and written responses.

Yiddish Literature

Fall Semester Course

Grade: 12

Cross-listed with Jewish Studies

This semester-long course will explore literature originally written in Yiddish, the predominant spoken language of the Jewish people over the last thousand years. Students will study Yiddish literature from the 18th to 20th centuries in English translation across a variety of genres including poetry, fiction, and liturgy, by writers across Eastern Europe and the United States. Students will also study contemporary reflections on Yiddish literature and consider their own relation to the language. Discussion-based classes and a variety of writing assignments will help students continue to develop advanced critical and analytical thinking skills. Major works of study may include 18th-century *tkhines*, prayerbooks written for women barred from learning Hebrew; Sholem Aleichem's novel *Tevye the Dairyman* and its film adaptation *Fiddler on the Roof*; and a recent graphic novel adaptation of an early 20th-century Yiddish newspaper's advice column.

Spring Semester Senior Courses

Utopias & Dystopias

Spring Semester Course

Grade: 12

This course centers on great works of Utopian and Dystopian fiction, tracing patterns in what societies value, fear, and imagine for the future. It will focus on critical thinking and writing, including deep reflection on society and what it means to be an engaged citizen. The course will delve into universal questions like: Should freedom be relinquished for security? What is the ideal structure for society? How can individual freedom and social chaos be balanced? What role do intellectuals and/or the laboring class play in determining society? In addition to a selection of essays, poems, excerpts, and short stories, major works of study may include *1984*, *Brave New World*, and *Parable of the Sower*.

Contemporary Jewish Literature

Spring Semester Course

Grade: 12

Cross-listed with Jewish Studies

This course will focus on Jewish Literature written since the year 2000, examining some of the most poignant contemporary concerns running through the Jewish community worldwide. The class will discuss Jewish identity represented in these works, and explore the surrounding contexts. Ultimately, students will contemplate their own identities through these works, through both critical and creative responses. Primary readings will include fiction, poetry, a graphic novel, and a television series.

HISTORY

World History 1

Year-Long Course

Grade: 9

World History 1 engages students in the study of selected societies from the ancient, classical, and medieval worlds. Central themes of the course include: What makes us human? How do civilizations form? Are wealth and inequality inextricably linked? How should people live their lives? Why do democracies fail? How do religions unite and divide? By exploring these issues from their origins in the development of political, intellectual, and spiritual traditions from around the globe, students gain an understanding of the forces and questions that shaped the modern world. World History 1 improves students' analytical ability through primary-source analysis, class discussions, debates, research, essay writing, and interdisciplinary projects.

World History 2

Year-Long Course

Grade: 10

In World History 2, students examine the major events and historical trends that shaped the modern world from the 18th century to the present: social, political, and economic revolutions, the growth of empires (and resistance movements), the wars of the 20th century, and the origins of our more interconnected world. The course will help students understand the historical roots of current world issues by situating them in their temporal, geographic, political, economic, and cultural contexts. Through the extensive use of primary and secondary documents, students will consider multiple accounts of these events in order to view international relations from a variety of perspectives. Students also continue to develop their historical writing skills while gaining proficiency in incorporating document analysis as evidence.

World History 2 Honors

Year-Long Course

Grade: 10

In World History 2, students examine the major events and historical trends that shaped the modern world from the 18th century to the present: social, political, and economic revolutions, the growth of empires (and resistance movements), the wars of the 20th century, and the origins of our more interconnected world. The course will help students understand the historical roots of current world issues by situating them in their temporal, geographic, political, economic, and cultural contexts. Through the extensive use of primary and secondary documents, students will consider multiple accounts of these events in order to view international relations from a variety of perspectives. Students also continue to develop their historical writing skills while gaining proficiency in incorporating document analysis as evidence. Honors students will be asked to engage with additional readings outside of class, and will be required to demonstrate content mastery through additional activities as well as timed in-class writing assessments.

United States History

Year-Long Course

Grade: 11

This course offers an in-depth exploration of the history of the United States, tracing its evolution from pre-Columbian times to the present day. Students will examine major themes and events that have shaped American society and politics, including the role of government, tensions involving both race and immigration, the development of the United States as a major world power, and the circumstances of the Cold War and its aftermath. Through a rigorous curriculum designed to enhance critical thinking, reading, writing, and teamwork, students will gain a deeper understanding of the connections between past events and contemporary issues. The course culminates with the completion of a college-ready research paper, providing students with a valuable opportunity to further develop their historical research and writing skills. By the end of the course, students will have gained the tools and knowledge necessary to engage with American history as informed and active citizens.

AP United States History

Year-Long Course

Grade: 11 (with department recommendation)

In this college-level course, students gain the ability to make informed judgments about key historical questions by mastering knowledge of United States history and honing skills for analyzing primary and secondary sources. The class entails numerous reading and writing assignments, frequent tests and quizzes, thorough preparation for class activities, and independent research. Using multiple points of view and varied formats, students explore the major themes and concepts in nine chronological periods from 1491 through the present, as they develop a nuanced understanding of our national story. The course emphasizes the development of important historical thinking skills, which prepares students for the AP US History exam. Students may be required to attend an additional 30-minute class each week.

SOCIAL SCIENCE

Year-Long Exploratory Courses

AP Psychology

Year-Long Course

Grade: 12

The 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 will explore and examine the history of psychology, its key principles, research methods, and phenomena associated with each of the major subfields within psychology. The course will also cover the ethics and methods psychologists use in their scientific practice, as well as key topics such as consciousness, sensation and perception, cognition and learning, emotion, and abnormal behavior. This is a college-level and year-long course that is geared for students with an interest in both the social sciences and human services. This course prepares students for the AP Psychology exam.

Fall Semester Exploratory Courses

The Cold War & the 21st Century World

Fall Semester Course

Grade: 11, 12

In 1989, some Western observers interpreted the fall of the Berlin Wall as the “End of History.” In this view, the twin forces of liberal democracy and free-market economics had finally triumphed over authoritarian and/or anti-capitalistic forms of government once and for all, paving the way for a “New World Order” of increasing social, political, and economic equality. Three decades later, such predictions seem hopelessly optimistic. Indeed, the Cold War remains a powerful influence on states and societies around the world to this day. In this course we will look at the Cold War and its legacy through a global lens, examining topics sometimes overshadowed by the ideas, debates, and decisions that took place within and between the USA and USSR. The course will offer knowledge of the origins, survey the events, and analyze the legacies of various theaters of the Cold War: Europe, Asia, Africa, Latin America, Afghanistan, and the Middle East. As a whole, this course will use deep historical analysis to build a foundation for looking at current and future social, economic, and political issues. This course will be reading intensive and will be structured as a discussion-based college-level course.

AP US Government and Politics

Fall Semester Course

Grade: 12

This semester course introduces important constitutional concepts, ideas, institutions, and roles that form the United States government. The class is team-based, focusing on original research into policy and direct contact with policy experts, government representatives, and citizens. Students should expect half of their out-of-class work to be done within a small team of classmates for the entirety of the semester. Students will have opportunities to do field studies with real government agencies, and all students, regardless of their attendance on optional field trips, will be expected to prepare their teams for fieldwork. This course prepares students for the AP US Government exam. Students may be required to attend an additional 30-minute class each week. Students will be expected to read college texts, type notes, write papers, and attend team study groups each week.

Spring Semester Exploratory Courses

Introduction to Economics

Spring Semester Course

Grade: 11, 12

This course examines methods of economic thinking, theory, research, and their application to entire economic systems, whether it be local, state, national, or global economies. The primary focus is understanding the core concepts of the field through simulations, graphical representations, and practical projects like a startup competition and implementing “nudge economic” interventions in the school community. The course will examine the role of money and financial institutions, the relationship between government policy and economic well-being, and the moral questions behind the economic decisions we make (and vote for). Students will be introduced to historical schools of economic thought and debate the controversial economic topics of the day. This course will cover an overview of both microeconomics, which focuses on the actions and relationships between private individuals and private businesses, and macroeconomics, which focuses on the broader context of national and global economies. Finally, students will be introduced to financial literacy skills including how to save for retirement, invest responsibly, and, yes, file taxes.

JEWISH STUDIES

Year Long Courses

Introduction to Jewish Studies 101

Full Year Course

Grade: 9

This course introduces students to the rich history of Jewish wisdom through an in-depth survey of primary and secondary literature spanning the last 3,000 years. This course sits at the intersection of history, philosophy, praxis, theology, and the ritual practice inherent in the Jewish calendar year. It begins by exploring the codification of the Hebrew Bible as the canonical text of Judaism and continues through the Talmudic/Rabbinical era, to ultimately arrive at contemporary Jewish thought and life. Students will learn how to hold a multiplicity of understandings through interaction with ancient and modern texts, traditions, and practices. They will study the methods of Torah commentators and interpreters and come out with an appreciation for how ideas and practices have evolved through the timeline of Jewish traditions. This course will have a course reader of secondary source literature, and students will use multiple versions of canonical Jewish texts to fully appreciate the myriad of translations and understandings of the Torah.

JSH Moral & Spiritual Challenges *Full Year Course*

Grade: 10, 11, 12

JSH: Jewish Studies Hebrew (prerequisite: the ability to read Hebrew with vowels, 9th graders with department recommendation)

In this course, students will encounter classical Jewish texts that pose moral and spiritual challenges in a variety of ways. Students will see texts that make theological claims that are difficult to believe from a contemporary perspective, either because they seem irrational or they seem to violate moral principles. The class will explore texts that present aspects of Jewish law and wisdom teachings that are challenging to contemporary values or whose high standards are simply difficult to achieve. Additionally, students will examine texts that question the moral rightness of important biblical characters and talmudic Rabbis. Finally, students will examine texts that help address the moral and spiritual challenges in their own everyday lives. Students will have the opportunity to influence the selection of texts for in depth study. Texts will be studied in a mixture of English translation and in their original language of Hebrew and/or Aramaic. Students will develop their skills of precise translation over the course of the year. Students will also develop their research skills, when they have a chance to choose a topic to independently research and in which to lead the class in a discussion. Personally grappling with the challenges posed and addressed by the texts studied will be central to this class and therefore, real life relevance will consistently be at the forefront of our minds.

JSHI Moral & Spiritual Challenges

Full Year Course

Grade: 9, 10, 11, 12

JSHI: Jewish Studies Hebrew Intensive (prerequisite: Hebrew 3 or equivalent; 9th graders with department recommendation)

In this course, students will encounter classical Jewish texts that pose moral and spiritual challenges in a variety of ways. Students will see texts that make theological claims that are difficult to believe from a contemporary perspective, either because they seem irrational or they seem to violate moral principles. The class will explore texts that present aspects of Jewish law and wisdom teachings that are challenging to contemporary values or whose high standards are simply difficult to achieve. Additionally, students will examine texts that question the moral rightness of important biblical characters and talmudic Rabbis. Finally, students will examine texts that help address the moral and spiritual challenges in their own everyday lives. Students will have the opportunity to influence the selection of texts for in depth study. Texts will be studied primarily in their original language of Hebrew and/or Aramaic. Students will develop their skills of precise translation over the course of the year. Students will also develop their research skills, when they have a chance to choose a topic to independently research and in which to lead the class in a discussion. Personally grappling with the challenges posed and addressed by the texts studied will be central to this class and therefore, real life relevance will consistently be at the forefront of our minds.

Cana'an to Kehillah: The Jewish People from Ancient Times to the Present

Full Year

Grade: 10, 11

This year-long course surveys the history of the Jewish people from their Canaanite origins to the 21st century, with a look at the cultural, social, and political trends that defined the Jewish experience across the millennia. Students will explore the origins of Judaism and Jewish peoplehood in the ancient Near East and look at its development and adaptation to destruction and dispersal through the Middle Ages across the Muslim and Christian worlds. During the second half of the year, students will look at Jews' place in the modern era that saw major changes like emancipation, religious reform, emigration, new political and cultural movements, and mass violence. As the course proceeds, students will address key questions such as: How did Jews interact and negotiate with non-Jews in a changing world? What cultural and religious changes did Jewish communities experience internally as they became a part of broader society? What accounts for the rise of anti-Judaism and its modern counterpart, political and racial anti-Semitism?

Cultures of Jews

Full Year

Grade: 10, 11

This year-long course takes students through a deep dive into Jewish history through the unique cultures they have developed across the world. Students will read fiction and poetry, listen to music, watch films, and more to gain an understanding and appreciation for the rich diversity of Jewish life. By exploring the riches of Ashkenazi, Sephardi, Mizrahi, and other Jewish traditions, this class will also have students trace the multicultural environments in which Jews have lived and what is shared between Jews and non-Jews. Developing a greater appreciation for the global and historical diversity of the Jewish people will help students better understand the unique (and not so unique) cultures of Jews.

Kabbalah: God, Ourselves, & Each Other

Full Year

Grade: 10, 11

Kabbalah is a primary genre of the Jewish mystical tradition. This course examines Kabbalah's central symbol, "The Tree of Life." The Tree of Life, with its ten sefirot, is a geometric shape that is understood by Kabbalists in a variety of ways: As the levels through which God unfolds God's self to create the world in every moment. As the rungs of a ladder upon which to ascend to the divine. Finally as the personal qualities of God and thus of humans. We will also study the Enneagram. The Enneagram, with its 9 points, is a geometric shape that, like "The Tree of Life," has been understood in a variety of ways, including as a personality typing system. We will learn about the history of the Tree of Life including biblical and rabbinic sources that foreshadow later kabbalistic development, the earliest versions of the system as we know it, the Hassidic turn towards psychologizing the Tree of Life, and finally to contemporary works that do the same. We will study structural principles of both symbols, like the role of order and triads, as well as the rich system of associative meanings attached to them. We will learn to independently research biblical and midrashic stories of characters associated with each sefirah as well as other biblical and rabbinic texts that could be read as related to a given sefirah. The course will also study multiple contemporary texts that describe the sefirot in their own unique ways while maintaining a deep grounding in traditional understanding. Students will generate their own unique models of each sefirah that are both creative and rooted in traditional models. Ultimately, students will consider how one might map both systems onto each other in order to develop deeper insights to bear on their own lives.

Bibliodrama: 440 Years

Full Year

Grade: 10, 11

In this theatre based course, students will examine the 440 year biblical period comprising Israelite slavery in Egypt and the period between the Israelite exodus from Egypt and the entrance to the land of Canaan. Students will explore the Haggadah, the traditional script of the Passover Seder as well as the Biblical story of the Exodus, putting these traditional texts in conversation with modern cinematic and musical retellings of the story. The class will compare the storytelling choices in each version asking, What story is being told? Which details are included and excluded? Who are the main characters? What themes emerge? What purpose do these storytelling choices reflect? Students will become the storytellers, creating their own versions of the Exodus story. Students will study classical methods of *midrash* and make their own creative midrash by creating characters who experienced the Exodus as well as scenes and monologues that tell the story of those characters as they deal with military battles, the self preservation needs of the people, crises of leadership, and crises of faith. Students will interpret the text through close analysis as well as through improv exercises that will give new interpretations generated by creative impulses to then analyze for textual sustainability. At the end of the semester students will present, for an invited audience, the scenes and monologues that they have been working on in class. No previous acting or writing experience necessary.

Fall Semester Courses for Seniors

Holocaust Historical Perspectives

Fall Semester Course

Grade: 12

This survey class of the Holocaust begins with the rise of the Nazi Party in Weimar Germany and continues through the end of World War II in 1945. Students will learn about the political climate that led to Hitler's rise and consolidation of power. Students will learn about the diversity of Jewish life in Europe prior to the Holocaust. While the class covers the mechanics of the Holocaust, attention will be focused primarily on the experience of the Jews of Europe. The course will be taught through lecture, discussion, film, small group work, student presentations, and debate. Students should expect to complete and present a research project in an area of their interest that addresses the larger themes of the course. The semester will conclude with a discussion on the ethics of forgiveness following the Holocaust. Texts this semester will include *Night* and *The Sunflower: On the Possibilities and Limits of Forgiveness*.

Self and the Other in Jewish Thought

Fall Semester Course

Grade: 12

Students in this course will read ancient and contemporary philosophical texts that explore the relationship between the Self and the Other(s). While reaching deep into the past, students will bring the findings to the present age of personal brands and social media. The class will read texts from the Torah, Hillel the Elder, Rabbi Moshe Chayim Luzzatto, the *Mesilat Yesharim*, and examine excerpts from the philosophical works of Martin Buber, Emmanuel Levinas, and Simone de Beauvoir, among others. This course will introduce students to the *Mussar Movement*, from its beginnings in 19th century Lithuania to its modern iteration as a way to think about our role in society through a Jewish, but not necessarily religious, lens. *Mussar* addresses the question: Who are we, and what is our obligation to ourselves and others? Students will become familiar with a variety of authors and schools of thought, how to historically contextualize them, and decide whether they have relevance to their lives.

Warriors and Prophets: Biblical Women 1.0

Fall Semester Course

Grade: 12

Renowned Biblical Scholar Tikva Frymer-Kensky writes: “The Bible has many stories in which women play secondary roles. One of the aims of women’s studies and a technique of feminist literary criticism is to recover minor characters (and women were always minor) by ignoring the biblical narrators’ concentration on heroes, focusing instead on ‘*her story*.’” Thus, this course will attempt to “recover” various central, as well as marginal, female protagonists which appear in the Biblical narratives, to tell and re-tell their stories. In addition to reading primary sources, students will explore the classical and medieval Jewish Biblical commentary, historic accounts, and contemporary feminist theory, as they have been applied to Biblical narratives by Phyllis Trible, Tikva-Frymer-Kensky, Pamela J. Milne, and Geoffrey P. Miller. Students will build their close textual reading and analysis skills, critical thinking skills, and will research their own “marginal woman” from the Torah. Students will also be exposed to the groundbreaking work, Dirshuni.

Yiddish Literature

Fall Semester Course

Grade: 12

Cross-listed with English

This semester-long course will explore literature originally written in Yiddish, the predominant spoken language of the Jewish people over the last thousand years. Students will study Yiddish literature from the 18th to 20th centuries in English translation across a variety of genres including poetry, fiction, and liturgy, by writers across Eastern Europe and the United States. Students will also study contemporary reflections on Yiddish literature and consider their own relation to the language. Discussion-based classes and a variety of writing assignments will help students continue to develop advanced critical and analytical thinking skills. Major works of study may include 18th-century *tshines*, prayerbooks written for women barred from learning Hebrew; Sholem Aleichem’s novel *Tevye the Dairyman* and its film adaptation *Fiddler on the Roof*; and a recent graphic novel adaptation of an early 20th-century Yiddish newspaper’s advice column.

Spring Semester Courses for Seniors

Contemporary Israel

Spring Semester Course

Grade: 12

This semester-long course will encompass the political, cultural, and religious history of Israel from 1948 to the present. Students will examine the societal impact of important phenomena in Israeli history - including the Six Day and Yom Kippur wars, the Camp David Accords, immigration from Ethiopia and post-Soviet states, the Palestinian intifadas, the assassination of Yitzhak Rabin, and the recent fragmentation in Israeli electoral politics - and consider the responses to these developments offered by leading Israeli intellectuals. This discussion-based course will involve the consumption and analysis of a wide range of documentary sources, including historical, philosophical, religious and literary texts and films.

Space & Time in Jewish Thought

Spring Semester Course

Grade: 12

Abraham Joshua Heschel called Judaism a “religion in time.” Shabbat starts at a specific time – not at a specific place. Yet, physical space still has profound meaning in Judaism. One of the names of God is *makom* (place)! In this class, students will explore how concepts of intentional time and intentional space affect every aspect of our temporal existence and become the catalyst for meaning-making. The class will focus on the relationship between time and space in the context of human bodies, human-made structures (land-borders, synagogues, etc.), and the “wilderness” (the untamed places in the world, i.e. the desert). Students will explore texts from the Torah and contemporary academic literature on this topic. The main text for this course is Barbara E. Mann’s *Space and Place in Jewish Studies*.

Warriors and Prophets: Biblical Women 2.0

Spring Semester Course

Grade: 12

This course will explore the impact and perception of the female, femininity, and major Jewish figures in the Hebrew Bible, rabbinic literature, and throughout history. Special attention will be given to how gender roles have evolved throughout various strands of Judaism and Jewish culture, and what contributions important female Jewish figures have made to the tradition. To do so, students will analyze texts, various forms of multimedia, and personal accounts. By the end of this course, students will have a greater understanding of how Jewish women have lived, been treated, and shaped the Jewish tradition. Students will build their close textual reading and analysis skills, critical thinking skills, and will research their own “marginal woman” from the Torah. Students will also be exposed to the groundbreaking work, *Dirshuni*. While this is the second half of a 2-semester course sequence focusing on female Jewish figures, this is a standalone course that can be taken independently.

Jews and the Modern American Experience

Fall Semester Course

Grade: 12

This second-semester course of a two-semester sequence is an exploration of the process of becoming American, as exemplified in the period from 1880-1924, obstacles to full acceptance and assimilation (1924-1945), and renewal of the Jewish community in the post-WWII era. The class will critically examine topics like Jews and racial tensions in late 19th century America, American Jews and the Shoah, Southern Jews and civil rights, and the rise of the Jewish neoconservative movement and the Jewish-evangelical political alliance. Students are not required to take the first-semester course in the sequence to take this course.

Contemporary Jewish Literature

Spring Semester Course

Grade: 12

Cross-listed with English

This course will focus on Jewish Literature written since the year 2000, examining some of the most poignant contemporary concerns running through the Jewish community worldwide. The class will discuss Jewish identity represented in these works, and explore the surrounding contexts. Ultimately, students will contemplate their own identities through these works, through both critical and creative responses. Primary readings will include fiction, poetry, a graphic novel, and a television series.

MATHEMATICS

Algebra 1

Year-Long Course

This course is designed as a formal introduction to symbolic manipulation. Students learn to simplify expressions and solve equations, and ultimately to use those skills to solve real-world problems. Students begin with a review of the number line and properties of real numbers, and then progress to working with variables. Throughout the course, students build skills in factoring, working with fractions, and graphing equations. This course serves as a foundation for all future math courses.

Geometry

Year-Long Course

Prerequisite: Satisfactory completion of Algebra 1 and department recommendation

This course approaches Euclidean Geometry using both inductive and deductive logic. Through the discovery process and formal proofs students gain a deep understanding of and insight into geometry. Students are introduced to points, lines, and planes, and progress to formal proofs involving triangles, quadrilaterals, and circles. Students are given a wide variety of problems to solve in the areas of congruence, similarity, area, coordinate geometry, and, if time permits, right triangle trigonometry. Throughout the year, students continue to practice and develop their algebra skills. At mid-year all students have a geometry-based independent project to pursue areas of their own interest. These may include computer software as a visualization tool for their individual projects.

Algebra 2/Trigonometry

Year-Long Course

Prerequisite: Satisfactory completion of Geometry and department recommendation

This course is a thorough study of functions and their algebraic and graphical behavior. Students learn the concepts of domain, range, transformations, composition, and inverse relationships. Types of functions include linear, quadratic, polynomial, rational, radical, exponential, and logarithmic. Other topics include systems of equations and basic trigonometry. Students develop skills in manipulating expressions and solving equations and real-world problems. Students use their graphing calculator to solidify their understanding of the connection between an algebraic function and its graphical representation.

Algebra 2/Trigonometry Honors

Year-Long Course

Prerequisite: Satisfactory completion of Geometry and department recommendation

This course is a thorough study of functions and their algebraic and graphical behavior. Students learn the concepts of domain, range, transformations, composition, and inverse relationships. Types of functions include linear, quadratic, polynomial, rational, radical, exponential, and logarithmic. Other topics include systems of equations, probability, and basic trigonometry. Students develop skills in manipulating expressions and solving equations and real-world problems. Students use their graphing calculator to solidify their understanding of the connection between an algebraic function and its graphical representation. This course moves at a fast pace to allow for the study of general problem-solving techniques and the opportunity for students to work with difficult and intriguing problems.

Precalculus

Year-Long Course

Prerequisite: Satisfactory completion of Algebra 2/Trig or Algebra 2/Trig Honors and department recommendation

Students begin the course with a review of functions then progress to advanced trigonometry. Students review triangle trigonometry, learn to graph trigonometric functions, and apply trigonometric identities. As time allows, students will also extend their understanding of exponential, logarithmic, polynomial, and rational functions. Other new topics include sequences and series.

Precalculus Honors

Year-Long Course

Prerequisite: Satisfactory completion of Algebra 2/Trig or Algebra 2/Trig Honors and department recommendation

Students begin the course with a review of functions then progress to advanced trigonometry. Students review triangle trigonometry, learn to graph trigonometric functions, and derive and apply trigonometric identities. Students then extend their understanding of exponential, logarithmic, polynomial, and rational functions. In this honors course, students will master all the same skills as in the regular course, but with more challenging problems that require deeper conceptual understanding. This course moves at a fast pace to allow for the study of general problem-solving techniques and the opportunity for students to work with very difficult and intriguing problems.

AP Statistics

Year-Long Course

Prerequisite: Satisfactory completion of Precalculus or Precalculus Honors

This course offers students multiple tools to understand the data, graphs, and conclusions that the media present to the public, as well as enables students to see fallacies and errors in statistical analysis that are presented as fact. Data production, data description, data analyses for one or more variables, probability, and inference are major parts of this course. Students design and implement an experiment or an observational study to answer a key question for the purpose of supporting and improving an aspect of the school or community. Students determine the question they each wish to answer and supply a complete analysis and interpretation of the data gathered, using such tools as histograms, box and whisker plots, five-number summaries, density curves, confidence intervals, measures of statistical significance, and hypothesis tests. Students learn to use their TI graphing calculator and spreadsheets to perform a variety of forms of data analysis. Students may be required to attend an additional 30-minute class each week.

Calculus

Year-Long Course

Prerequisite: Satisfactory completion of Precalculus or Precalculus Honors and department recommendation

This course covers single variable differential and integral calculus. It begins with a study of average rates of change and uses the concept of limits to develop the meaning of the derivative. Students encounter several applications of the derivative, including related rates and optimization problems. Through the study of area, students develop the integral and the Fundamental Theorem of Calculus. Various applications of integration are also studied.

AP Calculus AB

Year-Long Course

Prerequisite: Satisfactory completion of Precalculus or Precalculus Honors and department recommendation

This course covers single variable differential and integral calculus. It begins with a study of average rates of change and uses the concept of limits to develop the meaning of the derivative. Students encounter several applications of the derivative, including related rates and optimization problems. Through the study of area students develop the integral and the Fundamental Theorem of Calculus. Volume, differential equations, and slope fields are also studied. This course prepares students for the AP Calculus AB exam. Students may be required to attend an additional 30-minute class each week.

AP Calculus BC

Year-Long Course

Prerequisite: Satisfactory completion of AP Calculus AB

This course reviews the curriculum covered in AP Calculus AB and continues with the following topics: limits of various indeterminate forms, integration techniques, Euler's Method, improper integrals, parametric calculus, polar calculus, arc length in rectangular, parametric and polar forms, sequences, series, Taylor Series, and vector calculus. This class reviews all calculus material required to prepare students for the AP Calculus BC exam.

Linear Algebra

Year-Long Course

Prerequisite: Satisfactory completion of AP Calculus BC

Linear Algebra is the study of linear systems of equations and the related linear transformation of space. There is a fascinating interplay between the algebraic manipulation of equations and the spatial, geometric visualization of the transformation of space. Linear algebra is essential for higher level understanding of mathematics, physics, economics, statistics, social sciences, natural sciences, computer science, data science and engineering. This is a course in advanced mathematics, designed for students who want additional challenge. Topics include Linear Equations, Matrix Algebra, Determinants, Vector Spaces, Eigenvalues, Orthogonality, Least Squares, Symmetric Matrices, and Quadratic forms. Permission of the instructor is required for enrollment in the course.

PHYSICAL EDUCATION

Physical Training

Fall or Spring Semester

Grade: 9, 10, 11, 12

In this course, students learn about fitness and develop a workout routine to improve strength and cardiovascular fitness. Students use the OFJCC fitness center and learn the proper use of free weights and gym equipment. Students are required to dress appropriately for a full workout in the gym. Besides developing a personal workout, the students will also work together on a variety of exercises and activities. Students may repeat this course for credit.

SCIENCE

Biology

Year-Long Course

Grade: 9

This is a hands-on introductory course in the foundations of biology. Students learn basic principles and concepts in biology, while also improving their grasp of experimental techniques. In addition to lab work, an important focus of the class is on analyzing models of processes and transferring the understanding to additional application scenarios. Areas of study include the art of science, basic biochemistry, cell biology, genetics, evolution, physiology, and ecology.

Chemistry

Year-Long Course

Grade: 10

Prerequisite: Satisfactory completion of Biology and Algebra 1

This is an introductory course in the foundations of chemistry. Students learn basic chemical principles and apply them to problem-solving. Experimental techniques are taught and used abundantly throughout the course. Both written and laboratory work are examined. Areas of study include the nature of matter, nuclear chemistry, atomic structure, periodicity, bonding, chemical reactions, stoichiometry, thermochemistry, gas behavior, and solution chemistry.

Chemistry Honors

Year-Long Course

Grade: 10

Prerequisite: Satisfactory completion of Biology and Algebra 1 and department recommendation

This is a math-intensive introductory course in chemistry. Students make an in-depth study of conceptual questions and analytical practices. Experimental techniques are taught and used abundantly throughout the course. Both written and laboratory work are examined. Chemistry Honors is distinguished from regular Chemistry in that it involves a more in-depth and math-based study of topics at an accelerated pace. Due to the intensive level of the course, strong independent learning skills are important to ensure student success at the Honors level. Areas of study include nature of matter, atomic theory, nuclear chemistry, periodicity, bonding, chemical reactions, stoichiometry, gas behavior, solution chemistry, reaction kinetics, and thermodynamics.

Physics

Year-Long Course

Grade: 11, 12

Prerequisites: Satisfactory completion of Chemistry or Chemistry Honors and satisfactory completion of Algebra 2

This is a course for students confident in their algebra and geometry skills, as it uses right triangle trigonometry throughout the course. This course includes an in-depth mathematical study of the physical laws of nature. Students develop strong investigative skills, plan their own experiments, collect data, and analyze and evaluate their results. Areas of study include kinematics, motion and forces, circular motion and gravitation, work and energy, momentum and collisions, waves, and an introduction to electricity.

Physics Honors

Year-Long Course

Grade: 11, 12

Prerequisite: Satisfactory completion of Chemistry or Chemistry Honors and satisfactory completion of Algebra 2 and math and science department recommendations

This course provides a systematic introduction to the main principles of physics and emphasizes the development of conceptual understanding and problem-solving ability using algebra and trigonometry. This course is designed for the student who is advanced in both ability and motivation in the scientific area, who desires a strong scientific challenge, and who has the requisite mathematical skills to engage in this depth of study. Honors Physics is distinguished from regular Physics by a higher level of rigor, greater mathematical depth and sophistication, and a more in-depth study of topics. Areas of study include kinematics, motion and forces, circular motion and gravitation, work and energy, momentum and collisions, torque, rotation, waves, and an introduction to electricity.

Human Anatomy and Physiology

Year-Long Course

Grade: 11, 12

Prerequisite: Satisfactory completion of Biology and Chemistry or Chemistry Honors

Human Anatomy and Physiology is designed to give students an introductory understanding of the structure, functions, and relationships of body systems. This course is a laboratory science that connects knowledge of anatomical terminology with physiological processes and the disease states that arise in each organ system. The course covers basic immunology, the circulatory system, the skeletal and muscular systems, the nervous system, and at least one other body system of the student's choosing. Some participation in dissections is required for success in this class.

Marine Biology

Year-Long Course

Grade: 11, 12

Prerequisite: Satisfactory completion of Biology and Chemistry or Chemistry Honors

Marine Biology will provide students with a broad introduction to applying physics, chemistry, and biology to ocean biomes with a focus on climate change and human effects on natural ecosystems. Topics will include physics of waves, meteorology and climatology, the geological history of the earth, the chemistry of seawater, origins of life, marine protists and invertebrate taxonomy, the evolution of marine vertebrates, ocean ecosystems, and human impacts. The course will be broadly lab-based with a hands-on inquiry into science principles through experimentation and introduction to lab techniques where possible. Students will participate in at least one field trip, either on school days or on weekends.

Introduction to Astronomy

Year-Long Course

Grade: 11, 12

Prerequisite: Satisfactory completion of Biology and Chemistry or Chemistry Honors

Astronomy is more than simply a mapping of stars and planets into outlines of gods and magical creatures. It is the scientific study of the contents and history of the entire universe: stars, planets, comets, asteroids, galaxies, and space and time. This course provides students with a study of the universe such as the conditions, properties, and motions of bodies in space. The students will also engage in the field of planetary science through an exploration of the physical properties of, and underlying principles that shape the planets, dwarf planets, natural satellites, and small solar system bodies that orbit our nearest star, the Sun. The most familiar and best-studied planetary body, the Earth, will be compared with each of the other objects encountered in the journey through the solar system.

AP Biology

Year-Long Course

Grade: 11, 12

Prerequisite: Satisfactory completion of Biology and Chemistry or Chemistry Honors and science department recommendation

The AP Biology course is an introductory college-level biology course. Students cultivate their understanding of biology as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. Laboratory work has an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices, such as designing investigations, collecting data, using data to form conclusions, and applying their conclusions to larger biological concepts, among others. The AP Biology course is organized into commonly taught units of study that provide a suggested sequence for the course. These units comprise the content and skills colleges and universities typically expect students to master to qualify for college credit and/or placement. This course prepares students for the AP Biology exam. Students may be required to attend an additional 30-minute class each week.

AP Chemistry

Year-Long Course

Grade: 11, 12

Prerequisite: Satisfactory completion of Biology and Chemistry or Chemistry Honors and science department recommendation

This is a college-level advanced chemistry course that provides the equivalent of 10 college credits of advanced chemistry. Complex problem solving requiring mathematical techniques is required as well as in-depth conceptual story-telling and sound experimental skills. Students should expect to be assigned 2-4 hours of independent work outside of class for every hour in class. Areas of study include atomic theory, bonding, nuclear chemistry, gases, liquids and solids, solutions, equations and stoichiometry, equilibria, kinetics, thermodynamics, and organic chemistry. This course prepares students for the AP Chemistry exam. Students may be required to attend an additional 30-minute class each week.

AP Physics C: Mechanics

Year-Long Course

Grade: 11, 12

Prerequisite: Satisfactory completion of Physics Honors and students must have either completed AP Calculus AB, or will be enrolled in AP Calculus AB

This course provides systematic instruction in the following areas: kinematics; Newton's laws of motion; work, energy and power; momentum and collisions; circular motion, rotation, and rolling; oscillations, and gravitation. The laboratory component requires students to design experiments, make observations of physical phenomena, organize and analyze data, draw inferences from data, analyze errors, communicate results, and suggest further lines of investigation. Assigned work extends concepts discussed in class and requires students to apply those concepts to new and unfamiliar situations. This course is intended for those students who have not only done well in Physics Honors, but who also exhibit a genuine passion for the subject and are motivated to delve into further mathematical, conceptual, and experimental analysis of the subject. This course prepares students for the AP Physics C Mechanics exam. Students may be required to attend an additional 30-minute class each week.

VISUAL AND PERFORMING ARTS

Studio Art

Year-Long Course

Grade: 9, 10, 11, 12

Forget what you know about art “talent.” This class is for anyone who wants to learn to draw realistically, regardless of previous experience or abilities. It will introduce art creation and theory through materials, skills, and techniques and include applications in color, mark making, and compositional theory. The projects focus on drawing and rendering in dry media (charcoal, pastel, colored pencil, etc.) to allow each student to build a strong foundation in realism and composition.

Intro to Illustration

Semester or Year-Long Course

Grade: 10, 11, 12

Prerequisites: Satisfactory completion of Studio Art or department recommendation

This course will expose drawing students to many possibilities in the vast world of Illustration. Students will work on creating their own style, while exploring different media and techniques. Students will learn about and experiment with different types of Illustration (editorial, advertisement, children’s, etc.) and learn to work within the confines of others’ written work, as well as create their own. This class is for students who already have strong fundamental drawing skills, and therefore students must have completed Studio Art or submit a portfolio for review in order to take this class.

Digital Design

Year-Long Course

Grade: 9, 10, 11, 12

Digital Design is a skill-based class focused on learning graphic design, composition, color theory, and typography. The course will include learning the technical skills and application of Adobe Photoshop and Illustrator. Within the exploration of these programs, the students will also learn industry standard practices and techniques in design.

Digital Design 2

Year-Long Course

Grade: 10, 11, 12

Prerequisites: Satisfactory completion of Digital Design or department recommendation

This course is designed to build upon the skills and techniques learned in introductory Digital Design. Students will learn advanced tool skills in Adobe’s Creative Suite (Photoshop, Illustrator, and InDesign). These skills will be applied to advance personal compositions that incorporate more conceptual components and advanced composition techniques. Assignments will become more complex and technically challenging with an emphasis on expanding critical thinking as a valuable tool for visual problem solving and applying those skills in projects that meet professional industry standards.

Digital Photography

Year-Long Course

Grade: 9, 10, 11, 12

This is an introductory course in photography where students will explore the technical and artistic aspects of this art form. They will learn to manipulate camera controls to achieve the desired effects in their photos. They will also learn and apply the principles and elements of design in order to fully investigate how to make a good photograph. Students will apply this understanding to the process of making meaning in their own work.

Photography 2

Year-Long Course

Grade: 10, 11, 12

Prerequisites: Satisfactory completion of Digital Photography or department recommendation

This is an immersive class where students build skills beyond the fundamentals covered in Digital Photography. This course looks at photography as the art of problem-solving. Students will cover topics as diverse as underwater photography, portraits, studio lighting, reflections and shadows, night photography, and cyanotypes. The course will guide students in anticipating shooting situations, capturing decisive moments, and developing a critical eye to capture intriguing, moving and memorable photographs.

Advanced Art Making

Year-Long Course

Grade: 11, 12

Prerequisites: Satisfactory completion of two introductory classes or department consultation

Students can undertake this advanced level course after two years of art classes. Students refine their skills in their media of choice as well as improve their understanding of artistic composition and their ability to analyze works of art. This class puts a strong focus on portfolio development, both in creating a diverse body of work and exploring new media and subjects. Students develop the skills and understanding that could enable them to proceed to AP Studio Art the following year. Advanced Art Making students are expected to be motivated and self-directed in their studio practice and should expect to work on projects outside of provided class time.

Senior Studio

Semester or Year-Long Course

Grade: 12

Prerequisites: Satisfactory completion of Advanced Art Making and department recommendation

Senior Studio is offered to senior students who would like to further their art making practice but do not wish to take Advanced Placement Studio Art. Students who take this course should have advanced art-making skills, be comfortable with independent learning, and be responsible and self-driven. Students will work individually with the teacher to create a project plan for the semester. This project plan will focus on the student's portfolio needs, style development, and artistic voice. Senior Studio will be a time for serious art students to devote to improving their craft.

AP Studio Art

Year-Long Course

Grade: 12

Prerequisite: Departmental approval

Students will refine and expand art practice, concentrating on completion and preparation of the Advanced Placement Art Portfolio. Students will expand technical knowledge and ability. Each student will work to develop and refine a personal voice. They will consider and explore values, vision, perspective, message, and medium. Students will complete the AP portfolio submission using the College Board guidelines for assessment, which are college-level standards. This course is for highly motivated art students. It will require significant work outside of class time.

Publication Design (Yearbook)

Year-Long Course

Grade: 9, 10, 11, 12

This class is devoted to conquering the design challenges in planning, creating, publishing, and distributing our school yearbook. Students will be given challenging real-world projects and assignments typical of the graphic design and publishing industries. Skills developed include page design, advanced publishing techniques, copywriting, editing, and teamwork. Although this is an introductory class, it is a great portfolio builder for design and photography students.

Acoustic Guitar-Family Ensemble 1

Year-Long Course

Grade: 9, 10, 11, 12

The guitar family consists of guitar, bass guitar, mandolin, banjo, and ukulele. Students learn to read music, scales, and chords. Students improve their own skills and gain the expertise to perform as a group. Students learn elements of musical theory and are introduced to improvisational and song-writing techniques. Class time is devoted to group songs based on each student's level of ability, individually guided assignments in technique, instruction in music theory applicable to playing their chosen instrument, and preparation for an end of the semester final performance. Music selected is chosen from different styles including rock, jazz, classical, and folk. Students study the evolution of their instrument and its music over the historical eras. Students also attend, review, and discuss at least two concerts.

Advanced Acoustic Guitar-Family Ensemble 2

Year-Long Course

Grade: 10, 11, 12

Prerequisite: Satisfactory completion of Acoustic Guitar-Family Ensemble 1 or by audition

The guitar-family consists of guitar, bass guitar, mandolin, banjo, and ukulele. This course is a continuation of Acoustic Guitar-Family Ensemble 1 and concentrates on the duo, trio, quartet, and solo instrumental pieces. Music performed ranges from the Renaissance to the modern era of music. Music is also selected from many cultures. There is a more advanced study in fingerpicking, flat picking, left-hand technique, and performance. Students participate in performances throughout the school year.

Jazz/Rock Ensemble

Year-Long Course

Grade: 9, 10, 11, 12

Prerequisite: Must read music and demonstrate proficiency on an instrument or voice. Auditions for the band may be required.

Students in this course participate in an ensemble consisting of any combination of acoustic and electric instruments that perform music of many different styles, genres, and eras. The musicians must have prior ability on their musical instrument(s). As part of the ensemble, students will have opportunities to solo, improvise, compose, arrange, record, and broadcast music. Classes will involve large and small ensemble playing. For each piece studied and performed, students will learn and analyze the piece's historical significance, style, form, harmonic progression, and performance practice. Students will learn how to perform together as a group, sight read music, listen critically, and work toward a long-term goal. The class will culminate in a final concert performance for their school, families, and community.

Music Theory and Composition 1

Year-Long Course

Grade: 9, 10, 11, 12

This is an introductory course in music theory that studies the fundamentals of music and music literacy. Students learn the basic terminology related to music theory and composition as well as practice and refine aural skills. Throughout the course, students are presented with a rationale and a historical framework for the concepts and techniques being studied and learn to approach each aspect of the theory of music from an aesthetic vantage. The course focuses on the basic concepts of music, music literacy, and the organizational elements of music, often requiring the student to compose measures reflecting what has been learned about the theory of music.

Music Theory and Composition 2

Year-Long Course

Grade: 10, 11, 12

Prerequisite: Satisfactory completion of Music Theory and Composition 1 or department recommendation

While the class begins with a complete review of music basics, the course presumes a somewhat fluent level in musical reading and notation from the start. Time is spent discovering how small patterns such as scales, intervals, and triads combine to create larger units such as phrases, periods, and two-part and three-part forms. In class, students work on sight singing and ear training; the goal is to develop the ability to read a musical score without singing or playing it out loud. Students are also taught to transcribe musical sounds into notation. Regular melodic and harmonic dictation is given in class. Short compositions are assigned throughout the year to illustrate fundamental principles being studied, and the final project is the composition of a longer piece by each student to be included in a concert at the end of the school year. Students also engage in critical and analytical listening to major works from the classics of European and American composers from the Middle Ages to the present.

AP Music Theory and Composition

Year-Long Course

Grade: 10, 11, 12

Prerequisite: Satisfactory completion of Music Theory and Composition 2 or department recommendation

The ultimate goal of an AP Music Theory course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The achievement of this goal is best promoted by integrated approaches to the student's development of aural skills through listening exercises; sight-singing skills through performance exercises; written skills through written exercises; compositional skills through creative exercises; and analytical skills through analytical exercises. This course prepares students for the AP Music Theory and Composition exam.

Beyond AP: Music Theory and Composition

Year-Long Course

Grade: 12

Prerequisite: Satisfactory completion of AP Music Theory and Composition or department recommendation

This course is for students who have completed AP Music Theory and Composition and would like to further their compositional endeavors. Students will do a deeper dive into music theory in order to create an original composition. The students' compositions will be premiered in a culminating performance at the end of the year.

Theater Arts 1

Year-Long Course

Grade: 9, 10, 11, 12

In this introductory course, students will learn to engage with theater making both as an actor and as an artist. Students will investigate the building blocks of theatrical storytelling through ensemble created theater, monologue creation, movement, improvisation, and more while learning effective techniques for conveying character and meaning. Students' theatrical toolbox is expanded through units in theater spaces, audition technique, costume design, and puppetry, as well as the viewing and analysis of live or streamed theater performance. Students with varying degrees of theater experience will have the opportunity to explore, create, and collaborate in an encouraging, supportive, and fun environment.

Theater Arts 2

Year-Long Course

Grade: 9, 10, 11, 12

Prerequisite: Satisfactory completion of Theater Arts 1 or by audition/interview.

In this intermediate course, students begin exploring the work of existing playwrights through scene and character analysis, as well as creating longer, more complex ensemble theater pieces. Units in group scene work, monologues, musical theater, Shakespeare performance, improvisation, as well as the viewing and analysis of live or streamed theater performance provide students with tools for more advanced theater making. The course culminates in an original theater piece created by the class based on an established technique for theater making.

Theater Arts 3 Honors

Year-Long Course

Grade: 11, 12

Prerequisite: Satisfactory completion of Theater Arts 2 or by audition/interview.

In this intermediate/advanced course, students continue the practical and hands-on analysis of existing plays and the evolution of theatrical art, as well as the study of more complex acting techniques, character study, and directing/production methods. Students may attend drama seminars, direct portions of a full-length play or scene, study, explore, and present lessons on theater to their peers, and produce class projects. Rehearsals for class projects may extend beyond the class, and students may be expected to work outside of class time on a semi-regular basis.

Senior Studio - Theater Lab

Semester-Long Course

Grade: 12

Prerequisite: By audition/interview only.

Senior Theater Lab is a class for highly motivated theater students who wish to further their creative practice by producing, directing, and/or performing in a theater project of their design. The class will have two primary goals: fully produce a work of theater and document the personal creative process for future work in the field. Students will be asked to look critically at their artistic growth in all areas of theater production, their production experiences to this point, as well as pull from previous learning in directing, acting, and technical theater. These factors will give them the basis for growing and refining their creative process for producing, directing, and performing works of theater in the field.

WORLD LANGUAGES

Hebrew 1

Year-Long Course

Grade: 9, 10, 11, 12

Hebrew 1 is an introductory-level course aimed at students who have either no previous knowledge of Hebrew or who need a thorough review of foundational skills. The course objective is to develop all four skills (speaking, listening, reading, and writing) in Modern Hebrew, with a particular emphasis on active use of the language in its cultural context. This course provides an opportunity for creativity and intellectual stimulation in the study of a foreign language and culture.

Hebrew 2

Year-Long Course

Grade: 9, 10, 11, 12

Prerequisite: Satisfactory completion of Hebrew 1 or department recommendation

Hebrew 2 is a course designed for students who are already familiar with the basic structures of the Modern Hebrew language. This course continues to develop speaking, listening, reading, and writing skills, with an emphasis on active use of the target language. Student work focuses on reading comprehension and on learning about cultural contexts. The course provides an opportunity for creativity and intellectual stimulation by combining the study of a foreign language along with the study of Israeli culture.

Hebrew 3

Year-Long Course

Grade: 9, 10, 11, 12

Prerequisite: Satisfactory completion of Hebrew 2 or department recommendation

Hebrew 3 is an intermediate-level course designed for students who have achieved basic proficiency in the grammar and structure of Modern Hebrew. Students study, strengthen, and review syntax, vocabulary, and linguistic structures in addition to further developing skills in reading, writing, listening, and speaking. The course is conducted in Hebrew with a strong emphasis on communication skills.

Hebrew 3 Honors

Year-Long Course

Grade: 9, 10, 11, 12

Prerequisite: Satisfactory completion of Hebrew 2 and department recommendation

Hebrew 3 Honors is an advanced-level course designed for students who have achieved fundamental proficiency in the grammar and structures of Modern Hebrew. Students further develop their skills in reading, writing, listening, and speaking. The course systematically focuses on vocabulary expansion, presents advanced grammar, and enriches and expands students' writing skills. The course is designed to increase the fluency and complexity of the students' comprehension and expression, as well as to generate a greater appreciation of Hebrew language and literature. The course is conducted in Hebrew with a strong emphasis on communication.

Hebrew 4 Honors

Year-Long Course

Grade: 9, 10, 11, 12

Prerequisite: Satisfactory completion of Hebrew 3/Hebrew 3 Honors and department recommendation

Hebrew 4 Honors is an advanced and accelerated course designed for students who are proficient in both the grammar and structures of Modern Hebrew and speaking in Hebrew. Syntax, vocabulary, and linguistic structures are reinforced, while the skills of reading, writing, listening, and speaking are further developed. This course is conducted in Hebrew with a strong emphasis on enriching and expanding the students' understanding of the language and its cultural contexts through exposure to a variety of Israeli literature.

Hebrew 5 Honors

Year-Long Course

Grade: 9, 10, 11, 12

Prerequisite: Satisfactory completion of Hebrew 4/Hebrew 4 Honors or department recommendation

Hebrew 5 Honors is aimed at students who are highly motivated and have relatively strong Hebrew proficiency. Familiarity with syntax, vocabulary, and linguistic structures is reinforced, and the skills of reading, writing, listening, and speaking are further developed. This course is conducted in Hebrew with a strong emphasis on enriching and expanding the students' understanding of the Hebrew language and its cultural contexts through a variety of Israeli short stories, poems, articles, and films. Students learn about the social and cultural issues that stand at the heart of Israeli society. Activities in this course include analysis of texts, creative writing, oral presentations, debates, and role-playing. Throughout the year students are engaged in a variety of creative projects.

Hebrew 6 Honors

Year-Long Course

Grade: 10, 11, 12

Prerequisite: Satisfactory completion of Hebrew 5 Honors or department recommendation

Hebrew 6 Honors is an accelerated and intensive course that expands on students' previous Hebrew studies. Syntax, vocabulary, and linguistic structures are reinforced, and the skills of reading, writing, listening, and speaking are further developed. This course is conducted in Hebrew with a strong emphasis on enriching and expanding the students' understanding of Hebrew and its cultural contexts through a variety of Israeli short stories, poems, articles, and films. Students learn about the social and cultural issues that stand at the heart of Israeli society. Activities in this course include analysis of texts, creative writing, oral presentations, debates, and role-playing. Throughout the year the students are engaged in small creative projects.

Israeli Law and Society Honors

Year-Long Course

Grade: 10, 11, 12

Prerequisite: Hebrew 6 Honors or Israeli Society through Literature and the Media or department consultation

This is an advanced-level course for students who are fluent in all areas: reading, writing, speaking, and grammar. This course emphasizes the critical study of moral values and philosophical and social questions of law and justice. This course compares Israeli law and American law and familiarizes students with the different systems of law and the philosophies behind them. Students will learn current constitutional law, tort law, contract law, family law, and criminal law. The primary objective of this course is to provide learners with a high level of communication and critical thinking skills in Hebrew. Reading comprehension will also be emphasized while exposing students to original texts of the Israeli laws, legal articles, and court decisions in Hebrew. In addition, students will analyze the laws and articles in depth. Activities in this course include text readings and analysis, class discussions, essay writing, oral presentations, reading novels, and writing book reports.

Spanish 1

Year-Long Course

Grade: 9, 10, 11, 12

Spanish 1 introduces students to the four skills of language study: listening and understanding, speaking, reading, and writing. This class emphasizes student-oriented activities, such as role-plays, skits, and oral presentations. The course's proficiency-oriented textbook integrates the four skills with the study of culture, and encourages communication and student-centered projects. Cultural lessons are interwoven into the curriculum to provide a basic overview of Spain and Latin America and to expose students to the cultural diversity of the Spanish-speaking world. This course is taught in Spanish.

Spanish 2

Year-Long Course

Grade: 9, 10, 11, 12

Prerequisite: Satisfactory completion of Spanish 1 or department recommendation

Spanish 2 is taught entirely in Spanish and continues to build on the proficiency skills developed in Spanish 1, namely: listening, speaking, reading, and writing. New vocabulary and structures are introduced systematically and assimilated through guided practice and role-playing. Assessments require the demonstration of competency in listening, speaking, reading, and writing. Students continue their study of the culture of the Spanish-speaking world. Students participate in class activities using only Spanish. The textbook offers an integrated multimedia program to support student learning and to provide exposure to a variety of native speakers and cultural settings. This course emphasizes the reading and comprehension of articles and literature from the Spanish-speaking world. Students learn to write by using paragraphs, short stories, and poetry as models, and they expand their vocabulary by continually creating and applying their own personal glossaries.

Spanish 3

Year-Long Course

Grade: 9, 10, 11, 12

Prerequisite: Satisfactory completion of Spanish 2 or department recommendation

Spanish 3 is an intermediate-level Spanish course which is designed to review the basic structures of the language studied in levels 1 and 2. The major objective of the course is to enable students to become more proficient in the language at an appropriate pace. There is a continued emphasis on developing the four basic language skills: listening and understanding, speaking, reading, and writing. This is achieved through many different methods, including reinforced practice, aural and reading comprehension exercises, writing assignments (including letters, compositions, and poems), and oral activities (including dialogues, skits, one-act plays, and presentations). The textbook offers an integrated program of award-winning short films to support student learning and to provide exposure to a variety of native speakers and cultural settings. In addition, students read short stories, fables, and legends, and learn about the variety of cultures that make up the Spanish-speaking world. The entire course is conducted in Spanish.

Spanish 3 Honors

Year-Long Course

Grade: 9, 10, 11, 12

Prerequisite: Satisfactory completion of Spanish 2 or department recommendation

Spanish 3 Honors is an intermediate-level course, designed to work at a fast pace to build on the vocabulary and concepts introduced in previous Spanish courses. It continues to assist students in developing the four language skills: speaking, listening, reading, and writing. There is an initial review of previously-learned grammar and vocabulary. Students expand their vocabulary bank as they improve their pronunciation and fluency. Literature, in the form of short stories and legends, is introduced. Students are also exposed through readings and award-winning short films to cultural elements of the Spanish-speaking world. There is significant emphasis on writing in the target language with increasing accuracy. The entire course is conducted in Spanish.

Spanish 4

Year-Long Course

Grade: 9, 10, 11, 12

Prerequisite: Satisfactory completion of Spanish 3/ Spanish 3 Honors or department recommendation

Spanish 4 is an advanced language course that develops the skills students acquired in the intermediate levels. Students' knowledge of the language is used to explore the history, culture, art (including cinematography), and literature of the Spanish-speaking world. Students are expected to conduct in-depth research on particular topics (historical, literary, and cultural) and to write long essays or papers. Students enhance their vocabulary bank and sharpen their oral skills through extended debates and oral presentations. Students are exposed to the richness of the language and the cultural diversity of the Spanish-speaking world through a wide array of literary works. This course is conducted entirely in Spanish.

Spanish 4 Honors

Year-Long Course

Grade: 9, 10, 11, 12

Prerequisite: Satisfactory completion of Spanish 3/ Spanish 3 Honors or department recommendation

Spanish 4 Honors is an advanced and accelerated language course that develops the skills students acquired in the intermediate levels, with a special emphasis on oral presentation and written composition. Students' knowledge of the language is used to explore the history, culture, art (including cinematography), and literature of the Spanish-speaking world. Students are expected to conduct in-depth research on particular topics (historical, literary, and cultural) and to write long essays or papers, accompanied by presentations to the class and peer critique. Students enhance their vocabulary bank and sharpen their oral skills through extended debates and oral presentations. Students are exposed to the richness of the language and the cultural diversity of the Spanish-speaking world through a wide array of literary works. This course is conducted entirely in Spanish.

AP Spanish Language and Culture

Year-Long Course

Grade: 11, 12

Prerequisite: Satisfactory completion of Spanish 4/Spanish 4 Honors and department recommendation

AP Spanish Language is an advanced language course that focuses on increasing proficient communication in Spanish. It is designed for those students who have successfully completed Spanish 4. The course stresses language usage and comprehension through literature (plays, short stories or poems), advanced grammar study, an overview of the history of Spain and Latin America, films and videos produced by native Spanish speakers, exposure to authentic textual materials and original essays, and student journal writing. Communication is developed by having the students present information, concepts, and ideas to their peers, by making connections with other disciplines, and by comparing the target language and the cultures studied with students' own cultural contexts. This course is conducted entirely in Spanish.

AP Spanish Literature and Culture

Year-Long Course

Grade: 11, 12

Prerequisite: Satisfactory completion of AP Spanish Language and Culture or department recommendation

AP Spanish Literature and Culture is designed to introduce students to the formal study of Peninsular Spanish, Latin American, and U.S. Hispanic literature. The course aims to develop students' critical reading and analytical writing skills in Spanish as well as their ability to make interdisciplinary connections and explore linguistic and cultural comparisons. This class will be conducted entirely in Spanish and will cover the entire official AP Spanish Literature and Culture reading list. Literary texts are grouped and presented by themes. Students are expected to discuss literary texts and their different historical, socio-cultural, and geopolitical contexts in a variety of interactive oral and written formats in Spanish. Additionally, students will analyze the themes and features of artistic representations, audiovisual materials, and audio sources in Spanish related to course content.

AP French Language and Culture

Year-Long Course

Grade: 11, 12

Prerequisite: Satisfactory completion of French 4 or department approval

This course will focus on interpersonal, interpretive, and presentational communication. The course will build communication skills through class discussion, conversations, collaboration with classmates, role plays, essay and journal writing, and oral presentations. The students will be guided to understand and interpret written and audio texts in French. They will continue to work on vocabulary and cultural knowledge of several francophone societies and cultures. The course encourages cultural awareness and will include various aspects of the cultures of the French-speaking world, including television and film, books, customs and traditions, values, attitudes, and beliefs. Students will study a variety of topics in interesting, meaningful, and engaging contexts.

Latin 1

Year-Long Course

Grade: 9, 10, 11, 12

This introductory class exposes students to basic Latin grammar and vocabulary, including the different verb tenses and the concept of declension for nouns. Students practice analyzing Latin syntax in the context of simplified prose texts, as well as through various digital and visual resources. The course is conducted in English, although students practice the use of some conversational and classroom Latin phrases. There is a strong emphasis on the cultural and historical context, with a particular focus on the early history of Rome and on Greco-Roman mythology. Students build their English vocabulary through the study of Latin-derived words.

Latin 2

Year-Long Course

Grade: 9, 10, 11, 12

Prerequisite: Satisfactory completion of Latin 1 or department recommendation

This intermediate Latin class begins with a thorough review of the vocabulary, grammar, and syntax learned in Latin 1. Students go on to learn advanced grammatical and syntactic structures, including indirect statement and the various uses of the subjunctive mood. Students hone their translation skills and begin to translate extended and unaltered selections from Latin authors. The course continues to develop students' English vocabulary through exploration of Latin-derived words, and to explore Roman culture and history, with a particular emphasis on Republican Rome.

Latin 3

Year-Long Course

Grade: 9, 10, 11, 12

Prerequisite: Satisfactory completion of Latin 2 or department recommendation

Latin 3 focuses on the skill of translating classical Latin texts into meaningful and thoughtful English. Students are introduced to a variety of unaltered Latin prose and poetry, and become familiar with different writing styles, poetic constructions, and rhetorical devices. After a review of Latin grammar, syntax, and vocabulary, students study the poetry of Catullus and the rhetoric of Cicero. As students become increasingly competent translators, they begin to analyze and discuss the nuances of ancient texts (supported by study of the cultural context in which they were written) and to explore the challenges of classical translation.

AP Latin

Year-Long Course

Grade: 11, 12

Prerequisite: Satisfactory completion of Latin 3 or department recommendation

The central focus of this course is the in-depth reading and critical analysis of selections from both Vergil's *Aeneid* (a literary epic which has had an enduring influence on literature and art) and Caesar's *Gallic Wars* (Julius Caesar's account of his military activities among the Gauls). The course will study the grammatical concepts, vocabulary, meter, figures of speech, and rhetorical devices essential for reading and understanding both Vergil's poetry and Caesar's prose. Extensive work is done on reading comprehension, sight translation, and writing critical essays. Students become familiar with the cultural, social, and political history of the late Republican and Augustan Ages. By the completion of this course, students are prepared to take the AP exam in Latin (Caesar and Vergil).

Mandarin 1

Year-Long Course

Grade: 9, 10, 11, 12

Mandarin 1 is an introductory Mandarin Chinese course designed for beginning students or non-native speakers only. The course focuses on developing basic communication skills in speaking, listening, reading and writing standard Mandarin Chinese. In addition to the acquisition of linguistic skills, the course aims to equip students with the skills needed to learn language in natural, authentic settings with a project based learning designed approach. The students will also acquire the basic knowledge of Chinese culture and history. This is a class aiming for students to build up foundational skills of Mandarin.

Mandarin 2

Year-Long Course

Grade: 9, 10, 11, 12

Prerequisite: Satisfactory completion of Mandarin 1 or department recommendation

Mandarin 2 is a continuation course built upon the foundations established in Mandarin 1. Students will further develop their skills in listening, speaking, reading, and writing Chinese. Students will continue to acquire essential vocabulary and sentence structures, and learn more complex grammar rules to enable them to communicate in more diverse and sophisticated situations. The course emphasizes practical communication skills, with a focus on daily life, travel, and social situations. By the end of the course, students will be able to hold more complex conversations, read and write more characters, and gain a deeper understanding of Chinese culture.

Mandarin 3

Year-Long Course

Grade: 9, 10, 11, 12

Prerequisite: Satisfactory completion of Mandarin 2 or department recommendation

Mandarin 3 is an intermediate level course where students continue to rapidly acquire vocabulary essential for daily social interaction, and sentence structures which enable them to understand and produce complex sentences, coherent narratives, brief comparisons, explain plans, and support a point of view. Students develop greater control over past, present, and future time frames. Class is conducted mostly in Chinese, with meaningful oral communication by and among students emphasized in every class period. Reading and culture studies are expanded to include Chinese stories, songs and poems etc. By the end of the course, students will be able to communicate effectively in a variety of contexts and have a deeper understanding of Chinese language and culture.

Mandarin 4

Year-Long Course

Grade: 9, 10, 11, 12

Prerequisite: Satisfactory completion of Mandarin 3 or department recommendation

Mandarin 4 is a mid-intermediate level course designed for students to further develop their skills in listening, speaking, reading, and writing Chinese. Students will learn more complex vocabulary, sentence structures, and grammar rules, and practice applying them in real-world contexts. Students will also develop higher level language skills, such as understanding and producing complex paragraphs, coherent narratives, and supporting a point of view. Students will also explore more Chinese literature, history, and contemporary issues. Class is conducted mostly in Mandarin Chinese, with meaningful oral communication by and among students emphasized in every class period. Coursework includes more complex readings, discussions, projects and presentations, as well as the study of idiomatic expressions and literary works. By the end of the course, students will have the opportunity to refine their language skills through extensive practice in reading, writing, listening, and speaking.

AT A GLANCE

CENTER FOR LEARNING SUCCESS		
Directed Studies	Year-Long	All grades
ENGINEERING ARTS		
Computer Science and Coding	Year-Long	All grades
Engineering 1/2	Semester	10th, 11th, 12th
Robotics	Year-Long	10th, 11th, 12th (prereq: Alg 1)
AP Computer Science	Year-Long	10th, 11th, 12th (prereq: Alg 2)
Advanced Algorithms	Year-Long	11th, 12th (prereq: AP Calc AB)
ENGLISH		
English 9	Year-Long	9th grade
English 10	Year-Long	10th grade
English 10 Honors	Year-Long	10th grade
English 11	Year-Long	11th grade
AP English Language	Year-Long	11th grade
AP English Literature	Year-Long	12th grade
The Harlem Renaissance	Fall Semester	12th grade
The Lord of the Rings: Tolkien's Mythopoeia	Fall Semester	12th grade
Yiddish Literature	Fall Semester	12th grade. Cross-Listed, JS
Utopias and Dystopias	Spring Semester	12th grade
Contemporary Jewish Literature	Spring Semester	12th grade. Cross-Listed, JS
HISTORY		
World History 1	Year-Long	9th grade
World History 2	Year-Long	10th grade
World History 2 Honors	Year-Long	10th grade
US History	Year-Long	11th grade
AP US History	Year-Long	11th grade
AP Psychology	Year-Long	12th grade
The Cold War & the 21st Century World	Fall Semester	11th, 12th
AP US Government and Politics	Fall Semester	12th grade
Introduction to Economics	Spring Semester	11th, 12th
JEWISH STUDIES		
Introduction to Jewish Studies 101	Year-Long	9th grade
JSH Moral & Spiritual Challenges	Year-Long	10th, 11th, 12th
JSHI Moral & Spiritual Challenges	Year-Long	10th, 11th, 12th
Canan to Kehillah	Year-Long	10th, 11th
Culture of Jews	Year-Long	10th, 11th
Kabbalah: God, Ourselves, & Each Other	Year-Long	10th, 11th
Bibliodrama: 440 Years	Year-Long	10th, 11th
Holocaust Historical Perspectives	Fall Semester	12th

Self and the Other in Jewish Thought	Fall Semester	12th
Warriors and Prophets: Biblical Women 1.0	Fall Semester	12th
Yiddish Literature	Fall Semester	12th
Contemporary Israel	Spring Semester	12th
Space & Time in Jewish Thought	Spring Semester	12th
Warriors and Prophets: Biblical Women 2.0	Spring Semester	12th
Jews and the Modern American Experience	Spring Semester	12th
Contemporary Jewish Literature	Spring Semester	12th
MATHEMATICS		
Algebra 1	Year-Long	
Geometry	Year-Long	
Algebra 2/Trigonometry	Year-Long	
Algebra 2/Trigonometry Honors	Year-Long	
Precalculus	Year-Long	
Precalculus Honors	Year-Long	
AP Statistics	Year-Long	Prereq: Precalc
Calculus	Year-Long	
AP Calculus AB	Year-Long	
AP Calculus BC	Year-Long	
Linear Algebra	Year-Long	
PHYSICAL EDUCATION		
Physical Training	Semester	All grades
SCIENCE		
Biology	Year-Long	9th grades
Chemistry	Year-Long	10th grade
Chemistry Honors	Year-Long	10th grade
Physics	Year-Long	11th, 12th (Prereq: Algebra 2)
Physics Honors	Year-Long	11th, 12th (Prereq: Algebra 2)
Human Anatomy and Physiology	Year-Long	11th, 12th
Marine Biology	Year-Long	11th, 12th
Introduction to Astronomy	Year-Long	11th, 12th
AP Biology	Year-Long	11th, 12th
AP Chemistry	Year-Long	11 th , 12th
AP Physics C: Mechanics	Year-Long	11th, 12th (Prereq: Precalc)
VISUAL AND PERFORMING ARTS		
Studio Art	Year-Long	All grades
Intro to Illustration	Semester	10, 11, 12
Digital Design	Year-Long	All grades
Digital Design 2	Year-Long	All grades
Digital Photography	Year-Long	10th, 11th, 12th
Photography 2	Year-Long	10th, 11th, 12th
Advanced Art Making	Year-Long	11th, 12th

Senior Studio	Semester	12th grade
AP Studio Art	Year-Long	12th grade
Publication Design (Yearbook)	Year-Long	All grades
Acoustic Guitar-Family Ensemble 1	Year-Long	All grades
Acoustic Guitar-Family Ensemble 2	Year-Long	10th, 11th, 12th
Jazz/Rock Ensemble	Year-Long	All grades
Music Theory and Composition 1	Year-Long	All grades
Music Theory and Composition 2	Year-Long	10th, 11th, 12th
AP Music Theory	Year-Long	11th, 12th
Beyond AP Music Theory	Year-Long	11th, 12th
Theater 1	Year-Long	All grades
Theater 2	Year-Long	10th, 11th, 12th
Theater 3 Honors	Year-Long	11th, 12th
Senior Theater Lab	Year-Long	12th
WORLD LANGUAGES		
Hebrew 1	Year-Long	All grades
Hebrew 2	Year-Long	All grades
Hebrew 3	Year-Long	All grades
Hebrew 3 Honors	Year-Long	All grades
Hebrew 4 Honors	Year-Long	All grades
Hebrew 5 Honors	Year-Long	All grades
Hebrew 6 Honors	Year-Long	All grades
Israeli Law and Society Honors	Year-Long	10th, 11th, 12th
Spanish 1	Year-Long	All grades
Spanish 2	Year-Long	All grades
Spanish 3	Year-Long	All grades
Spanish 3 Honors	Year-Long	All grades
Spanish 4	Year-Long	All grades
Spanish 4 Honors	Year-Long	All grades
AP Spanish Language	Year-Long	11th, 12th
AP Spanish Literature	Year-Long	11th, 12th
AP French	Year-Long	11th, 12th
Latin 1	Year-Long	All grades
Latin 2	Year-Long	All grades
Latin 3	Year-Long	All grades
AP Latin	Year-Long	11th, 12th
Mandarin 1	Year-Long	All grades
Mandarin 2	Year-Long	All grades
Mandarin 3	Year-Long	All grades
Mandarin 4	Year-Long	All grades