

KEHILLAH

2024-25

**CURRICULUM
GUIDE**



EXTRAORDINARY FUTURES



DEAR STUDENTS AND FAMILIES,

We're so excited to share our 2024-2025 Curriculum Guide, which is your resource for navigating the course planning process at Kehillah. Think of the guide as both a map and a compass. We lay out the landscape of courses, electives, and co-curricular options that form the foundation of our academic program, but you get to carve a personal path based on your interests and aspirations. Through it all, you'll never walk alone. We're with you every step of the way.

The guide includes some key highlights and additions for the coming year, including:

- An expanded array of courses covering topics in Artificial Intelligence, Middle East politics, banned books, philosophy, and computer programming
- Accelerated and interdisciplinary pathways across our academic program, including the debut of K-Term and Applied Arts Studio
- Personalized college guidance across grades 9-12

In the coming weeks, we'll walk you through the course selection process in grade-level assemblies and share important details about graduation requirements, eligibility for advanced courses, and timelines. You'll also have time to meet teachers, deans, and college counselors to discuss your questions and craft a challenging and meaningful program of study for the coming school year. We can't wait to see where your adventures take you.

Warmly,

Dr. Roy Danovitch

Associate Head of School

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STATEMENT OF PHILOSOPHY

Academic Program

At Kehillah, we embrace an educational philosophy that positions students at the center of the learning process. This approach is not just about imparting knowledge; it's about inspiring students to **think critically, create boldly, and lead with purpose and passion.**

High school is a time of self-discovery and expanding curiosity. To foster this spirit, we strive to provide students with a broad, dynamic, and inquiry-based curriculum that encourages them to explore their interests, diversify their perspectives, and seek mastery in subjects that particularly engage them. In our curriculum guide, you will learn more about how these commitments come to life, whether students are composing an original musical score, calculating the physics of black holes, **or debating foundational questions of ethics, philosophy, and social justice**—values that lie at the heart of the Jewish tradition.

No matter what students are studying, our academic program inspires students to think deeply about issues, and develop the knowledge and skills to excel in any future pursuit.

Ultimately, we view learning as a grand adventure, one that expands possibilities for young people to flourish—as intellectuals, artists, innovators, and ethical leaders. Every course and program is carefully designed to prepare students for a future that they create, not in some distant future—but now.



“You are not obligated to complete the work, but neither are you free to desist from it.”

—Pirkei Avot 2:21

DIVERSITY & SOCIAL JUSTICE

Kehillah is committed to building a pluralistic society that celebrates differences, cultivates diversity, and empathetically confronts the ways individuals, institutions, and systems have oppressed others based on gender, race, religion, sexual orientation, socioeconomic status, disability, and other expressions of identity. Our belief in the interconnectedness and value of all human beings compels us to work individually and collectively toward equity and social justice. We acknowledge that this work is ongoing, ever-evolving, and essential for the health and future of our democracy.



Our Four Commitments

- 1 Everyone Counts
- 2 Everyone Has Equal Access to Great Learning
- 3 Everyone's Unique Talents Are Valued Equally
- 4 We Take Responsibility for Ourselves, Our Learning, and Our Community



COURSE SELECTION

Process & Timeline

MARCH 25	COURSE SELECTION KICK-OFF
MARCH 27–APRIL 18	COURSE CONFERENCING PERIOD
APRIL 19	SIGNED COURSE REQUEST FORM DUE
MAY 5	INCOMING STUDENT PLACEMENT TESTS
AUGUST 5	POST SUMMER PLACEMENT TESTS
AUGUST	STUDENTS RECEIVE FINAL SCHEDULES
AUGUST 19	FIRST DAY OF SCHOOL

GRADUATION REQUIREMENTS

Departments	Kehillah Requirements	UC Requirements
English	4 years	4 years
History & Social Sciences	3 years	2 years
Jewish Studies	3 years	0 years
World Languages	2 years (of the same language)	2 years
Mathematics	3 years	3 years
Science	3 years	2 years
Visual & Performing Arts	1 year	1 year
Physical Education	1 year (or approved equivalent)	0 years
Additional Requirements		
K-Term	1 week per year	
Experiential Learning	Annual trips	

To Note:

- Kehillah’s graduation requirements exceed the minimum course requirements for the University of California and California State University systems.
- Students must maintain and pass all classes in a schedule of at least 7 courses during grades 9, 10, and 11 and pass all classes in a schedule of at least 6 courses during grade 12

COURSE PLANNING

Policies & Expectations

COURSE APPROVALS

In order to be approved for certain advanced courses, a student needs to earn excellent grades in the subject and show a commitment to a challenging course of study. In general, Kehillah bases approval for advanced courses on the following criteria:

- Listed prerequisites, including course completion, grade performance, departmental approval, and audition requirements
- Past record of effort and engagement in the relevant discipline
- Department approval based on overall record and course load

SCHEDULE

For the coming school year, Kehillah is adopting a 9-Block Schedule, which consists of nine blocks held three times a week, each lasting 55 minutes. This structure offers a variety of benefits for both students and teachers. The 9th block ensures that each student has a free period; can benefit from faculty daily office hours; and has space in their schedule to pursue elective courses that engage them.

ADVANCED COURSES KEY



Kehillah
Advanced
Topics



Honors



Advanced
Placement

ADVANCED COURSES LIMIT

Advanced courses require a larger time commitment including extra assignments and independent work, and may require additional class meetings. Students should consider the level and load of their other courses, as well as extracurriculars and other commitments, when deciding to enroll in an advanced course. Kehillah limits the total number of advanced courses (AP and KAT) a student may take to four each semester.

COURSE LIMIT EXCEPTIONS

On occasion Kehillah's Associate Head of School may authorize motivated students to exceed our cap for advanced courses. Students may apply for an exception if they meet the following criteria:

- A record of impressive academic achievement
- Convincing reasons for carrying an exceptionally demanding load
- A record of excellent attendance

ADD/DROP POLICY

We encourage students to consider schedule changes carefully. Changes may not be reversed after they have been finalized or may require shifts in the student's other classes to different sections or teachers. Additionally, students are responsible for completing work assigned before their arrival in the new class.

In courses with required summer work, failure to satisfactorily complete the assignments will result in the student automatically being dropped from the course.

Open Add/Drop: Week 1–3

Open Add/Drop Period lasts through the end of week 3 of the course. During this period, **students may request to add or drop courses in their schedule without any impact to their transcript.** Any course that has been dropped or swapped during this period will not appear on the student's transcript; no credit towards graduation will be awarded for the dropped or swapped course; the dropped or swapped course will not be included in the calculation of the student's overall GPA translation.

Late Drop Period: Week 4–12

During week 4-12, a student may request to drop a course in their schedule with some impact to their transcript. **The dropped course will remain on the student's transcript with a "W" (Withdrawn). In addition, the dropped course will not qualify for graduation credit or be included in the calculation of the student's overall GPA.** Students are encouraged to consult with their college counselor to understand how a "W" on their transcript may impact college admissions evaluations.

Week 13 and On

After the Late Period closes at the end of Week 12, **no courses may be dropped.** Kehillah may make exceptions due to extended illness or injury resulting in medical leave from school or appropriate placement of new students.

***Note:** The provisions above apply to both semester and full-year classes. Students will not be allowed to drop full-year classes at the end of the first semester.

KEHILLAH ADVANCED TOPICS

Kehillah Advanced Topics courses allow students who are academically prepared for college-level work to investigate particular disciplines in deeper and more meaningful ways. These classes require students to engage in high-level reasoning, research, analysis, and extensive writing or, in the visual and performing arts, documentation of their work.

KAT courses include an **Honors designation** from the University of California's course review process. As such, these courses are selective, **weighted on a 5.0 scale, and geared towards students who are motivated for accelerated and sophisticated inquiry across our academic program.** KAT courses will replace Advanced Placement courses in the 2025-2026 school year.

All KAT Courses:

- cultivate mastery in specific or interconnected disciplines
- encourage high levels of engagement and performance in response to complex questions
- require advanced ability for critical analysis and interpretation of texts, data sets, and evidence
- support bold inquiry, investigation, and research
- involve a comprehensive examination or a substantive, culminating project designed to exhibit depth of knowledge and sustained mastery of subject material gained from the course

For more information about KAT courses and our transition away from the APs, please visit kehillah.org/kehillah-advanced-topics.

2024-25 OFFERINGS:

- The Modern Middle East
- Beyond Behavior: Critical Insights into Human Psychology
- Advanced Topics in Chemistry
- Data Structures
- Multivariable Calculus
- Linear Algebra
- Theories of Space & Time
- VPA Thesis: Art & Design
- Music Theory & Composition

K-TERM

A week of expansive and immersive learning

K-TERM IMMERSIVE EXAMPLES*

- Forensic Science
- La Famiglia: How did Language arrive in Kehillah?
- GeMATHria: Mathematical Analysis of Biblical Text
- Debate Camp
- 3-Day Play
- Psalms in the Key of Life
- Video Game Creation
- History through Food & Cooking
- Dada & Other Weird Art
- Eras in the Bay Area
- The World's Culinary Tapestry
- The Optics of Light & Color
- Fractal Dimensions
- Experiential Aikido
- Pop Culture Deep Dives
- The Physics of the Extraordinary

Debuting in the 2024-2025 school year, K-Term is a week of immersive, project-based learning that allows students to work intensively on a unique project or compelling topic, with every day devoted to digging into specialized knowledge, generating new insights, and collaborating with classmates. During K-Term, Kehillah students can select from **a rich portfolio of hands-on, interdisciplinary electives** which culminate in a formal exhibition of learning which may take the form of performances, publications, presentations, and competitive tournament play.

K-Term takes place January 21–24 and is graded on a pass/fail basis. Sign-ups and schedules for K-Term will take place in the Fall of 2024.

In **Forensic Science**, students investigate real-life case files over the past few decades, learn lab techniques to analyze crime scene evidence and highlight intersections between science, social justice, and psychology.

In **DADA and Other Weird Art**, students examine the profoundly creative artistic movements around the late 1910s and early 1920, and consider how these movements relate to our current time and inspire us to think more radically and irreverently about art, culture, technology, science, and more.

In **Fractal Dimensions**, students go beyond the 2D world (a paper we write on) and the 3D world (the world we live in) and explore what it means to have a shape that exists in 4D. Join us as we explore fractional dimensions and, in the process, play with math.

*Subject to change



All Kehillah programs share a common educational approach based on the following principles:

- the expectation that students be active participants in their education
- a commitment to collaboration and cooperation among students
- building skills, knowledge and habits of mind in order to achieve and express depth of understanding
- embracing diversity, advancing social justice, and fostering ethical decision making
- integrating environmental, cultural and intellectual resources that extends learning beyond the classroom





HUMANITIES

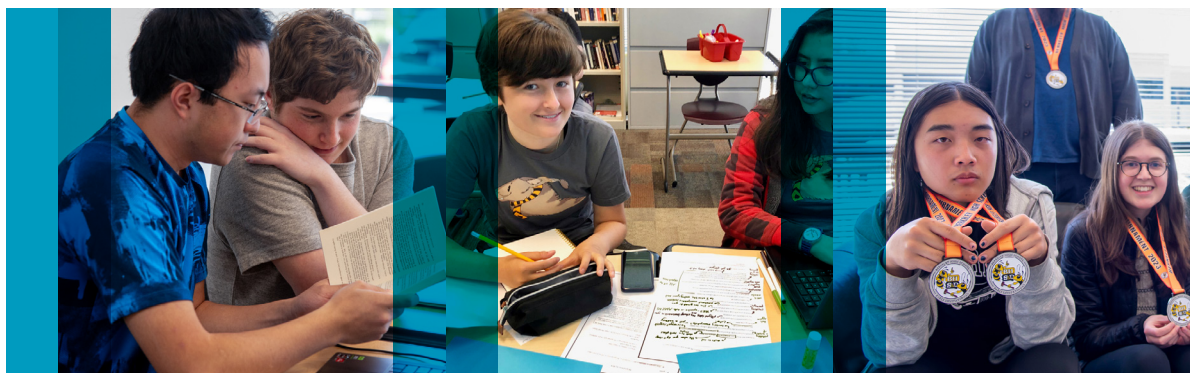
ENGLISH / HISTORY / JEWISH STUDIES



ENGLISH

Purpose & Vision

The Kehillah English Department engages students deeply with literature through close reading, intellectual discourse, creative projects, and process-oriented writing to explore these fundamental questions: How do texts challenge how students think about themselves, others, and their community? What role does literature play in understanding the human condition? To get at the heart of these questions, students examine the role of gender, race, class, and cultural identity through a wide variety of texts including poetry, novels, short stories, plays, criticism, and speeches as well as music, cinema, visual art, and other modern media. While analytical writing is a key component of our program, we also believe that cultivating student voice and creative expression is crucial in helping students make sense of themselves and the world around them. After four years of English at Kehillah, students will gain a more nuanced understanding of complex human experiences, refine their own voices, and develop the analytical, critical, and compassionate habits of mind necessary to shape a better world.





What to Know

- Students who enroll in advanced classes should expect a faster-paced curriculum, show a strong aptitude in analysis and writing, and exhibit a high level of engagement in class discussions. Summer work may be required.
- Juniors who wish to take any electives may do so in addition to either English 11 or AP Language and Composition.

ENGLISH

English 9: Self & Identity through Literature

Duration: Full Year

Grade(s): 9

Prerequisites: None

Required

This year-long ninth-grade English course asks students to look inward and grapple with the concepts of self and identity as a way to make sense of who we are and the forces that help shape us. Using core texts such as *The Poet X*, *Bless Me, Ultima*, and *Romeo and Juliet*, along with various short stories, poems, essays, and other media, students will be forming an understanding of the following essential questions: Who am I? What made me who I am? What do I want to be? How can reading and writing help us better understand ourselves? Through class discussion, short written responses, journal entries, formal analytical papers, and creative projects, we will explore the different ways that we are shaped by the world around us and the ways in which we can shape the world. Along the way, students will develop their ability to comprehend, infer, analyze, critique, and reflect upon texts through intensive thinking, reading, discussion, and writing.

English 10: Outsiders, Others, & Strangers (Regular or Honors*) **H**

Duration: Full Year

Grade(s): 10

Prerequisites: English 9

Honors Prerequisites: English 9 and department approval

Required

How do we understand the world beyond ourselves? How do we make sense of the ways that our understanding differs from—or converges with—other people’s identities, experiences, and perspectives? Essentially, how do we comprehend other people, and what do we gain by trying? In English 10, we explore the concept of the Other, an individual who is excluded due to being perceived as different. We will focus primarily on texts about people who have traditionally been Othered because of their race, gender, social class, and/or other aspects of their identity. Through analytical writing, creative writing, personal nonfiction reading and writing, discussion, and extemporaneous speaking exercises, students will explore the consequences of Othering; the potential to resist it through storytelling; and our ability to understand ourselves better by exploring our reactions to outsiders, others, and strangers. Texts may include *Kindred* by Octavia Butler; *Amadeus* by Peter Shaffer; *Persepolis* by Marjane Satrapi, *The Metamorphosis* by Franz Kafka; *Macbeth* by William Shakespeare.

*Texts may include *Frankenstein* by Mary Shelley; *Never Let Me Go* by Kazuo Ishiguro; *Tracks* by Louise Erdrich; *Just Mercy* by Bryan Stevenson; *The Merchant of Venice* by William Shakespeare; poetry by Shane McCrae and Joy Harjo; various critical essays.

English 11: Looking for America

Duration: Full Year

Grade(s): 11

Prerequisite: English 10 or English 10 Honors

America has a fraught history, a theme that continues into the present day. It's a nation of opportunity, yet some would argue that not everyone has equal access to those opportunities. It's a nation of immigrants, yet suspicion of those who are different is a key part of America's origins. And it's a nation of storytellers, yet who has the ability to speak and whose stories are relegated to the margins are ongoing questions. It's these contradictions that make America what it is and make American Literature such a rich source for inspiration and interrogation.

Over the course of this year, we will engage in what essayist Rebecca Solnit calls "one of the battles of our time ... who the story is about, who matters and who decides." We will read some of the canonical works of American literature, such as *The Great Gatsby*, but we will do so through an examination of how a narrative or myth gets shaped and what is lost along the way. We will also read August Wilson's play *Fences*, as well as lesser-known works including *The Undocumented Americans* that alter our perspectives and provide more well-rounded understandings of American writing, and we will utilize these pieces as mentor texts for our own authentic, nuanced compositions.

AP AP English Language & Composition: Words that Change the World

Duration: Full Year

Grade(s): 11

Prerequisite: English 10 or English 10 Honors and department approval

We all have a lot to learn—from each other, from news and current events, from the resources of the past that pepper our readings with meaningful allusions, and from the writers whose works we

will read; we should all be prepared to broaden our understandings of language, communication, and "words that change the world."

At its core, this class is designed to help students to examine the world around them in closer detail, inquire about purpose and bias, evaluate the endless flow of images with which they are confronted every day, and create writing of their own that is just as purposefully formulated as that of the experts. It's also different from many other English classes in that, while several novels are included (*The Great Gatsby*, *The Handmaid's Tale*), the primary focus is on reading and evaluating nonfiction.

In this college-level course, students will be encouraged to ask important questions about the rhetorical situation and to examine authors' purposes as well as the craft used to make a subject appeal to multiple audiences. They will also learn how to write in a variety of styles, for a variety of audiences, while continuing to develop their personal writing styles. At the end of the course, they will take the AP Language exam, which features analytical and writing-based multiple choice questions, a rhetorical analysis essay, a synthesis essay, and an argument essay.

Fall Semester Courses

Lord of the Rings: Tolkien's Mythopoeia

Duration: Fall Semester

Grade(s): 11–12

Prerequisite: English 11 or AP Language and Composition

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

ENGLISH

literature, music, games, and artwork, as well as an Oscar-winning series of films. As students read and discuss this enormous and important novel, 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. They will examine the novel through the lenses of Jungian Archetype, environmentalism, pacifism, personal spirituality. Finally, students will confront and consider the criticisms that have surrounded this novel, particularly in regard to imperialism, classism, Jewish-coded characters, and representations of gender. Students will engage with the text through regular reading, class discussion, and written responses.

Harlem Renaissance: The Power of a Movement

Duration: Fall Semester

Grade(s): 11–12

Prerequisite: English 11 or AP Language and Composition

The purpose of this semester-long, senior English course is to develop students’ understanding of the historical/sociological/political context of the Harlem Renaissance, develop a familiarity with some of the canonical artists of the period, explore issues raised within the texts, and consider the relevancy of those issues today. Through essays, historical documents, artwork, poetry, music, drama, short stories, and novels—such as Nella Larsen’s *Passing* and Langston Hughes’s *Ways of White Folks*—we will trace the roots of the Harlem Renaissance to the many cultural aesthetic movements that came before it as well as those movements that were influenced by it such as the Black Power Movement, the Black Arts Movement, the Black

Women’s Liberation Movement, and Feminist Arts Movements, to name a few. To achieve these goals, students will read and annotate; respond to prompts informally through quick writes and journal entries; participate in classroom discussions; engage in the writing process to compose and workshop a variety of essays; and develop creative projects that address the essential questions of the course. The capstone project will ask students to develop their own renaissance, taking into the account the interplay between the political and the artistic.

Poetry Now: A Reading & Writing Workshop

Duration: Fall Semester

Grade(s): 11–12

Prerequisite: English 11 or AP Language and Composition

This course is a hybrid poetry reading and writing workshop. Students will read contemporary poetry and also write and revise their own poetry. The assigned texts will reflect the diverse stylistic and authorial variety of contemporary poetry and will include contemporary poets selected from literary magazines in the last three years, selections by Rita Dove, Joy Harjo, and Sandra Cisneros, *Earth Room* by Rachel Mannheimer, as well as craft essays. Students will read closely through the lenses of literary analysis and aesthetic critique, but also as writers. We will explore the various craft choices of authors and use them as invitations to consider new possibilities in our own work. Students will produce poetry during generative activities, share their work during group workshops, and revise writing to present in a chapbook and final reading. Throughout this intensive process, we will pause to ask important reflective questions: Who are my poetry mentors? How can I apply craft lessons from writers I admire while remaining true to my

own voice and creative instincts? How can I offer feedback while still respecting a writer's unique style and intentions? The course will also address contemporary poetry communities and publishing opportunities, as well as what it means to be a literary citizen today.

Kingdom of Words: Yiddish Texts Across Time

Duration: Fall Semester

Grade(s): 11–12

Prerequisite: English 11 or AP Language & Composition

According to a recent New York Times Op-Ed, “Yiddish Is Having a Moment.” The question is, why now? This semester-long course will explore literature originally written in Yiddish, the predominant spoken language of the Jewish people over the last thousand years. What defines Yiddish literature as such? What motivates writers to write in Yiddish (as opposed to other languages, such as Russian or Hebrew)? Is writing in Yiddish a political act, and what ideas, questions, and topics emerge in these texts? We will study Yiddish literature in translation from its medieval period to the contemporary era, which has seen an increasing use of the language. We will read a variety of texts, including magical folktales, medieval romance-epics, the serial-novel “Tevye the Dairyman” (the inspiration for *Fiddler on the Roof*), and a contemporary novel by Nobel Prize Laureate Isaac Bashevis Singer. In the end, we will think about how the revival of this unique language is impacting and redefining Jewish communities across the globe.

Reading the Russians: Short Works by Tolstoy, Dostoevsky, & Friends

Duration: Spring Semester

Grade(s): 11–12

Prerequisite: English 11 or AP Language & Composition

In this course, we will read short works of Russian fiction of the nineteenth century. We will consider writers who had a major impact on world literature, including Pushkin, Gogol, Dostoevsky, Tolstoy, Chekhov, and more. We will center on their most experimental and strange works. Our discussions will investigate major issues of the day, such as the nature of the workings of the brain and the unconscious, sex, sexuality, gender, war, Darwinian evolution, the concept of free will, the possibilities of social change and progress, religion, and the existence of the afterlife. We will consider major debates discussed by philosophers, scientists, theologians, and others. Along the way, we will read from texts from outside of literature that were read by Russian novelists and writers (including works from the social sciences, hard sciences, and medicine). The central task of this course will be to understand why we should read these Russian writers, and how they may help us understand our chaotic world. We will ask: what do Russian novelists and writers offer to the basic understanding of the human condition? How can fiction writers inform our understanding of how we conceive of others and ourselves?

Banned Books: Sacrilege, Sex, & Free Speech

Duration: Spring Semester

Grade(s): 11–12

Prerequisite: English 11 or AP Language and Composition

Which ideas are so dangerous that they must be hidden from view? This course will engage with the types of ideas or representations that have been censored in texts in one way or another, whether this is through actual banning or through expurgation,

ENGLISH

self-censorship, restriction of access, or maligning of reputation. We will learn about famous case studies in 1st amendment history, and examine examples of works that were considered too naughty or dangerous for their time. As part of this examination, the class will frankly and respectfully discuss material often deemed controversial by wider society, including but not limited to language, sexuality, violence, and race; some of this material may potentially be graphic or offensive, but it is especially important that we engage deeply with the subject matter to avoid oversimplification. Students should all be prepared to broaden our understanding of text, language, and experiences over the semester through discussions, formal essays and creative projects. Texts may include *Lysistrata*, *Salome*, *Giovanni's Room*, *The Stranger*, *The Bluest Eye*, and *Fahrenheit 451*.

Comedy & Satire: Tearing Down Sacred Cows

Duration: Spring Semester

Grade(s): 11–12

Prerequisite: English 11 or AP Language & Composition

This semester-long, senior elective English course will focus on the theories and practice of satire and comedy in literature. Readings will range from works of Shakespeare through the 18th century, to contemporary texts and mediums. Students will compare and contrast the works of these authors as each satirically presents their perceptions of the world. In class and in their writing, students will both discuss the style of these writers as well as attempt to imitate them. Through imitation, students are gradually encouraged to develop their own styles as humorist, wit, and satirist. Texts may include *A Midsummer Night's Dream*, *Pride & Prejudice*, *The Importance of Being Earnest*, and *The Hitchhiker's Guide to the Galaxy*.

Chaos or Control: Dystopian Literature & Modern Society

Duration: Spring Semester

Grade(s): 11–12

Prerequisite: English 11 or AP Language and Composition

This course centers on great works of Utopian and Dystopian fiction, tracing patterns in what societies value, fear, and imagine for the future and delving into the following universal questions: Should freedom be relinquished for security? What is the ideal balance of 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? Using *Brave New World*, *The Marrow Thieves*, and *The Parable of the Sower* as core texts, along with a variety of short stories, excerpts from longer utopian works, TV, and film, students will formulate their own understanding of these questions through class discussion, journal entries, short responses and reflections, formal papers, and creative projects. The culminating project for this course will ask students to design their own dystopia or utopia that reflects various themes gleaned from our readings and their understanding of how authors, filmmakers, and artists use dystopian or utopian elements to critique society or outline a vision for the future.

Split at the Root: Contemporary Jewish Literature

Duration: Spring Semester

Grade(s): 11–12

Prerequisites: English 11 or AP Language and Composition

Named after an essay by 20th-century Jewish American poet Adrienne Rich, this course will

explore the multi-faceted and, at times, inherently contradictory nature of contemporary Jewish identities through texts written in the late 20th and early 21st centuries. We will examine some of the most poignant concerns running through the Jewish community worldwide: What defines Contemporary Jewish Literature? How is “Jewishness” rendered in different social, geographical, and historical contexts? What constitutes Jewish identity now, and how does it intersect and converge with other characteristics that define individuals and communities? Ultimately, students will contemplate various aspects of their identities through critical and creative responses. Primary texts include short fiction, essays, poetry, and a television series. Our units will be divided by authors based in New York, Israel, and others who don’t fit into clear geographical and cultural categories.

AP AP Literature & Composition

Duration: Full Year

Grade(s): 12

Prerequisite: English 11 or AP Language and Composition (department approval)

In this college-level course, we will take a broad look at literary history from the 18th to the 21st century. In this context, we will think about how literary works reshape how we think about our social lives, our biological bodies, our religious and philosophical beliefs, our economic system, our political affiliations, and our sense of reality. How can literary texts disrupt our lives, and by what means can we induce them to do so? What is the benefit of this disruption in the contemporary moment? The reading list will include Sterne’s *Tristram Shandy*, Goethe’s *The Sufferings of Young Werther*, Brontë’s *Wuthering Heights*, Tolstoy’s *Anna Karenina*, and Hurston’s *Their Eyes Were Watching*

God, among others. A central part of the course will be the reading of canonical novels alongside contemporary poetry.

Courses not offered in 2024-25

From Page to Screen: Literature in Adaptation

Duration: Semester

Grade(s): 11–12

Prerequisite: English 11 or AP Language and Composition

Is the book always better than the film? Can the film ever be faithful to the book? Sometimes, the answer to those questions depends on which format we encounter first. In this semester course, we will try it both ways—reading some texts first and watching some film/television adaptations first. In all cases, we will consider deeply the characters, stories, and themes that the authors and directors are trying to convey, determine for ourselves whether they succeed, and examine the techniques they employ in the process. Students will read and analyze texts, study film terminology and screenplay-writing formats, write analytical essays and film reviews, and develop their own screenplays based on a short story. Texts/films may include *One Flew Over the Cuckoo’s Nest* by Ken Kesey, “The Lottery” by Shirley Jackson, “Rita Hayworth and The Shawshank Redemption” by Stephen King, “It’s A Good Life” by Jerome Bixby, “The Little Mermaid” by Hans Christian Anderson; *Brokeback Mountain* by Annie Proulx, “In a Grove” [Rashomon] by Ryūnosuke Akutagawa, *The Color Purple* by Alice Walker, and *Watchmen* by Alan Moore and Dave Gibbons.

ENGLISH

Creative Writing: The Novel

Duration: Semester

Grade(s): 11–12

Prerequisite: English 11 or AP Language and Composition

In this focused, semester-long course, students will compose an extended work of fiction in the genre of their choice while developing their ability to think analytically and critically about narrative elements. Students will deepen their understanding of setting, character, plot, theme, and style. They will achieve these goals by reading, annotating, discussing, and writing analytically about short stories, novels, movies, and television shows; participating in writing exercises; and providing and receiving feedback through writers' workshops. Texts may include *Reading Like a Writer* by Francine Prose, *If Beale Street Could Talk* by James Baldwin, *Bird* by Anne Lamott, and a variety of nonfiction pieces, poems, short stories, and more. By the end of the semester, students will write a number of short stories; outline an original novel; and write (and revise) at least twenty pages of that work.

Unstable on the Stage: Madness in Drama

Duration: Semester

Grade(s): 11–12

Prerequisite: English 11 or AP Language and Composition

Why are we so fascinated by madness? Do we equate it with genius? With passion? With epiphany? Or are we drawn to madness because we're all on the verge of madness ourselves? Whatever the reason for our curiosity, playwrights recognize it and devote entire plays to a character's descent into insanity, and we can't take our eyes off it. In this course, we will explore that descent, tracing

how plays capture it by humoring us, frightening us, and holding up a mirror for us. We will read aloud, perform scenes, analyze texts deeply in discussions and writing, and craft our own one-act plays on the theme of madness. Texts may include: *Oedipus Rex* by Sophocles, *The Zoo Story* by Edward Albee, *Hamlet* by William Shakespeare, Ma Rainey's *Black Bottom* by August Wilson, *Oleanna* by David Mamet, *Fairview* by Jackie Sibblies Drury, *Proof* by David Auburn, *Angel Street (Gas Light)* by Patrick Hamilton, *Dutchman* by Amiri Baraka, *Trifles* by Susan Glaspell, and *Deathtrap* by Ira Levin.

HISTORY & SOCIAL SCIENCES

Purpose & Vision

The History & Social Sciences Department provides students with the context, skills, and habits of mind to think critically about their world, as well as their rights and responsibilities as citizens in communities that are local, national, and global in scope. We approach the past and present as a complex narrative constructed from multiple perspectives that must be analyzed and interpreted to tell a larger story of patterns and trends over time. To this end, our core courses in World and United States History introduce students to foundational elements of the historical method: interpreting documents focusing on source, perspective, and context; evaluating multiple texts for corroboration or conflict; and constructing original arguments rooted in evidence and past research. Students learn the fundamental principles of causality and historical analysis through creative projects, simulations, debates, examinations, and essays. Our upper-level electives and KAT courses introduce students to disciplines across the social sciences—such as government, economics, and psychology—while allowing them to tailor their own deeper historical understanding in various geographic, temporal, and thematic contexts. Graduates will leave Kehillah with the knowledge and ability required to construct their own meaning from the past to articulate a personalized vision for their present and future.



HISTORY & SOCIAL SCIENCES



HISTORY & SOCIAL SCIENCES

World History 1: Civilizations & Their Discontents

Duration: Full Year

Grade(s): 9

Prerequisites: None

Required

This introductory course 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 social, political, and cultural traditions around the globe, students understand the forces and tensions that would shape the modern world. By the end of the course, students will understand how to analyze primary sources for content and perspective, participate in class discussions and debates, and produce presentations, essays, and other interdisciplinary projects.

World History 2: Making the Modern World (Regular or Honors*)

Duration: Full Year

Grade(s): 10

Prerequisites: World History

Honors Prerequisites: World History 1 and department approval

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 to view international relations from various perspectives. Students will 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 must demonstrate content mastery through other activities, comprehension quizzes, and timed writing assessments.

In the American Grain: A History of the United States in Six Frames

Duration: Full Year

Grade(s): 11

Prerequisites: World History 1 and 2, or department approval

This course offers an in-depth exploration of recurrent themes in the history of the United States from pre-Columbian times to the present

HISTORY & SOCIAL SCIENCES

day. Students will examine six major “frames” that have shaped American society and politics: the Constitution and the role of government; tensions involving both race and immigration; struggles for gender equality and LGBTQ+ rights; the development of the working class and labor movements; the emergence of the United States as a major world power; and the circumstances of the Cold War and its aftermath. Through a rigorous curriculum prioritizing critical thinking, reading, and writing, students will gain a deeper understanding of the connections between past events and contemporary issues. The course culminates with a college-level term paper, providing students with an opportunity to further develop their researching and writing skills. By the end, students will have gained the tools and knowledge necessary to engage with American history as informed and active citizens.

AP AP United States History

Duration: Full Year

Grade(s): 11

Prerequisites: World History 1 & 2, and department approval

AP United States History (APUSH) is an accelerated United States history course from the pre-Columbian period to the present. Throughout the year, we will examine major events, trends, developments, and individuals throughout nine critical periods of this nation’s history. The skills learned in this course reflect the tasks of professional historians. While learning to master these tasks, APUSH students act as “apprentice historians” and repeatedly practice the skills of contextualization, comparison, continuity and change over time, and causation. APUSH is a writing- and reading-intensive course requiring significant discipline and independent study.

Fall Semester Courses

AP AP US Government & Politics

Duration: Fall Semester

Grade(s): 12

Prerequisites: department approval

AP US Government and Politics allows students to see how individuals and their ideas can shape the world in which they live; it invites them to explore central questions of liberty and justice in practice. The course explores the central guiding documents of our representative democracy that form the basis for all political conversations today. The course also examines several of our nation’s most crucial Supreme Court opinions. The course is framed under the context that civic knowledge is both a right and a responsibility. This course prepares students for their next milestone in American citizenship—gaining the right to vote at 18—so that students may participate in the political process as informed constituents.

KCT Beyond Behavior: Insights into Human Psychology

Duration: Fall Semester

Grade(s): 12

Prerequisites: department approval

This advanced course offers students a systematic and scientific exploration of human behavior and mental processes. Rooted in the rich history of psychology, the course delves into key principles, research methods, and phenomena associated with major subfields within the discipline. The course explores the intricate workings of the human brain, investigating consciousness, memory, perception,

HISTORY & SOCIAL SCIENCES

emotion, cognition, mental illness, and their interconnected influences on thoughts, behaviors, and experiences. Furthermore, the course scrutinizes the intricacies of human relationships, exploring concepts like empathy, identity formation, and the influence of social interactions on self-perception. Some of the questions we will explore include: How do we perceive and understand ourselves? How can biology influence our behavior and mental processes? How does our interpretation of the information we receive from the environment influence our behaviors and mental processes? How do we learn? What roles do memory and thinking play in our behaviors? What motivates us to think and act the way we do? Assessment of student achievement will involve a mix of independent research, critical analyses of texts and media, group projects, simulations, presentations, and psychological experiment design.

The Modern Middle East

Duration: Fall Semester

Grade(s): 11–12

Prerequisites/Corequisites: US History or AP United States History and department approval

The region known today as the Middle East was once the cradle of civilizations—but today it is recognized more as a crucible of cultural and geopolitical conflicts. This KAT course will delve into the history of the modern Middle East, with a particular focus on the last two centuries. After a brief introduction to the origins of the region's major cultural, religious, ethnic, and political divides, the course will focus on the later Ottoman Empire and European colonialism; the World Wars and the rise of nationalist and anti-imperial movements; Zionism and the roots of the Arab-Israeli conflict; the politics of oil and creation of OPEC; the rise of religious fundamentalism; and the

role of the United States in the region. This course will be reading-intensive, and will be structured as a college-level seminar; students will be expected to undertake a substantial culminating project on the historical antecedents of an issue of interest in the contemporary Middle East.

Spring Semester Courses

Economics: Dollars & Sense

Duration: Spring Semester

Grade(s): 11–12

Prerequisites/Corequisites: US History or AP United States History and department approval

This introduction to economics examines the field's methods of thinking, theory, and research, as well as their application to entire systems, whether local, state, national, or global economies. The primary focus is understanding core concepts through simulations and practical projects like creating a personal budget and finance portfolio. 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 our economic decisions. Students will be introduced to historical schools of economic thought and debate the controversial economic topics of the day. This course will provide 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, the course covers and develops financial literacy skills, including how to save for retirement, invest responsibly, and, yes, file taxes.

HISTORY & SOCIAL SCIENCES

The Cold War & the 21st Century World

Duration: Spring Semester

Grade(s): 11–12

Prerequisites/Corequisites: US History or APUSH, and department approval

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. More than three decades later, such predictions seem hopelessly optimistic. Indeed, the Cold War still has a powerful influence on states and societies worldwide. 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. 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 structured as a discussion-based, college-level course.

AI & the End of the World

Duration: Spring Semester

Grade(s): 12

Prerequisites: department approval

This course explores the intersections between artificial intelligence (AI) and existential concerns related to the future of humanity. The course

dives into AI’s philosophical, ethical, and cultural dimensions, examining its potential impact on society and the individual. Through a multidisciplinary approach—bioethics, history, literature, cosmology, feminist theory, technoscience, science fiction, and sociology—students will engage with texts, films, current events, and critical discussions to develop a nuanced understanding of the complex relationship between AI and human beings. Questions to be explored include: What defines artificial intelligence, and how has its concept developed over time? What ethical considerations arise in the creation and development of sentient AI? How do cultural representations shape our understanding of AI and its potential impact on the world? In what ways does AI contribute to or challenge existing social, economic, and environmental structures? In envisioning the future, how do individuals and societies navigate the integration of AI, and what values should guide this process? In completing this course, students should be able to critique and analyze diverse perspectives on AI, apply ethical reasoning in assessing the societal impact of AI, develop a vision for the future of humanity in an AI-driven world, and evaluate the socio-economic and environmental implications of AI.

JEWISH STUDIES

Purpose & Vision

The Jewish Studies Department fosters inclusive, relevant, creative, and intellectually challenging experiences. By engaging with ancient and contemporary Jewish texts, students participate in a millennia-old discourse and personalize their studies by learning how to ask profound questions. Our aim is to unlock the innate love of learning in each learner by offering core courses and electives in which students encounter and apply Jewish thought and texts through the lens of philosophy, history, hermeneutics, literature, theology, art, ethics, technology, and halachic jurisprudence. At all times, we aim to cultivate a multiplicity of thought through chavruta discourse; this method beckons us to connect with each other and give voice to sacred texts and rituals, making them eminently accessible to the modern mind.



JEWISH STUDIES



What to Know

- Incoming ninth-grade students may choose from two JS101 courses or contact the department Dean to take a test to place out of the intro courses.

JEWISH STUDIES

Fall Semester Courses

JS101: From Ancient to Modern Israel: The Land and the People

Duration: Fall Semester

Grade(s): 9

Prerequisites: None

This 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 from the land of Israel. 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?

JS101:TEXTing Ancient Israel

Duration: Fall Semester

Grade(s) 9

Prerequisites: None

This course introduces students to the rich history of Jewish wisdom through an in-depth survey of primary and secondary texts and sits at the intersection of history, philosophy, and theology.

It begins by orienting students to the foundational ideas, texts, and language of the discipline and continues to build their critical and dialectical thinking skills. Students will also learn how to study in chavrutah—an ancient Jewish method of study that builds their ability to partner with the primary text, their study partner, ancient interpreters, and more to become comfortable challenging and being challenged to fine tune their ideas and interpretation of texts. They will also work on their chabura—group conversation skills—which brings all the ideas gleaned from their chavrutah learning to the entire class. This foundational course will set them up for engaging with Jewish Studies courses at any institution.

Biblical Wisdom For Life (Hebrew or Hebrew Intensive)

Duration: Fall Semester

Grade(s): 9–12

Prerequisite: Recognition of Hebrew letters

Hebrew Intensive Prerequisite: Hebrew 3+ or department approval

This course will mine *TaNakh* (*The Hebrew Bible*) for wisdom that is relevant to our real lives. Students will take inventory of the areas of their own lives where wisdom teachings may be useful and then embark on a journey of finding biblical teachings that will speak to those topics. We will explore a wide array of Biblical texts. The book of Mishlei (Proverbs) is full of pithy wisdom teachings that may inspire us with ethically useful ideas, challenge us with ideas that

feel wrong to many of us, and productively confuse us with ambiguity and apparent contradictions! Closely reading and interpreting these texts and noticing our reactions to ideas that feel wrong to us will afford us the opportunity to articulate new wisdom teachings grounded in traditional texts. Studying commentaries will allow us to see multiple interpretations and real world applications in addition to those generated by the class. In addition to *Proverbs*, students will use Sefaria to find wisdom teachings, Jewish laws, and narratives from all over *TaNakh* that address wisdom topics of their choosing. Ultimately, students will articulate life relevant wisdom relevant to their own lives based on their grappling with traditional teachings and lived experiences. Recognition of Hebrew letters is required.

Texts will be accessed mostly in their original Hebrew and we will thus develop translation and interpretation skills by learning to recognize prefixes and suffixes, break words down into their component parts, use dictionaries, and generate multiple interpretations based on textual ambiguities.

Ethics and Social Responsibility

Duration: Fall Semester

Grade(s): 10–11

Prerequisites: None

Students in this course will find themselves at the intersection of ancient and contemporary Jewish moral philosophy. The course will be centered on the encounter with Jewish ethical teachings, using texts from the *Bible*, the *Talmud*, the medieval and early modern Mussar (ethical) literature—a genre of religious Jewish texts aimed at improving one’s character through a series of intentionally chosen

values. Moral philosophy will be evaluated through case studies drawn from students’ lives and current events that relate to issues of justice and fairness. This will help students apply the concepts they are learning to real-life scenarios and examine their relevance through a contemporary lens. Students will have a chance to hone their reading and writing skills, argumentation, and critical thinking. Additionally, students will be invited to attempt to transform ethical practices in a way they may find useful within their own life.

Theories of Self and Other in Jewish Thought

Duration: Fall Semester

Grade(s): 11–12

Prerequisites: None

Students in this course will read ancient and contemporary philosophical texts that explore the relationship between the Self and Other(s). While reaching deep into the past, students will bring the in 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.

JEWISH STUDIES

Ethics, Law, and Medicine: Critical Intersections

Duration: Fall Semester

Grade(s): 11–12

Prerequisites: None

Modern times have given rise to medical advancements never thought possible throughout most of history. Technology and medicine has the potential to improve and save lives, yet many incur ethical challenges. Students will explore areas such as organ transplantation, reproduction, abortion, criteria to determine the moment of death and other medical ethics through a Jewish lens. They will start by learning the scientific principles behind each case and then engage in text study of primary sources from Jewish law court documents, and scientific research papers. This course examines scientific advancements from multiple perspectives including classical and modern Jewish law, as well as contemporary law in the United States, Europe, and Israel. Throughout this course, students will develop skills such as the navigation of classic Jewish legal texts, including *Mishna*, *Talmud*, and early and Contemporary Rabbinic thought. The course will develop critical thinking skills as students will be required to examine issues from multiple perspectives.

Breaking Open the Heart: Jewish Plays

Duration: Fall Semester

Grade(s): 10–12

Prerequisites: None

This course will focus primarily on modern and contemporary Jewish plays, with a sprinkling of Hasidic stories, modern novels, and short stories. Themes covered include the longing for

spiritual connection or restoration, transcendence, romantic and familial relationships, tradition and change, personal identity, the Israeli-Palestinian conflict, political activism, and more. Because most of the texts in this course are plays, students will learn to pose the questions that actors ask when analyzing scripts: What is the character's objective? What actions are they taking to achieve their objective? What are the stakes? Students will share and compare how each reading impacts them emotionally, intellectually, and spiritually. Students will have the opportunity to demonstrate mastery through performance-based assessments and more typical academic modes.

Illuminating the Margins: Women in TaNaKh 1.0

Duration: Fall Semester

Grade(s): 10–12

Prerequisites: None

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 and marginal female protagonists appearing in biblical narratives to tell and retell their stories. In addition to reading primary sources, students will explore the classical and medieval Jewish biblical commentary, historical 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 cultivate analytical and critical

thinking skills through close reading and research into their own “marginal woman” from the Torah.

Holocaust: An Inquiry into the History & Ideology of the Third Reich

Duration: Fall Semester

Grade(s): 11–12

Prerequisites: None

The course begins with an examination of the pseudoscience and philosophy that led to Nazi ideology. The course will then span Jewish life in Europe before the Second World War, the political and social ramifications of the First World War on Germany, the rise of the Nazi Party and Hitler’s consolidation of power, and the German laws limiting the rights of Jews. The study of the Holocaust includes the mechanics of genocide (how the Final Solution was implemented) and concludes with a discussion on contemporary expressions and ideologies of bigotry and racial supremacy both in the United States and abroad. Most assignments will develop research and presentation skills by the students researching material through relevant websites, secondary sources, academic articles, newspaper articles, digital collections of testimonies and more.

Spring Semester Courses

Jewish Legal Codes

Duration: Spring Semester

Grade(s): 9–12

Prerequisites: Recognition of Hebrew letters

In the early Middle Ages, Jewish Law was not outlined in a clear, digestible way. Rabbis mostly believed that was precisely as it should be. Today there’s no more controversy, and there are multiple examples of such texts including Maimonides’ *Mishneh Torah*, Moshe Isserles’s *Shulhan Arukh*, and plenty more. In this course, students will grapple with democratically chosen topics in Jewish Law and evaluate their roots in Biblical and Talmudic texts. Finally, students will be able to explore selected issues chosen through responsa literature, detailed legal decisions made by expert Rabbis in response to complex questions on the chosen topics. We will engage with texts in their original Hebrew, and we will thus develop translation and interpretation skills by learning to recognize prefixes and suffixes, break words down into their component parts, use dictionaries, and generate multiple interpretations based on textual ambiguities.

Great Debates: Intro to Talmud

Duration: Spring Semester

Grade(s): 9–10

Prerequisites: None

Jewish thinkers have been grappling with society’s most pressing topics for millennia. Rather than offering definitive answers, the rabbinic tradition has employed debate and discourse to explore their ethical, textual, and theological implications. The Rabbis did this through a layered text called the *Talmud*, which comprises centuries of intergenerational conversations, replete with legal, ethical, and philosophical claims, ultimately developing more and more complex ideas. Students will lend their voice to the ancient and ongoing conversation by closely reading selections from this dense yet rewarding text. We will focus primarily on *Tractate Sanhedrin*, studying pieces of *Talmud*

JEWISH STUDIES

related to the Rabbinic Legal system for adjudicating monetary and death penalty cases. Some of the details of this system may be pretty surprising compared to the contemporary American legal system. Students will also learn about the overall structure of the Talmud and conduct independent and collaborative research on topics of interest.

LovIN' The Torah: Exploring Love in Jewish Tradition

Duration: Spring Semester

Grade(s): 9–12

Prerequisites: Recognition of Hebrew letters

Some contemporary Jewish thinkers debate the degree to which love is a singular Jewish value—or a value at all. This course will explore as many instances of the word love in classical Jewish texts as possible, with many opportunities for democratic decision-making about which topics to prioritize over others. We'll explore many ethical teachings about love throughout Classical Jewish Texts, including legal, philosophical, and mystical texts, and put them in conversation with our own deeply held intuitions and popular cultural representations. The role of self-love is likely to be a significant theme in our discussions and analysis. Ultimately, students will apply texts to their own lives in analytical and creative ways. Students will also develop translation and interpretation skills by learning to recognize prefixes and suffixes, break words down into their component parts, use dictionaries, and generate multiple interpretations based on textual ambiguities.

Creation Myths: Agency & Authorship

Duration: Spring Semester

Grade(s): 9–10

Prerequisites: None

Did you know the *Torah* describes two contradictory accounts of the world's creation? In this course, students will closely examine these stories and compare them to other creation myths from the Ancient Near East. We will explore the historical role of creation myths in various cultures and attempt to understand what these stories can mean for us today. Students will discuss the notion of ourselves as a continuation of the created world and change agents. Students will learn to read ancient texts, compare and contrast philosophical and theological ideas, and see themselves as the next link in the chain between human imagination and flourishing. The course will cover the following texts: *Genesis* chapters 1 and 2, *The Enuma Elis*, rabbinic midrashic literature, and *The Lonely Man of Faith* by J.B. Soloveitchik. Students will continue building their dialectical and critical thinking skills along with their chavrutah practices.

Cultures of Jews

Duration: Spring Semester

Grade(s) 9–10

Prerequisites: None

This course takes students through a deep dive into the unique and diverse cultural expressions of Jewish life. By exploring the riches of Ashkenazi, Sephardi, Mizrahi, and other traditions, this class will trace the multicultural environments and creative intersections between Jewish and non-Jewish cultures. Students will read fiction and poetry, listen to music, watch films, and write reflectively and analytically about complex and dynamic meaning of culture within a historical and global context.

Feminism, Law, & Tradition

Duration: Spring Semester

Grade(s): 9–10

Prerequisites: None

Law and tradition are two words that are important in any society. What happens when a law or tradition impinges on the freedoms and rights of a group of people? Did you know that married women in the United States only obtained the freedom to open a credit card or bank account without a husband or father co-signing with them in 1974? The feminist movement has generated many questions about the study and value of women's lives and experiences. As these questions arise in the broader society, the Jewish world faces the same questions. Why aren't women in synagogue leadership, why aren't they rabbis, and why don't they have control over their own marriages and divorce? Modern-day feminists who live and study the Jewish tradition have made Judaism subject to these questions. In this course, we will spotlight traditional Biblical and Rabbinic texts, Jewish law, culture, and history, evaluating the place of women within the Jewish tradition.

Creative Midrash: Classical Texts Adapted to a Modern World

Duration: Spring Semester

Grade: 11–12

Prerequisites: None

This course will explore the intertextual relationship between biblical narratives, classical midrashic elaborations on those narratives, and contemporary creative works that retell those narratives and fill in their blank spaces in ways that address contemporary concerns like feminism,

LGBTQ issues, war and peace, human relationships, tradition in a changing world, and more. The texts we will investigate include works written consciously as contemporary midrash, along with novels, plays, and short stories that build off biblical stories. Students will consider the storytelling choices that modern writers and artists make as they play with classical texts to create meaningful contemporary messages for their audience. Students will analyze these storytelling choices to consider the purposes they serve and what assumptions they make about the original biblical texts. Ultimately, students will find their own ways to play with layers of textual tradition and invent creative midrashim that move their audiences in the ways they intend to.

KOT Theories of Space & Time: Applications of Jewish Memory

Duration: Spring Semester

Grade(s): 11–12

Prerequisites: Department approval

This advanced course will introduce motivated students to the philosophical categories of place vs. space, memory vs. history, and scientific time vs. felt time, exploring how these concepts are the building blocks of meaning-making in Jewish iterative practice throughout the last 3,000 years. Abraham Joshua Heschel called Judaism a "religion in time," yet physical space still has profound meaning in Judaism. In this class, students will explore concepts of intentional time and space influence how every aspect of our temporal existence and become the catalyst for meaning-making. They will engage with texts and ideas ranging from the Age of Antiquity, Late Antiquity, and contemporary philosophy to track the evolution of how Judaism negotiated practice and cohesion in a changing

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world. Texts include works by Barbara E. Mann, Henri Bergson, Catherine Madsen, A.J. Heschel, Lawrence Schiffman, as well as the Talmud, the bible, and more. The concepts will be abstract but have practical application by building students' intertextual and dialectical thinking skills.

Contemporary Israel

Duration: Spring Semester

Grade(s): 11–12

Prerequisites: None

This semester-long course will encompass the political, cultural, and religious aspects of Israeli society. Students will examine the societal impact of important phenomena in Israeli history—including the wars, the various peace treaties, the history of Jewish immigration and the political structure and climate. 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. The goal of this course is to provide students with strong foundational knowledge of the major political, religious, and cultural phenomena in the history of modern Israel. While the field of Israel studies often focuses on the military and political dimensions of Israeli history, this course will broaden that focus to highlight the perspectives, experiences, and tensions of Israel's multicultural and multiethnic polity. By studying Israel's political system, students will develop an understanding of how Israel's political parties and institutions alternately create, reflect, and complicate the country's pluralistic values. By the end of the course, students will become skilled in using the major analytical terms of the course to define, describe, and appraise contemporary Israeli society.

Courses not offered in 2024-25

Jewish Jurisprudence: How Decisions are Made

Duration: Semester

Grade(s): 11–12

Prerequisites: Department approval

Students in this course will study the US common law system and learn how to compare and contrast it to the Jewish legal system. This course will develop students' ability to compare, contrast, and analyze complex legal and ethical issues. We will delve into selected topics and case studies while distinguishing between the types of factors that informed the adjudication. The focus will be on technological or cultural advances that earlier texts and rulings could not fully account for, which gives the students insights into the creative legal thinking of the rabbis. The course will include essays and critical reflections on judicial philosophies, problems that arise from legal ambiguities, and First and Second Amendment law.

Jewish Cinema

Duration: Semester Grades 11–12

Prerequisites: None

Oral traditions, such as fables and the Talmud, have been the medium through which humanity has transmitted cultural norms, critiques, and histories. Cinema is arguably the modern-day equivalent of the ancient practice. When Judaism is depicted in contemporary films, questions arise around portrayal, accuracy, messaging, and its impact.

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This course aims to explore these questions. Is the portrayal of Jewish culture in these films positive or does it perpetuate damaging stereotypes? If a comedian or philosopher is Jewish but does not address Jewish ideas, does it still impact the Jewish narrative? To what extent do these portrayals impact and influence the Jewish community as well as shaping how Jews are viewed outside the community? How do portrayals of different Jewish communities affect how other Jewish communities are perceived? Through writing reviews and essays from various critical perspectives, students will learn to decipher the symbolism in films, revealing stories beneath the surface of the main plot to the discerning viewer.

well as other biblical and rabbinic texts relevant to a given sefirah. Additionally, we will examine multiple contemporary texts describing the sefirot in unique ways while maintaining a deep connection to traditional understanding. Throughout the course, students will create their own models of each sefirah, blending creativity with traditional models, and learning how to create meaning for themselves with this associative rabbinic method.

Kabbalah and Human Personality

Duration: Semester

Grades 10–11

Prerequisites: None

Kabbalah is a primary genre of the Jewish mystical tradition. This course explores the central symbol of Kabbalah, known as “The Tree of Life.” The Tree of Life, with its ten sefirot, represents a geometric shape interpreted in various ways by Kabbalists: as the levels through which God unfolds God’s self to create the world in every moment, and as the rungs of a ladder for ascending to the divine. Students will delve into the history of the Tree of Life, including biblical and rabbinic sources that anticipate later kabbalistic developments, the earliest versions of the system, the Hassidic approach of psychologizing the Tree of Life, and contemporary works that follow suit. We will study the structural principles of both symbols, along with the rich system of associative meanings attached to them. Students will learn to research biblical and midrashic stories associated with each sefirah, as



WORLD LANGUAGES

HEBREW / SPANISH / LATIN / MANDARIN



WORLD LANGUAGES

Purpose & Vision

The World Languages Department equips students with the linguistic and cultural skills to communicate in an interconnected and changing world. In our Hebrew, Spanish, Mandarin, and Latin classrooms we create environments that support the different levels, learning needs, and goals of each student while integrating skill development with the study of culture.

Our teachers cultivate in our students the ability to speak, write, listen, and read in the target language so that they can communicate proficiently in a variety of social, academic, professional, and virtual settings. We integrate digital texts, music, and film into our courses, while consistently foregrounding the human and social contexts in which language is created and consumed.

We value cultural understanding, curiosity, and competency, and promote opportunities for students to explore how their own cultural identities intersect with others from around the world. We also encourage our students to learn from mistakes, take risks, self-assess, and work effectively and constructively with peers.

Our shared goal is to create lifelong learners and engaged global citizens. To that end, our students use the target languages in authentic settings, both within the school (through projects and our whole-school Language Week) and in the outside world (through field trips to restaurants, a local Day Worker Center, a Hebrew preschool, and an Online High School Bilingual Conference).





What to Know

- Eligibility for specific courses is subject to department approval or performance on placement exams. Please consult the department Dean for more information.

HEBREW

Hebrew 1

Duration: Full Year

Grade(s): 9–12

Prerequisites: None

Hebrew 1 is an introductory course aimed at students who have yet to gain knowledge of Hebrew or need a thorough review of foundational skills. The course objective is to develop all four skills (speaking, listening, reading, and writing) in Modern Hebrew, emphasizing the active use of the language in its cultural context. While we begin the year by learning the Hebrew alphabet in script and block, students will spend much of the time using the Hebrew language for communication. We will start the year stressing personal introductions in Hebrew, learning how to ask questions, and engaging in dialogues. We will focus on learning new vocabulary in context, using the present tense, and reading short stories. All these skills will help the students with our final projects, which may include the composition of a short children's book in Hebrew and reading short Hebrew books to young Hebrew students at the JCC. This course provides an opportunity for creativity and intellectual stimulation in studying a foreign language and culture.

Hebrew 2

Duration: Full Year

Grade(s): 9–12

Prerequisites: Hebrew 1 or department approval

Hebrew 2 is a course designed for students

already familiar with the basic structures of the Modern Hebrew language. The course begins with a thorough review of the vocabulary, grammar, and syntax learned in Hebrew 1. The course also develops speaking, listening, reading, and writing skills by actively using the target language. Student work focuses on comprehension (both reading and listening) and on learning about cultural contexts. The course allows creativity and intellectual stimulation by enabling students to work on individual and group projects. Projects may include the composition of short stories, presentations on cultural topics (holidays and traditions) chosen by students, reports on simple reading texts, and the opportunity to teach a grammatical topic to peers.

Hebrew 3

Duration: Full Year

Grade(s): 9–12

Prerequisites: Hebrew 2 or department approval

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 reading, writing, listening, and speaking skills. The course is conducted in Hebrew with a strong emphasis on communication skills. Students will interact with authentic audio and written texts while learning the vocabulary and grammatical structures that support written and verbal communication. Students will engage in personal responses, group dialogues, and the

exploration of cultural differences, commonalities, and identity questions while using Hebrew. The students will also read a simplified novel and submit a project following their reading.

H Honors Hebrew 3

Duration: Full Year

Grade(s): 9–12

Prerequisites: Department approval

Hebrew 3H is an intermediate-level honors course tailored for students who have attained a solid proficiency in the grammar and structure of modern Hebrew. This immersive course delves into syntax, vocabulary enrichment, and linguistic intricacies while fostering proficiency in reading, writing, listening, and speaking and developing effective communication skills. Students engage with authentic and accommodated texts, meticulously curated around thematic units. These materials serve as springboards for exploration of vocabulary acquisition and grammatical structures essential for both written compositions and oral exchanges. Emphasis is placed on cultural context and authentic experiences. Moreover, students will read accommodated novels and submit projects showcasing their comprehension and creative expression in Hebrew. Through this multifaceted approach, students enhance language proficiency while deepening appreciation for Hebrew literature, culture, and identity.

H Honors Hebrew 4

Duration: Full Year

Grade(s): 9–12

Prerequisites: Hebrew 3 or department approval

Hebrew 4H is an intermediate high-level honors

course tailored for students who have a solid grasp of the grammar and structure of modern Hebrew. This immersive course delves deep into syntax, vocabulary enrichment, and linguistic intricacies while fostering proficiency in reading, writing, listening, and speaking. With an unwavering commitment to Hebrew immersion, the course emphasizes effective communication skills. Students engage intensively with authentic and accommodated texts, meticulously curated around thematic units. These materials serve as springboards for the exploration of vocabulary acquisition and grammatical distinctions essential for both written compositions and oral exchanges. The class emphasizes personal responses, facilitating dialogues and encouraging group discussions to navigate cultural nuances, shared experiences, and existential inquiries—all within the context of the Hebrew language. Moreover, students undertake the enriching journey of reading an accommodated novel and engaging in a project showcasing their comprehension and creative expression in Hebrew. Through this multifaceted approach, students enhance language proficiency while deepening their appreciation for Hebrew literature, culture, and identity.

H Honors Hebrew 5

Duration: Full Year

Grade(s): 9–12

Prerequisite: Hebrew 4H or department approval

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 entirely in Hebrew with a strong emphasis on enriching and

HEBREW

expanding the students' understanding of the Hebrew language and its cultural contexts through a variety of Israeli short stories, poems, and articles. 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 engage in a variety of creative projects. Projects may include the composition of poems, research and presentation of themes chosen by students, and the opportunity to choose, read, and present an independent text from different genres. The students will also read an authentic full novel and submit a project following the reading. In addition, we might visit some authentic restaurants and supermarkets during the course of the year.

H Honors Hebrew 6

Duration: Full Year

Grade(s): 10–12

Prerequisite: Hebrew 5 Honors or department approval

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. This course is structured around developing linguistic skills such as writing an argumentative essay, researching and presenting a topic for debate, and participating in and facilitating a discussion. It also includes thematic units such as the challenges

of the future, science, and the environment, enriching vocabulary and advanced grammatical structures to understand and express within these topics. Activities in this course include analysis of texts, creative writing, oral presentations, debates, and role-playing. The students will also read an authentic full novel and submit a project following the reading. Throughout the year, the students are engaged in small creative projects.

H Honors Israeli Law & Society

Duration: Full Year

Grade(s): 10–12

Prerequisite: Hebrew 6 Honors or Israeli Society through Literature & the Media or department approval

This is an advanced-level course for students who are fluent in all four language skills: reading, writing, speaking, and listening. 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 textual reading and analysis, watching videos, class discussions, essay writing, oral presentations, and participating in debates. The students will also read authentic novels and submit a project following the reading.

Courses not running in 2024

Israeli Society through Media and Literature

Duration: Full Year

Grade(s): 9–12

Prerequisite: Hebrew 6 Honors or Israeli Law and Society or department approval

This is an advanced-level course for students who are fluent in all language areas: reading, writing, speaking, and listening. This course emphasizes the critical study of social, moral, and political questions within modern Israeli society as it appears through Media and Literature. The primary objective of this course is to provide learners with a high level of communicative and critical thinking skills in Hebrew. Reading comprehension is also emphasized, and students are exposed to original texts from the Israeli media, as well as to articles and literature in Hebrew. In addition, students analyze texts in depth. Activities in this course include textual reading and analysis, class discussions, essay writing, oral presentations, and participation in debates. The students will also read authentic novels and submit a project following the reading.

SPANISH



What to Know

- Eligibility for specific courses is subject to department approval or performance on placement exams. Please consult the department Dean for more information.

SPANISH

Spanish 1

Duration: Full Year

Grade(s): 9–12

Prerequisites: None

Spanish 1 introduces students to the four skills of language study: listening and understanding, speaking, reading, and writing. The main focus of this class is to start developing vocabulary in Spanish through the study of different thematic units such as My identity and the identity of others, My family and families in the Spanish-speaking world, and the Diversity of food and traditions. 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. Students analyze, compare, and contrast the cultural practices of Spanish speaking countries with their experience in their community. Assessments may include exams (oral and written), quizzes, slide presentations, in-class essays, and original dialogues.

Spanish 2

Duration: Full Year

Grade(s): 9–12

Prerequisite: Spanish 1 or department approval

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. Assessments may include exams (oral and written), original writing (short essays, poems, lyrics, and stories), presentations, and multimedia projects (short films, newscasts, and podcasts). This course is taught in Spanish.

Spanish 3

Duration: Full Year

Grade(s): 9–12

Prerequisites: Spanish 2 or department approval

Spanish 3 is an intermediate-level Spanish course that reviews the basic structures of the language studied in levels 1 and 2. The course's primary

objective 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. The course develops these skills through a diverse array of assessments and activities, 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 course textbook offers an integrated program of award-winning short films that supports student learning and provides exposure to native speakers and cultural contexts. In addition, students read short stories, fables, and legends and learn about the distinctive cultures that make up the Spanish-speaking world. Assessments may include exams (oral and written), original writing (short essays, lyrics, film reviews, and stories), presentations, and multimedia projects (short films, newscasts, and podcasts). The entire course is conducted in Spanish.

H Honors Spanish 3

Duration: Full Year

Grade(s): 9–12

Prerequisites: Department approval

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. The course assists students in developing core language skills while expanding proficiency in grammar, vocabulary, 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. Assessments may include exams (oral and written), original writing (short essays, lyrics, film reviews, and stories), presentations, and multimedia projects (short films, newscasts, and podcasts). The entire course is conducted in Spanish.

Spanish 4

Duration: Full Year

Grade(s): 9–12

Prerequisites: Spanish 3/ Honors or department approval

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. Assessments may include multiple-choice exam, essays, short-answer exam, oral presentations, and final project. This course is conducted entirely in Spanish.

H Honors Spanish 4

Duration: Full Year

Grade(s): 9–12

Prerequisites: Department approval

Spanish 4 Honors is an advanced and accelerated language course that develops the skills students

SPANISH

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 AP Spanish Language and Culture

Duration: Full Year

Grade(s): 11 –12

Prerequisites: Spanish 4/4 Honors and department approval

AP Spanish Language is an advanced language course focusing on increasing proficiency in Spanish communication. The course stresses language usage and comprehension through literature (plays, short stories, and poems), film and media, advanced grammar study, historical analysis of Spanish and Latin American culture, exposure to authentic textual materials and original essays, and student journal writing. The course develops communication skills through presentations, critique, interdisciplinary applications, and comparisons of the target language cultures studied with students' own cultural contexts. Assessments may include multiple-choice exams, essays, short-answer exams, oral presentations, and AP practice exams. This course is conducted entirely in Spanish.

AP AP Spanish Literature and Culture

Duration: Full Year

Grade(s): 11–12

Prerequisites: AP Spanish Language and Culture and department approval

AP Spanish Literature and Culture introduces students to the formal study of Peninsular Spanish, Latin American, and Hispanic literature in the United States. The course aims to develop students' critical reading and analytical writing skills in Spanish and their ability to make interdisciplinary connections and explore linguistic and cultural comparisons. This class will be conducted entirely in Spanish and will cover the 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 various 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. Assessment will be based partially on AP Exam practices, oral presentations, and projects that deepen the students understanding of the context in which the texts were written. Cultural comparisons will also serve as the students evaluations as they study different cultural practices from different parts of the history of Spanish-speaking countries.



What to Know

- Eligibility for specific courses is subject to department approval or performance on placement exams. Please consult the department Dean for more information.

LATIN

Latin 1

Duration: Full Year

Grade(s): 9–12

Prerequisites: None

This introductory class exposes students to basic Latin grammar and vocabulary, including pronunciation, different verb tenses, the concept of declension for nouns, and grammatical agreement. Students practice analyzing Latin syntax in the context of simplified prose texts, as well as through some unaltered Latin and ancient inscriptions and graffiti. The course is conducted in English, although students practice the use of some conversational and classroom Latin phrases. There is a strong emphasis on cultural and historical context, with a particular focus on the city of Pompeii and on Roman Britain. Students build their English vocabulary through the study of Latin-derived words. Projects may include the composition of short fables, performance of dialogues, and reports on curated independent reading texts.

Latin 2

Duration: Full Year

Grade(s): 9–12

Prerequisites: Latin 1 or department approval

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 concepts, including indirect statement, participles, and 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 Rome's monarchy and republican period. Projects may include the composition of short stories, presentations on cultural topics chosen by students, and reports on independent reading texts, as well as the opportunity to research and teach a grammatical topic to peers.

Latin 3

Duration: Full Year

Grade(s): 9–12

Prerequisites: Latin 2 or department approval

Latin 3 focuses on the skill of reading classical Latin texts and translating them meaningfully into 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. Alongside a review of Latin grammar, syntax, and vocabulary, students will encounter such texts as the poetry of Catullus, the letters of Cicero, Ovid's *Metamorphoses*, and Pliny's description of the eruption of Mount Vesuvius. As students become increasingly competent translators, they will begin to analyze and discuss the nuances of ancient texts (supported by explorations into the cultural context in which those texts were written) and explore the challenges of classical translation. Projects may include the composition of poems and short

stories, research and presentation of artworks drawing on Greco-Roman mythological themes, and the opportunity to choose, read, and present on an independent text.

AP AP Latin

Duration: Full Year

Grade(s): 11–12

Prerequisites: Latin 3 and department approval

The central focus of this course is the in-depth reading and critical analysis of selections from both Vergil's *Aeneid* (a literary epic with enduring influence on Western literature and art) and Caesar's *Gallic Wars* (Julius Caesar's account of his military activities in Gaul). 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 eras. By the completion of this course, students are prepared to take the AP exam in Latin (Caesar and Vergil).



What to Know

- Eligibility for specific courses is subject to department approval or performance on placement exams. Please consult the department Dean for more information.

MANDARIN

Mandarin 1

Duration: Full Year

Grade(s): 9–12

Prerequisites: None

Mandarin 1 is an introductory Mandarin Chinese course for beginning students or non-native speakers. The course focuses on developing basic communication skills in speaking, listening, reading, and writing standard Mandarin Chinese. In addition to supporting 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 approach. We will spend much of the time deepening comprehension and fluency in Mandarin through learning games, daily conversations, language-related writing art, and short presentations. The students will also acquire basic knowledge of Chinese culture and history in various ways, including film watching, storytelling, cultural celebrations, and real-life event exploration. This course aims to help students build foundational skills in Mandarin. We might also visit some authentic places, restaurants, supermarkets, museums, or Chinatown during the year.

Mandarin 2

Duration: Full Year

Grade(s): 9–12

Prerequisites: Mandarin 1 or department approval

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 communicate in more diverse and sophisticated contexts. The course emphasizes practical communication skills in Mandarin, learning games, daily conversations, character writing, music and songs, and short presentations. 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 through film, storytelling, cultural celebrations, and real-life event exploration and discussions. During the semester, we will also engage in experiential, place-based learning by visiting restaurants, supermarkets, museums, Chinatown, and more.

Mandarin 3

Duration: Full Year

Grade(s): 9–12

Prerequisites: Mandarin 2 or department approval

Mandarin 3 is an intermediate-level course where students rapidly acquire vocabulary essential for daily social interaction and sentence structures that enable them to understand and produce complex sentences and coherent narratives. The course also helps students develop greater control over past, present, and future time frames. The class is conducted mainly in Chinese, with meaningful oral communication by and among students emphasized during every class period. Reading and culture studies include Chinese stories, songs, and poems. To gain a deeper understanding

and experience of Chinese culture, students will participate in cultural celebrations, real-life event discussions and projects, and international bilingual high school virtual conferences. We might also visit some authentic places, restaurants, supermarkets, museums, or Chinatown during the semester.

By the end of the course, students will be able to communicate effectively in various contexts and have a deeper understanding of the Chinese language and culture.

Mandarin 4

Duration: Full Year

Grade(s): 11-12

Prerequisites: Mandarin 3 or department approval

Mandarin 4 is a high-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, grammar rules, and real-world applications. 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 explore more Chinese literature, history, and contemporary issues. Class is conducted mainly in Mandarin Chinese, with meaningful oral communication by

and among students emphasized in every class. Coursework includes more complex readings, discussions, projects, presentations, and the study of idiomatic expressions and literary works. Students will gain a deeper understanding and experience of Chinese culture by hosting cultural celebrations, conducting real-life event discussions and projects, attending international bilingual high school virtual conferences, and visiting restaurants, supermarkets, museums, and Chinatown during the year. 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.



STEM

MATHEMATICS / SCIENCE /
COMP SCI & ENGINEERING

MATHEMATICS

Purpose & Vision

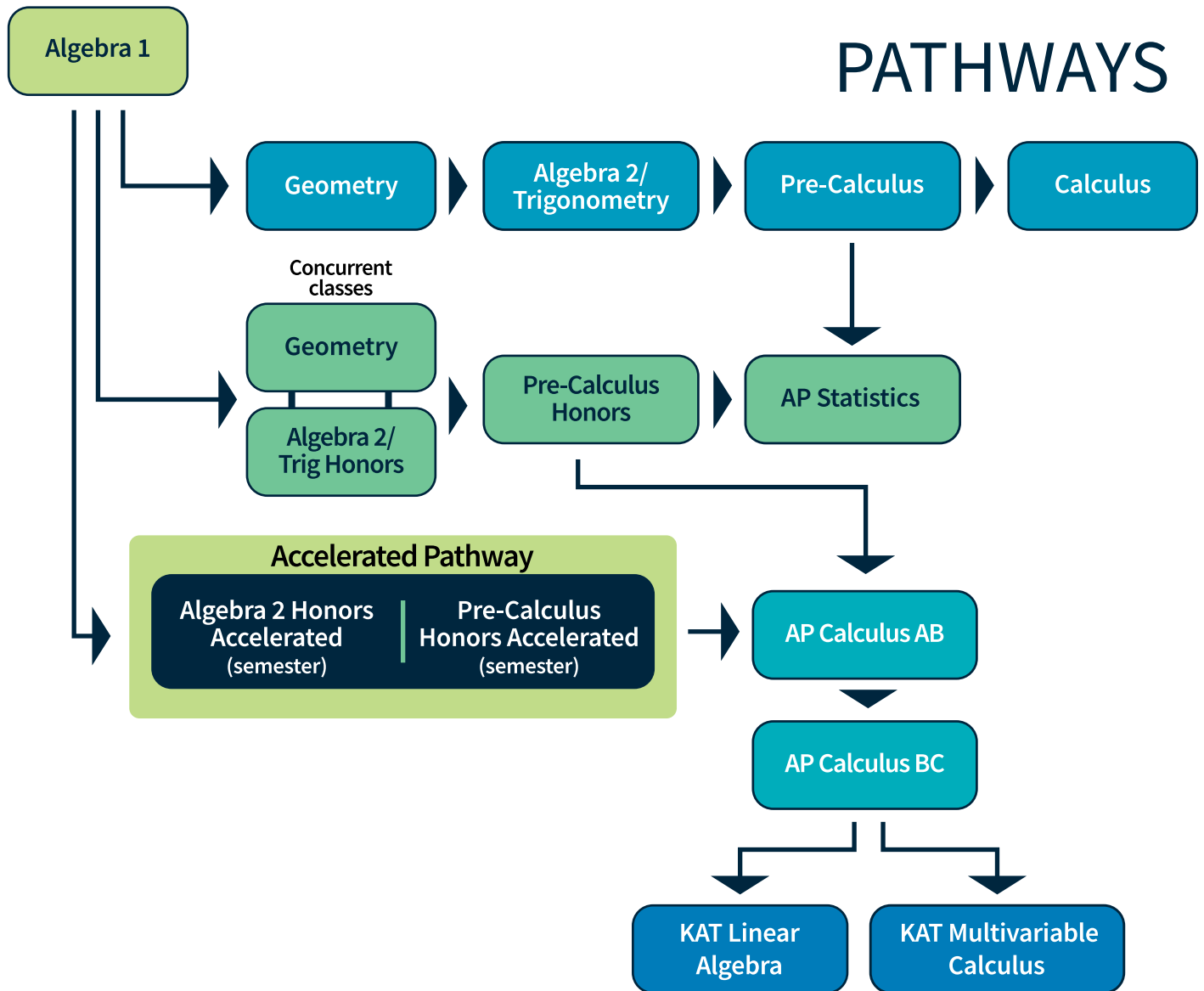
Kehillah's Mathematics Department brings together a rich mathematics curriculum and a dedicated faculty to support every student's learning journey. As part of our pedagogical approach, we strive to instill in students a deep, conceptual understanding of problem-solving methods, emphasizing critical thinking.

Our approach ensures a strong command of foundational techniques and facilitates the incorporation of creative, innovative, and engaging mathematical solutions. Students are empowered to methodically approach problems and then select, articulate and justify their problem-solving processes. Our curriculum emphasizes logical reasoning and comprehensive analysis. Technology is integrated into the curriculum when appropriate, enhancing the learning experience.

Courses offered range from foundational topics like Introduction to Algebra, Geometry, and Modeling of Data with Functions to more advanced subjects such as understanding functions and their properties in Calculus and Statistics. Additionally, advanced college-level courses such as Multivariable Calculus and Linear Algebra open up richer inquiries into advanced Mathematical concepts. Applications of mathematics are also explored in Physics, Chemistry, Engineering, Robotics, Computer Science, and many other courses.



MATHEMATICS



What to Know

- Algebra 1 is available for those that have not completed the course before coming to Kehillah.
- Eligibility for specific courses is subject to department approval or performance on placement exams. Please consult the department Dean for more information.
- Courses completed outside of Kehillah can aid in an accelerated Math program, but those classes will not be calculated into the student's GPA

MATHEMATICS

Algebra 1: Symbolic Manipulation & Linear Functions

Duration: Full Year

Prerequisites: None

This course is a formal introduction to symbolic manipulation. Students learn to simplify expressions and solve equations and use those skills to solve real-world problems. Students begin with a review of the number line and properties of real numbers and 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: Reasoning about Shapes & Numbers

Duration: Full Year

Prerequisites: Algebra 1 or department approval

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 utilize their algebra skills to solve geometry problems. Students are introduced to points, lines, and planes and progress to formal proofs involving triangles, quadrilaterals, and circles. Students focus on a variety of geometric topics, including congruence, similarity, area, volume, coordinate geometry, and right triangle trigonometry.

Algebra 2/Trigonometry: Intro to Functions (Regular or Honors*) **H**

Duration: Full Year

Prerequisites/Corequisites: Geometry (Geometry can be taken before or in parallel to Algebra 2/Trigonometry)

Honors Prerequisites/Corequisites: Geometry (Geometry can be taken before or parallel to Algebra 2/Trigonometry) and department approval

This course offers a deep exploration of functions and their algebraic and graphical behavior. Students learn the concepts of domain, range, transformations, composition, and inverse relationships. Students learn about linear, quadratic, polynomial, rational, radical, exponential, and logarithmic functions. Other topics include systems of equations and basic trigonometry. Students develop skills in manipulating expressions and solving equations and use those skills to solve 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 complex and intriguing problems.

Precalculus: Functions & Modeling (Regular or Honors*) **H**

Duration: Full Year

Prerequisites: Algebra 2/Trigonometry/Honors or department approval

MATHEMATICS

Honors Prerequisites: Algebra 2/Trigonometry/Honors and department approval

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

*In the 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 complex and intriguing problems.

H Honors Algebra 2/Trigonometry: Intro to Functions Accelerated*

Duration: *Fall Semester

Prerequisites: Geometry and department approval

This course covers the same material as our year-long course but at an accelerated pace. Students are expected to complete additional practice at home and to keep up with the faster pace of the course. This course offers a deep exploration of functions and their algebraic and graphical behavior. Students learn the concepts of domain, range, transformations, composition, and inverse relationships. Students learn about linear, quadratic, polynomial, rational, radical, exponential, and logarithmic functions. Other topics include systems of equations and basic trigonometry. Students develop skills in manipulating expressions and solving equations and use those skills to solve real-world problems. Students use their graphing

calculator to solidify their understanding of the connection between an algebraic function and its graphical representation.

H Honors Precalculus: Functions and Modeling Accelerated*

Duration: *Fall Semester

Prerequisite: Algebra 2/Trigonometry Honors Accelerated

This course covers the same material as our year-long course but at an accelerated pace. Students are expected to complete additional practice at home and to keep up with the faster pace of the course. 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 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 difficult and intriguing problems.

AP AP Statistics

Duration: Full Year

Prerequisites: Precalculus/Honors and department approval

This course offers students multiple tools to understand the data, graphs, and conclusions that the media presents to the public while enabling students to recognize fallacies and

MATHEMATICS

errors in statistical analysis that are presented as fact. Major concepts for the course include data production, data description, data analyses for one or more variables, probability, and inference. Students design and implement an experiment or an observational study to answer a pivotal question to support and improve 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: Derivatives, Integrals, & Applications

Duration: Full Year

Prerequisites: Precalculus/Honors and department approval

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 AP Calculus AB: Limits, Derivatives, Integrals, & Applications

Duration: Full Year

Prerequisites: Precalculus/Honors and department approval

This course covers single-variable differential and integral calculus. It begins with a study of limits and uses average rates of change 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. They also cover topics including volume, differential equations, and slope fields. This course prepares students for the AP Calculus AB exam. Students are required to attend an additional 30-minute class each week.

AP AP Calculus BC: Taylor Series & Parametric Curves

Duration: Full Year

Prerequisites: 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.

KOT Multivariable Calculus

Duration: Full Year

Prerequisites: AP Calculus AB

Multivariable Calculus continues the journey from

calculus with one variable into calculus involving multiple variables, space, vectors, and a wealth of related physics problems. The course covers vectors and curves, partial derivatives, multiple integrals, and vector calculus. Many of the subjects are explored in the context of physics problems. Optional topics include infinite series and basic differential equations.

Courses not running in 2024

Linear Algebra

Duration: Full Year

Prerequisites: AP Calculus AB

Linear Algebra studies 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 a 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 challenges. Topics include linear equations, matrix algebra, determinants, vector spaces, eigenvalues and eigenvectors, orthogonality, least squares, symmetric matrices, and quadratic forms.

SCIENCE

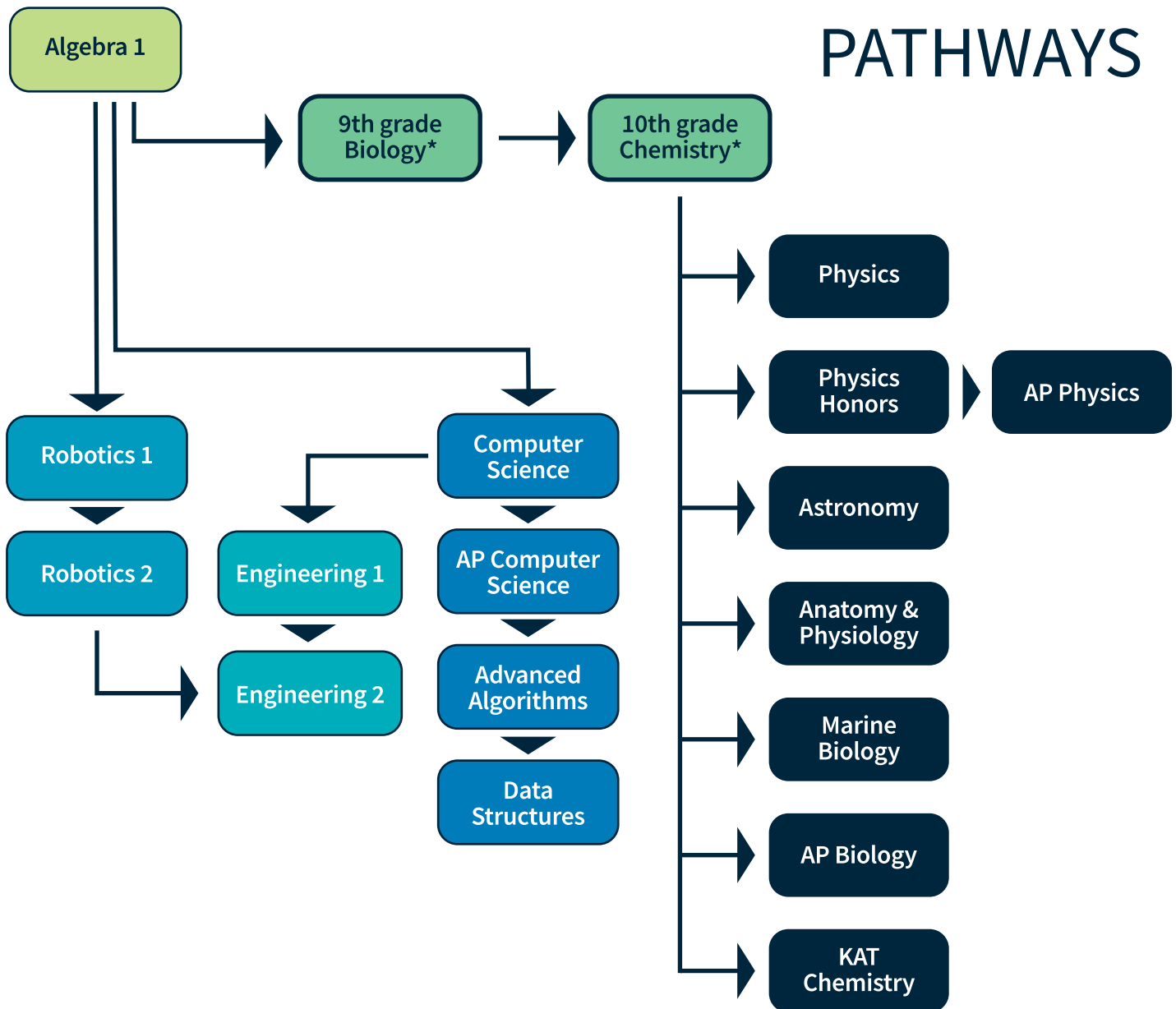
Purpose & Vision

Kehillah's Science Department aims to develop critical-thinkers and problem-solvers by providing access to a range of courses that will support each student's creativity and curiosity. Through the application of conceptual and mathematical models, lab-based inquiry, and classroom collaboration, we prepare our students to be informed citizens who will be ready to meet the scientific and ethical challenges of the future: discovering solutions, understanding climate change, debunking scientific misinformation, achieving media literacy, exploring the intersection of science and technology, and so much more.

Embracing a mindset of discovery and experimentation, we encourage students to adapt and learn new methods as they embark on individual projects and experimental design. Our course offerings serve all levels, from introductory biology and chemistry classes to advanced subjects like AP Physics, AP Biology, and AP Chemistry. At the end of high school, our students understand how to apply their scientific and analytical skills to design solutions to real-world questions.



PATHWAYS



What to Know

- Algebra 1 is available for those that have not completed the course before coming to Kehillah, and students can take it concurrently with Biology.
- *Required course

SCIENCE

Biology

Duration: Full Year

Grade(s): 9

Prerequisites/Corequisites: Algebra 1 (Algebra 1 can be taken before or parallel to Biology)

Required

This course offers a hands-on introductory course in the foundations of biology, exploring such questions as: What is the basic unit of life? How do humans impact their ecosystems? Why is sunlight essential to life on our planet? How do matter and energy connect organisms to one another and to their environments? 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, human physiology, and ecology. The principles of molecular biology and genetics are exemplified through a genetics symposium towards the end of the program. Ultimately, students will understand the science of life; develop laboratory skills; apply biological concepts; and become organized, responsible student scientists, prepared to excel in a rigorous environment.

Chemistry

Duration: Full Year

Grade(s): 10

Prerequisites: Biology and Algebra 1

This course offers a hands-on introductory course in the foundations of biology, exploring such questions as: What is the basic unit of life? How do humans impact their ecosystems? Why is sunlight essential to life on our planet? How do matter and energy connect organisms to one another and to their environments? 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, human physiology, and ecology. The principles of molecular biology and genetics are exemplified through a genetics symposium towards the end of the program. Ultimately, students will understand the science of life; develop laboratory skills; apply biological concepts; and become organized, responsible student scientists, prepared to excel in a rigorous environment.

H Honors Chemistry

Duration: Full Year

Grade(s): 10

Prerequisites: Biology and Algebra 1

This is a math-intensive introductory course in chemistry, covering all of the topics from the standard Chemistry course but with emphasis on more in-depth and math-based study of topics

at an accelerated pace. Students learn chemical principles and apply them to problem-solving, considering such questions as: How is matter in the universe organized? What is a physical change? Why are there different states of matter? Beginning with an examination of elements, mixtures, and compounds, students learn about the building blocks of matter, molecules, and atoms. They will explore the periodic table, which is the chemist's road map, and delve into the complex world of chemical reactions and equations. The course deepens familiarity with experimental techniques while engaging students in scientific research and laboratory work. Students pursue in-depth study of conceptual questions and analytical practices, and complete written assignments and substantial laboratory work. Due to the intensive level of the course, strong independent learning skills are required to ensure student success at the Honors level. Areas of study include atomic theory, nuclear chemistry, periodicity, bonding, chemical reactions, stoichiometry, gas behavior, solution chemistry, reaction kinetics, and thermodynamics.

Conceptual Physics: Motions & Forces

Duration: Full Year

Grade(s): 11–12

Prerequisites: Chemistry/Honors and 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 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.

H Honors Physics: Forces, Motion, and Energy

Duration: Full Year

Grade(s): 11–12

Prerequisites: Chemistry/Honors, Algebra 2

This course connects forces, energy, and motion in the physical world. It emphasizes the development of conceptual understanding and problem-solving ability using the language of mathematics: algebra, trigonometry, and a graphical introduction to calculus. This course is designed for students who are advanced in both ability and motivation in the sciences, demonstrate the requisite mathematical skills, and desire a robust scientific challenge. 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 & Physiology

Duration: Full Year

Grade(s): 11–12

Prerequisites: Biology and 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 the 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

SCIENCE

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

Duration: Full Year

Grade(s): 11–12

Prerequisites: Biology and Chemistry/Honors

Marine Biology will provide students with a broad introduction to applying physics, chemistry, and biology to ocean biomes, focusing on climate change and human effects on natural ecosystems. Topics will include the physics of waves, meteorology and climatology, the Earth's geological history, seawater chemistry, life origins, 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 on school days or weekends.

Introduction to Astronomy

Duration: Full Year

Grade(s): 11–12

Prerequisites: Biology and Chemistry/Honors

What is the difference between a meteor, meteoroid, and meteorite? Why is Pluto not considered a major planet anymore? How are stars formed? What happens to stars after they "die"? How do galaxies form? How can we use our understanding of Earth to study other planets in the universe? Introduction to Astronomy is a conceptual, hands-on course in

which we study the origin of the universe, Earth and its place in the universe, the formation and composition of our solar system, comparative planetology, stellar evolution, galaxies, and cosmology.

AP Biology

Duration: Full Year

Grade(s): 11–12

Prerequisites: Biology and Chemistry/Honors

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. Through extensive laboratory work, students learn to design investigations, collect data, use data to form conclusions and apply their conclusions to larger biological concepts. 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.

Chemistry

Duration: Full Year

Grade(s): 11–12

Prerequisites: Biology and Chemistry/Honors

This college-level advanced chemistry course 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, gasses, 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 AP Physics C: Mechanics

Duration: Full Year

Grade(s): 11-12

Prerequisite/Corequisite: Physics Honors and AP Calculus AB (AP Calculus AB can be taken before or in parallel to AP Physics C)

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. By the end of the course, students will be able to describe the motion of three-dimensional objects in the language of mathematics. The laboratory component requires students to create mathematical models, 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 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.

COMP SCI & ENGINEERING

Purpose & Vision

The Engineering and Comp Sci program at Kehillah is a dynamic hub where students explore a diverse array of disciplines, including Engineering, Computer Science, Design, Coding, and Arts. Our dedicated faculty, with a hands-on approach, guides students through skill development and the application of these skills to tackle real-world problems and innovate.

Embracing a culture of exploration and experimentation, students are encouraged to adapt and learn new methods as they embark on their projects. This environment allows students to explore disciplines like Mechanical Engineering and Electrical Engineering among many others.

Our course offerings serve all levels, from introductory classes covering coding, basic electrical, and mechanical engineering, to advanced subjects like Data Structures, Advanced Algorithms, and Robotics.

Students have the flexibility to work individually or collaborate within larger teams, such as our Robotics team. The Robotics team, exemplified by projects like our autonomously navigated sailboat, showcases our students' 'learn and do' attitude.

In team settings, collaboration is paramount. We provide students with scaffolding and guidance to develop their collaboration and leadership skills, in the context of large-scale planning and business aspects.



COMP SCI & ENGINEERING



COMP SCI & ENGINEERING

Computer Science & Coding: Introduction to Coding

Duration: Full Year

Grade(s): 9–12

Prerequisites: 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 data structures, abstraction, data science, encryption, and event-driven and object-oriented design. They will learn programming tools and practices, including using GitHub for version control and collaboration. Students will present work to their classmates at various points throughout the course and develop individual portfolio websites for their projects. 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: Foundations

Duration: Fall Semester

Grade(s): 10–12

Prerequisites: Computer Science & Coding

Engineering 1 covers introductory engineering subjects with applications and hands-on projects. Students learn 3D modeling, 3D printing, laser cutting, electrical wiring and soldering, Arduino programming, and circuit design. The program

will consist of a combination of guided projects and independent small-scale projects with design thinking as a core skill set. Projects include constructing 3D-printed articulated joints, and assembling, programming an autonomous interactive robot.

Engineering 2: Applications

Duration: Spring Semester

Grade(s): 10–12

Prerequisites: Engineering 1 or Robotics 2

Engineering 2 builds upon the design thinking approach and core skills developed in the foundation course. Students are expected to produce independent projects of greater complexity and sophistication coupled with professional documentation techniques and a poster-board presentation at an exhibition of their design thinking projects at the end of the course.

Robotics 1: Foundations

Duration: Full Year

Grade(s): 9–12

Prerequisites: Algebra 1

Robotics teaches teamwork, leadership, and decision-making in an Engineering context. Every student in this class learns how a competitive robot's electrical, mechanical, and software components will function. In addition, students learn and serve "non-technical" roles associated with a Silicon Valley startup: presenting, branding,

COMP SCI & ENGINEERING

fundraising, trip and event planning, financial and organizational management, purchasing, and the decision-making and organizational leadership required to execute all these components. Because students will learn as a community, the scope and effort of this class will evolve. The team may decide to participate in a particular set of competitions one year and not the next or may elect to build a robot to solve a task unrelated to a competition. While the team will seek a high standard of professionalism and performance, students expect and embrace challenges that will produce frequent short-term failures.

Robotics 2: Leadership, Design, & Complexity Management

Duration: Full Year

Grade(s): 9–12

Prerequisites: Robotics 2

Robotics II builds upon foundational robotics knowledge to develop leadership, design, and complexity management skills in students. This course allows students to take on leadership roles or focus on advanced skills in specific areas of robotics. The curriculum is designed to support the creation of sophisticated robot systems comparable to those used in Sailbot competitions or FIRST Robotics competitions. Emphasis is placed on both technical expertise and leadership development.

AP Computer Science

Duration: Full Year

Grade(s): 10–12

Prerequisites: Computer Science & 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 presented as compelling topics of inquiry and debate. The distribution and collection of classwork and projects once again happen through GitHub, and students learn advanced techniques for collaboration via GitHub.

KCT Data Structures

Duration: Full Year

Grades(s): 11–12

Prerequisites: AP-CS-A or Advanced Algorithms

Data Structures focuses on various ways to store information. This goes beyond the traditional variables and arrays. The motivation is to have a structure which supports the operations required on the data. These can range from searching for a specific element, inserting elements, sorting, or searching for duplicates. Students will implement these data structures and use them in various applications. Students will then analyze the time and storage complexity of these different structures. Among the data structures we will explore are linked lists, queues, stacks, maps, sets, hash tables, trees, graphs, and variants thereof. An integral part of understanding these data structures is building algorithms that utilize their special features, such as traversing a graph via depth-first versus breadth-first algorithms. Another example is searching for connected components in a graph, shortest paths, and so on. The course will involve a lot of programming, and will include multiple projects. We will use either Java or C++ as our language of choice, depending on student interest.

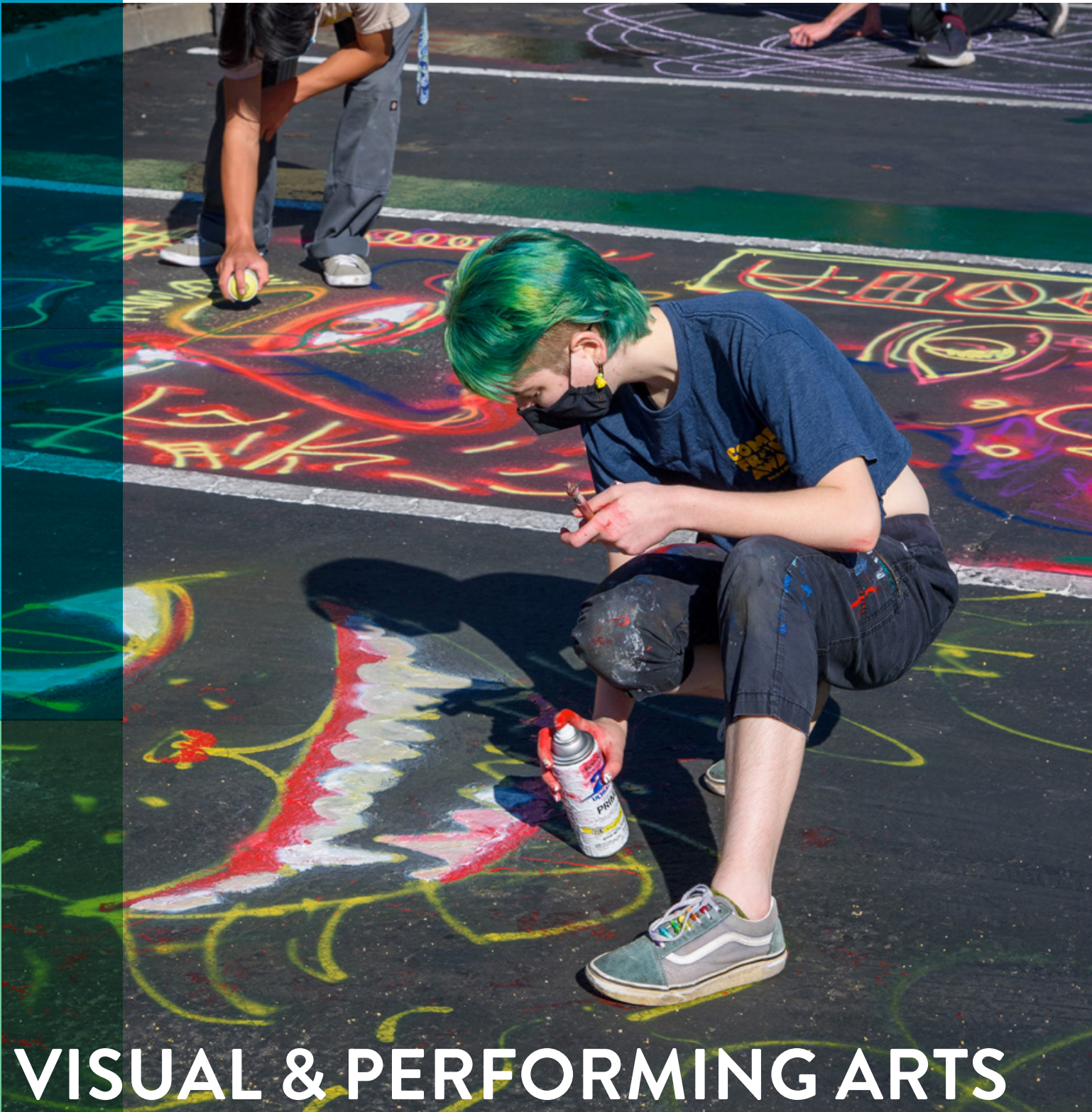
TH!NKER LAB

The Th!NKER Lab at Kehillah is a dynamic makerspace that serves as a cornerstone for innovation and interdisciplinary learning across all departments. We are committed to fostering a culture of creativity, collaboration, and exploration among students and faculty.

Driven by the principles of S.T.E.A.M. (Science, Technology, Engineering, Arts, and Mathematics) and Design Thinking, the Th!NKER Lab encourages learners to embrace failure as an integral part of the problem-solving process. Through iterative cycles of experimentation and reflection, students develop resilience and adaptability, gaining valuable insights into their own learning journey.

Our learning arc emphasizes hands-on exploration, inquiry, and reflection, fostering deep understanding from ideation to prototyping. Committed to empowering students as lifelong learners, innovators, and changemakers, we cultivate essential skills and mindsets through supportive community and experiential learning for success in the 21st century.





VISUAL & PERFORMING ARTS

VISUAL ARTS / MUSIC / THEATER

VISUAL & PERFORMING ARTS

Purpose & Vision

Kehillah offers a wide variety of inspiring and challenging curricula in the Visual & Performing Arts (VPA). We believe that perseverance, creative expression, and flexibility are at the core of what makes individuals successful across all disciplines, careers, and undertakings. We use those guiding principles to anchor our courses in musical performance, music theory and composition, studio arts, digital arts, and theater arts.

Our VPA faculty are all accomplished industry professionals that continue to work in their fields of expertise. As working artists, we bring our experience, knowledge, and real-world applications to bear on the classroom experience. Students are guided to examine their role as creators in their community and in greater society. VPA curricula underscores the dual nature of artistic communication: preserving authenticity of self-expression, while balancing the required collaboration with peers and unknown audiences. Each class is crafted to help students forge enduring habits of lifelong learning, love of the arts, risk taking, independent thinking, and personal creative expression.

Each course in the VPA offers performance, publication, and/or exhibition opportunities for student work. In addition to our annual play, musical, concerts, art installations, and design publications, each VPA student participates in the culminating spring VPA Show where we exhibit our artistic accomplishments for our community.



VISUAL ARTS



What to Know

- Visual Arts classes require mandatory components of exhibition and critique. Participation in the annual VPA Show is required.

VISUAL ARTS

Applied Arts Studio

Duration: Full Year

Grade(s): 9

Prerequisites: None

Required

Applied Studio is an interdisciplinary arts course centering on inquiry, investigation, and innovation. The projects explore the principles of design and craft to solve practical problems creatively. In Applied Studio Explorations, 9th grade students will rotate through a series of extended workshops in art, Th!nker Lab fabrication, theater, graphic design, and music, learning practical skills in each area. Over the course of each workshop, students will have the opportunity to work on independent and collaborative projects that have real-world application to the school community. Skill sets and tools obtained in Applied Arts will aid students throughout their high school career and beyond. In particular, students will become certified on the equipment in the Th!nker Lab and be proficient in design thinking and critique.

Studio Art: Foundational Drawing & Composition

Duration: Full Year

Grade(s): 9–12

Prerequisites: None

Forget what you know about art “talent.” Anyone can learn to draw realistically, regardless of previous experience or abilities. This class 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.

Visual Impact: The Art of Digital Design

Duration: Full Year

Grade(s): 10–12

Prerequisites: None

This course offers an immersive introduction to graphic design and vector-based imagery, encompassing a range of essential skills including vector graphics, composition, color theory, and typography. Through hands-on instruction, students will delve into fundamental concepts and practical applications using industry-standard software such as Procreate, Illustrator, and Photoshop. From mastering basic functions to exploring advanced techniques, participants will gain comprehensive proficiency in these tools. Engaging real-world projects and assignments reflective of professional design scenarios will challenge students, while classroom activities emphasize research, project-based learning, and problem-solving to foster holistic skill development.

VISUAL ARTS

Photography: The Art of Visual Storytelling

Full Year Course

Grade(s): 9–12

Prerequisites: None

This course focuses on telling stories through the lens. Through a series of lessons and hands-on activities and critiques. They will explore how to observe with intention, curiosity, and a discerning eye all the while learning and applying compositional techniques. The course covers the basics of the digital camera (DSLR), the exposure triangle, and will expand upon the use of Lightroom, Bridge, and Photoshop. Students will emerge with a fresh perspective, possessing the skills to observe, capture, and create images that not only document but also inspire and evoke emotion.

Note: Students will be working with a DSLR. If students do not have one, they may borrow one from Kehillah.

Publications Design (Yearbook)

Duration: Full Year

Grade(s): 9–12

Prerequisites: None

This course is dedicated to mastering the intricacies of designing, planning, publishing, and distributing our school yearbook. Through hands-on instruction, students will develop a diverse skill set encompassing layout design, photography, copywriting, social media management, advanced publishing techniques, as well as effective communication and teamwork skills. Assignments will mirror those found in editorial, broadcast, and communications industries, offering students practical experience in real-world scenarios.

A new addition to the course this year is the incorporation of Broadcast News, providing students with on-the-air experience, including announcing skills and production techniques. This course serves as an excellent portfolio builder for individuals interested in pursuing careers in journalism, broadcasting, and communications.

Intro to Illustration & Visual Communication

Duration: Full Year

Grade(s): 10–12

Prerequisites: Studio Art or department approval

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.

Photography 2: Light & Shadows

Duration: Full Year

Grade(s): 10–12

Prerequisite: Photography: The Art of Visual Storytelling

This course will delve deeper into the realm of photography as you explore the intricate interplay of light and shadow. This advanced course focuses on refining your compositional skills to create visually striking and emotionally resonant images. Through in-depth study and practical exercises, you will learn how to identify and control the nuances of

VISUAL ARTS

light and shadow to evoke mood, drama, and depth in your photographs. From mastering exposure techniques to utilizing advanced lighting setups, you will develop the technical proficiency and artistic sensibility needed to elevate your photography to new heights. This course invites you to push the boundaries of creativity.

Advanced Art Making

Duration: Full Year

Grade(s): 11–12

Prerequisites: Two VPA courses or department approval

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

Duration: Semester or Full Year

Grade(s): 12

Prerequisites: Advanced Art Making or department approval

Senior Studio is offered to senior artists who would like to further their art-making practice but do not wish to take an AP or KAT class. 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 and will include a final presentation at the annual VPA show.

VPA Thesis: Art & Design

Duration: Full Year

Grade(s): 12

Prerequisites: Advanced Art or department approval

VPAThesis is our most advanced art course, centered on the completion of a significant, personal body of work. It is open to approved Seniors only, as it requires advanced art-making skills, a high level of motivation, and an ability to work independently. Students, in concert with the instructor, will plan and complete an ambitious body of work on par with a college-level, thesis exhibition. The final work will be anchored in research, inquiry, and investigation and demonstrate the artist's skills, concepts, personal style, and voice. The course will culminate in a significant installation/exhibition of the artist's work, including process, in Kehillah's annual Visual and Performing Arts show. Examples of approved projects include: creating and self-publishing a graphic novel; designing, photographing, and implementing a full-scale online and print advocacy campaign; creating video shorts to be viewed in a specifically-designed experiential installation; designing and crafting a purpose-driven jewelry collection, etc.



What to Know

- Music classes require mandatory components of performance and critique. Participation in the annual VPA Show is required.

MUSIC

Applied Arts Studio

Duration: Full Year

Grade(s): 9

Prerequisites: None

Required

Applied Studio is an interdisciplinary arts course centering on inquiry, investigation, and innovation. The projects explore the principles of design and craft to solve practical problems creatively. In Applied Studio Explorations, 9th grade students will rotate through a series of extended workshops in art, Th!nker Lab fabrication, theater, graphic design, and music, learning practical skills in each area. Over the course of each workshop, students will have the opportunity to work on independent and collaborative projects that have real world application to the school community. Skill sets and tools obtained in Applied Arts will aid students throughout their high school career and beyond. In particular, students will become certified on the equipment in the Th!nker Lab and be proficient in design thinking and critique.

Music Studio: Strings & Percussion

Duration: Full Year

Grade(s): 9–12

Prerequisites: None

This course is designed for students who are interested in developing their skills in playing string (guitar, ukulele, mandolin, violin, cello, etc.) and percussion instruments (piano, drums). The course

aims to provide a comprehensive foundation in both individual and ensemble performance, focusing on technique, musicality, and ensemble skills. There are no specific prerequisites for this course, although prior experience in playing a string or percussion instrument is beneficial. Students should be willing to dedicate time to practice outside of class.

Advanced Music Studio

Duration: Full Year

Grade(s): 10–12

Prerequisites: Music Studio: Strings & Percussion or by department approval

This course is a continuation of Music Studio where students will continue developing their skills in playing string (guitar, ukulele, mandolin, violin, cello, etc.) and percussion instruments (piano, drums). The course aims to provide an advanced study in both individual and ensemble performance, focusing on technique, musicality, and ensemble skills.

Jazz/Rock Ensemble

Duration: Full Year

Grade(s): 9–12

Prerequisites: Demonstrate proficiency on an instrument or voice, and department approval

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.

Classical Music Ensemble

Duration: Full Year

Grade(s): 9–12

Prerequisites: Must read music, demonstrate proficiency on an instrument or voice, and department approval

Classical Music Ensemble is designed for classically trained instrumentalists to rehearse and perform together in an ensemble setting. Throughout the course, students will explore a diverse repertoire of classical music, spanning different periods and styles, including Baroque, Classical, Romantic, and Contemporary periods. Students will develop their musical skills through rehearsals and performances as part of a chamber orchestra or ensemble. Emphasis will be placed on developing proficiency in ensemble playing, sight-reading, and musical interpretation. Students will also learn about the historical context, the composers, and the musical forms related to the pieces they study and perform. Critical listening, creative musical interpretation, and peer coaching will be encouraged. The Classical Music Ensemble will have several performances throughout the year.

Music Theory & Composition 1

Duration: Full Year

Grade(s): 9–12

Prerequisites: None

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 and analysis. 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 & Composition 2

Full Year Course

Grade(s): 10–12

Prerequisites: Music Theory & Composition 1 or department approval

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 are practiced in

MUSIC

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.

will do a deeper dive into music theory in order to create an original composition, and/or explore in depth musical styles from Antiquity to the present.. The students' compositions will be premiered in a culminating performance at the end of the year.

AP AP Music Theory & Composition

Full Year Course

Grade(s): 10–12

Prerequisites: Music Theory & Composition 2 or department approval

The ultimate goal of an AP Music Theory course is to develop a student's ability to recognize, understand, and describe the essential 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 and dictation exercises;; compositional skills using 18th century four-part writing exercises; and analytical skills through multiple choice test questions.. This course prepares students for the AP Music Theory and Composition exam.

KOT Musical Explorations: The Creative Process

Full Year Course

Grade(s): 12

Prerequisites: AP Music Theory & Composition or department approval

This course is for students who have completed AP Music Theory and Composition and are qualified to further their compositional endeavors. Students

THEATER



What to Know

- Theater classes require mandatory components of performance and critique. Participation in the annual VPA Show is required.
- The after-school Theatre program is a separate from the theater classes. Students are welcome to participate in both, but neither are required to participate in the other.

THEATER

Applied Arts Studio

Duration: Full Year

Grade(s): 9

Prerequisites: None

*Required

Applied Studio is an interdisciplinary arts course centering on inquiry, investigation, and innovation. The projects explore the principles of design and craft to solve practical problems creatively. In Applied Studio Explorations, 9th grade students will rotate through a series of extended workshops in art, Th!nker Lab fabrication, theater, graphic design, and music, learning practical skills in each area. Over the course of each workshop, students will have the opportunity to work on independent and collaborative projects that have real world application to the school community. Skill sets and tools obtained in Applied Arts will aid students throughout their high school career and beyond. In particular, students will become certified on the equipment in the Th!nker Lab and be proficient in design thinking and critique.

Theater Arts: EXPLORE

Duration: Full Year

Grade(s): 10–12

Prerequisites: None

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 performances. 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: CREATE

Duration: Full Year

Grade(s): 10–12

Prerequisites: Theater Arts: EXPLORE or by department approval

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 performances 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.

H Theater Arts Honors: LEAD

Duration: Full Year Grade(s): 11–12

Prerequisites: Theater Arts: CREATE or department approval

In this 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

Duration: Full Year

Grade(s): 12

Prerequisites: Department approval

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 own 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.

VPA SHOW

In the spring, Kehillah artists have the opportunity to curate and publicly exhibit their best work in Visual and Performing Arts. All our visual and performing disciplines come together for a few hours to showcase our unique blend of drawing, painting, 3D art, design, music ensembles, music theory compositions, theater, film, and more! Each student who participates in a VPA course contributes to the event, but it is also open to any Kehillah artist who wishes to exhibit their work. Join us as we celebrate our diverse artists and their inspiring work.



INTERSCHOLASTIC ATHLETICS

The Kehillah Athletic Program is a natural extension of the school's curriculum, which provides activities for the growth and development of our student-athletes, both physically and mentally. Participating in sports can play a significant role in preparing our students for becoming productive, contributing citizens of our community and society. While the program is competitive and focused, the emphasis is on sportsmanship and the pursuit of team goals. For those who participate in interscholastic athletics, the experience is as much a part of their education as any other subject in school. Kehillah is a part of the following interscholastic networks: PSAL (Private School Athletic League), CCS (Central Coast Section), and CIF (California Interscholastic Federation).



Cross Country
Volleyball

Soccer
Basketball

Track & Field
Tennis
Baseball

P.E. REQUIREMENT

Students are required to take a full year of physical education in their time at Kehillah. The requirement can be satisfied in several ways. Our P.E. course takes place at the OFJCC, and may include weight room fitness, exercise, yoga, and individual skill development. Alternatively, students may also participate in outside sport activities (e.g., a club sport, dance, karate, etc.) to fulfill their P.E. requirement. One season of sport equals one semester of P.E. credit. An additional alternative to attain one semester of P.E. credit is to participate in Kehillah's spring musical performance, offered through the Visual & Performing Arts Department.

If a student chooses to participate in one of these alternative routes of satisfying their P.E. requirement, the student must complete the P.E. Credit Form available from the Athletics Director before beginning the course, season, or program.





THE CENTER FOR LEARNING SUCCESS

Kehillah recognizes that learning is a dynamic and complex process. When students know themselves, harness the skills of metacognition, and engage in self-advocacy, they can reach their full potential as learners. Our team of specialists in the Learning Center

partners with students, parents, advisors, and teachers to help students understand their current learning profile, implement accommodations, and develop strategies to achieve academic success. The Learning Center also provides access to assistive technology, digital libraries, space for quiet study, and participation in our Directed Studies course.



DIRECTED STUDIES

Directed Studies is an elective course at Kehillah that helps students develop best practices and habits for assignment tracking, priority setting, time management, project organization, resource use, and self-advocacy. 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.







EDUCATIONAL TRAVEL

From exploring the vibrant streets of a bustling city to trekking through remote wilderness areas, our experiential travel program helps students broaden their horizons and engage with the world in a meaningful way. Each year, Kehillah students travel to local and international destinations, where they learn about different cultures and deepen their understanding of our local and global community.

Each trip has a particular focus—these are not tourist excursions, but immersive experiences centered around the themes of climate change, sustainability, art, multiculturalism, activism, global citizenship, history, recreation, and the natural world.

Previous destinations have included Los Angeles, Portland, the American South, New York City, the National Parks, Argentina, Israel, and more.

EXPERIENTIAL EDUCATION

WEEKLY PROGRAMING

Seminar

The Seminar program is designed to help students develop the social and emotional skills while creating space for health education, community building, special speakers, and grade-level topics.

K-Block

K-Block is a time when our students take advantage of our Heart Work program which includes interest-based offerings such as poetry, meditation and Aikido.

Town Hall

Town Hall offers a space for students to exercise voice and agency about issues that matter to them, while developing skills in civic dialogue, democratic decision making, and empathic listening.

Kab Shab

KabShab at Kehillah is a communal, all-school reflection period to prepare mind, body, and spirit for the weekend.

COLLEGE COUNSELING

Comprehensive 9th–12th Programming

Kehillah’s College Counseling program is designed to help guide each student individually through what can be a complicated yet exciting journey. Our approach is to help you find your voice and provide personalized guidance. We define the “best” school as one that reflects your interests and aspirations, not necessarily the one that ranks the highest.

The College Counseling program’s holistic approach spans the entirety of a student’s high school journey. Beginning in 9th grade, students are assigned to a College Counselor and introduced to various resources, workshops, and activities ensures that students are well-equipped and informed at every stage.

9th & 10th Grade

- Kehillah Prep: Introducing College Counseling
- 9th/10th Parent College Night
- Activities Development Workshop
- College Planning Workshop
- PSAT and ACT Practice Test

11th Grade

- Junior Parent College Night
- PSAT and SAT Testing
- Bi-weekly Junior College Seminar
- College visits at Kehillah
- One-on-one meetings
- Bay Area Case Studies Program and College Fair

12th Grade

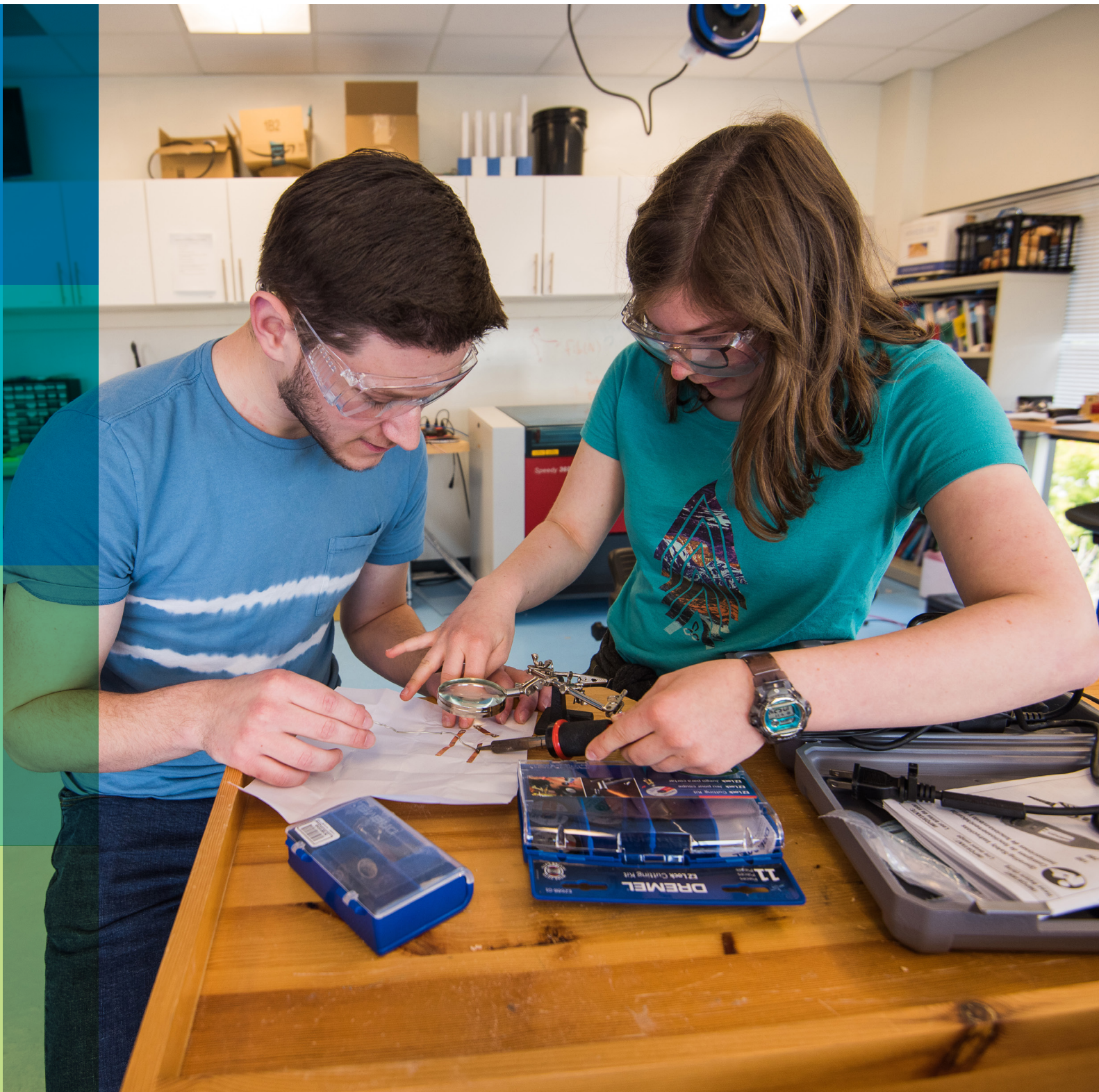
- Application Bootcamp
- Senior Parent College Night
- College visits at Kehillah
- Weekly Senior College Seminar
- One-on-one meetings
- Individualized and comprehensive application guidance

“I greatly valued the access I had to great college counseling on a very personalized level at Kehillah. My college counselor respected my opinions and plans and encouraged me to be my most authentic self in applying to schools. I am now very happy at Boston University!”

-Annie, Class of 2021

CO-CURRICULAR PROGRAMMING

DEBATE / MODEL UN / THEATRE / ROBOTICS



DEBATE & PUBLIC SPEAKING

Kehillah's debate program fosters the development of quick thinking, effective teamwork, and adaptability. By tackling issues inspired by current events, students are challenged to stay informed and well-versed in a wide range of topics and policy matters.

Throughout the year, our student debaters participate in competitive tournaments, showcasing their skills against peers from local and international schools. Kehillah's Debate members are proud members of the National Parliamentary Debate League (NPDL).



MODEL UN

Model United Nations (MUN) is a co-curricular activity where students—referred to as delegates—represent a specific organization, country, or person and come together to create solutions. The goal of MUN is to promote diplomacy, collaboration, and problem-solving while engaging in current or historical events.

The Kehillah Model UN program is a student-led group for individuals with a passion for current events, debate, and advocacy. The club not only prepares delegates for conferences, but also grapples with the complexity of global affairs.



THEATRE

The Kehillah Theatre program prepares students for the demands of college and professional theater through classes, after school performances, and other co-curricular programs. Our after-school program includes the fall play, spring musical, and other studio performances. Additionally, rising seniors can apply for the position of Student Producing Directors where they support the selection performances, produce a showcase for faculty, and promote the program in various ways.

Each fall Kehillah's Theatre program also leads an excursion to the Oregon Shakespeare festival where students see productions and participate in workshops. Kehillah Theater is a member of the International Thespian Honor Society and hosts an active Thespian Troupe.

ROBOTICS

Kehillah Robotics Team was launched by a passionate group of students and faculty members. As part of the team, students build sophisticated robots while developing skills in programming, mechanical design, project management, and leadership. Students also learn engineering skills like CAD, PCB design, and advanced coding – skills that allow the team to fabricate custom parts, 3-D models, and GPS systems. Robotics is both a class and a club with after-school participation requirements. All students are welcome to join the team, regardless of skill. The mission is to teach and inspire every student with an interest in robotics!



WHO TO CONTACT

ACADEMIC PROGRAM

Dr. Roy Danovitch, Associate Head of School

CLASSES

Individual Teachers

ACADEMIC DEPARTMENT

Dale Pagano, Dean of English

Richard Nybakken, Dean of History & Social Sciences

Shifra Elman, Dean of Jewish Studies

Dr. Zachi Baharav, Dean of Mathematics

Robert Stewart, Dean of Science

Ronit Balan, Dean of World Languages

Jennifer Idleman, Dean of Visual & Performing Arts

SCHEDULING AND COURSE PLANNING

Richard Brownstone, Dean of Academic Operations

STUDENT LIFE

Megan Miraglia, Dean of Students

COLLEGE GUIDANCE

Kaylin Liang, Director of College Counseling

Jordana Bischoff, College Counselor

ACADEMIC TECHNOLOGY & THINKER LAB

RM Pellant, Dean of Academic Technology

ATHLETICS

Ryan Greenfield, Director of Athletics

EXPERIENTIAL EDUCATION & TRAVEL

Rabbi Dennis Eisner, Dean of Jewish Life & Learning

ENROLLMENT FORMS, SCHEDULES, & TRANSCRIPTS

Jay Dosanjh, Registrar

TRANSFER STUDENTS

Dr. Dave Weiner, Director of Admissions

THE LEARNING CENTER

Meg Miraglia, Dean of Students

Audra Robinson, Learning Specialist

TRANSLATION SERVICES (SPANISH)

Maria Vicenty





kehillah.org