

KEHILLAH

CURRICULUM GUIDE

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COURSE SELECTION

Process & Timeline

MARCH 31

COURSE SELECTION KICK-OFF

MARCH 31–APRIL 18

COURSE CONFERENCING PERIOD

APRIL 19

SIGNED COURSE REQUEST FORM DUE

MAY 5, MAY 9

INCOMING STUDENT PLACEMENT

AUGUST 5

POST SUMMER PLACEMENT TESTS

AUGUST

STUDENTS RECEIVE FINAL SCHEDULES

AUGUST 14

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	2 years (class of 2028-29) 1 year (class of 2026-27)	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 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 (KAT and Honors) a student may take to four each semester.

COURSE LIMIT EXCEPTIONS

On occasion Kehillah's administration 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

ADVANCED COURSES KEY



Kehillah
Advanced
Topics



Honors

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

2025-26 OFFERINGS:

After a very successful introduction in 2024-25, KAT courses will replace all of Kehillah's Advanced Placement (AP) courses in 2025-26.

Kehillah will offer 24 KAT courses, encompassing all areas of study: English, Math, Science, The Creative Arts, World Languages, Computer Science, History & Social Studies, and Jewish Studies.

K-TERM IMMERSIVE EXAMPLES

- Biotechnology
- Top Chef: Opening A Restaurant
- Public Transit in the Bay Area
- Aikido: Philosophy & Practice
- 4-Day Play
- Psalms in the Key of Life
- Video Game Creation
- The Storytelling of Recipes
- The Mishkan in 4D
- Building a Positive Peace
- Writing a Novella
- Asian American Immigration in the Bay
- Word Wizards: Crafting Digital Puzzles and Games
- Experiential Aikido
- Nature Spa: Finding Wellbeing through Mindfulness
- The Accidental Artist: Artistic Creation for Everyone

K-TERM

A week of expansive and immersive learning

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 20–26 and is graded on a pass/fail basis. Sign-ups and schedules for K-Term will take place in the Fall of 2025.

In **Biotechnology**, students embrace the power of DNA, taking a deep dive into the integration of natural sciences and engineering sciences. They learn about genetically modified organisms (GMO) as well as the education and career pathways in this field.

In **Public Transportation in the Bay Area**, students ride, study, and document the world of buses, trains, trolleys, and subways in the Bay Area. Students will document their experience with written diaries, photography, and video.

In **4-Day Play**, students write, direct, and perform an original piece of theater in a dramatically short amount of time! They create theatrical elements (character, design, sound/music) around a predetermined theme; then, as a larger ensemble, they weave these disparate elements together into a cohesive piece of theater!



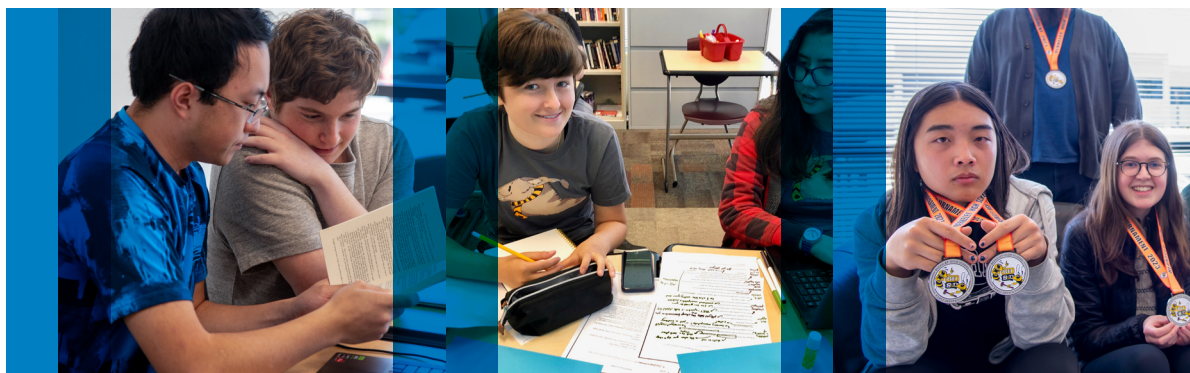
HUMANITIES

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.



ENGLISH



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 KAT 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 *Siddhartha*, *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*)

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; and various critical essays.

English 11: What is “Human”?

Duration: Full Year

Grade(s): 11

Prerequisite: English 10 or English 10 Honors

This English course invites students to explore how society determines the definition of “human,” as well

as what happens to those who fall outside of that category's purview. By reading mostly American texts, we will consider how the concept of justice is linked to being human, and why people with little power often suffer injustices. Students will address culture, history, ethics, politics, and economics by looking at how they are represented in prose, poetry, and drama. In order to develop advanced analytical and critical thinking, reading, discussion, and writing skills, the course teaches students to analyze and write about texts in order to incorporate multiple sources into an argument. Readings might include Octavia Butler's *Dawn* (1987), Kate Chopin's *The Awakening* (1899), William Shakespeare's *Othello* (1603), and Layli Long Soldier's *Whereas* (2017). Students will maintain a portfolio of work while also engaging in discussions, peer review, creative work, and essay writing. By the end of the year, students will have completed group presentations, an analytical essay, and one argument essay.

English 11: What is "Human"?

Duration: Full Year

Grade(s): 11

Prerequisite: English 10 or English 10 Honors (and department approval)

This English course invites students to explore how society determines the definition of "human," as well as what happens to those who fall outside of that category's purview. By reading mostly American texts, we will consider how the concept of justice is linked to being human, and why people with little power often suffer injustices. Students will address culture, history, ethics, politics, and economics by looking at how they are represented in prose, poetry, drama, and film. In order to develop advanced analytical and critical thinking, reading, discussion, and writing skills, students will analyze and write about texts in order

to incorporate multiple sources into an argument. Readings might include Octavia Butler's *Dawn* (1987), Kate Chopin's *The Awakening* (1899), Herman Melville's *Benito Cereno* (1855), William Shakespeare's *Othello* (1603), and Layli Long Soldier's *Whereas* (2017). Students will maintain a portfolio of work while also engaging in discussions, peer review, creative work, and essay writing. By the end of the year, students will have completed group presentations, an analytical essay, two argument essays, and a creative project of their own design.

English 12: The History and Theory of Literature

Duration: Full Year

Grade(s): 12

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

In this college-level course, we will take a broad look at literary history with special focus on the novel as a genre. 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? In the course, we will also read major works of literary theory, and these thinkers will help shape our own interpretations. The reading list will include Goethe's *The Sufferings of Young Werther*, Brontë's *Wuthering Heights*, Tolstoy's *Anna Karenina*, Proust's *In Search of Lost Time*, and Toni Morrison's *The Bluest Eye*. In the course of the year, students will work on writing literary critical essays and engage in research, culminating in a final research project on the work of their choice and under supervision of the instructor.

Fall Semester Courses

Banned Books: The Writer on Trial

Duration: Spring Semester

Grade(s): 11–12

Prerequisite: English 10, English 10 Honors, English 11, or AP/KAT Language and Composition

In this course, we will study literature that has been banned, burned, or otherwise censored. A major component of the course will be the global history of censorship and the suppression of the literary word. The works studied will encompass the United States, Germany, the Soviet Union, and China. A major component of our study will be works by Jewish writers, both in the past and in the contemporary time. We will study not only works that have been banned but writers who have themselves been exiled, imprisoned, or otherwise punished for their writing. Students will work on essay writing, in-class projects, and investigate archival materials.

Creative Writing: Short Stories

Duration: Semester

Grade(s): 11–12

Prerequisite: English 10, English 10 Honors, English 11, or AP/KAT Language and Composition

Stories can transport us, teach us, thrill us, and most of all, move us. And the wonderful thing about a short story is that it is meant to be read in one sitting, which makes it the ideal length for many busy students (and teachers) to read. This course is designed for students who are interested in creating stories, improving their writing skills, and moving others. Students will read short stories and articles; 2) complete a series of writing exercises; 3) write at least three short stories;

and 4) participate as writer and reader in group workshops, where the class will discuss either a published story or a story written by a member of the class. These workshops will be carefully facilitated so that they provide useful but *compassionate* feedback. This will not be a do-this/don't-do-that class. Instead, each student will discover the methods, styles, topics, and genres that work for them. In short, each student will find their written voice and practice how to move others with it. Texts will include *Reading Like a Writer* by Francine Prose, *If Beale Street Could Talk* by James Baldwin, *Bird by Bird* by Anne Lamott, *On Writing: A Memoir of the Craft* by Stephen King, and, of course, the stories that the students will write!

Harlem Renaissance: The Power of a Movement

Duration: Fall Semester

Grade(s): 11–12

Prerequisite: English 10, English 10 Honors, English 11, or AP/KAT 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 *The 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. 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.

Spring Semester Courses

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

Duration: Spring Semester

Grade(s): 11–12

Prerequisite: English 10, English 10 Honors, English 11, or AP/KAT Language and 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? Along the way, students will write short argumentative essays, research Russian history, and engage collaboratively with original archival materials.

Chaos or Control: Dystopian Literature & Modern Society

Duration: Spring Semester

Grade(s): 11–12

Prerequisite: English 10, English 10 Honors, English 11, or AP/KAT 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 roles 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.

Creative Writing: Novels and Novellas

Duration: Semester

Grade(s): 11–12

Prerequisite: English 10, English 10 Honors, English 11, or AP/KAT Language and Composition

In this focused, semester-long course, students will conceive, develop, and write an extended work of fiction in the genre of their choice! First, however, students will deepen their understanding of setting, character, plot, theme, and style by reading, discussing, and writing about 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 Bird* by Anne Lamott, and a variety of nonfiction pieces, poems, short stories, and more. By the end of the semester, students will outline an original novel and write (and revise) at least twenty pages of that work. (Note: class time will often be devoted to writing!)

Not offered in 2025–2026

Comedy & Satire: Tearing Down Sacred Cows

Duration: Semester

Grade(s): 11–12

Prerequisite: English 10, English 10 Honors, English 11, or AP/KAT Language and 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*.

Film Studies: From Story to Screen

Duration: Semester

Grade(s): 11–12

Prerequisite: English 10, English 10 Honors, English 11, or AP/KAT Language and Composition

Have you ever wondered how literary texts are adapted into films? What is the process of making a short story or novel into a film, what changes are made to the characters and story structure, and who gets to make those decisions? In this course, we will study films and TV series alongside the literary texts on which they are based. We will analyze the texts on their own and then study the adaptations with particular attention to changes to the story arcs and characters, considering how the final products are shaped by different historical and cultural contexts. Students will also have an introduction to the tools of film analysis, such as storyboards, shot analysis, and film theory. At the end of the course, students will either write or shoot their own short film adaptation. Literature and film pairs may include *Annihilation* by Jeff VanderMeer and the film directed by Alex Garland, *Little Women* by Louisa May Alcott alongside the 1949, 1994, and 2019 films by the same name, and the short story "Rear Window" by Cornell Woolrich alongside the film by Alfred Hitchcock.

Poetry Now: A Reading & Writing Workshop

Duration: Semester

Grade(s): 11–12

Prerequisite: English 10, English 10 Honors, English 11, or AP/KAT 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 ENGLISH 20 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.

Split at the Root: Contemporary Jewish Literature

Duration: Semester

Grade(s): 11–12

Prerequisite: English 10, English 10 Honors, English 11, or AP/KAT Language and Composition

Named after an essay by 20th-century Jewish American poet Adrienne Rich, this course will ENGLISH 22 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.

Unstable on the Stage: Madness in Drama

Duration: Semester

Grade(s): 11–12

Prerequisite: English 10, English 10 Honors, English 11, or AP/KAT 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.

Indigenous Literatures of 20th and 21st Century America

Duration: Semester

Grade(s): 11–12

Prerequisite: English 10, English 10 Honors, English 11, or AP/KAT Language and Composition

How did Indigenous Americans resist settler colonialism? What's an 'urban Indian'? Can you give consent under duress; were federal treaties actually fair? Why are language, land, and ancestors crucial to Indigenous writing? This course surveys 21st century Indigenous American poetry, fiction, essays, and theories to answer these questions and more. Students will be invited to think about how Native American writers imagine themselves, place, nature and nation, and how they think about celebration, ceremony, cosmologies, and encounters. The course encourages students to develop advanced critical thinking, reading, discussion, and writing skills in order to incorporate multiple sources into an argument. Readings might include selections from Roxane Dunbar-Ortiz's *An Indigenous People's History of the United States*, Zitkala-Ša's (Yankton Dakota) *American Indian Stories* (1902-1910), Leslie Marmon Silko's (Laguna Pueblo) *Ceremony* (1977), Craig Womack's (Creek and Cherokee) *Drowning in Fire* (2001), Layli Long Soldier's *Whereas* (Oglala Lakota) (2017) and Tommy Orange's (Cheyenne and Arapaho) *There There* (2018). Students will maintain a portfolio of work while also engaging in discussions, peer review, creative work, and essay writing. By the end of the semester students will have completed group presentations, an analytical essay, and an argumentative essay, and a creative project of their own design.

Historical Novels of the Americas

Duration: Spring Semester

Grade(s): 11–12

Prerequisite: English 10, English 10 Honors, English 11, or AP/KAT Language and Composition

This course is for the lover of English and history. We will examine the porous line between history and fiction, asking how historical texts make choices to present certain narratives while historical novels imagine alternatives. In order to do this work, we will read literary criticism and historical scholarship as well as novels that tell history from the point of view of those who were colonized and subjugated as the Americas were founded (and afterward). Students will be encouraged to explore the relationship between archives and power, linear time and colonization, as well as storytelling and power. Alvaro Enrique's *You Dream of Empires*, excerpts from Marie Vieux-Chauvet's *Dance on the Volcano*, and Junot Diaz's *The Brief Wondrous Life of Oscar Wao* reimagine Hernán Cortés' first contact with the Aztec king Moctezuma, the Haitian Revolution, and Rafael Trujillo's US-backed dictatorship in the Dominican Republic from 1930-1961; these texts will be our focus. Assignments might include an argumentative essay, the creation of an archive, creative writing, and a final project that asks students to creatively demonstrate the relationship between history and fiction.

Culinary Encounters of the "Other" Kind: Food and Otherness

Duration: Spring Semester

Grade(s): 11–12

Prerequisite: English 10, English 10 Honors, English 11, or AP/KAT Language and Composition

What does it mean to say that you're hungry for something? This course explores both the joyful and the dark sides of eating and traces how food informs the various ways in which we ingest the world, specifically racial, economic (class), sexual,

and cultural ‘otherness’ that is politically and/or socially marginalized. We will consider how the meeting of food, word, and image inform these larger social categories. Students will reflect on the way food affects how we think about others, putting it in conversation with literature, art works, and film. Possible texts include poetry by Gertrude Stein, Monique Truong’s novel *The Book of Salt*, art by Kara Walker, Seneca’s *Thyestes*, short stories by Chimamanda Adiche, Diana Abu-Jaber’s novel *The Language of Baklava*, and the documentary *The Search for General Tso*. Assignments might include analytical essays as well as non-traditional writing such as a formal restaurant review and a “recipe essay” in which students must instruct the reader in performing or experiencing something (not necessarily having to do with food) that they have an expert procedure for.

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.

Kingdom of Words: Yiddish Texts Across Time

Duration: Semester

Grade(s): 11–12

Prerequisite: English 10, English 10 Honors, English 11, or AP/KAT Language and 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-

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



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World History: The Making of the Modern World

Full-Year

Grade(s): 9

Prerequisites: None

Required

In World History, students examine the major events and historical trends that shaped the globe from the pre-Columbian world through the twentieth century: the major trading regions of the middle ages; the European “discovery” of the New World; social, political, and economic aspects of the 18th century Atlantic Revolutions; the rise of 19th century nations and empires—and resistance to them; the world wars from 1914-1945; and the origins of today’s world. The course will help students understand the historical roots of contemporary global issues by situating them in their temporal, geographic, political, economic, and cultural contexts. Through the extensive use of primary and secondary sources, students will consider multiple accounts from past and present to view trends and events from various perspectives. Students will also develop their writing skills while gaining proficiency in incorporating document analysis as evidence.

US History: The American Experiment

US History (Honors): The American Experiment **H**

Full-Year

Grade(s): 10, 11

Prerequisites: World History, and/or department approval

Required

This course offers an in-depth exploration of the major events, patterns, and people(s) that shaped the history of the United States, with a significant emphasis on the period from the Civil War to the present. Students will examine how American history has unfolded over time through the interweaving of several recurring themes: Debates over the rights enshrined in the Constitution and the role of government; tensions involving race and immigration; economic prosperity and the rise (and fall?) of organized labor; feminist movements and struggles for LGBTQ+ equality; and the emergence of the United States as a global power. The skills and habits of mind developed in this course reflect those of professional historians: understanding causation, contextualization, comparison and contrast, and evaluating change and continuity over time. By the end of the course, students will have gained the tools and knowledge necessary to engage with American history as informed and active citizens.

*US History Honors is a writing- and reading-intensive course requiring significant discipline and independent study. We will cover a wide range of significant events from the country’s founding and on key developments throughout the 20th Century. The skills of contextualization, comparison, and analyzing continuity and change over time reflect the tasks of professional historians. Honors students will be asked to engage with extra reading and must demonstrate content mastery through additional assessments, including quizzes, tests, and timed writing assignments.

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Electives



Psychology: Beyond Behavior

Full-Year

Grade(s): 11-12

Prerequisites/Co-Requisites: US History, and 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, 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 analysis of texts and media, group projects, simulations, presentations, and psychological experiment design.

Economics: Dollars & Sense

Semester: Fall

Grade(s): 11, 12

Prerequisites/Corequisites: US History, and department approval

This introduction to economics examines choices and decision-making, both as individuals, 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. 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.



History: The Idea of Europe

Semester: Fall

Grade(s): 11, 12

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

What does it mean to be “European” today? This course will trace the evolution of Europe as a cultural notion and geopolitical reality from the 14th century to the present, focusing on key periods and themes in the history of Europeans’ idea of themselves: the Renaissance and Reformation; the Age of Absolutism and the Enlightenment; nineteenth century nationalism & imperialism; the twentieth century “Age of Extremes”; and contemporary hopes and concerns for a “post-

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national” Europe. Students will read broadly and deeply from a combination of primary sources and professional historical scholarship, further developing their skills of analysis and both oral and written expression.



Government: Global Politics

Semester: Fall

Grade(s): 12

Prerequisites: US History and department approval

This course provides an in-depth exploration of the foundational concepts of global politics—power, legitimacy, sovereignty, and interdependence—and their role in shaping international relations and governance. By engaging with contemporary case studies, historical examples, and international relations theories, students will analyze how these concepts operate in global politics and critically assess the effectiveness of global governance structures. Students will also engage with the dominant theoretical frameworks of realism and liberalism, examining how these perspectives influence foreign policy decisions, conflict resolution, and international cooperation. The course incorporates a range of materials, including academic readings, political speeches, treaties, simulations, and current events, to foster critical thinking and application of theoretical knowledge to real-world issues.

Economics: Personal Finance

Semester: Spring

Grade(s): 11, 12

Prerequisites/Corequisites: Economics: Dollars & Sense (recommended) and/or department approval

Decision making permeates our personal financial lives. Income is earned and then taxed; people plan

(budget) from there. Personal finance is giving students the tools necessary to make smart decisions in their daily lives as well as planning for their future. The amount of credit card debt, student loan debt, and bankruptcies across the nation are just a few examples that highlight the need to develop financial literacy skills. We will cover a range of topics such as banking activities, budgeting, credit, taxes, how to save for retirement, consumer rights, understanding insurance, and how to invest responsibly. The cumulative project will be a personal finance portfolio.

Note: Preference for enrollment in the course will be given to graduating seniors.

Gender Studies

Semester: Spring

Grade: 11, 12

Prerequisites/Co-Requisites: US History and department approval

Who’s afraid of gender? So asks the scholar Judith Butler in the title of her most recent book. According to Butler, many people fear that the specter of gender is haunting schools, churches, and state capitals across America and around the world. But what is gender, exactly—and what is its relationship to biological sex, or cultural understandings of masculinity and femininity (and everything in between)? Gender Studies asks fundamental questions about our existence as human beings: How have societies understood manhood and womanhood throughout history? How might these binaries fail to adequately express the full range of humans’ gender expression? What structures and social forces are involved in shaping our ideas about our own sexuality? This course will challenge students to question what characteristics of gender and/or sexuality are “natural” or “constructed”; to examine how such views originated and changed over

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time; and to analyze how race, class, ethnicity, and sexual orientation intersect in law, society, and popular culture. Using an interdisciplinary lens, students will read scholarly articles, primary sources, and literary works along with completing a major research project. Students will come away from this course with a more critical understanding of the meaning of gender and sexuality today.

Government: The American Political System

Semester: Spring

Grade(s): 12

Prerequisites: US History and department approval

KAT Government 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.

Gender Studies

Semester: Spring

Grade: 11, 12

Prerequisites/Co-Requisites: US History and department approval

Who's afraid of gender? So asks the scholar Judith Butler in the title of her most recent book. According

to Butler, many people fear that the specter of gender is haunting schools, churches, and state capitals across America and around the world. But what is gender, exactly—and what is its relationship to biological sex, or cultural understandings of masculinity and femininity (and everything in between)? Gender Studies asks fundamental questions about our existence as human beings: How have societies understood manhood and womanhood throughout history? How might these binaries fail to adequately express the full range of humans' gender expression? What structures and social forces are involved in shaping our ideas about our own sexuality? This course will challenge students to question what characteristics of gender and/or sexuality are “natural” or “constructed”; to examine how such views originated and changed over time; and to analyze how race, class, ethnicity, and sexual orientation intersect in law, society, and popular culture. Using an interdisciplinary lens, students will read scholarly articles, primary sources, and literary works along with completing a major research project. Students will come away from this course with a more critical understanding of the meaning of gender and sexuality today.

Not Offered in 2025–2026

The Cold War & the 21st Century World

Grade(s): 11–12

Prerequisites/Corequisites: US History 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

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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

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 delves 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.



History: The Modern Middle East

Grade(s): 11, 12

Prerequisites/Corequisites: US History Honors, and/or 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.

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

Year-Long Courses

Jewish Studies 101

Duration: Full Year

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.

WATER: Complex Families, Comforting Prophecies, & Confounding Wisdom

Duration: Full Year

Grade(s) 9-12

Prerequisite: recognition of hebrew letters

The Rabbis compare studying Torah to drinking water. Just as water is necessary for physical survival, Torah is necessary for spiritual survival. As a result of this conviction, the Rabbis prescribed specific sections from the Torah and Prophets to be read publicly in synagogues around the world each Shabbat. In this fast-paced, highly individualized Beit Midrash class, students will choose texts to explore in the original Hebrew, translate, and interpret based on what is being read in synagogue that week. Students will encounter a wide range of texts from throughout TaNaKh, including comforting prophecies read in the seven weeks after the commemoration of the destruction of the temples, a variety of complex families in the book of Genesis, confounding wisdom from the Book of Kohelet, the journey from slavery to Sinai in the book of Exodus, The Purim story, and more. Students will develop their translation skills as well as their interpretive skills. Students will learn to turn their analysis into a devar torah or a piece of creative midrash that reflects close noticing of nuanced details in the text and teaches a life-relevant message.

JEWISH STUDIES

KAT WATER: Complex Families, Comforting Prophecies, & Confounding Wisdom

Duration: Full Year

Grade(s) 9-12

Prerequisite: recognition of hebrew letters & department approval

The Rabbis compare studying Torah to drinking water. Just as water is necessary for physical survival, Torah is necessary for spiritual survival. As a result of this conviction, the Rabbis prescribed specific sections from the Torah and Prophets to be read publicly in synagogues around the world each Shabbat. In this fast paced, highly individualized Beit Midrash class, students will choose texts to explore in the original Hebrew, translate, and interpret based on what is being read in synagogue that week. Students will encounter a wide range of texts from throughout TaNaKh, including comforting prophecies read in the seven weeks after the commemoration of the destruction of the temples, a variety of complex families in the book of Genesis, confounding wisdom from the Book of Kohelet, the journey from slavery to Sinai in the book of Exodus, The Purim story, and more. Students will develop their translation skills as well as their interpretive skills. Students will learn to turn their analysis into a devar torah or a piece of creative midrash that reflects close noticing of nuanced details in the text and teaches a life relevant message. KAT students will be expected to create at least six rigorously textually based and well researched divrei torah or creative midrashim throughout the year.

KAT Kaballah: God, Ourselves, & Each Other

Duration: Full Year

Grade(s) 10-12

Prerequisite: Department approval

Kabbalah is a primary genre of the Jewish mystical tradition. This course examines Kabbalah's central symbol, "The Tree of Life," a geometric shape that is understood by Kabbalists as representing creation, spiritual growth, as well as divine and human qualities. We will also study other spiritual and psychological systems that account for God, ourselves, and each other. We will study structural principles of the tree, like the role of order and triads, as well as its rich system of associative meanings. Students will develop their own understanding of each sefirah and have the opportunity to map this system onto others. Students will be responsible for a significant independent research project in which they choose from a variety of texts about the tree of life, other systems studied, and hassidic commentaries on the Torah. Ultimately, research projects will support students in exploring spiritual practices, writing personal reflections, and leading engaging discussions for their classmates. We will also engage in deep study of the great medieval text of Kaballah, The Zohar, noting its intertextuality and exploring interpretive ambiguities as well as deeper parabolic meanings.

Fall Semester Courses

Open Beit Midrash: Talmud, Ethics, & Law

Duration: Fall Semester

Grade(s) 9-12

Prerequisite: None

The Talmud is full of legal and ethical teachings as

JEWISH STUDIES

well as delightfully tangential stories that branch off from these. In this class, students will have the opportunity to choose their own adventure in Talmud. Everybody will learn the overall structure of the Talmud, where to find many topics, and strategies for finding harder to locate topics. Students will learn topics of their own choosing with a chevruta (study partner) as well as develop their skills of comprehending and interpreting rather complex texts and applying them to real life issues that are important to them. Finally, students will get to bring their topics to the entire class for full group analytical discussion. Students will have the opportunity to study texts in their original language if they wish and may study in translation if they prefer as well.

Page to Stage: Talmud, Ethics, & Law

Duration: Fall Semester

Grade(s) 9-12

Prerequisite: None

The Talmud is full of legal and ethical teachings as well as delightfully tangential stories that branch off from these. In this class, students will have the opportunity to choose their own adventure in Talmud. Everybody will learn the overall structure of the Talmud, where to find many topics, and strategies for finding harder to locate topics. Students will learn topics of their own choosing with a chevruta (study partner), develop their skills of comprehending and interpreting rather complex texts and applying them to real life issues that are important to them. Finally, students will create pieces of theatre or other artforms that imagine ancient or modern characters grappling with the legal or ethical issues that they have studied and/or riffing off of the narrative portions of the text.

JSHI Ethical Wisdom of the Talmud

9-12 Fall semester

Prerequisite: Hebrew Level 3 or higher or equivalent

What are the fundamental Jewish values upon which the world stands? What is true happiness? What is true strength? How do I pursue peace? What is the relationship between study and action? How do free will and moral responsibility relate to each other? What are the ethics of speech? This class will explore how these questions and more are addressed by the Rabbis in Pirkei Avot, the tractate of Talmud devoted to exploring ethical principles. In this class, students will encounter the text in its original language as well as study multiple medieval and modern commentaries to see how Jewish tradition contains a multitude of approaches to life's most pressing questions. Students will develop their translation skills as well as their interpretive skills. Students will learn to see multiple interpretive possibilities and evaluate them for their loyalty to the original text and their usefulness for life. Students will develop their translation skills as well as their interpretive skills.

Ethical Wisdom of the Talmud

Duration: Fall Semester

Grade(s) 9-12

Prerequisite: None

What are the fundamental Jewish values upon which the world stands? What is true happiness? What is true strength? How do I pursue peace? What is the relationship between study and action? How do free will and moral responsibility relate to each other? What are the ethics of speech? This class will explore how these questions and more are addressed by the Rabbis in Pirkei Avot, the tractate of Talmud devoted to exploring ethical principles.

JEWISH STUDIES

In this class, students will encounter the text in its original language as well as study multiple medieval and modern commentaries to see how Jewish tradition contains a multitude of approaches to life's most pressing questions. Students will learn to see multiple interpretive possibilities and evaluate them for their loyalty to the original text and their usefulness for life.

Business Law

Duration: Fall Semester

Grade(s): 10-12

Prerequisites: None

The Talmud is replete with laws on business practices and business ethics. Business law has been studied comprehensively more than ritual law and more than biblical hermeneutics. The Talmud itself refers to business law as the epitome of Talmudic wisdom; as Rabbi Yishmoel said, "If someone wants wisdom, study monetary law, for there is no topic in Torah greater; and it is an overflowing stream (or a fountainhead) of wisdom." In this course, students will be introduced to various topics of monetary law: torts, economics, buying and selling practices, inheritance, contracts, and the like. One of the reasons that Talmudic business law is optimal is that while most Jewish law deals with scripture and hermeneutics, business law is mostly based on logic. Therefore this course aims to sharpen the logical thinking of the students. Some of the topics of study: What precise action constitutes a sale, varying degrees of reneging on an offer, deals that are legally fine but ethically wrong, inheritance law for an undesirable son, compensation for assault, partnerships agreements, legal disputes that have no evidence supporting either side, employer/employee relationships, fair pricing practices.

Sinners: Talmudic, Psychological, & Theological Explorations

Duration: Fall Semester

Grade(s) 10-12

Prerequisite: None

In this course, students will examine Biblical stories of sin, punishment, and redemption. Selected stories will be examined through close analysis of the biblical text with an eye towards developing an empathic understanding of characters who might otherwise be judged instead of understood. Primarily, we will explore Talmudic discussions of these narratives, including surprising claims such as assumptions that the sins depicted in the text aren't sins at all. Our Talmudic explorations will extend to texts about repentance, judging favorably, and even the possibility of sin having positive moral value. We will also explore Hasidic texts that developed the philosophical themes of the Talmud further. These texts explore the role of free will vs. determinism, systematize the possible moral value of sin, and explain the biblical narratives based on reincarnation, messianic requirements, and other mystical considerations. Students will learn to address complex theological and philosophical questions raised by texts studied, write their own Talmudic style discussions, develop their own interpretations following the methodologies of the relevant chassidic masters, and explore biblical characters bibliodramatically. Students who wish to study texts in their original language will be supported and encouraged to do so.

JEWISH STUDIES

Theories of Self & Other in Jewish Thought

Duration: Fall Semester

Grade(s): 10–12

Prerequisites: None

Students in this course will read various Jewish texts that explore the relationship between the Self and Other(s), looking at our relationship with ourselves, with other people, and with God. While reaching deep into the past, students will bring their 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 and 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. We will put new ideas discovered in conversation with each other, modern science, as well as classical Jewish textual claims. We will also explore the implications of various developments in scientific understandings of the Universe on our relationships with ourselves, with each other, and with God.

Leisure: The Basis of Culture

Duration: Fall Semester

Prerequisites: None

Grades: 10 - 12

As Maria Popova convincingly argued, the “most significant human achievements between Aristotle’s time and our own—our greatest art, the most enduring ideas of philosophy, the spark for every technological breakthrough—originated in leisure, in moments of unburdened contemplation, of absolute presence with the universe within

one’s own mind and absolute attentiveness to life without.” We’ll read Jewish texts relating to the concepts of Shabbat (or the Sabbath), and engage with leisure as an intellectual and spiritual activity. Additionally, we will have the opportunity to explore the issue of technology in the laws of shabbat, including developing a strong understanding of how electricity works and the halachic debates over whether it’s prohibited on shabbat in addition to other legal, narrative, and philosophical explorations of Shabbat. Students will compose, present, and research, thus practicing both their creative expression and presentation skills.

The Holocaust

Duration: Fall Semester

Grade(s): 11–12

Prerequisites: None

Students will learn about the philosophies of racism and eugenics, the ideas that powered the Nazi Movement as well as the political climate that led to Hitler’s rise and consolidation of power. Students will learn about the diversity of Jewish life in Europe prior to the Holocaust. The course will be taught through lecture, discussion, film, small group work, student presentations, and debate. Students should expect to complete and present a research project in an area of their interest that addresses the larger themes of the course. The goals of this course are: to Never Forget, to know the basic history, to use as a platform for a discussion on antisemitism, to see the Shoah from victims’ varying perspectives, such as religious and secular points of view, to see the Shoah as an expression of human cruelty, to explore the dark side of human nature, to scan the legacy of the Shoah and how the hatred and cruelty still live on today through neo-Nazi groups and other racial and religious supremacy groups.

JEWISH STUDIES

Spring Semester Courses

Open Beit Midrash: TaNaKh, Rabbinic Commentaries, and the Modern World

Duration: Spring Semester

Grade(s) 9-12

Prerequisite: None

The Hebrew Bible, TaNaKh, is full of amazing human stories, moral and spiritual wisdom teachings, laws, poetry and more that can all be incredibly relevant to us in our modern lives. In this class, students will have the opportunity to choose their own adventure in TaNaKh. Everybody will learn the three part structure of TaNaKh as well as a variety of ancient, medieval and modern commentaries. Students will also learn the overall narrative arc of TaNaKh as well as where to find the various types of texts. Students will learn topics of their own choosing with a chevuta (study partner), develop their skills of textual analysis, putting various commentaries in conversation with each other, and perhaps most importantly identifying connections between texts studied and real life aspects of modern life that they feel passionately about exploring. Finally, students will get to bring their topics to the entire class for full group analytical discussion and real life application. Students will have the opportunity to study texts in their original language if they wish and may study in translation if they prefer as well.

Open Beit Midrash: Bibliodrama

Duration: Spring Semester

Grade(s) 9-12

Prerequisite: None

The Hebrew Bible, TaNaKh, is full of amazing human stories that can be incredibly relevant to us in our modern lives. In this class, students will have the opportunity to choose their own bibliodramatic adventure in TaNaKh. Everybody will learn the three part structure of TaNaKh as well as a variety of ancient, medieval and modern commentaries. Students will also learn the overall narrative arc of TaNaKh as well as how to find various stories. Students will learn topics of their own choosing with a chevuta (study partner), develop their skills of textual analysis, putting various commentaries in conversation with each other, and perhaps most importantly using the bibliodramatic method of using role play and other art forms to generate creative interpretations. Students will get to bring their topics to the entire class for full group analytical discussion and real life application, ultimately culminating in creating and possibly performing pieces of theatre or other artforms that communicate their innovative midrashic interpretations. Students will have the opportunity to study texts in their original language if they wish and may study in translation if they prefer as well.

Prophets and Politicians: The Rise and Fall of Kings David and Saul

Duration: Spring Semester

Grade(s) 9-12

Prerequisite: Hebrew Level 3 or Higher

This course will begin with a wide array of “Nice to Meet You” stories in which prophets meet God for the very first time throughout TaNaKh. Next, Students will study large chunks of the Books of Samuel and Kings in order to examine the interplay between material power and spiritual power. After reading some chapters in English, students

will decide which specific verses they would like to explore most deeply in the original Hebrew by translating, critiquing pre-existing translations, interpreting, and exploring rabbinic and post-rabbinic commentaries. Some of the chronology explored will include the people's request for a monarchy, the rise and fall of Saul, David, and Solomon, as well as the ensuing split of the Israelite kingdom, culminating in close textual study of the confrontations between the prophet Elijah and the villainous king Ahab, his wife Jezebel and the prophets of Ba'al. Some themes explored will include power, leadership, sin, obedience, family issues, monotheism, memory, religious violence and persecution, and more.

Prophets & Politicians: Bibliodramatic Explorations

Duration: Spring Semester

Grade(s) 9-12

Prerequisite: None

It's the 9th Century BCE. King Ahab reigns and the prophet Elijah prophesies. You are a prophet on the run from Queen Jezebel, who is systematically killing all the prophets of Israel. This is the situation presented in the second half of the Biblical book of Kings 1. After studying a wide array of "Nice to Meet You" stories in which prophets meet God for the very first time throughout TaNaKh, students will use the textual tropes they've discovered as a basis from which to create a prophet character of their own. This character will be used as the lens through which each student analyzes and tells their own version of the Elijah narrative. In order to create some back story for their character, students will also study a variety of prophet-politician relationships including Saul-Samuel, David-Samuel, David-Nathan, and more. Thus, we will

explore the relationship between material power and spiritual power and create similar dynamics in the back story of each of our prophet characters. Ultimately, student work will be read or performed fully for an invited audience.

The Human Condition: Great Jewish Stories

Duration: Spring Semester

Grade(s): 10-12

Prerequisites: None

The stories of the Bible and Talmud lay the foundation of Jewish thought, heritage, and culture. The characters of these tales are complex, the dramas are provocative. Their trials and dilemmas are relatable to people in every Western society, in every generation. The dramatic literature exposes and explores weaknesses and strengths, wisdom, and folly. The Bible and Talmud in their brevity succeed in depicting vivid characters to captivate generations of readers. Some of the stories that the class will explore are: Adam and Eve to the Twelve Spies, the rebellion of Korah, the conquest of Jericho by Joshua, Samson and Delilah, the birth of Samuel. From the Talmud, the class would delve into the stories of the destruction of the Second Temple. The students would investigate the commentaries from the Middle Ages through modern times, which expanded these tales and illuminated our understanding of them. The students will learn to mine these stories and characters to appreciate multiple perspectives on people, events, and relationships. And all these stories were preserved to teach some ethical and moral fortitude.

JEWISH STUDIES

Jewish Medical Ethics

Duration: Spring Semester

Grade(s): 10–12

Prerequisites: None

The course will delve into the sea of ethical dilemmas confronting medical professionals, family members, and society in general related to health issues. The goal of the course is to familiarize the students with medical and ethical dilemmas and to expose them to how Jewish scholars have dealt with these dilemmas for more than two millennia. This will give students tools to deal with these dilemmas as they arise today, whether it is a personal dilemma or a societal dilemma. Another goal is to sharpen the students' critical thinking ability and their ability to analyze texts. We will delve into the Talmudic passages that have been discussed and debated for two thousand years. The texts will be debated in class.

OMG: 20th and 21st Century Jewish Theology

Duration: Spring Semester

Grade(s) 10-12

Prerequisites: None

Oh. My. God? Before asking if we believe in God or what we believe about God, it helps to understand what we mean when we say the word God. In order to help us each decide how to define and relate to this word for ourselves, this course will explore the approaches of various 20th and 21st century Jewish thinkers potentially including Mordechai Kaplan, Martin Buber, Abraham Joshua Heschel, Toba Spitzer, Eliana Light and more. We will put new ideas discovered in conversation with each other, modern science, as well as classical Jewish textual claims. We will also explore the philosophical,

theological, and spiritual implications of various developments in scientific understandings of the Universe. Towards the end of the semester, students will have the opportunity to choose a research topic about these developments and their implications or other topics such as Kaballah, prayer, interfaith, Jewish law and ethics, philosophy of art, and more.

Illuminating the Margins: Women in TaNaKh 2.0

Duration: Spring Semester

Grades: 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.

Contemporary Israel

Duration: Spring Semester

Grade(s): 11–12

Prerequisites: None

The modern state of Israel, established in the Jewish people's ancestral homeland, is the focal point of Jewish life around the world. It has come into existence after 2000 years of exile and has become one of the world's superpowers. The course will delve into life in Israel in the modern day. The course begins with some biblical study about the land of Israel and the early Zionist movement. It then deals with the political and legal establishments, the map, the major cities, and places of interest. The course will cover wars, peace treaties, and ongoing peace initiatives. Since Israel is a diverse country with different ethnic and religious groups, the course will look into the many societies that make up the larger society of Israel. The second half of the course will look into the cultural aspects of Israel. Topics include, cinema, music, food, pop culture, and the like. Students will develop their research and presentation skills.



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).



HEBREW



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.

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 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.

Israeli Society through Media and Literature

Duration: Full Year Grade(s): 10–12

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

This advanced-level course is for students fluent in the four Hebrew language skills: reading, writing, speaking, and listening. This course emphasizes the critical study of social, moral, and political questions within modern Israeli society, as they appear in 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 projects.

Not Offered in 2025–2026

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 advanced-level course is for students fluent in the four Hebrew 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 within modern Israeli society. Students will acquire knowledge of current constitutional law, tort law, contract law, family law, and criminal law, to allow critical thinking and deep debate about urging controversies in Israeli society. 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 of Israeli laws, legal articles, and court decisions in Hebrew. In addition, students will analyze the laws, verdicts, and articles in depth. Activities in this course include textual reading and analysis, watching news from different perspectives, class discussions, essay writing, oral presentations, and participating in debates. The students will also read authentic novels and submit projects.



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 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 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.

KOT Perspectivas y Narrativas: The Diverse Identity of the Spanish Speaking World

Duration: Full Year

Grade(s): 11–12

Prerequisites: Spanish 4/4 Honors and department approval

How do the artistic, literary, and historical expressions of the Spanish-speaking world preserve cultural identity while also challenging and reshaping it?

This interdisciplinary and immersive course explores the art, literature, history, and cultural expressions of the Spanish-speaking world. Integrating elements of KAT Spanish Literature and KAT Spanish Language alongside additional content to cultivate a deeper appreciation for the diverse voices and histories that shape Hispanic identity.

Students will engage with literature, film, music, art, and historical narratives, examining the products, practices, and perspectives that define cultures across Latin America, Spain, and beyond. Through dynamic discussions, creative projects, and cultural analysis, they will explore how language, traditions, and artistic expressions reflect and shape identity—both historically and in contemporary society. This course is ideal for students seeking to refine their Spanish proficiency while critically engaging with the rich and evolving cultures of the Spanish-speaking world.



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 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 speeches of Cicero, Ovid's *Metamorphoses*, and Pliny's letters. 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.

Homer's *Iliad* and *Odyssey*, and Euripides' *Medea*. We will explore the rise and fall of cities through Aeneas, and Pliny's account of the eruption of Vesuvius. The course will study the grammatical concepts, vocabulary, meter, figures of speech, and rhetorical devices essential for reading and understanding both verse and 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.



Duration: Full Year

Grade(s): 11–12

Prerequisites: Latin 3 and department approval

This course will focus on broadening students' understanding of Latin and the ancient world beyond Rome. Students will encounter non-Roman figures such as the Druids (Caesar's *Gallic Wars*), witches (Apuleius' *Sage Thessalae*), Medea (Ovid's *Heroides*) and Dido (Virgil's *Aeneid*). We will supplement our reading of the Latin texts with English translations of

MANDARIN



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, and

experience of Chinese culture, students will participate in cultural celebrations, real-life event discussions and projects, and international bi-lingual 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 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. As well as to gain a deeper understanding both in language and culture. 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.

H Honors Mandarin 3

Duration: Full Year

Grade(s): 9–12

Prerequisites: Mandarin 2 or department approval

Mandarin 3 Honors is a fast-paced, intermediate-level course for students seeking a deeper understanding of Mandarin. Building on prior learning, it focuses on advanced grammar, vocabulary, pronunciation, and fluency. Students will engage with authentic materials like short stories and contemporary media, exploring the richness of Chinese culture. The course emphasizes critical thinking and creative expression through various assessments, including oral exams, written assignments, and multimedia projects. Cultural activities, such as film screenings and guest speaker presentations, enhance learning.

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.

H Honors Mandarin 4

Duration: Full Year

Grade(s): 10-12

Prerequisites: Mandarin 3 or department approval

Honors Mandarin 4 is an advanced and accelerated course that builds upon the strong foundation established in previous Mandarin courses. This challenging course focuses on refining students' oral and written communication skills, with a particular emphasis on advanced grammar, vocabulary, and cultural understanding. Students will delve into the rich tapestry of Chinese history, literature, art (including cinema), and philosophy through in-depth research projects, presentations, and class discussions. Students will engage with a wide range of authentic materials, including literary works, news articles, and contemporary media, to enhance their reading and listening comprehension. They will also develop critical thinking and research skills through independent and group projects, culminating in the creation of in-depth research papers and presentations. The course is conducted entirely in Mandarin, providing students with an immersive learning environment where they can practice their language skills in a real-world context.

MANDARIN

Mandarin

Duration: Full Year

Grade(s): 10–12

Prerequisites: Mandarin 4 and department approval

This immersive course explores the art, literature, history, and cultural expressions of the diverse Chinese-speaking world. Integrating advanced Mandarin study, students encounter diverse voices and perspectives from mainland China, Taiwan, and other communities. Through literature, film, music, art, and historical narratives, the course examines how these expressions reflect and shape Chinese identity, both historically and in contemporary society. Students analyze classical texts, modern works, and traditional art forms, exploring themes of identity, cultural transmission, and social change. Dynamic discussions, creative projects, and cultural analysis develop critical thinking skills while exploring the complexities of cross-cultural exchange and globalization's impact. Students refine Mandarin proficiency, developing skills in reading comprehension, textual analysis, and essay writing, while gaining familiarity with the cultural, social, and political history of the Chinese-speaking world.



STEM

MATHEMATICS / SCIENCE /
COMP SCI & ENGINEERING

MATHEMATICS

Purpose & Vision

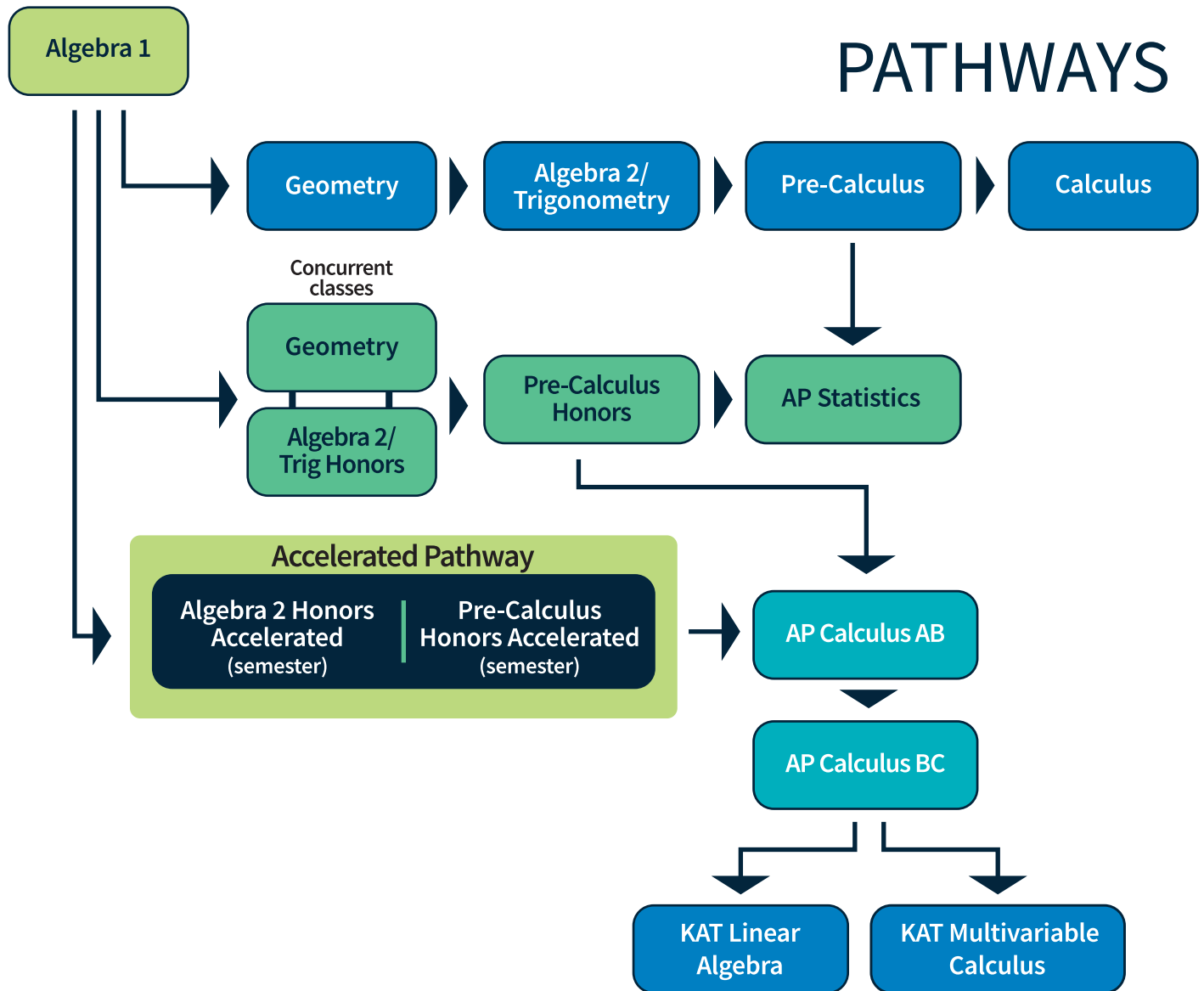
Kehillah's Mathematics Department brings together a rich mathematics curriculum and a dedicated faculty to support each student's learning journey. As part of our pedagogical approach, we strive to instill in students a deep, conceptual understanding of problem-solving methods, emphasizing critical thinking.

Our approach ensures a strong command of foundational techniques and facilitates the incorporation of creative, innovative, and engaging mathematical solutions. Students are empowered to approach problems methodically 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, 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

(Regular or Honors*)

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.

*In the Honors course, students will master the same foundational skills as in the regular course, but will move at a faster pace, allowing the opportunity for students to work with more challenging, complex, and intriguing problems that require deeper conceptual understanding and advanced thinking.

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

Duration: Full Year

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

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

**In the Honors course, students will master the same foundational skills as in the regular course, but will move at a faster pace, allowing the opportunity for students to work with more challenging, complex, and*

intriguing problems that require deeper conceptual understanding and advanced thinking.

Precalculus: Functions & Modeling

(Regular or Honors*)

Duration: Full Year

Prerequisites: Algebra 2/Trigonometry (Regular or Honors) or department approval

Honors Prerequisites: Algebra 2/Trigonometry Honors and department approval

Students begin the course with a review of functions. Students will deepen their understanding of polynomial and rational functions, as well as exponential and logarithmic functions, followed by trigonometric functions. Students review triangle trigonometry, learn to graph trigonometric functions, apply trigonometric identities, and master advanced trigonometry.

**In the Honors course, students will master the same foundational skills as in the regular course, but will move at a faster pace, allowing the opportunity for students to work with more challenging, complex, and intriguing problems that require deeper conceptual understanding and advanced thinking.*

Accelerated Algebra 2/Trigonometry PreCalculus Honors: Functions and Modeling

Duration: Full Year

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

This course is a compressed version of our two year-long courses, taught at an accelerated pace and advanced level. Students are expected to keep up

with the faster pace of the course, which requires dedicated time and extra effort as needed. This course offers a deep exploration of functions: algebraic manipulation, graphical behavior, concepts of domain, range, transformation, composition, and relationships to other functions. Students analyze linear, quadratic, polynomial, rational, radical, exponential, logarithmic, and trigonometric functions. They begin with right triangle trigonometry, and then learn to graph trigonometric functions, apply trig identities, and master advanced trigonometry. In this course, students apply learned concepts to challenging applications, and develop sharp and intuitive problem solving skills to prepare them for advanced level Calculus.

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 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 (Regular or Honors) or Accelerated Algebra 2/Trigonometry 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. With the concept of area, students learn integrals and the Fundamental Theorem of Calculus. Various applications of integration are also studied.

Calculus AB: Limits, Derivatives, Integrals, & Applications

Duration: Full Year

Prerequisites: Precalculus/Honors or Accelerated Algebra 2/Trigonometry 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 KAT Calculus AB exam. Students are required to attend an additional 30-minute class each week.

Calculus BC: Taylor Series & Parametric Curves

Duration: Full Year

Prerequisites: KAT Calculus AB or Accelerated KAT Calculus AB

This course reviews the curriculum covered in KAT 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 covers all calculus material in the AP Calculus BC exam.

Linear Algebra

Duration: Full Year

Prerequisites: KAT Calculus AB or Accelerated KAT 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. There is a distinct emphasis on in-depth applications of linear algebra in the form of "math labs."

Not offered in 2025–2026

Multivariable Calculus

Duration: Full Year

Prerequisites: KAT Calculus AB or Accelerated KAT Calculus AB

Multivariable Calculus continues the journey from calculus with one variable into calculus involving multiple variables and dimensions. The course covers vectors and curves, multivariable differentiation, multiple integrals, and vector calculus. Many of the topics are explored in depth in the form of “math labs” that are often physics based.

Accelerated **Calculus AB: Limits, Derivatives, Integrals, & Applications**

Duration: Semester

Prerequisites/Corequisites: Precalculus Honors or Accelerated Algebra 2/Trig Precalculus Honors (can be taken before or in parallel to Accelerated Algebra 2/Trigonometry PreCalculus Honors) and department approval

This course is a compressed version of our year-long course, taught at an accelerated pace and advanced level, without the review of Precalculus topics that the year-long course offers. It is designed for students taking PreCalculus Honors or Accelerated Algebra 2/Trig Precalculus Honors in parallel and who have department approval. Additionally, eligible students must demonstrate a unique drive, capability, and commitment to learn the concepts in the course in half the time of the traditional course. This course will prepare students for KAT Calculus BC in the subsequent year.

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.

SCIENCE

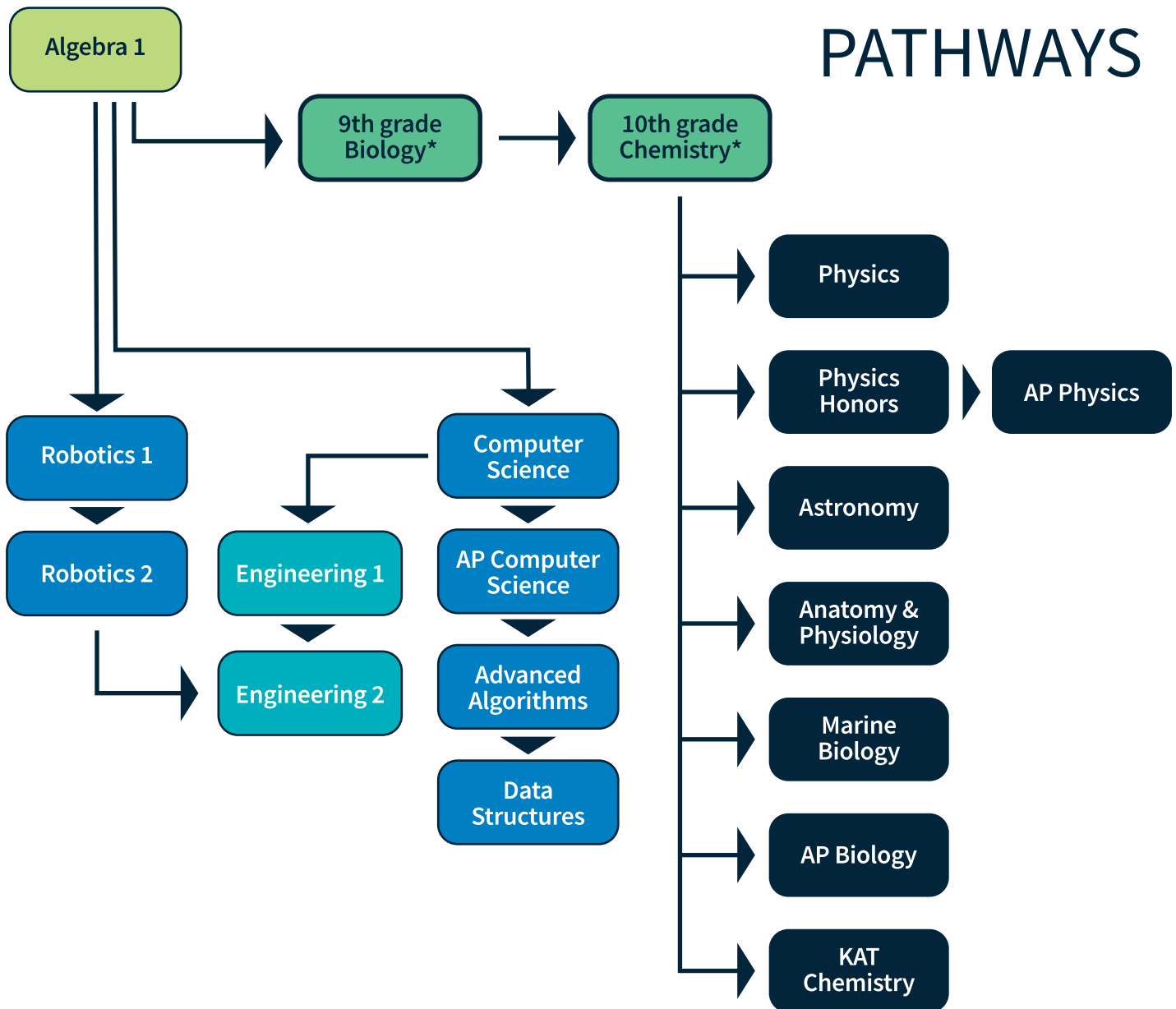
Purpose & Vision

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

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

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 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

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.

Introduction to Astronomy

Duration: Full Year

Grade(s): 11–12

Prerequisites: Biology and Chemistry

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.

KAT Biology

Duration: Full Year

Grade(s): 11–12

Prerequisites: Biology, and Chemistry

The Kehillah Advanced Biology course is designed for students who are passionate about biology and want to explore biological concepts at a deeper level. Students will develop problem-solving and critical thinking skills through an inquiry-based approach, laboratory experiences in which they will investigate biological phenomena, data collection, statistical analysis, and collaborative research projects.

The scope of the course is based on the AP Biology curriculum. It includes topics such as evolution, cellular and molecular biology, advances in biotechnology, cellular energetics, and inheritance. Students will be equipped with the skills necessary to communicate complex ideas scientifically and employ different laboratory techniques and technologies. Students may be required to attend an additional 30-minute class each week.

KAT 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. The scope course is based on the AP Chemistry curriculum and prepares students for the AP Chemistry exam. Students may be required to attend an additional 30-minute class each week.

KAT Calculus-Based Physics: Mechanics

Duration: Full Year Grade(s): 11–12

Prerequisite/Corequisite: Physics Honors and KAT Calculus AB (KAT Calculus AB can be taken before or concurrently with KAT 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 covers all material in 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 skillset. 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 foundational 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, fundraising, trip and event planning, financial and organizational management, purchasing, and the decision-making

COMP SCI & ENGINEERING

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 1

Robotics 2 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.

Computer Science with Java

Duration: Full Year

Grade(s): 10–12

Prerequisites: Computer Science & Coding and Algebra 2

This course is an advanced introduction to computer science, focusing on object-oriented programming, algorithmic problem-solving, and computational thinking. Students will develop a strong foundation in

Java programming, data structures, and algorithmic reasoning, with an emphasis on writing efficient, well-structured, and maintainable code.

A key component of the course is problem-solving methodology, including: Identifying known and unknown factors in a problem, recognizing special cases and patterns, applying and modifying known algorithms, generalizing solutions and verifying correctness, and optimizing performance, robustness, and readability

While the course meets and exceeds the expectations of the AP Computer Science A curriculum, its primary focus is on building deep conceptual understanding rather than exam preparation. Students who complete this course will be well-equipped to take the AP Computer Science A exam if they choose to do so. In addition to core Java programming topics, students will explore extended concepts tailored to their interests and abilities. These may include introductory lessons from the Stanford Logic Curriculum, offering exposure to foundational logical reasoning in computational problem-solving.

This is a rigorous course that requires persistence, creativity, and a willingness to engage with complex challenges. Students are encouraged to approach programming with a growth mindset and to collaborate within our community of learners.

Advanced Algorithms

Duration: Full Year

Grade(s): 11–12

Prerequisites: AP (KAT) Computer Science A or Data Structures

In this course, we will delve into advanced algorithmic techniques and their practical applications. Our exploration will cover a wide range of topics including:

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Sorting Algorithms: Counting sort, heap sort, merge sort, bucket sort, radix sort, and quick sort. Searching Algorithms: Depth-first search, breadth-first search, alpha-beta search, A* search, and various heuristic search methods and Specialized Algorithms and Applications: Matrix multiplication, polynomial manipulation, multi-body simulation, and machine learning techniques including classification and ranking for internet and database search, as well as relational database operations. The depth of each topic will be tailored to student interest and aptitude. In fact, there is a strong emphasis on independent exploration, and each student may have the opportunity to implement a project focused on one of these areas. Student-driven initiatives are encouraged; previous students have pursued projects in AI-supported meteor detection, virtual reality, and physics simulation, among others.

Throughout the course algorithms will be examined using various computing models. We will analyze both the theoretical performance—using Big O notation—and the actual measured performance on real systems. This dual approach will provide insights into the trade-offs between theoretical efficiency and practical implementation.

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.

Not Offered in 2025–2026



Data Structures

Duration: Full Year

Grades(s): 11–12

Prerequisites: KAT Computer Science 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

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.





THE CREATIVE ARTS

VISUAL ARTS / MUSIC / THEATER

VISUAL & PERFORMING ARTS

Purpose & Vision

Kehillah offers a wide variety of inspiring and challenging curricula in Visual & Performing Arts. 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 who continue to work and train 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 VPA course 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: Year-Long

Grade: 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 and Composition

Duration: Year-Long

Grade: 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.

Digital Design

Duration: Year-Long

Grade: 9-12

Prerequisites: None

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

Digital Photography

Year-Long Course

Grade: 9-12

Prerequisites: None

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

VISUAL ARTS

understanding to the process of making meaning in their own work.

Publication Design (Yearbook)

Duration: Year-Long Course

Grade: 9-12

Prerequisites: None

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

Digital Design 2

Duration: Year-Long

Grade: 10, 11, 12

Prerequisites: Digital Design or department recommendation

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

Photography 2

Duration: Year-Long Course

Grade: 10, 11, 12

Prerequisites: Digital Photography or department recommendation

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

Advanced Art Making

Duration: Year-Long

Grade: 11, 12

Prerequisites: Two introductory Courses or department recommendation

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 KAT 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.

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Senior Studio

Duration: Semester or Year-Long

Grade: 12

Prerequisites: Advanced Art Making and department recommendation

Senior Studio is offered to senior artists who would like to further their art-making practice but do not wish to take a 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. Senior Studio will be a time for serious art students to devote to improving their craft.

VPA Thesis: Art & Design

Duration: Year-Long

Grade: 12

Prerequisite: Department recommendation

TCA Thesis 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.

Not offered in 2025–2026

Intro to Illustration & Visual Communication

Duration: Year-Long

Grade: 10, 11, 12

Prerequisites: Studio Art or Department recommendation

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



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: Year-Long

Grade: 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: Year-Long

Grade: 9, 10, 11, 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: Year-Long

Grade: 10, 11, 12

Prerequisites: Music Studio: Strings & Percussion, or by audition

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: Year-Long

Grade: 9-12

Prerequisites: Must read music and demonstrate proficiency on an instrument or voice. Auditions may be required.

Students in this course participate in an ensemble consisting of any combination of acoustic and electric instruments that perform music of many different styles, genres, and eras. The musicians must have prior ability on their musical instrument(s). As part of the ensemble, students will have opportunities to solo, improvise, compose, arrange, record, and broadcast

music. Classes will involve large and small ensemble playing. For each piece studied and performed, students will learn and analyze the piece's historical significance, style, form, harmonic progression, and performance practice. Students will learn how to perform together as a group, sight-read music, listen critically, and work toward a long-term goal. The class will culminate in a final concert performance for their school, families, and community.

Classical Music Ensemble

Duration: Year-Long

Grade: 9, 10, 11, 12

Prerequisites: Must read music and demonstrate proficiency on an instrument. Auditions may be required.

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, including a culminating end of the year concert for the community.

Music Theory and Composition 1

Year-Long Course

Grade: 9, 10, 11, 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 and Composition 2

Year-Long Course

Grade: 10, 11, 12

Prerequisite: Music Theory and Composition 1 or department recommendation

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

Students also engage in critical and analytical listening to major works from the classics of European and American composers from the Middle Ages to the present.

Musical Explorations: The Creative Process

Year-Long Course

Grade(s): 10-12

Prerequisites: Department approval

This course is for advanced students who have completed AP/KAT Music Theory and Composition or the equivalent, and are qualified to further their compositional endeavors. Students will do a deeper dive into music theory in order to create original compositions, 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.

THEATER



What to Know

- Theater classes require mandatory components of performance and critique. Participation in the annual Creative Arts 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

Theater Arts: EXPLORE

Duration: Year-Long

Grade: 9-12

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: Year-Long

Grade: 10, 11, 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.

Theater Arts Honors: LEAD

Year-Long Course

Grade: 11, 12

Prerequisites: Theater Arts: CREATE or by 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 teach or lead theater based workshops to peers or faculty, direct portions of a full-length play or scene, and produce class projects. Rehearsals for class projects may extend beyond the class, and students may be expected to work outside of class time on a semi-regular basis.

Senior Studio: Theater Lab

Semester-Long Course

Grade: 12

Prerequisites: by 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

THEATER

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.

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INTERSCHOLASTIC ATHLETICS

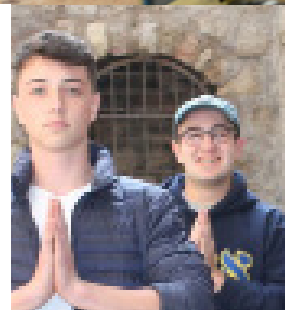
The Kehillah Athletic Program is a natural extension of the school's curriculum, which provides activities for the growth and development of our student-athletes, both physically and mentally. Participating in sports can play a significant role in preparing our students for becoming productive, contributing 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.

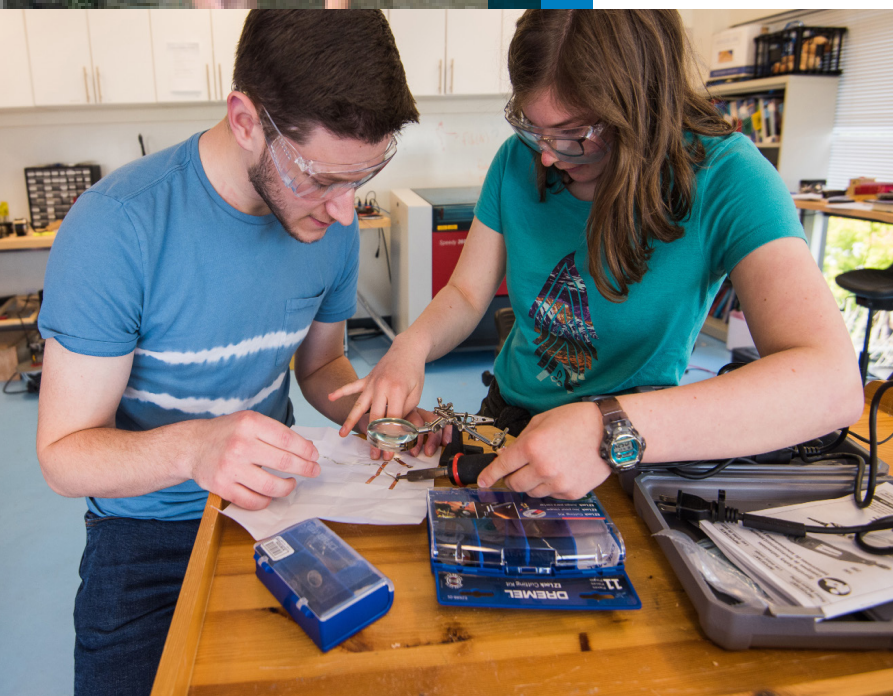




THE LEARNING CENTER

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.

