



2018-2019
COURSE OFFERING GUIDE

ACADEMIC PROGRAM

Planning the Course of Studies

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

Graduation Requirements

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

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

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

The Credit System

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

Schedule Requirements

Grades 9, 10, and 11:

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

Grade 12:

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

Course Selection

Kehillah offers college-preparatory classes at regular, honors, and AP levels. Student course selections need Kehillah faculty approval. Approval is determined for each individual student based on student interest, an appropriate level of challenge, and opportunity for success.

Taking an AP Class

By definition, advanced placement classes are college-level courses offered in high school. The advanced placement course is designed for the motivated high school student who wants an opportunity to take college-level courses in a high school setting. A student earns honors high school credit by taking the course. Some colleges may award credit for Advanced Placement Exam results.

Students who register to take an advanced placement course must:

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

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

UC/CSU Approval

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

2018-2019 COURSE OFFERINGS

The following pages detail the courses that Kehillah plans to offer for the 2018-2019 school year. Please note that some courses are tentative and will be finalized prior to the start of school based on student interest and enrollment.

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ENGINEERING ARTS

Computer Science and Coding

Year-Long Course

Grade: 9, 10, 11, 12

Prerequisite: satisfactory completion of Algebra 1

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

Engineering 1

Fall or Spring Semester Course

Grade: 10, 11, 12

Prerequisite: satisfactory completion of Computer Science and Coding

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

Engineering 2

Fall or Spring Semester Course

Grade: 10, 11, 12

Prerequisite: satisfactory completion of Engineering I

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

AP Computer Science

Year-Long Course

Grade: 10, 11, 12

Prerequisite: satisfactory completion of Computer Science and Coding

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

Advanced Algorithms

Year-Long Course

Grade: 11, 12

Prerequisite: AP Computer Science, AP Calculus AB (may take concurrently with department approval)

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

ENGLISH

Course Sequence

For all freshmen, sophomores, and juniors, there is a standard year-long English course. In the tenth grade, students can enroll in the optional Honors section designed for students whose analytical abilities are further advanced and who are ready to take on an additional challenge. AP Language or AP Literature are offered in the junior and senior year, respectively, and enrollment in the AP program is based on teacher recommendation. Seniors not enrolled in AP Literature select from thematic semester-long course offerings.

Writing, Language, and Literature

Year-Long Course
Grade: 9

This year-long course begins developing students' critical writing skills through a program of prewriting, writing, editing, and revision that are central to Kehillah's four-year sequential literary writing program. Students practice, cultivate, and refine analytical and creative writing skills. They study and apply English language structures and rules, and practice reading and critical thinking skills through a study of literary devices. They read a selection of short stories, poems, plays, non-fiction, and novels, which may include *Pride and Prejudice*, *Romeo and Juliet*, *Lord of the Flies*, and "Master Harold" ...and the Boys.

Responding to Literature

Year-Long Course
Grade: 10

This year-long course exposes students to a range of canonical and contemporary literature through a variety of genres. Students develop critical thinking and analytical writing skills through close reading of the texts. Major works may include: *The Arrival*, *The Merchant of Venice*, *Long Way Gone: Memoirs of a Boy Soldier*, *When the Emperor Was Divine*, *Poet X*, *The Things They Carried* as well as poetry and short stories. This course continues to grow students' critical writing skills through iterative writing workshops. The extensive writing program requires students to write formally and informally on a frequent basis.

Responding to Literature Honors

Year-Long Course
Grade: 10 (with department recommendation)

This year-long honors course meets many of the same goals as the traditional Responding to Literature course. The honors section employs methods which require students to work more independently and to take on greater challenges in the pacing, breadth, and depth of literary works they will read. Students enrolled in this course take part in intensive literary analysis and pair related critical essays with an intensive writing program. Some of the major works that are studied may include: *Othello*, *Things Fall Apart*, *When the Emperor Was Divine*, *In the Time of the Butterflies*, *The Things They Carried*, and *Americanah*, as well as poetry and short stories. Students have opportunities to make interdisciplinary connections between literature and other disciplines and are expected to be more self-guided in their study and more in-depth in their analysis. The extensive writing program requires students to write formally and informally on a frequent basis.

American Literature

Year-Long Course
Grade: 11

This full-year course will analyze literature within the context of American themes, ideas, time periods, and social change, paying special attention to how authors utilize particular style and storytelling techniques to comment on race, gender relations, and important historical events. The program is designed to offer students multiple perspectives with which to view American Literature from the 19th to the 21st century. A primary goal of the course will be to finesse the skills needed to develop insights about complex texts and convey them in authentic, nuanced writing. In an intensive study of non-fiction, students will also utilize literary works as mentor texts to help them enhance their written voice, master new tools for writing, and emulate the craft of experts. Emphasis will be placed on both academic and personal essay styles such as persuasive, expository, and narrative compositions. Throughout the year, students will read fiction, non-fiction, short stories, poetry, and dramatic texts, which may include works by Henry David Thoreau, Nathaniel Hawthorne, James Baldwin, Jhumpa Lahiri, Roxane Gay, F. Scott Fitzgerald, Kate Chopin, Tennessee Williams, and Annie Dillard.

AP English Language and Composition

Year-Long Course
Grade: 11 (with teacher recommendation)

AP English Language and Composition is a college-level writing course that emphasizes the critical examination of non-fiction texts at a high level. Writing assignments for this course include analytical, argumentative, synthesis, and narrative essays. Both timed and untimed essays are an integral part of the course. Through the writing of multiple complex argument essays, students learn to read critically and analytically, synthesize sources, consider style and rhetoric, and compose arguments for topics of their choosing. Possible texts include *The Language of Composition*, *The Professor and the Madman*, *The Handmaid's Tale*, and *The Poisonwood Bible*, as well as a wide variety of essays and speeches. This course prepares students for the AP English Language and Composition exam.

AP English Literature and Composition

Year-Long Course
Grade: 12 (with teacher recommendation)

This college-level English course engages literary texts at a high level of critical thinking and analysis. The class will delve into the enigmatic world of literary puzzles. Students will arrive on the other side of the journey through literature with a profound understanding of the tools, trends, and multiple meanings embedded within great stories. In this course, writing development partners with a focus on close reading and connecting the craft of writing with its purpose. Texts may include *Hamlet*, *Dr. Jekyll & Mr. Hyde*, *The Kite Runner*, *Beloved*, *How to Read Literature Like a Professor*, and various short stories and poetry. Writing timed essays is an integral part of the course. This course prepares students for the AP English Literature and Composition exam as it also prepares them to engage with the written word in college and in settings well beyond.

Fall Semester Senior Courses

Creative Writing: Short Fiction

Fall Semester Course

Grade: 12

This semester-long course focuses on helping students improve their ability to write short stories that contain vivid settings, believable characters, engaging plots, and meaningful themes. Students will write several short stories, participate in writing workshops in which they will learn to provide and receive useful feedback and utilize the writing process to revise and improve their stories. Additionally, students will read texts about the writing process and learn to critique and analyze professional short stories from a writer's perspective. Possible texts may include *On Writing*, *The Best American Short Stories: 2016* edited, *The Elements of Style*, and a variety of essays.

The Harlem Renaissance

Fall Semester Course

Grade: 12

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

World Jewish Literature

Fall Semester Course

Grade: 12

Cross-listed with Jewish Studies

In this class, we will encounter some of the most stimulating, profound, and exciting works of modern literature ever written. Using literature as the entry point, we will explore the intellectual, social, cultural, and political realities of Jewish communities in North America, Israel, Egypt, Western Europe, the Former Soviet Union, and South America. By alternating critical analysis with creative writing, the course will move towards a more complete understanding of the masterpieces we will be engaging. Ultimately, we will examine our own identities through the lens of these works. There will be many engaging discussions, debates, and even performances. Primary readings will include short stories, novel excerpts, and poems by Franz Kafka, Isaac Babel, Yehuda Amichai, Clarice Lispector, Andre Aciman, and Philip Roth.

Spring Semester Senior Courses

Utopias and Dystopias

Spring Semester Course

Grade: 12

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

Banned Books

Spring Semester Course

Grade: 12

This class will explore censorship in literature and the reasoning behind individual/group grievances about written words. What does it mean for a piece of literature to be "banned?" Why have we adopted the term "banned?" What does it reflect about communities and cultural expectations or norms? Not only will we be reading pieces that some communities challenged or banned at a certain period in time, but we will also explore the history of censorship - both in the United States and abroad - its current uses and impact today. Perhaps most importantly, the course will explore challenges to freedom of speech and ask what it means to truly believe in this First Amendment freedom. Possible texts may include: *I Know Why the Caged Bird Sings*, *The Handmaid's Tale*, and *A Streetcar Named Desire*.

Global Voices

Spring Semester Course

Grade 12

This is a semester-long course focusing on texts from around the world. While reading these texts, students will learn about the history, traditions, religion, and other aspects of the cultures they depict. Discussion-based classes and a variety of writing assignments will help students continue to develop their critical and analytical thinking skills. Texts may include *After the Quake*, *Akatsa Witch*, and *Persepolis*, as well as a variety of poems and other selections.

Young Adult Literature

Spring Semester Course

Grade: 12

This semester-long course is centered around texts that feature teenage protagonists. Students will examine how these texts explore such dimensions of identity formation as race, gender, socioeconomic class, sexuality, and more. Discussion-based classes and a variety of writing assignments will help students continue to develop their critical and analytical thinking skills while also developing their ability to reflect on their own experiences and identities as teenagers.

Jewish Literature for the New Millennium

Spring Semester Course

Grade: 12

Cross-listed with Jewish Studies

This course will focus on Jewish Literature written in the past decade and a half, mostly in the United States and Israel, examining some of the most poignant contemporary concerns running through the Jewish community worldwide. We will look at authors who have repeatedly made it to the top of the bestseller lists; we will also look at lesser known (though just as exciting) writers of the avant-garde. We will read short stories, poems, and a graphic novel. We will also check out the burgeoning genre of digital writing, watch films, and more. We will attempt to engage some of the actual writers of the texts we will be studying via social media, live chats, and possibly, in-person appearances.

HISTORY

World History 1

Year-Long Course

Grade: 9

World History 1 involves students in an interdisciplinary study of selected ancient, classical, and medieval societies from the Middle East, Asia, Europe, and Latin America. The main themes of this course include: What makes us civilized? How are group identities formed? How are religions formed? How should we live our lives? Why do democracies fail? How do religions change and stay the same over time? How do religions unite and divide? How is wealth created? By exploring these questions through ancient, classical, and medieval societies, students gain a lens into understanding and shaping the modern world. In addition, the integration of Jewish history throughout the course demonstrates how both Jews and Judaism influenced and were affected by historical events. World History 1 improves students' analytical ability through class discussion, debates, speeches, primary-source analysis, research, essay writing, and interdisciplinary projects.

World History 2

Year-Long Course

Grade: 10

In World History 2, students study major turning points that shaped the modern world, from the late 18th century through the present. They trace the rise of democratic ideas, follow the spread of European influence across the globe, and examine the cause and course of two world wars. The goal of the course is to develop an understanding of the historical roots of current world issues by situating them in their historical, geographic, political, economic, and cultural contexts. Through the extensive use of primary and secondary documents, students consider multiple accounts of events in order to understand international relations from a variety of perspectives. The students continue their development of historical writing and gain proficiency in incorporating document analysis as evidence in their papers.

United States History

Year-Long Course

Grade: 11

This course entails a review of the foundation of the United States and a thematic exploration of the growth and development of the United States. The main themes of the course include the framework of a democratic government, immigration and settlement patterns, expansion and interactions abroad, environmental change, civil rights, and civic engagement. A primary goal of the course is to uncover the connections between past events and issues facing contemporary America. Students frequently demonstrate their understanding of course content through reflective writing assignments, comparative textual analysis, debates, oral presentations, collaborative projects, primary-source documents, simulations, and film analysis. Students successfully completing this course gain the tools to become informed, engaged, and active participants in the American political system.

AP United States History

Year-Long Course

Grade: 11 (with teacher recommendation)

In this college-level course, students gain the ability to make informed judgments about key historical questions by mastering knowledge of United States history and honing skills for analyzing primary and secondary sources. Constant reading and writing assignments, frequent timed tests and quizzes, thorough preparation for class activities, and independent research characterize this intense course. Using multiple points of view and varied formats, students explore the major themes and concepts in nine chronological periods from 1491 through the present. The course emphasizes the following historical thinking skills: analyzing evidence, interpretation, comparison, contextualization, synthesis, causation, patterns of continuity and change over time, periodization, and argumentation. Through this exploration, students develop an understanding of our national story. This course prepares students for the AP US History exam. Students must be recommended by their World History II teacher to be eligible to take this class. Students may be required to attend an additional 30-minute class each week.

Fall Semester Exploratory Courses

US Government and Politics

Fall Semester Course

Grade: 11, 12

This semester course focuses on hands-on citizenship with the federal, state, and local governments through organized competitions with other schools, simulations, and whenever possible, through real-life engagement. In this course, students will study the philosophical and historical origins of the Constitution, its creation and ratification, how the document has changed over time, the institutions created in the Constitution, the Bill of Rights and the Constitution's application in modern day. Students will utilize a wide variety of primary sources, including but not limited to the writings of Plato, Aristotle, Locke, Hobbes, Montesquieu, the Federalist and Anti-Federalist Essays, and a variety of Supreme Court decisions. Students will be evaluated in a variety of ways, including essays, policy memos, and Socratic Seminars.

AP US Government and Politics

Fall Semester Course

Grade: 12

This semester course is a team-based policy course that focuses on college-level original field research in direct contact with real policy experts, government representatives, and citizens. Students should expect half of their out of class work to be done with a small team of classmates for the entire semester. Students will have opportunities to do optional field studies with real government agencies and will be expected to prepare their teams for these field studies, whether or not they plan to go themselves on these optional trips. This course prepares students for the AP US Government exam. Students may be required to attend an additional 30-minute class each week. Students will be expected to read college texts, type notes, write papers, and attend team study groups each week.

Global History and Sport

Fall Semester Course

Grade: 11, 12

This semester-long course explores the role of sport in history, and the influence of history on sport. Through the lens of soccer, students will examine a variety of historical topics, including the dynamics of social hierarchies that emerged in post-industrial Britain, the rise of “muscular Judaism” in 19th century Vienna, and the current public relations campaigns of oil-rich countries in the Middle East. Students will be introduced to multiple academic disciplines, including Sociology and Anthropology, as the course investigates the function of sport in society. This will be a reading-intensive course, similar to a college seminar. The final assignment will be a research paper on the intersection of sport and culture in the modern world.

History of Zionism and Israel

Fall Semester Course

Grade: 11, 12

Cross-listed with Jewish Studies

This course is designed to introduce students to the historical and cultural circumstances that gave rise to Zionism in the 19th and 20th centuries. Using a combination of primary and secondary source documents, students will examine the emergence of Jewish nationalist movements in the 19th and 20th centuries and explore the debates around anti-Semitism, identity, politics, religion, and culture that consumed Zionist leaders in this period. Students will pay special attention to the way in which historical narratives are constructed, and issues of perspective regarding those who experienced this historical period. Finally, students will consider the place of Zionism in the broader context of modern Jewish thought and culture and examine the continuities and discontinuities between Zionism and other Jewish responses to modernity.

Spring Semester Exploratory Courses

Introduction to Economics

Spring Semester Course

Grade: 11, 12

This semester course examines methods of economic thinking, theory, research, and application that apply to entire economic systems, whether they be local, state, national, or global economies. The primary focus in studying economic systems will be the actions of governments and intergovernmental organizations, as well as the citizens and political groups that influence macroeconomic public policies. This course will examine the role of money and financial institutions through live simulations like stock market challenges and virtual banking. Students will examine and formulate their own perspectives through writing policy memos on issues like the water crisis, housing shortages, taxes, social welfare, free trade, and universal basic income. This course will end with an exploration of microeconomics, which will focus on the actions and relationships between private individuals and private business. The final project is a startup competition.

Women's Studies

Spring Semester Course

Grade: 11, 12

In what ways have women shaped the course of United States history? How has gender intersected with race, class, and ethnicity in American history? How does the media influence the perception of gender roles in contemporary society? Why is “feminism” important in today’s world? Have women achieved true equality in 21st century America? In this interdisciplinary, semester course, students will explore the complex questions surrounding the history and meaning of gender roles in American history. Using Kerber and DeHart’s *Women’s America* as a primary text, students will also read scholarly articles, primary sources, and literary works along with completing a major research project. Ultimately, this course examines the political, social, economic, and cultural forces that have defined women’s experience throughout American history.

Global Cold War History

Spring Semester Course

Grade: 11, 12

The Cold War continues to be a strong influence on global politics and policy today. Many of our current institutions (UN, NATO, etc.) and our understanding of modern international relations were likely influenced by the omnipresent threats in a struggle for both external dominance and internal security. In this course we will examine the origins of the Cold War; however, we will mainly focus on the impact of the Cold War on a global scale. We will examine areas of impact that are generally overlooked in an historical context that is overshadowed by the mighty powers of the United States and USSR. We will study the impact of the Cold War on Europe, Asia, Africa, Latin America, and the Middle East. The course will explore the origins, survey the events, and analyze the legacies of these various theaters of the Cold War. As a whole, this course will use deep historical analysis to build a foundation for looking at current and future domestic and especially foreign policy. This course will be reading intensive and will be structured as a discussion-based college-level course. There will be a capstone persuasive research paper at the end of the course.

JEWISH STUDIES

Fall Semester Courses

Intensive Beit Midrash: Ecclesiastes

Fall Semester Course

Grade: 9, 10, 11, 12

Department Approval Required

Kohelet is the original emo manifesto of the ancient Jewish Culture, famous for well-known phrases, such as "There is nothing new under the sun!" and "All is vanity/nothingness!" We will work through this enigmatic, depressive, wise, and at times silly text employing a variety of traditional and contemporary commentary.

Stories and Myths: Origins of Jewish Lit

Fall Semester Course

Grade: 9

What is literature? Is it a stack of books you are assigned to plow through in school? What if literature is stories whispered around the fire, spontaneous late-night rants, mystical dreams, rumors, and purloined letters? We will look at the origins of the massive, all-encompassing phenomenon of Jewish literature and its evolution across centuries. We will pay close attention not only to excerpts from Jewish canonical texts – Torah, Talmud, and Midrash – but also myths, poems, and parodies. Finally, we will write our creative compositions and expand the very definition of what Jewish Literature is, and what it could be.

History of the Jewish Diaspora

Fall Semester Course

Grade: 9

In this course, we will explore the history of Jews living in the Diaspora. By the early Middle Ages, Jewish communities existed throughout Europe, North Africa, and Southwest Asia. There were also Jewish settlements in other areas such as East Africa, Central Asia, India, and beyond. As the semester proceeds, students will address the course's key questions: What is the meaning of diaspora? How did Jews interact and negotiate with non-Jews in a changing world? What cultural and religious changes did Jewish communities experience internally as they became a part of broader society? What accounts for the rise of anti-Judaism and its modern counterpart, political and racial anti-Semitism? The course will culminate with an exploration of the religious and cultural status of diasporic identity within the contemporary Jewish world.

Jewish Holidays: Intro to Judaism

Fall Semester Course

Grade: 9

This class will explore the basics of Jewish text, practice, wisdom, and values through the lens of the Jewish calendar. As we study each Jewish holiday, we will examine how the holiday has evolved through millennia of Jewish textual development from the Bible, to Rabbinic text, all the way through contemporary practices among various Jewish communities. We will examine foundational stories, theological underpinnings, and ritual guidelines for each holiday. Ultimately, students will identify relevant values and wisdom and craft holiday observances that reflect and advance those values and wisdom.

Holocaust Historical Perspectives

Fall Semester Course

Grade: 10

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

Kabbalah & Human Personality

Fall Semester Course

Grade: 10

Kabbalah is the ancient Jewish mystical tradition. This course examines Kabbalah's central symbol, "The Tree of Life". We will study the structure of the mystical "tree", as well as the rich system of associative meanings, attached to it. We will pay close attention to understanding the ways in which the Kabbalah explains the origins of the world, God's personality, and our own personalities. Furthermore, we will use Kabbalistic wisdom for our personal process of self-understanding and growth.

Creation Myths and Our Role as Creators

Fall Semester Course

Grade: 10

Did you know that the Torah describes two contradictory accounts of the world's creation? In this course we will closely examine these stories and compare them to other ancient creation myths. We will explore the historical role of creation myths in various cultures, and attempt to understand what these stories can mean for us today. We will discuss the notion of ourselves as a continuation of the created world, its creators and change agents.

Visual Culture of Modern Judaism

Fall Semester Course

Grade: 11, 12

The field of art history rests largely on canons and labels. We define and valorize visual culture through its inclusion in or exclusion from constructed categories and contexts. Looking specifically at modern visual culture, students will grapple with how to define and build the canon of modern Jewish art history. How do we determine what comprises this field? Is it the art's function, content, maker, or all of the above? We will study the lives and oeuvres of canonical artists like Marc Chagall and Mark Rothko, the contributions made by feminist pioneers such as Judy Chicago, and we will begin to explore Tel Aviv's contemporary art scene. This course will build students' visual literacy skills, scaffold the research process, and introduce key art historical concepts. The semester culminates in a student-designed exhibition.

History of Zionism and Israel

Fall Semester Course

Grade: 11, 12

Prerequisite: successful completion of World History 1 and World History 2

This course is designed to introduce students to the historical and cultural circumstances that gave rise to Zionism in the 19th and 20th centuries. Using a combination of primary and secondary source documents, students will examine the emergence of Jewish nationalist movements in the 19th and 20th centuries and explore the debates around anti-Semitism, identity, politics, religion, and culture that consumed Zionist leaders in this period. Students will pay special attention to the way in which historical narratives are constructed, and issues of perspective regarding those who experienced this historical period. Finally, students will consider the place of Zionism in the broader context of modern Jewish thought and culture and examine the continuities and discontinuities between Zionism and other Jewish responses to modernity.

Modern Poetry and the Jewish Experience

Fall Semester Course

Grade: 11, 12

In this course, you will find yourself at the intersection of poetry and technology, Jewish Studies and American Literature, Kehillah, and the University of Pennsylvania. For the duration of the semester, we will join University of Pennsylvania's award-winning, wildly popular web-based "Modern Poetry" course, and in addition to our in-class meetings, we will also interact with thousands of poetry enthusiasts all around the world via dedicated forums and video conferences. We will read some of the best poetry ever written and use University of Pennsylvania's amazing resources: recordings of the poetry readings, archival material, and the expertise of the university's faculty members. There will be imaginative, close reading, as well as creative writing, pondering, experimenting, collaborative work, and intense discussions.

Bibliodrama: Transgressive Narratives

Fall Semester Course

Grade: 11, 12

In this course, students will examine Biblical stories of transgression and redemption. Selected stories will be examined through close analysis of the text, as well as through theater writing and acting exercises. Both textual and theatrical exploration will be geared towards developing an empathic understanding of characters struggling to navigate their relationships with God and fellow humans. Rather than outright judging them, we will attempt to understand. Students will write and perform scenes and monologues that reflect their creative interpretations of the text. No acting or writing experience necessary.

Self and the Other in Jewish Thought

Fall Semester Course

Grade: 11, 12

In this course we will read ancient and contemporary philosophical texts that explore the relationship between the Self and the Other(s). While reaching deep into the past, we will bring our findings to the present age of personal brands and social media. We will read texts from the Torah and Talmud, and examine excerpts from the works of Martin Buber and Emmanuel Levinas, among others.

World Jewish Literature

Fall Semester Course

Grade: 12

Cross-Listed with English

In this class, we will encounter some of the most stimulating, profound, and exciting works of modern literature ever written. Using literature as the entry point, we will explore the intellectual, social, cultural, and political realities of Jewish communities in North America, Israel, Egypt, Western Europe, the Former Soviet Union, and South America. By alternating critical analysis with creative writing, the course will move towards a more complete understanding of the masterpieces we will be engaging. Ultimately, we will examine our own identities through the lens of these works. There will be many engaging discussions, debates, and even performances. Primary readings will include short stories, novel excerpts, and poems by Franz Kafka, Isaac Babel, Yehuda Amichai, Clarice Lispector, Andre Aciman, and Philip Roth.

Spring Semester Courses

Open Beit Midrash: Advanced Text Study

Spring Semester Course

Grade: 9, 10, 11, 12

Department Approval Required

In this class, students will choose from a range of topics to research through an in-depth study of classical Jewish text in the original language. Topics that students may choose from will include rules around holiday observances, the Jewish criminal justice system, contemporary ethical questions as well as philosophical issues like free will, creation, revelation, and theodicy. Ultimately students will present to their classmates on the topics they research. In addition to their independent research, students will often study the weekly Torah portion as well as seasonally relevant Talmudic texts. Students will develop strategies for reading Tanakh and Talmud in the original Hebrew and Aramaic, while also developing the skill of finding relevant commentaries, legal codes, and works of Jewish thought to explore theological and Jewish legal questions.

Midrash: Ancient Jewish Art

Spring Semester Course

Grade: 9, 10

Midrash is both a form of storytelling and a poetic Biblical commentary. It is also a great deal more than that: witty, mystical, wildly imaginative, it reflects the creative impulse of innumerable generations of thinkers and dreamers. In this class students will learn how Midrash was developed in the ancient days; we will also read contemporary midrash - poetic, spiritual, and political. Students will compile a portfolio of their own midrashim, which they will compose using a variety of literary mediums. There will be lots of philosophizing, creative writing, creative thinking, and collaborative work.

Introduction to Jewish Art and Vision

Spring Semester Course

Grade: 9, 10

Art critic Harold Rosenberg asked, "Is there a Jewish art? First, they build a Jewish Museum, then they ask, Is there a Jewish art?" Rosenberg's questioning emerged from a general misconception of Jewish artlessness within the field of art history. While this notion proves to be a myth, the subject of Jewish art is, however, complicated. In this course, we will delve into the literature of what makes art uniquely Jewish. Beginning with the Second Commandment, we explore the big ideas surrounding Judaism's relationship with visual culture, and we will move toward our own determinations regarding how we define this artistic category. Focusing largely on art from antiquity through the early modern period (19th century), we will creatively reach our own answers to Rosenberg's question.

Ancient Philosophy

Spring Semester Course

Grade: 9, 10

How do we know what we know? Can we trust our senses to tell us the truth? What is good? What is bad? How can we tell the difference, and how should we act accordingly? What can we know about God? These questions and more will be addressed in this semester-long course. Students will be introduced to some of the most influential philosophers in history, beginning with Plato and working through the 13th century. Each unit will introduce a particular philosophical question, and students will read and discuss how different philosophers have attempted to answer these questions. More importantly, students will participate in the philosophical process, formulating their own answers to these perplexing conundrums. In short, the students will become philosophers. Special attention will be given to how Jewish philosophers have applied various philosophical systems to understand Scripture and the nature of God.

Nationalisms

Spring Semester Course

Grade: 9, 10

This semester-long course will examine the historical, political, and intellectual roots of nationalism and consider the engagement of leading African-American and Jewish figures within this tradition in the 20th century. Students in this course will study key cultural, political, and religious nationalist movements, read and analyze primary texts (including essays by Moses Hess, Ahad Ha'am, Abraham Kook, W. E. B. DuBois, and Booker T. Washington), and consider the responses to these figures by later nationalists and critics of nationalism. This course will culminate with a research project and debate centered on the role nationality and race play in our contemporary world.

Slavery to Sinai

Spring Semester Course

Grade: 9, 10

A central practice of the holiday of Passover is telling the story of the Israelite Exodus from Egypt among friends and family at a Seder. In this class, we will explore the Haggadah, the traditional script of the Passover Seder as well as the Biblical story of the Exodus, putting these traditional texts in conversation with modern cinematic and musical retellings of the story. We will compare the storytelling choices in each retelling asking ourselves what story is being told. Which details are included and excluded? Who are the main characters? What themes emerge? What purpose do these storytelling choices reflect? Ultimately students will create their own seder, telling the story of the exodus with their own sense of purpose in mind.

Big Jewish Decisions: Stage and Page

Spring Semester Course

Grade: 9, 10

In this theater-based class, we will examine contemporary challenges to Jewish decision making. We will encounter various approaches, exploring different theories of Jewish law and covenant, obedience vs. personal autonomy, and differences between Jewish denominations and communities. Armed with this understanding of various approaches to Jewish decision making, students will study topics that present specific challenges and opportunities depending on one's approach to Jewish decision making. Possible topics include conversion, intermarriage, the role of women, LGBTQ issues, Shabbat, and more. Ultimately students will create pieces of theater depicting people of specific Jewish communities struggling with the topics of the course. Through this work, students will develop a thorough understanding of Jewish texts and approaches to a particular topic and an empathetic understanding of how this topic impacts the real life of people from various Jewish communities.

Feminism, Law, and Tradition

Spring Semester Course

Grade: 9, 10

The feminist movement has generated a broad range of questions about the study and value of women's lives and experience. Modern day feminists who live and study the Jewish tradition have made Judaism subject to these questions. In this course, we will turn a spotlight on traditional Biblical and Rabbinic texts, Jewish law, culture, and history, evaluating the place of women within the tradition. Among the topics that will be highlighted are marriage, divorce and family law, women's roles within the synagogue, as well as women's participation in ritual and leadership positions. The course will include an examination of both the classical Jewish law texts on these topics as well as a discussion of more current positions on the issues covered.

Art, Poetry, and the Spiritual Experience

Spring Semester Course

Grade: 11, 12

Artists and poets, often link their work to spiritual experiences: personal self-exploration, nature, mythology, or an attempt to connect to something greater than ourselves. These spiritual experiences may have nothing to do with religion as such – or they can be deeply entangled with it. As poet Susan Howe famously wrote, "Religion hunts for poetry's freedom, while poetry roams religion's Sacred Source". In this class, we will explore various artists' views on art as a spiritual experience. We will also listen to music, read poems, write, paint, and philosophize.

Bibliodrama: In the Desert

Spring Semester Course

Grade: 11, 12

In this theater-based class, students will examine the 40-year period between the Israelite Exodus from Egypt and the entrance to the land of Canaan. We will examine how the Israelites relate to their past and their future through episodes involving military plans as well as the basic self-preservation needs of the people. We will interpret the text through close analysis as well as improvisation. Ultimately, students will write scenes and monologues that reflect their creative interpretations of the text, and at the end of the semester, students will present, for an invited audience, the scenes, and monologues that they have been working on in class. No previous acting or writing experience necessary.

Bibliodrama: In the Desert (H)

Spring Semester Course

Grade: 11, 12

Prerequisite: Hebrew 3 and above

In this theater-based class, students will examine the 40-year period between the Israelite Exodus from Egypt and the entrance to the land of Canaan. We will examine how the Israelites relate to their past and their future through episodes involving military plans as well as the basic self-preservation needs of the people. We will interpret the text through close analysis as well as improvisation. Ultimately, students will write scenes and monologues that reflect their creative interpretations of the text, and at the end of the semester, students will present, for an invited audience, the scenes, and monologues that they have been working on in class. No previous acting or writing experience necessary. Biblical texts will be studied partially in the original Hebrew with accommodations for various Hebrew skill levels.

Holocaust and Society

Spring Semester Course

Grade: 11, 12

The purpose of this course is for students to examine the intellectual, creative, and sociological developments of the changing political scene of the first half of the 20th century in Eastern Europe and the long-term impact of the Holocaust on society. This course utilizes diaries, literature, artwork, and historical documents to tell the story of Eastern European Jews prior to, during, and immediately following the Holocaust. This course will also address the impact of the Holocaust on modern Jewish thought and identity. Following this, we will study the way the Holocaust is understood (and used) through media and politics in the modern era. Our final project will be focused on the future of Holocaust memory and education. Texts will include *Maus*, short stories, and poetry.

Contemporary Israel
Spring Semester Course
Grade: 11, 12

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

Women in Tanakh (Hebrew Bible)
Spring Semester Course
Grade: 11, 12

In this course we'll explore texts about female characters mentioned in the Hebrew Bible. We'll think about them in historical context, contemplating how the authors of these texts shaped the idea of women's roles for centuries to come. We will also examine these women through the lens of contemporary thought and feminist readings of the Bible.

Jewish Cinema: For the Love of Torah!
Spring Semester Course
Grade: 11, 12

The Torah finds its way into many contemporary films. In this course, we will survey a wide range of cinematographic references to the Torah, and the relationship between these references and the plot, characters, and dialogue. Films will include: *The Rabbi's Cat*, *The Women's Balcony*, *Yentl*, and *The Frisco Kid*. The course will include rigorous text study, research, and written assessments.

Jewish Literature for the New Millennium
Spring Semester Course
Grade: 12
Cross-Listed with English

This course will focus on Jewish Literature written in the past decade and a half, mostly in the United States and Israel, examining some of the most poignant contemporary concerns running through the Jewish community worldwide. We will look at authors who have repeatedly made it to the top of the bestseller lists; we will also look at lesser known (though just as exciting) writers of the avant-garde. We will read short stories, poems, and a graphic novel. We will also check out the burgeoning genre of digital writing, watch films, and more. We will attempt to engage some of the actual writers of the texts we will be studying via social media, live chats, and possibly, in-person appearances.

MATHEMATICS

A student new to Kehillah takes the Kehillah math diagnostic/placement test. This test, along with the student's transcript and recommendations, assists in determining proper course placement.

Algebra 1
Year-Long Course

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

Geometry
Year-Long Course
Prerequisite: satisfactory completion of Algebra 1, with proper math level positioning for new students entering the school.

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

Algebra 2/Trigonometry
Year-Long Course
Prerequisite: satisfactory completion of Geometry and math department approval

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

Algebra 2/Trigonometry Honors

Year-Long Course

Prerequisite: satisfactory completion of Geometry and math department approval

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

Precalculus

Year-Long Course

Prerequisite: satisfactory completion of Algebra 2/Trig or Algebra 2/Trig Honors and math department approval

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

Precalculus Honors

Year-Long Course

Prerequisite: satisfactory completion of Algebra 2/Trig or Algebra 2/Trig Honors and math department approval

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

AP Statistics

Year-Long Course

Prerequisite: satisfactory completion of Algebra 2/Trig or Algebra 2/Trig Honors and math department approval

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

Calculus

Year-Long Course

Prerequisite: satisfactory completion of Precalculus or Precalculus Honors and math 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 derive the meaning of the derivative. Students encounter several applications of the derivative, including related rates and optimization problems. Through the study of area students develop the integral and the Fundamental Theorem of Calculus. Various applications of integration are also studied.

AP Calculus AB

Year-Long Course

Prerequisite: satisfactory completion of Precalculus or Precalculus Honors and math 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 derive the meaning of the derivative. Students encounter several applications of the derivative, including related rates and optimization problems. Through the study of area students develop the integral and the Fundamental Theorem of Calculus. Volume, differential equations, and slope fields are also studied. This course prepares students for the AP Calculus AB exam. Students may be required to attend an additional 30-minute class each week.

AP Calculus BC

Year-Long Course

Prerequisite: satisfactory completion of AP Calculus AB and math department approval

This course reviews the curriculum covered in AP Calculus AB and continues on with the following topics: integration techniques, Euler's Method, arc length in rectangular and parametric form, parametric form of the derivative, polar coordinates calculus, sequences, series and Taylor series.

This class reviews all calculus material required to prepare students for the AP Calculus BC exam.

PHYSICAL EDUCATION

Physical Training

Year-Long Course

Grade: 9, 10, 11, 12

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

SCIENCE

Biology

Year-Long Course

Grade: 9

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

Chemistry

Year-Long Course

Grade: 10, 11

Prerequisite: satisfactory completion of Biology and Algebra I

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, atomic structure, periodicity, bonding, chemical reactions, stoichiometry, gas behavior, and solution chemistry.

Chemistry Honors

Year-Long Course

Grade: 10, 11

Prerequisite: satisfactory completion of Biology, Algebra I, the basic math skills test, and recommendation by the science department

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

Physics

Year-Long Course

Grade: 11, 12

Prerequisite: satisfactory completion of Chemistry and satisfactory completion of Algebra 2

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

Physics Honors: Mechanics

Year-Long Course

Grade: 11, 12

Prerequisite: satisfactory completion of Chemistry and satisfactory completion of Algebra 2 and math and science department approval

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

Human Anatomy and Physiology

Year-Long Course

Grade: 11, 12

Prerequisite: satisfactory completion of Biology and Chemistry or Chemistry Honors

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

Marine Biology

Year-Long Course

Grade: 11, 12

Prerequisite: satisfactory completion of Biology and Chemistry or Chemistry Honors

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

Biotechnology

Year-Long Course

Grade: 11, 12

Prerequisite: satisfactory completion of Biology and Chemistry or Chemistry Honors

Biotechnology covers a broad spectrum of scientific advancements that affect your daily life and the society we live in. Are you interested in the techniques that allow a tiny sample of DNA to be multiplied enough times to be useful in identifying (or exonerating) a murder suspect? Do you want to know how vaccines work and how we have almost completely eradicated deadly and debilitating diseases such as polio? In Biotechnology, we will investigate these questions and many more relating to genetics, medicine, and forensics. The class will focus heavily on learning laboratory techniques used in biotechnology research and analyzing the data collected from our experiments. We will integrate knowledge learned in Biology and Chemistry to support understanding of the topics we discuss, while looking to case studies and primary literature to understand real-world effects and implications of these scientific advancements.

Introduction to Astronomy

Year-Long Course

Grade: 11, 12

Prerequisite: satisfactory completion of Biology and Chemistry or Chemistry Honors

Astronomy is more than simply a mapping of stars and planets into outlines of gods and magical creatures. It is the scientific study of the contents of the entire universe: stars, planets, comets, asteroids, galaxies, and space and time, as well as its history. This course provides the student with a study of the universe, such as the conditions, properties, and motions of bodies in space. The students will also work on comparative planetology and spectroscopy.

AP Chemistry

Year-Long Course

Grade: 11, 12

Prerequisite: satisfactory completion of Chemistry and satisfactory completion of Algebra 2

This is a college-level advanced chemistry course. Complex problem solving requiring mathematical techniques is required as well as sound experimental skills. Areas of study include: atomic theory, bonding, nuclear chemistry, gases, liquids and solids, solutions, equations and stoichiometry, equilibria, kinetics, thermodynamics, and organic chemistry. This course prepares students for the AP Chemistry exam. Students may be required to attend an additional 30-minute class each week.

AP Biology

Year-Long Course

Grade: 11, 12

Prerequisite: satisfactory completion of Biology and Chemistry and science department approval.

AP Biology is an academically challenging class taught at the college level. It is equivalent to the first year Biology courses (for majors) offered at many major universities. Students use a college level text and complete college level work. Labs explore the topics studied and employ techniques used in biology laboratories. Students gain experience in the lab with bacterial transformation, DNA electrophoresis, bioinformatics, and other important scientific skills. Students also practice taking data and building meaning from data. Students taking this course explore the following units of study: evolution, cellular processes, genetics and information transfer, and interactions. This course prepares students for the AP Biology exam. Students may be required to attend an additional 30-minute class each week.

AP Physics C: Mechanics

Year-Long Course

Grade: 11, 12

Prerequisite: Satisfactory completion of Physics Honors course and completion of or concurrent enrollment in Calculus. Science and math Department approval is a must.

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

VISUAL AND PERFORMING ARTS

Studio Art

Year-Long Course

Grade: 9, 10, 11, 12

This course is an introduction to art creation and theory through materials, skills, and techniques. It includes applications in conceptual design, color, and compositional theory. The projects focus on the elements and principles of design including: line, color, shape and form, texture, value, and space. This course features a particular focus on drawing and rendering to allow each student to build a strong foundation of visual awareness and creativity.

Digital Design

Year-Long Course

Grade: 9, 10, 11, 12

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

Digital Photography

Year-Long Course

Grade: 9, 10, 11, 12

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

Alternative Media

Semester or Year-Long Course

Grade: 9, 10, 11, 12

This course is an exploration of alternative (non-traditional) media and personal stylization. The projects will include materials not usually found in traditional art classes. These may include such projects as copper tooling, pyrography (wood burning), glass fusing, found object art, mosaics, etc. Though the media will vary from traditional studio art materials, the course will still focus on the elements of art and design including: line, color, shape and form, texture, value, and space. The course is geared towards exploration and creativity.

Advanced Art Making (formerly, Advanced Studio Art)

Year-Long Course

Grade: 11, 12

Prerequisites: Satisfactory completion two introductory classes or department approval

Students can undertake this advanced level course after two years of art classes. Students refine their skills in their medium 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 cohesive body of work and exploring new media. Students develop the skills and understanding that will enable them to proceed to AP Studio Art the following year.

Senior Studio

Semester or Year-Long Course

Grade: 12

Prerequisites: Satisfactory completion of Advanced Art Making and department approval

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

AP Studio Art

Year-Long Course

Grade: 11, 12

Prerequisites: Satisfactory completion two introductory classes or department approval

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

Publication Design (Yearbook)

Year-Long Course

Grade: 9, 10, 11, 12

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

Theater Arts 1

Year-Long Course
Grade: 9, 10, 11, 12

Theater is a place to explore, create, and make characters and stories come to life. Students will get an introduction to ensemble-based theater creation, using the class as a theatrical company to generate adaptations of Shakespeare, write and stage original scenes and monologues, produce storytelling performances with multimedia, and learn the basics of long form improvisation. Audition techniques, modern playwright retrospective, and acting essentials are core tools to this class and will be frequently addressed throughout various projects. Those with experience will collaborate with those who have almost no experience, just a desire to get in front of an audience and express themselves.

Theater Arts 2

Year-Long Course
Grade: 10, 11, 12

Prerequisite: satisfactory completion of Theater Arts or satisfactory completion of 11th grade

Taking the theatrical experience to the next level, students will have the opportunity to not only act, but step into the playwright and director chair as well. Advanced Theater Arts asks students to take the initiative of creating and producing new work, from writing a ten-minute play to directing other students in a night of original plays made by the class. Musical theater creation, solo performance, and advanced improvisation workshops will be included throughout, giving students the skill set and freedom to explore new work that comes from them and reflects their unique voices.

Acoustic Guitar-Family Ensemble 1

Year-Long Course
Grade: 9, 10, 11, 12

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

Advanced Acoustic Guitar-Family Ensemble 2

Year-Long Course
Grade: 10, 11, 12

Prerequisite: satisfactory completion of Acoustic Guitar Ensemble or by audition

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

Music Theory and Composition

Year-Long Course
Grade: 9, 10, 11, 12

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

Music Theory and Composition 2

Year-Long Course
Grade: 10, 11, 12

Prerequisite: Music Theory and Composition or department approval

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

AP Music Theory and Composition

Year-Long Course

Grade: 10, 11, 12

Prerequisite: Advanced Music Theory and Composition or department approval

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

Beyond AP: Music Theory and Composition

Year-Long Course

Grade: 12

Prerequisite: Advanced Music Theory and Composition or department approval

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

Jazz/Rock Ensemble

Year-Long Course

Grade: 9, 10, 11, 12

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

Students in this course participate in an ensemble consisting of any combination of acoustic and electric instruments that perform music of many different styles, genres, and eras. The musicians must have prior ability on their musical instruments. 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.

Foundations of Western Art Part 1:

Fall Semester Course

Grade: 9, 10, 11, 12

This introductory course will thematically explore the history or artistic production from the ancient period to the Renaissance. Through the study of historical and cultural contexts, we will identify how iconic works of art inform shifting ideas and understandings of art, culture, and beauty throughout time. Focusing on, but not limited to, art from Europe and the Americas, we will consider changing representations of the human form, the religious and political power of images, figuration and abstraction, and the identity of the artist. The course will build students' visual literacy skills, scaffold the research process, and introduce key art historical concepts. The course culminates in a student-designed research project and digital exhibition.

Foundations of Western Art Part 2:

Spring Semester Course

Grade: 9, 10, 11, 12

This introductory course will thematically explore the history of artistic production from the Renaissance to the modern period. Through the study of historical and cultural contexts, we will identify how iconic works of art inform shifting ideas and understandings of art, culture, and beauty throughout time. Focusing on, but not limited to, art from Europe and the Americas, we will consider changing representations of the human form, the religious and political power of images, figuration and abstraction, and the identity of the artist. The course will build students' visual literacy skills, scaffold the research process, and introduce key art historical concepts. The course culminates in a student-designed research project and e-book.

WORLD LANGUAGES

All Kehillah students are required to take two years of the same language in order to graduate. Three consecutive years of the same language is strongly recommended and required by many colleges and universities.

Hebrew 1

Year-Long Course

Grade: 9, 10, 11, 12

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

Hebrew 2

Year-Long Course

Grade: 9, 10, 11, 12

Prerequisite: satisfactory completion of Hebrew 1 or department approval

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

Hebrew 3

Year-Long Course

Grade: 9, 10, 11, 12

Prerequisite: satisfactory completion of Hebrew 2 or department approval

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

Hebrew 3 Honors

Year-Long Course

Grade: 9, 10, 11, 12

Prerequisite: satisfactory completion of Hebrew 2 and department approval

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

Hebrew 4

Year-Long Course

Grade: 9, 10, 11, 12

Prerequisite: satisfactory completion of Hebrew 3 or department approval

Hebrew 4 is an advanced course designed for students who have achieved advanced proficiency in the grammar and structure of Modern Hebrew as well as in speaking. Students review, study, and strengthen syntax, vocabulary, and linguistic structures in addition to further developing skills in reading, writing, listening, and speaking. The course is conducted in Hebrew with a strong emphasis on communication skills. The course further develops students' interest in pursuing opportunities for social interaction and cultural learning involving Hebrew and Israel.

Hebrew 4 Honors

Year-Long Course

Grade: 9, 10, 11, 12

Prerequisite: satisfactory completion of Hebrew 3 and department approval

Hebrew 4 Honors is an accelerated course designed for students who are proficient in the grammar and structure of Modern Hebrew. Syntax, vocabulary, and linguistic structures are reinforced in addition to further developing skills in reading, writing, listening, and speaking. The course is conducted in Hebrew with a strong emphasis on enriching and expanding the student's understanding through a collection of Israeli literature.

Hebrew 5 Honors

Year-Long Course

Grade: 9, 10, 11, 12

Prerequisite: satisfactory completion of Hebrew 4 or department approval

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

Hebrew 6 Honors

Year-Long Course

Grade: 10, 11, 12

Prerequisite: satisfactory completion of Hebrew 5 or department approval

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

Israeli Society through Media and Literature

Year-Long Course

Grade: 10, 11, 12

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

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

Spanish 1

Year-Long Course

Grade: 9, 10, 11, 12

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

Spanish 2

Year-Long Course

Grade: 9, 10, 11, 12

Prerequisite: satisfactory completion of Spanish 1 or department 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. Testing requires 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 Spanish only. The text offers an integrated multimedia program to support student learning and to provide exposure to a variety of native speakers and cultural settings. The class emphasizes the reading and comprehension of articles and literature from the Spanish-speaking world. Students learn to write by using paragraphs, short stories, and poetry as models, and they expand their vocabulary by continually creating and applying their own personal glossaries.

Spanish 2 Honors

Year-Long Course

Grade: 9, 10, 11, 12

Prerequisite: satisfactory completion of Spanish 1 or department approval

Spanish 2 Honors is an accelerated course taught entirely in Spanish and works at a fast pace 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. Testing requires 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 Spanish only. The text offers an integrated multimedia program to support student learning and to provide exposure to a variety of native speakers and cultural settings. Study will be supplemented by various other target language materials. The class emphasizes the reading and comprehension of articles and literature from the Spanish-speaking world. Students learn to write by using paragraphs, short stories, and poetry as models, and they expand their vocabulary by continually creating and applying their own personal glossaries.

Spanish 3

Year-Long Course

Grade: 9, 10, 11, 12

Prerequisite: satisfactory completion of Spanish 2 or department approval

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

Spanish 3 Honors

Year-Long Course

Grade: 9, 10, 11, 12

Prerequisite: satisfactory completion of Spanish 2 or 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. It continues to assist students in developing the four language skills: speaking, listening, reading, and writing. There is an initial review of previously-learned grammar and vocabulary. Students expand their vocabulary bank as they improve their pronunciation and fluency. Literature in the form of short stories and legends is introduced. Students are also exposed through readings and award-winning short films to cultural elements of the Spanish-speaking world. There is significant emphasis on writing in the target language with increasing accuracy. The entire course is conducted in Spanish.

Spanish 4

Year-Long Course

Grade: 9, 10, 11, 12

Prerequisite: satisfactory completion of Spanish 3 or department approval

Spanish 4 is an advanced language course that develops the skills students acquired in the intermediate levels. The 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 research particular topics (historical, literary, and cultural) in depth and to write long essays or papers. Students enhance their vocabulary bank and sharpen their oral skills through on-going debates and oral presentations. Students are exposed to the richness of the language and the cultural diversity of the Spanish-speaking world through reading a wide array of literary pieces.

Spanish 4 Honors

Year-Long Course

Grade: 9, 10, 11, 12

Prerequisite: satisfactory completion of Spanish 3 or 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. 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 research particular topics (historical, literary, and cultural) in depth 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 on-going debates and oral presentations. Students are exposed to the richness of the language and the cultural diversity of the Spanish-speaking world through reading a wide array of literary pieces.

Spanish 5 Honors

Year-Long Course

Grade: 10, 11, 12

Prerequisite: satisfactory completion of Spanish 4 or 4H and approval of teacher

Spanish 5 Honors is designed to further students' progression of Spanish upon completing Spanish 4 or Spanish 4 Honors. It will be taught completely in the target language and will focus on language fluency as well as cultural competence. It will include a thorough review of grammar concepts taught in past courses, with a goal of using advanced and precise grammar to communicate complex ideas and facts. Advanced knowledge of Spanish is used to explore the history, culture, art (including cinematography), and literature of the Spanish-speaking world, with a particular focus on Latin America. Students are expected to research particular topics (historical, literary, and cultural) in depth and to write long essays or papers, accompanied by presentations to the class and peer critique.

AP Spanish Language and Culture

Year-Long Course

Grade: 11, 12

Prerequisite: satisfactory completion of Spanish 4 or department approval

AP Spanish is an advanced language course that emphasizes the increasing of proficient communication. It is designed for those students who have successfully completed Spanish 4 or 5. The course stresses language usage and comprehension through the reading and discussion of literature (plays, short stories or poems), advanced grammar study, an overview of the history of Spain and Latin America, viewing of films and videos produced by native Spanish speakers, reading of authentic print materials and original essays, and student journal writing. Communication is developed by presenting information, concepts, and ideas, and by making connections with other disciplines, comparing the language and the culture studied with their own.

Advanced Spanish

Year-Long Course

Grade: 11, 12

Prerequisite: satisfactory completion of AP Spanish or department approval

Advanced Spanish is a high-level course for students who have attained proficiency in the four different language skills: reading, writing, speaking, and listening. This course emphasizes the critical study of different primary source texts (in various media), along with research into the cultural and historical contexts behind them. The primary objective of this course is to provide learners with a high level of communication and critical thinking skills in Spanish. Reading comprehension will be emphasized, as will seminar-style discussion and analytical writing.

French 1

Year-Long Course

Grade: 9, 10, 11, 12

This introductory course presents the four basic language skills of listening, speaking, reading, and writing through student-oriented activities, such as role plays, skits and oral presentations. The fundamentals of basic grammar, tenses, and everyday vocabulary are stressed as indispensable tools for comprehension and expression. The course will present to students the culture, music, and geography of the French speaking world.

French 2

Year-Long Course

Grade: 9, 10, 11, 12

Prerequisite: satisfactory completion of French 1 or department approval

This course is taught entirely in French and completes the basic grammar of the language and includes simplified readings highlighting French customs, culture, and everyday life. New vocabulary and structures are introduced systematically and assimilated through guided practice and role playing. Testing requires demonstration of competency in listening, speaking, reading, and writing. 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.

French 3

Year-Long Course

Grade: 9, 10, 11, 12

Prerequisite: satisfactory completion of French 2 or department approval

This course reviews the French language and the culture of the French-speaking world. It helps students solidify a large vocabulary and reinforce the major structures of the language introduced in previous years so that students may proceed with linguistic confidence to higher levels of communicative functionality with fluency and accuracy. To this end, all four languages skills (listening, speaking, reading, and writing) are incorporated. The goal is to initiate and sustain a basic array of communicative tasks and social interactions. Primary texts, video, audio, and computer support are used to give students a wide exposure to French and Francophone cultural texts. To help map out their progress, students keep a dossier containing all of their work throughout the year.

French 3 Honors

Year-Long Course

Grade: 9, 10, 11, 12

Prerequisite: satisfactory completion of French 2 and department approval

This course reviews the French language and the culture of the French-speaking world. It is designed to work at a fast pace to solidify a large vocabulary and to reinforce the major structures of the language introduced in previous years so that students may proceed with linguistic confidence to higher levels of communicative functionality with fluency and accuracy. To this end, all four languages skills (listening, speaking, reading, and writing) are incorporated. The goal is to initiate and sustain a basic array of communicative tasks and social interactions. Primary texts, video, audio, and computer support are used to give students a wide exposure to French and Francophone cultural texts. There is significant emphasis on writing in the target language with increasing accuracy. The entire course is conducted in French. To help map out their progress, students keep a dossier containing all of their work throughout the year.

French 4 Honors

Year-Long Course

Grade: 9, 10, 11, 12

Prerequisite: satisfactory completion of French 3 or department approval

This course is designed to build on the vocabulary and concepts introduced in previous French courses. It continues to assist students in developing the four language skills: speaking, listening, reading, and writing. As in previous years, students will expand their vocabulary and will improve their pronunciation and fluency in French with listening exercises, short readings, dialogues, writing assignments, in-class presentations, and other conversational activities. Students are also exposed through readings and projects to cultural elements of the French speaking world.

AP French Language and Culture

Year-Long Course

Grade: 11, 12

Prerequisite: satisfactory completion of French 4 or department approval

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

Latin 2

Year-Long Course

Grade: 9, 10, 11, 12

Prerequisite: satisfactory completion of Latin 1 or department approval

This intermediate Latin class begins with a thorough review of the vocabulary, grammar, and syntax of Latin I. Students then learn advanced Latin grammar and syntax including indirect statement and the subjunctive mood and its uses. Students hone their translation skills and translate selections from Latin authors in the original. Students continue to build their English vocabulary with Latin-derived words as well as to explore Roman culture and history.

Latin 3

Year-Long Course

Grade: 9, 10, 11, 12

Prerequisite: satisfactory completion of Latin 2 or department approval

Latin III focuses on the skills of translating classical Latin texts into meaningful and thoughtful English. Students are introduced to a wide selection of Latin prose and poetry in the original and become familiar with a variety of writing styles, poetic constructions, and rhetorical devices. After a review of Latin grammar, syntax, and vocabulary through a survey of Latin authors, students study the poetry of Catullus and the rhetoric of Cicero. Students become increasingly competent translators, understanding the nuances and challenges inherent in translation from a classical language to modern English.

AP Latin

Year-Long Course

Grade: 11, 12

Prerequisite: satisfactory completion of Latin 3 or department approval

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