



2019-2020  
COURSE OFFERING GUIDE  
ACADEMIC PROGRAM

## **Planning the Course of Studies**

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

## **Graduation Requirements**

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

- 4 years of English
- 4 years of Jewish Studies
- 3 years of Math
- 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
- Successfully complete and present Senior Project

*\*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 departmental approval. Approval is determined for each individual student based on student interest, an appropriate level of challenge, and opportunity for success.

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

### **Taking an AP Class**

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

Students who register to take an Advanced Placement course must:

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

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

### **UC/CSU 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.

## 2019-2020 COURSE OFFERINGS

The following pages detail the courses that Kehillah plans to offer for the 2019-2020 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 1*

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

## 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: satisfactory completion of AP Computer Science and AP Calculus AB (may take concurrently with department approval)*

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

# ENGLISH

## 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 strategies and critical thinking skills through a study of literary devices and analytical lenses. In addition to a selection of short stories, poems, excerpts, plays, and non-fiction texts, major works of study may include *Lord of the Flies*, *Oedipus Rex*, *Macbeth*, and *The Alchemist*.

## 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. Taking a literary theory-based approach, students continue to develop analytical and critical thinking skills through close reading and in-depth class discussions. Students also continue to grow their writing skills by writing frequently for a variety of purposes and using the writing process to develop longer essays. In addition to a selection of poems and short stories, major works of study may include *The Merchant of Venice*, *When the Emperor Was Divine*, *The Things They Carried*, *The Poet X*, and *Born a Crime*.

## Responding to Literature Honors

*Year-Long Course*

*Grade: 10 (with department approval)*

This year-long honors course shares many of the same goals as the traditional Responding to Literature course. However, the honors section will move at a faster pace, study more challenging texts, and incorporate more interdisciplinary context. Students in the honors section are expected to work more independently, to demonstrate a stronger control of language, and to offer deeper analysis in their reading, writing, and discussion. In addition to a selection of poems, short stories, and nonfiction texts, major works of study may include *The Merchant of Venice*, *Things Fall Apart*, *When the Emperor Was Divine*, *In the Time of the Butterflies*, *The Things They Carried*, and *Americanah*.

## 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. 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 analytical, expository, and narrative compositions. In addition to a variety of fiction, non-fiction, short stories, poetry, and dramatic texts, major works of study may include *The Awakening*, *The Great Gatsby*, *A Streetcar Named Desire*, *Fences*, and *The Interpreter of Maladies*.

## AP English Language and Composition

*Year-Long Course*

*Grade: 11 (with department approval)*

AP English Language and Composition is a college-level writing and analysis 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 process essays are an integral part of the course. Through the writing of multiple complex argument essays, students learn to read critically and analytically, synthesize sources, consider style and rhetoric, and compose arguments for topics of their choosing. Students will also engage in robust yet respectful intellectual discourse during thematic units on marginalized voices, education, and gender roles. This course also prepares students for the AP English Language and Composition exam. In addition to a wide variety of essays and speeches, major works of study may include *The Language of Composition*, *Just Mercy*, *Bad Feminist*, *The Handmaid's Tale*, and *The Poisonwood Bible*.

## AP English Literature and Composition

*Year-Long Course*

*Grade: 12 (with department approval)*

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, theory, and criticism. 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 close reading and a focus on connecting the craft of writing with its purpose. Writing timed essays is also an integral part of the course, which 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. In addition to a selection of poems and short stories, major works of study may include *Hamlet*, *Dr. Jekyll & Mr. Hyde*, *The Kite Runner*, *Grapes of Wrath*, *Beloved*, and *How to Read Literature Like a Professor*.

## 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. In addition to a selection of essays and poems, major works of study may include *The Art of the Short Story* and *The Elements of Style*.

### The Harlem Renaissance

*Fall Semester Course*

*Grade: 12*

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

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

### 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 through the lenses of various literary theories. 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. In addition to a selection of essays, articles, poems, and short stories, major works of study may include *The Chocolate War*, *Speak*, and *The Hate U Give*.

### 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.

# 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 an understanding of how the modern world was shaped. 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 events and historical trends that shaped the modern world, beginning in the late 18th century through the present. The students 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 its growth and development. 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. By the end of the course students will 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 department approval)*

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

# **SOCIAL SCIENCE**

## **Year-Long Exploratory Courses**

### **AP Psychology**

*Year-Long Course*

*Grade: 11, 12*

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

## **Fall Semester Exploratory Courses**

### **AP US Government and Politics**

*Fall Semester Course*

*Grade: 12*

This semester course introduces important constitutional concepts, ideas, institutions, and roles that constitute the United States government. The class is team-based, focusing on original research into policy and direct contact with policy experts, government representatives, and citizens. Students should expect half of their out of class work to be done within a small team of classmates for the entirety of the semester. Students will have opportunities to do field studies with real government agencies, and all students, regardless of their attendance on optional field-trips, will be expected to prepare their teams for field work. 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.

### **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 its application to entire economic systems, whether it 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. The 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, students will examine the origins of the Cold War; however, the focus will mainly be on the impact of the Cold War on a global scale. The course will examine areas of impact that are generally overlooked in a historical context that is overshadowed by the mighty powers of the United States and USSR. Students 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 policy 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

### Bereishit: Intensive Beit Midrash (Hebrew Intensive)

*Fall Semester Course*

*Grade: 9, 10, 11, 12*

The first two stories in Bereishit continue to hold endless fascination for people all over the world. As humans, we are interested in where we came from and how the world began, in hopes that it illuminates something fundamental about our existence. The poetic nature of these Torah verses offers more mystery than clarity; but, with imaginative rabbinical interpretation can turn these texts into a rich playground of thought and conversation. This class will go verse by verse in the order written down in the Hebrew Bible and look deeply at rabbinical and modern commentary to tease out meaning from the text. Students entering this class should be able to explore the Hebrew texts in the original language.

### Intro to Judaism through the Holidays

*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. Through our study of each holiday, students will develop an understanding of the content and structure of classical Jewish texts. Ultimately, students will identify relevant values and wisdom and craft holiday observances that reflect and advance those values and wisdom.

### Intro to Jewish Values and Ethics

*Fall Semester Course*

*Grade: 9*

Jewish texts are a treasure trove for stimulating, thought-provoking conversations. Some of the most famous Rabbinic recommendations on how to live our daily lives include the practice of giving people the benefit of the doubt (*dan l'kaf zichut*), managing one's anger (*erech apayim*), having a pleasant demeanor (*sayver panim yafot*), and minimizing small talk (*miyut sichah*). We will explore the complexities of each of these ideas and more. Using the Torah and the Mishnah, as well as modern sources, will help us think holistically about what Jewish values are and how they fit into a system of Jewish ethics.

## Intro to Jewish Values and Ethics (H)

*Fall Semester Course*

*Grade: 9*

Jewish texts are a treasure trove for stimulating thought-provoking conversations. Some of the most famous Rabbinic recommendations on how to live our daily lives include the practice of giving people the benefit of the doubt (*dan l'kaf zichut*), managing one's anger (*erech apayim*), having a pleasant demeanor (*sayver panim yafot*), and minimizing small talk (*miyut sichah*). We will explore the complexities of each of these ideas and more. Using the Torah and the Mishnah, as well as modern sources, will help us think holistically about what Jewish values are and how they fit into a system of Jewish ethics. We will read the source material in Hebrew. Students should be able to read and understand Hebrew at a beginner's level for this class, i.e. recognize roots and effectively use a Hebrew dictionary. Students will be responsible for knowing certain phrases and words in Hebrew once we learn them in class.

## 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.

## Kabbalah and Human Personality

*Fall Semester Course*

*Grade: 10*

Kabbalah is a primary genre of the Jewish mystical tradition. This course examines Kabbalah's central symbol, "The Tree of Life." The Tree of Life, with its ten *sefirot*, is a geometric shape that is understood by Kabbalists in a variety of ways, including the personal qualities of God and thus of humans. We will also study the Enneagram. The Enneagram, with its 9 points, is a geometric shape, that, like "The Tree of Life," has been understood in a variety of ways, including as a personality typing system. We will study the structure of both symbols as well as the rich system of associative meanings attached to them. Ultimately, we will consider how we might map the systems onto each other in order to develop deeper insights into human personality based on the ten *sefirot*.

## Jewish Leadership

*Fall Semester Course*

*Grade: 10*

What makes a Jewish leader? What is authentic leadership? Who are leaders in Jewish text and history and what do we learn about leadership from them? Who am I as a leader? Using *Moses and the Journey to Leadership* and *True North* as our texts, in addition to scholarly articles and Jewish sources, we'll explore leadership from a Jewish perspective in this semester-long course. With discussions, guest speakers, research projects, essays, and group presentations, we will question our assumptions and self-reflect on ourselves as leaders.

## Nationalisms

*Fall Semester Course*

*Grade: 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 discussion-based 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 postnationalists and critics of nationalism. This course will also explore the often-intertwining paths of nationalism and alternative ideas of peoplehood rooted in race and religion.

## Bibliodrama: Prophets and Politicians (H)

*Fall Semester Course*

*Grade: 10, 11, 12*

It's the 9th century BCE. King Ahab reigns and the prophet Elijah prophesies. You are a prophet on the run from Queen Jezebel, who is systematically killing all the prophets of Israel. This is the situation presented in the second half of the Biblical book of Kings 1. After studying a wide array of stories throughout the Bible where prophets meet God for the very first time, students will use the textual tropes they've discovered as well as some acting and writing work to create a prophet of their own. This character will be used as the lens through which each student analyzes and tells their own version of the Elijah narrative. Ultimately, student work will be performed for an invited audience. No previous writing or acting experience required. Texts will be studied in both English as well as in the original Hebrew. Students of all Hebrew levels will have the opportunity to develop their translation skills. The only Hebrew prerequisite is the ability to recognize Hebrew letters.

## Bibliodrama: Prophets and Politicians

*Fall Semester Course*

*Grade: 11, 12*

It's the 9th century BCE. King Ahab reigns and the prophet Elijah prophesies. You are a prophet on the run from Queen Jezebel, who is systematically killing all the prophets of Israel. This is the situation presented in the second half of the Biblical book of Kings 1. After studying a wide array of stories throughout the Bible where prophets meet God for the very first time, students will use the textual tropes they've discovered as well as some acting and writing work to create a prophet of their own. This character will be used as the lens through which each student analyzes and tells their own version of the Elijah narrative. Ultimately, student work will be performed for an invited audience. No previous writing or acting experience required.

## 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 art, students will grapple with how to define and build the canon of modern Jewish art history. How do we determine what comprises this category? 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.

## 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 philosophical works of Martin Buber and Emmanuel Levinas, among others.

## History of Zionism and Israel

*Fall Semester Course*

*Grade: 11, 12*

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.

## Holocaust and Society

*Fall 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.

## 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, and Andre Aciman.

## 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.

### Complex Families 3 (H)

*Spring Semester Course*

*Grade: 9, 10, 11, 12*

If you want to prove that Biblical characters are simply frail human beings quite like us, rather than ideal images, you don't need to look any further than the very first book of the Torah: Genesis. In this particular course, we will zero in our focus on the family forged by the patriarch Jacob and the matriarchs Rachel and Leah. The themes of sibling rivalry, parental favoritism, blended families, and others will be examined through a close analysis of the text. Students will learn skills to help them generate their own translations of the Hebrew text and will study and utilize multiple hermeneutical methods to guide their interpretations. Texts will be studied in both English as well as in the original Hebrew. Students of all Hebrew levels will have the opportunity to develop their translation skills. The only Hebrew prerequisite is the ability to recognize Hebrew letters.

### 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 (ceremonial dinner). 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 version, 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 version, telling the story of the exodus with their own sense of purpose in mind.

## 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 13<sup>th</sup> 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.

## Holocaust Historical Perspectives

*Spring Semester Course*

*Grade: 9, 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 II 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, and 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*.

## Bibliodrama: Complex Families 3

*Spring Semester Course*

*Grade: 9, 10*

If you want to prove that Biblical characters are simply frail human beings quite like us, rather than ideal images, you don't need to look any further than the very first book of the Torah: Genesis. In this particular course, we will zero in our focus on the family forged by the patriarch Jacob and the matriarchs Rachel and Leah. The themes of sibling rivalry, parental favoritism, blended families, and others will be examined through a close analysis of the text as well as through improvisation exercises that will give us new interpretations generated by our creative impulses to then analyze for textual sustainability. Simultaneous to the text study, students in this course will develop theatre skills through acting and writing exercises. 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.

## Creation Myths

*Spring Semester Course*

*Grade: 9, 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.

## Women in Tanach

*Spring Semester Course*

*Grade: 9, 10*

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.

## 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.

## American Jews and the Politics of Race

*Spring Semester Course*

*Grade: 11, 12*

Are Jews white? Are Jews a race? How does the Jewish community relate to "other" races? This class will explore the wide spectrum of ways American Jews have thought of themselves in relation to the idea of race, how the answers to these questions changed over time, and how they continue to impact race relations today. Through readings, music, images, and films, we will explore the complex constructions of racial identity in American society. Specific topics to be explored include: the complex relationship of Jews and African Americans, Sephardi and Mizrahi Jews in the United States, the place of Jews as immigrants and subjects of "race science" in the early twentieth century, contemporary scientific ideas about DNA, and the role of race in American Jewish literature, music, and theater, and the contemporary realities of Jews of different races through adoption, conversion, and intermarriage.

## Refugees and Citizens: Jews and Other Minorities' Fight for Justice

*Spring Semester Course*

*Grade: 11, 12*

For many refugees, obtaining a new citizenship is the ultimate dream. It is the hope of rights, stability, and certainty. However, the political, legal, and social categories of being a refugee and a citizen are never as distant and separate as we often imagine. In this course, we will explore Jewish refugee experiences in modern time so as to understand core issues of refugee politics, citizenship, and nationalism. Through movies, literature, history, art, and sociology, we will examine not only the horrific and tragic parts of Jewish refugee history, but also the social movements and activism that the quest for citizenship and just refugee politics have generated throughout the 20th and 21st century. We will have occasional guest lectures by local refugee and immigrant activists. Our final project will focus on drawing parallels between Jewish refugee experiences in the 20th century and contemporary refugee situation in the US and abroad.

## Theories of Space & Time in Jewish Thought

*Spring Semester Course*

*Grade: 11, 12*

Abraham Joshua Heschel called Judaism a “religion in time”. Indeed, we start Shabbat at a specific time -- not at a specific place. Yet, physical space still has profound meaning in Judaism. One of the names of God is makom/place! What can that mean? In this class, we will explore how concepts of intentional time and intentional space affect every aspect of our lives. We will focus on the relationship between time/space in the context of our bodies, human-made structures (land-borders, synagogues/The Temple, etc.) and the “wilderness” (the untamed places in the world, i.e. the desert, etc.). We will explore texts from the Torah, Prophets, and academic literature on this topic.

## Theology, Ritual, and Theatre

*Spring Semester Course*

*Grade: 11, 12*

A theatre performance and a prayer service require one to ask many of the same questions: What are the words I should say? Where do I go? When do I stand? When do I sit? How do I enter the necessary mindset? In this theatre-based course, we will study aspects of Jewish liturgy, considering its development through classical Jewish texts to contemporary practice. We will also study various theological approaches to prayer and will use theatre exercises to explore a range of psychological approaches. Students will discover the philosophy of Martin Buber, who applies his theology to his understanding of theatre. Ultimately, students will have the opportunity to write commentaries on prayers, perform prayers as monologues, and create various kinds of Buberian theatre.

## 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 to these developments offered by leading Israeli intellectuals. This discussion-based course will involve the consumption and analysis of a wide range of documentary sources, including historical, philosophical, religious and literary texts and films.

## Jewish Literature for the New Millennium

*Fall 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

## Algebra 1

### *Year-Long Course*

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

## Geometry

### *Year-Long Course*

*Prerequisite: satisfactory completion of Algebra 1 and math department approval*

This course approaches Euclidean Geometry using both inductive and deductive logic. Through the discovery process and formal proofs students gain a deep understanding of and insight into geometry. Students 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 develop the meaning of the derivative. Students encounter several applications of the derivative, including related rates and optimization problems. Through the study of area, students develop the integral and the Fundamental Theorem of Calculus. Various applications of integration are also studied.

## AP Calculus AB

*Year-Long Course*

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

## AP Calculus BC

*Year-Long Course*

*Prerequisite: satisfactory completion of AP Calculus AB 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*

*Prerequisite: satisfactory completion of Biology and Algebra 1*

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

## Chemistry Honors

*Year-Long Course*

*Grade: 10*

*Prerequisite: satisfactory completion of Biology, Algebra 1, 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

*Year-Long Course*

*Grade: 11, 12*

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

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

## Human Anatomy and Physiology

*Year-Long Course*

*Grade: 11, 12*

*Prerequisite: satisfactory completion of Biology and Chemistry or Chemistry Honors*

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

## Marine Biology

*Year-Long Course*

*Grade: 11, 12*

*Prerequisite: satisfactory completion of Biology and Chemistry or Chemistry Honors*

Marine Biology will provide students with a broad introduction to applying physics, chemistry, and biology to ocean biomes with a focus on climate change and human effects on natural ecosystems. Topics will include physics of waves, meteorology and climatology, geological history of the earth, the chemistry of seawater, origins of life, marine protists and invertebrate taxonomy, the evolution of marine vertebrates, ocean ecosystems, and human impacts. The course will be broadly lab-based with a hands-on inquiry into science principles through experimentation and introduction to lab techniques where possible. Students will participate in at least one field trip 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 students with a study of the universe, such as the conditions, properties, and motions of bodies in space. The students will also engage in the field of planetary science through an exploration of the physical properties of, and underlying principles that shape the planets, dwarf planets, natural satellites, and small solar system bodies that orbit our nearest star, the Sun. Our most familiar and best-studied planetary body, the Earth, will be compared with each of the other objects we will encounter in our journey through the solar system.

## AP Chemistry

*Year-Long Course*

*Grade: 11, 12*

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

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 will explore 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 and completion of, or concurrent enrollment in, Calculus. Science and math department approval.*

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.

## 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.

## 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 the desired effects in their photos. They will also learn and apply the principles and elements of design in order to fully investigate how to make a good photograph. Students will apply this understanding to the process of making meaning in their own work.

## Photography 2

*Year-Long Course*

*Grade: 10, 11, 12*

*Prerequisites: satisfactory completion of Digital Photography or department approval*

Elevate your photography skills. This is an immersive class that takes your skills beyond the fundamentals of photography covered in Digital Photography. This course looks at photography as the art of problem-solving. You will cover topics as diverse as underwater, portraits, studio lighting, reflections and shadows, night photography, and cyanotypes. The course will guide you in anticipating shooting situations, capturing the decisive moment, and develop your critical eye to capture intriguing, moving and memorable photographs.

## Advanced Art Making (formerly, Advanced Studio Art)

*Year-Long Course*

*Grade: 11, 12*

*Prerequisites: satisfactory completion of 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 of 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, copywriting, 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*

A 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 chairs 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.

## Cinema Arts

*Year-Long Course*

*Grade: 9, 10, 11, 12*

Cinema Arts offers instruction in basic film production, including digital camera operation, basic editing principles, and an overview of lighting and sound. The course will also cover the essentials for directing and storytelling, film acting/directing actors, and overall composition aesthetic. Projects will include in-class group shoots, individually produced films, and critiques of peer work with the goal being to guide students through the initial hurdles of producing video into finding an artistic voice through cinema. Through screenings, class discussion, and written analysis, students in Cinema Arts will also survey the development of cinema as an art form and its impact on and reflection of society.

## Acoustic Guitar-Family Ensemble 1

*Year-Long Course*

*Grade: 9, 10, 11, 12*

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

## Advanced Acoustic Guitar-Family Ensemble 2

*Year-Long Course*

*Grade: 10, 11, 12*

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

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

## Music Theory and Composition 1

*Year-Long Course*

*Grade: 9, 10, 11, 12*

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

## Music Theory and Composition 2

*Year-Long Course*

*Grade: 10, 11, 12*

*Prerequisite: satisfactory completion of Music Theory and Composition 1 or department approval*

While the class begins with a complete review of music basics, the course presumes a somewhat fluent level in musical reading and notation from the start. Time is spent discovering how small patterns such as scales, intervals, and triads combine to create larger units such as phrases, periods, and two-part and three-part 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: satisfactory completion of Music Theory and Composition 2 or department approval*

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

## Beyond AP: Music Theory and Composition

*Year-Long Course*

*Grade: 12*

*Prerequisite: satisfactory completion of AP Music Theory and Composition or department 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 a 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.

## AP Art History

*Year-Long Course*

*Grade: 11, 12*

AP Art History is a college-level art history course. Through the investigation of diverse artistic traditions from prehistory to the present, students will gain an in-depth and holistic understanding of the history of art from a global perspective. Students develop the skills of visual, contextual, and comparative analysis and will apply them to a variety of art forms standard to college and university surveys of the field. In addition, the course scaffolds the research process, strengthens writing skills, and prepares students for the AP Art History exam.

# WORLD LANGUAGES

## Hebrew 1

*Year-Long Course*

*Grade: 9, 10, 11, 12*

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

## Hebrew 2

*Year-Long Course*

*Grade: 9, 10, 11, 12*

*Prerequisite: satisfactory completion of Hebrew 1 or department approval*

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

## Hebrew 3

*Year-Long Course*

*Grade: 9, 10, 11, 12*

*Prerequisite: satisfactory completion of Hebrew 2 or department 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 structures of Modern Hebrew. Students further develop their skills in reading, writing, listening, and speaking. The course systematically focuses on vocabulary expansion, presents advanced grammar, and enriches and expands students' writing skills. The course is designed to increase the fluency and complexity of the students' comprehension and expression, as well as to generate a greater appreciation of Hebrew language and literature. The course is conducted in Hebrew with a strong emphasis on communication.

## Hebrew 4

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

## Hebrew 5 Honors

*Year-Long Course*

*Grade: 9, 10, 11, 12*

*Prerequisite: satisfactory completion of Hebrew 4 or department approval*

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

## Hebrew 6 Honors

*Year-Long Course*

*Grade: 10, 11, 12*

*Prerequisite: satisfactory completion of Hebrew 5 Honors or department approval*

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

## Israeli Law and Society

*Year-Long Course*

*Grade: 10, 11, 12*

*Prerequisite: satisfactory completion of 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 areas of the Hebrew language: reading, writing, speaking, listening, and grammar. The course presents and explores Israeli law through a variety of lenses, and is designed to increase students' proficiency in speaking, reading, and writing Hebrew in the context of complex ideas, issues, and themes related to Israeli law and society. The course emphasizes the critical study of moral values, philosophical and social questions of law and justice, and comparisons between the approaches of Israeli and American laws. Students become familiar with different systems of law and the philosophies behind them. The primary objective of this course is to provide learners with a high level of communicative and critical thinking skills in Hebrew. Reading comprehension will also be emphasized by exposing students to the original Hebrew texts of Israeli laws, legal articles and court decisions. Activities in this course include reading and analyzing texts, class discussions, writing essays, oral presentations, reading novels, and writing book reports.

## Spanish 1

*Year-Long Course*

*Grade: 9, 10, 11, 12*

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

## Spanish 2

*Year-Long Course*

*Grade: 9, 10, 11, 12*

*Prerequisite: satisfactory completion of Spanish 1 or department approval*

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

## 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. Assessments require the demonstration of competency in listening, speaking, reading, and writing. Students continue their study of the culture of the Spanish-speaking world. Students participate in class activities using only Spanish. The textbook offers an integrated multimedia program to support student learning and to provide exposure to a variety of native speakers and cultural settings. 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 of the course is to enable students to become more proficient in the language at an appropriate pace. There is a continued emphasis on developing the four basic language skills: listening and understanding, speaking, reading, and writing. This is achieved through many different methods, including reinforced practice, aural and reading comprehension exercises, writing assignments (including letters, compositions, and poems), and oral activities (including dialogues, skits, one-act plays, and presentations). The textbook offers an integrated program of award-winning short films to support student learning and to provide exposure to a variety of native speakers and cultural settings. In addition, students read short stories, fables, and legends, and learn about the variety of cultures that make up the Spanish-speaking world. The entire course is conducted in Spanish.

## Spanish 3 Honors

*Year-Long Course*

*Grade: 9, 10, 11, 12*

*Prerequisite: satisfactory completion of Spanish 2 or department 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. Students' knowledge of the language is used to explore the history, culture, art (including cinematography), and literature of the Spanish-speaking world. Students are expected to conduct in-depth research on particular topics (historical, literary, and cultural) and to write long essays or papers. Students enhance their vocabulary bank and sharpen their oral skills through extended debates and oral presentations. Students are exposed to the richness of the language and the cultural diversity of the Spanish-speaking world through a wide array of literary works. This course is conducted entirely in Spanish.

## Spanish 4 Honors

*Year-Long Course*

*Grade: 9, 10, 11, 12*

*Prerequisite: satisfactory completion of Spanish 3 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. Students' knowledge of the language is used to explore the history, culture, art (including cinematography), and literature of the Spanish-speaking world. Students are expected to conduct in-depth research on particular topics (historical, literary, and cultural) and to write long essays or papers, accompanied by presentations to the class and peer critique. Students enhance their vocabulary bank and sharpen their oral skills through extended debates and oral presentations. Students are exposed to the richness of the language and the cultural diversity of the Spanish-speaking world through a wide array of literary works. This course is conducted entirely in Spanish.

## Spanish 5 Honors

*Year-Long Course*

*Grade: 10, 11, 12*

*Prerequisite: satisfactory completion of Spanish 4 or 4H and department approval*

Spanish 5 Honors is designed to further students' progression of Spanish upon completing Spanish 4 or Spanish 4 Honors. It is taught completely in the target language and will focus on both fluency in the language and cultural competence. It includes a thorough review of grammatical concepts taught in past courses, with the 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 conduct in-depth research on particular topics (historical, literary, and cultural) and to write long essays or papers, accompanied by presentations to the class and peer critique.

## AP Spanish Language and Culture

*Year-Long Course*

*Grade: 11, 12*

*Prerequisite: satisfactory completion of Spanish 4 or Spanish 5 and department approval*

AP Spanish Language is an advanced language course that focuses on increasing proficient communication in Spanish. It is designed for those students who have successfully completed Spanish 4 or 5. The course stresses language usage and comprehension through reading and discussing 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, exposure to authentic textual materials and original essays, and student journal writing. Communication is developed by having the students present information, concepts, and ideas to their peers, by making connections with other disciplines, and by comparing the target language and the cultures studied with students' own cultural contexts. This course is conducted entirely in Spanish.

## AP Spanish Literature and Culture

*Year-Long Course*

*Grade: 11, 12*

*Prerequisite: satisfactory completion of AP Spanish Language and Culture or department approval*

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

## Advanced Spanish

*Year-Long Course*

*Grade: 11, 12*

*Prerequisite: satisfactory completion of AP Spanish or department approval*

Advanced Spanish is an advanced-level course for students who have attained proficiency in the four different Spanish language skills: reading, writing, speaking, and listening. This course emphasizes the critical study of different primary source texts (drawn from various media), along with research into the cultural and historical contexts from which those texts arose. 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. This course is conducted entirely in Spanish.

## French 1

*Year-Long Course*

*Grade: 9, 10, 11, 12*

This introductory-level French course introduces students to the four basic language skills (listening, speaking, reading, and writing) through student-oriented activities such as role-playing, skits, and oral presentations. Foundational grammar and verb tenses, as well as basic vocabulary words, are introduced as indispensable tools for comprehension and expression. The course will present students with 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 continues introducing students to basic French grammar. It includes simplified readings in French that highlight various cultural practices, customs, and elements of daily life. New vocabulary and grammatical structures are introduced systematically and are assimilated through guided practice and role-playing. Students learn to write by using paragraphs, short stories, and poetry as models. Assessments require the demonstration of competence in listening, speaking, reading, and writing.

## French 3 Honors

*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 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, videos, aural resources, and digital media are employed to give students a wide exposure to French and Francophone culture. 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 Honors 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 through listening exercises, short readings, dialogues, writing assignments, in-class presentations, and other conversational activities. Students are also exposed to the francophone world through readings and projects to cultural elements of French speaking countries.

## AP French Language and Culture

*Year-Long Course*

*Grade: 11, 12*

*Prerequisite: satisfactory completion of French 4 Honors 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-playing, essay and journal writing, and oral presentations. The students will be guided to understand and interpret written and oral texts in French. They will continue to work on enriching their vocabulary and increasing their cultural knowledge of various francophone societies and cultures. The course encourages cultural awareness and will touch on 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. This course is conducted entirely in French.

## Latin 1

*Year-Long Course*

*Grade: 9, 10, 11, 12*

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

## Latin 2

*Year-Long Course*

*Grade: 9, 10, 11, 12*

*Prerequisite: satisfactory completion of Latin 1 or department approval*

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

## Latin 3

*Year-Long Course*

*Grade: 9, 10, 11, 12*

*Prerequisite: satisfactory completion of Latin 2 or department approval*

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

## AP Latin

*Year-Long Course*

*Grade: 11, 12*

*Prerequisite: satisfactory completion of Latin 3 or department 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).

## AT A GLANCE

<b>ENGINEERING ARTS</b>		
Computer Science and Coding	Year-Long	All grades
Engineering 1	Semester	10, 11, 12
Engineering 2	Semester	10, 11, 12
AP Computer Science	Year-Long	10, 11, 12
Advanced Algorithms	Year-Long	10, 11, 12 (prereq: AP Calc AB)
<b>ENGLISH</b>		
Writing, Language, and Literature	Year-Long	9th grade
Responding to Literature	Year-Long	10th grade
Responding to Literature Honors	Year-Long	10th grade
American Literature	Year-Long	11th grade
AP English Language	Year-Long	11th grade
AP English Literature	Year-Long	11th grade
Creative Writing Short Fiction	Fall Semester	12th grade
The Harlem Renaissance	Fall Semester	12th grade
World Jewish Literature	Fall Semester	12th grade. Cross-Listed, JS
Utopias and Dystopias	Spring Semester	12th grade
Young Adult Literature	Spring Semester	12th grade
Jewish Literature for the New Millennium	Spring Semester	12th grade. Cross-Listed, JS
<b>HISTORY</b>		
World History 1	Year-Long	9th grade
World History 2	Year-Long	10th grade
US History	Year-Long	11th grade
AP US History	Year-Long	11th grade
AP Psychology	Year-Long	11th, 12th
AP US Government and Politics	Fall Semester	12th grade
History of Zionism and Israel	Fall Semester	11th, 12th
Introduction to Economics	Spring Semester	11th, 12th
Women's Studies	Spring Semester	11th, 12th
Global Cold War	Spring Semester	11th, 12th
<b>JEWISH STUDIES</b>		
Bereishit: Intensive Beit Midrash (HI)	Fall Semester	All grades
Intro to Judaism Through the Holidays	Fall Semester	9th grade
Intro to Jewish Values and Ethics	Fall Semester	9th grade
Intro to Jewish Values and Ethics (H)	Fall Semester	9th grade
History of the Jewish Diaspora	Fall Semester	9th grade
Kabbalah and Human Personality	Fall Semester	10th grade
Jewish Leadership	Fall Semester	10th grade
Nationalisms	Fall Semester	10th grade
Bibliodrama: Prophets and Politicians (H)	Fall Semester	10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
Bibliodrama: Prophets and Politicians	Fall Semester	11th, 12th
Visual Culture of Modern Judaism	Fall Semester	11th, 12th
Self and Other in Jewish Thought	Fall Semester	11th, 12th
History of Zionism and Israel	Fall Semester	11th, 12th
Holocaust and Society	Fall Semester	11th, 12th
World Jewish Literature	Fall Semester	12th grade. Cross-Listed, English
Open Beit Midrash: Advanced Text Study (HI)	Spring Semester	All grades
Complex Families 3 (H)	Spring Semester	9th, 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
Slavery to Sinai	Spring Semester	9th, 10th
Ancient Philosophy	Spring Semester	9th, 10th

Slavery to Sinai	Spring Semester	9th, 10th
Holocaust Historical Perspectives	Spring Semester	9th, 10th
Bibliodrama: Complex Families 3	Spring Semester	9th, 10th
Creation Myths	Spring Semester	9th, 10th
Women in Tanach	Spring Semester	9th, 10th
Introduction to Jewish Art and Vision	Spring Semester	9th, 10th
American Jews and the Politics of Race	Spring Semester	11th, 12th
Refugees and Citizens	Spring Semester	11th, 12th
Theories of Space & Time in Jewish Thought	Spring Semester	11th, 12th
Theology, Ritual, and Theater	Spring Semester	11th, 12th
Contemporary Israel	Spring Semester	11th, 12th
Jewish Literature for the New Millennium	Spring Semester	12th grade. Cross-Listed, English
<b>MATHEMATICS</b>		
Algebra 1	Year-Long	
Geometry	Year-Long	
Algebra 2/Trigonometry	Year-Long	
Algebra 2/Trigonometry Honors	Year-Long	
Precalculus	Year-Long	
Precalculus Honors	Year-Long	
AP Statistics	Year-Long	Prereq: Algebra 2
Calculus	Year-Long	
AP Calculus AB	Year-Long	
AP Calculus BC	Year-Long	
<b>PHYSICAL EDUCATION</b>		
Physical Training	Year-Long	All grades
<b>SCIENCE</b>		
Biology	Year-Long	9th grades
Chemistry	Year-Long	10th grade
Chemistry Honors	Year-Long	10th grade
Physics	Year-Long	11th, 12th (Prereq: Algebra 2)
Physics Honors	Year-Long	11th, 12th (Prereq: Algebra 2)
Human Anatomy and Physiology	Year-Long	11th, 12th
Marine Biology	Year-Long	11th, 12th
Biotechnology	Year-Long	11th, 12th
Introduction to Astronomy	Year-Long	11th, 12th
AP Chemistry	Year-Long	11th, 12th (Prereq: Algebra 2)
AP Biology	Year-Long	11th, 12th
AP Physics C: Mechanics	Year-Long	11th, 12th (Prereq: Calculus)
<b>VISUAL AND PERFORMING ARTS</b>		
Studio Art	Year-Long	All grades
Alternative Media	Semester	All grades
Digital Design	Year-Long	All grades
Digital Photography	Year-Long	All grades
Photography 2	Year-Long	10th, 11th, 12th
Advanced Art Making	Year-Long	11th, 12th
Senior Studio	Semester	12th grade
AP Studio Art	Year-Long	12th grade
Publication Design	Year-Long	All grades
Theater Arts 1	Year-Long	All grades
Theater Arts 2	Year-Long	10th, 11th, 12th
Cinema Arts	Year-Long	All grades
Acoustic Guitar-Family Ensemble 1	Year-Long	All grades
Acoustic Guitar-Family Ensemble 2	Year-Long	10th, 11th, 12th

Music Theory and Composition 1	Year-Long	All grades
Music Theory and Composition 2	Year-Long	10th, 11th, 12th
AP Music Theory	Year-Long	11th, 12th
Beyond AP Music Theory	Year-Long	11th, 12th
Jazz/Rock Ensemble	Year-Long	All grades
AP Art History	Year-Long	11th, 12th
<b>WORLD LANGUAGES</b>		
Hebrew 1	Year-Long	All grades
Hebrew 2	Year-Long	All grades
Hebrew 3	Year-Long	All grades
Hebrew 3 Honors	Year-Long	All grades
Hebrew 4	Year-Long	All grades
Hebrew 4 Honors	Year-Long	All grades
Hebrew 5 Honors	Year-Long	All grades
Hebrew 6 Honors	Year-Long	All grades
Israeli Law and Society	Year-Long	All grades
Spanish 1	Year-Long	All grades
Spanish 2	Year-Long	All grades
Spanish 2 Honors	Year-Long	All grades
Spanish 3	Year-Long	All grades
Spanish 3 Honors	Year-Long	All grades
Spanish 4	Year-Long	All grades
Spanish 4 Honors	Year-Long	All grades
Spanish 5 Honors	Year-Long	All grades
AP Spanish Language	Year-Long	All grades
AP Spanish Literature	Year-Long	All grades
Advanced Spanish	Year-Long	All grades
French 1	Year-Long	All grades
French 2	Year-Long	All grades
French 3 Honors	Year-Long	All grades
French 4 Honors	Year-Long	All grades
AP French Language	Year-Long	All grades
Latin 1	Year-Long	All grades
Latin 2	Year-Long	All grades
Latin 3	Year-Long	All grades
AP Latin	Year-Long	All grades

