



2020-2021
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

**The physical education requirement must be completed by the end of semester 1 of students 12th grade year.*

***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, 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.

2020-2021 COURSE OFFERINGS

The following pages detail the courses that Kehillah plans to offer for the 2020-2021 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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DIRECTED STUDIES

Directed Studies

Year-Long Course

Grade: 9, 10, 11, 12

This course focuses on the direct application of metacognition and executive function skills in the domains related to academic success. Using the Model of Strategic Learning, students are provided with a skills toolkit: time-management, planning, and goal-setting to practice with relevant school work in areas such as comprehension and writing, math problem solving, and project-based learning. Students are coached to use a decision-making process that builds self-advocacy, agency, and intrinsic motivation for learning. The successful Directed Studies student will demonstrate an increased awareness of how they learn and actively pursue avenues to build continued engagement with the process of learning.

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.

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

English 9

Year-Long Course

Grade: 9

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

English 10

Year-Long Course

Grade: 10

This year-long course builds on the foundational skills developed during freshman year in order to help students gain more advanced reading, writing, thinking, speaking, and listening skills. Students will continue to learn reading strategies and annotating methods using texts from various genres and time periods, but the study will emphasize analytical and critical thinking through close reading with different lenses. Students will continue to grow their discussion skills by learning to take more ownership of class discussions, and longer writing projects will help them continue to develop their ability to write for a variety of purposes while effectively using the writing process. In addition to a selection of poems and short stories, major works of study may include *Purple Hibiscus*, *The Merchant of Venice*, *The Things They Carried*, and *The Poet X*. Students can expect average reading assignments to be approximately 15-30 pages per class.

English 10 Honors

Year-Long Course

Grade: 10 (with department approval)

This year-long honors course shares many of the same goals as the standard English 10 course. However, the honors section will move at a faster pace, study more complex 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 *Things Fall Apart*, *In the Time of the Butterflies*, *The Things They Carried*, *The Merchant of Venice*, and *Americanah*. Students can expect average reading assignments to be approximately 20-35 pages per class.

English 11

Year-Long Course

Grade: 11

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

AP English Language and Composition

Year-Long Course

Grade: 11 (with department approval)

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

AP English Literature and Composition

Year-Long Course

Grade: 12 (with department approval)

This college-level English course focuses on nuanced analysis and critique of complex literary texts. Students will develop a profound understanding of the tools, trends, and multiple meanings embedded within great stories, equipping them with the necessary skills to engage with the written word in college and beyond. Writing development will be paired with close reading and a focus on connecting the craft of writing with its purpose. Timed essays will also be an integral part of the course, preparing students for the AP English Literature and Composition exam. In addition to a selection of poems and short stories, major works of study may include *Hamlet*, *Dr. Jekyll & Mr. Hyde*, *The Kite Runner*, *Grapes of Wrath*, *Beloved*, and *How to Read Literature Like a Professor*. Students can expect average reading assignments to be approximately 25-40 pages per class. However, some reading assignments may be shorter, requiring students to engage much more deeply with the text than in other courses.

Fall Semester Senior Courses

Creative Writing: Poetry

Fall Semester Course

Grade: 12

This semester-long course is a poetry workshop that focuses on helping students develop their voices as poets. Students will write poems following prompts and using models from across the history of poetry, including many contemporary examples. Students will participate in writing workshops in which they will learn to give and receive useful feedback, and they will revise and improve their poems. At the conclusion of the semester, students will produce chapbooks of poems and present them at a public reading. In addition to selections of essays and poems, students will each choose a contemporary Bay Area poet to study.

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*.

Young Adult Literature

Fall 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*.

Yiddish Literature

Fall Semester Course

Grade: 12

Cross-listed with Jewish Studies

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

Spring Semester Senior Courses

Creative Writing: Short Fiction

Spring 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*.

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*.

The Civil Rights Movement Through Literature

Spring Semester Course

Grade: 12

This semester-long course is centered around texts that illuminate pivotal moments in the fight for civil rights from the 1950s to the present. Students will explore how these texts were impacted by their historical context, and how they, in turn, impacted society. Discussion-based classes and a variety of writing assignments will help students continue to develop advanced critical and analytical thinking skills. In addition to a selection of essays, poems, excerpts, and short stories, major works of study may include *Blues for Mister Charlie*, *Warriors Don't Cry*, and *The Hate U Give*.

Contemporary Jewish Literature

Spring Semester Course

Grade: 12

Cross-listed with Jewish Studies

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

HISTORY

World History 1

Year-Long Course

Grade: 9

World History 1 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: 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.

JEWISH STUDIES

Fall Semester Courses

Introduction to Jewish Studies 101

Fall Semester Course

Grade: 9

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

Jewish Leadership

Fall Semester Course

Grade: 10

The semester-long Jewish Leadership course will explore what makes a leader and then dive into what makes a *Jewish* leader. Students will also self-reflect on student leadership skills. Students will use articles from the Harvard Business Review to develop and critique leadership qualities in a variety of contexts and use exercises from *True North* to self-reflect on their own leadership characteristics and skills. In addition, they will hone their collective understanding of what is a Jewish leader interviews of guest speakers and research presentations on leaders. They will develop their critical thinking, discussion, and analytical writing skills when they evaluate Moses as an authentic Jewish leader using *Moses and the Journey to Leadership*. By the end of the semester, students should be able to answer questions like “what makes an authentic Jewish leader?” and “what can we learn from Jewish leaders throughout text and history?” and “who am I as a leader?” with authority and a nuanced perspective.

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 (attributes), is a geometric shape that is understood by Kabbalists in a variety of ways, including the personal qualities of God and thus of humans. Students will also encounter 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*.

Ancient Philosophy

Fall Semester Course

Grade: 10

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

Feminism, Law, and Tradition

Fall Semester Course

Grade: 10

The feminist movement has generated a broad range of questions about the study and value of women's lives and experience. Modern-day feminists who live and study the Jewish tradition have made Judaism subject to these questions. In this course, we will turn a spotlight on traditional Biblical and Rabbinic texts, Jewish law, culture, and history. Among the topics that will be highlighted are personal autonomy, women's roles in society, as well as women's participation in ritual and leadership positions. The course will include an examination of both the classical Jewish legal texts on these topics as well as a discussion of more current positions on women's roles. Students will examine how these questions have impacted their understanding of women's status in the Jewish community, how much has changed, and how much still needs to change for women to achieve equity.

Bibliodrama: In the Desert

Fall Semester Course

Grade: 11, 12

The teenage years are a time of constant transition from childhood to adulthood, which comes with many challenges. One could say that the teenage years of the Biblical Israelite nation were the 40 years they spent in the desert after being freed from slavery and before entering the Land of Canaan. In this course students will study selections from Exodus and Numbers to examine how the Israelites navigated this major transition. The themes of trust, fear, and leadership will be examined through a close analysis of the text, as well as through improv exercises that will give us new interpretations generated by our creative impulses. Simultaneous to the text study, students in this course will be developing acting and playwriting skills through acting and writing exercises. In collaboration with each other, students will ultimately write scenes and monologues that reflect their creative interpretations of the text.

Self and the Other in Jewish Thought

Fall Semester Course

Grade: 11, 12

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

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.

Yiddish Literature

Fall Semester Course

Grade: 12

Cross-listed with English

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

Spring Semester Courses

Big Jewish Decisions: Page to Stage

Spring Semester Course

Grade: 9, 10

In this theater-based class, students will study contemporary challenges to Jewish life and decision making as well as Jewish wisdom that might provide resources for life's challenging moments. Students will track the development of selected topics in Jewish law through the centuries of Jewish legal texts, as well as the development of selected ideas through centuries of Jewish wisdom literature. At the same time, students will utilize acting and writing exercises to develop and deepen empathy for the experiences of people struggling with the topics under study. Possible Jewish legal topics include conversion, intermarriage, the role of women, LGBTQ issues, Shabbat, and more. Ultimately students will create pieces of theater depicting characters struggling with the topics of the course.

OMG: 20th and 21st Century Jewish Theology

Spring Semester Course

Grade: 9,10

Oh. My. God? Before asking if one believes in God or what one believes about God, it helps to actually define the term. In order to help each student decide how to define and relate to the term God for themselves, this course will begin with an exploration of the approaches of various 20th and 21st century Jewish philosophers, including Mordechai Kaplan, Martin Buber, Art Green, and more. Students will then apply the approaches they've studied to interpreting biblical and Rabbinic texts about the nature of God, creation, providence, and revelation. Students will explore how these themes led Jewish thinkers over the centuries to different theories of human responsibility. Ultimately, students will be encouraged to develop their own well-informed and well-thought-out approaches to various theological questions and make meaningful connections to the real world and their own lives.

History of the Jewish Diaspora

Spring Semester Course

Grade: 9, 10

This course 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.

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 students will closely examine these stories and compare them to other creation myths from the Ancient Near East. Students of this course will explore the historical role of creation myths in various cultures, and attempt to understand what these stories can mean for us today. Students will discuss the notion of ourselves as a continuation of the created world, its creators and change agents. Students will learn how to read ancient texts, compare and contrast philosophical and theological ideas, and see themselves as the next chain in the link of human imagination and flourishing. The course will cover the following texts: *Genesis* chapters 1 and 2, *Atrahasis*, rabbinic midrashic literature, and *The Lonely Man of Faith*.

Jewish Monsters, Magic, and 'Superstition'

Spring Semester Course

Grade: 9, 10

What does the Jewish tradition say concerning demons, ghosts, and other things that go bump in the night? Is there such a thing as Jewish practical magic? This course will answer these questions by looking at biblical, rabbinic, philosophical, and literary sources while exploring their sociological contexts. The course will stress the diversity of Jewish views concerning these phenomena, while looking at proponents of practices and beliefs commonly perceived as 'supernatural' and 'superstitious.' The course will begin by unpacking the history and meaning behind the English terms 'magic,' 'supernatural,' and 'superstitious' as well as their Hebrew, Yiddish, and Ladino equivalents. Then, students will explore the Jewish textual tradition along a historical trajectory, beginning in the Biblical and early rabbinic periods, while paying special attention to the extra-Jewish sources and cultural contexts that influenced them. The course will explore the Middle Ages before looking at how the publication of the Zohar, the Safed Kabbalists, and non-Jewish magic during the Renaissance shaped Jewish belief. The class will conclude with modern Ultra-Orthodox miracle workers and 'superstitions' present within Conservative and Reform Judaism.

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. Students will learn about the diversity of Jewish life in Europe prior to the Holocaust. While the class covers the mechanics of the Holocaust, attention will be focused primarily on the experience of the Jews of Europe. The course will be taught through lecture, discussion, film, small group work, student presentations, and debate. Students should expect to complete and present a research project in an area of their interest that addresses the larger themes of the course. The semester will conclude with a discussion on the ethics of forgiveness following the Holocaust. Texts this semester will include *Night* and *The Sunflower: On the Possibilities and Limits of Forgiveness*.

Biblical Personality

Spring Semester Course

Grade: 11, 12

In this class, students will study the Enneagram personality typing system. They will use the enneagram as a lens through which to gain deeper understanding of various Biblical characters. Students will study primary Biblical text related to each chosen character to develop multiple textual arguments for supporting conflicting claims about the personality traits of their character. Next, students will explore a wide range of midrash and commentary ranging from the Rabbinic period to contemporary work. Students will notice the different ways in which each *midrash* and commentary relates to the original text methodologically, as well as the ways in which each *midrash* and commentary lead to different conclusions about the personality of their character. Ultimately, students will write their own commentary or *midrash*.

Theories of Space & Time in Jewish Thought

Spring Semester Course

Grade: 11, 12

Abraham Joshua Heschel called Judaism a “religion in time”. Shabbat starts at a specific time -- not at a specific place. Yet, physical space still has profound meaning in Judaism. One of the names of God is *makom*/place! In this class, we will explore how concepts of intentional time and intentional space affect every aspect of our temporal existence and become the catalyst for meaning-making. We will focus on the relationship between time and 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.). Students will explore texts from the Torah and contemporary academic literature on this topic. The main text for this course is Barbara E. Mann’s, *Space and Place in Jewish Studies*.

Jewish Cinema

Spring Semester Course

Grade: 11, 12

Storytelling, as an oral tradition, has traditionally been the medium through which humans have passed down cultural norms, cultural critiques, and histories. Cinematic storytelling is arguably the modern-day equivalent to the ancient practice. When Judaism finds its way into contemporary films, questions arise around portrayal, accuracy, and messaging. This course will examine questions such as, is this portrayal of Jewish culture positive or does it play into damaging stereotypes? If a comedian or philosopher is Jewish but they are not addressing Jewish ideas, does it still impact the Jewish narrative? How much do portrayals of Jews impact the Jewish community, and how much do they impact how Jews are perceived by those outside the Jewish community? Students will survey a wide range of cinematographic references to Judaism, Jewish ideas, and how each of these films grapples with the subject matter. This course will include creative text study, research, and presentations.

Death and the Afterlife in Judaic Traditions

Spring Semester Course

Grades: 11, 12

Rather than promoting a singular vision of what happens to an individual upon their death, the Jewish tradition supports multiple—sometimes contradictory—views. These relate to notions of heaven, hell, resurrection, and even reincarnation. In order to give students a robust understanding of how Jewish thinkers and practitioners have coped with death and envisioned what happens in the hereafter, this class will combine close readings of primary texts (in English translation) with explorations of both rabbinical and popular ‘folk’ practices. Taking a chronological approach, we will look at how various populations in Ancient Israel approached death and examine biblical depictions of resurrection, seances, and necromancy, before exploring competing ideas within the Talmud. From there, we will look at medieval understandings of the various parts of the soul before comparing Jewish understandings of reincarnation with those found in Hindu and Buddhist traditions. We will conclude in the contemporary world, looking at how Western Liberalism and the formation of the State of Israel have given rise to the practice of grave pilgrimages. Throughout each time period, we will pay special attention to how mourning rituals and burial practices reflect ideological and socio-cultural trends.

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.

Contemporary Jewish Literature

Spring Semester Course

Grade: 12

Cross-listed with English

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

MATHEMATICS

Algebra 1

Year-Long Course

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

Geometry

Year-Long Course

Prerequisite: satisfactory completion of Algebra 1 and 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 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 Precalculus or Precalculus 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 with the following topics: limits of various indeterminate forms, integration techniques, Euler's Method, improper integrals, parametric calculus, polar calculus, arc length in rectangular, parametric and polar forms, sequences, series, Taylor Series, and vector calculus. This class reviews all calculus material required to prepare students for the AP Calculus BC exam.

Multivariable Calculus

Year-Long Course

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

This course covers vector and multivariable calculus. Topics include vectors and matrices, parametric curves, partial derivatives, double and triple integrals, and vector calculus in 2- and 3-space. The content is organized into four major units: Vectors and Matrices, Partial Derivatives, Double Integrals and Line Integrals in the Plane, and Triple Integrals and Surface in 3-Space.

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 and 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/Chemistry Honors 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.

Introduction to Astronomy

Year-Long Course

Grade: 11, 12

Prerequisite: satisfactory completion of Biology and Chemistry or Chemistry Honors

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

AP Biology

Year-Long Course

Grade: 11, 12

Prerequisite: satisfactory completion of Biology and Chemistry 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, and genetics and information transfer. This course prepares students for the AP Biology exam. Students may be required to attend an additional 30-minute class each week.

AP Chemistry

Year-Long Course

Grade: 11, 12

Prerequisite: satisfactory completion of 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 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.

Intro to Illustration

Semester or Year-Long Course

Grade: 10, 11, 12

Prerequisites: satisfactory completion of Studio Art or department approval

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

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

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

Advanced Art Making (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.

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

Beginning Digital Music

Year-Long Course

Grade: 9, 10, 11, 12

This course is for students who enjoy music but have little or no previous musical experience. This course is designed to teach students the fundamentals of electronic music composition. Students study and develop an understanding of music genres, musical instruments, basic music theory, and song forms and structures. Students will use concepts learned in class to create their own original compositions using the recording software Garageband and Finale. Students will also learn how to share their music with the public by creating a Soundcloud account and marketing their music for films, video games, and commercials.

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/Hebrew 3 Honors 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/Hebrew 3 Honors 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/Hebrew 4 Honors 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 Society through Media and Literature

Year-Long Course

Grade: 10, 11, 12

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

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

Spanish 1

Year-Long Course

Grade: 9, 10, 11, 12

Spanish 1 introduces students to the four skills of language study: listening and understanding, speaking, reading, and writing. This class emphasizes student-oriented activities, such as role-plays, skits, and oral presentations. The course's proficiency-oriented textbook integrates the four skills with 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 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/ Spanish 3 Honors or department approval

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

AP Spanish Language and Culture

Year-Long Course

Grade: 11, 12

Prerequisite: satisfactory completion of Spanish 4/Spanish 4 Honors 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. 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.

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 language 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.

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). The course will study the grammatical concepts, vocabulary, meter, figures of speech, and rhetorical devices essential for reading and understanding both Vergil's poetry and Caesar's prose. Extensive work is done on reading comprehension, sight translation, and writing critical essays. Students become familiar with the cultural, social, and political history of the late Republican and Augustan Ages. By the completion of this course, students are prepared to take the AP exam in Latin (Caesar and Vergil).

AT A GLANCE

DIRECTED STUDIES		
Directed Studies	Year-Long	All grades
ENGINEERING ARTS		
Computer Science and Coding	Year-Long	All grades
AP Computer Science	Year-Long	10, 11, 12
Advanced Algorithms	Year-Long	10, 11, 12 (prereq: AP Calc AB)
ENGLISH		
English 9	Year-Long	9th grade
English 10	Year-Long	10th grade
English 10 Honors	Year-Long	10th grade
English 11	Year-Long	11th grade
AP English Language	Year-Long	11th grade
AP English Literature	Year-Long	12th grade
Creative Writing: Poetry	Fall Semester	12th grade
The Harlem Renaissance	Fall Semester	12th grade
Young Adult Literature	Fall Semester	12th grade
Yiddish Literature	Fall Semester	12th grade. Cross-Listed, JS
Creative Writing: Short Fiction	Spring Semester	12th grade
Utopias and Dystopias	Spring Semester	12th grade
The Civil Rights Movement Through Lit	Spring Semester	12th grade
Contemporary Jewish Literature	Spring Semester	12th grade. Cross-Listed, JS
HISTORY		
World History 1	Year-Long	9th grade
World History 2	Year-Long	10th grade
US History	Year-Long	11th grade
AP US History	Year-Long	11th grade
AP Psychology	Year-Long	12th
AP US Government and Politics	Fall Semester	12th grade
History of Zionism and Israel	Fall Semester	11th, 12th. Cross-Listed, JS
Introduction to Economics	Spring Semester	11th, 12th
Women's Studies	Spring Semester	11th, 12th
JEWISH STUDIES		
Introduction to Jewish Studies 101	Fall Semester	9th grade
Kabbalah and Human Personality	Fall Semester	10th grade
Jewish Leadership	Fall Semester	10th grade
Ancient Philosophy	Fall Semester	10th grade
Feminism, Law, and Tradition	Fall Semester	10th grade
Bibliodrama: in the Desert	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
Yiddish Literature	Fall Semester	12th grade. Cross-Listed, English
Big Jewish Decisions: Page to Sage	Spring Semester	9th, 10th
OMG: 20th and 21st Century Jewish Theology	Spring Semester	9th, 10th
History of the Jewish Diaspora	Spring Semester	9th, 10th
Creation Myths	Spring Semester	9th, 10th
Jewish Monsters, Magic, and 'Superstition'	Spring Semester	9th, 10th
Holocaust Historical Perspectives	Spring Semester	9th, 10th
Biblical Personality	Spring Semester	11th, 12th
Theories of Space & Time in Jewish Thought	Spring Semester	11th, 12th
Jewish Cinema	Spring Semester	11th, 12th
Death and the Afterlife in Judaic Traditions	Spring Semester	11th, 12th
Contemporary Israel	Spring Semester	11th, 12th
Contemporary Jewish Literature	Spring Semester	12th grade. Cross-Listed, English
MATHEMATICS		
Algebra 1	Year-Long	
Geometry	Year-Long	
Algebra 2/Trigonometry	Year-Long	
Algebra 2/Trigonometry Honors	Year-Long	
Precalculus	Year-Long	
Precalculus Honors	Year-Long	
AP Statistics	Year-Long	Prereq: Precalc
Calculus	Year-Long	
AP Calculus AB	Year-Long	
AP Calculus BC	Year-Long	
Multi-variable Calculus	Year-Long	
PHYSICAL EDUCATION		
Physical Training	Year-Long	All grades
SCIENCE		
Biology	Year-Long	9th grades
Chemistry	Year-Long	10th grade
Chemistry Honors	Year-Long	10th grade
Physics	Year-Long	11th, 12th (Prereq: Algebra 2)
Physics Honors	Year-Long	11th, 12th (Prereq: Algebra 2)
Human Anatomy and Physiology	Year-Long	11th, 12th
Marine Biology	Year-Long	11th, 12th
Introduction to Astronomy	Year-Long	11th, 12th
AP Biology	Year-Long	11th, 12th
AP Chemistry	Year-Long	11th, 12th
AP Physics C: Mechanics	Year-Long	11th, 12th (Prereq: Calculus)
VISUAL AND PERFORMING ARTS		
Studio Art	Year-Long	All grades

Intro to Illustration	Semester	10, 11, 12
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 (Yearbook)	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
Beginning Digital Music	Year-Long	All grades
WORLD LANGUAGES		
Hebrew 1	Year-Long	All grades
Hebrew 2	Year-Long	All grades
Hebrew 3	Year-Long	All grades
Hebrew 3 Honors	Year-Long	All grades
Hebrew 4	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 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
French 2	Year-Long	All grades
French 3 Honors	Year-Long	All grades
French 4 Honors	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