



The Heschel School

Curriculum Guide 2017-18

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ACADEMIC REQUIREMENTS



The High School curriculum is designed to introduce all students to basic disciplines essential to their intellectual and personal development. While all students must fulfill core requirements, individual interests and talents are supported through extensive elective offerings.

To receive a diploma from The Heschel High School students must successfully complete:

- 4 years of English
- 4 years of social studies including a ½ year course on Israel and the Middle East
- 3 years of mathematics (must complete through Algebra II)
- 3 years of science
- 1 year of Limudei Qodesh (9th grade counts as 2 courses)
- 2 years of Talmud (10th and 11th grades)
- 2 years of Tanakh (10th and 11th grades)
- 4 years of Hebrew
- In twelfth grade, a minimum of 4 semestered courses of LQ and Hebrew

2 years of arts (a semester each of art and music in 9th grade and an additional year) or 1 year of arts and 3 years of independent science research. A student may also opt to study Computer Science once the arts requirement is completed

4 years of Physical Education

Recommended: 3 consecutive years of modern or world language

All students in grades 9-11 must take at least four general studies academic classes (excluding the arts and world languages) and two Limudei Qodesh courses plus Hebrew. Twelfth grade students must take a minimum of four General Studies academic classes (excluding the arts) and two Limudei Qodesh classes.

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ENGLISH

The English program at Heschel is predicated on our core belief that students will live better, richer, and more meaningful lives if they do so in the company of great literature. People have always used storytelling to reflect upon and wrestle with experience. By putting our students in conversation with stories, as well as poems, plays, and essays—texts of all sorts, from the ancient to the modern—we expose them to the breadth of human experience and invite them to examine themselves and their world in ever new ways.

Classes are conducted as seminar-style discussions that encourage and reward close reading, teaching students that *how* they read is as important as *what* they read. In each year core classical texts are placed in conversation with contemporary works. Writing is as central to the curriculum as reading. Assignments vary because written work not only reflects, but also shapes the thinking students do. Focused free-writing allows students to explore established ideas and discover their own. In formal essays, students sculpt and shape their ideas with the rigor and logical flow needed to engage an external audience. All English classes also incorporate a range of creative writing assignments that spring from the literature. By imitating Hemingway's style, writing in the voice of Holden Caulfield, or filling a gap in Austen's narrative with an original monologue, students develop their own voices and experience the thrill of creating original work. Each year, students also study grammar and vocabulary, strengthening their basic writing skills. Our aim in all classroom activities is to inspire a love of language, to develop the ability to think deeply about the complexities of human relationships and experience, and to foster passionate, sophisticated readers, writers and young adults.

Beyond the course offerings listed below, the English department offers a weekly honors seminar in every grade to a limited group of students who wish to engage in additional study of highly challenging texts.

ENGLISH 9: EXILE AND RETURN

The ninth grade curriculum draws its themes from *The Odyssey*, which is a core text of the year. Students consider the trajectory of the journey, the qualities of the hero (ranging from Odysseus to Holden Caulfield), and the literal and metaphorical meaning and significance of exile and return.

Throughout the year, we emphasize close reading and basic writing skills. Writing assignments include informal free-writes, short passage analyses which reinforce and hone the close reading skills fostered in discussions, formal essays, and creative writing assignments based upon the literature. Grammar and vocabulary are key components of the year as well.

Core Texts: *The Odyssey*, Homer; *Romeo and Juliet*, *Julius Caesar*, or *Twelfth Night*, William Shakespeare; *The Catcher in the Rye*, J.D. Salinger

Additional selections may include: *The Interpreter of Maladies*, Jhumpa Lahiri; *The Woman Warrior*, Maxine Hong Kingston; *The Color Purple*, Alice Walker; *The Purple Hibiscus*, Chimamanda Ngozi Adichie; *Inherit the Wind*, Jerome Lawrence and Robert Lee; *The Color of Water*, James McBride; *This Boy's Life*, Tobias Wolff; *The Epic of Gilgamesh*

ENGLISH 10: SELF AND OTHER

In the tenth grade year, students move from a broad consideration of the archetypal journey and of the hero to an examination of the private self and the connection between this self and the broader community. Students continue to develop and deepen their close reading skills. Writing assignments are similar in form to those of the 9th grade year, but students are expected to demonstrate greater sophistication and mastery of form in their work.

Core texts: *Macbeth*, William Shakespeare; *Things Fall Apart*, Chinua Achebe; *Oedipus Rex*, Sophocles

Additional selections may include: *Lord of the Flies*, William Golding; *Frankenstein*, Mary Shelley; *Medea*, Euripides; *Candide*, Voltaire; *1984*, George Orwell; *Nine Stories*, J.D. Salinger; *The Metamorphosis*, Franz Kafka; *Welcome to the Monkeyhouse*, Kurt Vonnegut; *Old School*, Tobias Wolff; *Black Swann Green*, David Mitchell; *Brave New World*, Aldous Huxley; poetry including selections by Wordsworth, Shakespeare, Wallace Stevens, Walt Whitman, Charles Olson, Ezra Pound, and others; selections from the New Testament; personal essays, including works by Joan Didion, Jamaica Kincaid, Adrienne Rich, and others

ENGLISH 11: AMERICAN LITERATURE

The 11th grade year focuses on American literature. Some classes take a chronological approach, moving from Puritan American to American Romanticism to the modern and then contemporary eras. Others focus on particular themes, such as the American dream or identity in America. In all classes students explore the way in which American authors reflect upon and shape American experience in both the content and form of their works. This course further hones students' abilities as careful readers and skilled writers. Work on grammar and vocabulary continue throughout the year.

Core Texts: *The Scarlet Letter*, Nathaniel Hawthorne; *The Great Gatsby*, F. Scott Fitzgerald; the poetry of Walt Whitman and Emily Dickinson

Additional selections may include: *The Crucible* or *The Death of a Salesman*, Arthur Miller; *The Things They Carried*, Tim O'Brien; *The Adventures of Huckleberry Finn*, Mark Twain; selections from Emerson and Thoreau; *A Farewell to Arms* or short fiction by Ernest Hemingway; *As I Lay Dying*, William Faulkner; *Their Eyes Were Watching God*, Zora Neale Hurston; *Song of Solomon* or *Sula*, Toni Morrison; *In Cold Blood*, Truman Capote; *Ethan Frome*, Edith Wharton; *Goodbye, Columbus* or *Nemesis* Phillip Roth

ENGLISH 12: ELECTIVES

THE AMERICAN SELF: CLAIMING POWER AND IDENTITY IN A DIVERSE WORLD

This course asks students to consider the varied notions of American identity within a diverse selection of contemporary literature. Students read texts regarding race, gender, religion, sexuality, and other identifiers, and examine how each of those lenses affects our understanding of what it means to be an American in the late 20th and early 21st century. What groups does our American community include? Whom do we exclude? How do we strike a balance between assimilating into a larger group and still maintaining our heritage? And what biases do we bring with us in the process of striking that balance?

Texts include: *This is How You Lose Her*, Junot Diaz; *Between the World and Me*, Ta-Nehisi Coates; *Flight*, Sherman Alexie; *The Bluest Eye* or *Sula*, Toni Morrison; *Fun Home*, Alison Bechdel; *When the Emperor Was Divine*, Julie Otsuka; *American Pastoral*, Philip Roth

THE DARK SIDE: LITERATURE IN THE TWILIGHT ZONE

This course in speculative fiction journeys through the dark side of literature. The “twilight zone” of conjecture combines elements of science fiction with those of fantasy, horror, magic, historical fiction, and dystopian literature. The writers we study raise “what if” questions that provoke curiosity—sometimes even fear—and require the reader’s willing suspension of disbelief. Students consider question such as: Why

ENGLISH

are we drawn to the “darker” side of literature? What fears and dilemmas do these authors explore and what responses do they offer? How well do we really understand *our* world? How do we explain that which seems to defy science and nature? How well do we know ourselves?

Texts include: *Do Androids Dream of Electric Sheep?*, Philip K. Dick; *Never Let Me Go*, Kazuo Ishiguro; *Watchmen*, Alan Moore and Dave Gibbons; *The Handmaid’s Tale*, Margaret Atwood; *The Road*, Cormac McCarthy; *Earth Abides*, George R. Stewart; *Alas Babylon*, Pat Frank; *The Shining*, Stephen King; *The War of the Worlds*, H.G. Wells

MODERNIST FICTION

At odds with tradition and religion, pained by nostalgia, worn down by repetitious labor, driven mad by the bustle of urban life, incapable of judging true from false and good from bad, the modern self is caught up in a tempest of change. What is to be done? In modernist literature, the main response has been radical innovation in form: as civilization becomes more and more chaotic and complex, so too must its poetry and fiction. And it is in literature that we find this strange self in its fullest: warring with society, longing for passionate love, searching for “lost time,” or becoming lost in the endless bureaucracy of business and government. Our intensive seminar will consider some of this period’s major works of fiction by European authors, focusing on such characters as Emma Bovary and the Underground Man as they try—comically or tragically—to live in a world that is falling apart.

Texts include: *Madame Bovary*, Gustave Flaubert; *Notes from Underground*, Fyodor Dostoevsky; *Death in Venice*, Thomas Mann; *Swann’s Way*, Marcel

Proust; *Dubliners*, James Joyce; Stories by Franz Kafka; *Mrs. Dalloway*, Virginia Wolff; *Zorba the Greek*, Nikos Kazantzakis

WOMEN’S WORK

In her 1856 essay, “Silly Novels by Lady Novelists,” George Eliot acknowledges the potential power of a woman’s voice in literature. In this course, we consider that voice by examining how historical, social, racial and cultural norms influence the perspective of the writer and the experiences she chooses to write about, including family, friendship, love, and sexuality. We also consider the author’s vision of a woman in her society, focusing on whether these works reinforce or subvert socially and culturally defined roles.

Tests include: *Pride and Prejudice*, Jane Austen; *A Room of One’s Own*, Virginia Woolf; *Silly Essays by Lady Novelists*, George Eliot; *Beloved*, Toni Morrison; *Summer*, Edith Wharton; *Trifles*, Susan Glaspell; *Herland*, Charlotte Perkins Gilman; *July’s People*, Nadine Gordimer; stories by Kate Chopin, Jamaica Kincaid, Maxime Hong Kingston, and Alifa Rifaat

HAMLET SEMINAR

This class on Shakespeare’s *Hamlet* blends seminar-style discussions with a performance-based approach to the text. The core philosophical, psychological, religious, and artistic concerns Shakespeare explores in the play drive the discussions. Thus, this is a deeply personal class: It is impossible to dive into Hamlet’s complex world without diving deeply into your own as well. The course focuses not only on the *Hamlet* Shakespeare wrote from 1600-1601, but also on various treatments of the play in film, comparing the way different directors handle particular scenes

and interpret characters. The class concludes with student performances of selected scenes from the play.

MODERN DRAMA—VOICE OF THE PEOPLE

Plays always have served as social commentary and reflected society’s struggles, desires and triumphs. In this course, we explore the evolution of modern American theater, considering the social importance of core works and the challenges they presented—in their own time and in subsequent eras—to our understanding of ourselves. In addition to reading modern drama, students attend several performances in New York City.

Texts include: *A Raisin in the Sun*, Lorraine Hansberry; *Clybourne Park*, Bruce Norris; *The Piano Lesson*, August Wilson; *Trifles*, Susan Glaspell; *The Children’s Hour*, Lillian Hellman; *Six Degrees of Separation*, John Guare; *Our Town*, Thornton Wilder; *A Thing of Beauty*, Charles Kray; *The Glass Menagerie*, Tennessee Williams; *Who’s Afraid of Virginia Woolf?*, Edward Albee

THE HOLOCAUST: SURVIVAL AND REBIRTH IN FICTION

This class examines literature about the Holocaust, considering the difficult questions that arise in portraying this event in fiction. Students ask: What are the moral and ethical responsibilities of the author writing historical fiction about the Holocaust? What obligation do writers and readers have to the survivors? What makes some Holocaust novels and films exploitative and others not? How does art most powerfully and honestly channel memory? What are the

dangers of sentimentality? What is the function of the literature of atrocity? How do artistic portrayals of the Holocaust challenge our understanding of the very function of art?

Texts include: *Maus*, Art Spiegelman; *Not Me*, Michael Lavigne; *The Shawl*, Cynthia Ozick; *Focus*, Arthur Miller; *The Book Thief*, Markus Zusak; *Displaced Persons*, Joseph Berger; *Address Unknown*, Katherine Taylor; *The True Story of Hansel and Gretel*, Louise Murphy

THE SIXTIES: THE DECADE THAT CHANGED THE WORLD

Why do people talk about “the Swinging Sixties” as if this were an era that changed the world? Did it? Was it the pivotal decade of the twentieth century? If so, in what direction did it turn the world? How does it still influence our lives today? The class examines the literature of the day to answer these questions.

Texts include: *Breakfast at Tiffany's*, Truman Capote, *One Flew Over the Cuckoo's Nest*, Ken Kesey; *The Bell-Jar*, Sylvia Plath, *The Dutchman*, Leroi Jones, *Born on the Fourth of July*, Ron Kovic, poetry of Lawrence Ferlinghetti; *Where Are You Going, Where Have You Been?*, Joyce Carol Oates

SOCIAL STUDIES

A liberal education encourages students to shape their individual identities and formulate their own values, and gives them the tools and confidence to act on those values. The study of history and pursuit of its allied disciplines are critical elements of that education. In our program, students are asked to engage with thinkers from antiquity to the present day and from all stations in life—to listen respectfully to their ideas, wrestle with them, and then embrace, modify, or reject them. To do so effectively, they learn to approach these figures and their ideas within the political, social, religious, and other contexts in which they lived. At the same time, students become better informed about the issues and challenges facing our own society, and draw parallels, where appropriate, between past and present.

Recognizing the fundamental tension in teaching and learning history between covering facts and developing historical habits of mind, the Social Studies program emphasizes the analytical and reflective. Teachers do not simply present students with facts, but guide them toward interpretation. Like professional historians, students work foremost with primary sources, a range of documents, artifacts, music, and works of art. Primary sources operate in tandem with secondary readings, the first providing vivid, tangible examples, and the latter offering context. Students learn to question all sources by examining any biases or agendas of their creators. Skills learned in this discipline, including the ability to assess evidence, and to judge the merits of conflicting accounts and interpretations, are applicable to many fields of study and work.

NINTH GRADE - EIGHTEENTH CENTURY: ATLANTIC WORLDS

This course focuses on societies in Europe and North America in the eighteenth and early nineteenth centuries. The class takes a comparative approach to intellectual, religious, technological, and political developments on both sides of the Atlantic that produced revolutions in the US, France, and Haiti. Students explore the interconnected causes and effects of the American, French, and Haitian revolutions. Students also examine Jewish responses to changes within the majority cultures.

Some key questions guiding our studies are:

Why did the stable world of monarchy and Church of the 16th-17th centuries in Europe and its colonies evolve into the upheaval of revolutions that changed the relationships between peoples and their governments?

How did the ideas of the Enlightenment challenge the sovereignty of the monarch and define the role of the modern state?

The course focuses on developing the skills of historical inquiry through the analysis of documents, objects, and images, and the construction of historical arguments.

The year also includes a unit of the program Facing History and Ourselves. Through reflections on the Holocaust, as well as experiences of struggle in places such as Rwanda and South Africa, students further develop their own ethical visions.

TENTH GRADE - NINETEENTH CENTURY: ATLANTIC WORLDS

This course builds on the ninth grade study of changes in the 17th and 18th centuries, taking a comparative approach to technological, social, intellectual, and political developments on both sides of the Atlantic during the 19th century. Industrialization and its impact on labor, economics, social relations, and the environment serve as the overarching focus of the course. Several overlapping themes guide this study: the growth of an increasingly secularized society; the development of modern nation-states; the emergence of new political ideologies; and the central role of liberal economics.

Students also discuss contemporary issues, relating them to the historical themes of the course, in student-led current events sessions.

The research and writing skills involved in writing

the spring term paper – identifying reliable sources, taking notes, developing a thesis, outlining, drafting, and revising – receive significant attention.

TENTH GRADE HONORS SEMINAR: UNDERSTANDING RACE IN THE UNITED STATES

In this honors seminar students deepen their understanding of how Race has been constructed as a concept, and how it has evolved in the US in the 20th and 21st centuries. We focus primarily on the contemporary experience of people of color by reading a range of articles, through seminar-style discussion and writing. Students read works – including full-length books – by James Baldwin and Ta-Nehisi Coates, and poetry by female poets of color.

Students are encouraged to learn to listen to other voices, especially when those voices express opinions that are unfamiliar or cause discomfort. Participants in the seminar are exposed to ways in which issues of Whiteness and Blackness permeate American society and how to identify privileges and prejudices. America may not be a racist society, but it is certainly a racial society; the more students are conscious of the implications of this reality, the easier it is for them to understand the complexities of Race in today's society.

ELEVENTH GRADE - TWENTIETH CENTURY HISTORY: CREATING THE CONTEMPORARY WORLD ORDER

While in the ninth and tenth grades students explore the emergence of liberal politics and economics in the Atlantic World, in eleventh grade they examine how World War I and the Great Depression fundamentally challenged faith in nineteenth-century liberalism and led to the rise of three alternatives—communism in the Soviet Union, fascism in Germany, and the re-imagined liberalism of the New Deal in the United States. Students also examine how and why both the Nazi and the Soviet regimes collapsed. They conclude the course by wrestling with new threats to the liberal international order built largely by the United States and its allies.

As a critical component of this larger story, students also follow the history of the Jewish people and Zionism, including ways the Allied victory in 1918 helped to make a Jewish homeland possible; the culmination of modern anti-Semitism in the Holocaust; Israel's War of Independence; and Israelis' ongoing challenge to fashion a state that is both Jewish and democratic.

Students also discuss contemporary issues, relating them to the historical themes of the course, in student-led current events sessions.

Students undertake a major research paper with a focus on primary source analysis and contextualization.

ELEVENTH GRADE HONORS SEMINAR

Students in the honors seminar meet weekly to explore in greater depth the topics covered in their regular history classes. Readings include articles by professional historians, first-person accounts of critical events and episodes in the past, poetry, and film. Students also spend several weeks looking at the challenges of writing in the discipline, using scholars' publications and critiquing drafts of their own work, particularly for the extended version of the research essay they must compose to receive honors credit. Participation in the honors seminar is by application.

SENIOR ELECTIVES: FALL SEMESTER

From Jerusalem to Tehran: Making American Policy in the Middle East

This course begins with recent debates surrounding the agreement reached by Iran and the P5+1 (five permanent members of the United Nations Security Council plus Germany) to limit the Islamic Republic's nuclear program. We will then move back to the mid-twentieth century, tracing the history of Israel and Iran, and the United States' relations with each country, to better understand the origin of the ongoing conflict between these two Middle East powers. Topics include the founding of Israel; Six-Day War; Camp David Accords; Iranian Revolution; Sunni-Shia conflict; rise of Hezbollah; Nuclear Non-Proliferation Treaty; and the Trump Administration's approach to the region. Students are responsible for two papers, one requiring some research; short responses to readings; quizzes; and an exam.

SOCIAL STUDIES

HISTORY OF THE MODERN MIDDLE EAST: A DUAL NARRATIVE

In this unique course we study selected aspects of the modern history of the State of Israel through the eyes of both Israelis and Palestinians. We use a textbook developed by PRIME (Peace Research Institute in the Middle East), a rare collaboration of Palestinian and Israeli academics and teachers who believe that these two peoples can arrive at peace and conciliation once they have each internalized the narrative of the other.

The Palestinians and the Israelis do not have one monolithic view regarding the history of the region. The polarized histories of Palestinians and Israelis have left little common ground for a single historical narrative. The goal of this course is not necessarily to create a single “bridging” historical narrative that is shared or held in common by both communities. Rather, “Dual Narratives” is designed to enable us to explore both the Israeli and Palestinian narratives of the same set of events. By reading these narratives, we not only learn what shapes the Israeli and Palestinian communities’ understandings of historical events, but we are required to confront the historical perspectives and contexts that shape each community’s sense of reality.

A pre-requisite for this course is open-mindedness to studying the narrative of “the other side” and a willingness to engage in respectful debate of the issues.

ISRAEL AT 69: THE JEWISH-DEMOCRATIC CHALLENGE

Israel set itself a very high bar upon its founding, committing itself to being both a Jewish and a democratic state. Trying to achieve that ideal has proven

to be challenging in many spheres of Israeli society. Drawing on a wide range of sources, from recent scholarship to popular television shows, the course looks at key social issues in Israel historically and today: Jewish-ethnic diversity (Ashkenazim, Mizrahim, Russians, Ethiopians), the wide spectrum of religious practice, and the place of non-Jewish Israelis.

“LIBI BEMIZRAH” – THE HISTORY OF MIZRAHI JEWS IN THE 19TH AND 20TH CENTURIES

This course focuses on the Jewish communities in the Muslim world during a period of great change. For over a thousand years Jewish communities developed and thrived among the Muslim majorities in North Africa, the Balkans and the Middle East. The weakening of the Ottoman Empire and the increasing encroachment of European powers during the 19th century changed the delicate balance between the Muslim majority and its religious minorities, and the Jewish communities began to change, each in its own specific manner.

This course covers the major historical events of the 19th and 20th centuries in the geographical area from Morocco in the west to Iran in the east, and from Belgrade in the north to Aden in the south. The course material focuses on specific communities and compare how they responded to both internal and external pressures. The course includes the period of the establishment of the State of Israel and the changes that it caused in the Islamic and Arab worlds. Themes include how traditional communities absorbed newcomers and adapted to change; how whole communities decided where to emigrate after their existence had become untenable due to increasing nationalistic tendencies in the Muslim countries, and how they maintained their singular traditions; how Mizrahi communities were absorbed

into Israeli society and came to influence mainstream Ashkenazi traditions.

SENIOR ELECTIVES: SPRING SEMESTER

ALCOHOL AND NICOTINE IN AMERICAN HISTORY

This course will explore Americans’ ambivalent relationships with these two widely consumed drugs. Students will examine the rise of the temperance movement that culminated in national Prohibition in the twentieth century; the nearly parallel start of factory production and marketing of the cigarette; and changing perspectives and policies toward these substances in recent decades. We will frame discussion, as contemporaries often did, within the wider debate in democracies between the demands individual liberty and social order. As we do so, we will turn to efforts by various groups—moralists, health experts, educators, business leaders, and others—to control the cultural and legal meanings of these drugs. Sources include historical essays, sermons, and advertisements, along with various forms of popular culture, ranging from fiction and film to comics and song. Students will be responsible for two papers, one requiring some research; short responses to readings; quizzes; and an exam.

BOLD NEW FAITHS: CHRISTIANITY AND ISLAM IN THE MIDDLE AGES

In a matter of just a few hundred years, in the Early Middle Ages, two new religions emerged and came to dominate the Western World. Christianity originated in the unimportant Roman province of Palestine, took hold through the passion of persecuted men and women, and somehow came to be chosen as the faith of kings and emperors. Islam seemed

to appear even more spontaneously, as previously undisciplined and nomadic Arab tribespeople united around one man's divine vision and subsequently conquered much of the known world. The births of these two new faiths impacted countless individuals and entire continents, and their consequences are still felt centuries later.

This course focuses on the question of how Christianity and Islam developed in the Early Middle Ages. Students use primary and secondary sources to understand the individuals, the politics, and the beliefs that pushed these two religions to global prominence. In the second part of the course, we analyze how Christian and Muslim empires interacted with and treated the major religion that had influenced them: Judaism. The attitudes that Christian and Muslim rulers in the Middle Ages demonstrated toward Jewish people and ideas can shed light on the relationship between the three religions today, providing context and challenging easy assumptions.

INTRODUCTION TO ECONOMICS

This course will introduce students to the study of economics—in short, how people produce goods and services and then apportion them among consumers. Readings and discussion will ground economic theory in its historical and cultural contexts. We will begin with the advent of a true market economy in Great Britain in the 1700s, look to the social and intellectual upheaval capitalism created in the nineteenth century, and then examine the challenges the Great Depression posed to classical economic theory. The final third of the course will focus more exclusively on current American economic issues.

JUSTICE AND EQUALITY

What does it mean to build a society based on prin-

ciples of justice? What is the role of equality in such a society? And what does it mean to treat different people or different groups of people as equals? How do we even know if people or groups are receiving equal treatment?

In this course, we will use American historical and contemporary sources—particularly, legal texts—to study evolving meanings of justice and, specifically, of social and legal equality. We will focus on how American law has defined equality with particular attention to race, gender, and sexual orientation.

Our goal will be to apply different theories of justice and equality to the complex realities of life in our diverse society and culture. Collectively, we will consider how we should think about our responsibility for creating a just society with equality at its core.

CONTEMPORARY POLAND: HOW DOES AN OLD NATION WRITE A NEW HISTORY?

What happens when your national history, or your very existence as a national entity, has been denied, suppressed or distorted for almost two centuries, then one day you are free to reclaim your past? We will examine the experience of contemporary Poland as it reconstructs its national history through ongoing debates about its past.

One major goal of the course is to understand the different perspectives from which Polish society, since the collapse of Communism in 1989, has been re-evaluating its history. Equal time will be dedicated to the recent history of Poland and to the history of Polish Jews, as the connection between these two stories is increasingly seen by the Poles as critical to reconstructing their authentic past. In addition, this course explores the renewal of the Jewish community in Poland, a new generation of Polish Jews that is unexpectedly vibrant, diverse and dynamic.

The Holocaust and the experience of the Polish Jewish communities between 1939 and 1945 are central to the history of Polish Jews in the 20th century; they are addressed and placed within the context of this larger history. Yet, this course is not primarily about the Holocaust; the Holocaust alone does not define the history of Polish Jewry, which is far richer, more diverse and more complex.

During February break we will travel to Poland for a trip that furthers the course and its goals. We will experience Poland together with Polish high school students, which will make the learning far more personal and meaningful. From the beginning of the course, we will create a partnership with these students through Facebook and video-conferencing.

URBAN ISSUES - NEW YORK CITY

In 1977, race riots broke out in New York City and the Bronx was literally burning. Racial and socioeconomic tensions continue to influence social, cultural and political life in the City. This course delves into pressing questions in New York City with a focus on urban renewal, gentrification, housing and homelessness. We study some of the major social, economic, and political forces that have shaped and continue to reshape the physical landscape and social dynamics of New York City in the 20th and 21st centuries.

The work for this course includes readings from contemporary media coverage and leading scholarship on the issues, both reflective and research-based writing, and active participation in class discussions. The course also includes several walking tours in diverse neighborhoods. As a final project, students develop their own walking tours as creative booklets or podcasts.

MATHEMATICS

The understanding and mastery of mathematics is a critical component in understanding and fully participating in all aspects of society. world. Students must be challenged to excel in mathematics if they are to grow as learners in all fields of study. The study of mathematics at the High School is designed to develop mastery in fundamental skills in order to facilitate the growth and development of the individual learner. If a student has mastered basic algebra, they begin their high school study with a course in geometry and proceed through advanced algebra, trigonometry, precalculus and calculus. Students whose natural inclinations and talents draw them towards mathematics are offered the most demanding course offerings which emphasizes independent and varied approaches to the subject. Students for whom the subject is less intuitive need to be challenged and offered the support they require. We offer a math lab program four days a week where students can meet with teachers on a drop-in basis for extra help.

Students at the High School are prepared for the varied applications of mathematics in the years that lie ahead. They are given a broad foundation of mathematical ideas and real life applications that will prepare them for study in business, science, economics, and higher level mathematics in college. Each course of study presents opportunities to develop mathematical skills numerically, analytically, graphically and verbally, with the support of technology where applicable. Students take full advantage of advanced technology materials. Students are encouraged to participate actively in class, to work constructively with their peers, and to use the language of mathematics to clearly express mathematical ideas and concepts. The mathematics instruction the students receive prepares them to think creatively, critically and analytically, enabling them to become problem solvers in all areas of study.

ALGEBRA (NINTH GRADE)

COURSE OFFERINGS

- Algebra I
- Accelerated Algebra I

A traditional course in first-year algebra, this class emphasizes the development of strong algebraic skills. Areas of study include solving equations and inequalities, factoring, operations on algebraic fractions, rational and irrational numbers, and the graphing of linear equations. Applications and problem solving will be interspersed throughout the year.

Course Materials: *Algebra I*, McDougal & Littell

GEOMETRY (NINTH OR TENTH GRADE)

COURSE OFFERINGS

- Geometry
- Geometry with Proofs
- Honors Geometry

This is a traditional course in Euclidean plane geometry. Beginning from basic definitions and axioms, it develops the main theorems of congruent triangles, parallelism, special quadrilaterals, geometric inequalities, similar polygons, right triangles, circles, perimeter and area. In addition, the course includes a unit in analytic and coordinate geometry.

Students in this course become conversant with undefined terms, definitions, axioms, theorems, and constructions. They develop skills in originating conjectures and working their way towards proofs. While formal logic as such is not a part of the course,

students will learn how to formulate a valid argument. The Geometer Sketchpad program is utilized throughout the course. Geometry problems serve as an arena for the exercise of the algebraic and analytic skills acquired in previous courses.

Course Materials: *Geometry*, McDougal & Littell; Geometer Sketchpad, Geogebra (computer software)

ALGEBRA II AND TRIGONOMETRY (TENTH OR ELEVENTH GRADE)

COURSE OFFERINGS

- Algebra II
- Algebra II/Trigonometry
- Honors Algebra II / Trigonometry

This course builds on the skills learned in Algebra I. Topics covered will include solving absolute value inequalities, solving simultaneous linear equations, factoring polynomials, operations on rational expressions, solutions of quadratic equations and inequalities, operations on irrational and complex numbers, and the introduction to exponential and logarithmic functions.

The Trigonometry course includes triangle trigonometry, the Law of Sines, the Law of Cosines, trigonometric graphs, trigonometric identities and applications of periodic functions.

An honors level section is offered in the tenth grade.

Course Materials: *Algebra and Trigonometry: Structure and Method, Book 2*, McDougal & Littell

PRE-CALCULUS (ELEVENTH OR TWELFTH GRADE)

COURSE OFFERINGS

- Pre-Calculus
- Honors Pre-Calculus

This course develops mathematical maturity through guided but open-ended inquiry. Students acquire the ability to apply familiar facts in new contexts, to leap from numerical to abstract reasoning, to frame and prove precise conjectures, and to look at the same problem from many different viewpoints.

Topics covered include sequences and series, linear algebra, the study of functions and their graphs, polynomials, rational functions, conic sections, combinatorics and probability, basic statistics, and exponentials and logarithms and their connections with the geometry and trigonometry of the complex plane. An honors level section is offered in the eleventh grade.

Course Materials: *Precalculus with Limits, A Graphing Approach*, Houghton Mifflin

TWELFTH GRADE ELECTIVES

CALCULUS

Course Offerings

- Calculus
- Calculus AB
- Honors Calculus BC

Calculus might be called the mathematics of movement or the mathematics of change. Students studying calculus begin to solve problems of a dynamic nature, exploring how changes in one variable relate to changes in another. This course is designed for students who have mastered Algebra I and II, Geometry, and Pre-Calculus, especially Trigonometry and manipulating functions. Emphasis is placed on critical thinking and problem solving skills as applied to the sciences, especially physics problems concerning motion.

Course Materials: *Calculus*, Houghton Mifflin

STATISTICS

Statistics is the science of exploring and learning from data. The subject has wide applications in fields including economics, natural sciences, business, and social sciences. Through many real world observations, students familiarize themselves with the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The main question that the course addresses throughout the year is whether we can detect patterns or changes in a set of data and how these changes can lead to new conclusions.

MATHEMATICS

The course is divided into four broad themes: Exploring and organizing data, planning a study of data, anticipating patterns, and drawing statistical inferences. Students explore the tools that help organize data and learn the language necessary to help describe patterns that emerge. They further develop techniques for properly collecting data and predicting patterns leading to conclusions for an entire population. The class relies heavily on our TI-83 Graphing Calculators throughout the year as those skills are developed..

Course Materials: *The Practice of Statistics*, 3rd Edition. Daniel S. Yates

INDEPENDENT STUDY: LINEAR ALGEBRA

This course studies the branch of mathematics concerned with “linear” functions. It covers systems of linear equations, matrix algebra, and vector spaces. Linear algebra is inherently geometric in nature. Examples in two and three dimensions can be used to generalize into higher dimensions. While much of intuition will come from these examples, an algebraic approach to the subject will be maintained.

Linear algebra is used as a bridge to help students study advanced level mathematics. It gives students advanced techniques associated with understanding the definitions and theorems in a new algebra language.

Students need to complete Algebra II as a prerequisite for this course.

Course Materials: *Elementary Linear Algebra*, 4th Edition, Howard Anton

ELEMENTARY FUNCTIONS

This course is constructed to extend the students’ knowledge and understanding of elementary functions and to show how mathematics can be applied to real-life problems. Topics covered include statistical data analysis, the normal distribution, function notation including domain, range, intercepts, extreme values, symmetry, parent functions and their graphs, linear functions, linear regressions, piece-wise defined functions, transformations of functions, and composition of functions. The course continues with exponential and quadratic growth modeling, sequences and series, trigonometry and their applications. Throughout the course, data analysis and mathematical modeling of real world situations will be used to enhance each topic and therefore it is essential that each student have access to a TI-83 or TI-84 graphing calculator for use in the classroom as well as in homework exercises.

The study of science is at the heart of the human desire to understand the world around us. All children are natural scientists; they are keen observers of events occurring around them and seek to understand how these events come about and how they can predict similar events in the future.

Capitalizing on the natural curiosity of students, the science program at The High School engages students more formally in understanding the natural world. In their science classes, students are taught to develop careful observation, to generate relevant questions, to analyze and interpret data, to discuss and defend ideas before peers, and to apply knowledge to novel situations. These skills are essential to all scientific study and are used by students in all four years of the science sequence.

One of the goals of the science program at The High School is to promote scientific literacy. Our world has become completely dependent upon high technology and will only become more so in the future. It is important for students to develop an appreciation and understanding of the fundamental science that underlies this technology and the scientific process in general in order to make educated decisions in their own life as well as when policy issues emerge regarding funding of new research.

PHYSICS (NINTH GRADE)

COURSE OFFERINGS:

- [Conceptual Physics](#)
- [Accelerated Physics](#)

CONCEPTUAL PHYSICS

This is the first course in the science sequence at The High School, and as such the scientific process is emphasized. Through in-class activities and lab investigations, students make observations and collect data in order to develop basic scientific models to explain physical phenomena. Developing a theoretical model can be challenging, and students are guided in the steps that real scientists take when approaching a problem. The skills learned here are further developed within the context of chemistry and biology in

later science classes. The curriculum includes elements of classical mechanics such as kinematics and dynamics as well as energy storage, transfer and conservation. In addition to gaining a deeper understanding of physics content, students also improve their deductive reasoning and communication skills in order to become more adept at generating an argument based upon evidence.

Course Materials: *Modeling Instruction in High School Physics Curriculum*

ACCELERATED PHYSICS

Accelerated physics follows the same approach and sequence as conceptual physics, but at a quicker pace and with a more quantitative and broader set of applications for each concept. Accelerated physics also covers wave mechanics, including the study of light and sound.

Course Materials: *Modeling Instruction in High School Physics Curriculum*

CHEMISTRY (TENTH GRADE)

COURSE OFFERINGS:

- [Chemistry](#)
- [Accelerated Chemistry](#)
- [Honors Chemistry](#)
- [Topics in Chemistry](#)

CHEMISTRY

This course covers key areas of a traditional high school chemistry course and ensures that students have a solid basis for further chemistry studies. A full understanding of the basic concepts is strongly em-

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phasized in order to make the subject matter in this course more logical and predictable. Major topics include the nature, types, and properties of matter, the historical development of models of the atom, the Periodic Table and its relationship to atomic structure and the properties of the elements, bonding and intermolecular forces, chemical changes, the kinetic theory of heat and temperature, the behavior of gases, solutions, and acid-base chemistry. Developing a unique understanding of the concepts, and not using rote routes to solving problems, are the main goals of this course. Supporting the coursework is a series of laboratory experiments that not only help bring the basic concepts alive for students, but also give them expertise in handling laboratory equipment, carrying out experiments, and drawing conclusions from their results. While the primary goal of the course is to give students a solid and enduring knowledge of chemistry, a second goal is to encourage students to use scientific reasoning to explore complex areas beyond chemistry. In this regard, a selection of contemporary technical issues are discussed in detail. In previous years these topics have included energy sources; the properties, sources and uses of water; soaps and detergents; the chemical composition of fats and their relevance to a healthy diet; genetically modified foods; sugar substitutes; mercury in the environment; organic produce; herbal and vitamin supplements; energy drinks; the placebo effect; the claimed relationship between autism and mercury in vaccines.

ACCELERATED CHEMISTRY

The subject matter of this course is largely the same as that of Chemistry. However, Accelerated Chemistry considers many of these subjects in more detail and more quantitatively. The pace is more rapid than that of Chemistry, as well.

HONORS CHEMISTRY

All areas of high school chemistry are covered in depth, with an emphasis on preparing the students for college chemistry courses. This is an intensive course requiring a strong commitment by the students to excel, and is focused on understanding overarching concepts rather than learning discrete areas of chemistry. Supporting the coursework is a series of laboratory experiments that are directly applicable to the key concepts in the course in order to deepen the understanding of these concepts. These labs also give students expertise in handling laboratory equipment, carrying out experiments, and drawing conclusions from their results. Students in this course are prepared to take the SAT II subject test.

Course Materials: *Modern Chemistry* – Davis, Metcalfe, Williams and Castka

TOPICS IN CHEMISTRY

Topics in Chemistry emphasizes basic concepts in chemistry using hands-on activities and experiments. The range of topics covered in Topics in Chemistry is largely parallel to that of Chemistry, but with less emphasis on quantitative calculations and more on conceptual understanding. Students will learn about the nature and properties of matter, how the structure of atoms explains the behavior of substances, chemical change, the molecular basis of heat and temperature, and the properties of solutions, acids, and bases.

Course Materials: *Living by Chemistry*. Angelica M. Stacy. Key Curriculum Press.

SCIENCE RESEARCH INITIATIVE (10TH THROUGH 12TH GRADE)

This class affords students the opportunity to participate in the community of scientific research and scholarship as part of their high school experience. As participants in this course, students engage in the following:

Students choose and explore a topic of interest. The topic may come from mathematics, computer science, physical science, life science, social science or psychology.

Students develop skills for research by conducting on-line bibliographic searches of international databases of scientific journals.

Students conduct an original piece of research under the guidance of their scientist mentor and their teacher. They work with their mentors in research laboratories for 5-6 weeks during the two summers after 10th and 11th grades.

Students submit their research to both JSHS and to NYCSEF. Students present their research at the NYCSEF competition in the spring, and also present their work at the school's STEAM symposium.

BIOLOGY (11TH GRADE)

COURSE OFFERINGS:

- Biology
- Accelerated Biology
- Honors Biology

BIOLOGY

This course is an introduction and survey of the current knowledge of biology, its principles and the scientific methodology that has brought us this knowledge. In addition to learning information, students in this course are challenged to learn how to think critically and scientifically about biology, medicine and science in general. Topics covered include: the nature of life, cell structure and function, metabolism, genetics, ecology, evolution, and the organ systems that enable plants and animals to carry out major life functions.

Classwork, discussion, homework and reading assignments are supplemented by experiments and other activities and projects geared to engage students in active scientific inquiry. Biological mechanisms and systems are analyzed through experimentation and observation.

Course Materials: *Modern Biology*, Holt, Rinehart and Winston

ACCELERATED BIOLOGY

The range of topics covered in Accelerated Biology is largely parallel to that of Biology, but the approach in Accelerated Biology is more intensive and molecular. If time permits, Accelerated Biology may also include

the study of immunity and disease. This course challenges students to design their own experiments. The pace is faster and the level of analysis more theoretical and complex than that of Biology.

Course Materials: *Modern Biology*, Holt, Rinehart and Winston

HONORS BIOLOGY

Course Materials: *Biology*, Campbell, Reece, Taylor and Simon

TWELFTH GRADE SCIENCE ELECTIVES

ADVANCED PHYSICS

Prerequisite: Enrollment in Calculus

This year-long physics elective begins by expanding on topics that were introduced in 9th grade Conceptual Physics, in particular kinematics (motion) and dynamics (Newton's Laws). We will utilize methods of Calculus to develop and analyze these topics as well as others from classical mechanics including: work, energy and power; systems of particles and linear momentum; circular motion and rotation; oscillations and gravitation. If time permits other topics may be investigated based upon student interest from electricity and magnetism, optics and topics in modern physics including special relativity. Students will use data from hands-on lab work to develop the general mathematical principles underlying the topics listed above. In addition, students deepen their coding skills in order to generate simulations of physical phenomena.

BIOTECHNOLOGY

What is a clone? What are GMO's? Will scientists soon manipulate the human genome to change what it means to be human? The students will explore these questions and other topics in Biotechnology. This field of science includes many techniques that involve DNA, such as recombinant DNA technology, CRISPR-Cas9 gene editing, and stem cell research. Through readings, videos, discussions, and laboratory investigations, students will gain a deeper understanding of modern biological concepts, critical thinking, communication, and laboratory skills.

APPLIED PHYSICAL BIOCHEMISTRY

In this course, students will use the tools of chemistry, physics, and biology to investigate the composition and behavior of the major classes of bio-organic compounds that make up foods. The primary focus will be on the chemical basis of flavor, color, and physical properties such as firmness and texture in specific types of foods, such as fruits, vegetables, baked goods, dairy products, and others. We will also study the physics of thermal energy transfer as it applies to various cooking methods. We will use cooking experiments to investigate these qualities and how they are affected by various methods of cooking. Food science is a challenging area of applied science that requires creative application of scientific principles to situations that are always complex and rarely straightforward. Mastering this field will therefore require both a firm grasp of biological chemistry and certain areas of physics and the ability to recognize how these disciplines can be applied creatively to practical problems. Students must contact the teacher and receive

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his permission before registering for this course.

Text: *On Food and Cooking*, by Harold McGee

INTRODUCTION TO ORGANIC CHEMISTRY

Passing organic chemistry at the college level is one of the hurdles that has to be cleared for those planning a career in the healthcare industry. Given that many students find organic chemistry to be challenging, this course is designed to give an introduction to the topic to aid the transition to a college level course. The emphasis will be on reaction mechanisms, namely understanding the mechanistic pathways from reactant to products and why many reactions show the surprising specificity that they do.

Workload: There are no official homework assignments. All work will be done in class. However, to be successful, it is essential to review the work on your own time. There will be regular quizzes. A cumulative final exam is unlikely.

SCIENTIFIC PATENTING

This senior elective course is designed to explore the process of technical innovation, from the inception of an idea through protecting an innovation via the patenting process. Students use their imagination to identify ideas that are thought to be novel and follow up with a systematic review of the prior art. Students then assemble the data to support these innovations. Patent lawyers will visit our classroom to teach the students how to write a patent and draft claims to ensure the greatest protection for an innovation, as well as how to navigate the complex patenting process.

ADVANCED TOPICS IN GENETICS

This course will explore genomes including sources of genetic variation, regulation of eukaryotic and prokaryotic genes, gene dosage, chromosomal rearrangements, genetic linkage, genetic diseases, epigenetics, recombinant DNA technology, manipulating and analyzing DNA molecules, genetically modified organisms, and personal genomics.

INTRO: QUANTUM AND RELATIVITY

This math intensive course will provide students with the ability to develop and build on the fundamental principles of quantum mechanics including blackbody radiation, wave-particle duality, structure of the Hydrogen atom, the Heisenberg uncertainty principle, and the Schrödinger wave equation. Students will also develop and explore Einstein's Special Theory of Relativity including ideas of time dilation and length contraction, the speed limit of the universe, space-time diagrams, and space-time paradoxes.

BIOETHICAL ISSUES

This course explores such issues as organ transplantation, life sustaining technology, genetic testing, assisted suicide, eugenics, clinical trials, stem cells, and abortion through journal articles, movies, and case studies.

A SURVEY OF THE UNIVERSE

This course provides an overview of the ideas and theories of the astronomical universe, from solar system, to stars, to galaxies and cosmology. Topics include planets, satellites, small objects in the solar

system, and extraterrestrial life; stars, their evolution, and their final state as white dwarfs, neutron stars, or black holes; large structures of the universe including galaxies and quasars; and a survey of the the history of the universe and its possible futures.

CONTEMPORARY TECHNICAL ISSUES

In this course, we explore in depth some of the important scientific issues of the day. These issues will naturally change from year to year depending on their profile in the media.

The course involves students reading and critically analyzing articles from newspapers and magazines, along with abstracts of scientific papers, with an eye to identifying which aspects of the articles lack a scientific perspective, and to determine whether conclusions are merited based on the presented data. In particular, we review discussions on specific scientific subject that come to contrasting conclusions based on common data, and deduce which conclusion is likely to be most valid. Areas that have been discussed include fossil fuels, fracking, climate, vaccination, significant figures, veganism, diet and health, circumcision, the meaning of "organic" and "green", and natural vs. synthetic.

Workload: Handouts will include relevant articles from newspapers and magazines, and abstracts of scientific papers. Students will be evaluated on class exercises that primarily involve critical analysis of the handouts and on class participation in the extensive discussions that are key to this course.

SCIENCE AND ART

Images from cell biology, crystallography, and nanotechnology are beautiful and awe-inspiring even as they illustrate complex phenomena and scientific discoveries. Students delve into the beauty of science as they examine images and videos from Princeton University, the Museum of Modern Art, The European Organization for Nuclear Research (CERN) and many other sources. They learn how artistry through light, sound, and movement can illustrate and illuminate current scientific research. Students create their own art of science using digital microscopy and other media.

SCIENCE AND TORAH

This course will use reading, discussion, lab experiments, writing, and field trips to examine several areas in which science and Torah intersect. We will consider many situations in which these two fields conflict, agree, or assist each other with new, useful perspectives. Topics through which we will consider scientific and classical Jewish approaches will include the roles of experiment, personal experience, reason, and revelation as ways of knowing; creation and evolution; and the use of scientific approaches and information to shed light on Biblical and rabbinic texts. There will also be opportunities to pursue specific topics on the basis of student interest. Because of the unique interdisciplinary nature of this course, we will often investigate unanticipated questions through research into historical, scientific, rabbinic, or archaeological literature. Class meetings will include lab activities, extensive discussion of readings, and oral presentations of student projects.

COMPUTER PROGRAMMING

All 9th grade students take a one semester course in computer programming designed to accommodate both beginner and advanced students. Beginning in 10th grade, more comprehensive courses are offered. is a one semester course that is offered to grades ten through twelve. Computer Science builds abilities in design, problem solving, logic, organization, collaborative work, documentation of process, and refinement of execution through iteration, reflection and re-focusing. The goal of the Computer Science curriculum is to provide students with the skills to be able to construct tools to solve problems in science, art, storytelling and creative expression.

Students learn the basics of computer programming in a project-oriented structure. The course is designed so that there are varying levels of assignments to meet the needs of students with different levels of experience and ability from the novice to the more advanced. We use coding languages including Flash Actionscript, with its focus on interactive animation and games, and Processing, a simplified version of Java, which is easy to learn while at the same time being a very powerful object-oriented language with extensive libraries for graphics, midi sound, camera vision, etc. Processing is widely used by many contemporary musicians and artists who are moving from traditional media to computer-mediated artworks and installations. Depending on student interest, we also explore microcontrollers such as Arduino to create projects that use sensors, motors and lights. Students learn principles and practice of coding including but not limited to these topics: variables, data structures, functions, objects, debugging, and computer graphics.

LIMUDEI QODESH

Limudei Qodesh learning experiences are designed to provide students with the skills, knowledge, and most important, the disposition to continue to interact with Biblical and Rabbinic texts throughout their lives. Students are encouraged to see their engagement with these texts and the ideas they express as part of their own developing and growing identity as Jews. Stressing the value of critical thinking, classes are designed for students to learn the skills necessary to engage in close, thoughtful, and reflective readings of the text. Students learn both to raise questions based on their textual studies and to develop the skills to locate textual evidence to support their own conjectures and interpretations. Fundamental to *Limudei Qodesh* classes is the idea that respectful and thoughtful interactions with others serve to sharpen and refine our own positions. Thus, students learn to listen carefully to each other and to respond seriously and thoughtfully to the other learners in their classrooms.

All four years of the curriculum cohere around an examination of the *brit* (covenant) between God and the Jewish People. Students in 9th grade study those moments in *Sefer Bereshit* (Book of Genesis), when the Divine-human relationship is most sharply defined as an expression of the covenantal relationship. Through selected *sugyot*, (portions) from the Talmud, *Masekhet Brachot* (Tractate of Blessing), students examine *tefillah* (prayer), as a manifestation of the covenant. *Limudei Qodesh* in tenth grade explores the concept of covenant at the national level. Students explore the birth of the nation and its early years in the land in their study of *Sefer Shemot* (Book of Exodus). Through selected Talmudic sections, tenth grade Talmud explores the role of Rabbinic law in creating and shaping covenantal community. Through an analysis of The Book of Kings, and Latter Prophets, students in the 11th grade explore 400 years of Jewish history culminating in the destruction of the First Temple and the Exile of the nation from their promised land. The study of selections from tractate *Sanhedrin* provides students the opportunity to explore the challenge of creating a just society in the face of fundamental competing values. Twelfth grade course electives challenges students to articulate what role the concept of *brit* has for them with God, as they work to integrate the texts, ideas and values that they have studied with their own developing identity as young Jewish adults.

SHA'AR PROGRAM

Students who are enrolling in a day school for the first time enter the Sha'ar Program, which offers students specialized classes in both Jewish Studies and Hebrew. Meaning gateway in Hebrew, the goal of the Sha'ar Program is to provide students with the skills, content knowledge and comfort to fully integrate into all aspects of life at the High School—academic, co-curricular, religious, and social. The combination of small class size, highly motivated students, and a targeted and focused emphasis on developing proficiency in the area of conversational Hebrew allow students to transition from Sha'ar Hebrew Classes into the regular Hebrew Language and Literature track in twelfth grade. Ninth and Tenth grade Jewish Studies classes for Sha'ar students emphasize acquisition of the linguistic skills necessary to study Tanakh (Hebrew Bible) and Talmud (Rabbinics) in the original language, allowing students to fully integrate into the core Jewish Studies classes by 11th grade. Both inside and outside of the classroom, faculty pays special attention to covering those areas of Jewish life and living that might be new to students enrolling for the first time in a Jewish Day School.

NINTH GRADE *LIMUDEI QODESH*: BIBLE AND TALMUD

Ninth grade *Limudei Qodesh* focuses on the *brit* (covenantal relationship) between God and human beings. The year begins with an exploration of those moments in *Sefer Bereishit* (Book of Genesis) when the Divine-human relationship is most sharply defined as an expression of *brit*. We study the development of this concept through an exploration of major personalities in the Book of Genesis, from Noah through Jacob. Utilizing the conversations between God and each major figure and the actions and reactions that surround their relationships, we probe the underpinnings of those interactions, examine the formulation of their covenant, and interpret the ties that bind them to each other.

The second half of the year turns to an examination of *tefillah* (prayer) as a manifestation of the *brit* between God and human beings. Selected *sugyot* (portions) from Talmud (*Masekhet Brachot*) serve as the textual basis for this exploration. The two halves of the course are unified by the following set of guiding questions that form the lens through which we view *brit* in all of its various manifestations:

- How does covenant inform the relationship between God and people?
- What are the ramifications of the mutual nature of the covenant?
- How does the covenant as expressed in these foundational Jewish texts reflect itself in our lives today?

In ninth grade, *Limudei Qodesh* is taught as one integrated and unified course that utilizes the meeting time of two separate courses, Tanakh and Talmud.

NINTH GRADE *LIMUDEI QODESH SHA'AR*: INTRODUCTION TO BIBLE AND TALMUD

This double-course embraces the responsibility of introducing the ninth grade *Sha'ar* students to Jewish studies at The High School, and begins the two-year process of preparing the *Sha'ar* students to join their peers in eleventh and twelfth grade Talmud and *Tanakh*. As such, we explore major themes in Jewish holidays, the covenantal narratives of Genesis, and selected sections from the Talmudic Tractate *Brachot*. The texts are chosen with an eye towards four distinct but linked goals: (a) skill-building and introducing the students to Hebrew texts at an appropriate pace for their learning; (b) familiarizing the students with Jewish ritual in the school setting, (c) helping students develop personal understandings and meaning regarding the traditions and observances of Judaism, (d) paralleling the non-*Sha'ar* ninth grade curriculum - offering all ninth graders the opportunities to explore similar themes with an emphasis on how the texts we look at depict the relationship between God and human beings. The course also leverages its small number of students, allowing for the tailoring of materials and assessments, to whatever extent possible, towards each student's abilities.

TENTH GRADE *LIMUDEI QODESH*

Building on the conceptual and textual framework from ninth grade, *Limudei Qodesh* in the tenth grade explores the concept of the covenantal relationship at the national level. In tenth grade, *Limudei Qodesh* is divided into two separate classes, one in *Tanakh* and one in Talmud.

TENTH GRADE TANAKH (BIBLE)

Tenth grade *Tanakh* focuses on the concept of *brit* as it undergoes a metamorphosis in the Book of Exodus from the formalization of a relationship between God and individuals to establishing the foundation of a relationship between God and an entire community. First semester begins by exploring the birth of the nation amidst the pangs of Egyptian slavery. Debating the strength of the Israelites' ties to their past and their God, the course follows Moshe as God chooses him to redeem God's chosen people. The Exodus itself is examined through the lens of God's purpose in inflicting the 10 plagues upon the Egyptians, as well as the foundational role that it comes to play in the future enactment of the *brit*. Second semester focuses on the Revelation at Sinai, the damage done to the *brit* through the building of the Golden Calf, and the subsequent re-affirmation of the relationship between God and the Israelites. The class then explores the status of the *brit* in and *Sefer Yehoshua* (The book of Joshua), and *Sefer Shoftim*, (The Book of Judges), as the new nation takes on the challenge of living in the covenantal land amidst its native inhabitants, while remaining true to their relationship with God.

TENTH GRADE *SHA'AR TANAKH*: TOPICS IN BIBLE

The focus in tenth grade *Sha'ar Tanakh* follows the covenantal relationship as it shifts from an individual relationship to a national one that is codified in law. Following the Jewish people as they leave Egypt, experience the revelation at Sinai, receive the Torah, build the *mishkan* (Tabernacle), and encamp in the desert, this course explores the making of a nation.

LIMUDEI QODESH

The text for this course is *Sefer Shmot* (Book of Exodus), and selections from *Sefer Yehoshua* (Book of Joshua), and *Sefer Shoftim* (Book of Judges). This course is designed to help students build the necessary Hebrew skills to make a smooth transition into eleventh grade *Tanakh*.

TENTH GRADE TALMUD

This course focuses on Talmudic laws that define the boundaries and goals of the Jewish community as envisioned by the rabbis of the Talmud. The course examines *sugyot* from three different Talmudic tractates to allow students to consider from different vantage points legislation the Rabbis enacted, restrictions they included, leniencies they implemented, and legal definitions they created as they sought to create parameters to ensure the continuity of the Jewish community in a post-prophetic world. Students begin to encounter the rabbinic process and its intersection with belief in ninth grade. In tenth grade, the goal is for students to consider the underlying values behind certain legal enactments of the Rabbis as they relate to constructing the limits and expectations of community. As a complement to the *Tanakh* curriculum, where the role of law in building the nation is explored, the nature of law and the role that law plays in creating and maintaining a community are central elements of the Talmud curriculum.

TENTH GRADE SHA'AR: TOPICS IN TALMUD

This course builds on the introduction to rabbinic literature that *Sha'ar* students encounter in ninth grade. The classroom environment supports the collaborative reading Rabbinic texts, investigating the broad range of legal and theological issues, frames of mind, and

ways of thinking that characterize classical rabbinic texts. Students learn the skills necessary to investigate these texts in Hebrew, including becoming familiar with the technical expressions and legal concepts embedded in the *Mishnah* and Talmud. As quickly as the students' ability levels allow, students encounter Talmudic texts primarily in the original language, as a way of building upon the students' burgeoning grasp of rabbinic literature and as a preparation for eleventh grade Talmud class.

ELEVENTH GRADE LIMUDEI QODESH

The eleventh grade *Limudei Qodesh* curriculum further explores the covenantal relationship between God and nation as they move forward together through history, focusing on the concepts of continuity and transition. In the context of the evolution of the *brit* from an individual to a national level, students investigate the institutions and structures that now allow for the enactment and expression of the values inherent in that *brit*, as its parties respond to a changing world. The curriculum examines the changing forms of leadership that emerge in the biblical and rabbinic periods, and the legislative and judicial institutions that structure Jewish society and help the community enact its value system. As in tenth grade, *Limudei Qodesh* is divided into two separate classes, one in *Tanakh*, and one in Talmud.

ELEVENTH GRADE TANAKH: BIBLE

Students focus on the *brit* relationship between God and the monarchic society. Beginning with the construction of the Temple and ending with its destruction, they explore the *brit* relationship in the Book of Kings, as well as the trials and tribulations of Israel's great prophets in *Neviim Achronim* (Latter Prophets).

First semester focuses on the rise of King Solomon and his building of the Temple. After falling prey to idolatry and untold wealth, the Jewish kingdom is torn in two - Judah and Israel. Battles for succession, political upheaval, and civil war pave the way for the famous prophet Elijah. The course then follows the prophetic career of the Elijah as he demonstrates an unparalleled zealotry for God. The prophet Elijah sets the stage for the Latter Prophets which are explored in the second semester. Students will study selections from Amos, Hosea, Isaiah, and Jeremiah, and analyze the historical, political, literary and theological dimensions of these prophetic books.

ELEVENTH GRADE TALMUD

Talmud in the eleventh grade focuses on fundamental Jewish religious values as they manifest in the rabbinic justice system. Students explore what happens when fundamental principles that are at the heart of the legal system come into conflict with each other. When does adherence to the legal system require one to sacrifice his or her own life? How can Jewish courts implement the death penalty, when all human life was created in the image of God? How do we balance individual and societal needs? What are the implications of the fact that the rabbinic justice system derives its authority from God's commandments and is intended to promote religious values? What role does God play in the human justice system? Selected *sugyot* from tractate *Sanhedrin* form the core texts for the course.

In eleventh grade, an honors option is available for students.

TWELFTH GRADE LIMUDEI QODESH

DENOMINATIONAL JUDAISM: RESPONSES TO MODERNITY AND THE FUTURE OF PLURALISM

Everyone knows that there are Conservative, Orthodox, and Reform synagogues, and has at least a sense that there are many practices and beliefs that distinguish each of these groups from one another. But what are the key differences between these groups and, more importantly, why do they exist? What motivated and continues to motivate differences that distinguish not just individuals' practices, but the beliefs and practices of whole communities of Jews? Is Judaism now entering a post-denominational phase? This class examines the history of these different movements and how they respond to the condition of modernity.

FORENSIC TANAKH: CHUMASH & PARSHANUT

The Torah is not always understood best when read in a straight line. Not because it's out of order (though sometimes it is), but because actions sometimes have delayed reactions, rippling slowly from the initial story. Tracing those chains of events requires knowledge, analysis, and commentators, helping to solve immediate textual problems. More importantly, connecting the dots also links various parts of the Torah together, like puzzle pieces fitting into place, so that by the end of this course students have an excellent grasp of the *Chumash* and its intricate web of storylines.

ETHICS

How do we decide what are the right choices in life? How are traditional Jewish values relevant to one's life and the choices that one makes? Seeking to explore the values that the Jewish legal tradition applies to real-life issues, the Ethics course examines some core *halakhic* texts and brings them into dialogue with contemporary ethical topics such as: war, organ donation, and sexuality, among others. Students reflect on the personal decision-making process, the decision-making of the Rabbis, and the interface and tension between them.

HOW JUDAISM CHANGES: AN INVESTIGATION OF HOW HALAKHA DEVELOPS

Students explore the origin of laws that are not explicitly found in the Torah and address the following questions: Under what circumstances can *halakha* (Jewish law) change? How do the Rabbis confront new situations that aren't directly addressed by the Talmud? What overriding factors and values do they take into account when considering a new reality? What is the difference between *minhag* (custom), and *halakha*? Using modern-day examples where the Jewish law has clearly changed over the ages, students will articulate a theory of how *halakha* develops. Among the topics students will investigate are: electricity and driving on *Shabbat*, the changing role of women and ritual-based mitzvot, and the prohibition against eating *kitniyot* on *Pesach*.

PEOPLE VS. GOD: THEOLOGY IN TALMUDIC TEXTS

How did the Rabbis who wrote the Talmud have a relationship with God when God did not directly relate to them? How much was God involved in their legal decision-making? How did they deal with the tension of believing in God during times of tragedy and crisis? This course addresses these questions through Talmudic texts, students' relationship to God, and issues of *halakhic* authority, in their world today. The Talmudic texts are available in the original and in English, with some additional readings of modern philosophical articles.

THE BOOK OF KINGS AND SELECTIONS FROM THE PROPHETS

Investigating the Israelite monarchy in the Book of Kings, as well as the trials and tribulations of Israel's great prophets in *Neviim Achronim* (Latter Prophets), serves as a capstone to the progression of three previous years of *Tanakh* study. The Book of Kings is the most subtle and perhaps most interesting book of *Tanakh*, with plot twists involving battles for succession, political upheaval, civil war, miracles, untold wealth, and an unparalleled fall from grace to destruction and despair. Presenting a theological reading of historical events, the Book of Kings is a vast, epic tale of God and the Israelites struggling in their destiny, forcing the reader to uncover the religious and educational messages hidden between the lines of the biblical text. Towards the end of the semester, students study the nature of prophecy in general while focusing on the prophetic voices of *Amos*, *Hoshea*, & *Jeremiah*. For the final project, students write their own prophecy & deliver it throughout the school.

LIMUDEI QODESH

MIDRASH: STORIES THAT CHANGED THE WORLD

Students explore the world of *midrash* and the effects that it has had on the world. Students examine famous *midrashim*, trace their textual roots by learning the *Tanakh* stories from which they derive, and then follow their path through history. Examples include: *midrashim* on *Akedat Yitzchak* (Binding of Isaac) and their impact on Jewish martyrdom, as well as their impact on Christianity; *midrashim* on Esau and Ishmael and how they shape Jewish perspectives on non-Jews and anti-Semitism; *midrashim* about Gan Eden and their impact on the concept of Satan in Western Civilization; *midrashim* regarding Eve and their use in the Feminist Movement.

CLASSIC AND MODERN QUESTIONS OF THEOLOGY

This course examines central issues and themes in Jewish thought that continue to challenge us today. With an emphasis on medieval and modern Jewish philosophical texts, students explore a range of topics with the goal of helping them formulate their own positions on these issues and sharpen their capacities for philosophical reflection. The central questions asked in the course are: “What kind of God do I believe in?” and “How can people believe in God at all?” We look at classical questions in Jewish philosophy, including those on God’s omnipotence and free will. We will also complete a unit in which we discuss God after the Holocaust and “What does it mean to believe in an all-powerful and good God when there is evil in the world?”

SUNRISE, SUNSET: THE JEWISH LIFECYCLE

What does it mean to live Jewishly? Moments of life transition provide us with opportunities to invite Judaism into our lives. All cultures and traditions celebrate birth, death, marriage and coming of age. We will explore how the traditional and modern Jewish rituals surrounding these moments harness the natural highs and lows of life, guiding the practitioners to Jewish understandings of the human experience. Learning about these rituals brings us into conversation with rabbinic attitudes towards: gender, sexuality, interpersonal relationships, personal responsibility, family, community, meaning of life and death and the marking of time. We discover the rabbinic sensitivity to spirituality, psychology, theology, the power of ritual and the power of time itself.

TIKKUN MIDDOT: CULTIVATING CHARACTER

Students learn the practice of *Tikkun Middot* (cultivation and refining of ethical character traits) and examine ten of the most essential character traits through various Biblical and Rabbinic texts, all concentrating on Judaism’s demand that we become kinder, happier, stronger and more peace driven people.

BIBLICAL METHODOLOGIES: MULTIPLE APPROACHES TO THE STUDY OF TANAKH

This course is designed to challenge students to recognize their assumptions, and investigate different approaches to the learning of *Tanakh*, as they come to terms with such issues as: subjectivity vs. objectivity in interpretation; significance of authorship; authorial intent; use of archeology; what *Tanakh* study means to them. The course is divided into

four units, each investigating a different approach to Biblical study: the classical commentary approach with emphasis on the role of *Midrash* [Text: *Akeidat Yitzchak*]; the literary approach [Text: King Solomon]; archaeological approach [Text: Book of Kings]; The Documentary Hypothesis [Text: Noah]. The goal of each unit is to raise the philosophical issues behind each approach in an effort to better clarify the students’ personal sense of text in general and *Tanakh* in particular.

JEWISH APPROACHES TO OTHER RELIGIONS

How have Jewish thinkers understood religious traditions other than our own? With special emphasis on the Jewish attitude toward the myriad forms of Christianity and Islam, this course identifies a number of different models of how Jewish thinkers have approached this issue, from the middle ages until today, and provides students with the opportunity to develop their own methodology for encountering other religions.

TEXT, PRAYER, AND SPIRITUALITY

This course examines the many ways Judaism has answered and continues to answer questions of human’s developing relationship with the Divine and personal spirituality. Through the critical examination of various Biblical and Rabbinic texts as well as the exploration of various Jewish spiritual practices, students are challenged to develop a more personal and meaningful Jewish spiritual practice.

TORAT HABAYIT: LIFE AT HOME IN JUDAISM

In this course students explore the texts and ideas

surrounding three mitzvot that are traditionally at the core of Jewish life at home: Shabbat, kashrut and mezzuza. We critically analyze each of these mitzvot, understand the opportunities that they afford and the challenges that they create in living a good life in the 21st century.

TALMUD WITH *RISHONIM*

This course provides students with the opportunity to continue to strengthen their Talmud skills. Classtime is divided into *hevruta* (small group) and full group exploration of the text. We focus on Talmudic texts and then look to *Rishonim* (the leading rabbis who lived during the 11th and 15th centuries), to guide us in unpacking the deeper layers of meaning in the text.

SENIOR CAPSTONE PROJECT

The senior capstone project provides an opportunity for students to begin the process of integrating their Limudei Qodesh studies at The High School with their future lives outside of the day school environment. Each student chooses an issue, topic, or area of personal interest to them, and through guided research, exploration, and reflection, seeks to answer the question of what it means to them personally to bring a Jewish lens to that topic. Their individual work culminates in a public presentation to other members of the community.

HEBREW

The Hebrew department seeks to develop students' proficiency in the Hebrew language as a primary vehicle for expanding their connection to and love of Israel, and for enriching their understanding of their national, religious, and cultural identity. Since Biblical times, Hebrew has been a language of Jewish expression. Through the continued evolution and dynamic growth of Hebrew in relation to the modern world, Hebrew language remains key to understanding Israeli society and culture today.

The Hebrew Department is committed to enabling every learner, regardless of his or her background and innate abilities in second language acquisition, to gain proficiency and a connection to and love of the Hebrew language. We design our curriculum to develop Hebrew language skills in four fundamental areas of language proficiency: speaking, reading, writing and listening. Hebrew prose, poetry, drama, newspaper articles, movies, songs, and advertisements, taken from classical Hebrew literature and current Israeli culture serve as the springboard of Hebrew language acquisition. We organize our curriculum around thematic units that provide opportunities for students to use Hebrew language to communicate about ideas and events that are central to their life experiences as adolescents, to support their ability to navigate everyday life in Israel, and to explore their growing and developing identity as Jewish young adults.

The Hebrew Department provides three separate tracks for students in ninth through twelfth grade.

Students who are heritage speakers, and/or have studied Hebrew in Jewish Day schools, enroll in classes in Hebrew Language and Literature. Within this track, students are grouped according to knowledge and ability. Students in eleventh and twelfth grade are offered the option of an honors Hebrew class.

Non-heritage speakers who are entering a Jewish day school for the first time in ninth grade enroll in the Sha'ar track. Sha'ar classes use an Ulpan methodology, and are designed to transition students into the Hebrew Language and Literature track in twelfth grade.

Students who require additional support in second language acquisition enroll in the Basic Hebrew track. These small classes provide the individualized attention necessary for students to develop increasing fluency in all areas of language proficiency.

Within each track, each successive year of the curriculum builds on the previous year, as students learn to conduct increasingly complicated conversations on a wider variety of topics and read more sophisticated literary texts, and express themselves in writing with greater accuracy and nuance. When appropriate, students may move from one track to another, both mid-year and between years.

NINTH GRADE

HEBREW LANGUAGE AND LITERATURE I

The ninth grade theme, *Moreshet Dorot* (Tradition as Heritage) speaks specifically to the students' experience as they transition from Middle School to High School, and begin to make independent decisions about the relationship between their developing identity as Jews and young adults.

LITERATURE:

- *Lehol Ish Yesh Shem* by Zelda
- *Yad Vashem* by Aharon Meged
- *Ha'kaitz shel Aviha* by Gila Almagor
- *Tarnegol Kaparot* by Eli Amir

FILMS:

- *Avia's Summer*
- *Salah Shabati*
- *Under the Domim Tree*

HEBREW SHA'AR I

Students with little or no background learn to recognize the fundamental structure of the Hebrew language and to acquire skills in oral expression, reading comprehension, and writing. Students learn the vocabulary and grammatical and linguistic skills necessary to engage in basic oral exchanges and to compose short sentences on familiar topics.

BASIC HEBREW I

The aim of this course is to review and reinforce basic skills through conversational Hebrew, utilizing the Ulpan method. The course focuses on developing students' communicative and grammar skills in Hebrew. The dialogues and texts are related to everyday life activities. Work is individualized for students as necessary, to allow for maximum linguistic growth.

TENTH GRADE

HEBREW LANGUAGE AND LITERATURE II

The 10th grade theme *Bein Adam Lehavero*, (interpersonal relationships) focuses upon the interplay between the individual and his/her surroundings. Students engage in discussions about the challenges they face in social and interpersonal relationships, and their struggle to form and maintain their own identity in spite of peer pressure and in the face of new realities and changes. The goal of the class is to provide students with the vocabulary, grammar, and linguistic skills that will allow them to communicate their ideas and express themselves orally and in writing when discussing these topics.

LITERATURE:

- *Lehiot Yahad* by Shlomo Zamir
- *Zemer Nugeh* by Rahel
- *Ananim* by Dalia Rabikovitz
- *Fradel* by Devora Baron

FILMS:

- *Something Sweet*
- *Broken Wings*
- *Hakoachavim shel Shlomi*

HEBREW SHA'AR II

The second year in the Sha'ar track places a strong emphasis on the importance of conversational fluency, and students are encouraged to speak only in Hebrew. In a unit on "Travel" students learn vocabulary related to different types of travel, as well as places of interest such as restaurants, hospitals, libraries, offices, and shops. Other units include "The Human Body and Health" and "Professions". Students acquire the skills to understand the main idea in short narrative texts and to compose written short paragraphs

BASIC HEBREW II

Students continue learning the Ulpan method, as they develop stronger communication and grammar skills. The dialogues and texts are related to everyday life activities. Over the course of the year, students move from writing individual sentences to short paragraphs, and by the end of the year, compose their own short essays in response to readings and class discussions.

ELEVENTH GRADE

HEBREW LANGUAGE LITERATURE III

The eleventh grade theme, *Dilemot v'arachim* (Values in Tension), weaves through three separate units, all of which focus on Israeli culture and society. Using the stories of Etgar Keret, students explore tensions

inherent in the relationships between parents and children, both as a universal theme and as a reflection of tensions specific to life in Israel. The unique challenge of coming to grips with the horrors of the Shoah, and its impact on contemporary Israeli society, is the backbone of the second unit. Finally, students examine the dilemmas inherent in Arab-Jewish relationships, from before the founding of the State to modern times, focusing on the tension between how the development of these relationships develop on the personal and national plane. Classic Hebrew literature is supplemented with newspaper articles and videos to provide students with a deeper understanding of current Israeli society--its hopes, aspirations, and challenges.

LITERATURE:

- *Taharut S'chi'a* by Binyamin Tamuz
- *Lishbor et Hahazir* by Etgar Keret
- *Nalayeem* by Etgar Keret
- *Sakeeyot she Yomuledet* by Etgar Keret
- *Tzfira* by Etgar Keret
- *Abed Na'ar Haro'im* by Natan Yonatan

FILMS:

- *Metallic Blues*
- *Walk on Water*
- *The Lemon Tree*
- *Promises*
- *Precious*

HEBREW

HEBREW SHA'AR III

The goal of the third year of the Sha'ar class is to give students the skills and content knowledge to merge into the Hebrew Language and Literature track in twelfth grade. Students continue to focus on units that emphasize functioning in real-life situations. Students learn about famous artists and sports figures, and read a simplified version of an Etgar Keret story that is part of the Hebrew Language and Literature III program. Students work on engaging in longer and more sustained dialogue and producing written work on a range of topics that utilizes more complex grammar and syntax.

BASIC HEBREW III

This course continues to develop students' proficiency through the analysis of selected short stories and articles. The topics of these selections afford a wonderful opportunity for students to express themselves both orally or in writing.

SENIOR ELECTIVES

CONTEMPORARY ISRAELI SOCIETY

The focus of the course is on contemporary issues faced by all sectors of Israeli society. The students discuss these topics in class, learn related vocabulary, and view Israeli films that portray the reality, challenges and complexities of life in Israel. Role playing, oral presentations and

creating short films are some of the activities through which students are encouraged to express and verbalize their ideas and thoughts in Hebrew.

GETTING AROUND ISRAEL, AND THE WORLD

This course is designed to enhance students' ability to describe a variety of daily life activities in urban settings in Israel and in other cities around the world. Students watch daily conversations at the train station, the market in Jerusalem and Tel-aviv, and they learn about different foods of the world, and explore various hotels and many notable sights in India, Japan, France and around the world. Class activities are targeted to strengthen students' skills in listening comprehension, speaking, and reading.

HONORS HEBREW LANGUAGE AND LITERATURE 12

Fall Semester: Israel Today. This course offers students the unique opportunity to immerse themselves in Israel's past and present to better understand the long path that the nation has taken, the current debates that exist, and to appreciate the contributions that it has made to today's world. For a relatively young country, Israel has been the center of a remarkable number of creative initiatives and contributions in areas ranging from human rights to technology. This course offers an opportunity to personalize Israeli society by exploring selected topics such as: art, dance and movement, science and technology, outstanding people, archeology, Israeli poetry, literature, Nobel Prize winners, ways of dealing with mourning and loss, and Israeli cinema.

NEW YORK AND TEL AVIV: TWO CITIES THAT NEVER SLEEP.

Tel Aviv is in many ways a sister-city to New York in terms of its vibrant day and night-life, rich and varied cuisine, and unique architecture. What would it mean for students to fully navigate these cities reading, speaking, and listening entirely in Hebrew? Using trips around New York City to supplement in-class learning about both cities, students in this class develop the knowledge, vocabulary, and fluency to serve as "tour guides" and "cultural critics" in both New York and Tel Aviv.

Students explore Central Park, visit and critique restaurants, take in many of the urban outdoor exhibitions, and learn about corresponding sites in Tel Aviv.

WORLD LANGUAGES

FRENCH

Introduced into an immersion environment, students of French are invited to discover the language and culture of France and French-speaking countries around the world. From everyday conversations, skits and songs to literary discussions and creative writing, students are exposed to a variety of approaches and media that allow them to discover the many facets of the language and culture.

FRENCH 1-3.

Objectives:

- Speaking and understanding everyday conversations
- Reading unedited texts – Prévert's poems (level 1) and *Le petit Nicolas* (level 2), *Le petit Prince and the short stories of Maupassant* (level 3)
- Writing analytical and creative pieces

In French 1 through 3, students learn to develop their skills from functioning in everyday situations to talking about their environment, feelings and expressing abstract ideas. The first three levels introduce all of the major tenses (present, past, conditional, future) in conjunction with the various pronouns and relative clauses. A textbook is kept at home for reference while class time is used for authentic material – songs, articles from the press, movie clips and literature.

FRENCH 4.

Objectives:

- Reading articles from the press and debating ideas
- Familiarizing students with French painting and art
- Introducing students to French-speaking countries around the world
- Reading and performing a play in French

The main goal of French 4 is for students to zoom in on Paris before embarking on a cultural and linguistic journey to other French-speaking countries around the world. Through a project-based approach, students are first exposed to 19th century French culture and impressionist painters. Then they study and discuss the historical, cultural and linguistic particularities of French-speaking countries. Second semester is spent reading a play (Molière, Sartre) and performing the play for schoolmates. This allows students to work on their pronunciation and expression in a detailed and engaging manner.

SPANISH

The overall goals for students of Spanish is to learn how to speak and understand the language and to appreciate and gain an understanding of the people and culture of Spanish speaking countries. Students accomplish these goals through daily exposure and practice with literature, skits, music, movies, plays, and games.

SPANISH 1-3.

Objectives:

- Speaking and understanding everyday conversations
- Comprehending authentic media- *Bajo la misma luna*, *Las nueve reinas*, *El laberinto del fauno*
- Reading unedited texts – *El otro*, *Nada menos que todo un hombre*, *El almoahdón de plumas*
- Writing analytical and creative pieces

In Spanish 1 through 3, students develop the language skills that enable them to function in daily situations in Spanish speaking countries. In each progressive year students hone their skillsets to eventually become proficient in the language by their 4th year. All major tenses (present, past, conditional, future) are learned during the first three years of Spanish to be used with all three moods (indicative, imperative, subjunctive). *Realia*(newspapers, songs, videos, etc.) is used weekly in the classroom in order to create an immersive learning environment that provides high quality exposure to the language.

SPANISH 4

Objectives:

- Listening to and reading current events and academic articles in order to engage in debates
- Exploring Spanish-speaking artists and their works
- Enhancing students' knowledge of Spanish-speaking countries
- Reading and performing a play in Spanish

Spanish 4 focuses on the daily life, history and culture

WORLD LANGUAGES

in the focusing in the Hispanic world. Each class is introduced to a Spanish refrán- a Spanish idiom that students explain and find an equivalent of. Through projects, students embark on a journey through Latin America in which they explore immigration, art, music, movies and famous Spanish Novela, El Internado. During second semester, students are in charge of teaching one Spanish level 1 class. They also read and study a play which is then performed in front of their peers.

LATIN 1-3.

Objectives:

- Speaking and understanding everyday conversations
- Understanding Roman culture, history, society, and mythology
- Reading unadapted texts – Catullus, Caesar, Plautus, Cicero
- Writing analytical and creative pieces
- Understanding the Latin roots of English vocabulary

In Latin 1 through 3, students use the series *Lingua Latina per se Illustrata* and are introduced to all of Latin grammar and syntax and build a vocabulary of 3,000 words. Reading comprehension is developed in conjunction with active speaking, listening, and writing abilities. Students learn about Roman mythology, society, and history and discuss and write about these topics in Latin. Additionally, students learn Roman poetry and poetic meters through singing and performing.

LATIN 4.

Objectives:

- Reading advanced literature - Virgil, Horace, Livy, Sallust, Tacitus
- Deepening knowledge of Roman history and culture
- Expanding ability to express complex and abstract ideas with ease in Latin

Latin 4 is an advanced seminar conducted entirely in Latin. Students read Latin literature and discuss it in the target language. They write lengthy analytical and creative pieces in Latin. They memorize Latin poetry and songs. By the end of Latin 4, students will be able to read any Latin text and will be able to fluently express their ideas in the language.

STUDIO ART

The Visual Arts department is rooted in the school's vision that the discovery of personal meaning and the growth of individual identity can emerge from the rigors of study, of student centered inquiry and the development of a sensitive eye, a discerning mind and skillful hand.

We start with the notion that learning to work whether in 2-D, 3-D, traditional or new media, is really a matter of learning to see analytically, deeply, and to value the possibilities and nuances that can be gained through honed observation. This awareness is nurtured through our studio art classes where students acquire a strong and broad foundation in visual concepts through drawing, painting, two-dimensional and three-dimensional design, ceramics, printmaking, illustration, sculpture, graphic design, digital media and digital photography.

In each of the disciplines students are asked to respond to exploration or concept-based assignments in individual ways, arrived at through critical thinking, problem solving, artistic risk-taking and experimentation, but foremost through creating. Artists' work and periods in art history are often referenced in relation to the lessons.

NINTH GRADE

INTRODUCTION TO VISUAL ARTS

This studio course presents experiences with various materials and approaches to creating art including, drawing, painting, outdoor sketching of cityscapes, figure drawing, two-dimensional and three-dimensional design exercises, collage, collagraphy, linoleum printing, and ceramics. Projects range from working from observation, imagination and from art history. The goal in this class is for students to develop artistic skills, confidence, and explore their own personal modes of expression.

TENTH GRADE

DRAWING, PAINTING & DESIGN

Students are exposed to principles and elements of drawing and painting through guided exercises that emphasize line quality, design, composition, tone, color and ways to represent form and space two dimensionally. Lessons include design problems, experimentation and sustained drawing and painting projects from observation as well as imagination. Materials include acrylic paint, watercolor, charcoal, collage and mixed media. Students are encouraged to explore the materials, ideas and techniques and apply their own imagination and interpretation to their work.

CERAMICS/SCULPTURE

Students will use clay to create ceramics that are functional forms (bowls, vases, etc.) as well as free-standing sculpture. While discussing space, form, shape and volume, the class will work with various addition-

al materials to create sculpture that is representational or abstract. Additional materials might include wood, wire, found objects, and plaster among others.

DIGITAL PHOTOGRAPHY AND ANIMATION

Photography is an amazing way to engage the world around us. Through the camera's lens, one becomes a witness to the story of life, all the while constructing one's own unique tale. This course is an introduction to the fundamental principles of photography. Students will be using digital cameras, and processing their images using Adobe Photoshop. Topics will include how to operate their camera and produce the highest quality images. In addition to covering the technical topics, we will address the aesthetic elements of photography. Projects will extend to an exploration of animation. Assignments, field trips, and class presentations will encourage students to broaden their creative vision.

STUDIO ART

ELEVENTH GRADE

DRAWING, PAINTING AND PRINTMAKING

The goal in this course is for students to master basic compositional and figurative drawing skills so that they can work expressively, with control and with confidence. Paint, charcoal, spraypaint, monoprinting, and etching, are used to explore each student's ideas and observations. This studio course will focus on traditional and expressionistic techniques, mastering form from light, understanding the gestural essence of the pose, expressive use of line, brushstroke, color and form, and evolution of individual style.

COMPUTER ILLUSTRATION

This course will give students an understanding of how to use the computer as an art medium. Using Adobe Illustrator, students will learn how to create imagery while working from observation. The class will also address principles of design and visual literacy by examining album artwork, book jackets, political cartoons and other areas of our culture. The course will also provide time for students to work from and manipulate photographs as well their own drawings.

ADVANCED SCULPTURE/WOODWORKING

This course challenges the students to consider how to transition two-dimensional art making to the third dimension in both concept and practice. Students will gain experience with carpentry as well as clay and found objects. The main focus of the course challenges the students to consider how traditional as well as non-traditional art materials can be transformed into art objects.

TWELFTH GRADE

ADVANCED PAINTING AND PRINTMAKING.

This studio course is designed to help students sharpen their artistic skills, develop command of the material and focus on personal modes of expression. Students work in oil paint challenged by guided observational exercises as well as by independent projects, stretch their own canvases and become familiar with various techniques of oil paint. Artists throughout history are referenced to learn how they have used the medium and how they address similar challenges in their art making. Etching projects are also offered when time permits.

Portfolio development and guidance in photographing their artwork is available for students who wish to present their work for college admissions.

OPEN STUDIO

Supervised studio sessions for independent student projects is offered during the second semester of senior year. Students are mentored to explore various materials (2D, 3D & Digital) and encouraged to use their work as a means of developing original ideas and expertise.

MUSIC

The goal of the Music Department is to make music an accessible, enjoyable and expressive outlet for our students. We aim for our students to become knowledgeable and thoughtful musicians who can both listen critically and feel confident playing and/or singing music on their own. The focus of instruction is on Western music, both classical and popular, with a heavy emphasis on theory and composition. We strive for students to gain the confidence to produce their own music. Student compositions and arrangements are regularly performed by the bands or choral ensemble. Classroom activities include live music making, careful ear training, experimentation with musical technology, score analysis and philosophical discussions. The department is also dedicated to connecting our students to their heritage and community through the arts. Every course exposes students to Israeli and Jewish music, as part of performance repertoire or as resources when learning theory.

Our pedagogical approach is based on the belief that artistic expression is essential to our students social, emotional, intellectual and religious development. We aim to teach our students how to create art with care, intention and love so that they can apply these skills elsewhere and, as Rabbi Heschel challenged the young people of the world, “to build their lives as a work of art.”

Our music studio is equipped with:

- Full size piano
- Three performance keyboards
- Acoustic and electric guitars
- Drum set and many hand percussion instruments
- Violins, clarinet, trumpet
- Professional soundboard
- Full recording studio, several microphones, cables, stands, PAÖs, headphones, DA converters
- Finale Notation program for computerized MIDI composition
- MIDI keyboards

NINTH GRADE

MUSIC APPRECIATION

This one semester course offers students the chance to study basic musicianship and begin to listen critically to music. Students study topics such as rhythm, beat, pitch, scales, chords, dynamics, orchestration, form, lyric writing and movie scoring. Students learn to identify these components in famous classical pieces as well as today's popular music and incorporate them into their own 'musical toolbox'. Students engage in these concepts and produce their own music through a series of active class projects such as playing in ensembles and Stomp bands, conducting the class as a chorus and creating original Garageband compositions. While incorporating Western musical terminology into their vocabulary, students are expected to actively participate in class discussions and reflect in writing about their thoughts and reactions to the music studied in class.

HISTORY & TECHNIQUES

This advanced, one semester course offers students the chance to learn and appreciate music theory and techniques that evolved throughout the history of music development. There is a heavy emphasis on performance. Taking a brief look at the Baroque, Classical, Romantic and Modern periods, students study topics such as orchestration, counterpoint and harmony, dynamics, form, program music, movie scoring and lyric writing, as well as basic theory of scales, key signatures and chords. Students actively engage in these concepts by playing in ensembles or bands, learning keyboards skills, score reading, conducting the class as a chorus and creating original Garage-

MUSIC

band compositions. While incorporating Western musical terminology into their vocabulary, students are expected to actively participate in class discussions and reflect in writing about their reactions to the music studied in class.

TENTH GRADE

MUSIC II

Tenth Grade Music continues the study of music appreciation, history, philosophy, theory and performance. Creative and intelligent ways of musical listening are explored, and students engage with music through independent projects. While the primary focus is on the music of Western culture, the music of non-Western cultures will also be explored.

In the second half year, the course shifts to a Jazz/Rock performance class, with emphasis on playing together and building repertoire. Opportunities to improvise and to perform are made available throughout the year including performing at the High School's Celebration of the Arts Night. Players will improve their interpretation of lead sheets, and learn how to best accompany vocals in an arrangement. Original compositions and/or arrangements will be encouraged.

Music enhancing technology is employed throughout the course.

ELEVENTH GRADE MUSIC

Eleventh Grade Music emphasizes a high level approach to music appreciation, history, philosophy, theory and performance. While the primary focus is on the music of Western culture (classical and popular genres) Asian, African, and Native American music are also studied in relation to current trends in music.

Personal composition, chordal analysis, and audio files and CD's. are some of the tools used in ?????.

12TH GRADE MUSIC

This course builds on students' theoretical knowledge and performance experience by forming an ensemble composed of the class participants. Students are not confined to a single instrument, and there are multiple opportunities for singers. We build a repertoire, and establish a level of comfort by playing music and improvise with various jazz or pop/rock styles. We also explore the subject of modern harmony, as it is practiced in the music industry today. This requires a thorough review of the fundamentals, through a combination of ear-training, written exercises, and the analysis of actual tunes both beloved and obscure. Students are encouraged to bring in their favorite songs for discussion and transcription. Individual projects may be assigned to challenge a particular student to reach for his/her potential. Original songwriting is encouraged, and "producing" by building a song through arrangement and recording is covered as well.

PHYSICAL EDUCATION

Physical education plays a significant role in the physical, mental and social development of students at the high school. Heschel's physical education curriculum exposes students to a wide variety of physical activities and learning styles. It is our goal to foster a lifetime commitment to health through activity.

The goal of physical education is for students to develop habits that assure them productive exercise that leads to maximal physical health and lifelong fitness. Each year, students may select physical education; jazz and hip hop dance (taught through a residency with the alvin ailey company) or yoga.

Physical education classes comprise of but are not limited to: power bands, weights, circuit, jogging, fitness testing, basketball, floor hockey, speedball, wiffleball, softball, soccer & indoor soccer, volleyball, nternational kickball, handball, track and field, and badminton.

