

Curriculum Guide

2016-2017

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MISSION

The mission of de Toledo High School is to raise up a new generation of Jewish leaders for whom Jewish values and tradition shape and guide their vision, and for whom knowledge creates possibilities for moral action, good character, and *shalom*.

PHILOSOPHY

de Toledo High School students join an inspiring educational community that prepares them for academic and professional success. Along with rigorous academics, the de Toledo journey instills a strong foundation for meaningful lives founded upon Jewish values and traditions, and shaped by the ideals of American democracy. de Toledo students emerge with a deep sense of identity, clear purpose, and outstanding character.

High school is a critical time for young men and women to stretch their minds and grow in knowledge and wisdom. At de Toledo High School, education is a dynamic, participatory process that promotes curiosity and creativity, intellectual and spiritual growth.

de Toledo High School believes that the creation of the State of Israel is one of the seminal events in Jewish history. Recognizing the significance of the State and its national institutions, we seek to instill in our students an attachment to the State of Israel and its people, as well as a sense of responsibility for their welfare.

Morality is the cornerstone that guides our students. de Toledo High School provides students with a moral and ethical lens, along with knowledge, and intellectual prowess, and opportunities to engage in actions for social justice and the common good. Faculty members are humanitarian models of courage and kindness, inspiring students to undertake an educational journey that challenges each to think, to test one's abilities, and to discover how to achieve one's goals.

At de Toledo High School, we educate the next generation of outstanding leaders who will shape our collective future and make the world a better place. We cultivate our students' unique gifts so that after graduation each one may navigate his or her own path of greatness with wisdom, compassion, and good character.

EXPECTED SCHOOL-WIDE LEARNING RESULTS (ESLRS)

Students engage in thoughtful acts of *Tikkun Olam* (world repair), and act with integrity, honesty, and wisdom.

Students understand that learning is a lifelong enterprise, and recognize the vital interaction of knowledge and Jewish values.

Students appreciate their obligation to participate in and strengthen all facets of community life, and to respect the religious practices and ideals of others.

The school engenders in its students a sense of hope, joy, self-confidence, personal meaning, and passion for life based upon their understanding of Jewish tradition.

Students achieve critical, synthetic, and evaluative thinking skills and strive for wisdom in their judgments and choices in life.

Students strive to search for the deeper meaning in life and determine that which is truly important.

GRADUATION REQUIREMENTS

| | |
|--------------------------|---|
| English | 4 years |
| Community Service | 9 th & 10 th Grade – 20 hours 11 th Grade – 26 hours 12 th Grade – 26 hours |
| Drishat Shalom Portfolio | 4 years including final draft and delivery |
| Hebrew | 3 years (consecutively from year of enrollment), 4 recommended |
| History | 3.5 years, 4 recommended |
| Jewish Civilization | 2.5 years (includes 9 th grade Arts Rotation, JCIV-approved VPA, and Shoah) |
| Jewish Studies | 4 years (including a semester of Wisdom/Israel 101) |
| Mathematics | 3 years, 4 recommended (including successful completion of Algebra 2, Algebra 2- Honors, or Intermediate Algebra) |
| Physical Education | 2 years or 6 points: Can be completed by six sections of PE (1 point each), four sections of team sports (1.5 points each), or any combination that equals 6 points (must be completed by the end of junior year) |
| Science | 3 years of Core Science (9-11), 4 recommended |
| Senior Capstone | A program which includes Monday through Thursday off-campus internship and mandatory Friday on-campus meetings as well as an evaluation by teacher or mentor. It is a Pass/No Pass graduation requirement. |
| Visual/Performing Arts | 1 yearlong course. (This may be met with JCIV-approved VPA requirement.) |

SCHOOL ADMINISTRATION

Dr. Bruce J. Powell, Head of School
Rabbi David Vorspan, Rabbi-in-Residence
Ellen Howard, Principal
Deborah Shapiro, Chief Operating Officer
Mark Shpall, Dean of Students, Director of Community Programs
David Marcus, Campus Business Manager
Debbie Abelson, Director of Admissions
Michelle November, Senior Admissions Officer
Suzy Bookbinder, Chief Development Officer
Leah Kitz, Associate Director of Development
Cheri Mayman, Director of Marketing and Communications
Angela L. Neff, Director of Educational Technology
Kaye Bernstein, Tuition Assistance Director
Gabriel Lynn, Office Manager, Transportation Coordinator

STUDENT SERVICES

Yoav Ben-Horin, Director of Global Jewish Education
Jaimi Boehm, Dean of Faculty Development
Becca Bodenstein, Twelfth Grade Dean
Julie Brennglass, LMFT, School Counselor
Meredith Britt, Associate Director of College Counseling, Associate Dean of Academic Advisement
Sue DeRuyter, Director of College Counseling, Dean of Academic Advisement
Beverley Kamenir, Tenth Grade Dean
Gregory Keer, Eleventh Grade Dean
Renee Levine-Blonder, Director of Shabbaton, Coordinator of Grade-Level Trips, Coordinator of Service Learning
Tammy Shpall, Dean of Grade-Level Deans, Ninth Grade Dean
Lisa Simonian, Associate Director of College Counseling, Associate Dean of Academic Advisement
Dr. Sivan Tarle, Dean of Experiential Academics, Director of Student Life
Matt Vacca, Dean of Academic Affairs, Director of Summer School
Neila Wolff, Registrar/College Counseling Associate

DEPARTMENT CHAIRS

Jaimi Boehm, English Chair
Kimberly Callaway, Blended Learning Program Chair
Adina Cohen, Hebrew Chair
Prudence Gemmell, Science Chair
Alicia Kasif, Mathematics Chair
Gregory Keer, Visual and Performing Arts Chair
Sina Monjazebe, Athletic Director
Angela L. Neff, Director of Educational Technology
Raquel Safdie, World Languages Chair
Matt Vacca, History Chair
Rabbi Devin Villarreal, Jewish Studies Chair

COURSE OF STUDY

English

AP English Language & Composition (11)
AP English Literature & Composition (12)
Creative Writing (10-12)
English 9
English 9 Honors
English 10
English 10 Honors
English 11
English 11- Integrated English- Media Arts
English 11 Honors
English 12
English 12- Women in British Literature
English 12 Honors
English 12 Honors- Shakespeare
Journalism and Publication (10-12)

Hebrew

Beginner Level:

Hebrew 500
Hebrew 501
Hebrew 502
Hebrew 503
Hebrew 504
Hebrew 505
Hebrew 506
Hebrew 510

Intermediate Level:

Hebrew 512
Hebrew 514
Hebrew 516
Hebrew 520

Advanced Level:

Hebrew 522
Hebrew 524
Hebrew 526 Honors

High Advanced Level:

Hebrew Literature Honors
Hebrew Literature Honors 2
Teacher Cadet Honors

History / Social Science

AP European History (10)
AP Government & Politics: United States (12)
AP Psychology (11-12)
AP U.S. History (11)
Entrepreneurship (12) (S)
Government & Politics: United States (12)
Introduction to Psychology (11-12)
Sex, Gender and Religion: A Study of People & Culture (11-12) (S)
U.S. History (11)
U.S. History Honors (11)

World Civilization: The Jewish Experience 1 (9)
World Civilization: The Jewish Experience 1 (9)
World Civilization: The Jewish Experience 2 (10)
World Civilization: The Jewish Experience 2 H (10)

Jewish Civilization

Jewish Arts Rotation
Genocide and Human Behavior (Shoah) (S)

Visual and Performing Arts Courses

The following courses satisfy the Jewish Civilization requirement. These courses may also be taken as an elective for grades 9-12:

Advanced Israeli Dance
Advanced Jazz Ensemble Honors
Advanced Photography
AP Studio Art: Design
AP Studio Art: Drawing
Art & Artists 2D
Art & Artists 3D
Art History
Ceramics
Dance Improvisation
Documentary Studies and Production
Film Studies 1
Film Studies 2
Graphic Design
Instrumental Ensemble: House Band
Israeli Dance 1 & 2
Jazz Ensemble
Media Arts 1
Media Arts 2 - ICJ
Modern Dance
Musical Theater & Drama Production
Photography 1 & 2
Songwriting and Technology: Music Production
Stagecraft
Video Production 1
Video Production 2
Vocal Ensemble (H)

Other Visual and Performing Arts Electives

The following courses may be taken only as an elective for grades 9-12:

Acting Techniques (S)
Art 2D: Skill Building
Dance Technique (S)
Instrumental Music Workshop (S)
Music Appreciation and Theory (S)
Screenwriting (S)
Theatre Design Elective (S)

Jewish Studies

Comparative Religious Philosophy (11-12)
Ext. Israel Exchange Program Seminar (EIEP) (10)
Integrated Creative Judaics – ICJ (11)
ITS: Tanakh 1- 4
ITS: Talmud 1-4
Israel Texts: Jewish Texts for EIEP Students
Jewish Philosophy (11-12)
Jewish Texts: Rabbinics (11-12)
 Medical Ethics
 Social Justice
 Environment
 Gender
Jewish Text, Speech & Debate I & II (10-12)
Kedoshim/ Intro to Tanakh (9)
Survey of Rabbinic Literature (10)
Tefillah Kehillah Institute (TKI) (H) (10-12)
Tefillah Kehillah Institute (TKI II) (H) (11-12)
Wisdom/ Israel 101 (11-12)

Mathematics

Algebra 1
Algebra 1A
Algebra 1B
Algebra 2
Algebra 2 Honors
AP Calculus AB
AP Calculus BC
Calculus
Finite Mathematics
Geometry
Geometry Fundamentals
Geometry Honors
Intermediate Algebra
Pre-Calculus
Pre-Calculus Honors
Statistics
Trigonometry and Advanced Algebra

Physical Education and Athletics

Fall: Basketball
 Fitness
 Soccer
 Swim
 Wrestling
 Yoga

Winter: Baseball/ Softball
 Fitness
 Swim
 Yoga

Spring: Cross Country
 Fitness
 Self Defense
 Volleyball
 Yoga

Team Sports – Trimester (9-12) (after school)

Fall: Cross Country – Boys and Girls (Varsity, JV)
 Cheer Team – (Varsity)
 Dance Team – Coed (Varsity, JV)
 Equestrian Team
 Flag Football – Boys (Varsity)
 Tennis – Girls (Varsity)
 Volleyball – Girls (Varsity, JV)
 Water Polo – (Varsity)

Winter: Basketball – Boys (Varsity, JV, Frosh/Soph)
 Basketball – Girls (Varsity)
 Cheer Team – (Varsity)
 Dance Team – Coed (Varsity, JV)
 Soccer – Boys and Girls (Varsity)
 Wrestling Team – Boys (Varsity, JV)

Spring: Baseball – Boys (Varsity, JV)
 Dance Team – Coed (Varsity, JV)
 Golf – Boys (Varsity)
 Softball – Girls (Varsity)
 Swim Team – Boys and Girls (Varsity)
 Tennis – Boys (Varsity)
 Volleyball – Boys (Varsity)
 Track and Field – Boys and Girls (Varsity)

Science Core

Anatomy & Physiology (10-12)
Anatomy & Physiology Honors (10-12)
AP Biology (10-12)
AP Chemistry (11-12)
AP Physics 1 (12)
AP Physics 2 (12)
AP Physics C: Mechanics (12)
Biology (9)
Biology Honors (9)
Chemistry (10-12)
Chemistry Honors (10-12)
Physics (10-12)
Physics Honors (10-12)

Science Electives

AP Environmental Science (10-12)
Astronomy (11-12)
Biotechnology and Bioethics (10-12)
Blended Web Design and Development (10-12) (S)
Engineer Your World
Introduction to Computer Science
Introduction to Environmental Science (10-12)
Computer Programming- Beginning (S)
Computer Programming- Intermediate (S)
Sci-Tech 1: Intro to Scientific Engineering (9-11)
Sci-Tech 2: Intro to Biomedical Engineering (10-12)

Science Academy (after school)

App Development

Biology of Cancer
Computer Science
Forensic Science
Marine Biology
Psychology of Violence
Robotics
Rocket Science
Science Colloquium

World Languages

American Sign Language 1
American Sign Language 2
American Sign Language 3

American Sign Language 4
Mandarin 1
Mandarin 2
AP Spanish Language and Culture
AP Spanish Literature
Spanish 1
Spanish 2
Spanish 2 Honors
Spanish 3
Spanish 3 Honors
Spanish 4
Spanish Literature

ACADEMIC ELECTIVES

Each year, a student may choose electives, depending on the level of challenge in the student's core program. Some need permission from the instructor prior to enrollment. Electives may be chosen from the following:

Acting Techniques (S)
Advanced Israeli Dance
Advanced Jazz Ensemble Honors
Advanced Photography
American Sign Language 1-4
Astronomy (11-12)
AP Environmental Science (10-12)
AP European History (10-12)
AP Psychology (11-12)
AP Spanish Language & Culture
AP Spanish Literature
AP Studio Art: Design
AP Studio Art: Drawing
Art & Artists 2D
Art & Artists 3D
Art 2D: Skill Building
Art History
Biotechnology and Bioethics (10-12)
Blended Web Design & Dev (10-12) (S)
Ceramics
Comparative Religious Philosophy (11-12)
Computer Programming Beginner (S)
Computer Programming Intermediate (S)
Creative Writing (10-12)
Dance Improvisation
Dance Technique (S)
Documentary Studies and Production
Engineer Your World
Entrepreneurship (12)
Film Studies 1-2
Finite Math (11-12)
Graphic Design
Instrumental Ensemble: House Band
Instrumental Music Workshop (S)
Intro to Computer Science
Intro to Environmental Science

Intro to Psychology (11-12)
Israeli Dance 1 & 2
ITS: Tanakh 1-4
ITS: Talmud 1-4
Jazz Ensemble
Jewish Philosophy (11-12)
Journalism and Publication (10-12)
Jewish Texts: Rabbinics (11-12)
 Gender
 Medical Ethics
 Social Justice
 Environment
 TKI I or TKI II
JTexts: Speech and Debate I (10-12)
JTexts: Speech and Debate II (11-12)
Mandarin 1 & 2
Media Arts 1
Media Arts 2 & ICJ (11)
Modern Dance
Music Appreciation & Theory (S)
Musical Theatre & Drama Production
Photography 1 & 2
Sci-Tech I & II
Screenwriting (S)
Sex, Gender and Religion (11-12)
Songwriting and Technology: Music Production
Spanish 1-4
Spanish 2-4 Honors
Spanish Literature
Stagecraft
Statistics (11-12)
Theatre Design Elective (S)
Trigonometry and Advanced Algebra
Video Production 1 & 2
Vocal Ensemble (H)

CURRICULUM OVERVIEW

| SUBJECT | 9 TH GRADE | 10 TH GRADE | 11 TH GRADE | 12 TH GRADE |
|--|---|---|---|--|
| ENGLISH | English 9 (H) | English 10 (H) | AP English Language English 11 (H) English 11- Women in Brit Lit | AP English Literature English 12 (H) English 12 (H) Shakespeare |
| HISTORY | World Civilization: The Jewish Experience 1 (H) | AP European History World Civilization: The Jewish Experience 2 (H) | AP U.S. History U.S. History (H) | AP Government: US Government (S) Sex, Gender and Religion (S) Entrepreneurship (S) |
| MATHEMATICS | Algebra 1 Algebra 1A Geometry (H) Algebra 2 (H) | Algebra 1B Algebra 2 (H) Geometry (H) Geometry Fundamentals Intermediate Algebra Pre-Calculus (H) Trig and Adv. Algebra | Algebra 2 (H) AP Calculus AB Calculus Geometry Geometry Fundamentals Intermediate Algebra Pre-Calculus (H) Statistics Trig and Adv. Algebra | AP Calculus AB AP Calculus BC Calculus Finite Mathematics Intermediate Algebra Pre-Calculus (H) Statistics Trig and Adv. Algebra |
| SCIENCE | Biology Biology Honors | AP Biology Anat. & Physiology (H) Chemistry (H) Physics (H) | Anat. & Physiology (H) AP Chemistry AP Physics 1 or C Chemistry (H) Physics (H) | Anat. & Physiology (H) AP Chemistry AP Physics 1 or 2 or C Chemistry (H) Physics (H) |
| JEWISH CIVILIZATION/ VISUAL & PERFORMING ARTS | Jewish Arts Rotation: Instrumental Music, Israeli Dance, Media Arts, Theater and Song, Visual Arts | EIEP Seminar JCIV approved - Visual & Performing Arts | Shoah (S) | Shoah (S) |
| HEBREW | Three consecutive years of Hebrew from time of enrollment. We have a 16-level Hebrew course of study is available, ranging from beginner level courses to Hebrew Literature Honors I & II | | | |
| JEWISH STUDIES | ITS: Tanakh ITS: Talmud Kedoshim/Intro To Tanakh | ITS: Tanakh ITS: Talmud Israel Texts for EIEP Speech and Debate Survey of Rabbinic Lit TKI (H) | Comparative Religions (S) Environment (S) Gender (S) Medical Ethics (S) ITS: Tanakh ITS: Talmud Jewish Philosophy (S) Judaics/ Media Arts 2 Social Justice (S) Speech and Debate TKI or TKI II (H) Wisdom/Israel 101 (S) | Comparative Religions (S) Environment (S) Gender (S) Medical Ethics (S) ITS: Tanakh ITS: Talmud Jewish Philosophy (S) Judaics/ Media Arts 2 Social Justice (S) Speech and Debate TKI II (H) Wisdom/Israel 101 (S) |
| PHYSICAL EDUCATION & ATHLETICS | Physical Education Team Sports | Physical Education Team Sports | Physical Education Team Sports | Physical Education Team Sports |
| WORLD LANGUAGES | Elective courses are available in American Sign Language, Mandarin, and Spanish | | | |
| ELECTIVE | See list of Elective Choices, Students are required to take one elective course to be UC/CSU eligible. | | | |
| DRISHAT | Required | Required | Required | Required |
| COMMUNITY SERVICE | 10 hours | 10 hours | 26 hours | 26 hours |
| CAPSTONE | | | | Required |

(S) Semester Class (H) Honors option available
Students must be enrolled in a minimum of 6 courses per semester.

ENGLISH

AP ENGLISH LANGUAGE AND COMPOSITION (GRADE 11)

This course is designed for the accelerated English student and encompasses college-level requirements and rigor: the material presented is designed to comply with the curricular requirements described in the *AP English Course Description* and is intended to prepare students for the Advanced Placement exam administered in the spring. With that in mind, the class is composed of students who have demonstrated superior ability in English and who are willing to meet the stringent course workload.

Through close, critical reading of nonfiction prose and literary selections, students in AP Language will further develop their ability to work with language and text to enhance their understanding of rhetoric. Students will write daily in a variety of forms, including both formal and informal expository, analytical, personal, and argumentative essays in response to prompts generated from current events, journalism, essays, letters, diaries, speeches, and images. Writing daily provides students an opportunity to develop and hone their own points of view and to enhance their confidence in their ability to express themselves more efficiently and with greater authenticity.

AP Language is designed to parallel students' studies in Advanced Placement United States History throughout the year. As such, the course revolves entirely around the American canon. Students will also be expected to analyze several novels reflective of a changing American ethos. This interdisciplinary emphasis reinforces students' understanding and enables them to conceptualize the American experience from a number of vantage points.

Written work is completed both inside and outside class, and writing is approached as an ongoing, recursive process. Vocabulary study focuses primarily on the language of rhetoric, but is also designed to support students' preparation for the SAT/ACT exams. Similarly, students will engage in advanced grammatical exercises designed to help them not only to prepare for SAT/ACT exams, but also to understand how the mechanics of the English language can be harnessed to support a writer/speaker's agenda.

Prerequisite(s): Permission of Instructor and Department Chair, minimum grade of B in English 10 Honors, submission of writing sample (prompt provided by AP Language Instructor), and successful completion of summer assignment.

AP ENGLISH LITERATURE AND COMPOSITION (GRADE 12)

This course is designed for the accelerated English student and encompasses college level requirements and rigor: the material presented is geared toward preparation for the Advanced Placement exam administered in the spring. With that in mind, the class is composed of students who have demonstrated superior ability in English, and are willing to meet the stringent course workload. The major focus of the course is an intrinsic-analytic, denotative-connotative approach to literature; writing instruction at this level is based largely on refinement as it enhances a writer's precision, clarity, relevance, vigor and originality in both formal and informal composition.

Written work prepares students for the examination format of extemporaneous analysis of texts and broad based comparative responses that call for analytical organization and textual support. Works are studied by genre and guided by essential questions. These major works are selected to emphasize the developmental nature of modern world literature as a means by which to decipher, challenge, and direct the human condition. Authors studied can include: Camus, McEwan, Ibsen, Kafka, Shakespeare, Morrison and Voltaire. The examination of rhetorical techniques as well as additional terms of literary analysis of poetry, drama and fiction is ongoing.

Prerequisite(s): Permission of Instructor and Department Chair, minimum grade of B in English 11 Honors or AP Language, submission of writing sample (prompt provided by AP Literature Instructor), and successful completion of summer assignment.

ENGLISH 9

While reading a variety of genres of literature and learning how authors use the various literary devices to enhance the development of the characters and plots of their stories, students in this course will analyze how literature explores the shaping of identity through tests of character. Using literature as the

foundation, students will develop their reading comprehension and critical thinking skills to understand how authors use the craft of writing to best express their messages. The course also features an ongoing, intensive writing component wherein students will improve their writing skills by applying their understanding of how authors best convey and enhance their messages.

The writing component includes instruction in grammar and punctuation and an emphasis on writing in various rhetorical modes: literary analysis, personal narrative, descriptive, process analysis, definition, and compare and contrast. Students will also have opportunities to engage in creative writing. Modern Language Association (MLA) standards for all written work will be introduced and required. Vocabulary development is presented through a web-based, personalized program called Membean. Independent reading assignments will also be required during the course of the school year.

ENGLISH 9 HONORS

Honors English accommodates academically talented students who seek an additional challenge beyond the regularly prescribed curriculum. As a result, the course moves at a faster pace, requiring that students work independently, outside of class, and at a higher level of expectation. This course is designed to introduce students to literature by genre and to provide a foundation in literary history, character and plot development, and an introduction to literary terms and devices. Using literature as the base, students develop their reading comprehension, critical thinking skills, writing skills, and knowledge of correct grammar and punctuation.

Students will engage in an ongoing intensive writing course with emphasis on various rhetorical modes including: personal narrative, descriptive, process analysis, definition, and compare and contrast. Students will also have opportunities to engage in creative writing. Modern Language Association (MLA) standards for all written work will be introduced and required. Vocabulary development is presented through a web-based, personalized program called Membean. Independent reading assignments will also be required during the course of the school year.

Prerequisite(s): Permission of Instructor and Department Chair

ENGLISH 10

This course focuses on world literature in order to expose students to a variety of perspectives and worldviews. Students will examine works from different parts of the world and in different genres such as the novel, play, short story, and poem as a way to study, understand, and discuss the application of various themes, motifs, and tropes. We will use the literature to help deepen critical thinking and writing skills and to help make connections to our own lives. Throughout the year, students will be encouraged to draw their own connections between and among the studied texts in order to help develop critical thinking and independence. Possible authors of study can include, but are not limited to, Sophocles, Guy de Maupassant, Jamaica Kincaid, and Yukio Mishima.

The writing program emphasizes the refinement of techniques and structure in the expository essay, continues the development of the rhetorical modes of the persuasive essay, and develops the skill of incorporating research into both types of essays. Students will also have opportunities to engage in creative writing. Modern Language Association (MLA) standards for all written work will be reviewed and required. Vocabulary development is presented through a web-based, personalized program called Membean. Independent reading assignments will also be required during the course of the school year.

Prerequisite(s): Successful completion of English 9 or English 9 Honors

ENGLISH 10 HONORS

Honors English accommodates academically talented students who seek an additional challenge beyond the regularly prescribed curriculum. As a result, the course moves at a faster pace, requiring that students work independently, outside of class, and at a higher level of expectation. This course focuses on world literature in order to expose students to a variety of perspectives and worldviews. Students will examine works from different parts of the world and in different genres such as the novel, play, short story, and poem as a way to study, understand, and discuss the application of various themes, motifs, and tropes. We will use the literature to help deepen critical thinking and writing skills and to help make connections to our own lives.

Furthermore, students examine sophisticated poetic and literary devices and analyze how these devices create meaning within their respective texts. Throughout the year, students will be encouraged to draw their own connections between and among the studied texts in order to help develop critical thinking and independence. Possible authors of study can include, but are not limited to, Sophocles, Guy de Maupassant, Jamaica Kincaid, and Yukio Mishima.

The writing program emphasizes the refinement of techniques and structure in the expository essay, continues the development of the rhetorical modes of the persuasive essay, and develops the skill of incorporating research into both types of essays. Students will also have opportunities to engage in creative writing. Modern Language Association (MLA) standards for all written work will be reviewed and required. Vocabulary development is presented through a web-based, personalized program called Membean. Independent reading assignments will also be required during the course of the school year.
Prerequisite(s): Permission of Instructor and Department Chair and successful completion of English 9 or English 9 Honors

ENGLISH 11 - INTEGRATED ENGLISH-MEDIA ARTS

Students will analyze a variety of print and digital texts in order to identify and interpret an author's, artist's, and/or designer's message, and to determine how a specific audience drives a creator's decision-making process. Students will read fiction and nonfiction as sources of inspiration and discovery and then learn to analyze the rhetoric with an emphasis on how choices of tone shape a message. Throughout the course, students will use collaboration processes, oral communication, presentation and creative problem solving to strengthen and apply their knowledge of written and visual communication. Modern Language Association (MLA) standards for all written work will be reviewed and required. Vocabulary development is presented through a web-based, personalized program called Membean. The grammar focus this year is on reviewing the grammar of English 10 and identifying syntax errors.

Prerequisite(s): Successful completions of Media Arts 1 or Permission of Instructor in addition to successful completion of English 10 or English 10 Honors.

ENGLISH 11

This course offers a thematic and chronological examination of the American literary tradition and other genres of artistic expression. In particular, we focus on the origins and evolution of the American teenager as it appears in fiction, non-fiction, drama, poetry, film, music, and art from the colonial through the contemporary periods. We will examine and explore identity through this lens in order to better understand ourselves and representations of self in American culture. Our writing program facilitates this process and builds upon the fundamental skills of writing in English 9 and 10. In addition to the more traditional forms of academic writing such as literary analysis and the persuasive essay, students will practice with more real-world genres of writing such as resume, letter, blog, etc. with an emphasis on the recursive nature of writing (brainstorming, drafting, and publishing). Students also experiment with creative writing and read books of their choice in class. Modern Language Association (MLA) standards for all written work will be reviewed and required. Vocabulary development is presented through a web-based, personalized program called Membean. The grammar focus this year is on reviewing the grammar of English 10 and identifying syntax errors.

Prerequisite(s): Successful completion of English 10 or English 10 Honors

ENGLISH 11 HONORS

This course is designed for the accelerated English student, who has demonstrated superior ability in analysis and composition and who is willing to meet a demanding course workload. This course offers a thematic as well as a chronological examination of the American literary tradition, with emphasis placed on the interpretation and evolution of the "American Dream" as a unifying factor in American literature. As the title of the course suggests, students will consider not only the representation of the American Dream in literature, but also how the idea of America is in fact created, contested, and revised in American writing. Students will read and discuss prominent fiction and non-fiction works from the colonial period through the modern era with a particular emphasis on nineteenth and twentieth century literature and the nation's shifting role on the world literary stage. The writing program includes a review of the

fundamentals of essay writing, followed by extensive practice in the literary analysis essay, the persuasive essay, and research-based writing, through a series of in-class and guided-independent informal and formal papers. Vocabulary, grammar, and usage workshops are ongoing and are designed to enhance preparation for the SAT as well as to facilitate precision and accuracy in both oral and written discourse.

Prerequisite(s): Permission of Instructor and Department Chair and successful completion of English 10 or English 10 Honors

ENGLISH 12

This course focuses primarily on nineteenth and twentieth century masterpieces of world literature in various genres. At its heart, the literature included in English 12 is used as the means by which to encourage tolerance, empathy, insight, and self-knowledge. Additionally, non-fiction is selected and incorporated into the curriculum with similar aims. The writing program is literature-based and is designed to help students master a variety of rhetorical modes through a series of in-class and guided independent papers. Vocabulary, grammar, and usage workshops are ongoing and designed to enhance each student's confidence, precision and accuracy in both oral and written discourse. Authors studied include: Shakespeare, Orwell, Williams, Morrison, Kafka, and Hesse. The examination of rhetorical techniques as well as additional terms of literary analysis of poetry, drama, and fiction is ongoing.

Prerequisite(s): Successful completion of English 11, English 11 Honors, or AP English Language

ENGLISH 12 – WOMEN IN BRITISH LITERATURE

This course focuses on British literature written by, for, and about women. Students will think critically about the themes, historical and philosophical contexts, social issues, and cultural perspectives of women writers from the late-18th century to today. Texts of study include not only novels but also poetry, drama, and excerpts of relevant non-fiction. The examination of rhetorical techniques as well as additional terms of literary analysis of poetry, drama, and fiction is ongoing. The writing program is literature-based and is designed to help students master a variety of rhetorical modes through a series of in-class and guided independent papers. Vocabulary, grammar, and usage workshops are ongoing and designed to enhance each student's confidence, precision and accuracy in both oral and written discourse. Authors studied can include: Mary Wollstonecraft, Jane Austen, Virginia Woolf, and George Eliot.

Prerequisite(s): Successful completion of English 11, English 11 Honors, or AP English Language

ENGLISH 12 HONORS

This course is designed for the accelerated English student and encompasses college level requirements and rigor. The class is composed of students who have demonstrated superior ability in English and who are willing to meet the stringent course workload. The major focus of the class is an intrinsic-analytic, denotative-connotative approach to literature; writing instruction at this level is based largely on refinement as it enhances the writer's precision, clarity, relevance, vigor, and originality in both formal and informal composition. Written work prepares students for college level expectations, specifically, the analysis of text and broad based comparative responses that call for analytical organization and textual support. Additionally, non-fiction is selected and incorporated into the curriculum in order to expose students to a variety of voices and formats. Authors studied can include: Morrison, McEwan, Camus, Hesse, Golding, and Shakespeare. Vocabulary, grammar, and usage workshops are ongoing and are designed to enhance each student's confidence, precision, and accuracy in both oral and written discourse. The writing assignments, level of analysis, and additional readings augment the Honors section and reflect greater sophistication in terms of application and expectation.

Prerequisite(s): Permission of Instructor and Department Chair and successful completion of English 11 or English 11 Honors

ENGLISH 12 HONORS - SHAKESPEARE

In this course, students will read, interpret, and discuss a variety of William Shakespeare's plays in order to understand them as both works of culturally significant literature and works of popular entertainment. As we explore these dramatic works, we will apply various critical lenses, examine their reinterpretation and reinvention, and connect the salient themes to our own contemporary lives. We will supplement our

reading of the full-length plays with Shakespearean sonnets, critical theory, adaptations, and history. To demonstrate understanding, students will memorize and perform short excerpts, write and present essays of various types (analysis-, comparison-, and synthesis-driven), and design projects that weave together students' answers to the course's essential questions. Vocabulary, grammar, and usage workshops are ongoing and are designed to enhance each student's confidence, precision, and accuracy in both oral and written discourse. This course is designed for the accelerated English student and encompasses college level requirements and rigor. The class is composed of students who have demonstrated superior ability in English and who are willing to meet the stringent course workload.

Prerequisite(s): Permission of Instructor

ENGLISH ELECTIVES

JOURNALISM AND PUBLICATION (10-12)

In the interest of creating leaders in newsgathering, communication and expression, students in Journalism and Publication will produce an online newspaper and an annual literary magazine. Instruction will focus on the craft of writing (both objective news and opinion pieces) and the craft of photojournalism. Students will develop techniques to integrate and produce multimedia content – on blogs and social media sites like Facebook, YouTube, Instagram, Google+, and Twitter. The course will require students to commit out-of-class time to attending school and community events.

CREATIVE WRITING (10-12)

The overall purpose of the course is to study and develop the craft of narrative composition (such as dialogue, plot, character development, world building, and point of view) and the craft of poetry composition (such as form, meter, and lineation). Students will develop their writing skills in a variety of media, including short fiction, poetry, screenwriting, and creative nonfiction. In a workshop environment, students will share and review their work with one another, discussing the importance of word choice, tone, diction, review, voice, and style. The class will culminate in the creation of a portfolio of revised, polished compositions.

BLENDED LEARNING PROGRAM: ENGLISH COURSES

BLP English takes the best of traditional school and combines it with the power of online learning to ensure that each student gets a personalized education that meets his or her needs. In these UC-approved courses, students cycle through a schedule of independent online study, one-on-one teacher instruction, and peer-group interaction. Blended courses are ideal for self-motivated students seeking greater academic challenges, students with Learning Differences, those desiring flexibility due to demanding extra-curricular schedules, and those in need of remediation. **Course offerings: English 9, 10, 11, and 12 as well as Honors and AP courses. Not all courses are offered every semester. Recommendation of Department Chair required.**

HEBREW

The goal of the Hebrew curriculum is to accelerate academic and cultural proficiency of the Hebrew language. Further, the Hebrew program approaches the learning of Hebrew in a holistic way where students learn grammar and syntax through exposure to real life media and conceptual lessons. Moreover, Hebrew grammar is approached systematically and thoroughly in context rather than in isolation. Every text in the Hebrew program is taken from classical and modern sources in order to engender an appreciation for the wide range of historical usage of Hebrew. Every level of the Hebrew curriculum builds on the previous level. The Hebrew program consists of four levels: beginner, intermediate, advanced and high advanced.

BEGINNER LEVELS

HEBREW 500, 501, 502, 503, 504, 505, 506, 510

The Alpha NETA book, Bishvil Ha'lvrit 1, Bishvil Ha'lvrit 2 and additional sources serve as the beginning step in the path of Hebrew language learning. Beginner Hebrew is a preparatory class for the NETA curriculum. Students will work to acquire the capacity to recognize and to write all 22 letters in block printing and cursive script, as well as to read any Hebrew word with vowel pointing. The course will also emphasize acquisition of practical vocabulary and comprehension of basic grammatical structures including the syntactical forms of masculine and feminine, singular and plural forms of nouns/modifiers, adjectives, the construction of verbs in present tense and the formation of infinitives. Students will focus on a number of linguistic skills including writing eight to ten sentence paragraphs, reading short information passages and folk tales, speaking short dialogues about daily life or customs, and listening to and comprehending these same dialogue forms. This level uses Alpha NETA book, Bishvil Ha'lvrit 1, Bishvil Ha'lvrit 2 and additional sources.

INTERMEDIATE LEVELS

HEBREW 512, 514, 516, 520

The themes of this course include shape and color, weather and mood, friendship and dreams, truth and lies, and the history of the Israeli people. The course will emphasize acquisition of the grammatical structures of the past and future tenses, prepositions *et, im, shel, min, al, etzel, biladei* and agreement of nouns/adjectives using the definite article. Students will continue to focus on writing short notes and personal/impersonal letters; reading and comprehending 15-20 sentence informational paragraphs in elementary Hebrew, articles expressing opinions, and 15-30 sentence short stories, simple poetry, *Midrash* or biblical verse, speaking dialogues about school, family, entertainment, and listening to and comprehending short dialogues, and songs about daily life. This level uses books '*Bishvil ha'lvrit 3*' and '*Bishvil ha'lvrit 4*' of the NETA series, plus supplementary materials.

ADVANCED LEVEL

HEBREW 522, 524

The themes of this course include home, sports, costumes, travel and tourism, community and leadership. The course will emphasize acquisition of practical vocabulary and comprehension of the normal formation of gerunds, active conjugation, future tense in the conjugation of *pa'al, piel, hifil, hitpa'el*, the placement of constructs in sentences, formation of expressions, and classes of cause, time/purpose, results, comparison and contrast. Students will also focus on writing about texts and constructing a historical report; reading press releases and articles; speaking in conversation about any topic; and listening to and comprehending simple TV or radio news, and dialogue in standard Hebrew. Students will be able to read scientific explanations about natural phenomenon, debate the abstract definition of home, and analyze historical articles. This level uses book '*Bishvil ha'lvrit 5*' of the NETA series, plus supplementary materials.

HEBREW 526 HONORS

The themes of this level are family, democracy, freedom, and the building of the state of Israel through the *Aliyot*. The course will emphasize acquisition of practical vocabulary and grammatical topics to include all three tenses, gerunds, possessive forms, expression of negation, use of prepositions, introductory statements, and formation of sentences with passive verbs. Students will continue to focus on writing standard modern Hebrew in letter, memo, and essay form, reading a literary work in its original form, and independent extensive reading of general news, speaking conversationally on any topic, as well as presenting a short lecture on theoretical topic, and listening to and comprehending most elements of a conversation on any topic among native speakers of Hebrew. In addition, students will plan a script for a short film, read scientific articles, and practice writing such articles. This level uses books 21-25 of the NETA series and supplementary materials.

HIGH ADVANCED LEVEL:

HEBREW LITERATURE HONORS

This course is the most advanced level of Hebrew. It is designed so that the graduates of all levels of the NETA curriculum will be able to study selected subjects in Hebrew Literature. This is a literature class comprised of a variety of Israeli poems, novels, and *Midrash* through literature and poetry. Students will explore contemporary Hebrew poetry and prose as well as fiction and non-fiction. An emphasis is placed on social and historical issues, which enriches the student's understanding through literature of the collective Jewish experience within the realities of modern Israel. This course is designed to increase the fluency and complexity of the student's comprehension and expression, as well as generate in the student a greater appreciation of the Hebrew language and literature.

HEBREW LITERATURE HONORS 2 ALIYAH VE HAGIRA L ISRAEL

This course is the most advanced level of Hebrew. It is designed so that the graduates of all levels of the NETA curriculum will be able to study selected subjects in Hebrew Literature. Students will demonstrate an increased fluency in oral and written Hebrew and will demonstrate an advanced oral and written comprehension of Hebrew Literature. It will require students to read non-fiction articles about emigration and immigration, absorption of immigrants, and reasons for immigration; analyze stories, songs and documentary passages.

HEBREW TEACHER CADET HONORS

This course is an original pilot on the international level whose goal is to train high school students to become Hebrew teachers. This course is the most advanced level of Hebrew: The goal of the program is to integrate discipline-specific academic content with industry knowledge and skills, engage a wider array of students, provide them with increased options, and empower them to succeed as a Hebrew teacher.

The curriculum contains two parts: theoretical study including pedagogy and methodology in teaching Hebrew and practicum.

Topics Learned by Students in Theoretical Study

1. Methodology and pedagogy
2. Skill enhancing of language and how they are built in the curriculum- reading comprehension, auditory proficiency, oral proficiency, and writing proficiency
3. Enhancement of vocabulary
4. Assignments, quizzes, tests and familiarity of criteria when assessing student work
5. Familiarity with the Hebrew curriculum in each level: beginners, intermediate and advance, and learning about what a student would have to know when finishing each level.
6. How to prepare lesson plans and overall units and executing them.

Practical Work

An experienced Hebrew teacher will guide this work. The experience gained through this reveals to him different aspects of being a teacher. The student will be involved in the class, he will teach and, in addition, observe the teacher while he is teaching. Every "Perah Hora'a will have to be a part of the planning and execution of the pre-set curriculum and will be assisting the teacher in grading assignments, lesson plans and tests, and will follow the student's progress in the classroom.

We believe that this program, which connects academic theoretical knowledge with practical skills, will provide our students with knowledge, experience, and career skills to excel in their eventual own careers.

Prerequisite(s): Hebrew Literature Honors and a Hebrew Subject Test score of 730 or higher.

HISTORY/SOCIAL SCIENCES

AP EUROPEAN HISTORY (GRADES 10-12)

This course provides an analytical perspective on European History from 1450 to the Present. There will be a focus on writing and critical thinking, research, and college ready skills. This course will have considerable use of online resources, educational technology, and digital discussions. The class will meet during the regularly scheduled periods in the school day and will also meet virtually. Students will engage in three main themes of study: Intellectual and Cultural History; Political and Diplomatic History; Social and Economic History. Within each of these themes, students will consider the following subjects: intellectual change; reformers and religious wars; European interaction with the world; Absolutism and Constitutionalism; the Enlightenment; the French Revolution; the First and Second Industrial Revolutions; 19th and early 20th Century Growth and Rise of *-ism* ideologies in France, Italy, Germany, Russia, and Great Britain; Romanticism, Realism, and Relativism; World War I and the Russian Revolution; Interwar period; WWII; Cold War World; Post-Cold War World. Admission to this course is based on prior achievement in history, teacher recommendations, organizational skills, work ethic, passion for historical studies, and a willingness to meet the high expectations of the national exam in May.

Prerequisite(s): Recommendation of Instructor, Department Chair, and demonstration of scholarly work habits.

AP GOVERNMENT & POLITICS: UNITED STATES (GRADE 12)

This course provides an analytical perspective on U.S. Government and politics, involving both the study of general concepts used to interpret American politics and the analysis of specific case studies. It also will explore the many institutions, groups, beliefs, and ideas that constitute U.S. political reality. The course will emphasize the role America plays in the world community by examining its foreign and domestic policies, both from a political as well as a Jewish and moral perspective. There will be a focus on writing and critical reading exercises, the analysis of primary source documents, as well as testing strategies all geared towards being successful on the national AP exam in May. Included in the course study will be a 5-8 week intensive on economics concentrating on supply and demand and personal finance. Admission to this course is based on prior achievement in history, teacher recommendations, organizational skills, work ethic, passion for historical studies, and a willingness to meet the high expectations of the national exam in May.

Prerequisite(s): Recommendation of Instructor, Department Chair, and demonstration of scholarly work habits.

AP PSYCHOLOGY (GRADES 11-12)

This is a college level course that may entitle the student to college credit upon successful completion of the AP exam. Students will spend the year covering diverse topics such as human development, social psychology, learning theory, psychological disorders, memory and cognition, the biology of behavior, sensation and perception, motivation and emotion, stress and health, personality theory, schools of psychotherapy, research design and statistics. Only those students who possess a great deal of self-discipline and motivation should take this course, as there is a substantial amount of learning that will not be covered during class meetings. Class includes labs, projects, guest speakers, and at least one field trip.

Prerequisite(s): Algebra 1, Biology

AP U.S. HISTORY (GRADE 11)

The AP program in United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in the American past. This class requires a level of participation, commitment, effort, and autonomy beyond the ordinary high school level, and will cover the College Board's AP-U.S. History outline. The course offers a rich understanding of the major themes, trends, chronology, historical interpretations, and developments over time in U.S. history. The course workload is equivalent to a full-year introductory college course. It is a fast-paced survey with coverage from colonial history to the 1980's. Admission to the course is based on prior achievement in history, teacher recommendations, organizational skills, work ethic, passion for historical studies, and a willingness to meet the high expectations of the national exam in May. Summer preparatory

work, an early return to lessons prior to the first day of school, and a fourth class session each week during the regular academic year will also be required.

Prerequisite(s): Recommendation of Instructor, Department Chair, and demonstration of scholarly work habits. Also an in-class writing assessment on a cold prompt using a Primary Source specific to history.

ENTREPRENEURSHIP (GRADE 12)

SEMESTER

This experiential, entrepreneurship based curriculum is designed to equip students with the skills needed to guide students through the design and launch of their own small business, and teaches the business planning process and business content such as marketing, manufacturing, and finance. This course is geared toward students who want to focus their creativity, optimism and determination to realize their vision to start a business and effect social change. Students will participate in Life Mapping, Design Thinking, Innovative Problem Solving, Business Planning, and Ideation and Design Process. Each experience in the curriculum is designed to cultivate students' abilities to communicate, collaborate, problem solve, innovate, self-manage, and demonstrate grit. Additionally, this course will stress College Ready skills, such as, Memory Strategies, Note-Taking, Organization, Research, Learning Strategies, and Time Management. Admission to this course is based on prior achievement in history, teacher recommendations, organizational skills, and work ethic.

Prerequisite(s): Recommendation of Instructor, Department Chair, and demonstration of scholarly work habits.

INTRODUCTION TO PSYCHOLOGY (GRADES 11-12)

This course is broad in scope and is designed to give students a first taste of the field of Psychology. Topics studied are chosen from the following list: history of psychology, human development, neurology, biology of behavior, research design, sensation and perception, motivation and emotion, memory and cognition, learning theory, stress and health, personality theory, psychopathology, and social psychology. Students are encouraged to learn the material as well as to self-explore as they concurrently begin making decisions about their post-graduation plans. Class includes a project and guest speakers.

Prerequisite(s): Algebra 1, Biology, Anatomy & Physiology recommended

GOVERNMENT & POLITICS: UNITED STATES (GRADE 12)

SEMESTER

This semester length course will help students obtain a deeper understanding of American government and politics. Students will explore the roots of our federal system of democracy as a lead-in to their analysis and interpretation of the Constitution and the Bill of Rights. They will learn about the branches of government and the relationship between the federal, state, and local governments, as well as the influence and effects of the media, interest groups, campaign finance, and elections. The course will also emphasize the role the United States plays in the world community by closely examining its foreign and domestic policies, both from a political as well as a Jewish and moral perspective. There will be several writing and research projects. Students in U.S. Government will demonstrate knowledge and skills as they work toward the expected school-wide learning goals of becoming self-directed learners who can identify a task and complete it; complex thinkers who can determine solutions to problems and community contributors who will become productive members of society. Students will devote attention to the fundamentals of historical inquiry, critical reading, discussion and debate, organization, mastery of the basic chronology of events, primary source analysis, research and academic writing skills, and the use of educational technology.

SEX, GENDER, AND RELIGION: A STUDY OF PEOPLE AND CULTURE (GRADE 11-12) SEMESTER

This semester length course is an introduction to the study of living people in relation to their natural and social environments. Students are asked to effectively communicate, research, write papers, and collaborate on projects. It will focus on "classic" themes in cultural anthropology such as human behavior, ethnicity, language, adaptation, marriage, kinship, gender, religion, and social stratification, with the objective of exploring the social meanings within the diverse groups of human life. The main goal is to understand cultural variety and human social organizations and the main purpose is to help students understand how different human groups think and live, how they cope with life's demands and expectations, and how they make sense of the world.

U.S. HISTORY (GRADE 11)

This course is a survey of United States history from slavery to the present. The course emphasizes political, social, diplomatic, and economic aspects of the American past. Topics of inquiry may include: a survey of African-American history from slavery through the Civil Rights Movement; the Civil War and Reconstruction; the Gilded Age; European Jewish Immigration; the Age of Imperialism; the Progressive Era; World War I; the "Roaring Twenties" and Great Depression; World War II; the Early Cold War, Korean War, and domestic politics; the Vietnam Era and the 1960s; and, the Final Years of the Cold War. Thematic elements may include: American diversity, identity, and culture; the growth of the United States and economic transformation; globalization; politics, citizenship, and race relations; progressive reform; and slavery and Civil Rights. Students will devote attention to the fundamentals of historical inquiry, critical reading, discussion and debate, organization, mastery of the basic chronology of events, primary source analysis, research and academic writing skills, and the use of educational technology.

U.S. HISTORY HONORS (GRADE 11)

This course will serve as a supplement to the required survey of United States history. Students will meet in a seminar style class as an additional fourth class session each week beyond their regularly scheduled history course. The course emphasizes political, social, cultural, economic, and gender aspects of the American past. In essence, the thrust of the class is to explore how Americans understood, shaped, and participated in their world. Topics of inquiry may include: slave narratives; Jews in the Civil War; immigration, labor strikes, and progressive reforms during the Gilded Age; the Spanish-American War and the Age of American Imperialism; the New Women of the 1920s; World War I and World War II; design and consumption during the 1950s; and, the counterculture of the 1960s. Thematic elements may include: slavery and mechanisms of control; discourse of "the other"; workers movements; imperialism and nationalism; changing gender roles; and, cultural history and entertainment. Students will devote attention to the fundamentals of historical inquiry, critical reading, discussion and debate, organization, mastery of the basic chronology of events, primary source analysis, research and academic writing skills, and the use of educational technology. The honors section of this course will pursue a more ambitious course of study with a greater load in terms of reading, writing, and research.

Prerequisite(s): Recommendation of Instructor, Department Chair, and demonstration of scholarly work habits.

WORLD CIVILIZATION: THE JEWISH EXPERIENCE 1 (GRADE 9)

This course begins a two-year sequence in World and Jewish history covering political, social, economic, intellectual, and religious history of the Western and non-Western world from prehistoric times to the present. The 9th grade course will conclude with developments up to approximately 1650. Topics of inquiry may include: the Fertile Crescent; the early Hebrews; ancient India, Greece, and Rome; the birth of Islam; the so-called Dark Ages in Europe; the Middle Ages; the Renaissance; the Protestant Reformation; and the Age of Exploration. Thematic elements may include: the art of survival; world religions, their uses, impacts, major figures, followers, victims, and crusades; the role of women and gender issues; the role of economics in the development of civilization; the politics of rich and poor; the lives of the downtrodden; the impact of migration; culture; and art. Special emphasis will be given to the Jewish experience during the periods of study.

Students will devote attention to the fundamentals of historical inquiry, critical reading, discussion and debate, organization, mastery of the basic chronology of events, primary source analysis, research and academic writing skills, and the use of educational technology.

WORLD CIVILIZATION: THE JEWISH EXPERIENCE 1 HONORS (GRADE 9)

This course begins a two-year sequence in World and Jewish history covering political, social, economic, intellectual, and religious history of the Western and non-Western world from prehistoric times to the present. The 9th grade course will conclude with developments up to approximately 1650. Topics of inquiry may include: the Fertile Crescent; the early Hebrews; ancient India, Greece, and Rome; the birth of Islam; the so-called Dark Ages in Europe; the Middle Ages; the Renaissance; the Protestant Reformation; and the Age of Exploration. Thematic elements may include: the art of survival; world religions, their uses, impacts,

major figures, followers, victims, and crusades; the role of women and gender issues; the role of economics in the development of civilization; the politics of rich and poor; the lives of the downtrodden; the impact of migration; culture; and art. Special emphasis will be given to the Jewish experience during the periods of study.

Students will devote attention to the fundamentals of historical inquiry, critical reading, discussion and debate, organization, mastery of the basic chronology of events, primary source analysis, research and academic writing skills, and the use of educational technology. The honors section of this course includes a more ambitious course of study with a greater load in terms of reading, writing, research, and discussion.

Prerequisite(s): Recommendation of the Department Chair

WORLD CIVILIZATION: THE JEWISH EXPERIENCE 2 (GRADE 10)

This course concludes a two-year sequence in World and Jewish history covering political, social, economic, intellectual, and religious history of the Western and non-Western world from prehistoric times to the present. The 10th grade course will be devoted to developments from approximately 1650 to the present. Topics of inquiry may include: the Enlightenment; the French Revolution; the Industrial Revolution and the Industrial Age; World War I, the Interwar Period, and World War II; Postwar Years and the Cold War; and, the Modern Era. Special attention will be devoted to Zionism, the *Shoah* (Holocaust), and the history of the State of Israel.

Thematic elements may include: intellectual history, revolution and civil disobedience, militarization, nationalism, imperialism, and creation of the modern state. Students will devote attention to the fundamentals of historical inquiry, critical reading, discussion and debate, organization, mastery of the basic chronology of events, primary source analysis, research and academic writing skills, and the use of educational technology.

WORLD CIVILIZATION: THE JEWISH EXPERIENCE 2 HONORS (GRADE 10)

This course concludes a two-year sequence in World and Jewish history covering political, social, economic, intellectual, and religious history of the Western and non-Western world from prehistoric times to the present. The 10th grade course will be devoted to developments from approximately 1650 to the present. Topics of inquiry may include: the Enlightenment; the French Revolution; the Industrial Revolution and the Industrial Age; World War I, the Interwar Period, and World War II; Postwar Years and the Cold War; and, the Modern Era. Special attention will be devoted to Zionism, the *Shoah* (Holocaust), and the history of the State of Israel.

Thematic elements may include: intellectual history, revolution and civil disobedience, militarization, nationalism, imperialism, and creation of the modern state. Students will devote attention to the fundamentals of historical inquiry, critical reading, discussion and debate, organization, mastery of the basic chronology of events, primary source analysis, research and academic writing skills, and the use of educational technology. The honors section of this course will pursue a more ambitious course of study with a greater load in terms of reading, writing, and research.

Prerequisite(s): Recommendation of Instructor, Department Chair, and demonstration of scholarly work habits.

BLENDED LEARNING PROGRAM: HISTORY COURSES

BLP History takes the best of traditional school and combines it with the power of online learning to ensure that each student gets a personalized education that meets his or her needs. In these UC-approved courses, students cycle through a schedule of independent online study, one-on-one teacher instruction, and peer-group interaction. Blended courses are ideal for self-motivated students seeking greater academic challenges, students with Learning Differences, those desiring flexibility due to demanding extra-curricular schedules, and those in need of remediation. **Course offerings: World Civilization 1, World Civilization 2, US History, and Government as well as Honors and AP courses. Not all courses are offered every semester. Recommendation of Department Chair required.**

JEWISH CIVILIZATION

The Jewish Civilization coursework spans a variety of Jewish themes. Many of the arts-centered curricula also satisfy the one year visual or performing arts requirement.

GENOCIDE AND HUMAN BEHAVIOR - SHOAH (GRADE 11-12)

SEMESTER

This course focuses on Genocide, using the *Shoah* (Holocaust) as the primary case study. While students explore their own personal identities, they also engage in a journey of investigation into some of the most horrifying displays of human behavior as well as some of the most exceptional examples of human courage and compassion. The class will focus on an examination of the complex and variegated Jewish communities and the richness of Jewish life in Poland before the outbreak of World War II, the rise of the Nazis and their power in Germany in the 1930's and 1940's, and, in particular, examine how the Nazis used the forces of fear, violence, obedience, propaganda, and education to consolidate their power. Students will now focus on the Holocaust itself. By the end of the course, students will understand that they have the power to shape the course of history through their individual actions, and they must ultimately confront the question: "How can I make a difference in the world?" Students will explore what it means to choose to participate in making a difference in the world.

This course is a graduation requirement.

JEWISH ARTS ROTATION (GRADE 9)

This unique initiative is designed to give our 9th grade students an introduction to the diversity of the Jewish tradition in the arts. Our arts faculty employs teaching styles that are experiential and multi-sensorial. They engage and surprise students with the rich artistic diversity that is our cultural legacy, and encourage students to take "ownership" of it!

Students will select one semester of a performing art and one semester of a visual art. During each semester, students will be introduced to a Jewish Arts and Culture context that will orient the learning. Also, at appointed times, the other Arts teachers will visit the classes to offer an introduction to their courses. A Health program will be taught over a part of both semesters.

The Jewish Arts Rotation does not fulfill the University of California visual or performing arts requirement.

Visual Arts

- *Media Arts*: In this course we will explore the fundamentals of digital media and animation through a Jewish lens. Exercises, screenings, discussions, and projects will include frame by frame animation, pixilation, digital video, and Jewish media arts history and critical thinking.
- *Visual Arts*: This course explores Jewish traditions in art through folk art, ceremonial art, art as ideas, art as political and social narrative, and individual expression.
- *Film and Video Production* – This course will present examples of classic films and offer hands-on video projects based on what students learn from great filmmakers. Framing the learning will be an exploration of how Jewish immigrants became attracted to the movies and began making films that have been a part of the industry ever since.

Performing Arts

- *Instrumental Music*: By listening to and experimenting with a diverse range of music, this course shows the connection between popular music of today and the Jewish music of the past two centuries.
- *Israeli Dance*: Introduction to the varied steps and movements of Israeli folk dance. Students will also have an understanding of Israeli dance heritage, culture, and their relationship to the Jewish religion. **This class counts towards 1.5 PE credits.**
- *Modern Dance*: This semester course is an introduction that draws on modern dance as a vehicle of both personal expression as well as an exploration of Jewish life and thought. Connections

among different forms of dance and across different cultures are also part of the course. **This class counts towards 1.5 PE credits.**

- *Theatre and Song*: In this course, students will be introduced to various aspects of theater performance and design while examining the development and impact of the Jewish people and our culture (from ancient times to the present) on the world of stage, radio, music, comedy, television, and screen.

VISUAL & PERFORMING ARTS

ACTING TECHNIQUES

SEMESTER

Through solo, small group and ensemble exercises and activities, students will explore and experiment with a variety of acting techniques such as pantomime, improvisation, characterization, memorization, making clear choices, stage awareness, dialects, verbal and non-verbal interaction. In addition, students will: study character development, scene analysis, themes and subtext; will receive an introduction to theatre history; will participate in peer-to-peer feedback; will acquire knowledge of theatrical vocabulary; and will learn about the responsibilities of all those involved in theatre and the theatrical process. Students will receive training in an activated, engaging, creative and energized environment. Students will be challenged to take risks and encouraged to excavate and cultivate unknown and/or undeveloped talents. There will be performance opportunities.

Elective Only Credit. Does not meet the JCIV requirement.

ADVANCED ISRAELI DANCE

Advanced Israeli Dance begins with the contemporary scene in Israeli dance and teaches students the more advanced, complex arrangements, and their origins. Students progress from mastering a vernacular of the dances to being communicators, teachers, and future choreographers in Israeli dance sessions in the United States and around the world.

Prerequisite(s): Israeli Dance 1 & 2 or the Permission of Instructor. This class counts towards 3 PE credits.

ADVANCED JAZZ ENSEMBLE HONORS

This course will focus on a professional approach to instrumental jazz music. This honors-level class is for our most motivated instrumental music students who wish to further develop their skills from high level proficiency toward mastery in playing written jazz music, jazz music theory, and improvisation. Students will learn material ranging from classic to contemporary compositions while demonstrating a masterful understanding of music through historical and cultural concepts and texts. The emphasis will be on piece-development, scalar and modal studies, sight-reading, improvisational work, and jazz theory. Students who wish to take the class for Jewish Civilization credit will be required to prepare a written research project dealing with the Jewish influence on jazz music. This could also take the form of an original composition along with a one-page explanation of how the work is rooted in Jewish culture.

Prerequisite(s): Instrumental or Jazz Ensemble, audition, and full command of an instrument.

ADVANCED PHOTOGRAPHY

Photographs do not simply make assertions. Rather the viewer interacts with them in order to see, feel, and understand in ways that words cannot inspire. The photograph's ability to move us is what is called its artistic quality. In Advanced Photography students will: (1) learn the fundamentals of what makes a strong visual image, (2) gain knowledge of and experience with the camera, including how it transmits light to the film plane or digital sensor, (3) learn the elements of digital manipulation in Photoshop. Some of the topics to be discussed are: (a) the history of documentary photography, (b) the aesthetics of photography, (c) exemplary studies with the camera such as those of Lewis Hine, Jacob Riis, Ruth Orkin, Dorothea Lange, Walker Evans, Robert Frank, W. Eugene Smith, and many others, and (d) miscellaneous subjects which will be determined by the needs of the students as they become known. Students must have access to a digital camera and the approval of the instructor. They will be required to make images every week and produce a photo essay of some aspect of their lives.

Prerequisite(s): Photography 1 & 2 or the Permission of Instructor

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AP STUDIO ART: DESIGN

This course provides the serious art student an opportunity to refine and further develop skills in two-dimensional design concepts and media, including photography. All students will be required to compile and submit a portfolio of their work to the College Board demonstrating technical skills and creative problem solving.

Prerequisite(s): Permission of the Department Chair and Instructor; Concurrent enrollment required in Advanced Photography

AP STUDIO ART: DRAWING

This course provides the serious art student an opportunity to refine and further develop art skills in a variety of two-dimensional media. All students are required to compile and submit a portfolio of their work to the College Board demonstrating technical skills and creative problem solving.

Prerequisite(s): Proficiency in Art 2D: Skill Building; permission of the Department Chair and Instructor

ART & ARTISTS - 2D

Students develop foundational art skills in drawing and painting; however, practice and implementation of these skills will be through the prism of Jewish culture, themes, and art traditions. Students will work throughout the year to develop skills in primarily two-dimensional art, including drawing, painting, print-making, collage, and other forms. Topics covered include: portraiture, observational drawing, book illustration, creating Jewish ritual objects, collage and surrealism, the human figure, still life, landscape drawing, and Jewish folk art.

ART & ARTISTS - 3D

This course is similar in philosophy to the 2D arts course. Students explore three dimensional form and design. Students will be introduced to a wide variety of materials and techniques including clay modeling, plaster casting, wood carving mixed media assemblage, and more.

ART 2D: SKILL BUILDING

This course is designed as a skill building course and is a Prerequisite(s) for the AP Studio Art course. Emphasis will be placed on informed critical thinking, compositional forms and craftsmanship. Drawing and painting concepts will include: unity/variety, balance/emphasis/contrast, rhythm, repetition, proportion/scale, figure/ground relationships and color theory. This course is designed for students who want to achieve an advanced level of proficiency in drawing and painting. This course does not meet the Jewish Civilization requirement.

Prerequisite(s): Permission of Instructor, Elective only credit Does not fulfill JCIV requirement.

ART HISTORY

This course is a comprehensive survey from pre-history to the present of the human experience through the arts. While global in scope, this course will also emphasize Western art, as well as highlight and contextualize Jewish art contributions. This class will be taught through discussions, lectures, and an extensive collection of slides. Students will be required to visit museums and write analytical responses to select works.

CERAMICS

Clay is one of the most fundamental and primal materials on planet earth. It has played a vital role in human history, in every era and on every continent. Whether it is used to make pottery, ritual objects, or just art, clay has inspired artists with its amazing changeability from a soft malleable substance to a glassy hard ceramic. In this course, students will be introduced to the three foundational hand-building clay techniques – pinch pot, slab and coil construction as well as the basic techniques of throwing pots on the potter's wheel. Glazes and surface decoration will be demonstrated, utilized and discussed within the context of the history of ceramic arts.

CREATIVE WRITING

The overall purpose of the course is to study and develop the craft of narrative composition (such as dialogue, plot, character development, world building, and point of view) and the craft of poetry composition (such as form, meter, and lineation). Students will develop their writing skills in a variety of media, including short fiction, poetry, screenwriting, and creative nonfiction. In a workshop environment, students will share and review their work with one another, discussing the importance of word choice, tone, diction, review, voice, and style. The class will culminate in the creation of a portfolio of revised, polished compositions.

DANCE IMPROVISATION

This course would give students the creative knowledge they need to be able to use unchoreographed self-expression as a form of dance. They will learn different forms of dance improvisation (i.e. slow motion, floor work, contact improvisation). This is a non-performance based class.

This class counts towards 3 PE credits.

DANCE TECHNIQUE

SEMESTER

This course will focus on basic, intermediate and advanced dance technique. Proper foot and arm positions as well as body alignment will be taught in order to excel at turns, leaps, and jumps. This class is highly recommended for those students interested in the Dance Team. This is a non-performance based class.

This class counts towards 1.5 PE credits. Elective Only Credit. Does not meet the JCIV requirement.

DOCUMENTARY STUDIES AND PRODUCTION

The purpose of this course is to explore and create meaningful media stories based on true life experiences. We will view films like *Murderball* and *Catfish* to study the principles of narrative storytelling. We will look at films like *The Cove*, *Blackfish* and *Hunting Ground* to learn about how “teachings in light” can change the world. We will learn about the history of non-fiction film, the filmmakers who pioneered techniques and styles still employed today, and the emerging genres of Personal Digital Storytelling and the Family Film. In addition to viewing and discussing amazing films, we will learn the language and techniques of digital movie-making. We will learn to use the camera, lighting, sound and editing techniques, and we will create original projects which demonstrate these skills.

FILM STUDIES 1

This course presents a chronological survey of narrative American and European film. We will examine touchstone motion pictures from the very first experimental shorts made to the most recent critically acclaimed movies of today. They will be studied in relation to the cultural and historical contexts, artistic and social trends, and technological resources. Additionally, relevant ideas and examples of film from outside of the American and European tradition will be examined as contrast and comparison. Utilizing the techniques and theories of film inquiry, including methods used in the study of literature (seeing film as a visual story), as well as knowledge of the creative process gained through hands-on projects, students will learn how to analyze, interpret, make connections and otherwise “understand” works of film both literally and intuitively. As a special emphasis, we will also look at the Jewish contribution to film, particularly the cultural and religious elements Jews bring to and from motion pictures.

FILM STUDIES 2

Intended for students who have taken Film Studies 1, this course presents significant breadth and depth about narrative American and European film history and the skills that are applied to research key filmmakers and films as well as write scripts and produce original video work based on the lessons learned. Students analyze films, from the silent decades to today, and look at how each director exemplified his/her times, drew upon the works of others before him/her, communicated feelings and messages, and influenced the movies of those who followed. Written papers and assessments involve analysis of films in

relation to the cultural and historical contexts, artistic and social trends, and technological resources. In the hands-on projects, students create, perform, produce, and present their own visions of story, performing, and production technique based on what they have learned from the master filmmakers as they create short films (2-3 minutes each) and one longer work for second semester (7-10 minutes each). At the end of the year, student films are screened at a school-wide film festival.

Prerequisite(s): Film Studies 1

GRAPHIC DESIGN

The art of clear and effective visual communication predates that of the written word. Today the role of the graphic designer has never been more central as the conveyer of meaning, developer of concepts, and as visual storyteller. This course will provide students with an understanding of the basic principles of graphic design including the formal elements of composition, texture, color, form, and typography. Projects will be created using both traditional methods and materials and digital tools.

INSTRUMENTAL ENSEMBLE: HOUSE BAND

This program furthers instrumental skills by working together on a repertoire of traditional, contemporary, and original Jewish music. This course teaches composition and music theory and introduces historical and diverse material to show the connection between popular music of today and Jewish music of the past two centuries. Students will participate in a required performance each semester.

Prerequisite(s): Permission of Instructor and the ability to play an instrument.

INSTRUMENTAL MUSIC WORKSHOP

SEMESTER

This class is designed for both students of any age with limited experience, and students coming from a middle school instrumental music program. Groundwork for musical growth is laid with units on Theory, Music History, Notation, and Performance techniques.

Prerequisite(s) course for all band classes, can audition out of this course. Elective Only Credit. Does not meet the JCIV requirement.

ISRAELI DANCE 1 & 2

An intensive course which begins with contemporary Israeli dance and teaches students more advanced and complex arrangements and their origins. Students also learn contemporary dances from other cultures, and see how their framework and steps originate from Israel.

This class counts towards 3 PE credits.

JAZZ ENSEMBLE

This course will focus on the basic approach to instrumental jazz music. Students will learn material ranging from classics by Gershwin and Berlin to more modern pieces by artists like Dave Koz and John Zorn. The emphasis will be on technique and theory and will also include a performance each semester.

Prerequisite(s): Permission of Instructor and the ability to play an instrument

MEDIA ARTS 1

In this course, students will explore the principles and practices of digital media, animation, interactive design, story and character development, and more. A variety of computer programs will be introduced including Flash, Adobe Photoshop, and Adobe After Effects. Students will be introduced to the work of pioneering artists and independent animators and will create their own short animated films and digital media projects.

MEDIA ARTS 2 – INTEGRATED CREATIVE JUDAICS (ICJ)

This course, integrated with both 11th Grade English and 11th Grade Integrated Creative Judaic Studies is a continuation of Media Arts 1 with emphasis in persuasive media, narrative storytelling, documentary, and

creative audio production. We will explore the emerging genre of personal digital storytelling; and go deeper into software applications including Adobe After Effects and Premiere. We will adapt and evolve projects written in English and explored in Judaic studies as we work to develop personal voice and style, and refine critical thinking skills in media production and literacy. This course is recommended for students who are serious about the power of the written word and media communication to open minds and change the world. Prerequisite(s): Media Arts 1 or Production 1 and Permission of Instructor. Concurrent enrollment required in English 11 Selective and Integrated Creative Judaics (ICJ).

Prerequisite(s): Media Arts 1 and Permission of Instructor

MODERN DANCE

Modern Dance is a class for the beginning or intermediate student. In this class students learn ballet and modern technique. Through the introduction of these techniques, the students begin to develop a working vocabulary of movement that will help them progress into improvisational work and choreography. We draw on modern dance as a vehicle of both personal expression as well as an exploration of Jewish life and thought. Connections among different forms of dance and across different cultures are also part of the course.

This class counts towards 3 PE credits.

MUSIC APPRECIATION AND THEORY

SEMESTER

Students will grow in their understanding of music as they listen to classics from the Baroque period and the jazz age through the decades up to contemporary times. Students will develop their ear to identify instruments, musical pieces, and musical periods by their sound. Students will also learn music terminology and music theory in order to express in writing accurate descriptions of music. There will be an emphasis on Jewish contributions to each of the genres as composers and musicians.

Elective Only Credit. Does not meet the JCIV requirement.

MUSICAL THEATRE & DRAMA PRODUCTION

This is a comprehensive process, project and performance based course in which students will study, practice and integrate the fundamentals of acting, voice, dance, music and musical theatre. Inspired by the productions selected for the school year, students will study and explore various performance styles and techniques such as, but not limited to; script/book/lyric/scene/story/theme analysis, character excavation and discovery, musical and non-musical scene study, various styles of choreography and dance, observation, discussion, memorization, connecting content, staging, verbal and non-verbal communication, development of the musical theatre genre, important theatrical movements in history, influential people in the theatre world, and effective vocal techniques. Additionally, students will learn musical notation, musical theatre history, processing and reflection skills, foundational directing techniques, active listening/authentic response skills, vocal exercises and techniques, physical warm-ups and movement/physicalization of character and story. This course will provide students with an opportunity to work collaboratively, then realize their work through assorted performances and a fully-realized Musical and/or Drama production that will rehearse after school, as well as during the day. All lessons acquired can be applied both "on" and "off of" the stage. Piano accompaniment provided by Instructor.

Prerequisite: Highly recommended for all students intending to participate in the Musical and/or Drama Production(s). Students who are not able to enroll in this class may still participate in the productions after school.

PHOTOGRAPHY 1 & 2

In this course, students learn fundamentals of photography, both the aesthetics and techniques. Students select and develop individual projects which explore broad themes of Jewish identity and create a portfolio of work which is critiqued by the instructor and class.

SCREENWRITING

SEMESTER

This course looks at the examples of classic and contemporary screenplays for motion pictures. There is an emphasis on the Jewish contribution to screenwriting, particularly in such genres as comedy, horror, historical drama, and action adventure. Students will learn the fundamentals of story and format and put their knowledge to use in writing exercises. Students will write a full-length short-film script by the end of the semester.

Elective Only Credit. Does not meet the JCIV requirement.

SONGWRITING AND TECHNOLOGY: MUSIC PRODUCTION

This course is a composition and recording class in which students have the opportunity to create their own musical pieces and then record them as a group. Students learn the basics of songwriting principles, lyric and/or melodic writing, and basic recording techniques. The course is taught utilizing Logic software and an M-box audio interface. Other topics include engineering principles such as microphone placement, midi recording, digital editing and mixing.

STAGECRAFT

In Stagecraft, students will go behind the scenes and explore the various elements of technical theatre and theatrical design, including scenery, lighting, costumes, and sound. Students will focus on learning the skills necessary to assist in the creation of performing arts productions. Projects based around both theatrical and Jewish sources (e.g. making a model of the mishkan based on description and measurements in Tanakh, the Temple, etc.) First half will center on learning basic design and technical skills and immediately putting them to use in the production of the spring musical. The second half will focus on individual and group projects and further application and broadening of the skills learned in the first semester.

This class counts as 3 PE credits.

THEATRE DESIGN ELECTIVE

SEMESTER

The emphasis is on drawing, drafting, model-making, and rendering for scenic and lighting design, may add costume and sound design if there is a budget for visiting part-time instructors. Focus on higher level projects with Jewish themes and other sources, including engaging with Jewish artists who have a connection to theater (Chagall especially) and working in a variety of styles. Ultimate goal of providing student designers and/or assistant designers for performing arts productions.

Prerequisite(s): Stagecraft. This class counts as 1.5 PE credits. Elective Only Credit. Does not meet the JCIV requirement.

VIDEO PRODUCTION 1

In this course for those at the novice and intermediate level, students learn the elements of assembling video productions in a range of genres, including short film, public service announcements, news programs, sports broadcasts, and more. Students learn the foundational skills of script writing, camera work, lighting, sound, and editing. Time provided, students could specialize in their chosen medium and continue making shows/programs. Finished work will be exhibited on campus and have a chance to be entered in outside competitions.

VIDEO PRODUCTION 2

In this course for intermediate to proficient production students, focus is on expanding students' production skills and providing the opportunity to work in more specialized areas, ranging from short film to sports broadcasting. Finished work will be exhibited on campus and have a chance to be entered in outside competitions.

Prerequisite(s): Video Production 1

VOCAL ENSEMBLE (HONORS)

This is a process, project and performance-based course. Through solo, small group and ensemble work, students will explore, experiment with and engage in multiple facets of musical and vocal learning.

Through performance, listening, reflection, discussion and research students will discover connections and relationships between music and themselves; as individuals, as an ensemble, as a community, as a culture. Prior vocal experience, ability to maintain melody, & ability to harmonize required. Sight-reading music a plus. Course will include: vocal training/coaching (of both the physical voice, and the personal/emotional voice), vocal health, vocal anatomy, ear training, basic music theory and sight reading, sight singing, harmonizing, musical improvisation, determining and strengthening vocal range, storytelling through song, musical staging, language, musical theatre and choral history. Students will develop a diverse repertoire (religious and secular), build a music portfolio, analyze music and lyric, and work solo, small group and ensemble numbers to develop their musical performance styles and techniques. Piano accompaniment provided by Instructor.

Prerequisite(s): Audition Sunday, May 1, 2016, and Permission of Instructor.

JEWISH STUDIES

COMPARATIVE RELIGIOUS PHILOSOPHY (GRADE 11-12)

SEMESTER

This is a course that will survey Eastern, Western, and Native American religions. Through examining sacred texts, rituals, culture, and philosophy, students will begin to understand the evolution and interconnectedness of the world's religions. The class includes a combination of at-home readings, group discussions, guest speakers, and field trips that observe various faiths, in an effort to appreciate the numerous spiritual practices of the world.

DRISHAT SHALOM GRADUATION REQUIREMENT

Throughout 9-11th grades, dTHS students are given assignments in their Jewish Studies class relating to the biblical text they selected for their Drishat Shalom (literally "words of peace" or a senior's words of wisdom to the school community). Each year, students explore and analyze their chosen Tanakh text from the perspective of that particular Jewish Studies class. This investigation results in an assignment demonstrating their deep understanding of the selected text. While these assignments are graded each year in the student's Jewish Studies class, the work is also saved in a personal, student portfolio to be used in 12th grade as part of their Drishat Shalom project. The Drishat Shalom graduation requirement includes: (1) a complete Drishat Shalom portfolio, (2) a mentor-approved final draft and personal title, and (3) an oral presentation.

EXTENDED ISRAEL EXCHANGE PROGRAM (EIEP) SEMINAR (GRADE 10)

10th grade students who are participating in the Extended Israel Exchange Program are required to take this course. The EIEP Seminar is a year-long course that anchors a select student exchange program with a partner high school in Tel Aviv, Israel. The Extended Israel Exchange Program involves life and study in the United States and in Israel, with Israeli partners for several months at a time at both locations. The course is designed especially to integrate the varied themes and experiences the student engages with both in class and outside it.

The focus of the course is "Identity and Community – In Context". The students explore these as they apply to themselves, to their partners, as individuals and as members of communities. The approach and tools are interdisciplinary – in English, Hebrew, Jewish text, American and Israeli History and contemporary social, political and cultural issues as they relate to "Identity" and to "Community". We employ academic, documentary and literary materials and encounters with prominent figures in these fields of American and Israeli life.

The students undertake independent and group projects in photography, art, sociological and political research. They focus on key features of American and Israeli societies – constitutional and social, ethnic, cultural, religious and political diversity and pluralism – and on key disagreements and conflicts that arise from these. They are evaluated through tests and class participation, and most significantly through the research, analysis and presentation of major projects.

INTEGRATED CREATIVE JUDAICS (ICJ) (GRADE 11)

This course is an in-depth study of key narratives of Tanakh, Judaism's most sacred source. The course aims to develop a critical, analytical, and creative understanding of the text to highlight its relevance for contemporary Jews and inspire them to seek out a relationship with the Divine. Torah is engaged from both a micro and macro perspective. Powerful, spiritual and ethical lessons are gained by examining each word and sentence. Special consideration will be given to the narrative in its original Biblical Hebrew as it facilitates a more profound basis for personal, creative expression through media arts.

Prerequisite(s): Media Arts 1 and Permission of Instructor. Concurrent enrollment in Media Arts 2 - ICJ required

TALMUD 1-4 (GRADES 9-12)

This course is an in-depth study of a *masechet* (tractate) of Talmud emphasizing relevance of the sources for the contemporary Jew. Utilizing the age-old method of *chavruta* (interdependent study), students strive to search for the deeper meaning in life through the study of our oral tradition. The course aims to equip the student with the skills to study the original text independently through a critical analysis of *sugiot* (sections). Students study terminology, methodology, and structure of the Babylonian Talmud. An essential aspect of this class is use of new technologies in Talmud study including the usage of Gemara Berura, which allows students to work with Talmudic text digitally, divide, classify and connect the flow of often intricate arguments. Students are afforded a developmental view into the legal and philosophical principles that are the religious and ethical foundation for Judaism. Levels 3 and 4 of this series are honors classes in recognition of both the more advanced linguistic and academic skills required.

Prerequisite(s) for Talmud 3-4: Talmud 1-2 or instructor approval

TANAKH 1, 2, 3, 4 (GRADES 9-12)

This course track is an in-depth study of books from Torah, Nevi'im and Ketuvim. The course aims to develop a critical, analytical, and creative understanding of the text to highlight its relevance for contemporary Jews and inspire them to meaningful presence and action in the world. Tanakh is engaged from both a micro and macro perspective. Powerful spiritual and ethical lessons are gained by examining each word and sentence as well as the wider perspective of religious, moral, national, and historic themes. Students study classical exegetes such as Rashi, Ramban, and Radak. Furthermore, contemporary approaches such as literary and archaeological are utilized to deepen understanding and impact of the text.

ISRAEL TEXTS: JEWISH TEXTS FOR EIEP STUDENTS (GRADE 10)

10th grade students who are participating in the Extended Israel Exchange Program are required to take this course. Students will survey the broad spectrum of Rabbinic literary genres and engage in the textual interpretive process. At the same time, students will engage in an in-depth study of the modern State of Israel.

JEWISH PHILOSOPHY (Grades 11-12)

SEMESTER

(Semester) Students will hone critical thinking skills as they engage in an in-depth study of Jewish philosophy, including analysis of theoretical concepts and their application to Judaism, as well as an analysis of individual thinkers and their contributions. Concepts include the concept of God, revelation, Theodicy: the problem of suffering and evil. Some of Judaism's most important thinkers such as Franz Rosenzweig, Martin Buber and Abraham Joshua Heschel, others will be studied. Through rigorous examination, analysis, and assessment of the concepts in class, students will be able to examine, analyze, and assess their own views. Evolving from this process, students will gain the ability to develop their own philosophy. As students enter university and are exposed to a diversity of philosophies, it is important that they have already attained a high level of understanding of Judaism's philosophies.

JEWISH TEXT SELECTIVE: RABBINICS (GRADE 11-12)

This course is designed to expose the students to rabbinic literature and to the complicated web of Jewish sources. We will study the interconnectedness between biblical, rabbinic, modern, and contemporary sources. Students will think analytically about the sources they read and modern issues, including consideration of analytical approaches to a text, to charity, and to a culture of dissent. Topics of concentration in the various semester-long sections of Jewish texts will include the following:

1. **Medical Ethics** (one semester) units discuss euthanasia, abortion, and genetic augmentation
2. **Social Justice** (one semester) units discuss forms of charity, distributive justice, and Jewish advocacy for global issues.
3. **Environment** (one semester) units discuss land use, water, food, and eco-kosher.
4. **Gender** (one semester) units discuss gender roles in Jewish history, issues of gender equality, archetypes of gender in the Bible and rabbinic literature.

JEWISH TEXT, SPEECH & DEBATE I (GRADES 10-12)

In this course, students approach current-event topics through the Jewish textual lens as they analyze, craft, and deliver speeches and engage in debate. The Jewish tradition will be the core of the course as it highlights basic moral philosophies such as Deontology and Communitarianism as explored by the Hebrew Bible. Students will springboard off Jewish text to learn foundational philosophies, ways to examine famous speeches, and high school competitive speech and debate forms. This course will be team taught by a member of the Jewish Studies department and the Speech and Debate Instructor. Members of the Speech & Debate team are encouraged to take this course. In grades 11 and 12, this class meets a student's Jewish Studies requirement.

JEWISH TEXT, SPEECH & DEBATE II (GRADES 11-12)

Speech & Debate II is a continuation of Speech & Debate I. All of the skills introduced in part one are reinforced in this section, with the addition of learning modules and values of argumentation as found in Rabbinic Literature, primarily the Talmud.

Prerequisite(s): Speech & Debate I

KEDOSHIM / INTRODUCTION TO TANAKH (GRADE 9)

This course includes two components. The first is a survey of the biblical and rabbinic material relating to the broad theme of Kedushah (holiness, sanctity) as presented in the Torah and its development through the rabbinic period to the present. Sessions detailing the development of Jewish law will lead to in-depth study of the following: Vayikra 19 (the Holiness Code) and interpersonal relations; the laws of kashrut; tallit, tefillin and kippa; the mezuzah; death and mourning ritual; Tzedakah; Shabbat, the Yamim Noraim (High Holy Days), the Sukkot season, Hanukkah, environmental issues as developed from Tu B'Shvat observance, Purim, Pesach, Yom Hashoah, and Yom Ha'atzmaut, the Omer period and Lag B'Omer, and concludes with Shavuot and the development of the Aseret HaDibrot (the "Ten Commandments"). The second component has the students exposed to the overarching Biblical narrative. Students will learn the order and structure of the Hebrew Bible. Genesis and Exodus will be covered in great detail to uncover the rich connection between scripture and the Rabbinic Oral tradition. A broader view will be taken of the Prophets and Writings.

SURVEY OF RABBINIC LITERATURE (GRADE 10)

A survey of the legal and ethical material presented in Jewish written and oral law with emphasis on biblical, rabbinic, and modern texts. This class builds on and furthers the study students were first exposed to in 9th grade. Concepts to be investigated include: attention and mindfulness, social policy, economic policy, tort law, holiday ritual, and study of the Jewish religion. Concepts of study for this class are selected to form a conceptual construct so that students can assemble and relate the different concepts into a cohesive whole. This class also prepares students for the following year's Jewish studies class, as well as lays an important foundation for the culminating Jewish studies class in 12th grade, Jewish Philosophy. Through exposure to a wider variety of primary sources and a deeper analysis of the sources, this 10th grade class provides a richer understanding and enhanced skill set that furthers students' academic growth in Jewish

studies. With emphasis on text, this class enables students to understand shift from Biblical Law to the rabbinic process, the interpretive textual tradition.

TEFILLAH KEHILLAH INSTITUTE (TKI) (GRADES 10-12)

The selected students for this course will be responsible for all *T'fillah* sessions and activities on the DTHS campus (e.g. Small Groups *T'fillah*, All-School *T'fillah*, Holidays *T'fillah*, etc.) and off campus (e.g. Optional *Shabbatonim*, 10th grade trip, SIEP *Shabbat* activities, etc.). Through *Iyun T'fillah* (in-depth *T'fillah* study), the students will get exposed to various Biblical and Rabbinic genres, such as Biblical text, *Midrash*, *Mishnah*, *Talmud* and *Halachah*, and will acquire the required textual skills. The students will use various methods, such as art, music, yoga, meditation, discussion, etc., in their leading of these *T'fillot* to their peers as part of the *T'fillah* sessions in the schedule. The course will develop the students' leadership skills through in-class teaching activities, reflection sessions and the actual leading of the *T'fillot* to the student body. In addition to the three weekly sessions in class, students have the opportunity to use this class and the *T'fillah* sessions (in-school and out of school) to fulfill, in-whole or in-part, their Community Service hours requirements.

Prerequisite(s): *T'fillah* leading experience and/or a strong desire to be a *T'fillah* leader, and Permission of Instructor.

TEFILLAH KEHILLAH INSTITUTE (TKI II) HONORS (GRADES 11-12)

TKI II is a continuation of TKI. Students in TKI II have all of the requirements and responsibilities of students in TKI I, as well as the additional responsibilities of greater leadership for team projects, and a focus on mentoring new students in the class.

Prerequisite(s): TKI and Permission of Instructor

WISDOM / ISRAEL 101 (GRADES 11-12)

SEMESTER

WISDOM - This required seminar can be taken as a junior or senior with the Rabbi-in-Residence has two objectives: reviewing and reinforcing students' competence in the core activities associated with Judaic spiritual expression, and examining the future engagement of the students with the creative continuity of Jewish spiritual life. This course meets twice a week and is taken in conjunction with ISRAEL 101.

ISRAEL 101 - This required seminar course can be taken as a junior or senior with the Head of School explores the roots and conflicts of the Modern State of Israel as well as its intertwined relationship with the Diaspora. Students will be familiar with current events in Israel and how the issues play out on college campuses. This course meets once a week and is taken in conjunction with WISDOM. Both courses are taken over one semester. **This course is a graduation requirement.**

MATHEMATICS

ALGEBRA 1

This is a first year course in algebra which introduces students to the fundamentals of algebra and gives them the tools to use algebraic techniques to solve "real world" problems. Main topics include writing and solving linear, quadratic, and rational equations and inequalities, development of the function concept, writing equations for and graphing linear and quadratic functions, ratios and proportions and their applications, basic operations with polynomials, including factoring, and simplifying rational and radical expressions. Applications and interdisciplinary connections are stressed.

ALGEBRA 1A

This is the first year of a two-year sequence of courses which covers the fundamentals of algebra. Main topics of this course include learning the language and tools of algebra, solving linear equations and

inequalities, solving systems of equations, ratios and proportions, and an introduction to functions. Applications and interdisciplinary connections are stressed.

ALGEBRA 1B

This is the second year of a two-year sequence of courses which covers the fundamentals of algebra. Main topics of this course include polynomials, factoring, quadratic and exponential functions, and simplifying radical and rational expressions. Applications and inter-disciplinary connections are stressed.

Prerequisite(s): Algebra 1A

ALGEBRA 2

This is a second year course in algebra which expands on the basic algebra concepts of solving equations and inequalities, manipulating polynomials and writing and graphing linear and quadratic functions, covered in the Algebra 1 course. In addition, it expands the student's command of algebraic tools to include logarithmic and exponential functions, complex numbers, conic sections, radical functions, rational functions, probability and an introduction to trigonometric functions.

Prerequisite(s): Algebra 1 and Geometry (Grade B- or higher in both classes) or permission of Department Chair

ALGEBRA 2 HONORS

The Algebra 2-Honors course differs from the regular course both in the difficulty of the problems assigned and by the inclusion of additional topics. The honors course covers the regular level topics and the additional topics of: using trigonometric identities to simplify and evaluate expressions, verifying trigonometric identities, deriving and using sum and difference formulas for sine, cosine, and tangent, deriving and using double and half-angle formulas for sine, cosine, and tangent, and solving trigonometric equations.

Prerequisite(s): Geometry Honors (Grade B- or higher) or permission of Department Chair

AP CALCULUS AB

This course will examine functions represented in a variety of ways: graphical, numerical, analytical, or verbal; the connections among these representations will be explicated. The meaning of the derivative in terms of a rate of change and local linear approximation will be explored and derivatives will be used to solve a variety of problems. The meaning of the definite integral both as a limit of Riemann sums and as the net accumulation of change will be covered and students will be able to use integrals to solve a variety of problems. The relationship between the derivative and the definite integral as expressed in both parts of the Fundamental Theorem of Calculus will be discussed. The ability to model a written description of a physical situation with a function, a differential equation, or an integral will be taught. Finally, students will develop an appreciation of calculus as a coherent body of knowledge and as a human accomplishment.

This course differs from our Calculus course in that the complexity of problems is greater so as to be commensurate with the level of challenge presented on the Advanced Placement Test.

Prerequisite(s): Pre-Calculus Honors (Grade B+ or higher) or permission of Department Chair

AP CALCULUS BC

This course is an extension of Calculus AB and begins with a solidification of the understanding of topics from Calculus AB. Additional topics include the analysis of planar curves including those given in parametric form, polar form, and vector form; numerical solution of differential equations using Euler's method; L'Hospital's Rule; the applications of integrals; and polynomial approximations and series.

Prerequisite(s): AP Calculus AB (Grade B+ or higher) or permission of Department Chair

CALCULUS

This course will examine functions represented in a variety of ways: graphical, numerical, analytical, or verbal; the connections among these representations will be explicated. The meaning of the derivative in terms of a rate of change and local linear approximation will be explored and derivatives will be used to solve a variety of problems. The meaning of the definite integral both as a limit of Riemann sums and as the net accumulation of change will be covered and students will be able to use integrals to solve a variety of problems. The relationship between the derivative and the definite integral as expressed in both parts of the Fundamental Theorem of Calculus will be discussed. The ability to model a written description of a physical situation with a function, a differential equation, or an integral will be taught. Finally, students will develop an appreciation of calculus as a coherent body of knowledge and as a human accomplishment.

Prerequisite(s): Pre-Calculus (Grade B+ or higher) or permission of Department Chair

FINITE MATHEMATICS

This is a one-year course that is an alternative class to Pre-Calculus, Statistics or Calculus. This course allows students to take a math class geared to financial knowledge and success throughout their lives. In a seminar setting, students learn an array of consumer topics including mortgages, retirement accounts, bank accounts, credit cards, interest, percentages, cost/revenue analysis, income taxes, the stock market, probability, and statistics. Students learn how to compute calculations themselves, as well as how to best utilize a variety of online resources. The main goal of Finite Math is to equip students with an overall ability to comprehend real-world financial math as they prepare for college and beyond.

Prerequisite(s): Intermediate Algebra or Algebra 2

GEOMETRY

This is a full year course in Euclidean Geometry, covering the properties of triangles and other polygons and other plane figures. Fundamentals of similarity and congruence are explored, as are the concepts of deductive and inductive reasoning. In addition to plane figures, the course examines the properties of solid figures and their surface area and volume. Applications and interdisciplinary connections are stressed.

Prerequisite(s): Algebra 1 or Algebra 1B (Grade B- or higher) or permission of Department Chair

GEOMETRY FUNDAMENTALS

This is a full year course in Euclidean Geometry, covering the properties of triangles and other polygons and other plane figures. Fundamentals of similarity and congruence are explored, as are the concepts of deductive and inductive reasoning. In addition to plane figures, the course examines the properties of solid figures and their surface area and volume. Applications and interdisciplinary connections are stressed. This geometry course differs from the regular geometry both in depth and breadth and has less emphasis on formal proofs. Review of important algebraic topics is integrated into the curriculum.

Prerequisite(s): Algebra 1 or Algebra 1B

GEOMETRY HONORS

The honors geometry differs from the regular geometry both in depth and breadth. There is much more of an emphasis on formal proofs, and the proofs tackled are much more rigorous. In addition, there are a number of topics which are a part of the honors curriculum which are not covered in the regular curriculum. These additional topics include exploring polygons, an in-depth understanding of surface area and volume of solid objects, and writing equations for lines.

Prerequisite(s): Algebra 1 and permission of Department Chair

INTERMEDIATE ALGEBRA

This is a second year course in algebra which expands on the basic algebra concepts, including solving equations and inequalities, manipulating polynomials, and writing and graphing linear and quadratic functions, covered in the Algebra 1 course. In addition, it expands the student's command of algebraic tools to include logarithmic and exponential functions, complex numbers, and conic sections.

Prerequisite(s): Algebra 1 or Algebra 1B and Geometry

PRE-CALCULUS

This is a full year course which solidifies topics learned in Algebra 2, such as exponential and logarithmic functions, polynomial functions, and basic trigonometry. Also, this course expands the student's experience by including topics in advanced graphing, sequences, advanced trigonometry, matrices, polar coordinates and equations, parametric equations, vectors, conic sections, and introduction to the Calculus topic of limits.
Prerequisite(s): Algebra 2 (Grade B- or higher) or permission of Department Chair

PRE-CALCULUS HONORS

This course differs from regular Pre-Calculus in the difficulty of the problems covered and in the inclusion of additional material. More advance trigonometric topics such as solving trigonometric equations with multiple solutions and more rigorous proofs of identities are included. Calculus topics of limits and derivatives are introduced.
Prerequisite(s): Algebra 2 Honors (Grade B- or higher) or permission of Department Chair

STATISTICS

This course provides students with the necessary tools to help them understand, interpret, and analyze real-world data. Less theoretical and more practical in its approach, students in this course will gain a functional ability for statistical thinking. Topics include measures of central tendency, normal distributions, standard deviation, various sampling methods, and probability. Students will practice critical thinking skills, specifically in terms of creating and evaluating statistical studies, surveys, and raw data. With an emphasis on active learning, our goal is to learn how to draw effective and valid conclusions based on evaluation of data.
Prerequisite(s): Algebra 2 or Intermediate Algebra

TRIGONOMETRY AND ADVANCED ALGEBRA

This is a one-year course that is an alternative class to Pre-Calculus, Statistics or Finite. This course solidifies topics learned in Intermediate Algebra or Algebra 2 and helps prepare students for studying higher level mathematical processes. In the first semester, students will learn trigonometric functions, graphs of trigonometric functions, and trigonometric identities. In the second semester, the course reinforces and expands on the topics of exponential and logarithmic functions, and polynomial functions. In addition, it will introduce the topics of conic sections, polar coordinates, and sequences and series.
Prerequisite(s): Intermediate Algebra or Algebra 2

BLENDED LEARNING PROGRAM: MATH COURSES

BLP Math takes the best of traditional school and combines it with the power of online learning to ensure that each student gets a personalized education that meets his or her needs. In these UC-approved courses, students cycle through a schedule of independent online study, one-on-one teacher instruction, and peer-group interaction. Blended courses are ideal for self-motivated students seeking greater academic challenges, students with Learning Differences, those desiring flexibility due to demanding extra-curricular schedules, and those in need of remediation. **Course offerings: Algebra 1A, Algebra 1B, Algebra, Geometry, Algebra 2, Pre-Calculus, and Calculus as well as Honors and AP courses. Not all courses are offered every semester. Recommendation of Department Chair required.**

PHYSICAL EDUCATION AND ATHLETICS

This course is designed to give students the opportunity to learn through a comprehensive sequentially planned Physical Education program. Students will be empowered to make choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

Units of instruction may include: orientation to physical education, social skills and cooperative activities, fitness, team sports, and individual sports, and outdoor education.

FALL TRIMESTER

Basketball
 Fitness
 Soccer
 Swim
 Wrestling
 Yoga

WINTER TRIMESTER

Baseball/ Softball
 Fitness
 Swim
 Yoga

SPRING TRIMESTER

Cross Country
 Fitness
 Self Defense
 Volleyball
 Yoga

TEAM SPORTS

The interscholastic athletic program of de Toledo High School is an important component of the overall school curriculum. Students participate in a program that reflects the school's philosophy of diversity, continual growth and achievement, participation, and the development of the individual's greatest potential. Also recognized is the importance of equal programs and equal opportunity for both sexes. Throughout the interscholastic athletic program, the goal is to provide fair and equal competition where all participants have a chance for success.

The interscholastic athletic program at de Toledo High School provides the opportunity for both gifted athletes and those of more modest talents to identify and learn a strong set of values. Among the values we seek to cultivate are:

- A sense of teamwork and cooperation
- An understanding of the need for sacrifice, discipline, dedication, and commitment
- The establishing and achieving of goals
- Self-confidence
- Sportsmanship
- Respect for others and self
- A feeling of individual, team, and school spirit
- The acquisition of new physical skills

FALL TRIMESTER TEAM SPORTS

Cross Country-Boys and Girls (Varsity, JV) / *Practices start Monday, August 22, 2016*

Cheer Team (Varsity) / *Team Tryouts May, 2016- exact time and date TBA*

Dance Team-Coed (Varsity, JV) / *Practices start the first day of school*

Equestrian [extends into winter season] (Varsity)

Flag Football-Boys (Varsity) / *Practices start Monday, August 22, 2016*

Tennis-Girls (Varsity) / *Practices start Monday, August 24, 2016*

Volleyball-Girls (Varsity, JV) **Try-outs** are August 22, 23,24 & 25, 2016/ **Practices** start Monday, August 29th

Water Polo (Varsity) / *Team Tryouts TBA*

WINTER TRIMESTER TEAM SPORTS

Basketball-Boys (Varsity, JV, Frosh/Soph) **Varsity Try-outs** are Sunday August 21, 2016.

Basketball - Girls (Varsity)

Cheer Team (Varsity)

Dance Team-Coed (Varsity, JV)

Soccer-Boys and Girls (Varsity, JV) / *Tryouts are Sunday, September 18, 2016*

Water Polo- Girls (Varsity) *Team Tryouts TBA*

Wrestling Team-Boys (Varsity, JV)

SPRING TRIMESTER TEAM SPORTS

Baseball-Boys (Varsity, JV) **Try-Outs date TBA**

Dance Team-Coed (Varsity, Junior Varsity)

Golf-Boys (Varsity)

Softball-Girls (Varsity)

Swim Team-Boys and Girls (Varsity)

Tennis-Boys (Varsity)

Volleyball-Boys (Varsity) **Try-Outs date TBA**

Track and Field-Boys & Girls (Varsity)

SCIENCE

CORE SCIENCES

ANATOMY & PHYSIOLOGY (GRADES 10-12)

Students will study all areas of normal human structure and function, and many areas of pathological anatomy and physiology. Topics include anatomical terms, tissues, and the integumentary, skeletal, muscular, nervous/special senses, cardiovascular, digestive, urinary, respiratory, endocrine, lymphatic, and reproductive systems. Health issues are addressed in each study area. Students will undertake projects, a research paper, and a field trip during the course. Laboratory work in organ dissection, observation of structure, and analysis of function will be performed.

Prerequisite(s): Biology and Algebra 1 or 1A

ANATOMY & PHYSIOLOGY HONORS (GRADES 10-12)

In addition to a more rigorous approach to the material covered in the regular Anatomy & Physiology course, students will complete two research papers, one on a disease and one on a breakthrough medical advancement. A lab practical exam will be given each semester. Some of the latest medical techniques and careers associated with the allied health fields will be studied, and the field of pharmacology and hyperbaric physiology will be investigated. Attention will be given to health-related issues as well as the aging process. Students will visit various labs at UCLA Medical Center in May. Laboratory included.

Prerequisite(s): Biology and Algebra 1

AP BIOLOGY (GRADES 10-12)

The two main goals of AP Biology are to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. The ongoing information explosion in biology makes these goals even more challenging. Primary emphasis in AP Biology is on developing an understanding of concepts rather than on just memorizing terms and technical details. Essential to this conceptual understanding are the following: a grasp of science as a process rather than as an accumulation of facts, personal experience in scientific inquiry, recognition of unifying themes that integrate the major topics of biology and application of biological knowledge, and critical thinking to environmental and social concerns. Laboratory included.

Prerequisite(s): Biology (preferred) and Algebra 1

AP CHEMISTRY (GRADES 11-12)

AP Chemistry students will attain a depth of understanding of fundamentals and a high level of competence in dealing with chemical problems. The course will contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. This course is designed to be the equivalent of the general chemistry course usually taken during the first college year. It differs quantitatively from the usual first secondary school course in chemistry with respect to the kind of textbook used, the topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, and the kind of laboratory work done by students. Quantitative differences appear in the number of topics treated, the time spent on the course by students, and the nature and the variety of experiments. Laboratory included.

Prerequisite(s): Algebra 2-Honors (B or higher grade)

AP PHYSICS 1 (GRADE 12)

This course is equivalent to a first-semester introductory college course in algebra-based physics. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It also introduces electric circuits. This course will have approximately 25 percent

of instructional time dedicated to hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

Prerequisite(s): Algebra 2 (B or higher grade); Concurrent enrollment in Pre-Calculus

AP PHYSICS 2 (GRADE 12)

This course is equivalent to a second-semester introductory college course in algebra-based physics. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as fluid mechanics, thermodynamics, electricity and magnetism, optics, and quantum, atomic, and nuclear physics. This course will have approximately 25 percent of instructional time dedicated to hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

Prerequisite(s): Algebra 2 (B or higher grade) and AP Physics 1 or equivalent (B or higher grade); Concurrent enrollment in Pre-Calculus

AP PHYSICS C: MECHANICS (GRADE 12)

AP Physics C Mechanics is equivalent to first year college level mechanics. This course is designed to prepare students for the AP Physics C Mechanics exam given in May. A prior physics course is not required but desired for enrollment, and students must have a strong background in math, since a basic understanding of calculus (differentiation and integration) is used to derive formulas in the course. This course uses labs, lecture guided inquiry, student centered learning, and teacher support to nurture the development of critical thinking skills. Students must be able to solve the multi-concept physics problems by using Newton's laws of motion and the conservation laws by using differential and integral calculus. They must learn how to translate word problems into calculus problems and solve it by using proper limits. Of particular importance, team based "challenge" problems are encouraged in which groups of students work together to solve difficult problems and earn points based on both speed and accuracy.

Prerequisite(s): Pre-Calculus; Concurrent enrollment in Calculus

BIOLOGY (GRADE 9)

This course introduces students to the terminology, techniques, and foundational aspects of general biology, and to the underpinnings of some of the recent advances and dilemmas in the realm of the biological sciences. Inductive and deductive reasoning are stressed throughout, as well as critical analyses of modern day ethical controversies. Frequent lab work and discussions allow students to work together to uncover and apply major themes in Biology. Students are exposed to how the precarious balance of life is so easily altered, and how human's lack of regard since the Industrial Revolution has had such a devastating and irreversible impact on the sustainability of many organisms. Major areas covered are molecular, cellular, organismal, and population biology. The course will examine basic chemistry, biochemistry, bioenergetics, diversity, genetics, reproduction, behavior, evolution, and ecology. The course includes projects, a research paper, and field trip. Laboratory included.

Prerequisite(s): Concurrent enrollment required in Algebra 1 or 1A

BIOLOGY HONORS (GRADE 9)

This is an invigorating, more rigorous and faster-paced course than Biology, with increased scope, depth of material and instruction, and independent work. Students are exposed to the methodology of research. The course includes one major field research trip, two major research papers, library research, journal and abstract use, profound discussions, detailed laboratory work and write-ups, inclusion of math and biostatistical work, computer integration, and outside reading. Topics include biochemistry, energy transformations, cellular dynamics, genetics, diversity, plants, anatomy and physiology, ecology, and behavior. Laboratory included.

Prerequisite(s): Algebra 1

CHEMISTRY (GRADE 10-12)

Chemistry investigates atoms, compounds, and chemical reactions in order to understand the nature of matter and energy. It considers in theory and through mathematical applications, the areas of stoichiometry, physical

state of matter, atomic theory, acid-base chemistry, equilibria reactions, and thermochemistry. These topics are probed through lectures, demonstrations, problem solving sessions, and various investigations. The theory and mathematical applications are suitable for high school level applications. Laboratory included.

Prerequisite(s): Algebra 1 or 1B

CHEMISTRY HONORS (GRADE 10-12)

In this course, the theory and mathematical applications are suitable for high achieving students and feature more mathematical applications and more extensive examples than in regular chemistry. The theory explores each topic in more detail on several levels of complexity. This course is a balance between regular Chemistry and AP Chemistry. Laboratory included.

Prerequisite(s): Algebra 2 (B or higher grade)

PHYSICS (GRADES 10-12)

Concepts and principles in Newtonian mechanics, translational and rotational motion, momentum, energy interactions, oscillation phenomena, optics, magnetism, light, sound, fluid mechanics, electricity, magnetism, circuit theory, and atomic theory are studied. Application of these concepts to physical problems is a large part of the course. Laboratory included.

Prerequisite(s): Algebra 1 and Geometry; Concurrent enrollment in Algebra 2

PHYSICS HONORS (GRADES 10-12)

This course offers more material coverage, qualitatively, and independent work than Physics. Principles in Newtonian Physics (forces), translational and rotational motion, energy transformation, oscillation phenomena, optics, fluid mechanics, circuit theory, thermodynamics, light, sound, electricity & magnetism, relativity, and nuclear physics are studied. Applications of these concepts to physical problems are a large part of the course. Laboratory included.

Prerequisite(s): Algebra 2; Concurrent enrollment in Pre-Calculus

SCIENCE ELECTIVES

AP ENVIRONMENTAL SCIENCE (GRADES 10-12)

AP Environmental Science is an interdisciplinary science which incorporates many branches of science. The goal of this course is to provide scientific principles, concepts and methodologies required to understand the interrelationships of the natural world. Students will be able to identify and analyze environmental problems which may be natural or man-made. Some topics of discussion include energy conversations in ecological processes, biogeochemical systems, how humans alter natural systems and conservation techniques. Students will also be conducting hands-on labs in the laboratory as well as field studies in nature.

Prerequisite(s): Biology and Algebra II

ASTRONOMY (GRADES 11-12)

Astronomy is designated as a one-year senior-level laboratory course that is offered in lieu of Physics for those students interested in applying physical concepts to the science of "heavenly bodies." The course will allow students to engage in hands-on activities and projects with optical telescopes and other astronomical equipment, to tour a planetarium, and to hear lectures from practicing astronomers. The course will focus primarily on the modern practices of Astronomy with a historical overview of the origins of Astronomy. In class and EVENING laboratories included.

Prerequisite(s): Algebra 1

BIOTECHNOLOGY AND BIOETHICS (GRADES 10-12)

This is an enriching and cutting-edge course that teaches relevant terminology, techniques, and use of sophisticated equipment. Discussions will foster understanding about applications, advancements, limitations, legalities, and ethical dilemmas surrounding DNA science. These discussions will include ethical laws, cloning and stem cell research. This lab intensive course will include use of sterile technique, gel electrophoresis, DNA

extraction, chromatography, PCR, restriction digests, transformation, and purification. These are all techniques used in labs across the world in DNA manipulation, stem cell and cloning. The goal is for students to gain a working knowledge of cutting-edge science while simultaneously understanding the moral responsibility that comes with it.

Prerequisite(s): Biology and Algebra 1

BLENDING WEB DESIGN AND DEVELOPMENT (GRADES 10-12)

SEMESTER

This web design and development course will introduce you to designing web sites that are compatible across multiple platforms, mobile devices and browsers. You will learn entry level HTML 5, CSS and JavaScript coding languages. Design elements covered in this course include adaptive interface design, site architecture, how to embed streaming media, project management and team collaboration using the design thinking development model. Guest experts in web and mobile app design will also be brought into class via Skype and Google hangout. Students must provide a written statement as to why they believe they are capable of handling the personal initiative required in a *blended learning environment. Regular mentoring sessions and office hours are also built-in to the course structure. Parent approval is also required. *In a blended learning environment, the class alternates between meeting as a class and independent study.

ENGINEER YOUR WORLD (GRADES 11-12; *GRADES 9-10 NEED APPROVAL)

Engineering Survey is a class that will expose students who may be interested in a career in engineering to processes, materials, and concepts encountered in the fields of Electrical and Mechanical Engineering. This is a hands-on learning course that will be organized into three parts. The first part will introduce students to a large variety of sensors and output devices that can be connected to a microcontroller. The second part will show students many different materials, structural techniques, and processes that can be used to build things. The final third of the class will split the students into groups of three or four where they will work on a final project that incorporates the concepts that they learned in the first two sections.

Prerequisite(s): Algebra I (B or higher)

INTRODUCTION TO COMPUTER SCIENCE (GRADES 9-12)

This course provides students with an introduction to the Java programming language. There is no Prerequisite(s) of prior programming knowledge required for this course. Students will learn to program in an object-oriented style and use programming techniques that are used throughout the industry. Students are introduced to the fundamental topics of computer science, such as problem solving, design strategies and methodologies, organization of data, and arithmetic operators. This course is designed to be a fun learning experience for students that incorporates both in-class lecture and lab time.

Prerequisite(s): Algebra I (B or higher)

INTRODUCTION TO ENVIRONMENTAL SCIENCE (GRADES 10-12)

Environmental Science provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and man-made, and to examine alternative solutions for resolving and/or preventing them. The primary principals of Environmental Science include the study of the environment, interconnected systems, how people interact with natural systems and use of natural resources. The DTHS Environmental Science course is a full year, interdisciplinary elective involving the physical and biological sciences including but not limited to: Environmental Geology, Earth Science, Natural History, Climatology, Soil Science, Ecology, Chemistry, Physics and Biology. The course is structured around lecture, lab, field trips and project-based learning in the school's organic garden.

Prerequisite(s): Biology

COMPUTER PROGRAMMING IN A VISUAL CONTEXT - BEGINNING (GRADES 9-12) SEMESTER

This course serves as an introduction to learning computer-programming fundamentals within a visual context. The visual nature of the programming languages taught (HTML, CSS, Java Script, and basic Java) provides students with immediate feedback on the integrity of their code and strengthens their ability to creatively

problem solve. Students apply the lessons learned to create graphics, web pages, animations and algorithmic art using Processing, an introductory Java based coding application and interactive online tutorials

COMPUTER PROGRAMMING IN A VISUAL CONTEXT - INTERMEDIATE (GRADES 9-12) SEMESTER

Programming 2 builds off of the lessons learned in Programming 1. Students will start to use classes and learn about inheritance. They will be required to build more complex programs using these new concepts. They will then continue on to start to build programs that have a graphical user interface and explore the concept of event-driven programming.

Prerequisite(s): Computer Programming in a Visual Context - Beginning or demonstrable programming knowledge.

SCI-TECH 1: INTRODUCTION TO SCIENTIFIC ENGINEERING (GRADES 9-11)

SCI-TECH is a course designed to prepare students for a global economy shaped by advances in cutting edge technologies. The course is part of a national movement to implement a STEM program developed by the Israel Sci-Tech network. This two year commitment is designed for students entering grades 9 or 10 in the Fall. The course is a rigorous academic science class that will be taken in addition to the normal core science course in each grade. The emphasis will be hands-on collaborative team work, problem solving, design, and research in many areas of science. Some of these include robotics, electricity, data processing and graph analysis, sensors, and computer programming.

SCI-TECH 2: INTRODUCTION TO BIOMEDICAL ENGINEERING (GRADES 10-12)

SCI-TECH 2 is a continuation of SCI-TECH 1 with emphasis on biomedicine and nanotechnology. The students will participate in hands-on collaborative team work, problem solving, design, and research. Some areas of science covered in this course are the following: human body mechanics, the nervous system and pathologies, artificial assistance devices, biofeedback in medicine, bioelectronics, and nanotechnology.

Prerequisite(s): SCI-TECH 1

SCIENCE ACADEMY

The Science Academy is an after-school enrichment program, scheduled outside of the regular school day and free of homework or formal assessment. Labs and lectures take place in one-hour blocks of time, for the duration of one or two trimesters of school. In the Academy setting, students have opportunities to experience lab inquiry and develop the necessary transformations in the scientific process that evolve during experimentation. The program hopes to engage students in the dynamic world of science and encourage a passion for the reality of how science is practiced in the real world.

SA APP DEVELOPMENT (GRADES 9-12)

This course meets one day each week after school and is designed to encourage a global understanding of the interaction between STEM and business today. Students will be introduced to app development as well as develop a business plan to accompany a student created app design. This course will focus on the creativity and collaboration demanded in today's advancing tech world.

Spring Trimester

SA BIOLOGY OF CANCER (GRADES 9-12)

This course meets one day a week after school. The biology of cancer takes a closer look at different types of cancers, causes of cancer, risk factors and treatments. The course will also include labs that simulate tumor growth and examine statistics of risk factors. Students will be encouraged to question current diagnostic and therapeutic treatments of cancer, and familiarize themselves with the most up to date methodologies in the field.

Winter Trimester

SA COMPUTER SCIENCE (GRADES 9-12)

This course meets one day each week after school and is intended as an introduction to Computer Science. Students will use programming languages to create applets, interactive stories, games and animations. Students foster their creativity and innovation through opportunities to design, implement, and present solutions to real world problems. Students develop problem solving and reasoning skills that are the foundation of computer science.

Spring Trimester

SA FORENSIC SCIENCE (GRADES 9-12)

This course meets one day per week after school and will combine aspects of Biology, Chemistry, Physics, and Computer Science to help learn the techniques used in Forensic Science. This lab-based course will cover topics such as gel electrophoresis, bullet trajectory, appropriate collection, and documentation procedures from crime scene samples, analysis of footwear impressions, comparative human bones, blood, hair and fibers, and fingerprint identification. Historical forensic science cases along with coursework will be discussed to solve a murder mystery project.

Winter Trimester

SA MARINE BIOLOGY (GRADES 9-12)

This course meets one day per week after school and introduces students to the diverse field of Marine Biology through demonstrations, dissections, and hands-on and interactive activities. Classes are dedicated to topics covering marine microorganisms, invertebrates, vertebrates, adaptations, behavior, ecological principles, and human impact on marine environments. The class includes two field trips; a day trip to the Malibu intertidal zone, and an optional three-day trip to Monterey Bay. (There is a fee for the optional Monterey field trip.)

Winter Trimesters

SA PSYCHOLOGY OF VIOLENCE (GRADES 9-12)

This course meets one day per week after school and asks if the violent teenager or adult could have been predicted? There are certain personality styles and structures that point to the higher likelihood of violence in humans. What are they? Is there a reason more violent offenders, including school shooters, are male? This course will look at those personality styles, read clinical interviews of murderers and try to find common denominators among them.

Spring Trimester

SA ROBOTICS (GRADES 9-12)

This course meets one day per week after school in the fall, and two days per week after school in the winter. Students will have the opportunity to develop skills in programming, mechanical design, and electronics. Robotics will provide a fun, hands-on learning experience, enhancing teamwork, project management, and creativity. The program will culminate with the FIRST robotics competition where students will be challenged to build a robot with advanced function, movement, and processing skills. No prior experience or skills are necessary to enroll in this class. The only thing that is required is an open mind and a willingness to participate.

Fall & Winter Trimesters

Prerequisite(s): Science and Math department approval required.

SA ROCKET SCIENCE (GRADES 9-12)

This course meets one day each week after school. Students will learn about Rocket Science by building and launching model rockets. For context, they will be introduced to the history of the American Space Program, briefly covering the beginnings of the Space Race through present day. Through hands-on experience with model rockets, students will learn about the ideas behind the design of real, full size rockets.

Fall Trimester

SA SCIENCE COLLOQUIUM (GRADES 9-12)

This course meets one day per week after school. Guest speakers expose students to some of the latest findings in various fields of the biological and physical sciences. Each trimester has different speakers. Students who are enrolled in science academic courses at the high school must audit two colloquium presentations annually. **Fall & Spring Trimesters**

BLENDED LEARNING PROGRAM: SCIENCE COURSES

BLP Science takes the best of traditional school and combines it with the power of online learning to ensure that each student gets a personalized education that meets his or her needs. In these UC-approved courses, students cycle through a schedule of independent online study, one-on-one teacher instruction, and peer-group interaction. Blended courses are ideal for self-motivated students seeking greater academic challenges, students with Learning Differences, those desiring flexibility due to demanding extra-curricular schedules, and those in need of remediation. **Course offerings: Earth Science, Biology, Chemistry, and Physics as well as Honors and AP courses. Not all courses are offered every semester. Recommendation of Department Chair required.**

WORLD LANGUAGES

AMERICAN SIGN LANGUAGE

AMERICAN SIGN LANGUAGE 1

American Sign Language (ASL) is the remarkable, complex, and naturally existing language used by Deaf people in North America. ASL 1 introduces students to this visual/gestural language and the community of people that use it. This course aims to provide students the opportunity to learn the fundamental vocabulary, grammar, and culturally-appropriate uses of ASL through natural, everyday conversational situations. Readiness for learning will be approached via visual-gestural communication techniques, visual discrimination, and visual memory exercises.

This course engages students in small and large group activities using exercises meaningfully related to the conversational topics. Deaf Culture will be introduced to develop greater appreciation and sensitivity to the communication needs of the Deaf community.

AMERICAN SIGN LANGUAGE 2

American Sign Language (ASL) is the remarkable, complex, and naturally existing language used by Deaf people in North America. ASL 2 is designed: 1) to continue development of American Sign Language skills with primary focus on refining the use of basic ASL sentence types; 2) to provide students the opportunity to learn routine communicative functions of the language: asking, requesting, providing clarification, giving and asking for directions, etc., and; 3) to further develop students' abilities to communicate in the target language. Selected aspects of the Deaf culture are incorporated within students' receptive and expressive conversations. **Prerequisite(s): ASL 1**

AMERICAN SIGN LANGUAGE 3

American Sign Language (ASL) is the remarkable, complex, and naturally existing language used by Deaf people in North America. ASL 3 is designed: 1) to build on skills learned in ASL 2, adding more complex ASL grammatical features and vocabulary, short stories, narratives, and dialogues, and; 2) to provide further development of conversational techniques, focusing on expressive skills. This course provides students the opportunity to describe settings and explain or discuss everyday objects and their use, step-by-step processes, cause and effect, and culturally significant topics relating to the Deaf community. **Prerequisite(s): ASL 2**

AMERICAN SIGN LANGUAGE 4

American Sign Language (ASL) is the remarkable, complex, and naturally existing language used by Deaf people in North America. ASL 4 is designed: 1) to build on the cultural competence and language skills developed in previous ASL classes with increased focus on developing comprehension and production storytelling skills, and; 2) to apply students' knowledge of American Sign Language grammar and vocabulary to the description of increasingly complex constructs, processes, and situations. This course provides students the opportunity to examine the information on cultural values and attitudes as they relate to the Deaf community.

Prerequisite(s): ASL 3

MANDARIN

MANDARIN 1

This course is a beginning level course for the Mandarin language. It is designed for students with no previous knowledge of spoken or written Chinese. The course objective is for students to develop listening, speaking, reading and writing skills using both Pinyin system and the Chinese characters. Students will also participate in short conversations, sing Chinese songs, art projects, dialogues, create and perform skits in Chinese. Authentic materials will be used to develop students' receptive skills. Upon completion of the course, students will be able to communicate in simple Chinese for everyday conversations on topics studied; students will also be able to talk about Chinese culture and customs.

MANDARIN 2

This course continues the development of the four language skills. At this level, students learn more complex grammar patterns and expand their vocabulary. They read longer texts, write longer essays, watch more complex film clips, and receive more intensive training in expressing their ideas through oral presentations. Further acquaintance with Chinese culture and history is included.

Prerequisite(s): Mandarin 1 or equivalent

SPANISH

AP SPANISH LANGUAGE AND CULTURE

The AP Spanish Language and Culture course is a rigorous course taught exclusively in Spanish that requires students to improve their proficiency across the three modes of communication. The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources; as well as traditional print resources that include literature, essays, and magazine and newspaper articles; and also a combination of visual/print resources such as charts, tables, and graphs; all with the goal of providing a diverse learning experience. Students communicate using rich, advanced vocabulary and linguistic structures as they build proficiency in all modes of communication toward the pre-advanced level. Central to communication is the following premise from the Curriculum Framework: *When communicating, students in the AP Spanish Language and Culture course demonstrate an understanding of the culture(s), incorporate interdisciplinary topics (Connections), make comparisons between the native language and the target language and between cultures (Comparisons), and use the target language in real-life settings (Communities).*

Prerequisite(s): Spanish 3 Honors/ Spanish 4/ 4 Honors and teacher recommendation.

AP SPANISH LITERATURE

This course is comparable to a college-level introductory course in Hispanic literature and is based on the most current reading list required by the College Board. The works on this list are of literary significance and represent various historical periods, literary movements, genres, geographic areas, and population groups within the Spanish-speaking world. The objective of the course is to introduce students to interpretation, analysis, and discussion of literature written in Spanish. The class also aims to create connections between the intrinsic cultural topics of the literary pieces and imagery that also portrays themes discussed in the literature. Students are expected to write formal essays and participate in class discussions using a very strong command of the target language.

Prerequisite(s): AP Spanish Language and Culture and teacher recommendation.

SPANISH 1

Spanish 1 is an introductory course that seeks to develop fluency in all major areas of communication: reading, writing, listening, and speaking. This course aims to develop students' ability to communicate in the target language, to use appropriate grammar, and to develop an appreciation for Latin American culture. Students will learn the present and past tense of regular and irregular verbs, the periphrastic future, gender and number of nouns and adjectives, reflexive verbs, prepositions, comparisons, and direct and indirect object pronouns. This course will cover themes relating to everyday activities, shopping, celebrations, trips, weather and time expressions. In addition to the textbook, a variety of interactive activities are integrated into the curriculum including workbook, audio and video activities. Strong emphasis is placed on classroom discussions in order to further develop comprehension and communication skills.

SPANISH 2

Spanish 2 is an intermediate course that seeks to further develop students' abilities to communicate in the target language. It also focuses on the usage of appropriate grammar and fostering an appreciation for Latin American culture. Students are expected to build on the grammatical concepts and vocabulary learned in the first year of Spanish, and to be able to incorporate them in daily classroom activities. In addition to the textbook, a variety of interactive activities are integrated into the curriculum including workbook, audio, video and supplementary worksheets. Great emphasis is placed on class discussions and the writing of compositions using complex sentences and expansive vocabulary. Students will have the opportunity to prepare oral projects throughout the year, which include presentations of important figures of the Spanish-speaking world. Spanish 2 will cover themes relating to family, friends, places in the city, health, fitness, daily routines, childhood hobbies, foods, clothing, shopping, nature, weather, travel and tourism.

Prerequisite(s): Spanish 1

SPANISH 2 HONORS

Spanish 2 Honors is an accelerated course designed for students with strong Spanish skills, determination, and dedication to learning the language. This class is fast-paced, and a large amount of material will be covered throughout the course of the year. Emphasis is placed on further developing students' abilities to communicate in the target language, usage of appropriate grammar, and fostering an appreciation for Latin American culture. Students are expected to build on the grammatical concepts and vocabulary learned in the first year of Spanish, and to be able to incorporate them into everyday activities. In addition to the textbook, a variety of interactive activities are integrated into the curriculum including workbook, audio, video and supplementary worksheets. Strong emphasis is placed on class discussions and the writing of compositions using complex sentences and expansive vocabulary. Students will have the opportunity to prepare oral projects throughout the year, which include presentations of important figures of the Spanish-speaking world. Spanish 2-Honors will cover themes relating to family, friends, places in the city, health, fitness, daily routines, childhood hobbies, foods, clothing, shopping, nature, weather, travel, and tourism.

Prerequisite(s): Spanish 1 and Permission of Instructor

SPANISH 3

The Spanish 3 course reinforces the basics of the Spanish language learned in Spanish 2, introduces the students with new grammatical structures as well as expanding their vocabulary and idiomatic expressions. Students engage in the four areas of communication in Spanish on a deeper level with an emphasis on more complex sentences and expression of thought. Conversation utilizing the nuances of sentence structure, vocabulary, and grammar is stressed in addition to a variety of verb tenses. Expository writing and vocabulary are developed along with the use of modern media and news presentations. Students engage in constant peer activities to reinforce learning. In addition, they will work on expository writing exercises to express and defend opinions, and further refine and develop their language skills through mastery of more complex and detailed grammar points. The Spanish 3 class helps students understand and create connections with the Spanish-speaking world by using songs, short stories, short movies, poems, and other methods of language immersion.

Prerequisite(s): Spanish 2

SPANISH 3 HONORS

The Spanish 3-Honors course reinforces the basics of Spanish language learned in Spanish 2 or Spanish 2-Honors and introduces students to new grammatical structures, vocabulary, and idioms. Students engage in the four areas of communication in Spanish on a deeper level with an emphasis on more complex sentences and expression of thought. Emphasis is placed on utilizing nuances of sentence structure, vocabulary, and grammar, as well as a variety of verb tenses, in conversation. Pronunciation and fluency will be improved upon through formal oral presentations and informal class activities. Students will be expected to analyze and discuss a number of readings throughout the year. Expository writing and vocabulary are developed with the assistance of modern media and news presentations. Students will participate in peer activities to reinforce learning. Additionally, students will gain greater exposure to Hispanic culture through music, poetry, short stories, and film. The Spanish 3-Honors course is designed to assist students in the beginning stages of preparation for the Advanced Placement (AP) Spanish Language exam.

Prerequisite(s): Spanish 2 or Spanish 2-Honors and Permission of Instructor

SPANISH 4

The Spanish 4 course reinforces the basics of Spanish language learned in Spanish levels 1-3 and teaches students more sophisticated grammatical structures, vocabulary, and idioms in order to expand their use of the language. The four communication skills will be further developed during the course, and students will be required to demonstrate proficiency in each of them (speaking, writing, listening comprehension, and reading comprehension). Students will be expected to express their ideas clearly in writing, using correct grammar and spelling along with a colorful vocabulary. Students will be evaluated for their spoken fluency, pronunciation, and correct usage of grammar and idiomatic expressions. In listening and reading comprehension, students must demonstrate a strong understanding of the material, make inferences, and draw conclusions. Students will gain greater exposure to Latin-American culture through music, poetry, short stories, and excerpts from literary works and film. This course serves as a preparatory course for the Advanced Placement (AP) Spanish Language exam.

Prerequisite(s): Spanish 3 or Spanish 3 Honors

SPANISH 4 HONORS

The Spanish 4 Honors course reinforces the basics of Spanish language learned in Spanish levels 1-3 and teaches students more sophisticated grammatical structures, vocabulary, and idioms in order to expand their use of the language. The four communication skills will be further developed during the course, and students will be required to demonstrate proficiency in each of them (speaking, writing, listening comprehension, and reading comprehension). Students will be expected to express their ideas clearly in writing, using correct grammar and spelling along with a colorful vocabulary. Students will be evaluated for their spoken fluency, pronunciation, and correct usage of grammar and idiomatic expressions. In listening and reading comprehension, students must demonstrate a strong understanding of the material, make inferences, and draw conclusions. Students will gain greater exposure to Latin-American culture through music, poetry, short stories, news articles-videos, and excerpts from literary works and film. This course serves as a preparatory course for the Advanced Placement (AP) Spanish Language exam.

Prerequisite(s): Spanish 3 or Spanish 3 Honors

SPANISH LITERATURE

The Spanish Literature course is a survey of literature in Spanish from the Middle Ages to the present, with works from all parts of the Spanish-speaking world. Students will explore different genres such as poetry, short stories, plays and prose, as well as different literary trends. Students will read extensively and will engage in activities to enhance their analytical skills, to gain an understanding of Spanish culture, and to connect their own realities with the different topics studied. Students will be applying and improving their proficiency in Spanish communication. The class will be oriented for students that may want to take the AP Spanish Literature class the following year.

Prerequisite(s): Spanish 4, Spanish 4 Honors, or AP Spanish Language

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