



SAR HIGH SCHOOL
CURRICULUM GUIDE



CHALLENGE YOURSELF

PROBE AND ENGAGE
THE WORLD

CURRICULUM GUIDE



**IT'S NOT JUST WHAT YOU LEARN.
IT'S WHO YOU BECOME.**



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MISSION STATEMENT

SAR High School is a community of learners dedicated to:

- recognizing the unique needs and potentials of each individual
- challenging every learner to move beyond his or her comfortable limits
- probing and engaging the world with humility and openness to God's creations
- immersing all of its members in a culture of learning and service as participants in the Grand Conversation between תורה and the world
- shaping an environment of discourse and action where mitzvot inspire respect, obligation and aspiration

In order to shape an environment of discourse and action in which Torah inspires respect, obligation and aspiration, we commit ourselves to teach and create programs which further the following religious educational goals:

שמירת המצות — Halakhic Observance

Make halakhic practice an integral and habitual part of everyday life, in which each student is motivated by commandedness, communal responsibility, and personally meaningful observance.

תלמוד תורה — Torah Study

to help students discover and explore their unique *helek* (portion) in Torah learning and participate as members of a millennia-old conversation.

'ה אהבת — Relationship with God

Support students in developing a meaningful relationship with Hashem, with an awareness that people connect in a variety of ways — including text study, prayer, music, meditation, etc. — and actively provide opportunities for multiple forms of engagement.

עם ישראל / מדינת ישראל — Peoplehood

Cultivate a deep respect for and devotion to the whole of *am yisrael* (the Jewish people) and *medinat yisrael* (the State of Israel), such that each student feels responsibility for the betterment of the Jewish people with whom he/she shares a collective history and destiny.

תיקון המידות — Tikkun Ha-middot

Promote introspection and active engagement in character refinement emerging from a healthy sense of self. Nurture a spirit of giving, kindness, and compassion in which *chesed* (loving-kindness) and *tzedek* (social justice) are primary values.

We aim to empower students to implement these values, ideals, and commitments in the modern world with intellectual integrity, courage, empathy, and an open heart.

PRINCIPLES OF LEARNING

SAR High School is a community of learners that recognizes the unique needs and potentials of each individual. The school is committed to maximizing student achievement by:

- Challenging all students as learners and citizens. Clear standards of performance guide students in mastering essential knowledge and skills as well as developing the habits of mind for successful learning.
- Engaging students in tasks that have meaning to them as individuals. Because learning is a highly personal and transformational experience, students are valued as decision makers.
- Fostering a climate of active learning in which each student is a producer as well as consumer of knowledge, and the teacher is valued as model and coach.
- Developing through collaborative learning and presentation the interpersonal skills essential for lifelong problem solving.



JUDAIC STUDIES

learning at SAR involves an authentic engagement between the student and Torah in which the student views him or herself as part of a community that has been interpreting and living according to these texts for centuries. The גמרא מסכתות and ספרי תנ"ך we study are chosen because of their ability to convey key fundamental knowledge and skills as well as raise essential questions relevant to students. גמרא is studied with a unique integration of traditional interpretation of Talmudic debates and reflection on the issues the גמרא raises for our lives. תנ"ך study is grounded in a deep understanding of the literary structure of the פשט, enabling students to "own" and enter the discussions of traditional מפרשים.

A Focus on Skill Building. Our curriculum is geared towards helping students acquire the skills necessary to interpret and analyze גמרא and תנ"ך commentaries independently. In order to become an independent learner of גמרא, students need to understand the nature of the text; what types of questions are asked, who is speaking when, when an earlier source is being marshaled, when an argument has practical consequences, and when it is a theoretical construct. Sheb'al Peh (TSBP) classes constantly address the question of "what is the גמרא doing here and why?" A focus on terminology and structure of Talmudic debates helps students apply skills from one דף to the next. This also includes an emphasis, when possible, on the historical places and people behind the גמרא. When approaching a unit of תנ"ך, students first study, discuss and generate questions on the פשט and then proceed to analyze the comments of traditional מפרשים. Students develop the habits of mind to appreciate the literary nature of an entire unit, as well as the ability to dissect a single פסוק. When studying פרשנות, emphasis is placed on precision in reading and explaining; students are expected to understand the role of particular proof texts and to intuit implicit questions.

עברית. In order to strengthen the Hebrew communication skills of our students, Hebrew language is a focus in all of our Judaic Studies classes. Our advanced classes are taught entirely in Hebrew, while our grade level classes are taught in a combination of Hebrew and English. In order to accommodate students with difficulty understanding spoken Hebrew, there are sections of Tanakh and TSBP in each grade where English is the primary language of instruction, with Hebrew phrases and vocabulary incorporated.

An Emphasis on Both עיון and בקיאות. In order to ensure that learners develop depth and breadth in תנ"ך and גמרא – as well as a habit of learning, the curriculum has both a בקיאות and an עיון component. The way to become an independent learner of גמרא is, simply, to see a lot of גמרא. For this reason, TSBP classes focus on covering ground in גמרא rather than focusing intensively on commentaries. Students who are able to learn גמרא at an accelerated pace spend significant time studying תוספות and other ראשונים. In addition, advanced classes participate in a בקיאות program in which they study additional material. The עיון component of תנ"ך involves in-class analysis of the central issues of a unit and in-depth study of פרשנות. Advanced Tanakh classes learn additional seforim as part of a bekiut program.

Probing Essential Questions that are Religiously Significant and Relevant to Students. The תנ"ך and גמרא are the first, and most essential, books of Jewish thought. At all points in our study of ספרי קודש we ask, "What does the Torah tell us about how we should live our lives?"

Each סוגיא is structured around an essential question, such as “What are the parameters of personal responsibility in public space?” These serve as both a point of entry and a driving structure for learning. We reflect on the important questions raised by the text; for example, when studying מסכת קידושין, students grapple with the עגונה issue and study a variety of modern solutions to the problem. Out of respect for the תורה’s lessons, we directly address difficult and contemporary issues that arise in study of חומש, such as the particular ethics of war prescribed in ספר דברים.

Emphasis on Multiple Perspectives and Habits of Mind. In focusing on “how to learn” we not only gain a better understanding of תורה, but also gain lifelong habits of mind. The very nature of the texts we study teach us how to be better thinkers and better people. גמרא learning at SAR thus models the גמרא itself in constantly emphasizing the adoption of multiple perspectives, the importance of proving one’s claims, and tolerance for ambiguity. The תנ”ך program equips students with many lenses through which to view דבר ה’. Through study of both פרשנות and literary analysis, students appreciate the expansive possibilities of the text. Exposure to the historical and social realities the תורה addresses helps the Torah come alive.

Internalizing תורה. The texts we study speak to our lives and must become a part of our consciousness. Learning at SAR emphasizes חזרה so that students internalize and “own” the material in a way that moves beyond simple review for a test.

Enabling Real Learning

Beit Midrash Fellows. Each תנ”ך and גמרא class is facilitated by a teacher and supported by Fellows from our Beit Midrash. Two periods a week in גמרא and one period a week in תנ”ך each class breaks into small group learning with the Beit Midrash Fellows. The small student-teacher ratio enables teachers to differentiate instruction to meet the needs of all learners. In גמרא, students who have mastered the סוגיא may move on to study ראשונים, while students who need more time for review are afforded the opportunity. In תנ”ך, students who need to work on skills with רש”י may do so, while students who can do advanced work in פרשנות are provided the challenge.

Assessment. A range of assessment tools, such as oral tests of reading ability, tests involving unseen material, research projects and class presentations are used to advance instruction. In each grade, students are required to complete projects in תנ”ך which require them to apply the skills they have mastered in class to an unseen unit of text. The projects help students realize independence in the study of תנ”ך.

Faculty Collaboration. SAR teachers work as a collaborative team to develop and continually refine curriculum. Teachers meet on a regular basis to analyze student work and plan curricular units.

Judaic Studies Curriculum Overview

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
תורה שבעל פה Torah Sheb'al Peh	בבא קמא כיצד הרגל המניח החובל	קידושין האשה נקנית האיש מקדש האומר לחברו	סנהדרין אחד דיני ממונות בן סורר ומורה	ברכות היה קורא מי שמתו ELECTIVES: Drawing from the Text Halakha on Campus
הלכה Halakha	הלכות תפילה	הלכות כשרות	הלכות שבת	הלכות שבת הלכות בין אדם לחברו
חומש Chumash	שמות	במדבר	דברים	בראשית ELECTIVES: Chassidut: Judaism's Encounters with other Faiths
נביא Navi	Eliyahu and Elisha מלכים א' מלכים ב'	Time Period of Yeshayahu ישעיהו- מלכים ב'	Time Period of Yirmiyahu ירמיהו- מלכים ב'	Seniors continue their learning of Bereishit
עברית Ivrit	Hebrew Language and Literature I	Hebrew Language and Literature II	Hebrew Language/ Zionism through Hebrew Literature	Conversational Hebrew
מחשבת ישראל Jewish Philosophy			מחשבת ישראל Jewish Philosophy	Jewish Identity Course Modern Israeli History
היסטוריה יהודית Jewish History	World & Jewish History I	World & Jewish History II		

תורה שבעל פה

GOALS:

Students will develop the ability to:

- Read and generally comprehend an unseen page of גמרא
- Understand the types of questions the גמרא engages
- Translate and understand the function of key גמרא terms
- Appreciate the multiple voices and forms present in the גמרא
- Navigate the standard printed page of the גמרא
- Make effective use of reference materials
- Ask: How does this text affect or challenge my way of being in the world?

SCOPE AND SEQUENCE:

Students study a different מסכת each year. The curriculum is **cumulative** and **spiral**, in that students will be held accountable for the skills and material they have covered as they progress through the grades. The course of study for each grade is based upon skills and material students have already encountered. Students should expect to cover approximately 8 dapim in גמרא each year, with advanced classes covering additional dapim in bekiut.

Grade 9: נבא קמא

Students learn sugyot in the third and eighth פרקים of נבא קמא, which deal with the balance between individual rights and communal norms and the laws of damages. The פרקים address questions such as “What are the rights of the individual in the public space?” and “When is it permitted to take the law into your own hands?” Study of נבא קמא affords opportunity for comparison of Jewish law and American law, and is particularly applicable to the teenage struggle between individuality and community.

Grade 10: קידושין

Students learn sugyot in the first, second and third פרקים of קידושין, which deal with the fundamentals of marriage and the laws of שליחות (agency). Students begin the year by comparing marriage in Biblical, Mishnaic, and Talmudic times, leading to an appreciation for how chazal viewed the institution of marriage. The second and third פרקים contain many essential “shas” concepts that increase students’ scope of knowledge.

Grade 11: סנהדרין

Students begin with study of the fourth פרק of סנהדרין which addresses the question that lies at the core of the Jewish legal system: must a court pursue truth or pursue peace? Students will then move on to study selected סוגיות from the eighth פרק, dealing with laws of self-defense. Study of סנהדרין affords opportunity for integration of legal studies and comparison with American law.

Grade 12: ברכות

Students learn the second and third פרקים of ברכות which focus on issues related to קריאת שמע and תפילה. The material learned promotes rich analysis of both halakhic and philosophical topics. We focus primarily on halakhic סוגיות but include a number of סוגיות which deal primarily with אגדתא. When learning through the סוגיות, students develop skills in tracing the halakhic development of an idea from the גמרא through more contemporary halakhic literature.

הלכה

GOALS:

The goals of SAR's halakha curriculum are to instill in students a respect for the halakhic process, as well as attain knowledge of halakhic concepts and their applications. SAR uses a curriculum developed by Rav Yosef Zvi Rimon's Halacha Education Center, which focuses on understanding how the halakhic system works as well as on practical halakhic knowledge. Students in grade-level classes study halakha two periods a week. Students in advanced classes study halakha one period a week and are required to do some preparation at home for halakha classes. Over the course of four years students learn הלכות בין אדם לחבירו and הלכות שבת, הלכות כשרות, הלכות תפילה.

חומש

GOALS:

Students will develop the ability to:

- Distinguish between various forms of biblical text, such as law, narrative and poetry
- Break down a פסוק into its component parts
- Identify literary patterns in a particular text
- Ask what the חומש is interested in relaying and what it leaves out
- Trace the development of biblical characters
- Compare and contrast parallel biblical texts
- Appreciate the חומש and its commentaries in historical context
- Understand the types of questions the מפרשים ask
- Analyze the advantages and disadvantages of a solution offered by a commentator
- Recognize the distinct methodologies of specific מפרשים

SCOPE AND SEQUENCE:

To enable students to learn material in depth and “live” in the text they are learning, חומש and נביא are not studied concurrently. In the 9th-11th grades, two-thirds of the year are spent on חומש and one-third is spent on נביא. In the 12th grade, the entire year is spent learning חומש.

During the four years of high school, students are exposed to various genres of חומש, such as narrative, law and poetry. Students will complete study (through a combination of ועיון and בקיאות) of the majority of חמישה חומשי תורה.

The curriculum is spiral, in that חומש learning constantly builds upon previously acquired skills. As students progress through the grades they deal with increasingly difficult מפרשים.

Grade 9: שמות

The ninth grade begins its study with the narratives highlighting Moshe's development as a leader. With that background, we proceed to study the revelation at Sinai. Units in שמות focus on the giving of the תורה, the sin of the golden calf, and the building of the משכן. Students complete independent projects on the חטא העגל and עשרת הדברות.

Grade 10: במדבר

The tenth grade begins study of במדבר with the narratives of complaint in פרק יא. The ספר deals with questions of authority, leadership and group cohesion that are relevant and engaging. Students complete independent projects on the narratives of קרח and the מרגלים.

Grade 11: דברים

ספר דברים deals with the challenge of establishing a new identity, system of governance, and relationship with God in a new land. Study of דברים provides the opportunity to make interdisciplinary connections with both TSBP and General Studies around the issue of governance. Students complete independent projects on the biblical system of governance and the laws of war.

Grade 12: בראשית

In 12th grade students revisit a familiar text with a new maturity and new lenses for analysis. The focus of the curriculum is on the creation narratives and the trials of Avraham. Particular emphasis is placed on distinguishing פשט from דרש when reading biblical commentary.

In order to support the value of choice in student learning and expose students to a wide array of Jewish subjects, during the first semester seniors have the option of dedicating all of their תנ"ך time to study of בראשית, or supplementing study of תנ"ך with a Judaic Studies elective.

נ"ך**GOALS:**

Students will develop the ability to:

- Appreciate individual נבואות and entire ספרי נ"ך in a broad historical context
- Understand the distinct personality, message and individual development of each נביא
- Discern the פשט of units of נבואות and make appropriate use of reference tools, such as dictionaries and מפרשים.
- Recognize the types of issues the נביאים address and ask: "How are these related to the types of issues that bother me?"

SCOPE AND SEQUENCE:

To enable students to learn material in depth and "live" in the text they are learning, חומש and נביא are not studied concurrently. In the 9th-11th grades, two-thirds of the year are spent on חומש and one-third is spent on נביא. In the 12th grade, the entire year is spent learning חומש. During the four years of high school students are exposed to both narrative and poetry within נ"ך.

The נ"ך curriculum proceeds chronologically from the time of אליהו through the חרבן. Students study נבואות in chronological order across various ספרים in order to attain a sense of the historical realities the נביאים addressed. Significant time is spent on ישעיהו וירמיהו, מלכים, so that students appreciate the theological and literary integrity of each ספר. This method of organization helps students acquire a broad-based knowledge across נ"ך as well as an awareness of the interrelationship of its ספרים. The chronological orientation of the curriculum requires that students constantly reference and review previously learned material.

Grade 9

The 9th Grade studies the time period of אליהו ואלישע. Students develop an appreciation for the personality and deeds of these נביאים and the ways in which they differed from each other. The curriculum affords students the opportunity to grapple with the question of what is the role of a Navi.

Grade 10

The majority of the 10th Grade studies the time period of ישעיהו. Study of the historical narratives in מלכים ב is enhanced by study of the ישעיהו of נבואות, with emphasis on the comparison of the two perspectives. Essential questions dealt with are: "What is relative importance of מצוות בין אדם למקום (mitzvot directed towards God)?" and "How does socioeconomic status impact upon religion?" English classes study Megillat Esther with a focus on deep understanding of the narrative and appreciation of its characters.

Grade 11

The 11th Grade studies the period leading to the חרב as portrayed in ירמיהו ב, מלכים ב and איכה. Through in-depth study of ירמיהו, students develop an understanding of his message of גלות, as well as the personal struggles of this נביא. Study of this time period provides the opportunity to deal with issues such as: the limits to repentance and the personal relationship of a leader to his/her people.

Grade 12

The 12th Grade continues its study of בראשית into the spring semester.

SENIOR YEAR JUDAIC STUDIES ELECTIVES

CHASSIDUT

In this class, we explore underlying principles of Judaism through the teachings of Chassidut. Core questions about the purpose of life, the nature of the soul, and the balance of body and self, among others questions, are discussed. The class is half frontal lectures and half text based, working with classics like Nefesh HaChaim, Baal HaTanya, and an assortment of later chassidic masters.

DRAWING FROM THE TEXT

This is the class that has produced the SAR Haggadah, Megilat Rut, Megilat Eicha, Megilat Shir HaShirim and Megilat Kohelet. In this course, we explore Jewish texts and expand upon the tradition of illustrating them, with the guidance of an art teacher and a Judaic Studies expert. We will be creating an illustrated Birkat Hamazon, which will give us the opportunity to study the text in depth and make visual representations of a tefillah we recite on a regular basis. Artistically, we will expand upon techniques employed in the 11th grade elective courses such as calligraphy, photography, painting, sculpture and drawing to come away with our own visual midrashim and chiddushim.

HALAKHA AND JEWISH IDENTITY ON CAMPUS

Whether entering directly from high school or following a year in Israel, transitioning to college life presents unique challenges and opportunities. This class explores practical issues that may arise during college and offers a Torah perspective on how to deal with them. Topics include how to kasher a dorm room, living with a non-Jewish roommate, college-relevant laws of shabbat, response to athiests and agnostics, and halakhically challenging college courses. This class balances textual learning and analysis with meaningful class discussions.

JEWISH ENCOUNTERS WITH OTHER FAITHS

In this course we explore the insider/outsider dynamic in the study of religion as we sensitize ourselves to what it means to be empathetic observers and researchers of other faiths without advocacy or cynicism. We study the reactions on the part of Jewish thinkers to the religions of the world, ranging from exclusivism to pluralism. Through the use of primary texts, art, and other forms of media, we examine the early history and development of Christianity and Islam as well as their central practices and beliefs in an attempt to gain a more nuanced appreciation of Judaism, its histories, practices and beliefs.

IVRIT

SAR High School participates in the NETA project. NETA is an innovative Hebrew language and culture curriculum specifically designed for day school students in grades 7-12. NETA was created by Hebrew language specialists from the Hebrew University of Jerusalem, is administered by Boston's Hebrew College, and supported by the AVI CHAI Foundation.

The multi-dimensional NETA program focuses on the four major language-acquisition skills - listening, speaking, reading, and writing - by immersing students in everything from classical Hebrew texts to Israeli music, and from historical documents to poetry and drama. Lessons are centered on themes of interest to teenagers, ranging from computers and sports to friendship and freedom. Each theme is presented from three perspectives: Jewish tradition, modern Israeli culture and general world knowledge, including art, science, mathematics, literature and philosophy.

NETA seeks to create a community of Hebrew speakers who can enjoy a lecture in Hebrew, read a Hebrew book, participate in a serious discussion or casual conversation in Hebrew, read an article in an Israeli newspaper, and write a letter to the editor in Hebrew. Comprising original texts of all genres and a wide variety of learning activities, the curriculum is always intellectually challenging, engaging the students' thought processes.

The SAR High School Ivrit program supplements the NETA program with a variety of literary texts, novels and short stories from contemporary Hebrew literature.

In their Junior year, students switch to an exclusive program built specially for SAR. The program is based on the theme of "From Dreams to Reality" in which students are exposed to and explore great masters of classic Hebrew literature (Agnon, Bialik), as well as texts from important leaders in Jewish History (Herzel, Eliezer Ben-Yehuda). The goal of this program is to help students learn about Hebrew Literature, and through these texts, learn about Zionism. This program is built for three levels: beginner, intermediate, and advanced. In their senior year, students take a three period a week Conversational Hebrew course, the focus of which is improving spoken Hebrew. There is also an option to take Conversational Hebrew for six periods a week. Heavy emphasis is placed on interaction and small group conversation, with the goal of increasing student fluency.

MACHSHEVET YISRAEL - JEWISH PHILOSOPHY

In order to enable students to grapple with complex ideas that are central to Jewish faith, the Machshevet Yisrael curriculum invites students to explore their own ideas about Judaism in relation to both traditional and modern, Rabbinic and philosophical texts, as well as the concrete realities of their lives. The courses are designed to support our students' exploration of Jewish faith by giving them the tools to read and analyze texts, marshal the arguments of prominent Jewish thinkers and to appreciate that questions are never-ending and a testament of a thoughtful life. The Machshevet Yisrael curriculum begins as a full year course in the 11th grade and continues into the 12th grade as a component of our innovative *Jewish Identity course*.

GOALS:

- Students will engage in introspection in an effort to meaningfully explore and understand their Jewish beliefs and practices
- Students will build skills in reading and analyzing medieval and contemporary Jewish philosophical texts
- Students will be provided with an environment in which their philosophical/theological questions can be discussed and addressed

Grade 11:

In the Junior Machshevet Yisrael course, students grapple with questions of faith that are both religiously essential and personally significant as they become responsible, thoughtful and committed members of the Jewish community. The course is built around the following units and questions:

1. **Faith/Reason:** Is the existence of God provable? Can one believe without rational proof? Are there obligatory dogma? Are science and religion reconcilable?
2. **Free Will:** If God has foreknowledge, does man have free will? How does God intervene in the world? How can a good God allow evil?
3. **Morality:** Is there an ethic independent of halakha? How can God command that which is seemingly immoral (The binding of Isaac, The destruction of Amalekite descendants)?
4. **Chosenness of the Jewish people:** How is Judaism distinct from other monotheistic religions? What makes Jews unique?

The Jewish Identity Course:

An Interdisciplinary Look at Modern Jewish Identity

Jewish Identity is an innovative course that begins during the second semester of Senior year. The course is designed to reflect the values of SAR High School: a passion for learning, a desire to engage the world around us, and a commitment to our Jewish future. The course invites our seniors into a new arena of learning that operates with some of the same principles as other courses - critical analysis, open dialogue and commitment to Torah. Through reading and conversation, we explore topics such as Creating a Religious Life, Jewish Denominations, Jews and non-Jews, and Gender in Judaism. The course pushes students to consider their own emerging sense of themselves as Modern Orthodox Jews through careful consideration of some of the central issues facing contemporary Jewry.

JEWISH HISTORY

Integrating History, Jewish History and Jewish Identity

As Jews, we are commanded to remember our past. An understanding of our people's history is essential for forging a strong Jewish Identity in the present. The Jewish History program at SAR High School encompasses two years of integrated World and Jewish History courses in the ninth and tenth grades; and the twelfth grade Jewish Identity course highlighting the study of the State of Israel as vital to the formation of our Modern Jewish Identity. The Jewish History curriculum covers the period from the beginnings of Jewish settlement in Ancient Israel and the flourishing of Jewish life in the Diaspora through the founding of the Modern State. The goal is to enable students to appreciate Jewish life from multiple perspectives – social, intellectual and cultural. Thus, the study of Jewish history is not about memorizing dates and facts, but about mining primary sources to gain insight into the rich tapestry of Jewish life throughout the ages and finding its relevance to us today.

GOALS:

- Explore the interaction of the Jewish people with other cultures and understand the manner in which fundamental concepts within the Jewish community have been shaped
- Gain historical perspective on communal matters that affect them as Jews today and into the future

BEIT MIDRASH FELLOWS PROGRAM

Eight full-time Beit Midrash Fellows, men and women, learn each day in the Beit Midrash which is, physically and philosophically, the center of SAR High School. Most Fellows are simultaneously completing advanced Judaic Studies degrees at institutions of Torah learning in the United States. Fellows divide their time between personal learning and learning with students as well as serving as Teacher Assistants in Judaic Studies classes. All Judaic studies classes utilize the Beit Midrash and the Fellows for small group learning. The presence of young adults learning in our **בית מדרש** serves as an important model for our high school students. Fellows participate in advanced shiurim, a Grand Conversation seminar, and a Pedagogy practicum.

The Fellows enhance the life of our school each day in numerous ways. Fellows foster and contribute to our vibrant environment of **תלמוד תורה**. Fellows participate in **גמרא** and **תנ"ך** classes approximately two periods a week. Under the guidance of the teacher, Fellows learn with small groups of students, allowing teachers to differentiate material to meet the needs of all students. Students in need of review and basic skill development are provided with support, while students who can be challenged with more intensive material are afforded the opportunity.

Small group learning allows students to develop their skills, broaden their base of Torah knowledge, develop a strong voice by sharing ideas in a small group and establish meaningful relationships with a wonderful role model.

The Fellows also help design and implement many co-curricular activities which promote ruach (school spirit), Medinat Yisrael, and SAR's annual theme.

GENERAL STUDIES

At SAR High School, students engage in an intellectually stimulating General Studies program. The General Studies program is committed to providing all students with a firm foundation and appropriate level of challenge in the fields of English, History, Mathematics, Science, Foreign Language, Social Sciences, the Fine Arts, and Design Engineering. We are committed to each student's growth as a self-directed learner, collaborative worker and responsible citizen.

Our goal is to create well-rounded and literate citizens of the 21st century as well as lifelong learners.

In addition to the core courses outlined in the General Studies Curriculum Overview, our students have the opportunity to participate in multiple academic co-curricular opportunities. Throughout the year, there are also numerous cultural and academic events offered that allow students to enrich their education in meaningful ways.



General Studies Curriculum Overview

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
ENGLISH	Introduction to Literature and Composition	Advanced Literature and Composition	American Literature ELECTIVE: Writer's Workshop	AP English Contemporary American Literature Creative Writing Drama and Literature Dynamic Duos of Musical Theater Literature and Film Shakespeare's Tragedies
HISTORY	World & Jewish History I	World & Jewish History II	AP US History US History	Art History AP Comparative Government & Politics AP European History AP US Government and Politics Giants of the East Marriage in America Philosophy, Politics, and Economics Pop Culture Values of Citizenship
MATHEMATICS	Algebra I Geometry	Algebra II Geometry	Algebra II Algebra II Financial Algebra Precalculus	AP Calculus AB AP Calculus BC AP Statistics Applied Mathematics Calculus Precalculus Multivariable Calculus
SCIENCE	Biology	Chemistry	AP Biology Conceptual Physics Mathematical Physics	AP C Physics Forensics Physics
WORLD LANGUAGES	Arabic 9 French 9 Spanish 9	Arabic 10 French 10 Spanish 10	Arabic 11 French 11 Spanish 11	Arabic 12 French 12 Spanish 12
SOCIAL SCIENCES			Economics	AP Macroeconomics AP Psychology Abnormal Psychology Speech and Communications
FINE AND PERFORMING ARTS	Studio Art	Introduction to Music	3-D Design Art Fundamentals Drama Keyboarding and Composition Photography Video	AP Music Theory AP Studio Art Intermediate Studio Art
DESIGN ENGINEERING		Introduction to Design Engineering	App Creation	AP Computer Science
HEALTH		Healthy Life Choices		Healthy Living
PHYSICAL EDUCATION	Weight Training Yoga	Basketball Soccer	Volleyball Football	Track Floor Hockey Wiffle Ball Team Handball

HUMANITIES CURRICULUM OVERVIEW

The study of English and History at SAR High School directs students to explore significant themes that are engaging, powerful and relevant. The curriculum is designed to examine the nature of the human condition and the cultural foundations of modern society, and to empower students as agents of change. Meaningful connections across disciplines are made to support an integrated view of knowledge and experience. The goal is for students to not only achieve high levels of skill and literacy but also engage in authentic, productive thinking as explorers of history and culture.

ENGLISH

GOALS:

Students will:

- Develop proficiency in the areas of reading, writing, listening and speaking for the purposes of literary interpretation, critical analysis, creative expression and personal reflection
- Develop effective reading comprehension, critical thinking and interpretive strategies across the curriculum
- Appreciate the study of literature as the exploration of the connections that link people, traditions, cultures and generations, as well as the conflicts and misapprehensions that divide them
- Write prose that is clear, organized and persuasive
- Express themselves as writers by developing “voice” and exploring writing both as a means to understand the world and the self and as a form of pleasure
- Expand vocabulary and have a sophisticated command of sentence, paragraph and essay structure
- Develop “intellectual character”: the dispositions of mind which serve the student beyond high school. These include flexibility of mind, curiosity, skepticism, logical thinking and working effectively with others

Grade 9: Introduction to Literature and Composition

Freshman English is the portal to the world of the skilled, articulate, self-motivated and well-organized high school student. The goal for students at the end of four years of English class is to read texts closely, to work alone or in a group in formulating responses to the text, analyze them logically, think originally, and write or talk about them articulately and persuasively. The formation of that student begins on the first day of freshman year. Each unit focuses on both textual analysis and specific writing skills.

We begin the year examining the concepts of point of view, and close reading, as well as creating a respectful community of effective learners. We emphasize writing clearly and correctly all year. By the end of the year, the goal is to have a student who can begin to analyze text independently, to find and explore each text’s essential questions, to listen to the ideas of others, to clearly articulate varying points of view, and then craft a lucid and logical short essay with a strong introduction ending in a clear and arguable thesis statement.

Texts will be drawn from the following list:

The Curious Incident of the Dog in the Night-Time by Mark Haddon
Maus I and II by Art Spiegelman
Romeo and Juliet by William Shakespeare
A Raisin in the Sun by Lorraine Hansberry
Interpreter of Maladies by Jhumpa Lahiri
 as well as a variety of poems and short stories

Grade 10: Advanced Literature and Composition

In this course, students continue to explore and refine their close reading and writing skills. Students learn how to identify key moments in literary works that allow for interpretation in order to help them understand the text as a whole. This process includes considering how literary techniques like figurative language and motifs generate themes and ideas, and also how the reading process is shaped by the assumptions, values, and interests readers bring to the text. In doing so, students balance a loyalty to the text with their own personal and creative responses.

This close examination allows students to write more thoughtfully as they generate thesis-driven responses rooted in textual evidence. Significant attention is devoted to the intellectual and rhetorical methods with which a thesis is identified, supported, and developed. With every piece of writing the following process is employed: brainstorming, outlining, drafting, revising, editing, and even publishing. Each unit focuses on one building block of the writing process.

In tenth grade, students also consider who they are as students: examining their growth, reflecting on how they communicate with peers and teachers, and acknowledging their presence in a community of learners.

Texts will be drawn from the following list:

The Book Thief by Marcus Zusak
Fahrenheit 451 by Ray Bradbury
Macbeth by William Shakespeare
The Strange Case of Dr. Jekyll and Mr. Hyde by Robert Louis Stevenson
The Absolutely True Diary of a Part-Time Indian by Sherman Alexie
Brave New World by Aldous Huxley
The House on Mango Street by Sandra Cisneros

as well as a variety of poems and short stories

Grade 11: American Literature

This course thematically parallels the curriculum in United States History by looking at the challenges of establishing a new identity, system of governance, and vision of the self and the nation in a new land. In this case, that land is “the promised land” of America. This class builds on the work of the past two years, focusing on close textual analysis and exploration of the world outside the text. Writing will take place in the form of essays, research papers, and personal essays. Towards the end of the year, the class examines memoirs which explore the issues of identity in general and American identity in particular. Students write their own memoirs in the form of personal essays, with an eye toward both their own emerging voices in writing and the many personal essays they will be required to write for college applications.

Texts will be drawn from the following list:

The Things They Carried by Tim O'Brien

The Catcher in the Rye by J.D. Salinger

Death of a Salesman by Arthur Miller

The Great Gatsby by F. Scott Fitzgerald

The Glass Castle by Jeanette Walls

Grade 11: Elective**Writer's Workshop**

The ability to communicate effectively in writing is one of the most important skills for educational and career success. Writer's Workshop is designed to improve the student's understanding and application of techniques and skills in professional and academic writing. The course aims to help students of all skill levels improve their writing in various formats and voices, including descriptive, persuasive, personal, and creative. Writer's Workshop will cover information about writing from the pre-writing stage of planning and organization through actual writing, revision, and editing. Writing is a technical process that can be learned, but it is also a satisfying process of self-discovery. Translation: it can be fun as well as instructive. This course is designed with both of these goals in mind.

Grade 12: English Electives

A variety of electives are offered. Students are required to complete one English elective.

AP English

This course offers an intense college-level examination of how writers delight, enlighten and disturb us through the employment of literary devices and elements. You will develop the skills you will need to appreciate the jokes of Joseph Heller in *Catch 22*, to examine the nature of humankind in Mary Shelley's *Frankenstein*, and to explore profound and troubling human questions in the works of Carson McCullers (*The Heart is a Lonely Hunter*) and William Shakespeare (*Hamlet*). What is the nature of humanity? Where do we come from and where do we go? Is life meaningful or meaningless? Do humans have free will, or is control an illusion? In this course you will develop the skills necessary to appreciate and comprehend how such literary devices as tone, point of view, imagery, structure, irony and humor contribute to meaning in a work of literature. Writing instruction will include attention to developing and organizing highly focused essays expressed in clear, coherent, and persuasive language; a study of the elements of style and techniques for revision; and attention to precision and concision. Throughout the course, emphasis will be placed on developing stylistic maturity and a personal voice, responding effectively to a difficult passage or question, and creating original and insightful academic arguments.

Contemporary American Literature

In his introduction to *The Vintage Book of Contemporary American Short Stories*, Tobias Wolff (ed.) writes that contemporary American authors write stories that are so real that they "endure in our memories, to the point where they take on the nature of memory itself. In this way the experience of something read can form no less than the experience of something lived through." Because narrative is so intimately linked to human experiences, this course focuses on the very interesting and unique ways that contemporary American authors write and how the literature can have an impact on us as readers and as people. The various genres that we read, including novels, memoirs, short stories, and poetry, will represent diverse ethnic, racial, and social groups, giving us the chance to reflect on what they reveal about the evolving American experience and

character. In studying “real characters” with whom we can ultimately relate and empathize, we will explore how reading literature helps us better understand ourselves and others. Assignments will include analytical essays and creative writing opportunities, as well as visual, artistic, and performance components.

Creative Writing

In this half year course, we will explore and rehearse a variety of literary forms, including fiction, poetry, and drama, in an effort to both cultivate your own writerly interests and develop your own voice and style. The catch: your own work will be the primary text. You will be expected to share your work with your classmates either out loud or in writing, and to critique your classmates’ work. Please note: if you choose to take this course, you will always be writing something, and nothing you write will be private. This aspect of the course, while anxiety provoking, will likely prove to be the primary source of its excitement.

Drama and Literature

Capturing an audience is about communicating something important, whether you’re telling a story, pitching a new idea or persuading a jury. In Drama and Literature, we will determine how to engage an audience. In doing so, we will read and analyze full-length plays and use our interpretations to create theatrical performances. Our primary question is: what has to happen as a work evolves from a one-on-one conversation between writer and reader to a public performance mediated by actors? As reader, actor, and director, you will experience drama from several perspectives and turn interpretation and analysis into direction and performance. We will also study the structure of plays to inform your own practice of drafting monologues, scenes and one-acts. You will have several roles in this class: reader, writer, interpreter, director, actor, and, most importantly, collaborator.

Texts will likely include:

Medea
Oedipus the King by Euripides
The Spoon River Anthology by Sophocles
A Doll’s House by Edgar Lee Masters
The Glass Menagerie by Henrik Ibsen
Lost in Yonkers by Neil Simon

Dynamic Duos in Musical Theater

From Mozart and Lorenzo Da Ponte to Andrew Lloyd Webber and Tim Rice, music history is filled with dynamic duos, collaborations between composers and authors/lyricists that unified literature, music and theater in exciting and provocative ways. In this course, we take a closer look at some of these partnerships. We study notable librettos, books and scripts for their literary themes and ideas and learn how stories inspire lyrics & songs. We examine the role that music plays in the drama and how it shapes the theatrical experience. We study how each of these duos collaborated on their various projects as models for our own song writing. Each student will have the opportunity to hone his or her own general writing through analytical essays and criticism in addition to developing song writing skills, including music composition and lyric writing. Collaboration will be emphasized. This course is open to both beginning and experienced song writers/composers.

Literature and Film

Providing comic, romantic, surreal or horrific views on a story, film screenwriters and directors can reinterpret a text in ways that challenge or redeem the original story. The art of adaptation and the question of how a story can and should be recreated and retold on the silver screen is a focus of this course. Students will examine which film and storytelling techniques are employed to explore personal and communal challenges in shorts, feature films and documentaries. Students also study screen writing and compose original screenplays for particular scenes.

Through our partnership with The Jewish Museum in New York City, students will participate in their High School Film Festival and be granted privileged access to award-winning documentaries. Students will also write reviews of the films for museum publication. Throughout the selection process, students will have a unique opportunity to work closely with museum staff and learn the art of film making.

Shakespeare's Tragedies

Shakespeare's Tragedies is an elective designed to expose students to the language, work, and insight of one of the world's greatest creative literary geniuses. In our close examination of Shakespeare's four major tragedies, *Hamlet*, *Macbeth*, *Othello*, and *King Lear*, we will familiarize ourselves with foundational elements of literary criticism. In doing so, we will consider how modern readers balance loyalty to the text with more personal and imaginative interpretations. The work will consist of reading assignments and personal response papers.

HISTORY

GOALS:

Students will:

- Engage in historical analysis such as differentiating between historical facts and interpretations, considering multiple perspectives, utilizing counterfactual reasoning to discern critical turning points, identifying cause and effect relationships, and hypothesizing the influence of the past upon the present
- Explore the interaction of the Jewish people with other cultures and understand the manner in which fundamental concepts within the Jewish community have been shaped
- Gain historical perspective on communal matters that affect them as Jews today and into the future
- Develop research capabilities that allow for formulating questions, obtaining and questioning data, and constructing sound historical interpretations
- Identify historical conflicts and the factors that contributed to them, and formulate and evaluate alternative courses of action
- Think about history in a chronological fashion that enables them to understand time frames, "periodization" and historical patterns
- Comprehend historical events in order to reconstruct meaning, identify central questions and draw upon data

Integrating History, Jewish History and Jewish Identity

As Jews, we are commanded to remember our past. An understanding of our people's history is essential for forging a strong Jewish Identity in the present. The Jewish History program encompasses two years of integrated World and Jewish History courses in the 9th and 10th grades; the Machshevet Yisrael course in the 11th grade which places central Jewish thinkers and ideas into historical perspective; and the 12th grade Modern Israel course highlighting the study

of the State of Israel as vital to the formation of our Modern Jewish Identity. The Jewish History curriculum covers the beginnings of Jewish settlement in Ancient Israel and the flourishing of Jewish life in the Diaspora through the founding of the Modern State. The goal is to enable students to appreciate Jewish life from multiple perspectives – social, intellectual and cultural. Thus, the study of Jewish history is not about memorizing dates and facts, but about mining primary sources to gain insight into the rich tapestry of Jewish life throughout the ages and finding its relevance to us today.

Grade 9: World and Jewish History I

This course explores the evolution of simple societies into more complex “civilizations”. Students confront the sparse and problematic sources that necessarily limit our knowledge of the earliest periods of human history. The course explores what it means to be “civilized,” and how earliest civilizations developed in ways that still reverberate in our modern society. Students begin the study of “Western” Civilization by examining the ancient Hebrews, comparing their ethical monotheism to neighboring polytheistic cultures. Moving to the Greco-Roman world and the rise of Christianity and Islam, they study the trajectory of Medieval European history, noting the points of contact and conflict between Judaism, Christianity, and Islam, and their influence on the essence of Western society in the Middle Ages. In distinct modules throughout the year, students will address the history of the Jews as they encounter the societies and cultures around them. This approach allows for placing Jewish History into its historical context while studying the history of the religious, cultural, and political life of the Jewish community. In addition to the textbook, students will be introduced to the critical study of primary sources, through the use of literature, drama, philosophy and art.

Grade 10: World and Jewish History II

In a journey from the High Middle Ages through the 20th century, students will consider some of the important questions relevant to the formation of nations and the conflict between national and individual identity. Additionally, in seeking to strengthen students’ Jewish identity, their connection to and pride in their past, the course will continue to incorporate Jewish History modules for the intensive study of Modern Jewry. Instead of simply studying past events, the course is structured around assignments and activities in which students examine the historical record, actively and critically reconstructing historical events from primary and secondary documents and considering how they inform who we are today.

The final unit of 10th grade history focuses on the history of the State of Israel. Beginning with the War of Independence, the curriculum covers Israel’s struggles with her neighbors as well as her internal development. Following a year discussing the emergence of strong states in Europe, this is the ideal time to introduce Israel’s emergence as a strong, democratic state in the Middle East.

Grade 11: AP United States History

This course provides students with a solid grounding in the basic facts of American history, while introducing them to the broader concepts and themes that characterize the study of history on a higher level. In particular, students focus on the study of historiography—how history has been written, and how the stories that we tell about our past change over time, reflecting the circumstances and concerns of the period in which they are written. Throughout the course, students return to the question of what it means to be an American and how we define the American ideal. In exploring that, students pay close attention to the Constitution as the foundational document of the government, and how it has changed over time through amendment and interpretation. Students are expected to read extensively, think critically, write analytically, and contribute regularly to classroom conversations. This course is designed to prepare students for the AP examination.

Grade 11: United States History

This course examines the major social, political, economic, cultural and ideological developments in the history of the United States. Students will focus on the expression of the founding principles of the Republic, including democracy, federalism, individual liberty, the definition of American citizenship, and the extension of rights and equality for all. The course emphasizes the role of the Constitution in establishing a “more perfect union” and examines it as an adaptable document that necessitated amending. In addition, students explore the role of the citizen in influencing and determining government policy, as well as the changing role and policies of the federal government across United States history. Through extensive research and reporting, primary source analysis, essay writing, and collaborative work, students develop their critical thinking, written and analytical skills.

Grade 12: History Electives**AP Comparative Government and Politics**

This course assesses and examines the structure of differing political institutions with a goal of determining the factors which lead to the creation of public policy across various countries. Study is focused on the following nations: Mexico, Russia, Nigeria, China, Great Britain, Germany and Iran. Students will examine the role that political culture, political parties, interest groups and geography play in each nation. Political processes in these nations will be compared to the American political system as well. Current events are a key component of this course.

AP European History

No culture has exerted a stronger influence over more of the globe than that of the West, the culture developed in Europe over a period of centuries. This course will study the development of that culture from its powerful Medieval political and religious institutions, to its embrace of government by constitution, religious tolerance, the scientific method and the equality of all people, all the while producing some of the world’s masterpieces of art and literature. We will study Europe’s philosophers and thinkers as we attempt to understand the emergence of secular ideas that ultimately transformed all of Europe and established a distinctively Western political discourse. We will then trace European political, economic, cultural, and social developments from the time of Napoleon to the current post-Cold War era, examining the changing forms of government, new economic systems, artistic and musical developments, and changes in family life and social organization. Throughout the course we will note Europe’s persistent political fragmentation, despite numerous attempts to create religious or political unity, and the effects of this fragmentation on Europe’s encounters with the non-Western world.

AP U.S. Government and Politics

This course will explore in depth the workings of American government, the relationship of Americans to their government, and how both of those have evolved over the history of the United States. The course will begin with a brief historical overview of the founding of the United States and the framing of the Constitution, and then proceed to a detailed examination of each of the three branches of the federal government and how it works today. Students will study both the practical details of how individuals and institutions wield political power, as well as the philosophical questions about who should govern, with what limits, and to what ends. The course will then turn to a deep exploration of civil rights and civil liberties: the fundamental question of what rights are and who has them, and an historical exploration of how the rights and protections afforded different citizens of the United States have changed over time. We will often use contemporary news articles and political cartoons to illuminate the topics under discussion. Throughout the course, students will be encouraged to think deeply about how American government is and how it ought to be, through the lenses of politics and philosophy.

Art History

This course will look at the ways that culture, politics, and religion affect artists and the art they create. Through the study of Western and Non Western art, Art History students will become experts in a range of art styles, movements and trends. Through annotated drawings and journal assignments, students explore the connections between Western and Non Western styles and values, and discuss how these trends shape the work of today's contemporary artists. Students will explore biblical and Jewish themes, as they relate to each unit.

Study begins in the dynamic ancient world of Greece and Rome. Students examine how philosophers, officers, artists and architects interacted with each other to shape the original Western Canon (or art historical standard). Students will read and view excerpts from critical texts, articles and films. Museum and gallery visits will provide an opportunity for students to teach and learn from original works that are studied.

Giants of the East

This course will explore the historical evolution of three of the most significant Asian civilizations: India, China and Japan. From the river valleys, when India's technology rivaled and surpassed that of the West, to Han China, when the Chinese controlled an empire as great as Rome's, and through the present era, these nations have played a significant role in the world. Today, China and Japan compete against each other for the 2nd and 3rd largest economies in the world, while India is rapidly expanding and now places among the top 10. How do their backgrounds and cultures influence their actions today? How did they develop religions and philosophies so different from those of the West? Where do they fit into the greater historical picture, and how do they fit into the global puzzle now? This class will incorporate the fields of religious studies, intellectual history, economic history, and political history, and will focus on each civilization separately, with several weeks for each nation.

Marriage in America: History and Law

On its face, marriage seems like a private, emotional, and physical relationship that exists between two individuals, but in reality it is a relationship with political, economic, legal and cultural ramifications. Over the course of American history, the state has used its legal power over marriage to shape and enforce its view of proper American society, and American citizens have engaged in courtship and marriage practices that reflect the values of the culture in which they lived. But what happens when fault lines emerge between what some Americans want out of the marriage relationship and existing cultural and legal realities? Together we will examine the laws and societal norms that have governed marriage in America from the birth of the republic until today and examine how the legal and cultural expectations regarding these relationships changed and developed to reflect new political and social realities.

Among the topics to be discussed will be:

- Why Americans dated and married for love long before Europeans
- The rise of feminist ferment over gender roles in marriage ... in the 1840s
- The growing societal critique of divorce in America in the wake of the Civil War
- Why the "traditional family" of the 1950s was anything but traditional
- The battle over interracial marriage in the 1950s and 60s
- The battle over gay marriage in the early 21st century

Popular Culture & Social Change

The focus of this course is to make sense of what happened in American culture in the 20th century – how individuals and groups influenced life and shaped our current identity. Working with both primary and secondary sources, we will work to understand, among other things: the ways in which popular culture affects, and is in turn affected by, the desires, hopes, and fears of the people who both create and enjoy it; how popular culture has provided a medium for Americans to process dramatic shifts in political and social realms; and the powerful role that culture plays in confirming -- or challenging — popular attitudes towards American identity, including issues of race, gender, age/generational identity, and class. Subject matter will include (but is not exclusive to) the emergence from the Victorian era, the roaring twenties, Depression era movies and radio, Walt Disney, 50's feminism and Rock and Roll, the Cold War, segregation and the long black freedom movement, 60's counterculture, the disco decade, and music as a reaction to Reagan.

The Values of Citizenship

Virtually all students at SAR High School are United States citizens. Yet despite many hours devoted to studying American history and government, we rarely engage with what that identity means, and what it asks of us: how can one be part of a community with 320 million members, of all racial, ethnic, religious, and national backgrounds? What are the rights and privileges we enjoy as American citizens, and what are the obligations incumbent upon us? Does Judaism have anything to say about how we engage as American citizens? (Hint: yes.) Are our American citizenship and our Zionism in conflict, or are they mutually reinforcing?

This course will engage with foundational texts of the American republic, to see what the founders had to say about citizenship. It will read Jewish sources, as well. But a significant part of this course will be practical: learning citizenship by doing it. Every student will be expected to identify some civic action project in her or his home or school community to work on over the semester.

MATHEMATICS

Mathematics encompasses a wide range of fields including arithmetic, measurement, algebra, geometry, trigonometry, statistics, and probability. It deals with quantities, shapes and data as well as numerical relationships and operators. But mathematics is more than just a collection of concepts and skills; it is a way of approaching new challenges through describing, investigating, reasoning, visualizing, and problem solving. The skills taught will provide students with not only the basis for continued learning in mathematics, but also a foundation for success in the workplace and for solving problems that arise in all areas of life.

GOALS:

Students will:

- Use mathematical reasoning to analyze mathematical situations, gather evidence and construct an argument
- Use numeration to develop an understanding of the multiple uses of numbers in the real world and in the development of mathematical ideas
- Use mathematical modeling to present and interpret mathematical information
- Use mathematical patterns and functions to develop an appreciation for the true beauty of mathematics

Grade 9: Algebra I

This course focuses on the deductive development of the real number system and its applications in one and two dimensions.

Topics include:

- * Arithmetic properties, solving algebraic equations and inequalities of one degree
- Factoring and distributing, arithmetic operations with polynomials, operations with exponents, graphs of linear equations and inequalities and solving systems of equations
- Sets and rational expressions and equations

Grade 9/10: Geometry

In this course, students will use technology, hands on activities and other means of investigation to learn about geometric shapes and figures, and how to analyze their characteristics and relationships. Algebra problem-solving skills are reinforced throughout the course. A graphing calculator is required.

Topics include:

- Basic geometric terms, characteristics of lines, properties of triangles, properties of various types of quadrilaterals, properties of polygons with more than four sides, area and circumference of circles, the Pythagorean Theorem, right angle trigonometry, surface area and volume of prisms and cylinders, locus, and reflections and symmetry.

Grade 10/11: Algebra II

This course is a study of mathematical relations and functions. Students use both real-life applications and abstract ideas to understand the importance of algebraic functions to their world. A graphing calculator is required.

Topics include:

- Functions, absolute value equations, piecewise functions, systems of equations, quadratic functions, fractional exponents, radical equations, rational equations, exponential equations and logarithms, trigonometric ratios and their graphs, and probability.

Grade 11/12: Precalculus

Precalculus explores more advanced mathematical concepts and is designed to prepare students for calculus as well as advanced science and mathematics courses. Through the frequent use of graphing calculators, students' conceptual and problem-solving skills are enhanced.

Topics include:

- Advanced functions, conic sections, statistics, sequences and series, vectors and parametric equations, polynomial functions, polar coordinates and continuity and limits.

Grade 12: Math Electives**AP Calculus for the AB Exam**

AP Calculus is a college level class that focuses on rates of change such as velocity, and accumulation of quantities such as areas under a curve. Topics include limits and continuity, derivatives, integrals, Newton's method, and volumes.

AP Calculus for the BC Exam

This course covers two semesters of college mathematics and is an extremely challenging course. It covers the coursework in the AP Calculus AB course (see above), as well as additional topics such as integration by parts, partial fractions, logistic growth and infinite series.

AP Statistics

AP Statistics is a college level course that teaches the fundamentals of statistics - that is, the ability to describe data samples and draw inferences about the populations from which they were drawn. The course also serves to sharpen individual intuition about how to read data, interpret data, and judge others' claims about data. Projects and presentations constitute a large part of the student's work.

Topics include:

- Probability, normal distribution, regression analysis, sampling distributions and confidence intervals.

Applied Mathematics

Applied Mathematics expands on the skills students have developed over the last several years with a focus on real-world applications. The course starts off with a statistics unit, covering topics such as organizing data, charts (such as histograms), measure of central tendency, variation, the normal distribution, and linear correlation. The next unit focuses on automobile ownership by working through problems involving piecewise functions, insurance, and depreciation. Microsoft Excel will be taught and used extensively in this course. Excel projects include a budget for one year in Israel, financing the purchase of a home, and calculating the standard deviation for a data set.

Precalculus

Precalculus is designed to prepare students for calculus, as well as advanced science and mathematics courses. Topics include: advanced functions, conic sections, sequences and series, vectors and parametric equations, polynomial functions, and continuity and limits.

Calculus

Topics in Calculus offers an introduction to calculus taught at a slower pace than a traditional AP course. The course content involves rates of change such as velocity, and accumulation of quantities such as areas under a curve.

Topics include:

- Limits and continuity, derivatives and integrals techniques, and applications of differentiation. There is a heavy emphasis on real-life examples throughout the course.

Calculus 3 (Multivariable Calculus)

Calculus 3 (Multivariable Calculus) is a course for the small group of students who have completed BC Calculus before their senior year. It is the extension of calculus in one variable to calculus of functions of several variables. It includes differentiation, partial derivatives, directional derivatives, gradients, and double and triple integrals. Also included are applications such as volume (other than solids of revolution, which is covered in BC Calculus), quadric surfaces, projectile motion, the proof of Kepler's First Law Of Motion, and level (contour) curves.

SCIENCE

GOALS:

Students will:

- Be able to explain, analyze, and interpret biological, chemical, and physical processes, building scientific literacy
- Use the scientific method to investigate biological, chemical, and physical phenomena
- Internalize scientific concepts and then apply that understanding to real world situations, other academic disciplines, and everyday life
- Use a wide range of technologies to study science
- Be familiar with the natural world, recognizing both its unity and diversity
- Employ critical thinking and be able and willing to change beliefs and opinions after careful weighing of new evidence
- Be able to articulate knowledge gained and share it with others

Grade 9: Biology

The underlying themes developed in this course include diversity of life, organization of living matter, homeostasis and adaptation, the perpetuation of life, evolution as a unifying principle, and interactions between organisms and their environment. The course is divided into the following major units: biochemistry, cell biology, comparative physiology (emphasis on human), energetics, reproduction and development, genetics, evolution, and ecology. The course will focus on inquiry learning through direct experimentation as well as discussions that highlight the historical development of scientific ideas. Emphasis will be placed on application of the scientific method through students' hands-on work. Topics will be related to the students' world and to current advances in science. Laboratory activities are an integral part of the curriculum.

Grade 10: Chemistry

This course emphasizes an understanding of the structure of matter, its many interactions and energy changes that result from these interactions. Among the units covered are: atomic structure, chemical bonding, periodic properties, mathematics of chemistry, acid-base reactions, redox reactions and electrochemistry, organic chemistry, and nuclear chemistry. In the laboratory, students perform investigations that illustrate many of the concepts developed in the course. Laboratory work involves the use of equipment, materials, and manipulative skills required to conduct chemical investigations. Students continue to develop their skills of observation by recording data and drawing conclusions based on their observations and computations.

Grade 11: AP Biology

This course meets the objectives of a general biology course at the college level. The major topics are: molecular biology, the cell, genetics, mechanisms of evolution, the evolutionary history of biological diversity, plant form and function, animal form and function, and ecology. The course includes twelve required laboratories in which students discover principles through hands-on inquiry. Students consider the means by which biological information is collected, how it is interpreted, and how one formulates hypotheses from available data. Further predictions are made based on the data collected. Students additionally learn the biomedical, social and political implications of many advances in biology.

Grade 11: Physics

Physics considers topics related to energy and matter including the laws that govern their motion and interaction. There are five major topics that are studied. These are classical mechanics, electricity and magnetism, optics and wave physics, thermal physics, and topics in 20th century physics which include nuclear physics and special relativity. The laboratory is used to derive and illustrate major concepts. Students become skilled at performing laboratory activities and at analyzing data and formulating broad principles that account for the physical phenomena being studied.

There are two levels of Physics courses offered:**Conceptual Physics:**

This course will focus more on conceptual descriptions of physical phenomena rather than examining mathematical derivations. Some mathematical relationships will be explored.

Mathematical Physics:

The use of mathematics as a “language” for describing physical phenomena and solving problems is emphasized throughout this course.

App Creation:

This course will provide all students with an introduction to the basics of programming mobile computing devices such as the iPad. You will learn the Lua programming language and learn to program apps on your personal iPad. Students who participated in the tenth grade Electrical Engineering Co-curricular course will be familiar with some of the introductory topics but they will be presented in a new programming language (Lua) and with a different focus (object oriented programming also known as OOP). The course, however, is self-contained and participation in the tenth grade Electrical Engineering course is not a requirement.

In one of elective courses, students will work on designing and coding a number of apps that focus on science, engineering and mathematics including a models of radioactive decay, disease propagation, ideal gas behavior, projectile motion, planetary orbits, wave phenomena, electrical phenomena (including engineering topics such as circuits, logic gates, binary addition and computer design). Students will also be introduced to some aspects of quantum computing, a technology still in its infancy but one that may be destined to play a major role in everyone's future.

App Creation, Electrical Engineering & Computer Science (Honors):

It is safe to say that computers and computation currently play a major role in almost all human endeavors and that this role will surely increase as the future unfolds. A brief list of areas in which computation plays an important role includes the fields of artificial intelligence (AI), weather prediction, drug discovery, robotics, self-driving cars, energy production and finance, not to mention basic research at the frontiers of each and every one of the sciences.

Design Engineering:

The 10th grade Design Engineering course focuses on creativity and problem solving as students are introduced to software development and then electrical engineering and design via Arduino boards with intermittent exposure and mini-projects throughout the year using fabrication processes such as 3D printing and laser cutting. Art and generative design as well as gaming will be initial units before students begin work on Arduino based projects. The course will culminate in final group engineering projects which will be presented at the Center for Initiatives in Jewish Education (CIJE) Innovation Day. The course offerings are offered in partnership with CIJE.

The initial software development unit is differentiated so that it is accessible to all students and also has ample coding challenges to allow students to grapple with some of the more complex concepts they will encounter in the AP Computer Science course should they opt to take it in future years. Javascript is the primary language used for this unit. The digital art projects that students code will incorporate a range of mathematics including algebra and trigonometry and they will have the opportunity to 3D print or laser cut their favorite geometric design into plastic or wood.

Once students have sharpened their coding skills and built their confidence, they will begin to design and modify a series of increasingly complex Arduino starter projects which have lights, sensors and motors. Students will receive an introduction to the laws of electricity and electric circuits so they can better understand the physics that makes their circuits work, and what they need to consider prior to designing their own electrical engineering solutions.

Teams of three will begin brainstorming early into the unit about a final project that they will present at the CIJE Innovation Day in the spring. The projects provide an opportunity for students to devise, create and engineer their own inventions and will serve as the capstone assignment for the course.

This core will provide all students with an introduction to the basics of programming mobile computing devices such as the iPad. You will learn the Lua programming language and learn to program apps on your personal iPad. Students who participated in the tenth grade Electrical Engineering Co-curricular course will be familiar with some of the introductory topics but they will be presented in a new programming language (Lua) and with a different focus (object oriented programming aka OOP). The course, however, is self-contained and participation in the tenth grade Electrical Engineering course is not a requirement.

In one of elective courses, students will work on designing and coding a number of apps that focus on science, engineering and mathematics including a models of radioactive decay, disease propagation, ideal gas behavior, projectile motion, planetary orbits, wave phenomena, electrical phenomena (including engineering topics such as circuits, logic gates, binary addition and computer design). Students will also be introduced to some aspects of quantum computing, a technology still in its infancy but one that may be destined to play a major role in everyone's future.

In the second elective course, students will work on designing and coding gaming apps. Programming a game on the iPad involves graphics, sound, animation and artificial intelligence. Students will code their own versions of gaming apps such as Breakout, Pong, Whack-a-Mole, Tic-Tac-Toe, 2048, Checkers and Scrabble.

In lieu of a final exam, students will work on an independent app development project of their own choosing. By the end of the course they will have created their own portfolio of mobile apps that they can share with friends and family.

Grade 12: Science Electives

AP C Physics

This course examines classical mechanics and electricity and magnetism in great detail, with the use of calculus. Problems encountered in this course involve many steps and use sophisticated mathematical ideas. There is a lab component to this course in which students learn techniques of experimental design. Eleventh grade Mathematical Physics is a prerequisite for this course. Calculus is a co-requisite.

AP Computer Science

This course is a college-level introduction to computational thinking with an emphasis on how computers may be used to solve problems over a range of diverse fields. Students will become experts in the use of the Java programming language which is a simple, object-oriented, high performance, robust and portable programming language that supports graphics, audio and animation. Java is the language used to write apps for Android phones and tablets and it is closely related to Objective-C which is the language of choice to write apps for Apple's iPhone and the iPad. The course will make use of case studies and graphical computer programming to analyze selected concepts from entertainment, biology, chemistry, physics, and mathematics. Students will learn how to combine fundamental scientific principles with the Java programming language to create graphical simulations of various phenomena. Some examples are the creation of a board game program such as Scrabble (entertainment), the spread of a disease (biology), the dynamics of a box filled with molecules in motion (chemistry), the trajectory of a baseball (physics), and drawing fractal images using recursion (mathematics). The course will emphasize the idea that mathematics, science, engineering, and computing are all intertwined in the modern world. A portion of class time will be devoted to small group work on programming projects. The course is self-contained and intended for students with no previous experience in programming.

Forensics

Forensic Science applies a broad spectrum of sciences and technologies to answer questions of interest to the legal system. The scientific method is central to this course - observation, collection and classification of data, examining relationships, forming and testing hypotheses, and making evidence-based conclusions. Topics include the use of evidence in court, crime scene investigation, fingerprinting, DNA technology, time of death analysis, ballistics, trace evidence, forensic anthropology, blood analysis, drug analysis, arson, and explosives. Students will need to apply what they have previously learned in biology, chemistry, and physics in a new context. This course includes a weekly lab component.

Physics (For students who took AP Biology in the eleventh grade)

Physics considers topics related to energy and matter including the laws that govern their motion and interaction. There are five major topics that are studied. These are classical mechanics, electricity and magnetism, optics and wave physics, thermal physics, and topics in 20th century physics which include nuclear physics and special relativity. The laboratory is used to derive and illustrate major concepts. Students become skilled at performing laboratory activities and at analyzing data and formulating broad principles that account for the physical phenomena being studied.

There are two levels of Physics courses offered:

Physics (completion of Algebra II is recommended)

This course will focus more on conceptual descriptions of physical phenomena rather than examining mathematical derivations. More mathematical relationships will be explored than in the eleventh grade Conceptual Physics course.

Advanced Physics Option

Students who take mathematical physics in the 12th grade, and who also have excellent math skills and a strong work ethic, can elect to meet one extra period a week during lunch to learn additional topics in physics. In these extra sessions, students learn Thermal Physics - the physics of heat; Fluid mechanics; and Modern Physics — the properties of the atom and the atomic nucleus. There is additional weekly homework as part of these lessons. Taking advanced physics adds a significant amount of extra learning onto the already challenging mathematical physics course and should only be taken by those who seek a very thorough first year physics course, and who are willing to devote much extra time to developing their physics knowledge and skills.

Mathematical Physics (completion of Precalculus is recommended)

The use of mathematics as a “language” for describing physical phenomena and solving problems is emphasized throughout the course.

Both courses are challenging and cover the same three major areas. The Mathematical Physics course devotes more time to problem solving, though both courses will require students to use their mathematical skills. In lab, students will gain first hand experience with the phenomena discussed in the course.

WORLD LANGUAGES

The Arabic, French and Spanish programs emphasize communication, reading, comprehension, self-expression, and cultural knowledge. We come to appreciate the diversity of human achievement by exploring languages and the civilizations they embody. Language study expands horizons, lays down new cognitive connections and teaches and rewards close attention. Students benefit from reading primary sources in the original languages, from comparing these languages to English and Hebrew, and from increased awareness of how words make meaning. Art, music, and culturally-themed events are all part of the world language program.

Arabic**GOALS:****Students will:**

- Develop proficiency in reading and writing simple Arabic texts
- Expand vocabulary through reading, listening and speaking exercises that will enable students to express basic needs, desires and feelings
- Understand and appreciate the similarities between Hebrew and Arabic in order to decode new and unfamiliar texts
- Explore basic and complex structures in Arabic
- Enhance familiarity with Middle Eastern culture through music, art, food and film

Arabic 9

This first course of Modern Standard Arabic introduces students to Arabic letters and sounds. At first, students identify and recognize letters and words. Students practice using various materials such as newspaper headlines, dialogues, advertisements and menus as their reading ability improves. Music and art are incorporated into classroom activities to enhance the language learning experience.

Arabic 10

This course in Modern Standard Arabic is designed to improve reading skills and expand vocabulary. More complex grammatical constructions are introduced. We continue to reinforce vocabulary and grammar structures through music, art and film. Students develop their speaking skills through conversations about their community, daily life, clothing and their environment.

Arabic 11

This course in Modern Standard Arabic reinforces basic grammar structures while reviewing more complex ones. At this level students are introduced to short newspaper articles, dialogues and poetry. These texts help students develop a greater appreciation for the language and culture while serving as an example of pieces they will compose. Students will be able to hold conversations about their health, preferences, past experiences and future plans.

Arabic 12

Students in Arabic 12 use their understanding of complex grammatical structures learned in class to decipher various texts from newspaper articles to passages found in classical texts. The students are encouraged to draw on their knowledge of Hebrew grammar to assist them in understanding the differences in Arabic verb patterns. They learn to identify verb patterns in classical songs by famous singers such as Om Kalthoum and Abdel Halim Hafez. In addition to focusing on the meaning of these songs, the students learn about the cultural significance of these artists. The students are encouraged to surf the internet in Arabic by reading headlines in newspapers such as Al-Ahram, Asharq Alawsat, and Al Jazeera.

French**GOALS:****Students will:**

- Develop proficiency in listening comprehension and speaking for the purposes of communication, conversation, social interaction, information and learning
- Develop proficiency in reading and writing for the purposes of literary interpretation, self-expression, studying and creativity
- Understand the historical influence of French in the development of the English language, and recently the influence of English in current French in order to take advantage of these similarities in the learning process
- Explore French cultures in the Francophone world as well as in France, including such topics as food, fashion, the visual arts, music, film and any area of special interest to the student
- Expand their vocabulary in order to increase their proficiency in French
- Explore and understand the basics of French grammar in order to strengthen their proficiency in French

French 9

Students learn the basics of communication in the first level of French and begin their exploration of French and Francophone culture. Among the communicative functions they acquire are the abilities to introduce themselves, inquire about others, and describe people, daily objects and their surroundings at home, at school and during leisure time activities. Initial description and identification expand to learning to discuss what activities they enjoy, family life, sports, food and clothing. Materials include short dialogues and paragraphs, maps, drawings, photos, film, newspaper articles and short poems. Assessment focuses on students' progress in each of these topics in the four language skills: listening comprehension, speaking, reading and writing. Emphasis is placed upon how we learn a world language by using the target language. We develop learning strategies such as recognizing and using the many shared words (cognates) in French and English, and developing key expressions to facilitate learning in a mostly French environment.

French 10

The second year of French begins with a review of the first year's material. The topics connect to and extend directly out of what students have learned previously. Students develop greater expressive abilities to study school life, home life, family life, leisure activities, jobs and professions in the United States, Europe and the Francophone world. We also explore different places where one lives such as cities and the country, and a more in-depth exploration of the French and Francophone world. Greater ease in communication and a more expanded vocabulary allow students to express differences of opinion and preference more readily. We are able to include more current events in our studies as well as critical thinking exercises. The materials and assessments do not differ from the first year except in length and degree of difficulty.

French 11

The third year of French is an elective in which students have a larger role to play in the topics we cover. Over the years, students are asked to incorporate more and more of their personal interests into the subject matter of the French courses. In French III, they will be asked to supply some of the material and lead some of our class studies. We study the differences between high school and university life in the United States and the French / Francophone world, the issues which are important to young people as they approach their legal majority such as voting and military service, immigration in the U.S. and France, travel, film, television, the unification of Europe, international relations, humanitarian aid and Cajun culture within the U.S. to name a few topics. Materials will include student provided items and longer and more literary works. Vocabulary and grammatical usage expand as we employ more varied forms of French texts and other materials. Assessment includes more projects, creative writing assignments, more independently designed oral presentations and greater critical and expressive proficiencies.

French 12

The fourth year of French is an elective and will require students to continue to expand their proficiency in French as well as ask them to help shape some of the areas we cover. We examine more historical and cultural areas of inquiry, including philosophical and religious issues, one's own life experiences, the realms of nature and environmentalism, relations between peoples, family members and friends. Literature and writing from various disciplines such as passages from a historical text or a philosophy treatise provide reading and expansion of vocabulary and grammatical usage. One of the goals of the final year of high school French is to discuss the importance of learning another language, exploring other cultures and how these studies enhance our knowledge of ourselves and our world.

Spanish**GOALS:****Students will:**

- Develop fluency in the areas of speaking and understanding for the purposes of information, communication, and social interaction and personal reflection
- Develop proficiency in reading and writing for the purposes of literary interpretation and creative expression
- Develop vocabulary and have a command of essential sentence mechanics
- Explore and study the vast array of Spanish cultures, people, and traditions through literature, history, music, art, food, and technology

Spanish 9

This course emphasizes spoken communication, language comprehension, and the exploration of Spanish speaking cultures through a variety of different means, such as conversation, literature, history, music, art, food, and technology. Students develop an essential and useful vocabulary and learn basic sentence structure and grammar concepts. Resources include the textbook, workbook and video.

Spanish 10

This course emphasizes a more proficient level of spoken communication, language comprehension, and exploration of cultures. Students broaden their vocabulary base through a range of topics such as the environment, politics, technology and professions. Complex grammar concepts and more sophisticated sentence structures will be emphasized. Resources include textbook, workbook, worksheets and video.

Spanish 11

This course is designed to substantially enhance the student's level of proficiency in the areas of speaking, understanding, reading and writing. Students continue to use textbooks and workbooks, and additionally explore current events and cultural life in Spanish-speaking countries through newspapers and television. Vocabulary building, essay writing and sophisticated grammar structures are emphasized. This course is conducted in Spanish.

Spanish 12

This course is designed to build upon the student's previous study of Spanish. The student will use what he/she has learned over the previous three years to read literature, watch films and plays and to complete a course of independent study if desired. Emphasis is placed on advanced grammatical concepts, as well as the sophisticated nuances of the Spanish language and the varying cultures of the Spanish-speaking world. Students will hone their speaking, reading, writing and listening skills in this course conducted in Spanish.

SOCIAL SCIENCES

Grade 11: Elective**Economics**

This course will give students a taste of the principles of Microeconomics, Entrepreneurship, Macroeconomics, and Finance. Students will learn both theory and its applications. By the end of the course, students will understand basic macroeconomic and microeconomic theory and will be able to apply economic theory and methods to explore current events, explain social phenomena, analyze societal problems, and evaluate public policy. Students will also learn to analyze business ventures using qualitative models and quantitative methods. Additionally, students will write a marketing plan for a new product. Students will explore the world of investment through a study of stocks, bonds, and other asset classes. This course will be taught through a variety of means, including guest speakers, videos, current events discussions, independent research, simulations, and field trips.

Grade 12: Electives**AP Macroeconomics**

This course will provide students with a solid understanding of concepts and issues that apply to economies as a whole. We will examine concepts such as scarcity and opportunity cost, measurements of economic performance (e.g., GDP, National Income, Unemployment, Inflation, etc...), business cycles and stabilization policies, money and banking, macroeconomic theorists (e.g., Keynes, Friedman, etc.), and international trade and finance. In every area, the focus will be on applying these concepts to current economic conditions both in the U.S. and abroad. Oral presentations by students, discussions, debates and analysis of current events will play a major role in the course. Students will gain a strong understanding of the meaning and impact of the economic indicators which economists, public policy makers and investors utilize. Students will develop proficiency in graphing as a means of modeling economic theories and demonstrating the dynamic nature of the economy as changes occur. Assessments will include homework and quizzes, research and forecasting projects and exams. Students will be taught to think like economists and observe, hypothesize, and problem-solve major economic issues facing our and other countries.

AP Psychology

AP Psychology introduces students to the study of behavior and mental processes of humans and other animals. Students will learn about each of the subfields of psychology, including the methods used in such studies and the ethical issues that psychologists confront in their research. The major topics include history, research methods, biological basis of behavior, states of consciousness, learning, cognition, emotion, developmental psychology, personality, testing, and psychological disorders.

Abnormal Psychology

“Abnormal psychology” refers to the study of mental health and psychological disorders. This includes understanding how to conceptualize the boundary between “normal” and “abnormal” psychological functioning, how to recognize symptoms of psychological dysfunction, how to differentiate and diagnosis psychological disorders, and how to treat mental illness and help restore a person to a state of psychological health and well-being. For this class, we will investigate all of these topics from the biopsychosocial perspective. We will wrestle with these issues within the context of the nature/nurture debate. We will cover the range of mood, anxiety and thought disorders, and we will also learn about personality, development and human sexuality. A fundamental goal of this class is to raise students’ awareness of and sensitivity to the scope of mental health issues in our community. For this course, we will use a combination of readings and film/video clips to fuel our in-class discussion. We will also hear from guest speakers who are mental health professionals.

Speech and Communications

In this course, we will study human communication processes. Communication isn’t limited to speech and this course will look at all of the parts of communication and how to use them more effectively. Through class exercises, projects, presentations and speeches, students will learn how to listen, inform, persuade and present information so that others will understand, be convinced and learn from them. The skills they develop and hone will have practical application in their everyday lives. Students will learn how to improve communication with their professors, employers, parents and peers, how to research effectively to improve their communication, how to present themselves in an interview and how to use PowerPoint or other visual aids to enhance presentations.

The course will be divided into three main categories:

Interpersonal Communication: Offers insights into the communication process including improving listening and speaking skills.

Business Communication: Understanding how to structure and organize information to present to a variety of audiences with and without visual aids.

Persuasive Discourse: Practice in planning, delivering, using, and refuting persuasive arguments in a variety of formats (a.k.a.: how to win an argument).

FINE AND PERFORMING ARTS

Students take a full year of Studio Art and Introduction to Music in grades nine and ten, respectively. Students in grade eleven can choose from a number of semester-long arts electives. Seniors may take AP Music Theory, AP Studio Art or Intermediate Studio Art.

Grade 9: Introduction to Studio Art

This course explores the fundamentals of drawing, painting and sculpture. Students are introduced to concepts such as form, color, value and space, and will put these concepts into practice through hands-on studio assignments.

Grade 10: Introduction to Music

This class focuses on the study of music in a cultural and historical context. Topics include: the elements of music and the sounds of everyday life, the role of music in our culture, and the history of Western music. The music of each historical period will be carefully considered and analyzed in its cultural and sociological context.

Grade 11: Fine Arts Electives

3-D Design – Mobiles, Maquettes, Marionettes and Soft Sculpture

Much of invention for an artist is the act of serious play. In this multi-media course, we roll-up our sleeves and wrestle with the tactile, sensual and physical mess of life and art. Students will dream into being original works in paper, cardboard, wood, wire and other media. Through individualized and collaborative projects they will explore formal practices such as structure, form, and principles of design, and confront their own creative voice. Emphasis is placed upon students' vision, originality and ability to conceive of three-dimensional forms and execute them skillfully in space. Students of all skill levels are encouraged to join.

Art Fundamentals

We will revisit the building blocks of composition and form, which we began to explore in 9th grade in a more intensive and serious way. Working in a variety of media, students will further develop their technical skills and understanding of drawing, painting and calligraphy through hands-on studio projects. Students will explore the approaches of different artists, working from observation and from imagination, refining their own personal style and voice. A large emphasis will be placed on working directly from life and how art is used for illustration, advertising, illuminated manuscripts and personal expression. Students of all skill levels are encouraged to join.

Drama

Introduction to the Dramatic Arts will introduce students to a range of theatrical disciplines. Students will explore acting through improvisation, theater games, monologue work, and scene study. Additionally, this course will delve into design and playwriting, all while underscoring how these domains impact the actor.

Keyboarding and Composition:

In this music elective course, students will get hands on, practical experience in playing the keyboard. They will develop their playing technique in a variety of genres while also exploring fundamental ideas in music theory such as intervals, chords, and scales. Students will then have the opportunity to compose original material in the style of their choice. Students of all skill levels are encouraged to join. Students with significant keyboard or piano experience will be able to work on expanding and developing their repertoire and for beginners this is the perfect place to start exploring a new instrument.

Photography

This elective is an in depth introduction to photography techniques and methods. Classes will include technical instruction of the digital SLR, brief histories of important photographers, hands on photography assignments related to bi-weekly topics such as Portraiture, Still Life, Landscape, Abstract and Documentary, and group critiques of student work. Students will also learn how to edit their work and use photoshop to enhance their imagery and learn about digital printing, alternative and non traditional photographic methods, and work towards a group exhibition.

Video

This elective is designed for students to learn the basic production techniques of video recording and editing. Students are encouraged to explore their own vision and originality when creating different projects both on their own and together with their classmates as a team. Students will learn: proper camera framing, how to create a shot sequence, techniques and the aesthetics of shooting video, how to use professional video editing software, proper lighting, and green screen technology. Students will also be responsible for producing and keeping a digital portfolio of all their work for each segment of the school year.

Grade 12: Fine and Performing Arts Electives**AP Music Theory**

AP Music Theory is an intense class designed for advanced music students who have at least two years of formal music training. The class focuses on two areas, music theory and ear training. In the music theory portion, students will learn the fundamentals of score analysis and composition. Students begin by learning basic concepts such as intervals, chords, and scales. They then use those concepts to compose harmonies and realize figured basses. In the ear training portion, students will learn how to dictate melodies and harmonies as well as learn how to sight-sing. Additionally, in order to apply many of the concepts taught all students will learn basic keyboard skills. Students are required to take the AP Music Theory exam at the end of the year.

AP Studio Art

This is a highly intensive studio art course with a focus on building a portfolio in drawing, painting, photography, and printmaking. Students are required to submit an AP Studio Art portfolio of 24 gallery-ready works at the end of the year for review by the College Board. Interested students are strongly encouraged to take a course in the summer to further improve their craft and portfolio.

Intermediate Studio Art: Leaving your Mark

A variety of 2D and 3D media such as paint, ink, charcoal and others will be explored to create unique works which will have a strong emphasis on design principles such as contrast, proportion/ scale, figure ground relationships, etc. Works will be both collaborative and individual. These individual pieces will result in large-scale public art pieces to adorn the school.

HEALTH

Health Class is integrated into the general curriculum at SAR High School during the tenth grade. These classes are designed as mini-lessons that focus on (1) providing teenagers with accurate information with which to make healthy lifestyle choices, (2) creating an open environment in which students feel comfortable asking questions and clarifying their understanding, and (3) exploring the health-related topics from the Modern Orthodox Jewish perspective. Topics covered in Health class include nutrition, sleep, exercise/activity, adolescent development, interpersonal relationships, human sexuality, stress management, emotional health, and the effects of alcohol and drugs. Throughout the school year, some of the topics covered in the Health curriculum are also addressed in the advisory program and by students' participation in additional programming, such as special speakers and group activities.

In 12th grade, seniors revisit critical health topics in the Healthy Living series, exploring issues that they will face in their years after high school.

PHYSICAL EDUCATION

The objective of the Physical Education program is to provide an opportunity for all students to improve their athletic abilities, learn new skills and work toward becoming physically fit individuals. Students learn to work together and support each other in a group environment. Individual help is provided to guide their improvement. This experience takes place in a stimulating and fun atmosphere in which individuals achieve positive feelings about themselves.

The Physical Education curriculum includes the following activities:

Physical Education	Weight Training Yoga	Basketball Soccer	Volleyball Football	Track Floor Hockey	Wiffle Ball Team Handball
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Our athletics program emphasizes the importance of physical fitness and health, and the appreciation of our bodies as tzelem elokim – created in the image of God. While fitness activities encourage exercise, personal responsibility and hygiene, team sports foster group skills and a healthy spirit of competition. Team offerings include basketball, hockey, volleyball, softball, soccer, tennis, baseball, and track. We also offer an intramural sports program in basketball, hockey and soccer so that all students can enjoy the excitement of athletic participation.

ADDITIONAL OPPORTUNITIES

SAR High School Artist-in-Residence Program

Each year, an artist makes our art studios his/her own for a period of approximately six to eight weeks, working in areas such as painting, photography, woodworking and sculpture. This individual is able to share with students the personally expressive and spiritually meaningful possibilities that one is opened to through artistic expression. Students thus have the opportunity to be exposed—in a first hand way—to the processes and products of authentic art.

For some students, simply watching an artist at work or being exposed to the fruit of his/her labor is most meaningful. For others, the opportunity to work with the artist is an experience that can truly inspire. The school creates a framework for the artist to interact with students in two ways:

The artist constructs a piece of art which is the basis of examination and reflection with students. This work addresses the ways in which Judaism and the arts interact to create a unique mode of Jewish expression.

Artists are always in need of assistance working with materials and developing their final products. Interested students are given the opportunity to assist the artist. Such personal interaction and hands-on experience provide a unique opportunity for our students.

SENIOR YEAR

As students progress through SAR High School, their opportunities to customize their academic schedule increase, culminating in innovative programming during their senior year.

Coursework

During the spring of their junior year, students select their academic program for their senior year. In twelfth grade, students continue with their Judaic studies learning in Gemara and Tanakh and have the opportunity to supplement their studies with elective courses. These courses are described on page 12. In General Studies, students are required to take a fourth year of English and History and are encouraged to continue their studies in Mathematics, Science, World Language and Fine Arts. We offer a diverse selection of electives including AP courses (more fully described in the General Studies course offerings section).

The Jewish Identity Course: An Interdisciplinary Look at Modern Jewish Identity

Jewish Identity is an innovative course that begins during the second semester of Senior year. The course is designed to reflect the values of SAR High School: a passion for learning, a desire to engage the world around us, and a commitment to our Jewish future. The course invites our seniors into a new arena of learning that operates with some of the same principles as other courses - personal reflection, open dialogue and commitment to Torah. The Jewish Identity course invites seniors to reflect deeply about their own identifies on Jews, thinking about what it means to be a religious individual and a member of a community of practice. It also introduces students to some of the challenging questions they will face as they begin the next stage of their lives in university: questions about sexuality, Biblical criticism, Jewish documentation, and more. This course pushes students to develop their own sense of themselves as committed and observant Jews while thoughtfully engaging with the modern world.

Modern Israeli History

The senior course on Modern Israel provides our students with the opportunity to delve into the pressing issues facing Israel today. After studying the key events and personalities that shaped Israel's development by decade in the 10th grade, this course takes a thematic approach, addressing the struggles Israel faces, from within and without. Topics include claims to the land of Israel, religion and state, Israel's absorption of immigrants in the 1950s and the impact of the Six Day War on Israeli society. Each week, students explore these topics in from multiple perspectives, allowing for vibrant class discussion and an appreciation of the complexities of the issues.

Senior Exploration

Senior Exploration is a program that provides seniors with the opportunity to apply knowledge and skills they have acquired in school to an area of personal interest. Senior Exploration emphasizes real-world experience, enabling students to participate in an enrichment program beyond the traditional academic offerings of the classroom. Under the guidance of mentor-teachers, students design individualized projects based on an identified area of interest. Students may work or apprentice in a particular industry, involve themselves in community service, engage in intensive academic research, or pursue a creative project. All seniors participate in the program as a graduation requirement.

Throughout the course of the academic year, there are a number of tasks that students must complete. In January, the Senior Exploration Committee meets with the senior class to introduce the program. Soon thereafter, the seniors are matched with their mentors and they select the topics they would like to pursue. There must be a Judaic component to their projects. By late January, in consultation with their mentors, students identify “Essential Questions” which they seek to answer during the course of their projects. In May following the conclusion of their General Studies final examinations, the seniors have concentrated time to devote to the Senior Exploration projects. Towards the end of May, students submit their findings in formal presentations, which are evaluated and graded by faculty committees. Examples of successful topics from the past few years include the following: designing a home for people with special needs; learning the effects of music on memory; working at a flavor chemistry lab; learning how to be a sofer, and interning at a start-up technological company.

In addition to our extremely rich curriculum, you can find out about our wide array of co-curricular clubs and activities that are offered to our students by viewing the Admissions At-a-glance brochure.



APPLY ONLINE: WWW.SARHIGHSCHOOL.ORG/HSAPPLICATION



SAR HIGH SCHOOL

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