Mission Statement
The Leffell School, a Kindergarten through 12th grade independent Jewish day school, is set apart by our comprehensive, intellectually rigorous dual curriculum that empowers and cultivates each student in mind, body, and soul. Through the teaching of Jewish values, critical thinking, and openness to new ideas, we inspire our students to achieve academic and personal excellence, preparing them for college and the ever-changing world beyond.

We are a kehilah, a caring community that fosters the joyous practice of Jewish life. We instill in our graduates the confidence to navigate life’s journey with a strong moral compass and apply their passions, knowledge, and skills to the betterment of the Jewish people, the United States, Israel, and the world.

Core Values

\textit{Ahavat Yisrael}  
Love of Israel: Showing our love for and commitment to the Jewish people and the land and State of Israel as central to Jewish identity and continuity.

\textit{Gemilut Chasadim}  
Social Action: Responsibility for establishing a better world through exemplary behavior, leadership, and acts of kindness.

\textit{Kavod}  
Respect: Embracing diversity and respecting ourselves and others as we are created in God’s image.

\textit{Kehilah}  
Community: Taking responsibility for our community as the context for meaningful Jewish lives.

\textit{Talmud Torah}  
Lifelong Learning and Study: Instilling a love for continual learning through balanced study of Torah and general studies.

\textit{Tefilah and Shmirat Mitzvot}  
Observance: Observing Jewish traditions and prayer to provide meaning and joy in our daily lives.
High School
Curriculum Guide
2021 - 2022

The Leffell School
555 West Hartsdale Avenue
Hartsdale, New York 10530
www.leffellschool.org
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IV. Academic Support 46-48
The Leffell High School is an independent Jewish day school and college preparatory program for students in ninth through twelfth grades. We prepare individuals for a challenging, meaningful life of active involvement in the Jewish community, American polity, with the State of Israel, and global society. Our curriculum and religious practices balance tradition and modernity, viewing Judaism simultaneously in its historical context and as a living religious and cultural heritage.

The High School delivers a rigorous academic curriculum within an accepting and practicing Jewish community that combines the traditional with the innovative while providing the faculty and staff with the tools to nurture and support each student. While emphasizing critical reading and writing skills across academic disciplines, a sequential and coordinated curriculum in general studies lifts students to an even higher level of analytical thought through the study of mathematics, science, foreign languages, the arts, and humanities.

A student’s experience in the Judaic studies curriculum is of equal importance. The Hebrew language is viewed as an essential key that opens the door to Jewish culture and history, making familiarity and facility with such classical texts as the Bible, the siddur, the Mishnah, and the Talmud possible. The High School curriculum affirms that modern scholarship provides insight into Jewish religion and history and may be used as a source for teaching and learning. Furthermore, the Jewish and secular aspects of a student’s education represent a unified whole. Students learn to embrace Jewish life and ritual practice, ethnic and cultural diversities, and the value of community while learning to live sensibly in the natural world for the betterment of the Jewish people, American society, the land of Israel, and humanity.

Just as important as classroom instruction are the many informal educational activities that our students participate in each year and in daily tefilah (prayer). Co-curricular clubs (such as mock trial, model UN, band, literary magazine, and newspaper), athletics, visual and video arts, musical performances, theatrical productions, field and overnight trips, grade-level Shabbatonim, student advisory groups, peer leadership, student government, and holiday celebrations combine to produce a warm and nurturing Jewish community.
Our goal is to create educational excellence—all within an environment that teaches our students that living an active and observant Jewish life is essential and desirable.

The High School best serves those students who:

- Seek intellectual, physical, emotional, and spiritual challenge in a supportive academic environment
- Believe in the value of service to others as a means of building community and achieving personal satisfaction
- Accept and welcome the strengths of diversity in communities and are open to new ideas while maintaining resolute ties to Jewish tradition, culture, and Israel
- Embrace self-reliance, responsibility, and spiritual growth as personal goals

The entire school community firmly ascribes to the notion that self-satisfaction and happiness result from completing difficult tasks and applying self-discipline and responsibility to one’s learning activities. The High School maximizes opportunities for each student to succeed. The general and Judaic studies curricula are designed to develop each student’s potential, promote both concrete and abstract reasoning skills, and instill a high regard for Jewish tradition. Individual and group work, along with cooperative learning opportunities, are important parts of the learning process. Independent thinking, responsibility for one’s growth and learning, confident decision-making, and responsible leadership are other important features of a student’s educational experience at The Leffell School. Through school-related activities, each student is encouraged to further develop a love of learning, an expanding curiosity about the world and its people, and a deeper appreciation for Jewish religion and culture.

The creation of the State of Israel is a seminal event in Jewish history. Recognizing the significance of the State and its national institutions, The Leffell School seeks to instill an attachment to the State of Israel and its people, as well as a sense of responsibility for their welfare.

COURSE OF STUDY

An integrated, concept-oriented curriculum thrives in an atmosphere of topical-thematic structure, collaborative preparation, and peer learning. In its broadest sense, an integrated curriculum embraces not only the interweaving of disciplines, but also curricular elements such as skills and modes of thinking, which are taught more effectively in relation to one another rather than separately. In the study of history, for example, the memorization of dates and facts or the identification of wars and political leaders have their place; yet, properly conceived, history also includes the history of ideas; cultural developments; and social, political, and religious movements.

In this way, a student’s experience of history includes the evolution of diverse cultures and the changing relationships among people, races, genders, religions, and ideologies, as well
as the development of mathematical and scientific thinking, the evolution of technology, the connection to the natural world, and humanity’s relationship with God.

Student-generated interdisciplinary projects can provide numerous possibilities for exploring sundry disciplines and intellectual perspectives as they relate to real-life issues, questions, and concerns. The constant interaction between “knowing” and “doing” something is part of a successful educational experience that instills wisdom. Sensitive, well-informed, and adequately trained students continually reflect not simply on themes and topics, but on ways of thinking and perceiving.

Personal reflection is demanded, which in turn produces knowledge to refine what students do—not only in a classroom environment, but also in situations arising in their lives.

The Leffell School maintains a philosophy of diversity and inclusion, and it is recognized that some students require additional support to ensure their academic success. The Center for Academic Support provides a comprehensive program designed to meet this need through skills remediation and individualized instruction.

All courses are contingent upon sufficient enrollment.

**GRADING SYSTEM AND STUDENT EVALUATION**

The academic year is structured on a semester system. Students receive letter grades from their teachers after each quarter of the year indicating cumulative achievement to date. In addition, teachers compile mid-year narrative comments, which contextualize a student’s achievement and often foster a parent’s understanding of the student’s academic progress. All core courses required for graduation are graded.

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<thead>
<tr>
<th>School-Wide Grading Scale</th>
<th>A+</th>
<th>97-100</th>
<th>C+</th>
<th>77-79</th>
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</thead>
<tbody>
<tr>
<td>A-</td>
<td>90-92</td>
<td>C</td>
<td>73-76</td>
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<tr>
<td>B+</td>
<td>87-89</td>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>B</td>
<td>83-86</td>
<td>D+</td>
<td>67-69</td>
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<td>B-</td>
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<td></td>
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<td>F</td>
<td>59 and below</td>
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Core Course Requirements
English: Four years
Mathematics: Four years
Social Sciences: Four Years
Hebrew Language: Four Years
Judaic Studies (Tanakh and Talmud): Four Years
Physical and Natural Sciences: Four Years
Physical Education: Four Years
Health: One Semester

ELECTIVES
All students enroll in the core course requirements noted above. Beyond that, students register for two additional elective courses. These electives range from a study hall or PE-based course to Engineering and Entrepreneurship, a world language, certain online courses, the Center for Academic Support (CAS), or a number of offerings in such areas as the arts, computer science, Israel studies, and psychology.

Online Elective Courses — Partnership with Virtual High School
The Leffell School has partnered with the Virtual High School (VHS), one of the nation’s largest providers of fully accredited, teacher-led, asynchronous online courses for high school students. Students in grades 10-12 have the opportunity to take online elective courses in subjects not currently offered live in the school. Specific course offerings vary from year to year. Options in the past have included:

- Contemporary Issues in American Law and Justice
- Creating Art History
- Criminology
- Java Programming
- Sociology
- Video Game Design

COMMUNITY SERVICE (40 hours per year required)

As part of its mission, The Leffell School seeks to foster a sensitive consideration for others and inspire an active, lifelong commitment to community service. Service springs from a caring attitude toward the needs of others, and the experience of serving fosters compassion. The school aims to promote the attitude that no beneficial task, however mundane, is undignified; that no one is an island; that the common good is the responsibility of all; and that service to others is firmly rooted in Jewish tradition and culture. The community service program encourages students to seek opportunities where help is needed (at school, in the community, and in Israel), reach out to other individuals, organize tasks, and work with others.

Ideally, students will recognize that community service is not just a school requirement reflected on their transcripts, but that service to those less fortunate can become a fulfilling, lifelong commitment.
## Athletics, Arts, & Grade-Specific Programs

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<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
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<tr>
<td>Athletics</td>
<td>Girls JV Volleyball&lt;br&gt;Boys JV Soccer&lt;br&gt;Boys Varsity Soccer&lt;br&gt;Girls JV Tennis&lt;br&gt;Girls Varsity Tennis&lt;br&gt;Girls JV Soccer&lt;br&gt;Girls Varsity Soccer&lt;br&gt;Cross Country</td>
<td>Boys JV Basketball&lt;br&gt;Boys Varsity Basketball&lt;br&gt;Girls JV Basketball&lt;br&gt;Girls Varsity Basketball</td>
<td>Boys JV Baseball&lt;br&gt;Boys Varsity Baseball&lt;br&gt;Girls JV Softball&lt;br&gt;Girls Varsity Softball&lt;br&gt;Varsity Track &amp; Field&lt;br&gt;Boys JV Tennis&lt;br&gt;Boys Varsity Tennis&lt;br&gt;Girls/Boys Varsity Golf</td>
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<tr>
<td>Arts</td>
<td>Annual Musical and Drama&lt;br&gt;Electives in Band Performance and Theory, Theater, Vocal Ensemble, Film/Video Production, and additional opportunities in Performing Arts, Visual Arts and Fine Arts&lt;br&gt;School Publications (Yearbook, Literary Magazine, STEAM Magazine, and Newspaper)</td>
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<tr>
<td>Grade 9</td>
<td>Orientation Program including 9th Grade Shabbaton&lt;br&gt;Advisory Program: Transitioning into High School&lt;br&gt;Chesed Shel Emet Trip to Hebrew Free Burial Association&lt;br&gt;End-of-Year Outdoor Adventure Tiyul</td>
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<td>Grade 10</td>
<td>Advisory Program: Building Community, Acts of Loving-Kindness, and How To Be An “Upstander”&lt;br&gt;Health Course&lt;br&gt;Chesed Tiyul to Washington, DC&lt;br&gt;10th Grade Shabbaton&lt;br&gt;Sophomore Seminar: Justice &amp; Political Advocacy</td>
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<td>Grade 11</td>
<td>Advisory Program: Junior Seminar/College Prep/Career Exploration&lt;br&gt;11th Grade Tiyul College/US History Exploration&lt;br&gt;11th Grade Shabbaton on Manhattan’s Upper West Side</td>
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<td>Grade 12</td>
<td>Advisory Program: College/WISE/Internship/Lev v’Nefesh Prep&lt;br&gt;Chesed Shel Emet Trip to Hebrew Free Burial Association&lt;br&gt;Wise Individualized Senior Experience (WISE) Program / Internships&lt;br&gt;Lev v’Nefesh Two-Month Poland/Israel Experience&lt;br&gt;12th Grade Shabbaton&lt;br&gt;Senior Drasha&lt;br&gt;Post-Israel Program</td>
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Arts

The overarching goal of The Leffell School's arts program is to provide students with a better understanding of and appreciation for music, theatrical performance, dance, and the visual arts as distinct yet related manifestations of cultures, a means for personal and public communication, and a vehicle for creative expression.

While students have many opportunities to perform and show their work, they also learn theory, technique, and history. Developing and enhancing important life skills is an integral part of the arts curriculum. The intention of the program is to deepen a student’s aesthetic understanding of and appreciation for the arts, while connecting to his or her creative powers.

The Leffell School has a vibrant instrumental music program that includes an array of ensembles such as jazz bands, klezmer bands, and various chamber music groups. The Leffell School also offers a vocal ensemble that performs at various events throughout the year. Performance and showcase opportunities include a full-scale musical, drama, and opportunities for theater improv, film appreciation, and dance. Student works of art, including ceramics, jewelry, paintings, and drawings are displayed throughout the school all year. The arts are incorporated into our holiday observances, thus increasing students’ spiritual awareness.

English

The goal of the English curriculum is to further develop each student’s strengths as a reader and writer, speaker and listener, researcher and collaborator. Beginning in ninth grade and continuing to graduation we prepare students to successfully engage in the tasks of critical reading and writing as they travel the road to higher education. With this in mind, the skills of close-text reading, as well as analytical and personal writing are taught and practiced through the analysis of classic and modern works of literature. Our English faculty also partners with other disciplines, creating projects and assessments that integrate subject area study across the curriculum. To that end, students also become proficient in the use of common literary terms and analytical skills. Grammar and usage along with vocabulary acquisition is integrated into the writing program while proficiency in speaking and listening is garnered through oral presentations and classroom discussion. Listening skills further promote understanding, empathy, and respect which are integral to our school’s core values and mission. Our goal is to create lifelong learners.
**English 9**

**Literature and Composition I**
This course is designed to create a foundation for the study of English at the high school level. The curriculum emphasizes the study of classics from various genres, the skills of critical reading, and an intensive two-year writing program which continues through the tenth grade. Grammar and usage along with vocabulary in context are also basic components of the ninth-grade program. The skills of note taking, outlining, thesis and essay writing are taught and practiced as per MLA format. Students will also compose from personal experience as they continue to develop an authentic writing voice. The core readings in the ninth grade include plays from Sophocles’ *Oedipus Cycle*, Shakespeare, and William Golding’s modern novel, *Lord of the Flies* along with units on the short story, poetry, and nonfiction. Independent reading selections are also required. *An opportunity for advanced study with Portfolio Distinction is available to students as an elective option beyond the traditional English curriculum.*

**English 10**

**Literature and Composition II**
Sophomore English continues to emphasize written expression with the expectation that students will reach a greater level of sophistication in their expository, critical, and narrative writing. The course of study builds upon the skills in critical reading and writing introduced in grade nine. Instruction stresses the crafting of analytical essays as responses to literature, informal reader responses, and writing an argument along with the practice of editing and revising. The emphasis on growth in writing is the core component of the program. Vocabulary study in context is ongoing as well as instruction in sentence structure, usage, and punctuation. Major works studied will include Remarque's anti-war novel *All Quiet on the Western Front*, the tragedy of *Macbeth* by William Shakespeare, the epic poem, *The Odyssey* by Homer, (translated by Emily Wilson), and Chimamanda Adichie’s coming of age novel set in modern Nigeria, *Purple Hibiscus*. Independent reading selections along with units on the short story and poetry are also included.

**English 11**

**Voices in American Literature**
In this course students will study American literary voices from the nineteenth century through modern times. During the first semester we will examine texts which have shaped the emergence of American literature from the old forms and traditions of Europe. Our study will move from American Romanticism to Realism as the literature of the new nation reflected the social and political issues of our turbulent history. The second semester will focus entirely on the modern era, exploring time-honored themes evoked by our greatest contemporary playwrights, poets, and writers of fiction. The study of literature will mirror the social, cultural, and political issues of the past century from the Jazz Age of the 1920s through the Depression Era and War Years, the conservative 1950s, and the turbulent 1960s to the end of the century and beyond. The growth and refinement of analytical and personal writing skills is the overarching goal for the year, which also includes drafting a personal statement for college admissions.
Advanced Topics in American Literature
This advanced class in American literature is based on the assumption that students have a scholarly interest in and an appreciation for literature and have the time and motivation to complete extensive reading and writing assignments. The course will focus on the skills of high-level expository and narrative writing while students probe the relationship between social issues and classic works of literature. Student engagement in facilitated discussion is a central component of the class. Readings will include works by Hawthorne, Melville, Mark Twain, selections from Emerson and Thoreau, contemporary works by F. Scott Fitzgerald, Ernest Hemingway, and Arthur Miller as well as nineteenth and twentieth-century poetry and short stories.

English 12

Electives Program
Becoming Americans
What could be a timelier course? Immigrants have come to this country for over four centuries adding their voices to the body of literature that reveals American life. This course will examine the writings of various ethnic groups and focus on topics such as cultural displacement, identity and assimilation, and the realization of the American Dream. In addition to understanding the diverse cultures, beliefs, and tensions that make America what it is today, this course will provide the opportunity to practice multiple forms of writing, including personal writing, response writing, and creative writing. Recent authors studied have included: Frank McCourt, Latinx writers, Gish Jen, and Philip Roth.

Creative Writing Workshop
This course is designed to offer all students the opportunity to write original poetry, short fiction, creative nonfiction, and/or drama. Students read literature and engage in the writing process through teacher prompts, using their creative voices as well as analytical skills acquired in earlier courses. Students are expected to write daily, to read for class, to edit and revise pieces over the course of the semester, and to participate in peer editing classmates’ work. Since reading is integral to writing, students will read and respond to a variety of both assigned and independently selected literature with the purpose of learning about writing from the masters. Over the course of the semester, students work toward the goal of producing a coherent body of creative writing bound by a common thread, which may include work in different genres, and which involves drafting and revision as part of the process. Skills developed in this course may include proficiency in writing various poetic forms; proficiency in identifying the qualities of exemplary writing in published prose and dramatic forms; and, ability to use various literary devices effectively.

Independent Study
This option allows highly motivated students in twelfth grade to pursue an independent course of study in literature or creative writing. This semester-long pursuit will be in lieu of taking a regular English course and will satisfy the graduation requirement for senior English. Students will work with a faculty advisor to formulate a proposal for department approval. Students are required to meet once a week with their independent study advisor.
The Literature of Lyrics
This is a course which combines the study of lyrics as literature, i.e. poetry and prose, with performance projects as students gain a deeper understanding of the music of classical and contemporary theater. Works recently studied include selected poetry, the short stories of Damon Runyon, and Shakespeare’s *Romeo and Juliet*. Students will actively engage in the creation and the analysis of lyrics by participating in both individual and group projects. Coursework will include critical analyses and written pieces using selected well-known works as models. A final presentation-based project will be part of the curriculum.

Voices from the World Stage
This course is designed to expose students to representative plays from the Elizabethan period to the modern era. Students will delve into the historical and creative movements, as well as the varied critical approaches that brought about change to the world stage. Writing will include both analytical and creative responses. Works studied will include *Hamlet* by Shakespeare, *A Doll’s House* by Henrik Ibsen, *Streetcar Named Desire* by Tennessee Williams and *Waiting for Godot* by Samuel Beckett.

World Literature
This course offers students the opportunity to study the political, social, and cultural issues of classic and modern works from world literature. We will explore texts and independent films with themes that transcend the barriers of language and geography and provide insight into our modern times. Writers recently studied have included Alexander Pushkin, Nikolai Gogol, James Joyce, Franz Kafka, Albert Camus, Dai Sijie, Marjane Satrapi, and Ghassan Kanafani. The course is conducted as a seminar inspiring student engagement while preparing students for the challenges of college writing.
Social Sciences

The Social Science Department guides students to critically examine diverse cultures in order to foster tolerance and understanding of these societies. Healthy questioning of events, motives, and causes that shaped people and influenced ideologies is encouraged. Primary sources are used, and students are taught how to analyze and interpret them to formulate independent conclusions. The curriculum also stresses research, writing, and speaking skills. By employing a variety of approaches in the classroom, including the traditional lecture, essays and papers, simulations, debates, presentations, and interactive projects, we seek to engage students, allow them to demonstrate their understanding of the material, and stimulate their creativity. The Leffell School strives to develop students who are able to apply their knowledge of history to contemporary issues and become responsible and participatory citizens.

Social Sciences 9

World Civilizations and Cultures
This course will cover world history from the early stages of civilization through the age of revolutions in the nineteenth century. This is a significant amount of time, and therefore the course will be taught primarily as a survey course, focusing on major events and important themes, but each unit will also be examined through the lens of thematic essential questions. Students will explore cultures and empires as well as political, economic, and social systems, and examine the influence of leaders who provided the foundations for modern times. Throughout the course, students examine the complexity and diversity of the human experience and learn the skill of historical interpretation, applying it to the study of individual societies, regions, and the world as a whole. As the course moves through various civilizations, students will work to draw connections between different civilizations and time periods.

Students will work with a variety of primary and secondary sources, which will hone their reading and writing skills. The development of academic skills will include effective writing and oral communication, incorporation of a variety of evidence into assignments, analytical thinking, and effective synthesis of ideas and concepts. These skills will be taught and practiced regularly using the course content as context.

Social Sciences 10

United States History to 1900
This course covers the history of the Americas and the United States to approximately the year 1900. The course begins with pre-Columbian societies and their interaction with European settlers. Next, it deals with the colonial period, followed by the American Revolution and the creation of the government. After that, it examines United States history through the end of the 1800s, a period which includes industrialization and other economic growth, territorial expansion, the fight over states’ rights and slavery, the Civil
War and its aftermath, and the start of major changes in America’s demographics and America’s place in the wider world.

In addition to studying the substantive material, students will focus on important skills in the study of history and in learning in general. These skills involve taking a critical and analytical approach to the material, as students will be expected to interpret major events and trends. Finally, the course will teach writing and research skills which focus on the ability to make and prove arguments and to generate material to support those arguments. The course will also incorporate current events wherever they relate to the history we are studying.

**Social Sciences 11**

**Twentieth Century History**
The twentieth century has often been called the American century because of the dominance of the United States throughout much of the century. This course will look at the late nineteenth century to modern times through an American perspective. The course will also cover key events that were not focused on the United States but had significant global impact. The main objective of the work is to analyze how the events of the past century shaped the world of today. The course will focus on the causes and impacts of key events and trends, going beyond simple facts and dates, to create a broader understanding of the modern world.

Students will be expected to sharpen their analytic and critical thinking skills, to be able to make effective arguments both orally and in writing, and to use primary and secondary source documents and other media to explore the events and issues of the day. Technology will be important in this course, as a means of general exploration and completing research-driven assignments, one of which will be a comprehensive paper in the first semester. Current events will be included where appropriate.

*This course is also offered at an Honors level.*
Social Sciences 12
The following courses will be offered in the 2021-2022 academic year:

Economics
This economics course focuses on practical applications of economics, with emphasis primarily on the United States economy and the roles of the consumer, business, and government. The overall goal is to give students a basic foundation into the American economy in order to make better sense of how the economy impacts us, and how we impact the economy. The course will center upon day-to-day issues in economics and minimizes economic theory and mathematical formulas. Specific emphasis will be placed on the economy as it relates to students of high school and college age, in preparation for making independent decisions.

Gaming the Government in Global History
No matter the era, and no matter the society, the ways in which a government interacts with its people will determine the longevity of that civilization as a whole. Students will immerse themselves in different societies as role players in this fresh take on studying government and political history. Through the exploration of three distinct governmental structures, at three particular times in world history, students will wheel, deal, and scheme behind closed doors to advance an agenda at the expense of classmates. A student may be assigned the role of an Athenian orator, then a Chinese emperor, and lastly a sans-culottes in revolutionary France; or, an Athenian general, then a Roman merchant, and lastly King Louis XVI of France. Ultimately, the course of history is not up to the history books, it’s up to you. There will be winners and losers, and we may rewrite history, but through this course you will gain a greater appreciation for analyzing primary sources, persuading classmates through written work, and debating large-scale ideas about the nature of government in both the public and the backroom spheres of world history.

Government and Politics
The study of American government combines several different disciplines, namely history, current events, civics, geography, economics, sociology, and political science. The course introduces students to the core concepts, convictions, and current debates of our democratic government in an effort to produce well-educated, informed, active, and productive citizens. It encourages critical analyses of the institutions and processes of government. The course will cover foundations of American government; electoral politics; key aspects of the judicial, legislative, and executive branches; American law particularly as it relates to questions of fairness and justice; and participation in American government.

Media and Its Influence in American History
Do we control the media, or does the media control us? How can social media cause a political uprising? How can reality television cause a shift in societal values? How does the phenomenon of “fake news” threaten democracy? These are some of the questions that will be addressed in Media and its Influence in American History.” From the newspapers and pamphlets of the 1700s, through the radio and then television eras, to the dominance of the Internet, media surrounds us and impacts our lives. In this class, we will analyze the social and political impacts of media from the 1700s to the present day, and how the media has shaped our world.
The Power of Music in American Society
This course explores how music in America has defined society, reflected our collective experiences as a nation, and served as a mechanism for social change. Key questions we will ask include: what are the distinguishing features of music and sound which impact on our emotions? How do these features enable music to serve as a flashpoint or vehicle for social change? This course will explore a multitude of musical genres through listening to and analyzing songs in the context of their time period, evaluating their message, and researching their impact on society. We will endeavor to understand what purposes music serves – emotionally, politically, and ideologically. Whether we are exploring Protestant hymns of the first settlers at Plymouth in 1620, African American spirituals in the antebellum South, or psychedelic songs of the sixties which fueled the counterculture, the universal magnetism and impact of music will be clear. And you will personally discover how to engage with music, its technologies, and its extraordinary power to embrace issues and causes that are meaningful to you.
Mathematics

Mathematics encompasses a wide range of fields including arithmetic, measurement, algebra, geometry, trigonometry, statistics and probability, pre-calculus, and calculus. 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 the basis for continued learning in mathematics and a foundation for success in the workplace and real-life problem solving. Students will develop the ability to use mathematical reasoning in analyzing situations, gather evidence, construct an argument, use numeration to develop an understanding of the multiple uses of mathematical ideas, and see mathematical modeling to present and interpret mathematical information.

Mathematics 9

Foundations of Algebra
This course includes the following topics: evaluation of algebraic expressions, solving equations/inequalities, introduction to properties of numbers, combining like terms, addition/subtraction/multiplication/division of monomials/polynomials, understanding zero and negative exponents, factoring, solving verbal problems leading to linear equations, percentage problems, solving ratio and proportion problems, factoring, solving quadratic equations, solving verbal problems leading to quadratic equations, multiplication/division/addition/subtraction of algebraic fractions, understanding rational/irrational numbers, operations with radicals, Pythagorean Theorem, graphing the linear equation in two variables, definitions of slope and y-intercept, graphing linear equations, proving lines parallel/perpendicular, writing the equation of a line, solving the system of equations algebraically/ graphically, graphing linear inequalities, measures of central tendency, histograms, box and whisker plots. Students in this course will benefit from additional teacher modeling and guided support, in addition to multiple representations to reinforce understanding. Appropriate technology, from manipulatives to calculators, will be used regularly for instruction and assessment.

Algebra I
This is the first mathematics course in the high school mathematics sequence. It serves as the foundation for the rest of high school and college mathematics by introducing basic concepts and problem-solving strategies that are common to all branches of mathematics and disciplines. Students taking this course will demonstrate the ability to construct valid, complete, and logically sound mathematical arguments. The following topics are included in the course: different types of functions – linear (including absolute value and step), polynomial and quadratic, exponential, and radical. Some of the applications include addition/subtraction/multiplication/division of monomials/polynomials, factoring, solution of verbal problems leading to linear equations, tax and bank rate problems as well as area/perimeter/volume problems. The students will also master factoring, solving quadratic equations, solving verbal problems leading to quadratic equations, graphing the
linear equation in two variables, graphing linear equations using the table of values/slope, y-intercept method, solving the system of equations algebraically/graphically and graphing linear inequalities. The students will also master analyzing graphs including vertical and horizontal shifts and the relationships between these transformed graphs.

**Geometry**

This is the second mathematics course in the high school sequence. In this course, students will have the opportunity to make conjectures about geometric situations and prove in a variety of ways that their conclusion follows logically from their hypothesis. Congruence and similarity of triangles will be established using appropriate theorems. Transformations including rotations, reflections, translations, and dilations will be taught. Properties of triangles, quadrilaterals, and circles, coordinate geometry, trigonometry, and measurement in two and three dimensions are studied. Geometry is meant to lead students to an understanding that reasoning and proof are fundamental aspects of mathematics. This course utilizes technology such as Geogebra and Desmos to explore and discover geometric phenomena.

**Honors Geometry**

This course will build on algebraic and geometric skills from previous courses. Plane and space geometries are studied concurrently. Students are expected to grasp concepts without need for repetition and be self-motivated, organized, mathematically exceptional, and possess high retention. This is a highly rigorous course for students who have demonstrated exceptional drive and ability to learn mathematics. Topics taught in this course are taught in greater depth than in geometry. Students apply what they know about two-dimensional figures to three-dimensional figures in real-world context and deepen their understanding of shape and shape relationships. They extend their understanding about linear functions and coordinate graphing to coordinate geometry. Students develop postulates, definitions, and theorems, as well as deductive reasoning skills that can be applied to higher-level mathematical and real-world problems. This course utilizes technology such as Geogebra and Desmos to explore and discover geometric phenomena.

**Mathematics 10**

**Concepts of Geometry**

This course focuses on the theorems of Euclid, with some formal proofs, but also an emphasis on the understanding of the concepts and properties of these theorems and an application to numerical and problem-solving situations. After the study of triangle properties, students are introduced to the three basic trigonometric ratios and their application to real-life situations. Students work on problems involving two- and three-dimensional objects and the calculation of area, surface area, and volume. Areas of study also include geometric constructions, loci, parallel lines, and properties of quadrilaterals. This course utilizes technology such as Geogebra and Desmos to explore and discover geometric phenomena.
Geometry
This is the second mathematics course in the high school sequence. In this course, students will have the opportunity to make conjectures about geometric situations and prove in a variety of ways that their conclusion follows logically from their hypothesis. Congruence and similarity of triangles will be established using appropriate theorems. Transformations including rotations, reflections, translations, and dilations will be taught. Properties of triangles, quadrilaterals, and circles, coordinate geometry, trigonometry, and measurement in two and three dimensions are studied. Geometry is meant to lead students to an understanding that reasoning and proof are fundamental aspects of mathematics. This course utilizes technology such as Geogebra and Desmos to explore and discover geometric phenomena.

Algebra 2 / Trigonometry
This is the third mathematics course of the Algebra I and Geometry sequence. The course further develops the algebraic skills developed in the students’ previous algebra coursework and re-examines topics from Algebra I with an added level of depth and sophistication. In this course, the number system will be extended to include complex numbers. Students will learn about polynomial, absolute value, rational, trigonometric, exponential, and logarithmic functions. Problem situations involving direct and indirect variation will be solved. Arithmetic and geometric sequences will be evaluated. Right triangle trigonometry will be expanded to include the investigation of circular functions. The course will conclude with problems requiring the use of trigonometric equations and identities. Graphing calculators are integral to the course.

Honors Algebra 2 / Trigonometry
This is the third mathematics course following the Algebra I and Honors Geometry sequence. Students are expected not only to master algebraic mechanics but also to understand the underlying theory and to apply the concepts to real-world situations in a meaningful way. A thorough treatment of advanced algebraic concepts is provided through the study of functions, polynomials, quadratic equations, rational expressions, complex numbers, exponential and logarithmic equations, infinite (arithmetic and geometric) sequences and series, trigonometric ratios, graphs, identities, and solving equations. Emphasis is on modeling, logic, and interpretation of results. Students are introduced to parent functions and simple transformations. Numerical, graphical, and algebraic solutions are considered for all problems, as applicable. Graphing calculators are integral to the course.

Mathematics 11

Algebra 2
Students will learn about relations, functions, equations and inequalities, algebraic fractions, polynomial operations, absolute value, rational and irrational expressions, logarithmic and exponential functions, arithmetic and geometric sequences and series. Throughout the course students will develop learning strategies, critical thinking skills, and problem-solving techniques that can be used to model and solve real-world problems. Graphing calculator skills will be taught and used extensively.
Algebra 2 / Trigonometry
This is the third mathematics course of the Algebra I and Geometry sequence. The course further develops the algebraic skills developed in the students’ previous algebra coursework and re-examines topics from Algebra I with an added level of depth and sophistication. In this course, the number system will be extended to include complex numbers. Students will learn about polynomial, absolute value, rational, trigonometric, exponential, and logarithmic functions. Problem situations involving direct and indirect variation will be solved. Arithmetic and geometric sequences will be evaluated. Right triangle trigonometry will be expanded to include the investigation of circular functions. The course will conclude with problems requiring the use of trigonometric equations and identities. Graphing calculators are integral to the course.

Honors Pre-Calculus
This course is designed for students who have successfully completed Honors Algebra 2/Trigonometry. Students will be actively engaged in problem solving, reasoning, connecting, and communicating mathematically as they explore families of functions. Special emphasis will be on expanding the understanding of exponential, logarithmic, logistic, trigonometric, and inverse trigonometric functions from numerical, graphical, and algebraic approaches. Additional topics to be investigated include sequences, series, polar coordinate system, De Moivre’s Theorem, Binomial Theorem, and mathematical induction. In order to enhance the understanding of these topics, data analysis and mathematical modeling of real-world situations will be an integral part of this course. Instructional time will also focus on an extension of work with complex numbers, using characteristics of polynomial and rational functions to sketch graphs of those functions and perform operations with vectors, and matrices, and trigonometric equations. Lessons are designed using a best practice model that includes scaffolding, vocabulary, prior knowledge, guided practice, independent practice, and written response opportunities for students to solve, analyze, and evaluate concepts.

Pre-Calculus
Students extend their learning from Geometry and Algebra 2 / Trigonometry to prepare themselves for topics in Calculus. Students investigate and identify the characteristics of trigonometric functions, polynomial functions and rational functions in order to graph these functions and solve equations and practical problems. Connections of these functions are made to previously learned topics and physics. Students simplify expressions and prove identities using trigonometric functions as well as use the Law of Sines and the Law of Cosines to solve problems. Students revisit and further deepen their knowledge of linear functions and quadratic functions. They solve three or more systems of equations using elimination and substitution methods. Polynomials and the relationship to power functions are investigated as well as roots, turning points, and graph analyses. The course uses the language of mathematics to express ideas precisely through reasoning, representations, and communication. Students extend their understanding of rational, exponential, and logarithmic functions from Algebra 2, different aspects of discrete mathematics, including counting principles, the binomial expansion theorem, and sequences and series. The course concludes with the study of vectors and parametric functions and their application to the solution of real-world problems. Pre-Calculus uses the language of mathematics to express ideas precisely through reasoning, representations, and communication.
AT Calculus AB
Calculus is the “mathematics of change” and therefore has applications to all fields of endeavor, including the natural sciences, social sciences, economics, and business. This course is roughly the equivalent of a first semester college calculus course that is designed to help students understand and apply the big ideas of calculus: limits, derivatives, definite and indefinite integrals as well as the Fundamental Theorem of Calculus. Embedded throughout these big ideas are the mathematical practices for calculus: reasoning with definitions and theorems, connecting concepts, implementing algebraic/computational processes, connecting multiple representations, and building notational fluency. Students should be able to communicate mathematics and explain solutions to problems both verbally and in written sentences. They should be able to model a written description of a physical situation with a function, a differential equation, or an integral as well as use technology to help solve problems, experiment, interpret results, and support conclusions. Students should be able to determine the reasonableness of solutions, including sign, size, relative accuracy, and units of measurement. Prior to entry into the course students are required to complete a series of assignments over the summer. Students enrolled in the course have the option of taking the Calculus AB Advanced Placement exam in May given by the College Board.

Mathematics 12 Electives

Trigonometry
This course focuses on the study of angles, the trigonometric functions and their inverses including their graphs. The study of inverses will allow students to be able to solve calculator problems. Solutions of right and oblique triangles; verification of fundamental identities and analytic trigonometry; addition, subtraction, and multiple angle formulas; the laws of sines and cosines are also examined. Students learn how to graph the sine and cosine trigonometric functions, as well as the reciprocal and inverse function of each noting the domain and range and solve trigonometric equations. Lessons are designed using a best practice model that includes scaffolding, vocabulary, prior knowledge, guided practice, independent practice, and written response opportunities for students to solve, analyze, and evaluate concepts. In addition to the study of trigonometry students will begin to develop the skills and strategies that promote financial responsibility. Topics covered will include personal financial planning, banking, the wise use of credit, credit scores, savings and investments, income tax fundamentals, and consumer rights and responsibilities. Students will design personal household budgets, research checking and savings accounts, investigate debt and credit management, and learn the essentials of personal income tax preparation.

Pre-Calculus
Students extend their learning from Geometry and Algebra 2 / Trigonometry to prepare themselves for topics in Calculus. Students investigate and identify the characteristics of trigonometric functions, polynomial functions and rational functions in order to graph these functions and solve equations and practical problems. Connections of these functions are made to previous learned topics and physics. Students simplify expressions and prove identities using trigonometric functions as well as use the Law of Sines and the Law of Cosines to solve problems. Students revisit and further deepen their knowledge of
linear functions and quadratic functions. They solve three or more systems of equations using elimination and substitution methods. Polynomials and the relationship to power functions are investigated as well as roots, turning points, and graph analyses. The course uses the language of mathematics to express ideas precisely through reasoning, representations, and communication. Students extend their understanding of rational, exponential, and logarithmic functions from Algebra 2, different aspects of discrete mathematics, including counting principles, the binomial expansion theorem, and sequences and series. The course concludes with the study of vectors and parametric functions and their application to the solution of real-world problems. Pre-Calculus uses the language of mathematics to express ideas precisely through reasoning, representations, and communication.

Calculus AB
This course covers functions, graphs, concepts and skills of limits, differentials, definite and indefinite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections among these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. Prerequisite knowledge for the course is the study of algebra, geometry, trigonometry, analytic geometry, and elementary functions. These functions include linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise-defined functions. Students must be familiar with the properties of functions, the algebra of functions, and the graphs of functions. They must also understand the language of functions (domain and range, odd and even, periodic, symmetry, zeroes, asymptotes, and intercepts).

Honors Calculus AB
This course is a continuation of the material covered in Honors Pre-Calculus in the 11th grade. The course includes: curve sketching of functions and their derivatives, which include the slope of the tangent line and point(s) of inflection, as well as applications of the derivatives in the real world, which include related rates and optimization. The course also delves into a variety of integration techniques, which include substitution, parts, and partial fractions. Integration applications include: area under a curve, Riemann sum, and volume of solids rotated around the axis and slope fields. The mathematics learned can be found in the study of physics, chemistry, and engineering.

Calculus BC
Students who are enrolled in Calculus BC are expected to work with functions represented in multiple ways: graphical, numerical, analytical, or verbal. They should understand the connections among these representations as well as the meaning of the derivative in terms of a rate of change and local linear approximation and use derivatives to solve problems. The definite integral as a limit of Riemann sums and as the net accumulation of change will be addressed as well as the relationship between the derivative and the definite integral as expressed in both parts of the Fundamental Theorem of Calculus. The use of technology to solve problems, experiment, interpret results, and support conclusions will play an integral role in the learning experience. Students will learn how to determine the reasonableness of solutions, including sign, size, relative accuracy, and units of measurement and will develop an appreciation of calculus as a coherent body of knowledge and as
a human accomplishment. Students enrolled in the course have the option of taking the Calculus BC Advanced Placement exam in May given by the College Board.

**Mathematics of Finance**
This one-semester course is an option for any high school senior who has successfully completed a second-year course in Algebra. In this course students will begin to develop the skills and strategies that promote financial responsibility. Real-world topics covered will include personal financial planning, banking, the wise use of credit, credit scores, savings and investments, income tax fundamentals, and consumer rights and responsibilities. Students will design personal household budgets, research checking and savings accounts, investigate debt and credit management, and learn the essentials of personal income tax preparation. Students will analyze their personal financial decisions, evaluate the costs and benefits of their decisions, recognize their rights and responsibilities as consumers, and apply the knowledge learned to make wise financial decisions and choices.

**Multi-Variable Calculus**
Topics include but are not limited to: (1) Vector Analysis including the study of dot products and cross products of vectors, space coordinates, vectors in space and vector valued functions; (2) a review of lines and planes in space, surfaces of revolution and cylindrical and spherical coordinates with a study of velocity and acceleration, tangent and normal vectors, arc length and curvature; (3) functions of several variables and limits and continuity of such functions, partial derivatives of such functions, and a survey of differentials, the chain rule, implicit partial differentiation, directional derivatives, gradients, and tangent planes and normal lines; (4) the determination of the extreme of such functions and optimization application; and (5) iterated and double and triple integrals and applications in determining area, volume, and surface area.
Physical and Natural Sciences

The science curriculum places an emphasis on the development of twenty-first-century skills including: problem solving, critical thinking, collaboration, technology, and written and oral presentation. Students gain an understanding of the natural and physical world by actively engaging in scientific discovery through hands-on, inquiry-based experiments and STEAM-based activities (Science, Technology, Engineering, Art, and Math) and incorporating current technologies. All students are required to take a full year of biology, chemistry, and physics, and a half-year science elective during their senior year.

Science 9

Biology
This course is a study of the composition of living things and their interrelationships. It provides students with an understanding of scientific principles, biological concepts, and methodologies that include cell structure and energy, biodiversity, evolution, heredity, genetics, human systems, and homeostasis. The emphasis is for students to develop their communication, collaboration, inquiry skills and problem-solving techniques. Exploratory experiences and student-directed activities are utilized for students to gain knowledge of the fundamental concepts of life and to learn to identify and analyze the impact of these fields in their current lives and on future generations.

Honors Biology
Honors Biology is a highly intensive course, designed to challenge a small number of students while mastering the unifying principles of life at the organismal, cellular, and molecular levels of organization. This course is intended for students who have excelled at the highest levels in their eighth grade math and science courses, and are highly motivated and driven to learn at an advanced level. Students must have highly developed skills in reading comprehension in order to comprehend the college-level text that is used in this course. Supplemental readings from scientific journals are also included in order to enrich application and sharpen critical-thinking skills. Homework will include preparing reading outlines for discussion in class, as well as inquiry-based questions and case studies requiring mastery of theory and the development of strong predictive skills. Excellent writing, graphing, critical thinking, and application skills are also required. The curriculum parallels the regular biology course curriculum, though it is presented in greater depth rigor and pace. The course includes additional and advanced topics in ecology, plant and animal behavior and physiology, population evolution, and genetics and bioengineering. Laboratory exercises are used to reinforce concepts and to develop advanced inquiry-based and reasoning skills such as designing and planning an experiment, analyzing data with applied mathematics, and connecting concepts in and across domains. For their final assessment, students will independently design and perform an experiment which ties together several concepts from the year. Students will be expected to complete a summer reading and written assignment in preparation for class and to pass an assessment based on the summer reading and written assignment.
Science 10

General Chemistry
Chemistry is the study of matter and the changes in matter. The topics covered include: the classification of matter, atomic structure, the organization of the periodic table, bonding, balancing chemical equations, the properties of gases and the gas laws, thermochemistry, kinetics, acids and bases, and nuclear chemistry. The concepts are presented in a descriptive manner with an emphasis on laboratory experimentation and the applications of chemistry to the real world.

Chemistry
The topics covered include: the classification of matter, chemical nomenclature, writing and balancing chemical equations, stoichiometry, atomic theory, bonding, periodic trends, thermochemistry, nuclear chemistry, kinetics, chemical equilibrium, and acids and bases. Laboratory experiments and computer simulations are used to introduce and reinforce topics. Problem solving is an important component of this course. The math skills required include solving algebraic equations, graphing and deriving an equation of a line, and interpreting and solving word problems. Dimensional analysis is a mathematical technique that is taught and used extensively in solving word problems.

Honors Chemistry
The topics covered in honors chemistry are the same as those covered in chemistry, but in greater depth and with a greater emphasis on quantitative problem solving, therefore higher math proficiency is required. The math skills required include solving algebraic equations, graphing and deriving an equation of a line, and interpreting and solving multi-step word problems. Dimensional analysis is a mathematical technique that is taught and used extensively in solving word problems. A heavy emphasis is placed on analytical reasoning and the application of concepts to new situations. Laboratory experiments and computer simulations are important components of the course. Students are required to complete a summer reading and written assignment in preparation for a diagnostic test in September.

Science 11

Conceptual Physics
Physics is the study of the natural world. The topics covered include motion, forces, energy, electricity, magnetism, and waves. The concepts are presented in a descriptive and less quantitative manner. Laboratory experiments and computer simulations are used to introduce and reinforce concepts. Conceptual physics provides students with more support in the classroom to solve problems and complete labs. The math skills required include solving algebraic equations.

Physics
Physics is the study of the natural world. The topics covered include motion, forces, ener-
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<th>10th Grade</th>
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<td>Literature &amp; Composition II</td>
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<td>Judaic Studies</td>
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<td>Tanakh 10: The Creation of a Nation</td>
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gy, electricity, magnetism, and waves. Laboratory experiments and computer simulations are used to introduce and reinforce topics. Mathematical problem solving is an important component of this course. The math skills required include solving algebraic equations, graphing lines, deriving equations of a line, and using the trigonometric functions sine, cosine, and tangent.

**Honors Physics**

Physics is the study of the natural world. The topics covered include motion, forces, energy, electricity, magnetism, and waves. There is an emphasis on quantitative problem solving. Students are expected to apply physical concepts to solve abstract problems that are different from those they have previously encountered. Laboratory experiments and computer simulations are used to introduce and reinforce topics. High math proficiency is required. The math skills required include solving linear and quadratic equations, solving simultaneous equations, graphing lines, deriving equations of a line, and using the trigonometric functions sine, cosine, and tangent.

**Science 12**

Senior elective offerings vary from year to year based on student interest. The following courses have been offered at various times during the past few years.

**Advanced Anatomy & Physiology**

This course examines the structure and the function of human organ systems. Microscopic and macroscopic (gross) anatomy will be studied along with the physical and chemical processes that are responsible for the vital functions of the organs and organ systems. The course is challenging, intensive, lab based, and will include several dissections. It is particularly well suited for students who are considering a career in the biological or medical sciences. Students should excel in their analytical and critical-thinking skills since extensive reading and strong independent study skills are required for successful completion of this course. Department chair approval is required.

**Advanced Topics in Physics**

This course is designed for students who enjoyed their physics experience in junior year and is particularly well suited for students who have a career interest in the physical sciences or engineering. We live in a world with constant demand for energy and it is important to understand how that energy is generated. New York is the 19th leading state in energy production but the fourth leading state in renewable energy generation; therefore, the focus of this course will be on renewable energy generation. This course begins with a brief review of dynamics (forces and motion) and quickly moves into the study of electrical circuits and electromagnetism as applied to the generation of energy. Students then dig deeply into the study of the physics behind renewable energy generation (wind, solar, hydroelectric, ocean, geothermal, and biomass if time permits). A culminating assessment will involve application of course material to a real-world problem. This is a rigorous senior elective and is comparable to an honors-level science course. Department chair approval is required.
Environmental Science
This course provides an overview of the interaction between living things and the environment. The course focuses on three of the Earth's systems—the atmosphere, hydrosphere, and geosphere. Students will gain an understanding of environmental problems such as water pollution, air pollution, climate change, and resource depletion. One of the main objectives of the course is to increase environmental awareness and to learn how to live a more sustainable lifestyle. The course is descriptive and places a strong emphasis on laboratory experiments, case studies, and current events. This course is open to all students.

Forensic Science
Forensic science is a significant part of solving crimes and maintaining justice. While there are hundreds of methods currently used in forensic laboratories, advances in science and technology are changing the way we are able to interpret physical evidence. This course will explore the role of biological, chemical, and computational sciences in their application to crime-scene investigation, by observing, gathering, and analyzing physical evidence to solve mysteries. Structured hands-on activities, case studies, and small-group projects make this class more than just another classroom experience. This course is open to all interested students.

Independent Study in Science
The objective of an independent study course is for seniors to investigate a topic of interest in the physical or natural sciences and to study the subject matter in significant depth. During the first semester, students will work independently under the supervision of a science department faculty member. Students will identify a topic of interest, research relevant scientific literature, and find a mentor in a research laboratory. During the second semester, before the Lev v'Nefesh program, students will conduct research in their mentor's laboratory as the focus of their WISE project. In addition to the WISE presentation, students will write a final lab report in the format of a scientific journal article. Strong reading and independent study skills are critical for success in this course. Interested students should consult with the science department chair.
Engineering and Design

Courses in the Engineering and Design Department are designed to inspire students with the courage to dream and the grit to persist through challenge. Students learn to design and build everything from art to full-fledged companies with purpose and passion. Students learn art, design, technology, and engineering to foster creativity across the curricula. Students are encouraged to be unrelenting problem solvers. There is an intentional focus on both “hard” technical skills and “power” skills that include collaboration proficiencies, critical thinking, perseverance, communication and social skills, teamwork, and self-management.

Engineering and Entrepreneurship I (Grade 9)

In the first year of Engineering and Entrepreneurship (E²), students immerse themselves in computer science, coding, electrical engineering, and fabrication. Students start the year learning foundational concepts, including understanding a circuit and computing systems, that extend to learning to program the Arduino microcontroller to work with a variety of sensor input and digital output. Subsequently, students develop and demonstrate conventional fabrication skills using cardboard, wood, and acrylic and digital fabrication skills using 3D printing and laser cutting. Concurrently, students develop collaboration and design-thinking skills through multiple team-design challenges and discussions. This first year provides students with the basic tools and skills necessary to design and build the product prototypes that they will conceive and develop in the second and third years of the course.

Engineering and Entrepreneurship II (Grade 10)

In the second year of E², students form virtual companies consisting of three- or four-member teams. Each team develops a product that employs multiple technologies, techniques, and tools in order to address social challenges in the world. Their year-end team deliverables include: a product prototype (fabricated using the technological and mechanical tools in our MakerSpaces), appropriate product branding and logos, a business plan, and a team investor’s presentation (pitch deck). Three or four times during the year, companies formally present their investor pitch-decks to the class and panels of mock venture capitalists (mVCs).

Engineering and Entrepreneurship III (Grade 11)

In the third year of E², students form new virtual companies consisting of three- or four-member teams with whom they have not worked the previous year. Each team develops a product that employs multiple technologies, techniques, and tools in order to address social challenges in the world. Their year-end team deliverables include: a product prototype (fabricated using the technological and mechanical tools in our MakerSpaces), appropriate product branding and logos, a business plan, a team investor’s presentation (pitch deck), and a product crowd-funding video. Three or four times during the year, companies formally present their investor pitch-decks to the class and panels of mock venture capitalists (mVCs).
Engineering and Entrepreneurship IV (Grade 12)
In the fourth year of E², student teams dedicate their final semester to simultaneously working on two major projects. The first involves identifying a school need that they can address through design and fabrication. Secondly, students will execute a technology-development marathon, where E² student teams work together with people with physical disabilities to develop solutions for their everyday challenges. Prototypes developed at the event will address each individual’s need, and the designs are published online to provide solutions to others with the same challenges.

Drawing and Painting I (Fall Semester, Grades 9-12)
An introductory level course for beginning students to gain a grasp of the elements of art and principles of design and put them into practice using two-dimensional materials. Students will learn drawing and shading techniques, depth, proportion, perspective, and more as they gain foundational skills for their artistic exploration. Students will work through projects, skill and tool development, and become familiar with critique practices as they learn to write and talk about their work in a classroom setting.

Drawing and Painting II (Spring Semester, Grades 9-11)
A continuation of Drawing and Painting I, students will continue exploring the properties and techniques found in 2D media. They will learn painting and blending skills, draw with varied techniques, and develop a personal style. Students will apply their knowledge of elements and principles through projects, skill lessons, and artist study. Students will continue their feedback and critique practices with statements and presentations about their work.

Combining Concepts (Fall Semester, Grades 10-12)
Students will focus on combining two- and three-dimensional media, creating artworks with a message, and exploring new techniques. Projects will explore traditional media and also delve into more unique styles, including crafts, digital art, and decorative arts. This course provides students with opportunities to discover areas of art and design not covered in Drawing and Painting or 3D Design, and encourages creative exploration.

Advanced Art: Photography and Digital Art
Students with a firm grasp of the concepts and principles of artmaking and who have already taken Drawing and Painting as well as Combining Concepts and/or Advanced Art are invited to join Advanced Art: Photography and Digital Art. This course will build on students' knowledge of creative concepts, rules of composition, and their own artistic vision while delving into new and digital media. Projects will explore analog and digital photography techniques, digital design programs, video and animation, and more. Artists will find new ways of combining multimedia works with traditional art materials for an entirely new artmaking experience. Prerequisite: prior art experience or Leffell art classes.

Senior Studio (Fall Semester, Grade 12)
The culmination of studio art study at Leffell, students in this course will get to develop an interest or creative concept over the course of the semester. Students will assemble a body of work with an overarching theme or technique, and present their finished portfolio in a final exhibition at the course’s end. Coursework will include artist statements
and development journals, sketches, and research on themes, techniques, or inspiration as each student puts together a composed work that speaks to their voice as an artist.

MakerClass (Fall Semester, Woodworking, Grades 10-12)
This one-semester class will explore basic woodworking design including measuring, cutting, and finishing. Students will learn about different types of lumber and how they are used for different applications. Students will learn proper safety techniques when using hand and power tools. Students will create and present several projects during the semester. This is a “learn-by-doing” class. All students — including those not enrolled in E2 — are welcome.

MakerClass (Spring Semester, Digital Design and Fabrication, Grades 10-11)
This one-semester class introduces students to “DigiFab” where computer-aided-design (CAD) software is used to produce files for 3D printing, CNC cutting, laser cutting, and vinyl cutting. Students will create and present several projects during the semester. This is a “learn-by-doing” class. All students — including those not enrolled in E2 — are welcome.

Computer Science I
This course will introduce students to the basic principles of computer science using the Java programming language. The course explores the basic foundations and fundamentals of programming to solve problems and create tools. Students will learn to create efficient and effective programs through a series of in-class labs and projects. This course (or equivalent experience) is required to take Computer Science II.

Computer Science II
This course expands on the fundamentals of computing that were introduced in Computer Science I. Students will study the data structures and algorithms that make their everyday life possible. The class will also discuss technology’s history, current events, and fields of study. Prerequisites: Computer Science I or instructor’s permission.

Computer Science III
This course will continue to build on the foundation of the previous classes. Students will cover advanced topics that open new paths for their projects. The class will learn more about how Java functions as a language through the use of interfaces, exceptions, and multithreading. Prerequisite: Computer Science II or instructor’s permission.

Computer Science IV
This course places students in an environment to explore a selection of advanced topics in computer science. The class will work with creating graphical user interfaces, databases, and networking. There will also be a focus on reading documentation.
The Leffell School Hebrew department is driven by the belief that fostering our students’ love and proficiency of Hebrew cultivates students’ connections with Medinat Yisrael (the State of Israel), nurtures students’ sense of belonging to Am Yisrael (the Jewish people), and promotes students’ understanding of their history, culture and tradition.

Grade 9

Utilizing the Bishvil Ha-Ivrit program, along with teacher-generated supplementary materials, our course of study is rooted in the communicative approach, offering students multiple opportunities to develop their communicative language skills - listening, reading, speaking and writing.

Before entering the 9th grade, students complete the Bishvil Ha-Ivrit placement test. Test scores reflect a direct correlation to the Bishvil Ha-Ivrit curriculum and its corresponding American Council on the Teaching of Foreign Language (ACTFL) proficiency standard. These results, along with a brief conversation with one of our faculty, are the criteria used to place students in the class best suited for them.

Hebrew 1 is for students who are new to Hebrew or who have not yet mastered reading Hebrew (decoding of words), writing in Hebrew (print letters and/or cursive), and/or acquired the 150 basic vocabulary words. Upon completion of this level, most students will be able to listen, view and read with comprehension, and write and speak with emerging fluency and accuracy about the following topics: basic biographical information (e.g. self and family), some daily activities and personal preferences, familiar objects from the immediate environment, and locations in Israel.

Hebrew 2 is intended for students who would benefit from additional reinforcement of the skills acquired in Hebrew 1. The first half of the school year will review and practice previously learned materials and the second half will introduce new skills and knowledge.

Hebrew 3 is designed for students who can read and write Hebrew without vowels and have mastered basic Hebrew vocabulary prior to beginning this class. Along with the acquisition of approximately 600 new vocabulary words, upon completion of the class, most students will be able to listen, view and read with emerging comprehension, and write and speak using vocabulary and syntax learned about the following topics: where I live, my room and home, my daily schedule and leisure activities, family trees, family events, map of Israel along with central cities and regions with a concentration on Tel Aviv, village life/kibbutz life, my school and schools in Israel, parties, food and restaurants, encounters with Israeli teenagers, health, art, volunteer work and charity, and friendship.

Hebrew 4 is intended for students who would benefit from additional reinforcement of the skills acquired in Hebrew 3. The first half of the school year will review and practice previously learned materials and the second half will introduce new skills, vocabulary, and knowledge.
Hebrew 5 is designed for students who have achieved the skills and linguistic knowledge goals of Hebrew 3 and/or 4. Along with the acquisition of approximately 650 new vocabulary words, upon completion of this class, most students will be able to listen, read with comprehension, and write and speak using vocabulary and syntax with ease and at greater length and sophistication about the following topics: ecology, climate and animal life; music, smartphones and social media; places in Israel and Israeli society; the Hebrew language; disagreements; history; archaeology; preservation; and friendship.

Hebrew 6 is intended for students who would benefit from additional reinforcement of the skills acquired in Hebrew 5. The first half of the school year will review and practice previously learned materials and the second half will introduce new skills, vocabulary, and knowledge.

Hebrew 7 This class is designed for students who have achieved the skills and linguistic knowledge goals of Hebrew 5 and/or 6. Along with the acquisition of approximately 500 new vocabulary words, upon completion of this class, most students will be able to listen, view and read with comprehension, and write and speak with ease using learned vocabulary, syntax, and morphology. Students’ expressive language will be employed with confidence and competence pertaining to real-world topics of general interest relevant to personal, social, community, and national contexts. Communicative tasks relate to a variety of concrete topics and some abstract topics in settings both social and academic. Students at this level are able to explain in detail and narrate fully and mostly accurately in all time frames. Topics to be covered include sleep and dreams; efficiency and multitasking; punctuality and procrastination; books, libraries, bookstores, and readers; truth and falsehood; moral dilemmas; and volunteer programs.

Hebrew Language and Culture (HLC) Hebrew Language and Culture (HLC) is a course of study designed for students who struggle with language acquisition. The HLC course of study follows the program outlined above, beginning with Hebrew 3. The class advances at a deliberate pace with instruction conducted using both Hebrew (target language) and English (native language).

Grades 10 -11 Mastery of the Hebrew Language will promote students’ understanding of their history, culture, and tradition; excite them about lifelong Jewish learning; foster a sense of belonging to the Jewish people; and cultivate strong ties with Medinat Yisrael (the State of Israel) and Am Yisrael (the Jewish people).

We focus on the four major language-acquisition skills—listening, speaking, reading, and writing—by immersing students in everything from classical Hebrew texts and historical documents to poetry, drama, and Israeli music. The curriculum is sequential and spiraling, based on a structured linguistic progression. Lessons are centered on themes of interest to teenagers, ranging from computers and sports to friendship and freedom, and, as with all language instruction, skills and vocabulary are introduced and then revisited as they are applied to new situations.
Grade 12

Conversational Hebrew: Study of Modern Hebrew Language and Israeli Culture
This course is designed for all twelfth-grade students in preparation for the Lev v’Nefesh Experience, a two-month journey to Poland and Israel. The goal of the course is to move from the formal instruction of Hebrew to the practical. Conversational Hebrew is taught using Israeli film, music, television programs and Israeli newspapers to become more familiar with how Hebrew is spoken on the streets.
Jewish Life and Learning

The Leffell School offers a robust dual curriculum, balancing a full slate of general studies with an equally comprehensive approach to both formal and informal aspects of Judaic studies. In addition to our Hebrew language program, students take academic Judaic studies courses taught by members of the Tanakh Department, which focuses on Bible and commentaries, and the Talmud Department, which focuses on the study of Mishnah, Talmud, and rabbinic literature more generally. These courses are designed for students who are continuing into the High School from the Leffell Middle School and other Jewish day schools and have the background and skills to study Jewish text on a high level. The Akiva program offers similar courses at an appropriate level to students without a day school background. Beyond the purely academic, the tefilah program offers students the opportunity to learn about and participate in daily prayer. These curricular areas are complemented by the school’s extensive array of trips, Shabbatonim, and experiential Jewish learning opportunities. Taken together, they offer a complete picture of Jewish life and learning at The Leffell School.

The following sections offer greater detail about these programs of study in tefilah, Judaic studies including Tanakh and Talmud, as well as the Akiva program.
The Leffell School seeks to offer its High School students the ability to achieve four specific goals through different aspects of the tefilah program. These goals include experiencing traditional communal prayer (on Torah-reading days), learning the basic skills of tefilah leadership, delving into the meaning of the siddur, and exploring their own sense of the sacred in a variety of elective offerings.

**Torah-reading days:** On Mondays, Thursdays, and holidays when the Torah is read, students meet by grade for tefilah. Our goal on these days is to build grade community, to familiarize students with the traditional structure of the minyan, and to develop opportunities for student leadership in tefilah. In each grade, students are encouraged to lead tefilah up to the level of their ability. In ninth grade, all students are expected to take leadership roles, including having aliyot to the Torah and acting as toranim (giving out parts for the service). In tenth grade, most students add basic leadership of the prayers and Torah reading. In eleventh and twelfth grades, all students are required to lead the service and read Torah on a rotating basis. In this way, we ensure the students’ ability to participate in other minyanim when they leave the Leffell School community.

**Other days:** On non-Torah-reading days, students meet in small groups designed around the development of particular skills or ideas. In ninth grade, students work to achieve mastery over the structure, pronunciation, and daily nusach (tunes) of the prayers, meeting as a grade on Fridays to build skills and familiarity with Shabbat nusach as well. Beginning in tenth grade, students are given the choice of elective-based tefilah classes in which they can focus on their own interests. Recent electives have included a traditional minyan (in which additional prayers are added), an “A-ca-minyan” (in which students prepare performances of tefilah-related music), an artists’ minyan (creating artwork around particular lines of the siddur), a mysticism minyan (combining traditional tefilah with a variety of ideas from Kabbalah), and a student-run Nefesh v’Guf minyan (reflecting on the way in which the siddur affects our bodies and our minds). Electives change each year based on student needs and interests. During the second semester of senior year, students daven together daily as a grade in Poland and Israel, as well as when they return to school in the spring.
Talmud Torah is a core value of The Leffell School. We seek to imbue students with an intellectual and emotional connection to the central texts of our tradition. To that end, in grades nine, ten, and eleven, students take core courses in Tanakh and Talmud. The goals of this core curriculum are to expose students to the essential themes and texts of our tradition, and for students to develop the skills to become independent, lifelong learners.

Once students have completed the core curriculum in Tanakh and Talmud they have the opportunity to explore additional Jewish texts and topics through our elective program. These elective courses include a wide variety of themes within the world of Judaic studies, as well as one required course in the study of Jewish history. The sections below provide curricular details about the core curriculum in Tanakh and Talmud and the elective offerings in junior and senior year.

All courses in Tanakh and Talmud are taught on a variety of levels in order to support the learning needs and Hebrew language levels of students. One or more sections of Tanakh classes in each year will be taught Ivrit b’Ivrit, with Hebrew as the language of instruction.

The Akiva Program

The Akiva program is designed for students who have not previously attended a Jewish day school. Akiva supports the needs of beginning learners of Hebrew and Jewish texts by immersing them in foundational narratives, ideas, and ritual practices. In ninth and tenth grades, Akiva students study together in specifically focused Akiva classes. These classes prepare students to read and decode texts in Hebrew, as well as explore the seminal stories and mitzvot (commandments) of the Jewish people. After sophomore year, Akiva students who are ready, have the option of switching into mainstream Judaic studies classes. Akiva students who are particularly motivated and well prepared may be able to switch into mainstream Judaic studies classes even earlier if desired.
Tanakh 9

The Birth of a Family
In this course, students will trace the journey of Abraham as the progenitor of a tribe. They will think critically about the family relationships described in Bereshit, Genesis — from Adam and Eve to Joseph and his brothers. Students will be encouraged to evaluate these relationships and use the narratives of Bereshit as a guide for their own development. Additionally, students will understand how the struggles and lessons learned within these relationships are the basis for the creation of a nation.

Students will gain facility with biblical Hebrew, practice the skills of close reading using the tools of literary analysis, as well as classical rabbinic commentary and contemporary critical methods to enhance their understanding of the text.

Tanakh 10

The Creation of a Nation
This course will trace the development of the nascent Israelite nation from slavery to freedom, from serving Pharaoh to serving God. Through a close reading of the book of Shemot, Exodus, we will delve into the central story of the Jewish people, discover how the Israelites respond to the new opportunities and responsibilities that come with freedom, and explore the origins and meaning of Passover with the goal of enriching our celebrations today.

Students will continue to gain facility with biblical Hebrew with the goal of reading the text in the original. They will continue to practice the skills of close reading using the tools of literary analysis, as well as classical rabbinic commentary and contemporary critical methods to enhance their understanding of the text.

Tanakh 11

The Growth of a Nation (First Semester)
The book of Bamidbar, Numbers will be the basis of study as students discover how the Torah instructs the Israelite community to be in relationship with God and each other. Starting after the giving of the commandments, the journey of our people to nationhood and autonomy is not linear, but passes through many stages of development — progress and regress. In this course, we will explore the maturation of a society, the human relationship to authority, and the struggle with faith.

Students will continue to build on the skills of close reading focusing on understanding the text in Hebrew, literary analysis, and classical and modern commentary.

The Prophets (Second Semester)
In this course, students will trace the history of the Israelite monarchy, the united and divided kingdoms of ancient Israel, and the role of the prophet as the voice of moral conscience in the courts of kings and within the community of Israel. The prophets
spoke messages of social and political truths for their time as well as universal and timeless lessons for our own day. Their words demand that we ask ourselves how we might speak uncomfortable truths and how we can engage with the social justice issues facing us today. Students will reflect on their own identities as leaders and how they will face the realities of our world, gaining inspiration from the prophets as models for moral leadership, rhetoric, and change.

**Talmud 9**

In ninth grade, students can pursue several different paths within our Talmud program, including Beit Midrash Talmud, a combination of core and elective courses, and Akiva Talmud for students who are new to Jewish Day School. This approach allows for individualization and the pursuit of each student’s interests, while assuring a strong foundation in rabbinic literature and Judaic Studies more broadly for all students.

**Beit Midrash Talmud**

Built on the *seder/shiur* model, this option is geared toward students who prefer traditional-style, focused study of a particular *masechet* (tractate) each semester, with attention paid to the *Talmud* itself, as well as *Rashi* and *Tosafot*, while building up the skills and vocabulary necessary for strong, independent learning. Each *sugya* will be approached beginning with the *Mishnah*, into the *Gemara* with an emphasis on understanding technical terms, background concepts, the flow of the argument, and medieval and modern commentaries.

**First Semester Core: The Rabbinic Revolution**

This course will introduce students to the historical era when the *Mishnah* and *Talmud* were developed, focusing on the stories of the destruction of the Second Temple and the revolutionary innovations of the first generations of rabbis. Students will develop core *Mishnah* text and analytical skills and engage in intensive study of selected passages of *Gemara*, developing the language and critical-thinking skills necessary for studying the *Talmud*.

**Second semester: Elective options**

**America and Israel: Where should a Jew call home?**

This semester-long course explores the relationship between the Jews of the Diaspora and the land and people of Israel. Looking at classic texts of *Masechet Kiddushin* and *Masechet Ketubot*, we will seek to understand how the earliest rabbinic leaders understood their
connection to Zion. Through this lens, students will formulate the role of the modern State of Israel in their own lives.

**Ethical Dilemmas in the Talmud: How should we behave?**
This semester-long course unpacks a series of ethical concerns through basic rabbinic texts: how Jews are meant to handle business interactions, changing our appearance, and interpersonal relationships. This course is text-based but designed thematically, with less focus on text skills and more on project-based learning.

**Talmud 10**

In 10th grade, students can pursue several different paths within our Talmud program, including Beit Midrash Talmud, a combination of core and elective courses, and Akiva Talmud for students who are new to Jewish Day School. This approach allows for individualization and the pursuit of each student’s interests, while assuring a strong foundation in rabbinic literature and Judaic Studies more broadly for all students.

**Beit Midrash Talmud - Year 2**

Built on the seder/shiur model, this option is geared toward students who prefer traditional-style, focused study of a particular masechet (tractate) each semester, with attention paid to the Talmud itself, as well as Rashi and Tosafot, while building up the skills and vocabulary necessary for strong, independent learning. Each sugya will be approached beginning with the Mishnah, into the Gemara with an emphasis on understanding technical terms, background concepts, the flow of argument, and medieval and modern commentaries.

**Development of Rabbinic Thought: Creating Law through Interpretation**

This course builds upon the knowledge and skills taught in the ninth grade. Students will learn whole sugyot (Talmudic sections), which explore the development of Rabbinic thought. The goal is to build a student’s ability to analyze the texts and recognize Rabbinic methods of interpretation. We will explore how the Rabbis establish the authority and boundaries of their legal system, particularly related to the values of human life and dignity.

**Talmud 11 (first semester)**

**For Whom Are We Responsible? Jewish Identity in a Larger World**

This semester-long course is designed to build on the students’ previous experience with the Talmud. Students will continue to study traditional Jewish texts, building their critical-thinking skills, and furthering their understanding of Rabbinic thought. Through topical study of Jewish texts, students will explore their identity as Jews. They will be pushed to question the roles they play and the relationships they form within their own communities, and within the larger world context. Topics of study may vary from level to level.
**Judaic Studies Electives (Second Semester)**

Elective offerings vary from year to year based on student interest. The following courses have been offered during the past few years.

**Facing History and Ourselves**

People make choices. Choices make history. What factors lead people to make the choices they make? What are the inherent aspects of human beings that can result in either being perpetrators of evil, bystanders, or upstanders? To begin answering these questions, we will “face history” by discussing human behavior in the Holocaust and in events leading up to the Holocaust. Throughout the semester, we will also “face ourselves” by discussing what factors guide us in our choices today.

**Jewish History: Major Trends in the History of Jewish Civilization**

In this course students investigate the major trends in Jewish history between the fall of the Second Commonwealth in the middle of the first century and the emergence of the Zionist movement at the end of the nineteenth century. Students uncover and examine these trends by performing the job of the historian: analyzing and synthesizing sources, asking and answering historical questions, and creating historical “products,” such as museum installations, book reviews, encyclopedia articles, maps, newspaper columns, and course syllabi.

**Jewish Medical Ethics**

Scientists and doctors can do things today that were inconceivable only a few years ago. But just because things can be done, does it mean that they should be done? Furthermore, our ways of understanding humans continue to develop and evolve. This class will explore how our traditional yet dynamic religion has been confronting some of these scientific and medical advancements. From abortion to euthanasia and beyond, we’re going to go back to our core and see how the values embedded in our tradition’s texts guide us through this ever-evolving world of options.

**JUDAIC STUDIES 12**

Elective offerings vary from year to year based on student interest. The following courses have been offered during the past few years.

**Advanced Jewish History**

In this course students investigate the major trends in Jewish history between the fall of the Second Commonwealth in the middle of the first century and the emergence of Zionism at the end of the nineteenth century. This course is designed for students interested in an independent learning environment, as significant class time is allocated to group work and assessments expect original analysis and synthesis. Students will uncover and examine the major trends in Jewish history by performing the job of the historian: analyzing and synthesizing sources, asking and answering historical questions, and creating historical “products,” such as museum installations, book reviews, encyclopedia articles, maps, and newspaper columns.
Adventures in Yiddish Land
For nearly a millenium, Yiddish was the language in which Ashkenazi Jews lived, died, worked and loved; it is a language of Torah, of struggle, of humor, of song, and of survival. While the past century has seen Yiddish mostly spoken within the ultra orthodox community, a new age is upon us--thousands of young modern and progressive Jews are returning to their roots and are forming a global movement of Yiddish renewal. This course will be an introduction to learning this beautiful and diverse Jewish language and culture.

Biblical Art and Interpretation
Jews and non-Jews have expressed their interpretations of biblical texts and ideas through a variety of artistic forms and media through the centuries. In this course we will extend the traditional scope of biblical *drash* to include classical and modern artistic interpretations of famous biblical narratives. The course will extend students’ exposure to the *Tanakh* and continue to develop their skills as close readers of text. In addition, we will practice the skill of “reading” works of art to discover the interpretations of great artists, poets, and filmmakers. Students will respond to the texts by creating artistic works of their own. The course will introduce students to fundamental concepts of visual literacy, and students will learn and engage in the formal process of critique.

Gender and Sexuality in Judaism
How has Jewish law and practice addressed gender roles and sexuality over time? This course will explore the complex relationship between ritual practice and accepted cultural norms. From classical rabbinic sources to modern debates, we will see how changing views on these topics has, at times, influenced how we practice Judaism today.

Jewish History
In this course students investigate the major trends in Jewish history between the fall of the Second Commonwealth in the middle of the first century and the emergence of the Zionist movement at the end of the nineteenth century. Students uncover and examine these trends by performing the job of the historian: analyzing and synthesizing sources, asking and answering historical questions, and creating historical “products,” such as: museum installations, book reviews, encyclopedia articles, maps, newspaper columns, and course syllabi.

Jewish Innovation & Ethics
Over the past 100 years, the world has changed at a rate unimaginable in any prior generation, and the COVID-19 era has made questions about tech use even more complex. As technology advances at an exponential rate, our abilities often outpace our conversations about what is the right thing to do. From programming AI through modifying genes, we will look for insights from our traditional text when it comes to tackling today’s evolving challenges.

Love, Politics and the Absence of God in the *Megillot* [Tanakh]
In this course, we will study three of the five *Megillot*. We will be reading the three *Megillot* which are read in the spring: *Esther*, *Shir HaShirim*, and *Ruth*. These three works all grapple with themes of love, power, politics, identity, and the definition of family.
Additionally, these texts are the only three books in Tanakh in which God is notably absent from the text.

**Messianism and Redemption in Jewish Life**
What we believe about the End of Days matters, as it affects the way we understand our life’s purpose. In this course, we will explore philosophical texts about the Messiah and Olam Haba (the World to Come), the way in which Jewish beliefs have changed over time, and what it means to say we believe.

**Modern Israeli History and Society** (note: this course may be taken as a history elective, a Judaic Studies elective, or, like any course, as a ninth-block elective course).
Since Israel’s founding more than 70 years ago, Israel has struggled to become both a nation like all other nations and at the same time the Jewish state; a democratic nation of the world and simultaneously the national homeland for the Jewish people. Israeli society is complex and multi-dimensional, comprised as it is of Jews, Muslims, Christians, Druze, and others. There is complexity even among the Jews; sabras and immigrants; Ashkenazim, Sephardim, and Mizrahim; religious, secular, and anti-religious. Moreover, Israel has been locked in a continual struggle with her neighbors, which continues to propel this tiny nation to the front pages of newspapers around the world. This course seeks to explore the complicated reality that is Israel today, through the formal structure of a history class, while at the same time inspired by The Leffell School’s core value of Ahavat Yisrael.

**Mussar Institute**
What is the one thing that your parents want you to accomplish before going off to college? Of course, they would say, “Be a mensch!” Join us on an exploration of Mussar texts (English and Hebrew) from sources including Mesillat Yesharim, Chovot HaLevavaot, and Pirke Avot that are meant to lead us to personal perfection. If you get there, you get an A for life!
World Languages

The main purpose of language is communication. The Leffell School’s world language classes help students attain a level of proficiency—first in comprehension and speaking, and later in reading and writing. It is important for students to appreciate the cultures of the people who speak the language. The Leffell School creates an atmosphere in which students are not afraid to participate, even if their answers are not perfect. They are encouraged to get as much exposure to the language as possible outside of school by participating in such activities as reading newspapers, listening to radio programs, and watching shows on television in the target language.

French 9
This course is designed for students who may have been introduced to French in middle school as well as students who are ready to begin studying French as ninth or tenth graders. Through the use of storytelling, story reading, and dramatization all in French the course is designed to integrate students who are complete beginners with students who may have a novice level ability in French. Various topics include meeting people, discussing a typical school day, describing family members and friends, going places, and planning weekend activities. Students study the present tense of regular and irregular verbs as well as the past tense. French culture, especially as it relates to teenagers, is integrated into the curriculum. Students learn about the geography and customs of the French-speaking world, comparing them to their own.

French 10
French 10 is for students who have completed the first year of French. It begins with a review of vocabulary and grammar learned the previous year. The study of grammar is more intense in French II. While expanding their vocabulary, students will study different tenses so they can communicate more effectively. Students will expand their knowledge of France and other French-speaking nations through readings. They will conduct research on some of France’s renowned artists, musicians, and writers. Communication skills in listening, speaking, reading, and writing are further emphasized at this level.

Spanish I
Spanish I will emphasize how to learn a foreign language. Students will begin by learning the basic regular and irregular conjugations of simple present- and past-tense verbs. The vocabulary presents cognates, family members, numbers, academic subjects, days of the week, months of the year, clothing, seasons, and descriptive adjectives. Students are also exposed to common idiomatic expressions and learn about the cultures of the countries they study. Spanish I will focus on the people of Central America, South America, and Spain. Students will demonstrate their knowledge and understanding of the various countries studied through comparisons between Hispanic culture and their own. The history, geography, art, customs, famous personalities, and other important topics of each nation are important aspects of this course.
Spanish II
In the first part of Spanish II, students will review grammar from Spanish I. They will then proceed to new verb tenses, including the imperfect, future, and present perfect. They will also study irregular verb forms and idiomatic expressions. Students will be asked to improve their skills in understanding and expressing their points of view appropriate to the second-year level. Practical vocabulary will be emphasized in the four communicative skills of listening, speaking, reading, and writing. Students will continue to encounter the cultures of different Spanish-speaking countries. They will deepen their knowledge of the similarities and differences between American and Hispanic cultures.

Spanish III
Level III begins with a rapid review of the previous two years’ grammar and vocabulary, after which it focuses on the present and pluperfect tenses, commands, and double-object pronouns. The main grammatical unit is the subjunctive mood, both present and past, with many of its uses. The vocabulary studied is diverse—some of it centered on travel, geography, daily activities, cooking, pastimes, life events, and health. There is a constant review of previous vocabulary and grammar. Additional idiomatic expressions are introduced and students begin to do more oral presentations and advanced readings in Spanish.

Spanish IV
This course provides students with numerous opportunities to continue to discover, learn, and use Spanish in meaningful, creative, and engaging contexts. Authentic reading materials are used to further develop proficiency in the four skill areas of listening, speaking, reading, and writing. Grammar is reviewed and used not as an end in itself, but rather as a necessary tool for communication. Students focus on “putting it all together” by integrating all skills. This course is conducted entirely in Spanish.

Spanish V
This advanced-level course will further hone and develop students’ writing and speaking skills. Critical-thinking skills will be utilized to analyze literary selections, films, and different readings. Personal reflection will be incorporated in the form of a journal. Students will be encouraged to question, interpret, synthesize, and integrate the Spanish language into their present and future lives while acquiring lifelong skills. This course is conducted almost entirely in Spanish.
Physical Education and Health

Physical Education

The Leffell School’s physical education classes for our High School students are scheduled for two periods per week; each student can choose activities which will last three to four weeks. Students can choose from tennis, basketball, floor hockey, football, soccer, softball, pickle ball, volleyball, ultimate Frisbee, and more. Each student must pass each semester of physical education to receive enough credits upon graduation.

Physical Education Exemption/Opt-out Policy

Students in grade 9, regardless of sport level, will receive 5 opt-outs from P.E. if the student:

- Plays on a Leffell School JV/Varsity team or
- Participates on a team outside of The Leffell School, and practices are a minimum of 6 hours, Monday through Thursday

Students in grades 10-12 will have the opportunity to be exempt from P.E. if the student:

- Plays on a Leffell School JV/Varsity team
- Participates on a team outside of The Leffell School, and practices are a minimum of 6 hours Monday through Thursday. Students must apply for this exemption and are not automatically approved.

Note that once a sports season ends, or if the student leaves the team or outside organization, he/she must return to his/her scheduled physical education class.

Health

In the tenth grade, each student will take a health class which will be offered by one of our physical education teachers. This one-trimester course will cover goal setting, physical activity, nutrition, tobacco, alcohol, drugs, self-management, relationship management, and sexuality.
Additional Elective Course Options

Fundamentals of Acting
In this class, students will explore core elements of acting as well as some of the techniques of several master teachers since the turn of the twentieth century. Through exercises, improvisation, monologues, and scene study, we will apply these concepts while freeing up and strengthening students’ creative selves. Goals of the course include learning a variety of warm-ups for rehearsal, performance, presentation, or interview; maintaining concentration on stage; identifying a character’s objective, actions, and obstacles; applying knowledge of acting technique to a monologue; connecting with a scene partner on stage; analyzing the job of the actor; and comprehending the emotional, physical, and vocal tools available for further study.

Instrumental Ensemble
Become a better musician while enjoying many opportunities to share your talent and passion with the entire Leffell School community. Class time will be split between rehearsing for the various performances (Leffestival, Springfest, and many assemblies throughout the year) and developing general musicianship skills through ear training exercises and an exploration of music theory.

Online Course Option Via Virtual High School
Interested students can enroll in online courses through our partnership with Virtual High School (VHS). The courses are asynchronous (students can log on to do their coursework on their own schedule rather than at a fixed time) and teacher led (all work is assigned with due dates and graded by the VHS teacher, and students interact regularly both with the teacher and with students around the country who are enrolled in the class). These courses require, on average, approximately six to eight hours of work per week (eight to ten hours for honors courses). We have found that they are best suited for independent, self-motivated workers who are seeking electives in subjects outside of our offerings on The Leffell School campus. VHS final course grades will appear on students’ school transcripts, but do not count toward a student’s GPA. Specific course requests are subject to approval by The Leffell School administration.

Study Hall
Study Hall is designed for students who want a quiet and structured time during the school day to complete school work under the supervision of a faculty member.
Academic Support

The purpose of Academic Support at The Leffell School is to enable students to meet their potential and to facilitate classroom teachers meeting the needs of all learners in their classrooms. Learning specialists, all trained in special education, work closely with students who can benefit from support outside of the classroom to be most successful, with students who need increasingly challenging material to explore, with teachers who embrace strategies of differentiation to meet the needs of the learners in their classrooms, and with parents who want to better understand the learning needs of their children.

With Teachers

We have excellent classroom teachers at The Leffell School. They are masterful teachers of their content and invest a great deal of time, energy, and deliberation in meeting the needs of their students. One of the ways they do this is by working closely with our learning specialists. Each learning specialist has a department chair as an embedded partner, with whom they collaborate and consult; learning specialists are integrated members of the department’s curriculum planning. On any given day, learning specialists might be found observing classroom teachers in their embedded departments, offering feedback to teachers to support lesson diversification, supporting teachers to better understand a learning style or a child’s needs, advocating for adjusting the manner of assessment, or providing opportunities for additional pedagogical strategies for the entire department. They are also active consultants in terms of providing learning opportunities for students who enter class at a mastery level and need further challenge.

With Students

Students needing support beyond that which they receive from their classroom teachers may attend the Center for Academic Support (CAS) as one of their elective courses. There they work with a learning specialist and receive instruction and guidance in the following areas:

1. Executive Functions – There are eight general components of executive functions that impact school performance (http://www.addrc.org/executive-function-and-school-success/) which are supported in CAS with strategies and monitoring:
   a. Working memory and recall (holding facts in mind while manipulating information; accessing facts stored in long-term memory)
   b. Activation, arousal, and effort (getting started; paying attention; finishing work)
c. Controlling emotions (ability to tolerate frustration; thinking and planning before acting or speaking)

d. Internalizing language (using self-talk to control one’s behavior and direct future actions)

e. Taking an issue apart, analyzing the pieces, reconstituting and organizing it into new ideas (complex problem-solving)

f. Shifting, inhibiting (changing activities, stopping existing activity, stopping and thinking before acting or speaking)

g. Organizing/planning ahead (organizing time, projects, materials, and possessions)

h. Monitoring (self-monitoring and prompting)

2. Memory – Supporting the three types of memory (working memory, long-term memory, short-term memory) impacts students’ skills in acquiring information and being able to demonstrate knowledge. Strategies that best exploit memory are modeled and practiced in CAS.

3. Reading – Reading development is something that continues throughout secondary education and beyond. For many students, the fact that reading is a necessary activity, a compilation of many skills, in all classes makes classroom engagement a particular challenge. Strategies for actively engaging in the text and development of skills for becoming a critical reader are explicitly taught and practiced in CAS in a scope beyond what occurs in the content classroom.

4. Writing – Writing demands a great deal of each person’s academic skills. It requires a student to have well-developed reading skills, as well as to be linguistically and cognitively organized. Knowledge of various forms of text structure and application of content is also demanded. Students in CAS have the opportunity to engage with the writing process in a more detailed way than they might in the classroom, to have more guided practice and greater individualized support with the organization of various structures and articulation of ideas.

5. Content Application – Often students learn a strategy or skill in one course and it stays. Generalizing, or the ability to apply a rule or pattern to a new context or setting, combined with overlearning, learning to the point of automaticity, is emphasized. Students practice this with facilitation by learning specialists in order to enable students to not only reach their potential but to do so with independence.

6. Frontloading – There are instances in which students in a rigorous, dual curriculum school need more time on task, as in pre-teaching and/or re-teaching, in order to be most successful. At times it is the role of the learning specialists to adjust or extend instruction so that students are able to be successful with challenging tasks.
For additional information about some of these areas, please see any of the following links:

**Executive Functioning** – http://www.greatschools.org/special-education/health/1017-executive-function-lens-to-view-your-child.g

**Memory** - http://www.cdl.org/resource-library/library_browse.phptype=subject&id=2


**Writing** – http://www.ksbe.edu/spi/PDFS/Reports/WritingProcessreport.pdf

**With Parents**

Parents and teachers working together is the best way to ensure success for any child. As a community, we emphasize the aspects of kehilah in ways that make The Leffell School unique. However, just as no two students are alike and neither are their learning needs, so too, are no two parents alike. Some may need support in understanding a child’s evaluation, some may need the learning specialist to communicate the “umbrella” view of a child’s needs on a regular basis, and others may need ideas for how to help their child at home. Learning specialists serve in all of these capacities and more.

**With Outside Support Providers**

Some of our students benefit from support beyond what is offered in school. Learning specialists communicate frequently with outside personnel and are able to partner with them, communicating about what is occurring in school and working with teachers to adopt some of the strategies being used outside of school.