

# Upper School Curriculum Guide 2011-2012

**Tarbut V'Torah Community Day School graduates will be:**

Strongly-Identified Jews Who:

- understand that G-d, the people of Israel, and the Land of Israel are the underpinnings of Judaism
- are committed to Jewish continuity and the flourishing of Jewish community in both Israel and the Diaspora
- understand and respect denominational differences and are committed to Jewish pluralism
- are imbued with Jewish ethics and values
- read, write, and speak Hebrew, the language of the Torah, Israel, and our heritage
- are knowledgeable about Jewish history
- are literate in the texts of Jewish tradition
- have synagogue skills
- are knowledgeable about Jewish holidays
- have familiarity with Jewish life cycle events

Moral and Ethical Adults Who:

- interact with others with the utmost respect, integrity, and honesty (*tzelem elohim*)
- are sensitive and responsive to the needs of those less fortunate (*tzedakah*)
- behave in a manner consistent with “love the other as thyself” (*ve’ahavata le’reaha kamokha*)
- are dedicated to serving their communities (Jewish, Israeli, American)
- are open to the opinions, ideas, and ideals of others
- will defend their principles and the rights of others
- recognize and value intellectual integrity

Critical Thinkers and Problem-Solvers Who:

- use of a variety of sources, strategies, skills, and concepts to demonstrate effective problem-solving skills
- use reflection and metacognitive thinking
- use creativity, ingenuity, and aesthetics in their thinking
- analyze the components of a complex problem
- recognize interdisciplinary relationships
- use data to analyze, evaluate and apply knowledge across disciplines
- use logical reasoning to reach sound conclusions
- generalize particular knowledge and solutions to novel situations
- apply new knowledge to real-life situations
- differentiate factual from non-factual information

Effective Communicators and Listeners who:

- write and speak with clarity
- read, comprehend, and use information from a variety of print and electronic sources
- use writing, reading, speaking, and listening in a variety of settings
- synthesize information from multiple sources and identify complexities and discrepancies in each
- ask cogent questions, and respond in an articulate manner
- formulate judgments and support them with convincing evidence
- evaluate the effectiveness of a speaker's/author's work
- employ multiple approaches to articulate complex concepts
- locate and use information from a variety of resources
- integrate technology effectively throughout the curriculum

Leaders and Team Players Who:

- demonstrate respect, integrity and acceptance of individual differences
- use teamwork in the pursuit of common goals
- take active roles outside of school
- seek guidance as necessary
- exercise leadership skills

Achievers and Life-Long Learners who:

- actively engage in the joy of learning
- positively impact their peers and their communities (*tikkun olam*)
- pursue their personal best throughout all disciplines
- understand and use organizational and time management skills to support productivity

## TVT Upper School Graduation Requirements

Most students in Grades 9-12 take eight courses in English, History, Math, Science, Hebrew, Jewish Studies, and electives. The dual Jewish Studies and General Studies curriculum helps students hone their critical thinking skills as well as make deep connections between the academic and the personal.

### Four Year Course of Study

<i>Graduation Requirements</i>	<i>9th Grade</i>	<i>10th grade</i>	<i>11th grade</i>	<i>12th grade</i>
<b>English</b> 4 years	English 9 or English 9 Honors	English 10 or English 10 Honors	English 11 or English 11 Honors	English 12CP or AP English
<b>History</b> 4 years	Modern World History or Modern World History Honors	Contemporary World History or AP European History	US History or AP US History	Government/Economics or AP Government/Economics Honors
<b>Mathematics</b> 3 years through Algebra 2	By placement of Mathematics Department	By placement of Mathematics Department	By placement of Mathematics Department	By placement of Mathematics Department (optional)
<b>Science</b> 3 years ( 2 lab science)	Biology or Biology Honors	Chemistry or Chemistry Honors	By Science Department recommendation	By Science Department recommendation (optional)
<b>Jewish Studies</b> 4 years	Group A: Honors Talmud, Midrash Group B: Jewish Ritual and World Religions, Prophets and Leadership, Seminar in Ethics Group C: D’var Torah through Film, Jewish Music, Middle East Conflict			
<b>Hebrew</b> 4 years	By placement of Hebrew Department	Next in sequence, by placement of Hebrew Department	Next in sequence, by placement of Hebrew Department	Next in sequence, by placement of Hebrew Department
<b>Visual and Performing Arts</b> 1 Year	Art, Music, Digital Photography	Art, Music, Digital Photography	Art, Music, Digital Photography	Art, Music, Digital Photography
<b>Electives</b> 3 years	Film, Journalism, New Media, Spanish, Yearbook	AP Psychology, Early Childhood Internship, Film, Journalism, New Media, Spanish, Yearbook	AP Psychology, Early Childhood Internship, Film, Journalism, New Media, Spanish, Yearbook	AP Psychology, Early Childhood Internship, Film, Journalism, New Media, Spanish, Yearbook
<b>Athletics</b> 5 points required.	1 point is equivalent to 1 semester of Physical Education (PE at the JCC, Dance or Yoga) or 1 season of a CIF sport; or 2 years of Physical Education.			
<b>Service Learning</b>	100 Hours			

### Department Philosophy

The Athletics department believes that physical activity, whether individual or organized, can have a tremendous positive impact on a student's wellbeing. The department stresses the promotion and achievement of two of the TVT ESLRs in particular—Leaders and Team Players and Life-long Learners. Other goals include the following:

- To provide physical activity essential to optimum growth and development
- To provide physical activities that will contribute to the student's knowledge of how to use leisure time wisely
- To offer a wide range of activities for motor skill development
- To provide opportunities for mental development through the learning of game rules, techniques and strategies
- To provide opportunities for individual activities

In our physical education classes, neither winning nor losing is at the heart of the class. What matters is that competition melds together physical potential and capabilities in a positive, meaningful way. The student is not simply going through the motions of walking/jogging up and down the field or court, but rather putting forth *real* effort. Our goal is not to identify winners but to make winners of ordinary students.

### Introduction to Dance (Grades 9-12)

Dance students will learn, experience, and master skills from the different genres of contemporary dance including: ballet/lyrical, musical theatre, jazz, and hip hop. Students will also be expected to work together in groups in order to create their own choreography. These dance experiences will give students the knowledge necessary to freely use terms and ideas involved in critiquing live dance performances. It will also help them to gain the skill and confidence necessary in order to participate in a live performance. This class may be taken either as a P.E. class or as an elective.

**Prerequisite:** None

### Dance Team (Grades 9-12)

More experienced dance students will continue to practice, experience, and master skills from the different genres of contemporary dance including: ballet/lyrical, musical theatre, jazz, and hip hop. Students will also be expected to perform at various school and sporting functions. This is an intensive lab class. This class may be taken either as a P.E. class or as an elective.

**Prerequisite:** Minimum of 3 years of dance experience.

### Yoga (Grades 9-12)

Yoga students will learn postures and core strengthening exercises designed to relax the body and mind. Exercises facilitate the flow of energy in the body and increase flexibility in the muscles, joints and spine. We will practice breathing techniques for relaxation, energy and clarity. We will develop better balance and sensitivity in our bodies by becoming more aware of them through practice and discipline.

**Prerequisite:** None

### Department Philosophy

“...all experience is an arch where through Gleams that untraveled world... [where we can] follow knowledge like a sinking star, Beyond the utmost bound of human thought.”

--Alfred, Lord Tennyson “Ulysses”

At Tarbut, the study of literature and composition emphasizes the crucial value of the written word and the study of the human condition. Literature from different times and places reveals how it feels to undergo all manner of experience and explores the meaning of the experience.

Students learn to read with a critical mind all genres, representing a broad range of historical and cultural perspectives. Practice in writing in various modes allows students to develop their ability to articulate thought and feeling; they learn that writing is an extensive and ongoing process. Student writing emerges from coursework and student interest.

The overall program strives to achieve proficiency in all facets of English studies. The department endeavors to establish tools by which students become lifelong learners who will read and write thoughtfully and analytically, appreciating the products of other minds and the expression of their own.

Criteria for placement into English Honors courses:

- A- or better,
- Teacher recommendation,
- In-class essay graded by English Department

### **English 9\*: Exploration of World Literature and Composition**

English 9 broadens students’ historical, social, cultural, literary, and personal consciousness by exploring literature from around the world and from different eras. Core reading includes novels and short stories as well as poetry and may include texts by Homer and Shakespeare. Writing instruction teaches writing as a process that involves thinking, planning, composing, revising, editing, and sharing. Writing assignments are varied and focus on developing students’ reflective and analytical voices. The main goal of the English 9 writing curriculum is the mastery of the five-paragraph essay. Vocabulary and grammar study are also important parts of the course. Mastering vocabulary from core and personal reading, learning word attack skills such as analogies and classical roots, and studying grammar and mechanics sharpen personal communication skills as well as prepare students for the SAT I and II.

**Prerequisites:** Completion of English 8 or English 8 Honors

## **English 9 Honors\*: Exploration of World Literature and Composition**

The difference between English 9 Honors and English 9 is that the honors students have a greater volume of reading and analytical writing and are required to work more independently. Honors students are expected to have mastered the five-paragraph essay upon arrival into this class. English 9 Honors broadens students' historical, social, cultural, literary, and personal consciousness by exploring literature from around the world and from different eras. Core reading includes novels and short stories as well as poetry and may include such authors as Shakespeare, Golding, Achebe, Orwell, Shaw, and Paton. Writing instruction teaches writing as a process that involves thinking, planning, composing, revising, editing, and sharing. Writing assignments are varied and focus on developing students' reflective and analytical voices. Vocabulary and grammar study are also important parts of the course; mastering vocabulary from core and personal reading, learning word attack skills such as analogies and classical roots, and studying grammar and mechanics sharpen personal communication skills as well as prepare students for the SAT I and SAT II. Students also read four outside reading books throughout the year to further develop their independent analytical skills.

**Prerequisites:** Completion of English 8 with a grade of A- or better and teacher recommendation

## **English 10\*: European Literature**

In this course we will read from a variety of plays, novels, poems and short stories and consider the themes that help illuminate the human condition and our own personal journeys. English 10 challenges students to expand their critical reading, writing, and thinking skills as well as social, political, and personal awareness through literature that augments their study of European history. Writing assignments aim to sharpen the skills of close reading, literary analysis, argumentation, comparison, and narration as well as to promote thoughtful reflection. Ultimately, the goal of this course is to increase student confidence in writing skills—and familiarity with literature—as students prepare for college (and the SAT) in the coming years.

**Prerequisites:** Completion of English 9 or English 9 Honors

## **English 10 Honors\*: European Literature**

Honors English students have a different reading list, and a greater volume of reading and analytical writing, from their English counterparts. Honors English students are required to work more independently. English 10H challenges students to expand their critical reading, writing, and thinking skills as well as social, political, and personal awareness through literature that augments their study of European history. Core reading includes representative authors from the western and Jewish literary traditions. An increased reading of poetry intends to develop both appreciations for the genre as well as familiarity with its technicalities. Writing assignments aim to sharpen the skills of close reading, literary analysis, argumentation, comparison, and narration as well as to promote thoughtful reflection. Students continue to broaden their vocabulary from core and recreational reading.

**Prerequisites:** Completion of English 9 or English 9 Honors with an A- or better, writing sample, teacher recommendation.

## **English 11\*: American Literature**

In English 11, students continue to expand their critical reading, writing, and thinking skills as well as their social and political awareness through literature that parallels their study of American history. Core reading includes novels, plays, short stories, and poetry, and authors such as Shakespeare, Lorraine Hansberry, and J.D. Salinger. Students continue their exploration of major literary and philosophical movements. Writing assignments aim to sharpen the skills of close reading, documentation, literary analysis, and comparison/contrast. Students continue to broaden their vocabulary from core and recreational reading and from etymological study. Usage mechanics, timed writing, and sentence skill practice continue to prepare students for the PSAT and SAT II. Students also read four outside reading books throughout the year.

**Prerequisites:** Completion of English 10 or English 10 Honors

## **English 11 Honors\*: American Literature**

In English 11 Honors, students continue to expand their critical reading, writing, and thinking skills as well as their social and political awareness through literature that parallels their study of American history. Core reading includes novels, plays, short stories, and poetry by authors such as Shakespeare, J.D. Salinger, and F. Scott Fitzgerald. Students continue their exploration of major literary and philosophical movements. Writing assignments aim to sharpen the skills of close reading, documentation, literary analysis, and comparison/contrast. Students continue to broaden their vocabulary from core and recreational reading as from etymological study. Usage mechanics, timed writing, and sentence skill practice continue to prepare students for the PSAT and SAT II. Students also read four outside reading books throughout the year. Aside from the reading list, the difference between the Honors class and the College Prep class is that the honors students have a greater volume of reading and analytical writing and are required to work more independently.

**Prerequisites:** Completion of English 10 or English 10 Honors with an A- or better, writing sample, teacher recommendation

## **English 12\*: Creative Writing**

In this course we'll explore the function of writing in guiding us to discover and reflect upon our own personal journeys. Time and time again we find ourselves standing at the crossroads of decision, aware that each individual path leads to a seemingly infinite number of destinies. The question then often becomes whether to take the "beaten path" or to venture down the "one less traveled by." We will explore our personal journeys through the medium of creative writing, including poetry, fiction, essays, and screenwriting. Along the way, we'll read widely from exemplary work in all of these areas, appreciating the importance of reading and understanding great writing in order to *create* great writing. Ultimately, the goal of this course is to increase student confidence in his or her writing skills—and familiarity with literature—in advance of the journey to college next fall.

**Prerequisite:** Completion of English 11 or English 11 Honors

## **AP English Literature and Composition\* (Grade 12)**

AP English is an accelerated, literature-based course, which uses writing as the primary mode of assessment and introduces students to college-level scholarship involving careful reading and critical analysis of imaginative literature. Focus includes the historical placement of works as well as features of genre, literacy of Western tradition, rhetorical analysis, and sentence style and correctness. In addition to writing about each major work of literature under study, students will produce essays on poetry, drama, and non-fiction. The texts and assignments, especially concentration on the timed essay, help prepare students for the College Board AP English Literature exam. The texts and level of inquiry are equivalent to a college freshman humanities course. Texts include “Their Eyes were Watching G-d”.

**Prerequisites:** Completion of English 11 or English 11 Honors with an A- or better, writing sample, teacher recommendation

## **English Electives**

### **Journalism\* (Grades 9-12)**

In Journalism, students learn the principles, ethics, and responsibilities of a free press. They not only write news, feature and sports stories as well as editorials but also design pages with desktop publishing software they build editing skills, distribute The Lions’ Pride and experience the challenges of teamwork. To take Journalism, students must have a teacher recommendation, a healthy work ethic, the ability to work independently, and a willingness to dedicate significant extra time during the school day or after school.

**Prerequisites:** A grade of B or better in English and teacher recommendation.

### **Yearbook (Grades 9-12)**

This class produces the Upper School/Middle School yearbook. This entails deciding on the theme of the yearbook and weaving it throughout the book, making sure as many students as possible are included in pictures and text. Students engage in a variety of tasks, such as creating computer-generated layouts, taking pictures, and writing captions. Students learn many aspects of journalism as well, and demonstrate leadership, teamwork, problem solving skills, and effective communication. Photography is a major component of yearbook. Students must take photographs of in school and after school activities. Students must be prepared to meet deadlines. Following the completion of the yearbook and its delivery to the publisher students will do an individual project to further enhance their skills.

**Prerequisites:** None

## Foreign Language: Spanish

### Department Philosophy

The teaching of Spanish is based on the idea that it is essential to learn other languages and thus to learn about other cultures, especially with the 21<sup>st</sup> century global economy that our students will encounter in the working world of the present and future. At all levels of Spanish, we instruct in the target language and clarify meaning and express understanding without translation. We provide a rich target language environment and thematic cultural content in which students learn to express personal meaning in Spanish.

The Foreign Language Department determines student enrollment in AP classes by the following criteria: a minimum B+ grade and teacher recommendation.

### Spanish 1\* (Grades 9-12)

Spanish 1 is a comprehensive basic course in which the student achieves facility in all aspects of listening, understanding, speaking, writing, and reading of the first-year lessons. Idiomatic expressions and verb conjugations are stressed in addition to other grammatical concepts. Hispanic history and civilization are introduced in conjunction with customs as a supplement to the text.

**Prerequisite:** None

### Spanish 2\* (Grades 9-12)

Spanish 2 begins with a general review of Spanish 1 and quickly advances to a more complex development of the four major skills: listening, speaking, reading, and writing. A proficiency-oriented and integrative approach to teaching permits students to progress from controlled practice to more meaningful practice, and ultimately, open-ended activities in the four major language skills. Cultural awareness is included at every learning stage by means of articles, lecture, and audio-visuals. Authenticity of expression is emphasized so that the students develop a sense of social and contextual appropriateness. High frequency and high interest vocabulary is placed in a context that is culturally realistic, as well as meaningful and interesting for students. The indicative as well as the subjunctive moods are studied and reinforced in paragraphs and oral discussion. The students are expected to speak Spanish at an appropriate level, during class.

**Prerequisites:** Completions of Spanish 1 with a grade of C or better

### **Spanish 3\* (Grades 10-12)**

Spanish 3 begins with an extensive review of Spanish 2, bridging necessary gaps. Various opportunities encourage and motivate the students to develop fluency and accuracy in the four major skills of speaking, listening, reading, and writing. Students use as much real-life and “active” vocabulary for constant reinforcement and communication, and they progress in developing functional Spanish. The approach to this course is proficiency-oriented and integrative, with the four skills and culture reinforcing one another in a spiraling fashion. Situations that are relevant to the students and high-frequency vocabulary motivate the students to initiate and participate in active communication. Short stories and poems further expand student interest and serve as stimuli for student-centered oral and written communication and critical thinking skills.

**Prerequisites:** Completions of Spanish 2 with a grade of C or better

### **Spanish 4\* (Grades 11-12)**

Spanish 4 is conducted in Spanish and is an advanced level course that prepares the student for the Spanish SAT 2 and Advanced Placement Spanish. This course focuses on proficiency and active communication in Spanish through advanced grammar study, writing, lecture, and classroom discussion. The student will develop fluency in spoken and written Spanish by studying various genres of literature and poetry. Vocabulary acquisition, idiomatic fluency, and natural expression are broadened through additional outside readings, magazines, and newspapers. Classroom presentations, reporting, and writing on current events and various cultural interests provide for the development of a higher degree of competency in listening, speaking, reading, and writing. The course content will reflect interests that are shared by students and teacher and will include topics on film, theater, art history, and contemporary issues. Frequent compositions improve ability to compose expository passages with fluency and accuracy of expression. Intensive language study further expands proficiency in realistic communication, critical thinking, and interpretation.

**Prerequisites:** Spanish 3 and Department recommendation

### **AP Spanish Language\* (Grades 11-12)**

This course is designed to be comparable to advanced level (fifth- and sixth-semester or the equivalent) college/university Spanish language courses. It seeks to practice skills in listening, reading comprehension, and oral expression as well as provide a foundation in Spanish language grammar composition. This course seeks to help students develop the following: the ability to comprehend formal and informal spoken Spanish; the acquisition of vocabulary and the mastery of structure so as to allow the easy, accurate reading of newspaper and magazine articles, as well as of modern literature in Spanish; the ability to compose expository passages; and the ability to express ideas orally with accurate fluency. The overall goal of the course is to prepare students for success on the AP Spanish Language Exam. Throughout the course, the grammatical component of the language will be reviewed and tested using different approaches.

**Prerequisites:** Department recommendation

# Hebrew Language & Literature

## Department Philosophy

Our curriculum is driven by the belief that mastery of the Hebrew language will promote students' understanding of their history, culture, and tradition, thus, fostering a sense of belonging, to the Jewish people and the 'core values' emphasis at Tarbut V'Torah: Kavod (respect), Tikkun Olam (repairing the world), Tzedek (justice), Emet (truth), and Chesed (kindness). Hebrew language study will cultivate strong ties with the state of Israel and Klal Israel (the wider community) which will ignite a commitment to lifelong Jewish learning.

## Overview and Goals

Hebrew, a heritage language for the Jewish People, enriches us through the learning process. The mastery of Hebrew allows for the highest level of participation in Jewish culture, scholarship, and the spiritual endeavors of the Jewish People. The essential goal of the Hebrew program at TVT is to reach mastery of Hebrew for our students.

## Placement

- The students are placed according to their proficiency in the language, and not solely based on grade or age.
- Students will take a placement exam in May during 5<sup>th</sup> grade (online, by Neta), and during 8<sup>th</sup> grade (internally) to determine appropriate placement.
- Ongoing Hebrew placement will be based on a nationwide, online placement test, and teacher assessment of student's writing ability.
- Placement in the Honors track requires students earn a B+ or above at their level, and a recommendation from their teacher.

## TVT Hebrew Department offers 4 different tracks to its students:

- Ulpan
- Regular
- Honors
- Post Neta/ Native speakers

### Ulpan:

This track is designed for students with difficulties in foreign language acquisition. In this track, each year, for 3 years, the students learn reading, verb conjugations, writing, and basic conversational Hebrew. The students are recommended to study Hebrew for 3 years of Ulpan: Ulpan 1, 2 and 3. (New students will not be placed in this class.)

**Regular:** Our regular track is designed for the majority of TVT students. In this track students will learn using the communicative approach in an immersion environment, using the Neta curriculum. Students in this track will cover 3 topics (books) a year. For example: Neta books 1-3, 4-7 etc.

New students to TVT with no history of difficulties in learning a second language will be placed in the Hebrew Level 1 class.

**Honor:**

Our Honor track is designed for students who are interested in enriching their knowledge to depth in their level using literature and text. In this track students will learn using the communicative approach in an immersion environment, using the Neta curriculum.

Hebrew level	Regular track Neta books covered	Honors track Neta books covered
1	Alpha <sup>1</sup> A,B	--- * <sup>2</sup>
2	1,2,3	1-4
3	4,5,6	5-8
4	7,8,9	9-12
5	10,11,12	13-16
6	13,14,15	17,18,21,22
7	16,17,18	23,24,25
8	21,22	*Honor <sup>3</sup> *

Students in this track will cover 4 topics (books) a year. For example: Neta books 1-4, 5-8 etc.

- **Hebrew 8 Honors:**

This *course* offers a different view of Hebrew language and literature. In this course the students will analyze the language as a system, will learn the history of the language and will read poems, stories and novels. This course is designed mainly for the senior class and is recommended only to "Neta graduate students".

- **Post Neta/ Native speakers**

TVT recognizes the special needs of native speakers/Neta graduate students, and offers an equivalent curriculum to the one offered in Israel. At the end of the track students may choose to participate in the "Bagrut" exam for Hebrew grammar and/or literature offered in the local embassy. Our goal is to provide our students with an experience similar to growing up in Israel, and attending an Israeli high school. This course will best suit Israelis but is opened to "Neta graduate" students as well. This course offers a very challenging level of learning and a long term commitment and dedication of all parties involved: teachers, parents, and most importantly, students.

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<sup>1</sup> Alpha is a thorough introduction to all Neta books. It will take **2 years** to complete Hebrew1.

<sup>2</sup> The distribution to regular and Honor courses can be done only based on experience in the language and teacher recommendation. Therefore we will have only one track for this level.

<sup>3</sup> see description on this page

## **Neta graduate student is:**

- A student who finished learning all 25 books of Neta or
- A students who earned 100% on the Neta placement exam
- A student who earned 700 points on the subject SAT test for Hebrew

## **History**

### Department Philosophy

The study of history provides a context of historical knowledge essential for an understanding of the contemporary world. By analyzing historical events, students appreciate more fully the complexity of human experience. By examining social changes in other times, they develop a broad perspective and the ability to weigh evidence and assertions that citizens live with in a rapidly changing world. The history department at Tarbut is committed to developing curriculum that provides meaningful experiences in student learning. At all levels, the department provides students with the tools to think rigorously, to research and thereby generate knowledge empirically, and to articulate their thoughts coherently. One vital focus is on the development of reading and writing skills. Throughout the courses, close critical reading is emphasized using textbooks, primary sources and literature. Activities and assignments incorporate vocabulary-building and encourage students to engage with the text on several levels. Writing instruction is designed to scaffold through the years in history courses, creating students who are skilled in expository and analytical writing. Uncovering and nurturing students' abilities, shaping a community of active scholars and researchers, and fostering a love of learning that will continue beyond Tarbut are our ultimate goals.

Criteria for placement into History Honors and Advanced Placement courses:

- A- or better,
- Teacher recommendation

### **Modern World History\* (Grade 9)**

In this course students examine major turning points—political, social, and economic-- that have shaped the modern world. In the first semester, beginning with the feudal system and ending with the French Revolution, students focus on events that occurred in Western Europe. Students study the Enlightenment and the philosophical ideals of Machiavelli, Hobbes, Locke, Rousseau and Montesquieu in order to understand their influence on democratic institutions. They learn to analyze art and to understand how it reflects a society's values. The focus of the second semester will be on contemporary and developing issues. Regions of the world that were colonized by Europe during the age of imperialism will be researched and solutions to a wide scope of problems will be proposed. The culminating activity for the semester will be a meeting of the minds, allowing students to adopt the views of historical and literary figures in order to come together to discuss world issues. This activity will allow students to improve skills in research, presentation, public speaking and problem solving.

**Prerequisites:** None

### **Modern World History Honors\* (Grade 9)**

This more intensive course covers the same content as Modern World History but incorporates more depth and concentrates on higher-level skills. Students examine the detailed causes and effects of the turning points that have shaped the modern world. They also develop thinking, speaking and writing skills in connection with their deeper knowledge of history. Students in the honors course are required to participate in scored discussions and to complete numerous written essays, such as an analysis of Machiavelli's *The Prince*.

**Prerequisites:** None

### **Contemporary World History\* (Grade 10)**

Contemporary world history explores the complex interaction of historical events in different regions of the world. Beginning with the Age of Imperialism in Europe, the class will study the impact of colonization on Asia, Africa, and the Americas. The rise of nation-states leads the class into the 20<sup>th</sup> Century. Students examine the causes of World War I, the war itself, and its aftermath. Other units of study include the Depression, the rise of totalitarianism, World War II, the age of the superpowers and the Cold War, and the demise of the Soviet Union. Throughout the year current events are woven into class discussions and activities, making history relevant for students. The class culminates with a final project in which students investigate the ways in which history can impact the future.

**Prerequisites:** Successful completion of Modern World History

### **AP European History\* (Grade 10)**

This course prepares students for the Advanced Placement test in European History and also is designed to satisfy intellectual curiosity about an influential and dramatic part of world history. Students study Europe from the Middle Ages to present day. The complexity of readings, deep level of analysis and rigorous pace of the course provide accelerated and motivated students a college-level experience. In addition to the class lectures, discussions and tests, students will be expected to do considerable reading of historical texts and primary source documents and writing of essays both in-class and as homework.

**Prerequisites:** A- or better in Modern World History or Modern World History Honors and teacher recommendation

### **United States History\* (Grade 11)**

United States History is a survey of 20<sup>th</sup> century America. The first quarter is a general review of United States history from its colonial inception to approximately 1900. The focus is on the origin and development of democratic institutions in America, the nation's social framework, and cultural evolution. The second quarter begins a more in-depth study of America in the 20<sup>th</sup> century and will focus on the Progressive movement, American involvement in imperialism, and World War I and its aftermath. The second semester covers the period between the 1920's and the 1990's with particular emphasis upon the Great Depression, World War II, the Cold War, Civil Rights, and the Vietnam War. A term paper is required in the second semester.

**Prerequisites:** Successful completion of Contemporary World History or AP European History.

## **AP United States History\* (Grade 11)**

This course prepares students for the Advanced Placement Test in United States History. Advanced Placement U.S. History is an accelerated and intensive study of United States history from pre-colonial to contemporary times. Basic historical, economic, geographical, social, and political knowledge and concepts, as well as reasoning and research skills will be emphasized. Students receive extensive training in the writing of timed essays and primary document analysis.

**Prerequisites:** A- or better in Contemporary World History or AP European History and teacher recommendation

## **Government\* (Grade 12--one semester)**

This course provides an understanding of the foundations, growth and changes of the American democratic system. A study of the United States Constitution generates information about the legislative, executive and judicial branches of government at the national, state, and local levels. Students will understand the system of checks and balances under our Constitutional system. The course closely examines the electoral process and the formation of public policy. Political activism will be encouraged through following and participating in an election process. Major rights and freedoms will be discussed and civic responsibility will be explored. Current events are addressed continuously in the context of our studies. The culmination of the semester is a unit on comparative political systems. Community service activities will be a required component of the class along with position papers on current topics.

**Prerequisites:** Successful completion of US History or AP US History.

## **AP Government and Politics United States\* (Grade 12--one semester)**

This course prepares students for the AP Government test. Units covered include the Constitutional Underpinnings; Political Beliefs and Behaviors; Political Parties, Interest Groups, and Mass Media; Institutions: Congress, Presidency, Bureaucracy, Courts; Public Policy; Civil Rights and Civil Liberties. Students receive considerable practice with the timed essay.

**Prerequisites:** A- or better in US History or AP US History and teacher recommendation

## **Economics\* (Grade 12--one semester)**

This course is designed to introduce students to the basic economic concepts and terms necessary for the understanding of financial structures. This course focuses on economic and political issues, such as trade, development, security, foreign aid, and international business. Students use economic and political models and theories to analyze, predict, and develop solutions to world problems. Students are required to read excerpts from books, magazines, journals, and newspapers in order to understand the current world financial situation. Time is dedicated to personal budgets, investment strategies, and financial planning for college.

**Prerequisites:** None

This course is also offered as an honors course.

## History/Social Science Electives

### AP Psychology\* (Grades 10-12)

This course prepares students for the AP Psychology exam. An underlying theme of the course is the importance of understanding objective, empirical methods of collecting and interpreting data, including a basic knowledge of descriptive and inferential statistics. In addition, students must be able to understand and critique descriptive, predictive, and experimental research methods, and most, if not all, topics should be linked to the type of research methodology that supports or produces them. Students should be aware of the logically permissible appropriate inferences, conclusions, and generalizations that can be made based on the research method used or statistical analysis applied. Additionally, students relate information to the major psychological themes, including nature/nurture, continuity/discontinuity, change/stability, idiographic/nomothetic, mind-body interactions, and homeostatic (opposing process) regulation. Perspectives include psychoanalytic, behavioral, cognitive, humanistic, biological, and social-cultural.

**Prerequisites:** B or higher in Biology

### Middle East Conflict\*

This course examines the origins of the Arab-Israeli conflict. From the fall of the Ottoman Turks to the current escalation of violence with the Hamas-ruled Gaza Strip, students will study the rich, dynamic, and complex history of Israeli-Arab relations over the past 100 years. Throughout the semester we will learn and apply the tolls that historians, anthropologists, and political scientists use to piece together the past and understand the reasons for the current situations in the Middle East. The course will look at the history of the conflict through this lens: “How did this come to be?”

**Prerequisite:** None

## Jewish Studies

### Department Philosophy

The principles upon which the Jewish Studies department is founded can be said to form the four legs of a table: the mind (knowledge) *shulchan*, (the heart) *da'at*, (the hand) *lev*, (justice) *tzedek*, and the soul *neshama*. The goals of the department are as follows:

- ✧ To nurture life-long Jewish learning with a sophisticated capacity to learn a broad range of Jewish sources.
- ✧ To activate love and joy for Jewish learning and respect for diverse forms of Jewish practice and philosophy; to strengthen a deep connection to the Jewish people and to Israel.
- ✧ To foster and encourage student embodiment and application of Jewish learning through living the values and practices of Judaism focusing on perfecting the world – *tikkun olam*.
- ✧ To refine the soul by teaching a curriculum that develops cognitive skill, emotional reflection, and a relationship with the sacred.

Students will:

- ✧ Become independent and literarily astute readers of the Jewish text in Hebrew and English.
- ✧ Engage in the learning of ancient, rabbinic, and modern modes of interpretation of the Biblical and Rabbinic texts while seeing themselves as a link in this ongoing chain of interpretation.
- ✧ Appreciate Jewish holy texts as multi-vocal, complex, and in the context of historical development.
- ✧ View the Tanakh and Rabbinic texts as the formative narratives of the Jewish people – past, present, and future.
- ✧ Understand and value how the Land of Israel informs and shapes the historical, theological, and sociological experiences of the Jewish people through the study of Tanakh and Rabbinic texts.
- ✧ Develop an appreciation for the sacredness of the Tanakh and Rabbinic texts as the primary records of the meeting between God and the People of Israel and as essential texts through which Jews continue to grapple with theological, spiritual, and existential questions.
- ✧ Understand, through the study of Tanakh, Rabbinic texts, and their interpretations, the role of mitzvot in the shaping of the ethical character and religious practices of the individual and the Jewish people.
- ✧ Develop a love of Torah and Jewish texts for their own sake and embrace them as inspiring resources that inform their values, moral commitments, and ways of experiencing the world.

### **Rationale and Background of the Upper School Judaic Curriculum**

The development of a successful Judaic Curriculum is nothing if it cannot reach our student body. Jewish living in Orange County, CA has manifold meaning to each family and each individual student. We embrace diversity to strengthen our Jewish roots while drawing nourishment from the same roots. The Judaic curriculum can control the flow of information to our students, and we help to shape the feelings, thoughts, and deeds that follow from our transfer of Judaic knowledge.

The Jewish tradition addresses the challenges with which modern society confronts our historical Jewish values, beliefs and hopes. Many times, the intersection is harmonious while at other times our students struggle with the endeavor to uncover understanding and relevance in terms of their own lives. The curriculum is designed to help our students to grow through the experience of immersion in the world of Jewish study in an environment that recognizes there is no monolithic answer to what it means to be Jewish.

The graduate of our program has engaged in classic Jewish study and has the capacity to apply that study with action. He or she explores the intricacies of *halakhic* reasoning and the rich interpretation from our scholars that cover both the exegesis of Jewish tradition and the transmission of interpretative meaning found in our holy sources.

As the Torah explains that life was blown into Adam's nostrils, we create a life for Judaic knowledge through our discourse, study and activities within the upper school Judaic department. In order to give animation to that life, our courses encourage the student to search for a range of meaning in terms of Judaic knowledge extending from the level of basic factual lessons to synthesis and application of the highest levels of learning.

The terrain that our studies take place is one that has beauty, sustenance, variety, challenges, rewards, and the full capacity to transfer our Jewish roots to the student at Tarbut V'Torah Community Day School.

### **D'var Torah through Film**

As an outgrowth of the existing New Media class, this new course will be a joint venture of the Jewish Studies and Arts departments and focus solely on the *Parashat HaShavua* component of T'V Today. While allowing students to develop a hands-on working knowledge of television production, this class will also involve in-depth study of the weekly Torah portion and both classical and modern commentaries. Students will study, discuss, and create 'pitches' for the D'Var Torah segment of the program and, ultimately, write and film that portion of the show.

**Prerequisite:** None

### **Honors Talmud**

You will develop your analytic and literary skills by exploring Talmudic texts in depth. The tractate(s) will be chosen collectively by the instructor and you. We will pay special attention to the structure, sources and context for each sugya (thematic unit). Study will include the classical commentaries of Rashi and Tosafot.

**Prerequisite:** None

### **Jewish Music**

The goals of the Jewish Music/T'Fillah course are multifold: to provide students with the opportunity to play and sing sacred music for enjoyment and for Kabbalat Shabbat and T'fillah, to introduce the notion of 'sacred music' and to give students an appreciation for its capacity to enrich the culture and worship experience, to familiarize students with various components of both the Shacharit service and of Kabbalat Shabbat so that they can gain an appreciation for the variety of melodies that currently exist, to expose students to classical and modern Jewish composers and their work, to provide students with the musical and liturgical background they need to be able to compose and present their own melodies, and to provide students with a cultural and historical backdrop for the melodies discussed in class. Students must be willing to sing, read music or learn to read some music as well as perform said music. Students are not required to have musical background but such background would be very helpful. Willingness to play some instruments including percussion, piano, guitar, woodwinds, brass, or any other noise making device is necessary, as is a willingness to participate in the leadership of school-wide tefillah.

**Prerequisite:** None

## **Jewish Ritual and World Religions\***

The purpose of this course is to study the idea of mitzvot, the bedrock of Jewish practice. The word mitzvah has entered our vernacular with an often imprecise meaning. The term has been used in a variety of contexts: for charity, commandment, obligation from God, Jewish law, fence around the Torah, Bar and Bat Mitzvah, among many other notions. The intent of this course is to help our students develop a functional and specific meaning for the concept of Mitzvot. Through study, the meaning and understanding of Mitzvot will be introduced, studied, evaluated, and ultimately, defined by the class participant. This course will include the following units: Revelation and Covenant, Ritual-based Mitzvot (e.g. Kashrut), Behavior Mitzvot e.g. “you shall be holy, for I am holy,” Speech: Constructive – Lashon Tov, Destructive Lashon ha-Ra, Contrast of Judaism to other world religions.

**Prerequisite:** None

## **Midrash**

This course explores “Midrash,” or classic rabbinic stories. We will examine Midrash not only as a tool of Biblical interpretation but also as a mode of addressing fundamental questions of what it means to be human and Jewish. We will teach the class in English and translations will be available for all texts.

**Prerequisite:** None

## **Middle East Conflict\***

This course examines the origins of the Arab-Israeli conflict. From the fall of the Ottoman Turks to the current escalation of violence with the Hamas-ruled Gaza Strip, students will study the rich, dynamic, and complex history of Israeli-Arab relations over the past 100 years. Throughout the semester we will learn and apply the tools that historians, anthropologists, and political scientists use to piece together the past and understand the reasons for the current situations in the Middle East. The course will look at the history of the conflict through this lens: “How did this come to be?”

**Prerequisite:** None

## **Prophets and Leadership\***

This course will provide an opportunity for the student to become living interpreters and commentators of the texts of the Prophets by giving them the best rabbinic and literary tools to stimulate thought and creativity regarding the course of study. In the form of stories, these texts are a profound exploration of what it means to be a human being who rejoices, suffers, struggles with God, and has free will to make good and sometimes not-so-good choices in the world. By exploring the stories of these biblical characters, the student will begin to explore his or her own stories. He or she will use these stories as a means to understand more fully the challenges that face human beings in the world and the awesome power of their free-will to make their story a magnificent work-in-progress.

We will study four main texts. The first is the Book of Jonah, central to Yom Kippur as Jonah is recited and the concept of change and transformation is considered deeply. The second, Amos, focuses on issues of social justice and perfecting the world through *Tikkun Olam*. The third, Esther, focuses on the

themes of Purim and the different styles of leadership while considering what it means to masquerade an identity. The fourth, Ruth, incorporates the themes of Shavuot while providing the student with the opportunity to study the spectrum of human response, from kindness to neglect. Biblical texts never really stand alone. They are filled with references to- and echoes of texts throughout the canon. So, while we are focusing on the Prophets, we also hope to help the student achieve real mastery and comfort with the Jewish Bible as a whole. Throughout the year, we give the students the skills and knowledge to know their way around the Bible and to have a working knowledge of its contents.

**Prerequisite:** None.

### **Seminar in Ethics**

Judaism puts its ideals into practice through a system of laws called *Halakhah*. Traditionally viewed as a “path” on which Jews walk through life, *Halakhah* offers guidance as we confront difficult problems. In this course, students will study and question texts that illustrate how Jewish law develops and adapts over time. We will explore how Jews have interpreted the books that make up our tradition and add our own voices and ideas to the conversation. Building on what students have learned about law in earlier years, we will ask how contemporary Jews view Jewish law and how they apply it to ethical issues of our times. As we study, we will also acquire tools for working with Jewish texts. The topics we examine will include the following:

- Romance, Intimacy, and Marriage
- War and Peace: Exploring perspectives on the use and abuse of violence.
- Tzedakah and economic justice
- What is so important about being Jewish?
- Leaving a Legacy of Wisdom: A week-long process leading to producing an ethical will as a capstone of the senior experience

## **Mathematics**

### **Department Philosophy**

The ability to succeed in mathematics courses at the college level is often a gatekeeper for many college majors. TVT Mathematics strives to give each student a sound mathematical background so that he or she is positioned to tackle the challenges of mathematics posed at university. To this end, TVT Mathematics offers three different tracks of courses to its students. The department’s goal is to prepare all of its students for university level mathematics at a pace and depth commensurate with their needs and interests. Each track culminates with a capstone course that students will be ready to take by their senior year. TVT requires three years of mathematics through the level of Algebra 2 for graduation.

*College Preparatory Track 1.* This track is for the student who has difficulty in learning mathematics. Courses in this track are taught with an eye toward mastery of basic concepts and skills. Instructors work with students at their level of ability in order to push their understanding forward to the level of mastery that is necessary for progression through each of the courses in this track. Basic mechanics and introductory problem solving strategies form the leitmotif of this track. The capstone course in this track is Algebra 2 which coincides not only with TVT’s graduation requirements but also the University of California admission requirements.

*College Preparatory Track 2.* This track is designed for students who possess the stamina and wherewithal to move at a substantial pace and depth through mathematical material. In addition to mastering the necessary mechanics, students encounter rudimentary proof techniques and substantial problem solving strategies. The capstone course in this track is AP Calculus AB which covers the equivalent of roughly the first semester of calculus at the college level.

*Honors Track.* This track is built for the exceptional mathematics student who is capable of moving not only at a swift pace but also at incredible depth. Proof technique and advanced problem solving skills are taught and problems are frequently approached first from the abstract level. The capstone in this track is a two year sequence of intensive, fast-paced courses: Honors Pre-Calculus in the junior year followed by AP Calculus BC in the senior year. AP Calculus BC covers material equivalent to two semesters of calculus at the college level.

The following flow chart shows the sequencing of each mathematics track at the high school level. Obviously, some students may follow slightly different paths. For those that do, the student and the department chair meet to create an individualized plan of study which may include courses taken at both TVT and area colleges.

	<i>College Prep Track 1</i>	<i>College Prep Track 2</i>		<i>Honors Track</i>
Grade 9	Algebra 1B <i>or</i> Algebra 1	Geometry		Honors Geometry
Grade 10	Geometry	Algebra 2	Algebra 2/Trig	Honors Algebra 2/Trig
Grade 11	Algebra 2	Algebra 2/Trig	Pre-Calculus	Honors Pre-Calculus
Grade 12	Depending on placement: Functions, Statistics and Trigonometry <i>or</i> AP Statistics <i>or</i> Pre-Calculus		AP Calculus AB	AP Calculus BC

## **Mathematics Placement**

Because success in mathematics depends on students sequentially mastering material, TVT Mathematics takes course placement very seriously. Placements are decided in concert with the department using the prerequisites for each course and teacher recommendation. Upper level courses take into account a student's math PSAT score and his or her performance on tests created and scored by the Mathematics Diagnostic Testing Program (MDTP) run by the University of California and California State University systems. Students and families with questions or concerns about course placement should speak directly with the department chair.

Placements for students are completed during the winter of each academic year. Students receive their placements by February 15th. All placements are provisional and require that students maintain their level of work through the end of the school year.

If a student wishes to appeal a placement, he or she may do so by petitioning the department in writing prior to March 15th of the school year (if March 15th falls on a weekend or holiday, the petition deadline is the very next school day). Petitions are available from math teachers and online. The department will then meet to consider the student's request. In instances where the department grants a student's request, summer work is often a requirement.

## **Calculators**

Courses at the level of Algebra 2 and above require a graphing calculator. Students may purchase any device that is approved for use by the College Board (generally these devices are standalone calculation devices that do not have QWERTY keyboards). The department recommends the Texas Instruments TI-83 Plus or the TI-89.

## **Algebra 1\* (Grade 9)**

Algebra 1 gives students the tools to necessary for success in all subsequent high school mathematics courses. Students build on their numerical proficiency as they encounter symbolic manipulation, polynomial arithmetic and word problems. Students encounter substantial units on linear equations, factoring, algebraic fractions, exponents and radicals and quadratic equations. Basic graphing in the Cartesian plane is also covered.

**Prerequisites:** C– or better in a preparatory algebra course.

## **Geometry\* (Grades 9-11)**

The emphasis in this course is problem solving strategies, graphing, conjecturing, explaining, proving and spatial visualization. Students encounter polygons and three-dimensional figures, elementary trigonometry, circles, congruence, similarity, perimeter, area, and volume. The course is built around problems that help students understand ideas and relationships, develop practical skills, and extend ideas through challenging applications. The integration of algebra in the course maintains and continues the development of necessary algebraic skills.

**Prerequisites:** C– or better in Algebra 1.

## **Geometry Honors\* (Grades 9-10)**

Honors Geometry includes the study of logical arguments along with a study of axioms, logical reasoning, statement-reason proofs, paragraph proofs, and coordinate proofs. In the development of geometric concepts, students are introduced to challenging problems and right triangle trigonometry. The course uses algebra where appropriate to reinforce the skills and concepts necessary for subsequent honors level mathematics courses.

**Prerequisites:** B or better in Algebra 1 Honors.

## **Algebra 2\* (Grades 10-12)**

Algebra 2 develops the mathematics background necessary for the successful entry into Functions, Statistics and Trigonometry or AP Statistics. Students review and extend their mastery of elementary algebra through work with polynomials and rational functions. Students are introduced to exponential and logarithmic functions and their graphs. The course is built around problems that help students understand mathematical ideas and relationships through applications. *Graphing calculators are required for this course. The department recommends the Texas Instruments TI-83 Plus calculator.*

**Prerequisites:** C– or better in Geometry and a C– or better in Algebra

### **Algebra 2/Trigonometry\* (Grades 10-12)**

Algebra 2/Trig further develops the mathematics background necessary for successful entry into Pre-Calculus or AP Statistics. Students review and extend their mastery of elementary algebra through work with polynomials and rational functions. Students gain an extensive exposure to the fundamental transcendental functions—exponential, logarithmic and trigonometric functions—from both algebraic and graphical perspectives. *Graphing calculators are required for this course. The department recommends the Texas Instruments TI-83 Plus calculator.*

**Prerequisites:** C– or better in Algebra 2 or a B or better in Geometry and a B or better in Algebra 1.

### **Algebra 2/Trigonometry Honors\* (Grades 9-10)**

Algebra 2/Trig Honors reinforces a student's algebra skills from a standpoint of functions. Students work toward understanding polynomial, rational and transcendental functions from both algebraic and graphical standpoints. The course ends with a substantial unit on trigonometry that includes proving identities. *Graphing calculators are required for this course. The department recommends the Texas Instruments TI-83 Plus calculator.*

**Prerequisites:** B or better in Geometry Honors and a B or better in Algebra 1 Honors.

### **Pre-Calculus\* (Grades 10-12)**

This course is taught with an eye toward preparing students to take AP Calculus AB the following school year. As such, students spend extensive time studying polynomial, rational and transcendental functions from algebraic, numerical, graphical and verbal perspectives. Graphs and their transformations receive extensive coverage. Systems of equations and an introduction to sequences and series are also covered. *Graphing calculators are required for this course. The department recommends the Texas Instruments TI-83 Plus calculator.*

**Prerequisites:** C+ or better in either Algebra 2/Trig or Functions, Statistics and Trigonometry, PSAT Math score of 50 or higher, MDTP score of 50% or better.

### **Functions, Statistics and Trigonometry\* (Grades 10-12)**

This course is taught with an eye toward the student who has had difficulty in mathematics courses that focus heavily on algebraic manipulation. Students approach functions from a real-life perspective, learn the basics of trigonometry and are introduced to elementary statistics. Upon successful completion of this course, students should be ready for either a basic college level course in elementary statistics or AP Statistics at TVT. *Graphing calculators are required for this course. The department recommends the Texas Instruments TI-83 Plus calculator.*

**Prerequisites:** C or better in Algebra 2 or Algebra 2/Trig

### **Pre-Calculus Honors\* (Grades 10-12)**

This course is required for the student who wishes to take AP Calculus BC the following school year. Polynomials and rational functions are studied in-depth from both a mechanical and theoretical standpoint. The concept of a limit is breached early on in the course. From there, students complete a rigorous treatment of exponential, logarithmic and trigonometric functions. Sequences, series, and analytic geometry receive substantial treatment as well. Students receive extensive exposure to parametric curves and polar coordinates. Finally, students begin the study of differential calculus from limits (including the precise definition of the limit and the Squeeze Theorem) to derivatives of polynomial, rational, trigonometric and exponential functions. Derivative applications such as optimization and curve sketching are also covered. *Graphing calculators are required for this course. The department recommends the Texas Instruments TI-83 Plus calculator.*

**Prerequisites:** B or better in Algebra 2/Trig Honors, PSAT Math score of 55 or higher, MDTP score of 60% or better.

### **AP Calculus AB\* (Grades 11-12)**

Students complete the College Board's AB Calculus rubric which is akin to most first semester courses in Calculus offered at the university level. Limits and continuity, derivatives—their techniques and applications—single variable integration, computation of areas as well as the volumes of solids of revolution are covered. Among the theorems stressed in the course are the Intermediate Value Theorem, Extreme Value Theorem, Squeeze Theorem, Rolle's Lemma, Mean Value Theorem, and The Fundamental Theorem of Calculus. Students in the course also spend about one month reviewing for the AP Exam. *Graphing calculators are required for this course. The department recommends the Texas Instruments TI-83 Plus calculator.*

**Prerequisites:** B– or better in Pre Calculus or a C or better in Pre Calculus Honors, PSAT Math score of 55 or higher, MDTP score of 50% or better.

### **AP Calculus BC\* (Grades 11-12)**

Students complete the College Board's BC Calculus rubric, which covers roughly the same material as the first two semesters of college calculus. In addition to the material covered in AP Calculus AB (outlined above), the course covers the remaining basic concepts of single variable calculus: techniques of integration, integration in polar coordinates, infinite sequences and series, basic calculus of vector functions and an introduction to differential equations. Students in the course also spend about two weeks reviewing for the AP Exam. *Graphing calculators are required for this course. The department recommends the Texas Instruments TI-83 Plus calculator.*

**Prerequisites:** B or better in Pre Calculus Honors, PSAT Math score of 60 or higher, MDTP score of 70% or better.

## AP Statistics\* (Grades 11-12)

Advanced Placement Statistics is equivalent to a one-semester, introductory, non-calculus based college course in statistics. Students are introduced to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Topics include exploring data, planning study, anticipating patterns, and statistical inference. *Graphing calculators are required for this course. The department recommends the Texas Instruments TI-83 Plus calculator.*

**Prerequisites:** B– or better in a student's most recent mathematics course provided it is at the level of Algebra 2 or higher and a PSAT Math score of 50 or higher.

## Multivariable Calculus\* (Grades 11-12)

This course is for students who have taken and completed AP Calculus BC prior to their senior year. Also known as “Calculus in Three Dimensions”, topics will include vectors and surfaces, vector valued functions, multiple integrals, and vector calculus. Green’s and Stoke’s Theorems are included. An introduction to mathematical programming and computer algebra systems is also included in this course.

**Prerequisites:** B– or better in AP Calculus BC and permission of the department chair.

## Science

### Department Philosophy

Science at Tarbut V'Torah is more than just learning facts and figures. We teach a process. The scientific method helps students to approach and solve difficult problems. This is especially valuable when a student is faced with a problem unlike anything he or she has previously encountered. Nothing emphasizes the scientific process better than the lab. For this reason, experiments are an essential part of our classroom instruction. Students make observations, develop hypotheses, conduct experiments, collect data, and statistically analyze the data. The results of the experiment can either support our hypothesis, in which case we look for ways to further test it, or it refutes our hypothesis, in which case we look to make revisions. Laboratory experiments have the added benefit of bringing excitement into the classroom, thereby encouraging students to pursue further studies in science.

Criteria for placement a into Science Honor courses:

- Appropriate level of math
- B- in an Honors course or a B+ in a college prep course.
- Placement test

### **Biology\* (Grades 9-12)**

CP biology provides an introduction to the principles of biology and prepares students for college biology. Topics covered include, ecology, animal behavior, evolution and the origin of life, biochemistry, cell biology, mitosis and meiosis, genetics and biotechnology, classification of organisms, comparison of the three domains of life, human anatomy and body systems. The laboratory investigation component of the course emphasizes the scientific method and develops laboratory skills. The impact of biology on society and current ethical issues are discussed throughout the course. Emphasis is placed on developing critical thinking skills and application of knowledge. CP biology prepares students to take the Biology SAT II exam.

**Prerequisites:** Completion of Middle School Science

### **Biology Honors\* (Grades 9-12)**

Honors biology provides an introduction to the principles of biology and prepares students for college biology. Topics covered include, ecology, animal behavior, evolution and the origin of life, biochemistry, cell biology, mitosis and meiosis, genetics and biotechnology, classification of organisms, comparison of the three domains of life, human anatomy and body systems. The laboratory investigation component of the course emphasizes the scientific method and develops laboratory skills. The impact of biology on society and current ethical issues are discussed throughout the course. Emphasis is placed on developing critical thinking skills and application of knowledge. Although this course covers the same topics as College Prep. Biology, the course is more rigorous and the topics are covered in greater depth. Honors biology prepares students to take the Biology SAT II exam.

**Prerequisites:** Completion of Middle School Science with a minimum grade of A- and recommendation of middle school teacher.

### **Chemistry\* (Grades 10)**

Chemistry is designed to provide students with a solid foundation in chemical principles. It emphasizes the development of problem-solving skills and the refinement of laboratory techniques. Topics of the course include ionic and covalent bonding, development of atomic theory, electron configurations and periodic law, atomic orbital theory, mole conversions, , gas laws, molecular structure of solids and liquids, solutions, acid and base chemistry, oxidation and reduction, electrochemistry, thermodynamics, reaction rate, and basic organic chemistry. This course is designed to prepare students for the SAT II exam in chemistry.

**Prerequisites:** Biology and Algebra 1

### **Chemistry Honors\* (Grades 10)**

This course is a college preparatory class designed to provide students with a solid foundation in chemical principles. It emphasizes the development of problem-solving skills and the refinement of laboratory techniques. Topics of the course include ionic and covalent bonding, development of atomic theory, electron configurations and periodic law, atomic orbital theory, mole conversions and stoichiometry, gas laws, molecular structure of solids and liquids, solutions, acid and base chemistry, oxidation and reduction, electrochemistry, thermodynamics, reaction rate, and basic organic chemistry. Although this course covers the same topics as college prep chemistry, it goes into more depth and

requires more extensive calculations and mathematics ability. This course is designed to be the best preparation for the SAT II exam in chemistry.

**Prerequisites:** A grade of B+ in Biology and Algebra 1

### **Human Genetics\* (Grades 11-12)**

Human Genetics provides an in-depth extension to the introductory genetics covered in Biology-I with an emphasis on human genetics and disease. The course follows a historic timeline beginning with classical genetics, progressing through molecular genetics and recombinant DNA technology, to genomics and proteomics. The connection between Mendelian and Molecular Genetics is presented. The genetics of individual organisms and the study of genetic variation in populations are both presented. Building on this is the study of what molecular evidence is teaching scientists about human evolution. The course also covers the genetics of cancer and development. The impact of genetics on society and current ethical issues are discussed throughout the course. In the laboratory portion of the course, students perform a variety of genetic and molecular technologies. They are taught to design experiments with the necessary controls, to record data accurately in a laboratory notebook, and to analyze data and formulate conclusions. In addition to experiments in the laboratory, students learn to navigate on-line bioinformatics websites, where they annotate genes, perform BLAST searches, predict protein structure and function, perform CLUSTALW alignments, and construct evolutionary trees.

**Prerequisites:** Completion of Biology with a satisfactory grade.

### **Physics Honors\* (Grades 11-12)**

This course concentrates on classical mechanics as presented in the AP-B Physics test. It is a trigonometry-based course that introduces the concepts of calculus to motion. A mathematical analysis of force, motion, torques, rotational mechanics and simple harmonic motion involves the student in a high level of critical thinking. Laboratory work is an essential ingredient of the class and teaches students how to write a formal lab report and do statistical analysis of the data.

**Prerequisites:** Completion of Honors Chemistry, Completion of Algebra 2 with a minimum grade of B Concurrent enrollment in Pre-Calculus, Department recommendation

### **AP Biology\* (Grades 10-12)**

AP biology is an intensive study of biological principles for students with strong backgrounds in biology and chemistry. It is designed to be the equivalent of a first year college course for Biology majors. Topics covered include, ecology and animal behavior, organic chemistry, cell biology, genetics, biotechnology, metabolism, anatomy and physiology, evolution and the classification of organisms. The eight major themes of biology, science as a process, evolution, energy transfer, continuity and change, structure and function relationship, regulation, interdependence in nature, and science, technology and society are emphasized throughout the course, where they are used to tie concepts together. The course has a rigorous laboratory investigation component which complements the class material. Emphasis is

placed on fostering independent learners by developing the following skills: analysis and critical thinking, scientific writing, oral communication and teamwork skills.

**Prerequisites:** Completion of Honors Biology with a minimum grade of B+ or completion of CP Biology with a minimum grade of A.

### **AP Chemistry\* (Grades 10-12)**

This course is a continuation of the topics covered in honors chemistry that prepares the students for a successful completion of the AP chemistry examination. This course will review the topics of atomic theory, stoichiometry, solution chemistry, acids and bases, and organic and inorganic chemistry. The topics of thermodynamics, crystalline structure, reaction kinetics, molecular geometry, and oxidation-reduction reactions will be explored in more depth. Students will complete the coursework and laboratory experiments equivalent to a first year college chemistry course.

**Prerequisites:** A grade of B- or higher in Chemistry Honors, B+ in Chemistry CP and teacher recommendation. A grade of B- or higher in another AP science course.

### **AP Physics B\* (Grade 12)**

The emphasis of this course is to prepare students to take and pass the AP Physics B exam. The coursework is demanding and covers the same material as a yearlong, non-calculus based college physics course. This course requires a good understanding of Algebra and Trigonometry. Both of these will be emphasized during instruction; and you are also required to be concurrently enrolled in Pre-Calculus or have already taken it. It is also required that you have previously taken a high school Physics course. The primary content areas are Mechanics, Electricity, Magnetism, Waves, Heat, Pressure, Fluids, Radioactivity, and Modern Physics.

**Prerequisites:** Concurrent enrollment in Pre-Calculus

### **AP Physics C: Mechanics and Electricity & Magnetism\* (Grades 11-12)**

The emphasis of this course is to prepare students to take and pass the AP Physics C exam. The coursework is demanding and covers the same material as a first-year, calculus-based college physics course. It is essential that students realize that they will be required to work independently in order to succeed. For many students this will be the most challenging class they have ever taken, as the skills needed are different from many those needed in most other courses. Good study habits are essential. It is the goal of this course that all of the students will take the AP exam in the spring and achieve a score of 3 or greater. To this end, students will be taught the knowledge and problem solving skills outlined by the AP Physics C curriculum as designated by the College Board. This course requires a good understanding of Calculus and Trigonometry. Both of these will be emphasized during instruction; and you are also required to be concurrently enrolled in Calculus.

**Prerequisite:** Concurrent enrollment in AP Calculus AB or BC

## **AP Environmental Science\* (Grades 11-12 )**

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes. In particular the course focuses on science as a process, energy conversions in ecological processes, the Earth as one ecosystem, the effects of humans on the environment and environmental issues in cultural and social context.

**Prerequisite:** Biology and Chemistry

## **Visual and Performing Arts**

### Department Philosophy

The values of honoring the whole student, giving personal attention to each student, respecting community, and aspiring to excellence guide our arts education programs at TVT with every lesson that we teach in the arts. We believe there is something to learn in every arts class and performance. Learning to accept outcomes and emphasizing the collaborative nature of art is modeled in class and cross-curricular activities planned with other departments.

The Visual and Performing Arts Department determines student enrollment in Honors/AP classes by the following criteria:

- Grade of B or better in a previous art class,
- Portfolio,
- And teacher recommendation

### **Art 1: Introduction to Studio Art\* (Grades 9-12)**

This course provides fundamental art experiences for the beginning high school artist. Students are introduced to a variety of techniques and media and learn to express visual concepts in black and white as well as color. Drawing and painting are the focus of the first semester, while three-dimensional design and sculpture are the focus of the second semester. Emphasis is placed on understanding art vocabulary and on being able to effectively apply art vocabulary reference to developing projects. Students learn to incorporate the elements and principles of design with increasing proficiency, including composition, color theory, and concept development. Craftsmanship, aesthetic presentation, and innovation are stressed as they learn to observe and interpret. Students will learn to use drawing pencils, charcoal media, soft and oil pastels, colored pencils, watercolor paints, collage methods, printmaking, plaster, wire and clay. In addition, students are introduced to artists and art history as a basis for realizing the relationship between ideas and art creation. A writing component stresses critical thinking. Class critiques emphasize art aesthetics through the comprehension of design assessment tools.

**Prerequisite:** None

## **Art 2: Fundamentals of Painting and Drawing\* (Grades 10-12)**

This course encourages the serious art student to further her/his interest in studio art projects. The student must exhibit a comprehensive knowledge and comfortable application of composition and design skills as well as an ability to manage a sustained and independent work ethic. It focuses on perceptual awareness of objects and the ability to accurately render realistic motifs in drawing and painting media. The art student who continues at this level is interested in learning to manipulate art tools and media with a high degree of craftsmanship. He/she is committed to producing consistent quality in artwork, to exploring opportunities for visual expression, and a willingness to resolve art problems with a convincing degree of clarity. Painting skills are taught through the medium of water-soluble oil paints. This process involves somewhat complex technical skills. The student is still developing art observation and application abilities. The course will proceed at a pace that allows the student to absorb both the technical process and the creative applications of working with this paint medium. Advanced art students will also make art in more familiar media and will develop three-dimensional projects.

**Prerequisite:** Successful completion of Art 1 or equivalent and teacher recommendation.

## **Art 3: Advanced Study in Studio Art Honors\* (Grades 11-12)**

This course is offered to the student who wants to pursue the vigorous requirements of an honors art course. It is designed for the serious art student who wants to further her/his own growth as an artist as well as examine the works of professional artists and major art movements for comprehension and inspiration. The student who desires to take this course is self-motivated, demonstrates a consistently high level of craftsmanship, is capable of working independently and demonstrates solid painting, drawing, composition, art vocabulary and construction skills. Work undertaken in the Honors Level will exhibit skill proficiency, complexity of design and investigation of content. The course encourages students to examine the works of professional artists and major art movements for comprehension and inspiration. The Honors student will employ complex problem solving, mastery of media, and the ability to carry an idea through stages of development to completion. Honors projects will be assigned by the instructor but are intended to allow room for interpretation and contribution by the student. Additional projects will be generated by the student's personal direction and will reflect the student's engagement of a series of works influenced by a single theme, with approval from the instructor.

**Prerequisite:** Grade of B or better in Art 2 or equivalent and teacher recommendation.

## **AP Studio Art: 2-D Design\* (Grades 11-12)**

The AP Studio Art program makes it possible for highly motivated high school students to do college-level work. Students must submit a portfolio of work for evaluation at the end of the school year. Most AP Studio Art students prepare their portfolios through organized AP instruction. It is vital that students plan far enough in advance so that the portfolio can be completed on time. It is highly recommended that AP students have previous training in art. AP work involves significantly more commitment and accomplishment than the typical high school course. The program is not for the casually interested. Students will need to work outside the classroom as well, and beyond scheduled periods. Students should be responsible enough to leave the art room or school if an assignment requires doing so. Students will be required to maintain a sketchbook or a journal.

**Prerequisite:** Grade of B or better in Art 3 or equivalent, portfolio, and teacher recommendation.

## Introduction to Fashion Design (Grades 9-12)

Fashion is dynamic and ever changing. It is one of the most powerful forces in our lives. It influences every facet of our lifestyle at a particular period in time e.g. the clothes we wear, the music we listen to, the food we eat or where we go for holiday etc. Fashion is a big business and key driver for several industries e.g. apparel, accessories, textiles etc. The purpose of the course 'Introduction to Fashion' is to teach students about the fundamentals of fashion design. Fashion Design as a profession includes the entire process of designing and producing fashion apparels from the fiber to the finished product. The course will give an overview of fashion design and elaborate on different aspects like elements of design, history of fashion, fabrics, understanding of the body, pattern development and garment construction. You will have an inside look into fashion, from runway to boutique, designer to consumer, stylist to startlet. We will take a field trip to visit a dress maker, jewelry designer, a shoe maker and talk with store owners who make it all happen. Finally, students will learn how to sew one garment.

**Prerequisites:** None

## Dance

The Intermediate/Advanced dance curriculum is designed to help continuing dance students create a strong pedagogical foundation through movement, discussion, and exploration. Focusing on the process of creativity, discipline and self-knowledge, a performance driven approach is fostered by critical and process-oriented thinking. Students will be required to maintain a dance journal to log daily notes, corrections and thoughts. This class may be taken either as a P.E. or as an elective.

### Objectives:

- The refinement of the technical concepts of ballet movement which includes proper alignment.
- The incorporation of breath and core strength to support movement.
- The development of classical style through the use of music and artistry.
- The integration of somatic/anatomical information.

### Student Performance:

- Engage in daily physical practice emphasizing proper physical placement, alignment, strength, length, precision, musicality, and artistry.
- Engage in verbal discussion, video analysis, and anatomical explorations.
- Journal daily corrections and observations.

### Assessment:

- The integration of concepts on a daily basis leading to greater proficiency and in-depth knowledge.
- The ability to be clear about aesthetic, technical and artistic choices.
- A sense of ownership and understanding of their chosen art form.

## **Dance Team**

Dance students will learn, experience and master skills from the different genres of contemporary dance including: ballet, jazz, modern dance, musical theater and hip hop. These dance experiences will give students the knowledge necessary to freely use terms and ideas involved in discussing and critiquing dance performances. Students will also gain the skill and confidence necessary in order to participate in a live performance. Students will be expected to maintain a dance journal in order to note daily corrections and observations. This class may be taken either as a P.E. or as an elective.

## **DIGITAL ARTS: FILM and MEDIA**

With the current widespread accessibility of digital filmmaking, university students nowadays are often expected to create digital film and media presentations in addition to traditional written and oral work. Technical knowledge of the equipment used is not enough to effectively convey concepts and information through such a visual medium. The TVT Arts Film and Media program is designed to provide students with a deeper understanding and mastery of these techniques.

### **Digital Photography\***

This course is designed to give students a thorough understanding of traditional art and photography techniques through the use of a digital camera and computer. Students begin by learning how to operate the basic features of their digital camera as well as the learning the fundamental elements of artistic composition. For the bulk of the coursework, students explore the modern digital darkroom. Using in-depth hands-on study of Adobe Photoshop as well as other image manipulation software, students learn techniques for visual self-expression through digital illustration.

**Prerequisites:** Students are required to have their own digital camera, memory card and thumb drive.

### **Introduction to Film** *UC Approval Pending*

In Film 1, students learn the aesthetic and cultural valuing of film as an artistic medium. Students view films of various genres selected from the American Film Institute's top 100 greatest films. Viewing the films by decade allows students a deeper understanding of each film's historical and cultural context. We place particular emphasis on analysis of narrative structure and creative writing. Students view up to 4 classic films per month in class. Each film is preceded by classroom lecture/discussion about the film's historic, cultural and artistic significance. Students also study the deeper technical architecture of film, how films are written and created to function as a big deal. Each film is followed by a quiz covering the concepts and vocabulary relating to that week's films. Students are graded on a mix of participation in classroom discussion, quizzes, oral presentations and essays.

**Prerequisites:** None

## **Film 1: Production\***

This course allows students to develop a hands-on working knowledge of all stages of short film production. Using the modern film industry as a model, students play the roles of producer, writer, directors and actors to produce one or more festival style short films over the course of the year. The first semester of the course focuses primarily on the study of creative writing and narrative structure as students learn techniques for brainstorming, creating original story ideas and then developing those ideas into finished screenplays. The second semester focuses on the technical production of the films, including production design, set construction, directing, acting in, and shooting the films. At the end of the year, the films are screened as part of the TVT Film festival. The hour long festival takes place in an actual AMC movie theater, with friends and family invited.

**Prerequisites:** None, Recommended: Intro to Film, Post-Production, or New Media

## **Film: Post-Production** *UC Approval Pending*

One of the most common questions that students ask is “How do I edit my film project”. TVT-Arts’ Post Production class is the answer. Using state of the art software, students learn all aspects of editing and post production and also get an introduction to both traditional and computer generated 2 and 3-D animation and special effects. Students begin by learning the technical aspects of transforming raw footage into a polished and effective finished film, as well creating DVD’s and web-casting videos. Beyond the basics, students learn the art and techniques of effective film editing as part of the post-production team that edits and produces the weekly 10-minute program, TVT Today. Students become well versed in software such as Final Cut Pro, Soundtrack, Motion, Bryce as well as several others. At the end of the year, the student’s works are screened as part of the TVT Film festival. The hour long festival takes place in an actual AMC movie theater, with friends and family invited.

**Prerequisites:** None, Recommended: Digital Photography

## **New Media** *UC Approval Pending*

New Media is a broad term used to encompass the combination of traditional media (such as film and the written word) with the interactive power of computer technology and the Internet. In the TVT Arts New Media class, students experience working as part of a traditional television production team creating a weekly 10-minute news magazine-format television program, TVT TODAY. The program is broadcast to the upper and middle school prior to appearing as a “web-isode” for worldwide exposure on TVT Today’s own website. Students also learn techniques and strategies for creating and promoting internet content using the current technologies such as youtube, twitter, facebook and others.

At the end of the year, the best of the student’s works are screened as part of the TVT Film festival. The hour long festival takes place in an actual AMC movie theater, with friends and family invited.

**Prerequisites:** None

## **Instrumental Music\***

The goal of Instrumental Music is to create an ensemble of musicians capable of playing many different styles and genres of music including classical, jazz, Jewish spiritual music as well as popular contemporary styles. Vital aspects of this goal include: familiarity with great instrumental music of the world; proficiency with student's primary instrument. (Proficiency on any instrument is acceptable and encouraged); familiarity with reading music as well as sight reading; familiarity with form and harmonic constructs (changes) and the working shorthand for these constructs; an understanding of basic improvisation and how it relates to the song's chord changes; a working vocabulary of what is being heard and a critical vocabulary that will provide students with the skills to analyze instrumental music intelligently; a willingness to assert oneself musically without fear of disapproval.

**Prerequisite:** None

## **Elective Internship**

### **Early Childhood Development (Grades 9-12)**

This course is structured as a seminar. In this course, students attend class meetings twice a week and work either at the JCC preschool or the TVT kindergarten the remainder of the week. Students learn about early childhood development, the different approaches to early childhood education, and early childhood education in a Jewish context. Students keep an internship journal and are expected to complete all class readings prior to each session so as to engage in active dialogue, productive learning, and critical reflection. Activities will include small group discussions, presentations, videos, individual projects, and class debates to support course content.

**Prerequisite:** None