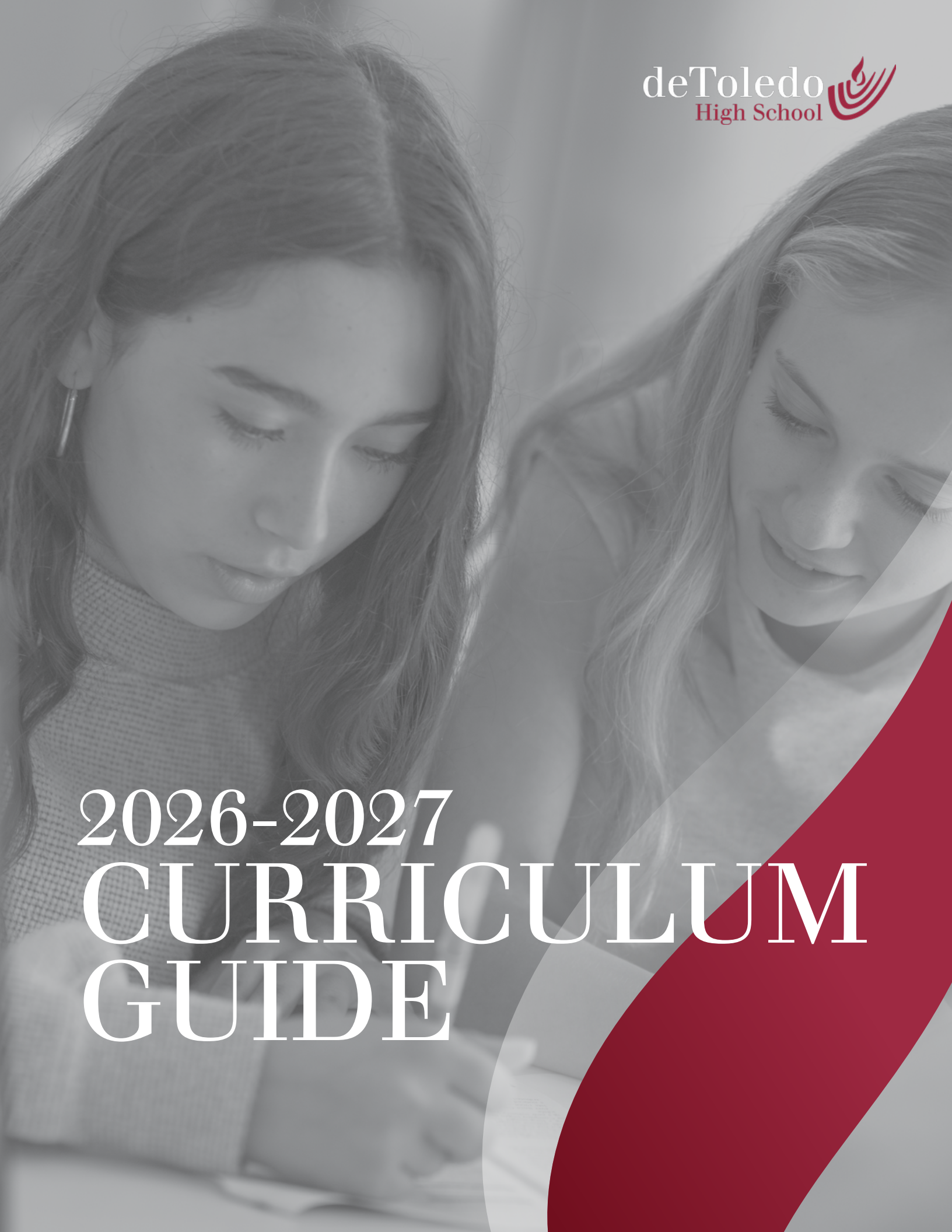
deToledo High School



2026-2027 CURRICULUM GUIDE

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MISSION

de Toledo High School is a close-knit community that inspires our students to be intellectually curious, academically driven, and ethically grounded. Guided by Jewish values and a relationship with Israel and the Jewish people worldwide, we develop confident leaders prepared to embrace their life purpose with moral action and shalom.

PHILOSOPHY

Truly great schools do not have to choose between students' intellectual advancement and their character development.

Here at de Toledo High School, we imbue our students' minds with knowledge and wisdom – and their souls with ethical values and life purpose – in equal time and equal measure.

We begin with an abiding commitment to academic excellence. Intellectual inquiry underpins every step of the student journey. Our dedicated teachers empower and inspire students to tackle and master the most challenging subjects while learning the value of dialogue to delve deeply into arguments and stimulate intellectual growth.

At the same time, de Toledo students are grounded in Jewish values, texts, and philosophy; the Hebrew language; and a love for the people and the land of Israel. Facing all the challenges and complexities of the modern world, our students are not only comfortable – but confident in and inspired by – their Judaism.

Finally, what makes our school stand out is something we call "the de Toledo Difference." This is all about how we develop A+ human beings within a close-knit community where every single student is known by name, seen, heard, mentored, and cherished. Our students are never alone; they are supported by broad circles of friends and are provided the tools and techniques they need to overcome stress, confront uncertainty, and navigate high school life with confidence and joy.

The de Toledo Difference is also reflected in our commitment to building a culture of kindness, where we help students reach their academic potential and develop a deep sense of ethical obligation and life purpose.

Ultimately, the de Toledo Difference is about how we help our students learn to live lives filled with love, meaning, happiness, kindness, and respect.

PORTRAIT OF dTHS GRADUATES

Tikkun Olam (World Repair)

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

Learning is a Life-Long Enterprise

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

Strengthening All Facets of Community Life

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

Passion for Life Based Upon Understanding of Jewish Tradition

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

Wisdom in Judgments

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

Deeper Meaning in Life

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

Israel

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

GRADUATION REQUIREMENTS

COMMUNITY SERVICE	9th Grade – 10 hours 10th Grade – 10 hours (20 hours for National Honor Society Members) 11th Grade – 26 hours (36 hours for National Honor Society Members) 12th Grade – 26 hours (36 hours for National Honor Society Members)
DRISHAT SHALOM PORTFOLIO	4 years including final draft and delivery
ENGLISH	4 years
GENOCIDE & HUMAN BEHAVIOR	1 semester
HEALTH	1 semester
HEBREW	3 years (consecutively from year of enrollment), 4 recommended
HISTORY	3.5 years, 4 recommended
JEWISH STUDIES	4 years (includes a semester of Israel and American Jewish Identity)
MATHEMATICS	3 years, 4 recommended (includes successful completion of Algebra 2, Algebra 2 Honors, or Intermediate Algebra)
PHYSICAL EDUCATION	2 credits: Can be completed by six sections of PE (0.33 credits each), four sections of team sports (0.5 credits each), or any combination that equals 2 credits
SCIENCE	3 years of Core Science (9-11), 4 recommended
SENIOR CAPSTONE	A program designed to help students transition from high school to college or other post-secondary opportunities. The program includes Monday through Thursday off-campus internship and mandatory Friday on-campus meetings as well as an evaluation by teacher or mentor. It is a Pass/No Pass graduation requirement
VISUAL/PERFORMING ARTS	1 year-long VPA course

SCHOOL ADMINISTRATION

SCHOOL ADMINISTRATION

Mark Shpall, Head of School
Ellen Howard, Principal
Deborah Shapiro, Chief Financial and Operating Officer
Scott Lasker, Director of Human Resources
Paul Berrin, Director of Strategic Communication & Marketing
David Marcus, Director of Facilities
Lesley Plachta, Director of Development
Michelle November, Director of Admissions
Debbie Abelson, Director of Enrollment Management
Jamie Stein, Director of Special Events
Afsoun Rahnavard, Director of Administrative Services & Registrar / Master Scheduler
Elena Karapetian, Assistant Controller
Toni Wilson, Accounts Payable Coordinator

STUDENT SERVICES

Gregory Keer, Dean of Students/ Director of Community Programs
Tammy Shpall, Dean of Student Support Services / 9th Grade Dean
Darren Masserman, 12th Grade Dean
Orit Shwartz, 11th Grade Dean
Beverly Kamenir, 10th Grade Dean
Rabbi Tsafi Lev, Dean of Faculty Development, Rabbinic Director/ Jewish Studies Chair
Mike Truschke, Director of College Counseling/ Dean of Academic Advisement
Briana Barkin, Associate Director of College Counseling/ Associate Dean of Academic Advisement
Kelly Hedgspeth Howard, Associate Director of College Counseling/ Associate Dean of Academic Advisement
Thomas Wiebe, Director of Student Life
Lauren Hoover Rios, School Counselor
Jeanette Rivera, Director of Student Learning, Leap Coordinator
Robert Lebeda, Director of Summer School, Coordinator of Academic Teams
Renee Levine-Blonder, Coordinator of 11th & 12th Grade Trips/ Coordinator of Service Learning
Lisa Clumeck-Graef, Director of All-School Shabbaton, Coordinator of 9th & 10th Grade Trips, Director of Jewish Life

DEPARTMENT CHAIRS

Sarah Golden, English Chair
Dalit Shetvy, Hebrew Chair
Etan Kelman, History Chair
Rabbi Tsafi Lev, Jewish Studies Chair
Alicia Kasif, Mathematics Chair
Yolanda Hovsepian, Science Chair
Gregory Keer, Visual and Performing Arts Chair
Tania Ruiz, World Languages Chair
Lior Sibony, Director of Global Jewish Education
Alvin Castro, Athletic Director/ Physical Education Chair

COURSE OF STUDY

ENGLISH

AP English Language and Composition (11-12)
AP English Literature and Composition (12)
AP Seminar (10)
Dramatic Writing
Dramatic Writing 2
English 9
English 9 Honors
English 10
English 10 Honors
English 11
English 11 Honors
English 12 – Drama
English 12 – Science Fiction
English 12 – Sports and Culture
English 12 – World Literature
English 12 Honors
Journalism and Publication: Print, Podcast, Broadcast
Journalism and Publication: Print, Podcast, Broadcast Honors
Screenwriting (S)

HEBREW

Hebrew Yesod
Hebrew 1
Hebrew Gesher
Hebrew 3
Hebrew 4
Hebrew 5
Hebrew 6
Hebrew 6 Honors
Hebrew 7
Hebrew 7 Honors
Hebrew 8
Hebrew 8 Honors
Hebrew 9 Honors
Hebrew 10 Honors
Israeli Society And Culture Through Film Honors

HISTORY / SOCIAL SCIENCE

AP European History (10-12)
AP Government & Politics: United States (12)
AP Psychology (12)
AP Research (11)
AP United States History (11)
Government & Politics: United States (12) (S)
Government & Politics: United States Honors (12)
Modern World and the Jewish Experience 1 (9)
Modern World and the Jewish Experience 1 Honors (9)
Modern World and the Jewish Experience 2 (10)
Modern World and the Jewish Experience 2 Honors (10)
Personal Finance and Economics (11-12) (S)
Psychology Honors (11-12)
United States History (11)
United States History Honors (11)

JEWISH STUDIES

Advanced Kedoshim (9)
Advanced Masoret (10)
Beit Midrash Honors 1 & 2 (11-12)
Drishat Shalom (9-12)
Extended Israel Exchange Program Seminar (EIEP) (10)
Extended Israel Exchange Program Seminar Honors (EIEP) (10)
Genocide and Human Behavior (Shoah) (12) (S)
Israel and American Jewish Identity (12) (S)
Iyun Honors 1 & 2 (9-10)
Iyun Honors 3 & 4 (11-12)
Jewish Ethics and Leadership (10-12)
Jewish Texts Selective: Cine-gogue/The Jewish Lens (11-12) (S)
Jewish Texts Selective: Comparative Religious Philosophy (11-12) (S)
Jewish Texts Selective: Environment (11-12) (S)
Jewish Texts Selective: Social Justice (11-12) (S)
Jewish Texts Selective: The Big Questions (11-12) (S)
Kedoshim (9)
JLEAD: Leadership and Jewish Celebrations (10-12)
Masoret (10)
Speech and Debate 1 (10-11)
Speech and Debate 2 (11-12)
Speech and Debate 2 Honors (11-12)
Speech and Debate 3 (12)
Speech and Debate 3 Honors (12)
Yisum (12) (S)

MATHEMATICS

Algebra 1
Algebra 1A
Algebra 1B
Algebra 2
Algebra 2 Honors
AP Calculus AB
AP Calculus BC
AP Computer Science A (11-12)
AP Statistics (11-12)
Calculus
Geometry
Geometry Fundamentals
Geometry Honors
Intermediate Algebra
Precalculus
Precalculus Honors
Statistics (12)
Trigonometry and Advanced Algebra

COURSE OF STUDY

PHYSICAL EDUCATION AND ATHLETICS

DURING SCHOOL

Fitness (S)
Yoga (S)

AFTER SCHOOL:

Fall Trimester:
- Athletic Council
- Baseball
- Table Tennis

Winter Trimester:
- Athletic Council
- Table Tennis
- Yoga

Spring Trimester:
- Athletic Council
- Dance
- Table Tennis
- Yoga

TEAM SPORTS – TRIMESTER-BASED (AFTER SCHOOL)

Fall:
- Basketball Fall League (Varsity, JV)
- Varsity Dance Team - Coed
  - Hip-Hop Dance Team (Year Round)
- Equestrian - (Year Round)
- Flag Football - Boys (Varsity)
- Tennis - Girls (Varsity)
- Volleyball - Girls (Varsity, JV, F/S)

Winter:
- Basketball - Boys (Varsity, JV, F/S)
- Basketball - Girls (Varsity)
- Varsity Dance Team - Coed
  - Hip-Hop Dance Team (Year Round)
- Equestrian - (Year Round)
- Soccer - Boys (Varsity, JV)
- Soccer - Girls (Varsity, JV)

Spring:
- Baseball - Boys (Varsity)
- Varsity Dance Team - Coed
  - Hip-Hop Dance Team (Year Round)
- Equestrian - (Year Round)
- Golf - Boys (Varsity)
- Robotics (Coed)
- Swim Team - Boys and Girls (Varsity, JV)
- Tennis - Boys (Varsity)
- Volleyball - Boys (Varsity)

SCIENCE

Health (9) (S)

CORE SCIENCE

Anatomy & Physiology Honors (10-12)
AP Biology (10-12)
AP Chemistry (11-12)
AP Environmental Science (10-12)
AP Physics C: Mechanics (11-12)
Biology (9-11)
Biology Honors (9)
Chemistry (10-12)
Chemistry Honors (10-12)
Chemistry in the Community (10-12)
Earth and Space Science (9-10)
Engineering 1 (9-10)
Integrated Science (9-10)
Physics (11-12)
Physics Honors (11-12)

ENGINEERING ACADEMY

Engineering 1 (9-10)
Engineering 2 Honors (10-12)
Engineering 3 Honors (11-12)

MEDICAL SCIENCE ACADEMY

Introduction to Medical Science (10)
Scientific Research Methods (11-12)

SCIENCE ELECTIVES

Astronomy (12)
Engineering 2 Honors (10-12)
Engineering 3 Honors (11-12)
Scientific Research Methods (11-12)
Sports Medicine (11-12)

STEM ENRICHMENT PROGRAM (AFTER SCHOOL)

Forensic Science
Marine Biology
Robotics
Spirulina

COURSE OF STUDY

VISUAL AND PERFORMING ARTS

The following one-year courses satisfy the Visual and Performing Arts requirement and may also be taken as an elective for grades 9-12:

Acting 1
Acting Honors
Advanced Pop Rock Band
Aerial Dance
Aerial Dance 2
AP 2D Art and Design
AP 2D Art and Design: Photography
AP 3D Art and Design
AP Drawing
Art 2D - 1
Art 2D - 2
Dramatic Writing
Dramatic Writing 2
Film Production 1
Film Production 2
Film Studies 1
Film Studies 2
Jazz Combo Honors
Jazz Ensemble
Journalism and Publication: Print, Podcast, Broadcast
Media Arts 1
Media Arts 2
Photography 1
Photography 2 - Advanced Photography
Pop Rock Band
Sculpture 1
Sculpture 2
Songwriting and Technology
Songwriting and Technology 2
Speech Performance
Stagecraft
Yearbook 1
Yearbook 2
Yearbook 3
Yearbook 4 - Professional Graphic Design Internship
Arts and Culture Academy - Independent Study

WORLD LANGUAGES

American Sign Language 1
American Sign Language 2
American Sign Language 3
American Sign Language 4

SPANISH

AP Spanish Language and Culture
AP Spanish Literature and Culture
Spanish 1
Spanish 2
Spanish 3
Spanish 3 Honors
Spanish 4
Spanish 4 Honors
Spanish Literature and Culture

ELECTIVES

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

Acting 1
Acting Honors
Advanced Masoret (10)
Advanced Pop Rock Band
Aerial Dance
Aerial Dance 2
American Sign Language 1
American Sign Language 2
American Sign Language 3
American Sign Language 4
Anatomy & Physiology Honors (10-12)
AP 2D Art and Design
AP 2D Art and Design: Photography
AP 3D Art and Design
AP Computer Science A (11-12)
AP Drawing
AP Environmental Science (10-12)
AP European History (10-12)
AP Psychology (12)
AP Spanish Language and Culture
AP Spanish Literature and Culture
AP Statistics
Art 2D - 1
Art 2D - 2
Astronomy (12)
Beit Midrash Honors 1 & 2 (11-12)
Dramatic Writing
Dramatic Writing 2
Earth and Space Science (9-10)
Engineering 1 (9-10)
Engineering 2 Honors (10-12)
Engineering 3 Honors (11-12)
Film Production 1
Film Production 2
Film Studies 1
Film Studies 2
Fitness (S)
Israel and American Jewish Identity (12) (S)
Iyun Honors 1 & 2 (9-10)
Iyun Honors 3 & 4 (11-12)
Jazz Combo Honors
Jazz Ensemble
Jewish Studies: Cine-gogue/The Jewish Lens (11-12) (S)
Jewish Studies: Comparative Religious Philosophy (11-12) (S)
Jewish Studies: Environment (11-12) (S)
Jewish Studies: Social Justice (11-12) (S)
Jewish Studies: The Big Questions (11-12) (S)
Journalism and Publication: Print, Podcast, Broadcast
Journalism and Publication: Print, Podcast, Broadcast Honors
JLEAD: Leadership & Jewish Celebrations (10-12)
Masoret (10)
Media Arts 1
Media Arts 2
Personal Finance and Economics (11-12) (S)
Photography 1
Photography 2 - Advanced Photography
Pop Rock Band
Psychology Honors (11-12)
Scientific Research Methods (11-12)
Screenwriting (S)
Sculpture 1
Sculpture 2
Songwriting and Technology
Songwriting and Technology 2
Spanish 1
Spanish 2
Spanish 3
Spanish 3 Honors
Spanish 4
Spanish 4 Honors
Spanish Literature and Culture
Speech and Debate 1 (10-11)
Speech and Debate 2 (11-12)
Speech and Debate 2 Honors (11-12)
Speech and Debate 3 (12)
Speech and Debate 3 Honors (12)
Speech Performance
Sports Medicine (11-12)
Stagecraft
Yearbook 1
Yearbook 2
Yearbook 3
Yearbook 4 - Professional Graphic Design Internship
Yoga (S)

After School:
Musical Theatre Production
Pit Band
Mizrahi and Sephardic Ensemble
Stagecraft
STEM Enrichment Program
Theatre Production

CORE CURRICULUM OVERVIEW

SUBJECT	9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE
ENGLISH	English 9 (H)	English 10 (H) AP Seminar	AP English Language English 11 (H)	AP English Language AP English Literature English 12 (H) English 12 (Drama, Science Fiction, Sports and Culture, and World Literature)
HISTORY	Modern World 1 (H)	AP European History Modern World 2 (H)	AP U.S. History U.S. History (H)	AP Government Government (S) Government (H)
MATHEMATICS	Algebra 1A Algebra 1 Geometry (H) Algebra 2 (H)	Algebra 1B Algebra 2 (H) Geometry Fundamentals Geometry (H) Intermediate Algebra Pre-Calculus (H) Trig & Adv. Algebra	Algebra 2 (H) AP Calculus AB Calculus Geometry (H) Geometry Fundamentals Intermediate Algebra Pre-Calculus (H) Statistics Trig & Adv. Algebra	AP Calculus AB AP Calculus BC AP Statistics Calculus Intermediate Algebra Pre-Calculus (H) Statistics Trig & Adv. Algebra
SCIENCE	Earth & Space Science Biology (H) Engineering 1 Integrated Science	AP Biology AP Environmental Science Anatomy & Physiology (H) Chemistry Chemistry in the Community Earth & Space Science Engineering 1 Physics (H)	AP Biology AP Chemistry AP Environmental Science AP Physics C Anatomy & Physiology (H) Chemistry (H) Chemistry in the Community Physics (H)	AP Biology AP Chemistry AP Environmental Science AP Physics C Anatomy & Physiology (H) Chemistry (H) Chemistry in the Community Physics (H)
HEALTH	Health (S)			
VISUAL & PERFORMING ARTS	See List of VPA courses. Students are required to take 1 year-long VPA course to graduate, and to be UC/CSU eligible.			
HEBREW	Three consecutive years of Hebrew from time of enrollment. We have a 10-level Hebrew course of study available, ranging from beginner level courses to Hebrew Literature Honors.			
JEWISH STUDIES	Kedoshim Advanced Kedoshim Iyun Honors 1 & 2	EIEP Seminar Masoret Advanced Masoret Speech & Debate 1 Iyun Honors 1 & 2 Jewish Ethics & Leadership Leadership & Jewish Celebration	Jewish Studies Selectives (S) Speech Debate (1-2) Leadership & Jewish Celebrations Beit Midrash Honors 1 & 2 Iyun Honors 3 & 4 Jewish Ethics & Leadership	Jewish Studies Selectives (S) Speech Debate (2-3) Leadership & Jewish Celebrations Beit Midrash Honors 1 & 2 Iyun Honors 3 & 4 Israel & American Jewish Identity (S) Jewish Ethics & Leadership
GENOCIDE & HUMAN BEHAVIOR				Genocide Human Behavior (S)
PHYSICAL ED. & ATHLETICS	Physical Education Team Sports	Physical Education Team Sports	Physical Education Team Sports	Physical Education Team Sports
WORLD LANGUAGE	Elective courses are available in American Sign Language and Spanish.			
ELECTIVE	See list of Elective Choices on the next page. Students are required to take one elective course to be UC/CSU eligible.			

SUBJECT	9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE
DRISHAT SHALOM	Required	Required	Required	Required
COMMUNITY SERVICE	10 Hours	10 Hours	26 Hours	26 Hours
CAPSTONE				Required

(S) - Semester Class, (H) - Honors Class

Students must be enrolled in a minimum of 6 academic courses per semester.

ENGLISH

AP ENGLISH LANGUAGE AND COMPOSITION (GRADES 11-12)

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

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

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

Requirements: Recommendation of Instructor. Successful completion of English 10 Honors, AP Seminar, or English 11 Honors, submission of writing portfolio (procedure provided by 10th grade teacher), successful completion of summer assignment, and demonstration of both advanced skills as well as scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity. The AP exam in May is required for 11th grade students (additional fees apply) and optional for 12th grade students.

AP ENGLISH LITERATURE AND COMPOSITION (GRADES 12)

This course is designed for the accelerated English student and encompasses college level requirements and rigor: the material presented is geared toward preparation for the Advanced Placement exam administered in the spring. With that in mind, the class is composed of students who have demonstrated superior ability in English, and are willing to meet the demanding course workload. Writing instruction at this level is based largely on refinement as it enhances a writer's precision, clarity, relevance, vigor and originality in both formal and informal composition. Students build the skills necessary to extemporaneously analyze and synthesize sophisticated texts and write organized responses with textual support. Units are arranged by genre, with a wide variety of texts that comment on the human condition and recognize cultural values and historical circumstances. In addition, this class approaches literature as an art that affirms our humanity.

Requirements: Recommendation of Instructor. Successful completion of English 11 Honors, or AP Language, submission of writing portfolio (procedure provided by 11th grade teacher), successful completion of summer assignment, and demonstration of both advanced skills as well as scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity. The AP exam in May is optional for 12th grade students (additional fees apply).

ENGLISH 9

While reading a variety of genres of literature and learning how authors use various literary devices to enhance the development of the characters, plots, and themes of their stories, students in this course will analyze how literature explores the shaping of identity through tests of character. Using literature as the foundation, students will develop their reading comprehension and critical thinking skills to understand how authors use the craft of writing to best express their messages. The course also features an ongoing, intensive writing component wherein students will improve their writing skills by applying their understanding of how authors best convey and enhance their messages. The writing component includes instruction in grammar and usage, with an emphasis on writing in various rhetorical modes: literary analysis, personal narrative, descriptive, process analysis, definition, and compare and contrast. Students will also have opportunities to engage in creative and research-based writing. Modern Language Association (MLA) standards for all written work will be introduced and required. Independent reading assignments will also be required during the school year.

AP SEMINAR (GRADE 10)

This is an interdisciplinary course focused on developing critical thinking, research, and presentation skills by exploring complex, real-world topics from multiple perspectives. Students analyze diverse sources like articles, studies, and speeches, learn to synthesize information, and construct evidence-based arguments in written essays and oral presentations, both individually and in teams.

Requirements: Admission to the Humanities Academy, an A- or higher in English and history, a recommendation from English and history teachers.

ENGLISH 9 HONORS

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

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

Requirements: Recommendation of Department.

ENGLISH 10

With a strong emphasis on writing, students move through an extensive focus on nonfiction. Students learn to show proficiency in the fundamentals of persuasive, expository, narrative, and research-based writing. Students additionally learn how to recognize effective argumentation by studying how an author's purpose, agenda, or thesis is developed and supported by reasoning and evidence; to recognize the role of audience in rhetoric; and to evaluate the degree an argument uses valid reasoning. In addition, the study of fiction is continued with focus on literary analysis, tone and figurative language or literary devices and how they demonstrate an author's point of view.

Throughout the year, students will be encouraged to draw their own connections between their own lives and the studied texts in order to help develop critical thinking and independence. Modern Language Association (MLA) standards for all written work will be reviewed and required.

Requirements: Successful completion of English 9 or English 9 Honors.

ENGLISH 10 HONORS

Honors English accommodates academically motivated students who exhibit a curious nature, a passion and love for learning, accountability, a collaborative spirit, and therefore seek an additional challenge beyond the regularly prescribed curriculum. As a result, the course moves at a faster pace, requiring that students work independently, outside of class, and at a higher level of expectation. Reading selections, typically classified as world literature, exposes students to a variety of perspectives and worldviews. These works from various eras and parts of the world exemplify different genres such as the novel, play, short story, and poem, as a way to study the application of various themes, and help deepen critical thinking skills. Furthermore, students examine sophisticated poetic and literary devices and analyze how these devices create meaning within their respective texts. Throughout the year, students will be encouraged to draw their own connections between and among the studied texts in order to help develop critical thinking and independence.

The writing program moves through various rhetorical modes of writing, such as argument and definition. By using reading models, students will be exposed to and have opportunities to engage in many modes of writing, both in timed settings and as recursive papers. The course emphasizes the refinement of techniques and structure in the analytical essay, and continues to develop the skill of incorporating research into student work. Modern Language Association (MLA) standards for all written work will be reviewed and required.

Requirements: Recommendation of Instructor. Successful completion of English 9 and submission of writing portfolio (procedure provided by 9th grade teacher), or successful completion of English 9 Honors. Demonstration of both advanced skills as well as scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity.

ENGLISH 11

This course offers a thematic and chronological examination of the American literary tradition as it appears in fiction, non-fiction, drama, poetry, film, music, and art from the colonial period through the modern era. We will examine and explore identity through this lens in order to better understand ourselves and representations of self in American culture. Our writing program facilitates this process and builds upon the fundamental skills of writing in English 9 and 10. In addition to the more traditional forms of academic writing such as literary analysis and the persuasive essay, students will practice with more real-world genres of writing such as resume, letter, blog, etc. with an emphasis on the recursive nature of writing (brainstorming, drafting, and publishing). Students also experiment with creative writing. Modern Language Association (MLA) standards for all written work will be reviewed and required.

Requirements: Successful completion of English 10 or English 10 Honors.

ENGLISH 11 HONORS

This course is designed for the accelerated English student who has demonstrated superior ability in analysis and composition and who is willing to meet a demanding course workload. This course offers a thematic as well as a chronological examination of the American literary tradition, with emphasis placed on the interpretation and evolution of the American dream as a unifying factor. Students will consider not only the representation of the American dream in literature, but also how the idea of America is in fact created, contested, and revised in American writing. Students will read and discuss prominent fiction and non-fiction works from the colonial period through the modern era with a particular emphasis on nineteenth and twentieth century literature and the nation's shifting role on the world literary stage. The writing program includes a review of the fundamentals of essay writing, followed by extensive practice in the literary analysis essay, the persuasive essay, and research-based writing, through a series of in-class and guided-independent informal and formal papers. Vocabulary, grammar, and usage workshops are ongoing and are designed to enhance preparation for the SAT as well as to facilitate precision and accuracy in both oral and written discourse. Although the English 11 Honors curriculum is not designed as an AP preparatory course, the skills covered are commensurate with those in the AP English program, and thus students may choose to sit for the AP English Language or Literature exams.

Requirements: Recommendation of Instructor. Successful completion of English 10 and submission of writing portfolio (procedure provided by 10th grade teacher) or successful completion of English 10 Honors. Demonstration of both advanced skills as well as scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity.

ENGLISH 12 - DRAMA

This course explores classic and contemporary plays through enactment, writing, discussion, analysis, research, and reflection. Students will engage in solo, small group, and ensemble exercises and activities to advance their interaction with the material. Students will learn to evaluate, interpret and share theme, story, character, emotion, author's voice, and writing style; excavate connections and relationships between literature/plays and their own personal lives and experiences; enhance their skills in both formal and informal composition; practice and apply college level skills -- specifically, written responses that call for analytical organization and textual support; develop usage and accuracy of vocabulary and grammar. Authors/Playwrights studied may include: Sophocles, Shakespeare, Miller, Pinter, Beckett, O'Neill, Chekov, Simon, Mamet, Brecht, Ruhl, and Baker. Participation in this course will develop and enhance academic, artistic, and personal confidence, with the understanding that creating and experiencing can be vital to lifelong learning.

Requirements: Successful completion of English 11, English 11 Honors, or AP English Language.

ENGLISH 12 - SCIENCE FICTION

This course focuses on the genre of Science Fiction. Students will examine and reflect upon how the genre has been used, and continues to be used, as a means of social commentary, satire and a study of current events. Texts of study include novels, short stories, poetry, teleplays, and film. Critical analysis of these different types of texts and modes will allow students to make inter-textual connections both globally and across time periods. Writing will include rhetorical and literary analysis as well as creative pieces. Vocabulary, grammar, and usage workshops are ongoing and designed to enhance each student's confidence, precision and accuracy in both oral and written discourse. Authors studied may include: HG Wells, Ray Bradbury, Isaac Asimov, Philip K. Dick, Aldous Huxley, Rod Serling, Stephen King, and Ernest Cline.

Requirements: Successful completion of English 11, English 11 Honors, or AP English Language.

ENGLISH 12 - SPORTS AND CULTURE

This course focuses on the way that we root for the underdog, battle against evil – real or imagined – challenge our abilities, and celebrate our champions. Whether we participate in a sport or not, we still derive satisfaction from the stories we see played out around us. Sports and Culture allows us to reflect, analyze and celebrate the role and influence athletics plays in the lives of individuals and our society. Essential questions this course asks students to consider are: How is our culture expressed through the sports we play? How do sports define the way we see ourselves as individuals? What issues from our culture are played out in sports? How do the sports we embrace express our values?

Requirements: Successful completion of English 11, English 11 Honors, or AP English Language.

ENGLISH 12 - WORLD LITERATURE

This course focuses on examining and analyzing a variety of world literature. Students will dissect international fiction, nonfiction, and various forms of media (such as TV, movies, newspapers, etc.) to reflect on what it means to be a global citizen. Critical analysis of these different types of texts and modes will allow students to enhance their understanding of the world, make intertextual connections globally, and use literature as both a mirror and a window. Writing will include rhetorical and literary analysis, as well as creative pieces. Vocabulary, grammar, and usage workshops are ongoing and designed to enhance each student's confidence, precision, and accuracy in both oral and written discourse. Authors studied may include Vladimir Nabakov, Tania Hershman, Kim Young-ha, Tony Eprile, and Valeria Luiselli.

Requirements: Successful completion of English 11, English 11 Honors, or AP English Language.

ENGLISH 12 HONORS

This course is designed for the accelerated English student and encompasses college level requirements and rigor. The class is composed of students who have demonstrated superior ability in English and who are willing to meet the demanding course workload. Writing instruction at this level is based largely on refinement as it enhances the writer's precision, clarity, relevance, voice, and originality in both formal and informal composition. Written work prepares students for college level expectations - specifically, the ability to analyze and synthesize sophisticated texts in well-developed, organized responses that rely upon specific textual support, and writing is approached as an ongoing recursive process. Readings include a variety of voices and formats, including but not limited to imaginative fiction, creative non-fiction, and scholarly materials. Authors studied can include: Morrison, McEwan, Camus, Hesse, Joyce, and Shakespeare. Vocabulary, grammar, and usage workshops are ongoing and are designed to enhance each student's confidence, precision, and accuracy in both oral and written discourse.

The Honors teacher's high expectation for students' reading, writing, and analytical abilities distinguishes the Honors course from English 12. Although the English 12 Honors curriculum is not designed as an AP preparatory course, the skills covered are commensurate with those in the AP English program, and thus students may choose to sit for the AP English Language or Literature exams.

Requirements: Recommendation of Instructor. Successful completion of English 11 and submission of writing portfolio (procedure provided by 11th grade teacher) or successful completion of English 11 Honors. Demonstration of both advanced skills as well as scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity.

ENGLISH ELECTIVES

DRAMATIC WRITING

The overall purpose of this course is to study and develop the craft of storytelling (focusing on dialogue, plot, character development, world building, and point of view) and the craft of poetry composition (such as form, meter, and lineation). Students will compose for the stage as well as the page, writing spoken word poetry, screenplays, short fiction, and creative nonfiction. In a workshop environment, students will share and review their work with one another, discussing elements such as word choice, tone, diction, review, voice, and style. The class will culminate in the creation of a portfolio of revised, polished compositions.

DRAMATIC WRITING 2

This course is open to students who excelled in Dramatic Writing and will build upon skills developed in that class, including short story and poetry composition and writing for screen and television. Students will take on leadership roles as editors and mentors for their classmates and are encouraged to develop more ambitious material.

JOURNALISM AND PUBLICATION: PRINT, PODCAST, BROADCAST

In the interest of creating leaders in news gathering, communication and expression, students in Journalism and Publication will produce an online newspaper. Instruction will focus on the craft of writing (both objective news and opinion pieces), the principles of photojournalism, and techniques to integrate and produce multimedia content. Through regular study of a wide range of news sources and primary documents, students will stay informed of current events and track controversial issues over time. Students are eligible to take this course multiple times.

JOURNALISM AND PUBLICATION: PRINT, PODCAST, BROADCAST HONORS

In the interest of creating leaders in news gathering, communication and expression, students in Journalism and Publication will produce an online newspaper. Instruction will focus on the craft of writing (both objective news and opinion pieces), the principles of photojournalism, and techniques to integrate and produce multimedia content. Through regular study of a wide range of news sources and primary documents, students will stay informed of current events and track controversial issues over time. Students are eligible to take this course multiple times.

In addition to composing pieces for publication, **Honors students** must take on one leadership or managerial track to produce the newspaper, options including editorial and publishing duties, designing online or print layout, editing peer pieces before publication, or writing additional articles.

Requirements: Successful completion of Journalism and Publication: Print, Podcast, Broadcast.

SCREENWRITING (SEMESTER)

Students in this fall semester course will study and develop the craft of writing for film and TV. They will examine examples of classic and contemporary screenplays, unpacking the general concept of visual storytelling by focusing on specific concepts like point of view, world building, character development, tension, and tone. After learning the fundamentals of story and format, students will put their knowledge to use in writing a full-length short- film script and an outline for a full-length feature by the end of the semester.

dTHS HUMANITIES ACADEMY

The de Toledo Humanities Academy is designed to foster deep intellectual curiosity, rigorous research skills, and a nuanced understanding of the human experience. This academy will offer a focused curriculum culminating in significant independent research, project-based learning, and meaningful project-based experiences in the senior year. The core of the academy will be a sequential Advanced Placement (AP) program, requiring AP Seminar in the sophomore year and AP Research in the junior year, culminating in a senior year project rooted in the school's values of Tikkun Olum and reflective of our Neshamah.

MANDATORY CLASSES

AP SEMINAR (GRADE 10)

This is an interdisciplinary course focused on developing critical thinking, research, and presentation skills by exploring complex, real-world topics from multiple perspectives. Students analyze diverse sources like articles, studies, and speeches, learn to synthesize information, and construct evidence-based arguments in written essays and oral presentations, both individually and in teams. It is the foundational course of the AP Capstone program, but can also be taken as a standalone course.

AP RESEARCH (GRADE 11)

A year-long course that culminates in an independent, year-long research-based investigation on a topic of the student's choice. It is the second course in the AP Capstone Diploma program, requiring students to design, plan, and conduct their own study to produce a scholarly paper and presentation. Students learn to define a research question, collect and analyze data, and defend their findings through an academic paper and an oral defense.

YISUM (GRADE 12)

A semester course team taught by a Jewish Studies and humanities teacher in which the students will apply the skills they have learned in the previous two years and develop their research into a real world experience rooted in Jewish values.

HEBREW

The mission of the Hebrew department is to provide students with meaningful and authentic communicative experiences by integrating both oral and written expressions. Students are immersed in a rich array of primary sources in order to foster cultural awareness as well as a love for Israel, its people, and the Hebrew language.

WE OFFER THREE TYPES OF COURSES

YESOD & GESHER

These courses offer the same comprehensive content at a more gradual pace. Tailored to support individual learning needs and differences, these courses allow for deeper skill reinforcement and greater confidence.

COLLEGE PREP

Offered from Hebrew 1 through 8, college prep Hebrew classes provide students with a solid foundation and steady progression in language skills. With a balanced pace, comprehensive learning and critical thinking are emphasized.

HONORS

Offered from Hebrew 6 and above, Honors classes are designed for students who are ready to engage with more complex material at an accelerated pace. With a higher expectation for independence and sophistication in both speaking and writing, a deeper analysis of language and culture is maintained.

HEBREW 1 & HEBREW YESOD

Designed for beginners or those who have not yet mastered foundational skills, the focus is on reading (decoding Hebrew words), writing in cursive, and building a strong base of essential Hebrew vocabulary. By the end of the year, students will demonstrate emerging fluency in listening, reading, writing, and speaking about topics such as basic biographical information, daily activities and preferences, familiar objects from their immediate environment, and locations in Israel, using vocabulary, syntax, and morphology appropriate to a novice level.

HEBREW 3 & HEBREW GESHER

Students actively develop proficiency across all four language skills: listening, speaking, reading, and writing. They practice reading and understanding short Hebrew texts, interpreting audio materials, and participating in basic dialogues. Students also learn to express clear and coherent ideas through spoken communication and written compositions. The curriculum covers topics such as personal information, family and self, daily routines, and individual preferences, providing a well-rounded introduction to essential Hebrew communication skills.

HEBREW 4 & HEBREW 5

Students actively engage in conversations on familiar topics covered in previous levels and use simple sentences to communicate effectively. They learn to ask and answer questions in simulated social interactions to help navigate scenarios such as ordering food or completing simple transactions. Additionally, they practice presenting information both orally and in writing, organizing their thoughts into a series of clear, basic sentences. Through exposure to short texts and presentations, students develop the ability to grasp central ideas, strengthening their comprehension and communication skills in practical and meaningful ways.

HEBREW 6 (COLLEGE PREP AND HONORS)

Students continue to expand their ability and begin discussing pertinent socio-cultural topics such as volunteering, arts, and Israeli culture. Gradually working with more complex concepts allows the students to enhance their proficiency in speaking, listening, reading, and writing Hebrew. The course also introduces the study of essential grammatical structures, such as the past and future tenses, allowing students to build a more comprehensive command of the language and strengthen their grasp of Hebrew grammar structures.

HEBREW 7 (COLLEGE PREP AND HONORS)

Students actively participate in conversations with growing confidence and ease, discussing events and experiences across different time frames. They navigate everyday social interactions and deliver presentations on cultural topics, ultimately presenting information clearly in past, present, and future contexts. Topics range from personal interests to broader themes such as the role of music in daily life, the impact of social media, and aspects of Israeli society, fostering a well-rounded societal understanding. Writing tasks include crafting longer, well-organized paragraphs about personal and shared experiences while reading and listening activities focus on identifying the main ideas in texts and discussions.

HEBREW 8 (COLLEGE PREP AND HONORS)

Students learn to demonstrate proficiency in listening, reading, writing, and speaking Hebrew across various contexts and genres, including prose, poetry, songs, and midrash. They engage in informal and formal conversations on familiar and new topics, narrate and describe events in different time frames, and express detailed ideas in multi-paragraph discourse. With a significantly expanded vocabulary and advanced grammar, students handle increasingly complex tasks, such as analyzing texts, discussing current events, and reflecting on linguistic structures, while exploring themes like friendships, disagreements, history, and animals.

HEBREW 9 HONORS

Students confidently listen, read, write, and speak about real-world topics of personal, social, and national relevance, utilizing advanced vocabulary, syntax, and morphology. They engage in discussions, narrate and explain events in all time frames, and address abstract issues such as moral dilemmas, time management, and the role of books. Students analyze texts, construct arguments, write formal and informal multi-paragraph essays, and participate in debates and surveys. Through the introduction of substantial new vocabulary advanced grammar structures, and exposure to various genres, they achieve greater linguistic precision and real-world communication skills, as well as the ability to speak confidently with native speakers.

HEBREW 10 HONORS

Advancing on skills established in Hebrew 9, students develop the ability to listen, read, write, and speak Hebrew with natural fluency in personal, social, and academic contexts. They engage with a wide range of topics, such as sports, fashion, leadership, and group dynamics, while utilizing advanced vocabulary, syntax, and morphology. Tasks include analyzing authentic materials like articles, interviews, and multimedia, then integrating them into detailed arguments, full-length papers, and nuanced conversations. With the introduction of substantial new vocabulary, mastery of advanced verb forms, and expanded grammatical knowledge, students confidently navigate a variety of settings, offering insights and creative perspectives on concrete and abstract subjects.

ISRAELI SOCIETY AND CULTURE THROUGH FILM HONORS

Students explore the evolution of Israeli society and culture from 1948 to the present through the lens of film. Viewing feature films, documentaries, and television clips, they analyze how issues such as immigration, ethnicity, religion, and identity are portrayed across decades of Israeli cinema. Through discussion, writing, and oral presentations, students develop advanced language proficiency while gaining deeper insight into Israel's cultural mosaic. Activities include film analyses, reading authentic Hebrew articles, and creative projects that integrate linguistic and cultural understanding. This course emphasizes critical interpretation, fluent expression, and cultural literacy, providing a dynamic and immersive learning experience.

Prerequisite: Successful completion of Hebrew 9 Honors.

HISTORY / SOCIAL SCIENCE

AP EUROPEAN HISTORY (GRADE 10-12)

This course provides an analytical perspective on European History from 1450 to the Present. There will be a focus on writing and critical thinking, research, and college ready skills to help prepare students to be successful on the AP Exam. This course will have considerable use of online resources, educational technology, and discussions. The class will meet during the regularly scheduled periods in the school day with additional meetings (Bonus, Sundays, virtual) as needed. Students will engage in three main themes of study: Intellectual and Cultural History; Political and Diplomatic History; and Social and Economic History. Within each of these themes, students will consider the following subjects: intellectual change; reformers and religious wars; European interaction with the world; Absolutism and Constitutionalism; the Enlightenment; the French Revolution; the First and Second Industrial Revolutions; 19th and early 20th Century Growth and Rise of –ism ideologies in France, Italy, Germany, Russia, and Great Britain; Romanticism, Realism, and Relativism; World War I and the Russian Revolution; Interwar period; WWII; Cold War World; Post-Cold War World.

Requirements: Recommendation of Instructor based on strength of performance and demonstration of mastery of history skills including but not limited to reading comprehension, writing, critical thinking, critical analysis, and scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity. The AP exam in May is required for 10th-11th grade students (additional fees apply) and optional for 12th grade students.

AP GOVERNMENT & POLITICS: UNITED STATES (GRADE 12)

In this yearlong course, students will explore the United States political system, analyze current events, engage with political issues as informed citizens, and prepare for the AP U.S. Government and Politics Exam. Students will examine key features of American politics, such as: America's constitutional underpinnings; the legislative, executive, and judicial branches of the federal government; the relationship between the federal, state, and local levels of government; civil rights and civil liberties; the media; political ideologies and political parties; elections; interest groups; and the federal bureaucracy. Students will perform close readings of seminal documents in America's political history, including the Declaration of Independence, the U.S. Constitution, and selected essays from the Federalist and Anti-Federalist papers. Students will also examine key U.S. Supreme Court decisions to understand the development of America's judicial system. Students will stay politically informed by reading and watching ideologically diverse media outlets, and they will research and discuss issues in contemporary politics. The course will conclude with a civic action project in which students interface with government officials, agencies, and civil society organizations to advocate for solutions to political problems. Through civil conversations, Socratic seminars, debates, simulations, projects, and regular quizzes and tests, students will pursue a rigorous and dynamic study of American government that prepares them for the AP Exam and for a lifetime of engaged citizenship.

Requirements: Recommendation of Instructor based on strength of performance and demonstration of mastery of history skills including but not limited to reading comprehension, writing, critical thinking, critical analysis, and scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity. The AP exam in May is optional for 12th grade students (additional fees apply).

AP UNITED STATES HISTORY (GRADE 11)

The AP program in United States History is designed to provide students with the writing and analytical skills and factual knowledge necessary to deal critically with the problems and materials in the American past. This class requires a level of participation, commitment, effort, and autonomy beyond the ordinary high school level, and will cover the College Board's AP-U.S. History outline. The course offers a rich understanding of the major themes, trends, chronology, historical interpretations, and developments over time in U.S. history. The course workload is equivalent to a full-year introductory college course. It is a fast-paced survey with coverage from colonial history to the 1980's. The course will utilize summer preparatory work, an early return to lessons prior to the first day of school, and additional Sunday meetings as needed in order to prepare students to be successful on the national exam.

Requirements: Recommendation of Instructor based on strength of performance and demonstration of mastery of history skills including but not limited to reading comprehension, writing, critical thinking, and analysis, and scholarship. Scholarship is defined as work ethic, timeliness, intrinsic motivation and intellectual curiosity. The AP exam in May is required for 11th grade students (additional fees apply).

MODERN WORLD AND THE JEWISH EXPERIENCE 1 (GRADE 9)

This two-year course will focus on understanding how the world today is a product of the last 500 years of history. We will explore significant cultural development, political constructions, social progress, economic growth, intellectual advancements, religious history, and other key events that have shaped the complex world in which we live. 9th grade will begin with the significant changes caused by the Renaissance and conclude with the rise of political tensions at the end of the 19th century. As an integrated world and Jewish history course, students will consistently explore the relationship and impact world events have on Jews and their history, as well as the Jews integration and impact on the world. In addition to content, emphasis will be placed on honing students' academic skills, including reading, note-taking, oral presentation, geography and writing skills. Students will continue developing historical skills including critical reading, primary and secondary source analysis, understanding cause and effect, identifying fact from opinion, developing critical and analytical thinking, discussion and debate, research and academic writing skills, and using technology to enhance learning.

MODERN WORLD AND THE JEWISH EXPERIENCE 1 HONORS (GRADE 9)

This two-year course will focus on understanding how the world today is a product of the last 500 years of history. We will explore significant cultural development, political constructions, social progress, economic growth, intellectual advancements, religious history, and other key events that have shaped the complex world in which we live. 9th grade will begin with the significant changes caused by the Renaissance and conclude with the rise of political tensions at the end of the 19th century. As an integrated world and Jewish history course, students will consistently explore the relationship and impact world events have on Jews and their history, as well as the Jews integration and impact on the world. In addition to content, emphasis will be placed on honing students' academic skills, including reading, note-taking, oral presentation, geography and writing skills. Students will continue developing historical skills including critical reading, multiple perspectives, primary and secondary source analysis, understanding cause and effect, identifying fact from opinion, developing critical and analytical thinking, discussion and debate, research and academic writing skills, and using technology to enhance learning. The honors section of this course expects students to have a solid foundation of skills necessary to successfully delve deeper into history with a greater load of reading, writing, research, and discussion.

Requirements: Placement based on strength of performance and demonstration of mastery of history skills including but not limited to reading comprehension, writing, critical thinking and analysis, and scholarship. Scholarship is defined as work ethic, timeliness, intrinsic motivation and intellectual curiosity.

MODERN WORLD AND THE JEWISH EXPERIENCE 2 (GRADE 10)

This course concludes the two-year sequence in Modern World History and the Jewish Experience. Students continue to explore political, social, cultural, intellectual, economic and religious aspects that shape the modern world. The 10th grade will focus on the late 19th century to the present. The Jewish experience will be a continued theme through this course paying special attention to the evolution of antisemitism, the rise of Zionism, the Shoah (Holocaust), and the history of the State of Israel. This course builds on the skills developed in the 9th Grade such as critical thinking, document analysis, research, analytical writing, public speaking, and the use of technology. Additional emphasis will be placed on critical thinking, multiple perspectives, media literacy, historiography, writing, research, and the use of primary and secondary source materials are key. Students craft persuasive written arguments using historical evidence; reason through an understanding of cause and effect; compare and contrast; and connect world history to contemporary developments.

Requirements: Successful completion of Modern World 1.

MODERN WORLD AND THE JEWISH EXPERIENCE 2 HONORS (GRADE 10)

This course concludes the two-year sequence in Modern World History and the Jewish Experience. Students continue to explore political, social, cultural, intellectual, economic and religious aspects that shape the modern world. The 10th grade will focus on the late 19th century to the present. The Jewish experience will be a continued theme through this course paying special attention to the evolution of antisemitism, the rise of Zionism, the Shoah (Holocaust), and the history of the State of Israel. This course builds on the skills developed in the 9th Grade such as critical thinking, document analysis, research, analytical writing, public speaking, and the use of technology. Additional emphasis will be placed on critical thinking, multiple perspectives, media literacy, historiography, writing, research, and the use of primary and secondary source materials are key. Students craft persuasive written arguments using historical evidence; reason through an understanding of cause and effect; compare and contrast; and connect world history to contemporary developments. The honors section of this course expects students to have a solid foundation of skills necessary to successfully delve deeper into history with a greater load of reading, writing, research, and discussion.

Requirements: Recommendation of Instructor based on strength of performance and demonstration of mastery of history skills including but not limited to reading comprehension, writing, critical thinking and analysis, and scholarship. Scholarship is defined as work ethic, timeliness, intrinsic motivation and intellectual curiosity.

UNITED STATES HISTORY (GRADE 11)

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

Requirements: Successful completion of History 10.

UNITED STATES HISTORY HONORS (GRADE 11)

This course will serve as a supplement to the required survey of United States history. The course emphasizes political, social, cultural, economic, racial, and gender aspects of the American past. In essence, the thrust of the class is to explore how Americans understood, shaped, and participated in their world. Topics of inquiry may include: slave narratives; Jews in the Civil War; immigration, labor conflict, and progressive reforms during the Gilded Age; the Spanish-American War and the Age of American Imperialism; the New Women of the 1920s; World War I and World War II; 1950s Cold War America; and, the Civil Rights Movement, Vietnam, and the counterculture of the 1960s. Thematic elements may include: slavery and mechanisms of control; discourse of "the other;" worker's movements; imperialism and nationalism; changing gender roles; and, cultural history and entertainment. Students will explore the Civil Right Movement in order to prepare them for their week long class trip exploring Civil Rights history on their trip to the South. Students will devote attention to the fundamentals of historical inquiry, critical reading, discussion and debate, organization, mastery of the basic chronology of events, primary source analysis, research and academic writing skills, and the use of educational technology. The honors section of this course will pursue a more ambitious course of study with a greater load in terms of reading, writing, and research.

Requirements: Recommendation of Instructor based on strength of performance and demonstration of mastery of history skills including but not limited to reading comprehension, writing, critical thinking and analysis, and scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and intellectual curiosity.

GOVERNMENT & POLITICS: UNITED STATES (GRADE 12) SEMESTER

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

Requirements: Successful completion of US History or US History Honors.

GOVERNMENT & POLITICS: UNITED STATES HONORS (GRADE 12)

In this course, students will explore the United States political system, analyze current events, and engage with political issues as informed activists. Equipped with a thorough understanding of the United States Constitution, students will examine key features of American politics, such as: the legislative, executive, and judicial branches of the federal government; the relationship between the federal, state, and local levels of government; civil rights and civil liberties; the media; political ideologies and parties; elections; interest groups; and domestic and foreign policy. Students will stay politically informed by reading and watching ideologically diverse media outlets; and they will research and discuss issues in contemporary politics. Through civil conversations, debates, simulations, policy case-studies, and research papers, students will pursue their study of American government as active learners. Students will also serve their communities as political activists, interfacing with government officials, agencies, and civil society organizations to advocate for solutions to political problems. This course will help students hone their skills in research, academic writing, educational technology use, oral communication, and political advocacy; and it will give students the tools to contribute to society as informed and engaged citizens. As an honors course, the class pursues a more ambitious course of study with higher expectations for reading, writing, research, and experiential learning.

Requirements: Recommendation of Instructor based on strength of performance and demonstration of mastery of history skills including but not limited to reading comprehension, writing, critical thinking and analysis, and scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and intellectual curiosity.

HISTORY/SOCIAL SCIENCE ELECTIVES

AP PSYCHOLOGY (GRADE 12)

AP Psychology is a survey course that introduces students to the systematic and scientific study of human behavior and mental processes. Students will spend the year covering topics such as human development, social psychology, learning theory, psychological disorders, memory and cognition, the biology of behavior, sensation and perception, motivation and emotion, stress and health, personality theory, research design and statistics. Throughout the course, students will apply psychological concepts and employ psychological research methods and data interpretation to evaluate claims, consider evidence, and effectively develop evidence-based arguments Only those students who possess a great deal of self-discipline and motivation should take this course, as there is a substantial amount of learning that will not be covered during class meetings. This is a college level equivalent course that may entitle the student to college credit upon successful completion of the AP exam.

Requirements: Successful completion with A- or better in Honors English or Honors History AND Biology, and recommendation of current Instructor based on strength of performance and demonstration of both advanced skills as well as scholarship. Scholarship is defined as work ethic, timeliness, intrinsic motivation and curiosity.

PSYCHOLOGY HONORS (11-12)

This honors-level introductory psychology course will cover the behavior and mental processes of human beings through the lens of various psychology subfields. This course offers a comprehensive overview of the major topics in psychology, beginning with the history of psychology, moving through the basic biological underpinnings of behavior, understanding thought patterns, social psychology theory, development, personality and abnormal patterns of human conduct. Students will have the opportunity to consider the ways in which psychological science can be applied to address a wide variety of issues from the personal to the global.

While this course introduces students to the wide scope of psychological science, it is not a preparation course for the AP exam. However, this class will offer an in-depth exploration beyond the limits of the AP curriculum in three primary areas:

/ The History of Psychology
/ Psychopathology
/ Applied Psychology

By integrating The History of Psychology, psychopathology, and applied psychology into the curriculum, students will have the opportunity to take theoretical academic material and connect it to the real-world. This course will include: lecture, group discussions, both in-class and outside reading material, writing assignments, quizzes/tests, group projects. It will culminate in a self-selected individual research project.

Requirements: Successful completion of an honors course in English or History (B+ or better), and strength of performance and demonstration of both advanced skills as well as scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity.

AP RESEARCH (GRADE 11)

A year-long course that culminates in an independent, year-long research-based investigation on a topic of the student's choice. It is the second course in the AP Capstone Diploma program, requiring students to design, plan, and conduct their own study to produce a scholarly paper and presentation. Students learn to define a research question, collect and analyze data, and defend their findings through an academic paper and an oral defense.

Requirements: Successfully completion of AP Seminar.

PERSONAL FINANCE AND ECONOMICS (GRADE 11-12) (SEMESTER)

This semester-long course gives students the real-world knowledge and skills they need to lead financially responsible lives in college and beyond. Students learn how to: create and follow a monthly budget; research and open checking accounts, savings accounts, and certificates of deposit (CDs) at banks and credit unions; build a strong credit history and check credit reports; prepare federal and state income tax returns; navigate the markets for health insurance and car insurance; and invest in stocks, bonds, and mutual funds. The class is taught through simulations, projects, collaborative work, lectures, and business-oriented current event discussions. The course also features guest speakers from the finance and accounting industries, allowing students to learn from and create contacts with business professionals. The course will culminate in an exam by W!se in order to earn a Certificate of Financial Literacy.

JEWISH STUDIES

DRISHAT SHALOM (GRADE 9-12)

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

KEDOSHIM (GRADE 9)

Students will survey the fundamentals of Jewish learning with the aim both of acquiring essential Judaic knowledge, as well as helping prepare them to choose their course of study in the next three years at de Toledo. This survey covers areas such as: (a) an overview of Jewish history; (b) the rhythm of the Jewish calendar; (c) what Tanakh is and how Jews study it; (d) Judaism's key ethical teachings; and (e) the significance of the land of Israel. This course is intended for students with less background in Jewish text study.

ADVANCED KEDOSHIM (GRADE 9)

Students will pursue more in-depth study of the essential texts of Judaism, Tanakh and Talmud, with both the aim of appreciating how Jewish ideas and practices develop over time out of these sources, as well as helping prepare them to choose their course of study in the next three years at de Toledo. Additionally, we will focus on the book of Beresheit (Genesis), delve into commentary and analytical questions focusing primarily on bringing the text to life in our modern times. These students will also be exposed, on a high level, to units on key themes such as the significance of the land of Israel, Jewish ethical teachings and philosophy.

Requirement: Recommendation of Department Chair.

MASORET (GRADE 10)

Masoret means "the intellectual, ritual, and spiritual inheritance of our people." In another word, "Tradition!" Picking up where the 9th grade Kedoshim courses leave off, this course bridges Judaism's ancient roots and its modern expression. Integration of the Written Torah and the Oral Tradition are explored through liturgy, philosophy, lore, law and the history of our nation. Our primary focus will be on the book of Sh'mot (Exodus) analyzing the story of one of our greatest leaders and the implications on our modern times.

Requirement: Recommendation of Instructor. Successful completion of Kedoshim or Advanced Kedoshim.

ADVANCED MASORET (GRADE 10)

"Masoret" refers to the intellectual, ritual, and spiritual inheritance of our people. Picking up where the 9th grade Kedoshim courses leave off, this 10th grade class continues to introduce fundamental Jewish texts, concepts, and practices. In Tanakh, the course focuses on the book of Exodus (Shemot) which describes the growth of Israel into a nation, its enslavement in Egypt and its liberation from there for the purpose of entering into a covenant with God. This covenant centers around the commandments and laws that God reveals, and the home God wants the people of Israel to construct for the divine presence. The themes studied in Exodus will also lead into separate units on major ethical and theological topics in Judaism as a whole, such as the mission of the Jewish people, the worth of human life, God's names, the holy land, the nature of miracles, the ethics of warfare, and the meaning of mitzvot. The advanced level of this class will emphasize both the ideas we cover in-depth, as well as the skills of Jewish text study students will gain.

Requirement: Recommendation of Instructor. Successful completion of Kedoshim or Advanced Kedoshim.

EXTENDED ISRAEL EXCHANGE PROGRAM (EIEP) SEMINAR (COLLEGE PREP OR HONORS) (GRADE 10)

10th grade students who participate in the Extended Israel Exchange Program are required to take this course in the Spring. The EIEP Seminar is a semester long course that anchors a select student exchange program with a partner high school in Ramat Gan, Israel, as well as a Global Classroom with six other Jewish schools throughout the world (Hungary, Turkey, Israel, South Africa, Mexico, and Uruguay). The Extended Israel Exchange Program involves life and study in the United States and in Israel, with Israeli partners for several months at a time at both locations. The course is designed to integrate the varied themes and experiences the student engages with both in class and outside it. The focus of the course is "Identity and Community – In Context". The students explore these as they apply to themselves and to their partners, as individuals and – in the context of the Global Classroom – as members of diverse communities in five continents. The approach and tools are interdisciplinary – traditional and modern Jewish text; documents in American and Israeli History; literature, poetry, feature and documentary films, photography; excursions to diverse sites and encounters with a wide range of people – all of value both in themselves and as they relate to "Identity" and "Community". The students undertake independent and group projects and research. In the Fall Semester, EIEP students are required to take the Israel and American Jewish Identity Course.

This course fulfills the requirement in Jewish Studies in the 10th Grade, and can be taken at either the College Prep or Honors Level.

JEWISH STUDIES (GRADE 11-12) (SEMESTER)

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

/ Cine-gogue/The Jewish Lens: Exploring Jewish Identity and Culture in Film (one semester): This class looks to explore how Jewish identity is shaped in the medium of film. Students will explore Jewish depiction in the last 130 years of history through the art we helped shape. These films will be framed by screenings, discussions, writing, projects and classic Jewish text study. Films will include classics from the silent age such as Der Golem, transition sound films such as The Jazz Singer, to more contemporary works such as You're So Not Invited to My Bat Mitzvah, Uncut Gems and Shiva Baby.

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

/ Environment (one semester): Units discuss human obligation to the earth through land use, water, food and an exploration of environmental current events. Students also work in the dTHS garden.

/ Social Justice (one semester): Units discuss Jewish values and how they guide us through such issues as labor and wages, product pricing, Tzedakah (charity), and human rights.

/ The Big Questions (one semester): Using both Jewish and philosophical approaches, we examine some of the major questions which thinking people face in life, such as: How do we know what's true? Is God real? Do science and religion contradict each other? Is morality just an opinion? How much freedom do we really have? This is a class where we take questions seriously that human beings have been asking for thousands of years.

JEWISH ETHICS AND LEADERSHIP (GRADE 10-12)

Jewish Ethics and Leadership challenges motivated student leaders to study Jewish texts in concert with leadership strategies. Students will be asked to apply their Jewish ethical and leadership training to their roles as elected student council members, executing activities prepared for grade-level gatherings and other student body events.

Reading selections and lessons will expose students to a variety of ethical leadership models through time. Visiting lecturers will cover various topics including defining ethical leadership, decision-making, values and integrity, social responsibility, communication, cultural competence, ethical leadership during crisis, and sustainability. Students will be encouraged to draw their own connections between the studied texts in order to help develop critical thinking and independence when unifying and invigorating the spirit of the dTHS community.

With student electoral approval, students may enroll in Jewish Ethics and Leadership for three years, allowing them to continue their role as elected leaders who need to uphold the school's values and mission on behalf of the student body. The course is repeatable and available for honors credit upon instructor approval.

Requirements: This class is only for 10th-12th grade students elected to Student Council by peers or by the Faculty Student Government Advisor, and they are expected to enroll in Jewish Ethics and Leadership unless there is a scheduling conflict.

JLEAD: LEADERSHIP & JEWISH CELEBRATION (GRADE 10-12)

Students in this course will be responsible for partnering with Jewish Life to plan and execute T'fillah sessions, Jewish Life holiday celebrations and other activities on and/or off of the dTHS campus (e.g. Small Groups and All- School T'fillah, Holidays, Shabbatonim, 10th grade trip, Shabbat activities, etc.). Through a deep investigation of T'fillah, Jewish holidays (both major and minor), and daily Jewish life, students will gain exposure to various biblical and rabbinic genres having the opportunity to investigate a variety of Jewish texts ranging from biblical to contemporary time periods. Finally, students will learn to use various experiential methods of teaching and learning, such as art, music, meditation, discussion, etc., in their leading of programs to their peers. This course will also develop students' leadership skills through in-class activities, individual and group reflection, one-on-one instructor meetings, and more. This course is repeatable for Honors credit with approval from the instructor. Second year students will take on more leadership responsibilities by expanding a more dynamic relationship with Judaism and Jewish leadership skills. Second year students will gain new responsibilities and help mentor first year JLEADers.

Requirements: Experience leading and planning Jewish events and/or T'fillah OR the strong desire to be a part of leading and organizing Jewish communal events. Recommendation of Instructor and Departmental Approval based on an application process.

SPEECH & DEBATE 1 (GRADE 10-12)

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

Requirements: Recommendation of Instructor.

SPEECH & DEBATE 2 (GRADE 11-12)

In this class, students become familiar with key texts from the Jewish tradition and use them as a framework for studying argumentation strategies, honing communication skills, developing expertise in Speech & Debate events,and performing at campus events and at Speech & Debate tournaments.

Requirements: Recommendation of Instructor. Successful completion of Speech & Debate 1.

SPEECH & DEBATE 2 HONORS (GRADE 11-12)

In this class, students become familiar with key texts from the Jewish tradition and use them as a framework for studying argumentation strategies, honing communication skills, developing expertise in Speech & Debate events, and performing at campus events and at Speech & Debate tournaments. For the honors portion, students will be expected to attend 2 more tournaments per semester, have longer papers, and require more sources for their work. In debate work, they'll be partnered against other honors students.

Requirements: Recommendation of Instructor. Successful completion of Speech & Debate 1. Demonstration of both advanced skills as well as scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity.

SPEECH & DEBATE 3 (GRADE 12)

In this class, students become familiar with key texts from the Jewish tradition, with a focus on Jewish philosophy, and they use the text as a framework for studying argumentation strategies, honing communication skills, developing expertise in Speech & Debate events, and performing at campus events and at Speech & Debate tournaments.

Requirements: Recommendation of Instructor. Successful completion of Speech & Debate 1 and 2.

SPEECH & DEBATE 3 HONORS (GRADE 12)

In this class, students become familiar with key texts from the Jewish tradition, with a focus on Jewish philosophy, and they use the texts as a framework for studying argumentation strategies, honing communication skills, developing expertise in Speech & Debate events, and performing at campus events and at Speech & Debate tournaments. For the honors portion, students will be expected to attend 2 more tournaments per semester, have longer papers, and require more sources for their work. In debate work, they'll be partnered against other honors students.

Requirements: Recommendation of Instructor. Successful completion of Speech & Debate 1 and 2 (H). Demonstration of both advanced skills as well as scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity.

BEIT MIDRASH HONORS 1 & 2 (GRADE 11-12)

This course is an opportunity for academically motivated students to further develop their ability to understand classical Jewish texts like Tanakh, Midrash, and Talmud. We carefully and deeply explore a range of topics in Jewish thought, ethics, and practice, and apply them to our lives today. Examples of these topics are: The Meanings of Shofar, Politics, Government, and Democracy in Jewish Thought; the books of Jonah and Esther; and The Seven Female Prophets. A variety of learning methodologies are employed, including partner study (chevruta). This course can be taken for two-years with different content in 11th and 12th grade.

Requirements: Recommendation of past JS instructor. Demonstrated record of text skills and general academic scholarship: good work ethic, intrinsic motivation, and a desire for intellectual engagement.

IYUN - In Hebrew, עיון, means 'in depth'. This 'track' of classes is intended for dT Students with the strongest text and Hebrew skills.

IYUN HONORS 1 & 2 (GRADE 9- 10)

This yearlong class is geared to our 9th and 10th grade students with the highest level of Jewish text skills. Students will focus on Biblical texts, with an emphasis on the commentaries of Torat Hayim and classic midrashim. Additionally, students will begin to build the core skills of Mishnah and Gemara study - conjugation, translation, parsing sugyot - with a focus on life-cycle and halachot pertaining to the haggim (Jewish holidays). This honors class is repeatable.

Requirements: Recommendation of Instructor.

IYUN HONORS 3 & 4 (GRADE 11-12)

This yearlong class is geared to our 11th and 12th grade students with the highest level of Jewish text skills. Students will study Mishnah and Gemara in the original Hebrew and Aramaic and continue building their skills in conjugation, translation, and parsing sugyot. This class deepens student understanding and facility with the process of Halachic decision making. Students will study and produce piskei halacha, with consideration of the legal, moral, and theological implications of classic Jewish decision making. This honors class is repeatable.

Requirements: Recommendation of Instructor.

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

This course focuses on Genocide, using the Shoah (Holocaust) as the primary case study. While students explore their own personal identities, they also engage in a journey of investigation into some of the most horrifying displays of human behavior as well as some of the most exceptional examples of human courage and compassion. The class will focus on a deep examination of antisemitism particularly focusing on antisemitic myths and their origins, and the rise of antisemitism today. The rise of the Nazis and their power in Germany in the 1930's and 1940's will be analyzed, and, in particular, focus on how the Nazis used the power of propaganda to consolidate their power. Students will now focus on the Holocaust itself. To allow for deeper understanding, students will watch Schindler's List. By the end of the course, students will understand that they have the power to shape the course of history through their individual actions, and they must ultimately confront the question: "How can I make a difference in the world?" Students will explore what it means to choose to participate in making a difference in the world. This course is a graduation requirement. It is an addition to the Jewish Studies 4-year requirement.

ISRAEL AND AMERICAN JEWISH IDENTITY (GRADE 12) (SEMESTER)

This required seminar explores the roots and conflicts of the Modern State of Israel as well as its intertwined relationship with the Diaspora. Students will be familiar with current events, how the issues play out on college campuses, and develop a vocabulary for articulating Israel's role in their own Jewish identity. Additionally, we will be exploring the American Jewish landscape and its connection to Israel, values and peoplehood with an eye towards cultivating students' Jewish Identity. This course is a graduation requirement. Students in other year-long Jewish Studies courses are exempt from this requirement.

YISUM (GRADE 12) (SEMESTER)

A semester course team taught by a Jewish Studies and humanities teacher in which the students will apply the skills they have learned in the previous two years in AP Seminar and AP Research and develop their research into a real world experience rooted in Jewish values.

Requirements: Successful completion of AP Seminar and AP Research

MATHEMATICS

ALGEBRA 1A

This is the first year of a two-year sequence of courses which covers the fundamentals of algebra. Main topics of this course include learning the language and tools of algebra, solving linear equations and inequalities, solving systems of equations, rations and proportions, and an introduction to functions. Applications and interdisciplinary connections are stressed.

ALGEBRA 1B

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

Requirements: Successful completion of Algebra 1A.

ALGEBRA 1

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

ALGEBRA 2

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

Requirements: Recommendation of Instructor. Successful completion of Geometry (Grade B or higher).

ALGEBRA 2 HONORS

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

Requirements: Recommendation of Instructor. Successful completion of Geometry Honors (Grade B or higher). Demonstration of both advanced skills as well as scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity.

AP CALCULUS AB

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

Requirements: Recommendation of Instructor. Successful completion of Precalculus Honors (Grade B+ or higher). Demonstration of both advanced skills as well as scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity. The AP exam in May is required for 9th-11th grade students (additional fees apply), and optional for 12th grade students.

AP CALCULUS BC

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

Requirements: Recommendation of Instructor. Successful completion of AP Calculus AB (Grade B+ or higher). Demonstration of both advanced skills as well as scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity. The AP exam in May is required for 9th-11th grade students (additional fees apply), and optional for 12th grade students.

AP COMPUTER SCIENCE A (GRADE 11-12)

AP Computer Science A is a math elective equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities. This course is designed to be a fun learning experience for students that incorporate both in-class lecture and lab time. Students should be comfortable with functions and the concepts found in the uses of function notation, such as f(x) = x+ 2 and f(x) =g (h(x)). It is important that students understand that any significant computer science course builds upon a foundation of mathematical reasoning that should be acquired before attempting such a course.

Requirements: Recommendation of Instructor. Successful completion of Algebra 2 (B or higher). Demonstration of both advanced skills as well as scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity. The AP exam in May is required for 9th-11th grade students (additional fees apply), and optional for 12th grade students.

AP STATISTICS (GRADE 11-12)

AP Statistics is the high school equivalent of a one semester, introductory college statistics course. In this course, students develop strategies for collecting, organizing, analyzing, and drawing conclusions from data. Students design, administer, and tabulate results from surveys and experiments. Probability and simulations aid students in constructing models for chance behavior. Sampling distributions provide the logical structure for confidence intervals and hypothesis tests. Students use a TI-Nspire graphing calculator, Fathom and Minitab statistical software, and Web-based java applets to investigate statistical concepts. To develop effective statistical communication skills, students are required to prepare frequent written and oral analyses of real data.

Requirements: Recommendation of Instructor. Successful completion of Precalculus Honors (Grade B or higher). Demonstration of both advanced skills as well as scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity. The AP exam in May is required for 11th grade students (additional fees apply), and optional for 12th grade students.

CALCULUS

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

Requirements: Recommendation of Instructor. Successful completion of Precalculus (Grade B+ or higher). Demonstration of both advanced skills as well as scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity.

GEOMETRY

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

Requirements: Recommendation of Instructor. Successful completion of Algebra 1 (Grade B or higher).

GEOMETRY FUNDAMENTALS

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

Requirements: Recommendation of Instructor. Successful completion of Algebra 1 or Algebra 1B.

GEOMETRY HONORS

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

Requirements: Recommendation of Instructor. Successful completion of Algebra 1. Demonstration of both advanced skills as well as scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity.

INTERMEDIATE ALGEBRA

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

Requirements: Recommendation of Instructor. Successful completion of Geometry or Geometry Fundamentals.

PRECALCULUS

This is a full year course which solidifies topics learned in Algebra 2, such as exponential and logarithmic functions, polynomial functions, and basic trigonometry. Also, this course expands the student's experience by including topics in advanced graphing, sequences, advanced trigonometry, vectors, and introduction to the Calculus topic of limits.

Requirements: Recommendation of Instructor. Successful completion of Algebra 2 (Grade B or higher).

PRECALCULUS HONORS

This course differs from regular Pre-Calculus in the difficulty of the problems covered and in the inclusion of additional material. More advanced trigonometric topics such as solving trigonometric equations with multiple solutions and more rigorous proofs of identities are included. Calculus topics of limits and derivatives are introduced.

Requirements: Recommendation of Instructor. Successful completion of Algebra 2 Honors (Grade B or higher). Demonstration of both advanced skills as well as scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity.

STATISTICS (GRADE 12)

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

Requirements: Recommendation of Instructor. Successful completion of Intermediate Algebra or Algebra 2.

TRIGONOMETRY AND ADVANCED ALGEBRA

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

Requirements: Recommendation of Instructor. Successful completion of Intermediate Algebra or Algebra 2.

PHYSICAL EDUCATION AND ATHLETICS

PE CLASSES (DURING SCHOOL)

FITNESS (SEMESTER)

The core tenet of this course is to prepare the students for future physical activity pursuits by providing a foundational understanding of fitness principles and exercises. The course is intended to spark a lifelong appreciation for exercise manifested through maximum effort, through a collaborative attitude, and through marked breadth and depth in participation. The class runs during the school day and counts towards 0.5 PE credits.

YOGA (SEMESTER)

This yoga program is designed for high school students to learn about breath and physical body through the ancient techniques of yoga. All that is required is to show up with a positive attitude. The semester program uses the structure of a yoga class in order to teach the basic tools of work, body awareness, self-love, and meditation. This program also gives the students tools that are easily accessible to help them be grounded and empowered in their wellness. This yoga program aims to provide improvements in concentration and focus in a non-competitive environment. It will be a great way to release energy and stimulate creativity, and ultimately be a platform from which to begin a healthy relationship with one's body and community.

This class runs during the school day and counts towards 0.5 PE credits.

PE CLASSES (AFTER SCHOOL)

FALL TRIMESTER	WINTER TRIMESTER	SPRING TRIMESTER
Baseball	Table Tennis	Dance
Table Tennis	Yoga	Table Tennis
Athletic Council	Athletic Council	Yoga
Begin on the first day of school	**Begin November 2, 2026**	Athletic Council
		Begin Monday, February 8, 2027

PE classes receive 0.33 PE credit per trimester.

ATHLETIC COUNCIL (AFTER SCHOOL)

The mission of the Athletics Council is to promote our Athletics program to the wider community (both inside and outside of de Toledo) to foster excitement about the Athletics program and the school. The council is broken down into three connected divisions that will work together to meet the mission best: These divisions are photography, graphic design, and social media & promotion.

This after school program provides 0.50 PE credit.

PIT BAND (AFTER SCHOOL)

Play live orchestrations to accompany the musical theatre production. Meets after school 1-2x a week for the fall trimester, with a heavier schedule in December and January, leading up to the show at the end of January and early February. Instruments needed vary from year to year. Prerequisites: Audition and Permission of Instructor.

This after school program provides 0.50 PE credit.

MUSICAL THEATRE PRODUCTION (AFTER SCHOOL)

Open to all skill sets and experience levels. Join our award-winning Theatre department and spend six months training and rehearsing for a full-scale Broadway show. Professional sets, costumes, lighting, sound and a live orchestra. Throughout the rehearsal and performance process, students will analyze, synthesize, discover, connect, research, take risks, make choices and learn numerous on-stage skills, all with off stage application. Our experienced staff of educators and artists will challenge students to reach their fullest artistic and personal potential. Every skill set and experience level is embraced and invited. Everyone "gets in" the production. There will be auditions for casting. We are dedicated to bolstering confidence and capability and creating an energetic and joyful environment through Theatre.

This after school program provides 0.50 PE Credits.

STAGECRAFT (AFTER SCHOOL)

Students have the opportunity to participate in the Stagecraft program as an after-school extracurricular activity, and earn PE credit while gaining valuable skills and experience. PE Stagecraft students will take on leadership roles in the crew of the Musical Production and other major events throughout the year.

This after school program provides 0.33 PE credit per trimester.

TEAM SPORTS

The de Toledo interscholastic athletic program promotes fostering a lifelong commitment to physical activity and healthy competition through the lens of Jewish values and traditions. These values drive our student-athletes to become the best version of themselves as both athletes and people. The program stresses the importance of modeling transformational citizenship, of utilizing competitive drive as a tool towards self-actualization, and of spawning a deep-rooted interest of sport entrenched in both play and in acquired in-game knowledge. All of these guiding principles contribute to the primary focus of the program of building stronger athletes while simultaneously building stronger community members:

- A sense of teamwork and sportsmanship
- Developing a competitive mindset
- An understanding of the need for sacrifice, discipline, dedication, and commitment
- Developing self-confidence and becoming the best version of yourself
- An emphasis on skill development/building
- Growth Mindset: Seeing that their involvement is a four-year process
- Developing a lifelong commitment to their sport and to their mental and physical well-being

Team sports receive 0.50 PE credits per trimester.

FALL TEAM SPORTS

Basketball Fall League (Varsity, JV) – Practice starts September 1, 2026

Dance Team-Coed (Multiple teams - TBD) [full year commitment] / Practices start the first day of school

Equestrian [year round]

Flag Football-Boys (Varsity) / Practices start Monday, August 10, 2026

Tennis-Girls (Varsity) / Practices start Monday, August 10, 2026

Volleyball-Girls (Varsity, JV & F/S) Try-outs Thursday, May 28, 2026 (Returning Students) Sunday & Monday, June 14, 15, 2026

WINTER TEAM SPORTS

Basketball-Boys All Teams Try-outs are Sunday and Monday, August 23 & 24, 2026

*Varsity & JV Basketball practices begin Tuesday, September 1, 2026

*F/S practices begin Monday, October 5, 2026

Basketball-Girls (Varsity) Try-outs are Friday, September 18, 2026

*Girls Varsity Basketball practices begins TBD

Dance Team-Coed (Multiple teams - TBD) [full year commitment] / Practices start the first day of school

Equestrian [year round]

Soccer - Boys (Varsity, JV) Try-outs are Friday, September 18, 2026. Practice starts September 28, 2026

Soccer - Girls (Varsity, JV) Try-outs are Friday, September 18, 2026. Practice starts September 28, 2026

SPRING TEAM SPORTS

Baseball-Boys (Varsity) Try-outs are Friday, September 18, 2026. Practice starts January 4, 2027

Dance Team-Coed (Multiple teams - TBD) [full year commitment] / Practices start the first day of school

Equestrian [year round]

Golf-Boys (Varsity) Practice starts January 4, 2027

Robotics – Start date TBD

Swim Team-Boys and Girls (Varsity, JV) Practice starts January 4, 2027

Tennis-Boys (Varsity) Practice starts January 4, 2027

Volleyball-Boys (Varsity) Tryouts Friday, November 20. Practice starts January 4, 2027

SCIENCE

HEALTH (GRADE 9) (SEMESTER)

This semester-long course covers many topics including, but not limited to: human sexuality, healthy relationships, mindfulness, stress, drugs, alcohol, nutrition, fitness, social media, and consent. The classroom environment will promote respectful, interactive dialogue to enhance students' ability to make knowledgeable, healthy decisions.

This is a graduation requirement.

CORE SCIENCES

INTEGRATED SCIENCE (GRADE 9-10)

Integrated Science is a hands-on laboratory course that builds students' curiosity about the natural world and strengthens their scientific thinking. Through inquiry-based activities, students develop core skills in laboratory techniques, data analysis, note-taking, study habits, and collaboration. The course also introduces key scientific practices, including metric measurement, unit conversions, graphing, experimental design, equipment use and care, data presentation, scientific notation, research strategies, and the scientific method. The curriculum reinforces concepts and skills common across physics, earth science, chemistry, and biology.

Requirements: Recommendation of Department Chair.

ANATOMY & PHYSIOLOGY HONORS (GRADE 10-12)

The Anatomy and Physiology course is designed for the student interested in the study of medical science as well as those interested in the study of structure and function of the human body. The course stresses the study of human body systems and their basic units of structure and function. Laboratory experience is provided and includes the study of each of the systems. Dissection is used as a scientific method to investigate anatomical structures. Students will also study disease through student lead projects.

Requirements: Recommendation of Instructor. Successful completion of Biology Honors and Algebra 1. Demonstration of both advanced skills as well as scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity.

AP BIOLOGY (GRADE 10-12)

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

Requirements: Recommendation of Instructor. Successful completion of Biology Honors (A- or Higher), Geometry Honors and summer assignment. Demonstration of both advanced skills as well as scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity. The AP exam in May is required for 9th-11th grade students (additional fees apply), and optional for 12th grade students.

AP CHEMISTRY (GRADE 11-12)

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

Requirements: Recommendation of Instructor. Successful completion of Algebra 2 Honors (B or higher grade), Algebra 2 (A- or higher), Biology (B or higher grade), and successful completion of summer assignment. Demonstration of both advanced skills as well as scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity. The AP exam in May is required for 9th-11th grade students (additional fees apply), and optional for 12th grade students.

AP ENVIRONMENTAL SCIENCE (GRADE 10-12)

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

Requirements: Recommendation of Instructor. Successful completion of Honors Biology and Algebra 2 Honors, and successful completion or concurrent enrollment in Chemistry. Demonstration of both advanced skills as well as scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity. The AP exam in May is required for 9th-11th grade students (additional fees apply), and optional for 12th grade students.

AP PHYSICS C: MECHANICS (GRADE 11-12)

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

Requirements: Recommendation of Instructor. Successful completion of Pre-Calculus Honors (B or higher grade). Concurrent enrollment in AP Calculus. Demonstration of both advanced skills as well as scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity. The AP exam in May is required for 11th grade students (additional fees apply), and optional for 12th grade students.

BIOLOGY (GRADE 9-11)

This course surveys major concepts and topics in modern biology, with emphasis on the methods of scientific inquiry, the chemical and biochemical activities of living things, cell biology, molecular biology, biotechnology, genetic and heredity, evolution, and environmental biology. Emphasis is placed on viewing science as a process, and on understanding how scientists arrive at their conclusions. Students are encouraged to see connections between biology and other disciplines, within the sciences as well as across the high school curriculum. Laboratory activities are an integral part of the course. These lab activities are a major vehicle for reinforcing the course content, allowing the students a practical venue for observing the core concepts of biology.

Requirements: Concurrent enrollment of Algebra 1 or higher.

BIOLOGY HONORS (GRADE 9)

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

Requirements: Departmental Approval. Successful completion of Algebra 1. Demonstration of both advanced skills as well as scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity.

CHEMISTRY (GRADE 10-12)

Chemistry investigates atoms, compounds, and chemical reactions in order to understand the nature of matter and energy. It considers in theory and through mathematical applications, the areas of stoichiometry, physical state of matter, atomic theory, acid-base chemistry, equilibria reactions, and thermochemistry. These topics are probed through lectures, demonstrations, problem solving sessions, and various investigations. The theory and mathematical applications are suitable for high school level applications. Laboratory included.

Requirements: Recommendation of Instructor. Successful completion of Algebra 1 or 1B. Completion of or concurrent enrollment in Geometry.

CHEMISTRY HONORS (GRADE 10-12)

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

Requirements: Recommendation of Instructor. Completion of or concurrent enrollment in Algebra 2 Honors. Demonstration of both advanced skills as well as scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity.

CHEMISTRY IN THE COMMUNITY (GRADE 10-12)

Chemistry in the Community focuses on core chemistry principles (atoms, chemical bonding, reactions, states of matter, and solutions through real-world, societal applications. Students will practice problem-solving, lab investigations, and critical thinking.

Requirements: Recommendation of Instructor. Successful completion of Biology. Concurrent enrollment or successful completion of geometry fundamentals.

EARTH AND SPACE SCIENCE (GRADE 9-10)

Earth and Space science is designed to follow the Next Generations Science standards and focuses on Earth's place in the Universe. Students will appreciate Earth's unique position in the cosmos, understand Earth's complex interconnected systems, and analyze and address environmental challenges. This course uses labs, lecture guided inquiry, student centered learning, and teacher support, to nurture the development of critical thinking skills. At least 20% of classroom instruction time is devoted to laboratory experiments performed by the students. Here, they will practice experimental design, organize data into tables and graphs, and practice scientific analysis of data.

Requirements: Recommendation of Instructor.

ENGINEERING 1 (GRADE 9-10)

Introduction to Engineering is appropriate for 9th or 10th grade students who are interested in design and engineering. The major focus of the course is to expose students to a design process, professional communication and collaboration methods, design ethics, and technical documentation; it gives students the opportunity to develop skills in research and analysis, teamwork, technical writing, engineering graphics, and problem solving through activity-, project-, and problem-based (APPB) learning. Used in combination with a teaming approach, APPB-learning challenges students to continually hone their interpersonal skills and creative abilities while applying math, science, and technology knowledge learned in other courses to solve engineering design problems and communicate their solutions. Students will use industry standard 3D solid modeling software to facilitate the design and documentation of their solutions to design problems and challenges. As the course progresses and the complexity of the design problems increase, students will learn more advanced computer modeling skills as they become more independent in their learning, more professional in their collaboration and communication, and more experienced in problem solving.

PHYSICS (GRADE 11-12)

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

Requirements: Recommendation of Instructor. Successful completion of Algebra 1 and Geometry; Completion of or concurrent enrollment in Algebra 2.

PHYSICS HONORS (GRADE 11-12)

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

Requirements: Recommendation of Instructor. Successful completion of Algebra 2 Honors; Completion of or concurrent enrollment in Pre-Calculus Honors. Demonstration of both advanced skills as well as scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity.

SCIENCE ELECTIVES

ASTRONOMY (GRADE 12)

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

Requirements: Recommendation of Instructor. Successful completion of three years of science.

ENGINEERING 2 HONORS (GRADE 10-12)

This course is a continuation of Engineering 1 with emphasis on application of skills to solve real-world problems. The students will participate in hands-on collaborative team work, problem solving, design, and research. Some areas of science covered in this course are the following: Mechanical, Electrical, Civil, Software Engineering; Six Simple Machines; Energy Sources; and Trusses.

Requirements: Recommendation of Instructor. Successful completion of Engineering 1 (grade B+ or higher). Demonstration of both advanced skills as well as scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity.

ENGINEERING 3 HONORS (GRADES 11-12)

As the third year class in the engineering sequence, Engineering 3 Honors builds on the concepts, content and skills developed in Engineering 1 and 2 and takes them to a more advanced level. At the end of this class, students will be skilled in the use of the Engineering Design Process and be able to apply this knowledge to a wide-variety of problems.

Requirements: Recommendation of Instructor. Successful completion of Engineering 2 Honors. Demonstration of both advanced skills as well as scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity.

SCIENTIFIC RESEARCH METHODS (GRADE 10-12)

The science research class is designed to introduce students to the methods of scientific research using technology and various science topics. During the first semester, the students will choose a topic of choice and immerse themselves in scientific literature in order to learn more about the topic. Students will apply their knowledge in order to come up with a hypothesis and an experiment design. During the second semester students will carry out their experiments, collect and analyze data. By the end of the first year, the students will present their findings in an oral seminar format. Students in the Medical Science Academy Program must take this course during their 11th grade year.

Requirements: Recommendation of Instructor. Successful completion of 2 full years of core science (grade B or higher), and submission of a proposal.

SPORTS MEDICINE (GRADES 11-12)

Sports Medicine is taught by a Certified Athletic Trainer and designed for students interested in athletic training, physical therapy, kinesiology, orthopedics, emergency medicine, and other health-related fields. This introductory course provides a comprehensive overview of sports medicine and the history and scope of athletic training. Throughout the year, students will explore key components of the athletic trainer's practice, including injury prevention, evaluation, treatment, rehabilitation, emergency management, and administrative responsibilities. Coursework includes both classroom instruction and practical, hands-on learning in areas such as taping and wrapping techniques, first aid/CPR/AED, emergency procedures, human anatomy, therapeutic modalities, and therapeutic exercise.While students will not provide patient care, they will engage in project-based learning designed to build foundational knowledge and introduce the skills used in sports medicine professions. The course also aims to prepare students for future health science coursework at the post-secondary level and offer insight into potential entry-level career pathways.

ENGINEERING ACADEMY

The Engineering & Robotics Academy is a 3 to 4 year program incorporating college preparatory academics as well as preparing students to successfully transition to colleges and universities. Developing real-world readiness through hands-on experience and exposure to careers in engineering fields.

Upon completion of the program students will have developed a professional portfolio showcasing; certificates, letters of recommendation, resume, and other documents of achievement along with receiving unparalleled experience beyond the classroom. In addition, upon graduation students' will receive special recognition in the graduation program, will wear their academy cord with their cap and gown, and the student's transcript will denote Engineering & Robotics Academy completion.

Those students interested in the Engineering & Robotics Academy are required to complete a formal application and an interview. Please contact the Science Department Chair for additional information.

Qualifications and required courses:

Engineering I (9th or 10th)
Formal application process
Engineering II Honors (10th or 11th)
Engineering III Honors (11th or 12th)
Physics, Physics Honors, or AP Physics (11th or 12th)
Minimum 24 Robotics Volunteer Hours (10th or 11th)
Minimum 40 Professional Engineering Internship Hours (By end or Senior Year)

ENGINEERING I (GRADES 9-10)

Introduction to Engineering is appropriate for 9th or 10th grade students who are interested in design and engineering. The major focus of the course is to expose students to a design process, professional communication and collaboration methods, design ethics, and technical documentation; it gives students the opportunity to develop skills in research and analysis, teamwork, technical writing, engineering graphics, and problem solving through activity-, project-, and problem-based (APPB) learning. Used in combination with a teaming approach, APPB-learning challenges students to continually hone their interpersonal skills and creative abilities while applying math, science, and technology knowledge learned in other courses to solve engineering design problems and communicate their solutions. Students will use industry standard 3D solid modeling software to facilitate the design and documentation of their solutions to design problems and challenges. Subjects will include Structural Engineering, Electrical Engineering, and Mechanical Design. Major projects in the class will be a Popsicle Stick bridge, Computer Aided Design, Arduino Circuits, and VEX Robotics.

ENGINEERING II HONORS (GRADES 10-12)

Prerequisite: Engineering I & Completed Application into the Engineering Academy

Corequisite: Robotics Team (Volunteer 2 hrs/week after school starting 2nd Semester)

This course is a continuation of Engineering 1 with emphasis on application of skills to solve real-world problems. The students will participate in hands-on collaborative team work, problem solving, design, and research. Some areas of science covered in this course are the following: Mechanical, Electrical, Civil, Software Engineering; Six Simple Machines; Energy Sources; and Trusses. Students will learn how to take a project from start to finish. They will learn how to use major tools in the Makerspace including Vertical Mill, Lathe, 3D Printing, CNC Machines and more. CADing software will be used to design projects that will be manufactured using the tools listed above. The class will practice their machining skills by volunteering on the Robotics Team to help build parts.

Requirements: Recommendation of Instructor. Successful completion of Engineering 1 (grade B+ or higher). Demonstration of both advanced skills as well as scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity.

ENGINEERING III HONORS (GRADES 11-12)

Prerequisite: Engineering II Honors

As the third year class in the engineering sequence, Engineering 3 Honors builds on the concepts, content and skills developed in Engineering 1 and 2 and takes them to a more advanced level. Students will take everything they have learned in previous classes to help a community in need. Students will work with engineering students from a local university to complete projects to benefit underprivileged communities in other countries. Some students will travel to these communities with the instructor to help complete the projects. At the end of this class, students will be skilled in the use of the Engineering Design Process and be able to apply this knowledge to a wide-variety of problems.

Requirements: Recommendation of Instructor. Successful completion of Engineering 2 Honors. Demonstration of both advanced skills as well as scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity.

PHYSICS, PHYSICS HONORS OR AP PHYSICS (ONLY ONE OF THESE COURSE IS REQUIRED)

(See course description and requirements as listed for each course)

INTERNSHIP

Students will be required to complete 40 hours of internship with an engineering company by the end of their senior year. Internships give students real world experiences that they can use on their resumes to find jobs in the future. The Instructor will help students find internships.

MEDICAL SCIENCE ACADEMY

The Medical Science Academy is a 3-year multi-disciplinary program incorporating college preparatory academics as well as preparing students to successfully transition to colleges and universities. Developing real world readiness through exposure to careers in Medical Healthcare fields in real world experiences.

In addition, upon graduation students' will receive special recognition in the graduation program, will wear their academy cord with their cap and gown, and the student's transcript will denote Medical Science Academy completion.

Those students interested in the Medical Science Academy are required to complete a formal application, including teacher recommendations and academic prerequisite requirements. Please contact the Medical Science Academy Director for additional information.

Qualifications and required courses:

Formal application process
Introduction to Medical Science (10th)
Scientific Research Methods (11th)
Minimum 40 Medical Assisting Hours (11th)
Minimum 40 Medical Assisting Hours (12th)

INTRODUCTION TO MEDICAL SCIENCE (GRADE 10)

A student led science elective exclusively for students enrolled in MSA exposing students to medical terminology (particularly Latin and Greek word origin), anatomy and physiology, diseases, conditions, diagnostics, and medical procedures. The topics covered will be driven by the student's interest in the field of medicine that they would like to explore further. This will allow for specialization in addition to exposure to areas of medicine and healthcare for those still in the exploratory phase of their decision in the field of interest for research. This course also includes career focus with guest speakers from our medical community. This course prepares students for their 11th grade volunteer experience. This course is only available to those students enrolled in the Medical Science Academy Program.

Requirements: Recommendation of Instructor. Successful completion of Biology Honors. Concurrent enrollment in an honors or AP core science.

SCIENTIFIC RESEARCH METHODS (GRADE 11-12)

The science research class is designed to introduce students to the methods of scientific research using technology and various science topics. During the first semester, the students will choose a topic of choice and immerse themselves in scientific literature in order to learn more about the topic. Students will apply their knowledge in order to come up with a hypothesis and an experiment design. During the second semester students will carry out their experiments; collect and analyze data. By the end of the first year, the students will present their findings in an oral seminar format. Students in the Medical Science Academy Program must take this course during their 11th grade year.

Requirements: Those students in the Medical Science Academy Program must take this course during their 11th grade year. Recommendation of Instructor and Departmental Approval. Successful completion of 2 full years of core science (grade B or higher), and submission of a proposal.

STEM ENRICHMENT PROGRAM

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

FORENSIC SCIENCE (SPRING TRIMESTER)

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

MARINE BIOLOGY (FALL TRIMESTER)

This course introduces students to the diverse field of Marine Biology through demonstrations, dissections, and hands-on and interactive activities. Classes are dedicated to topics covering marine microorganisms, invertebrates, vertebrates, adaptations, behavior, ecological principles, and human impact on marine environments

ROBOTICS (ALL YEAR LONG)

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

Requirements: Science and Math department approval required.

SPIRULINA (ALL YEAR LONG)

This program introduces students to the science, cultivation, and global significance of spirulina—an environmentally sustainable "super-food" known for its exceptional nutritional value. Spirulina naturally thrives in alkaline aquatic environments and has been recognized worldwide for its potential to combat malnutrition.

Program Overview:

Students will gain hands-on experience by cultivating spirulina in the school greenhouse. They will learn proper growth and maintenance techniques, including monitoring environmental conditions such as temperature, pH, and visual culture characteristics. Daily observations will be recorded, and the health of the spirulina will be reviewed collaboratively during weekly lunchtime meetings.

Participants will also observe periodic culture samples under the microscope to assess growth patterns, purity, and overall culture quality. Each year, members will develop a research question or project goal that guides their investigations, encouraging scientific inquiry and real-world problem-solving.

VISUAL AND PERFORMING ARTS

The following year-long courses satisfy the Visual and Performing Arts requirement and may also be taken as an elective for grades 9-12:

ACTING 1

This course is designed to hone basic acting skills essential to be successful in the theatre world. We will explore character development, both stage and camera techniques, learn physicality, straight acting, musical theatre, and audition techniques. We will work on speech, vocal health, and production as well as consistency as a performer. Our class will use monologues, both contemporary and classical, and prepare students for potential musical or acting college auditions. We focus on creating an acting technique that will help students work in any media, from acting or singing auditions and finding work to creating a memorable character and producing the perfect show. If you are interested in participating in the afterschool theatre production, this class is highly recommended.

ACTING HONORS

This course is the next level up from the Acting 1 course. It is designed to enhance the student's ability to search for detailed expression, vulnerability, and compassion to bring characters to life. They will learn the technical approach of storytelling that includes attention to detail, using text and sense memory to create an authentic character. The class will concentrate on the use of intellect, imagination, and focus to create a fully committed and truthful artistic character that will resonate with audiences. From Shakespeare and Moliere to Tennessee Williams and Neil Simon, our students will study and work on scenes that explore all human frailties and experiences that any play can explore. The class uses tools such as improvisation, movement, scene study, music, IPA, and acting techniques to increase the versatility of our students so they are better prepared and equipped to enter the professional arena of stage, film, and television.

Requirements: Recommendation of Instructor. Successful completion of Acting 1 with a grade B or higher. Demonstration of both advanced skills as well as scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity.

ADVANCED POP ROCK BAND

This program furthers instrumental skills by working together on a repertoire of American and internationally-based pop genres. Students will be able to participate in choosing the repertoire by a voting process. This course will also include active listening, deliberate practicing, and analyzing popular musical styles, composition, and music theory. The course will also introduce historical and diverse material to show the connection between popular music of today and Jewish music of the past two centuries. Students will participate in required performances each semester.

Requirements: Recommendation of Instructor. Successful completion of Pop Rock Band, Jazz Ensemble, or audition, and full command of an instrument. Demonstration of both advanced skills as well as scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity.

AERIAL DANCE

This course is for aerial dancers who are new or practiced and who want to make a personal commitment to be involved in learning this art. Aerial dancers will incorporate musicality and physicality on the ground, as well as strength and conditioning, to bring them into the air to express their creativity with movements above the dance floor. Throughout the course of the year, aerial dancers will learn how to perform tricks on the silks, fly, climb, and drop, as well as increase their strength and flexibility, improve their hand-eye coordination, and learn the language of aerial dance. This introductory course will culminate with a performance element where Aerial Dancers will express themselves through a theme, costume, and music to highlight what they have learned.

This class counts for 1 PE credit.

AERIAL DANCE 2

This course is for aerial dancers who have completed the initial Aerial Dance course at dTHS. Aerial Dance 2 students will train to lead group dance work, become mentors to new dancers, and participate in creating choreography. There will be a number of performance opportunities, including a spring dance concert, where aerial dancers will express themselves through a theme, costume, and music to highlight what they have learned.

*Requirements: Recommendation of Instructor. Successful completion of Aerial Dance. Demonstration of both advanced skills as well as scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity. This class counts for 1 PE credit. *Arts and Culture Academy (ACA) - Independent Study - Should a student wish to take a year beyond the second level of this course, they should consult with the teacher, department chair, and College Counseling about the option of the ACA Independent Study.*

AP 2D ART AND DESIGN

The content of this course conforms to College Board standards for the Advanced Placement Studio Art 2D Design Portfolio Examination. AP 2D Art & Design is an opportunity for highly motivated, technically advanced students to complete college-level work. Students will continue to refine their skills while focusing on a year-long, personal project. The course teaches how to transform a thought into matter while processing ideas collectively. The class will work on brainstorming and developing an in-depth artistic investigation, we will learn active listening and collaboration practices and engage in group critiques. You will be introduced to different methods and tools and will be expected to materialize and combine your learned skills. Together, we will deepen our creativity and expand conceptually. Students are asked to demonstrate a conscious and deliberate application of design principles: unity, variety, balance, emphasis, contrast, proportion, scale, and rhythm in works of art. Any form of two-dimensional media may be submitted.

Requirements: Recommendation of Instructor. Completion of Art 2D-2, Photography 2, Media Arts 2, or Film Production 2 with a grade of B+ or higher. Demonstration of both advanced skills as well as scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity. Students enrolled in the course are required to submit their portfolio to the College Board, additional fees apply. The AP portfolio is required for all students.

AP 2D ART AND DESIGN: PHOTOGRAPHY

The content of this course conforms to College Board standards for the Advanced Placement Studio Art 2D Design Portfolio Examination. AP 2D Art and Design: Photography is an opportunity for highly motivated, technically advanced students to complete college-level work. Students will continue to refine their skills while focusing on a year-long, personal project. The course teaches how to transform a thought into matter while processing ideas collectively. The class will work on brainstorming and developing an in-depth artistic investigation, we will learn active listening and collaboration practices and engage in group critiques. You will be introduced to different methods and tools and will be expected to materialize and combine your learned skills. Together, we will deepen our creativity and expand conceptually. Students are asked to demonstrate a conscious and deliberate application of design principles: unity, variety, balance, emphasis, contrast, proportion, scale, and rhythm in works of art. Submitted artwork focuses on digital and lens-based media.

Requirements: Recommendation of Instructor. Completion of Photography 2, Art 2D-2, Media Arts 2, or Film Production 2 with a grade of B+ or higher. Demonstration of both advanced skills as well as scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity. Students enrolled in the course are required to submit their portfolio to the College Board, additional fees apply. The AP portfolio is required for all students.

AP 3D ART AND DESIGN

The content of this course conforms to College Board standards for the Advanced Placement Studio Art 3D Design Portfolio Examination. AP 3D Art & Design is an opportunity for highly motivated, technically advanced students to complete college-level work. Students will continue to refine their skills while focusing on a year-long, personal project. The course teaches how to transform a thought into matter while processing ideas collectively. The class will work on brainstorming and developing an in-depth artistic investigation. We will learn active listening and collaboration practices and engage in group critiques. You will be introduced to different methods and tools and will be expected to materialize and combine your learned skills. Together we will deepen our creativity and expand conceptually. Each student will create a 3D portfolio that is intended to address a broad interpretation of sculptural issues in depth and space. The issues may include mass, volume, form, plane, light, and texture. Each student will present an action plan for the development and completion of their portfolios. Students will submit this body of work to the College Board for grading and possible college credit.

Requirements: Recommendation of Instructor. Completion of Sculpture 2, with a grade of A. Demonstration of both advanced skills as well as scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity. Students enrolled in the course are required to submit their portfolio to the College Board, additional fees apply. The AP portfolio is required for all students.

AP DRAWING

The content of this course conforms to College Board standards for the Advanced Placement Drawing Portfolio Examination. AP Drawing is an opportunity for highly motivated, technically advanced students to complete college-level work. Students will continue to refine their skills while focusing on a year-long, personal project. The course teaches how to transform a thought into matter while processing ideas collectively. The class will work on brainstorming and developing an in-depth artistic investigation. Students will learn active listening and collaboration practices and engage in group critiques. You will be introduced to different methods and tools and will be expected to materialize and combine your learned skills. Together we will deepen our creativity and expand conceptually. Each student will create a drawing portfolio that is intended to address a very broad interpretation of drawing issues. Students will submit this body of work to the College Board for grading and possible college credit.

Requirements: Recommendation of Instructor. Successful completion of Art 2D-2 with a grade of A. Demonstration of both advanced skills as well as scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity. Students enrolled in the course are required to submit their portfolio to the College Board, additional fees apply. The AP portfolio is required for all students.

ART 2D-1

Grounded in an exploration of the principal building blocks of 2-D Art, we will experiment with our senses and learn to translate our imagination into form. The course teaches how to transform a thought into matter while processing ideas collectively. We will study: brainstorming techniques, sketchbook approaches, observing light and shadow, mixing colors, contour, gesture, modeled drawings, collage-making, portraiture, and messing up. We will learn active listening and collaboration practices and engage in group critiques. You will be introduced to different methods and tools and will be expected to materialize and combine your learned skills. Together we will deepen our creativity and expand conceptually.

ART 2D - 2

Through studio practice, application of design concepts, and informed decision making, students will assemble a body of artwork that demonstrates a high level of quality and growth over time of content, technique and process. Students will demonstrate a range of abilities in problem solving, the elements of art and principles of design, specific art mediums, art techniques, and content through developed portfolios. Students will develop mastery in composition and execution of drawing and painting.

Requirements: Recommendation of Instructor. Successful completion of Art 2D-1 with a grade of B+ or higher. Demonstration of both advanced skills as well as scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity.

DRAMATIC WRITING

The overall purpose of this course is to study and develop the craft of storytelling (such as dialogue, plot, character development, world building, and point of view) and the craft of poetry composition (such as form, meter, and lineation). Readings will be selected to emphasize particularly the cultural contributions of Jewish poets, novelists, playwrights, screenwriters, etc. Students will compose for the stage, the screen, and the page, writing one-act plays, spoken word poetry, screenplays, short fiction, and creative nonfiction. In a workshop environment, students will share and review their work with one another, discussing the importance of word choice, tone, diction, review, voice, and style. The class will culminate in the creation of a portfolio of revised, polished compositions.

DRAMATIC WRITING 2

This course is open to students who excelled in Dramatic Writing and will build upon skills developed in that class, including short story and poetry composition and writing for screen and television. Students will take on leadership roles as editors and mentors for their classmates and are encouraged to develop more ambitious material.

FILM PRODUCTION 1

In this course for those at the beginner novice and intermediate level, students will learn how to create short movies. We will study disciplines such as writing, directing (working with actors, storyboarding, blocking, shot selection), cinematography (camera and lighting), sound design, and post production. We will examine each through a historical, artistic, and commercial perspective. Students will learn to use professional equipment such as lights, microphones, lenses, and cameras. We will edit our work in Adobe Premiere Pro. There will be an emphasis on exploring our creativity, developing our voices as artists, and learning how to create profound and meaningful work that moves audiences.

FILM PRODUCTION 2

In this course for intermediate to advanced film production students, we focus on expanding our artistic and technical skills. An emphasis is placed on cinematic storytelling. There will be an opportunity to work independently on more sophisticated short film projects as well as in groups on large-scale productions. Finished work may be exhibited on campus or be entered in outside competitions.

Requirements: Recommendation of Instructor. Successful completion of Film Production 1 or Media Arts 1 with a grade of B or higher. Demonstration of both advanced skills as well as scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity.

**Arts and Culture Academy (ACA) - Independent Study - Should a student wish to take a year beyond the second level of this course, they should consult with the teacher, department chair, and College Counseling about the option of the ACA Independent Study.*

FILM STUDIES 1

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

FILM STUDIES 2

Intended for students who have taken Film Studies 1, this course presents significant breadth and depth about narrative American and European film history and the skills applied to research key filmmakers and films as well as write scripts and produce original video work based on the lessons learned. Students analyze films, from the silent decades to today, and look at how each director exemplified their times, drew upon the works of others before them, communicated feelings and messages, and influenced the movies of those who followed. Written assessments involve analysis of films in relation to the cultural and historical contexts, artistic and social trends, and technological resources. In the hands-on projects, students create, perform, produce, and present their visions of story, performing, and production technique based on what they have learned from the master filmmakers.

Requirements: Recommendation of Instructor. Successful completion of Film Studies 1 with a grade B or higher. Demonstration of both advanced skills as well as scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity.

**Arts and Culture Academy (ACA) - Independent Study - Should a student wish to take a year beyond the second level of this course, they should consult with the teacher, department chair, and College Counseling about the option of the ACA Independent Study.*

JOURNALISM AND PUBLICATION: PRINT, PODCAST, BROADCAST

In the interest of creating leaders in news gathering, communication and expression, students in journalism will produce an online newspaper and an annual literary magazine. In addition, students will integrate and produce multimedia content. Instruction will focus on the craft of writing (both objective news and opinion pieces), the principles of photojournalism, and techniques in pod- and broadcasting. The course will require students to commit out-of-class time to attending school and community events.

JOURNALISM AND PUBLICATION: PRINT, PODCAST, BROADCAST HONORS

In the interest of creating leaders in news gathering, communication and expression, students in Journalism and Publication will produce an online newspaper. Instruction will focus on the craft of writing (both objective news and opinion pieces), the principles of photojournalism, and techniques to integrate and produce multimedia content. Through regular study of a wide range of news sources and primary documents, students will stay informed of current events and track controversial issues over time. Students are eligible to take this course multiple times.

In addition to composing pieces for publication, **Honors students** must take on one leadership or managerial track to produce the newspaper, options including editorial and publishing duties, designing online or print layout, editing peer pieces before publication, or writing additional articles.

Requirements: Successful completion of Journalism and Publication: Print, Podcast, Broadcast.

JAZZ COMBO HONORS

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

Requirements: Recommendation of Instructor. Successful completion of Pop Rock Band, Jazz Ensemble, or audition, and full command of an instrument. Demonstration of both advanced skills as well as scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity.

JAZZ ENSEMBLE

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

Requirements: Recommendation of Instructor and the ability to play an instrument.

MEDIA ARTS 1

In this course for those at the novice and intermediate level, we will examine and create many forms of media art including fictional and documentary moviemaking, audio storytelling, digital art, photography, stop motion, and media art installations. We will learn the many tools used to create media art such as lighting, sound design, camera techniques, and a variety of apps on the Adobe Creative Cloud. We will study works through a historical, artistic, and commercial lens. Throughout the class, we will explore how to create profound and meaningful work that moves audiences, with a focus on Jewish and universal human themes.

MEDIA ARTS 2

Designed for intermediate to advanced students, this course is a continuation of Media Arts 1. Students will have the opportunity to work independently on more sophisticated large-scale projects. We will develop our voices as artists, as well as gain technical skills applicable to many industries and careers. There will be an emphasis on storytelling, effective communication, and ethical use of technology. We will examine how media art can be used to explore aspects of the human condition and influence positive change. We will combine formal instruction, hands- on in-class exercises, and group/individual projects. Students will have opportunities to create original work suitable for publishing online or public exhibition.

Requirements: Recommendation of Instructor. Successful completion of Media Arts 1 or Film Production 1 with a grade of B or higher. Demonstration of both advanced skills as well as scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity.

PHOTOGRAPHY 1

In this course, students learn the fundamentals of art through photography. The students will learn composition, assessing and modifying the qualities of light, and the technical operations of a DSLR camera. This course emphasizes the development of visual awareness and expression through the photographic medium. Emphasis will be on capturing and documenting the world around us and asking students to share their own unique perspectives. The class will explore historical and contemporary photographic artists and images. Students will explore how to conceptualize Jewish culture and values through image. The class will focus on expressing a unique perspective and excellence in camera functions.

PHOTOGRAPHY 2 – ADVANCED PHOTOGRAPHY

This class is an opportunity for students already familiar with basic camera operations to increase their knowledge of creative techniques for lens-based art making. Students will deepen their ability to operate a DSLR camera and will use AdobePhotoshop and Lightroom. This class investigates advanced technical controls, including low light, off-camera lighting, and studio photography. Students investigate more complex ideas about the meaning of photographs through discussion of visual media, concentrating on conceptual or idea-based image-making. Photographic theory and history are covered, with an emphasis on conceptualizing Jewish culture and values through image

Requirements: Recommendation of Instructor. Successful completion of Photography 1 with a grade B or higher. Demonstration of both advanced skills as well as scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity.

**Arts and Culture Academy (ACA) - Independent Study - Should a student wish to take a year beyond the second level of this course, they should consult with the teacher, department chair, and College Counseling about the option of the ACA Independent Study.*

POP ROCK BAND

This program furthers instrumental skills by working together on a repertoire of American and internationally-based pop genres. Students will be able to participate in choosing the repertoire by a voting process. This course will teach elements of composition and music theory and introduce historical and diverse material to show the connection between popular music of today and Jewish music of the past two centuries. Students will participate in required performances each semester.

Requirements: Recommendation of Instructor. An audition and the ability to play an instrument are required.

SCULPTURE 1

This introductory course provides a comprehensive study of sculpture methods and hand-built clay construction. While the focus will be on clay, students will explore three-dimensional design through mixed media prototypes (paper, cardboard, etc.) and testing to develop both functional and sculptural forms. You will learn basic hand- building construction in clay, including pinch, coil, slab, stamping, and carving techniques. Students will develop ideas through examining techniques and examples and work in their sketchbooks to plan out their artworks. Sculpture 1 will give students the tools to translate your ideas into three-dimensional forms in real space.

SCULPTURE 2

This is an intermediate-level course in ceramic sculpture and 3D design. This course expands on techniques and processes of clay hand-building and introduces basic wheel-throwing techniques. Students will experiment with incorporating other materials such as fiber, wire, and found materials with ceramics. Emphasis is placed on building and strengthening technical skills, individual expression, informed critical thinking, and conceptual growth. With each assignment, a corresponding discussion of historical and contemporary artworks will be shown to the class. Students will learn and use art vocabulary through verbal and written analysis of their work and group critiques to further enhance their and classmates' artworks.

Requirements: Recommendation of Instructor. Successful completion of Sculpture 1, with a grade of B+ or higher. Demonstration of both advanced skills as well as scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity.

SONGWRITING AND TECHNOLOGY

This course is a composition and recording class in which students have the opportunity to create their own musical pieces and then record them as a group. Students learn the basics of songwriting principles, lyric and/or melodic writing, and basic recording techniques. Students are required to own a DAW, such as GarageBand, or a more professional version like Logic X Pro or ProTools. Other topics include engineering principles such as microphone placement, midi recording, digital editing and mixing.

SONGWRITING AND TECHNOLOGY 2

In Songtech 2, students will advance their compositional and recording arts skills, furthering their technical understanding of songwriting principles, lyric and/or melodic writing, and advanced recording techniques. This class will require independent study skills, researching topics such as mixing and editing, and what goes into building a recording studio. Students are required to own a professional DAW, such as Logic X Pro or ProTools.

Requirements: Recommendation of Instructor. Successful completion of Songwriting and Technology with a grade B or higher. Demonstration of both advanced skills as well as scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity.

SPEECH PERFORMANCE

Public speaking is the art of reading, researching, analyzing, interpreting, and performing through the use of voice and body. This course will offer students an introductory exploration of the art of public speaking in a variety of contexts. This course will help you increase your self-confidence as a public speaker. You will learn how to research selected topics, narrow the focus of your speeches, make your ideas interesting, clear, and memorable, use emotions to connect to your listeners, organize your thoughts and writing, and use gestures and props to make your presentation more creative. This course will offer students opportunities to interpret and perform published works, write and perform original works, and engage in impromptu performances through debate and impromptu speech. Students will critically assess and analyze oral interpretations by professional performers and speakers. This course teaches life-time skills of public speaking and challenges students to apply them to everyday life.

STAGECRAFT

In Stagecraft, students have the opportunity to go behind the scenes and explore the various elements of technical theatre and theatrical design, including scenery, lighting, costumes, and sound. Students will focus on learning the skills necessary to assist behind the scenes of performing arts productions and will participate in class projects based around both theatrical and Jewish sources. Students will use the resources of the Makerspace to learn 2D and 3D design and fabrication, as well as develop a grounding in concept design and collaborative communication. The first semester centers on learning basic design and technical skills and immediately putting them to use in the production of the spring musical. The second semester of the course focuses on individual and group projects and further application and broadening of the skills learned in the first semester.

This class counts for 1 PE credit as long as students also complete at least 10 after-school lab hours per semester.

YEARBOOK 1

Students will work with a faculty advisor to plan and create the dTHS yearbook. Students learn the basics of graphic design, layout, documentary photography, and journalistic copy-writing. Students will work with both web- based design softwares and be introduced to Adobe Photoshop and Illustrator. This class will introduce students to the basics of design principles and theory so that students are able to distinguish between strong and weak methods for presenting ideas through design. This class will help students to learn real world skills including deadline management, teamwork, and creative vision.

YEARBOOK 2

Students will work with a faculty advisor to plan and create the dTHS yearbook. Students advance their understanding of graphic design, layout, documentary photography, and journalistic copy-writing and an increased expertise in Adobe softwares including Photoshop and Illustrator. This class will invite students to further explore the principles and theoretical concerns of communicating products, images and organizations through visual media. Second year students will take on a leadership role in project management, book theme and design and project workflow.

Requirements: Recommendation of Instructor. Successful completion of Yearbook 1 with a grade a B or higher. Demonstration of both advanced skills as well as scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity.

YEARBOOK 3

Students will lead the Yearbook staff as editors and managers of the team. Students continue to advance their understanding of graphic design, documentary photography, and journalistic copy-writing and an increased expertise in Adobe softwares including Photoshop and In-Design. This class will invite students to further explore the principles and theoretical concerns of leadership, including giving and receiving feedback, integrity, problem solving, delegation, critical thinking, and professional communication. Third year students will take on editorial or managerial positions within the staff, working closely with school administration and yearbook company staffers.

Requirements: Recommendation of Instructor. Successful completion of Yearbook 2 with a grade a B or higher. Demonstration of both advanced skills as well as scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity.

YEARBOOK 4 - PROFESSIONAL GRAPHIC DESIGN INTERNSHIP

Yearbook 4 offers a hands-on graphic design internship where students apply advanced Adobe skills and leadership principles as a consultant on the annual yearbook and on projects beyond the book. They manage projects independently, refining design, photography, and writing abilities. Through mentorship and real-world challenges, students enhance creative vision and professional communication. This culmination prepares them for careers in graphic design and beyond, equipping them with practical experience and a strong portfolio.

Requirements: Recommendation of Instructor. Successful completion of Yearbook 3 with a grade a B or higher. Demonstration of both advanced skills as well as scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity.

AFTER SCHOOL ARTS

PIT BAND (AFTER SCHOOL)

Play live orchestrations to accompany the musical theatre production. Meets after school 1-2x a week for the fall trimester, with a heavier schedule in December and January, leading up to the show at the end of January and early February. Instruments needed vary from year to year.

Prerequisites: Audition and Permission of Instructor. This after school program provides 0.5 PE credit.

MUSICAL THEATRE PRODUCTION (AFTER SCHOOL)

Open to all skill sets and experience levels. Join our award-winning Theatre department to train and rehearse for Broadway-quality shows. Professional sets, costumes, lighting, sound and a live orchestra. Throughout the rehearsal and performance process, students will analyze, synthesize, discover, connect, research, take risks, make choices and learn numerous on-stage skills, all with off stage application. Our experienced staff of educators and artists will challenge students to reach their fullest artistic and personal potential. Every skill set and experience level is embraced and invited. Everyone “gets in” to the production. There will be auditions for casting. We are dedicated to bolstering confidence and capability and creating an energetic and joyful environment through Theatre.

This after school program provides 0.50 PE Credits.

MIZRAHI AND SEPHARDIC ENSEMBLE (AFTER SCHOOL)

Sephardic Jews and their music hail from a wide range of countries, even continents. From Yemen to Morocco, Portugal to Andalusia, to Israel to America, you can find this music steeped in the music cultures surrounding it, but uniquely its own. We will explore modern and traditional compositions and interpretations using modern and traditional instruments. Students will learn to play various rhythms on hand drums, study musical systems from various related regions, and learn about Judeo-Spanish culture and languages. No prior playing experience required for percussionists. Previous playing experience is expected for all other instruments. Note reading is an ideal skill, but not a required skill for this ensemble.

STAGECRAFT (AFTER SCHOOL)

Students have the opportunity to participate in the Stagecraft program as an after-school extracurricular activity, and earn PE credit while gaining valuable skills and experience. PE Stagecraft students will take on leadership roles in the crew of the Musical Production and other major events throughout the year.

Students will receive 0.33 PE credit per trimester of participation.

THEATRE PRODUCTION (AFTER SCHOOL)

Open to all skill sets and experience levels. It's time for you to take center stage. Students will have two opportunities (one in the fall and one in the spring) to join a non-musical theatre production. Depending on the year, this can include showcases, one-acts, dramas, radio drama, or comedies. Professional sets, costumes, lighting, and sound. Throughout the rehearsal and performance process, students will discover, connect, take risks, make choices, and learn numerous on-stage skills. Our experienced staff of educators and artists will challenge students to reach their fullest artistic and personal potential. There will be auditions for casting, but all interested students can be part of the production.

If you are interested in participating in the Theatre Production, we highly recommend taking the Acting 1 or Acting Honors class to hone your artistic skills. This after school program is pass/fail and does not carry academic credit.

WORLD LANGUAGES

AMERICAN SIGN LANGUAGE

AMERICAN SIGN LANGUAGE 1

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

AMERICAN SIGN LANGUAGE 2

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

Requirements: Recommendation of Instructor. Successful completion of ASL 1.

AMERICAN SIGN LANGUAGE 3

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

Requirements: Recommendation of Instructor. Successful completion of ASL 2.

AMERICAN SIGN LANGUAGE 4

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

Requirements: Recommendation of Instructor. Successful completion of ASL 3.

SPANISH

AP SPANISH LANGUAGE AND CULTURE

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

Requirements: Recommendation of Instructor. Successful completion of Spanish 4 or Spanish 4 Honors. Demonstration of both advanced skills as well as scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity. The AP exam in May is required for 9th-11th grade students (additional fees apply), and optional for 12th grade students.

AP SPANISH LITERATURE AND CULTURE

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

Requirements: Recommendation of Instructor. Successful completion of AP Spanish Language and Culture. Demonstration of both advanced skills as well as scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity. The AP exam in May is required for 9th-11th grade students (additional fees apply), and optional for 12th grade students.

SPANISH 1

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

SPANISH 2

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

Requirements: Recommendation of Instructor. Successful completion of Spanish 1.

SPANISH 3

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

Requirements: Recommendation of Instructor. Successful completion of Spanish 2.

SPANISH 3 HONORS

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

Requirements: Recommendation of Instructor. Successful completion of Spanish 2 or Spanish 2 Honors. Demonstration of both advanced skills as well as scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity.

SPANISH 4

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

Requirements: Recommendation of Instructor. Successful completion of Spanish 3 or Spanish 3 Honors.

SPANISH 4 HONORS

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

Requirements: Recommendation of Instructor. Successful completion of Spanish 3 or Spanish 3 Honors. Demonstration of both advanced skills as well as scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity.

SPANISH LITERATURE AND CULTURE

The Spanish Literature and Culture course will explore the literature in Spanish from the Middle Ages to the present, with works from all parts of the Spanish-speaking world. Students will explore different genres such as poetry, short stories, plays and prose, as well as different literary trends. Students will engage in activities to enhance their analytical skills, to gain an understanding of Spanish culture, and to connect their own realities with the different topics studied. Students will also be exposed to movies and a variety of Audio-visual sources in order to explore the culture of the diverse Spanish Speaking countries. This class will be highly based on project-based learning, where students will research, understand resources, organize and present material that is connected to the literature, history, or cultural topics related to the course. Throughout the course students will be applying and perfecting their proficiency in all modes of communication in the target language.

Requirements: Recommendation of Instructor. Successful completion of Spanish 4, Spanish 4 Honors, or AP Spanish Language and Culture. Demonstration of both advanced skills as well as scholarship. Scholarship is defined as work ethic, timeliness, and intrinsic motivation and curiosity.

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