



INFORMATION AND CURRICULUM GUIDE | 2023-2024



JCHS CURRICULUM GUIDE | 2023-24

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OUR MISSION

JCHS develops the promise of each individual through the strength of community. We empower students to embrace their unique Jewish identities, express empathy, delight in lifelong learning, and improve the world.

JCHS is a unique college preparatory high school committed to integrating deep learning, universal wisdom, and Jewish values.

- **Deep learning:** Learning that is intrinsically motivated and is the result of complex thinking, collaborative practice, integration, and reflection. It is both grounded in concrete knowledge and infinite in application.
- **Universal wisdom:** Wisdom inclusively drawn from across disciplines, cultures, and history—whether secular, religious, or Jewish. Universal wisdom honors diverse viewpoints derived from common values.
- **Jewish values:** Those values that are drawn from, but not necessarily exclusively identified with, the Jewish tradition—a tradition that is diverse and represented by many voices.

OUR ISRAEL MISSION

Identification with the State of Israel plays a central role in the mission of the Jewish Community High School of the Bay (JCHS) to shape a strong Jewish identity in its students, both in their time here and later as adults. We seek to forge connections that are positive, lasting, and personal between each student and Israel. JCHS supports the centrality of Israel for the Jewish people as it provides both religious and cultural inspiration and recognizes it as the national homeland for the Jewish people.

We want JCHS graduates to understand the interconnection of the Jewish people in Israel and the Diaspora, and to develop a sense of personal responsibility for the continuation and strengthening of Klal Yisrael (Jewish Peoplehood). We provide the means to create this understanding and ongoing relationship with Israel through the academic study of Israeli history, both ancient and modern, politics, current events and culture, Hebrew language and literature, as well as through experiential activities.

CORE VALUES

Caring and Purpose – חסד וכוונה (Chesed v'Kavanah)

JCHS is committed to building a community of חסד (*chesed* -- caring) and כוונה (*kavanah* -- purpose) among all of our community members – students, parents/guardians, and the professional community. A community of *chesed* is one where everyone is attentive, receptive, and empathetic toward one another. A community of *kavanah* is one where members engage in meaningful and purposeful activity that builds their capacity to live lives of meaning and purpose.

We support a school culture that promotes optimal learning and growth, based on these values:

Character – אופי (Ohfi)

We believe that a student's character development is as important as their academic achievement. To maintain a constructive and caring community and to help our students develop as individuals, we promote the following character traits in our students:

- Empathy – the ability to understand and relate to the feelings and situation of others
- Kindness – concern and care for others
- Honesty – being truthful in all matters
- Hard work – effort is the basis of intellectual achievement and the foundation for a positive life
- Service to others – we gain by how much we give

These character traits are the foundation of JCHS's educational and social norms and the systems to promote them. As an expression of caring חסד (*chesed*) we strive at all times to communicate the purpose כוונה (*kavanah*) of what we decide and do.

Respect for the Individual – כבוד הבריות (Kavod HaBriyot) and Respect for the Community – כבוד הציבור (Kavod HaTzibur)

Jewish culture sees all individuals as having an essential, inviolable dignity. At JCHS, we believe that every student should behave in a manner that honors their own individual dignity and that of others at all times. Students have the freedom to express their individuality but must also respect the collective needs of other students and the JCHS community as a whole.

We also believe that the human dignity of each student is supported best when students maintain the following standards of behavior at all times:

- Deal honestly and truthfully in all matters.
- Respect the common Jewish traditions that shape school life and the diversity of beliefs and practices represented within our school and general community.
- Be considerate and friendly toward classmates, members of the professional community, guests of the school, and anyone else they encounter.
- Be responsible for their learning and actively contribute to a positive learning environment that meets the needs of all students.
- Keep the school facilities clean and orderly.
- Respect school and public property by handling it in the intended manner and returning it to its proper place.
- Use other people's property only when granted permission, and in the time, place, and manner specified.
- Dress in a manner that communicates respect for oneself, the community and the process of learning.

Beyond the Letter of the Law – לפנים משורת הדין (Lifnim m'Shurat HaDin)

Jewish and American society set rules for a minimum standard of acceptable behavior. At JCHS, we expect our students to hold themselves to a higher standard of behavior, which reflects the school's ideals, not simply to avoid violating the rules.

GRADUATION REQUIREMENTS

TYPICAL STUDENT COURSES BY YEAR

	9 th GRADE	10 th GRADE	11 th GRADE	12 th GRADE
HUMANITIES	WORLD LITERATURE PAST IN THE PRESENT OR FOUNDATIONS OF COMPUTER SCIENCE	AMERICAN LITERATURE US HISTORY OR AP US HISTORY	WRITING & RHETORIC OR AP LANGUAGE & COMPOSITION	SENIOR SEMINAR: ENGLISH OR AP LITERATURE & COMPOSITION
MATH & SCIENCE	MATH YEAR 1 PHYSICS	MATH YEAR 2 CHEMISTRY	MATH YEAR 3 BIOLOGY	
JEWISH STUDIES	JS: INDIVIDUAL AND THE COLLECTIVE MISHNA & GEMARA / INTRODUCTION TO RABBINIC LITERATURE	JS ELECTIVE	JEW IN THE MODERN WORLD JS ELECTIVE	SENIOR SEMINAR: JEWISH THOUGHT OR JEWISH THOUGHT HONORS
WORLD LANGUAGE	YEAR 1	YEAR 2	YEAR 3 *	
VISUAL & PERFORMING ARTS	V&P ARTS COURSE **			
ELECTIVES*** <small>Electives are drawn from all departments</small>	UP TO 1 ELECTIVE	UP TO 3 ELECTIVES	UP TO 3 ELECTIVES	UP TO 4 ELECTIVES
OTHER REQUIREMENTS	9TH GRADE SEMINAR			SENIOR KEYSTONE PROJECT

* Two year-long courses through at least level three. Three years recommended.

** Students often take a Visual & Performing Arts course during 9th or 10th grade.

*** Students typically take between 4-8 electives over their four years at JCHS. The number of electives changes year by year.

The JCHS graduation requirements represent an integrated, core curriculum combining Humanities, Visual and Performing Arts, Math, Science, Jewish Studies, and World Language. Students must take at least 25 courses and meet these minimum requirements by department.

Humanities – 6 year-long classes

- 4 English classes
- 2 History classes (US History and 1 History elective)

Math/Science – 6 year-long classes

- 3 Mathematics classes (through at least Algebra II or Statistics. Algebra II strongly recommended)
- 3 Lab Science classes (Physics, Chemistry and Biology)

Jewish Studies – 6 year-long classes

- 1 Tanach (Bible) class
- 1 Talmud (Rabbinic Literature) class
- 1 Jewish History (Jew in the Modern World)
- 1 Jewish Thought class (Senior Seminar in Jewish Thought)
- 2 other Jewish Studies electives

World Language – 2 consecutive year-long classes through at least Level II. Level III strongly recommended

Visual and Performing Arts – 1 year-long class

Additional Graduation Requirements

- 1.5 Physical Education credits (athletic team participation is 0.5 credit per season)
- FreshSem and Senior Segue
- Tefillah participation each Tefillah grading period
- Completion of service learning requirements
- Senior Thesis
- Passing Senior Keystone Independent Research Project



SIGNATURE PROGRAMS

At JCHS, we recognize that learning doesn't have to be confined to a classroom. Through off-site learning experiences at our Shabbaton retreats and grade journeys, our students build skills and self-confidence while discovering the world around them.

Signature programs at JCHS bring academic learning, student passions, service learning, and social justice into focus.

Beginning with the FreshSem program and through experiential journeys, the Tzedek program, and Service Learning projects to year-long Senior Keystone projects that encourage twelfth graders to synthesize the skills and ideas they have encountered at JCHS into a product, JCHS offers a curriculum designed to prepare students to be active global citizens in a complex, diverse, and fast-paced world.

The JCHS experience culminates in the Senior Seminar program, in which 12th graders on the cusp of entering a new phase of their lives learn skills and strategies for adulthood, even as they take time to say farewell to the community that has nurtured them through a critical phase of their development.

These innovative and rich programs resonate with the JCHS mission: to encourage the integration of deep learning with universal wisdom and Jewish values, to empower each student to embrace her or his Jewish identity and find ways to generate empathy and compassion even as they sow the seeds for an education that will serve them for a lifetime.

FreshSem

JCHS is committed to fostering our students' growth and education as individuals throughout their high school experience.

JCHS provides a unique level of support for students as they navigate the first year of high school. During our 9th grade orientation, students bond with classmates across grades. Our 9th Grade Seminar helps students orient to JCHS, learn how to build relationships, make healthy decisions, manage stress, and improve executive functioning, writing, reading, and study skills.

As a regularly scheduled class that is team-taught by the School Counselor, the 9th & 10th Grade Dean of Students, the Director of Social Justice & Inclusion, and the Director of Educational Support, the 9th grade Seminar offers new students support in four key areas:

Dean Time: Students meet one-on-one with the Dean of Students each week for a check in about any issues or concerns they may wish to discuss, academic or otherwise.

Health and Wellness instruction: The School Counselor covers topics such as healthy sleep habits, stress management, emotional awareness, mindful use of technology, sex education, and mental health education—important life skills that will continue to serve students throughout their JCHS years and well beyond.

Equity & Inclusion: The Equity & Inclusion curriculum engages students in conversations about what it means to be a citizen in a diverse world. Students will have the opportunity to reflect on their own identities in order to gain a greater level of self-awareness: their values, beliefs, biases, etc. Topics covered include stereotypes and stereotype threat, racial stress, implicit bias, systemic inequities, and responding to microaggressions, among others.

Study Skills: The Director of Educational Support works with students to add to their arsenal of study skills, teaching techniques for time management, organization, and note taking. The class collaborates with other classes to help students develop their reading, writing, and research skills, while building awareness of academic integrity.

In addition to putting emphasis on strategies that set students up for success, the 9th Grade Seminar program also provides an opportunity for the Student Support team to personally engage with every individual in the 9th grade class. The experience helps freshmen create a lasting relationship with these key JCHS professionals, so that students may feel comfortable using them as resources throughout their years at the high school.

Tzedek Program

In alignment with the Rabbinic concept of *kavod ha'briot*, honoring the dignity of every person, the Tzedek Program gives all JCHS graduates the skills, knowledge and self-awareness to address the root causes of inequality.

Tzedek, or justice, is a Jewish practice that is focused on changing the systems in place in our society so that there is greater equality and resources for those who need it. The JCHS Tzedek Program strives to give every JCHS graduate the skills, knowledge and self-awareness to address the root causes of injustice. We seek to include wisdom, perspectives and narratives from less represented groups in order to benefit from the richness they provide as well as illuminate the fullness of humanity. Across disciplines and grades, students have the opportunity to make personal meaning of, and engage critically with, their learning.

What does this look like in practice?

In Biology class, students explore the history and mythology of races as distinct biological groups. Hebrew 5 students research moments when athletes have engaged in activism. In Spanish 3, students reflect on how people of Latin American descent represent themselves in different communities and navigate power dynamics. Students in Advanced Bible & Commentary study stories featuring female characters as well interpretations by male and female Torah scholars. The 10th Grade English class, called Negotiating Identity, offers students a range of examples of writers reflecting on how they experience their identities in America. These are just some examples.

In addition to applying a Tzedek lens to choosing texts and sources, faculty look for meaningful ways to create a “tzedek culture” in the classroom. This includes an emphasis on building community among students and giving students meaningful decision-making opportunities. It also means looking honestly at their own implicit biases and taking stock of their own limiting assumptions.

Our Service Learning program also builds upon Tzedek principles, with dedicated time for students to reflect on their assumptions and experiences related to an issue or target community before, during, and after engaging in service.

Service Learning

At JCHS, Service Learning isn't just an activity, it's a way of engaging with the world.

Over their four years, students gain the knowledge and skills to offer effective and meaningful service in our communities, grounded in dignity and understanding.

Through guided reflection, skill-building workshops and all-school assemblies, students deepen their awareness of contemporary social justice issues as well as the dynamics of bias and oppression. They graduate as global citizens, committed to using their time and talent to make our society more just and equitable.

Our Four-Year Service Learning Program

Service Learning is integral to the JCHS education experience. Each class has different expectations and requirements to satisfy. Service Learning is graded pass/fail, and the successful completion of each school year's requirement is a prerequisite for graduation.

In the 9th grade, students deepen their understanding of the history and contemporary landscape of the Western Addition neighborhood. In the fall, students meet with “changemakers” in the neighborhood to learn more about the particular challenges and strengths that residents encounter, and how service organizations are addressing them. Through local, walking field trips, they explore the Western Addition and Fillmore neighborhoods. Then they participate in hands-on service activities and set intentions for the kind of relationship they hope to have with the local community. In the spring, they learn about various strategies for social change and explore how they can personally participate.

In the 10th and 11th grades, students commit to ongoing service with the agency or program of their choice. They can choose to work with an agency with which JCHS has a formal partnership or pursue their own. Through consistent service, students have the opportunity to forge deeper relationships, learn about a particular area of need, and build professional skills.

At the beginning of each school year, students review a list of possible service positions with their advisors and choose the best fit. Alternatively, students might plan service activities through social justice-oriented clubs. Students are responsible for completing at least 26 hours of service-learning.

Many 12th grade students integrate service-learning into their senior Keystone Projects. Their senior year culminates in a grade journey that explores how we can have a Tzedek (“justice”) oriented relationship to the places we visit and live in.

Journeys

The JCHS Journeys combine learning with a multi-day experiential adventure designed to teach life lessons on the road.

At JCHS, our four-year Journey program is designed to guide students through their development as individuals, while it fosters a sense of community as a grade. Lastly, students reflect on their role within the Jewish People and their connection to the wider World.

9th Grade: Making Our Machaneh: Creating Our Camp (Los Angeles)

In the 9th grade, students visit Los Angeles to spend time reflecting on their own grade community. They explore questions such as: what is the unique identity of our grade? What does this community give to me? What can I give back to it?

10th Grade: The Magic of the Canyons: Discovering Our Authentic Self in Nature (Zion National Park)

In their 10th grade year, the journey to Zion National Park picks up those ideas and adds the element of “sacred place,” a natural setting with which we can form connections and within which powerful bonds can develop.

11th Grade: Toward Connection and Peoplehood (Israel)

In their 11th grade year, students journey to Israel, experiencing the power of a national homeland as a place to explore individual identity.

12th Grade: Journey Toward Service (New Orleans)

Finally, in 12th grade, with a new perspective on themselves and the world, the grade travels to New Orleans to reflect on their “universe of obligation,” learning how they can best be of service to the world, and learning how to build and rebuild a community in an inclusive and ethical way. Students graduate having examined the world in wider and wider circles, and with deeper and nuanced insight about their own identities.

Senior Keystone Project

As a culmination of their high school education, the Keystone Project invites JCHS seniors to take ownership of their learning, both in and out of school.

In developing and presenting year-long individual projects, students reflect upon their Jewish and secular studies, and their roles in both their immediate community and the larger world.

The Keystone learning experience is not only meaningful, but also practical: students polish their research and time-management skills, as well as hone their abilities in critical and creative thinking, communicating, and problem-solving. Through the Keystone Project, students demonstrate what they have learned about being a “scholar-citizen.”

Keystone Projects emphasize:

- Depth over breadth: Projects focus on a single, narrow topic
- Innovative thinking: Projects require original and creative approaches
- Sustained effort over time: Students spend about two hours each week on their projects, from September to May
- Deep learning: Students apply both a secular and Jewish lens to their topic exploration, and consider how the different parts of their identities shape their approaches to their topic
- Purpose: Projects must be in service of something greater, and must provide direct benefits to students’ targeted groups

Senior Segue

Senior Segue helps seniors transition to the next phase of their lives in college, gap year programs, and the wider world.

Senior Segue provides students the opportunity to expand their learning outside the classroom, particularly in areas that will help them after high school—whether that be in college, during traveling abroad, or simply in living on their own for the first time—while also taking time to say goodbye to their JCHS family and to San Francisco.

Highlights include: a field trip to SAP in Palo Alto to learn about interviewing, resumes and the work world; workshops on financial literacy, cooking, basic auto care, first aid and more; and the traditional walk across the Golden Gate Bridge.

Workshops are led by JCHS professionals and outside presenters. During the Senior Segue, seniors also take time to organize the student-driven aspects of graduation: the senior speech and Mesibat Siyyum.

Regular workshop topics have included: a roadside emergency class; basic first aid training; personal finance advice; self defense training; cooking class demo (tips for eating healthy at college); a discussion panel with JCHS alumni; conversations about Jewish life outside of JCHS; and strategies for confronting anti-Israel sentiment on college campuses.

Past Senior Segue field trips have included: SAP outing for a day of resume workshops, personal branding and social media, and job skills training; a walking tour of SF murals; a walking tour of SF rooftop gardens; a special guided tour of the Exploratorium

And JCHS traditions like the Golden Gate Bridge walk and picnic and a special lunch with the Professional Community



JEWISH LIFE & PLURALISM AT JCHS

For JCHS, pluralism is both an important value and a vital skill. We strive to connect each student to their unique Jewish identity in ways that are authentic, experiential, and deliberate.

At JCHS, we recognize and celebrate the richness and variety of our shared Jewish heritage and also the commonalities that bring together the Jewish people.

High school is a time of exploration and deepening of identity for any teenager. Whether it's in the arena of world cultures, social justice, politics, or religious practice, we believe that it is vital to introduce our students to a broad spectrum of principles and ways of thinking as a path to understanding their own beliefs. Our goal is to educate engaged citizens fully equipped to participate in answering the key questions of how we live together in a modern pluralistic society.

Pluralism at JCHS pushes further than just acknowledging and respecting the tenets of streams of Judaism beyond one's own. It is also a practical blueprint for engagement with anyone whose views differ from your own, an opportunity to define your own understanding of your values and work to reconcile that with those of your fellow community members.

Does this mean challenges for the individuals who make up our community? Of course. But it also means that the JCHS community is an exciting and vibrant one, in which we expect to learn from each other and learn from our differences.

The skills we want to develop in our students include a sense of empathy, the ability to build consensus out of confrontation, and a renewed confidence in the depth of the values they will carry with them throughout their lives. We teach students to seek out many perspectives, engage respectfully in meaningful conversations, and appreciate nuance. These are essentials for anyone facing the complexity of a 21st century globalized world. We hope that every student graduates after four years at JCHS knowing that as individual as their beliefs may be, they are joined together by a community that sees them for who they are and cherishes them for who they will become.

At JCHS, students come from a remarkably wide range of backgrounds including a variety of ethnic backgrounds and Jewish denominations. Our students also reflect the evolving nature of contemporary expressions of Judaism. For that reason, JCHS does not judge or prescribe the practices of any student or family.

Morning Tefillah

Every day at JCHS begins with introspection and reflection centered around the common act of tefillah (prayer). In our pluralistic community, tefillah takes on many forms. Students begin each morning with 30 minutes of reflection and choose from a variety of tefillah options, ranging from traditional, liberal, and egalitarian to more creative approaches, including art, journaling, meditation, brain games, and yoga. Students are encouraged to try different tefillah options throughout their four years.

Shabbat and Holiday Observance

JCHS students and families of JCHS celebrate Shabbat and holidays in different ways, and the spirit of Shabbat observance is an integral component of our school community. As a pluralistic institution, we have developed a set of guidelines regarding Shabbat and holiday observances designed to honor and respect as wide a range of Jewish practice as possible.

- Students will not be expected to complete homework on Shabbat or a holiday.
- No school-related business is conducted on Shabbat or holidays.
- All school programs occurring on Saturday evening will not begin earlier than one hour after the end of Shabbat or the holiday.
- We support students who wish to take standardized tests on Sunday test dates.
- We encourage students to plan private parties so as not to coincide with Shabbat or holidays or to arrange a celebration that reflects the spirit and practices of Shabbat.



ATHLETICS

JCHS’ athletics program promotes student health and wellness, makes participation in sports enjoyable for students of all athletic abilities, and complements our students’ academic experience.

Our experienced coaches help students to improve skills and performance, build confidence, increase mental focus, and strengthen teamwork. The JCHS program places emphasis on developing through athletics the pillars of good character: trustworthiness, respect, responsibility, fairness, caring, and good citizenship.

JCHS offers athletic choices to student athletes of all abilities, including club sports, junior varsity sports, and varsity sports. Those who are exploring an interest in sports are welcome to join club and junior varsity teams, providing them with more individualized instruction and opportunities to play; our varsity teams offer a more challenging experience for seasoned athletes.

JCHS is a member of the Bay Counties League-Central (BCL-Central) in the North Coast Section. Other member schools in BCL-Central are Drew School, Gateway High School, International High School, San Francisco Waldorf School, and The Bay School of San Francisco.

Teams By Season

FALL

- Boys Junior Varsity Soccer
- Boys Varsity Soccer
- Girls Junior Varsity Volleyball
- Girls Varsity Volleyball
- Co-ed Varsity Cross Country

WINTER

- Boys 9th/10th Basketball
- Boys JV Basketball
- Boys Varsity Basketball
- Girls Varsity Basketball

SPRING

- Varsity Baseball
- Boys Varsity Volleyball
- Girls Varsity Soccer
- Co-ed Varsity Swimming
- Co-ed Junior Varsity Tennis

CLUB SPORTS

- Co-ed Rock Climbing

PHYSICAL EDUCATION

The Physical Education program at JCHS reflects the school’s desire to develop the whole student.

Our goal is to have each and every JCHS student leave with an appreciation for the benefits to mind and body of a program of regular physical activity and with a love for one or more types of activities that they look forward to continuing with beyond their high school years.

Most JCHS students experienced middle school PE as a class that met during the school day several times per week. This traditional model of PE is still the norm in many high schools. At JCHS, our PE program is almost entirely an after school-based program. Our focus is on accomplishing the end result, a student who is physically active with an appreciation for the role that physical fitness will play in their life in college and beyond.

Each student must meet the PE requirement at JCHS for graduation (1.5 credits). There are three ways a student can receive PE credit at JCHS.

Physical Education Credit Options

Participation on a JCHS interscholastic team or club team

Participation on a JCHS team fully meets the PE requirement. Students can earn 0.5 credits per season. If a Student/Athlete were to become injured during the course of a season he or she is still expected to attend all team events in order to obtain PE credit.

If a student needs additional time to focus on academics above and beyond the average of their team members and if this leads to missed team events, this could lead to the Student/Athlete not obtaining their PE credit. The decision on whether they will or will not receive their PE credit will be based on their actual amount of participation on the team as determined by the Coach, Athletic Director, and Co-Dean of Students.

Independent PE

This option provides for students to receive PE credit for activities outside of school that they are engaged in (such as club teams or dance programs) or allows for students to pursue athletic activities outside the scope of the interscholastic program (horseback riding, hockey, gymnastics). Basically, any activity that requires physical exertion can qualify as an alternate activity.

Requirements for Independent PE

- **A contract**—a piece of paper that explains what the activity is, where it will take place, when it will take place, who the supervising adult is (it cannot be a parent) and how to contact that individual. The supervising adult must sign the contract along with the student.
- **An activity log**—a list of the days that the activity was completed along with the initials of the supervising adult. These documents are available in the athletic office and due dates for these items are posted on the PE bulletin board (or available in a hand-out). A minimum of 30 hours is required per semester to earn 0.5 credits of PE.

Participation in a JCHS Musical

Students can earn 0.5 PE credits for any musical involving enough dancing to meet the criteria of Independent PE (i.e., 50 hours). Students can earn a maximum of 0.5 credits towards their graduation requirement for participating in a musical. The Drama Director, in consultation with the Athletic Director determines whether or not a specific musical meets the requirements of Independent PE.



DRAMA AND THEATER TECH

JCHS Drama students explore every aspect of the dramatic arts, including acting, playwriting, improvisation, directing, technical theater training, and lighting, sound, set, and costume design.

The JCHS Drama program produces two to three productions each year, including musicals, comedies and dramas, offering performance and growth opportunities for students whether they have had stage experience or have never worked in a theatrical production before. JCHS Drama provides students with a way to communicate their passions and beliefs. While a performance may only have a momentary effect on its viewer, a student performer or writer finding the confidence to express themselves can have a lasting positive impact on the world. The JCHS Drama program has developed life-long theater artists—actors, playwrights, designers and technicians. With that said, our more important goal is to create a love and appreciation of theater that all students can own as a part of them throughout their lives

Theatre Tech

With a hands-on approach to theater tech, our students gain direct experience in designing and creating lighting, sound, props, costumes, and sets for JCHS Drama productions and more.

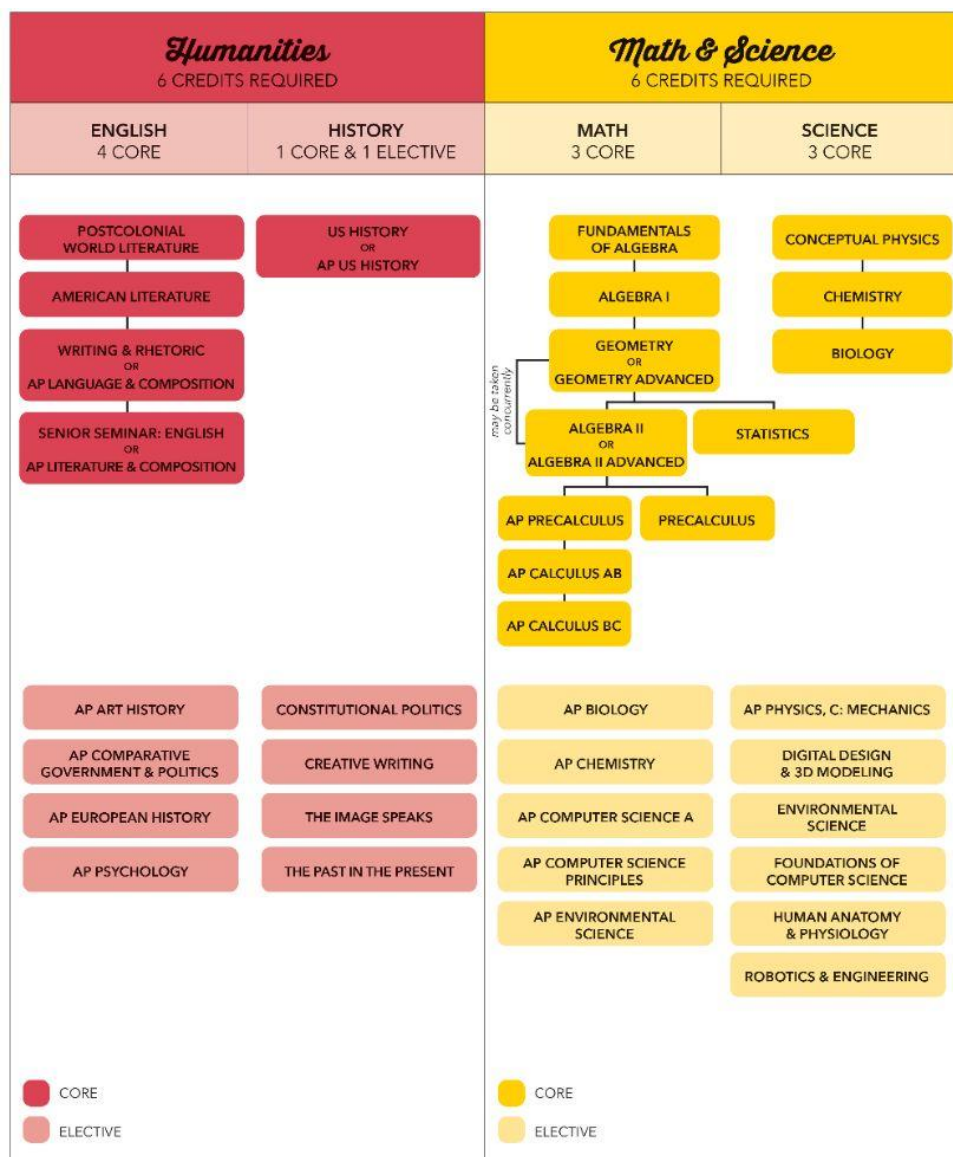
Student tech crew members have the opportunity to use a level of technology that allows for tremendous flexibility and creativity in their designs.

Under the guidance of our theater's technical director, JCHS students design and run a variety of events, from musicals to dramas to play festivals. They acquire experience ranging from basic carpentry skills necessary to construct sets to a fundamental understanding of lighting and sound systems, basic color theory and the elements of good sound design.

Multiple lighting control systems enable our lighting design students to master professional techniques used in theaters worldwide. Allen & Heath and Mackie sound systems provide our sound design students with the ability to create any soundscape, sound effect, or score they can imagine.

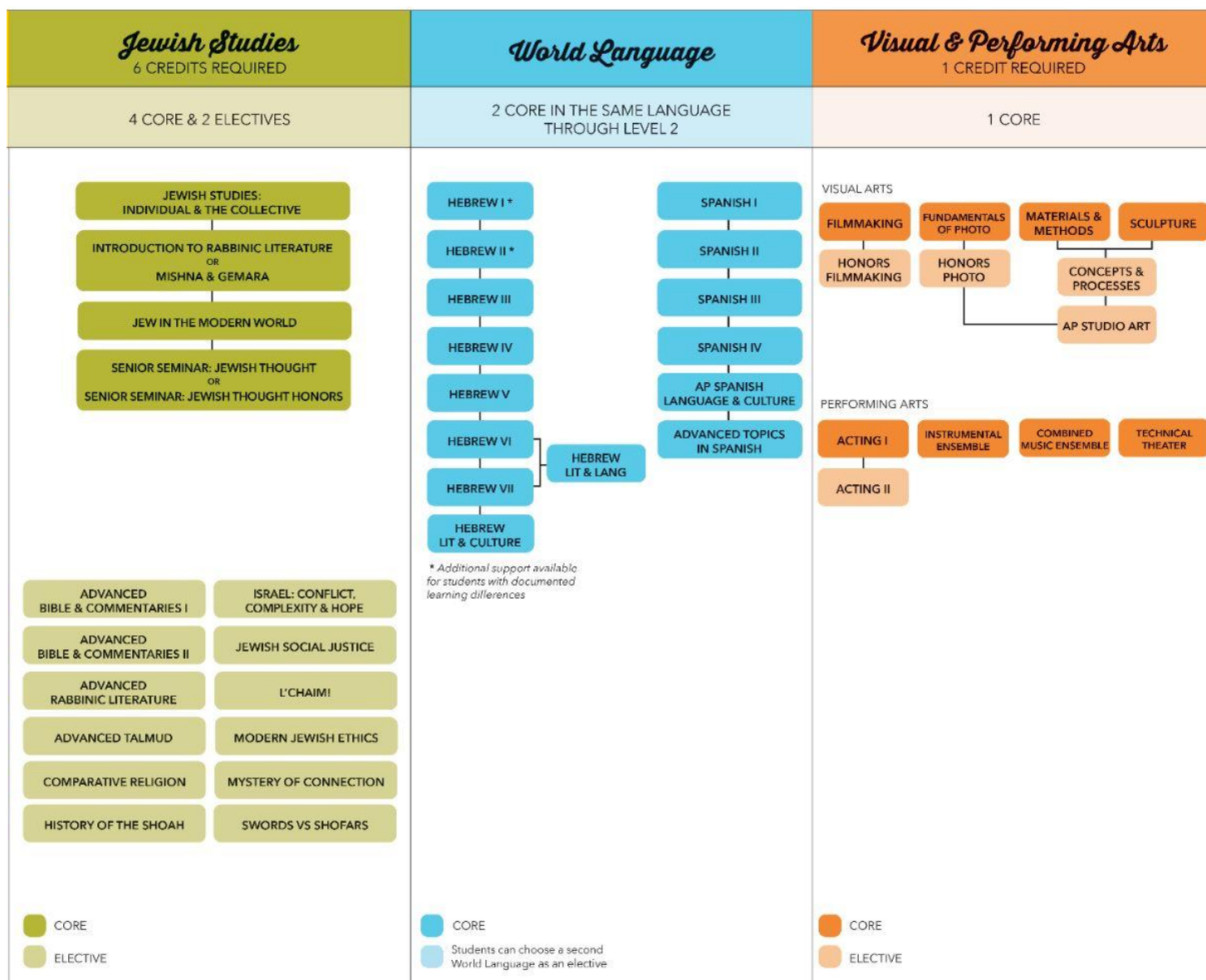
JCHS students are also integral to the teams that create the costumes, props and sets for our productions, working directly with theater professionals to achieve the vision of the director. The expertise they gain in our theater tech program serves them well in technical production work and indeed, many students have gone on to pursue professional opportunities in college and commercial arenas.

JCHS Curriculum Map



FULFILLING UC/CSU REQUIREMENTS

Successful completion of JCHS graduation requirements with grades of "C" or above in all UC-approved courses and attainment of a cumulative GPA of 3.00 or higher (University of California only) or 2.00 or higher (California State University only) meets or exceeds the minimum classroom eligibility requirements for acceptance to the University of California and the California State University systems.



To see the list of UC-approved courses offered at JCHS, visit the University of California website at: <https://hs-articulation.ucop.edu/agcourselist#/list/search/institution> and enter "Jewish Community High School" in the search box.



COLLEGE & GAP-YEAR ADVISING

JCHS' individualized college advising program helps students identify colleges and universities that will provide a strong match for their unique strengths and interests.

The Dean of College and Gap-Year Advising provides students and parents with one-on-one guidance throughout the entire college admission process, including advice on initial research, standardized testing, essay writing, interviewing, financial aid, and final decision-making. She also coordinates college admission representative visits to JCHS throughout the year, providing students with opportunities to create personalized connections to college admission officers.

In addition, the Dean of College and Gap-Year Advising provides guidance for students who are admitted to college but choose to defer their enrollment for one year to engage in alternative year programming. Anywhere from a quarter to a third of JCHS graduates annually choose to expand their horizons by pursuing gap-year experiences around the world.

Students of the Class of 2023 were accepted at the following:



Five Years of College Acceptances: 2019–2023

American University
University of Antwerp
Arizona State University
University of Arizona
 Babson College
 Bard College
 Barnard College
 Beloit College
Berklee College of Music
Boston University
Brandeis University
Brown University
 Bryn Mawr College
 Bucknell University
 University of British Columbia
California College of the Arts
 California Institute of the Arts
 California State University (campuses):
 • **Chico**
 • East Bay
 • **Humboldt**
 • Long Beach
 • Monterey Bay
 • Northridge
 • Pomona
 • **San Diego**
 • **San Francisco**
 • **San Jose**
 • **San Luis Obispo**
 • **Sonoma**
 University of California (campuses):
 • **Berkeley**
 • **Davis**
 • **Irvine**
 • **Los Angeles**
 • **Merced**
 • **Riverside**
 • **San Diego**
 • **Santa Barbara**
 • **Santa Cruz**
 Carleton College
Case Western Reserve University
 University of Central Florida
Chapman University
 City University of London
University of Chicago
 Claremont McKenna College
 Clark University
 Clemson University
 University of Colorado at Boulder
University of Colorado at CS
University of Colorado Denver
Colorado College
 Colorado School of Mines
Colorado State University, Ft. Collins
 Columbia College Chicago
Columbia University
 Connecticut College
Cornell University
 Cornish College of the Arts
Culinary Institute of America
University of Delaware
 Denison University
University of Denver
 DePaul University
 Dickinson College

Dominican University
Drexel University
 Drew University
 Eckerd College
 The University of Edinburgh
 Elon University
 Embry-Riddle Aeronautical University
 Emerson College
 Emory University
 The Evergreen State College
Fashion Institute of Technology
 Florida State University
Fordham University
 Franklin & Marshall College
 George Mason University
George Washington University
Georgia Institute of Technology
 Gettysburg College
 Gonzaga University
Goucher College
Grinnell College
 Hampshire College
Harvey Mudd College
University of Hawaii at Manoa
Hofstra University
 University of Illinois at Chicago
 University of Illinois at UC
Indiana University
Ithaca College
Jewish Theological Seminary
Kenyon College
 Kingston University London
 Knox College
 Lafayette College
Lehigh University
Lewis & Clark College
 Linfield College
 Loyola University Chicago
 Loyola Marymount University
 Macalester College
 University of Maine
University of Maryland College Park
 Marymount Manhattan
 University of Massachusetts, Amherst
Massachusetts College of Pharmacy
 McGill University
 Menlo College
 Miami University
 University of Miami
 Miami University (Oxford)
University of Michigan
Mount Holyoke College
Muhlenberg College
 University of Minnesota
 University of Nevada (Reno)
 University of New Hampshire
 University of New Mexico
 The New School Eugene Lang
New York University
 UNC School of the Arts
Northeastern University
 Northern Arizona University
Oberlin College
Occidental College
 Ohio State University
 University of Oklahoma

Oregon State University
University of Oregon
 Otis College of Art & Design
 Pace University, NYC
 Pace University, Westchester
 University of the Pacific
 University of Pittsburgh
 Pitzer College
Pomona College
University of Portland
 Portland State University
University of Puget Sound
 Purdue University
Quest University, Canada
University of Redlands
Reed College
 Rensselaer Polytechnic Institute
 Rochester Institute of Technology
 University of Rhode Island
University of Rochester
Royal Central School of Speech and Drama
Rutgers University
Saint Mary's College of California
 University of San Diego
University of San Francisco
Santa Clara University
Sarah Lawrence College
 Savannah College of Art and Design
 School of the Art Institute of Chicago
Scripps College
Seattle University
 Skidmore College
Smith College
University of Southern California
 Southern Methodist University
Stanford University
 Stevens Institute of Technology
 Suffolk University
SUNY at Binghamton
 SUNY at Purchase
Syracuse University
The University of Tennessee
 Temple University
Texas A & M University
Texas Tech University
 Trinity University
 University of Toronto
Tufts University
Tulane University
 Union College
 Vassar College
University of Vermont
 Victoria University of Wellington
 Virginia Tech
University of Washington
 Washington and Lee University
 Washington State University
 Washington University in St. Louis
Western Washington University
 Whitman College
Whittier College
Willamette University
University of Wisconsin, Madison
Worcester Polytechnic Institute
Xavier University
Yale University
 Yeshiva University



LEARNING AT JCHS

At JCHS, our students are inspired by teachers who challenge them to explore and open their minds, through a blend of classroom and experiential learning that inspires creativity, critical thinking and a deeper understanding of the world.

Learning with others has a long tradition in Judaism and is embodied in the practice of *chevrutah*, or partner study. Through a process of talking, listening, questioning and mutual support, students learn the content of their classes, and more importantly, how to become independent learners. While not all JCHS classes use the traditional *chevrutah* method, this spirit of collaborative and student-centered learning is at the heart of our program. In our Arts, Humanities, Jewish Studies, Math, Science, and World Language classes, students engage in a broad-based curriculum of required classes and have the opportunity to explore interests more deeply through diverse elective offerings. Many classes are designed with opportunities for students to integrate their knowledge across disciplines in ways that deepen students' understanding of course content and of themselves. Through working together in classes, on playing fields, traveling on Journeys, and in the theater, JCHS students and faculty create a genuine community of learners.

STUDENT SUPPORT

Academic Advising & Counseling

At JCHS, each student is assigned to an advisor in order to enhance their educational experience. The advisor's role is to provide overall support and guidance to students and parents; act as a liaison between students, teachers, and parents as needed; work with students to set goals for the year; help students selecting courses for the upcoming year; support students through their challenges; and celebrate students' successes.

By helping students to navigate their JCHS experience, and assisting students in making the most of the JCHS resources and programs that align with their interests and goals, our advisors prepare students for success in high school, college, and beyond.

Our School Counselor provides confidential and individualized emotional and psychological support for students, while working collaboratively with parents, teachers, and advisors to explore the best ways to support students. In addition, the School Counselor offers short-term counseling, and can provide referrals and resources to families whose students are in need of long-term support.

Educational Support

JCHS values diversity in the classroom in a variety of ways — including actively embracing and supporting the range of learning differences from one student to the next. Our robust academic college prep program is strengthened by integrated support programs that allow us to welcome students with a range of learning differences.

Inclusion at JCHS means valuing the unique gifts and supporting the distinct challenges of each student in order to deepen the vitality of our community. In the Jewish tradition, universal access to learning means that we embrace each member of the community regardless of financial resources, physical abilities, or learning differences.

For these reasons, we agree that “inclusion assumes that living and learning together benefits everyone, not just children who are labeled as having a difference.” (Falvey and Givner, 2005)

Our supportive program includes specialized training for all our classroom teachers to ensure they are sufficiently educated on how to best support and celebrate the learning of each individual student. We also offer supportive resources through the FreshSem program, Supervised Study Hall, in addition to teacher availability for one-on-one support, regular sessions with a learning specialist, and a designated learning space for students to meet with tutors and learning specialists.

The JCHS Resource Center

The JCHS Resource Center provides educational support to students, whether they are experiencing specific difficulties or just need a space to help practice developing their organizational and learning skills. The Resource Center includes two learning specialists, experienced in special education, who collaborate with classroom teachers. It is led by our Director of Learning Support. Our learning specialists work closely with students who can benefit from support outside of the classroom, students who need increasingly challenging material, teachers who embrace strategies of differentiation to meet the needs of their students, and parents who want to better understand the learning needs of their children.



HUMANITIES

JCHS Humanities courses encourage the intellectual and emotional growth of our students, supporting them in becoming sophisticated thinkers, confident writers, careful readers, informed citizens, and effective leaders.

Humanities courses cultivate critical and creative thinking and inspire students to generate empathy and compassion for human experience in all its variety. English courses present students with appropriately challenging texts that contain original thinking, innovative stylistic choices, and masterful prose. The articles, essays, poems, plays, novels, and memoirs often expose students to perspectives and experiences beyond those familiar to them. These published works also illustrate the various components of composition such as rhetorical devices, tone, evidence, structure, organization, syntax, and grammar.

Our history courses engage students in careful reading of primary sources, interdisciplinary connections, and voices of both first person histories and officially sanctioned narratives. Students learn to discern bias, assess cause and effect, and compare recurrent historical themes. We focus not only on economic and political history but on socio-cultural trends as well.

The Humanities Department’s mission is to see each student develop the ability to:

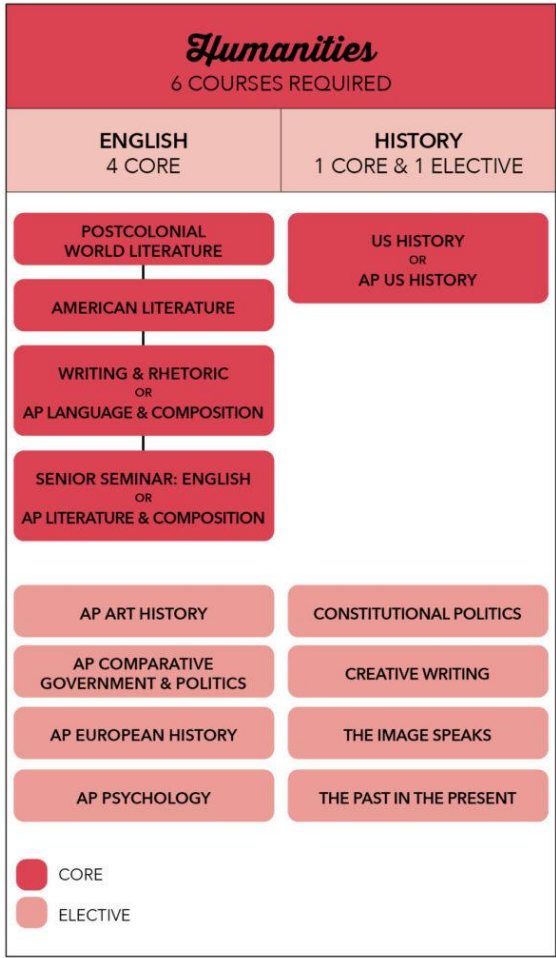
- Analyze texts critically; read closely; identify symbolism, thematic elements, and rhetorical devices; analyze argument and evidence; identify tone and devices; understand poetic and dramatic devices; identify bias and perspective.
- Identify and articulate a thesis in a paragraph or essay; support a thesis with evidence; write analytic and persuasive essays, short stories, and poems; use mentor texts; understand rules of grammar.
- Define and refine a research question; find appropriate research from books, journals, and the Internet; use academic databases; quote and cite others’ work appropriately; develop note-taking and bibliography skills.
- Apply historical reasoning; hone effective oral presentation skills; work collaboratively with peers; understand and respond respectfully to different points of view.

English Courses

Postcolonial World Literature

Subject Area: English
Open to: 9

In English 9, students develop a rich foundation for the study of world literature, with an emphasis on non-western literature. They encounter a range of engaging 20th and 21st century texts representing several literary genres and several regions, including Africa, Asia, and the Caribbean. As they study world literature, students refine their critical reading abilities by learning to recognize textual patterns and analyze the writer’s choices. The study of postcolonial world literature allows students to challenge normative assumptions by engaging with non-western experiences while learning to identify and explain the historical and cultural structures and systems that have impacted social inequality. Throughout the course, students will build their composition skills, including crafting clear arguments and using evidence effectively. The study of vocabulary and grammar will be integrated into the curriculum. While the emphasis will be on analytical writing, students will also have the opportunity to work on creative projects.



American Literature: Negotiating Identity

Subject Area: English, American Studies

Open to: 10

In this course, students will study American Literature from the Colonial period through the 20th century. Over the course of the year, students will read and analyze texts ranging from Native American trickster tales, to fugitive slave narratives by Frederick Douglass and Harriet Jacobs, to fiction by canonical 19th and 20th century writers like Willa Cather, F. Scott Fitzgerald, and James Baldwin. Students will build on their knowledge of literary genre and form, and deepen their analytical writing abilities by writing frequent argumentative essays which will go through extensive drafting and revision. Students will learn how to add complexity to their analytical essays by incorporating outside research and scholarly sources into their papers. Several units will be taught in coordination with U.S. History and AP U.S. History, enabling students to learn about literature with a richer sense of historical context.

Writing and Rhetoric: Making the Case

Subject Area: English

Open to: 11

This writing-intensive course provides 11th grade students with the tools to become more confident and proficient academic writers. Students will work on analytical essays on a range of contemporary topics, all designed to help them cultivate their ability to make and support persuasive arguments. Readings will be primarily non-fiction, and will include a wide range of essays about key debates in contemporary culture as well as book-length studies like Michelle Alexander's *The New Jim Crow*. Students will also study the elements of the personal essay in the second semester, and cultivate their own writing style as they work on crafting their college essays. Over the course of the year, students will compose a minimum of six essays, all of which will go through an extensive drafting and revision process.

AP English Language and Composition

Subject Area: English

Open to: 11

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing and the rhetorical analysis of both fiction and nonfiction texts. Through frequent writing assignments, students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts from a range of disciplines and historical periods. Students will read a wide variety of non-fiction texts—from newspaper editorials, to philosophy, to literary non-fiction, to memoir, to speeches—all with the intent of discovering how an author crafts an argument. In conjunction with their Biology class, students will read *Frankenstein* and complete an EVERlab project exploring the ethical ramifications of creating human life. Advancing their mastery of all of the elements of powerful composition, students will be challenged to develop a more versatile and bold writing style, learning to adapt their writing voices to meet the demands of genre, audience and occasion.

Please Note: Students enrolling in AP Language and Composition will be required to complete the Summer Assignment consisting of reading two memoirs and completing a writing assignment by August 11, 2023. Students who do not complete the Summer Assignment by August 11 will be enrolled in Writing and Rhetoric: Making the Case.

Senior Seminar in Literature and Culture

Subject Area: English

Open to: 12

Senior Seminar will engage students in close textual analysis, literary discussion, academic composition, formal debating, and creative writing. We will study plays, poetry and prose, both classic and modern, and examine a cross-section of both fiction and non-fiction texts that focus on issues of high interest to graduating seniors. We will move away from the formulaic essay structures, take more risks, and develop personal voice.

This course is integrated with Senior Seminar: Issues in Jewish Thought. In both courses, students will explore common philosophical and theological themes such as the human condition, tradition vs. modernity, the problem of evil, existentialism, and the importance of memory. Course material has been synchronized to offer powerful moments of connection and integration. There will be assessments (both written and performance-based) integrated with Jewish Thought throughout the year.

AP English Literature and Composition

Subject Area: English

Open to: 12

As the title character, Sula, proclaims in Toni Morrison's 1973 novel: "I don't want to make somebody else. I want to make myself" (91). This course will explore narratives of self-fashioning in both fiction and poetry, and will special attention to moments of tension between individual desires and cultural norms. Through reading novels ranging from canonical 19th texts like Gustave Flaubert's *Madame Bovary* to modern classics like Toni

Morrison's *Sula*, students learn how to use close-reading techniques to build persuasive arguments about the ways writers use language and literary devices to create meaning. The study of poets ranging from Emily Dickinson to Terrance Hayes will equip students with an understanding of the subtle ways meaning can shift and evolve over the course of a short lyrical poem. In preparation for the Advanced Placement exam, students will become confident writing thesis-driven, tightly organized, analytical essays in a limited amount of time.

This course is integrated with Senior Seminar: Issues in Jewish Thought. In both courses, students will explore common philosophical and ethical themes such as tradition vs. modernity, the problem of evil, and the importance of memory. There will be integrated assessments (both written and performance-based) throughout the year.

Creative Writing: Stories, Journalism and the Power of Narrative

Subject Area: English

Open to: 10, 11, 12

Storytelling—specifically strong, well crafted, entertaining narratives—help us make sense of the world. From oral story traditions to TikTok, good stories help us better understand ourselves and frame our relationships with the world around us. The ability to tell a good story is fundamental to vibrant journalism, vivid creative writing, and engaging imaginative multimedia features. In this course, we will explore how to craft compelling narratives in a myriad of ways: through short fiction, creative nonfiction, news reportage, photographic essays, and other media.

History Core Courses

United States History

Subject Area: History, American Studies

Open to: 10

This survey course in United States history will examine the major historical forces and events which have shaped our country. Students will review both early and more contemporary American history and examine significant factors that continue to have relevance to our society. Students will learn to employ primary sources, secondary texts, and multimedia offerings to gain a profound understanding of American history and culture. The course will focus on developing students' abilities to think critically, write clearly articulated and well-substantiated arguments, and develop the confidence and skills to participate in class discussions and debates. Students will finish the year by writing a major research paper, which will require students to utilize research skills, make clear connections between history and the present, and write cogently and convincingly. This course integrates with the American Literature course to develop a curriculum in which literature supports and reinforces studies in United States history.

AP United States History

Subject Area: History, American Studies

Open to: 10

AP United States History is designed to be the equivalent of a two-semester introductory college or university United States history course. Students will investigate the content of U.S. history for significant events, individuals, developments, and processes and use and strengthen the same thinking skills and methods employed by historians when they study the past, including analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation. The course is structured around seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the year in order to make connections among historical developments in different times and places. A premium will be placed on identifying and contextualizing modern day equivalents to historical events and developments. Finally, while creative projects will occasionally be assigned, the emphasis of this course will be to help students develop clear, concise analytical essay writing skills.

Please Note: Students enrolling in AP US History will be required to complete the Summer Assignment – which involves reading the first three chapters of the textbook and writing responses to short answer prompts – by August 11, 2023. Students who do not complete the Summer Assignment by August 11 will be enrolled in US History.

History Elective Courses

AP Art History

Subject Area: History

Open to: 11, 12

The AP Art History course explores such topics such as the nature of art, its uses, its meanings, art making, and the responses to art. Through investigations of diverse artistic traditions of cultures from prehistory to the present, the course fosters in-depth and holistic understanding of the history of art from a global perspective.

Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, constructing understanding of individual works and interconnections of art making processes and products throughout history. During the course students will engage with selective hands-on processes to develop further appreciation of design, craft, and technique. Visits to local art museums, and significant works of architecture are also an essential part of the course. Students are expected to take the AP Art History exam at the end of the year.

Please Note: Students enrolling in AP Art History will be required to complete the Summer Assignment. Students who do not complete the Summer Assignment will need to enroll in an alternate elective.

AP Comparative Government and Politics

Subject Area: History

Open to: 11, 12

The AP course in Comparative Government and Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show examples of existing institutional systems, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. Comparison assists both in identifying problems and in analyzing policy making. Additionally, the course covers the major concepts that are used to organize and interpret specific countries and their governments. Six countries form the core of the AP Comparative Government and Politics course: China, Great Britain, Iran, Mexico, Nigeria, and Russia. By using these six countries, the course can move the discussion of concepts from abstract definition to concrete example, noting that not all concepts will be equally useful in all country settings.

AP European History

Subject Area: History

Open to: 11, 12

The AP European History course focuses on developing students' understanding of European history from approximately 1450 to the present. The course has students investigate the content of European history for significant events, individuals, developments, and processes in four historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; and individual and society) that students explore throughout the year in order to make connections among historical developments in different times and places.

AP Psychology

Subject Area: History

Open to: 11, 12

In this fast-paced course, we'll be exploring the ideas, theories and methods surrounding the scientific study of behavior and mental processes. We'll explore the building blocks of psychology through reading, discussion, writing, and analyzing data from psychological research studies. You'll learn how to connect psychological concepts and theories to real-life scenarios, and how to understand and interpret research studies and their corresponding data. Units will include the biological bases of behavior, sensation and perception, and learning, and explore multiple branches of psychology like cognitive, developmental, clinical, and social.

Please Note: Students enrolling in AP Psychology will be required to complete the Summer Assignment – which involves using two pre-course readings to write short answer responses – by August 11, 2023. Students who do not complete the Summer Assignment by August 11 will need to enroll in an alternate elective.

Constitutional Politics

Subject Area: History

Open to: 11, 12

Prerequisite(s): US History or AP US History

In this seminar style class, students will examine the impact of the most foundational document in our nation, the Constitution, on important contemporary issues. Special attention will be given to major Supreme Court cases that have challenged and transformed our understanding of the Constitution and our civil rights. We'll closely examine cases centered around freedom of speech, gun control, the rights of women and minorities, the right to privacy, and the rights of the accused. Students will also learn about, and engage in, the process of judicial review and investigate different kinds of Constitutional interpretation. Through learning activities like discussion, simulations, research, and writing, students will gain an in-depth understanding of the governing document of our country, how it has shaped our history, and how it continues to impact our country today.

The Image Speaks: Art, History, and Meaning

Subject Area: History
Open to: 10, 11, 12

Every image tells a story and in this class we will travel through time and across the globe to uncover the meaning behind some of humanity's greatest artistic creations. Through immersive images and dynamic storytelling, we will unpack the questions which compel art historians: Why and how was this work made? What is it communicating? Who paid for it and why does that matter? Whose story is it telling, and whose is left out? In our class we will learn how we humans have used painting, sculpture, architecture, photography, and other forms to tell stories, assert power, worship the divine, express individuality, rebel against tradition, and construct ideas of beauty. Throughout the year, hands-on art projects related to art we study will allow us to experience first hand the basic principles artists use in their work. By the end of the course, you will know how to look at and discuss a work of art in different ways, from style and technique, to subject and meaning.

The Past in the Present

Subject Area: History
Open to: 9

This course introduces students to major trends in the development of human societies and the formation of the complex systems of interconnectivity that characterize our world. One central underlying assumption is that historical awareness is an important conceptual tool for navigating the modern world. Accordingly, we will take an approach that differs from most history textbooks' standard chronological and geographical framework. Organized thematically, each unit will explore related concepts and case studies from the past while drawing valuable parallels to the present. From the origins of our species and the emergence of the first civilizations, to the formation of the globe-spanning empires that ushered us into the modern era, we will consider the forces that have shaped history. Throughout, students will build the skills necessary for future courses, such as active reading, research, and critical thinking and writing skills.

Please Note: This is an introductory course open to all 9th graders, which may be taken in lieu of Foundations of Computer Science.





JEWISH STUDIES

The Jewish Studies program allows students to access thousands of years of wisdom, values, thought and culture.

The Jewish Studies program allows students to access thousands of years of wisdom, values, thought and culture. Our teachers guide students in asking and answering questions of ultimate concern and developing their individual identities. We train students to observe the nuances of language as a central skill in the critical thinking process. We teach students that they have a responsibility to themselves, to their peers and to the text in their learning. The Jewish Studies curriculum focuses on four core subject areas (Bible, Rabbinic Literature, History, and Culture) as well as different levels of study. We believe these subject areas represent the core of Jewish literacy as well as provide a solid foundation for lifelong Jewish learning.

Our program seeks to build and expand student skills in the areas of textual analysis, analytical and critical thinking and traditional text study. Our students develop sophisticated intellectual tools to develop their own personal Jewish identity and sustain their learning into adulthood. Our diverse course offerings allow students to explore the Jewish tradition broadly or dive deeply into particular areas of study.

Levels of Study in Jewish Studies Courses

- Students are placed in different class levels based on past exposure with Jewish texts, knowledge of Hebrew and critical thinking and writing abilities.
- All our levels prepare students for continued Jewish learning at the university level. Additionally, our advanced Hebrew intensive courses prepare students for continued Jewish text study in traditional Jewish settings.

Jewish Studies Core Courses

Jewish Studies: Individual and the Collective

Subject Area: Tanach (Bible)
Open to: 9

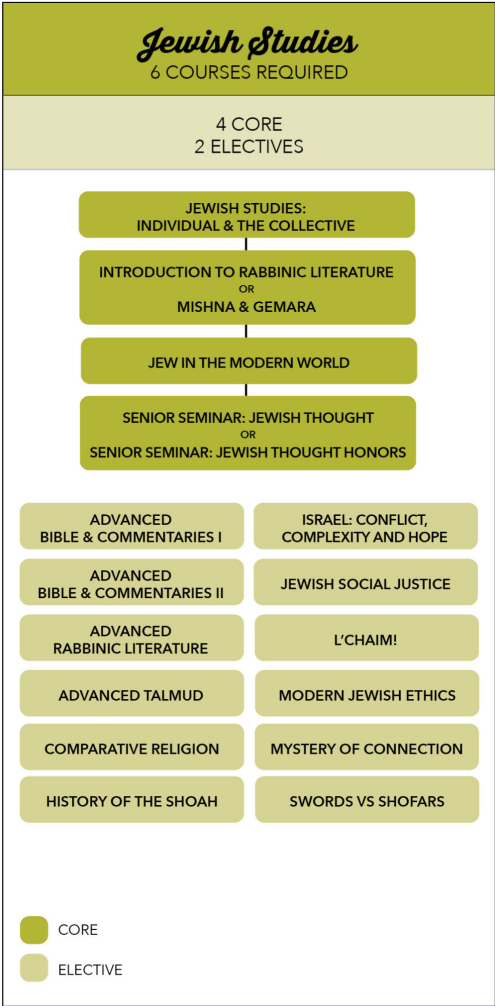
This course focuses on the skills of textual interpretation, meaning making and narrative analysis. Our sacred texts help us think about who we are and who we want to be. Students in this class will encounter Jewish texts predominantly from the Tanach (Bible) and will explore what it means to be their “true self” and how individuals play a role in the building of community and a nation. Students in this class will learn how to read carefully, write analytically, speak persuasively and listen closely to their peers and the text. Students will wrestle with questions of freewill, leadership, responsibility and consequences.

Please Note: Students in “English” will use texts only in English. Students in “Dual” will encounter the texts in English and develop their skills in reading the Hebrew text. Students in “Hebrew” will read the text in the original Hebrew, with specific focus on learning how to translate and identify literary devices to understand the complexity of the text.

Introduction to Rabbinic Literature

Subject Area: Rabbinic Literature
Open to: 10

Rabbinic literature is a collection of thoughts and ideas of the rabbis, compiled over several centuries. Their ideas and conversations became the basis for many of the ways Jewish life is practiced today. The conversations found in their works (Mishna, Talmud, and Midrash) generate a variety of



values and viewpoints. In studying the works of the Rabbis students will begin to develop and solidify their own personal identities. This course will introduce students to the world of the Rabbis and their texts, while developing essential skills such as critical thinking, problem solving, creativity, and collaboration.

Mishna and Gemara

Subject Area: Rabbinic Literature

Open to: 9, 10

Prerequisite(s): Department Approval

This course is geared toward students who enter JCHS with moderate to strong Hebrew language skills and at least one year of exposure to Mishna and Gemara. As a guide for essentially every aspect of life, the Talmud frames issues of personal growth. The Mishna and Gemara will be studied in their original Hebrew and Aramaic, with close attention paid to their recurring logical and literary structure in order to develop Talmud study skills. As students attempt to understand the minds of the Sages, they will explore themes related to their own growth such as responsibility, perspective, identity, and priorities. As students continue to “think like the Rabbis” they will develop 21st century skills such as critical thinking, problem solving, creativity, and collaboration.

The Jew in the Modern World

Subject Area: Jewish History

Open to: 11

This class focuses on the major events, ideas and figures of modern Jewish history. Students will explore the unique experiences of different Jewish communities throughout Europe and the Middle East, including: Jewish responses to the challenges of modernity and nationalism, the origin and development of Jewish denominations, the Holocaust (Shoah), the rise of Zionism, and the establishment of the State of Israel. Students will develop the tools of historical analysis and strengthen their writing skills.

Senior Seminar: Issues in Jewish Thought

Subject Area: Jewish Culture

Open to: 12

What can Jewish thinkers teach us about life in the 21st century? Is Judaism something we define or does it define who we are? Students will explore these and other philosophical and theological themes, such as free will and the problem of evil, through Biblical sources, Rabbinic texts and modern Jewish thought. Students will grapple with these big questions through class discussions, *chevrutah* work and integrated assignments with the English department. Students complete a 10-15 page “Senior Thesis” where they conduct an in-depth research paper in a topic of philosophy.

Senior Seminar: Issues in Jewish Thought Honors

Subject Area: Jewish Culture

Open to: 12

Prerequisite(s): Department Approval

Students in this class immerse themselves in challenging philosophical primary sources that address major questions about what it means to be both Jewish and Human. Students track select topics in a history of ideas approach that tracks the evolution of Jewish thinkers and texts over time. Topics covered include: “the intersection of tradition and modernity”, “theology and the problem of evil”, “memory and Jewish History” and “existentialism”. This course is integrated with Senior English and students complete integrated assessments that reflect the intersection of both courses. Students in this class devote considerable time to research based and analytical writing. Students complete a 15-20 page “Senior Thesis” in this course where they conduct an in depth research paper in a topic of philosophy.

Jewish Studies Elective Courses

Advanced Bible and Commentaries I: Relationships Matter

Subject Area: Tanach (Bible)

Open to: 10, 11

Prerequisite(s): Hebrew VI (or concurrent enrollment in Hebrew IV) and Department Approval

Torah teaches us that our relationship with God is defined by our relationships with ourselves, other people and the world around us. We will trace how our relationship with God and our community shifts over time from the period of wandering in the desert, the conquest of the land, the building of the Temple and its destruction. We will grapple with the essential question that will frame our learning: How do we relate to God, our community,

our friends and family and ourselves? Students will advance their reading and analysis skills to the point of being able to work independently in *chevrutah*.

Advanced Bible and Commentaries II: From Parve to Treif

Subject Area: Tanach (Bible)

Open to: 11, 12

Prerequisite(s): Department Approval

This is an advanced Hebrew text skills course designed to explore the development of seemingly neutral (parve) biblical characters to villains. Our quest is to trace that development and see how commentators arrived at their interpretations. We will explore how these characters have been reinterpreted over centuries and trace that development from pre-chazal to modern literature. Students will advance their reading and analysis skills to the point of being able to work independently in *chevrutah*.

Advanced Rabbinic Literature

Subject Area: Rabbinic Literature

Open to: 10, 11, 12

Prerequisite(s): Mishna & Gemara and Department Approval

In this course, students engage in traditional intensive Talmud study on select topics that change from year to year. Students will build on their skills of reading, decoding, translating and punctuating the Talmud. This course also emphasizes the application of Rabbinic issues, language and methodology to contemporary questions and issues. Students are assessed on their skills on a daily basis and also engage in project-based assessments over the course of the semester. Topics covered in the past have been: Relations between Jews and Non-Jews, *Bikkur Cholim* (visiting the sick), leadership, fasting, consumer rights and tort-law. As the year progresses and students' skills and vocabulary develop, they become accustomed to fewer learning aids and assistance from their teacher.

Please Note: Advanced Rabbinic Literature and Advanced Talmud alternate years. Students can receive separate credit for both courses.

Advanced Talmud

Subject Area: Rabbinic Literature

Open to: 10, 11, 12

Prerequisite(s): Mishna & Gemara and Department Approval

In this course, students engage in traditional intensive Talmud study on select topics that change from year to year. Students will build on their skills of reading, decoding, translating and punctuating the Talmud. This course also emphasizes the application of Rabbinic issues, language and methodology to contemporary questions and issues. Students are assessed on their skills on a daily basis and also engage in project-based assessments over the course of the semester. Topics covered in the past have been: Relations between Jews and Non-Jews, *Bikkur Cholim* (visiting the sick), leadership, fasting, consumer rights, death penalty, and tort-law. As the year progresses and students' skills and vocabulary develop, they become accustomed to fewer learning aids and assistance from their teacher.

Please Note: Advanced Rabbinic Literature and Advanced Talmud alternate years. Students can receive separate credit for both courses.

Comparative Religion

Subject Area: Jewish Culture

Open to: 10, 11, 12

This course introduces students to a range of religions and explores their practices, beliefs, cultures, and communities. The year begins with an overview of Hinduism, Buddhism, Christianity, and Islam and moves on to explore a variety of themes and topics, analyzing and comparing how those themes are expressed within each culture.

Students will encounter practitioners of various faiths, explore sacred spaces and texts, and compare central myths, practices, and philosophies. Students will reflect on how their own perceptions of the world are influenced by expressions of other religions, and emerge with a sense of how truth, meaning, and humanity's purpose is presented in cultures around the world, and with a sense of the value of diversity in a complex world.

History of the Shoah

Subject Area: Jewish History

Open to: 11, 12

The Shoah (Holocaust) is one of the central events of modern Jewish history. In this course students will explore the Shoah using a historical/analytical approach. Topics will include Jewish life between the World Wars, European anti-Semitism, the rise of totalitarianism in general and Nazism in particular, the uses of propaganda and mass communication, the evolution of Nazi treatment of Jews in Germany and in the lands

conquered by the Wehrmacht, the development and implementation of the final solution within the context of World War Two, Jewish responses to the Nazis, Jewish resistance, international reaction to the Nazi Genocide and the aftermath of Shoah and the Second World War. By the end of this course students will have developed a deep and complex understanding of the Shoah and its impact.

Israel: Conflict, Complexity and Hope

Subject Area: Jewish History

Open to: 11, 12

The story of the Arab Israeli Conflict is complex. Each side has developed a historical narrative aimed at promoting a certain telling of history and a distinct framing of the facts. This course aims to uncover these various historiographies with the hope of providing students with an understanding of the complexities at the root of the conflict, and how these divergent narratives continue to influence the ways Arabs and Israelis justify their political positions. Students will leave the course with an understanding of the core underlying issues and an appreciation of the variety of resources and perspectives informing the discourse about the conflict in history and today.

Students will also spend time unpacking the multi-dimensionality that is Israel – one comprised of Jews and non-Jews; sabras and immigrants; Ashkenazim, Sephardim, and Mizrahim; religious, secular and anti-religious. In this class, students will study the contemporary challenges and opportunities Israel faces through arts, culture, education, religion and explore the social and political issues and the complicated reality that is Israel today.

Jewish Social Justice

Subject Area: Jewish Culture

Open to: 10, 11, 12

How do we use Jewish text and tradition to make sense of social injustice, and what tools from this tradition can we use to make positive change? In this course, students will draw upon a wide variety of ancient and contemporary Jewish and non-Jewish sources, as well as their own identities and experiences, to define, study, and practice Jewish social justice and look at contemporary social justice issues through a Jewish lens. Students will study the essential principles of Jewish social justice; including the value of *Btzelem Elohim* (all being made in the divine image), the legacy of the Exodus, the theme of covenant, and the biblical and rabbinic notions of *tzedek* (justice) and *tzedakah*. Students will explore the role of the prophet, as a truth teller who challenges the status quo, and study the development of protest in Jewish history. In doing so, students will facilitate a dialogue between traditional Jewish sources and the specific social issues we witness and experience in contemporary American life. We will move beyond the theoretical, using Jewish wisdom as a toolkit to empower our own practices and strategies for effective social change.

L'Chaim! Jewish Celebrations and Consecrations

Subject Area: Jewish Culture

Open to: 10, 11, 12

In this course we will take a deep dive into the ways Jews celebrate, commemorate, and consecrate special times, throughout the Jewish calendar year and in life-cycle events. We will explore how Jewish cultural behaviors have evolved over thousands of years by considering the varied ways in which Jews from the many Sephardic and Ashkenazic cultural streams have developed unique ways to symbolically eat, dress, sing, toast, pray, and otherwise celebrate the highlights of Jewish experience. Students will be encouraged to consider their own Jewish heritage and connections, and will create projects in which they put their own personal stamp on Jewish celebration. This class will have experiential components, including cooking, hands-on creative projects, and occasional field trips, as well as a significant focus on the texts and historical backgrounds of the holidays, prayers, and practices that inform these experiences.

Modern Jewish Ethics

Subject Area: Rabbinic Literature

Open to: 11, 12

Texts are given in English

From political and financial scandals to rapid progress in biomedical science and technology, the complex issues of modern society are, at their core, issues of ethical and moral concern. Now more than ever, we require a solid understanding of how Jewish ethics can inform our discussions and decisions about the critical questions of the day. Judaism has a long history of wrestling with moral questions, responding to them in a way that considers all sides of an issue. In this course, we will examine, among others, the challenging field of medical ethics looking at examples such as human cloning, surrogate motherhood, genetic identity, assisted suicide, and genetic manipulation. We look at the ethics of American citizenship and governance, as well as learn the history of rabbinic ethical discourse.

Mystery of Connection

Subject Area: Tanach (Bible)
Open to: 10, 11, 12
Texts are in English

Mystery of Connection is an integrated Tanach/Psychology/Sociology course which unpacks the question: What makes a good life? Students focus on texts from Shemot, B'Midbar, Kings and Eichav to understand people's quest for a good life and to evaluate the challenges that get in the way. In addition, students learn about revelation and the creation and destruction of the Temple, through the lens of architecture and design.

In the second semester, students use architecture/design skills to create a personal temple, using the skills and concepts from first semester. Students end the year by learning about collective trauma and ways in which people struggle through historical and personal challenges to rebuild after hardships. Grades are a function of quizzes and longer-term projects.

Swords Vs. Shofars: Biblical Battles and Psychology

Subject Area: Tanach (Bible)
Open to: 10, 11, 12
Texts are in English

Illusion! Mindgames! Psychological warfare! Terrifying your enemies' with a swarm of light in the night! How do our eyes play tricks on us, leading us to defeat? AND how can we harness the power of psychology to build each other into superheroes? We will read an epic Biblical story – full of bloodshed, battle and betrayals...covering about 200 years during the time leading up to Israel's central kingship, encountering figures such as Gideon, Avimelech, Samuel, and David and asking: are they from the Light Side...or the Dark Side? This class asks students to read the text closely and has students engaging in creative projects. There is significant computer use in the class.





MATH

Through mathematics at JCHS, students explore the connections that mathematics have to other academic disciplines and to problems from the real world.

The Math Department's mission is to see each student develop the ability to:

- Interpret data using mathematical modeling in order to predict real world phenomena
- Work with graphical, algebraic, and numerical representations of a mathematical concept and understand the connections between those representations
- Communicate mathematics both orally and in well-written sentences
- Assess the reasonableness of numeric solutions to problems using estimation techniques
- Integrate procedural proficiency and conceptual understanding of mathematics
- Develop mathematical thinking and reasoning skills such as the ability to make conjectures and sound arguments
- Prepare for future mathematics courses at both the high school and college level
- Discover the relevance and importance of mathematics in their life
- Understand the limitations of mathematics

Math Core Courses

Fundamentals of Algebra

This small, highly personalized class is designed for students who need extra support mastering pre-algebra and middle school math concepts to provide a solid foundation for future success in Algebra I and other high school math classes.

Algebra I

This highly differentiated course provides an in-depth exploration of algebra and allows all students to work at the edge of their math knowledge. Topics include rates and ratios, algebraic expressions, linear equations, linear functions, systems of equations, quadratics, and exponents and radicals. Students develop lateral thinking and in-depth problem-solving skills and learn to analyze the reasons behind all the math they do.

Geometry

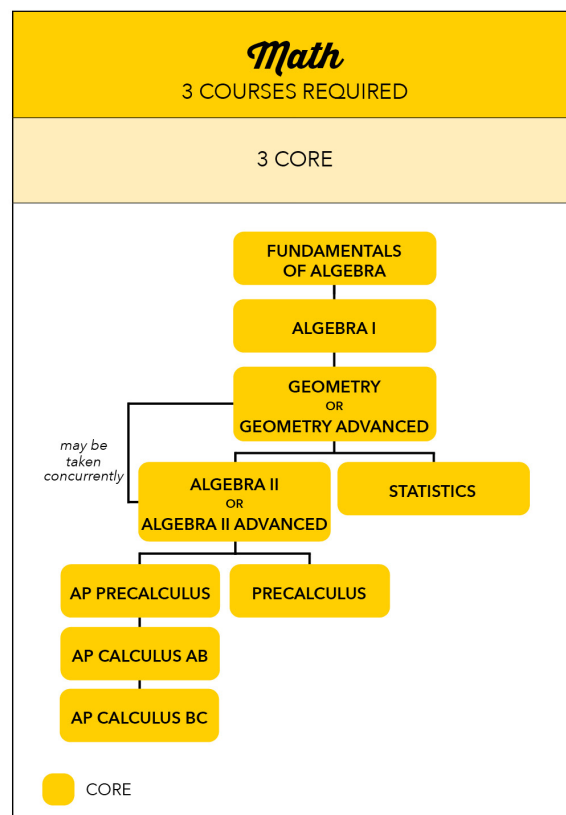
Prerequisite(s): Algebra I

This course is an introduction to Euclidean geometry. There is an emphasis on developing a student's understanding of mathematical theory, problem solving, and the ability to write clear, logical arguments based on definitions, postulates, and theorems.

Geometry Advanced

Prerequisite(s): Algebra I and Department Approval

This course covers the same content as Geometry with a broader range of topics and greater emphasis on formal proofs.



Algebra II

Prerequisite(s): Geometry

This course focuses on developing systematic understanding of functions through graphing, developing number sense, representing and solving functions, deepening algebraic manipulation skills, and solving related word problems. Topics include linear functions, quadratics, transformations, complex numbers, polynomials, rational equations, and exponential and logarithmic functions. Students grow in their capacity to puzzle through unfamiliar problems.

Algebra II Advanced

Prerequisite(s): Geometry Advanced or (Geometry and Department Approval) or (Algebra I with concurrent enrollment in Geometry and Department Approval)

This course covers the same content as Algebra II, but more theory and open-ended problem solving will be emphasized.

Precalculus

Prerequisite(s): Algebra II (C or higher)

This course is an in-depth treatment of the mathematics essential to Calculus with an emphasis on trigonometry. Topics include the Cartesian plane; polynomial, rational, exponential, logarithmic, inverse, circular, and trigonometric functions; and solving inequalities and systems of equations. Additional topics may include matrices, determinants and vectors. A strong focus on real-world problems solving in relation to the various mathematical topics covered will also be present.

Please Note: This course is open only to seniors or to younger students who do not plan to enroll in AP Calculus at JCHS.

AP Precalculus

Prerequisite(s): Algebra II Advanced or (Algebra II and Department Approval)

Students will explore more deeply many of the algebra concepts they have already seen such as: function notation, domain/range, rational expressions, logs and exponentials, and trigonometry while also learning new topics like matrices, sequences/series, conic sections, polar/parametric equations, and limits. A very strong emphasis will be placed on using the tools of Algebra I & II and Geometry to untangle complex problems so that students are well prepared for the AP Calculus curriculum. Students will be working on both developing a vision for untangling these problems and consistency in applying the rules of algebra. This course will also directly practice the math used in AP Chemistry, AP Biology, and AP Physics.

AP Calculus, AB

Prerequisite(s): AP Precalculus

This course is an introduction to differentiation and integration of functions of a single variable. Topics include functions, limits, continuity, differentiation, related rates, min-max problems, graphing, integration and applications.

AP Calculus, BC

Prerequisite(s): AP Calculus, AB or (AP Precalculus and Department Approval)

This course includes AB Calculus topics with the addition of parametric, polar and vector functions, numerical solutions of differential equations, determining limits of convergence of infinite series, applications of integrals to more real world problems, and the using Taylor series.

Statistics

Prerequisite(s): Geometry

Statistics is an extremely powerful and often misunderstood mathematical tool which offers many applications to analyzing the real world. This course emphasizes a real-world data, project-based approach. Students will learn how to collect, research, summarize, display, analyze, and communicate written conclusions about data. Students will have opportunities to both do statistical analyses on data and think critically about statistical interpretations and detect flaws in statistical reasoning. Students will also learn to use spreadsheets as a computational tool.

Please Note: Students are strongly encouraged to complete Algebra II before enrolling in Statistics.



SCIENCE

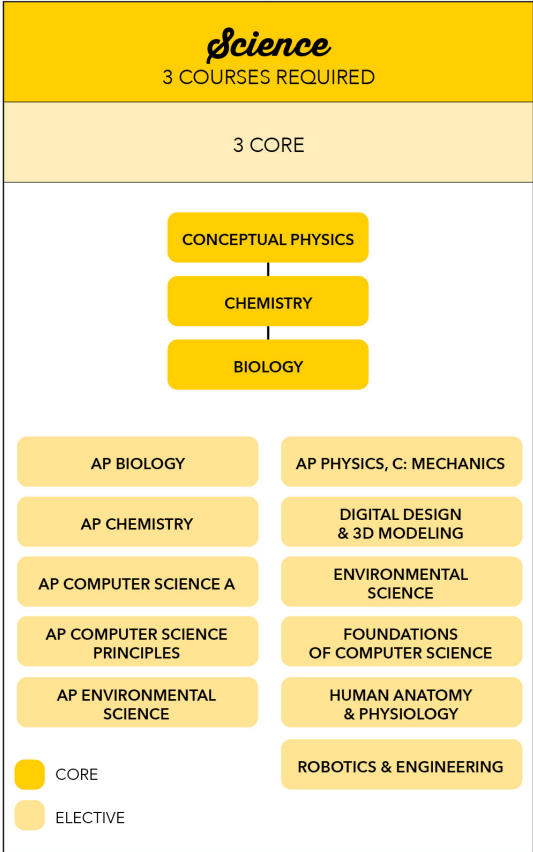
The core science sequence encompasses a three-year, inquiry-based program designed to foster the spirit of curiosity and encourage the ongoing pursuit of scientific knowledge.

The goal of the course work is to develop a conceptual framework that students can use to investigate a variety of disciplines. The courses are integrated in that concepts and skills introduced in 9th grade Conceptual Physics are reinforced in 10th grade Chemistry and applied to living systems in 11th grade Biology.

The advanced electives present an opportunity for students to apply their fundamental knowledge of science to a particular area of interest. The ultimate goal is for students to possess sufficient knowledge and confidence to explore the ramifications of modern science in their lives.

The Science Department’s mission is to see each student develop the ability to:

- Explore the process of science
- Examine how models and theories are formed, communicated, tested and changed
- Increase awareness of current areas of research and testing of theories
- Be scientifically literate
- Appreciate and understand the science in their everyday lives
- Apply their understanding of a set of basic scientific principles to new concepts
- Build confidence in their ability to learn science and be willing to think about science on their own
- Read newspaper or magazine articles involving science and be able to understand and willing to think about them
- Differentiate between what makes intuitive sense and what really happens
- Participate in scientific experimentation by doing hands-on learning activities, inquiry based experiments, and student-led demonstrations
- Gain a deep understanding of concepts
- Learn material in depth
- Implement concepts rather than memorize content
- Prepare for advanced science courses at both the high school and college level.



Science Core Courses

Conceptual Physics

The Conceptual Physics course covers topics related to sound, light, collisions, projectiles, and electricity and magnetism. Lab work is the primary focus of instruction. Students use their results to develop mental models about how the world works. In addition to traditional problems, students are expected to write about physical concepts and apply what they have learned to real world situations. Students also learn how to evaluate the scientific claims of others. This course collaborates with the music department in studying sound and with the fine arts department in studying light and color.

Chemistry

Prerequisite(s): Conceptual Physics

Chemistry aims to develop students’ understanding of the particulate nature of matter, and of the changes in matter and energy that occur during chemical reactions. We will build on many of the skills (like making mental models) developed in Conceptual Physics. Topics that will be covered in this course include matter, atomic structure, the periodic table, chemical bonding, chemical reactions, stoichiometry, gasses, thermochemistry, solids, liquids, solutions, acids and bases, electrochemistry, and organic chemistry.

Students interested in preparing for AP Chemistry will also study additional topics like ionization energy, molecular geometry of molecules with expanded octets, percent composition, spontaneity, and weak acid/base models.

Biology

Prerequisite(s): Chemistry

Biology is a college preparatory lab course. It aims to develop students' understanding of the fundamental characteristics of life at both the cellular and organismal levels. This course will build on students' understanding of physics and chemistry as we explore the science of living things. Through an exploration of biochemistry, cells, and genetics, students learn how molecules and energy combine to form and direct all life, and apply these lessons to the study of 2-3 physiological systems in the human body. As the class studies evolution, students learn how the logical consequences of differential survival and inherited traits produce the vast diversity of species. We conclude the year with the study of ecology, investigating the complexities of these species' interactions.

This course has a heavy emphasis on student-led investigations, the process of science, and experiential learning. As this course builds on students' prior science learning, there is an emphasis on continuity and the integration of key themes such as the relationship between structure and function and interdependence in nature.

Science Elective Courses

AP Biology

Prerequisite(s): Algebra II, Biology, Chemistry, and Department Approval

The goal of the AP Biology course is to develop a broad understanding of living organisms and biological systems, and the skills and practices necessary to interpret biological data and evaluate evidence. It is divided into eight units: Chemistry of Life, Cell Structure & Function, Cellular Energetics, Cell Communication and Cell Cycle, Heredity, Gene Expression and Regulation, Natural Selection, and Ecology. This course is designed to be equivalent to a typical first-year college general biology course, and to prepare students for the AP Biology Exam. Thus, students will be expected to work independently outside of class-time, and significant amounts of homework will be assigned.

AP Biology is a quantitative course. Although neither Statistics nor Pre-Calculus are co-requisite, students not concurrently enrolled in one of these or a higher-level math class should anticipate some additional math work outside of class time. This course requires a significant amount of laboratory work, and it may be necessary to schedule some after school laboratory sessions.

AP Chemistry

Prerequisite(s): Precalculus (or concurrent enrollment in Precalculus), Chemistry, and Department Approval

The goal of the AP Chemistry course is to develop an in-depth understanding of the relationship between submicroscopic atomic/molecular structure and the macroscopic (observable) properties of matter. It is divided into nine units: Atomic Structure & Properties, Molecular & Ionic Compound Structure & Properties, Intermolecular Forces & Properties, Chemical Reactions, Kinetics, Thermodynamics, Equilibrium Acids & Bases, and Applications of Thermodynamics. This course is designed to be equivalent to a typical first-year college general chemistry course, and to prepare students for the AP Chemistry Exam. Thus, students will be expected to work independently outside of class-time, and significant amounts of homework will be assigned.

AP Chemistry is a heavily quantitative course. In May and June (after the AP exam), 11th graders in the class will work on one or more fun, chemistry-related topics outside the scope of the AP curriculum. This course requires a significant amount of laboratory work, and it may be necessary to schedule some after school laboratory sessions.

AP Computer Science A

Open to: 10, 11, 12

Prerequisite(s): Algebra I

AP Computer Science is a college level course that teaches students how to program in the Java language, and students will be prepared to take the AP Computer Science in Java Exam in May. Topics include program design and implementation, algorithm analysis, standard data structures, and object-oriented programming design. Assignments will emphasize programming methodology with an emphasis on problem solving and algorithm development, with the assistance of the textbook and online resources.

Students don't need prior knowledge of a computer programming language to do well in the class, especially if they have strong problem solving skills. However, many students elect to take AP Computer Science Principles first.

AP Computer Science Principles

Open to: 10, 11, 12

Prerequisite(s): Algebra I

Advanced Placement Computer Science Principles offers a multidisciplinary approach to computer science, using coursework developed at UC Berkeley. The course's rigorous and rich curriculum aims to broaden participation in computer science, while maintaining a strong foundation in theory. Students code in Snap!, a language that's easy to use, yet offers powerful high-level tools to coders. Major ideas include abstraction, control structures, list processing, data science, networking, security, digital literacy, and seminar-style debate and free writing on current events, ethics, and the impact of technology on society. AP CSP students submit a portfolio-style independent programming project to the College Board in addition to sitting a multiple choice exam.

This is an introductory course. Students do not need prior programming experience, or math experience beyond Algebra I.

AP Environmental Science and Environmental Science

Prerequisite(s): Conceptual Physics, Chemistry, and Biology; Department Approval for AP

Environmental Science is the study of the natural world and human interactions within it. The course is interdisciplinary, building on concepts in physics, chemistry, biology, earth science, and mathematics. The general scope of the course is investigating how the earth works, how living things interact on earth, the impacts that humans have on their environment, and the choices available to humans today regarding how we will treat our environment in the future. Topics include geology, ecology, biodiversity, populations, endangered species and extinctions, agriculture, renewable and non-renewable energy, global climate change, pollution and environmental laws and policy. The course provides opportunities to practice applying scientific methods to practical, real-life problems.

The course includes weekly labs and hands-on activities, ongoing research projects and presentations. Students are also expected to go out into the environment, collecting samples of soil, water and more.

Please Note: Students may choose to take this course as an AP class. AP students should expect formal lab reports, additional written assignments and more challenging tests and quizzes.

AP Physics C: Mechanics

Prerequisite(s): Conceptual Physics, AP Calculus, AB or BC (or concurrent enrollment in AP Calculus, AB or BC) and Department Approval

This deep and narrow course in Newtonian Mechanics covers momentum, energy, projectile motion, rotation, oscillation, and gravitation. The course is focused on exploring natural physical phenomena and solving problems, especially those involving calculus. It is designed to contain the same course material as the typical calculus-based introductory physics course and laboratory program offered at many colleges and universities. Students examine many real world problems that would otherwise be too difficult to solve by other means.

Please Note: AP courses may require additional meeting times throughout the year.

Digital Design & 3D Modeling

Open to: 10, 11, 12

Prerequisite(s): Geometry (or concurrent enrollment in Geometry)

This course focuses on 3D modeling and CAD (computer aided drafting) software for design applications in engineering design and manufacturing prototyping. This is a good course for students who are interested in digital asset creation, product design, engineering, manufacturing, and/or related fields. Students taking Engineering CAD will be introduced to 3D design using advanced 3D modeling and visualization technologies such as Fusion 360, SolidWorks, and others. Students will be introduced to the idea of creating 3D models that are suitable for 3D printing, and will learn about the different models and drawing specifications that are required by the different manufacturing technologies available today. Students will manufacture their model prototypes using a 3D printer and/or a CNC Laser Cutter & Engraver. Additionally students will learn how to present their design in a contextual virtual or augmented reality environments.

Foundations of Computer Science

Open to: 9

This course exposes students to the fundamentals and history of computer science. The fall focuses on computer organization: cryptography, logic, number theory, the structure and parts of a computer. The spring looks at networking and the associated math: graph and automaton theory, pathfinding and navigation, linguistics, and AI. We see how ancient computing systems led to the modern computer, take apart computers, build a model CPU out of logic gate circuitry, debate ethics and current events, probe the school's and students' home networks, play offline social games to simulate network problems, sail to Monkey Island, and more.

In addition to code, this course teaches algorithms through many modalities, including games, puzzles, and projects. This provides a strong foundation for advanced computer science study, and exposes students to the many exciting subdisciplines of computer science. This course is ideal for students who know nothing about computers and techie whiz kids alike.

Students do not need any prior programming experience. Foundations of Computer Science can be followed by AP Computer Science Principles, AP Computer Science A, and/or Robotics & Engineering.

Please Note: This is an introductory course open to all 9th graders, which must be taken in lieu of Past in the Present (9th grade history). It includes a research paper on the ethics of facial recognition technology, which corresponds to an equivalent project in Past in the Present.

Human Anatomy and Physiology

Open to: 12

Prerequisite(s): Biology, Chemistry

This is a lab-based course in which students investigate the structure and function of the human body, learning how their own bodies work and in developing “body literacy” that will serve them throughout their lives. Body systems studied will vary based on student interest but may include the nervous system, the musculoskeletal system, the cardiovascular system, the respiratory system, the endocrine system, the urinary system, the digestive system, the immune system, and the male and female reproductive systems. Dissections may feature heavily in the lab portion of this class, so students should consider their comfort with that when enrolling. Students will conclude the year by investigating the physiology of a particular disease of interest as well as the medical and social implications of this disease. This is an ideal course for students interested in pursuing a clinical health career such as medicine, nursing, dentistry, pharmacy, or physical therapy.

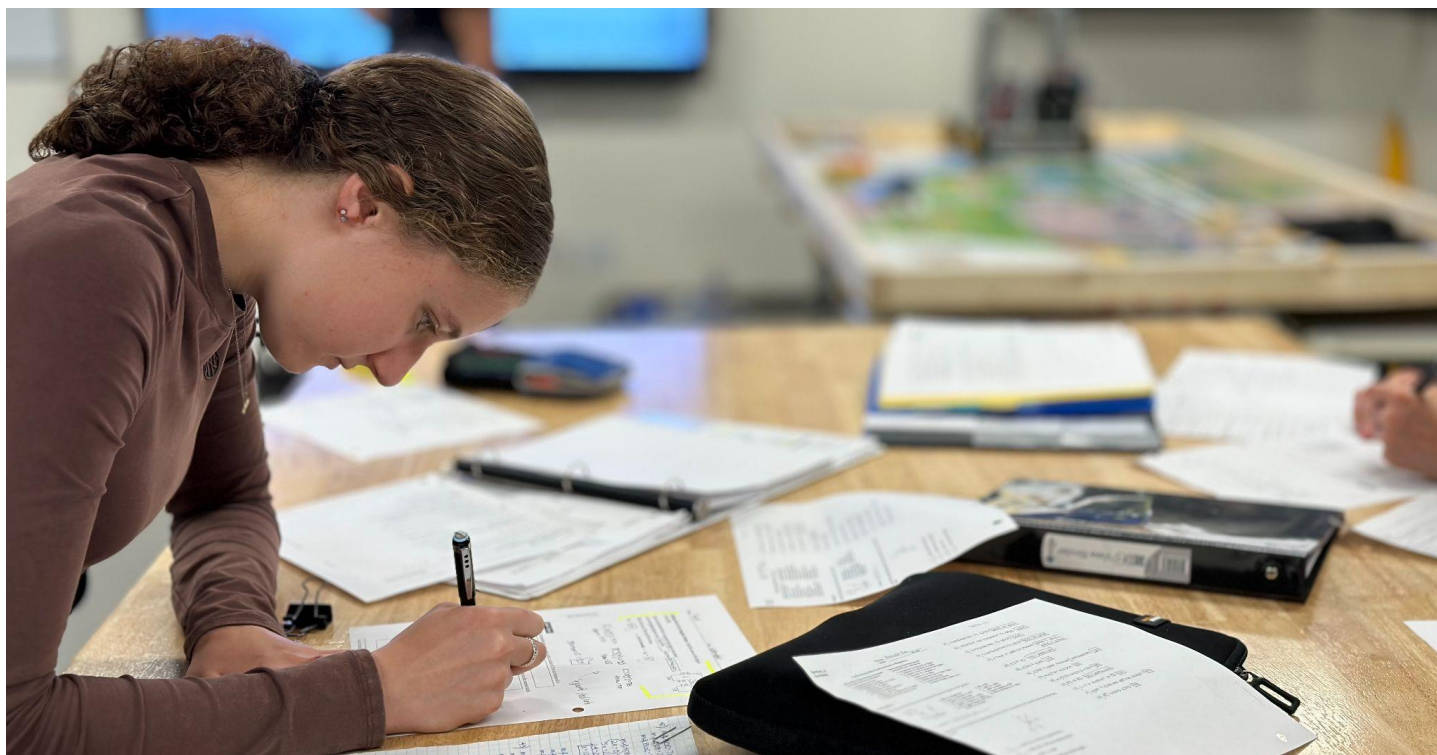
Robotics and Engineering

Open to: 10, 11, 12

Prerequisite(s): Algebra I

Students will build skills related to robotics, computer programming, machine learning, artificial intelligence and important engineering concepts. Students will be introduced to robotics and Java programming by participating in the First Technology Challenge (FTC) and building robots from reusable build kits, powered by Android technology, and programmed using Java-based programming languages. Tinkering and curiosity will be emphasized and encouraged with new technologies like Raspberry Pis and Arduinos, where students will collaborate and write software programs to add new functionality like driving motors, writing to LED displays, monitoring sensors and controlling speakers and microphones. Important engineering concepts will be engineering design process, project management and the importance of learning from mistakes.

Students don’t need prior programming knowledge, although most students will be introduced to at least some programming. Those students with prior programming knowledge will also have the opportunity to do more extensive programming tasks.





VISUAL & PERFORMING ARTS

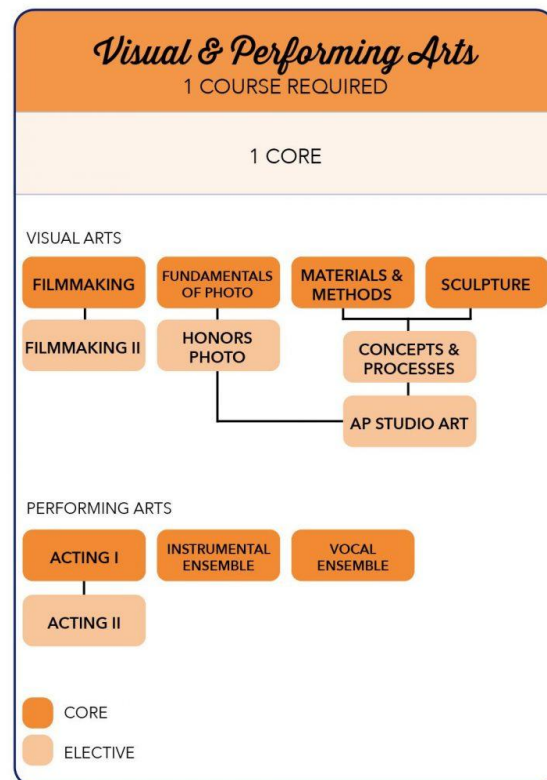
Our goal is to have students transfer their developing awareness of artistic value and cultural understanding to all areas of their life, learning and community.

The Visual & Performing Arts Department offers every student the opportunity to explore artistic creation in visual, dramatic and musical mediums. Instructors guide students to connect their burgeoning skills with their ideas and personal experiences to begin to develop an artistic aesthetic. Students think critically and analytically regarding artistic choices, motivations and relevant theories throughout the process of creating art and through the completion of the final product. The department emphasizes the importance of studying contemporary and traditional approaches within each medium and its cultural development through history.

Art is incorporated into all aspects of the JCHS experience through collaboration with performing arts, gallery showcases, and site-specific art installations throughout our campus. Our goal is to have students transfer their developing awareness of artistic value and cultural understanding to all areas of their life, learning and community.

The Visual & Performing Arts Department's mission is to see each student develop the ability to:

- Engage in the artistic process to develop original pieces of art and performance
- Process, analyze, and respond to artistic information using appropriate artistic vocabulary and themes
- Relate and utilize historical and cultural information to contextualize their own work, and make historical and cultural connections to fine art and other academic disciplines
- Analyze and think critically about their own work, the work of their peers, and the artistic works within the community and culture
- Evaluate and offer respectful, constructive feedback regarding their artistic outcomes and those of their peers
- Learn to work independently, as well as in a group
- Develop the problem-solving skills necessary to bring a long-term project to a successful close



Visual & Performing Arts Core Courses

Acting I

Subject Area: Performing Arts

Open to: 9, 10, 11, 12

Acting I engages students in learning the skills of acting and storytelling. Through games, improvisation, and exercises, students learn the skills and techniques of concentration, developing given circumstances, sense memory, emotional portrayal, physical agility, vocal control and character development. Units include improv, modern scene work, and acting for the camera. Students develop skills in observation and critique of the art of acting. Using the wonderful improv games of Viola Spolin and Keith Johnstone, the listening techniques of Meisner, the magic 'if' of Stanislavski, we learn to listen, work creatively, and build responsive, fearless physical and imaginative instruments.

Combined Music Ensemble

Subject Area: Performing Arts

Open to: 9, 10, 11, 12

This is a class designed to combine both singers and instrumentalists (and those that want to both play and sing) in the same class. It is a performance-based class that provides an opportunity both to elevate the technical facility of the individual musician and to represent JCHS in a positive way inside the community. Music selections will be drawn from a combination of sources and be in part student determined. Students will also choose a creative track and follow it for the whole year: options include music technology (sequencing, editing, and composing), improvisation (which includes some music theory), composition (which also includes music theory, geared toward writing for peers in the class) and songwriting and/or lyric writing.

Filmmaking

Subject Area: Visual Arts

Open to: 9, 10, 11, 12

Filmmaking introduces students to the creative process of filmmaking – from conceptualization of story to production and post-production processes. Students will develop storytelling skills using the creative medium of film – from idea, to script, storyboards. We will view and study the techniques employed by some of the most influential filmmakers of the last 100 years. Concepts and skills are developed through project assignments and will explore the technical aspects of filmmaking such as: visualization, camera movement and shot composition, special effects, lighting, sound, music and editing. Students will learn the skills necessary to successfully accomplish basic pre-production, production, and post-production processes. Advanced non-linear editing skills are introduced using tools such as Adobe Premiere, and Adobe After Effects. Working both collaboratively and independently, students will learn the grammar and conventions of the medium by creating short narrative films. This course also covers the current and historical norms of the filmmaking industry.

Fundamentals of Photography

Subject Area: Visual Arts

Open to: 9, 10, 11, 12

This course will provide students with an introduction to Photography's fundamental principles and techniques using both digital and analog (film) methods. Our class will investigate the interrelationship between concept, subject and technique in order to create dynamic images in both color and black & white.

Hands-on exercises, demonstrations, lectures and critique and are designed to clarify the technical aspects of photography while encouraging creative approaches to picture making. Camera operations, principles of design for composition, and expanding our visual literacy are among topics included. Please Note: Students who do not have their own cameras will be able to check out a JCHS camera for the duration of the class. Each student and their family checking out a JCHS camera accepts responsibility to replace the camera/kit for loss or damage.

Instrumental Ensemble

Subject Area: Performing Arts

Open to: 9, 10, 11, 12

Instrumental Ensemble is a course dedicated to creating a quality performing group that provides an opportunity both to elevate the technical facility of the individual musician and to represent JCHS in a positive way inside the community. In this class, students will practice music outside of class (ideally with the help of a private instructor) and participate in rehearsals with their peers, either with or without the instructor's guidance. Students will also choose a creative track and follow it for the whole year: options include music technology (sequencing, editing, and composing), improvisation (which includes some music theory) and composition (which also includes music theory, geared toward writing for peers in the class).

Materials and Methods

Subject Area: Visual Arts

Open to: 9, 10, 11, 12

Materials and Methods focuses on guiding students through the essential elements of art by engaging them in exercises designed to develop their skills in drawing, painting, and printmaking. Students will explore different topics within each media as a means of learning to see the world around them, and to channel personal expression. Subject matter will be assigned in a way that encourages generative responses while providing thematic structure. The aim being for each student to reflect on their own interests and experiences as they develop ideas for their work, and develop their skills relevant to each media. Each student will complete several individual works throughout the year. Studio practice will be supported by group critiques, sketchbook work, as well as reading and writing assignments.

Sculpture

Subject Area: Visual Arts

Open to: 9, 10, 11, 12

Sculpture is a studio art course about using various materials and methods to construct three-dimensional forms. Students gain hands-on technical skills and conceptual foundations of visual language. Using processes of assemblage, casting, additive and subtractive work, students explore relationships between objects, physical space, and scale. Materials that students focus on include, and are not limited to, wire, plaster, clay, paper, found objects, and digital media. Over the course of the year, students build an understanding of how ideas, identities, cultures, and histories are communicated through art. Students learn to analyze form and content through their independent projects and class discussions, and by studying artists who work with sculptural objects, architecture, site-specific installations, and performance. Assignments promote imaginative inquiry and technical skill development. This course includes major projects, process projects, some reading, writing, class discussions, and sketchbook assignments.

Visual & Performing Arts Elective Courses

Acting II

Subject Area: Performing Arts

Prerequisite(s): Acting I (or 2 or more JCHS Productions and Departmental Approval)

Acting II is a performance based class which extends and deepens the skills built in Acting I. Students will engage in advanced acting exercises for the stage and screen, including long form improvisation, Meisner technique, Michael Chekhov technique, directing, and acting for film. Students will study advanced contemporary and classical texts.

AP Studio Art

Subject Area: Visual Arts

Open to: 11, 12

Prerequisite(s): (Concepts & Processes or Honors Photography) and Departmental Approval

Students will elect to concentrate in one of the following: 2-D Art and Design, 3-D Art and Design; Drawing

The AP Studio program consists of three different courses and AP Portfolio Exams – AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing – corresponding to college and university foundations courses. Students may choose to submit any or all of the AP Portfolio Exams.

Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions.

Concepts and Processes

Subject Area: Visual Arts

Prerequisite(s): Materials and Methods or Sculpture

Concepts and Processes builds upon the foundation established by the Materials and Methods course. Students will expand on their technical skills essential to the requirements of each media as a route to express individual ideas and sensibilities with impact and authenticity. Students will be asked to reflect on their own interests and experiences as they discover and develop ideas for their work. In addition, examples of historical and contemporary artists and movements will be presented throughout the year in order to provide cultural context for myriad creative approaches. The media explored in the Concepts and Processes course includes drawing, painting, and printmaking, mixed media, and a unit focusing on creating art for a public audience. Studio practice will be supported by group critiques, sketchbook work, as well as reading and writing assignments.

Honors Filmmaking

Subject Area: Visual Arts
Prerequisites: Filmmaking

This course builds on the foundations acquired in Filmmaking. Students learn how to organize more long-term, complex team projects. These projects may include both Narrative and Avant-Garde films of significant length and breadth. Through these projects, students learn the techniques of developing stories using tools such as storyboards and shot lists. We study the various genres of contemporary films such as Noir, Documentary, Realism, and Neorealism, and delve into their respective place in cinematic history. Students study Hollywood features, foreign cinema, and independent films to gain an understanding of how various filmmaking techniques affect the viewer's interpretation of a story. Copyright, fair use, and infringements are explored. Students will film both in and out of class and the emphasis will be on visual innovation and expression as evidenced in their films.

Honors Photography

Subject Area: Visual Arts
Prerequisite(s): Fundamentals of Photography

This course is designed for students to explore and refine their own personal methodologies and approaches to photographic image making. Our class focuses on visual literacy and learning to see as artists. This is a conscious act that requires thinking, analyzing, and decision-making both technically and conceptually. This is the driving goal of our course in both the work we create and how we learn to talk about photography. This process is built on a foundation of technical skill in both the traditional and digital darkroom environments. The understanding of key photographic principles and methods is achieved through assignments, lecture, demonstration, critique and presentation of artists' work that culminates in a final portfolio piece. Students are given greater latitude and responsibility in this course to pursue their individual photographic interests with the goal of creating a personal portfolio of images. The assignments given at this level place an emphasis on individual style and vision while strengthening the students' technical skills. Willingness to take risks in one's imagery and the ability to work independently are key components at this advanced level of study.





WORLD LANGUAGE

We challenge students to think logically, critically, creatively and reflectively.

We provide a challenging, college preparatory World Language Program with communication as its main goal. The department's standards and philosophy encompass those of the National Standard for Foreign Languages and the proficiency guidelines set out by the American Council on the Teaching of Foreign Languages (ACTFL).

We place students at the center of the learning process by using instructional methods that focus on creative projects, role-playing, presentations, individual online work, dialogues and discussions. Students develop their individual voices in the language and gain an understanding and appreciation of the culture in a creative and stimulating atmosphere.

The World Language Department's mission is to see each student develop the ability to:

- Establish linguistic awareness
- Gain an understanding of how to study language
- Express themselves creatively in their speaking and writing
- Explore the target culture and authentic interactions with native speakers
- Connect with the target culture and develop a love of learning the language
- Prepare for university language and literature courses
- Identify areas of interest for further study

Hebrew Core Courses

Hebrew I – VII

Open to: 9, 10, 11, 12

Prerequisite(s): Students are assigned to the correct level based on the Hebrew course matching assessment or their last Hebrew program text book.

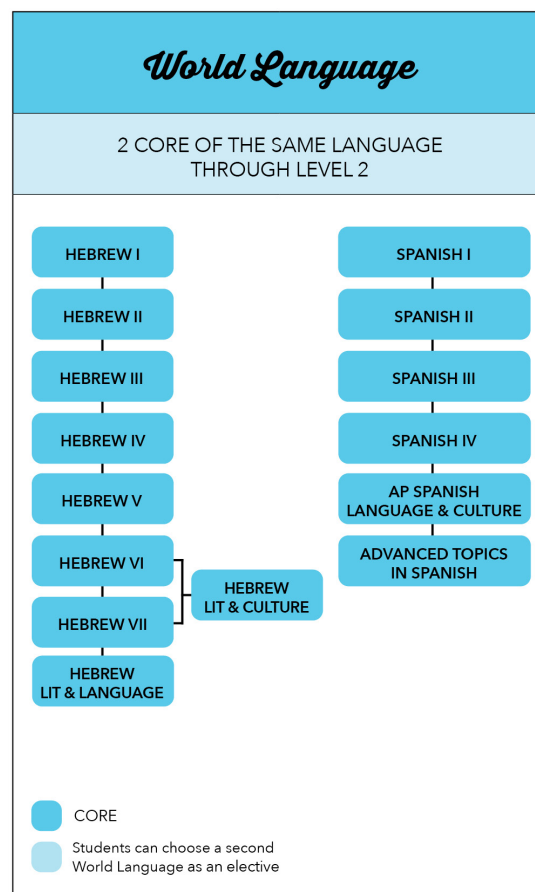
These courses introduce English-speaking students to Modern Hebrew and develop their proficiency in reading, listening, speaking, and writing. Our goal is to have each student achieve mastery of these skills as they explore the richness of the language that has kept Jews together for thousands of years. Lessons include such class activities as listening to conversations and songs, role-playing, creative writing (skits, stories, greeting cards, and advertisements), oral presentations, and debates.

Levels one through three are a general introduction to Hebrew grammar and basic vocabulary. In these levels, an extra teacher is present to support students with documented learning needs. This push-in model is designed to integrate the individual processing and learning needs of the students. Levels four through seven explore themes thoroughly and expand vocabulary and grammar within that theme.

Hebrew Literature and Language

Prerequisite(s): Department Approval

This course will further develop speaking, writing, reading and listening comprehension skills. A thematic approach will be used. Students will present and debate their topic of study on a regular basis, engage in communicating with native Hebrew presenters and speakers, and read a couple of novels matched with their individual reading level and area of interest. Students will gain a deeper understanding of Israeli culture through contemporary literature and media content.



Hebrew Literature and Culture

Open to: 9 (by course matching assessment), 10, 11, 12

Prerequisite(s): Hebrew VI

This course will introduce students to contemporary Israeli literature. Students will explore a variety of themes, language structure, and the influence of traditional Jewish texts (from the Bible through the Talmud and later Jewish writings) on contemporary literature. A thematic approach will be used. Students will study poems and short stories by various writers. Students will be reading a number of novels throughout the year.

Spanish Core Courses

Spanish I

Open to: 9, 10, 11, 12

Spanish I is an introduction to Spanish and focuses on the four key areas of foreign language study: listening, speaking, reading, and writing. The term begins with learning how to speak common phrases and questions, and students are encouraged to communicate without the fear of mispronunciation. Basic grammatical rules and sentence structures are presented, such as pronouns, articles, how to use adjectives, and how to make nouns plural. Students learn how to conjugate regular and irregular verbs in the present tense, and the preterit tense is introduced. Reading comprehension is developed through collaborative student-led discussions of *Pobre Ana*, or similar short novels. New vocabulary is reviewed through reading, writing and speaking.

Spanish II

Open to: 9 (by course matching assessment), 10, 11, 12

Prerequisite(s): Spanish I

Spanish II continues the study of Spanish by expanding meaningful expression in both speaking and writing. Each class consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities that reinforce vocabulary and grammar. The course has a strong emphasis on providing context and conversational examples for the language concepts presented in Spanish I. Students read *Esperanza* (or other similar at level readings) as their first short novel and have discussions about each chapter followed by comprehension questions.

Spanish III

Open to: 9 (by course matching assessment), 10, 11, 12

Prerequisite(s): Spanish II

The main goals of this course are to strengthen students' ability to communicate authentically in Spanish and to expose students to the culture of the hispanic world. Students will read short stories, listen to songs and podcasts, and watch TV and film. Vocabulary reinforcement, conversational exercises and writing assignments will follow in order to give students opportunities to develop their communication skills. In addition, students will further their study of verb tenses and grammatical structures begun in Spanish I and II. There will be an emphasis on mastering the preterit and imperfect tenses.

Spanish IV

Open to: 9 (by course matching assessment), 10, 11, 12

Prerequisite(s): Spanish III

This course is open to students who have a strong foundation in the Spanish language and provides students the opportunities to communicate using more complex grammatical structures and vocabulary. Students will review the present and past tenses and broaden their understanding of other advanced structures, while at the same time developing their reading and writing skills. Class discussions and presentations will be based on a variety of readings and audiovisual materials related to the cultures of the Spanish-speaking world.

AP Spanish Language and Culture

Prerequisite(s): Spanish IV and Department Approval

This course is open to advanced students of Spanish who have advanced grammatical and comprehension skills. Intensive work on all four language skills are developed around topics of cultural, historical, and literary relevance to the Spanish-speaking world. The goal of the AP Language class is to communicate fluently in Spanish and demonstrate an understanding of the cultures of the Spanish speaking world, while it also offers training in all areas of the AP exam. This is achieved through daily conversation, regular writing, and exposure to authentic readings, audio and films.

Advanced Topics in Spanish

Prerequisite(s): AP Spanish Language and Culture

This course will introduce students to advanced cultural materials from the Spanish-speaking world. Through literature, film, art, and the development of academic projects, students will develop sophisticated language skills, while exploring and discussing the history and culture of the Hispanic world. In addition, students will strengthen their conversational skills and their grammatical accuracy through constant immersive contexts and relevant communicative situations.



