

GENERAL STUDIES CURRICULUM



Hillel Yeshiva High School

General Studies Course Descriptions

Math

Ninth Grade - Fundamentals of Algebra 1:

As an introduction to the fundamentals of algebra, this course includes the following topics: order of operations, arithmetic of real numbers, simplifying and evaluating algebraic expressions, solving and graphing linear equations, rational expressions and strategies for solving word problems.

Ninth Grade - Algebra 1:

This is an elementary course that includes the following topics: real numbers, evaluation and simplification of algebraic expressions, solution and graphing of linear equations and inequalities, solution of simultaneous linear equations, factoring, solution of rational equations and strategies for the solution of word problems.

Ninth Grade - Integrated Algebra:

This is an honors course that reviews the concepts of Algebra I and covers the fundamental topics of Algebra II. Enrolled students who have not completed an Algebra I course, but have demonstrated a proficiency in prerequisite skills may be required to attend math labs and submit supplementary coursework.

Ninth Grade - High Honors Algebra II:

This is a high honors class for students who have successfully completed Algebra I. Topics include: relations, functions, and polynomials, rational and irrational expressions, complex numbers, conic sections, trigonometry, exponential and logarithmic functions and strategies for the solution of word problems.

Tenth Grade - Fundamentals of Geometry:

This introductory course provides students with an understanding of basic concepts in geometry including: geometric definitions, triangle relationships, polygons, perimeter, area, and volume, similar and congruent figures and circles.

Tenth Grade - Geometry:

This course provides students with an understanding of basic concepts in geometry in the context of a deductive structure.. Included are the following topics: geometric relationships congruent and similar figures, introduction to trigonometry, perpendicularity, parallel lines, polygons, and circles.

Tenth Grade - High Honors Geometry:

High Honors Geometry emphasizes the use of logical proofs to solve geometric problems. Students learn geometric relationships in the context of a deductive structure.

Included are perimeter, area, volume, congruent and similar figures, perpendicularity, parallel lines, polygons, circles, locus, and alternate forms of proof.

Eleventh Grade - Fundamentals of Algebra II:

This course reinforces and extends topics covered in Fundamentals of Algebra I. Topics include solutions of quadratic equations, inequalities, systems of equations, factoring, irrational expressions, complex numbers, conic sections and strategies for the solution of word problems.

Eleventh Grade - Algebra II:

This course reinforces and extends topics covered in Algebra I. Topics include set theory, solving multi-step equations, advanced factoring, simplification of irrational expressions, complex numbers, solution and graphing of quadratic equations, conic sections, functions, trigonometric relationships and strategies for the solution of word problems.

Eleventh Grade - High Honors Pre-Calculus: This course includes advanced problem solving, advanced equation-solving techniques, functions, advanced concepts in trigonometry, advanced graphing techniques, sequences, series, probability, an introduction to concepts of calculus and strategies for the solution of word problems.

Twelfth Grade - Topics in Applied Math:

Expanding on topics learned in previous math courses, this course includes the following topics: the solution of rational equations, second-degree equations, trigonometry, an introduction to probability and statistics and strategies for the solution of word problems.

Twelfth Grade - Topics in Pre-Calculus/Introduction to Probability and Statistics:

This course provides students with an introduction to the following concepts: the study of conic sections, trigonometric functions, probability, introductory topics in statistics and advanced problem solving strategies.

Twelfth Grade - Advanced Placement Calculus:

This course covers all of the topics required for the Advanced Placement examination. Topics include: limits, derivatives, anti-derivatives, graphing, and advanced problem solving strategies.

Senior Math Elective AP - Statistics:

This is a college-level advanced placement course in statistics. The College Board describes the course as “equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.” Students will begin with a study of data patterns, sampling, and experimentation, anticipation of patterns, estimating and testing hypotheses, and numerical analyses of significance. Students will learn how

to set up, conduct, and interpret data from their own independent studies and will be well equipped to form intelligent statistical based scientific arguments by the end of the course.

Math Lab:

Students who need extra help may drop by at any time during lab hours for individualized tutoring. Please see a math instructor for current hours and location.

Science

Ninth Grade Science - Biology:

The course begins with an overview of the underlying themes of biology and with the importance of cellular function as a basis of life. The student also becomes acquainted with the major cell organelles. In subsequent chapters the function of each cell structure is covered in detail. General laboratory techniques are also stressed in the weekly labs. Outside reading is included in this course to demonstrate the importance of biological concepts in everyday life. The course ends with a discussion of the interrelationship of organisms as they interact in the environment.

Ninth Grade Science - High Honors Biology:

This course is designed for the academically advanced student. Higher-level thinking is emphasized. Students are expected to complete all assignments on time. The main focus of the course is an overview of biological principles focusing on cellular biology and fundamentals of genetics and evolution. Outside reading is regularly utilized to enhance student engagement. Class discussion and inquiry methods are supplemented by frequent laboratory protocols designed to develop analytical thinking skills.

Tenth Grade Science - Chemistry:

Students discover concepts of chemistry through experimentation, demonstration, and discussion, then expand on their understanding through readings, problem sets, and student board work. Students are continuously challenged with problem sets and application questions, as well as lab reports and notebooks.

Tenth Grade Science - High Honors Chemistry:

Students will be presented with basic chemical concepts associated with an introductory chemistry courses. Students will conduct over 20 experiments, answer selected questions from the text, complete independent reading, and conduct research using the computer lab. One of the goals of this class is to provide students with enough background and understanding of chemistry that they will feel prepared for even the most rigorous college-level introductory chemistry course.

Science Electives

AP Biology:

This course assumes a successful completion of first year Biology. The focus of the course parallels the requirements necessary to prepare for the AP Examination in Biology, in scope, level of complexity of thought, and course content. Frequent use of laboratory protocol (AP-mandated and also instructor-selected) further reinforce and clarify course content. Exposure to former AP exam questions, by topic, allows each student the opportunity to evaluate his or her potential for taking the AP Exam in Biology, offered in May.

AP Chemistry:

The AP Chemistry students have already had a year of introductory chemistry. During this course we will refine and extend their knowledge of chemistry to meet the more rigorous requirements associated with the AP exam. Students will build upon past knowledge and learn completely new material, and they will apply this knowledge in experiments, lab reports, group discussion, and select book problems. With each topic, a selected set of old AP test questions will be assigned and reviewed. The goal is to prepare students thoroughly for the AP Exam in May.

AP Physics:

Physics is the study of basic physical phenomena including motion, sound, light, electricity, and magnetism. As such it is the most fundamental of the sciences. The Advanced Placement curriculum includes three courses. The course most often offered at Hillel is Mechanics which covers concepts related to motion, force, and energy. The course is a rigorous examination of these topics and relies heavily on sophisticated problem solving strategies. It is therefore imperative that a College Physics student has a solid background in trigonometry, advanced algebra, and introductory calculus.

AP Computer Science (Course A):

According to the Advanced Placement course description, "The AP Computer Science (Course A) is an introductory course in computer science. Because the design and implementation of computer programs to solve problems involve skills that are fundamental to the study of computer science, a large part of the course is built around the development of computer programs that correctly solve a given problem. These programs should be understandable, adaptable, and, when appropriate, reusable. At the same time, the design and implementation of computer programs is used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, different sorting algorithms, the study of standard algorithms and typical applications, and the use of logic and formal methods. Students currently practice programming in Java which is an Object Oriented Program environment.

AP Psychology:

This course introduces the student to theories, concepts, specialties, and practices in contemporary psychology. It provides the student with knowledge about alternative areas of psychological research and applications relevant to their life experiences. Topics include: current findings about human behavior, the brain, perception, memory, emotion, consciousness, gender, personality, identity, and life-span development. The course explores key factors impacting learning, relationships, problem solving, mental illness, behavioral adjustment, and cultural/social diversity in modern society. This course thoroughly prepares students for the AP Examination in May.

Introduction to Conceptual Physical Science:

Through readings, experiments, videos, and online research, students will develop an understanding of how physics, chemistry, and astronomy affect daily living. The course will include topics in mechanics, electricity and magnetism, heat, the solar system, the atom, chemical bonding, alternative sources of energy, drugs, and global warming.

Human Anatomy and Physiology:

Human Anatomy and Physiology is a high honors course that introduces students to the branches of science that deal with the structure and function of the major systems of the human body. Thus, students examine morphology - how the body is organized, as well as what various parts of the body “do” and how they do it. Specific systems to be covered will include the skeletal, muscular, nervous, respiratory, and cardiovascular systems through the lens of both medicine and athletics. Students will read course texts, additional outside material, engage in guided discussions, and perform labs and a variety of hands-on activities.

Computer Science (CS) Principles:

CS Principles is an optional three-credit HH course that introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable course that explores many of the foundational ideas of computing so all students understand how these concepts are transforming the world we live in.

Computer Science (CS) Applications:

CS Applications is an optional three-credit HH course structured around approaches to problem-solving and developing the skills to think algorithmically. The course presents an examination of some fundamental concepts of computer science and their application to everyday problems. Through a series of projects completed using G Suite applications and the Scratch IDE, students will explore how to apply the lessons of computer science to their own lives.

Computer Science (CS) Discoveries:

CS Discoveries is a five-credit introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. It is designed for a student who has little to no background in CS.

Excel:

Excel is a one-credit course offered in the ninth grade. Students learn to create and edit professional-looking spreadsheets for a variety of purposes and situations. Students will be able to create their own functions and use Excel's pre-loaded functions. It also covers such skills as charting, creating analytical, financial reports, data entry, developing budgets, formatting numerical (financial, statistical, etc.) reports, creating forms, graphing, processing data, reporting, technical support, trending and much more.

Social Science

Ninth Grade Jewish History:

This social studies course surveys the major events, personalities, literature and trends of the last 3700 years of Jewish history, from the period of the Avot (forefathers) through the end of the nineteenth century. We will devote roughly three months to each of the three general units of history: classical, medieval, and modern. Students will practice analyzing both primary and secondary sources in our attempt to uncover general recurring historical patterns.

Tenth Grade World History:

This social studies survey course begins with a short introduction to Prehistoric times and concludes with an analysis of the World Wars. This course traces the development of both Western and non-Western civilizations. The course analyzes the political changes, the economic development, the influence of geography on cultures, the growth of science and technology, the development and effects of the major religions in the world, and the effects of contacts between cultures. Basic skills such as reading, writing, spelling, vocabulary, chart and map reading, as well as note taking, are stressed.

Eleventh Grade United States History:

This is a social studies survey course that begins briefly with exploration and proceeds through the 20th century. Emphasis in the classroom is placed on "cause and effect" where the students are expected to understand the relationship between people and events. Basic skills such as reading, writing, spelling, vocabulary, and chart and map reading are stressed.

AP United States History:

This course is meant to be the equivalent of a freshman college course and can lead to earning college credit. AP American History is a survey course that begins with the age of exploration and colonization and runs to the present day. Students should possess strong reading and writing skills along with the desire to spend much time on outside

reading assignments as well as research. Emphasis is placed on critical thinking skills, interpretation of primary source documents, and essay writing. Special attention is given to the document based question as well as the free response essay in preparation for the Advanced Placement exam.

Sephardic History:

All students in the 11th and 12th grades will receive instruction in the area of Sephardic History in an interdisciplinary collaboration between the Judaic, Ivrit, and General Studies History departments. The purpose of this elective instruction is to acquaint and familiarize students with the rich traditions and historical arc of the Sephardic people within the context of World History and global migration patterns of the 20th century. The curriculum content is provided through a partnership with the Sephardic Heritage Museum and is based on their acclaimed documentaries entitled, “The Syrian Jewish Community”.

Senior Social Science Electives

U.S. Law and Government:

This course will introduce students to the legal system and the structure of government. It is a survey course that will cover Lawmaking, Citizen Advocacy, the Court System, Criminal Law, Civil Law, Contracts, and Family Law. Time will also be spent studying the structure and responsibilities within the Federal government, the New Jersey State government, and the County government.

History of Modern Israel:

The existence of the State of Israel is one of the most significant aspects of modern Jewish life. Our students feel deeply connected to the land of Israel and see Zionism as one of the foundations of their identity. This course will introduce a historical approach to the complex realities of Israel in the Middle East. We will begin with the early Zionist movements of the late 19th century both in Eastern Europe and in the Sephardic Jewish communities. We will study the political developments that led to the foundation of the State of Israel against the backdrop of changes in the Middle East as a result of the World Wars. Students will focus on the government of Israel as well as the social, cultural and religious institutions which shape Israeli society. We will examine the wars which Israel has faced with emphasis on the causes and the aftermath of each episode. Students will develop an understanding of the unique challenges which face the State of Israel today as well as the formidable accomplishments of its people. The course will involve a wide array of readings including primary historical sources and secondary analysis. Students will be exposed to a range of opinions which will encourage them to sharpen their own thinking about issues. Most important, our goal is to help our students to become educated and critical observers of current events in the Middle East and to acquire the tools to continue to study this important aspect of Jewish History.

Art History:

This course serves as an introduction to the histories of art in Western Europe and the Ancient Near East from the Paleolithic to the present day. Throughout civilization art has been the medium to express a wide range of human feelings and spiritual beliefs. The goal of this course is to illuminate the societies and ideas from which these feelings and ideas emanate.

We will examine the traditions of Greece and Rome as well as the developments in the art and civilization of Western Europe. We will explore the influences each century has had upon art. In every society art has a special place: it is a form of communication which is part imagination, part science and part magic. We will see how art has survived and study its metamorphosis through the ages.

Introduction to American Cinema: The Golden Age and Beyond:

Students who have completed three years of science may choose to take this course as a senior elective. Students will study classic American films from the 1920's to the 1980's. We will begin the year by watching silent films by Charlie Chaplin, including *Modern Times* and *City Lights*, before moving into an in-depth study of Frank Capra and Orson Welles. Students will then analyze several dozen films from the 1940's and 1950's including classics such as *Casablanca*, *Sunset Boulevard*, and *On the Waterfront*. Seniors will end the year with an Alfred Hitchcock film festival where we will study the master director's work in great detail. The film class also includes an emphasis on analytical writing. For every three films that we watch students will complete a short paper that explores specific topics in detail.

AP Government and Politics: United States:

This AP course will give students an analytical perspective on government and politics in the United States. The course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. Students will learn important facts, concepts, and theories pertaining to U.S. government and politics. Students will also be able to understand typical patterns of political processes and behavior and their consequences (including the components of political behavior, the principles used to explain or justify various government structures and procedures, and the political effects on these structures and procedures). Students will also be able to analyze and interpret basic data relevant to U.S. government and politics (including data presented in charts, tables, and other formats).

Business and Finance

Introduction to Finance I

The introductory business and finance course is designed for students to gain an understanding of the basic concepts of personal finance. Financial literacy is an essential skill necessary for navigating the economic forces that affect nearly every aspect of adult life. The course will introduce students to the key indicators of the U.S. economy in order that they might become more cogent of the financial world. The course will also explore investments and different types of investments, as well as the role of decision making. Familiarity with terms such as interest, checking, budgeting, assets, bonds, etc., will allow students to achieve a greater sense of how the economy functions and set more purposeful goals for their own economic futures.

English

Ninth Grade/Genre Studies:

All sections of freshman English will introduce students to the study of major literary genres including: poetry, fiction, non-fiction, drama, and epic poetry. Students will become close readers of texts and delve beyond the practices of basic comprehension in order to gain a deeper understanding and appreciation of literature. In their studies, students will be introduced to a variety of literary terms and techniques through a range of rigorous texts including classics such as *Macbeth* and *The Odyssey*, as well as other novels, such as *Lord of the Flies*, *Animal Farm*, and *A Separate Peace*. Poetry and short story units cover such authors as Emily Dickinson, William Shakespeare, James Thurber and Edgar Allen Poe.

The objectives of this course are to improve writing and communication skills, to develop strategies for reading comprehension and to develop critical and creative thinking. Each section adapts to the level of mastery and concentration of its students; each includes grammar, vocabulary, classic and contemporary literature, summer reading, writing proficiency and learning to support a thesis statement, with an emphasis on learning to organize cohesive and unified paragraphs for short essays.

Tenth Grade/American Literature:

All sections of sophomore English will complete a survey of American literature from its origins to the present. Major authors include: Hawthorne, Emerson, Thoreau, Dickinson, Whitman, Hemingway, Hansberry, Fitzgerald and many others. Students will read novels, short stories, poetry, drama, and nonfiction. All sections will also read selections from a range of nonfiction texts and articles.

The objectives of this course are to improve writing and communication skills, to develop strategies for reading comprehension and to develop critical and creative thinking. Each section adapts to the level of mastery and concentration of its students; each includes

grammar, vocabulary, classic and contemporary literature, summer reading, writing proficiency and learning to support a thesis statement, with an emphasis on learning to organize cohesive and unified paragraphs for academic essays.

Eleventh Grade/British and World Literature:

Eleventh grade English is a survey of the great works of British literature and classic literary texts in translation. All students will have the opportunity to read a wide range of literary greats, from Sophocles and Chaucer, to Shakespeare, Swift, Tolstoy, and many more. Students will engage in a close analysis of poetry, drama, and prose and gain an increased familiarity with the ways that the Western canon addresses questions about fate, human frailty, the concept of the hero and the heroic quest. All sections will study historical shifts as they play out in literary texts between the Renaissance and the Modern age. Students will also read selections from a range of nonfiction sources. Each student will deliver an oral presentation and complete an MLA research paper.

The writing objectives of this course include: the organization of cohesive paragraphs and essays in preparation for college admission testing (which includes the new format of the SAT), the development of test taking strategies, the exploration of themes and literary devices, the broadening of vocabulary, and the use of critical reading and research skills to develop a literary analysis based on classic authors. Each section adapts to the level of mastery and concentration of its students; each includes: grammar as necessary, vocabulary, classic and contemporary literature, summer reading, and skills and practice necessary for college admission testing and the college application essay.

Eleventh Grade/AP English Language and Composition:

The AP Language class at Hillel Yeshiva high school will focus primarily on analyzing the use of rhetoric in a wide variety of nonfiction writing. We will study nonfiction as a major literary art form and apply the same analytical rigor that we use in the study of fiction, drama, and poetry. According to the 2011 AP English Course Description, “An AP Course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes.” Our nonfiction readings will cover a wide variety of topics including, but not limited to, politics, nature, popular culture, sports and fitness, and gender among many others. Our readings will be drawn from *The Language of Composition: Reading, Writing, and Rhetoric*, which has been specifically designed for AP Language Courses. We will also read extensively from the editorial and op-ed pages of the *New York Times* and the *Wall Street Journal*. All AP Language students will complete op-ed/editorial assignments that will be kept in their journals.

Perhaps most importantly, students will develop their own writing skills through a wide variety of essay assignments. Students will complete a composition for each of our twelve themed units. Many of these will be 40 minute timed writings taken from past AP Language Exams, and at least four will be take-home assignments that will expose students to expository, analytical, and argumentative writing.

The objectives of this course are to continue to organize cohesive paragraphs and essays in preparation for college admission testing and college application essays, to reinforce students' test-taking strategies, and to use critical reading and research to develop literary analysis skills. Each section adapts to the level of mastery and concentration of its students; each includes: grammar as necessary, vocabulary, classic and contemporary literature, summer reading, and skills and practice necessary for the college application essay and college admissions.

Senior English Electives

World Literature:

The 12th grade World Literature elective introduces students to both classical and modern texts spanning a wide array of historical and cultural sources. Major authors will include Homer, Sophocles, Shakespeare, Kafka, Ibsen, and Tolstoy, among many others. Students will also be introduced to major literary cultures and historical and intellectual time periods, including the Greeks and Romans, the Middle Ages, the Renaissance, the Enlightenment and Modernism. Students may also read selections from major western philosophers including Plato and Aristotle. All sections will also read weekly selections from either the Wall Street Journal Classroom Edition or the New York Times. Each Student will also give an oral presentation and complete an MLA research paper.

The objectives of this course are to continue to organize cohesive paragraphs and essays in preparation for college admission testing and college application essays, to reinforce students' test-taking strategies, and to use critical reading and research to develop literary analysis skills. Each section adapts to the level of mastery and concentration of its students; each includes: grammar as necessary, vocabulary, classic and contemporary literature, summer reading, and skills and practice necessary for the college application essay and college admissions.

Twelfth Grade /AP Literature and Composition:

AP English Literature students will complete intensive sections of poetry, drama, and fiction. Students will also complete bi-weekly timed writing assignments, and weekly literary vocabulary quizzes in preparation for the literature examination in May. Students who excel on the AP examinations may be eligible for college credit in the fall.

Major authors often include Sophocles, Shakespeare, Orwell, Kafka, Austen, Dickens, Ibsen, and Tolstoy, among many others. Students will also be introduced to major literary cultures and historical and intellectual time periods, including the Greeks and Romans, the Middle Ages, the Renaissance, the Enlightenment and Modernism. Students may also read selections from major western philosophers including Plato and Aristotle. All sections will also read selections from a variety of non-fiction sources including the *New Yorker*, the *Wall Street Journal* and the *New York Times*.

The objectives of this course are to continue to perfect writing skills in preparation for college admission, to perfect students' test-taking strategies, to use critical reading and research to develop literary analysis skills based on World authors. This section is taught on an intense and advanced level and includes perfection of grammar and vocabulary, extensive reading and analysis of classic and contemporary literature, summer reading, skills and practice necessary for the college application essay, and most importantly, preparation for the Advanced Placement Literature and Composition examination. Additionally, each student will give an oral presentation and complete an MLA research paper.

Literature and Film of the Holocaust:

Most students in America and Europe today are required to learn about the Holocaust, and for most this means viewing a film and reading a memoir, diary, or story. But how can a piece of writing or film effectively convey any aspect of the incredibly complex event we refer to as the Holocaust?

In Literature and Film of the Holocaust, we will read, view, and discuss how authors and directors have struggled with representing the Holocaust in both mediums. We will read authors such as Primo Levi, Elie Wiesel, and Charlotte Delbo. We will also view several short and full length films ranging from some of the first attempts by European directors to detail the Holocaust through modern day Hollywood efforts.

Literature and Film of the Holocaust is a writing intensive course. Students will keep a daily journal throughout the year and use it to respond to readings, films, and discussions. Research essays assigned throughout the year will be project-based and published on the course web site. Critical thinking, editing, proofreading, vocabulary building, researching, journaling, and summer reading are all fundamental components of the course.

The Ethics of Entrepreneurship:

The 12th grade Business Literature English Elective is offered at the Honors and High Honors levels and offers the opportunity for students to learn about the world of business and entrepreneurship through the lens of reading nonfiction texts newspaper and web articles, films and lectures from guest speakers. We will analyze, and examine, the world of enterprise and corporations, the ethics of business and how to create, and present, a business plan and pitch deck. The year will begin with exploring influential American Industrial Revolution business leaders, such as Carnegie and Rockefeller, and comparing and contrasting them to the industry vanguards of today, including Warren Buffett, Jeff Bezos, Oprah Winfrey and Joanna Gaines. We will often reference and incorporate the foundational principles from in our summer text, *How to Win Friends and Influence People*, and decide how to apply the classic concepts to our digital world, personal lives and future professional lives. Select History Channel documentaries and the film, *Moneyball*, will provide visual support for key concepts and lessons. Improved public speaking and ease of communication is also a key goal of the course and each student

will develop a business, or product, plan and present his/her plan to a live audience. Reflective and analytical writings will include a daily journal, essays, research projects, a portfolio of “Best ideas” and the final presentation.

Shakespeare:

The 12th grade Shakespeare elective, *The Lighter Side of Shakespeare*, focuses primarily on the most influential comedies of William Shakespeare and on the larger cultural context of England in the late 16th and early 17th centuries. No writer has influenced Western thought, philosophy, and literature as much as William Shakespeare. Over three hundred years of criticism, ranging from Samuel Johnson to Harold Bloom anoint William Shakespeare as a premiere intellectual force among all writers; Johnson writes that Shakespeare teaches us to understand human nature. Shakespeare study among high school curriculums is often limited to a few select tragedies, thus this elective course will augment the traditional study of Shakespeare by delving into his comedies. Key course texts include *Much Ado About Nothing*, *The Merchant of Venice*, *The Taming of the Shrew*, *Love’s Labour’s Lost*, *A Comedy of Errors*, *Twelfth Night*, and *Midsummer Night’s Dream*. Active, theatrical reading aloud of the plays, critical viewing of various classic and modern film and stage interpretations of the plays, and analytical writing on a variety of related topics will be a significant portion of the class work. Creative ventures such as oral presentations, memorizations, and modified one-act performances will also highlight our class focus on the plays as dramatic arts. Course questions and topics include: Shakespeare’s use of the communal nature of audience laughter, distinctions between “real” and “fake” romantic love as depicted in the comedies, and Shakespeare’s use of irony to delight, horrify, and instruct. We will consider Shakespeare’s vocabulary, lyrical qualities, and characters in order to foment an understanding of his universal appeal and considerable cultural influence.

Writing

Hillel Yeshiva has a three year writing requirement for all of its students. During the freshman and sophomore years, students enroll in Writing Workshop, a course that focuses on the following:

Writing Workshop:

Course goals:

- To identify students whose writing skill level demonstrates the need for developmental instruction
- To develop and enhance the skills that allow students to think critically and communicate information and ideas clearly and in written form
- To understand the communication process from an audience’s perspective
- To learn that revision is a necessary part of the writing process

By reading selected essays and writing about what they read, students learn

- To state and develop a point about a topic so that a reader can understand it
- To avoid plagiarism

- To practice writing with a specific audience and purpose in mind
- To organize ideas into effective paragraphs
- To write effective sentences, correct punctuation, vocabulary, spelling, and capitalization
- To share writing with others—workshop and peer review
- To accept and offer constructive criticism

The various essay modes are explored: narrative, descriptive, definition, compare and contrast, argumentative/persuasive, cause and effect, and an MLA documented research essay. Additionally, students practice writing timed essays (to prepare for the writing portion of the SAT).

Writing Electives

During their junior year students may choose one of the following writing electives:

Contemporary Topics in Debate and Writing:

Contemporary Topics in Debate and Writing is designed to introduce each student to the landscape of modern discourse by developing and refining the skills of critical reading, careful construction of argument, and oral and written presentation of argument. We will examine the most fundamental current events topics of the day in order to become more eloquent and knowledgeable about our world. By assuming a critical mindset, we will practice examining a topic from multiple points of view and honing the requisite practices to become confident and clear public speakers. Success in the course will be determined by attaining a greater understanding of complex issues, learning through dialogue with peers, writing with clarity and force, and participating in organized debates. Students will be required to exercise a high level of analytical thinking and writing on assigned topics and will be responsible for attaining a level of fluency with people, places, and issues in the news. Although the course will have no midterm or final exam, there will be tests, essays, quizzes, and graded debates.

Creative Writing:

The Creative Writing Elective will introduce students to the fundamentals of fiction, poetry, and nonfiction with an emphasis on narrative genres, elements of style, and developing theme. Each student will have the opportunity to read selected texts, to compose original texts, to receive detailed feedback on their work, and to offer careful, thoughtful critique to others. The course will balance interactive workshop time with time for students to develop and revise their own pieces. All participants are encouraged to develop a daily writing practice, to approach assignments willingly, and to strive to better every aspect of their craft. Prepare to be inspired and to inspire others through the written word!

Writing Lab:

Students may make an appointment or drop by at any time for extra help with writing. The English department is happy to work with you on any school writing assignment or with writing your college application essay. Whether a student is struggling with starting

an assignment or putting the final touches on a masterpiece they should feel free to stop by. Check with your English teacher for meeting times and location.

Ivrit

Hillel Yeshiva's Ivrit program is based on the Neta-Cet Bishvil Ha-Ivrit program - a comprehensive, cutting edge program designed for High School students. It is a dynamic Hebrew language curriculum created by Hebrew language curriculum specialists from Hebrew University in Jerusalem and Cet curriculum developers in Israel.

Conceived to fill the need for sequential and continuous Hebrew language curriculum for American teenagers, the vivid and appealing materials are filled with challenging, relevant content. The curriculum and materials encourage an ongoing and dynamic interaction between content, linguistics, and skill development

We believe that:

- Hebrew is best taught by applying modern methods of second language teaching to the richness of Jewish and Israeli sources, so that students develop a connection to the Jewish people and culture, history and values through its language.
- Hebrew should be taught by teachers who have been professionally trained in the teaching of Hebrew as a second language and are knowledgeable in Hebrew linguistics and literature.
- Hebrew is best learned when:
 1. It is taught in its linguistics, cultural and spiritual context with concrete reference to Hebrew of different periods: Biblical, Rabbinic, Medieval, Enlightenment, and Modern.
 2. Students are immersed in a wide range of genres, including Biblical texts, Midrashim, prose, poetry, news, scientific articles, e-mail and Israeli slang.
 3. Teaching methods consistently integrate the four language skills: reading, writing, listening and speaking.
 4. Linguistics activities are challenging, demanding and relevant to the ages and interests of the students, and to their prior education and intellectual skills.

Curriculum Levels and Materials:

Alpha Neta – a Mechina level book that introduces 20 Israeli children of differing ages and interests, whose voices invite students into a first encounter with the Hebrew language.

Advanced Beginner – books 1 - 10

Intermediate – books 11 – 20

Advanced - books 21 – 25

The curriculum consists of:

1. The Mechina - a blended learning digital module for students completely new to Hebrew, an online module that introduces the *alef-bet*, 150 basic words, and short conversations.
2. Beginners' level books *Bishvil Ha-Ivrit 1 and 2*
3. Intermediate level books *Bishvil Ha-Ivrit 3 and 4*
4. Advanced books *Bishvil Ha-Ivrit 5* and NETA Books 21-25

The *Bishvil Ha-Ivrit* series (5 books) in both print and digital forms offer embedded media layers, extensive audio and video components, interactive activities, and the Paalulan (an interactive tool for learning the verb system) to enhance and support independent and classroom learning.

- . A regularly updated current events section
- . A sophisticated learning management system (LMS)

Our advanced beginner, intermediate, and advanced Hebrew levels include centered themes that are relevant to teenagers, such as technology, sports, friendship, freedom, travelling film, books, and leadership. The materials are designed to engage students with the experience of Israeli students their age, Jewish culture and tradition and the range of cultures within Israel.

Graduates of Hillel Yeshiva's high honors level are expected to be able to converse comfortably in Hebrew, understand a Hebrew lecture, write a personal letter or short article in Hebrew, approach Biblical and Rabbinic texts with confidence, and read and comprehend a wide range of Hebrew texts (including Israeli newspapers and Hebrew novels).