

GUIDANCE COUNSELOR MANUAL



JEWISH
NATIONAL
FUND

Your Voice in Israel



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Introduction

Alexander Muss High School in Israel (AMHSI-JNF) is the only non-denominational, 8-week and semester long, English language academic experience for high school sophomores, juniors and seniors. Our program's pluralistic approach respects a diversity of religious perspectives without promoting a particular point of view.

Academically Rigorous, Yet Flexible

AMHSI-JNF is academically intensive and demanding. Students will take challenging, thought-provoking courses while also completing all the necessary work for their home school. The coursework will include over 250 hours in the classroom and on site immersed in 4000+ years of history and culture. AMHSI-JNF goes to unparalleled lengths to ensure that students enjoy the richest possible experience in Israel while also staying on track in all ongoing classes and college preparatory activities. Our ability to address individual students' needs gives students, parents and schools the confidence that the time spent in Israel will in no way detract from achievement at home.

More than Four Decades of Experience

The Alexander Muss High School in Israel has been hosting academic programs since 1972, originating the concept of using the land of Israel as a "living classroom" AMHSI-JNF implements a curriculum that addresses all your home school academic needs while providing an extensive introduction to the history, culture and civilization of Israel.

AMHSI-JNF is fully accredited by the *Middle States Association of Colleges and Schools*, ensuring that credits earned are fully transferable to the students' home school. Individual instruction is available in math, science, foreign language, and we offer a variety of social studies and English. AMHSI-JNF offers the ability to take AP exams, PSAT and SAT tests while in Israel, ensuring that students are kept up to date with their school requirements and college preparation.

Successful completion of AMHSI-JNF's Israel Studies curriculum may also qualify students for up to six college credits through the University of Miami.

**Middle States Association of Colleges and Schools
Commissions on Elementary and Secondary Schools**

CERTIFICATE OF ACCREDITATION

This is to affirm that

**Alexander Muss High School in Israel
Grades 10-12**

*has demonstrated that it is effectively advancing the quality of educational experiences
it offers its students and meets its responsibilities to the public and the profession of education,
and complies with standards for accreditation that are established by the
Middle States Association of Colleges and Schools
and is therefore*

granted accreditation for the period

December 1, 2018 to December 1, 2025

*subject to the terms of accreditation maintenance set by the
Commissions on Elementary and Secondary Schools.*




President


Chair

Israel Studies

Our Israel Studies curriculum provides students with an interdisciplinary curriculum that involves a 4000+ year chronological historical perspective beginning with the Middle Bronze Age and ending with the modern Middle East. It introduces students to facts, concepts and events that are basic to understanding the development of Western Civilization. The key to this program is using Israel as a “living textbook and classroom.” Our Israel Studies teachers utilize the unique historical, geographic and human resources of Israel to help students understand the people of Israel in their land and the Jewish Diaspora in the context of Western Civilization.

Course Title for Transcripts

On transcripts and official documents, our course is broken into two parts, both Honors, and titled, “The History of Israel and Its People” and “Civilization, Culture and Literature.” Some schools prefer to assign the number of credits and name of the class to fit into their own course offering.

Experiencing Our Israel Studies Curriculum

The curriculum consists of over 250 hours of classroom and seminar-style learning. The class is interactive and debate oriented. Students learn the background of the time period one day and on the following day they study and hike at the sites relevant to that lesson from the previous day. Our student to teacher ratio is 20:1 or less. Twenty of the 56 class days are spent at historical sites. Students are in class 225–250 hours. The combination of seminars, low student to teacher ratio, assignments, research and field classes qualifies The Alexander Muss High School in Israel for accreditation through the Commission on Secondary Schools of the Middle States Association. (A detailed curriculum is available from the Dean of Israel Studies).

Israel Studies Teachers

AMHSI-JNF’S unique staff is comprised of permanent full-time teachers, who are experienced in interacting with and teaching teenagers. Students will get to know their teacher as both a mentor and a friend. Visit the AMHSI-JNF website (www.AMHSI.org) to learn more about our outstanding Israel Studies teachers.

Transfer Credits for Our Israel Studies Curriculum

History Credit

Because the students are participating in an intensive history course, they should be able to use their grade and credit for our class as the grade and credit for their home school history course. Many disciplines are covered in depth; therefore, students may receive credit for a variety of courses.

Such courses might include:

- World Studies
- History
- World Geography
- Political Science
- World Religions
- Economics
- Debate
- Sociology
- World Conflicts
- Philosophy
- Current Events
- Humanities

Language Arts Credit

Due to the interdisciplinary nature of the Israel Studies curriculum, students may also receive Language Arts credit. Because the Israel Studies course involves reading a variety of authors and writing essays based on the material they learn, students may be able to use their history grade and credit for their home school Language Arts course.

Classical Literature: Many evenings students are required to read 75–100 pages of primary source material, classical literature and/or other literary works.

English Composition: Every student is required to demonstrate learned knowledge through writing and to assimilate that knowledge into expressions of value and personal philosophy. Thus, critical thinking skills continue to develop.

Courses that might be considered compatible include:

- Creative Writing
- Writers' Workshop
- Global Literature
- Humanities

Physical Education Credit

Because the Israel Studies course involves strenuous hiking and climbing in order to reach the historical sites, students should be able to use their history grade and credit for their home school Physical Education course.

Courses that might be considered compatible with our Physical Education curriculum include:

- Physical Education
- Lifetime Sports
- Outdoor Education

Other Course Credits

Thinking creatively a student might be able to receive credit for other courses that are “compatible” with our Israel Studies course.

Such courses might be:

- Photography
- Journalism
- Newspaper
- Yearbook

Grading Policies

ISRAEL STUDIES CURRICULUM DETERMINANTS

Homework, Papers, and Projects	20%
Quizzes	20%
Unit Tests	30%
Final	30%

The final grade may be adjusted in accordance with the teacher's evaluation of the student's progress, class participation, attitude, and diligence.

98–100%	A+
92–97%	A
90–91%	A-
88–89%	B+
82–87%	B
80–81%	B-
78–79%	C+
72–77%	C
70–71%	C-
65–69%	D
Below 65%	F

GRADING POLICY FOR GENERAL STUDIES

For mini-mester students, we include an end-of-quarter exam for all material covered at the end of each mini-mester on campus. If the student will require an end-of-semester exam to match your home school curriculum timing, your school must request it.

There are no automatic re-takes of tests and quizzes. If a student fails or does poorly on a test, a make-up test will be given at the discretion of the General Studies teacher or the Dean of General Studies.

There is no automatic re-take of final exams. However, if a student fails and there are extenuating circumstances then the Dean of General Studies will consider giving a re-take.

Final grades are mathematically computed. These grades are non-negotiable. The only circumstances under which these grades will be altered are if there are computational errors.

RATE CARD

Testing in Israel (optional)

Exam Type	Fee	Additional Information
SAT I, II, ACT Exams	TBD	AMHSI-JNF is not a testing center, but gladly arranges for transportation. Fees can vary based on test center location is and the cab fees.
PSAT Exam	\$25	Check with your local Director of Admissions for details.
AP Exam	\$170	Check with your local Director of Admissions for details.

General Studies Fees – Semester and Mini-mester

A complete list of General Studies courses offered can be found at amhsi.org/course-offerings

Item	Fee	Additional Information
Four General Studies Classes	\$0	Two maximum if on Block Schedule
5 th General Studies Class	\$400	Not recommended
General Studies Course Outside Our Catalog	\$400-\$600	See Web Site or Semester/Mini-mester One-sheet for list of classes in our catalog
Independent Study Class –Semester Student	\$250	Fee applies only to 5 th class and if no other students are taking the subject
Independent Study Class –Mini-mester Student	\$150	
Block Scheduled Class –Semester Student	\$800	Fee per class. Maximum of two allowed.
Individual Private Tutoring	\$50/hour	
Shared Private Tutoring	\$30/hour	Maximum two students

* All dates and rates are subject to change.

Description Of Field Trips (*Tiyulim*)

Tel Gezer – *Tiyul 101*

Our first *tiyul* is a trip to an archaeological site located between Tel Aviv and Jerusalem. Explore the importance of archaeology and its role in understanding history. Additionally, they learn about the Canaanite civilization, and its relationship to the earliest Biblical texts.

The Conquest – *Kings & Judges*

Students retrace the footsteps of the Judges of Israel along with Saul, the first king of Israel. From the summit of Mt. Gilboa they will take in the view of the Jezreel Valley and Mt. Tabor, which will allow a greater appreciation for the Tribal settlements of Israel; setting for the stories of Deborah and Gideon. Next, a hike down the mountain enables them to retrace King Saul's final battle against the Philistines, in which he lost his life. The hike ends at the beautiful springs and pools of Sahne, where they will stop for lunch and a swim. The *tiyul* concludes with a ceremony on Mt. Scopus where they will see Jerusalem for the first time on our program.

Settlement – *Water is Life*

Students learn how the early Israelites settled the land and made it their own. They will primarily explore the Sataf spring in the Judean Mountains, where they will hear about the ancient water system, terrace farming and the challenges of nation forming. After a dramatic overview of Jerusalem they'll head to the City of David to see the archaeological remains of Jerusalem's water system, the kings' palace and a walk through the water system and Hezekiah's Tunnel. At the end of the day they will spend time at the Kotel, the Western Wall, Judaism's holiest site.

The Second Temple – *Masada*

This two-day trip focuses on the 2nd Temple Period (444 B.C.E. – 73 C.E.). On the morning of the first day students will visit archaeological sites in Jerusalem from this period, including the model of the Second Temple at the Israel Museum and the remains of the Second Temple Period in the Old City of Jerusalem. The second day is spent climbing Mount Masada, exploring the remains of the mountain fortress, and discussing the lessons to be learned from this most dramatic story. In the afternoon they will have the opportunity to float in the famous Dead Sea, a salt lake whose banks are more than 400 meters below sea level, the lowest point on dry land on Earth.

Bar Kochba – *Cave Day*

Students visit caves that were prepared in the last century B.C.E. and through the 2nd century C.E., and learn about the Bar Kochba Revolt. In the afternoon they will explore caves in the Bet Guvrin area and visit other nearby archaeological remains including the amphitheater where gladiator fights took place.

Belvoir/Tzfat – *Crusades & Kaballah*

Students travel to the Galilee to learn about two major historical episodes of the Middle Ages. First, they will see a well-preserved Crusader castle to learn about the Crusader period in Israel and its effect upon the Jews. Then it's on to Tzfat, the infamous mystical center, developed originally in the 16th century. They will focus on the Jewish community of the exiled Sephardic Jews and discover the primary text on Jewish Mysticism; the Kabbalah. A nature hike or swim will also be part of this day.

Kehilla – *The Jewish Community*

This *tiyul* is dedicated to understanding the Jewish Community and the significance of its institutions. Often we will visit Yad Lakashish, a food bank and day center for the elderly. Together, we will explore the concepts of kindness and *Tzedaka*.

Rural Tiyul – *Farms and Early Zionism*

Students travel to the Galilee to learn of the return of the Jewish people to the Land of Israel at the beginning of the 20th Century, with an emphasis on the rural development of the land. They will learn about the early pioneers, how they learned how to farm on the *Kinneret* training farm, and experimented

with communal living. At the cemetery on the banks of the *Kinneret* (Sea of Galilee), they will discuss the many leaders of the Zionist movement and hear about Rachel Blaustein, the poet who expressed the Second Aliya. Time-permitting, a nature walk in the *Galil* is usually a part of this day.

Urban Tiyul – Modern Israel

Students visit Tel Aviv and learn about its history as the first Hebrew City. The *tiyul* usually begins with a beautiful lookout view from above the city, followed by exploration on the bustling streets that will demonstrate the emerging lifestyle and culture of the modern State of Israel.

Students will visit Independence Hall, originally the home of Tel Aviv's first mayor; Meir Dizingoff, where Israel's independence was declared. They may visit the home and studio of Reuven Rubin, one of Israel's most important visual artists, to see how art has reflected and helped shape modern Jewish culture. Then they will go out into the streets of Tel Aviv with the task of interviewing people. At the end of the day each class will regroup and share findings. Finally, they'll pay respects to Israel's assassinated Prime Minister, Yitzhak Rabin, at Rabin Square.

Holocaust Field Trip – Never Forget

This day is spent at the Yad Vashem Holocaust Memorial Museum in Jerusalem.

The Hebrew Resistance Trip – Paths to Independence

Students will discover the various Jewish underground movements during Israel's period of British Mandate. To bring to life "clandestine immigration," they will play a simulation game on the beach and visit the Atlit Detention Camp. Then they will go to the Acco Fortress, once the maximum security British prison, where many of the Jewish underground were held. The day ends in the beautiful grottos of Rosh Hanikra.

Negev – A Day in the Desert

Before the State of Israel was established, the Negev desert was an important region. Prime Minister David Ben Gurion had a distinct vision for the whole country, and especially the Negev. Today, more and more development and technological advancements are making this area a place to watch. The first stop is Mitzpeh Revivim, an outpost south of the city of Beer Sheva, established in 1943. This settlement played an important role in the UN Partition decision as well as in the War of Independence.

Modern Israel – Today's Challenges

Contemporary Israel faces unique challenges. Students will visit the city of Sderot, and see what it's like to live in an Israeli border town. They will experience the juxtaposition of joy and somberness in Jewish National Fund's indoor playground, which serves as both a bomb shelter in addition to a safe haven for local children. They'll also explore more environmental issues facing Israel, and learn of the solutions that have come about over the years.

Galil & Golan – Neighborhood Watch

This is a two-day trip to Israel's north. The theme of the trip is to understand the history of the region and the present security situation of the State of Israel as well as understanding the issues involved in the peace process with Syria. Students visit a border kibbutz and when possible, an Israeli military installation. One or two nature walks are part of the trip. At the end of the second day we pull together all of what we have learned in a discussion that is held in a pre-1967 Syrian army bunker on Israel's Golan Heights or at the ancient site of Gamla.

Symbolic Day – Parting is Such Sweet Sorrow

The final *tiyul* takes place in Jerusalem, saying good-bye to the country. On the way, students plant trees in Jewish National Fund's Neot Kedumim forest. They visit Har Herzl national cemetery, and spend time at the Kotel to say *L'hitraot* (we'll see you again). One last trip to Ben Yehuda Street will allow for some treats and then it's off to the airport.

Physical Education Curriculum

OBJECTIVES

Through the use of hiking:

1. Familiarize the students with various types of landscapes which exist in Israel.
2. Facilitate, within the student, an ability to learn to hike in different arenas.

OVERVIEW

Listed below are the hiking activities that will take place during the Session:

- Hike down Mt. Gilboa, overlooking the Bet She'an Valley. The terrain is extremely rugged and the hike involves rock-climbing.
- Explore the Sataf water system and the terrace farming method used during the Biblical Period. This includes a three-mile hike in the Judean Mountains and an exploration of an ancient Biblical underground water system and terrace farm.
- Hike a mountain in the Qumran area, the site where the Dead Sea Scrolls were found. The hike is in rugged terrain. Rock-climbing is part of the hike, as is cave exploration.
- Climb Mt. Masada, ascending and descending. The ascent is done in the dark in order to reach the summit at sunrise.
- Explore the underground caves of Bar Kochba. These are man-made caves from over 2000 years ago. The underground hike is quite strenuous and requires the agility and strength to pull oneself up through the small openings.
- Hike down into the Tanoor Valley through rugged mountainous terrain. The "pay-off" is reaching four waterfalls and flora that reminds one of a tropical rain forest.
- Hike into the Carmel Mountains, the Etsba Range, among a mountainous Mediterranean forest. The ascent and descent are quite strenuous.
- Hike into the Ein Avdat Canyon of the Negev Desert. The descent requires a good deal of agility and strength. The canyon itself resembles a rain forest.
- Hike into the Dabouriya Canyon, located in the northern Golan Heights. The hike includes two waterfalls and also resembles a rain forest.
- Hike in the Tel Dan nature preserve. The hike is approximately four miles long in an area that is one of the sources of the Jordan River.

In addition, there are recreational hikes, which are included as time permits; they are not part of the Israel Studies curriculum but afford the students a chance to discover many of Israel's hidden spots of beauty.

Finally, our campus provides a running track, soccer field, basketball court and tennis courts.

College Credit

Students who have completed 10th grade and are enrolled in the Alexander Muss High School's core Jewish studies program in Israel may apply for enrollment in the University of Miami's Division of continuing and International Education for the following 2 courses:

- JUS 200, Israel: Origins, Culture and Society
 - JUS 231, Jewish Civilization, Society, Culture and Religion
-

Q: Are the college credits for University of Miami only?

A: Students who receive 6 UM credits and attend another university should apply to that university for the acceptance of the UM credits as "transfer credits."

Q: What does "non-degree status" mean with regards to other colleges accepting their credits?

A: It means that the students were external students and not enrolled in a degree program at UM. However, the transcript sent to colleges/universities as requested is the standard UM transcript. These credits may be used in a degree program once the student is accepted into a university and has applied for the credits to be recognized as "transfer credits". How the credits are actually used is up to the receiving institution.

Q: Will students getting college credit have a University of Miami transcript sent to the universities of their choice?

A: The student may request an official transcript from the University of Miami to be sent to any university in person or online. There will be a small fee incurred.

Q: Is the SAT or ACT required by UM?

A: Neither the SAT nor the ACT are required in order for the student to receive the 6 UM college credits.

Q: Are international students able to apply for college credit from UM?

A: Yes, international students are to use the same application and will be reviewed on a case to case basis to ensure that their credentials meet the admission requirements.

Q: How will receiving credits affect the student's eligibility to attend UM?

A: Earning these credits at UM does not guarantee the student automatic acceptance at UM. Students interested in attending UM must apply for admission.

UNIVERSITY
OF MIAMI



General Studies Program

Work with AMHSI-JNF staff and your high school guidance counselors to ensure that you re-enter your school classes right alongside peers. Semester students choose four classes to study, while mini-mester students bring home school curriculum to campus.

8-Week Mini-Mester

After an applicant to AMHSI-JNF completes an interview, AMHSI-JNF's Admissions team will be in touch with the student's guidance counselor to confirm the student's scheduled classes. We advise that a student take no more than three or four general studies classes, or no more than two classes if on a block schedule, which will be in addition to the required Israel Studies classes discussed on pages 5–7.

Many schools allow an English and/or History "trade-off" or exchange credit via the Israel Studies class, a university-approved course of 250 hours. The student receives credit for English and/or History without enrolling in a separate English and/or History class. The Israel Studies/Jewish History course at AMHSI-JNF covers the skills and competencies of these classes. This would be confirmed between the AMHSI-JNF Admission's Team and guidance counselor. If the trade-off is approved, the exact home school class title will appear on the transcript, and the grade will come from the Israel Studies class; the student will not complete any work from the home school for classes where trade of credit will be awarded.

Mini-mester students are responsible for bringing two copies of all necessary learning materials, resources and books to Israel. If these materials are not available to a student after withdrawing, the students are recommended to find a "buddy" at the home school for each class to help keep them up-to-date, as well as make copies of the sections from the books or learning materials before withdrawing. Alternately, they can find online copies of the books and learning materials.

The students are responsible for withdrawing from their home school (if required) and re-enrolling upon the completion of the AMHSI-JNF program. AMHSI-JNF will mail an official transcript for the period of time the student was enrolled at AMHSI-JNF directly to your home school, along with the hard copies of major assignments and assessments completed in their General Studies classes. An unofficial copy of the transcript will be emailed to the families.

All students will be required to send the completed General Studies Class Assignment Form (found on pages 18–19) for each class they will be continuing at AMHSI-JNF. This form will allow individualized instruction for each student that follows their home school curriculum, and ensures a smooth transition back to their home school at the end of our program. The home school teacher's email address is required, as an AMHSI-JNF teacher would like to be in touch to keep the home school teacher updated regarding the student's progress. The class assignment form is not required for trade-off classes.

Students are required to attend all classes at their home school until the start of our program because there is no allotted time for remediation or previous work. General Studies classes are scheduled intermittently through each week of the program, so our teachers plan out the entire set of assigned work at the beginning of the program to meet the home school teacher's deadlines. Please note that in the last week of our program there are no General Studies classes scheduled, so all work must be completed before then.

MINI-MESTER COURSES OFFERED

*All classes listed are available at honors level.

MATH

- Algebra 2
- Geometry
- Pre-Calculus/Elementary Functions
- Trigonometry
- Calculus
(includes AP Calculus)

FOREIGN LANGUAGES

all classes include levels 1-5 and AP levels

- Spanish
- French
- Latin
- German
- Hebrew
(only if on home school schedule)

SCIENCE

- Biology (includes AP)
- Chemistry
- Physics (includes AP)
- Anatomy and Physiology (includes AP)
- Environmental Science (includes AP)
- Forensic Science
- Earth Science
- Marine Science
- Psychology (includes AP)

HISTORY & ENGLISH

all classes include AP levels

- World History
- American History
- European History
- US Government and Politics
- English Language
- English Literature

A Typical Week at AMHSI-JNF

A normal week has two *tiyul* (field trip) days: Tuesday and Wednesday. When there are three, it is generally on Sunday.

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Typical Class Day (Sunday – Thursday)

- 6:45 AM Wake up Call
- 7:00 AM Cafeteria opens
- 8:00 AM Israel Studies
- 12:30 PM Lunch
- 1:15 PM General studies classes
(dependent on number of courses)
- 6:15 PM Dinner, study time and free time
- 10:00 PM Campus/Dorm curfew
- 10:30 PM In room
- 11:00 PM Lights out

Typical *Tiyul* (Field Trip) Day

- 5:45 AM Wake up call
- 6:45 AM Breakfast
- 7:15 AM Bus departs campus
– Study and/or hike on-site
– Lunch on-site
– Continued study and/or hike on-site
- 6:00 PM Return to campus for dinner and evening like on regular day or DOTS (dinner on the streets)
- 8:00 PM Return to campus and free time
- 10:00 PM Campus/Dorm curfew
- 10:30 PM In room
- 11:00 PM Lights out

Semester Session

After an applicant to AMHSI-JNF completes an interview, AMHSI-JNF's Admissions team will be in touch with the student's guidance counselor to confirm classes for the student while in Israel. It is recommended that a student take no more than three or four General Studies classes at AMHSI-JNF, which will be in addition to the Israel Studies and Hebrew classes discussed on pages 5–7. If a student follows a block schedule, students must have their courses approved from the AMHSI-JNF Admissions team and can take no more than two classes.

Many schools allow an English and/or History "trade-off" or exchange credit via the Israel Studies class, a university-approved course of 250 hours. The student receives credit for English and/or History without enrolling in a separate English and/or History class. The Israel Studies/Jewish History course at AMHSI-JNF covers the skills and competencies of these classes. This would be arranged between the AMHSI-JNF Admissions team and guidance counselor. The course titles listed on the AMHSI-JNF transcript ("Civilization, Culture and Literature Honors" and "History of Israel and Its People Honors") do not change even if the home school will be awarding "trade off" credit for English and/or History. This needs to be confirmed by the home school prior to acceptance.

Students are responsible for withdrawing from their home school and re-enrolling upon the completion of the AMHSI-JNF program. AMHSI-JNF will mail an official semester transcript directly to the school as well as email an unofficial copy of the transcript to the families.

When a student attends our semester program, they enroll in classes that AMHSI-JNF offers and follow the AMHSI-JNF curriculum. Students do not need any materials from their home school as we provide all necessary textbooks and/or materials. We administer assessments throughout the semester as well as a semester final exam for all General Studies classes.

For AP accredited classes (see below; we offer most AP classes), we follow the College Board curriculum, and they are taught by experienced AP teachers to ensure the students are prepared for the exams. If a student is attending a spring semester program, we are a designated AP testing center and can offer most AP exams. It is the student's responsibility to order an AP exam through our Admissions team before arriving to the AMHSI-JNF campus.

SEMESTER COURSES OFFERED

*All classes listed are available at honors level.

MATH

Algebra 2
Geometry
Pre-Calculus/Elementary Functions
AP Calculus

FOREIGN LANGUAGES

all classes include levels 1–5 and AP levels

Spanish
French
Latin

SCIENCE

all classes includes AP levels except AP Chemistry

Biology
Chemistry
Physics
Anatomy and Physiology
Environmental Science
Psychology

HISTORY & ENGLISH

Continued on next page

SEMESTER COURSES OFFERED

HISTORY & ENGLISH

all classes include AP levels

- World History
- American History
- European History
- US Government and Politics
- English Language and Composition
- English Literature and Composition
- American Literature
- British Literature

A Typical Week at AMHSI-JNF

A normal week has two *tiyul* (field trip) days: Tuesday and Wednesday. When there are three, it is generally on Sunday.

S E M E S T E R	Typical Class Day (Sunday – Thursday)	Typical Tiyul (Field Trip) Day
	6:45 AM Wake up	5:45 AM Wake up
	7:00 AM <i>Hadar Ochel</i> opens	6:45 AM Breakfast
	8:00 AM Israel Studies class (including a 30–45 minute break)	7:15 AM Bus departs campus – Study and/or hike on-site – Lunch on-site – Continued study and/or hike on-site
	10:45 PM General Studies classes (dependent on number of courses)	6:00 PM Return to campus for dinner and evening like on regular day or DOTS (dinner on the streets)
	12:00 PM Lunch	9:00 PM Return to campus and free time
	1:00 PM General studies classes (dependent on number of courses)	10:00 PM Campus/Dorm curfew
	6:15 PM Dinner, study time free time	10:30 PM In room
	10:00 PM Campus/Dorm curfew	11:00 PM Lights out
	10:30 PM In room	
	11:00 PM Lights out	

General Studies Assignment Form

for home school teacher to fill out

Student Name _____ Departure Date _____

Session (circle one): Oct/Nov Dec/Jan Feb/Mar Apr/May Return Date _____

Home Teacher _____ Teacher Email _____

Course Name _____

Current Class Grade Average (for this class) _____

Is there a class website? Does it require a login? Web link if available

Yes No

Yes No

We require students to have access to a textbook/reference source.

What is the name and edition of the textbook? _____

It is highly recommended that students bring a copy of the textbook/reference guide for themselves and for their teacher (two copies total).

Will your textbook be online?

Yes No

List three or four topics you wish for us to cover. Please indicate which chapters and/or pages in the textbook these correspond to.

1. _____

2. _____

3. _____

4. _____

ASSESSMENT CHOICES

Note that assessments may be adapted as program schedule requires

How many projects/tests/essays are required of the student? _____

Do you permit the student to use notes or provided formulas during tests?

Yes No

Is the student required to take a semester-length final while here?

Yes No If yes, 1. attach complete syllabus listing topics that were covered

2. attach a sample exam

SUBMITTING COMPLETED COURSE WORK

How do you request work to be submitted?

___ electronically as the session progresses

___ electronically at the completion of program

___ only hardcopy, mailed at completion of program

Biology/Chemistry* Teachers

Please list the three labs that you would like the students to complete:

1. _____
2. _____
3. _____

*Chemistry labs must be chosen from below

Physics Teachers

Please list the four labs that you would like the students to complete:

1. _____
2. _____
3. _____
4. _____

AMHSI CHEMISTRY LAB OPTIONS

Please select up to three (3) experiments from the list below and indicate your selection on the AMHSI General Studies Assignment Form.

- | | |
|---|--|
| 1. Safe Techniques | 19. Heat of Fusion of Ice |
| 2. Measurements – Density | 20. Warming and Cooling Behavior of a Pure Substance |
| 3. Mathematical Relationships and Graphing | 21. Rate of solutions & Solubility |
| 4. Elements, Mixtures | 22. Freezing Temperature Lowering |
| 5. Spectra – Flame Test | 23. Reactions Between Ions in Solution |
| 6. Compounds | 24. Heat of Combustion |
| 7. Chemical Families of Elements and/or their compounds | 25. Half Life |
| 8. Building Models of Simple Molecules | 26. Rate of Reaction vs concentration and Temperature |
| 9. Bond Types and Chemical Properties | 27. A Qualitative Investigation of Several Chemical Equilibria |
| 10. Determining the Empirical Formula of a compound | 28. Determining a Solubility Product |
| 11. Types of Chemical Reactions | 29. Acid-Base Indicators, pH and Strength of Acids and Bases |
| 12. Investing Mass and Mole Relationships in Chemical Reactions | 30. Acid-Base Titration |
| 13. Law of conservation of mass | 31. The Concentration of Acetic Acid in Vinegar |
| 14. Boyle's Law | 32. Introduction to Oxidation and reduction Reactions |
| 15. Charle's Law | 33. Electrochemical Cells – Electrochemical Potential |
| 16. The Molar Volume of a Gas | 34. Building Models of Simple Organic Molecules |
| 17. Rates of Diffusion of Gases | 35. Esterification |
| 18. Endothermic and Exothermic Reactions | |



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Legend	
Scale 1:100,000,000	
Country	Capital
Major City	Sea Level
Minor City	1000m
Major Road	2000m
Minor Road	3000m
International Border	4000m
National Border	5000m
Coastline	6000m
Water	7000m
Shaded Relief	8000m
Contour Interval	9000m
Projection	10000m
Source	11000m
Scale	12000m
North Arrow	13000m
Inset Map	14000m
Legend	15000m

Alexander Muss High School in Israel accepts students of any race, color, religion, national and ethnic origin. It does not discriminate on the basis of race, color, religion, nationality, ethnic origin, gender, or sexual orientation in the administration of its admission policies, financial aid processes, and/or educational programs.



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