

Charles E. Smith Jewish Day School

High School Curriculum Guide

2026-2027

Grade 9





בית מדרש צוֹרֵאֵל

MISSION

We deliver an exemplary and inspiring general and Jewish education.

PURPOSE

To ensure a vibrant Jewish future.

VISION

The growth of confident, compassionate thinkers who engage the world through Jewish values.

OUR CORE VALUES

TORAH LISHMAH | Love of Learning

Lifelong learning inspired by a strong, comprehensive academic program of general and Judaic studies that prioritizes critical, independent, and creative thought and expression.

AHAVAT TORAH | Love of Torah

Knowledge of and appreciation for the wisdom, spiritual depth, and ethical guidance of Judaism.

K'DUSHAH | Holiness

Perception of God's presence in the awe and wonder of our world and how we can sanctify our lives through the practice and experience of the *mitzvot*.

AHAVAT YISRA-EL | Love of Israel

An inextricable bond with the Jewish people – past, present, and future. A strong personal and ongoing relationship with Israel, its history, people, and culture. An appreciation for and mastery of Hebrew as the language and voice of the Jewish people.

TIKKUN OLAM | Repairing the World

Passionate desire, active engagement, and individual/collective commitment to repair the world and make it more compassionate, just, and peaceful.

PLURALISM

A principled commitment to the diversity of Jewish backgrounds, beliefs, and practices of our community of students, teachers, and parents. We unite through our shared values and cultivate respect and knowledge inspired by our differences.

V'AHAVTA L'REI-A-KHA | Love Your Neighbor

A deep commitment to *b'tzelem Elokim* (each individual is created in the image of God), and *derekh erez* (ethical decency).

K'HILLAH | Community

A vibrant, caring, moral community based upon the concepts of *ahra-yut* and *areivut* (individual and collective responsibility).

THE PORTRAIT OF A CESJDS GRADUATE...

...articulates the broad knowledge, skills, habits of mind, and character traits that guide our vision for students as we foster the growth of confident, compassionate thinkers who engage the world through Jewish values.

INDEPENDENT, CREATIVE, AND CRITICAL THINKER

- Exhibits diverse and broad knowledge with the passion and skills for lifelong learning.
- Evaluates ideas and information from diverse sources for validity, relevance, and significance.
- Formulates questions and problems clearly and precisely.
- Reaches well-reasoned and creative evidence-based conclusions and solutions, testing them against relevant criteria and standards.
- Uses information to strengthen comprehension and deepen awareness.
- Exhibits the ability to analyze and synthesize information.
- Displays an innovative and growth mindset.

KNOWLEDGEABLE, ENGAGED, AND PASSIONATE JEW

- Embraces pluralism in Jewish life.
- Reads, explains, interprets, and makes personal meaning from a wide range of Jewish texts.
- Speaks, reads, writes, and understands Hebrew.
- Has a personal connection with and nuanced understanding of Israel, its people, history, and culture.
- Demonstrates knowledge of Jewish history and literature and their impact on Jewish life.
- Participates in and builds Jewish communal life.
- Has the skills to engage in Jewish ritual/spiritual practice.

EFFECTIVE COMMUNICATOR

- Reads for comprehension from various literary sources and styles.
- Listens actively to advance understanding.
- Demonstrates a genuine desire to learn and share ideas in a variety of conversations and group discussions through participation and inquiry.
- Speaks in a purposeful manner to inform, influence, motivate, or engage listeners.
- Writes effectively for various audiences and with personal voice.
- Uses technology and digital tools appropriately to explore, research, and exchange ideas.
- Uses oral, written, and artistic forms to express feelings and convey meaning.

THOUGHTFUL AND REFLECTIVE COLLABORATOR

- Works interdependently within a group to promote learning, increase productivity, and achieve common goals.
- Respects divergent thinking to engage people of diverse backgrounds and beliefs in thoughtful discussion.
- Seeks and uses feedback from others to self-reflect and adapt ideas.

ETHICAL, RESPONSIBLE, AND COMPASSIONATE GLOBAL CITIZEN

- Has the skills and social understanding to lead.
- Understands and appreciates identity as a rich mix of national, regional, cultural, ethnic, religious, gender, orientation, socioeconomic, and other factors.
- Shows awareness, respect, and knowledge of diverse perspectives, peoples, places, and cultures.
- Demonstrates a commitment to *tikkun olam* (social responsibility) through acts of *tzedakah* (creating a just world).
- Advocates for and has the confidence to stand up for their beliefs.
- Integrates and applies Jewish values in daily life and decision-making.
- Understands and appreciates the foundations of the United States, our democracy, and values.
- Exhibits empathy and compassion toward others.
- Demonstrates knowledge of and care for the environment.

FOCUSED AND RESILIENT INDIVIDUAL

- Persists to accomplish difficult academic, social, and personal challenges.
- Self-advocates and seeks assistance to overcome difficulties.
- Engages in healthy and positive personal habits and relationships.
- Takes appropriate risks to pursue goals and growth.
- Has a positive self-image and a well-adjusted social, emotional, and spiritual life.
- Successfully employs time-management and organizational skills.
- Exhibits skills and strategies to identify and cope with stress.



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The Charles E. Smith Jewish Day School offers a 3.5 year high school program, with an innovative and integrated curriculum, seamlessly blending rigorous academics with rich Jewish studies.

REQUIRED CREDITS INCLUDE:

ENGLISH	4.0 credits	English 9 [^] English 10 [^] English 11 [^] English 12: Contemporary Literature* English 12: Composition*
MATH, SCIENCE, AND STEM	6.0 credits	2 credits math (through Algebra II) Biology [^] Chemistry [^]
HISTORY AND SOCIAL SCIENCE	2.5 credits	Modern World History [^] US History [^] 21st Century American Identity*
HEBREW	2.0 credits	
JEWISH STUDIES**	7.0 credits	Ancient & Medieval Jewish History* Modern Jewish History [^] History of Modern Israel*
ARTS	1.0 credit	
PHYSICAL EDUCATION	1.0 credit	
HEALTH AND WELLNESS	0.5 credit	Health and Wellness*
ADDITIONAL CREDITS	3.5 credits	
COMMUNITY SERVICE	80 hours	

** Must take 2 Jewish Studies courses each semester

*Semester courses = 0.5 credit

[^]Year-long courses = 1 credit

Minimum required credits = 27.5

Maximum possible credits = 31.5

ACADEMIC PROGRAM

High School at CESJDS offers an innovative 3.5 year high school curriculum and is at the forefront of preparing students by blending knowledge and skills necessary for success in the 21st century. The rigorous dual-curriculum includes a balance of general and Judaic studies, alongside a carefully designed advisory program and robust co-curricular programming and opportunities. Our faculty offer exceptional instruction and facilitate student centered learning that promotes critical thinking, analysis, problem-solving, independence, resilience, compassion, collaboration, as well as discipline-specific skills. Students have many opportunities to self-direct their learning, including course choice and determination of levels most appropriate to their learning.

Students are enrolled in eight or nine courses during an extended academic day, engage in club, athletic, and arts opportunities both during and outside the school day, and grow as individuals within our vibrant, caring and committed community.

IRENE AND DANIEL SIMPKINS SENIOR CAPSTONE ISRAEL TRIP

CESJDS seniors graduate in February and most elect to participate in a 12 week adventure to Israel and Eastern Europe where they spend the semester living, learning, exploring and celebrating together. Led by a team of certified professional teachers, students travel the length and breadth of Israel, exploring the country's history and culture through a program of experiential learning, volunteer work, and outdoor activities. During their experience abroad they also travel to Poland and Germany, exploring the history of European Jewry and the Holocaust, and the revival of Jewish communities in Europe post-Holocaust. This semester-long program provides an invaluable opportunity for independent living, social and emotional maturation, and experiential education.

CURRICULUM LEVELS

CESJDS offers a two-level system of course offerings. College Prep courses are rigorous, challenging, and nurture creativity, critical thinking, and collaborative learning skills. Honors (HON) courses expect that students demonstrate significant skills in independent work, oral and written expression, critical and original thinking, and intense motivation toward their learning. CESJDS offers Mathematics and Hebrew Language courses at multiple levels. In keeping with the school's tradition of emphasizing personal academic discovery, creativity, and a deep exploration of course material, CESJDS does not offer Advanced Placement (AP) courses.

ARTS

All students are artists. Whether holding a camera, a paintbrush, a mound of clay, a musical instrument, a sheet of music, or a script, we foster a student's creative expression. The benefits of studying the arts are many: students who study the arts grow up to be more effective communicators, more confident problem solvers, more appreciative of cultural histories around the world, more empathetic, better collaborators, and more involved in their community. Images, speech, sounds, and gestures are all languages just as powerful - if not more so- than numbers and the written word; to study the arts is to gain a dynamic ability to understand one's self and interact with the world on a deeper level.

Our rich arts program includes offerings in the visual and performing arts, and is complemented by extensive co-curricular arts opportunities including theater, musical performance, and more.

VISUAL ARTS COURSE OFFERINGS

ART AND DESIGN

0.5 credit

Grades 9-12

In this introductory course, students advance their artistic skills through a wide range of mediums: paint, pastel, charcoal, pen and ink, watercolor, printing, collage, paper cutting, sculpture, mixed media and more. The projects in Art and Design class are designed to encourage creative and imaginative thinking, while helping students practice artistic techniques. Throughout the course, students will be exposed to major topics and trends in art history and some projects will be grounded in exploring important artistic movements.

PAINTING

0.5 credit

Grades 9-12

Prerequisite: Art and Design

Students will learn foundational painting techniques, color theory, and compositional principles. Through guided studio projects, students learn how to work with various painting materials while developing confidence in visual expression. Acrylic, oil, gouache, and watercolor paints will be used throughout the semester to expose students to a wide variety of painting media.

CERAMICS 1

0.5 credit

Grades 9-12

The goal of ceramics courses is to learn about the role of ceramics throughout history and implement some of the same techniques that have been used for over 10,000 years. Students will discuss and mimic different techniques to create both functional and non-functional ceramic works. Those with prior experience are introduced to the wheel as well as more elaborate decorative techniques and styles.

CERAMICS 2

0.5 credit

Grades 9-12

Prerequisite: Ceramics 1

As a continuation of Ceramics 1, in this intermediate-level course students will explore more advanced techniques and create more challenging projects. Students will continue use of the wheel throughout the course, as well as create hand-built projects.

GRAPHIC DESIGN 1

0.5 credit

Grades 9-12

In Graphic Design, students will create meaningful, artistic graphic arts projects using computer software programs such as Adobe Photoshop. Along the way, they will learn typography design, image manipulation, spatial proportioning, and color harmony. Students also study effective graphic design work and build the vocabulary to critically assess graphic design work.

GRAPHIC DESIGN 2: MARKETING AND COMMUNICATIONS

0.5 credit

Grades 9-12

Prerequisite: Graphic Design 1

In this intermediate graphic design course, students explore how visual design drives effective marketing and communication. Through real-world projects, they learn to create targeted messaging, develop visual campaigns, and apply design principles to promote ideas, events, and organizations.

PHOTOGRAPHY 1

0.5 credit

Grades 9-12

Students will be introduced to the foundations and the various genres of photography, past and present. In addition, students will learn camera operations for DSLR (Digital Single Lens Reflex) and analog skills using the SLR (Single Lens Reflex). Digital editing using Adobe Photoshop and Lightroom, will also be a part of the curriculum. Students will work on conceptual and traditional themes including: still life, portraiture, abstract collaging and digital manipulations. Photo journals are included in this course, allowing the student to see their progress throughout the semester. [A DSLR (Digital Single Lens Reflex) is recommended, but not required. Students may contact the photography teacher for recommendations.]

PHOTOGRAPHY 2

0.5 credit

Grades 9-12

Prerequisite: Photography 1

This intermediate course is a continuation of learning the techniques introduced in Photography 1, but on a more advanced level. Assignments will involve conceptual and traditional themes: including still life, portraiture, abstract collaging and digital manipulations. Students will develop a more expansive photo journal collection of their work. [A DSLR (Digital Single Lens Reflex) is recommended, but not required. Students may contact the photography teacher for recommendations.]

MOVIEMAKING

0.5 credit

Grades 9-12

Course offered in alternate years

This course introduces students to the art of moviemaking. After learning about camera and editing techniques, script writing, and acting for camera, students produce several short movies and films in a variety of styles. Some projects will be solo projects, while other films will be created amongst a team of students. Additionally, students explore movies that are particularly innovative in their cinematic style and storytelling. Students will be introduced to basic editing techniques. [Strongly recommended so that students may work at home: access to a cell phone with video capabilities, or a video camera, and access to a basic video editing program for their computers.]

3D DESIGN & PRINTING I HON

0.5 credit

Grades 9-12

3D Design and Printing I HON is a one-semester course for students at any level of expertise, including beginners. Students learn the basics of digital 3D design for print as they connect their virtual ideas to the physical world. Using advanced software applications, students develop a fundamental design skill set at the high school level. The course examines the relationship between design and production as it examines matters of scale, support, balance, material, and mechanics, allowing the production process to inform design choices, and explore how aesthetics impact design choices. In collaboration with classmates, students explore basic engineering principles and learn to communicate their design ideas. This course includes instruction in the basic mechanics and operation of 3D printers. As part of this instruction, students build a 3D printer.

Students who have previously built a 3D printer in the middle school courses examine the 3D printer and slicing programs in greater depth. Students who have previously developed design skills in middle school courses, whether at JDS or elsewhere, will broaden and deepen their design skills and knowledge using advanced software and techniques.

3D DESIGN & PRINTING II HON

0.5 credit

Grades 9-12

Prerequisite: 3D Design & Printing I HS

3D Design and Printing II HON is a one-semester course for students who have a strong working knowledge of the basic technical skills and concepts of digital 3D design for print and who are prepared to work both independently and collaboratively in a project-based environment. Students hone existing skills, delve into advanced techniques and software, and tour the larger world of digital 3D design approaches, including digital sculpting and code-based modeling. This class relies on students operating as a community of learners -- learning by doing, learning through a design-and-maker-community of teachers and classmates, and embracing one's own role as creator, designer, maker, and producer of original, innovative work. Participants in this course continue their learning in the mechanics and operation of 3D printers. Students explore how aesthetics impact design choices and will have the opportunity to develop their own projects in consultation with the teacher.

PUBLICATION DESIGN AND LAYOUT

0.5 credit

Grades 9-12

This course is a prerequisite for Yearbook staff membership and for editorial positions on The Lion's Tale. It is strongly suggested for students involved with other school publications

Students learn the principles of print design, and how to apply them to publications. The course focuses heavily on the visual side of journalism. In-depth study of Adobe InDesign and Photoshop are a large focus of the course. Students also learn caption and headline writing, interviewing, and basic photography composition, in addition to studying broadcast journalism. While not required for staff membership on *The Lion's Tale*, this course is highly encouraged for those students who choose to pursue editor positions.

PERFORMING ARTS COURSE OFFERINGS

ACTING

0.5 credit

Grades 9-12

Course offered in alternate years - Not offered in 2026-2027

This hands-on class is designed for students who love to perform, as well as for students who wish to find out if they love to perform. We focus on improvisational acting, movement, and voice, with the majority of time bringing scripts to life to create comic and dramatic performances. While most classes have us participating in improvisational acting games and/or rehearsing from scripts, we also view and critique professional productions -- either on film or stage productions in the Washington, DC area.

AMERICAN FILM

0.5 credit

Grades 9-12

Course offered in alternate years - Not offered in 2026-2027

Calling all film critics! In this course we learn about the history of American cinema, watching and discussing representative films from key genres in American film history: silent film, screwball comedy, film noir, the western, the Hollywood musical, historical epics, space opera, and the spoof. Students learn about great directors, connections between film and history, key technological breakthroughs in film history, film vocabulary, and techniques for talking about American movies.

INTERNATIONAL FILM

0.5 credit

Grades 9-12

Course offered in alternate years

What are movies like around the world? In this class, we will travel the globe through cinema, studying important contemporary films from places near and far. We will watch great works of comedy and drama, science fiction, and animation and see how these films represent the cultures and communities from which they emerged. If you love movies, this is a perfect course for you. Students will also learn how to film and edit video blog responses to the films we watch.

INSTRUMENTAL ENSEMBLE

0.5 credit

Grades 9-12

Course may be repeated for credit

Students enrolled in Instrumental Ensemble learn how to perform as a group, with sensitivity to musical style and tone, while strengthening the technical proficiency of their instruments. Instrumental ensemble students improve upon performance techniques including improvisation, sight-reading and sight-singing, ensemble work and performance styles. As a prerequisite for band, students must have some prior experience with a musical instrument.

INTRODUCTION TO GUITAR

0.5 credit

Grades 9-12

If you've ever wanted to learn how to play the guitar, this is the class for you! No prior experience on either of these instruments is required, as all the music we will use is custom-arranged by the teacher in order to match the full spectrum of skill levels. Through playing these customized arrangements, we will also learn basic music theory, instrumental technique, and music literacy.

MUSIC: COMPOSITION 1 HON

0.5 credit

Grades 11-12

Prerequisite: *Two or more semesters of Instrumental Ensemble; may require an audition*

Students enrolled in this course will engage in advanced level musical composition, arrangement, and performance projects tailored to their individual musical goals and interests. Students are expected to be able to read and write using musical notation. Students in Music: Composition 1 HON will participate in the Instrumental Ensemble, as well as work on their individual musical projects.

MUSIC: COMPOSITION 2 HON

0.5 credit

Grades 11-12

Prerequisite: *Music Composition 1 HON; may require an audition*

This advanced level course requires music students to record and compile a series of musical performances that showcase a range of musical skill sets that go beyond what they have created in Music: Composition 1 HON. Students in Music: Composition 2 HON will participate in the Instrumental Ensemble, as well as work independently on their performance, composition, and arrangement recordings.

THE MUSICAL ON STAGE AND SCREEN

0.5 credit

Grades 9-12

In this course we will be studying the musical, one of America's indigenous art forms, from its earliest inception to the present day. We will learn about the Golden Age book musicals, such as *Oklahoma* and *West Side Story*, concept musicals such as *Company* and *Cabaret*, British invasion musicals like *Les Miserables* and *Phantom of the Opera*, rock musicals like *Hair* and *Rent*, jukebox musicals such as *Jersey Boys*, parodies like *The Producers*, the dominance of Disney musicals, and contemporary successes like *Hamilton* and *Wicked*. Through films and recordings, we will learn about how musicals reflect and critique American norms. While this is not a course that will require students to perform, students will respond to the musicals we study through creative responses and video blogs.

VOCAL ARTIST STUDIO

0.5 credit

Grades 9-12

Students will create, perform, and respond to music in genres such as jazz, pop, and Broadway. Students will refine proper vocal technique, singing, and breath support and management to facilitate pop and rock “belting”. Students will also learn interpretive and “storytelling” techniques to heighten a song’s emotional impact, and ways to increase flexibility and create a balanced tone.

ENGLISH

The High School English curriculum cultivates students who engage with texts, peers, scholars, and communities in an informed and critical manner. In 9th grade, students learn the terms and methodology of formal analysis in their study of coming-of-age literature. 10th graders deepen their skills in critical reading and writing through a thematic exploration of marginalized voices. Turning to American voices in 11th grade, students begin to incorporate scholarly viewpoints and rhetorical strategies into their analyses. Our 12th grade program consists of two parallel courses, Contemporary Literature and Senior Composition, which culminate in independent research projects. Through guided discussions, individual and group projects, and formal and informal writing assignments, we nurture a love of and appreciation for literature and ideas.

ENGLISH COURSE OFFERINGS

ENGLISH 9: VOICES OF THE INDIVIDUAL

1.0 credit

Grade 9

How can we use literature to learn about people? How can we use other people's words to learn about ourselves? In ninth-grade English, students try to answer these questions by examining stories of young people at key moments in their lives, the moments they have to find their own voices as individuals in the world. They read about teenagers redefining their relationship with home, family, and community. They debate star-crossed adolescent lovers and experience poetry and short stories by writers of various ethnic, cultural, and literary backgrounds.

With a concentration on the genres of drama, poetry, short story, and novel, this course focuses on the protocols of formal literary analysis. Students examine the relationship between these formal elements and the social, historical, and personal contexts within which each text was written. Using strong, clear, and precise language, they examine the choices the author has made to achieve the particular effects they desire to create. In each of the genres studied, students closely scrutinize words and actions in the text, searching for patterns and making discoveries. They elucidate their findings in creative analyses as well as in critical analytical essays that build on the skill of writing a strong paragraph and develop over the year into the composition of multi-paragraph, logical sequences of ideas.

Texts: Aristotle and Dante Discover the Secrets of the Universe (summer reading), *Romeo and Juliet*, *The House On Mango Street*. Selected poetry and short stories may include works by Maya Angelou, Kate Chopin, Emily Dickinson, Robert Frost, Amanda Gorman, Ernest Hemingway, Langston Hughes, Pablo Neruda, Frank O'Connor, Sylvia Plath, Mauro Senesi, Amy Tan, and Alice Walker.

ENGLISH 9 HON: VOICES OF THE INDIVIDUAL

1.0 credit

Grade 9

How can we use literature to learn about people? How can we use other people's words to learn about ourselves? In ninth-grade English, students try to answer these questions by examining stories of young people at key moments in their lives, the moments they have to find their own voices as individuals in the world. They read about teenagers redefining their relationship with home, family, and community. They debate star-crossed adolescent lovers and experience poetry and short stories by writers of various ethnic, cultural, and literary backgrounds.

The reading and writing program for 9 HON begins with close reading and inductive methodology and progresses through the development of argument based on analysis. Students come to class capable of observing patterns in words and images while reading independently, prepared to discuss and consider deeper implications of the text, drawing connections between text and historical context. Critical writing requires a disciplined approach to the methodological protocols crucial to successful analysis. Students undertake prewriting strategies designed to facilitate close study of text and to set the stage for more formal exercises. They not only explore patterns and make discoveries, but also learn to develop arguments based on careful observation of the text and to defend their claims in oral presentation as well as in critical writing formats. A discussion-centered class environment with emphasis placed both on the individual's ability to articulate ideas and listen to those of others is actively fostered and promoted.

Texts: *Aristotle and Dante Discover the Secrets of the Universe* (summer reading), *Romeo and Juliet*, *The House On Mango Street*, *Pride and Prejudice*. Selected poetry and short stories may include works by Maya Angelou, Kate Chopin, Emily Dickinson, Robert Frost, Amanda Gorman, Ernest Hemingway, Langston Hughes, Pablo Neruda, Frank O'Connor, Sylvia Plath, Mauro Sensei, Amy Tan, and Alice Walker.

HEALTH & WELLNESS

The Health and Wellness program promotes social-emotional growth and wellbeing by implementing a holistic wellness curriculum to serve all students. In partnership with High School Fellows, administration, faculty, students, and families, the Center fosters a proactive culture of wellness in which we all can thrive. Our work focuses on five dimensions of wellness: Academic Well-Being; Physical Well-Being; Mental, Emotional, and Social Well-Being; Ethics, Service and Leadership; and Digital Well-Being.

HEALTH COURSE OFFERINGS

HEALTH

0.5 credit

Grade 9

This course offers a comprehensive, developmentally appropriate framework for students to explore five essential dimensions of holistic health: Social, Emotional, and Mental Health; Academic Balance; Digital Well-being; Physical Health; and Service, Ethics, and Leadership. By integrating modern health science with the core values of CESJDS, students gain both the knowledge and the practical skills necessary to navigate the complexities of high school and beyond with confidence and integrity.

Through a skills-based approach, students engage in reflective self-discovery empowering them to make informed decisions which promote personal longevity and communal harmony. As a core component of the High School Health and Wellness Curriculum, this required course provides the tools for students to foster resilience, empathy, and a balanced lifestyle.

HEBREW

The Hebrew curriculum is designed to connect students with Israel and the Jewish people through mastery of the Hebrew language. The Hebrew program has been designed in accordance with the proficiency standards for language acquisition set by the American Council on the Teaching of Foreign Language. Students learn to communicate effectively in Hebrew while strengthening their skills in reading, writing, speaking and listening.

As they move through the program, students become prepared for their senior capstone experience in Israel where they will have the opportunity to engage daily with spoken and written Hebrew language while traveling through Israel.

HEBREW COURSE OFFERINGS - BEGINNERS

HEBREW LEVEL 101

1.0 credit

Grades 9-11

Level 101 is an introductory course taught at the Novice-Low level. By the end of Level 101, students are able to read, write and speak the language on an introductory level. Class activities focus heavily on speaking and listening, as well as reading of short texts, both fictional and informational, and small writing assignments. Students will be studying from a program that was designed by our teachers to create the building blocks for developing a versatile Hebrew vocabulary. As a core part of their Hebrew studies, students engage in active learning about Israeli culture and society as a means of fostering their own connection to the land and people of Israel.

Students in Level 101 can:

- Identify and understand memorized or familiar words when they are supported by gestures or visuals.
- Name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals. Express some basic needs, preferences, feelings using practiced or memorized words and phrases, with the help of gestures or visuals.
- Identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.
- Provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.

HEBREW LEVEL 102

1.0 credit

Grades 9-12

Level 102 is a mid-level introductory course taught at the Novice-Mid level. By the end of Level 102, students are able to read, write and speak the language on an introductory level. With the knowledge and skills they will gain, students are better equipped to move into a higher level of Hebrew. Class activities focus heavily on speaking and listening, as well as reading of short texts, both fictional and informational, and small writing assignments. As a core part of their Hebrew studies, students engage in active learning about Israeli culture and society as a means of fostering their own connection to the land and people of Israel. Students work with the *Yesh VaYesh* book series which focuses on the immediate environment including different schools in Israel, food and culture.

Students in Level 102 can:

- Identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in both written texts and verbal conversations.
- Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.
- Express preferences on very familiar and everyday topics and react to preferences of others using a mixture of practiced or memorized words, phrases and simple sentences.
- Present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.

HEBREW COURSE OFFERINGS - Grade 9

The 9th grade Hebrew curriculum is conceptualized around the theme of leadership and community, as we seek to ensure a vibrant Jewish future through the growth of confident, compassionate thinkers who engage the world through a Jewish lens. The content based units of the curriculum are developed around the central use of authentic Israeli text in their various mediums, including short stories, poetry, art, film, and music. This communicative-based curriculum enables students to consistently apply the Hebrew they learn in class to real life communicative situations with a focus on contemporary Israeli culture. The 9th grade courses are differentiated by student proficiency levels and students will engage in different learning tasks appropriate to advancing their levels. Classes engage in project-based learning related to the theme of the 9th grade year. Emphasis is also placed on the advancement of 21st century skills such as collaboration, initiative, evaluation of sources, and engagement with diverse opinions and outlooks.

HEBREW LEVEL 103

1.0 credit

Grade 9

Through practice in and out of class, students will work towards meeting the Novice High level of proficiency as outlined by the American Council on the Teaching of Foreign Languages (ACTFL).

Students in Level 103 will be able to:

- Engage in conversations using level-appropriate grammatical structures including narrating events that take place in the present and producing questions and responses on a variety of topics dealing with everyday life.
- Demonstrate understanding of level-appropriate spoken Hebrew.
- Write simple sentences and organize them into short paragraphs.
- Read and comprehend level-appropriate texts.
- Identify traditions, customs, and values of Israel.
- Compare and contrast the traditions, customs, and values of the State of Israel with characteristics of their own culture.

HEBREW LEVEL 104

1.0 credit

Grade 9

Through practice in and out of class, students will work towards meeting the Intermediate Low level of proficiency as outlined by the American Council on the Teaching of Foreign Languages (ACTFL).

Students in Level 104 will be able to:

- Engage in conversations using level-appropriate grammatical structures including narrating events that take place in the present and producing questions and responses on a variety of topics dealing with everyday life.
- Demonstrate understanding of level-appropriate spoken Hebrew.
- Write simple sentences and organize them into short paragraphs.
- Read and comprehend level-appropriate texts.
- Identify and discuss traditions, customs, and values of Israel.
- Compare and contrast the traditions, customs, and values of the State of Israel with characteristics of their own culture.

HEBREW LEVEL 105 HON

1.0 credit

Grade 9

Through practice in and out of class, students will work towards meeting the Intermediate Mid level of proficiency as outlined by the American Council on the Teaching of Foreign Languages (ACTFL).

Students in Level 105 HON will be able to:

- Formulate and express opinions in the target language on familiar matters as well as on topics related to the culture, history, current events and daily life of Israelis.
- Comprehend the main points of standard discourse on familiar topics and clearly-delivered authentic cultural material (TV programs, videos, movies) and be able to ask questions about them.
- Compose well-structured short essays and reports that express personal points of view.
- Draw logical conclusions from authentic factual and literary texts which put forward arguments and different points of view.

HEBREW LEVEL 106 HON

1.0 credit

Grade 9

Through practice in and out of class, students will work towards meeting the Intermediate High level of proficiency as outlined by the American Council on the Teaching of Foreign Languages (ACTFL).

Students in Level 106 HON will be able to:

- Describe and analyze, with sensitivity and appreciation, the relationship between language, culture and world view as well as the similarities and differences between specific cultural practices and perspectives.
- Speak in complete sentences about everyday activities using present, past, and future tenses.
- Construct dialogues in the present, past, and future tenses.
- Narrate and write connected paragraphs in the form of a short essay, using the present, past, future, tenses.
- Read an article and respond accurately to questions in different modalities.

HEBREW COURSE OFFERINGS - HERITAGE LEARNERS

HEBREW HERITAGE LEARNERS

1.0 credit

Grades 9-11

Prerequisite: Israeli students living in the US temporarily OR permission of the department; an assessment may be required

Designed to meet the needs of our Israeli students who will be returning to Israel during high school and/or for the military immediately after graduation, the class is informed by the high school curriculum of the Israeli Ministry of Education. Students focus on the study of literature and Hebrew expression, much as they would in their Hebrew classes back in Israel. Students leave the course better prepared to engage in the Bagrut exam for Sifrut/literature.

HEBREW HERITAGE LEARNERS HON

1.0 credit

Grades 9-11

Prerequisite: Superior Proficiency (ACTFL); an assessment may be required

Students who have achieved the Superior level of proficiency as outlined by the American Council on the Teaching of Foreign Languages (ACTFL) are welcome to join the Hebrew Heritage Learners course; as this is the highest level Hebrew course offered at CESJDS, these students earn honors credit. The class is informed by the high school curriculum of the Israeli Ministry of Education. Students focus on the study of literature and Hebrew expression, much as Israeli students do in their Hebrew classes in Israel.

HISTORY & SOCIAL SCIENCES

The High School history curriculum challenges students to analyze and interpret the past through the lens of the historian. Moving through the major political, social, and cultural developments that shaped world history up to the contemporary era, students will develop an understanding and appreciation of how history informs the present and how historians debate and analyze the past. Students will conclude their historical explorations by applying their knowledge of the past to what it means to be a 21st Century citizen.

HISTORY COURSE OFFERINGS

MODERN WORLD HISTORY

1.0 credit

Grade 9

Students in Modern World History will develop the skills that historians use to understand global patterns, make comparisons within and among societies, and examine the ideas and values of various societies. Students are challenged to grow as researchers, thinkers, and writers of history. Units are organized around broad historical themes, and multiple civilizations and cultures from around the globe are studied as evidence and as points of comparison in analyzing the theme. The course opens with an exploration of the theme of power and art—how power is conceived of, wielded, and displayed artistically among Renaissance Europeans, the Ottomans, and the Aztec. Students then examine the reasons for and effects of increasing global interactions in Africa, the Indian Ocean, and the Atlantic World. The increasing interactions of civilizations around the globe provide context for an analysis of the major intellectual, political, economic, and social revolutions of the 17th-19th centuries. The course concludes with a study of the profound crises of the 20th century and transformations of global politics. The Modern World History course places a heavy emphasis on assisting students in developing their skills in historical research, writing, and source analysis.

MODERN WORLD HISTORY HON

1.0 credit

Grade 9

Students in Modern World History will develop the skills that historians use to understand global patterns, make comparisons within and among societies, and examine the ideas and values of various societies. Students are challenged to grow as researchers, thinkers, and writers of history. Units are organized around broad historical themes, and multiple civilizations and cultures from around the globe are studied as evidence and as points of comparison in analyzing the theme. The course opens with an exploration of the theme of power and art—how power is conceived of, wielded, and displayed artistically among Renaissance Europeans, the Ottomans, and the Aztec. Students then examine the reasons for and effects of increasing global interactions in Africa, the Indian Ocean, and the Atlantic World. The increasing interactions of civilizations around the globe provide context for an analysis of

the major intellectual, political, economic, and social revolutions of the 17th-19th centuries. The course concludes with a study of the profound crises of the 20th century and transformations of global politics. The Modern World History course places a heavy emphasis on assisting students in developing their skills in historical research, writing, and source analysis.

Students at the honors level of Modern World History are expected to independently understand and analyze primary sources, learn content, draw abstract, analytical connections among aspects of the course content, and write substantial and thoughtful responses to complex open-ended prompts. In addition, students at the honors level are expected to be able to conduct independent research on defined historical topics with limited scaffolding.

JEWISH HISTORY

The Jewish History curriculum emphasizes our school's core value of *Ahavat Yisra-el* - an inextricable bond with the Jewish people, past, present, and future. The Jewish History classroom is an interdisciplinary space where we encourage students to connect all of the strands of their education - history, Jewish text, Israel, Jewish culture, prayer, their own lived Jewish experience - in order to understand, contextualize, and foster their own sense of Jewish identity. Our Jewish History courses span the depth and breadth of Jewish History, and students are trained to apply their learning through simulations, presentations, writing, and class discussions. In Jewish History, we emphasize individual reflection and critical analysis of historical developments as they manifest in students' lives today.

JEWISH HISTORY CORE COURSE OFFERINGS

ANCIENT AND MEDIEVAL JEWISH HISTORY

0.5 credit

Grade 9

The Jewish experience in the ancient and medieval worlds is a portrait of both continuity and change as the Jewish people struggle to maintain their identity in a larger world by redefining what it means to be Jewish. This class is not only a glimpse into the distant past of our ancestors, but it is also an exploration of who we are as Jews and how we got here.

In this course, we will study the experiences of Jews as we migrated from Judah to Babylonia and subsequently to Europe. We will focus primarily on our own history, studying the Jewish experience in the Babylonian exile, the Persian period (Shivat Tzion), the Greco-Roman period, the development of rabbinic Judaism, and Jewish life in Spain, France, and Germany, ending with a focus on the Sephardic Diaspora. We will learn about the impact of migrations and adaptations on Jewish life throughout these eras and in these places.

In this course, students sharpen their critical reading and analysis of both primary and secondary texts, as well as sacred and academic writings. They leave the course with a solid understanding of the external and internal factors that have shaped the form of the Jewish community over time, and they are able to apply these key questions to an exploration of their own personal identity.

ANCIENT AND MEDIEVAL JEWISH HISTORY HON

0.5 credit

Grade 9

The Jewish experience in the ancient and medieval worlds is a portrait of both continuity and change as the Jewish people struggle to maintain their identity in a larger world by redefining what it means to be

Jewish. This class is not only a glimpse into the distant past of our ancestors, but it is also an exploration of who we are as Jews and how we got here.

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In this course, students sharpen their critical reading and analysis of both primary and secondary texts, as well as sacred and academic writings. They leave the course with a solid understanding of the external and internal factors that have shaped the form of the Jewish community over time, and they are able to apply these key questions to an exploration of their own personal identity.

Students in the honors level will engage in more independent, self-directed learning and are expected to be able to understand primary and secondary texts without guided questions. Students at the honors level will work independently and in small groups as they prepare their own analyses of the course material.

JEWISH TEXT

The Jewish Text department offers a broad range of courses covering material from the Tanakh (Bible), the Talmud, and the scores of generations that interpret and build on those core sacred texts. The Toshba (rabbinic) curriculum provides options for students to delve deeply into Talmud learning as well as choices that take a thematic approach to ancient, medieval, and modern rabbinic texts. The Tanakh (Bible) curriculum is designed to give experienced students opportunities to deepen and expand the skills and understandings of Tanakh they gained in earlier grades, while also providing new students entry into classical and modern interpretations of this central Jewish text. All Jewish text courses help build skills for textual analysis while also offering students opportunities to discover personal connections to and find meaning in the ancient texts that are at the heart of our tradition.

JEWISH TEXT COURSE OFFERINGS

ETHICAL DILEMMAS

0.5 credit

Grade 9

This course concentrates on the study of ethical issues, particularly those concerning life and death. Through a careful reading of rabbinic and other sources throughout the ages, including contemporary U.S. news, students study the development of Jewish law, contemporary observances, societal attitudes, and personal beliefs. Students continue to develop the critical thinking skills necessary for more advanced rabbinic study while exploring their personal views and learning to articulate those views with textual support and logical reasoning. Topics covered include an introduction to ethics, triage, abortion, bioethics, and may also include study of war and/or capital punishment.

ETHICAL DILEMMAS HON

0.5 credit

Grade 9

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This honors level course is designed for advanced-level conceptual thinkers who are self-motivated and capable of independent work. Students are expected to write analytical essays that draw on skills developed in English, History, and Jewish Text classes.

POLITICS IN AGE OF KINGS

0.5 credit

Grade 9, FALL

What is the relationship between Senator John McCain's 2008 concession speech and King David's dying wishes? Why does Rashi disapprove of the great and wise King Solomon? What do discoveries from tunnels and mounds of dirt tell us about the theology of King Josiah? This course explores how the author(s) of *Sefer Melachim* (I and II Kings) shaped a text that continues to inform our thoughts about connections between the past and the future, the importance of peaceful transitions of leadership, and the reciprocal relationship between leaders and their people. Along the way, we explore the line between history and mythic narrative, the fantastical stories of Elijah and Elisha, and the core of Jewish theology rooted in these narratives of early Jewish history. Through the semester, students study selected texts using three different lenses – rabbinic, historical, and literary – in order to help understand and appreciate the many layers of the text. The diversity of approaches informs students' ongoing development of their comprehension and personal connections with Jewish history and texts and their reflections about the theological and philosophical origins and implications of these narratives.

Throughout this course, we examine the questions raised by the text, focusing on bringing the narrative to life and applying our understanding of the people of Israel to contemporary Jewish life. Students are asked to make personal connections in their reading, discussing, and writing.

POLITICS IN AGE OF KINGS HON

0.5 credit

Grade 9, FALL

What is the relationship between Senator John McCain's 2008 concession speech and King David's dying wishes? Why does Rashi disapprove of the great and wise King Solomon? What do discoveries from tunnels and mounds of dirt tell us about the theology of King Josiah? This course explores how the author(s) of *Sefer Melachim* (I and II Kings) shaped a text that continues to inform our thoughts about connections between the past and the future, the importance of peaceful transitions of leadership, and the reciprocal relationship between leaders and their people. Along the way, we explore the line between history and mythic narrative, the fantastical stories of Elijah and Elisha, and the core of Jewish theology rooted in these narratives of early Jewish history. Through the semester, students study selected texts using three different lenses – rabbinic, historical, and literary – in order to help understand and appreciate the many layers of the text. The diversity of approaches also informs students' ongoing development of their comprehension and personal connections with Jewish history and texts and their reflections about the theological and philosophical origins and implications of these narratives.

Analytical thinking and critical analysis of texts and different perspectives are emphasized in this honors level course as we examine the questions raised by the text, focusing on bringing the narrative to life. In addition to regular *hevvrutah* (partner learning) work, students at the honors level are asked to engage in independent research using scholarly articles and write an analytical essays using skills developed in Jewish Text and English courses.

TALMUD I

1.0 credit

Grade 9

This course is designed for students who would like to develop the classical Jewish skill of Talmud study. This grade-level course focuses on the development of the language, structure, and logic skills that are foundational for learning Talmud in high school and beyond. Students will study Maseket Makkot, learning about laws relating to the nature and consequences for unintentional killings. This is a foundational course in which students will work on specific *suggyot* (sections) of the text in order to begin to build textual analysis skills in a systematic way with structured support for navigating the languages of the text (both Hebrew and Arameic) and for understanding the nuanced argument style of Talmudic discussions.

TALMUD I HON

1.0 credit

Grade 9

This skills-focused course is the second of the Talmud sequence for students who would like to become proficient in the classical Jewish skill of Talmud study. In Talmud I HON students continue the development of the language, structure, and logic skills learned in Talmud MS or other substantial Talmud study. Students will study Maseket Makkot, learning how to analyze and dissect *suggyot* (sections) of greater length and difficulty than previously studied. This honors level course is designed for advanced level conceptual thinkers who have a strong working knowledge of Hebrew and who want to focus on skill development and structural and conceptual analysis of texts.

JOURNALISM & PUBLICATIONS

The Journalism and Publications program is far reaching in its students' involvement and achievements. The program offers an opportunity for students to practice journalism in a real-life context, to produce publications and participate in the publication process from top to bottom, and learn communication and time management skills that will benefit them long past their graduation day. Our publications, including our news magazine *The Lion's Tale*, *Dimensions Yearbook*, *The Melting Pot* (world languages literary magazine), *Reflections* (English literary magazine), *Loa Ha'ari* (Hebrew literary magazine), *Bohr Franklin Journal* (student scientific journal) elevate student voice and showcase our students' dedication and commitment to free expression.

Taking journalism classes and working for the publications give students much experience with technology and different technological programs. Additionally, student staffers develop important writing, communication, collaboration, critical thinking, and time management skills.

PUBLICATIONS COURSE OFFERINGS

JOURNALISM

0.5 credit

Grades 9-12

This course is a prerequisite for The Lion's Tale newspaper staff membership

This course will teach the beginning skills necessary to be a contributing member of a CESJDS Publications staff. Topics include the role of journalism, journalism law and ethics, brainstorming a story idea, interviewing, news writing, features writing, opinion writing, sports writing, editing, and basic photojournalism. The course emphasizes learning how to write clear, concise and grammatically correct journalistic pieces. Students who wish to pursue editor positions are highly encouraged to enroll in Publication Design and Layout at the end of the course.

PUBLICATION DESIGN AND LAYOUT

0.5 credit

Grades 9-12

This course is a prerequisite for Yearbook staff membership and for editorial positions on The Lion's Tale. It is strongly suggested for students involved with other school publications

Students learn the principles of print design, and how to apply them to publications. The course focuses heavily on the visual side of journalism. In-depth study of Adobe InDesign and Photoshop are a large focus of the course. Students also learn caption and headline writing, interviewing, and basic photography composition. While not required for staff membership on *The Lion's Tale*, this course is highly encouraged for those students who choose to pursue editor positions.

MATHEMATICS

Math provides students with tools to make sense of the world analytically. Our classes are problem-solving laboratories where students exercise and hone their numerical and logical tools. Students are taught to reduce big problems into smaller pieces. All of our students engage in skill-building, authentic struggle, real-world relevance, argumentation and proof, conceptual engagement, and rigor. Our classes are heavy in discussion and discovery, and students are encouraged to personalize their relationships with the discipline. High school courses begin with the study of geometry; students who have completed the study of geometry in middle school may be eligible to begin with Algebra II HON.

MATHEMATICS COURSE OFFERINGS

GEOMETRY WITH INTEGRATED ALGEBRA

1.0 credit

Grade 9

Geometry is the study of shapes, their properties, and the logical reasoning that connects these properties. Topics covered in Geometry with Integrated Algebra include measurement of angles and segments, properties of polygons and polyhedra, congruence and similarity, parallel lines, circles, perimeter, area, volume, and right triangle trigonometry. In addition, review and practice of Algebra I skills are woven throughout the course in order to strengthen students' confidence and fill in gaps.

GEOMETRY

1.0 credit

Grade 9

Geometry is the study of shapes, their properties, and the logical reasoning that connects these properties. Topics covered in Geometry include measurement of angles and segments, properties of polygons and polyhedra, congruence and similarity, parallel lines, circles, perimeter, area, volume, and right triangle trigonometry. Additionally, students are introduced to the idea of formal proof. Algebra is used as a tool in many problems to help students continuously review and maintain their skills. In Geometry, students are expected to be able to master the fundamental skills of the course after explicit modeling by the instructor.

GEOMETRY HON

1.0 credit

Grade 9

Geometry is the study of shapes, their properties, and the logical reasoning that connects these properties. Topics covered in Geometry HON include measurement of angles and segments, properties

of polygons and polyhedra, congruence and similarity, parallel lines, circles, perimeter, area, volume, and right triangle trigonometry. Additionally, the course places heavy emphasis on logical reasoning, formal proof, and developing spatial intuition. Algebra is used as a tool in many problems to help students continuously review and maintain their skills. In Geometry HON, students are expected to be comfortable taking intellectual risks and, at times, solving problems that require application or extension of skills modeled in class.

ALGEBRA II HON

1.0 credit

Grades 9-10

Algebra II HON extends the skills of Algebra I in more advanced directions. Topics include: linear modeling; quadratic equations and functions; radical expressions and equations (including complex numbers); rational expressions, equations, and functions; logarithms; conic sections; and an introduction to probability and combinatorics. Wherever possible, this course stresses real-world applications of the mathematical concepts under consideration. Algebra II HON presumes student mastery and retention of the core skills of Algebra I. Students in the course are expected to be comfortable taking intellectual risks and, at times, solving problems that require application or extension of skills modeled in class.

COMPUTER PROGRAMMING I HON

0.5 credit

Grades 9-12

Pre/Corequisite: Geometry HON or higher

In this applied mathematics course, students are introduced to the fundamental concepts of computer science with an emphasis on problem solving using the Java programming language. Strong emphasis is placed on skills in defining, writing and running computer programs that solve a wide range of problems. This course will be very hands-on and will encourage creativity and collaboration. Students are expected to show independence in problem solving skills as well as an ability to implement new programming ideas.

COMPUTER PROGRAMMING II HON

0.5 credit

Grades 9-12

Pre/Corequisite: Computer Programming I HON

This applied mathematics course builds on the programming skills students developed in Computer Programming I HON. Students learn about arrays, how to use data files, recursion and object-oriented programming, including encapsulation and information hiding, abstraction, inheritance, and polymorphism. As in all coding courses at JDS, Computer Programming II includes significant focus on collaboration, problem solving and algorithm development.

COMPUTER PROGRAMMING III HON

0.5 credit

Grades 9-12

Pre/Corequisite: Computer Programming II HON

This applied mathematics course introduces students searching and sorting algorithms, data structures and algorithm analysis. Students learn to analyze the efficiency of various searching and sorting algorithms. Students then research additional searching and sorting algorithms and create presentations to share them with the class. Students also learn to create and use data structures such as linked lists. As in all coding courses at JDS, Computer Programming III includes significant focus on collaboration, problem solving and algorithm development.

COMPUTER PROGRAMMING IV HON

0.5 credit

Grades 9-12

Pre/Corequisite: Computer Programming III HON

In this applied-mathematics class, students continue to study data structures. They learn about additional data structures such as binary search trees, hash tables, maps and sets and they will research additional data structures and create presentations to share them with the class. As in all coding courses at JDS, Computer Programming IV includes significant focus on collaboration, problem solving and algorithm development.

PE & SPORTS MEDICINE

We believe that self-responsibility is the key to successful, proactive health care. Health and exercise is critical for adolescents and adults in the 21st century. Our courses challenge students to make healthy, informed decisions about their own personal fitness and wellness. The PE & Sports Medicine Department emphasizes that achieving and maintaining optimal levels of personal and communal health and wellness is an ongoing process which must be sustained throughout a lifetime.

PE & SPORTS MEDICINE COURSE OFFERINGS

STRENGTH TRAINING AND CONDITIONING

0.5 credit

Grades 9-12

Course fulfills PE requirement

May be repeated for credit

High School students earn PE credit through participation in physical activities that address each component of health-related strength and conditioning fitness, including muscular strength and endurance, flexibility, and cardiorespiratory health and fitness. They can assess their personal fitness status for each component. Students are introduced to the various principles of strength and conditioning training and how they can be utilized in improving personal health and fitness. At this level, students should be able to understand the importance of physical activity for a lifetime and use this information to assist in the pursuit of activities that they enjoy in order to experience the health benefits of regular physical activity.

KINESIOLOGY AND ATHLETIC TRAINING - LOWER BODY

0.5 credit

Grades 9-12

Kinesiology and Athletic Training - Lower Body introduces high school students to the medical and scientific principles used in sports medicine and athletic training with an emphasis on lower-body injuries and emergency medical care. Students learn how to prevent, recognize, evaluate, manage, and rehabilitate injuries related to sport, exercise, and recreational activity. Students receive Cardiopulmonary Resuscitation (CPR), Automated External Defibrillator (AED), and basic first aid training and practice hands-on skills through lab-based instruction, including taping, wrapping, bracing, splinting, wound care, rehabilitation exercises, and return-to-play considerations. Instruction focuses primarily on the ankle, knee, and hip, preparing students for continued study in kinesiology or sports medicine.

KINESIOLOGY AND ATHLETIC TRAINING - UPPER BODY

0.5 credit

Grades 9-12

Kinesiology and Athletic Training - Upper Body introduces high school students to the medical and scientific principles used in sports medicine and athletic training with an emphasis on upper-body injuries and concussion management. Students learn how to prevent, recognize, evaluate, manage, and rehabilitate injuries related to sport, exercise, and recreational activity. The course is heavily lab-based, emphasizing hands-on practice with taping, wrapping, bracing, splinting, rehabilitation exercises, and concussion evaluation tools. Instruction centers on injuries to the shoulder, elbow, wrist, hand, and head, preparing students for further study or careers in kinesiology, sports medicine, or health-related fields.

SCIENCE

Through the CESJDS high school science program, students develop the skills needed to understand the world from a scientific perspective, informed by data and deductive reasoning. These skills include critical thinking, problem solving, and data analysis. Laboratory work is an essential part of developing these skills and pushing students to connect theoretical ideas to real world phenomena. Conceptual understanding is developed by applying these skills in a variety of contexts within the various science disciplines. The knowledge and skills taught in our science courses have assisted many students in attaining internships at prestigious research institutions such as the NIH, FDA, NIST, NASA, Walter Reed, the Technion, and the Weizmann Institute of Science, among others.

SCIENCE COURSE OFFERINGS

BIOLOGY

1.0 credit

Grade 9

Biology is a data driven science course that teaches students to develop critical thinking and analytical skills. Students learn fundamental concepts in biology including biochemistry, cellular physiology, cell energetics, photosynthesis, cellular respiration, genetics, animal physiology, and ecology. These concepts are introduced in a storyline fashion in which students are presented with a natural phenomenon that drives them to ask a series of logical questions that lead to biology content. Scientific exploration then leads students to real world data. This data encourages students to make claims based on evidence.

BIOLOGY HON

1.0 credit

Grade 9

Corequisite: Geometry HON or higher math

Biology is a data driven science course that teaches students to develop critical thinking and analytical skills. Students learn fundamental concepts in biology including biochemistry, cellular physiology, cell energetics, photosynthesis, cellular respiration, genetics, animal physiology, and ecology. These concepts are introduced in a storyline fashion in which students are presented with a natural phenomenon that drives them to ask a series of logical questions that lead to biology content. Scientific exploration then leads students to real world data. This data encourages students to make claims based on evidence.

Biology HON students explore data analysis and scientific questions through numerous data labs, wet labs, and open-ended discussions. With technology at their fingertips students are no longer asked to only memorize terms that can quickly be found online. Instead, students are asked to grapple with scientific concepts and apply their learning to new biological experiences.

ENGINEERING I HON

0.5 credit

Grades 9-12, FALL

This semester-long applied-science course provides students the opportunity to learn about Engineering through hands-on experience. This class is primarily project-based, and focused largely in the areas of Structural and Electrical Engineering. In Electrical Engineering, students learn to solder, draw circuit diagrams, design, build, and troubleshoot simple electronic circuits, and use electronic measurement equipment. In Structural Engineering, students learn to draw blueprints, design their own structures, explore the relationship between stress and strain, and test structures for rigidity, ultimate strength, and durability. This course is open to students with prior experience in the middle school Engineering program as well as students with no prior Engineering experience.

ENGINEERING II HON

0.5 credit

Grades 9-12, SPRING

Prerequisite: Engineering I

This applied-science course is for students who have already taken Engineering I and want to learn more. Our goal is to increase college readiness for students interested in pursuing an Engineering major or other STEM degree. Students are given opportunities to hone their design skills through hands-on experience, learn critical Engineering skills (CAD/CAM), exposure to a new Engineering specialty (Mechanical Engineering), and an introduction to systems thinking (for example, how an electric vehicle requires an electrical system, a mechanical system, and a structural system to interact seamlessly in the same product). Students who successfully complete this course will have basic background knowledge in the most common Engineering specialties. Students will also have developed design, problem solving, troubleshooting, and analytical skills that can be cross-applied to numerous other subjects.

ROBOTICS I HON

0.5 credit

Grades 9-12

This applied-science course gives students hands-on practice in building robots from parts (such as motors, batteries, wheels, shafts, gearing, microcontrollers, wiring, and chassis elements). Students learn how the parts connect and interact to form the structural, mechanical, and electrical systems that make up a functioning robot. Understanding and designing mechanical systems is especially emphasized throughout the class. Students also learn to program their robots to perform tasks and complete challenges; for example moving balls around a challenge course or navigating obstacles. Students will learn to operate their robots using a combination of remote control and programming. This course is open to students with prior experience in the middle school Robotics program as well as students with no prior Robotics experience.

STEM

STEM is more than Science, Technology, Engineering, and Mathematics. STEM is a way of thinking, doing, and living. Our goal is to make STEM accessible to our students while immersing them in authentic experiences and expanding the interdisciplinary work that is already being done at the Upper School. The High School STEM program gives students the opportunity to be problem solvers, critical thinkers, risk takers, and collaborators. We offer students the opportunity to explore a variety of STEM electives that include 3D Design & Print, Robotics, Engineering, and Coding. In addition to these courses, we have a number of afterschool clubs that provide students with additional opportunities to be immersed in STEM. We prepare students for the fast-paced technological world we live in.

STEM ELECTIVE COURSE OFFERINGS

3D DESIGN & PRINTING I HON

0.5 credit

Grades 9-12

3D Design and Printing I HON is a one-semester course for students at any level of expertise, including beginners. Students learn the basics of digital 3D design for print as they connect their virtual ideas to the physical world. Using advanced software applications, students develop a fundamental design skill set at the High School level. The course examines the relationship between design and production as it examines matters of scale, support, balance, material, and mechanics, allowing the production process to inform design choices, and explore how aesthetics impact design choices. In collaboration with classmates, students explore basic engineering principles and learn to communicate their design ideas. This course includes instruction in the basic mechanics and operation of 3D printers. As part of this instruction, students build a 3D printer.

Students who have previously built a 3D printer in the Middle School courses examine the 3D printer and slicing programs in greater depth. Students who have previously developed design skills in Middle School courses, whether at JDS or elsewhere, will broaden and deepen their design skills and knowledge using advanced software and techniques.

3D DESIGN & PRINTING II HON

0.5 credit

Grades 9-12

Prerequisite: 3D Design & Printing I HS

3D Design and Printing II HON is a one-semester course for students who have a strong working knowledge of the basic technical skills and concepts of digital 3D design for print and who are prepared to work both independently and collaboratively in a project-based environment. Students hone existing skills, delve into advanced techniques and software, and tour the larger world of digital 3D design

approaches, including digital sculpting and code-based modeling. This class relies on students operating as a community of learners -- learning by doing, learning through a design-and-maker-community of teachers and classmates, and embracing one's own role as creator, designer, maker, and producer of original, innovative work. Participants in this course continue their learning in the mechanics and operation of 3D printers. Students explore how aesthetics impact design choices and will have the opportunity to develop their own projects in consultation with the teacher.

COMPUTER PROGRAMMING I HON

0.5 credit

Grades 9-12

Pre/Corequisite: Geometry HON or higher

In this applied mathematics course, students are introduced to the fundamental concepts of computer science with an emphasis on problem solving using the Java programming language. Strong emphasis is placed on skills in defining, writing and running computer programs that solve a wide range of problems. This course will be very hands-on and will encourage creativity and collaboration. Students are expected to show independence in problem solving skills as well as an ability to implement new programming ideas.

COMPUTER PROGRAMMING II HON

0.5 credit

Grades 9-12

Pre/Corequisite: Computer Programming I HON

This applied mathematics course builds on the programming skills students developed in Computer Programming I HON. Students learn about arrays, how to use data files, recursion and object-oriented programming, including encapsulation and information hiding, abstraction, inheritance, and polymorphism. As in all coding courses at JDS, Computer Programming II includes significant focus on collaboration, problem solving and algorithm development.

ENGINEERING I HON

0.5 credit

Grades 9-12, FALL

This semester-long applied-science course provides students the opportunity to learn about Engineering through hands-on experience. This class is primarily project-based, and focused largely in the areas of Structural and Electrical Engineering. In Electrical Engineering, students learn to solder, draw circuit diagrams, design, build, and troubleshoot simple electronic circuits, and use electronic measurement equipment. In Structural Engineering, students learn to draw blueprints, design their own structures, explore the relationship between stress and strain, and test structures for rigidity, ultimate strength, and durability. This course is open to students with prior experience in the middle school Engineering program as well as students with no prior Engineering experience.

ENGINEERING II HON

0.5 credit

Grades 9-12, SPRING

Prerequisite: Engineering I HON

This applied-science course is for students who have already taken Engineering I and want to learn more. Our goal is to increase college readiness for students interested in pursuing an Engineering major or other STEM degree. Students are given opportunities to hone their design skills through hands-on experience, learn critical Engineering skills (CAD/CAM), exposure to a new Engineering specialty (Mechanical Engineering), and an introduction to systems thinking (for example, how an electric vehicle requires an electrical system, a mechanical system, and a structural system to interact seamlessly in the same product). Students who successfully complete this course will have basic background knowledge in the most common Engineering specialties. Students will also have developed design, problem solving, troubleshooting, and analytical skills that can be cross-applied to numerous other subjects.

ROBOTICS I HON

0.5 credit

Grades 9-12

This applied-science course gives students hands-on practice in building robots from parts (such as motors, batteries, wheels, shafts, gearing, microcontrollers, wiring, and chassis elements). Students learn how the parts connect and interact to form the structural, mechanical, and electrical systems that make up a functioning robot. Understanding and designing mechanical systems is especially emphasized throughout the class. Students also learn to program their robots to perform tasks and complete challenges; for example moving balls around a challenge course or navigating obstacles. Students will learn to operate their robots using a combination of remote control and programming. This course is open to students with prior experience in the middle school Robotics program as well as students with no prior Robotics experience.

WORLD LANGUAGES

SPANISH

The Spanish Program within the World Languages Department offers beginners, intermediate, and advanced classes, which provide progressively more challenging conversational and grammatical skills, increasing a student's ability to communicate in Spanish. All classes are highly interactive, and place great emphasis on communication. Students expand their knowledge and respect for other cultures, while improving their critical thinking skills through the analysis of art, literature and movies, and by familiarizing themselves with key historical figures. Students work towards proficiency in an environment that encourages risk taking and fosters lifelong learning, as stated in the ACTFL National Standards for Foreign Language Education. Proficiency is measured externally, and students take the AVANT exam at key points in the program to assess their progress. In addition, students at the top of our classes are invited to join the Spanish National Honor Society. The program also offers workshops, field trips, and an optional a triannual cultural immersion program in Argentina. Students can also collaborate with the award winning magazine, *Melting Pot*.

SPANISH I

1.0 credit

Grade 9

This is an introductory course to the Spanish language and culture for students with no previous experience with the language. By the end of Spanish 1, students will be able to communicate basic information about themselves, their daily lives, hobbies, families, food, etc. in very familiar and everyday contexts by using practiced or memorized words, phrases, and simple sentences either in oral or written form. Students will become familiar with Hispanic countries and their customs through a variety of media. Students will work on the present tense and will be introduced to the past tense. Students will identify products and practices to help them understand and compare diverse cultural perspectives. This interactive class uses a variety of resources, including games, songs, cultural readings, and videos which allow students to individualize their language acquisition process. Students should expect to be actively engaged in their own language learning.

SPANISH II

1.0 credit

Grades 9-10

Prerequisite: Spanish I

This course is designed for students who have completed Spanish I HS or or Spanish 1A/B MS. The course further develops the skills acquired during the prior year. By the end of Spanish II, students will be able to narrate in the past about events and activities; people, places, etc. Students will be able to communicate spontaneously in spoken or written form on very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. Students will continue practicing the present tense and will be introduced to preterite and imperfect past tenses.

Students will also be able to communicate information, make presentations, and express thoughts about familiar topics, using practiced or new series of connected sentences in spoken or written form. Throughout the year students will develop a greater cultural sensitivity and have an appreciation for the diverse cultural heritage of the peoples in the Americas and Spain. Students will be able to compare products and practices related to everyday life and personal interests or studies. This interactive class uses a variety of resources, including games, songs, cultural readings, and videos which allow students to individualize their language acquisition process. Students should expect to be actively engaged in their own language learning.

SPANISH III HON

1.0 credit

Grades 9-11

Prerequisite: Spanish II

This course is designed for students who have completed Spanish II and are able to carry an entire class in Spanish. The course further develops the skills acquired during the prior year. By the end of Spanish III HON, students will be able to speak about hypothetical situations and make plans for action in the future, by requesting and providing information, by asking and answering questions on familiar and some new topics, and by using a mixture of new and practiced phrases and sentences. Students will also be able to communicate information, tell short stories about school and community events as well as personal experiences, make presentations, and express thoughts about topics discussed in class, using new and well-known series of connected sentences and paragraphs in spoken or written form. Students are exposed to contemporary culture through a variety of media. Students will be able to make comparisons and explain salient differences between products and a variety of practices within familiar, and cultural and social situations. This interactive class uses a variety of resources, including games, songs, cultural readings, videos, and movies which allow students to individualize their language acquisition process. Students should expect to be actively engaged in their own language learning and work independently on a variety of assignments.

ZMAN KODESH

Each school day, students will experience *Zman Kodesh* (sacred time). This daily sacred time provides students with opportunities for worship, introspection, reflection and communal gathering. As we face each new day, the liturgy serves as a daily reminder of essential Jewish values such as the importance of study, respect for others, Israel and *tikkun olam* (repairing the world). As a community school, we have a pluralistic vision for sacred experiences. This philosophy is reflected in our understanding that students come with different personal ideas about prayer and spiritual expression. The school offers several options for *Zman Kodesh*. Prayer-based Zman Kodesh options involve minyan with traditional, liturgical prayer. Drisha (exploration) offerings incorporate experiential activities pertaining to Jewish learning, worship, culture or arts. All *Zman Kodesh* options provide opportunities for student leadership and community building.

PRAYER-BASED ZMAN KODESH (ZK) OPTIONS

MASORTI

Grades 9-12

The Masorti Minyan, which is based upon the concept of a daily *chiyyuv* (obligation) for prayer, is intended for students who are seeking an intensive prayer environment that utilizes the complete, traditional Ashkenazi liturgy. Seating is mixed, and females and males participate equally. All participants are expected to wear *tallit* and *tefillin*, unless they have a family custom not to do so.

MEHITZAH ASHKENAZI

Grades 9-12

The Mehitzah Ashkenazi Minyan is intended for students who are seeking an intensive prayer environment that utilizes the traditional liturgy and worships in the Ashkenazi tradition. Females and males sit separately, and the service is led by males. Males are expected to wear *tefillin*. Females meet in a separate group once per week.

MEHITZAH SEPHARADI

Grades 9-12

The Mehitzah Sephardi Minyan is intended for students who are seeking an intensive prayer environment that utilizes the traditional liturgy and worships in the Sepharadi tradition, with an emphasis on lively music. Females and males sit separately, and the service is led by males. Males are expected to wear *tefillin*. Females meet in a separate group once per week.

PARTNERSHIP

Grades 9-12

The Partnership Minyan is intended for students who are seeking an intensive prayer environment that utilizes the traditional liturgy. Females and males sit separately, parts of the service requiring a minyan are led by males. Females lead *p'sukei d'zimra* and the Torah service. Females and males share responsibility for taking *aliyot* and reading Torah. Males are expected to wear *tefillin*.

DRISHA ZMAN KODESH (ZK) OPTIONS

DRISHA: ART AND EXPLORATION

Grades 9-12

The Art and Exploration ZK is a welcoming space to gather and begin the day through personal connection and art-making. This ZK cultivates an inclusive community to share opinions, new insights, and perspectives through the visual arts. Students will focus on developing a “Blueprint Guidebook” (or Aryeh’s Pawprint). Students will keep a visual journal that will serve as a “blueprint” to Jewish culture, identity, prayer, observance, and tradition. Students will complete their visual journals throughout the year and engage in different prompts related to Jewish life, culture, practice, and personal experience. A diverse range of art materials and mediums will be emphasized including drawing, collage, and painting as a mode of creative expression while also working with and connecting to Jewish text.

DRISHA: BOOK CLUB

Grades 9-12

The Book Club Drisha will introduce students to a variety of Jewish experiences and themes as portrayed through modern young adult and adult literature, most written by Jewish writers. Over the course of the semester, students will read books from a pre-screened selection and participate in in-depth discussions about how each book reflects Jewish life and values today. Students will be encouraged to reflect on their own lives and journeys through the narratives they read. Books may have mature content to reflect the modern Jewish teen experience. Participants are expected to demonstrate a commitment to the principles of the program and to participate fully in each of its elements.

DRISHA: JOURNALING

Grades 9-12

Journaling Drisha aims to build a sense of sacredness and spirituality through the medium of journal writing. Students write or draw silently in paper journals for approximately twenty-five minutes per meeting, while discussions and games help us to build community during Monday, Thursday, and longer Zman Kodesh periods. Journaling prompts are provided daily, but students feel free to write whatever they need to create their own independent sacred time. Participants are expected to demonstrate a commitment to the principles of the program and to participate fully in each of its elements.

DRISHA: SCULPTING SPIRITUALITY

Grades 9-12

Sculpting Spirituality Zman Kodesh (ZK) creates a space for students to experience their Jewish identity through artistic experimentation with clay as well as an array of materials. During this experimentation, students have the opportunity to develop their own unique and creative artistic expression through their projects. Of course, creating art is a spiritual and introspective process. Thus, to further bolster this sense of spirituality, students will engage with topics within the realm of Judaism and mindfulness, creating themed projects as a way to further connect with their Jewish identity and community.

STUDY HALL OFFERINGS

CESJDS offers a rich array of elective offerings, including courses in the Arts, Journalism and Publications, STEM, World Languages, and Humanities. Below are general elective course offerings which supplement our program.

ESOL STUDY HALL

Grades 9-12

Open to speakers of other languages as their first language AND in their first three years at CESJDS

The ESOL teacher provides additional language support to these students as they complete their work required for courses throughout their curriculum, while coaching students on how to navigate CESJDS and to partner with their teachers in their learning. In addition, ESOL Study Hall offers a quiet place in which ESOL students may take their extended time for assessments in their courses.

STRUCTURED STUDY HALL

Grades 9-12

Open to students in the Educational Support Services program ONLY

Structured Study Hall is required for students who receive Educational Support Services. Learning Specialists work closely with students to foster independent learning and academic self-confidence. Students get help in note taking, textbook reading, self-advocacy skills, and test preparation. Students who receive the accommodation of extended time testing complete their exams during SSH. In addition, students have the option of working with private tutors.

NOTE: Students in 12th grade who are in the ESS program may not be required to take Structured Study Hall. They may drop in as needed to receive support and take their extended time assessments.

STUDY HALL

Grades 9-12

Study hall is an available option for students who wish to have a full period of their 9-period class schedule reserved for quiet reading, study or homework completion.