Charles E. Smith Jewish Day School

High School Curriculum Guide

2026-2027

Grades 10-12

CESJDS

CHARLES E SMITH JEWISH DAY SCHOOL

בית מדרש צוריאל

CESJDS
CHARLES E SMITH JEWISH DAY SCHOOL
בית מדרש צוריאל

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 eretz* (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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GRADUATION REQUIREMENTS

Charles E. Smith Jewish Day School

The Charles E. Smith Jewish Day School offers a rigorous general and Judaic studies curriculum. Students are required to complete 14.5 credits in General Studies, 10 credits in Judaic Studies (including Hebrew), 1 credit in Exercise Science, a minimum of 3 credits in Electives, and 10 points in the Arts. In addition, students are required to complete 80 hours of community service.

REQUIRED CREDITS INCLUDE:

ENGLISH	4.0 credits	English 9 English 10 English 11 English 12: Composition (1 semester) English 12: Contemporary Voices (1 semester)
HISTORY	3.5 credits	World History I World History II US History 21st Century American Identity (1 semester)
MATHEMATICS	3.5 credits	Geometry 2.5 additional math credits
SCIENCE	3.5 credits	Biology Chemistry 1.5 additional science credits
HEBREW	2.0 credits	
JEWISH HISTORY	2.0 credits	Ancient and Medieval Jewish History (1 semester) Modern Jewish History History of Modern Israel (1 semester)
JEWISH TEXT	2.5 credits	Talmud OR Jewish Lifecycles and Ritual + Ethical Dilemmas Politics in the Age of Kings (1 semester) 1.0 additional Jewish text credits
ADDITIONAL JUDAIC STUDIES	3.5 credits	Choose from Hebrew, Jewish Text, and Jewish History distribution courses
EXERCISE SCIENCE	1.0 credit	Credit may be earned through PE courses, athletic team participation, or select external on-going class or team activities
ELECTIVES	3.0 credits	
ARTS Beginning with Class of 2022	10 points	Points are earned in a variety of ways, including arts courses, participation in art, theater, and music productions; visits to exhibits, concerts and theater; and more
COMMUNITY SERVICE	80 hours	**Students in the Classes of 2025 and 2026:** At least 40 hours must be **direct service hours**, defined as hours spent working **directly** with members of an underserved population. **Students in the Class of 2027 (and onward):** At least 40 hours must be in service to a **specific non-profit organization of the student's choosing**. Students will select an organization and develop a service proposal in 9th Grade Advisory as part of the *Taking On Tikkun Olam* program.

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.

ART AND DESIGN OPEN STUDIO HON

0.5 credit

Grades 11-12

Prerequisite: Two or more semesters of 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.

CERAMICS OPEN STUDIO HON

0.5 credit

Grades 11-12

Prerequisite: Two or more semesters of Ceramics

Students who wish to explore advanced techniques in Ceramics have the opportunity to work independently on projects that help build their artistic skills. While students will be placed in the studio alongside students of all levels, students will work with the teacher to design independent project(s) based upon an advanced rubric.

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.

GRAPHIC DESIGN OPEN STUDIO HON

0.5 credit

Grades 11-12

Prerequisite: Two or more semesters of Graphic Design

Students who wish to explore advanced techniques in Graphic Design have the opportunity to work independently on projects that help build their artistic skills. While students will be placed in the studio alongside students of all levels, students will work with the teacher to design independent project(s) based upon an advanced rubric.

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.]

PHOTOGRAPHY OPEN STUDIO HON

0.5 credit

Grades 11-12

Prerequisite: Two or more semesters of photography

Students who wish to explore advanced techniques in Photography have the opportunity to work independently on projects that help build their artistic skills. While students will be placed in the studio alongside students of all levels, students will work with the teacher to design independent project(s) based upon an advanced rubric. [A DSLR (Digital Single Lens Reflex) is recommended, but not required. Students may contact the photography teacher for recommendations.]

VISUAL ARTS PORTFOLIO HON

0.5 credit

Grades 11-12

Prerequisite: One semester of Open Studio HON

Students enrolled in this course create and compile a portfolio of representative artistic works in a single or multiple area of the visual arts. Students should identify a primary area of the visual arts (Art and Design, Graphic Design, Photography, or Ceramics), but the portfolio may include works from other areas as well. Students will be placed in the appropriate arts studio alongside students of all levels, but will work with the teacher to design independent project(s) and compile a portfolio based upon an advanced rubric.

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

Course offered in alternate years

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.

MUSIC: COMPOSITION 3 HON

0.5 credit

Grade 12

Prerequisite: Music Composition 2 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 2 HON. Students in Music: Composition 3 HON will participate in the Instrumental Ensemble, as well as work independently on their performance, composition, and arrangement recordings. Their work will be assessed in a jury format.

THE MUSICAL ON STAGE AND SCREEN

0.5 credit

Grades 9-12

Course offered in alternate years

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

Course offered in alternate years

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 10: VOICES FROM THE MARGINS

1.0 credit

Grade 10

This course examines literature from voices less often heard, including a Japanese family in an American internment camp, a black man in Shakespearean England, a teenager in colonial Rhodesia, and an eight-foot tall Creature with black lips. Students continue exploring a variety of interpretative approaches to poetry, drama, and prose fiction designed to help them confront and understand challenging literature, then consider major questions about what makes an insider or an outsider, a person or a monster, a criminal or a hero. They continue to develop nuanced reading skills, expanding their familiarity with literary devices and strategies to unpack increasingly complex texts. In both long and short writing assignments, students become more independent in the use of patterns to create logically-structured arguments based on evidence carefully selected from our literary texts. Emphasis continues to be placed on the writing process and on the importance of using clear, concise, mechanically accurate language in the expression of complex, sophisticated critical thinking.

Texts: *When the Emperor was Divine* (summer reading)*, Othello, Nervous Conditions, Frankenstein, Balzac and the Little Chinese Seamstress.* Selected poetry and short stories may include works by William Blake, Elizabeth Barret Browning, William Wordsworth, Edwige Danticat, Langston Hughes, Jhumpa Lahiri, Edna St. Vincent Millay, Ocean Vuong, and Zadie Smith.

ENGLISH 10 HON: VOICES FROM THE MARGINS

1.0 credit

Grade 10

This course examines literature from voices less often heard, including a teenager in colonial Rhodesia, re-educated youths in Maoist China, a black man in Shakespearean England, and an eight-foot tall

Creature with black lips. Students continue to develop their toolkit of interpretive protocols for increasingly complex poetry, drama, and fiction, taking on essential questions about what makes an insider or an outsider, a person or a monster, a criminal or a hero.

Intensive close reading and linear argument guide the writing process this year. Students are encouraged to explore intra- and intertextual relationships in literary forms such as poetry, drama, and prose fiction. In nuanced classroom discussion, students investigate key themes articulated in various forms. Oral presentations offer students venues in which to test their ideas verbally in preparation for more formal critical writing. Over the course of the year, students engage in long and short, formal and informal, analytical and creative writing opportunities.

Texts: *Brave New World* (summer reading), *Nervous Conditions, The Tempest, Frankenstein*, *Balzac and the Little Chinese Seamstress*, and Romantic poetry. Selected poetry and short stories may include works by William Blake, Percy Bysshe Shelley, William Wordsworth, Toni Cade Bambara, Derek Walcott, James Joyce, and Jamaica Kincaid.

ENGLISH 11: AMERICAN VOICES

1.0 credit

Grade 11

This survey course explores the development of uniquely American literary identities. Students learn protocols for interpreting a distinctive and diverse body of American literary forms and styles, beginning with two very different narratives of 20th Century American adolescence. The class continues with a focus on productive comparison via paired contenders for the Great American Novel, great voices in American rhetoric, and Postmodern novel and drama. At all stages, students consider vital questions: What do these works say about the experience of being American? What does it mean to be American? How can we use literature to interrogate master narratives of the American experience?

In English 11, the focus of instruction increasingly transitions from interpretation of the content of the literature to that of the literary devices and rhetorical strategies authors employ. Analytical writing continues to concentrate on the production of logically-structured arguments grounded in close reading of textual details. Students are introduced to critical analysis of sources representative of a variety of media: film, music, as well as, when available, live dramatic or musical production. Creative writing assignments, including a variety of personal narratives, encourage students to explore their talents as writers and speakers in creative writing, developing their own strong, distinctive voices.

The Catcher in the Rye (summer reading), *The Great Gatsby, Their Eyes Were Watching God, The Things They Carried, Radio Golf,* and *The Laramie Project.* Selected American poetry, short stories, rhetoric, and supplemental non-fiction may include works by Ambrose Bierce, Gwendolyn Brooks, Emily Dickinson, Ralph Waldo Emerson, Billie Holiday. Sarah Orne Jewett, Martin Luther King Jr, John Lewis, Abraham Lincoln, Bruce Springsteen, and Richard Wright.

ENGLISH 11 HON: AMERICAN VOICES

1.0 credit

Grade 11

This Honors survey course explores the development of uniquely American literary identities. Students encounter a broad and diverse body of American poetry, prose, and drama, considering the historical, ideological, and philosophical contexts in which American literature participates. We begin by comparing the narrative voices in two novels assigned for summer reading, then examine rhetoric by some of America's greatest speakers including Emerson and Thoreau, Abraham Lincoln, and Martin Luther King, Jr. We continue through major works of American Realism, Modernism, and Postmodernism, ending the year with a study of two works of 21st Century American theater. At all stages, students consider the vital questions: What do these works say about the experience of being American? What does it mean to be American? How can we use literature to interrogate master narratives of the American experience?

Consistent engagement in class discussion provides important practice as students negotiate texts with more complex narrative strategies in their reading and apply nuanced interpretive protocols adapted to each text. Students bring their critical writing skills to bear on a variety of media, while an introduction to secondary sources provides scholarly frameworks that deepen consideration of our primary literary texts. In writing, students in English 11 HON begin to demonstrate mastery of logical, linear argument as well as an awareness of the implications of the arguments they put forward in their effort to make meaningful contributions to scholarly discussion of American literature. Creative writing opportunities may include speeches, poetry, and several personal essays to help students develop their own distinctive authorial voices.

Texts: *Caleb's Crossing* (summer reading) *The Catcher in the Rye* (summer reading), *The Awakening, The Great Gatsby, Their Eyes Were Watching God*, *The Things They Carried*, *The Laramie Project, Sweat*. Selected American poetry, short stories, rhetoric, and supplemental non-fiction may include works by Gwendolyn Brooks, Raymond Carver, Kate Chopin, Emily Dickinson, Paul Laurence Dunbar, Jonathan Edwards, Ralph Waldo Emerson, Charlotte Perkins Gilman, Louise Glück, Billie Holiday, Martin Luther King Jr, Abraham Lincoln, Mary Oliver, Bruce Springsteen, Henry David Thoreau, Mark Twain, and Richard Wright.

ENGLISH 12: COMPOSITION

0.5 credit

Grade 12, FALL

This semester course offers students the opportunity to develop college-level writing skills in a variety of expository formats. The course centers around an extensive in-depth research project in which students analyze a primary text (literary, musical, artistic, or cinematic) from a critical perspective of their choosing. Students begin with in-depth instruction on how to adapt analysis skills from text-only sources to other types of media including visual art, film, and music. Students work individually and in groups to develop critical reading, writing, and peer review skills for analysis of a variety of texts, engaging in a careful process of research, drafting, and revision within the MLA format. Emphasis is placed on formulating logically-structured arguments based in effective, clear analysis of secondary and primary source materials. Oral presentations of work performed at several points in the process are required. This course is designed to focus on every stage of the writing process so that students leave confident that they know how to produce writing at the college level. Students may also have

opportunities to try their hands at various forms of personal writing to cap off their high school experience and reflect on their educational journey to date.

Texts: *The Breakfast Club* (summer film viewing), selections from various critical and theoretical texts, student-selected primary and secondary sources

ENGLISH 12: COMPOSITION HON

0.5 credit

Grade 12, FALL

This semester course offers students the opportunity to advance their writing skills in a variety of college-level expository formats. For the centerpiece of the course, an extensive in-depth research project, students choose a primary text (literary, musical, artistic, or cinematic) that will form the basis of their analysis. Students then engage more abstract topic areas in their research, using theoretical lenses and scholarly articles to develop an analytical focus on their primary source material. Emphasis is placed on clear, organized expression of nuanced argument, and peer review opportunities help students hone their critical reading skills as well as their written arguments. Additionally, students in Comp HON demonstrate an awareness of the consequences of their arguments to our understanding of or appreciation for the works under discussion. Oral presentations performed at several points in the semester demonstrate skill in the use of media to deliver content. This course is designed to help students develop mastery of their own writing process from concept development to drafting to technical editing. Students end the semester with a reflection on their high school experience and educational journey to date.

Texts: *The Breakfast Club* (summer film viewing), selections from various critical and theoretical texts, student-selected primary and secondary sources

ENGLISH 12: CONTEMPORARY VOICES

0.5 credit

Grade 11 or 12

This semester course considers how literature speaks to readers in the here and now. Students read a variety of recent works including long and short fiction, drama and poetry, from acclaimed authors representative of a diverse range of experience. The class explores how literature both shapes and is shaped by those experiences in response to the unique circumstances and pressures of our time. This class relies heavily on student participation and leadership in discussion. The semester culminates with students presenting an analysis of their choice of a substantive piece of contemporary literature--a novel or a dramatic work--to the class.

Texts: *Angels in America, There There.* Selected poetry and short stories may include works by Junot Diaz, George Saunders, Jhumpa Lahiri, Zadie Smith, Kelly Fink, Chimamanda Ngozi Adichie, Laila Lalami, Mohsin Hamid, Daniyal Mueenuddin, Carmen Maria Machado. For their final project, students will choose from a provided list of major contemporary literary works.

ENGLISH 12: CONTEMPORARY VOICES HON
0.5 credit
Grade 11 or 12
This semester course considers how literature speaks to readers in the here and now. Students read a variety of recent works including long and short fiction, drama and poetry, from acclaimed authors representative of a diverse range of experience. They explore how literature both shapes and is shaped by those experiences in response to the unique circumstances and pressures of our time. Students may apply literary criticism as well as gender theory, narratology, and streams of minority discourse in their effort to elucidate specific texts. Key components of this class may include short weekly reading responses and a heavy reliance on student participation and leadership in discussion. The semester culminates with students presenting a critical analysis of their choice of a substantive piece of contemporary literature–a novel or a dramatic work–to the class.

Texts: *Angels in America, There There.* Selected poetry and short stories may include works by Junot Diaz, George Saunders, Jhumpa Lahiri, Zadie Smith, Kelly Fink, Chimamanda Ngozi Adichie, Laila Lalami, Mohsin Hamid, Daniyal Mueenuddin, Carmen Maria Machado. For their final project, students will choose from a provided list of major contemporary literary works.

English 9-11 ESOL
1.0 credit
Grades 9-11
Course may be repeated for credit
This is an English course designed for students who are speakers of other languages as their first language and who are in their first three years at CESJDS. Placement in this course is determined as part of the application process and in conjunction with testing and school recommendation. Interest in ESOL should be discussed with the student's academic advisor. Students in ESOL will work on linguistic complexity, language forms and conventions, and vocabulary usage in English in the four language domains: listening, speaking, reading, and writing. The goal of the course is to provide students the English language skills to be academically successful in their courses.

ENGLISH ELECTIVE COURSE OFFERINGS

CREATIVE WRITING
0.5 credit
Grades 10-11, SPRING
This course offers personalized instruction to foster and promote students' strengths and talents as creative writers. As part of their exploration of their own authorial voices, students study the voices of professional writers in a wide range of genres and styles. A close look at key elements of fiction--diction, characterization, point of view, and perspective--are central to examination of how conscious and informed authorial choices are made. As a way to build a sense of community around the act of writing, students participate in response teams and undertake partner- as well as self-critique. Assignments include short critical analyses of structure and style in poetry and prose pieces of varying lengths as well as an array of creative opportunities. Students will collaborate to publish their work in

our school literary magazine, *Reflections*. Presentation of work in small as well as large-group formats is a requirement of the course.

CREATIVE WRITING HON

0.5 credit

Grades 10-11, SPRING

This course intensively investigates authorial voice. Students explore the craft of writing by reading the works of poets and authors from a wide range of genres and styles with the goal of breaking down and exploring the qualities of that writer's style. Aspects of what makes for effective writing such as specificity in word choice, creation of dynamic characters, and choice of narrative point of view, are examined with a focus on learning how to make conscious and informed authorial choices. The workings of these elements of style and execution are then explored through discussions and critical exercises as well as application in a series of creative opportunities. So as to learn how to make informed and careful choices in developing their own writing, students are encouraged to push new boundaries in pursuit of their own successful and confident authorial voices. They also learn how to participate in effective partner- and self-critique, practicing revision strategies that enhance their ability to edit and understand their own work. Students will collaborate to publish their work in our school literary magazine, *Reflections.* Presentation of one's own work in small as well as large-group formats is a requirement of the course.

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 10

The 10th grade Hebrew curriculum is conceptualized around the theme of “relationships and adolescence”. These content based units 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 allows students to consistently apply the Hebrew they learn in class to real life communicative situations with a focus on contemporary Israeli Culture. The 10th grade courses are differentiated across by student proficiency levels by learning tasks. Classes engage in project based learning related to the theme of the 10th grade year. Emphasis is also placed on the advancement of 21st century skills such as collaboration, initiative, evaluation of sources, evaluating diverse opinions and outlooks.

HEBREW LEVEL 203

1.0 credit

Grade 10

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 203 will be able to:

- Identify the main idea and some supporting details when reading.

- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.
- Learner has progressed from understanding and communicating in a simple sentence level to understanding and communicating in short paragraph level in order to:
    - Ask and answer questions related to everyday life.
    - Handle simple transactions related to everyday life.
    - Initiate, maintain, and end a conversation.
    - Express needs.
    - Give reasons.
    - Request, suggest, and make arrangements.
    - Extend, accept, and decline an invitation.
    - Express an opinion and preference.

HEBREW LEVEL 204

1.0 credit

Grade 10

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 204 will be able to:

- Infer meaning of unfamiliar phrases using context clues, background knowledge and related word families.
- Use visual, oral and organizational features to identify the author's purpose and point of view in straightforward texts, such as poetry, short stories, charts, or pros and cons.
- Compare events in two short stories or poems, such as theme, connections, sequencing or importance to story line.
- Narrate about personal life, activities, events and experiences.
- Express preferences and opinions with some supporting reasons or evidence on familiar and personal interest topics from native and other cultures.
- Use authentic resources, content, structures and syntax that are relevant to the topic.
- Organize information in a cohesive format with transitions and clarify with simple language or a short explanation as needed by the audience.
- Exchange information and ask appropriate follow-up questions using simple created sentences.

HEBREW LEVEL 205 HON

1.0 credit

Grade 10

Students in Level 205 HON will be able to:

- Negotiate meaning while exchanging information in conversations and ask a variety of follow-up questions using connected sentences and series of connected sentences.
- Discuss and compare ideas between texts in different forms.
- Present information using organized connected sentences and series of connected sentences.
- Inform on, describe and explain a variety of familiar topics and some concrete researched topics.
- Narrate about some past and present personal and social events and experiences.

- State a viewpoint with supporting reasons or evidence on familiar and personal interest topics from native and other cultures.
- Give a presentation in front of peers.
- Write a short essay on content learned in class.

Hebrew Level 206 HON
1.0 credit
Grade 10
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 206 HON will be able to:

- Interact at a competent level in familiar and some unfamiliar contexts.
- Comprehend information in a wide variety of familiar and general interest contexts from authentic texts that are spoken, heard, or written.
- Maintain spontaneous spoken and written conversations and discussions on familiar and unfamiliar concrete topics.
- Present detailed and organized presentations on familiar as well as unfamiliar concrete researched topics. Analyze, narrate and convey persuasive arguments using various time frames and paragraphs.
- Infer nuances of text via literary devices used.
- Make in-depth connections among various texts using researched information from diverse sources.
- Write a medium size essay on content learned in class.

HEBREW COURSE OFFERINGS - Grade 11

The 11th grade Hebrew curriculum is conceptualized around the themes of “Happiness and Identity”. These content based units 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 will allow students to consistently apply the Hebrew they learn in class to real life communicative situations with a focus on contemporary Israeli Culture. The 11th grade courses will be differentiated across by student proficiency levels by learning tasks. Classes will engage in project based learning related to the theme of the 10th grade year. An emphasis will also be placed on the advancement of 21st century skills such as collaboration, initiative, evaluation of sources, evaluating diverse opinions and outlooks.

HEBREW LEVEL 303
1.0 credit
Grade 11
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 303 will be able to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.
- learner has progressed from understanding and communicating at the simple sentence to understanding and communicating in short paragraphs in order to:
- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:
    - Initiate, maintain, and end a conversation.
    - Express needs.
    - Give reasons.
    - Request, suggest, and make arrangements.
    - Extend, accept, and decline an invitation.
    - Express an opinion and preference.

HEBREW LEVEL 304

1.0 credit

Grade 11

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 304 will be able to:

- Infer meaning of unfamiliar phrases using context clues, background knowledge and related word families.
- Use visual, oral and organizational features to identify the author's purpose and point of view in straightforward texts, such as poetry, short stories, charts, or pros and cons.
- Compare events in two short stories or poems, such as theme, connections, sequencing or importance to story line.
- Narrate about personal life, activities, events and experiences.
- Express preferences and opinions with some supporting reasons or evidence on familiar and personal interest topics from native and other cultures.
- Use authentic resources, content, structures and syntax that are relevant to the topic.
- Organize information in a cohesive format with transitions and clarify with simple language or a short explanation as needed by the audience.
- Exchange information and ask appropriate follow-up questions using simple created sentences.
- Write a short essay composed of short connected paragraph.
- Present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

HEBREW LEVEL 305 HON

1.0 credit

Grade 11

Course not offered in 2026-2027

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 305 will be able to:

- Negotiate meaning while exchanging information in conversations and ask a variety of follow-up questions using connected s series of connected sentences.
- Discuss and compare ideas between texts in different forms.
- Present information using organized connected series of short paragraphs.
- Inform on, describe and explain a variety of familiar and some non familiar researched topics.
- Narrate about some past, present or future personal and social events and experiences.
- State a viewpoint with supporting reasons or evidence on familiar and personal interest topics from native and other cultures.
- Give a presentation in front of peers.
- Write a medium size essay on content learned in class.
- Communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken or written language.

HEBREW LEVEL 306 HON

1.0 credit

Grade 11

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

Students in Level 306 will be able to:

- Interact at a competent level in familiar and some unfamiliar contexts.
- Comprehend information in a wide variety of familiar and general interest contexts from authentic texts that are spoken, heard, or written.
- Maintain spontaneous spoken and written conversations and discussions on familiar and unfamiliar concrete topics.
- Present detailed and organized presentations on familiar as well as unfamiliar concrete researched topics. Analyze, narrate and convey persuasive arguments using various time frames and paragraphs.
- Infer nuances of text via literary devices used.
- Follow narrative, informational, and descriptive texts.
- Make in-depth connections among various texts using researched information from diverse sources.
- Write a medium to large size essay on content learned in class.
- Deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken or written language.

HEBREW COURSE OFFERINGS - Grade 12

The 12th grade Hebrew curriculum is conceptualized around the theme of “Question marks,” and is specially designed for students graduating high school who are about to start a new and exciting chapter in their lives as adults. The curriculum includes a variety of topics and activities that will provoke thought, encourage curiosity, and provide students with tools to navigate the new future that awaits them at the end of their high school years.

Learners are encouraged to ask questions and research topics that interest them and relate to who they are and to the new and exciting future. Engaging with deep philosophical questions such as the meaning of life, ideologies, the essence of justice and morality, including reading philosophical texts and group discussions, will provide students with a broader and deeper understanding of these issues. This unit will help students develop the ability to ask important questions, reach their inner selves and understand themselves in a profound way, thus knowing how to deal with new situations and situations of uncertainty in the modern era.

HEBREW LEVEL 403

1.0 credit

Grade 12, FALL

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

Students in level 403 will be able to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.
- Infer meaning of unfamiliar phrases using context clues, background knowledge and related word families.
- Understand and communicate in short paragraphs in order to:
    - Ask and answer questions related to everyday life.
    - Handle simple transactions related to everyday life:
        - Initiate, maintain, and end a conversation.
        - Express needs.
        - Give reasons.
        - Request, suggest, and make arrangements.
        - Narrate about personal life, activities, events and experiences.
- Express preferences and opinions with some supporting reasons or evidence on familiar and personal interest topics from native and other cultures.
- Exchange information and ask appropriate follow-up questions using simple created sentences.
- Use visual, oral and organizational features to identify the author’s purpose and point of view in straightforward texts, such as poetry, short stories, charts, or pros and cons.

HEBREW LEVEL 404

1.0 credit

Grade 12, FALL

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 Hebrew level 404 will be able to:

- Infer meaning of unfamiliar phrases using context clues, background knowledge and related word families.
- Use visual, oral and organizational features to identify the author's purpose and point of view in straightforward texts, such as poetry, short stories, charts, or pros and cons.
- Compare events in two short stories or poems, such as theme, connections, sequencing or importance to story line.
- Narrate about personal life, activities, events and experiences.
- Narrate about some past, present or future personal and social events and experiences.
- Express preferences and opinions with some supporting reasons or evidence on familiar and personal interest topics from native and other cultures.
- Use authentic resources, content, structures and syntax that are relevant to the topic.
- Organize information in a cohesive format with transitions and clarify with simple language or a short explanation as needed by the audience.
- Exchange information and ask appropriate follow-up questions using simple created sentences.
- Write a short essay composed of short connected paragraphs.
- Present information on both familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.
- Inform on, describe and explain a variety of familiar researched topics.

HEBREW LEVEL 405 HON

1.0 credit

Grade 12, FALL

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 Hebrew Level 405 will be able to:

- Negotiate meaning while exchanging information in conversations and ask a variety of follow-up questions using connected s series of connected sentences.
- Discuss and compare ideas between texts in different forms.
- Present information using organized connected series of short paragraphs.
- Inform on, describe and explain a variety of familiar and some non familiar researched topics.
- Narrate about some past, present or future personal and social events and experiences.
- State a viewpoint with supporting reasons or evidence on familiar and personal interest topics from native and other cultures.
- Give a presentation in front of peers.
- Write a medium to large size essay on content learned in class.

- Communicate information, make presentations, and express thoughts about familiar and unfamiliar topics using sentences and series of connected sentences through spoken or written language.

HEBREW LEVEL 406 HON
1.0 credit
Grade 12, FALL
Through practice in and out of class, students will work towards meeting the Advanced Low to Mid level of proficiency as outlined by the American Council on the Teaching of Foreign Languages (ACTFL).

Students will be able to:
- Interact at a competent level in familiar and unfamiliar contexts.
- Comprehend information in a wide variety of familiar and general interest contexts from authentic texts that are spoken, heard, or written.
- Maintain spontaneous spoken and written conversations and discussions on familiar and unfamiliar concrete topics.
- Present detailed and organized presentations on familiar as well as unfamiliar concrete researched topics. Analyze, narrate and convey persuasive arguments using various time frames and paragraphs.
- Infer nuances of text via literary devices used.
- Easily follow narrative, informational, and descriptive texts.
- Make in-depth connections among various texts using researched information from diverse sources.
- Write a large essay on content learned in class and on content learned independently.
- Deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken or written language.
- Give a presentation in front of peers.

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.

HEBREW HERITAGE LEARNERS 12

0.5 credit

Grade 12, FALL

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 12 HON

0.5 credit

Grade 12, FALL

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

WORLD HISTORY II

1.0 credit

Grade 10

The World History II course seeks to build on the skills established in World History I and challenge students 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 World History II course places a heavy emphasis on assisting students in developing their skills in historical research, writing, and source analysis.

WORLD HISTORY II HON

1.0 credit

Grade 10

The World History II course seeks to build on the skills established in World History I and challenge students 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 World History II 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 World History II 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 advanced level are expected to be able to conduct independent research on defined historical topics with limited scaffolding.

US HISTORY

1.0 credit

Grade 11

The US History course examines the major political, economic, and social developments that have shaped the course of US history from the period of early European encounters in the Americas up through the turbulent year of 1968. Over the course of the year, the class examines the major obstacles and defining moments in American history that forged a distinctive American identity and expanded the nation's role in the global context. Students conclude the year by completing a capstone paper that requires independent research and the synthesis of primary and secondary source materials into an analytical argument focused on a defined period of time in US history.

US HISTORY HON

1.0 credit

Grade 11

The honors level course in US History examines the major political, economic, and social developments that have shaped the course of United States history from the period of early European encounters in the Americas up through the turbulent year of 1968. Over the course of the year, the class will examine the major obstacles and defining moments in American history that forged a distinctive American identity and expanded the nation's role in the global context. Students will conclude the year by completing a capstone paper that will require independent research and the synthesis of primary and secondary source materials into an analytical argument focused on a defined period of time in US history.

Students in the honors level course are challenged to critically assess major themes in US history, conduct independent research, lead student discussions, and make in-depth explorations of US history. Throughout their study, students examine various historical interpretations of the time periods and critically assess their significance to the larger study of United States history. Primary sources are analyzed to learn content, determine biases that may have existed, and interpret how modern viewpoints are influenced by those biases. Overall, students grow their ability to arrive at their own conclusions based upon informed reasoning that draws upon and synthesizes the major themes of the course.

21st CENTURY AMERICAN IDENTITY

0.5 credit

Grade 12, FALL

21st Century American Identity takes the unique approach of using contemporary domestic and foreign policy developments to guide an exploration of American history since 1968. Student learning is structured around the questions: “how does history inform contemporary U.S. foreign and domestic policymakers” and “how has history molded our understanding of what it means to be an American in the 21st century?” Through research, class discussions, and projects that explore the backstory of current events, students develop an in-depth understanding of the prevailing issues, actors, and complexities that have shaped contemporary American society and its role as a global actor. The course focuses on the guiding themes indicated below, while maintaining a flexibility to incorporate new developments and student interest.

Major guiding themes of the course include: News and Information, the Legacy of Vietnam and Watergate, Civil Rights and Social Movements, Political Identity in 21st Century United States, Society and Culture in 21st Century United States, Economic Transformations, the End and Aftermath of the Cold War, and America and the World.

21st CENTURY AMERICAN IDENTITY HON

0.5 credit

Grade 12, FALL

21st Century American Identity takes the unique approach of using contemporary domestic and foreign policy developments to guide an exploration of American history since 1968. Student learning is structured around the questions: “how does history inform contemporary U.S. foreign and domestic policymakers” and “how has history molded our understanding of what it means to be an American in the 21st century?” Through research, class discussions, and projects that explore the backstory of current events, students develop an in-depth understanding of the prevailing issues, actors, and complexities that have shaped contemporary American society and its role as a global actor. The course focuses on the guiding themes indicated below, while maintaining a flexibility to incorporate new developments and student interest.

Major guiding themes of the course include: News and Information, the Legacy of Vietnam and Watergate, Civil Rights and Social Movements, Political Identity in 21st Century United States, Society and Culture in 21st Century United States, Economic Transformations, the End and Aftermath of the Cold War, and America and the World.

Students in the honors level course are leaders in class discussions, helping to move the class forward by bringing in background information as well as providing insightful opinions and thought-provoking questions for consideration. Students are also expected to read in-depth articles on specific topics and provide analyses of the issues through an application of the content they have read. In addition, honors level students provide extensive analysis within their written work.

HISTORY ELECTIVE COURSE OFFERINGS

AMERICAN WOMEN'S HISTORY HON

0.5 credit

Grades 11-12

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

This course explores the history of women in the United States of America from the early republic to the contemporary, by placing women and women's experiences at the center of the historical narrative. Through the study of women's contributions and experiences, the class also introduces the methodology and purpose of women's and gender history. Students study the diversity and intersectionality of women's experiences in America, including that of black, working-class, queer, and immigrant women through primary sources and scholarly articles. Topics include notions of republican motherhood, slavery, suffrage, Women's Liberation, and contemporary issues facing American women. Students in this honors level course are expected to work independently, particularly when analyzing course material. Students are expected to take on leadership roles in seminar-style discussions.

HISTORY OF INDIGENOUS AMERICANS

0.5 credit

Grades 10-11

History of Indigenous Americans seeks to engage students in an initial exploration of the diverse populations of native North America and to better understand the complexity of this topic. The course addresses broader questions such as: "how have indigenous people been defined in the broader context of 'American' over time?" and "how can we best understand indigenous history through a lens not tied to the broader US history/manifest destiny model?" The course provides an introductory lens to the unique cultures and issues that shaped some indigenous communities, while acknowledging the limitations of a topic with such diversity and complexity.

This course sharpens students' historical thinking skills by engaging them in a variety of source materials and challenging them to synthesize their political, social, and cultural understanding of the topic in relation to a redefined historical narrative.

HISTORY OF INDIGENOUS AMERICANS HON

0.5 credit

Grades 10-11

History of Indigenous Americans seeks to engage students in an initial exploration of the diverse populations of native North America and to better understand the complexity of this topic. The course will address broader questions such as: "how have indigenous people been defined in the broader context of 'American' over time?" and "how can we best understand indigenous history through a lens not tied to the broader US history/manifest destiny model?" The focus of the course will be to provide an introductory lens to the unique cultures and issues that shaped some indigenous communities, while acknowledging the limitations of a topic with such diversity and complexity.

This course sharpens students' historical thinking skills by engaging them in a variety of source materials and challenging them to synthesize their political, social, and cultural understanding of the topic in relation to a redefined historical narrative.

At the honors level, students are expected to prepare for and lead class discussions, at times directing the bulk of the class learning for the day, in addition to consistently engaging in the content through multiple perspectives and making analytical comparisons and connections. Students are expected to engage in self-directed learning and work independently.

WESTERN ART

0.5 credit

Grades 10-11

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

This course enables students to understand how specific Western cultures saw themselves, their world, and their history through the lens of their artistic creations. By assessing the artwork of these civilizations, students gain a greater understanding of the core values of Western societies. Students explore some of the major artistic developments in the history of the Western world. The focus is on painting, sculpture and architecture, with occasional references to the decorative arts. After assessing the legacy of classical Greece and Rome on the visual arts in the West, the class surveys the major changes in style from the Middle Ages through the Renaissance, from the Baroque to the Romantic movements, and from Impressionism to some of the major artistic movements of the 20th century, while also taking into consideration the more recent contributions of previously underrepresented groups in Western art.

WESTERN ART HON

0.5 credit

Grades 11-12

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

This course enables students to understand how specific Western cultures saw themselves, their world, and their history through the lens of their artistic creations. By assessing the artwork of these civilizations, students gain a greater understanding of the core values of Western societies. In this course, students explore some of the major artistic developments in the history of the Western world. The focus is on painting, sculpture and architecture, with occasional references to the decorative arts. After assessing the legacy of classical Greece and Rome on the visual arts in the West, the class surveys the major changes in style from the Middle Ages through the Renaissance, from the Baroque to the Romantic movements, and from Impressionism to some of the major artistic movements of the 20th century, while also taking into consideration the more recent contributions of previously underrepresented groups in Western art.

At the honors level, students are leaders in class discussion. Students help to move the class discussions forward by bringing in background information as well as providing insightful opinions and thought-provoking questions. Tests and projects emphasize analysis and perceptive insight into art.

SOCIAL SCIENCES ELECTIVE OFFERINGS

ECONOMICS HON

0.5 credit

Grade 11-12

In this course, students examine the theories and practices regarding the production, distribution, and consumption of goods and services. Students analyze how these choices impact human behaviors—both as individuals, and at the national level. The course introduces students to the principles of scarcity, supply and demand, price, competition, markets, economic growth, unemployment, money and banking, monetary policy, fiscal policy, the government's role in managing these, and the basics of personal finance. In studying these concepts, students attain a stronger grasp of the interaction between producers, consumers, and government; how businesses maximize profit; and how economic policy affects individuals, the state, and the world. Finally, students learn how individuals can best position themselves for a sound financial future.

Students taking this honors level course are leaders in discussions and able to learn some key concepts independently. Students are also expected to read in-depth articles on specific topics and provide analyses of the issues through an application of the content they have read.

PSYCHOLOGY

0.5 credit

Grades 11-12

Have you ever wondered how and why people develop their sense of self and their perceptions of the world? What causes mental illness? How does your brain work with your body to regulate emotions? How do other people impact your actions? Psychology is the study of behavior and mental processes. Through observation, reading case studies, and performing some of our own experiments, we will consider a variety of topics that help us understand who we are and how society impacts our behavior. Topics studied will include methods and approaches in the field of Psychology, mental illness, development, brain and cognition, and social psychology.

PSYCHOLOGY HON

0.5 credit

Grades 11-12

Have you ever wondered how and why people develop their sense of self and their perceptions of the world? What causes mental illness? How does your brain work with your body to regulate emotions? How do other people impact your actions? Psychology is the study of behavior and mental processes. Through observation, reading case studies, and performing some of our own experiments, we will consider a variety of topics that help us understand who we are and how society impacts our behavior. Topics studied will include methods and approaches in the field of Psychology, mental illness, development, brain and cognition, and social psychology. Students taking the course for honors credit will engage in additional research that will enhance class discussions.

SOCIAL ENTREPRENEURSHIP

0.5 credit

Grades 9-12

In this course, students are introduced to the key concepts of entrepreneurship, including opportunity recognition, market research, business planning, and impact measurement, while focusing on how these elements can be harnessed to create positive social change. Students also have the opportunity to explore the world of social entrepreneurship and how business principles can be applied to solve social, environmental, and community challenges.

Through real-world case studies, guest speakers, hands-on projects, and field trips, students gain a deeper understanding of how innovative business ideas can address pressing global and local issues. They also engage in the development of their own social enterprises, applying creative problem-solving and entrepreneurial thinking to address a social need or opportunity they care about. The course concludes with a Shark Tank event where students present their startup enterprises to their peers and teachers in the high school; the winning team will receive a stipend as seed money for their venture.

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

MODERN JEWISH HISTORY

1.0 credit

Grade 10

Modern Jewish History explores how the Enlightenment and Jewish emancipation shaped the experience of Jews, particularly in Europe and America, from the 18th century until today. Students are trained to think as Jewish historians while furthering their research, critical reading, writing, and analytical skills. The course addresses two key questions: How did Jews interact and negotiate with non-Jews in a changing world? What cultural and religious changes did Jewish communities experience internally as they became a part of broader society? Throughout the course, students will explore the progression and development of Jewish history in western and eastern Europe, including intensive study of the Holocaust, as well as closely examining the development of the American Jewish community.

The course culminates with a Family History Project designed to show the diversity and complexity of Jewish life in America while helping students contextualize their family against the backdrop of modern Jewish history.

The course utilizes a broad assortment of primary texts, primarily found in the source reader *The Jew in the Modern World* edited by Jehuda Reinharz and Paul Mendes-Flohr. Students leave the course with enhanced research, critical reading and analytical writing skills, as well as a nuanced understanding of how their personal story fits into the broader scope of Jewish history.

MODERN JEWISH HISTORY HON

1.0 credit

Grade 10

Modern Jewish History explores how the Enlightenment and Jewish emancipation shaped the experience of Jews, particularly in Europe and America, from the 18th century until today. Students are trained to think as Jewish historians while furthering their research, critical reading, writing, and analytical skills. The course addresses two key questions: How did Jews interact and negotiate with non-Jews in a changing world? What cultural and religious changes did Jewish communities experience internally as they became a part of broader society? Throughout the course, students will explore the progression and development of Jewish history in western and eastern Europe, including intensive study of the Holocaust, as well as closely examining the development of the American Jewish community.

The course culminates with a Family History Project designed to show the diversity and complexity of Jewish life in America while helping students contextualize their family against the backdrop of modern Jewish history.

The course utilizes a broad assortment of primary texts, primarily found in the source reader *The Jew in the Modern World* edited by Jehuda Reinharz and Paul Mendes-Flohr. Students in the honors level will also utilize *American Judaism* by Jonathan Sarna and will engage in more independent and self-directed learning and study, including extensive research projects. Students leave the course with enhanced research, critical reading and analytical writing skills, as well as a nuanced understanding of how their personal story fits in the broader scope of Jewish history.

HISTORY OF MODERN ISRAEL

0.5 credit

Grade 11

For over two thousand years, the Jewish people have longed to return to their homeland. The dreams and realities associated with the development and existence of Medinat Yisrael, the modern state of Israel, are the subject of our study. We will examine the historical roots of Zionism, explore the political and social development of the state, encounter different Israeli identities and lifestyles, and engage in the debates and controversies at the core of modern Israeli society and the Arab-Israeli conflict.

The course is designed to help students understand and critically assess resources and narratives about the historical, political and social reality of Israel while preparing them to engage their peers and others outside of CESJDS in a discussion about contemporary Israel. Throughout the course, students will be exposed to multiple perspectives from across the political and religious spectrum.

Course texts include primary and secondary source documents and videos, as well as historical maps.

HISTORY OF MODERN ISRAEL HON

0.5 credit

Grade 11

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Course texts include primary and secondary source documents and videos, as well as historical maps.

Students in the honors level are expected to read, analyze, and assess primary and secondary material with minimal guidance.

JEWISH HISTORY DISTRIBUTION COURSE OFFERINGS

The courses below may be used to fulfill the Jewish Studies Distribution requirement.

COMPARATIVE RELIGION

0.5 credit

Grade 10

Judaism, Christianity, and Islam share common roots and a variety of sacred texts, beliefs, and practices. This course examines the similarities, differences, and relationships among these three monotheistic religions. We employ the tools of scholars of religion to explore the following aspects of these religious traditions: sacred texts, authority, beliefs, rituals, symbols, and contemporary relations.

The material is presented from a historical-critical perspective, with an emphasis on understanding the lived experiences of people within each of these religious traditions. Through the use of primary sources, films, guest speakers, lectures, in-class projects, and analysis of current events, we explore community, law, revelation, ritual, and religious practice within the context of each religion, as well as the relationships among these groups.

COMPARATIVE RELIGION HON

0.5 credit

Grade 10

Judaism, Christianity, and Islam share common roots and a variety of sacred texts, beliefs, and practices. This course examines the similarities, differences, and relationships among these three monotheistic religions. We employ the tools of scholars of religion to explore the following aspects of these religious traditions: sacred texts, authority, beliefs, rituals, symbols, and contemporary relations.

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the relationships among these groups.

Students in the honors level engage in more independent, self-directed learning and are expected to be able to understand primary and secondary texts without guided questions.

AMERICAN JEWISH HISTORY THROUGH FILM AND LITERATURE

0.5 credit

Grades 11-12

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

This course will introduce students to the major themes in twentieth century American Jewish history. Through watching several significant American films on Jewish subjects and reading classic novels, short stories, and essays, we will explore how these themes have evolved and changed throughout the twentieth and into the twenty-first century. This course will pay particular attention to issues of race, ethnicity, and gender in the context of Jewish identity.

Core Texts and Films include, but are not limited to: *The Chosen* by Chaim Potok, *Goodbye Columbus* by Philip Roth, *The Shawl* by Cynthia Ozick, *The Modern Jewish Girls Guide to Guilt, The Jazz Singer*, *Brighton Beach Memoirs, Driving Miss Daisy*, *Crossing Delancey,* and other selections.

AMERICAN JEWISH HISTORY THROUGH FILM AND LITERATURE HON

0.5 credit

Grades 11-12

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

This course will introduce students to the major themes in twentieth century American Jewish history. Through watching several significant American films on Jewish subjects and reading classic novels, short stories, and essays, we will explore how these themes have evolved and changed throughout the twentieth and into the twenty-first century. This course will pay particular attention to issues of race, ethnicity, and gender in the context of Jewish identity.

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Students in the honors level engage in more independent, self-directed learning and are expected to be able to understand primary and secondary texts without guided questions.

CONTEMPORARY AMERICAN JEWISH SOCIETY

0.5 credit

Grades 11-12

Course offered in alternate years

This course is designed to help students become informed, analytical Jewish citizens who understand that active participation in the Jewish community and in American society requires that you be well versed in issues relevant to the Jewish world. In order to accomplish this, students study both the

contemporary landscape of American Jewish life and how historical and current events impact the Jewish community in different ways. From a regular reading of the mainstream media and the Jewish press, through guest speakers and various class activities, students learn how to understand the ways in which history, politics, and culture influence American Jewish society and vice-versa.

The choice of course material is largely directed by the students and is based on the important issues of the day. Through our continuing current events discussions, students have the opportunity to select topics of interest to them and to lead a class discussion based on that topic.

CONTEMPORARY AMERICAN JEWISH SOCIETY HON

0.5 credit

Grades 11-12

Course offered in alternate years

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The choice of course material is largely directed by the students and is based on the important issues of the day. Through our continuing current events discussions, students have the opportunity to select topics of interest to them and to lead a class discussion based on that topic.

Students in the honors level are expected to engage in self-directed, independent, and small group activities with a heavy emphasis on class discussion and opinion writing.

CONTEMPORARY ISSUES IN ISRAEL

0.5 credit

Grades 11-12

Since her founding, Israel has struggled to become both a nation like all other nations and the Jewish state, a democratic nation of the world while at the same time the national homeland for the Jewish people. Israeli society is complex and multi-dimensional. Her population is comprised of Jews and non-Jews; sabras and immigrants; Ashkenazim, Sephardim, and Mizrahim; religious, secular and anti-religious. Israel has become a world leader in the areas of high-tech and science and has one of the most successful systems of immigration absorption in the world. Israel purports to uphold a high moral standard, and yet her morality and the ethics of her decisions are challenged at every turn. Our course seeks to explore the complicated reality that is Israel today while enhancing the CESJDS mission of *Ahavat Yisrael*.

The class will read and reflect on a variety of different source material, welcome and engage guest speakers, and discuss and debate various developments and issues in contemporary Israeli society.

CONTEMPORARY ISSUES IN ISRAEL HON

0.5 credit

Grades 11-12

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The class will read and reflect on a variety of different source material, welcome and engage guest speakers, and discuss and debate various developments and issues in contemporary Israeli society. Students in the honors level are expected to engage in self-directed, independent, and small group activities with a heavy emphasis on class discussion and opinion writing.

HISTORY OF THE ARAB-ISRAELI CONFLICT

0.5 credit

Grade 11, SPRING

Prerequisite: History of Modern Israel

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

Students engage in a guided exploration of primary documents and will learn how to approach and parse scholarly analysis. The course combines project-based learning with research, persuasive writing, and guest speakers.

HISTORY OF THE ARAB-ISRAELI CONFLICT HON

0.5 credit

Grade 11, SPRING

Prerequisite: History of Modern Israel HON

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

Students at the honors level will engage in independent and self-guided learning and analysis and will engage extensively with primary documents, scholarly articles, and guest speakers. The course adds a heavy emphasis on class discussion and writing, and students are expected to parse complicated texts independently.

WORLD JEWRY AFTER THE HOLOCAUST

0.5 credit

Grades 11-12

Course offered in alternate years

The United States and Israel became the focus of Jewish life after the Holocaust, but many Jews lived elsewhere in the world. This course surveys the societies, cultures, politics, and identities of Jews in postwar Europe, South America, Sub-Saharan Africa, and central Asia. Students will gain an understanding of the uprooting of ancient Jewish communities in the Arab world after the creation of the state of Israel, and the experiences of Jews behind the Iron Curtain (eastern European countries within the Soviet sphere of influence). Throughout the course, students also reflect on the impact of these changes on the contemporary Jewish scene and on their own lives.

WORLD JEWRY AFTER THE HOLOCAUST HON

0.5 credit

Grades 11-12

Course offered in alternate years

The United States and Israel became the focus of Jewish life after the Holocaust, but many Jews lived elsewhere in the world. This course surveys the societies, cultures, politics, and identities of Jews in postwar Europe, South America, Sub-Saharan Africa, and central Asia. Students will gain an understanding of the uprooting of ancient Jewish communities in the Arab world after the creation of the state of Israel, and the experiences of Jews behind the Iron Curtain (eastern European countries within the Soviet sphere of influence). Throughout the course, students also reflect on the impact of these changes on the contemporary Jewish scene and on their own lives.

Students in the honors level are expected to engage in self-directed, independent, and small group activities with a heavy emphasis on class discussion, presentation, and reflective writing.

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.

TANAKH COURSE OFFERINGS

The courses below may be used to fulfill the Judaic Distribution requirement.

BIBLICAL THEMES IN MODERN TEXT

0.5 credit

Grade 10

Have you ever thought of the Tanakh as a source of inspiration for musicians and artists? As a philosophical exploration of human nature? Using traditional and non-traditional sources, this grade-level course explores how stories from *Breishit* (Genesis) and *Megillat Rut* (Book of Ruth) have been used, interpreted, reinterpreted and sometimes turned inside out over the past 1800 years. With an emphasis on film as text, this course explores themes from the Tanakh that are reflected in films such as *Shawshank Redemption* (rated R), *The Truman Show* (rated PG), and *Fried Green Tomatoes* (rated PG-13). (A full list of movies to be shown will appear on the course syllabus.) Students will create their own creative interpretations of these texts, becoming commentators on ancient and modern stories that look at ideas that matter to all humans.

BIBLICAL THEMES IN MODERN TEXT HON

0.5 credit

Grade 10

Tanakh as literature. Tanakh as philosophy. Tanakh as psychology. Tanakh as artistic inspiration. This honors level course approaches select stories from *Breishit* (Genesis) and other books in the Tanakh and explores how the eternal themes and questions in those texts have been appropriated, interpreted, reinterpreted, and sometimes turned inside out over the past 1800. Students are asked to analyze stories they thought they knew to understand the nuances of the literary artistry, the philosophical profundity, and the psychological insights within seemingly simple stories. Students are then exposed to traditional and non-traditional interpretive texts that show the reverberations of the foundational text in classic texts from modern American society. Students read parts of the novel *East of Eden*, watch *The Truman Show* (rated PG), *Shawshank Redemption* (rated R), and *Fried Green Tomatoes* (rated

PG-13). Students may also read poems, view art, and listen to music to understand the hermeneutical nature of modern classics in their echoing of biblical narratives.

Students in this honors level course are expected to write analytical essays that draw on skills learned in English classes as well as Tanakh classes and to engage in analytical discussions.

CLASSICAL BIBLICAL COMMENTARY HON

0.5 credit

Grade 10

Corequisite: Hebrew 205 HON or higher OR permission of the Department Chair

Students in this class will closely analyze biblical narratives in Hebrew and attempt to identify patterns in the text that the Rabbis recognized. Students will learn to read the text in much the same way as an experienced commentator (*parshan*). This course will focus on the development of close reading skills and creative textual analysis rather than broad thematic explorations. In this course, we use the *Torat Hayim* and Sefaria to study ancient and medieval primary sources and supplement our studies with a review of additional modern sources.

This honors level course is designed for advanced level conceptual thinkers who have a strong working knowledge of Hebrew in order to delve deeply into content and build skills of textual analysis.

PROPHETIC VOICES OF JUSTICE

0.5 credit

Grades 11-12

The Nevi'im (Prophets) section of the Tanakh contains 15 books of prophecy after Kings. Though the texts may initially appear esoteric and obscure, the prophets' messages to the people are often timeless. In this class we will study excerpts from the majority of these 15 books, and discuss how the historical and communal circumstances of these prophets shaped their messages to the nation. We will then use our findings to consider where we see similar struggles in society today, and how our leaders convey their messages of hope and strength to us in the face of crisis. This course focuses on the skills of textual analysis of broad thematic explorations as well as close reading. Our class periods are centered around discussion, in which all students are expected to participate.

PROPHETIC VOICES OF JUSTICE HON

0.5 credit

Grades 11-12

The Nevi'im (Prophets) section of the Tanakh contains 15 books of prophecy after Kings. Though the texts may initially appear esoteric and obscure, the prophets' messages to the people are often timeless. In this class we will study excerpts from the majority of these 15 books, and discuss how the historical and communal circumstances of these prophets shaped their messages to the nation. We will then use our findings to consider where we see similar struggles in society today, and how our leaders convey their messages of hope and strength to us in the face of crisis. This course focuses on the skills of textual analysis of broad thematic explorations as well as close reading. Our class periods are centered around nuanced discussion, in which all students are expected to participate and lead with insights and questions.

This honors level course is designed for advanced level conceptual thinkers who want to delve deeper into content of modern and ancient sources and to develop close-reading skills. Students should be self-motivated and able to work independently on analytical essays that will draw on skills developed in English, History, and Tanakh classes.

TOSHBA (Rabbinic Text) COURSE OFFERINGS

GREAT JEWISH THINKERS

0.5 credit

Grades 11-12

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

This course is an introduction to Jewish thought, examining the contributions of important Jewish personalities throughout the ages. Personalities examined may include: the Prophets (e.g. Micah), the Rabbis of the Talmud (e.g. Hillel, Akiva), Medieval Jewish philosophers (e.g. Rambam, Judah HaLevi), pre-modern thinkers (e.g. Moses Mendelssohn, Spinoza) and the modern theologians (e.g. Buber, Soloveitchik). Also included may be contemporary exegetes Nechama Leibowitz, Rachel Adler and others. This class is concerned with the tensions that have existed, and continue to exist, between mysticism and rationalism; universalism and particularism; spirituality and legalism; free will and determinism.

IDENTITIES IN TRANSFORMATION

0.5 credit

Grades 11-12

Course offered in alternate years

Have you ever wondered why traditional Jewish texts have six different sexes? Or how the Rabbis regarded the obligations of people who have various disabilities? Or how traditional and contemporary Jewish communities have understood homosexuality? Identities in Transformation explores the aggadic, halakhic and socio-cultural dimensions of identities that have not, historically, been defined as mainstream but that have been present from the earliest sources within the Jewish community. Specifically, this course explores classical and contemporary Jewish understandings of gender and gender identity, of disability, and of homosexuality. Jewish tradition is a dynamic, continually developing web that provides a framework for all Jews to hear different perspectives and wrestle with their own self-understandings within broader communities. This course gives students the space to actively engage in exploring the diverse identities that make up our pluralistic Jewish world. Students work in groups and reflect individually on their personal understanding of these topics.

IDENTITIES IN TRANSFORMATION HON

0.5 credit

Grades 11-12

Course offered in alternate years

Have you ever wondered why traditional Jewish texts have six different sexes? Or how the Rabbis regarded the obligations of people who have various disabilities? Or how traditional and contemporary

Jewish communities have understood homosexuality? Identities in Transformation explores the aggadic, halakhic and socio-cultural dimensions of identities that have not, historically, been defined as mainstream but that have been present from the earliest sources within the Jewish community. Specifically, this course explores classical and contemporary Jewish understandings of gender and gender identity, of disability, and of homosexuality. Jewish tradition is a dynamic, continually developing web that provides a framework for all Jews to hear different perspectives and wrestle with their own self-understandings within broader communities. This course gives students the space to actively engage in exploring the diverse identities that make up our pluralistic Jewish world.

This honors level course is designed for advanced-level conceptual thinkers who are self-motivated and capable of independent work. Students are expected to do written analysis of the sources studied in each unit and to do independent research about topics throughout.

JEWISH MORAL LIT AND HUMAN NATURE

0.5 credit

Grades 11-12

Within each episode in the Torah there is so much to learn! Read the Tanakh as much more than just "Bible stories" or laws. Discover the depth, profundity, and understanding that exists within the Torah regarding the subject of human nature. Using Rabbinic literature (*midrash*, commentary, and Jewish law), students in this course dissect and analyze the actions of our ancestors. Students extract practical applications that they can grow from and utilize in their everyday lives.

JEWISH NORMS AND PRACTICES

0.5 credit

Grade 10

Which shoe do I tie first? Is there any order to the way in which I get dressed? What am I allowed to eat in the morning? What do my *tefilot* really mean? What are my obligations towards my parents? All of these laws and many more will be studied and developed in this traditional but very relevant *halacha* (Jewish law) class. The course is structured around the day in the life of a student. We will look at different traditional halachic authorities along with their sources and reasoning in our quest to be able to function as educated Jews. Texts accessed primarily in English, with some key texts studied in Hebrew with scaffolding for different levels of Hebrew ability.

JEWISH THEOLOGY HON

0.5 credit

Grades 11-12

Course offered in alternate years

This course is designed to explore issues within Jewish theology, focusing on the tensions between faith and reason. Students read selections representing a wide array of beliefs and attitudes that have been prevalent in Judaism throughout the ages, including beliefs and attitudes found in contemporary theology. Special emphasis is placed on rationalist thinkers, such as Philo of Alexandria, Maimonides, and Joseph Soloveitchik. Students read and analyze *As A Driven Leaf* by Milton Steinberg and *When Bad Things Happen to Good People* by Harold Kushner. This course includes extensive reading in

Maimonides' *Guide to the Perplexed*. Students are encouraged to examine and develop their own belief systems, including the writing of a personal theology statement.

This honors level course is designed for advanced-level conceptual thinkers and will delve deeply into content through extensive reading assignments and will continue to develop analytical skills through discussion and essay writing.

RENDERING LEGAL DECISIONS HON

0.5 credit

Grades 11-12

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

What is the source of *halachic* authority? What is the origin and authority of the rabbi as legal arbiter? What should be the influence of community standards in legal decision making? These are some of the questions that will frame our discussion as students are introduced to the procedural and substantive issues involved in rendering a legal decision in Judaism. After an introduction to the dynamics of legal decision making (both secular and religious), and an historical overview of Responsa literature, we will examine *halachic* decisions concerning the most contemporary and, in many cases, crucial issues of the modern era.

This honors level course is designed for advanced-level conceptual thinkers and will delve deeply into content through extensive reading assignments and will continue to develop analytical skills through discussion and essay writing.

TALMUD II

1.0 credit

Grade 10

Prerequisite: Talmud I or Permission of the department

Talmud II is a skill-focused course that explores *Masekhet Sanhedrin*. Students are asked to increase their facility with the language and analysis of the Talmud and decoding and analyzing selected secondary sources (e.g. Rashi and Tosfot). Students build their skills with Talmudic dictionaries and deep dives into the language and structure of select *sugyot*. The primary questions addressed are: What is justice? Who are the different players in the justice system? What challenges to the smooth functioning of the justice system do the Rabbis address? This course is designed for students who are working on developing Hebrew and Aramaic language and analytical skills needed for Talmud study.

TALMUD II HON

1.0 credit

Grade 10

Prerequisite: Talmud I HON or Permission of the department

This is the third course of the Talmud sequence designed for students who are working to become proficient in the classical Jewish skill of Talmud study. Talmud II HON is a skill-focused course that delves into *Masekhet Sanhedrin*. Students are asked to increase their facility with the language and analysis of the Talmud as they engage with passages of greater length and difficulty. Students build their skills with Talmudic dictionaries and deep dives into the language and structure of select *sugyot*, working on skills of decoding, translating, and analyzing structure and logic, as well as analyzing

selected secondary sources (e.g. Rashi and Tosfot). The primary questions addressed are: What is justice? How do the Rabbis conceive of a just legal system? How do the Rabbis balance the need to find the truth with the inevitably human (and therefore imperfect) nature of the justice system?

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.

TALMUD III HON

1.0 credit

Grade 11

Prerequisite: Talmud II HON or Permission of the department

Talmud III HON is for students who have completed Talmud II HON and are prepared for more in-depth study, including *Rishonim* and other commentaries. This honors level course, the fourth course in the Talmud sequence, is designed for advanced-level conceptual thinkers who have a working knowledge of Hebrew and Aramaic and wish to sharpen their skills and content knowledge. Students solidify their ability to understand the give and take of a Talmudic *sugya*, focusing on key terms the Talmud uses to indicate its *shaklah* (take) and *taryah* (give). Students add the study of *Rishonim* to their focus on the primary text, looking specifically at how Rashi and the Tosafists help us to resolve contradictions in the text. This course focuses on the 1st and 3rd chapters of *Masekhet Megillah* including such topics as Torah reading, *Megillah* reading, and *midrashim* on the Book of Esther. Additionally, this course aims to extensively study *mishnayot* from *Seder Moed*.

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 conceptual analysis of texts.

TALMUD IV HON

0.5 credit

Grade 12

Prerequisite: Talmud III HON

Talmud IV Honors is designed as a capstone course, enabling students who have spent several years learning Talmud to study a previously unexplored *sugya* independently, in turn teaching that material to others. Students will bring the linguistic and analytical skills and knowledge they have developed throughout their high school learning and analyze complex material through exploration of the structure and logic of the text, medieval and modern commentaries, and their own insights into their chosen material. Students will be expected to work independently and in *hevrutah*.

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, 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.

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

ALGEBRA II

1.0 credit

Grade 10

Algebra II reviews and builds upon the core skills of Algebra I. Topics include: linear modeling; factoring techniques; quadratic equations and functions; radical expressions and equations (including complex numbers); rational expressions and equations; logarithms; conic sections; and an introduction to probability and combinatorics. Wherever possible, this course stresses real-world applications of the mathematical concepts under consideration. In Algebra II, students are expected to master fundamental skills of the course after explicit modeling by the instructor.

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. In Algebra II 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.

PRECALCULUS

1.0 credit

Grade 10

Prerequisite: Geometry and Algebra II

Precalculus explores a range of topics in algebra and trigonometry, as well as applications that relate the math being studied to situations in the real world. Focus is placed on function analysis, with specific attention paid to polynomial functions, exponential and logarithmic functions, and trigonometric functions. The course concludes with an exploration of sequences and series. In Precalculus, students are expected to be able to master fundamental skills of the course after explicit modeling by the instructor.

PRECALCULUS HON

1.0 credit

Grades 9-10

Prerequisite: Geometry and Algebra II

Precalculus explores a range of topics in algebra and trigonometry, as well as applications that relate the math being studied to situations in the real world. Focus is placed on function analysis, with specific attention paid to polynomial functions, exponential and logarithmic functions, and trigonometric functions. The course concludes with an exploration of sequences and series. In Precalculus 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.

CALCULUS I HON

1.0 credit

Grade 11

Prerequisite: Precalculus HON

In Calculus I HON, students consider the behavior of functions over infinite and infinitesimal (infinitely small) intervals. This course covers the topics of a typical college Calculus I class, including limits and continuity, derivatives and their applications, the Fundamental Theorem of Calculus, and integrals and their applications. Students also cover some more advanced topics, time permitting, including epsilon-delta limit proofs and Taylor Series. In Calculus I 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.

PRINCIPLES OF CALCULUS

0.5 credit

Grade 12, FALL

Prerequisite: Precalculus

In Principles of Calculus, students synthesize concepts learned in Precalculus in order to move into a calculus-based curriculum. This semester-long course surveys major calculus topics such as limits, derivatives, and integrals. In Principles of Calculus, students are expected to be able to master the fundamental skills of the course after explicit modeling by the instructor.

PRINCIPLES OF CALCULUS HON

0.5 credit

Grade 12, FALL

Prerequisite: Pre-Calculus HON

In Principles of Calculus HON, students consider the behavior of functions over infinite and infinitesimal (infinitely small) intervals. This semester-long course is a survey of the topics covered in a typical college Calculus I class, including limits and continuity, derivatives and their applications, and integrals and their applications. In Principles of Calculus I 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.

MULTIVARIABLE CALCULUS HON

0.5 credit

Grade 12, FALL

Prerequisite: Calculus I HON

This course is an examination of advanced Calculus concepts and applications that is intended to prepare students for more advanced work in mathematics at the college level. Students will study applications of integrals in physics and look at various techniques of integration. Students will explore vectors of three dimensions, focusing on the dot and cross product, and will learn to evaluate partial derivatives and multiple integrals. In Multivariable Calculus 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.

DATA ANALYSIS AND STATISTICS

0.5 credit

Grade 12, FALL

This course is an introduction to statistics with a heavy emphasis on applications. Core concepts include: describing a data set numerically and graphically, basic probability, the normal distribution, confidence intervals and hypothesis tests, and correlation and regression. In Data Analysis and Statistics, students are expected to be able to master the fundamental skills of the course after explicit modeling by the instructor. Students will demonstrate their knowledge of statistics by completing multiple projects on topics of their own choosing.

STATISTICS HON

0.5 credit

Grade 12, FALL

Pre/Corequisite: Open to students who have completed or are taking a Calculus class

In Statistics HON, students study how to organize and collect data, and how to ask questions whose answers are teased out of available data. This course surveys some of the main ideas of descriptive and inferential statistics. Topics in this course include and are not limited to: organizing data, averages and variation, probability, the normal distribution, estimation, hypothesis testing, and correlation and regression. This course places an emphasis on the conceptual framework behind statistical techniques. Students will demonstrate their knowledge of statistics by completing multiple projects on topics of their own choosing. In Statistics 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.

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 II HON

1.0 credit

Grades 10-11

Prerequisite: Biology HON

This rigorous second year biology course takes an in-depth dive into biology's foundational topics including cell structure and function, cellular energetics, cell communication and cell cycle, and natural selection. These fundamental concepts are examined through the lens of modern advancements in the life science fields such as Immunology, Pathology, Marine Biology, Botany, Cancer Biology, and Genomics. Students are expected to collect, analyze, and interpret data through a series of experiments, research projects, and literature reviews. This course prepares students for college-level biology while furthering their understanding of how scientific trends shape our knowledge of human biology.

CHEMISTRY

1.0 credit

Grade 10

One formal definition of chemistry is "the study of matter and energy." Learning chemistry involves a leap of faith since its most fundamental tenet is that matter is composed of invisible particles, whose existence we intuit from laboratory results and mathematical models. Learning chemistry is a vital part of being an informed citizen in the 21st century. Many political decisions involving the environment and the allocation of resources demand an electorate with a basic knowledge of chemical principles. With this knowledge, students are prepared to follow the precepts of *K'dushah* and *Tikkun Olam*, as outlined in the school's mission statement.

Specific topics included in all chemistry courses at CESJDS are: the structure of the atom, chemical bonding, gas laws, reaction and solution stoichiometry, and thermochemistry. In the course of studying these topics, students will also learn new laboratory techniques, and improve their problem-solving and

lab report writing skills. Chemistry covers all the topics and skills necessary to prepare a student for college level courses in biology and chemistry.

CHEMISTRY HON

1.0 credit

Grade 10

Corequisite: Algebra II HON or higher

Honors Chemistry is a high-level science course designed to prepare students for college Chemistry courses. This course will expose students to the same topics found in a typical college introductory Chemistry course: the structure of the atom, chemical bonding, gas laws, reaction and solution stoichiometry, and thermochemistry. Whether solving conceptual or quantitative applications, students will develop strong thinking skills which will allow them to communicate scientific ideas logically and coherently, both in writing as well as orally. Several well-designed experiments will provide a laboratory experience equivalent to that offered in a typical college chemistry lab.

This course will exercise students' mathematical abilities. There will be a mandatory review of basic algebra skills at the beginning of the course. These skills will be occasionally reinforced as the course progresses. By the end of the year students will be expected to become independent learners, to be willing to grapple with the material either on their own or in small groups, as well as to take a large degree of individual responsibility for their own learning.

CHEMISTRY II HON

1.0 credit

Grade 11

Prerequisite: Chemistry HON

Chemistry II Honors is a rigorous, fast-paced course that meets the objectives of a college general chemistry curriculum. Strong commitment and dedication to this class is a must. The course prepares students who are interested in chemistry for its own sake or who wish to pursue careers in related fields. Chemistry Honors II is a continuation of Chemistry Honors, covering additional topics such as chemical equilibria, chemical kinetics, thermodynamics, electrochemistry, organic and nuclear chemistry, and descriptive chemistry. Much of the work involves quantitative analysis and extensive laboratory work. Since this is a college-level course taught in high school, it is very demanding both in time and effort.

GENETICS AND BIOTECHNOLOGY I

1.0 credit

Grade 11

Genetics and Biotechnology I is a lab-based course that provides students with a solid foundation in classical genetics and introduces them to the cutting edge field of biotechnology. Students learn how to extract and analyze DNA. Our many labs include the genetic analysis of diseases such as Sickle Cell Anemia, cancer, and Tay Sachs. Learn about stem cells, organ engineering, and designer babies. Raid your parent’s pantry and discover which foods in your home are genetically modified. Dazzle your friends and family and learn how to clone. Discover how researchers are engineering bacteria to create the next generation of biofuels. In the world of biotechnology the only limitation is your own imagination!

GENETICS AND BIOTECHNOLOGY I 12

0.5 credit

Grade 12

Genetics and Biotechnology I 12 is a lab-based course for seniors that provides students with a solid foundation in classical genetics and introduces them to the cutting edge field of biotechnology. Students learn how to extract and analyze DNA. Our many labs include the genetic analysis of diseases such as Mad Cow Disease and Tay Sachs. Learn about stem cells and designer babies. Dazzle your friends and family and learn how to clone. In the world of biotechnology the only limitation is your own imagination!

GENETICS AND BIOTECHNOLOGY I HON

1.0 credit

Grade 11

Genetics and Biotechnology I HON is a lab-based course that provides students with a solid foundation in classical genetics and introduces them to the cutting edge field of biotechnology. Due to the advanced nature of the course, a heavy emphasis is placed on biochemistry and molecular biology. Students learn how to extract and analyze DNA. Our many labs include the genetic analysis of diseases such as Sickle Cell Anemia, cancer, and Tay Sachs. Students in the honors section are taught to perform college level techniques such as gel electrophoresis, DNA amplification via the polymerase chain reaction (PCR), and DNA sequencing. Emphasis is placed on the generation and analysis of lab data, the application of concepts, and the utilization of logical reasoning to formulate scientifically accurate conclusions.

GENETICS AND BIOTECHNOLOGY I 12 HON

0.5 credit

Grade 12, FALL

Prerequisite (Beginning in 2027-28): Biology II HON

Genetics and Biotechnology I 12 HON is a lab-based course that provides students with a solid foundation in classical genetics and introduces them to the cutting edge field of biotechnology. Due to the advanced nature of the course, a heavy emphasis is placed on biochemistry and molecular biology. Students learn how to extract and analyze DNA. Our many labs include the genetic analysis of diseases such as Sickle Cell Anemia, cancer, and Tay Sachs. Students in the honors section are taught to perform college level techniques such as gel electrophoresis, DNA amplification via the polymerase chain reaction (PCR), and DNA sequencing. Emphasis is placed on the generation and analysis of lab data, the application of concepts, and the utilization of logical reasoning to formulate scientifically accurate conclusions.

GENETICS AND BIOTECHNOLOGY II 12

0.5 credit

Grade 12, FALL

Prerequisite: Genetics and Biotechnology I

Students continue their study of genetics by extracting, sequencing, and analyzing their own DNA. Students will test their DNA for transposable elements (jumping genes) and VNTRs used by the FBI in their DNA database. Students are able to compare their genetic profile to an online database to

determine if they are related to royalty (the Romanov family) and which ethnic group their maternal mtDNA most closely matches. The course concludes with students presenting their individual research topics.

GENETICS AND BIOTECHNOLOGY II HON

1.0 credit

Grade 11

Prerequisite: Genetics and Biotechnology I HON

Students continue their study of genetics by extracting, sequencing, and analyzing their own DNA. Students test their DNA for transposable elements (jumping genes) and VNTRs used by the FBI in their DNA database. Students are able to compare their genetic profile to an online database to determine if they are related to royalty (the Romanov family) and which ethnic group their maternal mtDNA most closely matches. The course concludes with students presenting their individual research topics.

Due to the advanced nature of the course, a heavy emphasis is placed on biochemistry and molecular biology. Students in the honors section are taught to perform college level techniques such as protein electrophoresis, Western blotting, transduction, and advanced gene cloning techniques. Emphasis is placed on the generation and analysis of lab data, the application of concepts, and the utilization of logical reasoning to formulate scientifically accurate conclusions.

GENETICS AND BIOTECHNOLOGY II 12 HON

0.5 credit

Grade 12, FALL

Prerequisite: Genetics and Biotechnology I HON

Students continue their study of genetics by extracting, sequencing, and analyzing their own DNA. Students test their DNA for transposable elements (jumping genes) and VNTRs used by the FBI in their DNA database. Students are able to compare their genetic profile to an online database to determine if they are related to royalty (the Romanov family) and which ethnic group their maternal mtDNA most closely matches. The course concludes with students presenting their individual research topics.

Due to the advanced nature of the course, a heavy emphasis is placed on biochemistry and molecular biology. Students in the advanced section are taught to perform college level techniques such as protein electrophoresis, Western blotting, transduction, and advanced gene cloning techniques. Emphasis is placed on the generation and analysis of lab data, the application of concepts, and the utilization of logical reasoning to formulate scientifically accurate conclusions.

BIOENGINEERING HON

0.5 credit

Grade 12, FALL

Prerequisite: Genetics and Biotechnology II HON

Bioengineering HON is designed to introduce students to where molecular biology fuses with engineering to design real world solutions to environmental and medical problems confronting our planet and its inhabitants. Topics include the engineering of biofuels, biomedical engineering, tissue engineering, targeted immunotherapy, pharmacogenomics, gene therapy, and 3-D printing. Labs will

include the synthesis of ethanol, cell culturing, genetic engineering of E. coli, and 3-D printing of prosthetics. Each student will be responsible for conducting an independent research and design project that includes the 3-D design and printing of an organ that is a candidate for organ transplantation. The final presentation is based on their 3-D organ, a disease that results in the need for an organ transplant, and the personal story of an individual who suffers from that disease who would benefit from this cutting edge 21st century biotechnology.

PHYSICS I

1.0 credit

Grade 11

Prerequisite: Algebra II; Corequisite: Precalculus or higher

Each one of us is a student of physics from the moment of birth. Early on we learn to "conquer" gravity as we support our heads and then our entire bodies. Our eyes learn to focus and we find that we can recognize objects because of the patterns of light reflected from them. This course takes the knowledge students have already acquired and places it in a more formal context using the language of mathematics. This class covers the following units: 1-dimensional motion, vectors, 2-dimensional motion, forces, energy, momentum, waves, and electricity.

Students are expected to be independent learners, willing to grapple with the material on their own and in small groups. Homework assignments and lab experiments will each be a regular part of the learning process. Students are expected to volunteer to show their classmates how to solve some of the more challenging homework problems. Laboratory exercises require students to work in small groups to plan and implement an appropriate investigation of physical phenomena. Tests include both questions to determine conceptual understanding and problems that require mathematical solutions.

PHYSICS I 12

0.5 credit

Grade 12, FALL

Prerequisite: Algebra II; Corequisite: Precalculus or higher

Each one of us is a student of physics from the moment of birth. Early on we learn to "conquer" gravity as we support our heads and then our entire bodies. Our eyes learn to focus and we find that we can recognize objects because of the patterns of light reflected from them. This course takes the knowledge students have already acquired and places it in a more formal context using the language of mathematics.

Students are expected to be independent learners, willing to grapple with the material on their own and in small groups. Homework assignments and lab experiments will each be a regular part of the learning process. Students are expected to volunteer to show their classmates how to solve some of the more challenging homework problems. Laboratory exercises require students to work in small groups to plan and implement an appropriate investigation of physical phenomena. Tests include both questions to determine conceptual understanding and problems that require mathematical solutions.

In this class the following units will be covered: 1-dimensional motion, vectors, 2-dimensional motion, and forces.

PHYSICS I HON

1.0 credit

Grades 10-11

Corequisite: Precalculus HON or higher; students who were not recommended by the math department for Precalculus HON but challenged into the course must take a placement test to determine readiness for Physics I HON

Each one of us is a student of physics from the moment of birth. Early on we learn to "conquer" gravity as we support our heads and then our entire bodies. Our eyes learn to focus and we find that we can recognize objects because of the patterns of light reflected from them. This course takes the knowledge students have already acquired and places it in a more formal context using the language of mathematics. The following units will be covered: 1-dimensional motion, vectors, 2-dimensional motion, forces, energy, momentum, electrostatics, and electric circuits. Each of these topics will be covered more in depth than in the Physics I course. Students are expected to solve problems which are more conceptually challenging and require more sophisticated mathematics.

Students are expected to be independent learners, willing to grapple with the material on their own and in small groups. Homework assignments and lab experiments are a regular part of the learning process. Students are expected to volunteer to show their classmates how to solve some of the more challenging homework problems. Laboratory exercises require students to work in small groups to plan and implement an appropriate investigation of physical phenomena. Tests include both questions to determine conceptual understanding and problems that require mathematical solutions. The questions and problems will reach the same level of difficulty found on the SAT II Physics or AP Physics B exams.

PHYSICS I 12 HON

0.5 credit

Grade 12, FALL

Corequisite: Precalculus I HON or higher

Each one of us is a student of physics from the moment of birth. Early on we learn to "conquer" gravity as we support our heads and then our entire bodies. Our eyes learn to focus and we find that we can recognize objects because of the patterns of light reflected from them. This course takes the knowledge students have already acquired and places it in a more formal context using the language of mathematics. The following units will be covered: 1-dimensional motion, vectors, 2-dimensional motion, forces, energy, momentum, electrostatics, and electric circuits. Each of these topics will be covered more in depth than in the Physics I course. Students are expected to solve problems which are more conceptually challenging and require more sophisticated mathematics.

Students are expected to be independent learners, willing to grapple with the material on their own and in small groups. Homework assignments and lab experiments are a regular part of the learning process. Students are expected to volunteer to show their classmates how to solve some of the more challenging homework problems. Laboratory work requires students to work in small groups to plan and implement an appropriate investigation of physical phenomena. Tests include both questions to determine conceptual understanding and problems that require mathematical solutions. The questions and problems will reach the same level of difficulty found on the SAT II Physics or AP Physics B exams.

PHYSICS II HON

1.0 credit

Grade 11

Prerequisite: Physics I HON

This course builds upon the concepts studied in Physics I Honors and will include the following topics: magnetism, fluids, waves, optics, rotational motion, nuclear physics, quantum physics, and astrophysics.

PHYSICS II 12 HON

0.5 credit

Grade 12, FALL

Prerequisite: Physics I HON

This course builds upon the concepts studied in Physics I Honors and will include the following topics: magnetism, waves, quantum physics, and astrophysics.

PHYSICS III 12 HON

0.5 credit

Grade 12, FALL

Prerequisite: Physics II HON

This course builds upon the concepts studied in Physics II Honors and will include the following topics from modern physics: special relativity, quantum physics, astrophysics, general relativity and cosmology.

ANATOMY AND PHYSIOLOGY 12

0.5 credit

Grade 12, FALL

Anatomy & Physiology provides a comprehensive overview of the human body's structure and function. Students will delve into the major organ systems, exploring their anatomy, physiology, and interactions. Dissection of multiple organisms (e.g. fetal pig, frog, sheep heart, etc.) is an integral part of the course to explore body systems. Laboratory study of specimens, dissection, and knowledge of the mammalian body are the major goals.

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.

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.

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.

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.

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.

SPANISH IV HON

1.0 credit

Grades 10-11

This course is designed for students who have completed Spanish III or Spanish III HON and are able to carry an entire class in Spanish. The course provides students the opportunity to expand their vocabulary and grammar skills and apply them in more extensive oral and written contexts. The course aims at further increasing speaking, writing and oral competencies through authentic discussions, readings, and movie viewings. By the end of Spanish IV HON, students will be able to state their viewpoint about familiar or researched topics and articulate reasons to support it in Spanish, in both written and oral form. Students will be able to give presentations on a variety of concrete topics they have researched, using a few short paragraphs, often across various time frames. Students also learn about Spanish and Latin American literature, film, art and culture. Students will be able to make comparisons between products and practices, and contrast perspectives to explain diverse cultural interactions and outlooks. This highly interactive class uses a variety of resources, including songs, cultural readings, newsclips, 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.

SPANISH IV 12 HON

0.5 credit

Grade 12, FALL

This course is designed for students who have completed Spanish III or Spanish III HON and are able to carry an entire class in Spanish. The course provides students the opportunity to expand their vocabulary and grammar skills and apply them in more extensive oral and written contexts. The course aims at further increasing writing and oral competencies through authentic discussions, readings, and movie viewings. By the end of Spanish IV 12 HON, students will be able to state their viewpoint about familiar or researched topics and articulate reasons to support it in Spanish, in both written and oral form. Students will be able to give presentations on a variety of concrete topics they have researched, using a few short paragraphs, often across various time frames. Students also learn about Spanish and Latin American literature, film, art and culture. Students will be able to make comparisons between products and practices, and contrast perspectives to explain diverse cultural interactions and outlooks. This highly interactive class uses a variety of resources, including songs, cultural readings, newsclips, 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.

Spanish V HON

1.0 credit

Grade 11

Course not offered in 2026-2027

This course is designed for students who have completed Spanish IV or Spanish IV HON and are able to carry an entire class in Spanish. The course provides students an opportunity to expand their academic research skills in Spanish while learning about major social, cultural, and historic developments in Spain and Latin America. The course aims to further develop formal oral and writing skills through authentic discussions, readings, and movie viewing.

By the end of Spanish V HON, students will be able to present an argument with supporting evidence, based on a variety of concrete academic, social and other topics of interest, using organized paragraphs across major time frames. Students will be able to write and present detailed summaries, reports, and research papers on a variety of social and literary topics, moving beyond the concrete to the abstract. Students also learn about Spanish and Latin American literature, film, art and culture. Students will be able to make comparisons between products and practices, and analyze how practices within informal and formal situations are related to diverse social and cultural perspectives. This highly interactive class uses a variety of resources, including songs, selections of poetry, short stories, 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.

SPANISH V 12 HON

0.5 credit

Grade 12, FALL

This course is designed for students who have completed Spanish IV or Spanish IV HON and are able to carry an entire class in Spanish. The course provides students an opportunity to expand their academic research skills in Spanish while learning about major social, cultural, and historic developments in Spain and Latin America. The course aims to further develop formal oral and writing skills through authentic discussions, readings, and movie viewing. By the end of Spanish V HON, students will be able to present an argument with supporting evidence, based on a variety of concrete academic, social and other topics of interest, using organized paragraphs across major time frames. Students will be able to write and present detailed summaries, reports, and research papers on a variety of social and literary topics, moving beyond the concrete to the abstract. Students also learn about Spanish and Latin American literature, film, art and culture. Students will be able to make comparisons between products and practices, and analyze how practices within informal and formal situations are related to diverse social and cultural perspectives. This highly interactive class uses a variety of resources, including songs, selections of poetry, short stories, 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.

SPANISH VI 12 HON

0.5 credit

Grade 12, FALL

This course is designed for students who have completed Spanish V or Spanish V HON and is the culmination of the previous five years of study. Students are expected to carry an entire class in Spanish. The course provides students an opportunity to further expand their academic research skills in Spanish while learning about major social, cultural, and historic contemporary trends in Spain and Latin America. By the end of Spanish VI HON, students will be able present an argument with supporting evidence, based on a variety of concrete academic or social topics of contemporary interest, using organized paragraphs across major time frames. Students will be able to write and present in-depth summaries, reports, and research papers on a variety of social and literary topics, moving beyond the concrete to the abstract. Students also learn about Spanish and Latin American social and political issues through literature, film, and art. Students will be able to make comparisons between products and practices, and analyze how practices within informal and formal situations are related to diverse social and political perspectives. This highly interactive class uses a variety of resources, including full-length books, selections of poetry and short stories, a variety of media, and contemporary movies which allow students to refine 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

DEREKH T'FILLAH

Grades 10-12

Derekh Tefillah offers students the opportunity to engage in traditional Jewish prayer alongside experiential and evolving elements of Jewish community and spirituality. As such, this unique Zman Kodesh combines aspects of many of the other Zman Kodesh options, allowing students to experience their connection to Jewish community and spirituality in a variety of ways. In this vein, there is a five day rotation: Egalitarian Tefillot on Monday; Musical and Holiday activities on Tuesday; A creative participatory service on Wednesday; Torah reading on Thursday; and Hachnasat Orchim, inviting guest speakers, on Friday.

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 spiritually, 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.

Free Period

Grade 12, FALL

Free period is an available option for 12th grade students who wish to have a full period of their 9-period class schedule reserved for quiet reading, study, homework completion, college application process, meeting with their college counselor or available classroom teachers. 12th grade students are permitted to leave campus during their free period if they have off-campus privileges.

ENGLISH 12: COMPOSITION - SUMMER

0.5 credit

Grade 12, SUMMER

This semester-equivalent English course offers students the opportunity to develop college-level writing skills in a variety of expository formats. The course centers around an extensive in-depth research project in which students analyze a primary text (literary, musical, artistic, or cinematic) from a critical perspective of their choosing. Students begin with in-depth instruction on how to adapt analysis skills from text-only sources to other types of media including visual art, film and music. Students work individually and in groups to develop critical reading, writing, and peer review skills for analysis of a variety of texts. For the major essay essay, students engage in a careful process of research, drafting, and revision within the MLA format. Emphasis is placed on formulating logically-structured arguments based in effective, clear analysis of secondary and primary source materials. Oral presentations of work performed at several points in the process are required. This course is designed to focus on every stage of the writing process so that students leave confident that they know how to produce writing at the college level. Students also have opportunities to try their hands at various forms of personal writing to cap off their high school experience and reflect on their educational journey to date.

The summer course is ideal for students who are able to work independently with specific target goals, but may not be a good fit for students who need a daily class meeting in order to remain on target.

Texts: *The Breakfast Club* (summer film viewing), selections from various critical and theoretical texts, student-selected primary and secondary sources

ENGLISH 12: COMPOSITION HON - SUMMER

0.5 credit

Grade 12, SUMMER

This semester-equivalent English course offers students the opportunity to develop advanced college-level writing skills in a variety of expository formats. For the centerpiece of the course, an extensive in-depth research project, students choose a primary text (literary, musical, artistic, or cinematic) that will form the basis of their analysis. Students then engage more abstract topic areas in their research, using theoretical lenses and scholarly articles to develop a clear analytical focus on their primary source material. Emphasis is placed on clear, organized expression of nuanced argument, and peer review opportunities help students hone their critical reading skills as well as their written arguments. Additionally, students in Comp HON demonstrate an awareness of the consequences of their arguments to our understanding of or appreciation for the works under discussion. Oral presentations performed at several points in the semester demonstrate skill in the use of media to deliver content. This course is designed to help students develop mastery of their own writing process

from concept development to drafting to technical editing. Students will end the semester with a reflection on their high school experience and reflect on their educational journey to date.

The summer course is ideal for students who are able to work independently with specific target goals, but may not be a good fit for students who need a daily class meeting in order to remain on target.

Texts: *The Breakfast Club* (summer film viewing), selections from various critical and theoretical texts, student-selected primary and secondary sources