

**2012-2013 Course Catalog with Course Descriptions
San Diego Jewish Academy, Maimonides Upper School**

Social Studies

Core Courses

History 6
History 7
History 8
Social Studies (Humanities 9)
World History (Humanities 10)
US History

Topics in History

Election 2012, Government Through a Lens
Europe Between Wars: History
Politics and Life
Economics via Global Interdependence
Politics and the Policy Process

Honors AP Courses

Honors Humanities 9 and 10
AP Art History
AP Macroeconomics
AP Microeconomics
AP US History

English

Core Courses

Reading Comprehension 6
English 6
English 7
English 8
World Literature (Humanities 9)
British Literature (Humanities 10)

Topics in English

My Favorite Books
Public Speaking
Multicultural Literature
Writing with Pictures-Graphic novels
and Creative Writing

Elective, Honors, AP Courses

Journalism
MS Honors Literature Seminar
Honors Humanities 9 and 10
AP English Language
AP English Literature

Mathematics

Core Courses

Math A
Pre-algebra
Algebra I
Geometry
Algebra II
Pre-calculus

Elective, Honors, AP Courses

Pre-algebra Honors
Algebra I Honors
Geometry Honors
Algebra II/Trigonometry Honors
Pre-calculus Honors
Statistics
AP Statistics

AP Calculus AB

AP Calculus BC

Laboratory Science

Core Courses

Science 6
Science 7
Science 8
E2K
Biology
Chemistry
Physics
Anatomy and Physiology
Elective, Honors, AP Courses
STEM- Science Technology
Engineering and Math Program

Biology Honors

Chemistry Honors

AP Biology

AP Chemistry

AP Physics B

AP Physics C

Foreign Languages

Hebrew

Hebrew 1
Hebrew 2
Hebrew 3
Hebrew 4
Hebrew 5
Hebrew 6
Hebrew 7
Hebrew 8
Hebrew 9/10

Spanish

Spanish 1
Spanish 2
Spanish 3
AP Spanish Language

Judaic Studies

Judaic Studies 6
Judaic Studies 7
Judaic Studies 8
Middle School Judaic Honors
TaNaKh
Survey of Jewish History
Talmud
Jewish Thought
Senior Seminar
Comparative Religion
Jewish Literature
Modern European Jewish History
Sephardic Jewry

Arts/Electives

Visual Arts

Art and Ceramics
Ceramics
Digital Photography

Exhibition

Graphic Design

Video Production

Visual Art

Yearbook

AP Studio Art

Performing Arts

Introduction to Guitar
Beginning Music
Intermediate Music
Rock Ensemble
Advanced Ensemble
AP Music Theory
Child Development
Healthy Habits

Physical Education

Summer Conditioning Program

Middle School

Intramurals (grade 6)

High School

Physical Education
Leadership
Strength and Conditioning Program

Sports

Middle School (7th and 8th grade)

Fall

Physical Education
Cross Country
Flag Football
Volleyball

Winter

Physical Education
Boys Soccer
Boys Basketball
Girls Soccer
Softball

Spring

Physical Education
Dance
Baseball
Girls Basketball
Tennis
High School

Fall

Cross Country (Men's and Women's)
Football
Women's Tennis
Volleyball

Winter

Men's Basketball
Women's Basketball
Men's Soccer
Women's Soccer

Spring

Baseball
Golf
Men's Tennis
Softball

Course Descriptions

Note: For descriptions and course outlines for any of the AP classes, see the AP website, <http://www.collegeboard.com/student/testing/ap/subjects.html>

Note: When both a regular college-prep level and an honors level of the same class are offered, the honors class is characterized by a faster pace, more depth of content, and expectations of high quality student work on challenging problems and projects.

Note: AP classes and honors classes are weighted by one grade point. For example, an “A” counts as 5 grade points instead of 4 grade points, a “B” counts as 4 grade points instead of 3 grade points, and so on.

Social Studies

Core Courses

History 6: Leads students chronologically toward a critical understanding of personal and historical human development by studying the evolution of humans, ancient civilizations, and the interrelationships between geography and history. Students will learn organizational and critical reading techniques and practice writing and group work to engage with the material.

History 7: In this course, students examine social, cultural, religious and technological change during the period 500 C.E. to 1600 C.E. throughout the world, including Europe, Asia, Africa and the Civilizations of the Americas. Students engage through the use of relevant simulations, informational texts and literature excerpts while further developing critical reading, thinking, and writing skills. The analytical essay form will be practiced.

History 8: Prepares students for responsible citizenship by developing their understanding of the human struggle toward freedom and equality. This course takes students from Colonial times to the present day with a focus on the Constitution and civil rights issues. Analytic and critical thinking skills are heightened by student writing, literature, research, debate, film, and multi-media presentations.

Social Studies (Humanities 9 component): This is year one of a two-year course which integrates world history (emphasis on ancient times to the mid-18th century), language arts (literature and writing complement the historical periods and concepts), art, and culture to explore the theme, “How are we to live?” Students will be expected to analyze texts (both literary and factual), provide specific evidence in written and oral work, and master the analytical essay.

World History (Humanities 10 component): This is year two of a two-year course which integrates world history (emphasis on European perspective from mid-17th century through WWII), language arts (literature and writing complement the historical periods and concepts), and culture to explore the theme, “How are we to Live?” Students use critical reading, thinking, and writing techniques, often at the synthesis level, to apply the theme to current events and challenges.

US History (11th grade): An introduction to the evolution of American culture and its interaction with the rest of the world. Students refine analysis skills by tracing the development of twentieth century American themes in history from the colonial period forward, contrasting major themes, styles, and trends, and evaluating philosophical, political, religious, ethical, and social influences.

Humanities Topics

The humanities topics classes are a series of semester-long electives designed to provide in-depth exploration of content and development of skill in reading, writing, thinking, and listening. The Topics electives are each designated as semester one or two. Students must select one English Topics course for each semester and/or one History Topics course for each semester.

Topics in History

Topics in History: Election 2012, Government Through a Lens (semester one): This course focuses on preparing students to assume the responsibilities of citizenship. Using the 2012 Election as a vehicle, students will develop a firm understanding of the principles of American Democracy. Through comparative analysis, they consider the current state of the legislative, executive, and judiciary branches of government in relation to the ideals that cemented their founding. Students will evaluate, take, and defend positions on various issues facing American citizens today.

Topics in History: Europe Between the Wars: History, Politics and Life (semester one): This course will focus on the era between the world wars in Europe. During this time, war fatigue, political tensions, and a shift in the social fabric changed the European continent forever. We will use a multitude of resources including literature, music, film, historical documents, and personal accounts to view European life between the wars through the lens of history, politics and social phenomenon. The overarching question that we will address is: Did the United States experience a similar era of social and political change between the end of the Cold War and the attacks on 9-11?

Topics in History: Economics via Global Interdependence (semester two): This course provides a complimentary economic component to Election 2012, Government Through a Lens to provide a year of civic literacy. Students will develop command of basic macro and micro-economic principles through examination of current events in the American economy. They will explore the correlations between actions taken by the Federal Government and the health of the U.S. economy and analyze how American economic performance impacts the global economy through an intensive focus on global interdependence.

Honors and AP Courses

Honors Humanities 9 and 10: see details in the English section under Elective, Honors, and AP Courses.

AP Art History
AP Macroeconomics
AP Microeconomics
AP US History

English

Core Courses

Reading Comprehension 6: The focus of this course is to give students the tools they need to be effective readers. In addition to improving the comprehension and decoding skills which students have acquired in earlier grades, we will coach them in the habits of effective readers which include questioning, making inferences, making connections with previous knowledge, using multi-sensory imaging, and summarizing. Silent sustained reading is also part of this course as research illustrates that this not only creates better readers, but also better spellers and writers. It seems that the learning that occurs when students are fully engaged takes place at a deeper instinctive level and students internalize sentence structure, spelling, and punctuation conventions.

English 6: The focus of the course is skill building. Reading, writing and critical thinking skills are developed and practiced to prepare students for success. Students write in many genres including journal, short story, book review, and begin literary analysis. Class texts include classic literature such as Julius Caesar and Tom Sawyer and also contemporary coming of age stories and novels.

English 7: This course is designed to develop students' fluency as writers and readers and practice critical writing and reading. A variety of genres will be used, including folktale, poetry, short story and the novel. Speaking and listening skills will be emphasized as well, and the fundamentals of note-taking will be introduced. Many of the texts studied complement the history units students are concurrently studying in their history class.

English 8: This course focuses on American Literature with themes that correspond to the History 8 course. Students are prepared for the rigors of high school level coursework in the humanities, and are engaged in activities that encourage thinking about ideas and the means by which they are communicated (reading, writing, listening, and speaking). Emphasis is placed upon the building of vocabulary, analysis and application of grammatical structures, and fluency in the reading and writing of varying written genres (narrative, expository, persuasive, descriptive).

World Literature (Humanities 9 component): World Literature (Humanities 9 component): This is year one of a two-year course which examines the theme, "How are we to live?" Literature studied will address this question and complement some of the historical periods covered in Social Studies (Humanities 9) in which students are concurrently enrolled. Engaging and challenging literary texts are used to exercise students in critical reading. Central to the course is practice in writing the analytical essay. Students will have the opportunity to demonstrate their interpretations of the literature studied in a number of visual projects as well.

British Literature (Humanities 10 component): This is year two of a two-year course which integrates world history, language arts (literature and writing complement the historical periods and concepts), and culture to explore the theme, "How are we to Live?" Students read and write in multiple genres to practice fluency of rhetoric and support opinions with credible, cogent evidence.

Humanities Topics

The humanities topics classes are a series of semester-long electives designed to provide in-depth exploration of content and development of skill in reading, writing, thinking, and listening. The Topics electives are each designated as semester one or two. Students must select one English Topics course for each semester and/or one History Topics course for each semester.

Topics in English (11th -12th Grade)

Topics in English: My Favorite Books (semester one): A survey of Mr. Wood's favorite books. Take a long, strange trip with Mr. Wood as he deconstructs and devours the meat found in the fertile minds of authors like Murakami, Marquez, Kerouac, Orwell and Rushdie. The goal of the course is for you to understand and appreciate diverse writing styles, plot structures, artistic movements and the mind-blowing concepts locked within the pages of the cadre of strange. Of necessity we will also be exploring the historical, social and political forces that both influenced and nearly crushed these literary geniuses. The class will be discussion-based with reflective, analytical, and persuasive essays used to further express personal and academically-influenced opinions.

Topics in English: Public Speaking (semester one): Don't slouch! You mumble when you speak! Mom is right—those nonverbal cues tell a lot about you and your ability to successfully steer yourself through life's obstacles. This class offers valuable experience speaking in front of various audiences, both inside and outside of the school. You will effectively create, organize, and support ideas in oral presentations; develop the ability to assess audience response; listen critically and evaluate others' messages; utilize effective delivery techniques when presenting a speech; and recognize an appreciation for the ethical responsibilities of the public speaker and respect for the freedom of expression of all members of the community.

Topics in English: Multicultural Literature (semester two): "Being in a minority, even in a minority of one, did not make you mad. There was truth and there was untruth, and if you clung to the truth even against the whole world, you were not mad."—George Orwell

We will explore literatures of diverse groups, defined by race, ethnicity, gender, religion, sexual orientation, and/or physical condition. Poems, essays, novels, and excerpts of plays will all be used to help better understand and better enhance our analytical and persuasive writing styles.

Topics in English: Writing with Pictures - Graphic novels and Creative Writing (semester two): Study the ancient art of writing with pictures from prehistoric man to modern day anime. Learn the psychology and art behind this dynamic literary tradition; a tradition that makes use of the combination of word and picture to effect us visually, emotionally and ideologically. We will survey a smattering of graphic novels from various cultures and times, learning to understand the importance of word choice, plot, character development, and setting, as well as the uses of persuasive and narrative writing styles. We will also be putting what we learn into practice through various writing- and art-driven tasks that will ultimately result in a polished piece.

Elective, Honors, and AP Courses

Journalism: A “student-led” class that has the primary goal of the regular publication of The Lions’ Den, the SDJA student newspaper. Students are guided through the processes of story selection, idea development, journalistic styles, editing, and layout. It is entirely up to the students to successfully publish the newspaper. Students will sign up for this class after the first week of school in the upcoming year. Be part of the story!

Middle School Honors Literature Seminar, Extracurricular: The middle school honors literature seminar is designed to create a rigorous exchange of ideas in reading, writing, and seminar-style discussion led by English faculty. This extracurricular seminar is open to students in grades 6 through 8. Students will be reading challenging literature centered on a given theme. The calendar of five after-school seminar meetings and text titles for each is distributed to all middle school students at the beginning of the school year. After each seminar discussion, students will use the writing process to reflect on the literary piece discussed. The reflective writing will require critical thinking, multiple drafts, and polished, final pieces presented in a portfolio in May. If students successfully complete the seminars, they will earn honors designation next to their final English grade in June.

Honors Humanities 9 and 10, Extracurricular: This extracurricular honors seminar is designed to create a rigorous exchange of ideas centered on our humanities theme for grades 9 and 10: “How are we to live?” Students will be reading (challenging non-fiction and fiction); writing; listening; speaking; visiting local museums, theatres, and events; and participating in a minimum of four out of five seminars throughout the school year. Upon completion of requirements, students may earn honors credit for both literature and history classes for grades 9 and 10. All ninth and tenth grade students receive a calendar of seminars and invitation to participate during the first week of school each year.

AP English Language
AP English Literature

Mathematics

Note: More detailed information, academic content standards for mathematics courses, as adopted by the California State Board of Education, may be found at <http://www.cde.ca.gov/be/st/ss/index.asp>

Core Courses

Math A: We focus on reinforcing basic operations with whole numbers, fractions, and decimals as well as introducing integers and working with very simple algebraic expressions. The class also covers percents, probability, graphing, and basic geometry. The material is presented in such a way that the student quickly realizes the connection between mathematics and everyday life.

Pre-algebra: We work with simple algebraic expressions and equations. There is an introduction to polynomials along with the vocabulary and operations involved. An integration of geometry, probability, and statistics is also covered. Upon completion of the course, the student should be adept in all concepts relating to algebra and should be able to move into the more abstract concepts covered in algebra classes.

Algebra I: In this first algebra course, topics include basic vocabulary, properties of real numbers, polynomials, rational expressions, linear and quadratic equations, and types of variation. Students also solve algebra problems from other strands of mathematics, such as geometry and probability. Graphing calculators are used extensively.

Geometry: Students learn properties of geometrical objects and develop their ability to construct formal, logical arguments and proofs in geometric settings.

Algebra II: After a thorough review of Algebra I, students do work with sequences and series, complex numbers, logarithmic functions and are introduced to trigonometry. Students are expected to solve problems and interpret solutions verbally, symbolically, graphically, and with data sets.

Pre-calculus: This course reviews the trigonometric, geometric, and algebraic techniques needed in the study of calculus and strengthens students' conceptual understanding of the mathematical reasoning involved in solving problems.

Elective, Honors, and AP Courses

Pre-algebra Honors
Algebra I Honors
Geometry Honors

Algebra II / Trigonometry Honors: After a thorough review of Algebra I, students do work with sequences and series, complex numbers, logarithmic and exponential functions, and trigonometry. Students are expected to solve problems and interpret solutions verbally, symbolically, graphically, and with data sets.

Pre-calculus Honors: This course reviews the trigonometric, geometric, and algebraic techniques needed in the study of calculus, and strengthens students' conceptual understanding of the mathematical reasoning involved in solving problems. Analytic Trigonometry and Analytic Geometry in two and three dimensions is introduced. The concepts of sequences, series and limits are studied as an introduction to calculus.

Statistics: A practical introduction to statistics. Utilizing graphing calculators, the graphical display and interpretation of data is introduced - including statistical significance and inference. Probability, correlation, and regression are studied.

AP Statistics
AP Calculus AB
AP Calculus BC

Laboratory Science

Note: More detailed information, academic content standards for science courses, as adopted by the California State Board of Education, may be found at <http://www.cde.ca.gov/be/st/ss/index.asp>

Core Courses

Science 6: In Earth Science, students will study topography, plate tectonics, age and structure of the earth, volcanoes, earthquakes, and oceanography. The emphasis is on processing as well as critical thinking skills. Several strategies are used to integrate Earth Science with both the physical sciences and life sciences. A hands-on approach is used wherever possible.

Science 7: This course is designed to provide the student with a laboratory-rich environment including the dissection of preserved animals. An active, hands-on approach is taken, focusing on content and critical thinking skills. Students are encouraged to develop individual discovery skills in addition to cooperative learning activities. Areas of interest include cell structure and function, diversity of living things, genetics, body systems, and human life. In addition, current environmental and ecological issues are reviewed to provide the student connections to everyday life.

Science 8: This course encourages exploration in areas such as forces and motion, electricity, sound, light, and current technology. An introduction to chemistry includes the structure of atoms and how this relates to their placement on the periodic table and their interactions with each other. In addition to content subject areas, emphasis is placed on individual and group discovery within a laboratory environment which is designed to channel energy and enrich learning. A thematic approach is taken to help students relate scientific concepts to their lives, both in and out of the classroom. Students are guided through the process of creating a science fair project. Current scientific topics are continuously included to provide the students with exposure to new discoveries, innovations, and up-to-date issues in science and society.

E2K (6th-7th grade): The E2K program is an educationally enriching experience that prepares students for greater independent study and helps them understand how to approach learning a scientific subject through emphasis on logic, mathematical and scientific thinking. The materials that are used are relevant to the students' lives and they stimulate curiosity and increase motivation to study a phenomenon and its causes. The program provides learning skills in both mathematics and science. Each unit includes three elements: stimulus, experiment and application. This program is offered to sixth and seventh grade students who are looking for an inquiry-based science class.

Biology (HS): This is a course in introductory biology. There is a great deal of information to be covered. The pace will be quick. The major units of study include Ecology, Cell Biology, Genetics, Evolution, Invertebrates & Chordates (if time permits), the Human Body.

Chemistry (HS): This year-long, laboratory based course in high school chemistry will focus on understanding how and why reactions occur and experiencing some of those reactions in the laboratory. The aim of the course is to have the students comprehend fundamental chemistry processes and have the ability to integrate facts with concepts.

Physics (HS): This is a conceptual physics course, with the emphasis on the ideas rather than the calculations of physics.

Anatomy and Physiology (HS): is a second year Biology course for students interested in biology, medicine and its related professions. Students will utilize lab exercises that will help them understand the structure and function of the human body.

Elective, Honors, and AP Courses

STEM - Science and Technology Engineering and Math Program (HS): San Diego Jewish Academy offers a rigorous high school elective called the Science and Technology Engineering and Math Program (STEM) for exceptionally motivated and talented science and math students. The purpose of this program is to engage students in high level technology opportunities beyond

the traditional high school science and math course curriculum. The program operates as a two year course within the math and science department.

STEM engages students in work outside of the confines of a traditional curriculum and promotes the development of critical and scientific thinking. Students are also afforded a unique opportunity to gain valuable insights into various fields of scientific research. They develop an understanding of scientific methodology, gain a better appreciation for an assortment of scientific disciplines within academic and industrial research, and interact with experts in a variety of fields.

Opportunities in the STEM include:

- Developing a sophisticated science research project to successfully compete at county, state, national and international science fairs; and/or to publish or patent their project work. Competitions may include, but are not limited to, the Greater San Diego Science and Engineering Fair (GDSEF), the California State Science Fair and the prestigious national Intel Science and Engineering Fair (ISEF).
- Opportunities to work with a professional scientist outside of the traditional high school setting.
- Internships at local or national institutions. Students have successfully completed internships at UCSD, the Scripps Institute of Oceanography and the Scripps Institute.
- Exposure to invited speakers who are experts in their fields of study.

Biology Honors
Chemistry Honors
AP Biology
AP Chemistry
AP Physics B
AP Physics C

Foreign Languages

Hebrew

The Hebrew program offers nine levels of instruction, to accommodate students ranging from native speakers to those who do not know the alef-bet. Students are placed in a particular level according to placement tests and teacher recommendations. All middle school students are required to take Hebrew. High school students are required to pass at least two consecutive years of Hebrew and are encouraged to take four years of Hebrew.

Spanish

The Spanish program offers four levels of instruction: Spanish 1, Spanish 2, Spanish 3, and AP Spanish Language.

Spanish 1 (8th-12th grade): is a beginning Spanish course. In this course, students will begin to master the skills of listening, reading, writing, and speaking. Students will gain an understanding and knowledge of grammatical structures, build vocabulary, and begin writing as well as developing oral and auditory proficiency. The course work incorporates cultural literacy and appreciation of Spanish and Spanish-speaking cultures.

Spanish 2 (HS): reviews some skills from Spanish 1 and introduces new skills in the areas of grammar, vocabulary, reading, writing, comprehension and culture. Students will expand upon their ability to speak and write Spanish in class. The cultural components include Spanish speaking cultures in the Americas and Spain.

Spanish 3 (HS): continues the development of all Spanish 1 and 2 skills and structures. In this level, students review and learn new grammar, verb tenses, and continue to develop oral and written communication skills. Considerable emphasis is placed upon an expanded Spanish vocabulary, fluency of speech, and accuracy of writing. Students will continue to develop an

understanding and appreciation for the Hispanic culture by means of selected readings and authentic movies and videos from throughout the Spanish-speaking world.

AP Spanish Language

Judaic Studies

Judaic Studies 6: Survey of the Torah: is a course that will provide a foundation for students' critical reading, thinking, and writing skills through exploring major Torah narratives from Bereshit (Genesis) to Devarim (Deuteronomy). Students will develop a deeper understanding of the plot and story line of Torah by learning about biblical characters and events. Students will also improve their Hebrew language acquisition as we begin to read and translate verses and commentary. Students will have the opportunity through a variety of assignments and projects to draw connections between the bible then and Jewish life now. Why is it so important to learn an ancient language? Ancient texts and customs? What does it all have to do with us now as modern Jews?

Judaic Studies 7: Prophets and Leadership: The 7th grade Judaic curriculum is oriented around stories of Jewish leaders great and small, good and bad, and is designed to use the narrative sections of the second section of Tanakh to advance students' critical thinking and reading skills. By comparing and contrasting these narrative sections, starring King David, Joshua, Deborah and Samson among others, students will be empowered to critically consider the fundamental question of what is involved in becoming a leader. At the same time, this course will enable students to become more literate and more capable readers and will solidify lifelong Jewish learning skills. Combining all these results in a curriculum that creates learners more connected to the great traditions of Jewish leadership and more capable of engaging in ethical behavior in the here and now.

Judaic Studies 8: Survival Skills: After the destruction of the Second Temple in 70 CE, Judaism was faced with a threat to its very survival, a threat that would remain unparalleled until the modern era. How does a group of rabbis sitting and learning in Yavneh, Israel save the Jewish people, and how are our 8th graders a key part of that tradition? We'll find out as we learn Mishnah, the first level of our Oral Law, together. Students will develop advanced critical thinking skills as they negotiate arguments, trace logical development of thought, and examine our new strategy for survival in a post-Temple age: the Mishnah.

Middle School Judaic Honors: This course is a two-year course, focusing on the Talmud, also known as the Oral Torah. The Talmud is so fundamental to Jewish life, practice, thinking and culture, without it we are missing a piece of ourselves. Knowing how to read these essential and wondrous texts will give you the skills, creativity and access to any and all aspects of Jewish living as expressed in the written word.

A great body of literature, we cannot study the entire Talmud in a two year framework so the MS Honors curriculum will focus on two basic aspects of Talmud: The Mishna in the first year and the Gemara, in the second year. In the Mishna, we will read key sections of the texts which highlight the tradition of Oral law and the passage of ancient Jewish tradition. In the Gemara we will look at the dynamic interplay between the *Halacha and the Aggadah*, the Law and the Lore; the intricate legal discussion alongside the narratives and stories that go hand in hand with that law.

Through this course of study, we will hopefully gain an appreciation of the rich tradition of Oral Law and how it begins to develop and we will become partners in the process of Talmud study. With this process, we will come to see that the values of the Talmud teach us a great deal about our own values and how these texts are truly timeless.

TaNaKh (9th grade): This required course will explore the understanding of the TaNaKh as one cohesive text. We will approach the variety of texts with multiple lenses of interpretation and analysis hoping to achieve a greater understanding of the complexities within the Hebrew Bible.

Through close readings and exploration of secondary sources, we will be asking ourselves key questions, "What is it about this book that makes it the fundamental book for the Jewish people and how might it be relevant to me now?"

Survey of Jewish History (9th grade): This required course offers an overview of the history of the Jews and Judaism from post-destruction of the Second Temple to the present, tracing how that history unfolded in varying cultural and geographical settings. The knowledge gained from this course will serve as the historical foundation for your future Judaic Studies classes at SDJA.

Talmud (10th grade): The Talmud, also known as the Oral Torah, is so fundamental to Jewish life, practice, thinking and culture, without it we are missing a piece of ourselves. A great body of literature, we cannot study the entire Talmud in a semester, year or a lifetime. This course will focus on the two basic aspects of Talmud: The Mishna and the Gemara. The goal of this class is to introduce students to Rabbinic literature and to make these texts relevant to the modern student.

In the Mishna, we will read key sections of the texts which highlight the tradition of Oral law. Students will be able to locate the Mishna in its historic context, know the function and content of the various sections of the Mishna and become acquainted with some of the key themes and concerns of the Mishnayot. Literacy will not be the emphasis. In the second half of the course, we will spend our time on the Gemara, looking at the dynamic of *The Halacha and the Aggadah*, the Law and the Lore; the intricate legal discussion alongside the narratives and stories that go hand in hand with that law.

Through this course of study, we will hopefully gain an appreciation of the rich tradition of Oral Law and how it begins to develop and we will become partners in the process of Talmud study. With this process, we will come to see that the values of the Talmud teach us a great deal about our own values and how these texts are truly timeless.

Jewish Thought (11th grade): As Jews, we possess a great inheritance: the Torah. The Torah belongs to us and it has informed how we lead our lives and how we relate to our world. This process has been ongoing from Biblical, to Rabbinic to the present age. But to arrive at the present, we must journey through the past. A great many leading Jewish thinkers have confronted our Torah and our tradition, offering innovative and challenging ideas. The Vision and Goal of this course is for students to hear and listen to the voices of the past. What did Maimonides have to say about philosophy? What is the Zohar's mystic message? Who is Martin Buber and what was Theodore Herzl's contribution? Ultimately, students will see the chain of Jewish teaching and tradition.

Senior Seminar (12th grade): This course will move chronologically through the history of modern Israel and the history of the Holocaust. The purpose of this course is to imbue you with the knowledge of this time period and to focus on how the facts and skills you learn will enable you to succeed on college campuses and beyond. As intelligent human beings we all know about the Holocaust, but do we know how to identify and prevent future human rights violations that lead to genocide? This course will empower you to identify dangerous policies that appear to be benign on the surface, but have a much more sinister intent embedded within them – killing is never the first step. Furthermore, think about how you might feel if on your first day of class in college a classmate goes on a rant about how Israel only earned statehood because of the Holocaust and it's time we stop feeling sorry for them; after all, look at how they treat the Palestinians. This course will empower you to respond intellectually rather than emotionally. Finally, this course will act as the preparation for your trip to Poland, and Israel this coming spring.

Comparative Religion (10-12th grade): This course surveys the three major Western religious traditions – Judaism, Christianity, and Islam -- and the relationship between them and among them, covering such issues as modernism, globalization, gender, religion, and politics.

Jewish Literature (10 -12th grade): This course provides a survey of Jewish Literature through English readings and covers techniques and practice in reading and enjoying literature in its various forms: poetry, drama, prose fiction, and short stories. It examines such features of literary

meanings as imagery, characterization, and narration. This course aims to help students develop interpretive and critical thinking skills as well as appreciation of literature as art as well as a form of cultural/historical expression.

Modern European Jewish History (10-12th grade): In this course we will study Jewish history from the 18th century to the present day. We will learn how Jewish history was influenced by the political, social, and technological advances that swept through much of the western world during this period of time. The changes that took place, particularly in Europe, greatly impacted Jewish life and religious practice. We will explore how new forms of Judaism, including the Reform and Orthodox movements, developed as a result of Jewish involvement with modernity. We will also consider the impact of antisemitism, the birth of the Zionist movement and the establishment of the state of Israel.

Sephardic Jewry (10-12th grade): Sephardic Jewry aims to present high school students with an examination of the diverse nature of Am Yisrael, the people of Israel. While it's a truism that Jews can be found all over the world, our consciousness and sense of history has tended to be dominated by the Ashkenazic Jewish narrative. This course will present an anthropological examination of Sephardic Jewry and the full range of Jewish identity and history that will inform and challenge your notions of what it means to be who you are.

If you thought that everyone eats kugel, goes to shul, and comes from a shtetl, this class is for you. If you don't know what Ladino is, where the first great cosmopolitan center of Jewish learning was, or what the Aleppo Codex is, this class is for you. And, if you want to learn more about yourself, your history and your place in the world, this class is for you, as well. Combining anthropology with history and sociology, this class results in a curriculum that creates learners more connected to the great traditions of Jewish peoplehood and life.

Arts/Electives

Visual Arts

Art and Ceramics (MS): A year long, combined art and ceramics course serves as an introduction class for beginning students and for students who want to develop a better understanding of seeing, thinking, and producing art with an emphasis on technical skills and concept development. In other words, you will learn how to: use a process to create successful projects; draw two and three dimensionally; use color more powerfully; work with clay to make functional objects and creative sculptures. All of the lessons and projects expose students to basic art literacy and skills' development in multiple media.

Ceramics (8-12th grade): This is an introductory level ceramics course in which students design and construct hand-built and wheel-thrown ceramic objects. Students learn proper construction methods, form and surface enrichment, and glazing techniques. Elements of composition and aesthetics are introduced. A written ceramic art critique is required.

Digital Photography (MS): This course will provide you with the tools to create powerful images. You will learn how to see and understand what makes your work and the work of others stronger. You will think, learn, experiment, and play as a photographer. Each assignment has a theme, but you have a variety of choices to make your own images. Learn the technical and legal sides of digital photography as well as professional photographic techniques all while getting a firm grasp on Adobe's industry standard: Photoshop.

Digital Photography (HS): This course will guide you from taking "snap-shots" to developing your art as a photographer. You will study the hows and whys of photography including portraiture, landscape and architecture, advertising, and studio lighting techniques. Learn the technical and legal sides of digital photography as well as professional photographic techniques all while getting a firm grasp on Adobe's industry standard: Photoshop.

Exhibition (HS): An environment where self-directed, self-motivated students come to explore and pursue a passion. Do you have a community service project, a business idea, an arts*project, or some other idea that rocks your world? Do you want to take your dream to the next level? Exhibition is the place for you. Projects may be completed by an individual or with a team. The class culminates with a presentation/exhibition of your project to the school community.

*Ceramics, dance, graphic design, music, photography, stained glass, theater, video production, voice, writing, etc.

Graphic Design (HS): The graphic design course offers high school students an opportunity to learn how to develop and create powerful images and visual statements. In addition to traditional design media, we will use Adobe InDesign, PhotoShop, Illustrator, and GoLive software on Macintosh computers to create our work. Students will learn about typography, handmade and digital images, layout and composition techniques, and color. Projects will include a personal marketing package suitable for setting up a business or applying to college; a website; posters to make social statements; and a culminating design portfolio.

Video Production (HS): This course will cover all major aspects of video production from storyboarding and planning a shot to editing and retouching in postproduction. Major topics we will be studying are Camera Technique, Sound, Lighting, Layered 2D Animation, Special Effects including superimposition, Computer-based nonlinear editing, Philosophy of film aesthetics.

Visual Art (HS): This course serves as a foundation art class. All of the lessons and projects expose students to basic art literacy and skills' development. We work on projects that use the creative process, a step-by-step method, to solve problems creatively and efficiently. We develop the ability to focus on smaller elements in order to draw and sculpt what we see. We learn art history to think about what others have done so we can discover ways to improve what we create. We learn to critique and think about what we've done so we can learn from our successes and failures. We draw with pencils, markers, and pastels. We use color as a form of communication, to show emotion, to show dimension, to compare and contrast. We sculpt with wire, clay, and other media.

Yearbook (*The Roar*) and Literary Magazine (*Eighteen*)(HS): This course provides a workshop setting in which students communicate through team work, writing, design, and technology. Students create two Maimonides Upper School publications: *The Roar* (yearbook) and *Eighteen* (literary arts magazine). A primary goal of this course is to instill a passion for clear communication and creative problem-solving. The adviser, editor-in-chief, and section editors facilitate as-needed, on-demand requirements with customized instruction to a staff member's level of experience. All yearbook/magazine staff members are assigned to the adviser's study hall to serve as potential extended staff time to meet deadlines. In addition to staff meetings and study hall, publication responsibilities often extend beyond school hours to cover athletic, volunteer, and arts events in the afternoon and evenings.

AP Studio Art

Performing Arts

Introduction to Guitar (MS): Beginning guitar is a class designed for students who want to learn to play the guitar but have little or no prior experience. This one year course is a hands on experience where students play the guitar in a group setting. There are no required performances. Students will learn the basics of how to play an acoustic guitar from a non-stylistic point of view. Areas of focus include learning standard musical notation, tablature, chords, strumming patterns, and basic popular melodies.

Beginning Music (MS): This course is designed for students with little or no experience playing an instrument. Students will learn the basics of how to play a band instrument (wind) in an ensemble setting. Other areas of focus include learning standard musical notation and theory related to the repertoire, participation in historical/cultural lessons related to music, and completion of written assignments time to time related to music. Students taking this class are expected to have a regular practice routine and participate in an end of year concert.

Intermediate Music (MS): This course is a one or two year performing ensemble for instrumental music students in middle school who have at least one year of experience playing an instrument and reading music. Students improve their skills on a stringed instrument, wind instrument, guitar (must have the ability to read music), or percussion instrument through the study of musical literature and performance in at least two public concerts. Students also read music notation relevant to the applied literature, listen to/analyze/describe music, learn the historical and cultural attributes of music relevant to the course, and critically examine selections of music from various genre. Students taking this class are expected to have a regular practice routine.

Rock Ensemble (8-12th grade): This exciting course will give students the opportunity to play in a rock band situation with their peers while developing musical skills on their main instrument. Students do not have to know how to read music but they must have moderate experience playing guitar, drums, bass, vocals, or keyboard. During this year long course students will study rock and roll music from the 1950's through the present and will have the opportunity to perform at concerts and school sports events. Students will learn to play together as a class but will also be divided into smaller "bands" according to their experience level. This course is open to middle school (8th grade) and high school students with the appropriate musical experience.

Advanced Ensemble (8-12th grade): Advanced music is a one to three year performing ensemble for serious instrumental music students with at least 3 years of experience playing an instrument and reading music. Students improve their ensemble skills on a wind instrument, guitar, bass, stringed, or percussion instrument through the study of musical literature and performance in at least two public concerts. Small group ensembles formed from the larger group perform regularly at local community events. Students also read music notation relevant to the applied literature, listen to/analyze/describe music, learn the historical and cultural attributes of music relevant to the course, and critically examine selections of music from jazz, blues, classical, and folk styles. Students taking this class are expected to supply their own instrument and have a regular practice routine. This course is open to middle school (8th grade) and high school students with the appropriate musical experience.

AP Music Theory

Other Electives

Child Development (HS): Offering hands-on experience with young children ages 2-5. Under teachers' supervision, high school students will interact with the children in their daily classroom routine: circle time, snack, playground, and project activities. High school students will conduct observations to learn more about children's behavior, about developmentally appropriate practices, about behavior management, and about classroom documentation. By the end of the course, high school students will have received pediatric CPR and First Aid Certification as well as "Babysitting Certification" from the American Red Cross.

Healthy Habits (HS): In this untraditional high school elective course, students will take an academic, societal and personal exploration into healthy habits. It will provide students with the opportunity to relate their own lives to topics that range but are not limited to, nutrition, physical activity, stress management, spirituality and environmental issues. The course will introduce the students to different healthcare professions and alternative medicines and practices. The goal is for students to be equipped with practical strategies to make lifelong healthy choices. Self-analysis and goal-setting will be fundamental parts of the course. The course will integrate secular and Jewish teachings into real-life scenarios, interactive discussions, hands-on activities and field trips.

This is a course unlike any other that you've had before. The tempo varies from traditional classroom discussions and projects, to the hands-on experience of yoga, physical workouts and even gardening and food preparation.

Physical Education

Summer Conditioning Program (6-12th grade)

Fee: \$500

The summer PRIDE camp is a six week program designed to give individual and specialized instruction to those looking to increase athletic performance. The camp will focus on goals set by each individual and will monitor progress through the six weeks. Groups will be broken into ability levels and goal specific workouts. One semester of PE credit will be given at the completion of the camp.

Middle School

Intramurals (6th grade): All sixth graders will participate in an intramural program of team sports. Fall quarter sports are volleyball and flag football; winter quarter sports are basketball and soccer; spring quarter sports are stickball, track & field and tennis.

High School

High School Physical Education: This course will create an environment for students to design and participate in a personal training program. Students will participate in organized training, explore relevant topics, and develop a personal workout regime.

Leadership (11-12th grade): All students selected to participate in the Leadership course, will mentor and coach the 6th grade intramural students at SDJA while under the supervision of the varsity coaches and Athletic Department. During this time, they will be instructed on the techniques and methods associated with group management, program design, motivational speaking, group dynamics, and peer coordination. Students will be asked to turn in practice plans and progress charts, and write an essay on their experience at the conclusion of the course.

Strength and Conditioning Program: The 5th period strength and condition session is an opportunity for SDJA high school student athletes to participate in a structured conditioning program that supports their athletic pursuits. SDJA strength and condition coaches develop individualized training protocols for the participants of the program that are based on the needs of the student athlete.

All students interested in attending 5th period weight training, must be currently enrolled in a varsity sport or intending to enroll in a varsity sport. Students will meet during either "A" or "B" days every other day, and attend studyhall during the opposite days.

Sports

Seventh and eighth graders compete in the South Coast Middle School League against The Bishops School, La Jolla Country Day, Francis Parker, Horizon, Christian, Tri-City Christian, Coronado, and Rancho Santa Fe. Teams will be offered based on participation to accommodate both competitive and recreational athletes. All sports are co-ed unless otherwise noted.

The high school athletic program is a member of the Coastal Conference – Pacific League. All sports will field a Varsity program, however if registrations accommodate, then JV teams will be formed.

Middle School (7-8th grade):

Fall

Physical Education

Cross Country

Flag Football

Volleyball

Winter

Physical Education

Boys Soccer

Boys Basketball

Girls Soccer

Softball

Spring

Physical Education

Dance

Baseball

Girls Basketball

Tennis

High School

Fall

Cross Country (Men's and Women's)

Football

Women's Tennis

Volleyball

Winter

Men's Basketball

Women's Basketball

Men's Soccer

Women's Soccer

Spring

Baseball

Golf

Men's Tennis

Softball