SAN DIEGO
Jewish Academy
Challenge Minds. Inspire Purpose. Explore Possibilities.

High School Program of Studies

2024.25

Mission

SDJA empowers each student to learn for life, guided by Jewish values, and rooted in strength of community.

Accreditation

San Diego Jewish Academy ("SDJA") is accredited by the Western Association of Schools and Colleges (WASC) and the California Association of Independent Schools (CAIS). In 2021, SDJA received a seven-year accreditation status, the highest awarded by WASC/CAIS.

Course Registration

The SDJA Program of Studies document is intended to be a guide for parents and students to prepare for the 2024.25 school year. Please read the program information carefully and discuss potential course options as a family.

In the weeks leading up to the 2024.25 registration period, there will be dedicated time during high school pod and specific grade-level academic advisory sessions for students to dialogue with teachers, department chairpersons and the school leadership. The schedule for the advisory aspect of course registration is communicated via email by the Dean of Academics.

Students must be registered for a minimum of six classes on campus.

Changes to Course Program: High School students have the option of altering their course program after the fall term begins in August. Students can change their program by dropping and adding a course during the first two weeks (five class meetings) of the semester. Dropping a course after the fifth class meeting will result in a notation on the transcript of "W" (withdrawal).

ADVANCED PLACEMENT PROGRAM

Advanced Placement (AP) courses are created for The College Board by a panel of content experts and college-level educators. These courses are rigorous and demanding, and their workload is commensurate with that of college-level courses. AP courses culminate in the spring with a national standardized exam. All SDJA students who enroll in an AP course at SDJA are required to sit for the AP exam in the spring semester.

SDJA has twenty AP courses approved by the College Board for inclusion on the SDJA high school transcript. In order to maximize the number of AP course offerings, we offer approximately fourteen AP courses per academic year on a rotating basis.

Students who enter the AP program are those who both complete articulated prerequisites for individual AP courses as well as exhibit requisite skills in the content

area, critical thinking, independence, motivation, and the recognized degree of excellence as defined by each department. Any high school student in the sophomore, junior and senior classes who wishes to enroll in an AP course should meet with the department chair and/or an AP teacher to discuss the specifics regarding the course of interest before enrolling.

Adding an AP Course: Students may not add an AP course to their schedule after July 1st if the course requires summer work. If there is no summer work required, then the last day to add an AP class is the first day of school in August.

GRADUATION REQUIREMENTS

Co-Curricular - **1 program per year**
Options: interscholastic athletics, advanced music, dance, e-Sports, KabShab Band, robotics team, Moot Beit Din, physical education classes, ISPE

Experiential Education - 3 years

English - **4 years**
Required courses: English 9, English 10, English 11 or AP Language and Composition, English 12 or AP Literature and Composition.

Fine Arts - 1 year
Required course can be in Visual or Performing Arts

History - 3 years
Required courses: History 9, History 10 or AP World History, US History or AP US History

Jewish Studies - 4 years
Required courses include: JS9 Pathways to Jewish Identity, Senior Seminar

Math - 3 years
Required courses: Algebra 1, Geometry, Algebra 2

Science - 3 years
Required courses: Biology, 1 year of “Lab Science”, 1 year of “Technology”

World Language - 2 years
Required: Same language in progression

SDJA’s graduation requirements meet or exceed UC and California State University admissions elegibilty requirements.

GRADING SCALE

Grade	Percent	Grade	Percent
A	93.00 to 100.00	C	74.00 to 76.99
A-	90.00 to 92.99	C-	70.00 to 73.99
B+	87.00 to 89.99	D+	67.00 to 69.99
B	84.00 to 86.99	D	64.00 to 66.99
B-	80.00 to 83.99	D-	60.00 to 63.99
C+	77.00 to 79.99	F	00.00 to 59.99

HOMEWORK

The intent of homework in the upper school is for our students to grow as independent learners who are reflective and inspired to delve deeper into the content of their academic program. By independently completing work outside of class, SDJA students further explore and enhance specific concepts and skills, reinforce the lessons taught in class, and prepare for upcoming class time and assignments.

In the Upper School, the amount of work outside of class varies with the academic program of each student. We believe student learning is supported by the interaction between the student, the teacher, and the parent/guardian. Therefore, it is highly recommended that parents/guardians and students communicate regularly with teachers in order to best support the learning process.

Upper School homework is posted on Canvas, our online Learning Management System (LMS).

GRADES

Students' grades are continually reviewable via Canvas. Transcripts are sent home twice per year, at the end of semester 1 in January, and at the end of semester 2, in June. Transcripts are also available by request. Semester grades given in January and June are used to compute a student's grade point average and become part of the student's academic record.

SDJA TRANSCRIPTS

Transcripts reflect only coursework completed and grades earned while attending SDJA. SDJA weights AP classes and or honors classes with an extra grade point which is factored into the overall grade point average. We do not replace grades of D or F with a new grade earned in a make-up course taken at another institution. Transcripts from other accredited institutions will accompany the SDJA transcript when documents are mailed to colleges and universities in support of students' applications.

ACADEMIC CONFERENCES

Parents/guardians can request a conference when they have a particular matter to discuss with the teacher, advisor, counselor, or the Head of Upper School.

ADVANCED PLACEMENT (AP) TESTING

Students taking an AP exam are exempt from classes on the day their exam is being administered.

FINAL EXAM MAKE-UP POLICY

There is one make-up period for final exams. The schedule for make-up exams will be coordinated by the Dean of Academics. It is the responsibility of the student to take the missed final exam during this period. If the exam is not taken during the make-up period, the final semester grade will be determined by averaging an "F" (0%) for that final exam.

ACADEMIC HONORS

Academic honors are computed at the end of the school year. All high school students with no academic integrity infractions are eligible for these designations.

Academic Honors Designations:

Distinguished Scholar	4.00 and above GPA
Commended Scholar	3.67 to 3.99 GPA

HIGH SCHOOL GRADUATION ELIGIBILITY

Students will earn a diploma from SDJA by meeting all graduation requirements.

To address any shortfall in meeting graduation requirements, all make-up coursework, and any other requirements, accompanied by proof of completion (e.g. final grade from a teacher, transcript, report card, etc.) must be submitted to the Dean of Academics no later than ten (10) school days prior to the day of the graduation ceremony.

If a student is still deficient in any graduation requirement within ten (10) school days prior to the graduation ceremony, at that time he or she will be deemed ineligible to graduate and will not receive a diploma.

The above-mentioned student will be allowed until September 1st of the graduation year to provide final proof of having met all requirements. If all requirements are completed by September 1, a diploma shall be issued.

If a student is still deficient in any graduation requirement after September 1st of the graduation year, the student will not be eligible to receive a diploma and will not be certified a graduate from SDJA.

ABSENCES AND MISSING COURSEWORK

Class attendance and participation are significant components of the learning process. The Maimonides Upper School at SDJA is a classroom / campus centric educational program, which requires our students to be present - both physically and mentally. Coming to school well-rested, properly nourished, prepared for course-work, and with a positive desire to be an active learner and engaged member of the school community are the ingredients for flourishing in the upper school.

Over the course of one semester if a student accumulates more than six absences in any class, he or she will have their final semester mark in that class lowered by one letter grade.

A student may file an appeal of a grade reduction caused by excessive absences with the upper school administration. This Committee's review will either uphold the grade reduction, or upon a finding of special extenuating circumstances, devise a plan so that despite excessive absences the student can continue to earn a letter grade without a grade reduction. A grade of "I" (incomplete) will be recorded on the transcript as a placeholder while the student attends to the details of that plan.

If there is missing work that is not completed within the plan's defined timeframe, the student may either: 1. choose to have his/her semester grade determined by factoring a grade of 0 for each missing assignment into the grades received for assessed assignments; or 2. choose to have the "I" lapse to a "W" (withdrawal) as the final

semester grade for the course. A grade of “W” does not earn either unit credit or course credit towards SDJA graduation requirements.

SUBMITTING LATE WORK

When a student is absent from class for any reason or does not turn in assigned work on the due date, it is the responsibility of the student to initiate a conversation with their teacher about completing missed coursework. If a student has been absent, this conversation should occur on the first day back to campus regardless of whether the course meets that day. Late work will be accepted and graded based on the guideline designed by the teacher.

In the upper school, it is expected that students are actively engaged in their academic program. Being aware of, planning for, completion of and delivery to the teacher of all coursework (e.g., homework, tests and projects) is the responsibility of the student. The learning management system, Canvas, and meeting with teachers during Pod are two important resources that students can use to help them succeed in this aspect of their learning.

TESTS MISSED DUE TO ABSENCE

Make-up tests will be administered to high school students in the testing center during Pod or a free period.Makeup tests take precedence over co-curricular programs; e.g., athletic practices and contests.

Full Day Absence - When a student misses sitting for a test due to being absent from school for an entire day, the student will have the same number of calendar days as they were absent to make up a test. For example, if a student misses a test on a Monday due to a full day absence and is back in school on Tuesday, the test will be administered on Tuesday regardless if it is an “A” or “B” day. If the test is not made up within this timeframe, the grade earned may be lowered by 10%. Students who neglect to make up the test within three (3) days will also meet with the Dean of Academics, along with their parents/guardians, to discuss the student’s engagement with their academic program. In the event that a student returns to school after an absence and is scheduled to sit for multiple tests on the same day, a schedule will be designed so all assessments can be tended to in a reasonable and healthy manner.

Partial Day Absence - If a student misses only the period a test is being administered, the test must be made up before the end of that same school day. If the test is not made up within this timeframe, the grade earned will be lowered by 10%. Students who neglect to make up the test within three (3) days will also meet with the Dean of Academics, along with their parents/guardians, to discuss the student’s engagement with their academic program.

If a student is absent for the class meeting prior to an assessment, it is the student’s responsibility to meet with the teacher during Pod on the first day back to school after

an absence to review material and determine when the student will sit for the assessment.

Tardiness: Tardiness, whether "excused" or not, is disruptive to the entire class of any learning environment. If a student is struggling with arriving to class on time, parents/guardians will be contacted and made aware of the problem. Neither the administration nor the teachers will distinguish between an "excused" tardy and an "unexcused" tardy because both are equally disruptive. If the student arrives to class more than 15 minutes late, the tardy becomes an unexcused absence for the entire period.

Excessive Tardies: If a high school student is tardy to class more than five (5) times in one semester, the student's semester grade in that class will be lowered by 2%. There is no appeal process for excessive tardies for high school students.

GENERATIVE ARTIFICIAL INTELLIGENCE (AI) PLATFORMS POLICY

The parameters for when and how students can use generative AI platforms will be determined and communicated by the teacher (both in the assignment directions posted in Canvas, and verbally during class).

If students are permitted to use generative AI platforms, students must provide a citation for the source of information they collected. Referenced material in student work products must be cited in MLA format like any other source at SDJA, including the prompt used in the generative AI platform, e.g. (ChatGPT, *prompt used,* date).

Students' use of generative AI platforms without permission from the teacher and or without citing appropriately is a violation of SDJA's academic integrity policy.

Guidance for Students

- Generative AI platforms are powerful tools that can help students with ideation, organization, and research.
- AI is an emerging technology that students should strive to master.
- Dedicating substantial time to the design and iteration of your prompt will aid in the sophistication of AI platform products and enhance your learning.
- Although there is quite a bit that generative AI platforms can do, there are inherent risks in relying on the product produced. Be sure to check generative AI products for accuracy, bias, and the platform's citations. Students should be prepared to explain why they believe the information is accurate or not.
- All assignments must be completed by the student and represent the student's own original work and understanding of the material.
- Students must not use generative AI platforms to plagiarize. This includes copying and pasting text from AI-generated sources without proper attribution, as

well as using AI tools to generate answers to assignments that are not their own original work.
- Students must engage with the material in a meaningful way and only use AI tools as a supplement to their own understanding, and to ensure deep understanding of the material.

Guidance for Faculty

- Faculty have a responsibility to set clear guidelines for students around using generative AI platforms. Because generative AI is so new and so powerful, clarity is crucial in helping students know what is honest use and what is not.
- Being transparent with students about the purpose of an assignment can help students appreciate what they are learning, the importance of the skills they are developing, and the excitement of creating their own ideas. Consider discussing with students the ways that having core knowledge in a field makes their use of generative AI platforms more powerful, so they understand the value of that learning even with access to these tools.
- Review assignments to incorporate check-ins of the student writing pieces.
- Utilize safe browsers or locked browsers for assessments.
- Utilize a multi-step check in process to monitor how students are working towards developing a final work product to determine at which points students might be accessing AI platforms(s). Encourage/assign student self-reflection throughout this process (this can be an oral confirmation check-in). In these discussions, which may last as little as five to ten minutes, faculty ask students about their ideas and process, probing beyond submitted materials.
- Encourage students to read the permitted generative AI platforms, privacy policy and terms of use.

SENIOR TRIP TO POLAND AND ISRAEL

The culminating educational experience for a SDJA student is the senior trip to Poland and Israel. This program provides students with an immersive experience tailored to the mission of our school and the Jewish Studies department in particular. The senior trip connects the history students have learned in the classroom setting with historical and modern perspectives by visiting and engaging with the physical space of our shared history, culture and religion.

The senior class departs for this experience after Passover Break. Historically, the students spend one week in Poland and three weeks in Israel. Our partner school, Alexander Muss High School Israel (AMHSI) facilitates the program. The exact dates, and itinerary for the trip are subject to change and is based on the school calendar, intended educational outcomes, and global events.

ATHLETICS AND PHYSICAL EDUCATION

The San Diego Jewish Academy Athletic Department provides students the opportunities to learn and embody life lessons through participation in interscholastic sports. We support our students and coaches in creating experiences that will help to develop character traits such as commitment, a growth mindset and teamwork.

Interscholastic Sports

Fall
Cross Country (Boy's and Girl's)
Boys Flag Football (Club)
Girls Flag Football (CIF)
Girl's Tennis
Girl's Volleyball

WINTER
Boys Basketball
Girls Basketball
Boy's Soccer
Girl's Soccer
Sideline Cheer

Spring
Baseball
Boys Golf
Track & Field (Boy's and Girl's)
Boy's Tennis

Team Managers
There are a limited number of spots available as team managers for the sports listed above.

Our ability to offer these sports is directly related to student interest. Based on individual sport enrollment, the Athletic Director will determine which teams will be offered.

PE Classes

Wellness I
Wellness I is a course designed so all students acquire the basic knowledge about how to become fit and why it is important. Students will learn how to safely use various exercise equipment and stations in the fitness center. Instructions will focus on the components of fitness and how they contribute to optimal health. Principles of strength training, elements of cardiovascular health, basic anatomy and physiology, and the elements of a personal fitness plan are topics covered during the course.

Dance Team
The SDJA Dance Team provides an opportunity for dancers at the high school level to learn choreography and perform at school events throughout the year, including pep rallies, high school athletic events and other sporting and community events. They will also have the opportunity to compete against other high school dance teams. Try-outs will be held late spring, with different dance styles offered including hip hop and

jazz/pom. Participation in the dance team is year-long, with the goal of creating both a fun and competitive team experience for our dancers.

ISPE

We recognize that some students pursue athletics and other non-CIF competitive activities at a high competitive level and to accommodate and support those students, SDJA offers ISPE as a way to earn athletic credit.

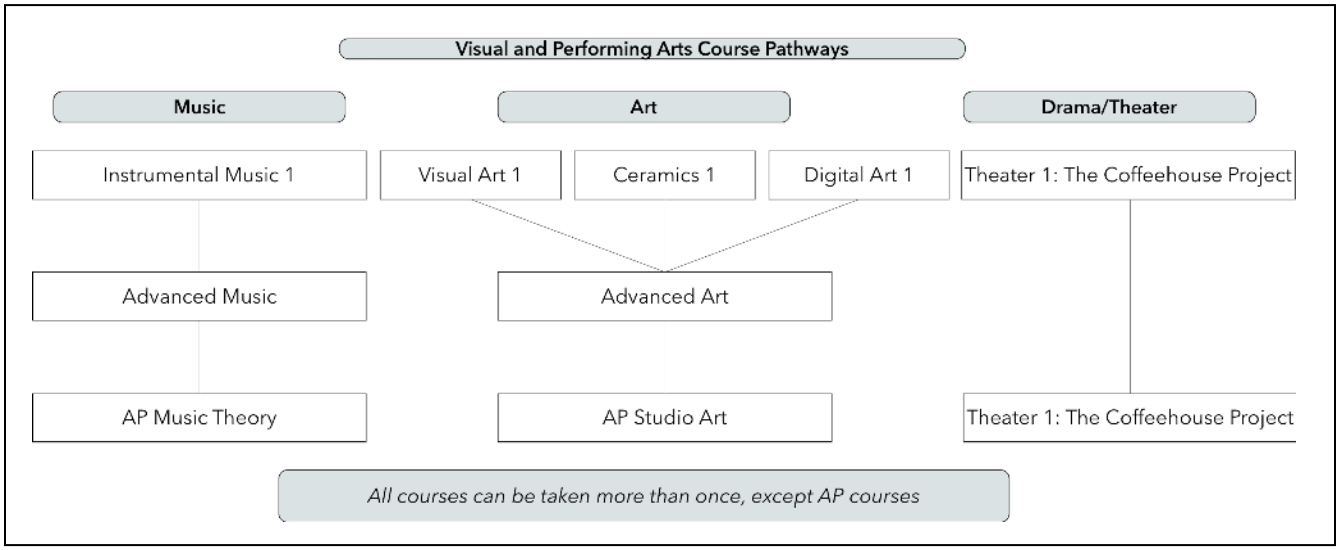
The ISPE program at SDJA is designed with two goals:

1. To provide exceptionally gifted athletes who compete at a high regional or national level an opportunity to earn SDJA athletic credit for graduation while pursuing their sport off campus.
2. To provide students who are pursuing an in-depth study of an athletic or competitive dance discipline not offered as part of the SDJA curriculum an opportunity to earn athletic credit.

ACADEMIC PROGRAM & COURSE OFFERINGS

VISUAL AND PERFORMING ARTS

Visual and Performing Arts Department Philosophy: In the Visual and Performing Arts classroom at San Diego Jewish Academy we focus on developing creativity through engagement, trial and error, practice, and expression in the form of presentation and performance. The purpose of the Visual and Performing Arts Department is to provide a safe and nurturing environment of artistic skill development, practice, creativity, and performance for developing artists and to give all students the opportunity to expand their awareness and appreciation of the arts.



High School Music
Fulfills Graduation Requirement for Fine Arts

This course is for the student who wants to learn to play an instrument in a fun and low stress environment. It is also for students with some experience on any instrument who would like to develop their skills further. Through group lessons and extensive individual practice time, students will 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 genres. Students taking this class are expected to supply their own instrument (with some exceptions), have a regular practice routine, and participate in at least 1 public concert.

Advanced Music
Fulfills graduation requirement for Fine Arts
Fulfills graduation requirement for co-curricular program
Prerequisite: Teacher recommendation and one of the following: (1) At least one year of a music class with a grade of B or higher; (2) At least one year of private lessons on a musical instrument

Advanced music is a one to three year performing ensemble for serious instrumental music students with at least 2 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 must be prepared to participate in regular performances. 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, have a regular practice routine, and participate in regular performances throughout the year.

AP Music Theory
Fulfills Graduation Requirement for Fine Arts
Prerequisite for AP Music Theory: Departmental approval and one of the following: (1) At least one year of Advanced Music class with a grade of B or higher, or two years of a level 1 class (2) At least two years of private lessons on a musical instrument.

Music theory is very similar to other sciences in how it describes, categorizes, and defines occurrences in the natural world. These occurrences, namely musical composition and musical performance, can be recognized to have many layers of structure and order. We can think of music as a reflection of human emotion and mind. Music theory helps us make logical sense of these reflections. Through the study of music theory you will be able to appreciate the beauty and complexity of not only music, but the minds of the people who make that music.
This course is an extensive, in-depth study of the structure and composition of music and notational practices. In addition to written academic exercises, students are drilled on rhythmic, melodic and harmonic dictation along with an emphasis on sight singing.
All content fully conforms to the College Board outline and is designed to prepare students for the AP exam.

As with all AP classes, students can expect a significantly increased workload in AP Music Theory. If you are considering registering for AP Music Theory, it is highly recommended that you have a conversation with your music teacher, or arts department chair. College Board - AP Music Theory

Theater Arts
Fulfills Graduation Requirement for Fine Arts

This course welcomes beginners as well as experienced theater performers and production technicians. Several units will be explored in sections including (but not limited to) Design (set, costumes, lights, sound);Improvisation (Learning the game rules,how to apply them to life, comic timing and forming a COMEDY SPORTZ team);Acting (character development, stage movement, and timing)Direction(seeing the whole picture and learning how to see through that lens); Musical Theatre (musicals, different genres, band vocals and dance). Sections are fluid and open to change. This class has produced the Open Mic sessions on the quad in collaboration with the music classes as well as SDJA's premier Podcast, Hometalks, annual musicals and plays, and much more. This is the class that allows us to dig deep and sharpen skills, brainstorm ideas and get creative.

Ceramics 1
Fulfills Graduation Requirement for Fine Arts

The ceramics course is a beginning level studio art course that explores a variety of building techniques including hand building and wheel throwing. Students will explore creating functional and sculptural pieces that help develop their appreciation for ceramic art history. This hands-on class encourages students to think creatively to solve visual prompts and effectively communicate their ideas. Participation in this class will result in a body of work that can serve as a student portfolio.

Visual Art 1
Fulfills Graduation Requirement for Fine Arts

The Visual Art course takes a projects based approach to investigate a variety of art media techniques including drawing, painting and mixed media. Concepts of aesthetic valuing and art history are explored and reinforced throughout the studio art experience. Participation in this class will result in a body of work that can serve as a student portfolio.

Digital Art 1
Fulfills Graduation Requirement for Fine Arts

Everyone's an artist even if they don't think they are; they just don't have the tools to express themselves yet. In this exploratory course, students learn the elements and principles of design, as well as foundational concepts of visual communication. While surveying a variety of media and art, students use image editing, animation, and digital drawing to put into practice the art principles they've learned. They explore opportunities in the design, production, display and presentation of digital artwork. They respond to the artwork of others, and learn how to combine artistic elements to create finished

pieces that effectively communicate their ideas. Participation in this class will result in a body of work that can serve as a student portfolio.

AP Art and Design (2D Design, Drawing)

(Elective; not required for graduation)

Prerequisite for AP studio art: Art Department approval and one of the following: (1) At least one year of the advanced art class with a grade of B or higher; (2) At least two years of level 1 classes (Ceramics 1, Digital Art 1, Visual Art 1) with a grade of B or higher.

The AP Studio Art program makes it possible for highly motivated students to work at the college level. The course requires demonstrating mastery of artistic concepts, composition, and execution. In an AP Art and Design course, students develop the skills that artists and designers use, and create a portfolio of work that is assessed to produce their AP score.The portfolios allow maximum freedom in the structure of the course. Each portfolio will address the three major concerns of the College Board evaluation guideline; 1. Inquiry and investigation, 2. Making through practice, experimentation and revision, and 3. Communication and reflection. Skills 2 and 3 are specifically assessed in the two part portfolio sections, Sustained Investigation and Selected Works.

As with all AP classes, students can expect a significantly increased workload in AP Studio Art. If you are considering registering for AP Studio Art, it is highly recommended that you have a conversation with your art teacher, or arts department chair.

College Board - AP Studio Art

Yearbook (*The Roar*) **and Literary Magazine** (*Eighteen*):

Fulfills Graduation Requirement for Fine Arts

This course provides a workshop setting in which students communicate through teamwork, 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 advisor, 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 apply for a position on the staff during February each year and are notified of acceptance prior to registration. In addition to staff meetings during class time, publication responsibilities often extend beyond school hours to cover athletic, volunteer, and arts events in the afternoon and evenings.

KabShab Band

Fulfills Graduation Requirement for Co-curricular Program

Play or sing in the KabShab band, known as the "Shabbeats". In order to qualify for co-curricular credit students must participate in the following:

- Play with the band on Fridays for KabShab

- Practice on Thursdays at lunch and Sundays, time TBD
- Participate in the following various school wide events that include but is not limited to:
    - Generations Day
    - Veterans Day
    - The Holocaust Memorial Ceremony in May (Yom HaShoah)
    - Participate in a performance at a local Synagogue

CENTER FOR INNOVATION & ENTREPRENEURIAL THINKING (CIET)

CIET Philosophy: CIET develops curious students who can adapt to a rapidly changing society through deepening the awareness of personal identities and strengths and constructing a culture of empowering opportunities and challenges.

Ideas to Products
Fulfills Graduation Requirement for Technology

Are you creative? Are you constantly coming up with great ideas for businesses and or products? Do you want to learn how great ideas become a tangible reality? In this course, students will learn how to convert their inspirations into reality. Throughout the year, you will learn how to develop your ideas by exploring physical and digital creative tools, generating prototypes and designing frameworks.

LionLabs Fellowship
Prerequisite: Ideas to Products with a minimum grade of a B- both semesters, approval from the Director of CIET.

A LionLabs Fellowship is not a class on entrepreneurship; it is an incubator. It's an intense, action-oriented program designed for those who are ready to develop their business or product idea through action. It connects students to a trusted network of entrepreneurial expertise, and an interdisciplinary community of like-minded professionals and alumni. By the end of the year, you will have developed, prototyped, and tested a novel product or service, a business model, and a company creation plan to find key customers and investors.
The LionLabs Fellowship is primarily self-directed. Students work with mentors and advisors to guide them in the process of developing a new idea that could benefit the world while exploring entrepreneurship as a career path. Successful completion of this year-long experience is a key part of becoming one of the prestigious LionsLab Fellowship SDJA graduates. Convert your inspiration into reality and come make history as part of the inaugural group within the LionLabs Fellowship!

HUMANITIES

Humanities Department Philosophy: We teach and study the Humanities because we value the continued practice of deep thought about what it means to be human in both individual and collective experiences. The goal of our English classes at SDJA is to develop critical thinking, reading and writing skills so students can ultimately communicate with an articulate and confident voice, both written and oral, who we are and where our responsibilities lie.The goal of our history classes at SDJA is to empower students to make sense of our world today through a broad study of the past. The study of history and social sciences develops students to be inquiring, knowledgeable and informed young adults who are critical thinkers, critical readers, and effective communicators. As a whole, humanities classes provide material for continuing conversations and writing about what it means to be human in an ever changing world.

9th Grade Humanities
(English 9 & History 9)

English 9
All 9th grade students are required to take English 9
Fulfills graduation requirement for English

History 9
All 9th grade students are required to take History 9
Fulfills graduation requirement for History

These two courses integrate history, culture, and the language arts to explore the theme, “What is our path?” The question is explored through our studies of world history and literature, including poetry, short stories, novels, and nonfiction. Engaging and challenging texts refine students’ critical reading skills and provide rich material for conversation and writing. By delving into world history and literature, students will develop an understanding and explore their own opinions of our current civilization. Students will be expected to analyze texts (both literary and factual), provide specific evidence in written and oral work, and conquer the research paper. We will consume various short stories, articles, and essays while exploring history from ancient times up through the mid-17th century. The course will encompass some of the following topics: the first civilizations, Ancient Greece and Rome, the rise of India and China, African kingdoms and civilizations in the Ancient Americas. The course will also include up to the Age of Renaissance.

10th Grade Humanities
(English 10 & World History or AP World History)

English 10
All 10th grade students are required to take English 10
Fulfills graduation requirement for English

History 10
All 10th grade students are required to take World History or AP World History
Fulfills graduation requirement for World History

These courses build upon the 6th, 7th, 8th and 9th grade themes through integrating history, culture, and the language arts to explore our vital humanities theme, "How are we to live?" These courses integrate world history and literature with a particular emphasis on the Western perspective from the mid-17th century to the 1950's. Students read and write in multiple genres to practice fluency of rhetoric and support opinions with credible, cogent evidence. A focus on syntax and style as well as structure and content helps students develop maturity as writers to prepare for learning expectations as juniors and seniors. The literature introduced in this course cultivates critical thinking and empathy by unraveling diverse perspectives and societal contexts within historical narratives. It fosters a nuanced understanding of human experiences, connecting students to the complexities of culture, values, and the human condition. These courses invite students to reflect not only what they learn but how they learn, and what kind of role each student wishes to play collectively in the world in which they live. The course will encompass the Reformation, Tudor Enlgland and the English Civil Wars, Absolutism and Enlightenment. The revolutionary period will be explored, as well as the Industrial Revolution. The course will end with the discussion of the World Wars.

AP World History
Fulfills graduation requirement for World History
Prerequisites: A- in History 9, and recommendation from your 9th grade history teacher

The AP World History course is designed to prepare students for the content demands of the AP World History curriculum,offered by the College Board. The course follows the standards prescribed in the AP Course description. Students study history from a global perspective spanning from the year 1200 to modern day. The course is organized around key themes and use of historical thinking skills. Students read nightly and learn to analyze primary-source documents. Successful completion of this exam can result with students earning college credit, depending on the policies of individual colleges and universities.

More information about AP World History may be found on the College Board website: https://apcentral.collegeboard.org/media/pdf/ap-world-history-modern-course-and-exam-description.pdf

11th Grade Humanities
(History 11 or AP US History, English 11 or AP English Language and Composition)

History 11: US History
Fulfills graduation requirement for US History

Students will gain an understanding of the major themes, individuals, and events that make up the vibrant historical tradition of the United States from European exploration to the present. A number of different approaches will be employed as students find out how they can best engage with the material in a way that is meaningful to them and their individual experiences. Students will discuss current events and learn the historical roots of some of these issues that continue to be controversial in the modern era. Students will be expected to analyze written texts, to provide specific evidence in written and oral work to support their opinions, and to learn effective organization strategies and study habits.

AP United States History
Fulfills graduation requirement for US History
Prerequisites: A minimum grade of A- in History 10 or a B- in AP World History, and a recommendation from your history teacher

This course, first and foremost, seeks to inspire students by highlighting the struggles of a relatively new country and evaluating its development up to the present day. Such a meaningful understanding of American history derives from the fact that this class is taught at the college level. As such, students will hone skills most applicable to the successful completion of college-level history classes. In addition to memorizing, comprehending, and applying a great deal of facts, students will be required to frequently analyze, synthesize, and evaluate primary and secondary sources. They will apply chronological reasoning and engage in frequent comparison and contextualization. Scholarly interpretations of history are sprinkled throughout the course to familiarize students with lasting debates in historical scholarship as well. By the end of the year, students will have explored themes like identity; ideas,beliefs, and culture; environment and geography; immigration and social trends; work and technology; politics and power; and America's international presence. Students tend to find such a broad and vibrant coverage of American history extremely rewarding.

More information about AP United States History may be found on the College Board website:
https://apcentral.collegeboard.org/media/pdf/ap-us-history-course-and-exam-description.pdf As with all AP classes, students can expect a significantly increased workload. If you are considering registering for this course, it is highly recommended that you have a conversation with your current history teacher and with the History Department Chair.

English 11
Contemporary Writing
Fulfills graduation requirement for English

This English course is designed to provide students with guided opportunities to explore, experience, and practice a variety of forms of writing, including essays, poems, short stories, and more. This is, primarily, a writing workshop or practicum, a class wherein students learn about the characteristics and qualities of different genres from a variety of professional model or mentor texts, and write their own original pieces in those genres. Students will deepen their writing and reading skills. Assigned readings will provide students with valuable models for interest, investigation, inspiration, and imitation. Class discussions will ask students to consider the merits of a particular text, what makes that text function as an effective composition, how it satisfies the traditional principle of seeking balance between sound and sense, and what's needed to emulate its good examples. Working from model texts, students will compose and compile throughout the year a portfolio of original work encompassing different forms (interview, précis, objective essay, personal essay, interview, review, flash fiction, short story, poetry, manifesto, et. al.).

AP English Language and Composition
Fulfills graduation requirement for English

Advanced Placement English Language and Composition is a survey of and practice in rhetorical modes of composition. Readings focus on non-fiction, especially short and long form essays. Goals of this course embody those of a freshman-level, college composition course. The material is rich and rigorous; the focus is on critical reading and writing via rhetorical analysis using largely non-fiction sources. Students will engage with language as readers and writers of multiple forms and contexts in a variety of subjects including American society, sports, popular culture, politics, education, the environment, and other topics. With an emphasis on close reading, analysis of textual mechanics and structure, and vocabulary study, students practice rhetorical analysis with the goal of becoming adept at literary analysis, multi-source synthesis, and argumentation. Students engage in regular short-form essay writing on a wide variety of topics, with opportunities for peer review and revision, and specific feedback from the instructor. Although not a creative writing class per se, students have regular and ample opportunities to exercise their creative faculties in writing. Students also engage in regular practice for the annual College Board AP examination given each spring. This involves working with actual test sources from previous years in exam situations, and close analysis of reading comprehension passages, multiple choice questions, and free response questions in the focus areas of literary analysis, synthesis, and argumentation.

More information about AP English Language and Composition may be found on the College Board website: AP English Language and Composition. As with all AP classes, students can expect a significantly increased workload. If

you are considering registering for this course, it is highly recommended that you have a conversation with your current English teacher and with the Humanities English Department Chair.

12th Grade Humanities
(English 12 or AP English Literature and Composition)

English 12: Literature and Film
Fulfills graduation requirement for English

….aaaaaand action! The purpose of this course is to study the parallel of narrative forms, genres, and techniques echoed in literature and film. We will learn to "read" a film, analyzing its narrative structure, genre conventions, subtext, technical and artistic factors, and purpose. Does the angle, ambient lighting or scenery hold symbolic meaning? Why does Hitchcock use aerial shots of a man being chased by an airplane as opposed to a close up of the man's horrified face? Selected short stories are read and analyzed in relation to film versions of the same works in order to gain an understanding of the possibilities, and problems, involved in the transposition to film. (In the film *Aviator*, Leonardo DiCaprio plays Howard Hughes. In one scene set in 1928, he orders "10 chocolate chip cookies". Ruth Graves Wakefield invented the chocolate chip cookie in 1930. That's called an anachronism folks, and we'll also be looking for them.) We will write film critiques, explore the way film can influence and manipulate perception, practice our abilities to compare and contrast short stories to their film adaptation, examine how films often reflect the culture and times in which they are made, and conversely, how motion pictures sometimes help shape attitudes and values in society. In short, we will develop the habit of watching movies critically rather than passively. Some of the short stories and movies to be included in this course are: *Rear Window* (1954), based on Cornell Woolrich's "It Had to Be Murder," *The Fly* (1958) and *The Fly* (1986), based on George Langelaan's "The Fly," *Minority Report* (2002), based on Philip K. Dick's "The Minority Report," *Total Recall* (1990) and *Total Recall* (2012), based on Philip K. Dick's "We Can Remember it For You Wholesale," *The Curious Case of Benjamin Button* (2008), based on F. Scott Fitzgerald's "The Curious Case of Benjamin Button," *Stand By Me* (1986), based on Stephen King's "The Body".

AP English Literature and Composition
Fulfills graduation requirement for English

This course includes intensive study of representative works from various genres and periods from the 17th to the 21st century, concentrating on works of literary merit. All homework in the first semester is reading (approximately 40 pages between class periods). All writing in the first semester is done in class (approximately 10 in-class essays). We will read thoroughly and deliberately, taking time to understand a work's complexity and to absorb and analyze its richness in meaning. Writing is an integral part of this course, as well. The goal of the writing assignments, while primarily focusing on critical analysis of literature, is to increase students' ability to explain clearly, logically

and even beautifully what they understand about literary works and why they interpret them the way they do.

More information about AP Literature and Composition may be found on the College Board website: AP English Literature and Composition.As with all AP classes, students can expect a significantly increased workload. If you are considering registering for this course, it is highly recommended that you have a conversation with your current English teacher and with the Humanities Department Chair.

AP Comparative Government and Politics
(Elective; not required for graduation)
Prerequisites: A minimum grade of B- in your most recent AP History or AP Social Science course, or a minimum grade of A- in your most recent History course, and a recommendation from your history teacher.

AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students compare the effectiveness of approaches to many global issues by examining how different governments solve similar problems. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments.

More information about AP Comparative Government may be found on the College Board website: AP Comparative Government and Politics: https://apcentral.collegeboard.org/media/pdf/ap-comparative-government-and-politics-course-and-exam-description.pdf. As with all AP classes, students can expect a significantly increased workload. If you are considering registering for this course, it is highly recommended that you have a conversation with your current History teacher and with the History Department Chair.

AP Psychology
(Elective; not required for graduation)
Prerequisites: Biology, English 10, World History or AP World History, all with a grade of A- or higher

AP Psychology is the equivalent of a one semester college introductory psychology course. This rigorous course introduces students to the systematic study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts and phenomena associated with a broad range of topics in psychology. Areas of study include the biological basis of behavior, sensation and perception, learning and cognition, motivation and emotions, developmental psychology, abnormal psychology and social psychology. Throughout the course, students employ psychological research

methods, including ethical considerations and statistics, as they use the scientific method, analyze bias, evaluate claims and evidence and effectively communicate ideas.

More information about AP Psychology may be found on the College Board website: https://apstudent.collegeboard.org/apcourse/ap-psychology. As with all AP classes, students can expect a significantly increased workload, particularly in regards to reading. If you are considering registering for this course, it is highly recommended that you have a conversation with your current social science teacher and with the Humanities and Science Department Chair.

Humanities Honors
This extracurricular honors program for freshman and sophomores consists of a series of seminars held on Sundays throughout the school year and designed to create a vigorous exchange of ideas centered on our humanities themes for grades 9 and 10: "What is our path?" and "How are we to live?" Students will be reading challenging nonfiction and fiction; writing; listening; speaking; visiting local museums, theaters, and events; and participating in a minimum of four out of five seminars throughout the school year. Registration for this honors program will take place in September, 2024. By the end of the first month of school, all ninth and tenth grade students will receive an invitation to participate in an initial honors meeting. At this meeting, students will learn about the program's policies and expectations, as well as a calendar of seminar dates, topics and instructors.

JEWISH STUDIES

Jewish Studies Department Philosophy: The Jewish Studies department designs and implements curricula to make Torah accessible for all learners, inspires connections to Jewish values, history, and beliefs, and to promote lifelong learning.

The Jewish Studies program in the Maimonides Upper School is organized around core topics within Jewish studies: Text, History, Rituals, Values and Israel. The goal is to provide robust opportunities to study Jewish text, history, rituals, values, and connection to Israel in ways that are personally meaningful to each individual student. Our ninth grade course is designed as a survey of these five topics in order to take what students have learned in the MS program, build on it and provide means for further exploration. In the 10th and 11th grades, students will study Rabbinic Literature, Jewish Ethics, Jewish Thought and the American Jewish Experience. Within these core courses, students are provided the opportunity to create personal connections to the material that are aligned with their individual Jewish identity, curiosity and interests. In each of these two years, students choose from one of three courses per semester. In addition, we offer a selection of yearlong electives for students who wish to add more Judaic studies to their schedule.

Our students come from a wide range of Jewish backgrounds, and we take pride in fostering each student's intellectual and emotional Jewish development. Judaic Studies students engage in learning through a variety of methods, including journaling, discussion, debates, and projects that bring traditional ideas into modern-day relevance.

We actively encourage critical thinking, reflection, close textual reading, and other skills that serve them well in all disciplines.

Jewish Studies Honors Program

The honors program in the high school Jewish Studies department takes the curriculum to a deeper, more sophisticated level. These courses require a higher level of student engagement with the material in order to achieve a more comprehensive understanding of the material. Honors can be earned through taking a class designated as honors.
Keys to success:

- Students possess a willingness and readiness to consistently engage with the material.
- Students are able to dedicate the time necessary to manage a more rigorous course, which includes a higher difficulty of material and/or an increased workload.
- Students are ready to take an active role in presenting material to the class and in leading class discussions.
- Students are self-motivated, self-disciplined and have strong organizational skills.

9th Grade: Pathways to Jewish Identity
Fulfills graduation requirement for Jewish Studies
This is a required course for all 9th grade students, and all students learning in a Jewish day school for the first time

In this course we'll uncover the five pillars of Judaic Studies – the concepts that both distinguish Judaism from other civilizations and give Judaism its unique standing in the world of ideas, culture, tradition, and way of life. The pillars are: Jewish text, Jewish values, Jewish history, Jewish practice, and Israel.

We begin our studies together by introducing the concept of havruta learning, an ancient but ever-relevant method of inquiry-based study. Students develop skills such as close reading, listening to one another and to the text, and identifying multiple interpretations. These skills serve them well not only for their future Judaic Studies coursework but for all academic disciplines.

We then complete units on the pillars mentioned above, and in doing so model the ways that Jewish concepts are studied in high school. We grapple with texts and ideas seriously and critically, and we figure out how to apply them to our lives today as Jews and Americans in San Diego. We provide English translation for all of our sources, and carefully explain all the concepts. We'll also embrace a pluralistic approach, mirroring the clear Jewish love of argument and the healthy (and civil) clash of opinions.

12th Grade: Senior Seminar – History of Modern Israel and the Holocaust
Fulfills graduation requirement for Jewish Studies
This is a required course for all 12th grade students

The purpose of this course is to imbue students with the knowledge of this time period and to help students acquire skills that will enable you to engage in rational, thoughtful discourse on the effects of these two seminal 20th century events. The course will move chronologically through the history of modern Israel and the history of the Holocaust. How did various Zionist thinkers with radically different ideas about Jewish identity, religion, and peoplehood come together to form a vision of a modern Jewish state? As educated 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 wrestle with many of the big questions surrounding both Israel and the Holocaust. Finally, this course will serve to prepare you for your trip to Poland and Israel this coming spring.

10th and 11th Grade - Jewish Studies Courses
(One Class Per Semester + Honors Option)

Semester 1

Jewish Philosophy: Students are required to choose one course from the semester 1 options below. During this semester, students will take a deep dive into Jewish theology & philosophy as articulated by the great Jewish thinkers in our history. They will learn the many pathways of belief and religious thought taken and the diverse options that are open for their own personal belief and practice.

Finding God
Fulfills graduation requirement for Jewish Studies

In Judaism, God has been perceived in many different ways – from the personal God of the Bible, to the rational God of Maimonides, to the mystical God of the Kabbalists, to the existential and relational God of Abraham Joshua Heschel and Martin Buber, to the humanist God-view of Erik Fromm. For many centuries, Jews have attempted to conceptualize their relationship with God and the Divine mystery of the universe in terms that were consonant with the thinking of the times in which they lived. In this course, we will explore their thoughts and writings in an attempt to expand and refine our own individual views about God and the universe.

Shaping Belief
Fulfills graduation requirement for Jewish Studies

Jewish thought has never existed in isolation from history. The events and cultures surrounding the Jewish people have shaped the ways in which we understand God's essence and role in our lives, as well as our conceptions of human destiny, good and

evil, human nature, reward and punishment, and our evolving forms of religious observance. How did historical events, from the destruction of the Temple, to the Golden Age of Spain, to the Holocaust and the birth of the State of Israel, impact Jewish thought and practice? How did great Jewish thinkers synthesize new ideas from the cultures around them? In this course, we will explore how these shaped Jewish thought over the ages, all the way to our present day, and learn about the many diverse views of Jewish theology that grew out of these encounters.

Survey of Jewish Thought Honors
Fulfills graduation requirement for Jewish Studies
Prerequisite: Completed Pathways to Jewish Identity course, a B or higher in the previous semester's Jewish Studies class, and a recommendation of the previous year's Jewish Studies teacher

This course will dive deeply into Jewish theology as it has evolved in its varied forms over many centuries. Students will sample such writings as the Bible, Rabbinic Literature, Baruch Spinoza, Moses Maimonides, Kabbalah, Joseph Soloveitchek, Abraham Joshua Heschel, Mordecai Kaplan, Martin Buber, Erik Fromm, Eugene Borowitz, Emil Fackenheim, and Judith Plaskow in order to gain knowledge and insight into the tremendous breadth of widely differing theological viewpoints. We will use both primary and secondary sources, and require Honors-level reading and writing. The ultimate goal will be to examine, test, and reflect on one's own personal belief system in light of these great Jewish thinkers.

Semester 2

American Jewish Experience: Students are required to choose one course from the semester 2 options below. During this semester, students will investigate the ways in which Jews and Judaism adapted to America, our successful role in American society, culture, and politics, and the rise of our distinctive American Jewish identity. Students will choose one of the courses below to fulfill this required course of study.

American Jewish History
Fulfills graduation requirement for Jewish Studies

This course looks at the American Jewish experience through the lens of major themes such as immigration & assimilation, the Jew in American society (politics, business, philanthropy, etc.), building a new Jewish community, participation in social change from the Civil War to civil rights, combating anti-Semistism, contributions to American culture (comic book industry, cinema, theater, literature, music, etc.), and even Jews in organized crime. Ultimately, this leads us to ask, where have we been and where are we going as American Jews?

American Jewish Literature
Fulfills graduation requirement for Jewish Studies

This course explores the American Jewish experience through the eyes of Jewish Writers. From the popular Letters to the Jewish Forward at the turn of the 20th Century to the works of Hollywood screenwriters, we American Jews have openly grappled with our identity, modern dilemmas, and evolving role in American life. Countless American Jewish writers and poets, along with playwrights, bloggers and stand-up comics, have shared their personal views of the American Jewish experience. This course requires critical reading and analysis, as well as original thought as expressed in your own writing and creative projects.

American Jewish Experience Honors
Fulfills graduation requirement for Jewish Studies

Prerequisites: Completed Pathways to Jewish Identity course, a B or higher in the previous semester's Jewish Studies class, and a recommendation from the previous year's Jewish Studies teacher.

In this course we will trace the journey of American Jews from early immigrants to modern citizens. We will examine our role in American politics, society, culture, industry, science, and religion. Inquiry will be two-sided - how did Jews impact America and how did America impact Jews? We will use both primary and secondary sources, and require Honors-level reading and writing. The goal will be for students to develop and test theories that explain such things as the success and acceptance of Jews in America, the reasons behind elevated levels of Jewish civic engagement and philanthropy, disproportionate Jewish contributions to science, the arts, business, entertainment, and the professions, the successful Jewish institution building undertaken in America and, in recent times, the decline in Jewish identity and Jewish organizational affiliation. In short, this course will not only offer a serious overview of Jews in America, but seek to reveal the factors that shaped our historical experience and those that may shape our future.

Jewish Studies Electives
(Yearlong Courses)

The elective program in the high school Judaic Studies department broadens the scope of the required curriculum. These courses offer a less rigorous course of study than the honors or required course and have less homework and fewer tests, more in the style of *Torah lishma*, learning for learning's sake. *Students have the option to select a Judaic studies course as an elective in addition to (but not instead of) one of the required Jewish Studies courses.*

Jewish Peoplehood: The Future, Together and Apart
(Elective; not required for graduation)
This course is adapted from materials of the Shalom Hartman Institute: "Today we face new challenges to our unity including nationalism, antisemitism, dual loyalty, and identity

politics. ...We consider what it means to be a member of the Jewish people, the core values that animate Jewish peoplehood, and the contemporary challenges to Jewish unity. The curriculum examines the forces dividing the Jewish people today, including nationalism, antisemitism, dual-loyalty, and identity politics; and it imagines new conceptual frameworks that can help sustain and grow the story of our people for a new millennium." Students will especially focus on the evolving relationship between American Jews and Israel and how to address divergent points of view on the present and future of the Jewish people.

Israel in the Middle East
(Elective; not required for graduation)
The Middle East is a complicated region with complicated connections and divisions. Understanding the basics of the interactions and connections between the various countries and groups is paramount to our understanding of the Israeli-Palestinian conflict. This course will examine the various key players in the region, their relationship with Israel and how that impacts the global arena. The course will use the facts to help students grapple with their responses to antisemitism in their lives as they navigate today's society.

Co-Curricular Program: Moot Beit Din (Honors)
Fulfills Graduation Requirement for Co-curricular Program

Students will have the opportunity to sign up for this co-curricular option in the fall. Mott Beit Din (MBD) holds mandatory meetings once per week on Sundays. In order to earn honors credit, students must attend a minimum of 85% of the meetings and earn a minimum of 80% on all written work. Students begin with a study of the halakhic process - the process by which Jewish sages arrive at legal rulings - before moving into a real-life complex legal dilemma. MBD participation is dedicated to analysis of the case study - the halakhic dilemma that they must resolve. Students will dive into a wide range of Jewish classic texts to develop a written response to the dilemma. Students enrolled in MBD also have the option to represent SDJA in a national competition known as Maimonides Moot Court. At this competition, student teams from Jewish high schools around the country bring their written responses and also prepare an oral argument to present to a panel of judges.

MATHEMATICS

Mathematics Department Philosophy: Our math department strives to create a positive and nurturing environment in which students are comfortable with the learning process - where making mistakes, taking risks, communicating ideas and working collaboratively are encouraged. A strong emphasis is placed on the conceptual understanding of mathematics so students can explain why the math makes sense. Meaningful real-world applications are consistently incorporated to develop creative problem solving skills as well as an appreciation of math and its relationship to other disciplines.

High School Math Pathways

Pathway 1: Algebra I → Geometry → Algebra II → Pre-Calculus, Statistics

Pathway 2: Algebra I → Geometry → Algebra II H → Pre-Calculus H, Statistics, AP Calculus AB

Pathway 3: Algebra I → Geometry H → Algebra II H → Pre-Calculus H, Statistics, AP Calculus AB

Pathway 4: Algebra I H → Geometry H → Algebra II H → Pre-Calculus H, Statistics, AP Calculus AB

Pathway 5: Geometry→ Algebra II → Pre-Calculus → Statistics, AP Calculus AB

Pathway 6: Geometry H → Algebra II H → Pre-Calculus H, AP Calculus AB → Statistics, AP Calculus AB, AP Calculus BC

Pathway 7: Algebra II → Pre-Calculus → AP Calculus AB → Statistics, AP Calculus BC

Pathway 8: Algebra II H→ Pre-Calculus H, AP Calculus AB → AP Calculus AB, AP Calculus BC → AP Calculus BC, Statistics

*Note: In the very rare case that a student exhausts the math curriculum offerings above, available through SDJA, they may pursue further mathematics learning in a variety of ways which can be determined with the academic counseling assistance of an Academic Dean or the Math Department Chair.

Algebra I
Fulfills graduation requirement for Mathematics
Prerequisites: Fundamentals of Algebra

This course provides the basic building blocks necessary for all higher level mathematics courses. It utilizes a hard copy text and a computer based program that includes an online textbook as well as additional multimedia resources designed to enhance student learning. Algebra 1 is the first course in the integration Algebra I/Geometry/Algebra II requirement for high school graduation. The course starts with algebraic expressions and introduces function notation and linear functions. It continues with absolute value functions, systems of equations, systems of inequalities, exponents and exponential functions, operations with radicals and radical functions, polynomials, quadratic functions and equations, and an introduction to operations with rational functions. Students will be held responsible for understanding how every topic in the course can be organized into six fundamental elements of mathematical development: adding, subtracting, multiplying, dividing, equations, and graphing. Students will be introduced to the numerical, algebraic, and graphical approach of analyzing equations and problem solving. Students will be instructed on how to use the TI-84 platform to

further solidify key concepts. Students will be shown efficient approaches to problems and student collaboration will be emphasized. Students are expected to consider multiple approaches to each problem.

Note: Please reference the email you will receive from your current teacher stating which math course you qualify for in the 2024-2025 school year. If you have any questions regarding the math course you qualify for, please contact your math teacher or the math department chair.

Geometry
Fulfills graduation requirement for Mathematics
Prerequisites: Algebra I

This course utilizes a hard copy text and a computer based program that includes an online textbook as well as additional multimedia resources designed to enhance student learning. Geometry is the second course in the integration Algebra I/Geometry/Algebra II requirement for high school graduation. Students will be shown how geometry is a language illustrated through algebra. Therefore, Algebra 1 concepts are reviewed throughout the entire course. Geometry develops logical reasoning and spatial intelligence. In the regular geometry course, linear algebra is primarily used and geometric proofs are usually tested by filling in the blanks of a logical argument. The course will cover the language of geometry, logical arguments, transformations, triangle relationships and congruence, quadrilaterals, proportions and similarity, right triangle trigonometry, circles, area, geometric probability and volume. The course focuses on applications of mathematical concepts in the real world and balances the importance of conceptual understanding with procedural fluency. Students use the graphing calculator as a tool to enrich conceptual learning and problem solving. Students learn and apply properties of geometrical objects and develop their ability to construct formal, logical arguments and proofs in geometric settings.

Note: Please reference the email you received from your current teacher stating which math course you qualify for in the 2024-2025 school year. If you have any questions regarding the math course you qualify for, please contact your math teacher or the math department chair.

Algebra II
Fulfills graduation requirement for Mathematics
Prerequisites: Algebra I and Geometry

This course utilizes a hard copy text and a computer based program that includes an online textbook as well as additional multimedia resources designed to enhance student learning. Algebra 2 is the third course in the integration Algebra I/Geometry/Algebra II requirement for high school graduation. This is advanced algebra and the further study of mathematics. The course covers linear, quadratic, polynomial, radical, absolute value, exponential, logarithmic, and rational functions, probability and statistics, an introduction to matrix operations, solving systems with matrices, an introduction to conic

sections, sequences and series, and trigonometric functions, identities and equations. Students will be held responsible for understanding how every topic in the course can be organized into six fundamental elements of mathematical development: adding, subtracting, multiplying, dividing, equations, and graphing. Students will be shown the numerical, algebraic, and graphical approach of equation and problem solving. The course focuses on applications of mathematical concepts in the real world and balances the importance of conceptual understanding with procedural fluency. Students use the graphing calculator as a tool to enrich conceptual learning and problem solving.

Note: Please reference the email you will receive from your current teacher stating which math course you qualify for in the 2024-2025 school year. If you have any questions regarding the math course you qualify for, please contact your math teacher or the math department chair.

Precalculus
(Elective; not required for graduation)
Prerequisites: Algebra 1, Geometry, Algebra II

This course reviews the fundamental concepts of Algebra I and explores in greater depth topics introduced in Algebra II, particularly the graphical behavior of parent functions (specifically polynomial and rational functions, exponential and logarithmic functions, and trigonometric functions) and associated transformations as well as domain and range of all functions. New content includes topics in trigonometry, vectors, polar coordinates, sequences, matrices, conic sections, probability, and limits. Additionally, there is a strong emphasis placed on using mathematical models to predict phenomena in everyday life. The graphing calculator plays a role as an enrichment tool for solving math problems and modeling real-world scenarios.

Note: Please reference the email you will receive from your current teacher stating which math course you qualify for in the 2024-2025 school year. If you have any questions regarding the math course you qualify for, please contact your math teacher or the math department chair.

Statistics
(Elective; not required for graduation)
Prerequisites: Algebra 1, Geometry, Algebra II

This introductory statistics course discusses the art, science, use, and misuse of statistical data. Through hands-on activities, projects and extensive work with TI-84 calculators, students will explore the following topics: quantitative and categorical data; display of data using appropriate graphs and charts; normal distributions; scatterplots and correlation; sampling, surveys, and experiments; and chance and probability. This is a very language intensive course that examines statistics through applications. Strong language and reading comprehension skills are required for success in this course.

Note: Please reference the email you will receive from your current teacher stating which math course you qualify for in the 2024-2025 school year. If you have any questions regarding the math course you qualify for, please contact your math teacher or the math department chair.

Honors Courses

Algebra I Honors
Fulfills graduation requirement for Mathematics
Prerequisites: Fundamentals of Algebra with a grade of 95% or higher both semesters and departmental approval, or Pre-Algebra Honors with a grade of a B both semesters and departmental approval

This course provides the basic building blocks necessary for all higher level mathematics courses, particularly Geometry Honors and Algebra II Honors. It utilizes a hard copy text and a computer based program that includes an online textbook as well as additional multimedia resources designed to enhance student learning. The course emphasizes applications of mathematical concepts in the real world and balances the importance of both conceptual understanding and procedural fluency. Honors Algebra 1 is the first course in the integration Algebra I/Geometry/Algebra II requirement for high school graduation. The course starts with algebraic expressions and introduces function notation and linear functions. It continues with absolute value functions, systems of equations, systems of inequalities, exponents and exponential functions, operations with radicals and radical functions, polynomials, quadratic functions and equations, and an introduction to operations with rational functions. Students will be held responsible for understanding how every topic in the course can be organized into six fundamental elements of mathematical development: adding, subtracting, multiplying, dividing, equations, and graphing. Students will be introduced to the numerical, algebraic, and graphical approach of analyzing equations and problem solving. The honors course covers topics in greater depth and moves at a faster pace. The course moves deeper into the understanding domain and range of all functions covered and requires in depth application and problem-solving skills. Students are taught interval notation and much emphasis is placed on piecewise functions. Students will be instructed on how to use the TI-84 platform as a tool to enrich conceptual learning and problem solving.

Note: When both a regular college preparatory level and an honors level of the same class are offered, the honors class is characterized by a faster pace, greater depth of content (and in some cases, includes additional content and different textbooks), more rigorous problem sets, and expectations of high quality student work on challenging problems and projects. The knowledge and skills acquired in this course, including proficiency with the material as well as comfort with the fast pace, are critical building blocks for success in future courses such as Geometry Honors, Algebra II Honors, Pre-Calculus Honors, and AP Calculus AB or BC

Note: Please reference the email you will receive from your current teacher stating which math course you qualify for in the 2024-2025 school year. If you have any

questions regarding the math course you qualify for, please contact your math teacher or the math department chair.

Geometry Honors
Fulfills graduation requirement for Mathematics
Prerequisites: Algebra I with a grade of 95% or higher both semesters and departmental approval or Algebra I Honors with a grade of a B or higher both semesters with departmental approval

This course utilizes a hard copy text and a computer based program that includes an online textbook as well as additional multimedia resources designed to enhance student learning. Geometry Honors is the second course in the integration Algebra I/Geometry/Algebra II requirement for high school graduation. Students will be shown how geometry is a language illustrated through algebra. Geometry honors develops high level logical reasoning and spatial intelligence. In Geometry Honors, linear, quadratic, and rational equations are used to illustrate geometric language, and geometric proofs are demanding and students are required to prove logical arguments from start to finish. The course covers the language of geometry, logical arguments, transformations, triangle relationships and congruence, quadrilaterals, proportions and similarity, right triangle trigonometry, circles, area, geometric probability and volume. The honors course is proof based and focuses on applications of mathematical concepts in the real world and balances the importance of conceptual understanding with procedural fluency. Students use the graphing calculator as a tool to enrich conceptual learning and problem solving. Students learn and apply properties of geometrical objects and develop their ability to construct formal, logical arguments and proofs in geometric settings. Second semester Algebra 1 is heavily reviewed and required for higher level problem solving in second semester Geometry.

Note: When both a college preparatory level and an honors level of the same class are offered, the honors class is characterized by a faster pace, greater depth of content (and in some cases, includes additional content and different textbooks), more rigorous problem sets, and expectations of high quality student work on challenging problems and projects. The knowledge and skills acquired in this course, including proficiency with the material as well as comfort with the fast pace, are critical building blocks for success in future advanced math courses.

Note: Please reference the email you will receive from your current teacher stating which math course you qualify for in the 2024-2025 school year. If you have any questions regarding the math course you qualify for, please contact your math teacher or the math department chair.

Algebra II Honors
Fulfills graduation requirement for Mathematics
Prerequisites: Geometry with a grade of 95% or higher both semesters and departmental approval or Geometry Honors with a grade of a B or higher both semesters and departmental approval; A grade of 93% or higher both semesters in

Algebra I or a grade of a B or higher both semesters of Algebra I H and departmental approval

This course utilizes a hard copy text and a computer based program that includes an online textbook as well as additional multimedia resources designed to enhance student learning. Honors Algebra 2 is the third course in the integration Algebra I/Geometry/Algebra II requirement for high school graduation. This is advanced algebra and is a very important class for college and the further study of mathematics. The course covers linear, quadratic, polynomial, radical, absolute value, exponential, logarithmic, and rational functions, probability and statistics, an introduction to matrix operations, solving systems with matrices, an introduction to conic sections, sequences and series, and trigonometric functions, higher level trigonometric identities and equations. Students will be held responsible for understanding how every topic in the course can be organized into six fundamental elements of mathematical development: adding, subtracting, multiplying, dividing, equations, and graphing. At the honors level students are required to understand how to use the numerical, algebraic, and graphical approach to solve equations and problems. The honors course covers topics in greater depth and moves at a faster pace. Significantly more time is spent on polynomials, solving systems of equations with matrices, trigonometric identities and equations, and practical financial problems with logarithms. The honors course places high emphasis on the understanding of the domain and range of functions and focuses on application and problem-solving skills. Students will use particular types of functions to model behavior in the real world and will be expected to find and interpret solutions analytically, numerically, graphically, and verbally. The graphing calculator plays a role as an enrichment tool for solving math problems and modeling real-world scenarios. In order to be successful in this course, students must have a strong working knowledge of Algebra I content at the Honors level.

Note: When both a college preparatory level and an honors level of the same class are offered, the honors class is characterized by a faster pace, greater depth of content (and in some cases, includes additional content and different textbooks), more rigorous problem sets, and expectations of high quality student work on challenging problems and projects. This course requires diligence and hard work, as well as a willingness to put in significant time and effort outside of the classroom (in Pod and/or at home).

Note: Please reference the email you will receive from your current teacher stating which math course you qualify for in the 2024-2025 school year. If you have any questions regarding the math course you qualify for, please contact your math teacher or the math department chair.

Precalculus Honors
(Elective; not required for graduation)
Prerequisites: Algebra 2 with a grade of 95% or higher both semesters and departmental approval or Algebra 2 Honors with a grade of B or higher both semesters and departmental approval

This course utilizes a hard copy text and a computer based program that includes an online textbook as well as additional multimedia resources designed to enhance student learning. This AP Calculus preparatory course reviews the trigonometric, geometric, and algebraic techniques needed in the study of calculus, and strengthens students' conceptual understanding of the mathematical analysis and reasoning involved in solving problems. The graphing calculator plays a role as an enrichment tool for solving math problems and modeling real-world scenarios. Students are expected to use particular types of functions to model behavior in the real world as well as find and interpret solutions analytically, numerically, graphically, and verbally. Parent functions, transformations, and characteristics of functions are heavily stressed throughout this course. Discrete mathematics, analytic trigonometry and analytic geometry in two and three dimensions are explored. Honors Precalculus is a demanding course and completes the study of advanced algebra. Topics include an advanced approach to power, polynomial, exponential, and logarithmic functions, demanding trigonometric identities and equations, solving systems with matrices, conic sections with rotations, parametric equations, and operations with complex numbers and polar equations. The course introduces calculus and students are shown how calculus is used to model both average and instantaneous rate of change. Students are introduced to limits and derivatives. Prior to this course, students modeled position but not rate of change. The course covers many topics and prepares students to take AP Calculus BC. Much time and attention is spent on keeping student minds organized allowing them to understand the chronological order of their entire mathematical development. Students spend time problem solving and are held responsible for applying concepts to real world situations.

Note: When both a college preparatory level and an honors level of the same class are offered, the honors class is characterized by a faster pace, greater depth of content (and in some cases, includes additional content and different textbooks), more rigorous problem sets, and expectations of high quality student work on challenging problems and projects. This course requires diligence and hard work, as well as a willingness to put in significant time and effort outside of the classroom (in Pod and/or at home).

Note: Please reference the email you will receive from your current teacher stating which math course you qualify for in the 2024-2025 school year. If you have any questions regarding the math course you qualify for, please contact your math teacher or the math department chair.

AP Calculus AB

(Elective; not required for graduation)

Prerequisites: Precalculus Honors with a grade of a B or higher both semesters and Math Departmental approval; or Pre-Calculus with a grade of 93% or higher both semesters and Math Departmental approval; or Algebra 2 Honors with a grade of 98% or higher both semesters and Math Departmental approval

This course utilizes a hard copy text and a computer based program that includes an online textbook as well as additional multimedia resources designed to enhance student learning. AP Calculus is a rigorous and fast-paced course primarily concerned with developing students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations are demonstrated through the unifying themes of derivatives, integrals, limits, approximation, applications, and modeling. Furthermore, students will use technology to explore, experiment, interpret results, and support their conclusions. In order to be successful in this course, students must have a strong working knowledge of Algebra II and Pre-Calculus content at the Honors level, which places a particular emphasis on the topics and techniques required for the study of calculus. This is a college-level course on differential and integral calculus roughly equivalent to a first semester/quarter Calculus I class in a university. The course prepares students for the AB version of the Advanced Placement Calculus Examination. Topics include limits, derivatives, graphing, numerical and analytic integration, and a heavy emphasis on application. Students will gain a level of understanding of calculus topics such that they will be competitive in their introductory and post introductory calculus courses at the university level.

Note: If you are considering taking an AP math course, please first check with your current math teacher to see if you qualify for the course. It is highly recommended that you follow up and have a conversation with your current math teacher and/or the Math Department Chair regarding the math course you have selected.

Note: Please reference the email you will receive from your current teacher stating which math course you qualify for in the 2024-2025 school year. If you have any questions regarding the math course you qualify for, please contact your math teacher or the math department chair.

For a more detailed description and course outline, please see the College Board website, https://apstudent.collegeboard.org/apcourse/ap-calculus-ab.

AP Calculus BC
(Elective; not required for graduation)
Prerequisites: AP Calculus AB with a grade of a B or higher both semesters or a grade of 90% or higher both semesters in Pre-Calculus Honors and departmental approval

This course utilizes a hard copy text and a computer based program that includes an online textbook as well as additional multimedia resources designed to enhance student learning. AP Calculus BC is an extremely rigorous and fast-paced course that involves student exploration of key concepts, methods, and applications of single variable calculus including, but not limited to, all topics covered in AP Calculus AB (functions, graphs, and limits, derivatives, integrals, and the Fundamental Theorem of Calculus) as well as additional topics in differential and integral calculus, such as parametric, polar and vector functions, and series. Students become familiar with concepts, results, and problems expressed in multiple ways including graphically, numerically, analytically, and verbally. There will be an emphasis on using technology to help solve problems, experiment, interpret results, and support conclusions. The course prepares students for the Advanced Placement Calculus BC Examination and for multivariable calculus at the university level. This class is recommended for students who are passionate about higher level mathematics.

Note: If you are considering taking an AP math course, please first check with your current math teacher to see if you qualify for the course. It is highly recommended that you follow up and have a conversation with your current math teacher and/or the Math Department Chair regarding the math course you have selected.

Note: Please reference the email you will receive from your current teacher stating which math course you qualify for in the 2024-2025 school year. If you have any questions regarding the math course you qualify for, please contact your math teacher or the math department chair.

For a more detailed description and course outline, please see the College Board website, https://apstudent.collegeboard.org/apcourse/ap-calculus-bc.

Multivariable Calculus - Honors
(Elective; not required for graduation)
Prerequisites: AP Calculus BC with a grade of B or higher both semesters and departmental approval

This course utilizes a hard copy text and a computer based program that includes an online textbook as well as additional multimedia resources designed to enhance student learning. Honors Multivariable Calculus is an extremely rigorous and fast-paced course that extends the concepts of analytic geometry to higher dimensions. Applications of multivariable variable calculus include, but are not limited to, multivariable functions and graphs, limits, partial derivatives and higher dimensional chain rule, double and triple integrals, and changes of variables. Students will also explore multivariable Taylor expansions and Vector Calculus including Stoke's, Green's, and Divergence theorems.

Students will become familiar with concepts, results, and problems expressed in multiple ways including graphically, numerically, analytically, and verbally. There will be an emphasis on using technology to help solve problems, experiment, interpret results, and support conclusions. The course prepares students for differential equations and higher level mathematics at the college level. This class is recommended for students who are passionate about higher level mathematics.

Department Note:
San Diego Jewish Academy requires all students entering Algebra 1, Algebra 1 Honors, Geometry, Geometry Honors, Algebra 2, Algebra 2 Honors, Pre-Calculus, Pre-Calculus Honors, AP Calculus AB, and AP Calculus BC to complete a summer math assignment that is due on the first day of class.

In conjunction with the summer math assignment, SDJA offers a Summer Enrichment Program for students entering these courses that serves as a teacher-led review of the concepts covered in the summer math assignment. This program (including both the summer assignment and the Summer Enrichment) is designed to help students maintain their math skills throughout the summer, and start the school year with confidence. All students are encouraged to participate.

Any student who is entering San Diego Jewish Academy from another institution and who is requesting to be part of an honors course must earn an 85% on the qualifying/diagnostic exam i.e. an honors final exam from SDJA's previous year's math course (ex: if a student is entering Algebra 2 Honors, the student must earn an 85% on the Geometry Honors Final). The student is also required to participate in SDJA's Summer Enrichment Program for the honors course that they will be taking along with their completion of the corresponding summer assignment.

If a student completed a regular math course at SDJA, and has been recommended for an honors course by meeting the stated requirements, the student is required to participate in SDJA's Summer Enrichment Program for the honors course that they will be taking along with their completion of the corresponding summer assignment. Additionally, the student may be required to take a diagnostic/qualifying exam before the start of the honors course.

Science and Technology

Science and Technology Department Philosophy: The science department at SDJA is dedicated to promoting scientific literacy. We want our students to be curious about both the physical and living world. Courses are designed so that students focus on big ideas in science and technology; and develop critical thinking skills, the ability to design an experiment, collect, analyze, and interpret data, and support a conclusion with scientific evidence. Through lab inquiry, scientific observation, reading scientific material, writing about science, and scientific problem solving, students come to understand science as a process for investigation and discovery.

Our curriculum highlights the evolving sophistication of technology in conjunction with our science offerings. The department has two "pillars" consisting of core classes. One pillar represents laboratory sciences, and the other pillar is the technical sciences. The purpose of this framework is to highlight the growing need for a technical education to produce "next generation" graduates. Students must complete 2 years of “Laboratory Science” and 1 of “Technology.” Courses that fulfill the Technology requirement exist in the science department, the computer science department, and CIET. All courses in these departments are annotated with which graduation requirement it fulfills.

Biology
Required course for all 9th grade students
Fulfills graduation requirement for Science

Biology is focused on giving students the opportunity to explore the living world around them through a variety of lenses. From in class discussions and debates to online simulations and lab investigations, students will focus on five main topics throughout the year. They include the Biology of Learning, Cell Biology, Genetics, Evolution, and Ecology. Another main focus, beyond the content of the course, is skill building. Communication, problem solving, and critical thinking skills will be challenged and strengthened as students progress through the first level of the high school curriculum. Threaded through the entire course is the idea of Sustainability so that SDJA students begin to understand how the choices made everyday have impacts on a much grander scale.

Chemistry
Fulfills graduation requirement for Lab Science
Prerequisites: Biology and Algebra 1

This course is designed for the student who is interested in pursuing advanced science courses in high school. This laboratory based course in high school chemistry will teach concepts through real world applications. Using a guided inquiry framework and hands-on learning, students will engage in learning, explore concepts using projects, math skills, and labs and activities, then explain and elaborate what they have learned. Students in Chemistry will dive more deeply into the topics and will use math to solve problems. Topics will include the structure of the atom, the periodic table, chemical reactions, chemical equations and stoichiometry, and gasses. Additional topics may include energy, equilibrium, and acids and bases. The pace will be fast and the content complex. This class is intended to prepare students for AP Chemistry, AP Environmental Science and AP Biology.

Environmental Science
Fulfills graduation requirement for Lab Science

This high school environmental science class will focus on hands-on, experiential learning to deepen students' understanding of the natural world and the impact of human activity on the environment. Students will engage in field studies, lab

investigations, and data analysis to explore topics such as ecology, conservation, and sustainability. Through the use of real-world case studies and problem-solving activities, students will develop critical thinking skills and gain a deeper appreciation for the interdependence of all living things. This class will empower students to become informed and active stewards of the environment.

Engineering 1
Fulfills graduation requirement for Technology
Prerequisites: Biology

Engineering 1 is a project based course that introduces the "Engineer's perspective" and design process to get students analyzing and producing everything from simple machines to computer controlled mechanical devices. This course will reintroduce fundamental concepts from physics that are directly applicable to engineering. Some projects will directly deal with testing the concepts of Newtonian Mechanics like simple machines, mechanical advantage, dynamics and torque. The course will focus on mechanical engineering, electrical engineering, and then the integration of the two disciplines. Students can expect to spend a lot of time working with their peers on collaborative projects while also being assessed individually for skills and knowledge. By studying how engineers distinguish themselves with meticulous planning, measurement, critical analysis, and reiteration; students will understand how many problems can be solved with a similar process of thought and execution. There is also a capstone project where students can design, pitch, and implement the engineering principles acquired to generate a unique solution to a real world problem.

AP Chemistry
(Elective; not required for graduation)
Prerequisites: Algebra II (Grade of A- or higher), Chemistry (Grade of A- or higher), and Science Department recommendation

AP Chemistry is the equivalent of a two-semester college introductory chemistry course. This rigorous course is based on six big ideas, which encompass core scientific principles, theories and processes that cut across traditional boundaries and provide a broad way of thinking about the particulate nature of matter. Students cultivate their understanding of Chemistry through inquiry-based investigation as they explore topics including atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. At least 25% of class time will be spent in the laboratory, with an emphasis on inquiry based investigations that provide students with opportunities to apply science practices including using representations and models, planning and implementing data collection strategies, performing data analysis, and using math and statistics.

More information about AP Chemistry can be found on the College Board website: https://apstudent.collegeboard.org/apcourse/ap-chemistry. As with all AP classes, students can expect a significantly increased workload in AP Chemistry. Successful completion of a course in Chemistry and Algebra II is strongly recommended. If you are

considering registering for AP Chemistry, it is highly recommended that you have a conversation with your science teacher or the Science Department Chair.

AP Environmental Science
(Elective; not required for graduation)
Prerequisites: Biology (Grade of B+ or higher), Environmental Science or Chemistry (Grade of A- or higher) and Science Department recommendation

AP Environmental Science is the equivalent of a one semester college introductory course in Environmental Science. In this rigorous course students engage with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world. Students will identify and analyze natural and human-made environmental problems, evaluate relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. AP Environmental Science is an interdisciplinary course embracing topics from geology, biology, environmental studies, environmental science, chemistry and geography. At least 25% of class time will be spent in the laboratory, with an emphasis on inquiry based investigations that provide students with opportunities to apply science practices including using representations and models, planning and implementing data collection strategies, performing data analysis, and using math and statistics.
More information about AP Environmental Science can be found on the College Board website: https://apstudent.collegeboard.org/apcourse/ap-environmental-science.

As with all AP classes, students can expect a significantly increased workload in AP Environmental Science. If you are considering registering for AP Environmental Science, it is highly recommended that you have a conversation with your science teacher and the Science Department Chair.

AP Physics 1
(Elective; not required for graduation)
Prerequisites: Chemistry (grade of B or better), Algebra II (grade of B+ or higher), and Science Department recommendation.

AP Physics 1 is a year-long equivalent to the first semester of an introductory, algebra-based Physics college course. This rigorous course is based on six big ideas, which encompass core scientific principles, theories and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world. Students cultivate their understanding of Physics through inquiry-based investigation as they explore principles of Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. At least 25% of class time will be spent in the laboratory, with an emphasis on inquiry based investigations that provide students with opportunities to apply science practices including using representations and models, planning and implementing data collection strategies, and performing data analysis.

More information about AP Physics 1 can be found on the College Board website: https://apstudent.collegeboard.org/apcourse/ap-physics-1. As with all AP classes, students can expect a significantly increased workload in Physics 1. If you are considering registering for AP Physics 1, it is highly recommended that you have a conversation with your science teacher and the Science Department Chair.

Introduction to Website Design and Development
Fulfills graduation requirement for Technology

This course will teach the essential elements of web page development, covering HTML, CSS and JavaScript as well as the fundamentals of SEO and cross-platform support and the basic design theory to put it all together. It will provide a general introduction to user interface design (UI), covering important design principles like visibility, error prevention, efficiency, and the human capabilities that motivate them. Students will consider the essential components of JavaScript, including variables, arrays, loops, and functions. Students will learn how to write code and use the fundamental techniques and programs necessary to put it all together to develop their own compelling, interesting, and complex cross-platform websites.

AP Computer Science Principles
Fulfills graduation requirement for Technology
Prerequisites: Geometry, with a grade of B+ or higher (9th graders are required to have approval from the science department chair to register for this course)

This course introduces students to the central ideas of computer science, inviting students to develop the computational thinking vital for success across multiple disciplines. Offering a broad introduction to the fundamentals of computing, including problem solving, working with data, understanding the Internet, cybersecurity, and programming, this course highlights the relevance of computer science by emphasizing the vital impact advances in computing have on people and society. Students will explore how computing and technology can impact the world, learn and apply the foundations of computer science to address real-world problems, and pursue personal interests in digital projects that showcase student creativity.

For a more detailed description and course outline, please see the College Board website, https://apstudent.collegeboard.org/apcourse/ap-computer-science-principles.

AP Computer Science A
Fulfills graduation requirement for Technology
Prerequisite: English 10 and Algebra 1, both with a grade of B or higher

This course is recommended for students who are interested in learning how to program computers using the Java programming language, and for students who plan to take the AP Computer Science exam. This course is suited for disciplined students who are

independent learners, critical thinkers and truly enjoy solving complex problems. This course builds upon a foundation of mathematical reasoning which is why a strong foundation in Algebra I is a prerequisite for the course. Java is the programming language specified by the College Board for the AP Computer Science exam. Students will need a laptop (Mac or PC), and will need to install jGRASP (a free, down-loadable program). jGRASP is an integrated development environment (IDE) for writing, compiling and running Java programs.

For a more detailed description and course outline, please see the College Board website: https://apstudent.collegeboard.org/apcourse/ap-computer-science-a

Co-curricular Program: Robotics Team
Fulfills Graduation Requirement for Co-curricular Program

The robotics team competes in FIRST Tech Challenge. In order to qualify for co-curricular credit students must achieve in the following:

- Attend 80% of team meetings
    - The team determines the best meeting schedule each year, but it has traditionally been during POD once a week and for 2 hours on Sundays.
    - There are 4 competition dates and the potential to qualify for playoffs as well. That schedule is released in October but normally consists of one competition each month starting in November. Competition days usually last from 7:30 am until 3:00 pm
- Contribute to the robotics team in a significant way through one of the following
    - Direct design and implementation of the robot
    - Contributing to the marketing and fundraising of the team
    - Coordinate outreach within the school community and greater San Diego robotics community

World Languages

Hebrew
Ulpan Or's iHebrew interactive curriculum has been designed for students to gain significant conversational skills in the Hebrew language. Utilizing a web based platform, coupled with teacher guided classroom experiences, the program supports beginners up to very advanced Hebrew speakers. It is based on a unique second language acquisition approach. It is based on a unique second language acquisition approach – RLA (Rapid Language Acquisition) developed by Orly & Yoel Ganor, founders of Ulpan-Or.

The iHebrew™ curriculum Hebrew levels coincide with those defined by ACTFL (American Council On the Teaching of Foreign Languages), which makes those very objective and creates a common link between schools using it as well as creating a smooth transition between middle schools and high schools.

Hebrew 1
The foundation of the Hebrew language. Learning to recognize the letters in print (for reading), and learning cursive (for writing).

Novice-Low
Acquire foundation level concepts:

- Acquire an active vocabulary of 350 new words: pronouns, nouns, adjectives- all related to the core contents of the book.
- Master foundational concepts and basic dialogs: Acquaintance, family, shopping, directions, traveling and food.
- Learn numbers between 1-20, and becoming familiar with Israeli money (coins and bills).
- Introducing a grammatical base for building simple setnces.

Yearly Projects**:** Letters project, About me - ID, Body Parts Art, Feelings, Days of the week project.

Hebrew 2
Novice-Low
Master foundation level concepts:

- An active vocabulary of 350 new words: pronouns, nouns, adjectives- all related to the core contents of the book.
- Master foundational concepts and basic dialogs: Acquaintance, family, shopping, directions, traveling and food.
- Learn numbers between 21-99, and becoming familiar with Israeli money (coins and bills).
- Build a grammatical base: 4 helping verbs (want, need, can, love) and mastering the use combined with Pa'al infinitives.

Novice-Mid **-** Part 1:
Acquire Novice-Mid level concepts:

- Acquire an active vocabulary of 500 new words: pronouns, nouns and adjectives- all related to core contents.
- Master foundational concepts and basic dialogs related to: Acquaintance, family, figures and characters, adjectives and history.
- Master Binyan Pa'al- infinitives and present tense.

Yearly Projects: Creating games with vocabulary, Sentences writing project, Restaurant like activity.

Hebrew 3
Novice-Mid- Part 2:
Master Novice-Mid level concepts:

- Acquire an active vocabulary of 500 new words: pronouns, nouns and adjectives- all related to core content.
- Master foundational concepts and basic dialogs related to: Acquaintance, family, figures and characters, adjectives and history.
- Master Binyan Pa'al- infinitives and present tense

Yearly Projects: Translating English children songs to Hebrew, My family tree, My daily routine.

Hebrew 4
Novice-High **-** Part 1**:**
Acquire Novice-High level concepts:
- Learn infinitives and present tense conjugations of 4 different Binyanim and basic knowledge of time phrases.
- Speak freely in Hebrew while using everyday phrases.
- Experience Israeli culture via people, landscape and songs- all contribute to a rich learning experience.

Yearly Project/s: Israeli Shuk (Market) Experience, E-Tone News Cast.

Hebrew 5 Honors
Novice-High- Part 2:
Master Novice-High level concepts:
- Learn infinitives and present tense conjugations of 4 different Binyanim and basic knowledge of time phrases.
- Speak freely in Hebrew while using everyday phrases.
- Experience Israeli culture via people, landscape and songs- all contribute to a rich learning experience.

Intermediate-Low - Part 1:
Acquire Intermediate-Low level concepts:
- Learn Past tense in all 5 Binyanim, while acquiring a deeper understanding of prepositions and their conjugations.
- Acquire the ability to converse freely and accurately in Hebrew about various everyday topics get along in everyday life in Israel.
- Experience Authentic Israeli culture through spoken Hebrew and encountering different people and situations in Israel.

Yearly Projects: Exploring Places in Jerusalem,vacation lodging preferences; hotels vs renting an apartment, Dream house project, Dialouge on a flight.

Hebrew 6 Honors
Intermediate-Low:
Master Intermediate-Low level concepts:
- Learn Past tense in all 5 Binyanim, while acquiring a deeper understanding of prepositions and their conjugations.

- Acquire the ability to converse freely and accurately in Hebrew about various everyday topics get along in everyday life in Israel.
- Experience Authentic Israeli culture through spoken Hebrew and encountering different people and situations in Israel.

Yearly Project/s: Israeli breakfast experience, Israeli songs activity.

Hebrew 7 Honors
Intermediate-Mid - Part 1
Acquire Intermediate-Mid level concepts:
- Learn future tense conjugations in all 5 Binyanim.
- Acquire abilities to express him/herself freely in emotional and social related topics, and carry out complex conversations.
- Experience Israeli culture via E-Tone® articles, songs, tours and literature pieces.

Yearly Projects: Supermarket Experience - Shopping In Hebrew and becoming Israeli Chefs, Future Tense Games.

Hebrew 8 Honors
Intermediate-Mid -Part 2:
Master Intermediate-Mid level concepts:
- Learn future tense conjugations in all 5 Binyanim.
- Acquire abilities to express him/herself freely in emotional and social related topics, and carry out complex conversations.
- Experience Israeli culture via E-Tone® articles, songs, tours and literature pieces.

Intermediate-High:
Master Intermediate-High level concepts:
- Internalize and master all Binyanim in all tenses, and use them naturally throughout the conversation.
- Enrich the vocabulary with many adjectives and nuances.
- Experience Israeli culture through E-Tone® articles, virtual tours and popular Israeli songs.

Yearly Projects: Hebrew word of the week, Israeli Story - Listening to stories about Israelis, Writing our own story, Learning about Israeli songs and the artists who wrote or sing them, Jewish values project.

Hebrew 9+ Honors
Intermediate High- Part 2:
Acquire and Master Advanced-Low level concepts:
- Acquire vocabulary of 500 new words and expressions related to current events, literature and culture
- Enrich knowledge of the Hebrew grammar

- Enhance listening skills and comprehension of spoken, everyday Hebrew at a regular “native” pace
- “Open the door” to watching popular Israeli TV series
- Examples of enrichment materials: full length movies about Lea Goldberg and Yossi Banai

Yearly Projects: Shlomo Artzi; biography and song project, Reading the book “Etz Hadomim Tafus” by Gila Almagor,, learning about the different characters in the book.

Hebrew 10 Honors - Advanced Modern Hebrew Literature and Culture

- A close reading of selected works of modern Hebrew fiction, poetry, and drama in their cultural and historical contexts.
- Viewing of selected modern Hebrew movies, followed by discussions of the topics and settings covered in the movies.
- Topics vary from year to year and include literature, politics, nationalism and modern aspects of Israeli literature and culture.

Spanish

At San Diego Jewish Academy, the Maimonides Upper School Spanish program is focused on creating and sustaining an intellectually challenging, academically rigorous and diverse learning environment where students can thrive. Through language skills acquisition, students further their growth and cultivate a life-long appreciation and enthusiasm for the Spanish language and the cultures it reflects. The Spanish program is guided by ACTFL standards five C's of foreign language education --Communication, Cultures, Connections, Comparisons, and Communities - to maintain excellence in teaching and to help students become a globally cultured, diversity-sensitive individuals ready to thrive in a new era of globalization in today's increasingly interdependent world community.

Spanish 1

Spanish 1 is a beginning Spanish course. In this course, students will begin to master the skills of listening, reading, writing, and speaking. Students will develop an understanding and knowledge of grammatical structures, build vocabulary, and begin writing as well as developing oral and auditory proficiency through the use of the descubre curriculum, and project oriented learning. The course work incorporates cultural literacy and appreciation of Spanish and Spanish-speaking cultures.

Spanish 2

Spanish 2 reviews some skills from Spanish 1 and introduces new skills in the areas of auditory comprehension, vocabulary development, reading comprehension, writing and speaking output, and cross-cultural competence. Writing, reading, listening and speaking skills are emphasized in class through the continued use of the use of the

descubre curriculum, and project oriented learning. Students will continue to expand their knowledge of Spanish speaking cultures in the Americas and Spain.

Spanish 3
Spanish 3 continues the development of all Spanish 1 and 2 skills. At 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 Hispanic culture by means of selected readings, projects, and authentic movies and videos from throughout the Spanish speaking world.

Spanish 4
Spanish 4 is an upper-intermediate, preparatory course for AP Spanish. Which will further develop skills in grammar, writing, speaking and listening through the continued study of the language, literature and culture of Spain, Latin America and Hispanic communities in the United States. The course is conducted almost exclusively in Spanish. It also seeks to improve students' ability to read and appreciate literary and non-literary texts in Spanish, deepening students' awareness and understanding of the cultural diversity of the Spanish-speaking world through the use of authentic texts, including audio, interviews, podcasts and a variety of media.
AP Spanish Language and Culture
The AP Spanish Language and Culture course is equivalent to an upper-intermediate college level Spanish course and it is conducted exclusively in Spanish. This is a rigorous course which provides students opportunities to develop language proficiency across the three modes of communication: Interpretive, Interpersonal, and Presentational in real-life situations. Unit goals are stated in the form of Essential Questions relating to the six AP themes in which this course is based. Students are regularly assessed and constantly receive formative feedback to refine communication skills. Students will think critically about culture, literature, science, art, etc, through the use of authentic materials that are representative of the Spanish-speaking world. It is highly recommended that you have a conversation with your current Spanish teacher.
More information about AP Spanish Language and Culture may be found on the CollegeBoardwebsite:
https://apstudent.collegeboard.org/apcourse/ap-spanish-language

AP COURSE OFFERINGS
(Subject to Change)

	2022-2023	2023-2024	2024-2025	2025-2026
AP Biology	no	yes	no	yes
AP Chemistry	yes	no	yes	no
AP Physics 1	yes	yes	yes	yes
AP Physics 2	no	yes	no	yes
AP Environmental Science	yes	no	yes	no
AP Psychology	no	no	yes	no
AP Music Theory	yes	no	yes	no
AP Studio Art 2D Design	yes	no	yes	no
AP US History	yes	yes	yes	yes
AP World History	no	yes	yes	yes

AP Art History	yes	no	no	yes
AP Comparative Gov & Politics	yes	no	yes	no
AP US Government	no	yes	no	no
AP English Literature	yes	yes	yes	yes
AP English Language and Composition	yes	yes	yes	yes
AP Calculus AB	yes	yes	yes	yes
AP Calculus BC	yes	yes	yes	yes
AP Computer Science Principles	yes	yes	yes	yes
AP Computer Science A	yes	yes	yes	yes
AP Spanish Language and Culture	yes	yes	yes	yes