



SAN DIEGO

# Jewish Academy

Challenge Minds. Inspire Purpose. Explore Possibilities.

**High School Program of Studies**

**2025.26**

Dear SDJA Students and Families,

We are pleased to share with you the High School Program of Studies for the upcoming 2025-2026 school year. This document is designed to inform students and families about the diverse curricular offerings available in the upper school and to assist in choosing the most engaging and appropriate academic program for the upcoming school year. Additionally, we have included valuable information about the school's academic program and policies.

Choosing a course of study that is best for you requires thought and care. We encourage you to read the program information carefully and discuss potential course options as a family. Additionally, students are urged to read this material and to dialogue with teachers, department chairs, the college counselor and the upper school leadership team as they ponder their future academic program.

A balanced, and engaging academic program consisting of a diversity of interests, and coupled with an intrinsic love of learning is essential for student well-being in the short- and long-term. We do caution students against overloading themselves by taking too many advanced courses at the same time, while trying to participate in other activities as well as maintaining their personal health and relationships.

When considering your academic goals and program, please be sure to keep the communications pathways open with family, and your upper school academic team.

Mike Quigley  
Associate Head of School and Head of the Upper School

## **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**

In the weeks leading up to the 2025.26 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.

Please note that all course selections are requests. Staffing availability, facility/resource availability, overall student demand, and conflicts with other courses may impact enrollment outcomes. Further, since not all courses can be offered every period, students must be prepared with alternative choices for courses in case of scheduling conflicts. All courses are contingent upon sufficient enrollment and staffing availability; undersubscribed/understaffed courses may be canceled for the year. While all efforts are made to enroll students in the courses they have requested, it is possible that some requests cannot be accommodated.

**Changes to Academic 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).

## GRADUATION REQUIREMENTS

### **Co-Curricular - 1 program per year**

Options: interscholastic athletic team, advanced music, dance, KabShab Band, robotics team, Moot Beit Din, physical education classes, ISPE

### **Experiential Education - 3 years (grades 9-11 EXED excursions).**

### **English - 4 years**

Required courses: English 9, English 10 or English 10 Honors, 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: 9th grade Pathways to Jewish Identity, and Senior Seminar

### **Math - 3 years**

Required courses: Algebra 1, Geometry, Algebra 2

### **Science and Technology - 4 years**

Required courses: Biology, 1 year of "Lab Science", 1 year of "Technology", 1 additional year of either lab science or technology. You must be enrolled in a science or technology course each year of high school

### **World Language - 2 years**

Required: Same language in progression

*SDJA's graduation requirements meet or exceed University of California and California State University admissions eligibility requirements.*

### **Course load required for SDJA Upper School Students:**

The minimum number of courses that an upper school student must be registered for is 6 courses on campus at SDJA each semester. The maximum number of courses an upper school student can register for, on campus or off, is 8 courses each semester. In addition, if a student fails a course in a program of 6 classes, the student will be deficient in necessary credits required to earn the SDJA diploma until failed coursework, per the approval of the Dean of Academics, is remediated with a minimum grade of D-.

## ACADEMIC POLICIES

### COURSE RELATED POLICIES

#### 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

#### 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 on campus are required to sit for the AP exam. If an AP student does not register for and sit for the AP Exam, the grade for the course will be calculated on a 4.00 scale, not the 5.00 scale that all AP and honors courses are at SDJA.

SDJA has twenty-one 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 review the prerequisites with the department chair and/or an AP teacher to discuss the specifics regarding the course of interest before enrolling.

**Seniors enrolled in AP courses.** Due to the nature of the annual Senior Trip to Poland and Israel, seniors will sit for a cumulative exam worth 15% of their grade in their AP classes prior to Senior Siyuum. If a senior wishes to sit for the AP exam while on the trip to Poland and Israel, that would need to be coordinated with Annie Watt and AMHSI.

**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.

### **CIF, Co-Curricular and Extracurricular Eligibility Guidelines:**

CIF and SDJA requires students to maintain a 2.00 GPA and be progressing towards graduation as set forth by the school. For an SDJA student to be academically eligible to participate on an interscholastic athletic team, the student must maintain an overall 2.0 GPA. All high school student athletes must also be making significant progress towards graduation. Grades will be checked at the mid-point of each season. If a student athlete is found to have below a 2.0 GPA that student athlete will be given a two-week time-out from practice and competition to address their academic issue. Academic performance will be assessed by the Athletic Director and Dean of Academics prior to the student athlete returning to play.

### **HOMEWORK**

Homework plays an integral role in the overall success and growth of students. The intent of homework in the upper school is for our students to grow as independent learners. 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 viewable 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.

### **Non-SDJA Courses**

In general, SDJA does not grant credit towards meeting SDJA graduation requirements for coursework taken outside of the School except for transfer students who complete coursework at a different school prior to joining SDJA or if a student is completing such coursework to advance to the next level in a subject area the following year. If a student plans to take a course during the summer break or concurrently with the academic year at any school or college other than SDJA and wishes to have it meet a graduation requirement, the student must obtain the prior permission of the Dean of Academics. No course taken at another school or college will factor into the SDJA's calculated GPA, and an official transcript from the external institution will be attached to the SDJA transcript for the purposes of college application. Courses completed outside of SDJA are not listed on the SDJA transcript.

### **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, Dean, or the Head of Upper School.

## **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 1<sup>st</sup> 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 1<sup>st</sup> 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.

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### **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 platform(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.

## Summer School

Beginning in the Summer of 2025, the upper school will offer the Geometry and Chemistry courses over the summer on the SDJA campus, and taught by an SDJA faculty member. By taking this course at SDJA, it will be recorded on the SDJA transcript. We will include this option in the 2025.26 course registration portal.

### Geometry

*Fulfills graduation requirement for Mathematics*

**Prerequisites:** *Algebra I with passing grades both semesters*

This course utilizes 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.

## **Chemistry**

*Fulfills graduation requirement for Lab Science*

**Prerequisites:** *Biology and Algebra 1 with a grade of C- or higher*

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. This class prepares students to continue studying science at the AP level.

## **SIGNATURE PROGRAMS**

The upper school offers four programs that HS students will be able to opt into and earn a diploma designation. To earn a Scholar's designation, students will complete a prescribed program of studies, projects, internships (if appropriate), and receive mentorship. This program aims to provide students with an opportunity to dedicate a portion of their educational program to a specific area of study. Students who would be candidates for an SDJA Signature Program, represent a high level of intellectual curiosity for one of these areas of study.

### **Humanities Studies Scholar**

#### **Guiding Principles**

Humanities scholars value critical thinking with an interdisciplinary approach to literature, history, and the arts to explore and give context to complex human experiences. Dedicated to ongoing inquiry, they approach sources and interpretations with humility, recognizing that meanings evolve, and value ongoing questioning and research. Humanities scholars aim to uncover and articulate meaning that resonate across cultures and time, helping to navigate the complexities of a globalized world.

#### **Required Courses**

AP Literature and Composition

AP Language and Composition

AP World History

AP US History

Minimum of two Visual or Performing Arts classes

One of the following: AP Psychology, AP Art History, AP Comparative Government and Politics, AP United States Government and Politics

**Innovation and Entrepreneur Scholar.** At SDJA we define entrepreneurship the same way as the World Economic Forum: "a process that results in creativity, innovation and growth". The Innovation and Entrepreneur Scholars program at SDJA aims to cultivate a deep understanding of design, foster the spirit of innovation and instill the skills and traits that fuel entrepreneurs in students.

## ***Guiding Principles***

Learn and hone the ability to transform ideas into action in students.  
Develop persistence in creative problem solving.  
Develop an understanding that failure is a critical part of the creative process.  
Develop the willingness to take responsible risks.

## ***Required Courses***

Lions Incubator  
I2P  
AP Calculus AB  
English 10H  
Jewish Ethics class  
Physics

## **Jewish Studies Scholar**

**Statement:** The Jewish Studies Scholars program integrates high-level text learning, personal relevance and Jewish living to enhance not only the student, but also our SDJA community.

**Guiding Principles:** Guided by the value of Lifelong Learning, students will hone the ability to parse meaning from texts and make it relevant to their lives. Guiding and leading the SDJA student body in Jewihs life programming and involvement in the greater San Diego Jewish community fosters relationships through hesed (kindness) and kavod (respect).

## ***Required Courses***

- Jewish Studies courses
  - Pathways to Jewish Identity
  - Moot Beit Din Honors
  - American Jewish Experience Honors
  - Survey of Jewish Thought Honors
  - Senior Seminar: History of the Holocaust and Israel
- Moot Beit Din - HADAR MBD National Competition Team: Member of our Moot Beit Din Team with participation at the national competition for at least two years.
- Hebrew 7 or three consecutive years of Hebrew in high school
- Jewish Life Leadership: Active participation on the Jewish Life committee to plan Jewish Holidays, leadership roles in Kabshab and Minyan
- Jewish Community Participation: Active participation for a minimum of two years in at least one San Diego Jewish community youth organization or camp counselor at a Jewish summer camp for one summer.
- Capstone Project: Complete a capstone project of the students choosing developed in coordination with the ECC-12 Director of Jewish Education. The capstone project encourages students to synthesize skills and ideas learned at SDJA and through their outside of school activities into a product.

## **Medical Sciences or Sports Medicine Scholar.**

**Statement:** The Medical Scholar or Sports Medicine Scholar program is designed to recognize and celebrate students who demonstrate exceptional dedication to academic excellence and a passion for pursuing knowledge in the fields of science, mathematics, and healthcare. This distinction highlights a student's commitment to a rigorous and comprehensive education, preparing them for future opportunities in medicine, research, and related fields.

### ***Guiding Principles:***

Academic Excellence  
Interdisciplinary Learning  
Experiential Engagement  
Professionalism and Leadership

### ***Required Courses***

Biology  
Anatomy & Physiology  
AP Biology  
AP Calculus  
English 10H  
Capstone Project or Internship

## **Independent Science Research Program**

The upper school science department offers an independent research program for any high school student interested in pursuing a research project for competition or scholarly pursuits. This program has been a part of the upper school for many years. The students who participate are advanced and very curious science students. The school provides laboratory space, mentorship and guidance to support students throughout their research journey. Participants have access to specialized equipment, resources, and expertise to help them design, execute, and analyze their experiments. Additionally, the program fosters collaboration with peers, teachers, and industry professionals, encouraging students to think critically, innovate, and contribute meaningful work to their chosen fields of study. Students are encouraged to present their findings at science fairs, research symposia, and other competitive or academic venues, gaining valuable experience in scientific communication and development.

## **National Honor Society**

SDJA will launch a National Honor Society chapter in the upper school starting in the 2025 - 2026 school year. In the fall we will host an informational meeting for students. More information can be found here: <https://www.nationalhonorsociety.org/>

## 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

Boy's Soccer  
Girl's Soccer  
Sideline Cheer

#### Spring

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

#### WINTER

Boys Basketball  
Girls Basketball

### 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.

## Physical Education

### 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.

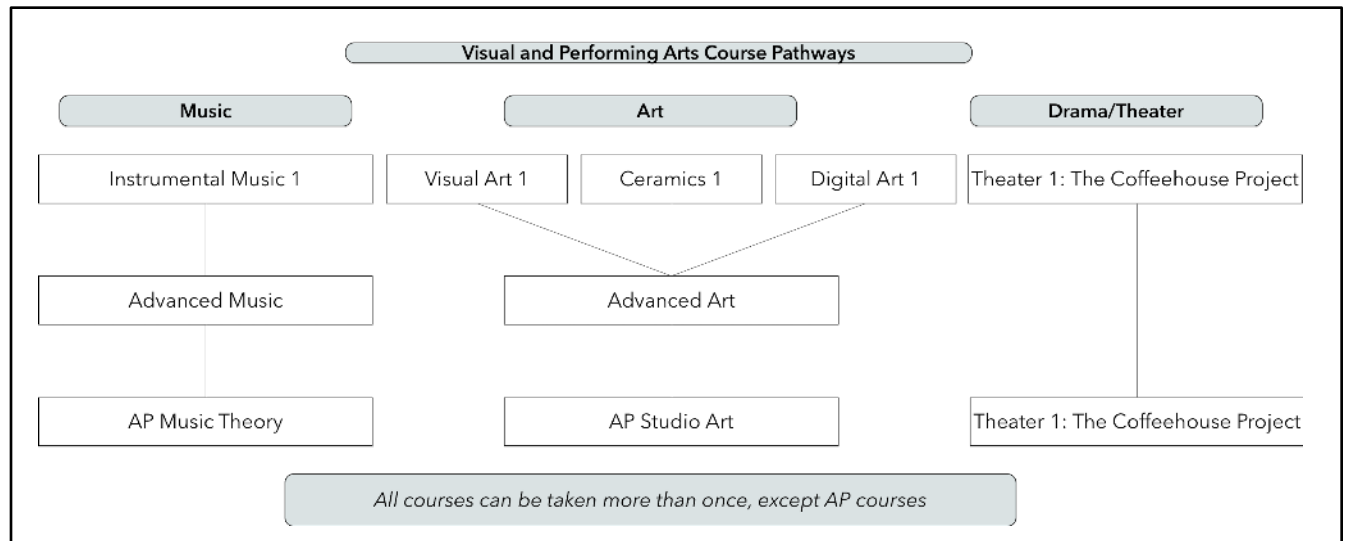
The ISPE program at SDJA is designed with two goals:

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:** *Department 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 comprehensive one-year performing ensemble that can be repeated multiple times throughout a student's high school years. This course is 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.

## **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 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), and general 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**

*Fulfills Graduation Requirement for Fine Arts*

This high school course will begin with an introduction of the elements and principles of design, and move on to working on a variety of challenging projects in the ceramics studio. Time will be spent working on hand-building projects as well as working with the potters wheel. Students will examine the history of ceramics and use that knowledge to inform their own work. By studying historical and contemporary work, the students will begin to discriminate between aesthetic value and personal preference in their own work, and the work of their fellow students.

## **Visual Art**

*Fulfills Graduation Requirement for Fine Arts*

The visual arts courses are offered for middle school and high school. The class begins with the introduction of the elements of art and principles of design, then moves on to a variety of challenging projects in the studio. All of the lessons and projects expose students to basic art literacy and skills' development. Through various projects, students engage in the creative process, a step-by-step method, to solve problems creatively and efficiently. Art history is infused into the curriculum which helps students discover ways to improve what they create. Students learn to critique and think about their art so they can learn from our successes and failures.

## **Digital Art**

*Fulfills Graduation Requirement for Fine Arts*

The digital arts courses are offered for middle school and high school. The class begins with the introduction of the elements of art and principles of design, then moves on to a variety of challenging projects in the studio. All of the lessons and projects expose students to basic art literacy and skills' development. Through various projects, students engage in the creative process, a step-by-step method, to solve problems creatively and efficiently. Appreciation of other artists and artworks is infused into the curriculum which helps students discover ways to improve what they create. Students learn to critique and think about their art so they can learn from our successes and failures.

## **Advanced Art**

*(Elective; not required for graduation)*

**Prerequisite:** *Art Department approval and one of the following: (1) One year of a level 1 class (Ceramics 1, Digital Art 1, Visual Art 1) with a grade of B or higher; (2) At least one year of private lessons with letter of recommendation)*

This is a second year art course for high school students that provides an opportunity for students to expand on the drawing/painting, functional/ sculptural, or digital concepts introduced in Visual art, Ceramics, or Digital art. Emphasis is placed on experiences with design principles, specific techniques and skills leading to the development of abilities that are necessary for advanced art courses. All lessons and projects expose students to a deeper understanding of art literacy and skills' development. Through various projects, students engage in their own creative process to solve problems creatively and efficiently. Appreciation of other artists and artworks is infused into the curriculum which helps students discover ways to improve what they create. Students

are given more in depth problems to solve creatively while becoming more adept through a broad exposure to various media. This class prepares students to take 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, times 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.

### **Lion Labs Fellowship**

**Prerequisite:** *Completion of Ideas to Products with a minimum grade of B- in both semesters, completed application packet, and approval from the Director of CIET.*

The Lion Labs Fellowship is not a traditional class on entrepreneurship; it is a credit or no credit independent, self-directed experience designed for students ready to take their business or product ideas to the next level. This program empowers students to drive their own learning by taking action, exploring opportunities, and developing their ideas into tangible outcomes.

Students in the Lion Labs Fellowship work independently while leveraging access to a trusted network of entrepreneurial mentors, advisors, and alumni. The program fosters interdisciplinary collaboration and provides students with the tools to refine their ideas, create prototypes, test solutions, and build sustainable business models. By the end of the year, students will have developed a novel product or service, a business plan, and a roadmap to engage key customers or potential investors.

This fellowship is primarily self-directed, meaning students are responsible for setting their goals, managing their time, and driving their projects forward. Mentors and advisors are available to guide and support students throughout the process. The program encourages participants to explore entrepreneurship as a potential career path while creating ideas that could positively impact the world.

Successful completion of this year-long experience is needed for the Innovation and Entrepreneur Scholars designation.

## English

**English Department Philosophy:** We study English because we believe in the power of language to explore and express what it means to be human, both individually and collectively. In our English classes at SDJA, we aim to develop critical thinking, reading, and writing skills that empower students to communicate with clarity, confidence, and purpose, both in writing and in speech. Through the study of literature and language, students learn to articulate who they are, and, by deepening their comprehension of the traditions of literary expression, better comprehend their responsibilities in the world. English classes encourage students to engage deeply with texts and ideas, fostering an informed, thoughtful perspective that equips them to navigate an ever-changing world with insight and integrity. In the words of historian Barbara Tuchman, *“Books are carriers of civilization. Without books, history is silent, literature dumb, science crippled, thought and speculation at a standstill...Books are humanity in print.”*

### English 9

All 9th grade students are required to take English 9

*Fulfills graduation requirement for English*

**Prerequisite:** none

This course offers an intensive study of literature, honing essential reading, writing, speaking, and analytical skills necessary for high school success and beyond. Through close examination of classic and contemporary works—including novels, plays, poetry, and non-fiction—students will explore literary traditions and themes that resonate across time and cultures. The curriculum emphasizes critical discussion, analytical writing, and creative composition, guiding students to craft thoughtful responses and engage with complex ideas. Vocabulary development and mastery of narrative, persuasive, and research-based writing processes are key components, equipping students to approach English studies in future years with confidence and skill. By cultivating these skills, students will become effective communicators, critical thinkers, and adaptable learners.

### English 10

All 10th grade students are required to take English 10 or English 10H

*Fulfills graduation requirement for English*

**Prerequisite:** English 9

This course continues with strategies for effective writing that students practiced in English 9. It also practices close reading, a technique of carefully analyzing language, content, structure, and patterns to discern what a passage means and what a passage suggests. Students read, study, and write about three different modern novels in this course. They also study, discuss, and write about a wide variety of short form writing (fiction, essay, poetry, drama). Work includes close reading and discussion, classroom note taking, annotation, objective and interpretive writing and assessments. Writing includes short form question and answers, both objective and interpretive, thematic synthesis-essay writing, and some creative writing (poetry, reflection, fiction). One goal

is for students to deepen their comprehension and practice of reading and writing in preparation for English 11, which will introduce them to more challenging contemporary texts.

### **English 10 Honors**

All 10th grade students are required to take English 10 or English 10H

*Fulfills graduation requirement for English*

**Prerequisites:** *Grade of [A-] or higher in English 9 and departmental recommendation.*

This honors course provides students with rigorous instruction. It is intended to prepare students to succeed with advanced level work in English 11 and 12 with a focused study of classic texts in British, American, and world literatures. Students will read primary texts and relevant supplementary criticism to foster their understanding of literary traditions through history, and their relevance to present times. Course work will involve critical discussion, and reflective, analytical compositions, as well as creative pieces modeled on these mentor texts. This course builds on the foundation of English 9, challenging students with enriched 10th-grade material presented at an advanced and accelerated pace. Examples of some titles for study may include *Beowulf*; *Sir Gawain and the Green Knight*; (selections from) *The Canterbury Tales*; *The Tragedy of Macbeth*; *Measure for Measure*; poems by English Neoclassical and Romantic writers; *Gulliver's Travels*; *Pride and Prejudice*; *A Tale of Two Cities*; *The Importance of Being Earnest*; works by modern writers such as Katherine Mansfield, James, Joyce, Virginia Woolf, Ernest Hemingway; modern drama by Harold Pinter or Samuel Beckett.

### **English 11**

#### **Contemporary Writing**

*Fulfills graduation requirement for English*

**Prerequisite:** *English 10 or English 10H*

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*

**Prerequisite:** *Grade of [A-] or higher in English 10 or a [B] in English 10 Honors, and departmental recommendation.*

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.

## **English 12: Literature**

*Fulfills graduation requirement for English*

**Prerequisite:** *English 11 or AP Language and Composition*

This course focuses on reading, analyzing, and writing about literature (novels, essays, articles, poetry, plays) from various periods. Students engage in close reading and critical analysis of literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Through analytical and argumentative writing assignments, as well as active participation in academic discourse and debate, students will explore complex ideas from multiple perspectives, deepening their understanding and honing their ability to articulate and defend interpretations. Students will deepen their comprehension and practice of reading and writing in preparation for advanced study beyond high school, where they will engage with increasingly complex and challenging texts. Examples of titles may include *Things Fall Apart*, *Catcher in the Rye*, *Frankenstein*, *My Name is Asher Lev*, *The French*

*Lieutenant's Woman, The Awakening, Yellow Raft on Blue Water, The History of Love, and Hamlet.*

### **AP English Literature and Composition**

*Fulfills graduation requirement for English*

**Prerequisite:** *Grade of [A-] or higher in English 11 or a [B] in AP Language and Composition, and departmental recommendation.*

This course includes intensive study of representative works from various genres and periods from the 17<sup>th</sup> to the 21<sup>st</sup> 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: [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.

### **Humanities Honors**

This extracurricular honors program for freshmen students consists of a series of five seminars held on Sundays throughout the school year, and is designed to create a vigorous exchange of ideas centered on the ultimate humanities question, "How are we to live?" To prepare for each seminar, students will read, research and write about the given topic using a pre-seminar assignment from the respective faculty member(s). After the seminar, students will use the writing process to reflect and write about the topic discussed. This reflective writing will require critical thinking, multiple drafts, and polished, final pieces due to respective faculty after each seminar by the posted due date, and then collated in a portfolio for final credit in May. Seminar work will incorporate challenging nonfiction and fiction; writing; listening; speaking; visiting local museums, theaters, and events. Registration for this honors program will take place in September, 2025. By the end of the first month of school, all freshmen 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.



## History and Social Sciences

**SDJA MUS History Department Philosophy:** The History Department fosters an understanding of the human experience through the comparative study of past and contemporary states, societies and cultures. Beginning with ancient civilizations and continuing through the modern age, we teach students how to categorize information in a variety of cultural and historical contexts and synthesize the information through such historical analytical skills as comparison and contrast, change over time, and cause and effect. Students learn about social, political, economic and cultural developments and engage in active critical thinking in both oral and written form. In addition, students learn about the institutions and workings of American government and the importance of civic engagement.

### **History 9**

All 9th grade students are required to take History 9

*Fulfills graduation requirement for History*

**Prerequisite:** *None*

This course spans the events of global history from ancient civilizations through the European Renaissance. Students will study the methods and skills used by historians to understand global patterns of development, to make comparisons within and among cultural traditions, and to examine the ideas and values of the Greco-Roman world, and classical Indian and Chinese civilizations. In addition, students will study the birth and spread of Christianity and Islam and their impact on global historical developments.

This course will emphasize historical thinking skills (i.e. analyzing historical sources and evidence, making historical connections, chronological reasoning, and creating and supporting a historical argument), and is designed with inquiry as a central driver for every unit of learning. This course serves as an introduction to the study of history in high school and will prepare students for 10th grade World History.

### **World History**

All 10th grade students are required to take World History or AP World History

*Fulfills graduation requirement for World History*

**Prerequisite:** *History 9*

This course spans the events of global history from the Age of Exploration through World War II. Students will engage in a rich exploration of world history, with an emphasis on the Western perspective. Students will examine the Age of Absolutism and the Age of Enlightenment and how they shaped the revolutions in the 18th, 19th and 20th centuries that changed the world historical landscape. Students will be expected to analyze primary and secondary source texts, write fluidly on a variety of historical themes, and extract meaningful lessons from our study of the past. The course seeks to ensure that students build a strong foundation in the complex historic and cultural contexts of issues facing our globe today, which includes, economic, political, and social aspects of world history and to prepare the student for their future classes in History and/or Government.



## **AP World History**

*Fulfills graduation requirement for World History*

**Prerequisites:** *A- in History 9, and recommendation from the History Department*

This 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 in 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>

## **History 11: US History**

*Fulfills graduation requirement for US History*

**Prerequisite:** *World History 10 or AP World History*

In this course, 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 arguments to support their points 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 the History department.*

This course aims 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.

## **Elective History and Social Science Courses**

### **AP Psychology**

*(Elective; not required for graduation)*

**Prerequisites:** *Biology, English 10 or English 10 Honors, World History or AP World History with a recommendation from your most recent science teacher*

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.

### **AP Art History**

**Prerequisites:** *A minimum grade of B in your most recent AP History, or a minimum grade of A- in your most recent History course, and a recommendation from the History department.*

This course provides a college-level introduction to art history in which students explore painting, sculpture, and architecture within the diverse historical and cultural contexts of ancient times to the present day. They develop a holistic understanding of the journey of art through time as well as the societies in which they were created. In the midst of this study, art serves as a vehicle for self-introspection and high level reasoning. Class requirements help students mature in persuasive and well-articulated oral/written expression, particularly in regards to visual and comparative analysis.

More information about AP Art History may be found on the College Board website: [AP Art History - AP Students | College Board](#)

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 Macro Economics**

**(Elective: Not required for graduation)**

**Prerequisites: This course is open to students in grade 10-12.**

AP Macroeconomics is an introductory college-level macroeconomics course. Students cultivate their understanding of the principles that apply to an economic system as a whole by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like economic measurements, markets, macroeconomic models, and macroeconomic policies.

More information about AP Macro Economics may be found on the College Board Website: [AP Macro Economics College Board](#)

## **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.

### **9<sup>th</sup> 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.

### **12<sup>th</sup> 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 20<sup>th</sup> 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.

### **10<sup>th</sup> and 11<sup>th</sup> Grade - Jewish Studies Courses (One Class Per Semester + Honors Option)**

In the 10th and 11th grade years, students choose between offerings in core content areas: Rabbinics, Jewish Thought and Jewish History. These courses are offered on a two-year rotation. Students may choose either the year-long honors option or one course from each semester.

*Students may choose one class per semester from the courses listed below or choose to take the year-long honors course.*

#### **Semester 1:**

10th and 11th graders will begin this year of study with an overview of the Rabbinic era to put Rabbinic literature into its historical context. We will study the development of Rabbinic text and its enormous influence on Jewish practice and values 2,000 years later.

#### **Secret Layers of the Torah**

After the destruction of the Second Temple in 70 CE, the Jewish people were forced to rethink the way they approached their religion and their relationship with God. The sages and thought leaders of that time period eventually understood that the key to Jewish survival and flourishing in the absence of a centralized Temple was, simply, teaching and learning. This realization birthed what's now known as the Rabbinic era in Jewish history, which roughly spans the first five centuries of the Common Era.

Rabbinic scholars throughout the eras uncover the secret layers of the Torah. In this class we will be examining these contributions to do a deep dive into the text of the Torah. This class will focus on the steady stream of contributions of Torah scholars in the form of parshanut, or rabbinic exegesis. We will: examine the Midrash, the foundational Rabbinic collections of interpretations and analyses of Torah text; study the contributions of famed medieval commentators such as Rashi, Nachmanides, Sforno, and more; and focus on modern commentators from across the Jewish denominations. Throughout our coursework we will address fundamental questions that people have asked about the Torah for centuries: What does this text mean? What did it mean to our ancestors? And what does it mean to us today?

## **Secret Layers of the Talmud**

After the destruction of the Second Temple in 70 CE, the Jewish people were forced to rethink the way they approached their religion and their relationship with God. The sages and thought leaders of that time period eventually understood that the key to Jewish survival and flourishing in the absence of a centralized Temple was, simply, teaching and learning. This realization birthed what's now known as the Rabbinic era in Jewish history, which roughly spans the first five centuries of the Common Era.

This class will focus on the Talmud, the authoritative body of Jewish law and lore accumulated over a period of seven centuries (c.200 BCE-c. 500 CE) in Eretz Israel and Babylonia. The word Talmud derives from the Hebrew root l-m-d ("study" or "teach"). The Talmud incorporates the Mishnah as well as the rabbinical discussions of the Mishnah, known as the Gemara.

Our course is an introduction to the study of Talmud and the application of its wisdom and values to contemporary life. We will examine selections from the Talmud, exploring the wisdom, aphorisms, and thought processes embedded in this massive work. Through this exploration, students will gain an understanding not just of what and how the rabbis thought nearly two millennia ago, but also how their writings are relevant to us today.

## **Semester 2:**

### **Jewish Ethics**

The right choice is often not the easy choice - but it's also not always apparent. Ethical issues that people faced 3000-4000 years ago are, fundamentally, the same issues we face today. We will study the ways our ancestors grappled with universal ethical dilemmas and how these seemingly antiquated stories can teach us all sorts of lessons about how to live our own lives. We will examine how Jewish ethical thought has changed over time, from Biblical times to the 20th century. In addition to different content areas – medical ethics, business ethics, environmental ethics, and so on – we will also find meaning in the enduring principles of Jewish ethics, how they apply to our lives and empower us to become more responsible in our actions.

### **Hot Topics**

Is unlimited electronic surveillance ethically allowed? If someone is suffering due to a terminal illness, are we ethically allowed to end their life? Should we eat meat given the impact on the environment and the suffering of animals? In this course we will examine modern dilemmas such as use of technology, end of life options, environmental issues and more. Students will explore the ways in which *Halacha* (Jewish Law) and *Mesorah* (Tradition) inform our ethical decisions. Students will refine their ethical stance, and ultimately face their own ethical dilemmas with greater confidence and knowledge.

## **Yearlong Honors Option Moot Beit Din (Honors)**

*Prerequisites: students have earned an A- or higher in the previous semester's JS class, have completed the Judaic Studies 9 course, and have the recommendation of the JS Department.*

This honors-level course begins with an exploration of the Rabbinic era and texts associated with that era. After the destruction of the Second Temple in 70 CE, the Jewish people were forced to rethink the way they approached their religion and their relationship with God. The sages and thought leaders of that time period eventually understood that the key to Jewish survival and flourishing in the absence of a centralized Temple was, simply, teaching and learning. This realization birthed what's now known as the Rabbinic era in Jewish history, which roughly spans the first five centuries of the Common Era.

After the initial exploration, students will begin their study of the halakhic process - the process by which Jewish sages arrive at legal rulings - before moving into a real-life complex legal dilemma. A good portion of the class 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 this course 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.

After the halakhic case is completed, students will continue to explore modern ethical issues, apply Jewish texts and come to conclusions that are ethically sound and personally meaningful.

## **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.

## **MATHEMATICS**

**Mathematics Department Philosophy:** Our math department strives to create a positive and nurturing environment in which SDJA students will develop habits of mathematical thinking that will prepare them for further inquiry in math while gaining comfort 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 → AP Pre-Calculus, Statistics, AP Calculus AB

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

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



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

Pathway 6: Geometry H → Algebra II H → AP Pre-Calculus, 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 → AP Pre-Calculus, 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 or Pre-Algebra Honors with passing grades both semesters; or Pre-Algebra with a 95% or higher both semesters, completion of recommended summer work, and departmental approval*

This course provides the basic building blocks necessary for all higher level mathematics courses. It utilizes 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 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.

## **Geometry**

*Fulfills graduation requirement for Mathematics*

**Prerequisites:** Algebra I with passing grades both semesters

This course utilizes 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.

## **Algebra II**

*Fulfills graduation requirement for Mathematics*

**Prerequisites:** *Algebra I and Geometry with passing grades both semesters*

This course utilizes 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 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 TI-84 Plus CE graphing calculator as a tool to enrich conceptual learning and problem solving.

## **Precalculus**

*(Elective; not required for graduation)*

**Prerequisites:** *Algebra 1, Geometry, and Algebra II with passing grades both semesters*

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, rational, exponential, logarithmic, and trigonometric functions) with associated transformations and the domain and range of all functions. It utilizes a computer based program that includes an online textbook as well as additional multimedia resources designed to enhance student learning. 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 TI-84 Plus CE graphing calculator plays a role as an enrichment tool for solving mathematical problems and modeling real-world scenarios.

## **Statistics**

*(Elective; not required for graduation)*

**Prerequisites:** *Algebra 1, Geometry, and Algebra II with passing grades both semesters*

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.

## **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 B or higher 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 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 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

### **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 B or higher both semesters and departmental approval*

This course utilizes 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.

### **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 B or higher both semesters and departmental approval; and Algebra I with a grade of 93% or higher both semesters and departmental approval; or Algebra IH with a grade of B or higher both semesters and departmental approval*

This course utilizes 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. 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).

### **AP Pre-Calculus**

(Elective; not required for graduation)

**Prerequisites:** *Algebra 2 with a grade of 98% or higher both semesters and departmental approval; or Algebra 2 Honors with a grade of 90% or higher both semesters and departmental approval*

This course utilizes a computer-based program that includes an online textbook and additional multimedia resources designed to enhance student learning. AP Precalculus is a rigorous and fast-paced course that provides students with a deep understanding of the foundational concepts necessary for calculus. Topics covered include, but are not limited to, polynomial, rational, exponential, logarithmic, and trigonometric functions, along with their graphs, transformations, and real-world applications. Students will also explore sequences, series, parametric equations, conic sections, and vectors. Emphasis is placed on conceptual understanding and problem-solving in multiple representations: graphical, numerical, analytical, and verbal. Technology will be integrated to support learning, facilitate experimentation, and enhance visualization of mathematical concepts. This course prepares students for AP Calculus AB or BC and higher-level mathematics at the college level.

This class is recommended for students who are passionate about mathematics and committed to developing the skills required for success in advanced math courses.

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.

For a more detailed description and course outline, please see the College Board website, <https://apstudents.collegeboard.org/courses/ap-precalculus>

## **AP Calculus AB**

*(Elective; not required for graduation)*

**Prerequisites:** *AP Pre-Calculus with a grade of B or higher both semesters and departmental approval; or Pre-Calculus with a grade of 93% or higher both semesters and departmental approval; or Algebra 2 Honors with a grade of 98% or higher both semesters and departmental approval*

This course utilizes a computer based program that includes an online textbook and 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. To succeed 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.

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 B or higher both semesters and departmental approval; or AP Pre-Calculus with a grade of 90% or higher both semesters and departmental approval*

This course utilizes a computer based program that includes an online textbook and 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, limits, derivatives, integrals, and the Fundamental Theorem of Calculus) and additional topics in differential and integral calculus including parametric, polar and vector functions, and series. Students will become familiar with concepts, results, and problems expressed in multiple ways including graphically, numerically, analytically, and verbally. Technology is emphasized 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.

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 will be offered based on enrollment as determined by the Math Department.

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. Students have the opportunity to meet with a math teacher prior to the start of the school year to review 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 must also complete the summer assignment corresponding to the honors course into which they will be entering. It is also highly recommended that the student participate in SDJA's Summer Enrichment Program.

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 must complete the summer assignment corresponding to the honors course into which they will be entering. It is also highly recommended that the student participate in SDJA's Summer Enrichment Program. 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 Lab Science*

The Biology course is focused on providing 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 four main topics throughout the year. They include 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. This class prepares students for continuing education in physical and life science classes.

## **Chemistry**

*Fulfills graduation requirement for Lab Science*

**Prerequisites:** *Biology and Algebra 1 with a grade of C- or higher*

The Chemistry 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. This class prepares students to continue studying science at the AP level.

## **Physics**

*Fulfills graduation requirement for Lab Science*

**Prerequisites:** *Biology and Algebra 1 with a grade of C- or higher*

This Physics course introduces students to foundational concepts in mechanics, covering key topics such as kinematics, dynamics, energy, and momentum. Through interactive labs, problem-solving activities, and collaborative discussions, students will explore real-world applications of physics principles. As the course progresses, students will delve into topics beyond basic mechanics such as optics, waves, and electricity; culminating in a

conceptual understanding of physics and its practical application. This course emphasizes the development of analytical and critical-thinking skills, preparing students for advanced studies in AP Physics and related fields.

## **Anatomy and Physiology**

**Prerequisites:** *Biology*

*Fulfills graduation requirement for Science*

This Anatomy and Physiology course is an introduction to the basic concepts and principles of human anatomy and physiology. Students will explore the main systems of the human body (systems will include but may not be limited to (1) skeletal system (2) integumentary system (3) cardiovascular system (4) muscular system (5) reproductive system (6) respiratory system (7) digestive system (8) nervous system), and how aspects of our everyday life can positively or negatively impact the systems. Students will learn about the structures and parts (Anatomy) and the functions (Physiology) of the systems. Students will be asked to analyze and explain how each system is affected when influenced by nutrition, sleep, stress, teenage brain, etc. Students will also be asked to extend and apply their knowledge in the context of science fiction. By the end of this course, students will understand that all decisions that a person makes not only affects them physically, but mentally as well.

Students will utilize online simulations, investigations, labs, experiential activities, videos, and role-playing activities to apply their critical thinking skills using scientific lens. Students will work both individually and collaboratively to develop written and oral communication skills.

## **AP Biology**

*(Elective; not required for graduation)*

**Prerequisites:** Chemistry with a recommendation from your most recent science teacher

AP Biology is the equivalent of a two-semester college level introductory biology course. This rigorous course is based on four big ideas, which encompass core scientific principles, theories and processes that cut across traditional boundaries and provide a broad way of thinking about living organisms and biological systems. Students cultivate their understanding of Biology through inquiry-based investigation as they explore topics in evolution, cell biology including cell communication and energy, genetics, molecular genetics including biotechnology, and ecology. 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 Biology can be found on the College Board website:

<https://apstudent.collegeboard.org/apcourse/ap-biology>.

As with all AP classes, students can expect a significantly increased workload in AP Biology. If you are considering registering for AP Biology, 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, Physics or Chemistry with a recommendation from your most recent science teacher*

The AP Environmental Science course 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 or Physics, Algebra II with a recommendation from your most recent science teacher*

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 provide students with 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. Additionally the course 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 (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:** *Geometry, Web Design or AP Computer Science Principles with a recommendation from your most recent technology teacher*

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>

## **Engineering 1**

**Prerequisites:** *Biology*

*Fulfills graduation requirement for Technology*

Engineering 1 is a project based course that introduces the “Engineer’s perspective” and design process to students. Through this process, students will analyze and produce various products from simple machines to computer controlled mechanical devices. This course will reintroduce concepts from Physical Science that are directly applicable to engineering. The course will focus on mechanical engineering, electrical engineering, and then the integration of the two disciplines. Students can expect to spend a considerable amount 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 problems can be solved with a similar process of thought and execution. There will be a capstone project where students can design, pitch, and implement the engineering principles acquired to generate a unique solution to a real world problem.

## **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 – 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 Aleph-Beit, print (for reading), and cursive (for writing).

#### Novice-Low

Acquire foundation-level concepts:

- Acquire an active vocabulary of 350 new words: pronouns, nouns, and 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 become familiar with Israeli money (coins and bills).
- We are introducing a grammatical base for building simple sentences.

Yearly Projects: Hebrew 1- Letters project, Body Parts Art, Days of the week project, filming short dialogues between people.

### Hebrew 2

We are learning to use sentences using different pronouns, helping verbs, and infinitives.

#### 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 become 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:

Hebrew 2 - preparing a daily activities log on weekdays and weekends using all infinitives learned

### **Hebrew 3**

Learning present tense verbs, binyan Paal' practicing writing and verbally expressing longer sentences and short paragraphs, using time expressions of present tense.

### 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:

My daily routine, creating games with vocabulary. In addition, each semester will conclude with an assessment focused on conversation practice, reviewing the vocabulary learned throughout the semester.

### **Hebrew 4**

Learning present tense verbs, binyan Piel, Hifeel.

### 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:

Hebrew 4 - My house art project

### **Hebrew 5 Honors**

Learning present tense verbs, binyan Hitpael, Nifal.

Starting to learn past tense verbs, binyan Paal'.

### 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 through its people, landscapes, and songs—all of which 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 and get along in everyday life in Israel.
- Experience Authentic Israeli culture through spoken Hebrew and encountering different people and situations in Israel.

### Yearly Projects:

Hebrew 5—Exploring Places in Jerusalem, dream house project. In addition, each semester will conclude with an assessment focused on conversation practice, reviewing the vocabulary learned throughout the semester.

### Hebrew 6 Honors

Learning past tense verbs, binyan Paal' Binyan "Hifil", Binyan "Piel" Binyan "Hitpael", prepositions: in,/at, to, from, with

### 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 and 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:

1. Write a journal using past tense verbs describing their childhood from one year old to sixteen: What they liked to do, different places, at different times: during Shabbat, holidays, etc.
2. Part 1- Practice a phone conversation about shopping in the supermarket: using different produce dairy, meat, vegetables, and fruits. Part 2- Continued conversation when coming back home with the items- discussion with the partner about the shopping.

### Hebrew 7 Honors

Learning past tense verbs, binyan Nifal, Hifeel, Hitpael

### 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:

Learning a song - vocabulary, meaning, singing - performance during Kabshab or filming a video.

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

Eurovision -

### Hebrew 8 Honors

Learning future tense verbs, future tense time expressions, binyan Hipeel, Piel.

### 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 8H - Learning a song - vocabulary, meaning, singing - performance during Kabshab.

Creative writing - writing stories, present, past, and future tense, with a given prompt.

Learning about places in Israel - research about it and teaching the class.

Eurovision - learning about the type of competition, background of Israel participation, how they choose who will represent Israel, writing a special song, and the results of the competition.

### Hebrew 9H

Learning future tense verbs, future tense time expressions, more complex conversations and more detailed writing pieces.

### Intermediate-High Part 1:

Master Intermediate-High level concepts:

- Internalize and master all Binyanim in all tenses, and use them naturally in a conversation.
- Enrich the vocabulary with adjectives and nuances.
- Experience Israeli culture through E-Tone® articles, virtual tours and popular Israeli songs.

### Intermediate High- Part 2:

Acquire and Master Advanced-low-level concepts:

- Acquire a vocabulary of 500 new words and expressions related to current events, literature, and culture
- Enrich knowledge of 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.

### Yearly Projects:

Hebrew 9H - Israeli music project. In addition, each semester will conclude with an assessment focused on conversation practice, reviewing the vocabulary learned throughout the semester.

Hebrew 10 Honors + Native speakers  
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, and modern aspects of Israeli literature and culture.

**Yearly Projects:**

Community Space Planning in Shaar Hanegev: This project aims to engage students in learning about the Sha'ar HaNegev municipality and its way of life while fostering collaboration with students from Sha'ar HaNegev. Through a series of joint activities, students will deepen their understanding of the region's history, culture, and challenges, while also gaining knowledge about urban planning processes, mainly- community engagement in planning. Together, they will design public spaces that benefit the community, culminating in a final exhibition where the students present their designs.

**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 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 CollegeBoard website: <https://apstudent.collegeboard.org/apcourse/ap-spanish-language>

**AP COURSE OFFERINGS**  
(Subject to Change)

<b>Course</b>	<b>2025-2026</b>	<b>2026-2027</b>	<b>2027-2028</b>	<b>2029-2030</b>
AP Biology	yes	no	yes	no
AP Chemistry	no	yes	no	yes
AP Physics 1	yes	yes	yes	yes
AP Environmental Science	yes	yes	yes	yes
AP Psychology	yes	yes	yes	yes
AP Music Theory	no	yes	no	yes
AP Studio Art 2D Design	no	yes	no	yes
AP US History	yes	yes	yes	yes
AP World History	yes	yes	yes	yes
AP Art History	yes	no	no	yes
AP Comparative Gov & Politics	no	on	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 Pre-Calculus	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

