



**SDJA  
MAIMONIDES  
UPPER SCHOOL**



**HIGH SCHOOL PROGRAM OF STUDIES  
2026.27**

## A MESSAGE FROM THE HEAD OF SCHOOL

Dear SDJA Students and Families,

We are pleased to share with you the High School Program of Studies for the upcoming 2026.27 school year. This document is designed to inform students and families about the diverse curricular offerings available in the high 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, engaging academic program that embraces diverse interests and promotes a genuine love of learning is vital for long-term student well-being. While we encourage challenge, we caution students against overloading their schedule with too many advanced courses while engaging in extracurricular activities, and trying to maintain personal health and social 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.

Go Lions!



*Zvi*  
**ZVI WEISS**  
Head of School

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San Diego, CA 92130  
(858) 704-3700

### EARLY CHILDHOOD CENTER

(858) 704-3866

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[www.sdja.com](http://www.sdja.com)

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## 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.

## VALUES OF AN SDJA EDUCATION

### AVODAH עבודה

Prayer and other ritual mitzvot that connects us with our spirituality and God.

### TORAH תורה

Study, in the broadest sense of the word, that reflects Jewish values, history, and beliefs, which are considered the foundation of all learning.

### KLAL YISRAEL כלל ישראל

Connectedness to one another, our family, and the Jewish people of Israel.

### TZEDAKAH צדקה

Acts of kindness and righteousness towards our fellow human beings and supporting those in need.

### ISRAEL ישראל

The strong belief that Israel is both a homeland and State for the Jewish people.

### MENSCHLICHKEIT מענטשלעכקייט

Acting in a fair and just manner and being compassionate towards other people.

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# COURSE REGISTRATION



## COURSE REGISTRATION

In the weeks leading up to the 2026.27 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

## 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 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-.

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

## REQUIREMENTS

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

Options: interscholastic athletic team, advanced music, KabShab Band, robotics team, Moot Beit Din, physical education classes, ISPE, Theater Production and/or Tech Team

**Experiential Education - 3 years (grades 9-11 overnight EXED Programs).**

**English - 4 years**

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

**Fine Arts - 1 year**

Required course can be in Visual or Performing Arts

**History - 3 years**

Required courses: Origins of Civilization, World History or AP World History, US History or AP US History

**Jewish Studies - 4 years**

Required courses include: JS 9: Torah and Rabbinics, JS 10: Beyond Talmud — Ethics and Philosophy, 11th Grade Elective course and Senior Seminar

**Math - 3 years**

Required courses: Algebra I, Geometry, Algebra II

**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



## GRADING SCALE

Grade	Percent	Grade	Percent
A	93.00 to 100.00	C	73.00 to 76.99
A-	90.00 to 92.99	C-	70.00 to 72.99
B+	87.00 to 89.99	D+	67.00 to 69.99
B	83.00 to 86.99	D	63.00 to 66.99
B-	80.00 to 82.99	D-	60.00 to 62.99
C+	77.00 to 79.99	F	00.00 to 59.99

## HONORS AND ADVANCED PLACEMENT PROGRAM

For students seeking additional academic challenge, SDJA offers 30 honors and Advanced Placement (AP) courses across the academic departments. Honors courses are designed by the SDJA Upper School Faculty, and AP courses are created for The College Board by a panel of content experts and college-level educators. Honors and AP courses are rigorous and demanding. The AP workload is commensurate with that of college-level courses. AP courses culminate in the spring with a national standardized exam. Enrolling in an AP class presumes students' understanding that they will take the AP exam during the national AP exam period in the spring semester. 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. SDJA offers ten Honors courses.

## THE AP STUDENT

Students who wish to enroll in an AP course must complete the articulated prerequisites for that course and receive a recommendation from the department. Teachers recommend students for AP study based on academic ability, preparation, curiosity, work ethic, and demonstrated success in the subject. The goal is to place students in courses that appropriately challenge them without causing them to become overwhelmed.

Any sophomore, junior, or senior interested in taking an AP course should review the prerequisites with the department chair or an AP teacher and discuss the specific expectations of the course before enrolling. Freshmen who are advanced in math, may be eligible to enroll in some AP courses. 8th grade students interested in enrolling in AP courses in their freshman year, should reach out to Ms. Hansen, or Mr. Kahn to discuss that option.

Students should be aware that AP courses move at an accelerated pace and typically require substantial additional work to ensure success.

**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 Siyum. 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 uploaded in Blackbaud 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.

# COURSE RELATED POLICIES

## HIGH SCHOOL 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 are two make-up periods 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 periods, the final semester grade will be determined by averaging an "F" (0%) for that final exam.

## ACADEMIC HONORS

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

### Academic Honors Designations:

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

## HIGH SCHOOL GRADUATION ELIGIBILITY

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

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

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

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

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

## ABSENCES AND MISSING COURSEWORK

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

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

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

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

## SUBMITTING LATE WORK

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

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

## TESTS MISSED DUE TO ABSENCE

Make-up tests will be administered to high school students in the Testing Center during Pod or a free period. Make-up 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.

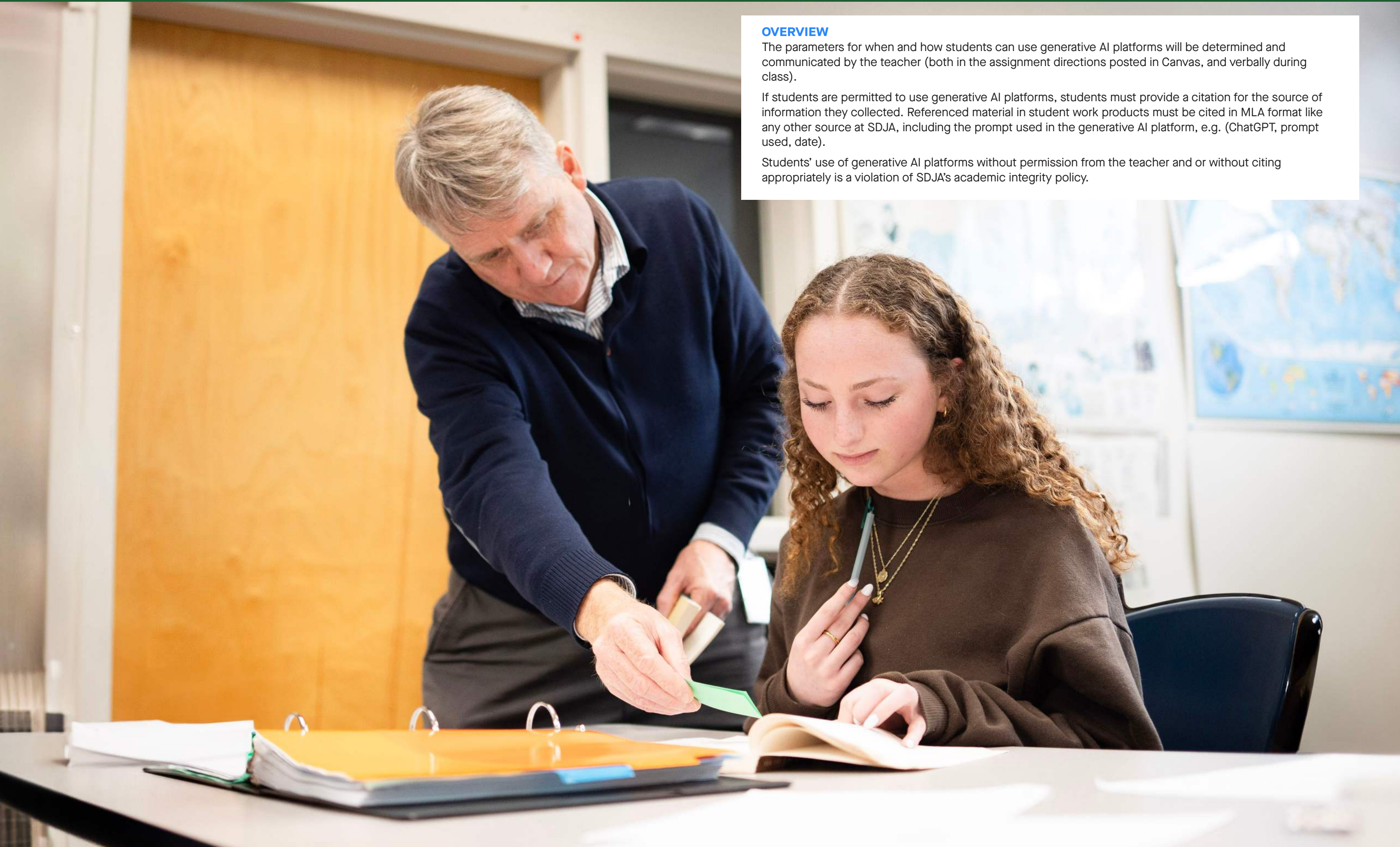
# GENERATIVE ARTIFICIAL INTELLIGENCE (AI) PLATFORMS POLICY

## OVERVIEW

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.



# EXPERIENTIAL EDUCATION

## OVERVIEW

We believe the process of learning through the guided practice of doing, questioning, investigating, feeling and reflecting on different activities outside of the typical classroom setting provides a learning space for our students to develop and enhance the traits we believe are indicators to flourish in school and beyond. Experiential education in the MUS can be of various opportunities that include local, overnight, and international trips. All are designed within the tenets of our school's mission - SDJA empowers each student to learn for life, guided by Jewish values, and rooted in the strength of community.

## EXAMPLES OF EXPERIENTIAL EDUCATION PROGRAMS

Local: Coastal Roots Farm, California Science Center LA; Balboa museum day; Seacrest collaboration, JFS Shabbat

Local Tikkun Olam (TO) projects (JFS, Feed San Diego, Hand-Up Food Pantry, Blessing bags)

Overnight: Southwest National Parks, Wolf Tribe, Southern United States Civil Rights, Senior Trip- Poland and Israel

## SENIOR TRIP TO POLAND AND ISRAEL

The culminating educational experience for an 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 in 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.



## OVERVIEW

The upper school will offer 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 course registration portal. There is an additional tuition fee for summer classes. Summer classes are subject to minimum enrollment.

## 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.

## CALIFORNIA NATURALIST CERTIFICATION (UC CALIFORNIA NATURALIST PROGRAM)

*(Does not earn course credit for SDJA; open to all 9-12 students)*

June 16-July 13

5-week Hybrid Program (Tuesday online classes, Thursday field days)

The California Naturalist Certification is a unique, college-level course that blends classroom learning, field exploration, and real environmental science. Students gain a deeper understanding of California's ecosystems—including ecology, geology, wildlife, water, forests, and climate—while building practical skills in observation, environmental stewardship, and scientific communication.

The course includes guest lectures from scientists and industry professionals, fieldwork at local natural areas, participation in community and participatory science (including contributions to iNaturalist), and a capstone project that addresses a real environmental challenge. Students develop strong scientific inquiry skills, leadership abilities, and a meaningful connection to the natural world.

Successful completion earns students the official UC California Naturalist Certification and eligibility for 4 academic credits through an official UC Davis transcript.



## OVERVIEW

The upper school offers four programs that HS students will be able to opt into and earn a diploma designation. To earn a scholars 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.

## JEWISH STUDIES SCHOLAR

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 Jewish 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 or JS 9: Torah and Rabbinics
- JS 10: Beyond Talmud: Ethics and Philosophy
- 1 year of Honors level work: American Jewish Experience Honors and Survey of Jewish Thought Honors OR Israel's Wars Honors OR Independent Study 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 student's 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

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 AB
- English 10H
- Capstone Project (Independent Science Research Program or Internship)

## 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

- Ideas to Products
- Lions Incubator
- AP Calculus AB
- English 10H
- Jewish Studies Ethics class
- Physics

## INDEPENDENT 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.



## OVERVIEW

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

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.

Fall	Winter	Spring
Cross Country (Men's and Women's)	Men's Basketball	Baseball
Men's Flag Football (Club)	Women's Basketball	Men's Golf
Women's Flag Football (CIF)	Men's Soccer	Track & Field (Men's and Women's)
Women's Tennis	Women's Soccer	Men's Tennis
Women's Volleyball		

## Team Managers

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

## 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.

## 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.

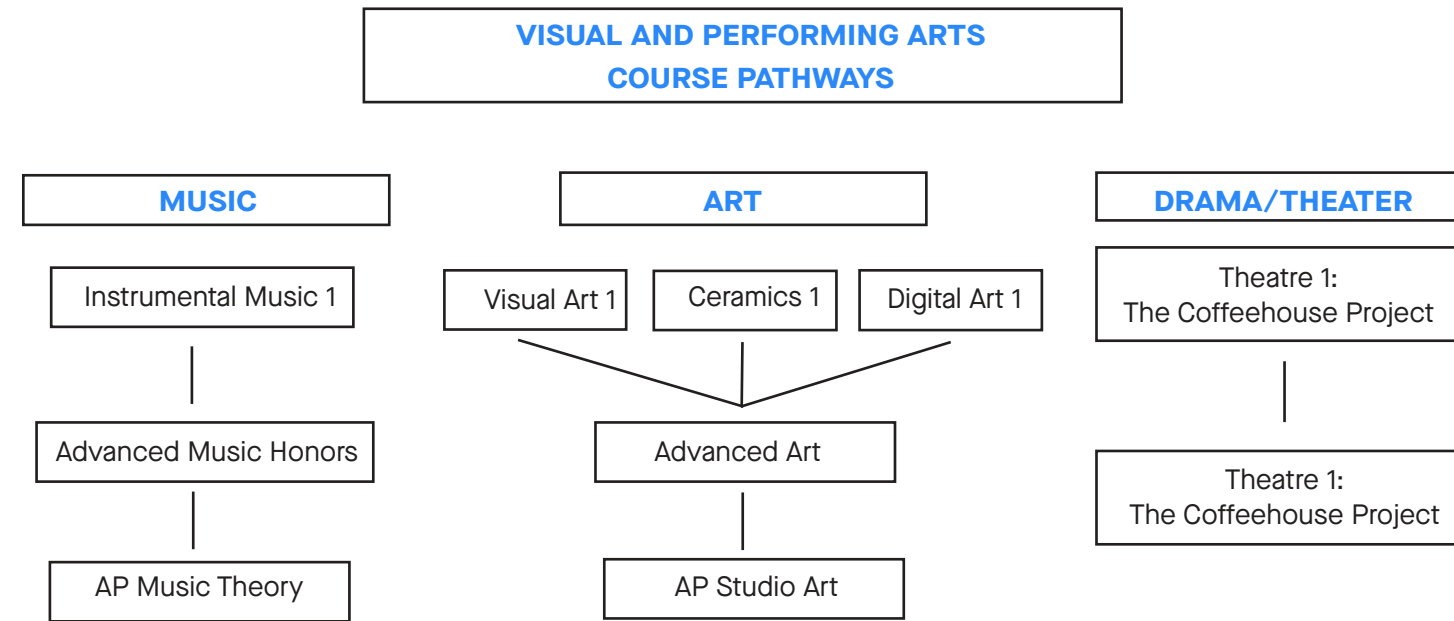
The ISPE program at SDJA is designed with two goals:

1. To provide exceptionally gifted athletes who compete at a high regional or national level an opportunity to earn SDJA co-curricular 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 co-curricular credit.

# 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.



\*All courses can be taken more than once, except AP courses



## INSTRUMENTAL MUSIC 1

*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 HONORS

*Fulfills graduation requirement for Fine Arts*

*Fulfills Graduation Requirement for Co-curricular Program*

Prerequisite: Department recommendation and both of the following: (1) passing of audition to be held in June or August (dates and times TBD) (2) Several years of private music instruction or previous music classes

Advanced Music Honor is a comprehensive performing ensemble that can be repeated multiple times throughout a student's high school years. This course is for serious instrumental music students with experience playing an instrument and reading music. Students improve their ensemble skills on a wind instrument, guitar, bass, stringed, or percussion instrument through the study of musical literature and performance in at least two public concerts. Small group ensembles formed from the larger group perform regularly at local community events. Students must be prepared to participate in regular performances. Students also read music notation relevant to the applied literature, listen to/analyze/describe music, learn the historical and cultural attributes of music relevant to the course, and critically examine selections of music from jazz, blues, classical, and folk styles. Students taking this class are expected to supply their own instrument, have a regular practice routine, and participate in regular performances throughout the year.

## AP MUSIC THEORY

*Fulfills graduation requirement for Fine Arts*

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

Music theory is very similar to other sciences in how it describes, categorizes, and defines occurrences in the natural world. These occurrences, namely musical composition and musical performance, can be recognized to have many layers of structure and order. We can think of music as a reflection of human emotion and mind. Music theory helps us make logical sense of these reflections. Through the study of music theory you will be able to appreciate the beauty and complexity of not only music, but the minds of the people who make that music.

This course is an extensive, in-depth study of the structure and composition of music and notational practices. In addition to written academic exercises, students are drilled on rhythmic, melodic and harmonic dictation along with an emphasis on sight singing.

All content fully conforms to the College Board outline and is designed to prepare students for the AP exam. As with all AP classes, students can expect a significantly increased workload in AP Music Theory. If you are considering registering for AP Music Theory, it is highly recommended that you have a conversation with your music teacher, or arts department chair.



# VISUAL AND PERFORMING ARTS

## THEATER ARTS

*Fulfills graduation requirement for Fine Arts*

This course welcomes both beginners and experienced theater performers as well as production technicians. Students will explore several units, which may include design (set, costume, lighting, and sound), improvisation (learning improv game rules, applying them to real-life scenarios, developing comic timing, and forming a COMEDY SPORTZ team), documentary filmmaking (from concept through production), acting (character development, stage movement, and timing), directing (understanding the full picture and learning to see through a director's lens), and musical theatre (musical styles, genre exploration, ensemble and solo vocals, and dance). Sections are fluid and may shift based on student interest and ongoing projects. This class has produced Open Mic sessions in the quad in collaboration with the music department, SDJA's premier podcast Hometalks, annual musicals and plays, and more. It is a space to dig deep, 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.

## AP STUDIO ART AND DESIGN (2D DESIGN, DRAWING)

*(Elective; not required for graduation)*

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

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

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



# VISUAL AND PERFORMING ARTS

## YEARBOOK

*Fulfills graduation requirement for Fine Arts*

This course is a hands-on, creative workshop where students collaborate using writing, photography, graphic design, and technology to produce The Roar, the MUS yearbook. Students learn to capture events, design pages, tell stories visually and in words, and develop a strong eye for layout and design. The course emphasizes clear communication, teamwork, and creative problem-solving. Staff members receive guidance from the advisor, editor-in-chief, and section editors, with support tailored to each student's experience level.

In addition to class meetings, yearbook responsibilities often extend beyond the school day, covering athletic, arts, and community events in the afternoons and evenings. By the end of the course, students gain valuable skills in photography, design, writing, and project management, all while contributing to a meaningful, school-wide publication.

## 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

## THEATRE PRODUCTION

*Fulfills graduation requirement for Co-curricular Program*

Students will participate in one of the department's annual productions, either onstage or offstage. Onstage roles are determined through auditions; offstage roles are assigned after consultation with the Director. To earn co-curricular credit, students must meet the following requirements:

### As Actors

- Follow the rehearsal schedule established by the Director, with consideration for student availability.
- Prepare for the role through research, character development, and theatre improvisation activities.
- Perform in all scheduled show dates and remain available for additional on-campus promotional events as needed.

### Offstage Roles

- Serve in an appointed position such as Stage Manager, Backstage Crew, Props Master, Assistant Director, Costume Coordinator, or similar.
- Attend designated rehearsals as required.
- Complete all assigned production tasks in a timely and thoughtful manner.

## TECH TEAM

*Fulfills graduation requirement for the Co-curricular Program*

The SDJA Tech Team meets on Fridays during lunch and welcomes both beginners and students with prior experience. Members receive training on all PAA, Ulam, and outdoor technology systems and are assigned positions based on demonstrated skill levels. Students will support the annual theatre productions by running a technical position and may also assist with school ceremonies and services as their academic schedules allow.

### Requirements

- Participate in at least one annual theatre production in a technical role.
- Be available on a rotating schedule (based on your course load) to provide in-school tech support for events such as KabShab, Community Time, assemblies, and other campus programs.
- Attend the weekly Tech Team meeting every Friday at lunch.



# INNOVATION, ENTREPRENEURSHIP, AND TECHNOLOGY

## IET PHILOSOPHY

The IET program 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.

## CALIFORNIA NATURALIST CERTIFICATION (UC CALIFORNIA NATURALIST PROGRAM)

*(Elective; does not meet graduation requirements)*

The California Naturalist Certification is a unique, college-level course that blends classroom learning, field exploration, and real environmental science. Students gain a deeper understanding of California's ecosystems—including ecology, geology, wildlife, water, forests, and climate—while building practical skills in observation, environmental stewardship, and scientific communication.

The course includes guest lectures from scientists and industry professionals, fieldwork at local natural areas, participation in community and participatory science (including contributions to iNaturalist), and a capstone project that addresses a real environmental challenge. Students develop strong scientific inquiry skills, leadership abilities, and a meaningful connection to the natural world.

Successful completion earns students the official UC California Naturalist Certification and eligibility for 4 academic credits through an official UC Davis transcript. This course is a summer program and offered for a fee.

## IDEAS TO PRODUCTS

*Fulfills graduation requirement for Technology*

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

## LIONLABS FELLOWSHIP

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

The LionLabs 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 LionLabs 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 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

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.

Literary works in this course include Homer’s *The Iliad*, Shakespeare’s *Romeo and Juliet*, Herman Hesse’s *Siddhartha*; John Steinbeck’s *Of Mice and Men*, as well as a wide variety of short stories, articles, poems, and essays.

## HUMANITIES HONORS 9

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. Students will use these pieces to respond to a final, summary prompt in order to prepare for a presentation before their seminar peers and a faculty panel for final credit in May. Seminar work will incorporate challenging fiction and; writing; listening; speaking; visiting local museums, theaters, and events. Registration for this honors program will take place in September, 2026. 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.

Past seminars have covered such topics as how to study primary historical documents; Dashiell Hammet’s *The Maltese Falcon*; the *California Grizzly Bear*; *Memory and Nostalgia*, *Psychogeography*; Robert Louis Stevenson’s *Dr. Jekyll and Mr. Hyde*; *Travel Writing*; Thomas More’s *Utopia*; *The Electoral College*; *Tigers*; *Decolonizing the Museum*; *Shakespeare in the Digital Age*; and many more.

## ENGLISH 10

All 10th grade students are required to take English 10 or English 10 Honors  
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 different modern novels in this course. They also study, discuss, and write about a wide variety of short form writing: fiction, essay, poetry, and drama. Work includes close reading and discussion, vocabulary and grammar practice, 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. Works for study may include novels (J.R.R. Tolkien’s *The Hobbit*; Tracy Chevalier’s *Girl with a Pearl Earring*; David Benioff’s *City of Thieves*); short fiction (Katherine Mansfield’s “The Garden Party,” Ernest Hemingway’s “Soldier’s Home”), poetry (by Mary Oliver, Gerard Manley Hopkins, Seamus Heaney, Mark Halliday, Percy Bysshe Shelley, Ted Hughes, Helen Hunt Jackson, et. al.), essays (by Machiavelli; Junot Diaz; Julio Cortazar; Virginia Woolf; Charles Dickens; Frederick Douglas, et. al.)

## ENGLISH 10 HONORS

All 10th grade students are required to take English 10 or English 10 Honors  
Fulfills graduation requirement for English  
Prerequisites: Grade of [B+] or higher in English 9 or pass the 9th grade Humanities Honors Program, 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 essays, as well as creative compositions 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*; (selections from) Chaucer’s *The Canterbury Tales*; Shakespeare’s *Tragedy of Macbeth*; poems by English Neoclassical and Romantic writers; Jonathan Swift’s *Gulliver’s Travels*; Jane Austen’s *Pride and Prejudice*; Charles Dickens’ *A Tale of Two Cities*; Oscar Wilde’s *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 read, analyze, and discuss a variety of literary forms, with an emphasis on contemporary novels, short stories, poetry, essays, and articles. Students will deepen their reading and writing skills, deepen their focus on grammar and vocabulary, 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. 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 original work encompassing different forms (objective essay, personal essay, poetry, flash fiction, and review).

Novels for study may include such titles as F. Scott Fitzgerald's *The Great Gatsby*; Philip K. Dick's *Do Androids Dream of Electric Sheep?*; Michael Ondaatje's *The Cat's Table*; Denis Johnson's *Train Dreams*, and a wide variety of shorter works by writers such as William Faulkner, Annie Dillard, Joan Didion, Robert Frost, Denis Johnson, Gary Snyder, Ernest Hemingway, James Joyce, Anthony Bourdain, Jia Tolentino, T.C. Boyle, et. al.

## AP ENGLISH LANGUAGE AND COMPOSITION

Fulfills graduation requirement for English

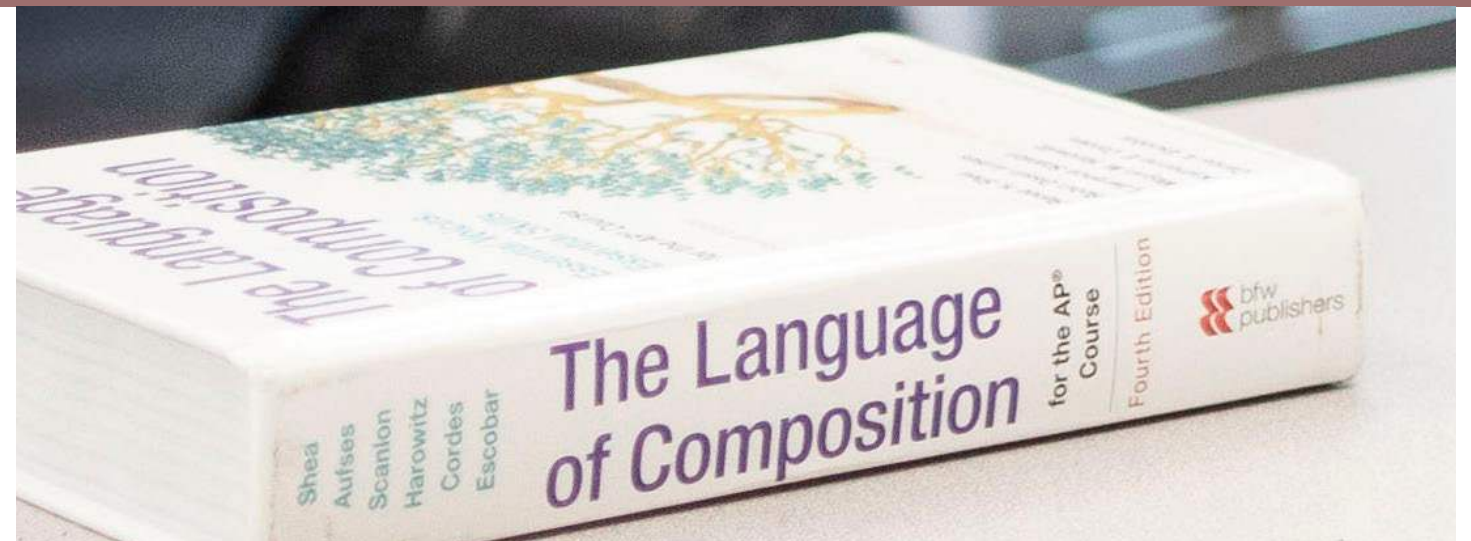
Prerequisite: Grade of [A-] or higher in English 10 or a [B] in English 10 Honors, and departmental recommendation.

Advanced Placement English Language and Composition allows students to survey advanced texts and practice rhetorical analysis and modes of composition. 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 of non-fiction, especially short and long form essays, and writing via rhetorical analysis using primarily 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, economy, work, justice, entertainment, and other topics. With an emphasis on close reading, textual mechanics and structure, and vocabulary study, students pursue 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 ample opportunities to exercise their creative faculties in writing.

Texts for consideration include nonfiction works by many writers, with titles such as Joan Didion's *Salvador*; John McPhee's *Oranges*; Annie Dillard's *For the Time Being*; Steve Silberman's *Neurotribes*; Michael Ondaatje's *Running in the Family*; and a wide variety of shorter works by authors like Henry David Thoreau, Ralph Waldo Emerson, John Ruskin, John Muir, Joyce Carol Oates, Anthony Bourdain, Walter Benjamin, and Jia Tolentino, et. al.

Students also engage in regular practice for the annual College Board AP examination given each spring. This involves working with actual test material from previous exams: 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. 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 English Department Chair.



## ENGLISH 12: LITERATURE

Fulfills graduation requirement for English

Prerequisite: English 11 or AP English Language and Composition

This course focuses on reading, analyzing, and writing about literature (novels, essays, poetry, plays, articles) 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 such texts may include Chinua Achebe's *Things Fall Apart*; Anthony Doerr's *All the Light We Cannot See*; Kelly Link's *Pretty Monsters*; Lauren Groff's *Arcadia*; Kazuo Ishiguro's *Never Let Me Go*; J.D. Salinger's *The Catcher in the Rye*; Kate Chopin's *The Awakening*; and Michael Dorris' *Yellow Raft on Blue Water*.

## AP ENGLISH LITERATURE AND COMPOSITION

Fulfills graduation requirement for English

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

This course includes intensive study of representative works from various genres and periods from the 17th to the 21st century, concentrating on works of literary merit. All homework in the first semester is reading (approximately 40 pages between class periods). All writing in the first semester is done in class (approximately 10 in-class essays). Students will read thoroughly and deliberately, taking time to understand a work's complexity and to absorb and analyze its richness of meaning. Writing is also an integral part of this course. The goal of the writing assignments, while primarily focusing on the 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. Literary works for study may include such titles as Sophocles' *Oedipus*, and *Antigone*; Shakespeare's *Hamlet*; John Fowles' *The French Lieutenant's Woman*; Tom Stoppard's *Rosencrantz and Guildenstern are Dead*; and Chaim Potok's *My Name is Asher Lev*.

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



## 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 the American government and the importance of civic engagement.

## ORIGINS OF CIVILIZATION: ANCIENT HISTORY TO THE MIDDLE AGES

*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: Origins of Civilization

This course provides a rigorous survey of global history from the Age of Exploration through the conclusion of World War II. We will explore the pivotal forces that shaped the modern era, closely examining the rise of the Age of Absolutism, the transformative ideas of the Enlightenment, and the subsequent world-changing revolutions of the 18th, 19th, and 20th centuries, with a focus on the Western perspective and its global impact. Students will develop essential academic skills through the in-depth analysis of primary and secondary sources and persuasive historical writing. The course aims to establish a strong foundational understanding of the complex economic, political, and social contexts of contemporary global issues, preparing students for advanced coursework in History and Government.

## AP WORLD HISTORY

*Fulfills graduation requirement for World History*

Prerequisites: A minimum of a B+ in both semesters of Origins of Civilization: Ancient History to the Middle Ages, and a recommendation from the History Department. Additionally, due to the demanding nature of AP courses, interested students should consistently demonstrate the following characteristics throughout the year:

- Engagement: Actively participate in class and seek help outside of regular class time, such as during office hours.
- Independence and Collaboration: Show the ability to work effectively on your own and with others.
- Maturity: Maintain appropriate behavior suitable for a classroom environment.

In AP World History: Modern students investigate significant events, individuals, developments, and processes from 1200 to the present from a global perspective. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. Students are also introduced to and practice throughout the year the major types of writing skills emphasized by the College Board for history courses: Short Answer Questions (SAQs), Long Essay Questions (LEQs), and Document-Based Questions (DBQs).



## US HISTORY

*All 11th grade students are required to take US History or AP US History*

*Fulfills graduation requirement for US History*

Prerequisite: World History or AP World History

Our 11th-grade course in US History provides students with a deep understanding of the key themes, influential individuals, and pivotal events that shape the historical narrative of the United States from European exploration to the present day. We begin by exploring the idea of American identity on both a personal and a collective level before examining how early historical developments laid the foundation for the nation that emerged. Students will engage with history through multiple approaches, including discussion, inquiry, primary and secondary source analysis, research, and reflective learning. Throughout the year, students will connect past events to contemporary issues, considering how unresolved historical debates continue to influence society today. Students will be expected to analyze written texts, provide specific evidence in written and oral arguments to support their points, and learn effective organization strategies and study habits. Students will be challenged to think critically, question assumptions, and develop informed perspectives that empower them as citizens and members of American society.

## AP UNITED STATES HISTORY

*Fulfills graduation requirement for US History*

Prerequisites: A minimum grade of A- in World History or a B in AP World History, and a recommendation from the History Department. Additionally, due to the demanding nature of AP courses, interested students should consistently demonstrate the following characteristics throughout the year:

- Engagement: Actively participate in class and seek help outside of regular class time, such as during office hours.
- Independence and Collaboration: Show the ability to work effectively on your own and with others.
- Maturity: Maintain appropriate behavior suitable for a classroom environment.

In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. In addition, a variety of scholarly interpretations of history are woven throughout the course to familiarize students with some of the most significant historiographical controversies of American history. The reasoning skills and historical themes are utilized throughout the course to improve students' writing, specifically in the context of the major types of writing skills emphasized by the College Board for history courses: Short Answer Questions (SAQs), Long Essay Questions (LEQs), and Document Based Questions (DBQs). Students also engage in different types of debates throughout the year in order to practice and improve their ability to make clear and cogent oral arguments in defense of a particular perspective or point of view.

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 MACROECONOMICS

*(Elective; not required for graduation)*

Prerequisites: A minimum of a B in both semesters of your prior history course, and a recommendation from the History Department; and a minimum of a B in both semesters of your prior math course, and a recommendation from the Math Department. Additionally, due to the demanding nature of AP courses, interested students should consistently demonstrate the following characteristics throughout the year:

- Engagement: Actively participate in class and seek help outside of regular class time, such as during office hours.
- Independence and Collaboration: Show the ability to work effectively on your own and with others.
- Maturity: Maintain appropriate behavior suitable for a classroom environment.

AP Macroeconomics is equivalent to a one semester introductory college course in economics. This rigorous course introduces students to the principles of economics and how they apply to an entire economy, focusing on topics like GDP, inflation, unemployment, and economic growth. Students learn to analyze economic performance measures, understand fiscal and monetary policy, and examine the effects of international trade. The course uses models, data analysis, and real-world examples to build critical thinking and prepare students for the AP exam.

More information about AP Macroeconomics may be found in the College Board website: <https://apstudents.collegeboard.org/courses/ap-macroeconomics>

As with all AP classes, students can expect a significantly increase workload. If you are considering registering for this course, it is highly recommended that you have a conversation with the AP Macroeconomics teacher.



### AP PSYCHOLOGY

*(Elective; not required for graduation)*

Prerequisites: For 11th and 12th grade students 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 Chairs.



### AP U.S. GOVERNMENT AND POLITICS

Prerequisites: A minimum grade of B in your most recent AP History course, or a minimum grade of B+ in your most recent History course, and a recommendation from the History department. Additionally, due to the demanding nature of AP courses, interested students should consistently demonstrate the following characteristics throughout the year:

- Engagement: Actively participate in class and seek help outside of regular class time, such as during office hours.
- Independence and Collaboration: Show the ability to work effectively on your own and with others.
- Maturity: Maintain appropriate behavior suitable for a classroom environment.

In this course, students will learn about the foundations of the U.S. government and politics in the context of the AP curriculum developed by the College Board. After gaining an understanding of the basic Constitutional framework, institutional development, and bureaucratic structure of the American government, students will learn about such important topics as the relationship between the states and the national government, governmental policies with respect to the U.S. economy, and the role of the Supreme Court. Through research, analysis, and debate of relevant contemporary issues, students will also learn how to formulate, articulate, and support with factual evidence their opinions on the challenges facing our country today: In their efforts to promote full employment and ensure a decent standard of living for all Americans, lawmakers must frequently grapple with the competing aims of social justice, by tackling such issues as poverty, stagnant wages, inequality of income, and unemployment, while promoting economic growth and maintaining a competitive and prosperous business environment. All of these issues will be examined against the backdrop of political parties, PACs, elections, interest groups, and the media, so that students will complete the year with the knowledge and skills necessary to excel on the AP U.S. Government exam.



## 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 and tenth grade courses are designed to take what students learned in the MS program, build on it and provide means for further exploration. Students will study Torah, Rabbinic Literature, Jewish Ethics, Jewish Thought and Philosophy. In the eleventh grade year, students will have the opportunity to select from a variety of elective courses to design an individualized learning program that is aligned with their Jewish identity, curiosity and interests. 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.

## JS 9: TORAH AND RABBINICS

*Required Course for all Freshmen*

Rabbi Jonathan Sacks famously said, "To defend a country, you need an army. But to defend a civilization, you need schools." Nearly two thousand years ago, after the destruction of the Second Temple, Jewish leaders reoriented the entire Jewish civilization around the idea of Torah study. They understood then, as Rabbi Sacks articulated more recently, that Jewish civilization would only survive if we dedicated ourselves to unpacking the eternal and limitless meanings embedded within the Torah and other timeless Jewish texts.

This course offers an engaging exploration of Jewish traditions through study of the Torah and Talmud. We will begin the year by devoting an entire unit of study to the art and science of havruta learning, in which two partners sit together with a text and make meaning. Students will develop skills in close reading, questioning, and collaborative interpretation through exploration of fundamental narratives, legal discussions and moral teachings, considering how these shaped Jewish identity throughout the centuries. Through discussion, debate and reflective writing, students will learn to navigate the layers of meaning within sacred texts and connect them to their contemporary lives.

The course continues with students revisiting Torah texts that students have engaged with previously, on some level. What deeper meanings do they hold for their lives today? What do our commentators say about these texts? How can they help us think about how to be more responsible in our daily lives?

Throughout the year this course will examine the Torah and Talmudic origins of the various Jewish rituals, which may include kashrut, chaggim, or brachot. A part of this course also has students revisit the art of creating a d'var Torah to teach Parashat ha Shavuah to their classmates. This highlights a microcosm of how we want our students' trajectory to progress to more independence from 6th -12th grades.

We'll grapple critically and seriously with all the texts and ideas from the Torah and Talmud. However, we'll study all the sources in English translation, 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. By the end of the year, students will begin to understand their own place within Jewish history and carve out the meaning of their individual Jewish identities.

## JS 10: BEYOND TALMUD - ETHICS AND PHILOSOPHY

*Required Course for all Sophomores and all 11th grade students learning in a Jewish day school for the first time.*

Building on the foundation from JS9: Torah and Rabbinics, students in this course will engage with the great philosophical questions that have been animated in Jewish thought for centuries. We will explore how Jewish thinkers across eras have grappled with enduring questions of meaning, morality, and faith: What does it mean to live a good life? Where do we find God in a complex and changing world?

Drawing on voices like the sages of the Talmud, medieval philosophers such as Maimonides, early modern mystics, and modern voices including Rabbi Abraham Joshua Heschel, Rabbi Jonathan Sacks, and Judith Plaskow, students will encounter a spectrum of philosophical perspectives. Through close readings and discussion of their writings, we will explore and analyze how they reasoned, argued and reimagined central ideas such as ethics, justice, faith, free will, and the human condition.

This course emphasizes philosophical inquiry and moral reasoning. Students will continue to develop and deepen their skills in engaging with Jewish texts as living conversations, interpreting them in light of both ancient wisdom and contemporary dilemmas. They will practice articulating their own responses to complex ethical and theological questions, developing a personal framework for Jewish moral and spiritual thought.

By the end of the year students will understand the diversity of Jewish philosophy, and begin to claim their own voice within ongoing conversations that connects tradition, reason, and lived experiences.



## 11TH GRADE

11th grade students are required to choose TWO courses from a selection of the following semester-long options. Options will be determined based on enrollment and student voice.

### THE MEGILLOT: ESTHER, JONAH, & RUTH

When we think of the Hebrew Bible, we tend to think of the stories and characters from the earliest parts of our history - Abraham, Moses, King David, and so on. But the latter half of the Bible is filled with fascinating stories and complex characters who have much to teach us about issues such as conversion, power, the land of Israel, the relationship between the Jewish people and the rest of the world, and countless more. Join us on an in-depth exploration of three of the most puzzling and riveting narratives from the Jewish literary canon: Esther, Jonah and Ruth. We will study the primary Biblical texts as well as commentaries from ancient times through today. We will also explore the thematic connections between the three stories and the holidays on which these three stories are traditionally read aloud.

### TANAKH: FOR MATURE AUDIENCES ONLY

Everybody knows the stories of Noah's Ark and the Garden of Eden. But one of the reasons for the Hebrew Bible's status as the foundational written work of Western religion, and Judaism in particular, is that it also recounts the types of stories that you don't study in elementary school. By examining Biblical narratives through both a literary and an exegetical lens, we will tackle essential questions such as: How does Judaism define good and evil? What lessons are we to learn from morally flawed characters? And is it appropriate for a sacred book to contain graphically violent and sexually explicit stories? This course will explore some of these stories, and will focus on the moral challenges faced by some of the most celebrated Biblical figures, such as Joseph and King David, and others who are not as well known, including Yael and Jephtah.

### CONTEMPORARY 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. 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, while grappling with modern ethical issues. 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.

### JUDAISM AND THE BODY

The importance of caring for oneself and others lies at the heart of Judaism's sacred texts. Teaching about the importance of mutuality, respect for self and others, and about the sacred nature of our bodies will help Jewish teens to make decisions that are not born out of insecurity, peer pressure, or even, perhaps, hormones detached from the heart. Through an exploration of Jewish texts and Jewish ethics, we will discuss, write, and think deeply about how our behaviors and interactions impact not only ourselves, but others as well. Mindfulness practices will help students get in touch with their bodies, minds and spirits.

### AMERICAN JEWISH EXPERIENCE

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

### MODERN JEWISH PHILOSOPHY

This course explores the ideas of Jewish thinkers from the Enlightenment to the present, examining how Jews have grappled with questions of faith, identity, ethics, and the meaning of life in a rapidly changing world. Students will study figures such as Moses Mendelssohn, Hermann Cohen, Franz Rosenzweig, Martin Buber, Abraham Joshua Heschel, and more contemporary voices, analyzing how their philosophies respond to modernity, secularization, and the challenges of pluralistic societies.

Through readings, discussion, and reflective writing, students will explore themes such as reason and revelation, the nature of God, the role of community, moral responsibility, and the encounter between Jewish tradition and contemporary thought. The course emphasizes critical engagement and personal reflection, encouraging students to articulate their own perspectives on enduring questions of Jewish philosophy and ethics in the modern era.

### MODERN EUROPEAN JEWISH HISTORY

This course will cover European Jewish history from the 16th century until World War II. Students will define and comment upon the different crises, challenges, and issues of creativity and identity that emerge at the center of world Jewry during this time period. The notions of Enlightenment (German and French) and emancipation will be reviewed as the communities search for the harmonization of tradition and modernity. Autobiographies, memoirs, letters, and documents will be scrutinized so that our students can render an account of European Jewry to themselves and one another. The culture- and faith-based movements of Hasidism, Haskalah, Zionism, and emancipation flourished in Eastern Europe. The course will delve into the communal unrest and possibilities of human exaltation.

### JEWISH PEOPLEHOOD: THE FUTURE, TOGETHER AND APART

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

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.

### TRIBES OF ISRAEL

This course is adapted from the celebrated course of the same title created by the Hartman Institute, an internationally renowned Israel education institution. This course confronts the challenge of creating a Jewish and democratic public space in the modern State of Israel—a shared common space for a people divided along "tribal" affiliations: religious, ideological, national, and geographic. What is the significance of the State of Israel as a Jewish public sphere? How does a people divided along religious, geographic, and ideological lines build a shared society? The Tribes of Israel begins a conversation to restructure the relationship between the collective and the individual tribes that comprise Israel.

## ISRAELI THOUGHT, POLITICS, CULTURE

Since its founding in 1948, Israel has been home to a rich diversity of cultures, attitudes, and ideas. Many intellectuals and artists have utilized a wide variety of media to express this diversity in profound and sometimes controversial ways. This course is an opportunity for students to explore Israeli art, poetry, music, film, theater, and literature, and to examine how the development of these media has mirrored important political events in the history of Israel.

## THE JEWISH CALENDAR

Many of us start learning about and/or celebrating Jewish holidays early in our lives - but we often don't stop to consider the deeper meanings of the holidays or the structure of the Jewish calendar year. What does celebrating freedom on Passover really mean? Why do we have two separate holidays celebrating the Torah? Why is Rosh Hashanah barely mentioned in the Torah? Is Shemini Atzeret a part of Sukkot? And how can the Jewish calendar be both lunar and solar? We will explore these questions and countless others as we take a sophisticated approach to understanding the rhythms and cycles of the Jewish calendar year.

## JEWISH LIFECYCLE EVENTS AND RITUALS

Many Jews who are otherwise disconnected from Jewish practice still participate in lifecycle events - the milestone markers that span a Jew's life from birth to death. Why do so many Jewish parents circumcise their baby boys? Why does family synagogue membership tend to wane after their children become bnei mitzvah? Why do traditional Jewish sources treat Jewish marriage like a business transaction? Why is saying kaddish for our loved ones who have passed so important to so many Jews? In this class we'll explore these questions and many others as we examine both the historical development of, and the range of practices for, each of the four major Jewish lifecycle events - brit milah, bar/bat mitzvah, wedding, and death.

## COMPARATIVE RELIGIONS

What exactly is religion and why does one religious tradition often differ so markedly from another, even when you might not expect it to? In this course, we will answer these as well as many other questions related to different religious traditions. While studying these religions we will compare and contrast each of them to Judaism as well as to each other. Students will be introduced to the beliefs and practices of the world's major religious traditions including Hinduism, Buddhism, Confucianism, Taoism, Christianity, and Islam. Being a citizen in the 21st century requires that we learn about and respect the beliefs and practices of those religious traditions that have passed the test of time and continue to guide their followers.

## 12TH GRADE: SENIOR SEMINAR – HISTORY OF MODERN ISRAEL AND THE HOLOCAUST

*Required Course for all Seniors*

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 them to engage in rational, thoughtful discourse on the effects of these two seminal 20th century events. The course will move chronologically through the history of modern Israel and the history of the Holocaust. How did various Zionist thinkers with radically different ideas about Jewish identity, religion, and peoplehood come together to form a vision of a modern Jewish state? As educated human beings, we all know about the Holocaust, but do we know how to identify and prevent future human rights violations that lead to genocide? This course will empower you to wrestle with many of the big questions surrounding both Israel and the Holocaust. Finally, this course will serve to prepare you for your trip to Poland and Israel this coming spring.

## EARNING HONORS CREDIT IN JUDAIC STUDIES

Each fall, students will have the opportunity to sign up for co-curricular work, such as Moot Beit Din, to earn honors credit.

## MOOT BEIT DIN

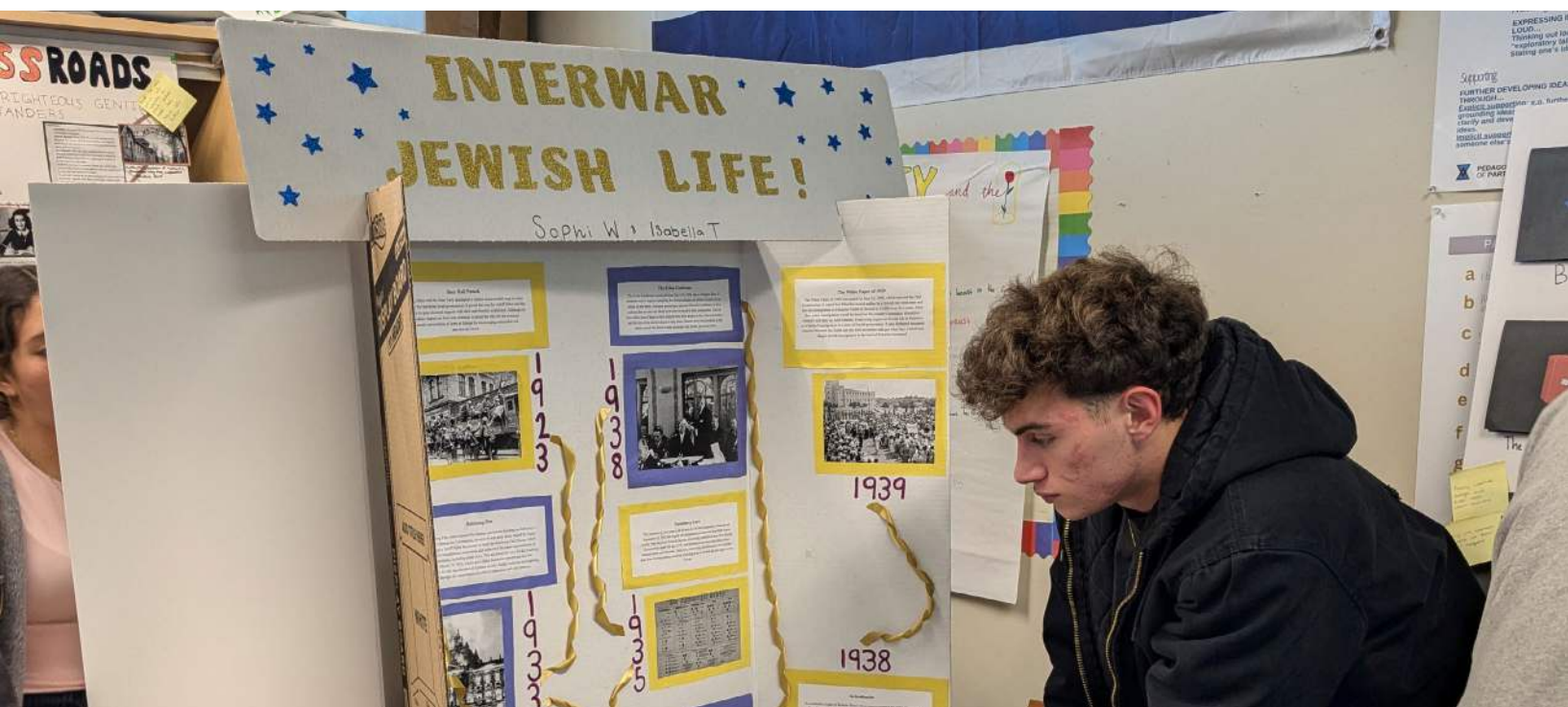
Prerequisites: Completion of the Judaic Studies 9 course.

Students will have the option to sign up for this in the fall.

Moot Beit Din (MBD) holds mandatory meetings once per week. In order to earn honors credit, students must attend a minimum of 85% of the meetings and earn a minimum of 80% on all written work.

Students will explore the halakhic process, the process by which Jewish sages arrive at legal rulings, and then move into a contemporary, real-life complex legal dilemma. Group meetings are dedicated to analysis of the case study - the halakhic dilemma that they must resolve. Students will dive into a wide range of classical Jewish texts to develop a written response to the dilemma. Significant work will also need to be completed outside of scheduled meeting times.

Students participating in the co-curricular or honors Moot Beit Din must commit to participating in a national competition known as Maimonides Moot Court in the spring. At this competition, student teams representing Jewish high schools from around the country bring their written responses and also prepare an oral argument to present to a panel of judges.



## 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 → Statistics, AP Calculus BC, Honors Multivariable Calculus

\*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: Successful completion of Fundamentals of Algebra or Pre-Algebra Honors; or Pre-Algebra with a 95% or higher both semesters and 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 I is the first course in the integration Algebra I/Geometry/Algebra II requirement for high school graduation. The course starts with algebraic expressions and introduces function notation and linear functions. It continues with absolute value functions, systems of equations, systems of inequalities, exponents and exponential functions, operations with radicals and radical functions, polynomials, quadratic functions and equations, and an introduction to operations with rational functions. Students will be held responsible for understanding how every topic in the course can be organized into six fundamental elements of mathematical development: adding, subtracting, multiplying, dividing, equations, and graphing. Students will be introduced to the numerical, algebraic, and graphical approach of analyzing equations and problem solving. Students will be instructed on how to use the TI-84 platform to further solidify key concepts. Students will be shown efficient approaches to problems and student collaboration will be emphasized. Students are expected to consider multiple approaches to each problem.



## 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 83% 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 I 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

*Fulfills graduation requirement for Mathematics*

Prerequisites: Successful competition of Algebra I

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 I 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.

## 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 83% 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 I 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

*Fulfills graduation requirement for Mathematics*

Prerequisites: Successful competition of Algebra I and Geometry

This course utilizes a computer based program that includes an online textbook as well as additional multimedia resources designed to enhance student learning. Algebra II 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.

## 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 83% or higher both semesters and departmental approval; and Algebra I with a grade of 93% or higher both semesters and departmental approval; or Algebra I H with a grade of 83% 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 II 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).

## PRECALCULUS

*(Elective; not required for graduation)*

Prerequisites: Successful completion of Algebra I, Geometry, and Algebra II

This course reviews the fundamental concepts of Algebra I and explores in greater depth topics introduced in Algebra II, particularly the graphical behavior of parent functions (specifically polynomial, 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: Successful completion of Algebra I, Geometry, and Algebra II

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

## AP PRE-CALCULUS

*(Elective; not required for graduation)*

Prerequisites: Algebra II with a grade of 98% or higher both semesters and departmental approval; or Algebra II 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 mathematics 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 83% or higher both semesters and departmental approval; or Pre-Calculus with a grade of 93% or higher both semesters and departmental approval; or Algebra II 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 emphasizes 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.



## AP CALCULUS BC

*(Elective; not required for graduation)*

Prerequisites: AP Calculus AB with a grade of 83% 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.



## MULTIVARIABLE CALCULUS - HONORS

*(Elective; not required for graduation)*

Prerequisites: AP Calculus BC with a grade of 83% 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 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 I, Algebra I Honors, Geometry, Geometry Honors, Algebra II, Algebra II 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.

SDJA offers a Summer Enrichment Program for students entering these math courses. Before the school year begins in August, students can meet with a math teacher on campus or Zoom to review concepts from the summer assignment. Together, the assignment and enrichment sessions help students maintain their math skills and begin the school year with confidence. All students are encouraged to participate. Students interested should contact their math teacher for the upcoming school year.

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 II 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” and a fourth year of either Lab Science or 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 I with a grade of C- or higher. For a 9th grader to enroll in this course, they must have completed Algebra I with a grade of 90% or better, Algebra I Honors with a grade of 83% or better, and Science 8 with a grade of 93% or better with a recommendation from your Science 8 teacher

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 I 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

*Fulfills graduation requirement for Lab Science*

Prerequisites: Biology

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 CHEMISTRY

*Fulfills graduation requirement for Lab Science*

Prerequisites: Chemistry, Geometry or Geometry Honors and a recommendation from your most recent science teacher

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

More information about AP Chemistry can be found on the College Board website: <https://apstudent.collegeboard.org/apcourse/ap-chemistry>. As with all AP classes, students can expect a significantly increased workload in AP Chemistry. Successful completion of Algebra II is strongly recommended. If you are considering registering for AP Chemistry, it is highly recommended that you have a conversation with your science teacher or the Science Department Chair.



## AP ENVIRONMENTAL SCIENCE

*(Elective; not required for graduation)*

Prerequisites: Biology, 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.



## 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

*Fulfills graduation requirement for Technology*

Prerequisites: Biology

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

## HEBREW

Ulpan Or's iHebrew Interactive Curriculum is designed to help students develop strong conversational skills in Hebrew. Using a web-based platform integrated with teacher-guided classroom instruction, the program effectively supports learners ranging from beginners to highly advanced speakers. The curriculum is built on Ulpan Or's unique RLA (Rapid Language Acquisition) approach, developed by founders Orly and Yoel Ganor. The iHebrew™ curriculum is divided into levels aligned with ACTFL (American Council on the Teaching of Foreign Languages) standards, ensuring clear, objective benchmarks for proficiency. This alignment also provides consistency across schools and supports a smooth transition between middle school and high school Hebrew programs.

### HEBREW 1

#### Building the Foundation of the Hebrew Language

In Hebrew 1, students begin developing essential reading and writing skills by learning both print letters and cursive script. Starting with basic vocabulary and progressing toward the Novice-Low proficiency level, students establish a strong linguistic foundation through:

- Acquiring vocabulary of words, including pronouns, numbers 0–10, colors, days of the week, infinitives, helping verbs—all connected to the core themes of the curriculum.
- Building a grammatical foundation to construct simple, meaningful sentences.
- Learning to write and read basic sentences using pronouns, helping verbs and infinitives.

This course equips learners with the essential tools they need to confidently begin their Hebrew language journey.

### HEBREW 2

#### Advancing Through the Novice-Low Level

In Hebrew 2, students strengthen their foundational skills from Hebrew 1 and progress further into advanced Novice-Low level concepts. Their learning includes:

- Acquiring an active vocabulary of new words, including numbers 11–20, nouns, and adjectives—all connected to the core themes of the curriculum.
- Mastering foundational concepts and basic dialogues related to introductions, family, notable figures and characters, adjectives, and historical topics.
- Developing grammatical proficiency, focusing on helping verbs and infinitives.

Students learn to write and use short sentences with various pronouns, helping verbs, and infinitives, building greater confidence and fluency in communication.

Yearly Project: Hebrew 2 students prepare a daily activities log for both weekdays and weekends, incorporating all infinitives learned throughout the year.

### HEBREW 3

#### Advancing Through the Novice-Mid Level

In Hebrew 3, students continue to expand their language skills as they progress through the Novice-Mid proficiency level. Their learning focuses on:

Acquiring an active vocabulary of new words, including numbers 21–99, verbs in present tense, nouns, adjectives, and adverbs—all aligned with core curricular themes.

Strengthening grammatical knowledge, focusing on Binyan Pa'al present tense.

Mastering foundational concepts and basic dialogues related to introductions, family, notable figures and characters.

Students practice using present-tense verbs and Binyan Pa'al forms, enhancing their ability to write and verbally express longer sentences and short paragraphs. They also use appropriate present-tense time expressions to convey ideas more clearly and fluently.

Yearly Projects:

- Students demonstrate their learning through a variety of projects, including creating a daily routine presentation, vocabulary-based games, conversational practice using semester vocabulary, and engaging with Hebrew songs.

### HEBREW 4

#### Advancing Through Novice-Mid and toward Novice-High Proficiency

In Hebrew 4, students continue to strengthen their Novice-Mid skills while progressing toward Novice-High proficiency. Their learning includes:

- Learning infinitives and present-tense conjugations across multiple Binyanim, including Pa'al, Pi'el, and Hif'il.
- Developing greater oral fluency, speaking more freely in Hebrew and incorporating everyday phrases into natural conversations.
- Engaging with Israeli culture through exploration of its people, landscapes, music, and food—enhancing language learning through meaningful cultural context.

Yearly Project:

- My House — an art and language integration project in which students describe and present their home environment using learned vocabulary and structures.
- My dream vacation - where do you want to go? Why? With who? What will you do?

### HEBREW 5 HONORS

#### Advancing Through the Novice-High Level and Into Intermediate-Low Proficiency

Hebrew 5 Honors students build on the knowledge acquired in previous levels and begin developing Intermediate-Low proficiency. Their learning includes:

- Mastering present-tense verbs in the Hitpa'el and Nif'al Binyanim.
- Developing a deeper understanding of basic prepositions and their conjugations.
- The basics of past-tense sentences - verbs in Binyan Pa'al, past tense along with appropriate past-tense time expressions.
- Strengthening conversational fluency, enabling students to communicate freely and accurately in Hebrew about a variety of everyday topics relevant to daily life in Israel.
- Experiencing authentic Israeli culture through spoken Hebrew, cultural exploration, and exposure to a range of people, places, and real-life situations in Israel.

Yearly Projects:

- Students demonstrate their learning through engaging projects such as:
- Exploring Places in Jerusalem
- My Dream House project
- Conversational practice using vocabulary learned throughout the semester
- Learning and interpreting Hebrew songs

## HEBREW 6 HONORS

### Advancing Through Intermediate-Low Proficiency

Hebrew 6 Honors students build on the skills acquired in previous levels and continue to progress in Intermediate-Low proficiency. Their learning includes:

- Mastering past-tense verbs across different Binyanim.
- Learning new prepositions and their conjugations.
- Developing conversational fluency, enabling students to communicate freely and accurately about a variety of everyday topics and navigate daily life in Israel.
- Experiencing authentic Israeli culture through spoken Hebrew and exposure to diverse people, places, and real-life situations in Israel.

#### Yearly Projects

##### Song in Hebrew:

- Vocabulary- verbs in present and past tense
- Song identification: author and date
- Understanding the meaning of the song
- Performing the song

##### Eurovision Project:

- Overview of the Eurovision Song Contest: when, where, and participating countries
- Israel's history in Eurovision: evolution of participation and selection of performers
- Studying an Israeli Eurovision song: identification (author and date), vocabulary, understanding its meaning, and performing the song

These projects integrate language skills with cultural understanding, providing students with a rich and immersive Hebrew learning experience.

## HEBREW 7 HONORS

### Advancing Through Intermediate-Low and Intermediate-Mid Proficiency

Hebrew 7 Honors students continue to strengthen their skills in past-tense writing and speaking, using a variety of prepositions and their conjugations, while progressing toward Intermediate-Mid level proficiency. Their learning includes:

- Mastering past-tense verbs and corresponding time expressions.
- Mastering all prepositions and their conjugations.
- Learning future-tense verbs in various Binyanim and applying future-tense time expressions.
- Developing advanced conversational skills, enabling students to express themselves freely on emotional and social topics and engage in complex dialogues.
- Experiencing Israeli culture through E-Tone® articles, Hebrew songs, virtual tours, and literature.

#### Yearly Projects

##### Song in Hebrew:

- Vocabulary practice with verbs in past and future tense
- Song identification: author and date
- Understanding the meaning of the song
- Performing the song

##### Eurovision Project:

- Overview of the Eurovision Song Contest: when, where, and participating countries
- Israel's history in Eurovision: evolution of participation and selection of performers
- Studying an Israeli Eurovision song: identification (author and date), vocabulary, understanding its meaning, and performing the song

These projects integrate language skills with cultural exploration, providing students with a comprehensive

and engaging Hebrew learning experience.

## HEBREW 8 HONORS

### Advancing Through Intermediate-Mid and Introduction to Intermediate-High Proficiency

#### Intermediate-Mid Level:

Students continue to develop their proficiency in Hebrew by:

- Learning verbs in future-tense across different Binyanim.
- Expanding conversational abilities, enabling students to express themselves freely on emotional and social topics and engage in complex discussions.
- Exploring Israeli culture through E-Tone® articles, Hebrew songs, virtual tours, and literature.

#### Intermediate-High Level (Introduction):

Students are introduced to more advanced language concepts, including:

- Working with verbs in future tense (all the Binyanim), applying them in both written and spoken expression.
- Enriching vocabulary with a wider range of adjectives and nuanced expressions.
- Experiencing Israeli culture through E-Tone® articles, virtual tours, and popular Israeli songs.

#### Yearly Projects:

##### Song in Hebrew:

- Vocabulary practice with verbs in past and future tense
- Song identification: author and date
- Understanding the meaning of the song
- Performing the song

##### Eurovision Project:

- Overview of the Eurovision Song Contest: when, where, and participating countries
- Israel's history in Eurovision: evolution of participation and selection of performers
- Studying an Israeli Eurovision song: identification (author and date), vocabulary, understanding its meaning, and performing the song

These projects integrate language skills with cultural exploration, offering students a rich, immersive Hebrew learning experience.



## HEBREW 9 HONORS

### Advancing Through Intermediate-Mid and Intermediate-High Proficiency

Intermediate-Mid Level:

- Students continue to strengthen their Hebrew skills by:
- Mastering future-tense verbs and associated time expressions.
- Engaging in more complex conversations and composing more detailed writing pieces.

Intermediate-High Level Concepts:

Students progress to more advanced language use by:

- Acquiring an active vocabulary of approximately 500 new words and expressions related to current events, literature, and culture.
- Enhancing listening comprehension to understand spoken, everyday Hebrew at a natural pace.
- Internalizing and mastering all Binyanim in all tenses, applying them accurately in both writing and speaking.
- Enriching vocabulary with adjectives and nuanced expressions.
- Experiencing Israeli culture through E-Tone® articles, virtual tours, popular Israeli songs, and Israeli series and movies.

Yearly Projects:

Hebrew Presentations:

- Students prepare and present on various topics to demonstrate language proficiency and cultural understanding, including a written piece of the project.

Song in Hebrew:

- Vocabulary practice: verbs in all tenses, prepositions, nouns, adjectives, and adverbs
- Song identification: author and date
- Understanding the meaning of the song
- Performing the song

Eurovision Project:

- Overview of the Eurovision Song Contest: when, where, and participating countries
- Israel's history in Eurovision: evolution of participation and selection of performers
- Studying an Israeli Eurovision song: summary, author and date, vocabulary, and performing the song

These projects integrate language, culture, and communication skills, providing students with a comprehensive and immersive Hebrew learning experience.

## HEBREW 10 HONORS

### Advanced Modern Hebrew Literature and Culture

In Hebrew 10 Honors, students engage in a close reading of selected works of modern Hebrew fiction, poetry, and drama, exploring their cultural and historical contexts. The course also includes the viewing of selected modern Hebrew films and series, followed by guided discussions on the themes, topics, and settings presented. Course topics vary annually and may include literature, politics, and contemporary aspects of Israeli culture and society.

Yearly Project:

Community Space Planning in Sha'ar HaNegev

- This project engages students in learning about the Sha'ar HaNegev municipality and its way of life, while fostering collaboration with local students. Through a series of joint activities, students deepen their understanding of the region's history, culture, and challenges, while gaining insight into urban planning processes—particularly community engagement in planning. Working together, students design public spaces that benefit the community, culminating in a final exhibition where they present their designs.
- This course integrates advanced language skills with cultural and civic understanding, providing students with a rich, immersive learning experience in modern Hebrew literature and Israeli society.

## SPANISH

The Spanish program at San Diego Jewish Academy (SDJA), serving both middle and high school students, is dedicated to fostering comprehensive language proficiency across the four core domains: listening, speaking, reading, and writing. All Spanish courses are carefully aligned with ACTFL (American Council on the Teaching of Foreign Languages) standards, guiding students in developing competence in the “5 Cs”: Communication, Cultures, Connections, Comparisons, and Communities.

The curriculum is structured around the innovative MAPAS framework, which integrates digital textbooks, videos, and interactive applications to support project-based learning. This approach is designed to cultivate essential academic skills, including communication, creativity, collaboration, critical thinking, technological integration, and the practical application of language in real-world contexts.

Moreover, SDJA's Spanish program is committed to creating a supportive and immersive learning environment that actively encourages students to explore, understand, and appreciate Hispanic cultures.

### SPANISH 1 (A1 LEVEL ON CEFR)

At the beginner level, students are introduced to the foundational concepts of the Spanish language, developing proficiency across four key domains: listening, reading, writing, and basic speaking. This course is designed to equip students with essential skills and knowledge in the following areas:

Grammar Fundamentals: Mastery of definite articles, personal pronouns, and basic sentence structures.  
Conjugation: Introduction to the present tense and present progressive tense, including the conjugation of select irregular verbs.

- Cultural Knowledge: Exposure to the diverse cultures and traditions of Spanish-speaking countries.
- Core Vocabulary: Development of essential vocabulary for everyday interactions, including greetings, family, time, numbers, introductions, nationalities, friends, and school subjects, as well as phrases necessary for basic conversation.
- Presentation Skills: Acquisition of specialized vocabulary to support participation in class projects and formal presentations.

This course provides a strong foundation for further Spanish language study while fostering cultural awareness and communicative confidence.

### SPANISH 2 (A2 LEVEL ON CEFR)

At the elementary level, Spanish 2 builds upon first-year knowledge to further develop students' language skills. The course emphasizes expanding grammatical proficiency, enhancing vocabulary for practical use, and deepening cultural understanding. It equips students with essential skills and knowledge in the following areas:

- Grammar: Students acquire a comprehensive understanding of the preterite and imperfect tenses, including stem-changing and irregular verbs. The course also introduces the use of demonstrative pronouns.
- Vocabulary: The curriculum covers practical topics such as travel, emotions, health, food, cooking, and real-life situations, enabling students to apply their language skills in meaningful contexts.
- Cultural Competence: Students explore the cultures, histories, and societal aspects of various Spanish-speaking countries, fostering global awareness and cultural sensitivity.
- Communication Skills: The course emphasizes the production of short written compositions, improvement of reading comprehension, and increased fluency in spoken Spanish. Students also develop essential presentation skills, including planning, organization, formal language usage, and strategic structuring for projects and presentations.

Spanish 2 provides students with a strong foundation for continued language study while promoting real-world application and cultural understanding.

## SPANISH 3 (B1 LEVEL ON CEFR)

This advanced course is designed to expand students' proficiency in the Spanish language while deepening their understanding of Hispanic culture. Upon completion, students will develop the following skills and knowledge:

- Grammar: Mastery of the past, imperfect, and future tenses.
- Advanced Writing: Application of complex grammatical structures, including relative pronouns, the subjunctive mood, superlatives, and time expressions.
- Real-World Vocabulary: Development of specialized vocabulary related to education, professions, environmental issues, personal identity, emotions, storytelling, and contemporary challenges.
- Cultural Immersion: Engagement with authentic texts to enhance understanding of Spanish-speaking cultures.
- Integrated Language Skills: Participation in group discussions and activities that strengthen speaking, reading, listening, and writing proficiency.
- Communication and Presentation Skills: Production of longer written compositions, improvement in reading comprehension and fluency, and development of advanced skills in planning, organization, delivery, and strategic communication for formal presentations and projects.

Spanish 3 prepares students for higher-level language study while promoting cultural awareness, critical thinking, and practical application of Spanish in real-world contexts.

## SPANISH 4 (B2 LEVEL ON CEFR)

At the upper-intermediate level, Spanish 4 students consolidate their existing language skills while significantly expanding their proficiency in Spanish and their understanding of Hispanic culture. The course is designed to develop fluency and accuracy across all language domains through the following advanced concepts:

- Grammar Mastery: Comprehensive study of the subjunctive mood in the present, imperfect, perfect, and pluperfect tenses, applied in both written and spoken communication.
- Vocabulary Expansion: Acquisition of specialized vocabulary related to science, marketing, social media, traditions, influential figures in the Hispanic world, and geography.
- Fluency and Comprehension: Development of advanced reading and writing skills, enabling students to understand native-level texts and their structural and stylistic nuances.
- Literary Exploration: Engagement with Spanish literature to enhance comprehension, interpretation, and critical analysis.
- Research and Presentation: In-depth research on real-world topics related to Hispanic language, culture, and literature, culminating in collaborative group discussions, presentations, and projects.

Spanish 4 equips students with the tools to communicate effectively, think critically, and engage confidently with Spanish-language texts and cultural contexts.

## AP SPANISH LANGUAGE AND CULTURE

San Diego Jewish Academy (SDJA) offers students the opportunity to enroll in the AP Spanish Language and Culture course, designed to prepare them for the official AP Spanish Exam. Students in this program consistently apply college-level Spanish language skills, demonstrating proficiency at an intermediate-to-advanced level.

The curriculum emphasizes the development of affective, interpersonal, interpretive, and presentational communication skills, while also focusing on grammatical accuracy, critical reading, and analytical writing. Students enhance their language proficiency by exploring the central themes of the AP course through mastery of the following key concepts:

- Reading: Understanding and interpreting authentic texts from a variety of sources.
- Writing: Responding to diverse texts and composing sophisticated, argumentative essays.
- Speaking: Engaging effectively in real-life, spontaneous conversations.
- Listening: Comprehending authentic audio sources, including interviews, podcasts, and broadcasts.
- Culture: Exploring cultural perspectives, practices, and patterns of social interaction within the Spanish-speaking world.

This rigorous course equips students with the skills needed for success on the AP exam while fostering advanced linguistic competence and cultural literacy.



## INDEPENDENT WORLD LANGUAGE COURSE OPTION

When a scheduling conflict prevents a student from attending a regular World Language class, they may enroll in an Independent Study Course. This option follows the same curriculum as the standard class, allowing students to complete coursework independently while maintaining academic rigor and accountability.

Course Structure:

- Students have full access to course materials via Canvas and other platforms, enabling them to follow all assignments, assessments, and resources provided throughout the year.
- Students are responsible for completing all assignments, quizzes, tests, projects, and other graded work by the posted due dates or an adjusted schedule approved by the course teacher.
- The course teacher provides all learning materials necessary for independent study.
- Every 10 days, students must contact the course teacher to schedule a POD meeting to review progress and discuss completed work.
- Students coordinate with the course teacher to schedule all assessments during Semesters 1 and 2, ensuring alignment with the overall pace of the class.

Eligibility:

To qualify for an independent World Language course, students must have earned an "A" in the previous level of the language and receive a recommendation from their prior teacher.

This option ensures that students can continue their language studies with the same standards of excellence, even when a traditional class schedule is not feasible.

# AP COURSE OFFERINGS

	2026-2027	2027-2028	2028-2029	2029-2030
AP BIOLOGY	X	✓	X	✓
AP CHEMISTRY	✓	X	✓	X
AP PHYSICS 1	✓	✓	✓	✓
AP ENVIRONMENTAL SCIENCE	✓	✓	✓	✓
AP PSYCHOLOGY	✓	✓	✓	✓
AP MACROECONOMICS	✓	✓	✓	✓
AP MUSIC THEORY	✓	X	✓	X
AP STUDIO ART 2D DESIGN	✓	X	✓	X
AP US HISTORY	✓	✓	✓	✓
AP WORLD HISTORY	✓	✓	✓	✓
AP ART HISTORY	X	X	✓	✓
AP COMPARATIVE GOV AND POLITICS	X	✓	X	✓
AP US GOVERNMENT	✓	X	X	✓
AP ENGLISH LITERATURE	✓	✓	✓	✓
AP ENGLISH LANGUAGE AND COMPOSITION	✓	✓	✓	✓
AP PRE-CALCULUS	✓	✓	✓	✓
AP CALCULUS AB	✓	✓	✓	✓
AP CALCULUS BC	✓	✓	✓	✓
AP COMPUTER SCIENCE PRINCIPLES	✓	✓	✓	✓
AP COMPUTER SCIENCE A	✓	✓	✓	✓
AP SPANISH LANGUAGE AND CULTURE	✓	✓	✓	✓





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