

SCHECHTER SCHOOL OF LONG ISLAND



High School Course Offerings 2014-2015

SCHECHTER SCHOOL OF LONG ISLAND
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It gives me great pleasure to present to you this revised and updated school catalog. This guide to programs and course offerings at The Schechter High School of Long Island has been written and designed to enable you to make informed decisions regarding your educational program and to make you aware of the expectations we have for you.

As you know, the success of any school or any program rests with you, your parents and your teachers. Armed with knowledge of what the school has to offer, you will be in the best position to take the fullest advantage of your high school education. While we offer quality education in both Judaic and secular subjects, it is also important that you become familiar with all of our many offerings in athletics and extra curricula activities.

If you have any comments or suggestions regarding this publication or any aspect of school life, please feel free to visit me in my office at anytime. I look forward to your input and insights.

The faculty joins me in wishing you great success in your years at Schechter.

Sincerely,

Mrs. Ofra Hiltzik

Upper School Principal

ENGLISH COURSE OFFERINGS

Journey of the Hero (English 9)

1 credit

This course introduces students to the major literary genres (poetry, short and long fiction, drama) and provides practice in reading, explicating and writing about literary texts. Students engage in extensive reading of world literature, participate in classroom discussions and write reaction pieces, as well as formal papers of analysis, criticism, and creative writing. In order to develop competence in reading, speaking and writing about literary texts, the students receive intensive instruction in formal composition and regular grammar and vocabulary building assignments generated from the reading and other sources. Students will read several of the following:

Animal Farm

Catcher in the Rye

The Language of Literature

Maus II

The Odyssey

A Midsummer's Night Dream

Selections from World Mythology

Maus I

Metmorphoses

The Moral Center (English 10)

1 credit

The study of literature continues with works of various genres, both classic and modern. Longer writing tasks will be expected, and greater emphasis will be placed on the use of evidence and supporting detail. In addition, students will apply what they have learned to the creation of their own short fiction and poetry. Work with grammar, vocabulary, and proofreading skills will continue. Texts for the course will include several of the following:

Ethan Frome

Lord of the Flies

Tale of Two Cities

Fahrenheit 451

Things Fall Apart

The Wave

The Book Thief

Anthem

The Oedipus Cycle

Othello

"Trifles"

Inherit the Wind

As a Driven Leaf

Julius Caesar

Our Town

The Freedom Writer's Diary

Literature of the American Dream (English 11)

1 credit

All students will take the New York State Comprehensive Language Arts Regents Exam during their junior year. Preparation for this exam will continue from previous years with a study of the expository essay. This course continues the study of the major literary genres and provides extensive practice in reading, explicating and writing about literary texts with a focus on American literary works. Students participate in classroom discussions and write reaction pieces as well as formal papers of analysis and criticism.

The readings will provide further insight into the American experience and will enhance students' ability to make connections between various literary texts and history. In addition, in order to develop competence in reading, speaking and writing about literary texts, the course provides intensive instruction in formal composition (focusing on mastery of written English, basic

elements of style, meaning and presentation), and regular vocabulary building assignments generated from the reading and other sources. A formal research paper, including proper MLA documentation, will be required of all students. Readings include: short stories, poems and long works drawn from among the following and other sources of American Literature:

Bodega Dreams

The Great Gatsby

Macbeth

A Separate Peace

The Things They Carried

The Help

The Crucible

A Lesson Before Dying

One Flew Over the Cuckoo's Nest

A Raisin in the Sun

Selections from Thoreau & Emerson

Students will continue their study of Shakespeare with *Macbeth*. In addition, the course will introduce students to the subjective essay in preparation for the upcoming college application process.

English 11AP

1 credit

Advanced Placement English Language and Composition

Probably the most common college course in English is “freshman” or introductory composition. Students are taught that writing is a craft, and their goals are usually to develop skills in expository writing. In conjunction with their writing, students in an introductory college course read various kinds of argumentative and expository prose. AP English Language and Composition is a version of such an introductory college course, one appropriately shaped for pre-college age students, and employs both fiction and nonfiction prose.

The aim of 11 AP is that students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. Writing tasks give students the practice necessary to make them aware, flexible writers who can compose in different modes and for different purposes. Frequent writing conferences on major papers are designed to support their efforts to improve their writing. In developing sophisticated reading and writing skills, students explore and describe how language works. They learn to observe and analyze the words, patterns, and structures that create subtle effects of language. They learn to describe language, demonstrating working knowledge of parts of speech, structural patterns, and awareness of connotation and shades of meaning in context.

American literature is featured reading and the subject of study. Students will demonstrate familiarity with and appreciation for the nature and character of American thought, experience and artistic expression through study of its literature. Two formal research papers (one persuasive and one critical theory), including proper MLA documentation, will be required of all students.

(Students are required to take the AP Examination in May, for which there is a fee.)

English 11 Writing Workshop

½ credit

The English 11 Writing Workshop helps selected students take control of the writing process and empowers them to find their own voices. Three principles of writing come together in this course: the process of writing, including prewriting, drafting, revising, editing, and proofreading; the craft of writing, including the deliberate choices writers make to get their points across; and the power

of writing, including the awareness that writing can change the way people perceive the world. Emphasis is placed on grammar and essay development; students also have the opportunity to receive concentrated Regents preparation and individualized attention on their writing for their class in American Literature.

English 12

1/2 credit

College Writing (1st Semester)

Often, high school students practice writing for the purpose of responding to classroom essay questions and prompts from state examinations and college applications. In this exclusive senior elective, however, students approach the craft from the perspective of the published writer. Here, students are exposed to various genres of creative non-fiction, including profiles, evaluations, and op-eds, as well as the more formal informatives and argumentatives. With an eye toward voice, rhetoric, and audience, students will actually publish their writing to the rest of the class in a workshop environment wherein they receive honest, constructive criticism that will aid in the revision process. There is a tremendous contrast between writing for one's teacher and writing for the public, and students will quickly learn that even small choices in language use may mean the difference between effective communication and utter confusion for the reader.

*Students taking this course may receive college credit through St. John's University.

The Art of Dramatic Literature (2nd Semester)

1/2 credit

In this engaging course, which blends literary scholarship with theatrical performance, students recall works of literature studied during their high school program. This time, however, we consider the classics from the perspectives of actors, directors, stage technicians, and playwrights. Activities range from honing performing skills with traditional acting exercises, to learning about the choruses of classic Greek plays and the teachings of Stanislavski. We will explore the joy of theatrical expression by performing before audiences, even as we explore the intellectual challenges of producing a scene: How might an actor's choice affect an audience's understanding of his or her character? Can a director's vision alter the meaning of an entire play? What are the challenges involved in adapting a novel into a play? Although experienced students will certainly enjoy this course, it is also perfect for beginners seeking tools for improved public speaking and socialization skills.

*Students taking this course may receive college credit through St. John's University.

The Art of Rhetoric (2nd Semester)

1/2 credit

The Art of Rhetoric will help develop students' abilities to speak confidently and effectively in a variety of public speaking situations. As they overcome possible anxiety and continue to hone their writing skills, students will compose and deliver several types of speeches, with particular attention paid to style, persuasion, argument, and credibility. The course will address such topics as developing speaker confidence, analyzing an audience, researching a topic, supporting one's ideas, organizing the speech, using persuasive diction, creating speaking notes, and debating effectively. The ultimate goal of *The Art of Rhetoric* is to help students address some of the personal challenges they may face both in college and a work environment.

*Students taking this course may receive college credit through St. John's University

Advanced Placement English Literature and Composition

The demands of the AP Literature course are rigorous, similar to those students will encounter in a college freshman or sophomore level literature course. In this class students will be analyzing British and American literature from the 16th century to the present day, familiarizing themselves with classic writers and poets, and becoming aware of contemporary authors.

The objectives of the course include the following:

- To explore the themes that transcends genres and localities.
- To analyze works that incorporate subtlety of theme, depth of characterization, and sophistication of style.
- To recognize and understand mythological and biblical references.
- To engage in close and deliberate examination of textual detail.
- To render an explanation of the value and meaning of various literary works.
- To write about literature while employing cogency, organization, unity, and precision of language.
- To conduct independent research.
- To share in the creative process.
- To become aware of the value of (and necessity for) language and literature in understanding the human condition.
- To master the writing styles and requirements of the AP Literature exam.

While the syllabus varies from year to year, we will be reading, in addition to a wide range of poetry, *The Canterbury Tales*, *Hamlet*, *Tess of the D'Urbervilles*, *A Portrait of the Artist as a Young Man*, *Arcadia*, and *Einstein's Dreams*. All students are expected to complete a summer assignment that includes independent readings, as well as a mid-year research paper that reflects their knowledge of literature and literary theories.

(Students are required to take the AP Examination in May, for which there is a fee.)

College Advantage Program

Students who take College Writing in the fall, and Introduction to Rhetoric or Introduction to Dramatic Literature in the spring, have the option of taking these courses for college credit in conjunction with St. John's University in Queens, NY. Upon successful completion of each course, the student will receive 3 credits from St. John's University, transferable to many colleges and universities.

SCIENCE COURSE OFFERINGS

Biology

1 credit

Based on the New York State Regents Living Environment Curriculum, this course provides a core of broad, general understandings of the fundamentals of biology. Students learn proper laboratory techniques in the use of microscopes and in dissections of representative specimens while attaining an appreciation for the beauty of many of the life forms that share our planet. Among topics covered are: the study of life, maintenance in plants and animals, reproduction and development, genetics, evolution, ecology, biochemistry and human physiology. There is a laboratory component of this course. Students take the NYS Regents examination in June.

Chemistry (R)

1 credit

Based on the New York State Physical Setting Chemistry Curriculum, this course covers a wide array of topics related to the nature of matter and the changes that it undergoes. Among topics covered are matter and energy, atomic structure, bonding, periodicity, solutions, kinetics and equilibrium, acid-base theories, oxidation-reduction reactions, organic chemistry and nuclear chemistry. Chemical reactions are studied in both a qualitative and quantitative manner. Theoretical concepts are reinforced in the laboratory, which is a required component of the course. Students take the NYS Regents examination in June.

Chemistry (H)

1 credit

Designed for students who have demonstrated, in science and in mathematics, achievement and interest at a level well above average, this course covers all topics covered in Chemistry (R), but at a higher, and frequently more mathematical, level. Some additional topics are included. Laboratory is a required component of the course. Students take the NYS Regents examination in June.

General Chemistry

1 credit

This cover presents much of the material that is introduced in Regents Chemistry, but in a less rigorous and less quantitative manner. There is an emphasis on hands-on activities and demonstrations. Practical chemistry includes synthetic materials and processes, household chemistry, cleaning materials and cooking.

Physics (R)

1 credit

Based on the New York State Physical Setting Physics Curriculum, this course emphasizes problem solving skills utilizing mathematical techniques to reinforce the theoretical concepts presented. Topics covered include measurement, techniques of physics, mechanics, work and energy, two-dimensional motion, waves, sound and light, electricity and magnetism, and modern physics. Theoretical concepts are confirmed in the laboratory which is a required component of the course. Students take the NYS Regents examination in June.

Advanced Placement Physics 1***1 credit***

AP Physics 1 is a college-level, non-calculus based, general physics course. This course is designed for students who have successfully completed Earth Science, Biology and Chemistry and have demonstrated superior ability and interest in science and the ability to work at the college level. Among topics included are: kinematics, Newton's laws of motion, torque, rotational motion and angular momentum, gravitation and circular motion, work, energy and power, linear momentum, oscillations, mechanical waves and sound, and an introduction to electric circuits.

(Students are required to take the AP Examination in May, for which there is a fee.)

General Physics***1 credit***

This course covers roughly the same topics as Regents Physics but in a less rigorous and less mathematical way. An attempt is made within each topic to relate the material to the real-world, with practical demonstrations and applications. Although there is no separate laboratory period, experiments are incorporated into the course work. Students take a final examination in June.

Engineering***1 credit***

The program introduces basic engineering principles and engineering math, electronics, simple circuits, controllers and sensors, enhanced by team-building activities such as the robot competition, penny-boat design and lego boat design. Electronic devices, such as digital thermometers, are "de-constructed" to see how they work. Admission to this course is restricted and is based on interview, application, teacher recommendations and an assessment exam.

Biomedical Engineering***1 credit***

The second year of the program focuses on biomedical technology, focusing on how biomedical systems and devices work. This course is a continuation of Sci-Tech I and includes projects and competitions. Successful completion of the Engineering course is a prerequisite for admission to this course.

Advanced Placement Biology***1 credit***

AP Biology is a college level general course. This course is designed for students who have successfully completed Biology, Chemistry and Physics and have clearly demonstrated superior ability and interest in science and the ability to work at the college level. Among topics covered are: cells and protoplasm, structure, function and classification of invertebrates and vertebrates, and of lower and higher plants, development and growth, genetics, evolution, ecology, diseases and immunity, physiology and biochemistry. A laboratory program is an integral part of the course.

(Students are required to take the AP Examination in May, for which there is a fee.)

Advanced Placement Physics 2

1 credit

AP Physics 2 is a continuation of AP Physics 1, which is a prerequisite for this course. Among topics included are: fluid statics and dynamics, thermodynamics, kinetic theory and probability, electrostatics, electrical circuits, magnetic fields, electromagnetism, physical and geometric optics, and topics in modern physics.

(Students are required to take the AP Examination in May, for which there is a fee.)

Advanced Placement Chemistry (Independent Study)
(Offered only with sufficient enrollment)

1 credit

AP Chemistry is a college level course equivalent to a rigorous two-semester college course. It is designed for students who have successfully completed Biology, Chemistry and Physics who can work independently at the highest level. Among topics covered are matter, atomic structure, bonding, stoichiometry, reactions, phases, solutions, kinetics, equilibrium acid-base theories, redox, electrochemistry, and organic chemistry.

(Students are required to take the AP Exam in May, for which there is a fee)

Forensic Science

1 credit

This course utilizes our students' knowledge of earth science, biology, chemistry and physics to look at crime scene evidence and draw conclusions. Topics include: processing the crime scene, physical evidence (such as ballistics, glass prints, soil imprints), tools for the forensic scientist, hair, fiber, and paint analysis, document analysis, toxicology, DNA evidence, forensic psychology and serial killer profiling. Students do laboratory experiments to supplement the class material.

Environmental Science

1 credit

This course is an interdisciplinary course that provides students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world. It is designed to foster an understanding of the balance of nature, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for the resolution and/or prevention of such problems.

MATHEMATICS COURSE OFFERINGS

Algebra I

1 credit

Algebra I is the first year of high school mathematics. It includes variables, polynomials, solving equations and inequalities, factoring, quadratic equations, radical expressions and an introduction to statistics. This course may be taken in eighth grade by students accelerated one year in mathematics. Algebra I terminates in a New York State Regents exam.

Geometry

1 credit

Geometry is the second year of high school mathematics. The course begins with a discussion of basic geometric ideas. Logic and deductive reasoning are used in conjunction with definitions and postulates to prove theorems. Properties of congruent and similar triangles, quadrilaterals and circles are discussed and proven using traditional proofs and coordinate geometry. The course also introduces basic elements of locus and of solid geometry. This course, or an equivalent, may be taken in ninth grade by students accelerated one year in mathematics. Geometry terminates in a New York State Regents exam.

Algebra II and Trigonometry

1 credit

Algebra II and Trigonometry is the third year of high school mathematics for students who have completed Integrated Algebra and Geometry. These include relations and functions, graphs of quadratic functions, exponential and logarithmic functions, transformational geometry, trigonometric identities, trig equations, trig graphs, normal probability distribution, and an introduction to regression and correlation. The concepts that are studied are applied in problem-solving situations throughout the year. This course, or an equivalent, is taken in tenth grade by students accelerated one year in mathematics. Algebra II and Trigonometry students take the New York State Regents examination in June.

Intermediate Algebra

1 credit

Intermediate Algebra is a third year of high school mathematics for students who have completed Integrated Algebra and Geometry but who need to proceed through the year at a somewhat slower pace. Topics include relations and functions, graphs of quadratic functions, exponential and logarithmic functions, transformational geometry, normal probability distribution, and an introduction to regression and correlation. The concepts that are studied are applied in problem-solving situations throughout the year. The course includes a one day per cycle “lab” session, providing the class an opportunity to review for the SAT. Intermediate Algebra students take an in-house comprehensive final examination in June.

Pre-Calculus

1 credit

Pre-Calculus is a third year mathematics course for students who are accelerated one year, and is taught at two levels, regular and honors. The course extends some of the topics introduced earlier, including relations and functions, graphs of quadratic functions, exponential growth models and trigonometry. Additional units include matrices, theory of equations and polar graphs

(honors level only). The beginnings of calculus, including sequences and series, limits, tangents, derivatives, critical points and integrals are also introduced, with the honors level going further into calculus. Honors level Pre-Calculus leads to Advanced Placement Calculus BC, and regular Pre-Calculus leads to Advanced Placement Calculus AB. The course terminates in a final exam.

Advanced Placement Calculus (AB and BC)

1 credit

Advanced Placement Calculus (AB and BC) follows a course of study based on the Advanced Placement Examinations offered by the College Board, and is available to seniors who have successfully completed Pre-Calculus. Topics for the AB class include limits, derivatives, related rates, curve sketching, accumulation functions, integrals, areas under curves and volumes of solids. Differential equations are used to derive growth models and solve problems. The BC course covers all the AB topics, some at a more detailed level, and includes power series and Taylor polynomials. All students are expected to take the appropriate Advanced Placement Exam.

(Students are required to take the AP Exam in May, for which there is a fee)

Statistics

1 credit

Statistics is a senior level course of study equivalent to many college introductory statistics courses. It is a non-rigorous course and technology is used extensively to relieve the burden of excessive computation. Topics include data presentation, measures of central tendency and variability, probability distributions, statistical estimation using confidence intervals and hypothesis testing, and regression and correlation analysis. Real world data taken from recent news articles makes the course more relevant to students. Projects and case studies are assigned, and quizzes and exams are taken. The course terminates in a final exam or project, at the discretion of the teacher.

Advanced Placement Statistics

1 credit

Advanced Placement Statistics is a senior level course of study equivalent to a college introductory statistics course. Topics include data presentation, measures of central tendency and variability, probability distributions, sampling issues, statistical estimation using confidence intervals and hypothesis testing, and regression and correlation analysis. Real world data taken from recent news articles makes the course more relevant to students. Course topics are covered at a depth appropriate to an advanced placement class, and the Advanced Placement Exam in Statistics is required of all students.

(Students are required to take the AP Exam in May, for which there is a fee)

College Advantage Program

Students who take Pre-Calculus Honors have the option of taking this course for college credit in conjunction with St. John's University in Queens, NY. Upon successful completion of this course, the student will receive 3 credits from St. John's University, transferable to many colleges and universities.

SOCIAL STUDIES COURSE OFFERINGS

Global History and Geography

1 credit

Global History and Geography I is a comprehensive overview of world civilization from prehistoric man to the Scientific Revolution. The curriculum focuses on a chronological examination of six basic themes of world history: continuity and change, geography and history, political and social systems, religions, values and cultural systems, economics and technology. The impact of world development and global diversity will be analyzed, whenever possible, in terms of relevant global issues and events. Skills to be developed are reading comprehension, essay writing, research note-taking, citations, research and writing. Classroom experiences include discussions, simulations, cooperative learning and debates. The textbook assignments will be supplemented with primary sources and historical readings.

Global History and Geography II

1 credit

Global History and Geography combines the chronological and cross-culture thematic approaches to the study of Global History and Geography. The concepts of change, choice, citizenship, culture, diversity and identity, human rights, justice and political systems, serve as guide posts that unify the analysis of the following units: An Age of Revolutions (1750-1914); A Half-Century of Crisis and Achievement (1900-1745); The 20th Century since 1945.

Skills to be furthered developed are reading comprehension, critical reading, thematic and document-based writing, research, writing, and oral expression of ideas. Classroom experiences include discussion, simulations, cooperative learning and debates. The textbook readings will be supplemented with primary sources, historical writings and newspapers/periodicals. This course culminates in a two year Regents examination.

American History

1 credit

This course represents an innovative, Regents-Level introduction to American History and Government from the European Age of Discovery to the present. The approach used interweaves chronological development with historical, economic, social and political interpretations of all major units of study. The Course Units include:

- Constitutional Foundations
- Industrialization
- The Progressive Movement
- The Roaring Twenties and the Great Depression
- The United States in an Age of Global Crisis
- The World in Uncertain Times

Skills to be developed include critical thinking, analytical reading, and primary source interpretation, essay writing, and synthesis and application of historical research. Classroom experiences include discussions, simulations and debates. The textbook is supplemented by primary documents and articles of interest.

Advanced Placement American History***1 credit***

This course offers a challenging college-level introduction to American History from the first European settlements to the present. The curriculum combines chronology with a thematic interpretation of major historical periods. The course is divided into five units: Development of Democracy, Pluralism, Industrialization and Its Impact, Expansion of Government's Role, Post-Cold War Trends.

Skills to be developed are: critical reading, primary source interpretation, essay writing, and in-depth historical research. Classroom experiences will include lecture, seminar/discussions, simulations and debates. Textbook readings are supplemented with primary source documents and articles by leading historical scholars.

(Students are required to take the AP Exam in May, for which there is a fee)

Participation in Government***½ credit***

This course represents an innovative, Regents-Level introduction to American Government with an emphasis on preparing students to be active participants in our democracy. The approach used focuses on processes of government at all levels, with students simulating political and governmental functions. The Course Unit includes:

Foundations of Government
The American Political System
The Executive Branch of Government
The Legislative Branch of Government
The Judicial Branch of Government

Skills to be developed in students include critical thinking, analytical reading, primary source interpretations, essay writing, and synthesis and application of public policy research. Classroom experiences include discussions, simulations and debates. Students will use articles of interest, internet resources and primary documents extensively.

College Advantage Program

Students who take Participation in Government have the option of taking this course for college credit in conjunction with St. John's University in Queens, NY. Upon successful completion of this course, the student will receive 3 credits from St. John's University, transferable to many colleges and universities.

Advanced Placement American Government and Politics***1 credit***

This college level course is concerned with the nature of the American political system, its development over the past two hundred years and how it functions today. The primary concentration is on national government and politics. The thematic units concentrate on:

Constitutional Development
Federalism
Political Beliefs and Behavior

Political Parties
Interest Groups
National Governmental Institutions and Civil Rights

Skills to be developed are well-informed political decision-making, research, college-level writing and research, oral argumentation and Data analysis. Classroom experiences include seminar-discussions, simulations and debates. The text is supplemented by scholarly articles, intensive reading of the New York Times and periodicals.

(Students are required to take the AP Exam in May, for which there is a fee)

Economics

1/2 credit

This course provides students with the economic knowledge and skills needed to function as informed and economically literate citizens. Stress is placed upon understanding basic economic concepts, the operation of the American economic system, as well as how to function within this system as consumers and producers of goods and services. Timely issues such as America's role in the context of the global economy are covered as we study the topics of comparative economic systems, microeconomics and macroeconomics.

College Advantage Program

Students who take Economics have the option of taking this course for college credit in conjunction with St. John's University in Queens, NY. Upon successful completion of this course, the student will receive 3 credits from St. John's University, transferable to many colleges and universities.

Advanced Placement Economics (AP Micro & AP Macro)

1/2 credit (each)

This course offers students a challenging college-level introduction to the field of Economics. The course primarily focuses on Microeconomics. The goal of the course is to provide students with a firm foundation for future economics/business related course work in college. After covering the basic laws of supply and demand that govern economic activity, the course then delves into the operations of profit-seeking firms in a free market system. Concepts such as marginal costs, marginal revenue, profit maximization and variable costs are studied. The concepts from Macroeconomics include: the determinants of Gross National Product, aggregate supply and demand, monetary and fiscal policy, and international trade.

(Students are required to take the AP Exam in Microeconomics in May, for which there is a fee.)

College Advantage Program

Students who take Government and/or Economics often have the option of taking this course for college credit in conjunction with St. John's University in Queens, NY. Upon successful completion of this course, the student will receive 3 credits from St. John's University, transferable to many colleges and universities.

Advanced Placement Comparative Government and Politics

The AP course in Comparative Government and Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of the political process in a variety of country settings. These countries include Great Britain, Russia, China, Mexico, Iran, and Nigeria. Each country's political, economic, and social system will be explored and evaluated on a comparative basis.

This course is often taught as a companion to the United States Government and Politics course that is also offered.

JUDAIC STUDIES COURSE OFFERINGS

BIBLE

Students study Bible for four years, emphasizing the acquisition of text skills and exposure to a wide range of classical and modern commentaries.

9th Grade

1 credit

The primary focus of this class is the introduction of the high school student to academic methods of text study, including literary analysis, historical comparison, source criticism, and feminist criticism. Biblical texts studied include the by-now familiar Genesis and Exodus, as well as the less familiar prophet Amos, and the megillot [small scrolls] of Ruth and Song of Songs. While the classical commentators are considered, the emphasis is now not just on what they said in response to a specific text, but why they said it.

In addition to the texts themselves, students investigate questions related to the authority of the text. Who wrote the Bible? How is God involved? In what way do we think the stories are “true”? Are we still commanded? At the end of the year, students write a “Personal Jewish Statement” in which they formulate provisional answers to some of these questions; in the course of their subsequent years at the school, they will reconsider these questions and their answers.

10th Grade

1 credit

The texts for this class include selections from Exodus, Numbers, and the Wisdom literature: Psalms, Proverbs, Job, and the megillah Ecclesiastes. Students hone their text analysis skills and develop a more sophisticated understanding of the academic methods of text study, particularly literary analysis and historical comparison. Students also deepen their understanding of the Torah by further study of the classical commentators Rashi, Ibn Ezra, and Ramban.

The larger questions raised in this class include: How is my life journey connected to the journeys described in the biblical text? Why do bad things sometimes happen to good people? How do societies effectively communicate their collective wisdom? How do the individual and the community define our relationship to God? Attention is also paid to the ritual context of these texts.

11th Grade

1 credit

The texts for this class include selections from Leviticus, Deuteronomy, Jeremiah, and Ezekiel. The organizing theme of the class is responses to the Babylonian Exile. Students are encouraged to develop their own interpretations of the texts, utilizing all the methods they have learned.

12th Grade

1 credit

The texts for this class include selections from the Nevi'im (Prophets) [Second Isaiah and the 2nd Temple prophets Haggai, Zechariah, and Malachi] and K'tuvim (Writings) [Ezra, Nehemiah, and Chronicles]. The historical period under consideration is Shivat Tziyon (the Return to Zion), also known as the Persian period [538-334 B.C.E.]. In this period Judeans return from the Babylonian Captivity to rebuild the Temple and a national home with Jerusalem at its center. The texts address the themes of the writing of history, the development of central Jewish practices, intermarriage, grief and consolation, and the messianic age. Students are invited to develop and share their own views on these topics and to discuss them with their parents. As befitting a senior class, students have significant independence to choose topics for more in-depth analysis.

10th Grade**1 credit**

This Talmud class focuses on Massekhet [Tractate] Sanhedrin. Students will learn Talmudic passages on the Court System, the death penalty, and theology and speculation on the afterlife. Class discussion will include application of these Jewish values to today's issues.

We will be attentive to the biblical passages which provide the basis for the subsequent rabbinic discussion. The Mishnah will be considered as a text in its own right, and also as a text used by later rabbis for their own agenda, as evidenced by some of the Talmudic passages to be studied.

11th Grade**1 credit**

The first semester is an introduction to Jewish Codes of Law. The first unit is the Chain of Tradition, a look at how the rabbis understood themselves as heirs of a legal tradition going back to Moses. The other three units [Shabbat, Reciting the Sh'ma in the Evening and the Amidah, Mixing Milk and Meat] are legal issues which will be explored by looking at the biblical foundation, the relevant Mishnah and Talmud, and the later development in the principal codes [Alfasi, Rambam, the Tur, and Shulkhan Arukh]. Emphasis is placed on how the changing social and economic conditions effected changes in Jewish law.

The second semester is a text-based study of Conservative Judaism. The course begins with a reconsideration of the story of the Oven of Akhnai, to which students were first exposed in 9th grade. Now students will consider how a number of contemporary rabbis use the story to make statements about Jewish law and Judaism. Other units include Revelation, Jewish Law (with a focus on the teshuvot on whether women could be admitted to rabbinical school), Liturgy, and Israel. Students will interview a number of Conservative and non-Conservative Jews to find out what they think Conservative Jews practice and believe.

12th Grade**1 credit**

The Jewish Court System combines a Jewish Studies perspective and a Social Studies perspective to examine the theme: What is Justice? The course utilizes classical Jewish texts from a wide range of literature [Bible and commentaries, Mishnah, Talmud, Mishneh Torah] and modern texts, such as newspaper and magazine articles, scholarly articles, websites, and clips from television shows and movies. Specific topics include a comparison of Jewish and American court systems, judges, witnesses, penalties, and war crimes.

Intensive Talmud is a text-study class that aims to significantly advance each student's ability to study the Talmud in the original text from a traditional page in the Vilna Edition, build their competency in understanding Talmudic argumentation, syntax, and grammar, and use traditional and modern commentaries to understand the background and broader implications of the text. The particular text chosen for the class is the fourth chapter of *Massekhet Berakhot*, which focuses on Jewish prayer, providing the students the opportunity to think about how the rabbis' conception of prayer relates to our own personal journey of developing a relationship with prayer. By the end of the year, we will complete studying at least one chapter from the Talmud, at which time we will hold a *siyyum*, a festive celebration, in honor of our accomplishment, which will be open to family, friends, and community members.

Israel Seminar (12th Grade)

1/2 credit

This class is part advocacy and part history and current events. Using the recently reconfigured David Project, students learn in depth the history of the conflict in the Middle East from different perspectives. Students develop skills in reading and watching news accounts in order to detect bias and to figure out not only what has happened but why the different sides see the events so differently. Finally, students learn how to advocate for Israel, an important skill as students prepare to enter college.

LANGUAGE COURSE OFFERINGS

HEBREW

Our school is participating in the NETA project. NETA is an innovative new curriculum initiative in Hebrew language and culture specifically designed for day school students in Grades 7-12. Created by Hebrew language curriculum specialists from the Hebrew University of Jerusalem, administered by Boston's Hebrew College, and supported by the AVI CHAI Foundation, NETA is reaching students in many Jewish day schools nationwide—and the list keeps growing.

The NETA project is driven by the belief that mastery of Hebrew will promote students' understanding of their history, culture and tradition, excite them about lifelong Jewish learning, foster a sense of belonging to the Jewish people, and cultivate strong ties with Medinat Yisrael (the State of Israel) and Am Yisrael (the Jewish people).

The multi-dimensional NETA program focuses on the four major language-acquisition skills – listening, speaking, reading, and writing – by immersing students in everything from classical Hebrew texts to Israeli music, and from historical documents to poetry and drama. The curriculum is sequential and based on a structured linguistic progression. Lessons are centered on themes of interest to teenagers, ranging from computers and sports to friendship and freedom. Each theme is presented from three perspectives: Jewish tradition, modern Israeli culture and general world knowledge, including art, science, mathematics, literature and philosophy.

NETA seeks to create a community of Hebrew speakers who can enjoy a lecture in Hebrew, read a Hebrew book, participate in a serious discussion or casual conversation in Hebrew, read an article in an Israeli newspaper, and write a letter to the editor in Hebrew. Comprising original texts of all genres and a wide variety of learning activities, the curriculum is always intellectually challenging, engaging the students' thought processes.

Each student takes a Hebrew placement exam designed to permit proper class placement. In this way each student will be studying materials that are challenging for him or her. NETA is a demanding program, requiring commitment and effort from the student. We are working hard to ensure that every resource is in place to maximize the students' success.

Mastery of Hebrew is among the major curriculum challenges in Jewish day schools today. We are very excited about implementing NETA, a state of the art Hebrew language curriculum with clear goals and measures of achievement, at SSHS of LI.

In addition to language skills that we develop in Hebrew instruction, we also focus a great deal of attention on the State of Israel.

“The creation of the State of Israel is one of the seminal events in Jewish history. Recognizing the significance of the State and its national institutions, we seek to instill in our students an attachment to the State of Israel, its language and people, as well as well as a sense of responsibility for their welfare.”

SPANISH

Spanish 1

1 credit

The emphasis of this course is to develop basic listening, speaking, reading and writing skills. Additionally, students will be able to express themselves in the present tense.

Spanish 2

1 credit

This sequential language course builds upon the foundation begun in Spanish 1, emphasizing the four skills of listening, speaking, reading and writing. Cultural topics are introduced. Students will be able to express themselves in the present and past tenses.

Spanish 3

1 credit

This course is the final year in the sequence and continues to build upon the four skills. Language skills are refined and complex grammatical patterns are learned, such as the future, conditional, perfect tenses and the subjunctive. Students will be well prepared to take the FLACS Checkpoint B examination in June.

FINE ARTS COURSE OFFERINGS

Studio Art – 9th Grade

½ credit

It is the main goal of the Fine Arts Curriculum to acquaint students with the Seven Major Elements of Design: light value, color, form, line, shape, space and texture. In addition, students will be introduced to the Seven Principles of Composition: contrast, rhythm, unity emphasis, pattern, movement and formal & informal balance.

The courses are taught in a studio format. Vocabulary and concepts are taught while students are working on projects. Students progress at their own individual pace. The grading policy takes into account that student's innate abilities, visual perception, patience levels, and fine motor skills vary tremendously. Students are nurtured to think of themselves as creative problem solvers.

High School students are more 'product oriented', although 'process' is important. The materials and problems are chosen, conceptualized, and maximized in advance to insure that the end result will be a source of pride for students.

Examples from Art History are shown to augment studio studies (using PowerPoint). It is not uncommon to see students browsing individually or in small groups over an Art History text.

All ninth graders have Studio Art during their first year. This is a Schechter and New York State Graduation requirement. Juniors and seniors may select Art Electives as their interests and time allows. There are opportunities for independent study for all grades during lunch slots and free periods.

Music - 9th Grade

½ credit

Music 9 provides a packed curriculum that begins with an examination of the structure of the orchestra, journeys through the baroque, classical, romantic and modern periods and traces the development of blues, jazz and rock n' roll. In addition to studying about historical periods, we will also experience music "hands on." All students will have the opportunity to learn to play guitar and each year we attend a school day concert of the New York Philharmonic at Avery Fisher hall.

PHYSICAL EDUCATION COURSE OFFERINGS

The Physical Education Program for all four grades seeks to provide the knowledge and skills necessary for maintaining personal health and fitness. In addition, it fosters a sense of teamwork and a respect for others. Particular stress will be placed on physical fitness and the skill pertaining to carry-over activities. Appropriate gym attire is required.

HEALTH EDUCATION COURSE OFFERINGS

This course is required of all students. The format of the program will be group discussions of various social health problems specifically relevant to young adults. Course content will include mental health and adjustment mechanisms, peer group influence, responsibility of individual self, family and society, disease and consumer education in health areas.

ELECTIVE COURSE OFFERINGS

Electives are your chance to explore current interests and develop new ones. Indulge in something fun! Challenge your own limits!

Electives are offered each semester starting in the 11th grade. Each elective is a one-semester class and you will earn a ½ credit for each course you take.

Below is a brief overview of the elective courses we offer. Remember, you must take at least three electives (1½ credits) in order to meet your graduation requirement.

Advanced Placement Art History (11th & 12th grade)

1 credit

This course surveys the history of art from prehistoric times until the present. Through readings, slide presentations, writing, and museum visits, students will learn to use the vocabulary and techniques of visual analysis, and an understanding of the role of the visual arts in world history. This course prepares students to take the Advanced Placement test in Art History.

This course is open to students in 11th and 12th grade, by recommendation of their social studies teacher. (Full year course)

Advanced Studio Workshop

1/2 credit

This is an advanced level course for students who have career plans in art or an art related field. The course will meet during the regularly scheduled elective class slot. In addition, it is anticipated that students will come in during free periods as well as work at home.

Some students will develop personal portfolios for admission to Art Schools. Concentrations may include, but are not limited to: computer graphics, sculpture, fashion design, interior design, drawings, painting, cartooning, advertising, architecture, etc. Students should be self-motivated and capable of setting and achieving personal goals.

Drama

1/2 credit

This course is designed to introduce students to the fundamentals of play production. Students will learn acting techniques, stage craft and role analysis. The goal of the course will be to produce a play for presentation. Students may be expected to remain after school hours when rehearsal schedules warrant it. Students who participate in a play production will earn 1/2 credit, thus students who participate in more than two (2) productions will earn a maximum of 1 credit toward the elective requirement.

Graphic Design

1/2 credit

Graphic Design brings artistic expression into the twenty-first century with new technologies. It is the creative process that focuses on visual communication and presentation. Various methods are used to create and combine images to create a visual representation of ideas and messages. Composition is one of the most important features of graphic design, especially when using photographic materials and other diverse elements.

Students will learn the major graphics program, **Photoshop**. They will create original personalized work. They will apply principles of design including: unity, balance, contrast, direction, emphasis, proportion and rhythm. They will learn the tools, terms, and techniques which will enable them to create works which will be a source of pride.

Many students are interested in photography and use **Photoshop** as a digital darkroom. They improve their photographic and compositional skills. Students are also very involved in the production of the High School Yearbook and learn Desktop Publishing skills in the course of learning the **InDesign** layout publishing program.

Video & Film Production

1/2 credit

The Video & Film Production works in partnership with the Cablevision/MSG Varsity network. This exciting elective teaches students the basics of video production, including filming, interview techniques, editing and television journalism. Once students have completed a project, they upload their work to Channel 614 making their video creations available to all Cablevision subscribers on their home televisions. Students also have the opportunity to compete in video contests and award competitions.

SAT Math Prep/SAT Verbal Prep***1/2 credits***

An elective course is offered in SAT Math preparation in conjunction with the English Department SAT Prep elective. Mathematical concepts needed for the exam are reviewed while analyzing actual exam problems.

SAT Verbal Prep presents an overview of the New SAT Critical Reading and Writing sections. With the recent changes in the SAT, the course will be divided between critical reading, vocabulary, grammar and essay writing skills. Using practice SAT's, students will perform close textual readings, working on identifying main ideas and subordinate details, using context clues, distinguishing between fact and inferences, and identifying purpose. They will learn to recognize and correct grammatical errors, and they will practice writing critical lens essays.

Science Research***1/2 credit***

(Open to qualified students of all grades as an independent study) Students will be introduced to the techniques of scientific laboratory and literature research. Lower grade students will work on a project with the hope that they will eventually enter their project in competitions in higher grades such as the Long Island Science Congress and the Intel Science Talent Search. This course is in the developmental stage at this time.

Spanish IV/V***1/2 credit (each)***

The object of this course is to gain fluency in Spanish and master conversation. The art of translation will be appreciated.

Video Elective***1/2 credit***

The video elective provides an exciting opportunity for students to learn the basics of video production, including filming, interview techniques, editing and television journalism. Working with the instructor, the students choose from a wide variety of projects including documentary making, promo videos, public service messages, comedy and variety shows, sports coverage, etc. Students also have the opportunity to compete in video contests and award competitions.

Yearbook

Students who take the Yearbook elective become photo journalists. They take photographs for the high school Yearbook as well as our online publication Kol Schechter. They learn to hone their images with the graphic design program Photoshop and learn layout skills with the InDesign program.

Introduction to Computer Science

1 credit

In this course, students will become familiar with some of the most common programming languages. Students will also learn how to create new programs and how to debug existing programs. The year is split up into three sections. During the first session, the students will focus on HTML and will learn how to script basic web sites. This will introduce the class to basic concepts and principles found in every programming language. During the second part of the class, the students will focus on PHP and in the Spring, the students will be introduced to JAVA where they will actually have the opportunity to build their own video game simulation. The introduction to JAVA will also serve as a preview to next year's AP Computer Science course, which focuses primarily on the JAVA language.

Psychology

1 credit

In this course, students will have the opportunity to examine human behavior and will discuss how people develop their personalities. Students will also have the opportunity to study some of the pioneers in the field of psychology and their contributions to our understanding of human behavior. As a discussion based course, the students will draw from their own life experiences in understanding the way the mind works and how human behavior develops.

COURSE REQUIREMENTS

The graduation requirements of Schechter High School of Long Island exceed the requirements established by the New York State Education Department. Schechter students must complete both the General Studies and the Judaic Studies course requirements, and pass associated Regents examinations to meet the requirements established by the New York State Education Department. All students are expected to graduate with a Regents diploma.

Required Subjects	NYS Regents Diploma			SHSLI Diploma		
	Units of Credit	Regents Diploma (Exams)	Advanced Regents Diploma (Exams)	Unit of Credit	Regents Diploma (Exams)	Advanced Regents Diploma (Exams)
English	4	1	1	4*	1	1
Social Studies	4	2	2	4	2	2
Mathematics	3	1	3	4	1	3
Science	3	1	2	4	2	3
Second Language (Hebrew)	--			4		
Third Language (Other than Hebrew)	3	--	1	3	1	1
Art/Music	1			1		
Physical Education	2			2 ½		
Health	½			½		
Bible				4		
Rabbinics				4		
Jewish History				1½		
Israel Seminar				½		
Electives	1 ½			1½		
Sci Tech Engineering				3		
Community Service	95 Hours of Community Service					

* One unit is equivalent to a full year one-credit course.