

**SOLOMON SCHECHTER HIGH SCHOOL
OF
LONG ISLAND**



**Course
Offerings
2007-2008**

SOLOMON SCHECHTER HIGH SCHOOL OF LONG ISLAND
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September 2007
Elul 5767

Dear Student:

It gives me great pleasure to present to you this revised and updated school catalog. This guide to programs and course offerings at Solomon 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 a 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,

Allan Dalfen

Upper School Principal

ENGLISH COURSE OFFERINGS

English 9

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 and criticism, and creative writing. In order to develop competence in reading, speaking and writing about literary texts, the course provides 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:

Anthem

Catcher in the Rye

The Language of Literature

A Midsummer's Night Dream

The Freedom Writer's Diary

Animal Farm

The Giver

Maus I

Maus II

The Odyssey

English 10

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 include:

Ethan Frome

Lord of the Flies

All Quiet on the Western Front

Fahrenheit 451

Things Fall Apart

The Oedipus Cycle

Othello

A Tale of Two Cities

Inherit the Wind

All My Sons

English 11

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
A Lesson Before Dying
A Separate Peace
The Things They Carried

The Crucible
The Language of Literature
Macbeth
A Raisin in the Sun

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

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 of the nature and character of American thought, experience and artistic expression through study of its literature. Two formal research papers (one pervasive 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 12

This course continues to build on the foundation of the previous years with an eye toward preparing for a college level study of literature. Students will engage in extensive reading of literary works and expository nonfiction prose with supplements and reading of commentary and literary criticisms, participate in classroom discussions and write reaction pieces as well as formal papers of analysis and criticism and creative writing. The focus will be on examining society and the human condition through the various literary works and nonfiction pieces. In addition, the course will provide extensive preparation for the college application process. Students will engage in regular writing assignments in a variety of genres, gain mastery of standard written English, fundamental elements of style and various modes of discourse, and develop final essays appropriate for submission to colleges. Readings include: essays, short stories, poems and long works drawn from among the following and other sources of literature:

Hamlet
A Streetcar Named Desire
The Namesake
The Curious Incident of the Dog in the Nighttime

Pygmalion/My Fair Lady
Twelve Angry Men
The Life of Pi

English 12 AP

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 we will be analyzing British and American literature from the 16th century to the present day, familiarizing ourselves with classic writers and poets, and introducing ourselves to contemporary authors.

The objectives of the course include the following:

- To explore the themes that transcend 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 use *The Bedford Introduction to Literature* for many works, in addition to *Hamlet*, *Tess of the D'Urbervilles*, *A Portrait of the Artist as a Young Man*, *Arcadia*, *Life of Pi*, and *for colored girls who have considered suicide/when the rainbow is enuf*. 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.

English 11 Writing Workshop

The English 11 Writing Workshop helps 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 regular English 11 class.

English 10 – Intensive

This course is intended for students who will benefit from a more intensive English classroom experience. This includes more attention to the basic English skills, such as reading comprehension, sentence structure, and paragraph development. The students also work on vocabulary building exercises and read many of the standard 10th grade texts. Texts for the course include:

Fahrenheit 451
Lord of the Flies
Othello

Oedipus Rex
Our Town
Inherit the Wind

SCIENCE COURSE OFFERINGS

Biology

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 the microscope 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 will take the NYS Regents examination in June.

Chemistry (R)

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)

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.

Physics (R)

Based on the New York State Physical Setting Physics Curriculum, this course emphasizes problem solving skills utilizing mathematical techniques to reinforce 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.

Physics (H)

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 Physics (R), but at a higher, and significantly 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 Physics

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 real-world, 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.

Advanced Placement Biology

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 college level. Among topics covered are: cells and protoplasm, structure, function and classification of invertebrates and vertebrates, and of lower and high 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 (B)

AP Physics (B) is a college level, non-Calculus based, general physics 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 college level. Among topics covered are: kinematics, statistics, dynamics, conservation principles, wave phenomena, gravitational, electric and magnetic fields, circuits, thermodynamics, fluids, atomic and molecular structure of matter, and quantum theory. 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 Chemistry (Independent Study) ***(Offered only with sufficient enrollment)***

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

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

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.

SCIENCE ELECTIVE

Science Research

(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.

Math A1/A2

Math A1/A2 is the first year of high school mathematics. It includes the topics in a typical Algebra I course of study. Among these are variables, polynomials, solving equations and inequalities, factoring, quadratic equations, radical expressions and an introduction to statistics. Basic geometric concepts involving lines, angles and triangles, and analytic geometry are also discussed. The concepts that are studied are applied in problem-solving situations throughout the year. This course, or an equivalent, is taken in eighth grade by students accelerated one year in mathematics. Math A1/A2 terminates in a final exam.

Math A3/B1

Math A3/B1 is the second year of high school mathematics. The mathematical concepts of Math A1/A2 are extended in the first semester of the year and students take the Mathematics A Regents examination in January. Geometry is presented in a more formal manner in the second semester of the year. Theorems involving congruent and similar triangles, quadrilaterals and circles are discussed and proven. The concepts that are studied are applied in problem-solving situations throughout the year. This course, or an equivalent, is taken in ninth grade by students accelerated one year in mathematics. Math A3/B1 terminates in a final exam.

Math B1/B2

Math B1/B2 is designed for students who have taken and passed the Math A Regents Exam in June. The beginning of the year emphasizes geometry, presenting it in a more formal framework than used in earlier courses. Theorems involving congruent triangles, similar triangles, quadrilaterals and circles are discussed and proven. The concepts that are studied are applied in problem-solving situations throughout the year. Topics covered later in the year include relations and functions, graphs of quadratic functions, exponential and logarithmic functions, transformational geometry and trigonometric identities. Math B1/B2 terminates in a final exam.

Math B2/B3

Math B2/B3 is the third year of high school mathematics. It includes the topics in a typical Algebra II/Trigonometry course. 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. Math B2/B3 students take the Mathematics B Regents examination in June.

Pre-Calculus

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, polar graphs (honors level only). The beginnings of Calculus, 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)

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.

Statistics

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.

AP Statistics

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)

SOCIAL STUDIES COURSE OFFERINGS

Global History and Geography

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

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

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

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

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.

Advanced Placement American Government and Politics

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-discussion, 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

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.

Advanced Placement Economics (AP Micro & AP Macro)

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)

BIBLE

The Bible curriculum introduces the student to the critical study of the Biblical text, utilizing both traditional and modern commentaries across a spectrum of approaches.

9th Grade

This course serves as an introduction to the methods of Bible study in the high school. It covers a variety of texts, some relatively new to the students, such as Ecclesiastes, and others familiar since elementary school, such as Genesis. The methods of study, however, are largely new to ninth graders. Students are introduced to academic methods of text study, including literary analysis, historical comparison, source criticism, and feminist criticism. They also deepen their understanding of the traditional methods of Rashi and other Jewish commentators (*mefarshim*), going beyond what the commentators say to ask *why* they say it.

Beyond the immediate material of the course, students in ninth grade Bible deal, some of them for the first time, with questions of the authority of the text. Who wrote the Bible? How was God involved in the production of the Bible? In what sense are the stories “true”? Why and how does the text command me? Many students find these questions challenging, even shocking. They are encouraged to explore a variety of Jewish approaches to these questions. At the end of the freshman year, students write a “Personal Jewish Statement”, in which they formulate provisional answers to some of the questions that have been before them all year. They will be asked to reconsider these questions throughout their education at Solomon Schechter High School of Long Island.

10th Grade

This course builds on the skills and content of 9th grade Bible. Students study selections from Exodus and Numbers as well as Ecclesiastes, Proverbs and Job. They further hone their textual analysis skills as they develop a more sophisticated understanding of the academic methods of text study, which include, but are not limited to, literary analysis and historical comparison. Students also continue to deepen their understanding of the traditional methods of Rashi, Ramban, and Ibn Ezra, gaining an appreciation for each commentator’s style.

Throughout the course, students are encouraged to consider the larger philosophical issues raised by the texts, such as: How is my experience of life’s journey connected to the journeys recorded in the Bible? Why do bad things sometimes happen to good people? How does one strike a balance between individual needs and communal needs? How does a society effectively communicate its collective wisdom? When students study a text that appears in a Jewish ritual setting, students learn that ritual as well.

11th Grade

This course builds on the skills and content of 10th grade Bible. Students study selections from Leviticus, Deuteronomy, Jeremiah, and Ezekiel. They continue to learn the academic methods of text study, such as literary analysis and historical analysis and comparison. Students continue to study the commentaries of Rashi, Ramban, and Ibn Ezra and are introduced to the commentaries of Rashbam, Hizkuni and Saadia Gaon. They develop an appreciation for each commentator's style, and they develop the ability to identify the subtle differences between these commentators' views.

Throughout the course, students explore the Bible's definitions of boundaries and when they should and should not be broken. They are encouraged to develop their own interpretations of the texts, utilizing all the methods they have learned.

12th Grade

This course emphasizes the consideration of historical context and authorship of Samuel. Selections include the call of Samuel, the theological implications of the request for a king, and God's role in the establishment of the monarchy. The rise of David and the fall of the Saulide monarchy form the basis of several units. The study of Samuel I concludes with the death of Saul and David's lament. Units from Samuel 2 include the establishment of the Davidic monarchy, the rape of Tamar and Avshalom's rebellion. The concluding chapters of Samuel 2 are studied in comparison with the opening chapters of Kings.

An alternate section exposes the student to a survey of Biblical history and literature from the early monarchy (First and Second Samuel) to the exile of the Jews to Babylonia in 586 B.C.E. and their return 50 years later. The concept of the Deuteronomist History will be explored and common themes linking Deuteronomy through Kings will be discussed. If time permits, students will study some of the post-exilic texts [e.g., Zechariah, Malachi, and Ezra-Nehemiah].

JEWISH HISTORY

Medieval Jewish History (10th Grade)

This course begins with an exploration of the development of Christianity and its separation from Judaism, moves to Babylonia to explore the rise of the Babylonian Jewish community in the early rabbinic period, then to Spain for a consideration of its Golden Age, and finally to Europe to concentrate on the growth of the Ashkenazic Jewish community. The class ends with the study of mysticism, messianism, and Hasidism as it develops in the 17th century. The focus of this course is to gain a greater understanding of how the people and the events of medieval times influenced Jewish life from then until today

Modern Jewish History (11th Grade)

This class begins in the 18th century with the Enlightenment, Haskala (the Jewish Enlightenment), Moses Mendelssohn and the French Revolution. The reactions to the Enlightenment are explored by a focus on the development of the Reform, Orthodox, and

Conservative movements in Europe, as well as the rise of modern anti-Semitism. The course explores the Shoah through both a historical perspective and the autobiography of a local, renowned Shoah survivor. The unit on East European Jewry also introduces Zionism in its early stages, preparing students for their more intense study of Israel in their senior year.

The Founding of Israel and a Brief Overview of American Jewish History (12th Grade)

This class begins with a more intense look at Israel's early years, from the early Zionists through the Balfour Declaration. The same years in America, the period of the greatest Jewish immigration, are then explored with a brief background on early American Jewish life. The exploration of this period includes the development of the Conservative movement, focusing on the philosophies of Solomon Schechter, Mordecai Kaplan and Abraham Joshua Heschel. The course continues through the spring with a close study of the founding of Israel through today. A significant portion of the senior spring semester consists of *the David Project: the Arab-Israeli Conflict, from Understanding to Advocacy*. *The David Project* is a multi-media curriculum that has been developed with the support of the Avi Chai Foundation. Its goal is to provide students with knowledge and to prepare them for the challenges they may face on college campuses regarding Israel.

RABBINICS

9th Grade

This course is an introduction to the Oral Torah. Units include a general introduction to rabbinic literature with a consideration of how the rabbis read the Bible and how we read the rabbis. The development of rabbinic literature is treated with consideration of how the rabbis understood what they were doing. The need for Oral Torah is discussed in the context of famous stories regarding Hillel and Shammai and the Oven of Akhnai. The course concludes with units examining the variety of midrashic literature and where we go from here.

In an alternate section, students examine closely a number of biblical texts, such as the passage of the First Fruits [Deuteronomy 26:1-11] and the suspected adulteress [Numbers 5:11-31], and see how they are treated in Mishnah and Midrash. Again, the emphasis is on how the rabbis read the Bible and how we read the rabbis.

10th Grade

This year-long course is a rabbinics based examination of medical ethics. A number of modern problems such as euthanasia, abortion, and cloning are examined through the lens of the rabbis. The rabbinic texts include the classical texts, such as the Talmud, as well as modern teshuvot, formal answers to questions of Jewish Law.

11th Grade

The first semester is an introduction to Jewish Codes of Law. This course has four units: the Chain of Tradition, the laws of Shabbat, the laws of Reciting the Sh'ma in the Evening, and the laws of mixing milk and meat. Students are exposed to a wide range of Jewish legal literature and learn how the rabbis build upon earlier layers of rabbinic literature to develop law down to our own day. Particular emphasis is placed upon how the changing social and economic status of Jews and Jewish communities often 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 the students were first exposed in 9th grade. Now the students see how a number of contemporary rabbis utilize this story to make statements about Jewish law and Judaism. Biblical and rabbinic texts relating Revelation are studied with the modern approaches of Martin Buber and Franz Rosenzweig. The issue of women as rabbis is considered from the vantage point of the teshuvot written by Rabbis Joel Roth, Mayer Rabinowitz, and Israel Francus. Liturgical change in the Conservative Movement is taken up in the context of the various prayer books published by the Conservative Movement. Finally, the meaning of Israel in the Conservative Movement is explored. One major project is an interview project where students interview a number on Conservative and non-Conservative Jews to find out what they know about Conservative Judaism.

12th Grade

Intensive Talmud affords students the opportunity for a more in-depth study of the Talmud. Students develop a working technical vocabulary for the study of Talmud, study the structure of the sugya, the unit of Talmudic discourse, and see how the rabbis.

Jewish Court System is a team-taught class with a member of the social studies faculty. The class considers a number of issues related to justice and court systems ranging from the Bible to the modern state of Israel. The course utilizes classical Jewish texts from a wide range of literature (Bible and commentaries, Mishnah, Talmud, and Mishnah Torah) and modern texts, such as newspaper and magazine articles, scholarly articles, websites, and clips from television shows and movies in order to investigate topics such as the value of justice, comparing Jewish and American court systems.

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 schools 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 nearly 30 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 I

The emphasis of this course is to develop basic listening and speaking skills. In addition to learning oral proficiency and correct grammar usage, students will learn about Hispanic culture.

Spanish II

This sequential language course focuses on the continued development of speaking, listening, reading and writing skills. Grammar is treated as a means to facilitate communication, both oral and written.

Spanish III

This course emphasizes vocabulary building and grammar review. Language skills are refined and complex grammatical patterns are learned. This course prepares students for the Regents examination in June.

FINE ARTS COURSE OFFERINGS

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 overhead transparencies). 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.

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 Studio Workshop

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.

American Musical Theater

What makes Broadway the wonder that it is? Learn the history of this phenomenal art form, and analyze its three artistic components. How does it differ from other forms, and how did it evolve? These questions and more will be answered. Join a class trip to a Broadway show.

Choir

What do the Miami Boys, the Mormon Tabernacle and the Von Trapp family all have in common? This course offers students the opportunity to perform as a vocal music group both inside and outside the school setting. Outside performances include performing in nursing homes and hospitals (which also count towards community service credit) and auditioning for reviews at synagogues and amusements parks. In-school performances will include various assemblies and the Spring Showcase. Vocal selections include both contemporary and Hebrew songs.

Desktop Publishing

Students will become acquainted with Adobe Photoshop and PageMaker in the course of creating the SSHSLI Yearbook, Literary Magazine and personal graphic design projects.

Course Highlights:

Structure	Organization, delegation, departmentalization, concepts of responsibility pagination, deadlines and teamwork.
Skills	The usage and implementation of Adobe Photoshop (Photo Manipulation), Adobe PageMaker (Page layout), scanning and text.
Aesthetics	Page composition, grayscale values, color, balance - formal & informal, photo composition, creativity, and originality.
Business	Advertising and sales
English	Writing, censoring and proofreading.
Communication	Working with publisher's timetable, format and standards

Drama

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 1/4 credit, thus students who participate in two (2) productions will earn 1/2 credit toward the elective requirement.

A Guide to the Perplexed

Maimonides' controversial philosophical work addressed great questions of his day (and of our day, too): Religion and Science, the meaning and reason for mitzvot. Students will read his work, read relayed thoughts by others, and will develop their own thinking on Jewish issues.

Introduction to Psychology

Students will focus on theories of developmental psychology and will look at how personality affects relationships and experiences. Students will explore normal personality development as well as psychological disorders. We will study major contributors to psychological theories and look at their differences and similarities in approach. They will also look at Biblical characters in terms of their psychological development and personalities.

Jewish Music

Delve into ethnomusicology and discover the many components that work together to make our music what it is:

- Learn what the Synagogue modes and tropes actually are, and how they evolved.
- Find out about the three Jewish communities and experience their folk music and languages.
- See how Yiddish Theater expressed the social history of Jews, both in America and the “old country.” Learn about the influence American Theater, Synagogue and Shtetl life had on this art. Join a class trip to the Folksbiene and/or interviews with Yiddish Theater stars and directors.
- Discover the influences American Popular Music had on Jewish Music.

Then see how it fits together to form the unique Israeli pop music.

Jews and Jewish Issues on Film

This class will watch and discuss Hollywood movies on Anti-Semitism and the Holocaust, Israel, Jewish character, and moral issues. Students will write a series of reviews on the Jewish issues involved.

SAT Math Prep

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

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.

Spanish IV/V

The object of this course is to gain fluency in Spanish and master conversation through the study of Hispanic literature and culture.

College Decision Making

This non-credit bearing elective covers many important topics that help junior students prepare for the demanding College Application Process. Participating in the course will be tremendously advantageous, as crucial tasks that will normally demand considerable time in the fall semester will be done now. Enrolled students will explore resources for creating an appropriate list of college choices, write appropriate college essays, prepare the activity resume, learn about the selection process, participate in a college visit, practice for interviews, etc. All work will be done during class periods. Students will be graded on a Pass/Fail basis. A minimum of 15 students is required to run the class.

COURSE REQUIREMENTS

The graduation requirements of Solomon Schechter High School of Long Island exceed the requirements established by the New York State Education Department. Solomon 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	Units of Credit	Regents Diploma (Exams)	AP Diplomas (Exams)	SSHS Diploma	
				Unit of Credit	Regents Exams
English	4	1	1	4 Units*	1
Social Studies	4	2	2	4 Units	2
Mathematics	3	1	2	4 Units	1
Science	3	1	2	4 Units	2
Hebrew	3			4 Units	1
Second Language (Other than Hebrew)	0			3 Units	1
Art/Music	1			1 Unit	
Physical Education/Health	2			2	
Bible				4	
Rabbinics				4	
Jewish History				1½ Units	
Electives				1½ Units	

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