

The Adelson Educational Campus

Upper School

2011-2012

Course Catalog

Summary of Graduation Requirements:

The school operates on the semester system. A one-year course earns 1 unit of credit. A total of 25 units are required to graduate.

- **English: 4 years (4 units)**
- **History: 4 years (4 units); must satisfy state requirement (1 year of U.S. History, 1 year of U.S. Government)**
- **Science: at least 3 years (3 units) of lab science; 4 years highly recommended**
- **Mathematics: 4 years (4 units)**
- **World Language: at least 3 years (3 units; same language 3 consecutive years)**
- **History of the Jewish People: 1 year (1 unit, normally taken in ninth grade)**
- **Modern Israel: 1 year (1 unit, taken in twelfth grade)**
- **Fine Arts: 1 year (1 unit)**
- **Computer Technology: 1 semester (0.5 unit, typically taken in ninth grade)**
- **Health: 1 semester (0.5 unit, typically taken in ninth grade)**
- **Athletics/Physical Education: participation in a minimum of one sport season per year**

Honors and AP courses:

Honors courses are available in most departments to offer the student a more challenging experience. Honors level courses move at a faster pace, cover course content in more detail, and will generally have a greater homework load than the corresponding standard college preparatory course.

Advanced Placement (AP) courses are the equivalent of first-year college courses. These courses are fast paced and should only be attempted by students who are prepared to work at the college level. The homework load is considerable.

*In order for the AP course designation to appear on the student's official transcript, the student **must** take the AP exam administered by the College Board at the end of the course.*

In order to enroll in an Honors or AP course, *continuing* students must have achieved a grade of B (in an honors course) or B+ (in a regular course) in the previous course in the series. Permission of the instructor or department chair is also required in some areas. Students who are new to the Upper School are placed in Honors courses based on a combination of grades, test scores, and teacher recommendations.

English Department

The faculty members of the English Department are committed to helping our students attain excellence in the use of the English language, facility in reading a variety of kinds of literature, and confidence in speaking. Specific goals include clear and creative thinking in discussion, composition and argumentation, a mastery of literary content, and the acquisition of a rich vocabulary. The study of writing as a process is explained, discussed, and practiced throughout the four years in the Upper School. Grammar skills are reviewed formally as elements of good composition in the ninth grade, and beginning in the tenth grade, each student is held responsible for the mastery of correct grammar rules through independent review.

In our classrooms, students gather in a personal, supportive, seminar setting to discuss a broad array of texts and topics. Students not only share their reactions to their reading, but also defend their points of view while remaining respectful of their classmates' differences of opinion. All English courses emphasize class discussion as well as frequent writing. Students write from three to five essays a term, as well as shorter pieces such as journal entries. Individual conferences with teachers help students appreciate the uniqueness of their own writing even as they seek to achieve accepted standards of accuracy, increased effectiveness of expression, and sophistication of thought and structure. The objectives of the curriculum are to help students develop both a strong confidence in reading and writing skills, and a lifelong love of literature.

Students graduate as keenly observant readers, commanding writers and independent thinkers, highly prepared for the intellectual rigors of university study.

English Program of Study

What is the significance of a text? How is a literary effect achieved? How does this story relate to our own experience? What does it mean to be human? These essential questions about literature are commonly asked to challenge assumptions, provoke original thought, and develop cultural and moral awareness. Students of English at The Adelson Upper School are encouraged to understand, appreciate, and respond to literature and fashion thoughtful ideas, thereby developing a better understanding of themselves and others. The department takes an integrated approach to learning, in which close reading leads to sustained, logical, and clear writing frequently redrafted and revised with the help of peers and the teacher. All students are required to take a minimum of four years of English.

Honors courses are typically available for core English courses. Advanced Placement English Literature and Composition is periodically offered for those students who are ready for, and capable of, college-level work. Placement into an honors or AP course for the following year is recommended by the current English teacher. In addition to teacher recommendation, the student must:

- Have maintained a superior record in past work in English
- Demonstrate a facility for abstract thinking

- Show an interest in literature and learning
- Have a strong grasp of English grammar, spelling, and usage
- Be able to write clearly, logically, and competently
- Be interested in careful editing and revising
- Have an above-average vocabulary and use words accurately and effectively
- Have a wide background in the reading of literature
- Be willing to offer ideas, concepts, and interpretations in class discussions
- Aim for originality in thought and expression
- Be willing to devote the considerable time and effort needed for English Honors or AP work and exhibit good work habits

English 9: Genre (1 unit)

This course provides a firm grounding in the techniques of literary interpretation. Students are introduced to literary terms, figurative language and the major genres and sub-genres of literature. The various texts are therefore presented as having characteristics of the larger genre of which they are a part. By the end of the course students are familiar with representative traits of comedy, tragedy, the short story, the novel, the epic, the romance, and various types of lyric poetry. Representative authors may include Homer, Sophocles, Chaucer, Shakespeare, Bronte, Dickens, Salinger, and Keats.

English 10: American Literature (1 unit)

American Literature introduces students to the literary history of America. Beginning with our earliest writers, Anne Bradstreet and Edward Taylor, and covering the American Renaissance, American Victorianism and American Modernism, the course is broad in sweep. Themes covered include nature versus civilization, American gender roles, dream versus duty, concepts of the past, rebellion and recreation, and Eden versus industrialization.

English 11: British Literature (1 unit)

This course examines the rich literary history of England. Beginning with its earliest texts, *Beowulf* and the *Canterbury Tales*, and covering the Renaissance, the Enlightenment, Romanticism, Victorianism and Modernism, the course is broad in sweep. Representative authors include Chaucer, Shakespeare, Marlowe, Milton, Donne, Pope, Wordsworth, Coleridge, Blake, Shelley, Tennyson, Dickens, Lawrence and Eliot.

English 12: World Literature (1 unit)

Both Western and Eastern World Literature are the focus of this course. Major literary movements covered include Classicism, Medievalism, the Renaissance, Romanticism, the Enlightenment, Expressionism, Impressionism and Feminism. Examples of art and music history are also introduced in order to enhance the students' understanding of a particular period. Examples of texts which students may read include *Oedipus Rex*, *The Inferno*, Petrarch's *Canzoniere*, Kafka's *Metamorphosis*, *Madame Bovary*, *A Doll's House*, *The Tempest*, *Classical Mythology*, *Haiku*, *The Sorrows of Young Werther* and *Candide*.

Social Sciences Department

The Social Sciences Department provides students with an understanding of the influential moments in the history of ideas from the Paleolithic era to the contemporary world. While exploring the great ideas that have shaped humankind, we encourage our students to develop fundamental intellectual skills—thoughtful questioning, analyzing concepts, interpreting and synthesizing data, listening to opposing viewpoints, and constructing logical arguments. As a result of this focus on the history of ideas and the development of critical thinking skills, students learn to express their own thoughts with lucidity and acumen in both class discussion and in their writing. Ultimately, we hope that the study of history will help our students develop into free thinkers and engaged citizens.

Social Sciences Program of Study

All students are required to take a minimum of four years of history. The typical sequence of courses consists of World History, U.S. History, and U.S. Government & Politics, followed by a history elective in the senior year. Honors level courses are generally available and require consent of instructor.

Note: All students must take U.S. History and U.S. Government & Politics to meet state graduation requirements.

World History (1 unit)

This course, which is typically taken in the 9th grade, surveys world history from prehistoric times to the cultures of the present. The aim is to educate students about who they are as members of humanity. Students learn about the major ideas, world religions, political systems, and wars that have shaped global affairs. Eight general units are covered during the year. Unit 1 explores the Beginnings of Civilization (4 million BCE to 200 BCE); Unit 2 discusses New Directions in Government and Society (2000 BCE to 700 CE); Unit 3 surveys the Age of Exchange and Encounter (500 CE to 1500 CE); Unit 4 is about the Cultural Interaction between Hemispheres (500 CE to 1800 CE); Unit 5 examines politics from Absolutism to Revolution (1500 CE to 1900 CE); Unit 6 explores Industrialism and the Race for Empire (1700 CE to 1914 CE); Unit 7 looks at the Two World Wars (1900 CE to 1945 CE); Unit 8 covers some Perspectives on the Present (1945 CE to the Present).

United States History (1 unit)

American History is usually taken in the 10th grade. The class seeks to educate students about who they are as citizens of the United States. The class focuses on the following historical periods: The Peopling of America, the Colonial and Constitutional period, the Civil War and other seminal events of the 19th Century, World War I, the Depression, World War II, the beginnings of the Cold War, the 1960s, and the last 40 years. By the end of the course, students will understand how past events have shaped the country they live in today.

United States Government & Politics (1 unit)

United States Government & Politics offers students a detailed and dispassionate examination of the theory, structure, and practices of the American political system. The chief objective of the course is to have students thoroughly study the structure of state and national governments in order to become a more responsible and thoughtful citizen of the United States. Areas of concentration include: Constitutional Underpinning of United States Government; Political Beliefs and Political Behaviors; Political Parties, Interest Groups, and Mass Media; Institutions of National Government; Public Policy; Civil Rights and Civil Liberties. Students will also be expected to stay abreast of contemporary political issues. Accordingly, they will regularly read articles from mainstream newspapers, such as the *The Washington Post*, *The New York Times*, and *Wall Street Journal*. News and polemical magazines will also be studied, such as *Time*, *U.S. News and World Report*, *Newsweek*, *The New Republic*, *The Nation*, *Commentary*, *Weekly Standard*, and *Reason*. Furthermore, film footage and documentaries, cable news coverage, and numerous political Web sites will be consulted.

Social Science 2011-2012 Electives

Philosophy (1 unit)

The Philosophy course will survey some of the key moments and themes in philosophical inquiry with special focus on the rich variety of philosophies as opposed to one particular school of thought. The aim is to develop an effective critical tool to investigate all kinds of claims of knowledge that will ultimately help students define their own position, and make reasoned choices.

Moot Court and Mock Trial (1 unit)

Students will spend the first semester working on their public speaking skills and focusing on construction of a legal brief for one of the two hypothetical cases being used for the course. The second semester will focus on courtroom procedure (mock trial) and oral arguments (moot court). Students are encouraged to participate in at least one competition that shall be discussed within the first week of school. Students are expected to participate in fundraising during the course of the year to pay for any expenses related to travel to the competition sites.

AP Comparative Government and Politics (1 unit)

Prerequisite: Permission of instructor

The course aims to illustrate the rich diversity of political life, to show political alternatives, to explain differences in processes and policy outcomes, and to communicate the critical importance of global political and economic changes. Six countries form the core of the course: China, Great Britain, Iran, Mexico, Nigeria, and Russia. Careful comparison of problems and the policies developed to address those problems produces useful knowledge about the various institutions of the studied countries. Have the policies employed by the various countries made things better or worse? We can compare the effectiveness of policy approaches to poverty or overpopulation by examining how different countries solve similar problems. Furthermore, by comparing the political institutions and practices of wealthy and

poor countries, we can begin to understand the political consequences of economic well-being. Comparison assists explanation and understanding. Why are some countries stable democracies and not others? Why do most democracies have prime ministers instead of presidents? By looking at the similarities and differences of a cross section of the world's countries, students will be able to understand the underlying causes that shape political realities.

Early Childhood Development (0.5 unit/year)

Prerequisite: Permission of instructor

Students will work with a kindergarten teacher as a teacher's aide in our lower school. This is an excellent opportunity for those students who might be considering lower school teaching as a career, or just for someone who enjoys being around young children. Students must have the maturity to work with young children and must be reliable.

Science Department

The Science Department is dedicated to the intellectual growth, instruction, and training of our students. This mission is accomplished through the use of classic and innovative classroom and laboratory instruction, student advising, and student research. The department is committed to providing a broad foundation in the sciences, developing critical and creative thinking, stressing competence in quantitative operations and oral and written communication, and stimulating intellectual curiosity. The purposeful use of critical thinking skills and the explicit teaching of problem solving techniques in our course offerings produce students with sharpened research and analytical skills, the ability to integrate and create new ideas, and the confidence to explore a broad realm of possibilities in the exploration of science and its applications.

Science Program of Study

The Science Department offers an intellectually challenging college preparatory program. Students acquire concepts from multiple sources such as electronic and print media, experimentation, and real world experiences. Curricula are designed so that there is integration between subject areas and across disciplines. Courses are taught with an intentional emphasis on critical thinking skills and activity-oriented lessons that involve extensive experimentation and application of current technology. These courses expand the base of understanding and skills learned in the middle school grades and provide all students with appropriate introductory level instruction in chemistry, biology and physics. We have multiple levels of study within each discipline and will place students according to their interests and their abilities.

All students are required to take one year each of chemistry, biology, and physics. A fourth year of science is highly recommended for all college-bound students. Any student wishing to take a required science course and an elective concurrently may do so if space is available and with departmental approval. This approval is based on the level of difficulty of the

course, the elective to be taken, and a candid assessment of the quality of the student's work, especially the demonstrated ability to keep up-to-date with the coursework, and the student's level of maturity, independence, and responsibility.

Typical course of study:

- 9th grade: Chemistry 1 or Chemistry 1 Honors
- 10th grade: Biology 1 or Biology 1 Honors
- 11th grade: Physics 1 or Physics 1 Honors
- 12th grade: Science elective(s)

Some students choose to defer Physics until their senior year and take a science elective in their junior year.

Students entering the course of study from schools with a different course sequence will be placed according to their abilities and background.

Chemistry 1 (1 unit)

Prerequisites: Algebra 1 (or concurrent enrollment)

Chemistry 1 is a comprehensive course covering the basic concepts of atomic structure, stoichiometry, thermochemistry, physical behavior of gases, liquids and solids, basic chemical bonding, solutions, equilibrium, chemical kinetics, acids and bases, redox reactions, and molecular structure. Emphasis is on problem solving and the practical application of chemical ideas. Students are expected to carry out lab work, maintain a lab notebook and write lab reports. This course provides students with a solid introduction to chemistry, its vocabulary and its role in modern life.

Chemistry 1 Honors (1 unit)

Prerequisites: Algebra 1 (or concurrent enrollment), permission of instructor

Chemistry 1 Honors is for students who desire a more challenging chemistry course. Additional topics are covered, such as nuclear chemistry and electrochemistry. Topics are covered with more sophisticated math and lab work and in greater depth than Chemistry 1. There is a considerable application of the concepts and text material to lab work in which the computer is used as a tool for data gathering, analysis, and presentation as well as for the display of visual information. A major emphasis is placed on organizational skills – of written math work, and clarity of explanations in lab reports. The course is designed for students who are independent learners, who enjoy working math problems and have a deeper interest in the sciences.

Biology 1 (1 unit)

Prerequisites: Algebra 1 and Chemistry 1

The field of biology has been transformed over the last two decades due to the influence of molecular biological techniques. This course focuses on our current understanding of biology as revealed by this technology. The structure, function, and biochemistry of the cell are studied in detail in Biology 1. Additional topics include classical genetics and molecular genetics, evolutionary theory and evidence, and the use of molecular biology in forensic cases. Laboratory work and technology are integral parts of the course. Assessments emphasize critical thinking, application of principles, and recall of facts.

Biology 1 Honors (1 unit)

Prerequisites: completion of Algebra 1 and Chemistry 1, and permission of instructor

Biology 1 Honors is for students who desire a more challenging biology course. Topics are covered with more sophisticated lab work and in greater depth than Biology 1. There is a considerable application of the concepts and text material to lab work. Aspects of health and environmental concerns as well as socio-biological issues are included. Technology and computer use are heavily integrated into the program.

Physics 1 (1 unit)

Prerequisites: Biology 1, Chemistry 1, and Algebra 2

In Physics 1 the emphasis is on comprehension before computation. With concepts as its primary focus, students are often able to develop a gut feeling for the physical world that they will carry with them for the rest of their lives. This approach makes physics accessible to students who have yet to complete calculus, as well as to those who do not enjoy extensive problem solving. At the same time, students skilled at math and interested in science will find that this comprehensive introduction to physics provides an excellent basis for further work in the physical science or engineering at the college level. Both classical mechanics and Einstein's theories of special and general relativity are covered. Additional topics include heat, sound, electricity and magnetism, light, quantum theory, and atomic and nuclear physics. Small group and class laboratory exercises as well as frequent demonstrations complement lectures and are a catalyst for further inquiry. The computer is used as a tool for data gathering, analysis, and presentation as well as for the display of visual information.

Physics 1 Honors (1 unit)

Prerequisites: Biology 1, Chemistry 1, Algebra 2, Pre-calculus, and permission of instructor

Physics 1 Honors introduces all major areas of physics including measurement, motion and mechanics, waves, electricity and magnetism, light, modern theories of the atom, and concepts of quantum theory. The course stresses the concepts that will be needed to go on to more sophisticated physics courses, for example, conservation laws, wave-particle duality, quantum states, etc. Most topics are covered quantitatively. A high level mastery of mathematics is essential. Trigonometry is especially important.

Also included in the course are discussions on the influence of science on the larger world and the role scientists will play in shaping the world of the future (in areas such as nuclear power, computer use, communication, etc.). Laboratory periods and demonstrations are included where appropriate to give students direct experience dealing with force, acceleration, momentum, etc. Students will use the computer to simulate problems that are difficult to handle by more traditional methods.

Science 2011-2012 Electives

Forensic Science (1 unit)

Prerequisites: none

The purpose of this course is for students to gain experience in the major investigative techniques currently used by forensic scientists, crime scene investigators, and other law

enforcement agencies, and to develop an understanding of the scientific concepts that serve as the basis for these techniques. Topics covered will span a broad range of subjects including, but not limited to, crime scene documentation, evidence collection, trace evidence examination, forensic photography, arson investigation, impression evidence, tool mark comparisons, serology, bloodstain pattern analysis, fingerprint comparisons, forensic anthropology, forensic entomology, medico-legal investigations, and mass disaster investigations.

AP Physics B (1 unit)

Prerequisites: Completion of Biology 1, Chemistry 1, Algebra 2, and instructor's approval.

AP Physics B includes topics in both classical and modern physics. Knowledge of algebra and basic trigonometry is required for the course; the basic ideas of calculus will be introduced in connection with physics concepts. Previous experience with high school Physics is encouraged, but not required. The topics covered include: Newtonian mechanics, fluid mechanics and thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics. This class includes a hands-on laboratory component comparable to introductory college level physics laboratories.

AP Environmental Science (1 unit)

Prerequisites: Completion of Biology 1 and Chemistry 1, and instructor's approval.

AP Environmental Science is designed to provide an introduction to the sciences used in understanding the workings of our environment and human interactions within it. The material in the course is drawn from many different disciplines including the physical and natural sciences, economics, political science and management policy. This course teaches students how to identify and analyze environmental problems, to evaluate the ecological and human health risks associated with these problems, and to critically examine various solutions for resolving or preventing them. AP Environmental Science provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world and will include methods for analyzing and interpreting information and experimental data, including mathematical calculations. Thus the class will have a significant laboratory component, which will correspond to approximately one laboratory or field exercise per week.

Mathematics Department

The Mathematics Department is committed to providing a broad and solid foundation in mathematics, developing critical and creative thinking, stressing competence in quantitative operations, and stimulating intellectual curiosity. This commitment is accomplished through the use of classic and innovative classroom instruction. The explicit teaching of problem solving techniques in our course offerings produces students with sharpened analytical and computational skills. Students develop the ability to integrate and apply novel mathematical concepts, and the confidence to tackle a range of possibilities in the exploration of mathematics and its application.

Mathematics Program of Study

The Mathematics Department offers an intellectually challenging college preparatory program. Curricula are designed so students can acquire concepts from multiple sources such as electronic and print media, and real world experiences. Courses are taught with an intentional emphasis on thinking and computational skills. These courses expand the base of understanding and skills learned in middle school and provide all students with the appropriate level of instruction in mathematics. We have multiple levels of study and use placement criteria to determine the best program for each student.

All students must take a minimum of four years of math and, **as an absolute minimum, complete math through Algebra 2.** Students who have already taken Algebra 2 or Geometry elsewhere will meet with a member of the Math Department who will determine the appropriate placement in Upper School Math. Decisions about math sequence advancement are made with the approval of each student's current math teacher. Students who plan to take math in the summer in order to accelerate or who are considering a semester or year program off campus should meet with the Chair of the Math Department to discuss how placement will be determined upon return to the Adelson Upper School. Summer acceleration is not a substitute or alternative for our four-year math requirement.

Typical sequence of courses: Algebra 1, Geometry; Algebra 2; Pre-Calculus; Calculus 1, AP Calculus

Honors level courses are available for most math courses.

Algebra 1 (1 unit)

Prerequisites: None

The emphasis in Algebra 1 is on acquiring the skills and knowledge needed in dealing with the real number system. Students will study signed numbers, monomials, polynomials, algebraic fractions, radicals, quadratic equations, and the solution of linear equations and inequalities. Students will also study and graph linear, absolute value, quadratic, and exponential functions.

Geometry (1 unit)

Prerequisites: Algebra 1

Geometry students study both plane and solid geometry. Emphasis is on orderly and logical thinking, the ability to develop a sound, precise, logical argument, and the theoretical derivation and practical application of geometric formulas. Synthetic proofs are an integral part of the course. The honors section focuses on proof-based geometry with an emphasis on inductive and deductive reasoning.

Algebra 2 (1 unit)

Prerequisites: Algebra 1 and Geometry

In Algebra 2, students study the graphic and algebraic properties of functions and develop specific skills needed for working with applications. Previous work with linear relationships

and systems is expanded. Students also study variation, quadratic and higher degree polynomial equations, as well as exponential and logarithmic functions.

Pre-Calculus (1 unit)

Prerequisites: Algebra 2 and Geometry

The course topics include college algebra, advanced trigonometry, and analytic geometry of two and three dimensions. Students experience a thorough analysis of all elementary functions and curve sketching. Selected discrete mathematics topics including normal probability distributions, non-linear regression, and hypothesis testing are explored. Practice with proofs, such as mathematical induction proofs, is included. Experience with graphing calculators is incorporated.

Calculus (1 unit)

Prerequisites: Pre-Calculus

This course focuses on strengthening mathematical skills and abilities and developing techniques for applying limits, the derivative, and integration to a variety of problems. Each topic focuses on mastering the skill and applying it to new situations, such as probability, exponential decay and growth, elasticity, area under a curve, and functions in several variables. Topics covered include properties of analytic geometry, transcendental functions, limits, derivatives, anti-derivatives, and definite integrals.

AP Calculus AB (1 unit)

Prerequisite: Approval of instructor (for students currently enrolled at Adelson Educational Campus); Placement test (for new students)

AP Calculus is comparable to a calculus course taught in a college or university. It is expected that students who take this course will seek college credit, college placement, or both. Students will be required to attend any extra session called by the instructor as part of the AP Calculus course requirements.

Finance (1 unit)

Prerequisite: completion of Algebra 2, approval of instructor

Finance is a two-semester course that introduces students to financial planning from both a consumer and business perspective. Topics that may be covered include budgeting, income taxes, insurance, purchasing strategies, borrowing and credit, investing, retirement planning and other areas of particular interest to the students. The course emphasizes that financial managers must deal with various math models, assumptions, and cultures and are often called upon to make decisions based on qualitative as well as quantitative factors.

Applied Mathematics (1 unit)

Prerequisite: completion of Algebra 2, approval of instructor

Applied Mathematics is a two-semester course that answers the question, "When am I ever going to use this?" Students will learn how to use math to solve problems in the applied sciences and engineering. Areas of study include numerical analysis (approximation methods) and optimization theory (a decision-making technique). Students should be

interested in using abstract ideas to solve real problems and be able to make connections between two apparently unrelated topics, such as robotic control and math.

Judaic Studies

The Adelson Upper School celebrates the rich and diverse Jewish communities of Southern Nevada. We encourage our students to cultivate their own unique Jewish identities while embracing expressions of Judaism that are different from their own. We ask students to challenge themselves and each other to explore who they are and where they come from. We create experiences for the many communities in our midst to come together to support and develop their particular Jewish identities.

By bringing different Jews together to learn, eat, play, and celebrate as a community, we nurture young adults who are open and inclusive, and who respect the dignity of every human being, whether or not they agree with his or her practices or beliefs. Our students leave the Upper School as thoughtful and responsible young Jewish adults, confident in their personal Jewish identities and open to and knowledgeable about the diversity of ideas in their world.

On the Adelson Educational Campus, we are creating a new type of Jewish interchange, one that can shape this next generation of Jews to understand their own form of Jewish commitment in the context of the broader community in which they live.

Judaic Studies Program of Study

Our students encounter the riches and complexities of Judaism through an analysis of the primary texts of our tradition. The focus of the curriculum is on teaching meaningful and relevant topics and themes in Judaism with practical moral or philosophical lessons via rigorous and intensive text study. All students must take the two-year core program described below, and may also choose to specialize by taking electives.

The History of the Jewish People (1 unit, required for all ninth grade students)

Prerequisite: none

This course will survey the history of the Jewish people from its inception until modern times. In doing so, students will examine the ethical teachings that Judaism has taught over the millennia. This course will allow students to learn many of the core primary sources in Judaism as they trace the history of the Jewish people, and critically research, analyze and apply some of the ethical dilemmas the Jews have faced. Students spend considerable time applying their study of Jewish history and ethics to their own lives, in the form of various projects, debates, presentations and research papers. Ultimately, the course will help students to utilize their past to help them make sense of their present.

Modern Israel (1 unit, required for all twelfth grade students)

Prerequisite: senior status

This course will review the history of modern Israel from the inception of Zionism to the present. Modern Israel will be studied from a great variety of angles, including political, social, and religious. Some of the many issues we will discuss include the origins of Zionism, all of Israel's wars, Israeli literature and culture, Israel-Diaspora relations, religion and state policy interaction, the political and economic systems, constitutional issues, the peace process with Arab neighbors, and more. Students will also study how to be Israel advocates and leaders on college campuses.

Judaic Studies 2011-2012 Electives

Talmud (1 unit)

Prerequisite: none

In this course, students will be learning a particular Talmudic masechet (tractate). Students will come away from this course with a greater appreciation for how the Oral Law was composed and edited, with a greater understanding of the Oral Law, with a feeling that they are part of the interpretive tradition, and with a method for learning Talmud independently. Students will develop their textual skills, and experience the intellectual and spiritual immersion in the Talmud. In addition, they will have a basis for understanding the halachic process, our Sages' role in the legal details and be part of the discussion of generations of Jewish learners. *Students may take this course multiple years, as different material is covered each year.*

Tanach (1 unit)

Prerequisite: none

The goal of this course is to take the main themes and storyline from Tanach and gain an in depth understanding. Students will move from the simplistic popular story, to a mature comprehension of the events in Tanach. This will be done through textual analysis, logical reasoning and debate, and use of the approaches of the classic commentators. The students will be encouraged to make applications to their own lives and produce relevant insights into interpersonal relations. *Students may take this course multiple years, as different material is covered each year.*

Jewish Films (1 unit)

Prerequisite: none

This class provides students with a comprehensive understanding of diverse periods in Jewish History, highlighting Jewish heritage and achievement. Through research projects, films, discussions, and assessments regarding topics related to Judaism, the students will learn about Jewish Life across several centuries.

World Languages Department

Hebrew

Our philosophy of teaching *Ivrit*, Hebrew, is based on the proficiency approach. Through this approach, language becomes relevant to the learners. We emphasize the ability to function in Hebrew, to actually be able to use the language playing soccer and board games, and in social interactions with staff and other children. Students should be able to function in an Israeli post office, a grocery store, the airport, the bank, teenagers should be able to chat about television programs, their favorite music, what they like to wear, they should be able to give tours of the school to Israelis and be able to respond to spontaneous questions, and so on.

The classes are divided into small groups based on proficiency and developmental appropriateness. Unit themes are designed to be relevant to their lives, such as school environment, family, home, things we do in the home, holidays and Israel. The students re-explore these themes each year with a variation at a higher proficiency level in all the skill areas: reading, writing, speaking, and listening. All proficiency levels work on the same themes at the same time, creating an environment of cohesiveness.

Hebrew isn't just a language; it's a culture. There's even spirituality in it—it's a holy language, and the language of an entire people.

Our upper school students take part in the NETA Hebrew language curriculum (www.netahebrew.com) that aims to fully immerse our students in the vitality of the Hebrew language with an emphasis on becoming fluent Hebrew speakers and readers. Modern Hebrew is taught as a living language. Students learn to be conversational speakers, not merely translators of text, and acquire a love of Hebrew literature and poetry. Created by Hebrew language curriculum specialists from the Hebrew University of Jerusalem, administered by Hebrew College and supported by The AVI CHAI Foundation, NETA is reaching students in over 90 Jewish day schools worldwide.

Hebrew Program of Study in the Upper School

We offer multiple levels of instruction, serving beginners to native Hebrew speakers. The NETA curriculum is sequential and based on a structured linguistic progression. The curriculum consists of four levels: the Mechina (preparatory) level, beginners, intermediate, and advanced. 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. Each unit of study incorporates art, music, prose, poetry, news articles and Jewish texts, in layers of language ranging from biblical Hebrew to current scientific Hebrew terminology and common colloquialisms.

A unique and important feature of the NETA curriculum is its adherence to a steady pace that allows students to experience tangible progress in their Hebrew proficiency so that by the end of the advanced level students will be able to study subject matter in Hebrew. The curriculum specifies clear goals and measures of achievement.

Spanish, French, and Mandarin Chinese

Spanish Level 1

French Level 1

Mandarin Chinese Level 1

Prerequisite: none

These communicative classes will focus on introducing listening, speaking, reading, and writing skills with emphasis on communication. The content will incorporate cultural references, connections to other disciplines, a comparison to the student's native language, and an examination of multicultural communities. Language structures and vocabulary building are integral components. All language skills will be practiced in real life situations in context.

Spanish Level 2

French Level 2

Prerequisite: grade of C or better in Level 1

This class will further develop the four skills of language learning acquired in Level 1. The student will experience and practice added language structures and vocabulary to allow for communication at the intermediate level.

Spanish Level 3

Prerequisite: grade of C or better in Level 2

Students will develop greater proficiency in both written and spoken communication, and will develop confidence in using their language skills in real life situations.

Spanish Level 4

Prerequisite: grade of C or better in Level 3

Music Department

The Music Department at the Adelson School utilizes a "hands on" approach to the study of music. Research has shown us that music training dramatically enhances a student's abstract reasoning skills -- the skills necessary for success in learning math and science. Creating and performing music has been shown to promote self-expression, increase self-confidence and encourage self-discipline. One of the goals of the music program is to show that there is a place for every student in the Music Department. Whether the individual chooses to study music as a intellectually based reflection of the socio-political times in our past and present

history, to achieve the multi-tasking skills necessary to orchestrate an instrumental score, or to express creativity by composing an original melody, each student will be encouraged to participate fully in this highly personalized program.

Music Program of Study

All students in the music program will be taught basic music reading skills. There will be an emphasis on ear-training as well as practical applications in the keyboard lab. Students may choose to continue their music education with courses in music theory, music composition, and music arrangement. The goal of the Music Department is to perform two recitals a year, one per semester. The form of these recitals will depend on the individual talents and training of each grade. These performances may take the shape of standard ensemble and solo classical music recitals, musical theater, and/or a platform to share original musical compositions.

Music 2011-2012 Electives

All elective courses will use the school's MIDI lab, which utilizes the Sibelius music composition software program.

Beginning Piano (1 unit)

Prerequisite: none

This course is designed for students with little or no music background. Topics include note-reading, basic music theory, basic harmony and rhythm, ear training, and keyboard mastery with the treble staff. We will also discuss classical music and its influence on today's music styles.

Intermediate Piano (1 unit)

Prerequisite: Audition/instructor's approval

This is a course for musicians who have had completed Beginning Music at the Adelson Educational Campus, or who have had at least one year of either private piano lessons or a one-year music course from an accredited school. Intermediate Music is more individually focused. Students may choose to pursue an interest in music theory, arranging or composition. A full MIDI lab is available for all to aid in musicianship.

Advanced Piano (1 unit)

Prerequisite: Audition/instructor's approval

This class is designed for the student who has already mastered basic piano or orchestral skills. Emphasis will be placed on advanced interpretation and technique, composition, arranging, theory and performance. Students will be encouraged to orchestrate for small ensembles. Creativity will be encouraged through the mastery of composition skills. There will be a chance for students to perform if they wish; there is also room for those who seek to play for their own enjoyment.

Voice (1 unit)

Prerequisite: Audition/instructor's approval

This class is designed for singers; those who can already sing, and those who want to learn correct vocal technique and skills. Emphasis will be placed on improving range, correct breathing and interpretation of vocal music. Performance is desired but not required. In this class there are no levels; beginning, intermediate and advanced vocal students study together. Genres will range from classical to musical theater and popular music.

Music Theory, Arranging and Composition (1 unit)

Prerequisite: Audition/instructor's approval

This class is designed for the student who has studied music. This course will start with an overview of current theory and continue on to more advanced tonal harmony.

Arranging of choral, piano and orchestral works will be studied. Students will also be taught the basics of successful composition. Extensive use of Sibelius music writing software will be utilized.

Band (1 unit)

Prerequisite: Audition/instructor's approval

The Adelson Educational Campus Band will be open to students from grades seven to twelve. Instruction shall be provided to the students interested in woodwind and brass instruments only, and the school will provide those instruments. Please note that this is a performance class.

Acting/Theater Performance (1 unit)

Prerequisite: Audition/instructor's approval

This course is designed for the student who is interested in the serious study of theater. Analysis of dramatic works from Shakespeare to the present will be examined, and all aspects of theater such as tech, lighting and sound, scenic design, and costume will be presented. Different schools of thought on acting will be analyzed and compared. This is a performance class where students must participate in at least two shows per year.

Visual Arts Department

“Fine art is that in which the hand, the head, and the heart of man go together.”

–John Ruskin

Our art program serves all students—from the student who will use the knowledge and skills of art to make informed daily decisions about his/her physical and intellectual environments, to the student striving to become a professional artist or have a career in a related field. The art room becomes a laboratory in which students evaluate and realize ideas through logic and inventiveness, fact and feeling, and higher order thinking. Studio in Art emphasizes a broad understanding of the visual arts, while the varied electives offer exploration in specific media.

In all art courses students participate in a variety of learning experiences, including:

- Vocabulary development
- Two and three-dimensional art making
- Exploration of historical and cultural contexts
- Practice in evaluation techniques

Challenging curricula give students opportunities to develop their critical and creative thinking abilities. Classes accommodate individual learning styles and emphasize independent and guided research. Students gain the knowledge and skills necessary to pursue careers and interests in the arts and in other areas.

Visual Arts will integrate and enhance the academic principles that underlie every student's academic studies. This synthesis of art and academics will strengthen and enhance the student's ability to solve problems creatively. Art also gives students a context in which to understand the lives and times of developing civilizations.

Students will evolve intellectually so that they will be able to succeed in understanding the humanities through the discipline of art. They will gain a unique opportunity for personal expression through kinesthetic experience in art-making in varied media and applications.

Visual Art 2011-2012 Electives

Studio in Art

Prerequisite: none

Studio in Art is a one-year foundation course for students in grades 9 through 12. The course is designed not only for those who plan to elect further courses in art, but also for those desiring a broad general background in the visual arts as part of their general education. The purpose of this course is to explore the Elements of Art and the Principles of Design. It will challenge the student's academic ability and creative potential. Students will experiment with a variety of materials and methods including basic drawing, shading and perspective; color theory and application; basic design and composition technique, introduction to different media, art history, appreciation, criticism, and creative problem solving. Hands-on projects will highlight those skills, techniques and concerns that are essential for quality work in the visual arts. Students will be required to keep a sketchbook. Successful completion of this course will include building a personal portfolio. *Note: Studio in Art is a prerequisite for all Visual Art electives.*

Digital Photography (1 unit)

Prerequisite: Completion of Studio in Art

In this course the students will become proficient in the use of the digital camera. (A basic digital camera will be loaned to them.) They will learn the principles of photographic composition, as introduced in Studio in Art, and how to make a personal statement with a camera. In the second part of the course, students will learn how to manipulate the digital image using photo-imaging software. They will experiment with a variety of techniques, including image enhancement, modification, and resizing, using photos that were taken in

the digital photography class. Students will prepare a final hardcover book or slide show by the end of the year.

Painting (1 unit)

Prerequisite: Completion of Studio in Art

The painting class will explore various media, including acrylic paint, watercolor and mixed media. We will also look at painting throughout history to investigate techniques, styles and subject matter as demonstrated by the great painters of many cultures. Students will work towards building a portfolio of work. All materials are included.

Fashion/Costume Design (1 unit)

Students will design and make clothing for their personal use and/or for the various theater productions held throughout the year. This class will be open to grades 7-12.

Yearbook (in 2011-2012 Yearbook will be offered as a club activity)

Students oversee the production of the yearbook from inception to distribution, mastering page design, layout, and photographic composition while writing and editing for an archival publication. Evaluation is based on students' mastery of these skills as well as on their ability to work as a team to meet deadlines. Given the constraints of space and equipment, the class has limited enrollment. Enrollment in the course is subject to the yearbook advisor's approval.

Physical Education and Sports

The benefits of having a strong and well-balanced physical education program are many. At The Adelson School, we believe the benefits of physical education and athletics extend beyond the establishment of good habits with respect to physical activity. Participation in athletics is a key component in the development of good social skills in young persons. Students who participate in athletic activities learn how to interact with others in a positive way during competitive situations, learn good sportsmanship, and learn how to work as part of a team. All of these skills play important roles in the development of a successful, well-adjusted young adult.

Our students will participate in both team and individual sports. As we help them develop their athletic abilities, we will provide instruction and role modeling fair play, teamwork, overcoming adversity, and sportsmanship. A successful athletic program should not be limited to wins and losses, but should include the above areas as integral components of the program.

Upper School students are required to participate in at least one team sport per academic year.

Athletic Department 2011-2012 electives

Fitness for Life (Pass/Fail)

This course will focus on competitive, fun activities that students will enjoy participating in throughout their lives. Examples of activities include paddleball, pickleball, and badminton. There will also be segments on personal training and lifeguard certification.

*This elective takes place during the school day, and does **not** replace the requirement to participate in at least one team sport per year.*