



**The Adelson Upper School**  
**2009-2010 Course Catalog**

# The Adelson Upper School

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### Summary of Graduation Requirements:

*The school operates on the semester system. A one-year course earns 2 units of credit. A total of 50 units are required to graduate.*

- **English: 4 years (8 units)**
- **History: 3 years (6 units); must satisfy state requirement (1 year of U.S. History, 1 year of U.S. Government)**
- **Science: 3 years (6 units), including 2 years of lab science; 4 years highly recommended**
- **Mathematics: 3 years (6 units); must be enrolled in math during grades 9-11; 4 years highly recommended**
- **Hebrew: Continuous enrollment until student passes proficiency exam**
- **Judaic Studies: 4 years (8 units)**
- **Fine Arts: 1 year (2 units)**
- **Computer Technology: 1 semester (1 unit), required by state**
- **Health: 1 semester (1 unit), required by state**
- **Athletics/Physical Education: participation in a minimum of one sport season per year**

## English Department

Through its required courses and electives, the faculty members of the English Department are committed to educating Adelson Upper School students for competence in using 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 own 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 journals. 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 and beyond.

### **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 classes in English are offered in grades 9-11, and English 12 offers the opportunity to take an Advanced Placement (AP) course. Placement into an honors or AP course for the following year is recommended by the current English teacher. In addition to teacher recommendation, all students 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
- Maintain a B grade average to remain in an honors course.

### **English 9: Genre**

This course aims to give the student 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**

This course aims to give the student a firm grounding in 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**

This course aims to give the student a firm grounding in the rich literary history of England. Beginning with its earliest texts, *Beowulf* and the *Canturbury 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**

This course aims to give the student knowledge of both Western and Eastern World Literature. Major literary movements covered include Classicism, Medievalism, the Renaissance, Romanticism, the Enlightenment, Expressionism, Impressionism and Feminism. Some art and music history are also studied 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*.

### **Electives**

#### **Children's and Adolescent Literature**

*Prerequisite: Completion of grade 9*

This course will explore how children's books—those we consider “classics,” those that are read generation after generation—are in fact books for adults in disguise. Students, then, will be asked to explain what makes a classic, and locate and discuss the manifold adult themes and situations these vulnerable, young adult protagonists find themselves in, even when visiting seemingly idyllic places like a chocolate factory.

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

*Prerequisites: Consent of instructor*

This college-level course covers poetry, poetic form, tragedy, romance, comedy, satire and allegory. Required reading includes selections of poetry, *King Lear*, *Things Fall Apart*, *Tess of the D'urbervilles*, *Heart of Darkness*, *The Metamorphosis* and *Pride and Prejudice*.

## **Yearbook**

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 English Department approval.

# **History Department**

The History Department will provide 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.

## **History Program of Study**

All students are required to take a minimum of three years of history. Typically, in their freshman year students begin with the same introductory course: World History. Starting in their sophomore year, students take American History; in their junior year, they take United States Government. Depending on their performance and maturity, students in their senior year may apply to the Great Books History Program, an honors course focusing on close readings and discussions of the most important books of western civilization, with special emphasis placed on Jewish contributions and intellectual accomplishment. For those students who are not in the Great Books Program, a non-honors course in European History is offered.

**Note:** To ensure our students meet state requirements all students must take American History and United States Government.

## **History Electives**

### **AP U.S. Government & Politics**

*Prerequisites: In order to qualify for AP United States Government & Politics, students must have achieved the score of A in American History or B+ in American History Honors. In addition, they will need instructor's approval.*

AP United States Government & Politics is a college-level course, offering students a detailed examination of the theory, structure, and practices of the American political system. The two objectives of the course are to have each student thoroughly study the

federal government in order to score well on the Advanced Placement Examination and 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; and Civil Rights and Civil Liberties. Students should expect two hours a night of homework or reading.

## 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 student can also take electives. Any student who wishes to take a science course and an elective concurrently may do so if space is available and if the student receives departmental approval for the elective. This approval is based on the level of difficulty of the course and the elective to be taken concurrently 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

## Electives

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

### **Chemistry 1**

*Prerequisites: Concurrent enrollment in Algebra 1*

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**

*Prerequisites: Concurrent enrollment in Algebra 1 with a grade of B or better and departmental approval*

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**

*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**

*Prerequisites: completion of Algebra 1 and Chemistry 1 and departmental approval*

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. Students work with video microscopes and image-capture hardware and software.

### **Physics 1**

*Prerequisites: Biology 1, Chemistry 1, 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**

*Prerequisites: Biology 1, Chemistry 1, Algebra 2, Pre-calculus, and departmental approval*

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 Electives**

### **Forensics (Fall semester)**

*Prerequisites: Completion of Biology 1 and Chemistry 1*

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 which 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.

### **Trends in Modern Science** (Spring semester)

*Prerequisites: Completion of Biology I and Chemistry I*

The objective of the course is to explore current issues such as molecular genetics, biotechnology, microbiology, pathology, human evolution, and bioethics. Topics covered will change from year to year depending on interest and the “hot topics” in biology. Students are encouraged to think critically and independently. Laboratory exercises emphasize problem solving and reinforce concepts discussed in class and found in the readings. This course is designed for students who are self-motivated independent learners. Students with a keen interest in biology will benefit the most from this in-depth elective.

### **AP Environmental Science**

*Prerequisites: Completion of Biology I and Chemistry I, 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 and the deliberate emphasis on using thinking skills in our course offerings produce students with sharpened analytical and computational skills, 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, and activity-oriented lessons that involve extensive application of current technology. 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 three years of math and must be enrolled in a math class during the 9th, 10th, and 11th grade academic years. A typical sequence of studies is Algebra 1, Geometry/Geometry Honors, Algebra 2, and Pre-Calculus. Those 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 subsequent courses are made with the approval of each student's current math teacher. Students who plan on taking 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.

All courses require a TI-83 calculator.

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**

*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**

*Prerequisites: Algebra 1*

Geometry students study both plane and solid geometry. Emphasis is on orderly and logical thinking, on the ability to develop a sound, precise, logical argument, and on the theoretical derivation and practical application of geometric formulas. Synthetic proofs are an integral part of the course.

### **Geometry Honors**

*Prerequisites: Algebra 1*

Geometry Honors is for students who are independent learners and desire a more challenging geometry course. In this course, the study of geometry will be primarily from

a problem-solving viewpoint. Problems will be approached from both an inductive and deductive point of view. Writing original proofs will be a major part of the course.

## **Algebra 2**

*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.

## **Math Concepts**

Math Concepts offers students an opportunity to apply their math skills to improve their ability to think mathematically and reason with quantitative issues. This course provides a general survey of mathematical topics that are useful in our world. The course's variety of topics and flexibility of sequence has four major goals: 1) To help students reinforce their knowledge of fundamental mathematics; 2) To show students how mathematics can solve authentic problems that apply to their lives; 3) To enable students to understand and reason with quantitative issues and mathematical ideas they are likely to encounter in college, career and life; 4) To enable students to develop problem-solving skills, while fostering critical thinking within an interesting setting.

## **Pre-Calculus**

*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**

*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**

*Prerequisite: Approval of Instructor (students currently enrolled at Adelson Educational Campus); Placement test (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, from institutions of higher learning. Students will be required to attend any extra session called by the instructor as part of the AP Calculus course requirements.

## 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.

The Adelson School is 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 four-year core program described below, and may also choose to specialize by taking electives. Studies of holidays and prayer are interspersed throughout the core program. The curriculum features an integrated approach to teaching about Judaism--each year weaves together Bible, Rabbinics, ancient and modern history, ethics, Israel, lifecycle events, Holocaust, holidays, and prayer.

#### **Ninth Grade: Tanach with Commentaries--The Spiritual Journey of the Individual**

The ninth grade curriculum focuses on the spiritual journey of the individual, identity formation, and topics relevant to teenagers as they start upper school. The primary goals of the ninth grade curriculum are to increase the students' abilities, in breadth and in depth, to analyze Jewish texts, especially Tanach with commentaries; to orient our students to the unique Jewish atmosphere of the Adelson Upper School; to engage students on a personal spiritual journey; to empower students to make healthy decisions in their lives based upon Jewish values; to enable students to internalize the relevance and meaningfulness of Judaism to their lives; and to see the joys of Judaism.

### **Tenth Grade: Rabbinic Literature--Communal Unity Amid Diversity**

Tenth graders students tackle what it means to live in a diverse global society. Students study the development of Rabbinic Judaism inside the Talmud itself, in addition to a wide variety of other primary Jewish texts, and confront the challenges of successfully living in the twenty-first century. This curriculum focuses on issues involved in creating *Tarbut HaMachloket*, which roughly means “a pluralistic, trans-ideological culture of respect.” After studying foundational Jewish texts on this subject, we examine four case studies using the theoretical knowledge from the first unit. Each case study looks at how two or more people (or groups of people) can have a serious difference of opinion yet remain united in the same community. These case studies were chosen because each focuses on different aspects of the students’ lives: their friends, their family, their Jewish community, and their world community. The overarching issue in each case is how to live in a peaceful and respectful environment in which there are multiple claims on the truth, while remaining faithful to one’s own choices.

### **Eleventh Grade: Jewish History--Memory of the Jewish People**

Rather than starting with a list of facts to be taught, we start with a list of questions to be asked. For example, instead of learning the history of the priests, prophets, kings, and rabbis in Judaism, we ask a more central question: Who is the ideal leader? We use the prism of Jewish history to help focus our analysis of such questions. The goal of this course is not to simply acquire facts and information about the past, nor is it to “cover” all of Jewish history. Facts, names, places, and events may often serve as the background for our lessons, but won’t constitute their essence. Rather, our goals are to utilize our past to help us make sense of our present; to recollect our dramas and narratives; to explore our individual and collective identities; and to understand Jewish memory as a sacred concept that is rooted in our Torah, liturgy, calendar, people, thought, and ritual. Since we can’t re-experience our past, we will encounter and gain insight into our past through the next best thing—essential historical texts about specific dramas in Jewish history.

### **Twelfth Grade: Foundations of Jewish Law--Ethics and Practice**

The twelfth grade curriculum centers on the foundations of Jewish ethics. The first half of the course focuses on analyzing foundational stories and texts from the Jewish tradition that relate to ethics, while the second half focuses on case studies pertaining to ethical issues. Additionally, students will begin mentally preparing for college by studying campus issues such as Israel advocacy, the challenge of keeping a Jewish identity in college, spending money wisely, and dealing with people who subscribe to different ideas and faiths.

### **Honors Judaic Studies**

Motivated students with prior background in Judaic Studies will also have the opportunity to choose a more advanced program of Judaic Studies. This program is designed for students who want a more intensive study of Jewish texts, such as Talmud and *Halacha*, than is offered in the core curriculum. Students may study a *Masechet*

(Talmudic tractate) in depth with commentators, and/or may study practical *Halacha* through the *Shulchan Aruch* and *Mishna Brura*, among other texts.

### **Judaic Studies Electives**

The goal of our elective program is to empower our students to take control of their Jewish education. The 2009-2010 course offerings are

#### **Women in Judaism** (Fall semester)

Beginning with an exploration of Jewish women's history and legal status, we will focus on feminist theological perspectives and Jewish women's spirituality as reflected in personal writings, ritual, liturgy and midrash (biblical interpretation and commentary). We will together explore issues such as women find their place within Judaism, and how Jewish women engage with, challenge and embrace Judaism.

#### **Jewish Film and Literature** (Spring semester)

This class provides the students a seminar-style course that celebrates modern Jewish creativity through literature and film. The works of well-known Jewish writers and filmmakers will be explored.

## **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, having snacks, 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. Hebrew teaching at our school is also values education.

We use the following curricula for resource material: Chalav U'Dvash in PreSchool and Kindergarten, Tal Am in Grades 1-2, Chaverim B'Ivrit in Grades 3-4, and NETA in Grades 5-12.

Our students take part in the NETA Hebrew language curriculum ([www.netahebrew.com](http://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 currently offer four 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.

## **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 will be 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 Electives

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

### **Beginning Music** (2 units)

*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.

### **Advanced Music** (2 units)

*Prerequisite: Audition/instructor's approval*

This class is designed for the student who has already mastered an instrument or who has had previous vocal training. Emphasis will be placed on composition, arranging, theory and performance. Students will be encouraged to orchestrate for small ensembles. Creativity will be encouraged through the mastery of composition skills.

### **Musical Theater** (2 units)

*Prerequisite: Audition/instructor's approval*

This course is designed for the student who wants to learn the history of American and English musical theater from the latter part of the 20th century until the present. Students will learn acting skills and direction skills, as well applicable vocal skills. Two performances a year will be performed: an ensemble production as well as a full length musical.

### **Vocal Music** (2 units)

*Prerequisite: Audition/instructor's approval*

This class is designed for those students who have a desire to learn vocal technique with emphasis on correct breathing, tone production and phrasing. Repertoire expansion in classical, musical theater and/or popular music will occur. Performance techniques and stage presence will be applied in practical situations.

## **AP Music Theory (2 units)**

*Prerequisite: Instructor's approval*

The Advanced Placement (AP) Music Theory course enables motivated students to develop skills in the area of reading and analyzing notated music and aural training. Particular emphasis will be placed upon developing listening skills, sight-singing ability and knowledge of rhythm, melody, harmony, form and other compositional devices. Upon completion of the course, students are prepared to take the AP Music Theory Exam. Students who plan to major in music in college may be able to enroll in Advanced Music Theory, depending on individual colleges' policies toward AP courses. While the main emphasis is placed on music of the Common Practice period (1600-1750), music of other stylistic periods, including 20th Century scales and styles, is also studied.

## **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 Electives**

### **Studio in Art (2 units)**

*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, which 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 art electives.*

### **Digital Photography (1 unit, Fall semester)**

*Prerequisite: Completion of Studio in Art*

In this course the student will become proficient in the use of the digital camera. We will learn the principles of photographic composition, as introduced in Studio in Art and how to make a personal statement with a camera. The ultimate goal is to create a digital slide show, which will be presented to an audience and become part of the student's portfolio.

### **Digital Imaging (1 unit, Spring semester)**

*Prerequisite: Completion of Studio in Art*

Students will learn how to manipulate the digital image using photo-imaging software. We will learn image enhancement, modification, and resizing, using photos that were taken in the digital photography class. Students will prepare a final slide show and/or exhibit.

### **Polymer Clay (1 unit, Fall semester)**

*Prerequisite: Completion of Studio in Art*

This class presents a multitude of techniques for working with the "new" clay. Some of the techniques of surface decoration included are millefiore, caning, mokume gane, photo transfer, and special color blending. The emphasis will be on fine craftsmanship and the employment of the principles of design in working with clay.

### **Drawing (1 unit, Spring semester)**

*Prerequisite: Completion of Studio in Art*

This course is designed to teach the techniques of seeing, observing and drawing both

accurately and expressively. Students will be exposed to a variety of materials and techniques, including pastels, pencils, ink, charcoal and mixed media. The assignments revolve around the Elements of Art and Principles of Design, as learned in Studio in Art. Students will be required to keep a sketchbook.

## Spanish

### **Upper School Beginning Spanish Level I (2 units)**

This communicative class will focus on introducing listening, speaking, reading, and writing skills with emphasis on communication in Spanish. The content will incorporate Hispanic cultures, connecting with other disciplines, making comparisons with native language to Spanish, and multicultural communities. Language structures and vocabulary building are integral components. All language skills will be practiced in real life situations in context.

### **Upper School Intermediate Spanish Level II (2 units)**

This communicative class will further develop the four skills of language learning acquired in Beginning Spanish Level I also to include multicultural communities, language comparisons, culture, and connecting to other disciplines. The student will experience and practice added language structures and vocabulary to allow for communication at the intermediate level.

## 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 in the areas of 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.