Dear Parent,

Hillel Yeshiva High School
2016 – 2017

THE ACADEMIC AND EXTRACURRICULAR PROGRAM

Dear Parent,
The transmission of a Torah and General Studies education at a yeshiva high school is at once a daunting and yet exciting opportunity. Education, a process that touches in the deepest sense a student’s life, must be carefully conceived and developed. This booklet contains an outline of the courses and programs that we believe ensure an excellence in Torah and general education for the students of Hillel Yeshiva.

It is an evolving document that reflects our commitment to the best possible education for our students. As our needs are defined and our school grows, more courses will be added to meet the needs of our student population.

Please schedule an appointment with our administrators and me so that you can hear more about our dynamic educational program.

Sincerely,

Rabbi Howard Bald
Head of School
JUDAIC STUDIES CURRICULUM
Hillel Yeshiva High School
Judaic Studies Course Descriptions

Hillel Yeshiva High School is committed to excellence in both Judaic and General Studies. We believe that our students will leave Hillel Yeshiva as well-rounded, God fearing Jews who will integrate Judaism into every aspect of their lives, from the Bet Midrash to the business world. The following are the goals of our Judaic Studies program:

- Our students will develop a love for Torah, the study of Torah and the observance of the Misvot.
- Our students will gain the knowledge they need to be active members of the Jewish community. They will take the knowledge, skills and character traits that they learn in Yeshiva and bring them into their lives and the lives of those around them. Our students will have the ability to help the community around them grow in the ways of the Torah.
- Our students will not only learn about the morals, ethics and values of the Torah; they will learn to integrate these lessons into their everyday lives. They will be individuals who are known for their Middot and who are able to create a Kiddush Hashem wherever they go.
- Our students will become “self–learning Jews,” who will be active participants in Torah learning. For some of our students this will translate into reading through the Parsha/Parasha every week. To others this will mean learning Talmud (with a partner). And to some, it will mean being able to learn through the commentaries or to delve into a “sugiya” (topic) in the Talmud.
- Our students are committed to the State of Israel. The creation of the State of Israel is one of the seminal events in Jewish history. By recognizing the significance of the state and its national institutions, we instill in our students an attachment to the State of Israel and its people as well as a sense of responsibility for their welfare.

Curricular Requirements:
Every student is required to complete four years of Judaic Studies. Each year our students take courses in Parasha/TSBP, Humash, Prophets, Jewish Law and Hebrew language. During the senior year, we offer all students a course in the philosophy of prayer.

Humash:
Humash represents the first words of God to the Jewish people. As such it is the foundation of all Jewish learning. Our goal in teaching Humash is to help students to appreciate the profound religious values expressed by both the narrative and Halakhic
portions of Torah. We enable our students to develop textual skills and an ability to study the classical commentaries.

Each year the entire student body of Hillel High School studies one book of Humash. Over the four years of high school, students will cover בראשית/Bereshit, שמות/Shemot, ויקרא/Vayikra, and דברים/Debarim. (במדבר/Bemidbar is studied in 8th grade).

פלשך ספר (The Book of Bereshit) begins with God’s creation of the universe and of humanity, and then tells the story of the birth and development of the Jewish people. We emphasize the lives of our forefathers and foremothers and examine how their characters shaped the destiny of our nation.

In ספר השמות (The Book of Shemot), the oppression and redemption of the Jewish people express the ultimate Jewish value of freedom and the imperative that we treat all human beings with dignity. In our studies, we analyze the process of redemption as it culminates in the revelation of the Torah at Sinai and the building of the משכן/Mishkan.

In ספר ויקרא (The Book of Vayikra), which our students study for the first time in high school, we discuss the sacrifices and the role they play in Judaism. We study the service of Yom Kippur and the role of Kohanim. The second half of the book is devoted to both ethical and ritual laws. Our students study these important laws in depth and gain an understanding of the values they express and the impact they have on Jewish life.

ספר דברים (The Book of Debarim) consists of the powerful final words of Moshe to the Jewish people as they end the years in the desert and are about to enter the Land of Israel. They must build a society based on the religious and ethical values of Torah. Moshe’s speeches include the paragraphs of שמע/Shema as well as Halakhic sections dealing with war, court systems, economic life and the rituals which make the Jewish people a light onto the nations.

נביא (The Book of Prophets) is our primary goal in teaching נביא/Prophets is to impart the powerful religious and ethical messages of these books which were composed by the great prophetic leaders of the Jewish people. We study the historical context of the books and thus gain an overview of Biblical history. Students discuss the idea of prophecy and gain insight into the personalities of the prophets. These courses continue to help students develop their skills in relating to Tanakh texts.

Over the four years of high school, students will study the books of Yehoshua, Shoftim, Melakhim, Yonah, Five Megilot, and Shemuel. The High Honors sections are on a different four year cycle where they study the book of Yonah, The Five Megilot, the books of Shemuel, Yirmiyahu, Yeshaya and Tehilim.
Jewish Law:

Students study Halakha three periods a week. This course is designed to give our students the tools to be knowledgeable observant Jews. Students are taught the importance of knowing and following the Halakha. Each area of Halakha that is taught applies directly to their daily life. The Halakhot that are taught are developed from Biblical sources to Talmudic sources continuing through to early Rabbinic and contemporary sources. Through this process the students come to learn and understand the differences between Sefardic and Ashkenazic Halakha. The following topics are included in our Halakha curriculum:

- Laws of Prayer and Blessings
- Laws of Shabbat and Holidays
- Laws of Kashrut and related areas
- Laws of Conduct between People, Laws Relating to Family Conduct
- Cycles of Life

Philosophy of Prayer:

Seniors are required to take a yearlong course in Prayer. In this course students have the opportunity to discuss openly some of the most fundamental ideas in Judaism which are expressed in our prayers. Topics include the study of:

- ברכה התורה - importance of learning Torah
- עולמ אלוהים ו ע系列活动 עלם - 13 principles of faith, reward and punishment, emunah, the study of מעברות עולם בברכה and the Jews as a “chosen” nation, the study of ושם. The course acquaints students with the writings of medieval and contemporary Jewish thinkers. One of the most important goals of this course is to show our students the beauty of prayer and a better understanding of the fundamental concepts of Judaism which are expressed in our daily prayers.

Oral Law:

The overall objective of TSBP study is to give our students an understanding and appreciation of the beauty of Oral Law. Teachers inspire students to see the beauty of the oral law and its application to daily life. Students learn fundamental skills and basic skills which form a basis upon which they can build in their future learning. In TSBP different tracks will use different sources in order to achieve the aforementioned goals. In our different tracks we offer the study of Talmud, Mishnah and Sefer HaChinukh.

The focus in the Talmud class is on the following:

- Careful reading of the text
- Key words and syntax
- Analyzing the text and structure of the נבואה
- Delving into the comments of Rishonim.
Students will also learn and begin to understand the Halakhic Process and the Mesorah. At the end of each unit the Halakha that emerges from the גמרא/Talmud is developed and traced until today’s practical Halakha. The מסכתות (tractates) that are selected and taught are conducive to the above goals. The particular מסכת (tractate) is studied by the entire school during that school year.

משכון
- מasekhet Gittin
- מasekhet Berakhot
- מasekhet Succah
- מasekhet Kidushin
- מasekhet Baba Kama
- מasekhet Pesahim
- מasekhet Baba Mesia
- מasekhet Moed Katan
- מasekhet Shabbat

Throughout the year, as each Jewish holiday approaches, students learn sugyot in גמרא/Talmud that provide insight into the laws and structure of the holiday.

Boys High Honors Track:
The high honors track studies Talmud eight periods per week. The extra time allows for more intensive analysis of the Gemara and its מפרשים (commentators). Time is allotted for students to study תורת התורה (with a learning partner) which ultimately enables the students to become independent learners. This approach best reads our students for study in Yeshivot in Eretz Yisrael, or higher learning in the United States, following graduation.

Girls High Honors Track:
The girls’ high honors track studies TSBP for three periods a week. In this course students come to understand and appreciate how Halakha develops. All topics begin with the gemara and trace the Halakha through the rishonim, Shulkhan Arukh and contemporary aharonim. The topics that are chosen are practical to the students’ lives, and include: צניעות (seniut), כלים טבילת (tebilat kelim), קידוש (laws of kiddush) and שבת (laws of Shabbat). Teachers will work with the students on skills, and syntax and vocabulary so that the students will achieve proficiency in learning. The skills and knowledge that our students achieve helps them excel at high level seminaries in Eretz Yisrael.
Hillel Yeshiva High School
Ivrit Program Description

Hillel Yeshiva’s Ivrit program is based on the Neta-Cet Bishvil Ha-Ivrit program - a comprehensive, cutting edge program designed for High School students. It is a dynamic Hebrew language curriculum created by Hebrew language curriculum specialists from Hebrew University in Jerusalem and Cet curriculum developers in Israel.

Conceived to fill the need for sequential and continuous Hebrew language curriculum for American teenagers, the vivid and appealing materials are filled with challenging, relevant content. The curriculum and materials encourage an ongoing and dynamic interaction between content, linguistics, and skill development.

We believe that:

● Hebrew is best taught by applying modern methods of second language teaching to the richness of Jewish and Israeli sources, so that students develop a connection to the Jewish people and culture, history and values through its language.

● Hebrew should be taught by teachers who have been professionally trained in the teaching of Hebrew as a second language and are knowledgeable in Hebrew linguistics and literature.

● Hebrew is best learned when:
  1. It is taught in its linguistics, cultural and spiritual context with concrete reference to Hebrew of different periods: Biblical, Rabbinic, Medieval, Enlightenment, and Modern.
  2. Students are immersed in a wide range of genres, including Biblical texts, Midrashim, prose, poetry, news, scientific articles, e-mail and Israeli slang.
  3. Teaching methods consistently integrate the four language skills: reading, writing, listening and speaking.
  4. Linguistics activities are challenging, demanding and relevant to the ages and interests of the students, and to their prior education and intellectual skills.

Curriculum Levels and Materials:

Alpha Neta – a Mechina level book that introduces 20 Israeli children of differing ages and interests, whose voices invite students into a first encounter with the Hebrew language.

Advanced Beginner – books 1 - 10
Intermediate – books 11 – 20
Advanced – books 21 – 25
The curriculum consists of:

1. The Mechina - a blended learning digital module for students completely new to Hebrew, an online module that introduces the alef-bet, 150 basic words, and short conversations.
2. Beginners’ level books *Bishvil Ha-Ivrit 1 and 2*
3. Intermediate level books *Bishvil Ha-Ivrit 3 and 4*
4. Advanced books *Bishvil Ha-Ivrit 5* and *NETA Books 21-25*

The *Bishvil Ha-Ivrit* series (5 books) in both print and digital forms offer embedded media layers, extensive audio and video components, interactive activities, and the Paalulan (an interactive tool for learning the verb system) to enhance and support independent and classroom learning.

- A regularly updated current events section
- A sophisticated learning management system (LMS)

Our advanced beginner, intermediate, and advanced Hebrew levels include centered themes that are relevant to teenagers, such as technology, sports, friendship, freedom, travelling film, books, and leadership. The materials are designed to engage students with the experience of Israeli students their age, Jewish culture and tradition and the range of cultures within Israel.

Graduates of Hillel Yeshiva’s high honors level are expected to be able to converse comfortably in Hebrew, understand a Hebrew lecture, write a personal letter or short article in Hebrew, approach Biblical and Rabbinic texts with confidence, and read and comprehend a wide range of Hebrew texts (including Israeli newspapers and Hebrew novels).
GENERAL
STUDIES
CURRICULUM

HILLEL
YESHIVA

JEWS HERITAGE
ACADEMIC EXCELLENCE

Middle States Association of Colleges and Schools
Commissions on Elementary and Secondary Schools
Hillel Yeshiva High School
General Studies Course Descriptions

Math

Ninth Grade—Fundamentals of Algebra 1:
As an introduction to the fundamentals of algebra - this course includes the following topics: order of operations, arithmetic of real numbers, simplifying and evaluating algebraic expressions, solving and graphing linear equations, rational expressions and strategies for solving word problems.

Ninth Grade—Algebra 1:
This is an elementary course that includes the following topics: real numbers, evaluation and simplification of algebraic expressions, solution and graphing of linear equations and inequalities, solution of simultaneous linear equations, factoring, solution of rational equations and strategies for the solution of word problems.

Ninth Grade—High Honors Algebra II:
This is a high honors class for students who have successfully completed algebra I. Topics include: relations, functions, and polynomials, rational and irrational expressions, complex numbers, conic sections, trigonometry, exponential and logarithmic functions and strategies for the solution of word problems.

Tenth Grade—Fundamentals of Geometry:
This introductory course provides students with an understanding of basic concepts in geometry including: geometric definitions, triangle relationships, polygons, perimeter, area, and volume, similar and congruent figures and circles.

Tenth Grade—Geometry:
This course provides students with an understanding of basic concepts in geometry in the context of a deductive structure. Included are the following topics: geometric relationships congruent and similar figures, introduction to trigonometry, perpendicularity, parallel lines, polygons, and circles.

Tenth Grade—High Honors Geometry:
High Honors Geometry emphasizes the use of logical proofs to solve geometric problems. Students learn geometric relationships in the context of a deductive structure. Included are perimeter, area, volume, congruent and similar figures, perpendicularity, parallel lines, polygons, circles, locus, and alternate forms of proof.
Eleventh Grade—Fundamentals of Algebra II:
This course reinforces and extends topics covered in Fundamentals of Algebra I. Topics include solutions of quadratic equations, inequalities, systems of equations, factoring, irrational expressions, complex numbers conic sections and strategies for the solution of word problems.

Eleventh Grade—Algebra II:
This course reinforces and extends topics covered in Algebra I. Topics include set theory, solution of multi-step equations, advanced factoring, simplification of irrational expressions, complex numbers, solution and graphing of quadratic equations, conic sections, functions, trigonometric relationships and strategies for the solution of word problems.

Eleventh Grade—High Honors Pre-Calculus: This course includes advanced problem solving, advanced equation-solving techniques, functions, advanced concepts in trigonometry, advanced graphing techniques, sequences, series, probability, an introduction to concepts of calculus and strategies for the solution of word problems.

Twelfth Grade—Topics in Applied Math:
Expanding on topics learned in previous math courses, this course includes the following topics: the solution of rational equations, second-degree equations, trigonometry, an introduction to probability and statistics and strategies for the solution of word problems.

Twelfth Grade—Topics in Pre-Calculus/Introduction to Probability and Statistics:
This course provides students with an introduction to the following concepts: the study of conic sections, trigonometric functions, probability, introductory topics in statistics and advanced problem solving strategies.

Twelfth Grade—Advanced Placement Calculus:
This course covers all of the topics required for the Advanced Placement examination. Topics include: limits, derivatives, anti-derivatives, graphing, and advanced problem solving strategies.

Senior Math Elective - AP Statistics:
This is a college-level advanced placement course in statistics. The College Board describes the course as “equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.” Students will begin with a study of data patterns, sampling, and experimentation, anticipation of patterns, estimating and testing hypotheses, and numeric analyses of significance. Students will learn how to set up, conduct, and interpret data from their own independent studies and will be well equipped to form intelligent statistical based scientific arguments by the end of the course.
Math Lab:
Students who need extra help may drop by at any time during lab hours for individualized tutoring. Please see a math instructor for current hours and location.

Science

Ninth Grade Science—Biology:
The course begins with an overview of the underlying themes of biology and with the importance of cellular function as a basis of life. The student also becomes acquainted with the major cell organelles. In subsequent chapters the function of each cell structure is covered in detail. General laboratory techniques are also stressed in the weekly labs. Outside reading is included in this course to demonstrate the importance of biological concepts in everyday life. The course ends with a discussion of the interrelationship of organisms as they interact in the environment.

Ninth Grade Science—High Honors Biology:
This course is designed for the academically advanced student. Higher-level thinking is emphasized. Students are expected to complete all assignments on time. The main focus of the course is an overview of biological principles focusing on cellular biology and fundamentals of genetics and evolution. Outside reading is regularly utilized to enhance student engagement. Class discussion and inquiry methods are supplemented by frequent laboratory protocols designed to develop analytical thinking skills.

Tenth Grade Science—Chemistry:
Students discover concepts of chemistry through experimentation, demonstration, and discussion, then expand on their understanding through readings, problem sets, and student board work. Students are continuously challenged with problem sets and application questions, as well as lab reports and notebooks.

Tenth Grade Science—High Honors Chemistry:
Students will be presented with basic chemical concepts associated with an introductory chemistry courses. Students will conduct over 20 experiments, answer selected questions from the text, complete independent reading, and conduct research using the computer lab. One of the goals of this class is to provide students with enough background and understanding of chemistry that they will feel prepared for even the most rigorous college-level introductory chemistry course.

Science Electives

AP Biology:
This course assumes a successful completion of first year Biology. The focus of the course parallels the requirements necessary to prepare for the AP Examination in Biology, in scope, level of complexity of thought, and course content. Frequent use of laboratory protocol (AP-mandated and also instructor-selected) further reinforce and
clarify course content. Exposure to former AP exam questions, by topic, allows each student the opportunity to evaluate his or her potential for taking the AP Exam in Biology, offered in May.

**AP Chemistry:**
The AP Chemistry students have already had a year of introductory chemistry. During this course we will refine and extend their knowledge of chemistry to meet the more rigorous requirements associated with the AP exam. Students will build upon past knowledge and learn completely new material, and they will apply this knowledge in experiments, lab reports, group discussion, and select book problems. With each topic, a selected set of old AP test questions will be assigned and reviewed. The goal is to prepare students thoroughly for the AP Exam in May.

**AP Physics:**
Physics is the study of basic physical phenomena including motion, sound, light, electricity, and magnetism. As such it is the most fundamental of the sciences. The Advanced Placement curriculum includes three courses. The course most often offered at Hillel is Mechanics which covers concepts related to motion, force, and energy. The course is a rigorous examination of these topics and relies heavily on sophisticated problem solving strategies. It is therefore imperative that a College Physics student has a solid background in trigonometry, advanced algebra, and introductory calculus.

**AP Computer Science (Course A):**
According to the Advanced Placement course description, “The AP Computer Science (Course A) is an introductory course in computer science. Because the design and implementation of computer programs to solve problems involve skills that are fundamental to the study of computer science, a large part of the course is built around the development of computer programs that correctly solve a given problem. These programs should be understandable, adaptable, and, when appropriate, reusable. At the same time, the design and implementation of computer programs is used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, different sorting algorithms, the study of standard algorithms and typical applications, and the use of logic and formal methods. Students currently practice programming in Java which is an Object Oriented Program environment.

**AP Psychology:**
This course introduces the student to theories, concepts, specialties, and practices in contemporary psychology. It provides the student with knowledge about alternative areas of psychological research and applications relevant to their life experiences. Topics include: current findings about human behavior, the brain, perception, memory, emotion, consciousness, gender, personality, identity, and life-span development. The course explores key factors impacting learning, relationships, problem solving, mental illness, behavioral adjustment, and cultural/social diversity in modern society. This course thoroughly prepares students for the AP Examination in May.
Introduction to Conceptual Physical Science:
Through readings, experiments, videos, and online research, students will develop an understanding of how physics, chemistry, and astronomy affect daily living. The course will include topics in mechanics, electricity and magnetism, heat, the solar system, the atom, chemical bonding, alternative sources of energy, drugs, and global warming.

Marine Biology:
This course includes basic ecological principles as applied to an understanding of the coastal ocean ecosystem. A survey of organisms found in this ecosystem is stressed through class lectures, readings, labs, and field work where possible. Labs include both dissection of preserved organisms and examination of live specimens. Data collection and data analysis are incorporated into labs and class work.

Human Anatomy and Physiology:
Human Anatomy and Physiology is a high honors course that introduces students to the branches of science that deal with the structure and function of the major systems of the human body. Thus, students examine morphology—how the body is organized, as well as what various parts of the body “do” and how they do it. Specific systems to be covered will include the skeletal, muscular, nervous, respiratory, and cardiovascular systems through the lens of both medicine and athletics. Students will read course texts, additional outside material, engage in guided discussions, and perform labs and a variety of hands-on activities.

Excel:
Excel is a one-credit course offered in the ninth grade. Students learn to create and edit professional-looking spreadsheets for a variety of purposes and situations. Students will be able to create their own functions and use Excel’s pre-loaded functions. It also covers such skills as charting, creating analytical, financial reports, data entry, developing budgets, formatting numerical (financial, statistical, etc.) reports, creating forms, graphing, processing data, reporting, technical support, trending and much more.

CIJE: High School Engineering Program
Engineering I and II prepares students for careers in engineering, technology, and a range of other career paths by educating students to compete in the global marketplace. As a high school participating in the national CIJE program, Hillel has partnered with CIJE to implement a full curriculum with the following key objectives:
- Prepare students for academic study in higher education, especially in engineering
- Expose students to a diverse range of scientific and technological knowledge areas
- Develop multidisciplinary thinking
- Develop ability for abstract and interdisciplinary thinking
- Develop leadership and teamwork skills
- Introduce students to STEM careers
Program Components

Scientific Engineering and BioMedical Engineering Curriculum:
CIJE has partnered with the Israel Sci-Tech educational network to create an interactive, discovery-oriented high school engineering curriculum. Under the leadership of the CIJE educational team, the curriculum has been tailored for American students. The studies in this track are based on innovative pedagogical approaches which develop analytical, systemic, critical and creative thinking skills. The syllabus is designed such that students spend two hours of discovery and practical work with the use of equipment for every one hour of frontal learning. Alternatively, certain theoretical units can be spread over three or more lessons with extensive practical work taking place along the way.

Final Project:
Teams of two students are required to create a capstone project which addresses a real world need. The project is interdisciplinary in nature, and helps students develop soft skills such as teamwork, time management, literature survey, reporting and presenting. The teamwork requires both a division of labor and independent learning. The teacher provides guidance, direction and assessment. However, due to the R&D nature of the project, the teacher becomes part of the team learning along with the students. This approach creates a learning community of reciprocity between teacher and student, and allows for the development of independent learning by students.

The CIJE program at Hillel will be open to a select group of 9th and 10th grade students and will meet three times each week. The program is a typical academic course insofar as it will be designated on the student’s report card and transcript and each student will receive a grade.

Social Science

Ninth Grade World History:
This social studies survey course begins with a short introduction to Prehistoric times and concludes with an analysis of the World Wars. This course traces the development of both Western and non-Western civilizations. The course analyzes the political changes, the economic development, the influence of geography on cultures, the growth of science and technology, the development and effects of the major religions in the world, and the effects of contacts between cultures. Basic skills such as reading, writing, spelling, vocabulary, chart and map reading, as well as note taking, are stressed.

Tenth Grade Jewish History:
This social studies course surveys the major events, personalities, literature and trends of the last 3700 years of Jewish history, from the period of the Avot (forefathers) through the end of the nineteenth century. We will devote roughly three months to each of the three general units of history: classical, medieval, and modern. Students will practice
analyzing both primary and secondary sources in our attempt to uncover general recurring historical patterns.

**Eleventh Grade American History:**
This is a social studies survey course that begins briefly with exploration and proceeds through the 20\textsuperscript{th} century. Emphasis in the classroom is placed on “cause and effect” where the students are expected to understand the relationship between people and events. Basic skills such as reading, writing, spelling, vocabulary, and chart and map reading are stressed.

**AP American History:**
This course is meant to be the equivalent of a freshman college course and can lead to earning college credit. AP American History is a survey course that begins with the age of exploration and colonization and runs to the present day. Students should possess strong reading and writing skills along with the desire to spend much time on outside reading assignments as well as research. Emphasis is placed on critical thinking skills, interpretation of primary source documents, and essay writing. Special attention is given to the document based question as well as the free response essay in preparation for the Advanced Placement exam.

**Senior Social Science Electives**

**U.S. Law and Government:**
This course will introduce students to the legal system and the structure of government. It is a survey course that will cover Lawmaking, Citizen Advocacy, the Court System, Criminal Law, Civil Law, Contracts, and Family Law. Time will also be spent studying the structure and responsibilities within the Federal government, the New Jersey State government, and the County government.

**History of Modern Israel:**
The existence of the State of Israel is one of the most significant aspects of modern Jewish life. Our students feel deeply connected to the land of Israel and see Zionism as one of the foundations of their identity. This course will introduce a historical approach to the complex realities of Israel in the Middle East. We will begin with the early Zionist movements of the late 19\textsuperscript{th} century both in Eastern Europe and in the Sephardic Jewish communities. We will study the political developments that led to the foundation of the State of Israel against the backdrop of changes in the Middle East as a result of the World Wars. Students will focus on the government of Israel as well as the social, cultural and religious institutions which shape Israeli society. We will examine the wars which Israel has faced with emphasis on the causes and the aftermath of each episode. Students will develop an understanding of the unique challenges which face the State of Israel today as well as the formidable accomplishments of its people. The course will involve a wide array of readings including primary historical sources and secondary analysis. Students will be exposed to a range of opinions which will encourage them to sharpen their own thinking about issues. Most important, our goal is to help our students to become
educated and critical observers of current events in the Middle East and to acquire the tools to continue to study this important aspect of Jewish History.

**Art History:**
This course serves as an introduction to the histories of art in Western Europe and the Ancient Near East from the Paleolithic to the present day. Throughout civilization art has been the medium to express a wide range of human feelings and spiritual beliefs. The goal of this course is to illuminate the societies and ideas from which these feelings and ideas emanate.

We will examine the traditions of Greece and Rome as well as the developments in the art and civilization of Western Europe. We will explore the influences each century has had upon art. In every society art has a special place: it is a form of communication which is part imagination, part science and part magic. We will see how art has survived and study its metamorphosis through the ages.

**Introduction to American Cinema: The Golden Age and Beyond:**
Students who have completed three years of science may choose to take this course as a senior elective. Students will study classic American films from the 1920’s to the 1980’s. We will begin the year by watching silent films by Charlie Chaplin, including *Modern Times* and *City Lights*, before moving into an in-depth study of Frank Capra and Orson Welles. Students will then analyze several dozen films from the 1940’s and 1950’s including classics such as *Casablanca*, *Sunset Boulevard*, and *On the Waterfront*. Seniors will end the year with an Alfred Hitchcock film festival where we will study the master director’s work in great detail. The film class also includes an emphasis on analytical writing. For every three films that we watch students will complete a short paper that explores specific topics in detail.

**AP Government and Politics: United States:**
This AP course will give students an analytical perspective on government and politics in the United States. The course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. Students will learn important facts, concepts, and theories pertaining to U.S. government and politics. Students will also be able to understand typical patterns of political processes and behavior and their consequences (including the components of political behavior, the principles used to explain or justify various government structures and procedures, and the political effects on these structures and procedures). Students will also be able to analyze and interpret basic data relevant to U.S. government and politics (including data presented in charts, tables, and other formats).


**English**

**Ninth Grade/Genre Studies:**
All sections of freshman English will introduce students to the study of major literary genres including: poetry, fiction, non-fiction, drama, and epic poetry. Students will become close readers of texts and delve beyond the practices of basic comprehension in order to gain a deeper understanding and appreciation of literature. In their studies, students will be introduced to a variety of literary terms and techniques through a range of rigorous texts including classics such as *Macbeth and The Odyssey*, as well as other novels, such as *Lord of the Flies*, *Animal Farm*, and *A Separate Peace*. Poetry and short story units cover such authors as Emily Dickinson, William Shakespeare, James Thurber and Edgar Allen Poe.

The objectives of this course are to improve writing and communication skills, to develop strategies for reading comprehension and to develop critical and creative thinking. Each section adapts to the level of mastery and concentration of its students; each includes grammar, vocabulary, classic and contemporary literature, summer reading, writing proficiency and learning to support a thesis statement, with emphasis on learning to organize cohesive and unified paragraphs for short essays.

**Tenth Grade/American Literature:**
All sections of sophomore English will complete a survey of American literature from its origins to the present. Major authors include: Hawthorne, Emerson, Thoreau, Dickinson, Whitman, Hemingway, Hansberry, Fitzgerald and many others. Students will read novels, short stories, poetry, drama, and nonfiction. All sections will also read selections from either the *Wall Street Journal Classroom Edition* or the *New York Times*.

The objectives of this course are to improve writing and communication skills, to develop strategies for reading comprehension and to develop critical and creative thinking. Each section adapts to the level of mastery and concentration of its students; each includes grammar, vocabulary, classic and contemporary literature, summer reading, writing proficiency and learning to support a thesis statement, with emphasis on learning to organize cohesive and unified paragraphs for academic essays.

**Eleventh Grade/British and World Literature:**
Eleventh grade English is a survey of the great works of British literature and classic literary texts in translation. All students will have the opportunity to read a wide range of literary greats, from Sophocles and Chaucer, to Shakespeare, Swift, Tolstoy, and many more. Students will engage in a close analysis of poetry, drama, and prose and gain an increased familiarity with the ways that the Western canon addresses questions about fate, human frailty, the concept of the hero and the heroic quest. All sections will study historical shifts as they play out in literary texts between the Renaissance and the Modern age. Students will also read selections from either the *Wall Street Journal Classroom Edition* or the *New York Times*. Each student will deliver an oral presentation and complete an MLA research paper.
The writing objectives of this course include: the organization of cohesive paragraphs and essays in preparation for college admission testing (which includes the new format of the SAT), the development of test taking strategies, the exploration of themes and literary devices, the broadening of vocabulary, and the use of critical reading and research skills to develop a literary analysis based on classic authors. Each section adapts to the level of mastery and concentration of its students; each includes: grammar as necessary, vocabulary, classic and contemporary literature, summer reading, and skills and practice necessary for college admission testing and the college application essay.

Eleventh Grade/AP English Language and Composition:
The AP Language class at Hillel Yeshiva high school will focus primarily on analyzing the use of rhetoric in a wide variety of nonfiction writing. We will study nonfiction as a major literary art form and apply the same analytical rigor that we use in the study of fiction, drama, and poetry. According to the 2011 AP English Course Description, “An AP Course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes.” Our nonfiction readings will cover a wide variety of topics including, but not limited to, politics, nature, popular culture, sports and fitness, and gender among many others. Our readings will be drawn from The Language of Composition: Reading, Writing, and Rhetoric, which has been specifically designed for AP Language Courses. We will also read extensively from the editorial and op-ed pages of the New York Times and the Wall Street Journal. All AP Language students will complete op-ed/editorial assignments that will be kept in their journals.

Perhaps most importantly, students will develop their own writing skills through a wide variety of essay assignments. Students will complete a composition for each of our twelve themed units. Many of these will be 40 minute timed writings taken from past AP Language Exams, and at least four will be take-home assignments that will expose students to expository, analytical, and argumentative writing.

The objectives of this course are to continue to organize cohesive paragraphs and essays in preparation for college admission testing and college application essays, to reinforce students’ test-taking strategies, and to use critical reading and research to develop literary analysis skills. Each section adapts to the level of mastery and concentration of its students; each includes: grammar as necessary, vocabulary, classic and contemporary literature, summer reading, and skills and practice necessary for the college application essay and college admissions.

Senior English Electives

Literature and Film of the Holocaust:
Most students in America and Europe today are required to learn about the Holocaust, and for most this means viewing a film and reading a memoir, diary, or story. But how
can a piece of writing or film effectively convey any aspect of the incredibly complex event we refer to as the Holocaust?

In Literature and Film of the Holocaust, we will read, view, and discuss how authors and directors have struggled with representing the Holocaust in both mediums. We will read authors such as Primo Levi, Elie Wiesel, and Charlotte Delbo. We will also view several short and full length films ranging from some of the first attempts by European directors to detail the Holocaust through modern day Hollywood efforts.

Literature and Film of the Holocaust is a writing intensive course. Students will keep a daily journal throughout the year and use it to respond to readings, films, and discussions. Research essays assigned throughout the year will be project-based and published on the course web site. Critical thinking, editing, proofreading, vocabulary building, researching, journaling, and summer reading are all fundamental components of the course.

Shakespeare:
The 12th grade Shakespeare elective, The Lighter Side of Shakespeare, focuses primarily on the most influential comedies of William Shakespeare and on the larger cultural context of England in the late 16th and early 17th centuries. No writer has influenced Western thought, philosophy, and literature as much as William Shakespeare. Over three hundred years of criticism, ranging from Samuel Johnson to Harold Bloom anoint William Shakespeare as a premiere intellectual force among all writers; Johnson writes that Shakespeare teaches us to understand human nature. Shakespeare study among high school curriculums is often limited to a few select tragedies, thus this elective course will augment the traditional study of Shakespeare by delving into his comedies. Key course texts include Much Ado About Nothing, The Merchant of Venice, The Taming of the Shrew, Love’s Labour’s Lost, A Comedy of Errors, Twelfth Night, and Midsummer Night’s Dream. Active, theatrical reading aloud of the plays, critical viewing of various classic and modern film and stage interpretations of the plays, and analytical writing on a variety of related topics will be a significant portion of the class work. Creative ventures such as oral presentations, memorizations, and modified one-act performances will also highlight our class focus on the plays as dramatic arts. Course questions and topics include: Shakespeare’s use of the communal nature of audience laughter, distinctions between “real” and “fake” romantic love as depicted in the comedies, and Shakespeare’s use of irony to delight, horrify, and instruct. We will consider Shakespeare’s vocabulary, lyrical qualities, and characters in order to foment an understanding of his universal appeal and considerable cultural influence.

Twelfth Grade /AP Literature and Composition:
AP English Literature students will complete intensive sections of poetry, drama, and fiction. Students will also complete bi-weekly timed writing assignments, and weekly literary vocabulary quizzes in preparation for the literature examination in May. Students who excel on the AP examinations may be eligible for college credit in the fall.

Major authors often include Sophocles, Shakespeare, Orwell, Kafka, Austen, Dickens, Ibsen, and Tolstoy, among many others. Students will also be introduced to major
literary cultures and historical and intellectual time periods, including the Greeks and Romans, the Middle Ages, the Renaissance, the Enlightenment and Modernism. Students may also read selections from major western philosophers including Plato and Aristotle. All sections will also read weekly selections from the *Wall Street Journal Classroom Edition* and the *New York Times*.

The objectives of this course are to continue to perfect writing skills in preparation for college admission, to perfect students’ test-taking strategies, to use critical reading and research to develop literary analysis skills based on World authors. This section is taught on an intense and advanced level and includes perfection of grammar and vocabulary, extensive reading and analysis of classic and contemporary literature, summer reading, skills and practice necessary for the college application essay, and most importantly, preparation for the Advanced Placement Literature and Composition examination. Additionally, each student will give an oral presentation and complete an MLA research paper.

**Sports Literature:**
Welcome, sports enthusiasts! Throughout this course, students will read and examine the literature of sport as it appears in various forms, including novels, biographies, poetry, short stories, drama, film, and magazine and newspaper journalism. This elective allows students to examine the fascinating topics of competition, physical and psychological excellence, individual motivation, and group dynamics through the lens of fiction and nonfiction writing about sports. The class will include close investigation of how sports legends are formed by looking at both the individual acts and the supporting cultural rhetoric that surrounds successful performance. Authors include Bill Simmons, Bob Ryan, Malcolm Gladwell, August Wilson, Dan LeBatard, Ernest Hemingway, and others. Each student will also give an oral presentation and complete an MLA research paper.

**Writing**

Hillel Yeshiva has a three year writing requirement for all of its students. During the freshmen and sophomore years, students enroll in Writing Workshop, a course that focuses on the following:

**Writing Workshop:**
Course goals:
- To identify students whose writing skill level demonstrates the need for developmental instruction
- To develop and enhance the skills that allow students to think critically and communicate information and ideas clearly and in written form
- To understand the communication process from an audience’s perspective
- To learn that revision is a necessary part of the writing process
By reading selected essays and writing about what they read, students learn
- To state and develop a point about a topic so that a reader can understand it
- To avoid plagiarism
- To practice writing with a specific audience and purpose in mind
- To organize ideas into effective paragraphs
- To write effective sentences, correct punctuation, vocabulary, spelling, and capitalization
- To share writing with others—workshop and peer review
- To accept and offer constructive criticism

The various essay modes are explored: narrative, descriptive, definition, compare and contrast, argumentative/persuasive, cause and effect, and an MLA documented research essay. Additionally, students practice writing timed essays (to prepare for the writing portion of the SAT).

**Writing Electives**

During their junior year students may choose one of the following writing electives:

**Media in the Modern World:**
In this course students will develop their critical thinking skills as they observe and analyze the national and global news. Students will be introduced to the role of the news in preserving an informed citizenry and will gain familiarity with key issues in the news at the national and global levels, including the use of digital media and its effect on political movements and uprisings. Students will analyze factual information, will comprehend major news trends and write about them concisely, will compare and contrast different points of view in news coverage, and will learn strategies for gauging the reliability of news information based on features such as factuality, objectivity, and relevance.

**Creative Writing:**
The Creative Writing Elective will introduce students to the fundamentals of fiction, poetry, and non-fiction with an emphasis on narrative genres, elements of style, and developing theme. Each student will have the opportunity to read selected texts, to compose original texts, to receive detailed feedback on their work, and to offer careful, thoughtful critique to others. The course will balance interactive workshop time with time for students to develop and revise their own pieces. All participants are encouraged to develop a daily writing practice, to approach assignments willingly, and to strive to better every aspect of their craft. Prepare to be inspired and to inspire others through the written word!

**Writing Lab**

Students may make an appointment or drop by at any time for extra help with writing. The English department is happy to work with you on any school writing assignment or with writing your college application essay. Whether a student is struggling with starting
an assignment or putting the final touches on a masterpiece they should feel free to stop by. Check with your English teacher for meeting times and location.
COLLEGE AND PERSONAL GUIDANCE

Hillel Yeshiva

Jewish Heritage
Academic Excellence

Middle States Association of Colleges and Schools
Commissions on Elementary and Secondary Schools
Hillel Yeshiva High School
College and Personal Guidance Descriptions

College Guidance:
Our college guidance team provides personal guidance throughout the entire college admissions process and meets regularly with parents and students to provide information and support to help students achieve their goals. To advocate effectively for each student, the college guidance team communicates regularly with College Admissions Officers and participates in professional activities at the University level.

Our college guidance team meets with students and parents throughout all four years of high school and makes the goal of attending college a reality for all students from the first day of 9th grade:

1. By bringing students to college fairs and college campuses.
2. By empowering students and parents with Naviance, Family Connection, a web-based program that personalizes the college search process and manages the application process.
3. By inviting college admissions representatives to speak to our students at our school.
4. By conducting financial aid workshops to help parents better understand the realities of paying for college.
5. By helping students with college essay writing workshops and also one-on-one assistance in our writing lab.
6. By introducing students to the writing section of the SAT in our required writing courses for 9th and 10th grade students.

In addition to meeting with students and parents during all four years, our guidance team monitors every student’s grades, performance, extra-curricular activities, placement, and course selection to ensure that each student is set up for success at Hillel Yeshiva and beyond.

Israel Guidance:
Our Israel guidance staff includes an advisor for boys and one for girls. They advise students and parents regarding study options in Israel. Their knowledge of the yeshivot and seminaries and their relationship with our students enable them to guide Hillel seniors toward programs which will optimize personal Torah growth. The Israel guidance staff will offer students advice and direction in the selecting of an appropriate Yeshiva or seminary to maximize the Israel learning experience. In the initial meeting, students and Israel guidance staff will discuss the intellectual, spiritual and emotional objectives for the year in Israel. Subsequent meetings allow for the guidance counselor to help the student navigate through the application process.
Learning Support:
Hillel Yeshiva High School is particularly proud of our learning support program that we offer to assist students who may be struggling academically. Our full-time learning specialist works with students one-on-one to help them "learn how to learn" - to remediate in areas of study skills, conceptualization, organization and self-monitoring. The learning specialist monitors the progress of students who struggle in school so as to keep the parents apprised of their child's progress, and to help the students see the overall picture of their progress in each class. She also serves as a resource for teachers who may need some advice about how to address different learning styles in their classrooms.

In consultation with our School Psychologist, our Learning Specialist also provides support for classified students. She serves as the school’s liaison to the Monmouth Ocean Educational Services Commission ensuring that our students receive the services to which they are entitled through P.L. 192-193 and IDEA. She attends all Child Study Team meetings assisting in developing an Individualized Service Plan for each child.

School Psychologist:
The emotional support that our students receive at Hillel Yeshiva High School is second to none. We believe and understand that a student has emotions, aspirations and dreams, and does not leave his/her emotional life at home when coming to school. Therefore, the School Psychologist will serve as a resource for teachers, parents and students who are facing any social/emotional, academic or behavioral difficulties. He will meet with students individually to discuss any problems being confronted. Freshmen and new students will meet routinely with the psychologist to ensure adjustment to school. Other students will be met with based upon referral by a parent, teacher or the student requesting a meeting him/herself. Based upon consultation with parents, teachers and students the psychologist will make recommendations for intervention. He will also monitor the progress of the students ensuring the success of the intervention. The psychologist will also notify teachers of any changes or concerns in a child’s life about which they should know. If a child faces academic distress, the psychologist will conduct an informal screening to determine a plan of action- including further evaluation and/or working with our Learning Specialist. He will work hand in hand with the Learning Specialist to ensure that all accommodations the child needs are implemented. He will sit with teachers and parents to develop a consistent school and home plan to meet the student’s emotional needs.

The psychologist will also serve as a resource for parents on any issues concerning their teens, and parents are encouraged to be in contact with him whenever needed. He will also serve as a resource for parents for outside counseling options if more intensive support is needed. Throughout the year, programs and workshops for students, faculty and parents are coordinated that target facets of the teen’s life.
The Harry I. Franco Leadership Academy:
The Harry I. Franco A”H Leadership Academy is a four year program that will impart the fundamentals of leadership to those interested in becoming the leaders of tomorrow. A
Theoretical understanding of the importance of leadership will be taught to students, along with a practical understanding of how to apply such lessons within the Jewish community and the world at large.

We will start the year with an introduction to leadership, which will feature classes on topics ranging from the foundations of leadership, to creativity and motivation, collaboration, and more. We will then move on to mini-seminars, focusing on political action, Dale Carnegie, Toastmasters, Hesed, Rabbinic/ethical leadership, career based skills, life skills and personal finance. Guest speakers and field trips will also be integrated into the course, and students will be rewarded with an end of the year overnight trip. Students will have many opportunities to collaborate and practice the team-building skills that are vital to success in both academic and professional environments through group projects and oral presentations. Students will also be assigned readings of articles and books such as Dale Carnegie’s How To Win Friends & Influence People, Pat Riley’s The Winner Within, as well as leadership-themed Torah articles by leading Jewish thinkers. Leadership skills will also be taught through analyzing the lives of some of history’s greatest leaders, including some of our biblical ancestors. We will study the lives of our forefathers in Tanach, specifically the lives of Abraham, Moses, Joshua, David, Solomon and Ezra. We will also study the lives and writings of Rabbi Akiva, Rabbi Yohanan Ben Zakkai, Maimonides, Harry Fischel, Rabbi Joseph B. Soloveitchik, Rabbi Aharon Kotler, Menachem Begin, Hakham Matloub Abadi, Isaac Shalom, Joseph Beyda, and Hakham Yaakob Kassin.

We hope that through The Harry I. Franco Leadership Academy, students will realize their full potential as leaders and active members of their communities.

Hillel Yeshiva High School
Student Activities

Student Activities / Informal Education are a vital and necessary component in the educational development of each child. They serve to pique the students’ interest and develop their creativity in areas and issues that wouldn’t necessarily enter the realm of
the classroom. Moreover, they serve as the training grounds for future leadership. Involvement in programming can bring out the unique talents and abilities that students possess. They can develop crucial skills that will serve them well in future endeavors. Skills such as communication, planning, time management, coordinating, networking, to name just a few, are vital skills that the students will gain along the way in addition to the satisfaction of inspiring and themselves being inspired.

The following is a list of the various clubs and activities that Hillel Yeshiva High School offers:

**Extra Curricular Activities:**
- Monthly Rosh Hodesh Programs
- Holiday Programs
  - Teshuva Program
  - Lulav & Etrog Workshop
  - Hanukkah Program
  - Tu Bishvat Program
  - Purim Program
  - Pesah Program
- Yom HaSho’ah
- Israel
  - Yom Ha’Atsma’ut
  - Yom Yerushalayim
  - Israel Awareness
  - Assemblies
  - Attendance at Rallies
  - Salute to Israel Parade
  - Senior Trip to Israel
- Back to School BBQ
- Yachad Shabbatonim
- Seminar
- Girls’ Overnight
- Boys’ Night Out
- Student Council
- Tzedakah
- Fund Raising
- Toy Drive (Chai Lifeline)
- Coat Drive
- Rikudiah
- Girls’ Cantata
- Sports Teams
- Freshmen Immersion
- Annual Dodgeball Tournament
- Sephardic Bikur Holim
  - Senior Citizen Visitation
  - Food Pantry
Hallot Deliveries
Peer Tutoring
Big Brother / Big Sister

Clubs
● Model UN
● Music Club
● Science Club
● Photography Club
● Debate Team
● Drama/Play
● College Bowl
● Torah Bowl
● Mishmar
● Yearbook
● School Newspaper
● Math Club
● Art Club
● Mock Trial
● Coding Club
● Film Club
● SAT English and Writing
● SAT Math