



רמה ישראל
Ramah Israel

TRY – Tichon Ramah Yerushalayim

COURSE CATALOGUE

TRY is fully accredited by the



Middle States Association
of Colleges & Schools

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Ramah Israel is a division of the National Ramah Commission, Inc., which operates under the educational and religious supervision of The Jewish Theological Seminary.

Below are listed the course descriptions for students in grades 10-12 who will be attending Tichon Ramah Yerushalayim (TRY).

As a high school, TRY does not have any core requirements for general studies classes. We provide students with courses needed for the curriculum of their home schools. Included in this course catalogue are the most commonly requested classes and their descriptions. We can offer additional courses as per student request. The material covered in each class may vary slightly according to the needs of the students.

Students are placed into courses based on their level and grade. If a minimum course enrollment is not met, or a non-standard course is needed, private or small group tutorials will be made available at the expense of the student(s). These students may need to bring copies of their text book(s) and must provide an appropriate course syllabus.

All textbooks listed (unless specifically noted) are provided by TRY.

Students are encouraged to take art, health and/or other electives prior to or upon completion of the program in Israel. Students with laboratory requirements in their home schools are encouraged to complete as many lab hours as possible prior to or upon completion of the program in Israel.

Students have access to the internet and, in some cases, can arrange for maintaining certain courses through correspondence with their home schools and teachers.

Small classes allow students to get to know each other and the faculty very well. Sharing living quarters and regular group travel fosters a great sense of community amongst the participants. Social and academic skills are honed as the students learn to navigate the sometimes bumpy waters of group living in an academic environment. They develop respect for each other's privacy, property and different learning styles. Students learn to balance academic, social and environmental stimuli during their experience in Israel.

Honors credit can be earned in all classes. Requirements may vary.

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LEARNING ASSISTANCE / LEARNING DISABILITIES

TRY works with each student to accommodate special learning needs. Students who have an IEP or 504 Plan in place in their home schools should alert our office during the admission process as well as send us a copy.

We can easily accommodate additional testing time, and we will help students arrange note-takers if needed. Teachers are alerted to any additional accommodations necessary (alternative testing formats, etc.). We also have a Learning Specialist on our staff who can meet regularly with students when needed.

Students with learning disabilities who have College Board approved testing accommodations should send a copy of the approval form and their SSID number.

ADVANCED PLACEMENT (AP) COURSES

Advanced Placement courses and exams are offered in accordance with the standards of The College Board. All courses undergo the *AP Course Audit* program. All AP exams can be taken with TRY on our campus, and any students who are taking an AP course can be accommodated by our faculty with advance notice. This includes courses not regularly offered in our program, such as AP Music Theory, AP Human Geography, AP Computer Science, AP Art History, and AP Studio Art.

If enrollment is too small for a full class, AP courses may be offered either as a private or semi-private tutorial at an additional expense. AP classes with full enrollment (min. 3 students) take place 3-4 times per week. Under-enrolled classes take place 3 times per week. Additional study sessions may be scheduled before the AP exams (extra fee may apply).

Although we have a large reference library with review books for most exams, many students prefer to bring a review book from home. In some cases, we will require a specific review book, and in some cases, we will contact you regarding bringing a textbook. AP classes are designed to cover material that will be presented in the AP examinations in May.

In most years, AP US History and AP English Language have full enrollment. Often, AP Chemistry, AP English Literature, AP World History, and AP Biology have full enrollment. Other AP classes may be under-enrolled, and therefore offered as tutorials, though this changes from year to year. We can offer AP Music Theory and AP Computer Science on an as-needed basis.

THE TUTORIAL SYSTEM / UNDER-ENROLLED COURSES

Although we offer every course, since we are a small school with a diverse and varying student body, some courses might not be fully enrolled. Students may take any offered course, whether it is fully or under-enrolled. Depending on the needs of the student body, the actual courses, by definition, vary from year to year. While we provide for the academic requirements of our students, there may be additional fees involved.

All students will be able to enroll in all of the classes they need. These classes have a minimum enrollment of three students. In some cases, students need to take courses that are under-enrolled (one or two students). There is no limit to the number of classes

students may take; if the classes are all fully enrolled, no additional charges will be assessed.

Under-enrolled courses (fewer than three students) may have an additional fee. Most under-enrolled courses meet twice weekly (with additional independent study time), though some courses will need to meet at least three times per week. AP Courses and some Regents courses, if under-enrolled, will almost always need to meet three times per week.

It is recommended that most students take no more than five General Studies classes, and, of those classes, that no more than two be at an AP level. Sometimes students may opt to take an Independent Study in lieu of an under-enrolled or private tutorial class. There is no charge for an Independent Study, but there is also no supervision on the part of the TRY Administration. We will list the Independent Study on the student's transcript, but without a grade.

If a school requires the whole course to be covered in the spring semester, has a two-year cycle for a course, or has significantly different course requirements from those of most schools, the student's needs are most likely to be met with at least a partial tutorial in addition to the class, or a complete tutorial of two or three weekly sessions. There may be an additional fee.

COURSE DESCRIPTIONS

FOREIGN LANGUAGES

Hebrew Language and Literature

(five credit hours per week – required)

Hebrew language instruction is required for all students. Students are placed according to level. Instructors use a variety of resources including workbooks and readers published by Tel Aviv University, the Hebrew University, and Youth Aliyah. Hebrew newspapers and an anthology of contemporary Hebrew literature (songs, poetry, and short stories) are integrated into the instruction. Emphasis is on the acquisition of language skills, which will help students to communicate with Israelis. Taped radio broadcasts and television programs with supplementary printed materials specifically designed for the teaching of oral and reading comprehension development are used. Advanced classes (level 4+) will integrate literary readings into the curriculum.

Students can earn three college credits for Hebrew through Gratz Collge.

Spanish II

(five credit hours per week)

Textbook: *Ven Conmigo!* Level 2 by Humbach, N. & Ozete, O. (Holt, Rinehart & Winston, 2000)

The class will focus on developing all four areas of modern language apprehension: speaking, writing, reading and listening. Vocabulary topics could include, but are not limited to, physical descriptions, emotions, nature, shopping, culture, travel and transportation.

Grammar topics could include, but are not limited to a review of basic tenses (present, preterite and imperfect), as well as an introduction to the conditional and future tenses, commands, and the subjunctive mood. Other topics covered will be the use of negatives, “por” vs. “para”, reflexive verb construction, and prepositions of location. Honors students complete an additional project, paper, or presentation.

Spanish III

(five credit hours per week)

Textbook: *Ven Conmigo!* Level 3 by Humbach, N. & Ozete, O. (Holt, Rinehart & Winston, 2000)

The class will focus on developing all four areas of modern language apprehension: speaking, writing, reading and listening. Vocabulary topics could include, but are not limited to, conflicts and resolution, the arts, relationships, and the media. The grammatical aspects of the class will focus on an amplification of the subjunctive mood and its uses, commands, an introduction to the perfect tenses, as well as various uses of the pronoun “se”.

Honors students complete an additional project, paper, or presentation.

Spanish IV

(five credit hours per week)

Textbook: *En Espanol! 4* (McDougal/Littell 2005)

This class will focus on developing the four areas of foreign language apprehension—speaking, reading, writing and listening—by using the textbook along with other sources such as literature, music and periodicals. Vocabulary themes *could* include—but are not limited to—health, travel and transportation, hotels, the home, and professions. Grammar topics could include, but are not limited to, a review of the future and conditional tenses, an amplification of various perfect tenses as well as the subjunctive mood and its uses, and an introduction to the imperfect subjunctive, including “si” clauses.

The class will also be reading several short stories from both Latin American and Spanish authors. The cultural aspect of the course will focus on Jews within the Latin culture. The students’ experiences in Israel will be used as both a conversational and writing focal point. Honors students complete an additional project, paper, or presentation.

AP Spanish Literature

(five credit hours per week)

An AP Spanish Literature course is comparable to a third-year college introduction to Hispanic literature course. It is based on a required reading list (students must bring a list of the works they have already completed studying). The works on the list are of literary significance and represent various historical periods, literary movements, genres, geographic areas, and population groups within the Spanish-speaking world. The objective of the course is to help you interpret and analyze literature in Spanish.

AP Spanish Language

(five credit hours per week)

An AP Spanish Language course is comparable to an advanced level (5th- and 6th-semester or the equivalent) college Spanish language course. Emphasizing the use of Spanish for active communication, it encompasses aural/oral skills, reading comprehension, grammar, and composition. The course objectives are to help students: understand Spanish spoken by native speakers at a natural pace, with a variety of regional pronunciations, in both informal (interpersonal) and formal (presentational) contexts; develop an active vocabulary sufficient for reading newspaper and magazine articles, contemporary literature, and other non-technical writings (websites, letters and emails, advertisements, signs and instructions) in Spanish without dependence on a dictionary; express themselves by describing, narrating, inquiring, and developing arguments in Spanish, both orally and in writing, with reasonable fluency, using different strategies for different audiences and communicative contexts. In this course, special emphasis is placed on the use of authentic source materials and the integration of language skills.

French II

(five credit hours per week)

Textbook: *Discovering French, blanc 2* by Valette Jean-Paul & Valette, Rebecca M. (Illinois: McDougal Littell, 2004)

Grammar topics could include, but are not limited to, third group verbs; complements, pronouns and their place in the sentence; degrees of comparison; adjectives and adverbs;

imperative and “passe compose” of pronominal verbs; past tenses passe compose and imperfect; future of regular and irregular verbs. Writing skills are included in the grammar and vocabulary development units. Vocabulary topics used to develop oral and written skills include: meeting a French family, in the subway, cooking, holidays, at the airport, transportation, holidays, food, at the restaurant, etc.

The French curriculum may also include texts translated into French relating to Jewish and Israeli subjects: *Les histoires de Chelm, Haggada de Pessah; Le Plateau D'argent*, Nathan Altermann; Primo Levi texts, Israeli songs (Chava Alberstein), etc. Honors students complete an additional project, paper, or presentation.

French III

(five credit hours per week)

Textbook: *Discovering French, Rouge 3* by Valette Jean-Paul & Valette, Rebecca M. (Illinois: McDougal Littell, 2004) and Workbook.

Grammar topics could include, but are not limited to, pronouns (complement, demonstrative, and relative); qui, que, dont, ou, lequel; third group verbs; conditional present and past; indirect speech; subjunctive (present and past). Vocabulary topics used to develop oral and written skills could include, but are not limited to: knowing other French speaking countries: Africa, Canada, Haiti; vacationing; leisure time; history of literature and French civilization.

The French curriculum may also include texts translated into French relating to Jewish and Israeli subjects: *Les histoires de Chelm, Haggada de Pessah; Le Plateau D'argent*, Nathan Altermann; Primo Levi texts, Israeli songs (Chava Alberstein), etc. Students may be asked to prepare oral reports in French about their Israel experience. Honors students complete an additional project, paper, or presentation.

French IV

(five credit hours per week)

The fourth year of French further develops the students' ability to read original selections from many genres of French literature. Attention is also given to increasing fluency in the language. The students complete their study of the major grammatical structures and verb tenses as well as review those previously learned. The course is conducted in French. The teacher will select the literary material to be studied.

The French curriculum may also include texts translated into French relating to Jewish and Israeli subjects: *Les histoires de Chelm, Haggada de Pessah; Le Plateau D'argent*, Nathan Altermann; Primo Levi texts, Israeli songs (Chava Alberstein), etc. Students may be asked to prepare oral reports in French about their Israel experience. Honors students complete an additional project, paper, or presentation.

AP French Language and Culture

(five credit hours per week)

The AP French Language and Culture course is designed to promote proficiency in French and to enable you to explore culture in contemporary and historical contexts. The course focuses on interpersonal, interpretative, and presentational communication skills. Students will develop understanding and appreciation of the cultures of the French-speaking world including: Cultural Products such as television and film, books, newspapers, music, laws, and institutions; Cultural Practices such as customs, traditions, and patterns of

interactions; Cultural Perspectives such as values, attitudes, and beliefs. Students will also study a variety of topics in engaging themes.

Latin I,II, III, IV

(five credit hours per week)

Textbook: *Cambridge Latin (II, III, or IV)*.

Students build upon their grammar skills in decoding ancient Latin. Vocabulary building and memorization of grammatical constructs are a significant part of the course, as is a focus on understanding the differences between Latin poetry and prose (in higher levels). Students read excerpts from Cicero, Virgil, Catullus, and others. Classes are divided based on the levels of the students.

AP Latin: Vergil

(five credit hours per week)

Students should bring a copy of the Aeneid, as well as an accurate list of the sections they have already studied prior to arrival.

AP Latin: Vergil students will be able to accurately translate Latin poetry into English. This encompasses the various skills of translation: reading and understanding, and then analysis and interpretation. In addition to knowledge of grammar and vocabulary, students in this course develop an understanding of Latin poetic meter and literary technique, and are able to analyze the literature stylistically. The course also includes study of Vergil 's political, cultural, and social context.

Other Languages

(five credit hours per week)

You will need to bring appropriate curricula and a textbook.

In recent years, students have taken Japanese, Italian, Mandarin Chinese, German, American Sign Language, and Russian as private or semi-private tutorials. We can offer additional courses as per student request. Please contact the New York office for more information.

SOCIAL STUDIES

American History

(five credit hours per week)

Textbook: *The Americans* by Danzer, Klor de Alva (McDougal Littell Inc, 2002).

In the spring semester, this course covers the period from the 19th Century (Progressive Era) to the present, including but not limited to the subjects of the rise of industrialism and military power, World War I, post-war isolation, economic boom and the Great Depression, the New Deal, World War II, the Cold War, the Vietnam War, Watergate, the Reagan years, the fall of Communism, and the US as a World Power. In the fall semester, this course covers the period of American beings in 1400s through life at the turn of the century, including but not limited to the subjects of the development of the American colonies, War of Independence, westward expansion, the Civil War and Reconstruction, the Industrial Age, and immigration.

Occasionally we open a course that covers the second quarter of the US History curriculum for students whose schools operate on a two-year US History cycle. Please be sure your guidance counselor specifies which topics you need if on a two-year cycle.

AP United States History

(five credit hours per week)

Textbook: *The American Pageant* by David M. Kennedy, et al. (Houghton Mifflin, 2006).

The AP program in United States History is designed to provide students with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP United States History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format.

World History / Global History

(five credit hours per week)

Textbook: *World History Connections to Today* by Ellis, Esler (Prentice Hall, 1999) plus 2005 edition supplements.

World or global history includes, but is not limited to the study of early civilizations, ancient empires, the High Middle Ages, the Byzantine Empire and Russia, the Muslim world, African kingdoms and trading states, the Renaissance and Reformation, the Age of Exploration, the Enlightenment, the French Revolution, the Industrial Revolution, European and Latin American revolutions, European nationalism, the growth of western democracies, New Imperialism, World War I, the Russian Revolution, World War II, and many topics of the world today.

AP World History

(five credit hours per week)

AP Textbook: *Traditions and Encounters, 4th edition* by Bentley and Ziegler (McGraw Hill, 2008).

The course will develop the four historical thinking skills defined by the College Board (crafting historical arguments from historical evidence, chronological reasoning, comparison and contextualization, and historical interpretation and synthesis). Additionally, the course will cover each of the College Board's defined themes as applicable to each historical period and geographic area (interaction between humans and the environment, development and interaction of cultures, state-building, expansion, and conflict, creation, expansion and interaction of economic systems, and development and transformation of social structures).

During the spring semester, the AP World History course begins towards the middle of Period 4, Global Interactions c. 1450-1750, and then move into Period 5, Industrialization and Global Integration c. 1750 to 1900, and finally Period 6, Accelerating Global Change and Realignment, c. 1900 to the present. The fall semester covers prehistoric societies and early civilizations, organization and reorganization of human societies (60 BCE - 600 CE), regional and transregional international actions, culminating at the end of period 3 (1550).

U.S. Government

(five credit hours per week)

Textbook: *American Government* by Wilson and Diluilo. (Houghton Mifflin, 2006).

This course introduces the study of national, state and local governments, basic concepts of US government and areas of political interests to all citizens. The course includes consideration of the political process and democratic ideology, such as equality, liberty and justice and stresses the process by which political decisions are made. The course also examines how decisions that are made at the national and state levels impact the local level and, conversely, how local issues affect state and national policy. The differences between liberal and conservative political thought are also examined.

AP Government and Politics: United States

(five credit hours per week)

Textbook: *American Government AP Edition* by James Q. Wilson and John J. Diluilo, Jr. (Houghton Mifflin, 2006).

The AP Government & Politics: United States course provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality.

AP Government and Politics: Comparative

(five credit hours per week)

Students must bring their own textbooks.

This course introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. Six countries form the core of the AP Comparative Government and Politics course: China, Great Britain, Mexico, Nigeria, and Russia are all regularly covered in college-level introductory comparative politics courses. The inclusion of Iran adds a political system from a very important region of the world and one that is subject to distinctive political and cultural dynamics.

Economics

(five credit hours per week)

The first half of the course introduces the basic principles of economics as a social science: topics such as scarcity, supply and demand and bureaucratic organization make up this microeconomic section of the course. The second half of the course examines topics related to the total economy, macroeconomics. Economic performance, taxes, banking, inflation, unemployment and trade are emphasized. This course leads students to a more comprehensive understanding of current events and helps them prepare for college economics courses.

AP Macro Economics

(five credit hours per week)

Students must bring their own textbooks.

An AP course in Macroeconomics is designed to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price determination, and also develops familiarity with economic performance measures, economic growth, and international economics.

AP Micro Economics

(five credit hours per week)

Students must bring their own textbooks.

The purpose of an AP course in Microeconomics is to provide a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

Grade 10 Canadian History

(five credit hours per week)

Students must bring their own textbooks.

During spring semester this course explores the local, national, and global forces that have shaped Canada's national identity from World War I to the present. Students will investigate the challenges presented by economic, social, and technological changes and explore the contributions of individuals and groups to Canadian culture and society during this period. Students will use critical-thinking and communication skills to evaluate various interpretations of the issues and events of the period and to present their own points of view. This course can be offered as Academic or Applied.

AP European History

(five credit hours per week)

Students must bring their own textbooks.

The study of European history introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop (a) an understanding of some of the principal themes in modern European History, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.

AP Psychology

(five credit hours per week)

Students must bring their own textbooks.

The purpose of the AP course in Psychology is to introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice.

Sociology

(five credit hours per week)

Students must bring their own textbooks.

This course is designed to investigate the principles of sociology, the individual in group, social institutions, social control, and the use of research methods to examine social problems. The course provides practice to students in developing critical thinking, decision-making, and social studies skills concerning human relationships.

MATHEMATICS

Students must have a current math teacher from their home school fill out the math recommendation on our online application. The outlines below are subject to change depending on the specific needs of the students in the program. [LINK](#)

Geometry

(five credit hours per week)

Textbook: *Geometry* by Bass, Laurie E, et al. (New Jersey: Pearson Education, Inc., publishing as Prentice Hall, 2004).

The topics covered in the spring semester include quadrilaterals, similarity, right triangle trigonometry - tan, sin, cos with applications, circles, area, surface area and volume. Some attention will be given to proofs if required. The topics covered in the fall semester include basic concepts and proofs, congruent triangles, and lines in the plain.

Algebra II with Trigonometry

(five credit hours per week)

Textbook: *Algebra & Trigonometry: Structure and Method* (Book 2) by Richard G. Brown et al., (Illinois: McDougal Littel, 1997).

This course designed for students who have mastered the concepts of Algebra I and Plane Geometry. Two sections of the course are offered, one for students whose home schools have completed or will completed trigonometry, and one for students whose home schools need them to complete trigonometry while on TRY. ***If your school does not follow one of these patterns, please specify.***

This course may cover but is not limited to the following topics: Triangle trigonometry, all functions of acute and general angles, right triangles, law of sines and cosines, area of triangles; Trigonometric graphs and identities - radian measure, circular functions, graphs of sine, cosine, tangent, fundamental identities, addition formulas; half angle and double angle formula; Exponents, exponential and logarithmic functions with applications; Statistics and probability; Sequences and series.

Algebra II without Trigonometry

(five credit hours per week)

Textbook: *Algebra & Trigonometry: Structure and Method* (Book 2) by Richard G. Brown et al., (Illinois: McDougal Littel, 1997).

This course designed for students who have mastered the concepts of Algebra I and Plane Geometry. Two sections of the course are offered, one for students whose home schools have completed or will completed trigonometry, and one for students whose home schools need them to complete trigonometry while on TRY. ***If your school does not follow one of these patterns, please specify.***

This course may cover but is not limited to the following topics: Quadratic equations and functions; Polynomial equations, division of polynomials, synthetic, remainder and factor theorem, methods of solving polynomial equations; Analytic geometry, conic sections, solving systems of equations; Exponential and logarithmic functions with applications; Sequences and series, binomial expansions.

Pre-Calculus with Trigonometry

(five credit hours per week)

Textbook: *Advanced Mathematics: Precalculus with Discrete Mathematics and Data Analysis* by Richard G. Brown (Illinois: McDougal Littell, 2003).

Two sections of the course are offered, one for students whose home schools have completed or will completed trigonometry, and one for students whose home schools need them to complete trigonometry while on TRY. ***If your school does not follow one of these patterns, please specify.***

This course covers the following topics in the spring semester: Trigonometric functions; Trigonometric identities and equations; Triangle trigonometry; trigonometric addition formulas; Polar coordinates and complex numbers; Introduction to calculus - graphs of rational functions, limits, slope of a curve, understanding and finding basic derivatives and some applications

Pre-Calculus without Trigonometry

(five credit hours per week)

Textbook: *Advanced Mathematics: Precalculus with Discrete Mathematics and Data Analysis* by Richard G. Brown (Illinois: McDougal Littell, 2003).

Two sections of the course are offered, one for students whose home schools have completed or will completed trigonometry, and one for students whose home schools need them to complete trigonometry while on TRY. ***If your school does not follow one of these patterns, please specify.***

This course covers the following topics in the spring semester: Polar coordinates and complex numbers; Vectors and determinants; Sequences and series; Statistics and probability; Introduction to calculus - graphs of rational functions, limits, slope of a curve, understanding and finding basic derivatives and some applications; Note: other topics can be added depending upon the needs of the students.

AP Calculus AB

(five credit hours per week)

Textbook: *Calculus 8th Edition* by Larson, Hostetler, Edwards, (Houghton, Mifflin, 2006)

Major topics covered including but are not limited to the integral and its applications, exponential, logarithmic, and inverse trigonometric functions, methods of integration, parametric equations, polar coordinates, as well as functions, graphs, and limits, derivatives, and integrals.

AP Calculus BC

(five credit hours per week)

Textbook: *Calculus 8th Edition* by Larson, Hostetler, Edwards, (Houghton, Mifflin, 2006)

Major topics covered including but are not limited to the integral and its applications, exponential, logarithmic, and inverse trigonometric functions, methods of integration, parametric equations, polar coordinates, as well as polynomial approximations and series.

Integrated Math

(five credit hours per week)

Students must bring their own textbooks.

This course is adapted to the needs of the enrolled students, and topics may vary from year to year. Please request that your math teacher fill out the math reference form, which includes a section on the topics covered in this course. [LINK](#)

AP Statistics

(five credit hours per week)

Students must bring their own textbooks.

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data: Describing patterns and departures from patterns, Sampling and Experimentation: Planning and conducting a study, Anticipating Patterns: Exploring random phenomena using probability and simulation, Statistical Inference: Estimating population parameters and testing hypotheses

Grade 10 Canadian Math

(five credit hours per week)

Students must bring their own textbooks.

This course may cover but is limited to all types of factoring, including by grouping, solving quadratic equations by factoring (completing the square and quadratic formula) and the quadratic function (parabola). We will be using transformations to graph from the vertex form, putting functions into vertex form and finding the vertex, intercepts, axis of symmetry and graphing. Students will graph a parabola from the factored form, find the equation of a parabola's given points, and learn the applications of quadratic functions. In addition, the course covers solving right triangles with sine, cosine and tangent and the applications of this process, and the laws of sines and cosines in solving triangles.

SCIENCES

Please note: Laboratory experiments will be available on a limited basis only. Students with laboratory requirements are encouraged to complete as much as possible before leaving for Israel. (Especially those taking the New York State Regents Exams.)

Biology

(five credit hours per week)

Textbook: *Biology* by Kenneth R. Miller and Joseph Levine (NJ: Prentice Hall, 2008).

This course may cover but is not limited to ecology, the biosphere, ecosystems and communities, populations, humans in the biosphere, cell structure and function, themes in biology, cell structure and function, DNA, protein, genetics, evolution, survey of phyla, survey animal kingdoms, selected human systems, and topics in ethics and philosophy. The course topics will be adjusted to meet the needs of students whenever possible.

AP Biology

(five credit hours per week)

Textbook: *Biology* Sylvia Mader (McGraw Hill, 2007). Plus supplements.

AP Biology is designed to cover the following themes: Science as a Process, Evolution, Energy Transfer, Continuity and Change, Relationship of Structure to Function, Regulation, Interdependence in Nature, Science, Technology, and Society. In this second half of the course, we expect to cover these themes as related to the topic of Organisms and Populations, with the expectation that students will have already covered Molecules and Cells as well as Heredity and Evolution in the fall.

Chemistry

(five credit hours per week)

Textbook: *Chemistry: Connections to Our Changing World*, 2nd Edition by LeMay, H. et al. (Prentice Hall, 2000).

This course may cover but is not limited to the following topics: acids and bases, the Mole, Stoichiometry, Heat in Chemical Reactions, Gases, Solutions and Chemical Equilibrium, and touches on Nuclear Chemistry. The course topics will be adjusted to meet the needs of the current students whenever possible.

Laboratory experiments will be available on a limited basis only. Students with laboratory requirements are encouraged to complete as much as possible before leaving for Israel.

AP Chemistry

(five credit hours per week)

Textbook: *Chemistry* by Zumdahl and Zumdahl (Houghton Mifflin, 2003).

In AP Chemistry, students are asked to master concepts related to Structure of Matter, States of Matter, and Reactions, in addition to Descriptive Chemistry, Chemical Calculations, and Laboratory.

Physics

(five credit hours per week)

Textbook: *Physics: Principles and Problems* by Paul W. Zitzewitz et al. (New York: McGraw Hill, 2002).

This course includes the basic principles of the physical world and their application. Topics could include, but are not limited to: wave phenomena; electricity and magnetism; and selected topics in atomic and nuclear physics.

AP Physics B / C

(five credit hours per week)

Students must bring their own textbooks.

AP Physics B

Topics could include, but are not limited to: Newtonian Mechanics, kinematics, Newton's Laws, work, Fluid Mechanics and Thermal Physics, Electricity and Magnetism, Waves and Optics, Atomic and Nuclear Physics.

AP Physics C: Mechanics

The course provides instruction in each of the following six content areas: kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. This course may be taught as a one or two semester class.

AP Physics C: Electricity and Magnetism

The course provides instruction in each of the following five content areas: electrostatics; conductors, capacitors and dielectrics; electric circuits; magnetic fields; and electromagnetism. This course may be taught as a one or two semester class.

AP Environmental Science

(five credit hours per week)

Students must bring their own textbooks.

This course may cover but is not limited to: scientific method and critical thinking, experimental design and analysis, evolution and diversity, ecosystems, biogeography (climate and biomes), Earth Systems and Resources, The Living World, Population, Land and Water Use, Energy Resources and Consumption, Pollution, and Global Change.

Grade 10 Canadian Science

(five credit hours per week)

Students must bring their own textbooks.

This course enables students to enhance their understanding of concepts in biology, chemistry, physics and earth and space science. Moreover, students will actively investigate, research and apply classroom concepts while exploring the interrelationships among science, technology, society and the environment. This course is based on the overall and specific expectations defined by the Ontario Curriculum.

ENGLISH

English Language and Comparative Literature

(five credit hours per week)

Students will read a selection of Israeli novels, short stories, and poems (in translation) throughout the semester. Essays will enable students to hone their skills in narrative, expository, and argumentative writing. Students will learn to recognize rhetorical and literary elements, such as allegory, metaphor, foreshadowing, and allusion. Honors credit may be earned. Among other selections, students will read: Etgar Keret, *The Bus Driver who Wanted to be God and Other Stories*, Amos Oz, *A Tale of Love and Darkness*, and Savyon Liebrecht, *Apples from the Desert: Selected Stories*. It is recommended that all students have a writing handbook such as *The Bedford Handbook* (print or online access).

AP English Literature and Composition

(five credit hours per week)

Textbooks: *Literature: An Introduction*, by Kennedy and Gioia (Pearson, 2007); Shakespeare, *The Merchant of Venice*.

The AP English Literature and Composition course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

AP English Language and Composition

(five credit hours per week)

Textbook: *Patterns for College Writing, 10th edition*. Kirszner and Mandell (Bedford, 2007). Writing handbook required.

The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

JEWISH STUDIES

ISRAEL CORE COURSE (ICC): Ancient to Modern History of Israel and the Middle East

(18 credit hours per week including field trips – required)

This course will introduce the key periods and personalities in the history of Israel. During the course we will seek to discover the moments and personalities from the past which/who helped in the evolution of Jewish heritage, culture and tradition. The course is chronologically based, asking students to place themselves in the shoes of history - its movers and shakers - and then respond and react based on their own perspectives.

The ICC covers ancient near eastern civilization, biblical criticism and thought, the effects of Hellenism on ancient society, the medieval period and Crusades, the Enlightenment period and Emancipation and the modern era. As the course progresses, it will focus much more on modern issues in Jewish history and specifically the advent of Zionism and the State of Israel. It will focus on the roots of modern Zionism in the late nineteenth century and then examine the patterns of Jewish renewal and its effects on Israel as a modern state and people.

The ICC sourcebooks will provide most of the materials used with an emphasis on reading primary sources. The ICC is also taught outside the traditional classroom setting. The students are actively involved in at least two weekly field trips including visits to archaeological sites and many other locations throughout Israel. Students are asked to take advantage of their environment by studying as a group, learning as individuals, meeting people with recent historical stories to tell, going to the places where events took place, walking throughout the land, debating its rich history, charting, playing, writing, being dramatic, singing, dancing, goofing around, testing, being tested, discovering, talking and generally . . . striving to be *wise students*, which the rabbis of the Talmud defined as those who learn by asking many questions. Because the course covers such an enormous time period, it will inevitably skip some more minor events and issues and delve more deeply into other topics.

Students will be evaluated by the following measures:

- Participation in classroom and field trip discussions and debates
- Daily quizzes
- Weekly homework
- Unit tests and small group projects
- Midterm and Final exams

Exams will be comprised of an objective test (including short answers, vocabulary, dates and geography) and an essay test. The essays will include approximately six extensive questions, which will be prepared during the study week. On the day of the exam, students will be tested on three essays randomly chosen from the six (without notes). Three hours will be provided for completing the exams.

College Credit

Through a partnership between TRY and Gratz College, TRY students are eligible to participate in a concurrent enrollment program in which they may earn college credits. This concurrent enrollment program is available only to high school students who are academically prepared for college level work. Students must complete a Gratz College Concurrent Enrollment Application and pay the stated tuition to Gratz.

ICC is the equivalent of three classes, each worth three credits: *The Rise of Biblical Civilization; Jews in Medieval Christendom and the Orbit of Islam;* and *Israel Today: Continuity and Change.* (Students participating in the academic quarter earn only three credits.)

To be eligible to obtain credit for taking college level courses while attending TRY, students must complete all aspects of the Israel program satisfactorily including attending all lectures, seminars, and trips. TRY will verify that you successfully completed the program with Gratz College.

These credits are recorded as undergraduate credits at Gratz College, and students may choose to request that they be transferred to any college. Once students have been admitted to a college or university, contact the Registrar of Concurrent Enrollment Programs who will send you a Gratz College transcript request form to have your official transcript sent. Credits from Gratz College are transferrable to many colleges and universities and applicable towards an undergraduate degree.

Israel Core Course Outline

1. Biblical Period (and pre-Biblical)
 - a. Ancient Near East
Traditional vs. Modern Approach
Myths
Cradle of Western Civilization
 - b. Patriarchs
 - c. Conquest of the Land
 - d. Judges
 - e. United Monarchy
 - f. Divided Monarchy
 - g. Destruction and Exile
2. Hellenism and 2nd Temple
 - a. Cyrus and Return to Zion
 - b. Alexander the Great and Introduction to Greek Culture
 - c. Macabean Revolt: Success or Failure?
 - d. Social and Political history of 2nd Temple period
 - e. Destruction and Exile II
3. Evolution of the Great Western Religions
 - a. Birth of Judaism
 - b. Birth of Christianity
 - c. Birth of Islam
4. Middle Ages to Modernity
 - a. Dark Ages
 - b. Crusaders and Israel
 - c. Ashkenaz (Franko-Germany) and Sefarad (Spain)
 - d. Kabbalah (Jewish Mysticism)
5. Emancipation and Enlightenment
 - a. Moses Mendelssohn
 - b. Social Contract
 - c. Napoleon's Sanhedrin
 - d. Marx
 - e. Push and Pull Theory
 - f. Haskala (Jewish Enlightenment)
 - g. Western Europe
 - h. Eastern Europe
 - i. Reform and Reformers in Judaism
6. Early Zionism
 - a. Zionism as a Revolution in Jewish Philosophy
 - b. Theory and Practice
 - c. Practical Zionism
7. Zionist Ideologies and Ideologues
 - a. Political
 - b. Labor
 - c. Religious
 - d. Cultural
 - e. Revisionist
8. Between the Wars
 - a. World War I
 - b. Palestine and the Turks
 - c. British Mandate
9. Holocaust and Israel Seminar
 - a. Social Darwinism
 - b. What Led to Hitler
 - c. History of World War II
 - d. Jewish Responses in and to the Holocaust
 - e. Resistance
 - f. Post Holocaust: Jews, the World, and Israel
10. Pre-State Israel
 - a. HaBonim (The Builders)
 - b. HaMaapilim (Aliya Bet - Clandestine Immigrants)
 - c. HaLochamim (The Fighters)
11. Declaration of Independence - 1948
 - a. Battles of 1948
 - b. Importance of the Negev
 - c. Building a State: "What Now?"
12. Politics of the Middle East
 - a. Causus Belli
 - b. Refugees (Arab and Jewish)
 - c. Water rights
 - d. Palestinian Arabs
 - e. Jerusalem

13. Social and Political history of Modern Israel (Including: Israel, Egypt, Jordan, Syria, Lebanon, PLO, Iraq, wars, peace, etc.)
 - a. 1956
 - b. 1967
 - c. 1973
 - d. 1978
 - e. 1980's
 - f. 1990's
 - g. 2000-Today
14. West Bank and the Palestinians
 - a. Right Wing Israeli Politics
 - b. Left Wing Israeli Politics
 - c. Palestinian Politics
15. Israel Today
 - a. Israeli Society
 - b. Dichotomies of Life in Israel
 - c. Right vs. Left
 - d. Religious vs. Secular
 - e. New Immigrant vs. Older Immigrants
 - f. Ashkenazi vs. Sefardi (West vs. East)
 - g. Israeli Jews vs. Diaspora Jews
16. From Conflict to Peace?
 - a. The Peace Process
 - b. Intifada - Living With Terror
 - c. What's Next?

Jewish Liturgy: History and Philosophy

(required)

All students enrolled in TRY participate in Jewish Liturgy: History and Philosophy, a daily Jewish studies class centered on familiarity with the Jewish liturgy, a survey of its history, analyses of its texts, and a study of the philosophy behind it. The liturgy course is facilitated by a member of the TRY faculty and is aided by guest lecturers composed of Ramah faculty and staff as well as visiting and local Rabbis and Jewish educators. Students are expected to participate in discussions and complete projects and written assignments responding to the tefilla sessions in order to earn credit.

Talmud, Chumash, and Rabbinic Thought

Additional Jewish Studies courses may be offered upon request. In these cases, we work specifically with the school to ensure that the correct curriculum is covered during the semester.

PHYSICAL EDUCATION

Physical Education

(five credit hours per week)

Students participate in strenuous field trips each week and several longer hiking tours throughout the semester. They also participate in an intensive para-military experience and a desert survival week. Students have access to a variety of recreational activities, which include basketball, tennis, soccer, swimming, free weights, and aerobics.

Health

(five credit hours per week)

Students must bring a textbook.

Health can be offered as a private or semi-private tutorial, as needed. In most cases, the student meets with a tutor once or twice weekly and works independently.

FINE ARTS

Music

Private music lessons can be arranged. Students should bring their instruments to Israel with them, though rentals of flutes and violins can usually be arranged for an additional fee. Students have access to an electric piano, but should bring headphones.

Dance (Modern/Ballet)

Students who are interested in continuing modern dance or ballet lessons may do so at a number of local dance studios. Students should bring dance gear with them. There is an additional fee, paid directly to the studio.

AP Studio Art and AP Music Theory

(five credit hours per week)

AP Studio Art and AP Music Theory can be arranged as needed.

OTHER COURSES

In the past, we have offered the following courses as needed by students.

Sociology and Anthropology

Business

Grade 10 Canadian Biology

Anatomy and Physiology

Visual Arts

Drama and Improvisational Comedy

Human Geography

Please note that we are generally able to offer any course required.

We provide students with courses needed for the curriculum of their home schools. This course catalogue describes only the most commonly requested classes. We can generally offer additional courses as per student request.