

# Ramah Jerusalem High School

*Tichon Ramah Yerushalayim*

Course Descriptions – Spring 2010



*Get Ready for  
the Journey of a  
Lifetime...*

*Ramah Programs in Israel*



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תיכון רמה ירושלים



**Ramah Jerusalem High School**

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**Ramah Programs in Israel**

is a branch of

**The National Ramah Commission of  
The Jewish Theological Seminary of America**

**Tichon Ramah Yerushalayim**

**The Ramah Jerusalem High School**

is fully accredited by the

**Middle States Association of Schools and colleges  
and the**

**Ministry of Education in Israel**

and is affiliated with the

**Solomon Schechter Day School Association**

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# **THE RAMAH JERUSALEM HIGH SCHOOL**

## **(TRY AND USY HIGH)**

### **Course Descriptions - Spring 2010**

#### **Introduction:**

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Below are listed the course descriptions\* for students in grades 10-12 who will be attending The Ramah Jerusalem High School (TRY and USY High) in 2009. Students are accepted 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 a copies of their text book(s) and an appropriate course syllabus. All textbooks listed (unless specifically noted) are provided by TRY AND USY HIGH. Students are encouraged to take art, health and/or other electives prior to or upon completion of the program in Israel. Students also 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.

\* The material covered in each class may vary slightly according to the needs of the students.

## **1. ISRAEL CORE COURSE (ICC): Ancient to Modern History of Israel and the Middle East (18 hours per week including field trips – required)**

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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.

As this intensive course is taught on a very high level, students may receive honors credit for the ICC on their transcripts.

## Israel Core Course – Outline

<p>1. Biblical Period (and pre-Biblical)</p> <ul style="list-style-type: none"> <li>a. Ancient Near East - Traditional vs. Modern approach, myths, Cradle of Western civilization</li> <li>b. Patriarchs</li> <li>c. Conquest of the land</li> <li>d. Judges</li> <li>e. United Monarchy</li> <li>f. Divided Monarchy</li> <li>g. Destruction and Exile</li> </ul>	<p>9. Holocaust and Israel - Seminar</p> <ul style="list-style-type: none"> <li>a. Social Darwinism</li> <li>b. What led to Hitler</li> <li>c. History of W. W. II</li> <li>d. Jewish Responses in and to the Holocaust</li> <li>e. Resistance</li> <li>f. Post Holocaust - Jews, the world and Israel</li> </ul>
<p>2. Hellenism and 2nd Temple</p> <p>Cyrus and Return to Zion</p> <p>Alexander the Great – Intro to Greek culture</p> <ul style="list-style-type: none"> <li>c. Macabean Revolt – success or failure?</li> <li>d. Social and Political history of 2nd Temple period</li> <li>e. Destruction and Exile II</li> </ul>	<p>10. Pre-State Israel</p> <ul style="list-style-type: none"> <li>a. HaBonim (the Builders)</li> <li>b. HaMaapilim (Aliya Bet – Clandestine Immigrants)</li> <li>c. HaLochamim (the Fighters)</li> </ul>
<p>3. Evolution of the Three Great Western Religions</p> <ul style="list-style-type: none"> <li>a. Birth of Judaism</li> <li>b. Birth of Christianity</li> <li>c. Birth of Islam</li> </ul>	<p>11. Declaration of Independence - 1948</p> <ul style="list-style-type: none"> <li>a. Battles of 1948</li> </ul> <p>Importance of the Negev</p> <p>“what do we do now?” Building a state</p>
<p>4. Middle Ages to Modernity</p> <ul style="list-style-type: none"> <li>a. Dark Ages</li> <li>b. Crusaders and Israel</li> <li>c. Ashkenaz (Franko-Germany) and Sefarad (Spain)</li> <li>d. Kabbalah – Jewish mysticism</li> </ul>	<p>12. Politics of the Middle East</p> <ul style="list-style-type: none"> <li>a. Causus Belli</li> <li>b. Refugees (Arab and Jewish)</li> <li>c. Water rights</li> <li>d. Palestinian Arabs</li> <li>e. Jerusalem</li> </ul>
<p>5. Emancipation and Enlightenment</p> <p>Moses Mendelssohn</p> <p>Social Contract</p> <p>Napoleon’s Sanhedrin</p> <p>Marx</p> <p>Push and Pull theory</p> <p>Jewish Enlightenment – Haskala</p> <p>Western Europe</p> <p>Eastern Europe</p> <p>Reform and reformers in Judaism</p>	<p>13. Social and Political history of Modern Israel</p> <ul style="list-style-type: none"> <li>a. 1956</li> <li>b. 1967</li> <li>c. 1973</li> <li>d. 1978</li> </ul> <p>1980’s</p> <p>1990’s</p> <p>2000-Today</p> <p>Including: Israel, Egypt, Jordan, Syria, Lebanon, PLO, Iraq, wars, peace etc.</p>
<p>6. Early Zionism</p> <ul style="list-style-type: none"> <li>a. Zionism as a revolution in Jewish philosophy</li> <li>b. Theory and Practice</li> <li>c. Practical Zionism</li> </ul>	<p>14. West Bank and the Palestinians</p> <ul style="list-style-type: none"> <li>a. Right wing Israeli politics</li> <li>b. Left wing Israeli politics</li> <li>c. Palestinian politics</li> </ul>
<p>7. Zionist Ideologies and Ideologues</p> <ul style="list-style-type: none"> <li>a. Political</li> <li>b. Labor</li> <li>c. Religious</li> <li>d. Cultural</li> <li>e. Revisionist</li> </ul>	<p>15. Israel Today</p> <ul style="list-style-type: none"> <li>a. Israeli Society</li> <li>b. Dichotomies of life in Israel</li> </ul> <p>Right vs. Left</p> <p>Religious vs. Secular</p> <p>New immigrant vs. older immigrants/vatikim</p> <p>Ashkenazi vs. Sefardi (West vs. East)</p> <p>Israeli Jews vs. Diaspora Jews</p>
<p>8. Between the Wars</p> <p>W. W. I</p> <p>Palestine and the Turks</p> <p>British Mandate</p>	<p>16. From Conflict to Peace?</p> <p>The Peace Process</p> <p>Intifada – Living with terror</p> <p>What’s next?</p>

## 2. FOREIGN LANGUAGES

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### **Hebrew Language and Literature: (five 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.

### **Spanish II: (five 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 units covered will include 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.

### **Spanish III: (five 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”.

### **Spanish IV: (five 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 units covered will concentrate on 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.

### **French II: (five hours per week)**

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

The following grammatical topics will be covered: 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 Altermannm; Primo Levi texts, Israeli songs (Chava Alberstein), etc.

### **French III: (five hours per week)**

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

The following grammar topics will be covered: pronouns (complement, demonstrative, and relative); qui, que, dont, ou, lequell; third group verbs; conditional present and past; indirect speech; subjunctive (present and past).

Vocabulary topics used to develop oral and written skills include: 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 Altermannm; Primo Levi texts, Israeli songs (Chava Alberstein), etc. Students may be asked to prepare oral reports in French about their Israel experience.

### **French IV: (five 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 Altermannm; Primo Levi texts, Israeli songs (Chava Alberstein), etc. Students may be asked to prepare oral reports in French about their Israel experience.

### **Latin II, III, and AP: (five hours per week)**

Textbook: *Cambridge Latin 2 or Cambridge Latin 3*. 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. The Ramah Jerusalem High School has generally offered Latin II and Latin III and AP Latin. AP students will need to bring their textbooks and a dictionary.

### **Other languages: (five hours per week)**

In recent years, students have taken the following languages as private or semi-private tutorials: Japanese, Italian, Mandarin Chinese, German, American Sign Language, and Russian. Please contact the Ramah office for more information. You will need to bring appropriate curricula and a textbook.

### **3. SOCIAL STUDIES**

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#### **American History (five hours per week)**

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

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

This second semester survey course covers the period from the 19<sup>th</sup> Century (Progressive Era) to the present, emphasizing such topics as: 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.

#### **World History (five hours per week)**

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

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

This second semester survey course covers such topics as: European unification and nationalism, socialism, Western imperialism, World War I, the rise of Communism, the rise of dictatorships, World War II, the Cold War, and today's changing world.

#### **U.S. Government (five hours per week):**

Textbook: *American Government* by James Q. Wilson and John J. DiIuilo, Jr. (Houghton Mifflin, 2006). AP class uses AP edition.

This course introduces the student to the study of our national, state and local governments, provides the basic concepts of our government and explores 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.

#### **Economics (five 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. Can be offered on an AP level (macro or microeconomics)

## 4. MATHEMATICS

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Please refer to the **Math Topics Form** that needs to be filled out by math teachers from the current academic year (2009-2010).

### **Geometry (five hours per week)**

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

Topics covered in this second semester Geometry course include: Quadrilaterals, Similarity, Right Angles, Circles, Inequalities in Triangles (relationship of three sides), Area, Surface Area and Volume.

### **Algebra II / Trigonometry (five hours per week)**

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

This is a second semester course which is designed for students who have mastered the concepts of Algebra I and Plane Geometry. When needed, two sections of this course are offered: **Algebra II with Trigonometry** and **Algebra II without Trigonometry**. Topics covered in **Algebra II with Trigonometry** include: Exponents and Logs, and Trigonometry. Topics Covered in **Algebra II without Trigonometry** include: Rational Expressions, Irrational and Complex Numbers, Quadratic Equations and Functions, Polynomial Equations, Conic Sections, Exponential and Logarithmic Functions, and Sequences and Series.

### **Pre-Calculus (five hours per week)**

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

When needed, two sections of this course second semester course are offered: **Pre-Calculus with Trigonometry** and **Pre-Calculus without Trigonometry**. Topics covered in **Pre-Calculus with Trigonometry** include: Trigonometric Functions, Trigonometric Equations and Applications, Triangle Trigonometry, Trigonometric Addition Formulas, and Introduction to Calculus. Topics covered in **Pre-Calculus without Trigonometry** include: Polar Coordinates and Complex Numbers, Vectors and Determinants, Sequences and Series, and Introduction to Calculus.

### **Calculus (five hours per week)**

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

Major topics covered in this second semester Calculus course include: The Integral; Applications of the Integral; Exponential, Logarithmic and Inverse Trigonometric Functions; Methods of Integration; Parametric Equations and Polar Coordinates. If fewer than three students are taking each exam, private or semi-private tutoring will be necessary. The topics for Calculus AB and BC are not the same. Students in regular or honors calculus are usually placed into AP Calculus AB with adjusted requirements.

## 5. SCIENCES

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### **Biology (five hours per week)**

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

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

This second semester course will cover the following units: Qualities of Life – Themes in Biology, Cell Structure and Function, DNA – Structure and Function, Protein – Structure and Function, Protein Synthesis, Genetics, Evolution, Survey of Phyla, Survey of Animal Kingdoms, Selected Human Systems, Topics in Ethics and Philosophy.

*Please note: Laboratory experiments will be available on a limited basis only.*

### **Chemistry (five hours per week)**

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

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

This second semester course will cover the following topics: The Mole, Stoichiometry, Heat in Chemical Reactions, Gases, Solutions and Chemical Equilibrium.

*Please note: Laboratory experiments will be available on a limited basis only.*

### **Physics (five hours per week)**

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

AP Students must bring their textbooks.

This course includes the basic principles of the physical world and their application and will cover the following topics: wave phenomena; electricity and magnetism; and selected topics in atomic and nuclear physics.

*Please note: Laboratory experiments will be available on a limited basis only.*

## 6. ENGLISH

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### **English Language and Comparative Literature (five hours per week):**

Students will read a selection of Israeli novels, short stories, and poems (in translation) throughout the semester. In their writings about these literary works, students will experiment with narrative, expository, and argumentative writing; students will also have an opportunity to use more creative outlets for at least one essay. Students will learn to recognize rhetorical techniques, including logical fallacies, as well as hone their skills in identifying such literary techniques as allegory, metaphor, foreshadowing, and allusion. Honors credit will be granted to students based on an additional paper and/or a graded response journal. 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 (five hours per week):**

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

AP Language Textbook: Patterns for College Writing, 10<sup>th</sup> edition. Kirszner and Mandell (Bedford, 2007). Writing handbook required.

Students will read a variety of texts in different literary styles and genres throughout the semester. In their writings about these works, students will experiment with narrative, expository, and argumentative writing; students will also have an opportunity to use more creative outlets for at least one essay. Students will learn to recognize rhetorical techniques, including logical fallacies, as well as hone their skills in identifying such literary techniques as allegory, metaphor, foreshadowing, and allusion. Students are required to keep a response journal and write and revise at least two 4-5 page essays, one of which must be a persuasive essay.

## **7. ADVANCED PLACEMENT (AP) COURSES**

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Advanced Placement courses and exams are offered in accordance with the standards of The College Board. All AP exams can be taken at the Ramah Jerusalem High School, and any students who are taking an AP course can be accommodated by our faculty with advance notice.

**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 (minimum 3 students) take place 3-4 times per week. Under-enrolled classes (private or semi-private tutorials) take place 3 times per week. Additional study sessions may be scheduled the week before the AP exams (extra charge applies for tutorials only).

Students are asked to bring their own materials (including text book and review book) from home. AP classes are designed to cover material that will be presented in the AP examinations in May. The College Board recognizes the Ramah Jerusalem High School as an authorized testing center for AP exams in Israel.

In most years, AP US History and AP English Language have full enrollment. Often, AP US Government, AP English Literature, AP World History, and AP Biology have full enrollment. Other AP classes tend to be under-enrolled, and therefore offered as tutorials, though this changes from year to year.

## **8. JEWISH PHILOSOPHY: ANCIENT RABBINIC AND BIBLICAL TEXTS**

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*(Full semester students are required to take a Jewish Philosophy elective. Jewish Philosophy courses are held for two hours per week.)*

Students will have the opportunity to choose from a number of courses in Judaic Studies. Course topics from past years have included: Text Study (Bible or Talmud), The Movements of Judaism (Orthodox, Conservative, Reform), Contemporary Issues in Jewish Law, Women in Judaism, Intensive Study of the Jewish Holidays which occur during the TRY program (Purim, Pesach, Shavuot). Topics will be offered to accommodate the interests and backgrounds of the students and faculty.

## 9. PHYSICAL EDUCATION (4 credit hours)

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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, and aerobics.

## 10. FINE ARTS (2-4 credit hours)

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By request, the *Ramah Jerusalem High school* can provide private lessons by professional musicians who are often affiliated with the Jerusalem Symphony Orchestra, in various instruments. In recent years, students have taken lessons in bassoon, viola, violin, guitar, and flute among others. The fee for these lessons is usually around \$50 per hour. 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 a piano.

Other art tutorials, including **AP Studio Art**, can also be arranged as needed.

Students who are interested in continuing modern dance or ballet lessons may do so at *Mehola* or *The Jerusalem Ballet School*, dance studios nearby, approximately once per week.