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## Limudei Kodesh/Torah Studies

The goal in all *Limudei Kodesh* classes is to foster love and enthusiasm for *Talmud Torah* both as a means of developing one's relationship with God, and as a spiritually enhancing intellectual endeavor. Appreciation for serious study of Judaic texts and internalization of the religious values which emerge from *sifrei kodesh* are facilitated through a warm relationship with *rebbeim* and teachers who are not only excellent pedagogues, but also role models of *Torah* values and lifestyle.

### Tanach

*Tanach* classes engage students in the creative process of exploring the meaning of the text and enable them to develop the analytic and textual skills which are prerequisites for independent study. The focus is on analyzing the text of *Tanach* aided by classical and modern commentaries. Students gain an appreciation of *parshanut* as they engage in the same quest as commentators. As students prepare texts prior to class, they are empowered as active learners. Their preparation often takes place in the form of *chavruta* (cooperative) learning. *Tanach* teachers lead students well beyond isolated *passukim* to identify themes and essential messages of each section, *perek* and *sefer*. Through *Tanach* classes Frisch teachers aim to transmit to their students the skills, appreciation, and enthusiasm for the study of biblical text that will facilitate future learning.

### Senior Electives

#### The Book of Devarim: Mastering Exegetical Methodologies (Honors)

In his various speeches throughout *Devarim*, Moshe carries out his last task as leader and teacher of the Jewish people. The book of *Devarim's* various stories, laws, and words of rebuke are analyzed in order to uncover their unifying themes and eternal messages.

#### Mitzvot Through the Parsha

Over one-quarter of the *taryag* (613) *mitzvot* are concentrated in three *parshiyot*: *Mishpatim*, *Kedoshim* and *Ki Teitze*. An in-depth focus on these sections provides an understanding of a broad range of *mitzvot* bearing practical and philosophical significance. The connection between the Written and Oral *Torahs* will be highlighted as topics are covered, such as civil law, marital law and the *Torah's* perspective on war and slavery.

#### Sibling Rivalry (Honors)

The story of the first siblings in the world, Kayin and Hevel, ended in fratricide. Was it jealousy, pride, anger, or all of the above? The many stories throughout *Tanach*

wrought with controversial sibling relationships are examined, beginning with Kayin and Hevel and ending with the infamous story of King David's sons, Amnon and Avshalom.

#### Women in Tanach

"There are four beautiful women in the world; Sarah, Rachav, Avigayil and Esther." (BT *Megillah* 14a) Why does the *Talmud* specify these four biblical women? Which women were known as the seven prophetesses? The character and conduct of twenty of the most impactful and important women in the Bible, including the three wives of King David: Michal, Avigayil and Batsheva, are examined.

#### Biblical Portraits: Artist Beit Midrash (Art Pre-req)

Beginning with *Sefer Yehoshua* and continuing through the *Megillot*, students learn through textual study, reflection, *chavruta* and individual work about characters in *Nach* who teach unique lessons of character and morality. Project-based art assignments enable students to reflect upon their personal understanding, and illustrations of the biblical texts are presented to a group of teachers for critique.

#### Torat Chaim: Life Lessons of the Torah

The biblical text and its commentaries deal with many religious questions that are encountered on a daily basis in modern times. Issues of faith, the personal relationship between man and God, the highs and lows of daily religious experience, as well as various other theological, philosophical, psychological and existential questions are explored as they arise in textual study.

#### Parshanut on the Parsha (Honors)

Corresponding to *Parshat HaShavua*, each week's study begins with the students' reading, dividing and titling the sections of each *parsha*, enabling students to gain a broad familiarity with the *Torah*. Key topics that arise in each *parsha* are analyzed using *parshanut*, as students investigate how and why a commentator chose to interpret the text in a particular manner. Larger *hashkafik*/philosophical issues that are raised in the weekly *parsha* are also discussed, as students learn how to craft their own *divrei Torah*.

#### Biblical Scandals (Honors)

If tabloid newspapers had existed in the Ancient Near East, the *Tanach* and its characters would be featured constantly in the headlines. Characters or events in *Tanach* that are often neglected in a typical high school curriculum are carefully analyzed, including Dinah/Shechem, Reuven/*dudaim*, Yehuda/Tamar, Shimshon, *Pilegish b'Givah*, *Pesel* Micha, David/Batsheva/Michal, Amnon/Tamar, etc. While some of these characters play a primary role in the narrative in which they appear,

others serve as foils to the protagonists. These colorful and often controversial characters are essential in conveying the values inherent in the stories which are deciphered through textual study.

### **Eliyahu and Elisha**

We sing about Eliyahu *Hanavi* at *havdalah* every *motzei shabbat*, pour a glass of wine for him at the seder, and set a chair for him at every *brit milah*, but who is Eliyahu *Hanavi* in *Tanach*? *Perakim* in *Sefer Melachim* are explored which tell the stories of Eliyahu *Hanavi* and his successor, Elisha. Significant themes, such as the need for justice vs. mercy, the role of the *Navi*, the actual threat of *avodah zarah* and the ideals of leadership are discussed.

### **Timeless Lessons from the Weekly Parasha**

While *Humash* for the first three years in Frisch is often *sefer-centric*, studying in-depth chapters and verses from a selection of *parshiyot* in just one book of Torah, this course moves at a faster pace, analyzing the *parsha* each week before it is read on *Shabbat*. The most famous topics in Torah are discussed through the lens of Torah giants - from Ramban to the *Meshech Chochma*, Rav Chaim Shmuelevitz to the Ba'al Shem Tov, Nechama Leibowitz to Chief Rabbi Lord Jonathan Sacks.

## **Talmud**

*Talmud shiurim* at Frisch focus on the textual analysis of *sugyot*, while using the text as a springboard to analyze global concepts in *Shas*. Each *sugya* is dissected to gain a working understanding of the *Talmud* and its commentaries. Students explore disputes of the *tannaim*, *ammoraim*,

*rishonim* and *achronim* to discern not only the substance of the argument but the rationale behind differing views. *Sugyot* are followed to their *halachic* conclusions in order to clearly demonstrate the process which culminates in normative *halachic* practices. Students learn to think critically about the text and ask questions when confronting a *sugya*. *Talmud* teachers develop and utilize an array of pedagogic methodologies, including the creative use of technology. The *Talmud* faculty aims to instill within its students a love of *Torah she-ba'al peh* and an appreciation for its beauty and complexity, as they become the next link in the chain of the *mesorah*.

### **Beit Midrash Track**

In the Beit Midrash Track, students build a wide array of skills necessary to excel in learning Gemara. *Sugyas* are chosen based on student interests, as students analyze the texts in chavruta or small groups. The goals of the Beit Midrash Track are twofold: 1) to learn *Bekiut*: to finish a *masechta*, to learn how to comfortably move through the *shakla v'tarya* (give and take) of the Gemara and gain proficiency in reading and understanding Gemara with *Rashi's* Commentary. 2) to learn *B'iyun*: to engage in a deep analysis of the Gemara and *Rishonin*, to become familiar with the commentaries in the back of the Gemara and when and how they are used, and to delve into classic *Shas sugyot* and concepts. Upon completion of the Beit Midrash Track, students should develop the capability of learning an entire *sugya* on their own, which includes: reading the Gemara, identifying the fundamental questions and concepts that arise in the text, and

understanding how to find answers through the Rishonim and Achronim, both those that deal with the “lomdus” and those that deal with the halacha. The Beit Midrash Track is intended for self-motivated students who desire to engage in rigorous Talmudic study beyond the requirements of the formal Gemara curriculum.

### Senior Electives

#### **The World of Torts: Studies in Bava Kamma (Honors)**

*Bava Kamma* deals with the *Torah’s* approach to personal liability and property damage. The nuances of *Talmudic* principles presented in *Bava Kamma* are analyzed in *chavruta* preparation sessions, *shiur b’iyyun*, as well as in an independent learning *bekiyut* project. Principles are then applied to a myriad modern day scenarios encountered by pet owners, motorists, construction workers among others. The role of money and financial responsibilities in society is examined from a *Torah* perspective.

#### **Masechet Shabbat: The Evolution of Halacha From Conception to Practice (Honors)**

Students study many of the positive commandments of *Shabbat*. The 39 prohibited *melachot* are also analyzed, tracing them back to their biblical sources and following the development of their interpretation in the Talmud and later commentaries, in an effort to arrive at a stronger understanding of our contemporary *Shabbat* observance. Finally, students examine fundamental concepts which underlie the laws of *Shabbat*.

#### **Mastering a Masechet: Masechet Ta’anit From Beginning to End (Honors)**

Students learn an entire *masechet* of *Shas* in a *bekiyut* style and improve their analytical skills through both the *halachic* and *aggadic* sections of *Talmud*.

### Celebration and Renewal

Important and relevant topics of daily Jewish life and life cycles are covered in this course, including weddings and mourning, as well as the practice and sanctity of holidays. While the focus of the *shiur* is conceptual, there is an integral textual component which traces how the *sugya* develops from the *Gemara* to the *rishonim* through to modern *poskim* and commentators.

#### **The Brisker Method: A Conceptual Approach to Major Topics in Shas (Honors)**

Students are introduced to “*lumdus*” and the methodology of categorizing and arriving at precise definitions of *Talmudic* concepts which can then be applied across the broad spectrum of *Shas*. The interpretations of the *rishonim* and *achronim* are also used to help students strengthen their analytical skills.

#### **The Sanctity of Family**

In *Masechet Kiddushin*, students analyze the *halachic* process of getting married, as well as many *mitzvot* that arise in the family context, such as children honoring their parents, parents educating their children in *Torah* and the *mitzvah* of honoring elders and teachers. Additionally, *Masechet Kiddushin* raises important questions of Jewish thought, including whether it is better to learn *Torah* or perform *mitzvot*, and whether there is reward for *mitzvot* in this world or only in the next. Attention is devoted to improving textual and analytical skills in an effort to enable students to continue their *Gemara* study beyond their high school years.

#### **Masechet Shabbat: The Evolution of Halacha From Conception to Practice**

Students learn major concepts discussed in *Masechet Shabbat* necessary in order to understand the modern day application of the laws of *Shabbat*. In addition to discussing the 39 *melachot* from both a legal and philosophical perspective, attention will also be devoted to the positive *mitzvot* of *Shabbat* and modern *halachic*

scenarios.

### **Holidays in the Talmud**

Students delve into seasonally appropriate *Talmudic* texts dealing with the holidays that correspond to that time of year. Topics covered provide practical and theological insight into the upcoming holidays, as students prepare *divrei Torah* for each occasion.

### **Mastering a Masechet: Masechet Megillah From Beginning to End**

Students study the topic of *Purim* in *Masechet Megillah* in *bekiyut* style. Each class focuses on the *shakla v'tarya* (give and take) of *Talmudic* discourse. Since *Masechet Megillah* contains large sections of *aggadata*, students gain exposure to this often neglected type of *Talmudic* literature, rich in descriptive moral teachings.

### **Development of Halacha**

Students explore a wide variety of *halachic* topics such as *tefillah*, *brachot*, *tefillin*, *Shabbat* and *chaggim* from a variety of different *Masechtot*, with a focus on practical *halacha*. The law is traced from the *Talmud* to major *rishonim*, emphasizing its application in the *Shulchan Aruch*.

### **Crime and Punishment: Masechet Makkot**

Using *Masechet Makkot* as a template, students develop the skillset to engage with any text of the *Talmud*. *Masechet Makkot* deals with the system of governmental laws that establishes and preserves order and describes various situations in which punishments apply and how they are administered. Accidental murder, the laws of flogging and plotting witnesses are among the various topics examined.

## **Israel Education**

The Israel Education and Advocacy program extends over a four year sequence. As part of our World Jewish History curriculum (Grades 9 and 10), students explore the currents of diaspora Judaism from the middle ages through the shivat tziyon migration waves of the nineteenth and twentieth centuries to the establishment of Medinat Yisrael, ultimately focusing on the issues confronting contemporary Israel on the world stage. In the eleventh grade course, Israel Advocacy, aims to educate and empower students through an understanding of the history of the Middle East and the conflicts surrounding Israel which continue to dominate news headlines and international attention. Together, teachers and students examine major points of contention, their historical underpinnings, and the persuasive arguments of a pro-Israel advocate. Students are equipped with the knowledge and tools to serve as passionate and articulate defenders of Israel in the face of the constant challenges to Israel's credibility

in the media and on college campuses. Among the topics covered are the Palestinian refugee issue, Israeli "occupation" and settlements, claims of apartheid, and the BDS movement. The course seeks to explore the Palestinians' perspective on these issues and also address current events that pertain to the US-Israel relationship. In the senior year, all students are required to take a three week course identifying the most recent issues that our graduates will encounter as they arrive on college campus. The goal of this sequence is to provide a historical understanding of the issues, along with insight into the political context of the current moment. At the same time, the course tries to develop the skill for students to be able to engage in debate and to promote a full appreciation of Israel's contributions to the free world, to the ethics of democracy as a nation state, and to the eternal moral principles of the Jewish sovereign power.

## **Hebrew**

Hebrew is central to the religious and national identity of Frisch students. The goal of the Hebrew Department is to foster the development of conversational Hebrew and literacy skills, including the study of grammar, syntax, and sophisticated literature. The history of Zionism, as well as Israeli current events, is also an integral part of the Hebrew program. All students are required to take four years of Hebrew language. Multiple tracks in each grade allow students' diverse needs to be met. Seniors have the option of taking the *Bechina Yerushalmit*, the Jerusalem Exam on biblical, medieval, and modern Hebrew literature, for which they can earn college credit.

### **Senior Electives**

#### **Debate**

Students learn to persuade others by expressing their opinions and bringing arguments on an assortment of topics. Hebrew articles on various topics are used by students to construct and develop arguments as they engage in debate strategies.

#### **Ulpan Frisch/Journalism**

Students read and discuss articles from various Israeli newspapers, which give them an understanding of how different segments of society cover events in the country and the world. Oral and written responses to the articles are prepared by students in Hebrew. Different levels of *Ulpan* are offered to enable each student to develop his/her Hebrew language skills.

#### **Bechina Yerushalmi**

*Bechina Yerushalmi* is designed for students who would like to continue their Hebrew literature studies at an advanced, university level. In addition to modern Israeli literature, the extensive curriculum includes sections

from *Tanach*, *Tefilla*, *Mishnah* and Jewish thought.

## **Halacha**

The 11<sup>th</sup> grade *Halacha* course focuses on *halachic* rulings on many “real world” issues, including topics relating to health, medicine, business, and the internet. Topics in *kashrut* and *shabbat* are also discussed but with the objective of gaining a practical understanding of modern challenges and how they are addressed in Jewish law. Students delve into the study of primary texts, beginning with sources in *Tanach*, and follow the topic through the *Mishna* and *Talmud*, as well as through commentaries and responsa of *rishonim* and more contemporary *poskim*. The objective of the course is to engage students in the dynamic and exciting process of *halacha* which has many implications in public and private life.

### **Machshava and Halacha Senior Electives**

#### **Fundamentals of Faith**

Are there certain principles which one must believe in Judaism? Rambam’s 13 Principles of Faith is used as a springboard to explore what a Jew must believe. Topics discussed include the Messianic Era, theodicy, reward and punishment, and the afterlife. Other views of dogma - those of *rishonim* as well as of modern thinkers - are compared to Rambam’s delineation to discern a Jew’s obligatory beliefs.

#### **Halacha for the 21st Century**

*Halachic* and ethical dilemmas encountered in the ever-changing world of business, technology, social media and personal relationships are examined. Issues that are addressed are traced from their sources in *Tanach* and *Talmud*, through the *Shulchan Aruch* and contemporary responsa from leading *poskim*. Students learn the process of *psak halacha*, through classical sources as they are applied to the challenges of tomorrow.

#### **Big Questions in Jewish Philosophy**

Throughout the course of history, people have looked at the world and have struggled with various aspects of humanity and faith. These issues have been examined by religious and secular thinkers, yet one can only appreciate their answers by first asking questions. Each topic covered encourages students to ponder some of the major issues facing Jewish and Western Culture, including morality, free will, identity, heroism, individuality, faith and doubt. Students explore new ways of looking at texts and ideas, encountering both the confluence and the conflict of Jewish and secular learning which, in turn, bring them to a higher level of understanding of and connection with God and His world.

#### **Hilchot Shabbat**

“More than the Jew has kept *Shabbat*, *Shabbat* has kept

the Jew.” Students gain background and insight into why and how Jews observe *Shabbat*. The course begins with an overview of *Shabbat* in the *Torah*, *midrashim*, and contemporary philosophical writings and covers the positive *mitzvot* such as *kiddush*, *hadlakat neiro*t, and *oneg/kavod Shabbat*, as well as several of the 39 *melachot*.

#### **Chassidut: Adventures of the Soul**

Students learn central topics in Jewish thought and tradition from the perspective of the *Chassidic* masters of yesteryear through modern day. The aim of the course is a deeper understanding of the soul, *Torah* and *mitzvot* and our relationship with God. Topics include: Nature of the Soul, God hidden and revealed, nature and miraculous, perspectives on sin and redemption, body and soul, intellectual and emotional service, where the infinite and finite meet, and *Chassidic* insights into the holidays.

#### **Responsa: The Questions They Asked**

Students analyze responsa that have shaped *halacha* and Jewish thought throughout the years and examine the historical context in which the questions were asked. Introductions of various compilations of responsa are studied to give students a lens into the mind and world of Torah authorities.

#### **Hilchot Kashrut**

Issues in *Kashrut*, such as the reasons for the laws of *kashrut*, which foods are permissible, *minhagim* of waiting between meat and milk, what renders food or utensils *treif*, and how one goes about *kashering treif* items, are studied. Texts of the *Talmud*, *Shulchan Aruch* and responsa literature are analyzed. The goal of the course is to provide students with the resources to address their own *kashrut* questions, as well as provide them with a meaningful understanding of their religious practice.

#### **Technology and Halacha**

Students explore *hilchot Shabbat* and the implications of these laws regarding how they manifest in modern life and technology. They are then exposed to the current research, innovations and high-tech developments of the Zomet Institute, which they view from a *halachic* perspective. All students are required to work with a group to research and develop a written proposal for a relevant project and build a working prototype in the lab.

#### **The Jewish Life Cycle: Sanctifying Life and Molding Moments**

Customs, rituals and reasons for the most important life events that Jews experience are analyzed. Students delve into the - how, what and why - of the Jewish Life Cycle from the “cradle to the grave.” Issues discussed include, What is the purpose of a *Brit Milah* and why do some people oppose it? How was a *Bar Mitzvah* marked in

earlier times and when did the *Bat Mitzvah* develop? How do other cultures mark the “coming of age”? How many rings are exchanged at an Orthodox Jewish wedding and how does a Jewish wedding differ from a non-Jewish one? What does *halacha* say about cremation and are there requirements for burial in a Jewish cemetery? Why do mourners recite *kaddish* and what are the do’s and don’ts of a *shiva* visit? Finally, how can someone choose to become Jewish and what is the process required for Orthodox conversion? Special focus is placed on the unique challenges that modernity poses to the practice of these ancient customs and how, guided by *halacha* and *derech erez*, the integrity and authenticity of our timeless traditions can be maintained.

### **Bekiut Program**

Students learn *Masechet Megillah*, along with the YU High School Bekiut program. The learning takes place in the *Beit Midrash*, and the structure of the class is two-thirds *chavruta* learning, and one-third *shiur*. Students take weekly quizzes, as well as the program’s official exams once every six weeks. This is an ideal choice for students who are motivated to learn *Gemara* independently and at a quicker pace.

### **Senior Spring Seminars**

The Senior Spring program presents an array of curricular and experiential learning opportunities, affording seniors the chance to design a curriculum suited to their own individual needs and interests. Seminars are intended to introduce and prepare seniors for challenges they may encounter after high school. Topics include Israel Advocacy, Beit Midrash, and *Kedushat HaMishpacha*. In addition to coursework, students participate in other educational experiences outside of the classroom, such as work-study, *chessed*, and internships.

## **General Studies**

Frisch’s General Studies curriculum is designed to challenge students to think critically and creatively. Courses in every discipline are offered at multiple levels in order to meet the individual needs of every learner. Students are encouraged to pursue their intellectual interests and have the opportunity to choose from a multitude of electives. Additionally, motivated students can engage in a directed study in which they conduct original research under the guidance of a faculty mentor.

## **English**

In English courses at Frisch, students are exposed to the best of classical and contemporary literature which they analyze, discuss and write about throughout their high school years. The English curriculum is predicated upon a series of interconnected goals: students learn to write clearly and effectively conforming to conventions of standard written English, including appropriate mechanics and diction; through the study of fiction and

non-fiction they learn to read and think critically and make intelligent inferences; students learn to understand and use critical sources when researching and to integrate secondary sources in well-conceived and constructed essays and papers.

In their study of literature students develop a more sophisticated ability to recognize and understand the function in a literary work including an awareness of tone, setting, language, literary and rhetorical devices, and



point of view; and to comprehend how each contributes to the meaning of the work and why each was an intentional choice by the author.

The English department’s choice of required works is designed to foster an appreciation of literature as an art form and as an expression of human experience. Students are helped to respond to literature with sensitivity and understanding regarding characters, motivation, theme and language; to develop an active and creative relationship with the text; and to consider the possible universality of the work as well as its significance to the culture which produced it.

### **9th Grade**

Writing instruction is a major emphasis. Writing assignments engage students in the different rhetorical types of the formal essay, ranging from the descriptive, to the narrative, the comparison, the argumentative, as well as the literary analysis essay. Students are steeped in the writing process as they learn to articulate and organize their ideas, as well as present their individual points of view. Literature is selected to be appropriate for the level of the specific class—the goals are to engage students with reading that stimulates their interest and that sparks their identification with the universal themes of self-discovery, as well as to enhance each individual’s ability

to read and respond critically.

### 10th Grade

Students continue to refine their writing skills. Writing units present more complex models so students develop rich thesis statements and more sophisticated methods of coherent essay development. Students develop the capacity to read and react to the works of their peers, as well to other models of expository writing. They are challenged to expand their appreciation for different literary styles and points of view through exposure to literary

works which span the modes of expression from prose to poetry and drama. In addition, students are encouraged to engage in more complicated literary texts and to appreciate literary creativity as an expression of culture, as well as of the historical moment.

### 11th Grade

The eleventh grade English class focuses on American Literature from the Romantic era through the Modern era. The focus of the course is on the development of an American voice and a unique identity which distinguishes American writing from literature from other countries. The major literary movements of Romanticism, Realism, Regionalism and various forms of Modernism are discussed, as students engage in a close reading of the literature in its cultural and historical context. For the writing component of the course, students write a variety of personal essays and literary analyses, devoting attention to the use of evidence, topic development, pacing, editing, proofreading and revising skills. Each student is encouraged to develop his/her own voice, as well as a mature sensitivity to language and the infinite possibilities of individual expression. Students refine their abilities to research and utilize secondary resources in their writing. Juniors continue to develop critical reading skills and grow in their appreciation of individual creativity and the power of literature to depict the human condition through diverse lenses of artistic reflection. They improve their ability to identify and analyze complex structures of literary activity, as well as to connect to the themes resonating within each work.



## Junior Electives

### Creative Writing

Students are exposed to various forms of written expression, including poetry, short fiction, creative non-fiction, and screenwriting. Students both read works and write their own pieces that adhere to these various forms. The course is designed as a workshop; students share their work with their peers and also give and receive feedback in smaller groups. Students cultivate their own personal writing styles and become attuned to their particular creative processes.

### Introduction to Communication

The Communication elective for juniors covers the development and application of various modes of communicating. Beginning with the origins of written and spoken language, the class covers the philosophy, ethics, and legal dimensions of communication in all its varied forms. Students learn about the communication industry and study mass media in its theoretical and actual forms.

### Journalism/Media Studies

The course is designed to sensitize students to the various presentations of news topics in various outlets, to recognize agendas and bias, and to give students an opportunity to practice basic journalistic skills like brainstorming articles, researching, collecting data, structuring interviews, and writing hard news articles for publication on Frisch Off The Press' online publication. Students study the structure of written pieces presented in newspapers, magazines and websites, and compare presentations to the audio and visual ENG resources. Using an Israel-advocacy lens, students explore how facts and quotes can be presented to argue one viewpoint or another, albeit implicitly. In their own writing, students are held to a journalistic standard of objectivity, working daily to cover the myriad events and stories which are part of the Frisch experience and which are of interest to a Frisch readership, in school and beyond.

### Rhetoric & Composition

Students analyze works of nonfiction and the elements of argumentation. Rhetorical devices and techniques are examined and authorial intent in persuading audience is a consistent focus. Writing in a variety of formats to mirror the plethora of approaches studied helps students assume the mantle of content creator and put theory into practice. Students in this course are prepared for the Advanced Placement exam in English Language and Composition.

### Rhetoric & Public Speaking

Students gain a thorough introduction to public speaking and learn the key elements of effective communication.

Over the course of the semester, each student presents four speeches: autobiographical, informative, persuasive, and a final presentation showcasing content and delivery.

## 12th Grade

Seniors are given the opportunity to follow their own passion and choose a literature or writing course. These courses continue to build on the student's reading and writing skills. Using the themes as a guide, students analyze literature, participate in meaningful discussions, and write in multiple modes.

### Utopian and Dystopian Literature (Honors)

Students explore the 20th century's descent from the meliorism inspired by the Enlightenment into the dystopian pessimism provoked by the First World War. The reading for the class includes novels from the following list:

- *Brave New World* (summer reading)
- *Survival in Auschwitz/ A Handmaid's Tale/ Anthem*
- *A High Wind in Jamaica*
- *The Trial*
- *Lord of the Flies*
- *1984*
- *Animal Farm*
- *Badenheim 1939*
- *Butcher's Crossing*
- *The Plot Against America*
- *Gulliver's Travels*
- "Politics and the English Language" "A Modest Proposal"

### The Matrix of Self: Searching for Meaning (Honors)

The Western literary tradition documents the individual's search for love and meaning through the shifting contexts of personal and social experience. Whether this search is posed in spiritual terms as redemption or in psychological terms as fulfillment, human relationships—determined by community, gender and even, internally, within the "matrix" of self—struggle to grasp moments of exhilaration and connection, or, at times, reconciliation and resignation. Students examine the individual's search for meaning in the network of their relationships with the "Other" as they reflect the many aspects of the self, the individual's internal, personal identity.

- *Othello*
- *Waiting for Godot*
- *The Sorrows of Young Werther*
- *Crime and Punishment*
- *Sons and Lovers*
- *Death in Venice*
- *Nausea*
- *The Beast in the Jungle*
- *Portrait of the Artist As a Young Man*
- *The Mind Body Problem*
- Selected poetry from Donne, Milton, Wordsworth,

Coleridge, Browning, Yeats, Whitman, Pound and Eliot.

### Fantasy and Science Fiction (Honors)

George R. R. Martin writes "we read fantasy to find the colors again—to taste strong spices and hear the songs the Sirens sang. There is something old and true in fantasy that speaks to something deep within us, to the child who dreamed that one day he would hunt the forests of the night and feast beneath the hollow hills and find a love to last forever somewhere south of Oz and north of Shangri-La."

Meanwhile, we live in a science fictional age. Space exploration, nanotechnology, bioengineering, robotics, environmental engineering, and many other technological breakthroughs are changing how we see ourselves, how we interact with our environment, even how we define ourselves as a species. Science fiction explores technological, social, and environmental change in human terms, investigating what it might mean—the hidden dangers and wondrous potential for human societies. Lovers of both these genres call them by their umbrella term: Speculative Fiction. Fantasy and Science Fiction is a short story course sampling the history of Speculative Fiction and examining the major sub-genres and authors, including those who blend the two.

### Writing

The Writing course focuses on envisioning and creating expository selections. Students work through the process of pre-writing, drafting, revising, and editing in order to create pieces which explore the various styles and modes of non-fiction writing, from definition/classification, to narrative, through research methods. Analyses of examples of writing with a focus on rhetorical strategies help sensitize students to the different presentations of argument.

### Sports in Literature

Sports has played an important role in American fiction. It has served as the setting for novels such as *The Natural*, and *The Universal Baseball Association* or as the source of strength for the hero of a novel as Joe DiMaggio does in *The Old Man and the Sea*. The class focuses on the use of sports as a metaphor and as a mythic setting by authors to portray universal themes.

The readings will come from the following list:

- *The Great American Novel*
- *The Sun also Rises*
- *The Old Man and the Sea*
- *The Universal Baseball Association*
- *The Reivers*
- *Snow in August* (summer reading)
- *The Chosen*
- *Shoeless Joe*
- *Breaking Away*

- *Requiem for a Heavyweight*
- "The Battler"

### **The Hyphenated American Experience**

Students study literature written by African-American, Hispanic- American, Asian-American, Jewish-American, Indian-American and Muslim-American authors to gain perspective on the American experience. The distinct literary styles and cultural influences of "hyphenated Americans" is emphasized. Students draw comparisons between the different "lived worlds" of these groups and contrast their experiences with the myth of the American dream. Students discern whether or not there is an American experience distinct from the hyphenated American experience. Readings include works from authors such as: Jumpha Lahiri, Junot Diaz, Chimamanda Nygozi Adichie, Nathan Englander, Julia Alvarez, Colson Whitehead, Alice Walker, Fae Myenne Ng, Philip Roth, G. Willow Wilson and Khaled Hosseini.

### **Banned Books**

Books that have been banned or perceived as questionable by various societies at some point in history are analyzed. Race, gender, politics and economics are discussed, as students grapple with questions including, Are books meant to spark conversations? How important is freedom of speech? Is censorship ever justified?

### **Literature and Social Justice (Honors)**

Literature and Social Justice focuses on understanding issues that impact society both demographically and culturally. Students read works of fiction and non-fiction that champion the marginalized in society and celebrate their triumphs. Topics to be discussed include stereotypes, discrimination, and prejudice. Students examine these issues in literature, respond critically and make informed decisions about their own world.

### **War, What is it Good For?**

Students read texts, both fiction and nonfiction, that illustrate the experience of war from multiple perspectives. Readings include novels and memoirs written from the perspective of soldiers and civilians during wartime and post wartime. Readings include *The Things They Carried*, *Jarhead*, *The Yellow Birds*, *Hiroshima*, *All Quiet on the Western Front*, *All the Light We Cannot See*, *The Lemon Tree*.

### **Women in Literature**

Women in Literature focuses on how women have been represented in fiction by both male and female authors. Readings are selected from authors of different historical periods, geographical areas, and literary perspectives and include novels, short stories, essays, poetry and plays. What is women's literature? What trials do female characters face that differ from those faced by male

characters? The course examines how society's ideas about gender shape human existence.

### **Medical Narratives**

Students read both fiction and non-fiction centered on medical topics. The course is divided into four sections: Doctors' perspectives on treatment, patients' perspectives on illness and death, doctors as patients, and family members' stories. Students explore the language used in these narratives and consider how people express themselves and think about their lives in the midst of crisis. Students also examine the therapeutic power of writing and the importance of giving voice to struggle, as well as ethical issues surrounding medical treatment. In addition to composing formal analyses of the texts read, students have the opportunity to express their own thoughts in creative form.

## **Math**

The Mathematics Department at Frisch offers a progressive and innovative college preparatory program. Students are not only taught a wide range of topics in math, but also how to think and view the world from a quantitative perspective. Using the most progressive technology, real time assessment, blended learning, group work, and frontal teaching, Frisch students receive a rich and sophisticated math education which prepares them for standardized tests and future college level studies in mathematics. Multiple tracks of every math course are offered to meet the needs of our students' different learning styles.

### **9th Grade Geometry**

This course is taught at various levels and is a comprehensive college-prep year of Geometry. Freshmen who demonstrate a mastery of Algebra One on the Frisch math placement test and who have done exceptionally well on prior standardized math tests are placed in Honors Geometry. Theorems and postulates about lines, angles, triangles, polygons, and circles are explored using various software programs such as Geogebra and Smartboard Math tools. Additionally, the topics of congruence, similarity, volume, surface area, special right triangles and right triangle trigonometry, as well as the exercise of writing formal two column statement-reason proofs, are taught. Students who are mathematically precocious and enter high school having already mastered the curriculum of even our most advanced 9th grade classes are placed in higher level math classes or work independently with members of Frisch's math department.

### **10th Grade Advanced level Algebra I**

The course is a bridge from the concrete to the abstract

study of mathematics, as students progress through the Algebra I curriculum. Topics include factoring, simplifying expressions, graphing functions and relations, ratios and proportions, evaluating and solving equations and inequalities, and simplifying radicals. Real world applications are presented within the course content. Lessons require an understanding of Geometry topics studied in their previous course to show connections between the two branches of mathematics.

### **Honors level Algebra II**

In this course, students learn more advanced topics in Algebra and how to execute the more complex algebraic manipulations involved with linear equations, inequalities, exponents, rational functions, quadratics, variation, and polynomials. Heavy emphasis is placed on learning to graph functions and understand their various characteristics such as domain, range, zeros, intercepts, and end behavior. Additionally, students gain experience with analyzing graphs using both the online graphing calculator Desmos and the TI-84 graphing calculator.

### **11th Grade**

#### **Advanced level: Algebra II**

(see the description above)

### **Precalculus (Honors)**

The Precalculus course covers advance theorems of polynomials, exponential and logarithmic functions, right triangle and unit circle based trigonometry, sequences/series and polar coordinates. Limits and derivatives are introduced and a TI-84 graphing calculator and Desmos are used extensively.

### **Junior Electives**

**(In addition to Precalculus or Algebra II required courses)**

### **Survey of Mathematics**

This survey course is geared towards preparing students for standardized exams and exposing students to various topics within math. Within the specific framework of the SAT, all mathematical concepts under the "Heart of Algebra," "Problem Solving and Data Analysis," "Passport to Advanced Math," and "Additional Topics in Math" are covered. Within the framework of the ACT, all concepts under the "Pre-Algebra," "Elementary Algebra," "Intermediate Algebra," "Coordinate Geometry," "Plane Geometry," and "Trigonometry" are covered. Standardized questions are presented and approaches to the questions are discussed. Students are mentored not only in the actual mathematics, but also in specific test-taking strategies. Practice exams that simulate actual testing conditions are administered to assist students in preparing for standardized tests.

### **Finite Math Workshop**

Finite Math has several major themes: systematic counting, using discrete mathematical models, applying mathematical processes to real-world scenarios, and collecting and organizing information. Some topics include combinatorics, matrix models, probability, expected value, symbolic logic, logarithmic functions, and exponential growth and decay. Students will also study descriptive and inferential statistics, (which includes representing data visually, calculating measures of central tendency, and computing standard deviation and z-scores). Students are assessed by open-note tests, projects, and oral presentations. With an invigorating emphasis on real world applications, the course incorporates individual and small-group problem solving with a focus on meaningful application of mathematics. This course is not for those students who plan to take Finite Math as their senior math requirement.

### **Financial Literacy**

In this Algebra-based course, students develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy. Students learn about taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, as well as information about investment options that assist with financial planning.

### **12th Grade**

#### **Calculus 1 (Honors)**





Topics in differential and integral calculus are covered, as students gain a deeper understanding of the behavior of functions through their study of limits and the derivative. In addition to learning techniques of differentiation, they also explore applications such as optimization and related rates problems. The integral is introduced through discussion of the Riemann Sum and the antiderivative. In the second half of the course, students focus on applications of the Fundamental Theorem of Calculus, techniques of integration, area between curves, and volumes of solids of revolution. Students in this course are prepared to take the College Board Advanced Placement Test in AB Calculus.

### **Calculus 2 (Honors)**

Topics in differential and integral calculus are covered, as students build on their existing knowledge of limits and differentiation in order to explore the integral and its uses. In addition to applications such as volume of solids of revolution, students explore higher-level integration techniques such as integration by parts and the use of trigonometric integrals. In the second half of the course, students focus on differential equations, the calculus of parametric and polar equations, and infinite series. Students in this course are prepared to take the College Board Advanced Placement Test in BC Calculus.

### **Statistics**

The broad themes of this course are exploring data, sampling and experimentation, anticipating patterns and statistical inference. Statistics is taught on the introductory level, as well as the advanced level, which prepares students for the Advanced Placement exam.

### **PreCalculus**

A rigorous college preparatory course, students gain the knowledge and skills necessary for the future study of Calculus in college. Topics covered include polynomials, exponential and logarithmic functions, trigonometry and sequences and series. The TI-84 graphing calculator and DESMOS will be used extensively. Since the course is a continuation and culmination of topics from Algebra 1 and Algebra 2, this course is designed for students with a strong academic record in mathematics.

### **Applied Math**

Students apply the concepts and methods of finite mathematics to model and explore a variety of practical situations. Themes include systematic counting, using discrete mathematical models, applying mathematical processes to real-world scenarios, and collecting and organizing information. Topics covered include combinatorics, matrix models, probability, expected value, symbolic logic, logarithmic functions, and exponential growth and decay. Students also study descriptive and inferential statistics, which includes

representing data visually, calculating measures of central tendency, and computing standard deviation and z-scores.

## Science

Frisch's comprehensive, lab-based science program enables students to understand themselves and their environment from a scientific perspective. In Biology, Chemistry, Physics, Engineering, and Scientific Research courses, students gain an appreciation for the complexity of the universe and the application of scientific knowledge in their daily lives.

### 9th Grade

#### Biology

Freshman year Biology is a survey course that lays the foundation for understanding biology in a conceptual way. Students learn to recognize the unifying themes that pervade all of biology and frame our understanding of the living world. Those central themes include the study of the process of evolution as it drives the unity and diversity of life; the use of energy and molecular building blocks to grow and reproduce; the ability of living things to store, retrieve, and transmit information essential to life, and the interactions of biological systems with each other. During laboratory sessions the students are exposed to science as a process. They gather and analyze data and synthesize concepts from the data they collect.

### 10th Grade

#### Chemistry

In our comprehensive, laboratory-based sophomore Chemistry course, students investigate an array of topics including the properties of matter, chemical reactions, stoichiometry, and bonding. Students are encouraged to compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. In addition, students gain an understanding of the history of chemistry and investigate chemical questions related to societal issues.

### 11th Grade

#### Physics

In the junior year Physics course, students explore the fundamental laws that determine the workings of the universe. Topics include motion, force, gravity, momentum, energy, heat, waves, light, optics, electricity, magnetism, and the structure of the atom. This course focuses on many topics at the forefront of current research and which are relevant to contemporary uses of physics in the home and workplace.

## Advanced Science Opportunities

### Engineering Track

The two-year Engineering Track challenges students to expand their intellects and develop skills in inquiry,

critical thinking, problem solving, research, and presentation. They develop the ability to access and analyze information and see the world through multiple perspectives. The Engineering Track combines the disciplines of science, technology, engineering, and mathematics (STEM).

### 9th Grade

#### Principles of Engineering: Foundations of Engineering and Electronics

Students are introduced to the foundations of engineering design as they investigate systems and their classification, function and purpose. They learn problem solving skills, dimension and unit analysis, measurements, calculations, documentation and teamwork. Students then explore the foundations of electronics in the lab including ohms law, voltage dividers, series and parallel circuits. They build and test circuits using electronic components and breadboards and experiment with meters and various sensors.

#### Foundations of Feedback and Control

Students discover the need for feedback and control in system design. They learn coding by programming the Arduino micro-controller to integrate control and sensors as they design and develop working systems. Students work with variables, loops, analog and digital data types and functions.

### 10th Grade

#### Applied Engineering: Bioelectronics

Students work with advanced electronic hardware and meters to build and test working prototypes. They experiment with the oscilloscope, RF transmitters, capacitors, transistors, Op amps, H-bridges, advanced motors, logic gates and biological sensors. Students apply and expand their coding skills to integrate hardware and software using the Arduino micro-controller for feedback and control.

#### Digital Design & Fabrication

Students get a hands-on introduction to the world of 3-D printing and learn about how 3-D printing has changed the way we design and manufacture. They use CAD software to design and print, as they design custom working parts and integrate them into their final projects.

### 11th Grade

#### Computer Science: Topics in Application Development

An in-depth study of Java as a programming language, students learn the basics of Java syntax and object-oriented programming, and cover topics such as the design of graphical user interfaces, working with network communication, and creating multi-threaded applications. The class introduces discrete mathematics,

data structures and algorithms, and object-oriented programming design concepts: abstraction, inheritance, and polymorphism. Through this study of foundational topics and their hands-on applications, students develop full proficiency in reading and writing Java code. This course prepares students for the AP Computer Science A exam.

### **Computer Science Principles and Problems**

An introduction to programming and developing applications for the internet using JavaScript and Python, this class also covers topics such as network structure, cybersecurity, TCP/IP protocols, and the web design markup language HTML with CSS. Students pursue independent projects while learning the basics of computer programming: variables, loops, conditionals, and functions. This course prepares students for the AP Computer Science Principles exam.

### **Basic Robotics**

The project-based robotics course covers the fundamentals of robotics, microcontrollers, programming, sensors and actuators. Students use the



LEGO Mindstorms NXT kits and RobotC programming language. Students not only build robots with sensor attachments, but also design algorithms to solve problems and write computer programs to implement

them. Each project highlights a different challenge using diverse sensors. In addition to programming, the course covers mechanical and structural design, odometry, touch sensors, color and light sensors, ultrasonic sensors, gears and power, motors and other actuators, including some computer architecture.

### **Advanced Robotics**

Building upon knowledge gained from the introductory robotics course, students are presented with specific problems that they have to design their own robots to solve. Students work on project challenges such as a robot that must find the exact center when placed in a bounded circle, a “rescue robot” that must travel through corridors in a simulated building and rescue inhabitants without touching any walls, a robot to pick up and place a small wooden block in a bowl, a gear computer that does arithmetic calculations and displays results, a golf playing robot, a robot that plays music through movement, etc. The class presents an exciting challenge for technically adept students who are looking to expand their knowledge of robotics and computer programming, as well as develop their creative problem solving skills.

### **Digital Design and Fabrication: Principles of Mechanical Engineering**

Mechanical engineers apply engineering, physics, and materials science principles to design, analyze, manufacture, and maintain mechanical systems. Students learn skills in mechanical engineering, digital design, fabrication, product design and machine assembly. They apply the skills acquired in engineering I & II with design and fabrication in the makerspace. Students create working systems that incorporate components they design, using 3D and 2D technologies of Fusion360®, Adobe Illustrator®, and other CAD software platforms. They fabricate parts with laser cutters, a suite of 3D printers, milling machines, and other high tech equipment and tools. Students design with precision measuring skills and incorporate electronic components to control their designs. This course is project-based and assessed with project rubrics.

### **Bio Research: Waksman Student Scholars Program (with departmental approval)**

Frisch students have the opportunity to participate in authentic research in the fields of genomics and bioinformatics under the support and guidance of Rutgers University. This exciting hands-on elective allows students to apply their previous study of science to cutting-edge DNA research. In this full-year Junior elective, students are given a subset of a cDNA library of the genome of the plant *Landoltia punctata*, commonly known as duckweed. Students proceed

to purify clones containing specific gene sequences, amplify the DNA using polymerase chain reaction (PCR), and perform restriction digests on these clones. Gel electrophoresis is used to identify the size of the gene inserts. Once the DNA sequences have been determined, students analyze the DNA sequences using bioinformatics. Students become familiar with BLAST, Basic Local Alignment Search Tool that compares this novel gene sequence to both DNA sequences and proteins sequences available on the national databases of the National Center of Bioinformatics (NCBI). The goal of the research is to identify novel proteins in Landoltia. Students' analysis is then submitted to NCBI for publication on their databases, which is then made available to all researchers worldwide.

### **Science Research Initiative**

The advanced science research course affords students the opportunity to participate in the community of scientific research and scholarship as part of their high school experience. During the school year, students have the opportunity to choose and explore a topic of interest. The topic may come from mathematics, physical science, computer science, engineering, life science, social science, or psychology. This is in preparation to match the student to a research lab within the area for a summer internship. Students who sign up for this course have to be willing to commit to working in a lab for 5-7 consecutive weeks over the summer. During the school year, the students meet once a week to develop research skills by conducting on-line bibliographic searches of international databases of scientific journals. Students' presentations convey current scholarship to their classmates and prepare them to engage in original research in a laboratory setting under the guidance of their scientist mentor and teacher. Students are required to write a research paper at the end of their internship which can be submitted to various science competitions during the fall of their senior year, including the Intel Science Talent Search.

### **12th Grade**

#### **Introductory College Level Biology (Honors)**

The intent of the biology course is to expose students to higher-level biological principles, concepts, and skills and allow them the opportunity to apply their knowledge to real-life applications. Students are expected to learn not by memorization of facts, but through content and concept application. Core concepts and their application are the basis of the curriculum and are organized around biological principles that focus on evolution, the use of biological systems using energy to maintain homeostasis for survival, passing heritable information to provide continuity of life, and the interaction of biological systems with biotic and abiotic factors. Students in

this course are prepared for the Advanced Placement Biology exam.

#### **Advanced Chemical Principles – A Quest for Inquiry (Honors)**

The goal of the chemistry course is to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of chemistry. The curriculum is built upon rigorous study in four major areas: structure of matter, states of matter, reaction, and descriptive chemistry. Laboratory work supplements this course. Students are prepared for the Advanced Placement Chemistry exam.

#### **Physics for Scientists and Engineers (Honors)**

Students interested in science and engineering learn how to apply differential and integral calculus to problem solving in mechanics and electricity and magnetism in this calculus-based general physics class. Concurrent enrollment in calculus is a requirement and supplemental weekly labs cover topics in electricity and magnetism as well as optics and modern physics. Students are expected to complete lab reports with mathematical analyses of their data done in graphical analysis software, as well as to investigate numerical methods and quantitative data analysis in great depth using scientific software.

#### **Environmental Science--Modeling/Analyzing the Interrelationships of the Natural World (Honors)**

Students explore the interrelationships of the natural world and are introduced to the scientific principles, concepts, and methodologies needed to understand both natural and human-made environmental problems and to examine possible solutions. Topics include earth systems, ecosystems, population dynamics, land and water use, energy resources and consumption, pollution, and global change.

#### **Anatomy and Physiology**

Anatomy and Physiology is a laboratory-based course that investigates the structure and function of the human body. This course is designed for those students who have taken biology and who wish to further their study of the human body in preparation for advanced biological studies in college, both for the allied health fields and other science-based careers. Laboratory experiences include dissections and text-based activities on the following topics: the structure and function of the various cells, tissues, and integrated systems of the body; the major body systems; how the body systems work together to provide homeostasis; and body functions in healthy and diseased states.

## Environmental Impacts on Healthy Living

Students engage in an in-depth study of the human body and how society impacts different health issues. The course begins with an introduction in which students consider how society and government, in general, can impact research and how this may affect our health. The course is divided into several units which cover the anatomy of systems, as well as scientific research which analyzes how different environmental factors may impact the health of that system. Topics include digestion, circulation, respiration and others. The final unit of the course explores the history of ethics involved in human experimentation.

## Torah, Science and Engineering

### Merging *Halachic* Judaism with Modern Life

Students learn *Hilchot Shabbat* including the laws of *boneh*, *gerama* and *milechet machshevet* and explore the *halachic* implications and how they manifest in modern life. Students are exposed to the Zomet Institute and its current research, innovations and discussions that have led to high-tech developments. After developing an understanding of how *halacha* responds to technological developments, students utilize this knowledge to design their own capstone engineering project which solves a real world problem by merging *halacha* with modern life. Projects include a research component in which students discuss the various *halachic* approaches relevant to their topic, as well as a design element for students to create a working prototype of their solution.

### TOM - *Tikun Olam* Makers

Students learn *halachot* which are *bein adam l'chavaro*, their sources and implications through textual study. Frisch partners with TOM [*Tikun Olam* Makers], a global movement of communities connecting makers, designers, developers and engineers with people with disabilities and Friendship Circle families to develop technological solutions for everyday challenges.

## History

The History Department seeks to convey to students a sense of the complexity of the historical past and the way that people's choices and decisions have shaped the modern world. Using a wide variety of primary and secondary sources, students are encouraged to attempt to re-experience previous eras through the eyes of people who lived through them, as well as to examine eras dispassionately through the lenses employed by historians. As students recognize the recurring themes of the human past, and thoughtfully examine the choices made by historical actors, they become more engaged and nuanced thinkers about the world they inhabit today.

### 9th Grade

The 9th grade history course offers an integrated approach to general and Jewish history. This allows students to understand the development of society through the ancient, classical, and medieval periods while at the same time exploring the uniqueness of the Jewish people and our heritage within the context of time and place. Students study how Jews affected and were affected by the societies in which they lived. The primary focus of the course is on the ancient Near East and Europe, but substantial time is also devoted to the great empires of the Far East and to the trade and interconnections between East and West. The course begins with prehistory and moves through the medieval period, concluding with the Renaissance.

### Comparative Cultures Track

The Comparative Cultures elective is a rigorous, humanities-based sequence of studies that explores Asian, Islamic, Latino, African, Middle Eastern and Western cultures through the lenses of history, philosophy, religion, art, music, language, literature and cuisine. As the global village evolves, we are increasingly brought into contact with other cultures, and traditions rich with aesthetic variety and beauty, informed with ideological distinction, animated by ethnic identity and inspired by religious ritual. The Comparative Cultures Track presents students with readings on and experiences with selected world cultures to cultivate an appreciation and respect for the dignity of human endeavor and for the expansiveness of the human search for meaning. Students read, view and listen to the best that has been written, produced and composed over time; students are led to an appreciation of "other" and, at the same time, develop a foundational understanding and appreciation of their own Jewish cultural identity. Students who select this program should be prepared to read, to explore their thoughts, and to share their reactions in class discussions, collaborative projects, as well as in their writing. At the conclusion of each year, Comparative Cultures Track students publish a journal that reflects their journeys through different world cultures. To cap off this two-year course of study, students will embark on a European adventure to explore the various cultures that they have studied in their authentic environments.

### 10th Grade

The 10th grade history course is the second year of a two-year sequence covering integrated Jewish and World History. Building on the foundation they obtain in the 9th grade history course, students become equipped to understand the interconnections between events in Jewish and general history, as well as between events in disparate parts of the globe. The course begins with the Reformation and concludes with the fall of the Soviet Union. In-depth units on the Holocaust and Zionism/*Medinat Yisrael* help students understand the



critical events of modern Jewish history within a broader historical context.

### **11th Grade**

Frisch offers a one-year American history course, beginning with the European discovery of North America and ending with the present. The course traces the arc of American history from understanding native societies through early European settlements, the founding of the United States, and the country's development into a global superpower. The course delves deeply into social, cultural, and political history, enabling students to think deeply about recurring themes of history and how the country they live in came to look and function the way it does today.

### **Junior Electives**

#### **Art History**

The Art History course gives students the foundation needed to study and discuss art from all over the world, from prehistoric times to today. Its curriculum includes the study of architecture, sculpture, the pictorial arts – painting, drawing, printmaking and photography – and the craft arts. The course offers a sweeping survey of the

handicrafts of mankind from ancient civilizations to the modern world. It engages students at the same level as an introductory college Art History course, developing students' skills in visual, contextual and comparative analyses, and prepares them for the Advanced Placement Art History exam.

#### **Civics**

Civics explores the origins of the American democratic system while looking at how the Constitution embodies the values and purposes set up by the founding fathers. The structure and function of the government is analyzed on a national, state, and local level while showing how each level is interrelated, and discussing how constitutional values relate to other nations and world affairs. The course focuses on how the citizenry plays an active role in government and the importance of each citizen in society.

#### **US Government and Politics**

Students are introduced to the key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts

and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments. Students in this course are prepared for the Advanced Placement US Government exam.

### **12th Grade Good Works**

The goal of the course is for students to understand, analyze, struggle with, and apply values and ideals that have defined the American Experiences and what it means to be an American citizen. Good Works reinforces the meaning of civics and the purpose of citizenship, identifies what distinguishes a democracy from other forms of government, examines the roles of government as outlined by the US Constitution and analyzes the reasoning behind the founding fathers' need for separation of powers. The course explores that which has and continues to define the American Experience from a historical and Jewish perspective.

### **History and Memory: The Holocaust (Honors)**

Students examine the history of anti-Semitism with a focus on the Holocaust and racism. Students investigate the development and implementation of racial anti-semitism in Germany and compare Nazi anti-semitism with other forms of racism and anti-semitism in Europe and America. In addition, students also explore the social construction of race, the connection between anti-semitism and anti-Zionism and the growth of neo-Nazism and racism in the world today.

### **History of New York City (Honors)**

New York is one of the most important and influential

cities in the world. In this course, students discover how a small island on America's east coast became such a dominant metropolis. The first half of the course covers the history of the city, while the second half takes a thematic approach which includes architecture, politics, and immigration.

### **Speech, Press, and Religion: Understanding the First Amendment**

On any given day, opening a newspaper means finding a story about the protections of the First Amendment to the United States Constitution. Though these stories involve the most contemporary of controversies, they also implicate the most traditional issues regarding the intersection between law, communication, and religion in a democratic society: the proper balance between freedom and security, the conflict between societal concerns and individual rights, and the importance of communication to self-governance and personal fulfillment. What happens when the individual's desire to communicate conflicts with the concerns of the community, as expressed in legal regulation? Which competing religious values outweigh the value of free expression or privacy? Are some types of speech considered more worthy (and more guaranteed) than others? Does freedom of the press connote a level of protection beyond that of freedom of speech? Students explore the tension between individual expression and societal order, as revealed in legal theory and in the American courts. First Amendment issues along with legal precedents governing a series of controversies in the realms of speech, religion, and press are examined.

### **Representing the Past: Historiography and Historical Methods (Honors)**

Historiography is not the study of history itself, but of the writings about history. It is an analysis of how historians have analyzed the past and asks questions such as, is there a pattern to how the past is written about? Can we learn anything about the past by looking at how it has been written about? Are there techniques and methods for studying the past? In this class, students examine and discuss how historians, beginning in the late middle ages and through the twenty-first century, have analyzed the past, paying special attention to their methods and techniques. Theories and methods of historical thinking are discussed including post-modernism, deconstruction, the Marxist critique, the Feminist critique, ideology and history, religion in history, history and nationalism, economic history, the Annales school, Holocaust and genocide, and others. The use of primary source materials and the mechanics of how professional historians do their job are also topics discussed.

### **Themes in World History (Honors)**

The course presents a thematic approach to human history spanning from the dawn of man until the 21st century. Five topics are emphasized: mankind's evolving relationship with the environment, the development and interaction of cultures, the forming of and conflicts between states, the creation and interaction of economic systems, and the development and transformation of social structures.

### **Environmental History**

Geographical borders, or the natural boundaries of nation-states, are often the primary characteristics shaping the scope and scale of history courses. However, nature's role in shaping history itself is most often overlooked. This class introduces students to how nature shapes and is shaped by human history. For example, students read texts by environmental historians, analyze primary sources that demonstrate the role of nature in the past, and work on their own projects in environmental history. Reinvestigating history from a perspective that includes the environment helps students not only see history differently, but also understand how the natural world figures prominently in contemporary life.

### **Current Events**

Students gain an in-depth understanding and appreciation of the major issues of the day, with a focus on the current events that affect the student as a resident of the world, the U.S., and the tri-state area. Students follow daily news reports and examine the social, political and economic implications on a daily basis, as they make connections between current events and history.

### **Reacting to the Past**

Students learn by taking on roles, informed by classic texts, in elaborate games set in the past; they learn

skills—speaking, writing, critical thinking, problem solving, leadership, and teamwork—in order to prevail in difficult and complicated situations. Class sessions draw students into the past, promote their engagement with big ideas, and improve their intellectual and academic skills. Reacting roles, unlike those in a play, do not have a fixed script and outcome, so while students are obliged to adhere to the philosophical and intellectual beliefs of the historical figures they have been assigned to play, they must devise their own means of expressing those ideas persuasively, in papers, speeches, or other public presentations; as they pursue a course of action that will help them win the game.

### **20th-Century U.S. Cultural History**

Through the twentieth century, American culture took on new forms and meanings, spurred by technological innovation, commerce, and institutions, and shaped by an ever-changing population. In the process, American culture became self-consciously 'modern'—embraced, contested, repudiated, and continually redefined. This course explores the history of American culture from the 1890s to the 1990s, with a focus on the following questions: Why did culture become such an important part of American economic, social, and political life in the twentieth century? How has culture been created, understood, and mobilized by different groups in American society at different times? What have been the politics of culture over the twentieth century? Topics include the rise of 'culture industries' and mass entertainment, including, film, radio, and television; the growth of consumer culture; the impact of gender in such arenas as sports and fashion; the role of working-class peoples, African Americans, and immigrants in American culture; the cultural response to the Depression and World War II; and popular arts and social activism. The course emphasizes the study of primary documents—journalism, fiction, letters and diaries, music, photographs, and film—as a means of understanding the past.

### **Revolutions and Revolutionaries**

What are revolutions, and how have they shaped governments, societies, and cultures around the world? What makes a revolution succeed, rather than dissipate or be quashed by larger forces? How have individuals - motivated by ideology, ambition, emotion - shaped the course of political upheavals in the Americas, Europe, the Middle East and East Asia? Do cultural revolutions have an impact comparable to cultural revolutions? Why might people view revolutions as "good" or "bad"? This course explores four different revolutions in depth, looking at each revolution's roots, progression, long-term impact and legacy, as well as the main historical figures involved.

### **American Jewish History**

In 1654, 23 Jews settled in New Amsterdam. Over the next 350 years, Jews learned to adapt to life in the New World. In this class, students take a chronological survey

through Jewish history while taking some thematic detours to look into the development of different Jewish groups, the evolution of the American synagogue, and the surprising geography of Jewish America.

### **The History of American Freedom**

America was founded on ideas and ideals of freedom and liberty, but what do they ideas actually mean? The great decisions of the Supreme Court through the generations are examined, including cases such as Marbury v. Madison (that created the ability of the Supreme Court to declare laws unconstitutional), Dred Scott v. Sandford (that denied citizenship to slaves and Native Americans), and Brown v. Board of Education (that abolished the doctrine of "Separate but Equal"). Bringing these discussions to the present day, students explore pressing issues such as the right to free speech, freedom of religion and from religion, abortion as a right of privacy, and the relationship between Federal government and the states. Students gain a rich legal-historical background that will serve them well as educated citizens and future leaders.

### **The Modern Jewish Experience: 18th Century Movements to 21st Century Israel Advocacy**

A survey of modern Jewish history from the French Revolution to the present day, students focus on how the modern Jewish experience, beginning in the eighteenth century, has shaped the varying and often competing narratives of Zionism and Zionist thought and broader developments leading to the creation of the State of Israel. Significant attention is dedicated to understanding, unpacking, and analyzing the various arguments made in support of and against the State of Israel in order to proffer a more robust defense against common criticism made of the State. Major developments are analyzed in light of political, social, and ideological currents and trends. Emphasis is placed upon the emergence of diverse expressions of Jewish religious and secular identity. Topics include the Enlightenment and emancipation; rise of Reform Judaism; the Positive-Historical School: Neo-Orthodoxy; *Haskalah*; Volozhin and the *Yeshiva* movement; the *Mussar* movement; Jewish socialism; political and racial anti-semitism; migrations; Hibbat Zion and Zionism.

### **The History of Terrorism**

A survey of mankind's willingness to use violence as a means to affect politics, students learn about individuals and entities associated with terrorism throughout history. In particular, but not exclusively, students explore the origins, objectives and methods of groups such as the PLO, IRA, Hamas, Al Qaeda and ISIS. What constitutes terrorism is also discussed, as "one man's terrorist is another man's freedom fighter."

### **Constructing the History of Tomorrow**

The goal of this class is not to study themes, narratives, and details of past events, peoples, or places, but rather to look at our contemporary world with all of its flaws and problems and to try to envision what is possible for the future, what changes can be made, and what problems can be solved to create a more judicious world for all of its inhabitants. In this class, students work to understand and solve a single problem, a major issue that impacts millions of people on a daily basis- that problem may be how to ensure safe drinking water or how to stem the tide of human trafficking or how to solve homelessness or food shortage. The class decides what problem to tackle and during the first half of the year studies that problem from all angles - political, economic, social, cultural, and historical. During the second half of the course, students work to devise and create strategies to solve the problem, workshopping their solutions along the way in order to gain valuable feedback from classmates. Students then present their solutions to a group of experts who can help guide them in the implementation of these solutions. The objective is for students to think about how they can shape the future, how they can change the world for the better and how they can construct the history of tomorrow.

## **World Languages**

### **World Languages Track**

Frisch offers a variety of world languages including Spanish, French, Arabic, Italian, and Yiddish. In freshman and sophomore years, the goal is to provide students with the skills to become proficient at a novice to intermediate level in the language that they choose in the three modes of communication: interpersonal (person to person), interpretive (listening and reading), and presentational (spoken and written production). Students also learn about various aspects of the culture of those language communities. Skills are emphasized through videos, audio activities, class conversation, readings, and writing assignments in which students employ grammar and vocabulary. In the third and fourth-year classes, students work to become proficient in their language at an intermediate to advanced level. They learn advanced grammar and vocabulary, and begin working within the six themes of the Advanced Placement exams: Beauty and Aesthetics, Contemporary Life, Families and Communities, Global Challenges, Personal and Public Identities, and Science and Technology. Electives for the advanced study of each language are available for 11th and 12th graders. Seniors have the option to take the AP exam. Each year students publish *Las Joyas/Les Bijoux/ HaTachshitim*, a magazine of original poetry and stories in Spanish, French, and Hebrew.

### **Junior Electives**

#### **French I**

For students who enrolled in another track, but would like to embark on the study of a foreign language. French I is an introduction to French language and culture. Students develop their ability to listen to, read, write, and speak the language through engaging activities and projects, as well as authentic music and videos. Students acquire functional vocabulary and learn basic grammatical structures that help them develop their skills towards proficiency. By the end of the year, students should be able to speak and write about themselves, their likes and dislikes, their school and daily schedule, their family and hobbies. In addition students develop an appreciation for the histories and cultures of the various Francophone countries.

### **French III**

French III reviews concepts from French I and II and expands on them to continue to develop students' abilities to listen to, read, write, and speak the language. In addition to the text, students are exposed to short stories and novels, magazine and newspaper articles, videos, news programs and more. Students work to acquire advanced vocabulary and grammatical structures that help them grow their language to an intermediate or pre-advanced level in the three modes of communication. By the end of the year, students are able to have meaningful conversations and write about a variety of topics. They are able to read articles, short stories and basic novels and are able to present their thoughts to the class in both written and oral form. Students utilize the present and past tenses, the future and conditional, the perfect tenses and the subjunctive mood and are able to speak and write about a variety of

cultural topics in the Francophone world.

### **Spanish I**

For students who were enrolled in the Engineering track, but would like to embark on the study of a foreign language, Spanish I is an introduction to Spanish language and culture. Students develop their abilities to listen to, read, write, and speak the language through engaging activities and projects, as well as authentic music and videos. Students acquire functional vocabulary and learn basic grammatical structures that help them develop their skills towards proficiency. By the end of the year, students should be able to speak and write about themselves, their school and daily schedule, their family and hobbies. In addition, students develop an appreciation for the histories and cultures of the various Spanish-speaking countries.

### **Spanish III**

Spanish III reviews concepts from Spanish I and II and expands upon them to continue to develop students' abilities to listen to, read, write, and speak the language. In addition to the text, students are exposed to short stories and novels, magazine and newspaper articles, videos, news programs and more. Students work to acquire advanced vocabulary and grammatical structures that help them grow their language to an intermediate or pre-advanced level and present their thoughts to the class in both written and oral form. By the end of the year, students are able to have meaningful conversations and write about a variety of cultural topics in the Spanish-speaking world.

## Senior Electives

### French IV

The emphasis of the course is on communication in French, coupled with gaining knowledge and understanding of the cultures of the francophone world. Students continue to develop listening, speaking, reading and writing skills and examine various aspects of French culture which they compare to their own. Various readings within the textbook series and other outside sources such as newspapers and magazines, as well as music and videos assist in language acquisition.

### Spanish IV

The class delves into themes of global challenges, science and technology, beauty and aesthetics, and families and communities using Spanish as the language of communication. The course focuses on the integration of authentic resources including online, audio, visual, and audiovisual resources, as well as traditional print resources that include literature, essays, and magazine and newspaper articles with the goal of providing a rich, diverse learning experience. Students communicate using advanced vocabulary and linguistic structures as they build proficiency in all modes of communication – interpersonal, interpretive, and presentational - toward the pre-advanced to advanced levels.

### Entrepreneurship Track

Frisch's Entrepreneurship Track motivates students to think and act like entrepreneurs by fostering their innovation, experimentation, critical thinking and problem-solving. Freshmen are encouraged to identify, create and shape opportunities by generating ideas that address real world needs and then developing the skills of market research, product development and project management to bring their vision into fruition. Students gain competencies that are vital to the success of any business as they learn to differentiate their venture from its competition, assess its financial feasibility, understand the forecasting and budgeting process and develop viable business models. Topics including strategy, sales, marketing, operations and accounting are covered. Over the course of freshman year, Entrepreneurship Track students collaborate on a project of social entrepreneurship in which they create and execute a business plan for a product or service of social and economic value. They employ entrepreneurial techniques to develop, fund and implement solutions to affect positive, sustainable social change.

## The Arts

### Visual Arts Track

The Visual Arts Track is a four-year course of study, developed by our Director of Visual Arts, Mrs. Ahuva Winslow. The track provides a dynamic curriculum within an environment conducive to artistic risk-taking

and student expression. It enables students to acquire the skills necessary for lifelong artistic learning and application. The Arts Program accommodates individual learning styles and develops students' skills working in a variety of techniques. A special component of this track is the Artists' Beit Midrash, a weekly program that combines textual learning of Jewish and biblical sources, philosophical discussions, and inquiry-based study, followed by the transposition of those thoughts and ideas into visual works of art. Students have the opportunity to learn from contemporary artists and lecturers through the program and gain exposure to many art related opportunities and experiences. Implementing the elements and principles of design, students in the Visual Arts Track create a portfolio of work of the highest standard.

## Visual Arts Track Curriculum

### 9th Grade

#### Foundations of Design

##### Semester 1: Foundations of 2-D Design

Students are introduced to the foundational elements of design: line, shape, color, value, form, space, and texture, as well as the principles of design: balance, unity, emphasis, proportion, rhythm, and movement. They work with a variety of 2-D media such as charcoal, pencil, color pencil, pastel, and watercolor. Projects include still life rendering as well as assignments in fashion illustration, textile design, and graphic design.

##### Semester 2: Foundations of 3-D Design

Students learn how to plan, design, and construct a variety of three dimensional objects, while gaining an appreciation for the application of the elements and principles of design within the world and with multicultural and art historical themes. A variety of materials are used, such as fabric, clay, paper, and 3-D printing.

### 10th Grade

#### Line, Value, Shape, Texture, and Space

##### Semester 1: Drawing Studio

Students develop the fundamentals introduced in 2-D design, with attention to creative ideas and problem solving. Emphasis is on drawing from life, figure drawing, and portraiture, "plein air" landscape drawing, and abstraction as it relates to mark making and texture.

##### Semester 2: Printmaking and Graphic Design

Students learn the history, technique, and process of creating images from a prepared surface and are introduced to linocuts, woodcuts, monotype, and collagraph printmaking. The process of printmaking bridges the gap between graphic and fine art forms.

Design assignments include tutorials in using Adobe Photoshop and Illustrator.

### **11th Grade**

#### **Using Color to Create Balance, Unity, Rhythm & Movement**

##### **Semester 1: Painting Studio**

Students develop painting skills and an appreciation of visual observation as they explore a variety of painting media such as watercolor, acrylic, oil sticks, and mixed media. The course emphasizes the cultivation of personal style and aesthetic understanding through student research, study, and oral presentations about historical and contemporary artists.

##### **Semester 2: Modern Art and Design Understanding**

Students have the opportunity to analyze, create, interpret, and reflect on works of modern art, including works of photography, graphic design, fashion design and advertising. Their projects force them to think deeper and create more conceptual works of art. They then study a variety of works of art that exemplify good design and use them to formulate and formalize their own personal design style. Their final project involves market research, strategic planning, and branding to create a series of print media and web design products with which consumers can identify and which promotes themselves as artists. Motivated and skilled students may gain further access to the industry through internships and mentors.

### **Junior Electives**

#### **Digital Media Creation**

Students learn the foundational graphic design principles

(fonts, colors, images, backgrounds, and layouts) needed to create and edit images - pixel-based, as well as vector artwork - using programs including Adobe Photoshop and Illustrator. They create effective graphics, posters, flyers, and other custom designs working with layers, infographics, tracing artwork, and more. Additionally, students are introduced to animation, audio production, video production, broadcasting and web design, using programs like Final Cut Pro and Wirecast Pro. This course complements Cougar Nation Network's live broadcast, enabling students to utilize their graphics and broadcast their video projects to the Network's audience.

#### **Studio Art**

Students are introduced to the basic elements of design, the building blocks to all art disciplines, including line, shape, value, form, space, and color and texture using a variety of drawing and painting media.

### **12th Grade**

#### **Semester 1: College Portfolios/Artist Beit Midrash/ Modern Art History**

Applying all design concepts introduced from 9th-11th grade, students prepare a college portfolio. Class projects challenge students to combine their knowledge developed in the Artist Beit Midrash and in Art History to create sophisticated artwork that reflects students' growth, identity, and ideology.

#### **Semester 2: Collaboration/Exploration/Concentration**

New media are explored as students collaborate on big idea projects. Each student completes senior year with a body of work that concentrates on a chosen theme, explored in a variety of different ways.

## Senior Electives

### **Biblical Portraits: Artist Beit Midrash (Art Pre-req)**

Beginning with *Sefer Yehoshua* and continuing through the *Megillot*, students learn about characters in *Nach* who teach unique lessons of character and morality, through textual study, reflection, *chavruta* and individual work. Project-based art assignments enable students to reflect upon their personal understanding and illustration of the biblical texts and are presented to a group of teachers for critique.

### **Art History**

The Art History course gives students the foundation needed to study and discuss art from all over the world, from prehistoric times to today. Its curriculum includes the study of architecture, sculpture, the pictorial arts – painting, drawing, printmaking and photography – and the craft arts. The course offers a sweeping survey of the handicrafts of mankind from ancient civilizations to the modern world. It engages students at the same level as an introductory college art history course, developing students' skills in visual, contextual and comparative analyses, and prepares them for the Advanced Placement Art History exam.



### **Mixed Media: Studio Art**

Students learn ceramics, relief sculpture, and figurative work, including linoleum cut printmaking, and silk-screening on all types of materials along with traditional drawing, painting, and collage.

### **Animation Basics**

An overview of animation and storytelling concepts. Students learn 3-D design techniques to create unique designs and creative characters for special effects for films, games and other graphic-based media.

### **Digital Modeling/3D Printing**

Students learn how to use texture and light to create realistic effects and characters on a 2-D screen and other techniques employed by 3-D designers. 3-D printing is also implemented to create models of student designs and concepts.

## **Game Animation and Motion Effects**

Students use geometric shapes and concepts when creating realistic characters, landscapes, buildings, and maps and learn to manipulate images to make the objects, characters, and landscape look as if they are moving. Emphasis is placed on character creation, and creating skin and developing joints to make the characters appear life-like.

## **Music Track**

Under the guidance of our Director of Music, Mr. Steve Bill, the Music Track is designed to help students develop the skills necessary to compose, arrange, perform and record music on a professional level. Students gain exposure to the latest recording technologies and composition techniques. The track also includes demonstrations by professional instrumentalists of writing music for the students' specific instruments. In addition, students have the opportunity to compose music for film and video, as well as for the Frisch Performance Ensemble and Jazz Band. The goal of the four-year Music Track is to equip students as professional performers, composers, orchestrators, music producers, or educators.

## **Music Track Curriculum**

### **9th Grade**

#### **Music Theory**

Music theory is a study of the mechanics of scales, chords, melody, and harmony. Lessons use an original text developed especially for this program which provides an accelerated method of study with practical examples of application.

### **10th Grade**

#### **Arranging, Composition, Production and Recording-Level 1**

Arranging is the examination of arranging sounds in an orchestra. Students learn about different instruments in the orchestra, including woodwinds, brass, strings, percussion, and the modern rhythm section. They also learn how to write for each instrument, and explore how to combine sounds. Composition is the art of writing original music. Students are exposed to great historical and contemporary composers. Analyses of standard and popular material help students learn the skills necessary for composing songs, writing commercial music, and scoring for film and advertising. Students explore microphone types and usage, analog and digital recording techniques, signal path, outboard gear, digital editing, mixing, and mastering. Students may work with recording instrumentalists and learn all practical aspects of producing recorded material.

### **11th Grade**

## **Composition, Production and Recording- Level 2**

During junior year, students advance their composition, production and recording skills and compose and arrange music for Frisch's Performance Ensemble and Jazz Band, as well as for guest instrumentalists.

### **12th Grade**

## **Composition, Production and Recording- Level 3**

Students enhance their performance skills in a group setting, analyze performance material, develop their understanding of harmonic and melodic concepts of improvising, and examine jazz material. They strengthen their ability to compose, orchestrate, and arrange, in addition to learning band leading and modern conducting techniques.

## **Additional Senior Electives**

### **Introduction to Psychology**

As human beings, it is critical to our growth and development to understand ourselves and the rest of our species. This broad-based introductory course, taught from an educational/clinical perspective, is designed to help students build a foundation for that understanding. The overarching objectives of the course are to provide students with a broad understanding of the field of psychology, to enable students to comprehend the application of psychology to their lives, and have students actively construct a knowledge base of the various subfields in psychology.

### **Macroeconomics (Honors)**

Concentrating on the basic economic principles relevant to the resource utilization problems of the economy as a whole, theories and policies that relate to the economy's total level of output, total income, total level of unemployment, total expenditure, and the general level of prices are treated at an advanced level. Students are introduced to fundamental economic concepts such as scarcity and opportunity costs and study comparative advantage to determine the basis on which mutually advantageous trade can take place between countries, and to identify comparative advantage from differences in output levels and labor costs. Other basic concepts that are explored include the functions performed by an economic system and the way the tools of supply and demand can be used to analyze a market economy. Coverage of these concepts provides the foundation for a thorough understanding of macroeconomics and puts the macroeconomic material of the course in proper perspective.

### **Principles in US Business**

Students gain a thorough understanding of the principles of business management that apply to the functions of

a decision maker within the larger economic system. A survey of all of the important facets of business is presented, including management, human resources, marketing, information and finance, as well as a general overview of the business environment, both of national and global business institutions. Primary emphasis is placed on the nature and functions of the product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. Students are introduced to the following aspects of industry: planning, management, finance, labor relations, technical and production skills, technology, community relations and health, safety, and environment issues.

## **Independent Instruction**

Frisch Research Fellows, a cohort of self-motivated and intellectually curious students from grades 9-12, are provided with a semester-long opportunity to explore an area of interest in a directed study. As a supplement to their rigorous course load, these directed studies teach students how to conduct sophisticated research, organize materials, and produce an academic paper/project. Guided by and meeting regularly with a faculty mentor, students formulate their research proposal, identify appropriate scholarly resources, delineate a comprehensive outline, and convey original ideas in an academic style. Upon course completion, students receive a course grade on their transcript in addition to their regular course load. Examples of recent directed study topics include Constitutional Law, Advanced Probability and Analysis, Multi-Media Art and 3-D Design.

## **Health Education**

The Frisch health education program is designed to provide students with the tools, knowledge, and confidence necessary to adopt health enhancing behaviors as they navigate their way through adolescence and into young adulthood. At Frisch we believe that effective health education programs should be related directly to the students' daily lives, should be personally meaningful, and should motivate students to make thoughtful and healthy decisions. Frisch's health education program is grounded on a solid foundation of personal and religious values. Topics relevant to today's teenagers, and appropriately sequenced by grade, include self-esteem, healthy friendships, stress management, mental health, eating disorders, and prevention of drug and alcohol abuse. Students participate in group work and self-assessment exercises.

## **Physical Education**

Frisch has a comprehensive athletic program featuring competitive teams, physical education classes, and clubs that offer sports. In the interest of fostering a lifelong commitment to physical fitness, Frisch offers a variety of options for physical education. The many opportunities encourage students to find a passion that they will continue to pursue long after high school. All gym classes take place during the last period of the day twice per week. Students may choose a new class each quarter.

**Physical Education Options:**

- Soccer
- Football
- Tennis
- Basketball
- Weightlifting
- Zumba
- Volleyball
- Track
- Pilates
- Kickboxing
- Yoga
- Baseball





