NORTH SHORE
HEBREW ACADEMY
ישיבת חוף הצפון

# ELEVENTH GRADE

## ACADEMIC PROGRAM COURSE GUIDE

## 2025-2026

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HEBREW ACADEMY
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## ACADEMIC PROGRAM

## COURSE GUIDE

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# CORE AND ELECTIVES
# 11 TH GRADE

## Judaic Studies

### Judaic Studies Core

Talmud

Tanach

Halacha / Machshava

### Hebrew

Hebrew Language

## General Studies Core

English

History

Mathematics

Science

Physical Education

## Electives

Computer Science

History/ Social Sciences

World Languages

Business

Engineering

Art

# ALL COURSES

**ALL JUNIORS ARE REQUIRED TO TAKE :**

**4 Judaic Studies classes**
1 Talmud
1 Tanach
1 Halacha- Machshava or Beit Midrash
1 Hebrew Language

**4 General Studies Core classes**
1 US History class
1 Mathematics class
1 English class
1 Science class

**1 Physical Education class**

**2 Elective  classes**

NSHA

# JUDAIC STUDIES

- TALMUD
- TANACH
- HALACHA / MACHSHAVA
- HEBREW LANGUAGE

# JUDAIC STUDIES REQUIREMENTS

All Students are required to take **4 Judaic Studies classes**

Students not in the Beit Midrash  Program take:
1 Talmud
1 Tanach
1 Halacha / Machshava
1 Hebrew Language

Students  in the Beit Midrash Program take:
Double Talmud ( 2 periods a day)
1 Tanach
1 Hebrew Language

# TALMUD

***Enrollment requires administrative and departmental approval.***
***Enrollment open for boys and girls.***

## BEIT MIDRASH *(DOUBLE TALMUD) BERACHOT*

This course offers a dual approach to *Masechet Berachot*, combining in-depth *Iyun* learning with broader *Bekiut* study. Our primary focus will be the mitzvot of *Keriat Shema* and *Tefillah*, examining their halachic foundations and conceptual depth to uncover how they shape our relationship with Hashem. Through rigorous analysis, we will explore the underlying principles that make these mitzvot central to Jewish life.
Alongside our *Iyun* study, we will cover additional sections of *Berachot* at a faster pace, broadening our exposure to a wide range of *sugyot*. The extra periods offered by the Beit Midrash Program create a dynamic learning environment—serious, intellectually challenging, and deeply engaging. More than just a class, this experience fosters meaningful Torah growth, personal development, and strong camaraderie, ensuring that learning is both enriching and inspiring.

## *TALMUD BERACHOT (SINGLE PERIOD)*

In this course, we will engage in an in-depth *(b'iyun)* study of key topics from the first chapter of *Masechet Berachot*. focusing on the mitzvot of *Keriat Shema* and *Tefillah*. Through rigorous Talmudic analysis, we will uncover the deeper meaning behind these *mitzvot*, exploring their halachic structure and philosophical significance. This course will highlight the intellectual depth and relevance of Talmudic study, demonstrating how these foundational *mitzvot* shape religious awareness, spiritual connection, and our daily practice. By engaging deeply with the *sugyot*, we will cultivate an appreciation for the sophistication of *Gemara* study and its vital role in Jewish law and tradition.


# TANACH

***All juniors take Tanach. In the Fall, students study Chumash, in the Spring, they study Navi. For the next academic year, we will start by studying Sefer Bemidbar. The Nach portion will focus on the Origins of Prayer in Tanach .***

## 11TH GRADE - *CHUMASH (FALL) : SEFER BEMIDBAR*

Between Egypt and the Promised Land lies a wilderness—both literal and existential. Sefer Bemidbar doesn't just chart a desert journey; it traces the inner transformation of a people learning to live with freedom. While one generation can't let go of Egypt, another must learn to carry the weight of the future.
This course enters that in-between space. We'll explore how Bemidbar captures the fragility of leadership, the volatility of the crowd, and the tension between tribal identity and national unity. We'll study the complaints that threatened to undo the camp, the silence of Moshe in the face of rebellion, the collapse of vision in the wake of the spies. Alongside these narratives, we'll encounter legal and ritual moments—the Nazir, the Sotah, Pesach Sheini,—that speak to the formation of inner life and collective destiny. Students will grapple with questions like: What does it take to grow beyond a slave mentality? What are the risks and responsibilities of freedom? Blending literary close reading and thematic analysis, this course invites students to reflect on the journey through Bemidbar as a mirror of their own. What does it mean to walk through uncertainty? To carry memory and mission? To become who you were not yet ready to be? This is not just a study of a book—it's a study of becoming.


# TANACH

**11TH GRADE - *NACH (SPRING )* THE ORIGINS OF PRAYER IN TANACH**

Long before the fixed text of the siddur, there was human prayer—raw, spontaneous, and deeply personal. This course begins with those unfiltered moments: Chana's plea, Avraham's negotiation, Moshe's cries, Daniel's quiet defiance. We'll explore the emotional and theological weight of these early *tefillot*.

But that's only part of the story.

We'll also trace how biblical texts were later anthologized and transformed into the literary scaffolding of formal *tefillah*—curated to shape our collective voice before God. How did verses from *Tanach* become daily prayer? What does it mean to inherit a script of devotion assembled from ancient words?

Blending Tanach, theology, and literary analysis, this course explores how our ancestors prayed—and how their voices became the foundation of the siddur. What does it mean to speak to God in someone else's words? What's preserved—and what's lost—in the shift from spontaneous prayer to fixed liturgy? And how might we reclaim these words not as routine, but as relationship?

# HALACHA/ MACHSHAVA


***All students will engage in the study of "Hilchot Tefillah"—a foundational course exploring the halachic structure, spiritual depth, and personal meaning of Jewish prayer. Through classic sources and contemporary application, students will gain a deeper understanding of what it means to stand in prayer before God.***

***For students with a strong interest in philosophical inquiry, there is a unique opportunity to take "Introduction to Jewish Philosophy" in lieu of "Hilchot Tefillah". This course serves as a prerequisite for the Advanced Jewish Philosophy elective offered in senior year.***
***Enrollment in the philosophy track is limited and requires an application.***
***To apply, please email Rabbi Miller at amiller@nshahs.org.***

## *HILCHOT - TEFILLAH*

This course explores the *halacha* of *Tefillah*—not just to learn how to pray, but to understand what it means to pray within a halachic framework. Students will gain the tools to pray with greater intention, deepen their halachic understanding, and uncover new meaning in one of Judaism's most foundational practices.
Students will study texts from *Tanach* through the *Talmud, Rishonim, and Shulchan Aruch*, up to contemporary *poskim*—learning to think both analytically and halachically. Topics include the *mitzvah* of *Tefillah*, the laws and meaning of *kavanah* (intention), the structure and timing of daily prayers, the role of communal davening, *Semichat Geulah LeTefillah*, women's obligations in prayer, and what to do when a *Tefillah* is missed—alongside many other real-life halachic cases and applications.
But this course goes beyond mechanics. Alongside classic halachic texts, students will wrestle with deeper questions: What does halacha demand of us when we stand before God? How do we preserve sincerity within structure? Can obligation foster intimacy? And how can halacha serve not as a constraint, but as a path to deeper connection, discipline, and spiritual growth?

This is more than a course on halacha. It's an invitation to think deeply, pray meaningfully, and see *Tefillah* a new—as a conversation shaped by law, sustained by tradition, and open to the soul.

# HALACHA/ MACHSHAVA


## INTRODUCTION TO JEWISH PHILOSOPHY

***By application Only***

What does it mean to know God?
Why were we created?
Do we truly have free will?
Why is there suffering—and what does it mean to believe in redemption?

This course explores the deep questions at the heart of Jewish belief—questions that have stirred debate for centuries and continue to shape how we understand ourselves, our world, and our relationship with Hashem. Students will engage with classic and modern Jewish thinkers on topics such as the purpose of creation, the nature of God, the problem of evil, free will, Olam HaBa, Mashiach, and Techiyat HaMeitim. But this isn't just a survey of ideas. It's a call to wrestle. To read closely, think critically, and respond personally. Students will learn to navigate dense texts with clarity and curiosity—analyzing arguments, comparing views, and developing their own philosophical voice. The course culminates in a short research paper in which each student will explore a topic of interest in greater depth—offering both analysis and reflection.

Please note:

- Students who enroll in this course will take it in lieu of Hilchot Tefillah.
- It also serves as the prerequisite for the Advanced Jewish Philosophy elective offered in senior year.

This course is designed for students ready to think big, challenge assumptions, and explore belief through the lens of reasoned faith.

**Application required.** To apply, please email Rabbi Miller at amiller@nshahs.org.

# HEBREW LANGUAGE AND LITERATURE

# עברית וספרות

**Students in the ninth grade are initially placed by ability level measured by personal interviews and formal placement tests.**

**Once placed, students may advance according to the following standard sequence:**

- **Preparatory Level - מכינה**
- **Intermediate Level**
- **Grade Level**
- **Advanced Level - בחינה**

A student may begin his or her Hebrew Language study in the beginner's level and proceed to the intermediate level during the course of the ninth grade. In every grade there are class sections to accommodate the varying needs of each student. Students are placed in homogeneous classes with their peers at the precise level that will ensure they will be challenged to improve their language skills.

# GENERAL STUDIES

- ENGLISH
- HISTORY
- MATHEMATHICS
- SCIENCE
- PHYSICAL EDUCATION

# ENGLISH

***All students are required to take four years of English. Teacher recommendation and administrative approval are required for AP courses.***

## DEVELOPMENT OF U. S. LITERATURE

In this course, 11th grade students trace the roots of American Literature from the 17th century to the present. A major project involves them in putting a noteworthy, but somewhat controversial literary work "on trial." Public performances by the winning teams are viewed by the entire school and invited guests. Academic research is extended to secondary sources. Students also read and write about news articles on current events that connect to curriculum as well as poetry that connects to texts. Vocabulary is culled from works studied and incorporated into writing. Supplementary poetry, short fiction and non-fiction essays are also addressed.

An advanced section will highlight rhetorical strategies and stylistic techniques that authors use in order to create their messages. Students who choose to do so will be prepared to take the AP English Language and Composition exam in May. A skills section will also be available to those students who will benefit from assistance with writing tasks and reading comprehension. Placement will be based on department approval with input from administration.

# HISTORY

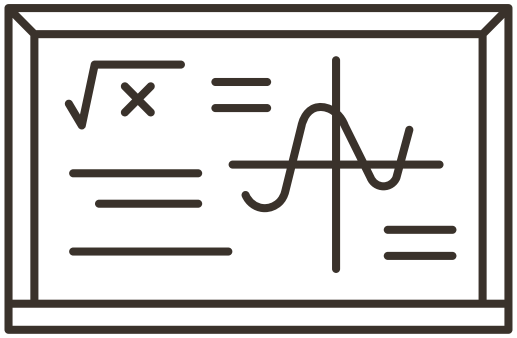
***All juniors are required to take U.S. History. Teacher recommendation and administrative approval are required for the AP course. Students may opt to take an additional history course as an elective.***

## ADVANCED PLACEMENT: UNITED STATES HISTORY

A course in United States History is required for all juniors. Students may take Advanced Placement United States History. The Advanced Placement Program is designed to allow high school students the opportunity to pursue college-level studies while attending high school. While the course covers the same periods of history as the regular U.S. history course, emphasis will be placed on reading original sources and analyzing differing interpretations of historical events.

## UNITED STATES HISTORY

All eleventh grade students who do not take AP U.S. History are required to take this course.  It covers the political, economic, and social conditions in the United States from the beginning of our history to present times. The Constitution and the historical setting in which it was written will be studied. Students will understand the great historical developments that led to the U.S. becoming the democratic super-power of the world today. They will read textbooks, original sources, and current affairs articles in order to learn how to draw conclusions and become informed citizens and voters. Based on teacher and administrative input, students may be placed in sections that are specialized in order to address their needs for enrichment and/or remediation.



# MATHEMATICS

***Students are required to take one math course in their junior year. Placements are determined by the mathematics department.***

Pre- Calculus BC

Pre- Calculus AB

Algebra II with Trigonometry

Intermediate Algebra II

## PRE- CALCULUS BC

This course is given to eleventh grade students who have completed Algebra II with Trigonometry. Students further develop their algebraic and trigonometric skills that are necessary for success in AP Calculus BC. Students study linear and quadratic functions, polynomial functions, inequalities, functions, exponents and logarithms, analytic geometry and conic sections, trigonometric functions, trigonometric equations, triangle trigonometry, trigonometric addition formulas, polar coordinates and complex numbers, vectors and determinants, sequences and series, matrices, limits, continuity, techniques of differentiation, and related rates. Teacher recommendation and administrative approval are required.

## PRE- CALCULUS AB

This course is given to eleventh grade students who have completed Algebra II with Trigonometry. Students further develop the algebraic and trigonometric skills that are necessary for success in AP Calculus AB. Students study linear and quadratic functions, polynomial functions, inequalities, functions, exponents and logarithms, analytic geometry and conic sections, trigonometric functions, trigonometric equations, triangle trigonometry, trigonometric addition formulas, and introduction to limits. Teacher recommendation and administrative approval are required.

## ALGEBRA II WITH TRIGONOMETRY

Students enhance their algebraic skills and develop an understanding and mastery of trigonometric concepts. Students extend their study of real numbers, equations and inequalities, functions, systems of equations, polynomials, rational expressions, complex numbers, quadratic equations, transformations, second degree equations, polynomial functions, exponential and logarithmic functions, an in depth study of trigonometric functions, graphs, identities, and equations, probability, and statistics.

## INTERMEDIATE ALGEBRA II

Students enhance their algebraic skills and develop an understanding and mastery of a variety of topics in Algebra, Trigonometry and Pre-Calculus. Topics include polynomials, set theory, trigonometry, matrices and linear algebra, functions, conic sections and game theory. Students are encouraged to develop skills and work habits that will last throughout their academic and future careers.

# SCIENCE

***Students are required to take one science course in the junior year. Physics as a third year of science is strongly recommended. Placement is determined by the department in consultation with the administration. Teacher recommendation and administrative approval are required for enrollment in an AP course.***

AP Physics 1

Physics

Foundational Physics

Environmental Science

**AP PHYSICS I**

AP Physics I is an algebra-based, introductory college-level physics course. The course focuses on Newtonian mechanics and dynamics; Circular motion and Gravitation; Work, Power and Energy; Linear Momentum, Simple Harmonic Motion; and Torque and Rotational motion. Students cultivate their understanding of physics through classroom study, demonstrations, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation, and waves. AP Physics 1 students will keep and are encouraged to retain their physics laboratory notebooks, reports, and other materials as colleges may require students to present their laboratory materials from the course before granting college credit for the laboratory component.

**PHYSICS**

Introductory Physics considers topics related to energy and matter, the principles that govern motion of particles and waves, and the interaction of particles. The use of mathematics as a "language" for describing physical phenomena and solving problems is emphasized throughout the course. For this reason, we delay enrollment into the course until eleventh grade when students have achieved a high level of skills in mathematics (algebra and trigonometry). The laboratory is used to derive and illustrate major concepts of physics. Students need to become skilled at performing laboratories and at analyzing data and formulating broad principles that account for the physical phenomena being studied. Students will be taught how to use spreadsheets to organize and graph data and to use sensors to record data electronically. The major topics covered in this course include mechanics, work energy theory, spring systems, wave phenomena and electricity and magnetism.

**FOUNDATIONAL PHYSICS**

Foundational Physics considers topics related to energy and matter, and the principles that govern the motion of particles and waves. Mathematics is introduced as a "language" for describing physical phenomena and students are encouraged to solve problems using mathematics throughout the course. For students who struggle with math, this course shows them real world applications without the complexity of multi-step equations. The laboratory is used to teach the concepts of physics and make connections to basic math. In this way, students will experience physics in a way that is meaningful and directly applicable to their lives. The topics covered in this course include mechanics, work-energy theory, spring systems, optics, electricity and magnetism.

**ENVIRONMENTAL SCIENCE**

Environmental Science is an elective science course intended to cover the principles and methodologies used to study the interrelationships between organisms and their physical surroundings and the impact of humans on the natural world. This course is necessarily interdisciplinary and depends on the successful integration of science with political, sociological, and economic issues. The underlying themes developed in the course are: energy conversions are involved in all ecological processes, matter must be recycled in ecological systems, ecological systems are all interconnected, humans alter ecological systems, ecological problems occur in a political, cultural, and economic context, and human survival depends on developing practices that allow for sustainable ecosystems. This course includes a laboratory component that allows students to apply and reinforce course concepts as well as an engaging field component centering upon environmental monitoring. Field trips to local nature centers and municipal utilities are also integral to the curriculum. Teacher recommendation and administrative approval are required for enrollment.

# PHYSICAL EDUCATION

***All juniors are required to take physical education.***

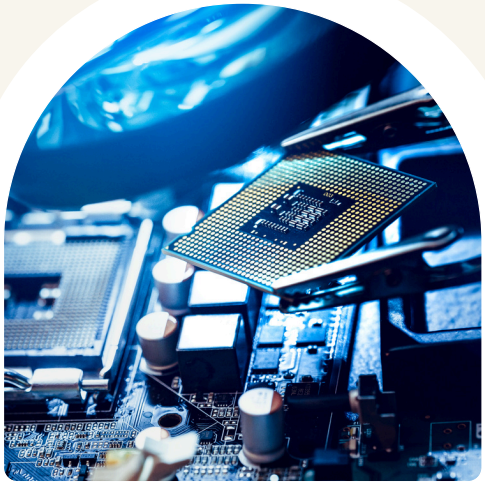
***Mr. Malis / Ms. Arjang***

Students meet individually with the school's PE instructors to evaluate their level of activity and to review their individual wellness and fitness needs. Students, with their instructor's guidance, develop personal plans to meet their goals. Over the course of the year, the PE instructors monitor each student's individual progress according to the plan.

# ELECTIVES

- COMPUTER SCIENCE
- HISTORY/SOCIAL SCIENCES
- WORLD LANGUAGES
- BUSINESS
- ENGINEERING
- ART

# COMPUTER SCIENCE



***All courses in the computer science department are electives. Teacher recommendation and administrative approval are required.***

## AP COMPUTER SCIENCE A

This course is equivalent to a semester-long, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both structural and object-oriented problem solving and design using the Java language. The AP Computer Science A course includes a minimum of 20 hours of hands-on structured lab experience to engage students in individual or group problem solving. Prerequisite: Computer Science Essentials, College Python Programming, AP Computer Science Principles or equivalent computer science experience. Teacher recommendation and administrative approval are required for enrollment.

# COMPUTER SCIENCE

## INTRODUCTION TO ARTIFICIAL INTELLIGENCE

This course introduces students to the main ideas in Artificial Intelligence (AI) through project-based learning. Students will learn to ask questions of data and represent data through visualizations. They will also use critical thinking skills to look at how data is presented to them or used in articles and social media. The projects will range from exploring how AI is used in image recognition or price predictions, to how Spotify creates a shuffle list of their favorite song list. The course will cover the technical side AI, where students will be introduced to software used in the industry: Python, Pandas, scikit-learn, Colab Notebooks. In addition, the course will examine the implications of AI including Data Ethics, Data Privacy, and how AI impacts all areas of our life.

## COLLEGE PYTHON PROGRAMMING

College Python Programming is equivalent to a first-semester, college-level course in programming. The course introduces students to coding essentials including problem solving and program design, algorithms (sequence, selection/decisions, iteration/loops), data collection (lists, sets, dictionaries and scalar values), abstractions (procedures, functions), graphical user interfaces and user experience design. This is a project-based learning course where Python applications will be created and explored within a backdrop of traditional problems and more current computer science fields such as data visualization, machine learning, web scraping and integration with engineering projects. Collaboration will also be a key component in the class. Students may opt to earn college credit through LIU upon successful completion of this course. No experience required.

***Teacher recommendation and administrative approval are required.***

**ADVANCED PLACEMENT PSYCHOLOGY**

This is an elective open to juniors. The focus of this course is to introduce students to the systematic and scientific study of the behavior and the mental processes of both human beings and animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the methods psychologists use in their science and practice. Among the topics studied are neurology, emotions, sensations, memory, thinking, human development, and psychological health and disorders. The students will have an opportunity to participate in experiments, research, and oral presentations. Teacher recommendation and administrative approval are required for enrollment.

# WORLD LANGUAGES

***Students are encouraged to pursue their study of foreign language if they have completed advanced levels in previous years. Teacher recommendation and administrative approval are required.***

**FRENCH III**

The students continue to develop the four basic language proficiencies in a communicative setting. Emphasis continues to be on acquiring an extensive active vocabulary that will enable them to communicate in a wide variety of real-life situations. French language skills are enhanced by written application and reading and writing abilities are polished. Maximum communicative practice is afforded by additional concentration on listening skills. French newspapers, short stories and films are presented to stimulate discussion and reading comprehension.

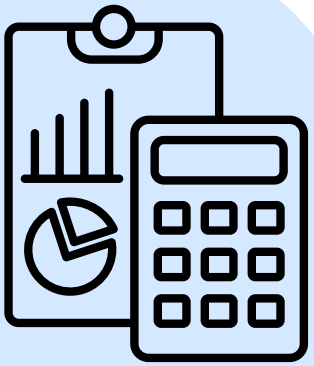
**SPANISH III**

The students continue to develop the four basic language proficiencies in a communicative setting. Emphasis continues to be on acquiring an extensive active vocabulary that will enable them to communicate in a wide variety of real-life situations. Spanish language skills are enhanced by written application and reading and writing abilities are polished. Maximum communicative practice is afforded the student with additional concentration on listening skills. Spanish newspapers, short stories and films are presented to stimulate discussion and reading comprehension.

**SPANISH IV**

The students enrolled in this course master topical vocabulary, grammar, idioms, and practical expressions on an advanced level. They discuss a variety of contemporary themes gathered from authentic materials, including novels. Newspaper article analysis assigned weekly and written paragraphs and essays submitted. This course emphasizes aural comprehension and oral proficiency. Those students wishing to enroll can take this course for college credit from Adelphi University. Three college credits may be earned. (Adelphi Spanish 122)

# BUSINESS



***All business courses are electives. We have partnered with several local colleges to offer courses for college credits. Students may enroll in these courses at a significantly reduced cost and earn college credits. Teacher recommendation and administrative approval are required.***

## COLLEGE ACCOUNTING I

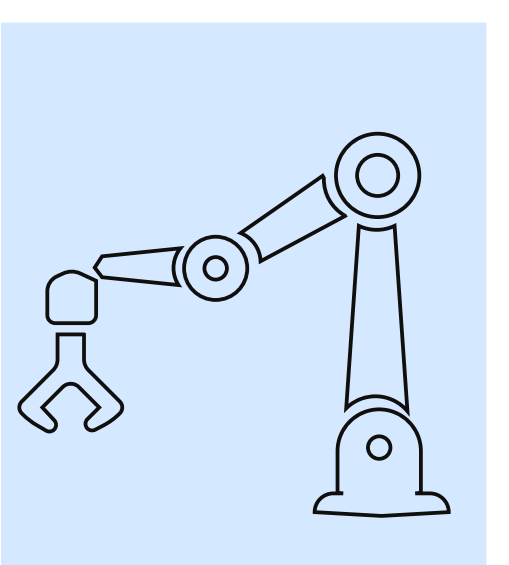
The objective of this course is to introduce students to the language of business--Accounting. At the conclusion of the class, students should be able to perform basic accounting functions, understand the concepts of accounting, and be able to use accounting data to make sound business decisions. Students will be able to use software to conduct accounting transactions, including QuickBooks and Excel. We will focus on real world applications of accounting principles.  Students can earn three college credits. Teacher recommendation and administrative approval are required for enrollment.

# BUSINESS


## INVESTMENTS AND ENTREPRENEURSHIP

This is a two semester course. In the first semester, which deals with investments, students learn the basic principles by which the modern corporation manages its assets, controls its liabilities and raises new capital. Topics covered include the valuation and rates of return on securities, financial statement analysis, forecasting, planning and budgeting, working capital management, introduction to capital budgeting techniques, and cost of capital considerations. There is also a focus on security markets and investment opportunities and real estate transactions. Students are exposed to the concepts of markets efficiency and risk and return. The objective is to provide a systematic method of analyzing investment portfolios. The second semester, Entrepreneurship deals with marketing strategies and the application of required skills, resources, and techniques that transform an idea into a viable business. Entrepreneurial decision-making is stressed. Students may have the opportunity to engage in a specific entrepreneurial venture when they are given the opportunity to integrate entrepreneurship, marketing, and computer application skills in a simulation that provides students with an in-depth, real-world view of what it is like to run their own restaurant. Using Microsoft Office (or equivalent applications), they will assemble and create all of the documents that a “real” restaurant would need to open its doors. Guest speakers enliven both semesters, and both courses are available for college credit. Teacher recommendation and administrative approval are required for enrollment.

# ENGINEERING



***All courses in the engineering department are electives. Teacher recommendation and administrative approval are required.***

## MECHANICAL ENGINEERING

This course is the third year of engineering track. Students use their independent thinking skills to analyze and critique peer-reviewed hypothesis-driven scientific research articles. This course will extensively cover how to write a research paper that follows strict standards, including organizational techniques, proper citing and how to effectively construct graphs, diagrams and tables. Concurrently, students are expected to design and submit their own groundbreaking research projects to science and engineering fairs. Students will build robots to solve various tasks while learning how hardware interacts with software. Together as a class, students will figure out how to incorporate signal processing, machine learning and computer vision to detect potential or a desired change in a pattern of behavior. Yearlong group projects will require students designing and building mechanical engineering systems. Teacher recommendation and administrative approval are required for enrollment.

# Art

***All courses in the Art Department are electives. Teacher recommendation and administrative approval are required.***

## STUDIO ART I

***Ms. Folk***

This is the basic art course in which students will acquire knowledge that is intended to lead to a mastery of skills related to the Elements of Art and the Principles of Design. In this course students will maintain an active sketchbook and journal and learn how to use a variety of media and illustrative materials. They will gain a historical knowledge of art by studying facets of art history and exploring artistic reference. Current trends and inspiration of the art world will be included in their studies. Museum and Gallery trips are planned.

## STUDIO ART II

***Ms. Folk***

Studio Art II is a second-year course that provides an opportunity for students to expand on the drawing and painting concepts introduced in Studio Art 1. Emphasis is placed on a deeper understanding of design principles, drawing techniques and painting skills leading to the development of abilities that are necessary for advanced art courses. Students are given more in depth problems to solve creatively while becoming more adept through a broad exposure to various media. Students will advance both technically and conceptually, preparing them for the next level of art at North Shore. In addition to refining their artistic skill set, the students will learn about 21st century art and have the opportunity to visit contemporary art institutions. Prerequisite Studio Art I.

# Art

## AP ART I

***Ms. Folk***

Advanced Placement Art I is a distinctive and rigorously demanding course of study which teaches students how to elevate their creative process, critical thinking, investigative skills and 'student voice' in preparation of effectively completing The College Board requirements of the AP Studio Art Exam administered at the end of Senior year. The AP Studio Art Exam consists of a student developed body of successful artwork which will be submitted in a portfolio. The culmination of the student produced artwork during the school year is aimed at conceptualizing and targeting their sustained investigation. The Sustained Investigation section of the AP Art and Design portfolio is a series of works that are very consistent in theme and approach or it may evolve and develop as the visual idea is explored, ending in a different place than where it began and will be scored according to a three-point scale for each of four separate sets of criteria: inquiry; practice, experimentation and revision; materials, processes and ideas; drawing skills. Prerequisite Studio Art I.

## AP ART II

***Ms. Folk***

Advanced Placement Studio Art is a distinctive and rigorously demanding course of study which teaches students how to elevate their creative process, critical thinking, investigative skills and 'student voice' in preparation of effectively completing The College Board requirements of the AP Studio Art Exam administered at the end of the school year. The AP Studio Art Exam consists of a student developed body of successful artwork which will be submitted in a portfolio. The culmination of the student produced artwork during the school year is aimed at targeting and exploring their chosen sustained investigation which was selected in AP Art 1. The investigation focuses on a body of work based on a "Central Theme" and focuses on a process of INVESTIGATION, GROWTH and DISCOVERY. Students are required to attend to their sketchbooks and continuously explore and research their Art Assignment topics so that they may develop the vital skills needed to successfully complete their investigation. Prerequisite: AP Art

# Fashion

## FASHION I

***Ms. Dammacco***

The purpose of this course is to introduce students to the world of fashion design. They will acquire knowledge and skills related to the principles of fashion illustration and design by utilizing a range of media and a variety of techniques to create versatility in their work. Students will learn the proportions of the fashion (croquis) figure. They will learn through the elements and principles of design as they pertain to fashion, design terminology for apparel and recognition of design styles are also included as components of the course. Students will be required to demonstrate creative use of inspiration and design experimentation through various projects and a design journal and will be assessed on their knowledge of terminology, styles and applicability of the elements and principles. Museum and fashion show trips are planned.

## FASHION II

***Ms. Dammacco***

This design course further encompasses the fashion design process from inspiration through production learned in Fashion Design 1. Focus is on developing the fashion silhouette and fabric rendering techniques using a variety of materials. Students will study the interconnectivity between fabric weight/texture and garment representation based on rendered croquis. Principles and creative standards common to all design fields will be introduced. Projects will deal with pragmatic and creative issues. Assignments are progressive so that students will have the opportunity to establish their professional identity. They will utilize a range of media and a variety of techniques to create versatility in their work and portfolio. Additionally, sewing basics will be introduced to students. Students will be exposed to how a historical timeline of fashion is reflective of society. This will help to illustrate the ways in which material use has been affected by the technological changes in manufacturing. Museum, fabric store trips, and fashion show trips are planned. Prerequisite: Fashion I.

# Architecture

## ARCHITECTURE I

***Ms. Dammacco***

This is a course in which basic fundamentals of architecture are examined and perfected. While design will be the main emphasis for this level and the student should have a good background in basic mathematics. Students will learn about the design process and explore the architectural concepts of space, form, function, and technology. Students will learn how to create mechanical and freehand drawings, draw in 1, 2 and 3pt perspective, interpret and create floor plans, create orthographic and isometric drawings, understand drawing to scale and read blueprints, construct scale models, consult with groups on various approaches to design problems, address environmental concerns and conservation efforts, learn to render architectural styles, explore the history of architecture, reference the internet for architectural sources and create computer renderings using CAD. Trips to or visits by working architects are anticipated.

## ARCHITECTURE II

***Ms. Dammacco***

This course is for the student who has completed the requirements for Introduction to Architecture 1 and plans possibly to pursue his or her architectural studies as part of their college education. Students will reinforce skills they learned in the earlier course and focus in on design techniques, as well as review and study the history of architecture, build scale models from plans and build vertically, understand shape, convex and concave, space, light, acoustics, circulation, enclosure, boundaries, path, threshold and portal, understand the use of planes and their relationship to patterns, consider issues dealing with commercial/ public space, render hand illustrations using a variety of media, become aware of the need for conservancy and the need for buildings that reflect respect for environments and future generations and learn about the history and evolving technologies of modern architecture. Emphasis will switch to vertical construction and consideration of public space vs. private space as well as architectural production as a process of analysis, critique and synthesis. Students will study architectural design as a mode of cultural communication and imaginative experimentation. They will work at a variety of scales, with a variety of techniques in a variety of research situations while being asked to comprehensively address architectural problems. This course aims to broaden and deepen the students' awareness of architecture as a discipline as they work on preparing a portfolio for presentations to colleges. Prerequisite Architecture I.

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