NORTH SHORE
HEBREW ACADEMY
ישיבת חוף הצפון

TENTH GRADE

ACADEMIC PROGRAM COURSE GUIDE

2025-2026

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ACADEMIC PROGRAM

COURSE GUIDE

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CORE AND ELECTIVES
10 TH GRADE

Judaic Studies

Judaic Studies Core

Talmud

Tanach

Halacha / Machshava

Hebrew

Hebrew Language

General Studies Core

English

History

Jewish History

Mathematics

Science

Health Education

Physical Education

Electives

Computer Science

World Languages

Engineering

Art

ALL COURSES

ALL SOPHOMORES ARE REQUIRED TO TAKE :

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

5 General Studies Core classes
1 European History class
1 Jewish History class
1 Mathematics class
1 English class
1 Science class

1 Health Education class

1 Physical Education class

1 Elective class

NSHA

JUDAIC STUDIES REQUIREMENTS

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

Students who choose *Beit Midrash* Program*:*
take two daily periods dedicated to Talmud instead of one.
This program replaces the Halacha/Machshava requirement.

Students who choose Beit Midrash take
Double Talmud (2 periods a day)
1 Tanach
1 Hebrew Language

Students who do not choose Beit Midrash take:
1 Talmud
1 Tanach
1 Halacha / Machshava
1 Hebrew Language

JUDAIC STUDIES

- TALMUD
- TANACH
- HALACHA / MACHSHAVA
- HEBREW LANGUAGE

TALMUD

BEIT MIDRASH *(DOUBLE TALMUD) BERACHOT*

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

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 sophomores 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 .

10TH 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

10TH 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.

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.

HEBREW LANGUAGE AND LITERATURE

עברית וספרות

Four years of Hebrew language and literature is a requirement. 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**
- ***Grade Level***
- ***Intermediate 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
- EUROPEAN HISTORY
- JEWISH HISTORY
- MATHEMATHICS
- SCIENCE
- HEALTH EDUCATION
- PHYSICAL EDUCATION

ENGLISH

All students are required to take four years of English. Placements are determined by the department.

LANGUAGE, LITERATURE AND WRITING II

This second-year foundation course focuses on issues of self-identity through a study of novel, drama, memoir, poetry and short story. Students do an intensive unit on writing the academic research paper, learning techniques of topic formation, note taking, outlining, as well as organizing and writing the paper. The focus is on primary sources. Documentation issues are thoroughly addressed. Students write for self-expression as well, using different genres. Grammar and vocabulary study are integrated into the curriculum as weekly features of instruction. Based on teacher and administrative input, students may be placed in sections that are specialized in order to address their needs for enrichment or remediation.

HISTORY - SOCIAL SCIENCE

Enrollment in the AP European History course requires administrative approval. Four years of History is required.

ADVANCED PLACEMENT: EUROPEAN HISTORY

This college-level course provides students with a comprehensive understanding of European history, beginning with the Renaissance and continuing to the present day. Students will explore how Enlightenment ideas shaped the development of modern democratic states, influenced revolutions and sparked nationalist and liberal movements across the continent. Students will examine key developments including the Scientific and Industrial Revolutions, the rise of imperialism, and the major conflicts of the twentieth century: World War I, World War II, and the Cold War. Emphasis is placed on the impact of these events on various populations and the shifting conceptions of rights, sovereignty, and citizenship. The course highlights the analysis of primary and secondary sources, the development of historical arguments, and comparative analysis. Upon completion of this course, students will have developed college-level research, analytical, and writing skills. Teacher recommendation is required for enrollment.

HISTORY - SOCIAL SCIENCE

EUROPEAN HISTORY

This is the second half of the two-year program in global history with an emphasis on European History. Students begin with the period of Enlightenment and the effect it had on the development of modern politics. They will explore how it influenced the French Revolution, sparking nationalist liberation movements throughout European nations and their colonial attachments. Next, they will examine how the Industrial Revolution had a tremendous effect on the way people within different parts of the World lived and interacted. Students will explore how such influences caused the age of imperialism eventually culminating in World War I and World War II. Students will witness the devastating, World altering effects of these conflicts resulting in a cold war between the superpowers. In addition, students will take a closer look into different areas of concentration, such as genocides and the struggle for the rights of the people. This course exposes students to a diverse array of primary source materials -- comparing these historical events to current issues to make these topics much more relatable. There are many interactive, experiential activities meant to promote thought while challenging the students to fully analyze historical incidents. Students will be better able to evaluate where they stand on issues that helped shape the World we live within today. 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.

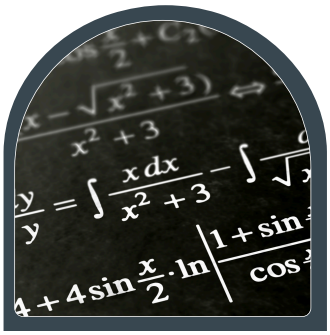
EUROPEAN HISTORY: FOUNDATIONS

This is the second year of the two-year program in global history. Beginning in the period of the Enlightenment, students will consider not only important cultural developments but also the emergence of modern political thinking. They will study the impact of Enlightenment thinkers and the story of the French Revolution. They will cover the following topics in the twentieth century: the story of mass democracy, feminism, the two world wars and the cold war, and national independence movements/decolonization. In this skills-level class students will continue to develop vital skills in reading, writing, note taking, and critical thinking. Teachers will place a strong focus on skill development and use modified assessments and classroom material. The goal will be to use differentiated methods of teaching to reflect each student's needs.

JEWISH HISTORY

JEWISH HISTORY

Tenth Grade Jewish History is a required course. We will coordinate our coverage with an eye towards our AP and general modern European History courses, starting from c. 1500 to the present. In Jewish History, however, we will begin by focusing on Jewish life in Spain before the Spanish expulsion of Jews in 1492 and explore why expelled Jews held so fiercely onto their Sephardic identities wherever they went thereafter. Following the Spanish (and Portuguese) expulsions we will focus on the extraordinary highlights of European Jewish history, including Columbus, the Jews, and the Marranos, the impact of the Protestant/Catholic split on the Jews of Europe, Shabbetai Zevi, Jacob Frank, and the search for a messianic leader in the 17th and 18th centuries, the impact of the Enlightenment, the continuation of antisemitism despite an increasing secularization of Europe, the impact of the French Revolution and Napoleon on the Jews, Hasidism and Mitnagdim, Jewish challenges to orthodoxy in the 19th century, the emergence of Modern Orthodoxy, the Jews in World War I and World War II, while also covering Jewish emigration from Europe to the Americas, the Middle East and North Africa, and ultimately establishing the Jewish state in Palestine and by 1948, Israel.



MATHEMATICS

All tenth graders are required to take Mathematics.
Placements will be determined by the department.

ACCELERATED 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.

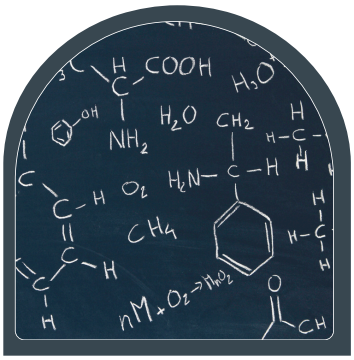
ALGEBRA

This foundation course is for students in the tenth grade. The course aims to provide students with the fundamental algebraic skills necessary for working with variable expressions, equations, and verbal problems. Students learn about integers, rational numbers, equations and inequalities, exponents and polynomials, graphs and systems of equations, rational and radical expressions, relations and functions, and are introduced to probability and statistics. Students are encouraged to develop mathematical skills and work habits that will last throughout their academic careers.

ALGEBRA: FOUNDATIONS

This foundation course is for students in the 10th grade who have had little or no experience with Algebra. The course aims to provide students with the fundamental algebraic skills necessary for working with variable expressions, equations, and verbal problems. Students learn about integers, rational numbers, equations and inequalities, exponents and polynomials, graphs and systems of equations, rational and radical expressions, relations and functions, and are introduced to probability and statistics. Students are encouraged to develop mathematical skills and work habits that will last throughout their academic careers. The goal for the Foundations students in the 10th grade is to gain knowledge and skills in order to progress to the grade level course.

SCIENCE



CHEMISTRY

The chemistry course presents a modern view of chemistry with major emphasis on physical concepts and understanding interactions of matter. The objectives of the chemistry course are to introduce tenth grade science students to the following topics: phase change and gas laws, thermodynamics, atomic structure, periodic properties, bonding and chemical reactions, chemical kinetics and equilibria, periodic properties, stoichiometry, acid-base interaction, redox electrochemistry, organic chemistry, and nuclear chemistry. The course is taught at a descriptive conceptual level using demonstration to convey concepts wherever possible. A sequence of formal laboratory activities reinforces each topic and chemistry students are expected to become proficient in safely executing a lab protocol and eventually designing one of their own to test a given hypothesis. Sections will be differentiated to enable students to achieve the curricular goals of the course.

HEALTH EDUCATION

Health Education encourages the student to examine, develop, maintain, and promote a healthy lifestyle. Healthy lifestyle choices with regards: to nutrition and physical activity; behavioral health; psychoactive drug use; and human life cycle/relational health will be explored and discussed. The curriculum areas of Health Education concentrate on all aspects of health: the mental, physical, social, emotional, and spiritual well-being of the individual.

Each student will examine individual values, self-esteem, and goals for the future. Students will have the opportunity to experientially develop their social and emotional skills, while creating a knowledge base of health vs disease, and the effects that genetics; environment; access to health care and choice of health behaviors, have on their overall well-being and longevity. Students are evaluated through tests, projects, and class participation.

PHYSICAL EDUCATION

All sophomores are required to take physical education.

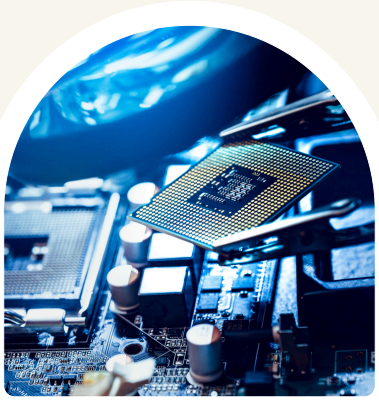
Mr. Malis / Ms. Arjang

Students are encouraged to meet their physical, emotional, and competitive needs through games, teams, and sports. Instruction will include units covering physical fitness, health, nutrition, flag football, volleyball, basketball, soccer, softball, and team handball.

ELECTIVES

- COMPUTER SCIENCE
- WORLD LANGUAGES
- ENGINEERING
- ART

COMPUTER SCIENCE



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

AP COMPUTER SCIENCE PRINCIPLES

This course is equivalent to a semester-long, college-level course in computer science. The course continues to teach students about computer science focused around seven big ideas: creativity, abstraction, data & information, algorithms, programming, the Internet and global impact. The course will use MIT App Inventor and the Blockly programming language to teach students about programming concepts in the context of mobile application development. The AP Computer Science Principles course includes a performance based task where students creatively design their own unique programming app. Collaboration will also be a key component in the class.

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.

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.

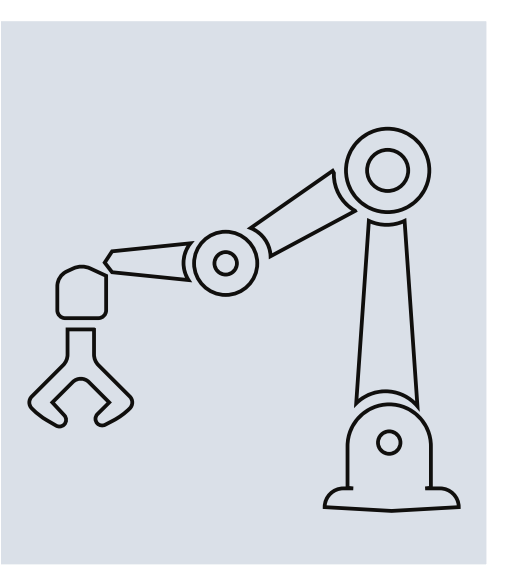
SPANISH II

All students who have successfully completed Spanish I are eligible to take this course which is designed to reflect the main thrust of foreign language instruction: communication. This is effectuated by the continued concentration on the four areas of Spanish language mastery: reading, writing, speaking and listening. The teaching of Spanish II is thematic: vocabulary is introduced in manageable amounts and in meaningful contexts. In addition, one of the foremost goals of students enrolled in this course is to be able to function effectively with the spoken language and to hone their listening comprehension skills. The students further develop their knowledge of the culture and civilization of the Spanish-speaking world.

FRENCH II

The students continue to develop the four basic language proficiencies in a communicative setting. Emphasis continues to be on the acquisition of 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 the student with additional concentration on listening skills. French newspapers, short stories and films are presented to stimulate discussion and reading comprehension.

ENGINEERING



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

ENGINEERING DESIGN AND 3D MODELING

This course is an introduction to engineering design principles. Students will learn how to utilize Autodesk Fusion 360, a professional 3D design software used by engineers in the industry. Students will create a portfolio of models that showcase major mechanical and geometric relationships that are key design considerations. Design topics include: An introduction to the technical design process and key terminology, Geometric Constraints, Mechanical Advantage, Ergonomics, Power Transmission and Gear Ratios, Prototyping, Stress Concentration, Aerodynamics, and 3D Printer Operation. Students will learn how to convert their models to printable designs to be prototyped on the 3D Printer. The course will culminate in a project that showcases some of the design principles learned throughout the course. This course is a prerequisite for the 11th Grade Mechanical Engineering Course.

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.

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.

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.

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