



INFORMATION PACKET

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WHY CHOOSE AN ALL-GIRLS SCHOOL?

Studies show that girls who attend single gender high schools have **greater self-confidence**, higher SAT scores, and higher levels of academic engagement and professional achievement than their counterparts at coeducational schools. A major study by researchers at UCLA concludes that **“at girls’ schools it’s cool to be smart – there is a culture of achievement in which a girl’s academic progress is of central importance and the discovery and development of her individual potential is paramount.”**

WHAT DO ALL-GIRLS SCHOOLS DO BEST?

The simple answer is: a lot.

An all-girls school is a place where girls take center stage and develop the knowledge and confidence to succeed at whatever they hope to achieve in life. In all-girls schools, girls enjoy not just equal opportunity, but every opportunity. Every part in the play, every leadership post, every position of academic distinction is occupied by girls. Girls grow and are empowered by having the freedom to explore, take risks, and try out new things. An all-girls education offers girls **unparalleled opportunities**.

WHAT ARE SOME BENEFITS OF AN ALL-GIRLS EDUCATION?

- More opportunities for girls to cultivate their capacity for **leadership**.
- Programs sensitive to the developmental, social, intellectual, and emotional needs of girls.
- Instruction is geared to the way girls learn.
- Girls are encouraged to **take intellectual risks** in the classroom.
- Girls are more apt to elect higher-level math and science courses.

- Strong female role models inspire girls to develop **higher expectations** for themselves.
- Faculty is focused on the welfare of girls 100% of the time.
- Girls **dare to succeed** and gain confidence by participating, exploring, and leading.

STUDIES SHOW THAT...

- Graduates of all-girls schools report **more interaction with teachers** outside the classroom.
- All-girls schools **foster a culture of collaboration** rather than competition.
- Women who attended single gender schools achieved higher composite SAT scores.
- Students at all-girls schools are more likely to aspire to attend graduate school after college than their coeducational counterparts.
- Graduates of all-girls schools consistently rated their skills higher than their coeducational counterparts in writing, public speaking, math, computers, and overall academic ability.
- 48% of graduates of all-girls schools rate themselves “great at math,” versus 37% for girls in co-ed schools.
- Three times as many alumnae of all-girls schools plan to become engineers.
- In a survey of 4,200 girls school graduates, more than 80% reported that they were **better prepared to succeed** in the world precisely because they went to an all-girls school where **every girl is encouraged to develop her talents, be a leader, set goals, and achieve them**.

Visit the National Coalition for Girls School’s website (www.ncgs.org) for research findings on single gender education for girls.

FAQ'S

WHAT IS THE SCHOOL'S MISSION?

KTA is an Orthodox Jewish girls high school whose mission is to instill in our students a love of Torah, attachment to Eretz Yisrael, and commitment to high standards of Torah observance and personal conduct. KTA provides its students with excellent intellectual Torah and general studies programs that nurture their journey of personal growth and self discovery. The school environment is both challenging and supportive, encouraging each student to develop her talents, pursue her ambitions, and prepare to meet the challenges and embrace the opportunities she will encounter in the future.

HOW DOES KTA ADDRESS THE NEEDS OF ALL TYPES OF STUDENTS?

At KTA, we recognize that each student is unique. The academic program is designed to help every student excel at her own pace and level. Many classes are tracked, but tracking does not mean pigeonholing; students may take Honors classes in some subjects but not necessarily in all. A wide range of Academic, Honors, and Advanced Placement classes are offered. The Director of Educational Services works with the teachers to maximize each student's academic experience and progress.

IS THERE ANY TIME FOR FUN?

KTA students enjoy a broad and varied menu of extra-curricular activities and programs. During the weekly Elective period, students enjoy non-academic learning opportunities, including Photography, Guitar, Fashion Design, Debate, and Baking. Elective offerings vary from year to year depending upon student interest. Student-assisted activities include the annual School Play, Mishmeres, Discovery, Chanukah Chagigah, Purim Chagigah, and school Shabbatonim. Guest speakers, school trips, and Rosh Chodesh events help to round out the program.

HOW CAN I EXPRESS MY CREATIVE SIDE?

KTA students have many outlets for their talents and creativity. A highlight of the school year is the student-run annual play, in which students express themselves

through drama, dance, choir, scenery, and costume design. Students who enjoy writing, art, photography, and computer graphics contribute to the student-run annual literary journal and the school yearbook. KTA offers four years of art instruction in our fully equipped art studio.

WILL KTA PREPARE ME TO GET INTO A GOOD COLLEGE?

KTA students have high aspirations, and our graduates are accomplished and impressive. KTA is a college preparatory school, and each student receives expert, individualized seminary and college guidance. Our students are well prepared for college and seminary and have been accepted into prestigious colleges and universities and elite seminary programs.

I THRIVE ON COMPETITION. WHAT CAN I DO AT KTA?

Team activities promote school spirit, healthy competition, and fun. Our basketball team plays against other girls schools, as does our debate team.

HOW WILL KTA HELP ME BECOME A BETTER PERSON?

KTA students are actively involved in *chesed* and community service. Our students visit patients at CHOP, run youth groups, volunteer with Friendship Circle, visit the homebound elderly, Cook-for-a-Friend, and seek out many other opportunities to do *chesed* for others. Extra-curricular activities offer many opportunities for students to develop leadership and to learn to work cooperatively with others.

BOTTOM LINE, WHAT MAKES KTA SO SPECIAL?

At KTA, learning takes place in a warm and supportive environment. Each class has a faculty *mechaneches*, and all members of the faculty and administration are deeply involved with the students and readily available for conferences and to provide support and encouragement. At KTA, students form friendships and mentoring relationships that last a lifetime.

DID YOU KNOW?

- Kosloff Torah Academy offers the **diversity** of a larger school and the individual attention unique to a small school. Students develop close personal relationships with our teachers and principals.
- Our **state-of-the-art campus** provides a warm and beautiful environment conducive to learning.
- Kosloff Torah Academy offers a balanced combination of **tracked and untracked classes** in both Limudei Kodesh and General Studies to allow for individualized instruction.
- KTA students earn college credit in high school by taking demanding AP courses in English, History, Psychology, and Calculus.
- Limudei Kodesh classes are designed to hone **independent learning skills** and to nurture **higher-order thinking skills**.
- The **KTA Library** holdings have been expanded thanks to significant grants from the Avi Chai Foundation and Friends of KTA.
- Through our Visiting Scholars Program, KTA students gain inspiration from prominent speakers such as:
 - Rav Shmuel Kamenetsky, *Rosh Yeshiva Philadelphia*
 - Rabbi Benzion Shafier, *The Shmuz*
 - Rabbi Yitzchok Adlerstein, *Simon Wiesenthal Center*
 - Dr. Adele Schneider, *Director of Clinical Genetics, Albert Einstein Medical Center*
 - Rabbi Shmuel Klein, *Torah Umesorah*
 - Rabbi Elimelech Goldberg, *Kids Kicking Cancer*
 - Ms. Chevi Garfinkel
 - Mrs. Yael Kaisman
 - Rebbetzin Tziporah Heller
 - Rebbitzen Tehilla Jaeger
 - Rebbitzen Aviva Feiner
 - Mrs. Toba Shifrin
 - Rabbi Akiva Tatz
 - Dr. David Luchins, *Touro College*
- **Extra-curricular activities** are exciting supplements to the academic program.
 - Annual Play
 - Basketball Team
 - Coding
 - Choir
 - Color War
 - Conventions
 - CPR/First Aid
 - Debate
 - Guitar and Music Theory
 - Painting
 - Photography
 - Rosh Chodesh Trips/*Chagigos*
 - Sewing
 - Shabbaton
 - Sign Language
 - Torah Bowl

KTA GRADUATES

KTA GRADS

WHERE ARE THEY NOW?

KTA GRADS CONTINUE THEIR EDUCATION AT SEMINARIES IN ISRAEL AND THE US:

- Ateres Bnos Yerushalayim
- Bais Yaakov Intensive
- Be'er Miriam
- Beit Chana
- BJJ
- Bnos Chava
- Bnos Sarah
- Bnot Torah (Sharfman's)
- BYA
- Chemdas
- Darchei Binah
- Machon Raaya
- Machon Shoshanat Yerushalayim
- Mesores Rochel
- Michlalah
- Midreshet Mevaseret Yerushalayim
- Midreshet Tehilla
- Midreshet Torah v'Avodah
- Me'ohr
- Nachlas
- P'ninim Yerushalayim
- Seminar
- Shaalvim
- Tiferet
- Tomer Devorah

KTA GRADS HAVE BEEN ACCEPTED INTO THE FINEST COLLEGES AND UNIVERSITIES:

- Adelphi University
- Bar Ilan University
- Barnard College
- Brandeis University
- Bryn Mawr College
- Columbia University
- Drexel University
- Hunter College
- Johns Hopkins University
- Lander College for Women (Touro)
- New York University
- Queens College
- Princeton University
- Rutgers University
- Seton Hall University
- Stern College for Women
- Temple University
- Thomas Jefferson University
- University of Maryland
- University of Pennsylvania
- Villanova University

KTA GRADS ARE WORKING TODAY AS LEADERS AND PROFESSIONALS:

- Accounting
- Actuarial Science
- Architecture
- Art
- Biostatistics
- Business Administration
- Clinical Psychology
- Computer Programming
- Culinary Arts
- Dentistry
- Early Childhood Education
- Educational Administration
- Elementary Education
- Engineering
- Fashion Design
- Genetic Counseling
- Graphic Design
- Health Administration
- Health Education
- Information Technology
- International Development
- Jewish Communal Work
- Jewish Studies
- Journalism
- Kiruv
- Law
- Library Science
- Marketing
- Medicine
- Music
- Nursing
- Nutrition
- Occupational Therapy
- Physical Therapy
- Physics
- Publishing
- Scientific Research
- Secondary Education
- Social Work
- Special Education
- Speech Therapy
- Web Design

ADVANCED PLACEMENT PROGRAM

KOSLOFF TORAH ACADEMY

ADVANCED PLACEMENT PROGRAM

The College Board's Advanced Placement (AP) program offers talented and ambitious high school students the opportunity to take college level courses.

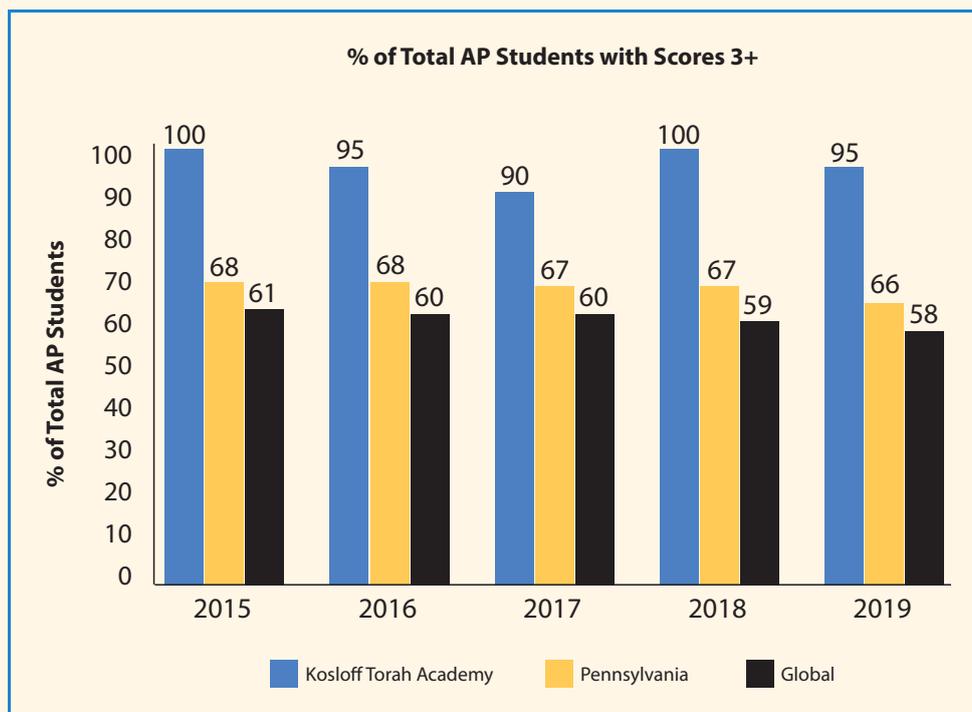
Kosloff Torah Academy Girls High School offers AP courses in Calculus, English, Psychology, and United States History.

Many colleges grant credit and/or advanced placement to students who achieve the highest possible scores of 4 and 5 on the AP subject exams that are administered each spring.

KTA STUDENT PERFORMANCE ON AP EXAMS:

AP exams are taken by the most talented students in the U.S. and internationally.

This past year, 90% of KTA students who took AP exams scored a 4 or 5, as compared with 35% of students taking AP exams globally.



STUDENT ACTIVITIES

STUDENT ACTIVITIES

High school is a time to find out who you are, where you're going, and who you want to be. Student activities at KTA support your journey of self-discovery. Learning extends beyond the classroom, enhanced by clubs, special events, guest speakers, competitive teams, *chesed* opportunities, and extra curricular activities that are fun and meaningful.

ELECTIVES

Photography, Guitar, CPR and First Aid, Culinary, *Chesed*, Sewing, Drama, Dance, Choir, Swimming, Walking, Money Management, American Sign Language, Coding...

TEAMS

Basketball, Torah Bowl, Debate...

G.O.

Rosh Chodesh events, Trips, Big Sister-Little Sister, Back to School Icebreaker, Purim Chagiga, Chanukah Chagiga, Lag Ba'omer BBQ, End of Year Banquet, Color War, all year long...

DISCOVERY

Growing together in *ruchniyus*... speakers, activities, nourishment for the body and the soul...

SPECIAL EVENTS

Guest speaker series, *Yom Iyun*, Shabbaton, School Play, Walkathon, Conventions, LEEP, Cook for a Friend, *Chesed* Projects, Super Sunday, Flea Market, Scavenger Hunt, Swimathon...

TRIPS

Kimmel Center, Tenement Museum, Kleinman Holocaust Education Center, Bais Yaakov Conventions, *Mishmeres* Convention, Google, Inc. Headquarters, Senior graduation trip...

ADMINISTRATION PROFILE 2019-2020

RABBI BARUCH LICHTENSTEIN

MENAHEL

Rabbi Lichtenstein is a *musmach* of Yeshiva Rabbi Samson Raphael Hirsch. He holds a B.S. in Biology from The City College of New York (CCNY) and a Master's degree in School Administration from Teachers College of Columbia University. He also holds state certification as a secondary school principal. His more than four decades of experience in Jewish education include teaching and administrative assignments on both the elementary and high school levels.

MRS. BRENDA SIEV

ASSISTANT PRINCIPAL, GENERAL STUDIES

AP ENGLISH

Mrs. Siev taught English at TAGHS/KTA for grades 9 through 12 on all academic levels, and also served as the school's marketing director and student yearbook and newspaper advisor. She subsequently served as director of general studies at Bais Yaakov of Boston High School and taught English and mentored new teachers at NSU University High School in Florida. A graduate of Bnos Chava Teachers' Seminary and Barnard College, Mrs. Siev has a Master's in Curriculum and Instruction from Nova Southeastern University. She has also completed post-graduate programs at the Harvard Principals' Center, Framingham State University, and the Yeshiva University - School Partnership. Mrs. Siev oversees the general studies program at KTA. She teaches AP Language and Composition to the 12th grade.

RABBI YAAKOV DEUTSCHER

EXECUTIVE DIRECTOR

Rabbi Deutscher earned his Master's degree in Business Administration from the University of Connecticut. He studied at Yeshiva Kol Torah and the Mirrer Yeshiva in Jerusalem and at Yeshiva Gedolah of Waterbury.

MRS. CHERYL EPSTEIN

DEAN OF STUDENTS

HISTORY

Mrs. Cheryl Epstein earned her B.A. in History at Harvard University and her M.S. in Social Work at Columbia University. A member of the KTA faculty since 1990, Mrs. Epstein has served in a variety of teaching, guidance and administrative capacities at KTA. In addition to her role as Dean of Students, Mrs. Epstein teaches Modern Jewish History and serves as the Director of Seminary and College Guidance. Mrs. Epstein is certified as a Mentor Teacher through the Jewish New Teacher Project (JNTP), and she mentors novice teachers at KTA. Mrs. Epstein has worked as a Consultant for Teacher Training at the Auerbach Central Agency for Jewish Education and as a private consultant to Jewish Day Schools in the United States and in Moscow. In her capacity as an Associate Program Consultant for the Jewish New Teacher Project, she designs and facilitates professional development for day school teachers and administrators.

ADMINISTRATION PROFILE 2019-2020

MRS. SARAH LEAH GREENSPAN

DIRECTOR OF EDUCATIONAL SERVICES

CHUMASH

YEDIOS KLOLIOS

Mrs. Greenspan received her teaching certificate at Bnos Chava Seminary in Jerusalem. She earned a B.A. in Psychology with a concentration in Education at Touro College, and an M.S. in Special Education at Adelphi University. Mrs. Greenspan has taught in New York in both regular and special education settings, and was responsible for educational administration and education evaluation at the Yeled V'Yalda Early Childhood Center. Mrs. Greenspan teaches the skills-based Chumash sequence in grades 9, 10, 11, and 12, and coordinates the school-wide independent study of Yedios Klolios. As Director of Educational Services at KTA, Mrs. Greenspan supervises the Learning Center, and provides support, direction, and coordination to students, parents, and teachers.

MRS. FAIGE GROSS

DIRECTOR OF STUDENT ACTIVITIES

CHUMASH

Mrs. Faige Gross received her teaching degree from Bnos Sarah Seminary in Israel. She holds a B.A. in psychology from Touro College and an M.S. in Social Work from Adelphi University. Mrs. Gross joined the KTA faculty in 2016 after several years teaching in New York. She teaches the honors- and academic-level Chumash classes for grade 10, and also serves as the Director of Student Activities.

MRS. ETTIE WACHS

DIRECTOR OF GUIDANCE

A licensed clinical social worker, Mrs. Wachs has been the Director of Guidance for more than 14 years. She attended Michlalah in Jerusalem, received her B.A. in Jewish studies and social work from Stern College, and an M.S.W. from the Wurzweiler School of Social Work. She received additional training in family therapy at the Philadelphia Child Guidance Center and sand tray therapy at the Family and Play Therapy Center in Philadelphia. Mrs. Wachs has trained in emotional focused couples therapy as well as the treatment of anxiety disorders in children and adolescents. She has many years of experience as a psychotherapist.

FACULTY PROFILE 2019-2020

RABBI AVRAHAM BAUM

HALACHA

Rabbi Baum received his rabbinic ordination from Ner Israel Rabbinical College in Baltimore, and he earned a Master's in Education from Johns Hopkins University. He is a halacha rebbe for grades 9 through 12. With more than 20 years of teaching experience, Rabbi Baum strives to impart to his students a love of learning *halacha*.

MRS. LEAH BECKER

EXECUTIVE ASSISTANT

Mrs. Becker holds a Bachelor's degree in Multimedia Design from Touro College. She has done freelance work for schools and nursing homes, and interned at a marketing and design firm. Mrs. Becker facilitates communications, marketing material, and assists with bookkeeping in KTA's business office.

MRS. TESSA BELLUSCIO

HISTORY

Mrs. Belluscio teaches Modern European History in grade 9 and academic and AP U.S. History in grades 10 and 11. A graduate of Rowan University with dual degrees in history and education, Mrs. Belluscio engages her students' creative and analytical minds by encouraging them to interact with primary sources and "problems" in history through writing prompts, large- and small-format discussion, and project-based learning. She strives to challenge her students while providing the necessary modifications and scaffolding to help each student achieve success.

MISS ELISSA BEN-ELI

ENGLISH

A graduate of Western New England University in Springfield, Massachusetts, with a degree in Secondary English Education and a Master's in English for Teachers, Miss Ben-Eli teaches English in grade 9, 10, and 11. She encourages all her students to have a voice and take the skills and knowledge learned through their education into life and future successes.

MRS. RACHAEL BIBERFELD

LIMUDEI KODESH

Mrs. Biberfeld earned her teacher's certificate from Beth Jacob Seminary in Jerusalem, and her B.A. in English from Rutgers University. She has many years of teaching experience in both Judaic and general studies in high schools throughout the country, as well as extensive experience giving shiurim to adults. She teaches Kivun, Historia, Neviim Rishonim, Mishlei, Tehillim, and Chumash Bekius, and is also the 10th grade mechaneches.

MRS. ANN BROMBERG

OFFICE MANAGER

Now in her sixth year at KTA, Mrs. Bromberg holds a B.A. in English and American Literature from Brandeis University. She has worked in the fields of office administration, advertising, and proofreading.

FACULTY PROFILE 2019-2020

MRS. CHAYA RAIZY BURR

NAVI

Mrs. Burr has taught a variety of grades, from pre-school through seminary, in the United States and in Canada. She holds a teaching degree from the Bais Yaakov Teachers Seminary in Brooklyn. Mrs. Burr strives to instill in every student a love of learning and pride in her Jewishness.

MRS. CAROL DAVIDOFF

MATHEMATICS

Hailing from Johannesburg, South Africa, Mrs. Davidoff graduated from the University of the Witwatersrand with a B.S. in mathematics and chemistry and an H. Ed. in mathematics and science education. She has taught at public and private schools in South Africa and Philadelphia, including the Torah Academy middle and high school. Mrs. Davidoff now teaches ninth grade honors Algebra and 11th grade honors pre-calculus at KTA.

MRS. Yael DAVIDOWITZ

FITNESS DIRECTOR

Mrs. Davidowitz is an alumna of Torah Academy Girls High School. She earned her B.A. in Judaic Studies from Stern College, her B.S.N. from Columbia University School of Nursing, and her M.S.N. from Rutgers University School of Nursing. She is a certified fitness instructor and behavior change specialist through the American Council on Exercise and founded Thrive Studio, a full-service exercise studio in Queens, NY. Mrs. Davidowitz works part time as a nurse practitioner in

primary care with a specialty practice in weight loss counseling. As director of the fitness program for all grades at KTA, Mrs. Davidowitz is passionate in her belief that physical fitness is a key ingredient to one's physical and emotional well-being.

RABBI YEHOShUA DUSKIS

HALACHA

Rabbi Duskis teaches halacha in grades 9 through 12. A musmach of Beth Medrash Govoha of Lakewood, Rabbi Duskis has been teaching middle school and adult students throughout the Philadelphia region. As well, he received his B.A. in Liberal Arts and pre-medicine from Thomas Jefferson University. With his enthusiasm and effusive love of Torah, Rabbi Duskis hopes to increase his students' understanding of Torah law and its value in their lives.

MISS DEVORA EISENBERG

RECEPTIONIST

An alumna of KTA, Miss Eisenberg studied at Bnos Sarah in Jerusalem and completed her B.A. through Fairleigh Dickinson University. She is currently pursuing a Master's in Accounting. Miss Eisenberg is thrilled to work at KTA, contributing to the institution that has been so instrumental in her own growth and development.

FACULTY PROFILE 2019-2020

MRS. RIVKAH FOX

AP PSYCHOLOGY

Mrs. Fox received her Master's of Science in Education from the University of Pennsylvania School of Education's Teaching, Learning, and Leadership Division. Prior to moving to the United States for graduate school, she received a teaching certificate at Bnos Chava Seminary in Jerusalem, further developed her advanced Jewish textual skills at Moreshet, and completed her B.A. in Humanities. Mrs. Fox completed a life coaching program and hopes to use these skills to help students both in and out of the classroom.

MRS. SHOSHANA GOLAN

IVRIT

Born in Israel, Mrs. Golan was a teacher in the IDF and in Israeli schools, and taught Hebrew to new immigrants (Olim). In Philadelphia, she taught Hebrew and Judaic studies at Perelman Jewish Day School for 28 years. She very much enjoys teaching Hebrew language and grammar. Mrs. Golan believes that learning Hebrew helps her students strengthen their connection to the land of Israel and their identity as Jews. Her goal is that when they visit Israel, her students will feel at ease speaking Hebrew and using it fluently to interact within the country.

MRS. MIRIAM GOLDSTEIN

CHUMASH

NAVI

Miriam Goldstein received her teaching degree from Yavne Seminary in Cleveland. She holds a Master's in Special Education and a New York State Teacher's Certificate. Following nearly a decade of experience in New York as a limudei kodesh teacher as well as a special education public school teacher, Mrs. Goldstein joined the KTA staff in 2013. She teaches the honors and academic levels of Chumash in grade 11, and Shmuel Beis in grade 12.

MRS. ABIGAIL GREENE

ART

Mrs. Greene graduated with both a B.A. from N.Y.U. and a B.F.A. from Moore College of Art. She has been teaching art for 21 years and she currently teaches art to grades K through 8 at Politz Hebrew Academy and grades 9 through 12 at KTA. Mrs. Greene's goal is to give students an in-depth investigation and understanding of our visual world, learning skills and techniques to manipulate various mediums. The result of the art program should produce a diverse portfolio reflecting creative visual art forms.

FACULTY PROFILE 2019-2020

MISS SHANA GREENSPAN

MADRICHA

An alumna of Kosloff Torah Academy, Miss Greenspan spent the past year studying at Tehilas Bais Yaakov in Jerusalem. She is earning her B.A. in Liberal Arts and hopes to further her education into accounting. Miss Greenspan is excited to be a KTA madricha and looks forward to sharing with the students all that she has learned.

MR. JAMES HARRIS

DIRECTOR OF SECURITY

Mr. James Harris has been a respected member of the KTA staff since its inception on our Bala Cynwyd campus. Mr. Harris has more than ten years of experience in security and safety supervision. Prior to working in security, Mr. Harris served in the United States Armed Forces where he spent three years overseas in Europe as a soldier.

MRS. RIVKA ISAACSON

THEATER DIRECTOR

Mrs. Isaacson earned a B.S. in business, management, and economics from Empire State College and an M.B.A. from La Salle University. She lives in Northeast Philadelphia where her husband serves as a rabbi of Congregation Beth Solomon. She has extensive experience producing plays and concerts and has been directing the KTA annual play for seven years.

MRS. MIRIAM KAMENETSKY

CHUMASH

Mrs. Kamenetsky earned her teacher's degree from Bais Yaakov Seminary in New York. A veteran teacher with many years of experience, she has taught Chumash in our school for 21 years. Mrs. Kamenetsky teaches both honors and academic level Chumash to grade nine. She is also the ninth grade mechaneches.

MRS. JENNIFER KUWAHARA

MATHEMATICS

Mrs. Kuwahara earned her B.A. from Swarthmore College and her Master's in Education from the University of Southern California. She also has her 7-12 Mathematics teaching certification through Point Park University. She has taught and tutored high school students of all levels and backgrounds for more than 13 years. Mrs. Kuwahara is an expert SAT and ACT Math teacher. In the classroom, she strives to foster students' natural inquisitiveness and desire to learn about the world they live in. Mrs. Kuwahara teaches Pre-Algebra, Geometry, Algebra II, and Pre-calculus.

FACULTY PROFILE 2019-2020

MR. LAWRENCE MCAFOOS

CHEMISTRY

In addition to teaching Honors Chemistry at KTA, Larry McAfoos teaches Chemistry at Lower Merion High School, where he served as Science Department Chair for 13 years. At Lower Merion he teaches general, Honors and AP Chemistry. He also teaches Chemistry at the Mesivta High School. In addition to receiving accolades from professional colleagues, he was nominated for the Presidential Award for Excellence in mathematics and Science Teaching in 2011. Mr. McAfoos received his B.A. in Chemistry from Cornell University and his M.A.T. in Secondary Science Education from the State University of New York at Cortland, New York.

MR. LEIB MEADVIN

MATHEMATICS

Mr. Meadvin is a graduate of Rutgers University, CCAS, where he earned a B.A. in Fine Art, and of Temple University, where he earned an M.A. in Mathematics. In addition to teaching at KTA, Mr. Meadvin teaches at the Community College of Philadelphia. This year at KTA, he teaches Foundation level courses in Pre-Algebra, Geometry, Algebra I, and Consumer Math.

MRS. RIVKY MILGRAUM

ENGLISH

Mrs. Milgraum attended Brooklyn College as a Presidential Scholar and earned her degree in secondary English education (Grades 7-12). She holds a Master's in special education from Queens College, and has Pennsylvania certification in English and special education. Prior to

joining the KTA faculty, Mrs. Milgraum taught 8th grade English and 11th grade SAT prep at a private school in Queens. Mrs. Milgraum teaches ninth-, tenth- and eleventh-grade English.

MRS. LIBA ROSENBAUM

NEVI'IM ACHARONIM

CHUMASH

Mrs. Rosenbaum graduated Bais Yaakov Seminary with a teacher's diploma. She has taught children and young adult of all ages. Mrs. Rosenbaum uses her educational experience and caring manner to maximize each pupil's potential. She believes in each student's ability to succeed and hopes to help many more to achieve their goals.

MRS. ANNE SAKS

MATHEMATICS

Mrs. Saks earned her B.S. and M.S. of Engineering from Cornell University. She worked in industry for several years before earning her certification in teaching. She has been teaching and tutoring all types of math in both private and public schools for over 15 years. Mrs. Saks most recently taught math as an adjunct professor at Widener University. She enjoys motivating her students by incorporating real life situations into math class so the students can see the impact that mathematics has on their everyday life.

FACULTY PROFILE 2019-2020

RABBI YAKIR SCHECHTER

HALACHA

Rabbi Yakir Schechter received his *semicha* from Yeshiva University and a Master's from the Azrieli School of Jewish Education. He also spent time learning at Yeshivat Kerem B'Yavneh, Mir Jerusalem, the Aish HaTorah Kollel Elyon, and the Philadelphia Community Kollel. While not at KTA, he is a rebbe at the Mesivta High School. With his experience teaching in a wide variety of institutions, he brings warmth, passion, and excitement into KTA.

MRS. SARA SPIEWAK

CHEMISTRY AND STEM

Mrs. Spiewak taught general chemistry for four years at NYU as an adjunct professor and simultaneously substituted at various private schools in Manhattan and the Bronx. She received her Bachelor's in chemistry from Stern College and Master's in chemistry from NYU. Mrs. Spiewak teaches 9th grade STEM, where the students develop their independent problem solving abilities, learn to code, and create electronic devices. She also teaches 10th grade academic chemistry, where the students learn to understand and appreciate the atomic building blocks of the world around them.

MISS CHAYA STEINBERG

MADRICHA

Miss Steinberg, an alumna, returned to KTA after a year of study at Bnos Sarah Seminary in Jerusalem. She is continuing her studies in social sciences at Sara Schenirer Institute. Miss Steinberg is looking forward to being back in the school she gained so much from and generating positivity and *ruach* in the halls.

MISS ELI TANNER

EDUCATIONAL SUPPORT

GENERAL STUDIES AND KODESH TEACHER

Miss Tanner, a KTA alumna, graduated from Touro College with a B.A. in Psychology. She is currently studying both General and Special Education at the University of Pennsylvania Graduate School of Education. Miss Tanner teaches skills based Navi, History, Science, and Chumash classes, and leads a Writing Workshop for the 9th and 10th graders. She is thrilled to be back at KTA!

DR. PATRICIA TOWLER

BIOLOGY AC, HO

STEM

ANATOMY AND PHYSIOLOGY

Dr. Towler graduated from St. Louis University with a Ph.D. in Cell and Molecular Biology, and was a postdoctoral researcher at the Wistar Institute on the University of Pennsylvania campus. She taught Biology for ten years at Middlesex County College, NJ, as well as Chemistry and Anatomy / Physiology at Beit Chana High School in New Haven, CT. For her fifth year at KTA, Dr. Towler is teaching 11th grade Biology (both honors and standard), 9th grade STEM, and 12th Anatomy and Physiology. The goal for each class is to encourage students to ask questions, think independently, solve problems, and apply scientific concepts to their everyday lives.

4-YEAR CURRICULUM

AT A GLANCE

JUDAIC STUDIES						
כללי General Knowledge Electives	הלכה Jewish Law	תולדות ישראל Jewish History	נביאים אחרונים/ כתובים Later Prophets	נביאים ראשונים Early Prophets	חומש עיון ובקיאות Chumash	
מחשבת ישראל Jewish Philosophy ידיעות כלליות* Yahadus	הלכה Practical Jewish Law		תרי עשר Trei Asar	מלכים ב' Melachim Beis	דברים Devarim	ט - 9 2022-2023
באור תפילה Understanding Prayer ידיעות כלליות* Yahadus	הלכה Practical Jewish Law		משלי - Mishlei	שופטים Shoftim	בראשית Bereishis	י - 10 2021-2022
מחשבת ישראל Jewish Philosophy ידיעות כלליות* Yahadus, Kivun	הלכה Practical Jewish Law	ראשונים וימי הביניים	ירמיהו Yirmiyahu	שמואל א' Shmuel Alef	שמות Shemos	יא - 11 2020-2021
מחשבת ישראל Jewish Philosophy ידיעות כלליות* Jewish Foundations	הלכה Practical Jewish Law	Modern Jewish History	תהלים Tehillim ישעיהו Yeshayahu	שמואל ב' Shmuel Beis	במדבר Bamidbar	יב - 12 2019-2020

*Independent Study

GENERAL STUDIES						
	English	Social Studies	Math	Science	Language	Humanities and Electives
9	English 9 Honors English 9 Academic	Modern European History	Algebra II 9 HO Algebra I 9 AC Pre-Algebra 9 FO	STEM	Hebrew I	Art Fitness Health and Wellness
10	English 10 Honors English 10 Academic	AP US History 10 US History 10 AC	Geometry 10 HO Geometry 10 AC Foundations of Geometry 10 FO	Chemistry HO Chemistry AC	Hebrew II	Art Fitness
11	English 11 Honors English 11 Academic	AP US History II US History II AC	Pre-Calculus HO Algebra II AC Foundations of Algebra 11FO	Biology HO Biology AC	Hebrew III	Art Fitness Contemporary Issues 1 Microsoft Office
12	AP English Language and Composition English 12 AC	Modern Jewish History	AP Calculus 12 Pre-Calculus 12 AC Consumer Math 12FO	Anatomy and Physiology	Hebrew IV Elective	Art Fitness Music AP Psychology Contemporary Issues 2

CURRICULUM GUIDE 2019-2020

LIMUDEI KODESH: CHUMASH

CHUMASH

Chumash classes at KTA seek to convey to students the eternal messages of Torah as understood through the prism of *divrei Chazal*. Students will explore the insights of our sages and develop the textual proficiency necessary to become independent learners. The four-year syllabus calls for the students to study *Sifrei Devorim* (Grade 9), *Beraishis* (Grade 10), *Shemos* (Grade 11), and *Bamidbar* (Grade 12). Instruction is offered at three levels - Honors, Academic, and Foundations - so that each student may progress at the pace best suited to her learning needs. At every level, students explore the *Chumash* through close analysis of *pshat* (text) and *mefarshim* (classical commentaries). The curriculum emphasizes both *iyun* (in depth) and *bekius* (survey) styles of learning that stimulate conceptual thinking and foster skill development.

HONORS CHUMASH

Chumash instruction at the Honors level trains students to analyze the *pshat* (text) and *mefarshim* (commentaries) and independently discover deeper levels of meaning. Through challenging experiences with textual reading, *chavrusa* learning, and independent preparation, students develop a strong foundation of Hebrew and Aramaic vocabulary, as well as a comprehensive understanding of Biblical grammar and syntax. Students gain exposure to a wide range of *mefarshim*, and learn to recognize and appreciate the unique perspective of each. By her senior year, the Honors-level student will be able to independently research *Chumash* topics and will be prepared for acceptance into rigorous seminaries that expect a high level mastery of text study.

ACADEMIC CHUMASH

The Academic-level *Chumash* program is designed to systematically develop the student's understanding of the text while mastering Biblical vocabulary, *dikduk* (grammar), and syntax. By focusing on mastery of her reading and analytical skills, the student will be able to gain deeper meaning of the text being studied. Students

will study a variety of classical *Rishonim* (especially *Rashi*) and *Acharonim* and thereby unlock the various viewpoints and relevant *hashkafic* lessons that intensive study of our *mefarshim* will reveal.

FOUNDATIONS CHUMASH

The Foundations-level *Chumash* program is geared to students with less facility in Hebrew language, and focuses on developing the basic skills that will enable them to discover the deeper meanings embedded in the text. Much time is devoted to practicing the skills of reading and translating *pesukim* and *Rashi*. Students learn how to analyze *Rashi's* commentary, and to identify what *Rashi* is asking and why. They are introduced to the conceptual analysis of *Rishonim* and *Acharonim*, and are guided in exploring and discussing the halachic and *hashkafic* lessons that are derived from *Chumash*. Instruction is designed to be both didactic and inspirational, and to instill in students an appreciation for the beauty and relevance of *Torah*.

CURRICULUM GUIDE 2019-2020

LIMUDEI KODESH: NAVI, KESUVIM

NAVI

The *Navi* curriculum at KTA gives students extensive exposure to both *Neviim Rishonim* and *Neviim Achronim*, always with an emphasis on the eternal significance of the words of the *Neviim*. *Sefarim* that are taught include: *Shoftim*, *Shmuel Aleph*, *Shmuel Beis*, and *Melachim Beis* as well as *Yirmiyahu*, *Yishayahu*, and *Trei Asar*. An understanding of the Hebrew text is stressed and is enhanced by the study and analysis of *mefarshim* and of *divrei Chazal* as conveyed in the *Midrash*. Students examine the personality of each *Navi*, his relationship with his people, and the contemporary problems with which each of the *Neviim* had to contend. Class discussions highlight the profound *hashkafic* insights and meaningful messages that are derived from each *sefer*.

KESUVIM

The *Kesuvim* curriculum introduces students to four of the five *Megillos* (*Rus*, *Esther*, *Koheles*, *Eicha*), and to *Sefer Mishlei* and *Sefer Tehillim*. Through close study of the text with *mefarshim*, students gain familiarity with the historical background of each of these *Megillos*, as well as in-depth understanding of their language and timeless messages.

TEHILLIM

GRADE 12

The 12th grade *Tehillim* course teaches students how to use *Sefer Tehillim* as a guide for fundamental Jewish *hashkafos*. Students explore selected *perakim* based on *Rishonim*, *Acharonim*, and modern *Parshanim*. The focus on David *Hamelech's* detailed and poetic language is balanced with an emphasis on pulling threads of meaning through the *perek* as a whole. Assessment in the course is varied and creative, in order to allow students with diverse learning styles to apply *Tehillim's* lessons in ways that are personal and relevant.

MISHLEI

GRADE 10

The *Mishlei* course covers selected topics that focus on *tikun hamidos* (self-improvement). Students analyze *pesukim* together with selected *rishonim* to construct an understanding of particular *midos* and how Shlomo *Hamelech* defines them. Class discussions explore relevant scenarios where a specific *midah* can be applied in our daily lives, and how we can improve ourselves in those spiritual areas. Additional source materials from more modern commentaries and *seforim* are used to enhance understanding and application of the concepts in *Mishlei*.

CURRICULUM GUIDE 2019-2020

LIMUDEI KODESH: HALACHA, BE'UR TEFILLA, JEWISH HISTORY

HALACHA

GRADES 9-12, ACADEMIC AND HONORS

The *Halacha* curriculum, which is taught by *talmidei chachamim*, emphasizes both the principles of Jewish law and their practical application. With the goal of broadening student knowledge of practical everyday *Halacha* and deepening their understanding of the halachic process, the *Halacha* curriculum places a major focus on the Laws and Customs of Shabbos and the Holidays in grades 9 and 10 and then shifts its focus to topics in *Yoreh De'ah* in grades 11 and 12. Topics such as the laws of *Yechud*, *Kibud Av V'Aim*, *Bikur Cholim*, *Aveilus*, *Shatnez*, *Challah*, and the Kosher Kitchen are covered. Student understanding of halachic practice is enhanced by means of lecture, discussion, audio-visual demonstrations, and the study of texts in Hebrew and English.

BE'UR TEFILLA

The objective of this course is to deepen student understanding of *tefilla* as the vehicle for establishing a personal relationship with Hashem. The class focuses on *peirush hamilim*, both in terms of literal translation of the words and a richer definition of the concepts behind them. The fundamental ideas behind the words of *Chazal* provide a springboard for class discussion about the application of Torah *hashkafa* in our lives.

JEWISH HISTORY

GRADE 11

The study of history is mandated by the Torah in *Parshas Ha'azinu*: "*Zachor Yemos Olam Binu Shnos Dor Vador*" ("Remember and learn from the events that have transpired"). For history to be meaningful, it must be put into relevant perspective. Studying the glorious past of our nation - clearly seeing the hand of Hashem ensuring our survival in each era and following the unbroken chain of Torah transmission - serves to strengthen *emunah* in Torah *miSinai* and to maintain belief in the ultimate *geulah*. The junior year *Historia* course takes the student to the Middle Ages and begins with the development of Torah centers in Spain, France and Germany and the tremendous accomplishments of the *Rishonim* in those regions. The main focus is on the rabbinic personalities who served as guardians of the *mesorah* in each age. The course addresses the social and political climate in which European Jewish communities functioned, and ends with the catastrophic pogroms of 1648-1649.

CURRICULUM GUIDE 2019-2020

LIMUDEI KODESH: MACHSHEVES YISROEL, KIVUN, YAHADUS

MACHSHEVES YISROEL

GRADE 12

Following the axiom of the *Chovos Halevovos* that one's *avodas Hashem* is most sincere and heartfelt when it flows from belief-based understanding, this course seeks to deepen the student's understanding of the fundamental principles of Jewish belief and thought. Taught by *talmidei chachamim* with a gift for explaining complex concepts with great clarity, the course is based on student participation and discussion and seeks to address students' faith questions at their level of understanding. Topics addressed include: the purpose of creation, balance between *ahavas Hashem* and *yiras Hashem*, Torah and Science, *emunah* and *bitachon*, *bitachon* vs. *hishtadlus*, *bechira* (Free Will), the oneness of Hashem, *mesorah*, *kedusha*, *tznius*, *hashgacha* (Divine Providence), and Why Bad Things Happen to Good People (and vice versa).

KIVUN

GRADE 10

Kivun is a *Yahadus* curriculum developed specifically for high-school girls by Rebbetzin Leah Kohn of the Jewish Renaissance Center. Based on classical works of Jewish thought, it covers a broad range of topics including G-d as the Creator, the purpose of Creation, the role of the Jewish people in the world, reward and punishment, and *Olam Haba*. The class is an interactive experience with a student-centered focus, giving the girls a chance to clarify and solidify these fundamentals of their faith. With a concentration on real-life applications of the abstract concepts, the students enthusiastically engage with these timeless ideas, deepening their appreciation of their role as Jews.

YAHADUS

GRADES 9-12

This is an elective devoted to exploring topics in Jewish life, with an emphasis on understanding the *Ta'amei Hamitzvos*. Topics include the *yamim tovim*, Shabbos, *kashrus*, *tzniyus*, and *tefilla*. Through reading assignments and classroom instruction, students explore the relevance and meaning of *Torah* in their lives. One unit is devoted to studying the history of Torah Judaism in America. The course concludes with the study of sections of *Pirkei Avos*.

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GENERAL STUDIES: ENGLISH

ENGLISH

The KTA English program focuses on the development of sophisticated critical reading, thinking, and writing skills. The multi-leveled course offerings provide a systematic program of instruction through which students broaden their knowledge of literature and literary analysis and develop strong skills in language usage and composition, oral communication, research, and creative expression. Mastery of language, literature, and writing provides the foundation for learning in all disciplines and equips students for success in college, in their chosen professions, and in life.

WRITING

The KTA writing curriculum advances vertically from fundamental writing skills in Grade 9 to cross-curricular writing skills in Grade 12, with emphasis on writing as process at every level. As they move through high school, students gain proficiency in the six discrete traits of effective writing (content, organization, sentence fluency, word choice, voice, and conventions) and in the increasingly refined implementation of these traits in narrative, descriptive, expository, persuasive, and creative writing.

ENGLISH 9

ACADEMIC AND HONORS

English 9 takes a genre approach to the study of literature, with emphasis on critical reading and analytical and creative writing. Readings include novels, plays, short stories, and poetry. In addition to novels read in completion, the Academic class uses a high school anthology, *Implications of Literature*. The Honors class assumes greater proficiency in critical reading and writing, and emphasizes more extensive primary readings, as well as short stories and poetry drawn from *The Norton Anthology* and *Sound and Sense*. Grammar

and vocabulary units in both sections prepare students for the PSAT exam. The emphasis in writing is to develop competency in crafting a thesis and supporting it with detail, logical organization, and correct mechanics.

ENGLISH 10

ACADEMIC

English 10 Academic is an overview of American literature, with particular emphasis on the critical reading and analysis of works by Twain, Hawthorne, Steinbeck, Miller, and Wharton. Students learn the techniques of persuasive writing by reading famous speeches and writing their own persuasive essays. Grammar and vocabulary units continue to focus on language usage skills essential for success on the SAT and ACT exams. At the end of the course, students will be able to appreciate American literature on a deeper level and demonstrate proficiency in writing skills through essay writing, other literary responses, and peer editing.

ENGLISH 10

HONORS

English 10 Honors is a chronological survey of American literature with continued emphasis on the development

CURRICULUM GUIDE 2019-2020

GENERAL STUDIES: ENGLISH

of reading, writing, and critical analysis skills. Students gain exposure to literature from the early Colonial Period through the Modern Period, placing each work in historical and social context. Grammar and vocabulary units continue to prepare students for the SAT and ACT exams, while the writing program introduces them to research skills and to the appeals, structure, schemes, and tropes of persuasive writing.

ENGLISH 11

ACADEMIC

English 11 Academic is a survey of British literature. Students read and analyze classic works by writers such as Shelley, Coleridge, Wilde, Shakespeare, and Austen, and learn about the conceit form of poetry by reading John Donne and by writing an original conceit of their own. Students write extensively about the literature they read, cultivating higher level skills of analysis and written expression. Grammar and vocabulary units continue to prepare students for the SAT and ACT, while writing instruction focuses on structure, mechanics, and analytical strategies, and on preparing students for the writing sections of the SAT and ACT.

ENGLISH 11

HONORS

English 11 Honors is a survey of British literature taught from a variety of critical perspectives. Students are introduced to some of the major schools of literary criticism (Cultural, Historical, Post-Colonial, Marxist, and Archetypal), and learn to analyze and write about works of literature from these varying perspectives. Grammar and vocabulary units prepare students for the SAT and ACT, while writing instruction focuses on the writing of synthesis essays, and on preparing students for the writing sections of the SAT and ACT. In research papers,

students delve into one of the five schools of literary criticism, trace its historical development, underlying assumptions and ideology, and apply its perspective to the analysis of a literary work of their choice.

ENGLISH

GRADE 12 ACADEMIC

English 12 Academic is a writing intensive course that focuses on rhetoric and preparing students for college level writing. Readings are drawn primarily from *The Norton Sampler* and *The Bedford Reader*, and class discussions focus on accurate understanding and critical analysis of written texts. Research and writing assignments focus on crafting essays utilizing the five modes of discourse. Through the process of reading, writing, and revising, each student's distinctive voice emerges, along with a forceful style and clear sense of audience.

ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION

GRADE 12

Advanced Placement English Language and Composition 12 is a writing-intensive college-level course in which students gain extensive exposure to modern and historical works of non-fiction, including narratives and works of exposition and persuasion. Writing assignments require rhetorical analysis of the texts and the creation of discourse in response to the readings. Such requirements imply the need for the development of a vocabulary of rhetoric. Students learn to write sophisticated, insightful essays under time pressure, focusing on rhetorical analysis and synthesis, and writing in response to readings.

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GENERAL STUDIES: MATHEMATICS

MATHEMATICS

The goal of the mathematics curriculum at KTA is for students to learn mathematical concepts and processes with understanding and with an emphasis on developing their quantitative, critical thinking, and problem solving skills. Tracked instruction provides all students with the opportunity to realize this goal. The Academic level sequence is Algebra I in Grade 9, Geometry in Grade 10, Algebra II in Grade 11, and Pre-Calculus in Grade 12. The Honors-level sequence is Algebra II in Grade 9, Geometry in Grade 10, Pre-Calculus in Grade 11, and Advanced Placement Calculus in Grade 12. Both levels prepare students for success on the SAT and ACT exams, and cultivate the mathematical literacy that is necessary for intelligent citizenship, as well as for academic and professional success in scientific and technical fields.

ALGEBRA I

GRADE 9 ACADEMIC, FOUNDATIONS

Algebra I introduces students to problem solving techniques utilizing variables. Topics include order of operations, substitution, polynomials and exponents, solving linear equations and inequalities, using factoring to solve quadratic equations, graphing on a coordinate plane, interpreting graphs, and solving systems of equations.

ALGEBRA II

GRADE 9 HONORS

In the Algebra II part of this course, students extend and further develop their knowledge of Algebra and its applications, including the ability to use mathematical symbols to solve a wide variety of problems. In the Trigonometry part of the course, students explore the relationship between the sides and angles of a triangle with an emphasis on problem solving. They are also introduced to topics in analytical geometry, variation and polynomial equations, and logarithms.

GEOMETRY

GRADE 10 HONORS, ACADEMIC, FOUNDATIONS

Geometry focuses on the study of points, lines, and planes and their relationship to each other in space, as well as the properties and quantitative characteristics of shapes such as triangles, polygons, quadrilaterals, and circles. Students learn how to use logic and inductive reasoning to prove whether or not certain relationships are true. The Academic-level class emphasizes basic understanding of the principles and applications of geometry, while the Honors level places greater emphasis on writing mathematical proofs and the use of algebraic techniques in solving geometry problems.

ALGEBRA II

GRADE 11 ACADEMIC, FOUNDATIONS

This course is designed to review, strengthen, and further develop skills learned in Algebra I. Topics covered include equations and inequalities, polynomials, rational expression, and irrational and complex number systems.

CURRICULUM GUIDE 2019-2020

GENERAL STUDIES: MATHEMATICS

PRE-CALCULUS

GRADE 11 HONORS, GRADE 12 ACADEMIC

In Pre-Calculus students go beyond basic Algebra and Trigonometry, using real-world applications to solve advanced problems. Topics covered include real and complex numbers, functions, series and sequences, matrices, probability and statistics, and applications of Trigonometry. The course also provides students with an introduction to Differential Calculus.

ADVANCED PLACEMENT CALCULUS AB

GRADE 12 HONORS

Advanced Placement Calculus AB is a college-level introduction to Calculus. Derivative and integral rules are learned and applied to families of functions studied in earlier mathematics courses. Students learn to use calculus techniques to solve problems drawn from physics, economics, solid and analytical geometry, and other fields. Examples of applications of calculus include area and volume, fluid force, vertical motion, sophisticated graphing, length and surface area, growth and decay, max and minima, and related rates.

CURRICULUM GUIDE 2019-2020

GENERAL STUDIES: SCIENCE

SCIENCE

Science instruction at KTA is inquiry based, and encourages students to approach science as a way of thinking about natural phenomena with precision, reasoning, testable predictions, and problem solving based on research and experimentation. The lab-based study of applied Physics, Biology, and Chemistry prepares students for advanced scholarship in the sciences in college, and for careers in science, technology, and healthcare. In addition, the goal of the science program is to give students the broad fund of scientific knowledge and the critical thinking skills that will enable them to understand new advances in science and technology, appreciate the implications of technological innovations, participate intelligently in discussions of science and public policy, and make informed choices about scientific issues that affect their daily lives.

STEM ENGINEERING

GRADE 9 ACADEMIC AND HONORS

Engineering is all about problem solving. This inquiry-based course gives students a flavor of what being an engineer is all about. As well, students receive a basic background in applied physics. Students work in groups, doing many hands-on experiments and also by designing their own. Students learn about the creativity that exists in science and how science, technology, and engineering are different, but related. Along the way, students learn basic computer programming and the proper use of tools. The course culminates in a capstone project which students design, build, test, and present not only at school but at the CIJE Innovation Day in New York.

CHEMISTRY

GRADE 10 ACADEMIC AND HONORS

Academic- and Honors-level Chemistry focus at different levels of complexity on the principles and properties of matter and the interplay between matter, energy, and

change. Topics include classification and properties of matter, particle masses, compounds, atomic structure, the Periodic Table, bonding, molecular structure, solids, liquids, gasses, energy, reactions, chemical equilibrium, electrochemistry, and some organic chemistry. Students gain proficiency and confidence using the lab equipment, techniques and methods of analysis that they will encounter in college chemistry.

BIOLOGY

GRADE 11 ACADEMIC AND HONORS

Biology is an overview of the basics of life at the cellular, organism, and population levels. The course begins with the smallest compounds in a cell and culminates in the study of organ systems in complex organisms. Laboratory skills are practiced and emphasized, and live specimen and virtual dissections are highlights of the course.

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GENERAL STUDIES: SCIENCE

SENIOR YEAR ELECTIVES

DEPENDING UPON STUDENT INTEREST

ADVANCED PLACEMENT BIOLOGY offers high school seniors the opportunity to study Biology at a college level and to earn college credit. Topics include cell structure and function, mitosis, meiosis, molecular processes in cells (enzyme functions, photosynthesis, cellular respiration, DNA structure, protein syntheses, etc.), classification of organisms, plant and animal structure and systems, and basic concepts of human development, genetics, and evolution. The course is fast paced, and requires a great deal of lab work and independent study.

ADVANCED PLACEMENT CHEMISTRY is the equivalent of an introductory General Chemistry course in college, both conceptually and in the laboratory. Topics including the structure of matter, kinetic theory of gasses, chemical equilibriums, chemical kinetics, and basic concepts of thermodynamics are explored in considerable depth and accompanied by extensive lab experience. Students are challenged to work at attaining a depth of understanding of the fundamentals of Chemistry, as well as a reasonable level of competence in dealing with chemical problems.

ANATOMY AND PHYSIOLOGY is a natural science course that teaches the principles of human anatomy and physiology. It emphasizes structural and functional relationships within the human body and mechanisms for maintaining internal stability. The course explores the gross and microscopic study of structure as well as important concepts in molecular physiology. Organ systems and their essential interaction with other body systems are stressed. The relevancy of the subject matter is reinforced by training students to read,

understand, interpret, and present research findings on topical issues from the relevant peer-reviewed scientific literature.

CURRICULUM GUIDE 2019-2020

GENERAL STUDIES: HISTORY

HISTORY

The goal of the history curriculum at KTA is to engage the student's interest in the study of the past and to stimulate the development of critical thinking and historical perspective. Although courses in the history department cover a wide range of topics and a vast time span, they are characterized by unifying themes that provide a conceptual framework for analyzing the development of modern society. In every course, students are challenged to think independently, to strengthen their critical reading and expository writing skills, to develop skill in historical research through the analysis of primary and secondary texts, and to make connections between the past and the present.

MODERN EUROPE

GRADE 9

The Modern Europe 9 course explores Modern European History from the Renaissance to the present. Students are introduced to world geography, political and economic theory, and methods of historical analysis through discussion, close reading of primary and secondary sources, and project based learning. The ninth-grade history course introduces students to the concepts, writing skills, and critical reading and thinking that they will develop through the remainder of high school.

UNITED STATES HISTORY

GRADE 10 ACADEMIC

United States History 10 examines the foundations of the American nation, from the Age of Exploration, through the Colonial period of the American Revolution and the ratification of the Constitution and its implementation in the Federalist period. Students trace the development of American nationhood in the Antebellum period, and end the year with a study of the causes and consequences of the Civil War. Exposure to primary documents, secondary texts, historical fiction, and documentary videos all help

broaden and deepen the student's understanding of this seminal period in our nation's development. Students expand on their own writing and research abilities by completing their own independently researched historical paper.

UNITED STATES HISTORY

GRADE 11 ACADEMIC

United States History 11 follows sequentially from the 10th grade course. Students in the 11th grade explore the emergence of the United States as a modern industrial nation in the latter part of the 19th century, and its emergence as a world power in the 20th century. Students continue to develop critical reading and writing skills, as well as technology and presentation skills, through multiple independently guided historical projects that call on students to use presentation technology.

ADVANCED PLACEMENT UNITED STATES HISTORY

GRADES 10 AND 11

Advanced Placement United States History is a rigorous, accelerated, college-level course of study which prepares

CURRICULUM GUIDE 2019-2020

GENERAL STUDIES: HISTORY

students for the College Board's Advanced Placement Exam in United States History. Students are challenged to think, read, write, and analyze at an advanced level as they explore the major themes and events in American political, social, economic, cultural, intellectual, and diplomatic history from the Colonial era through the end of the 20th century.

MODERN JEWISH HISTORY

GRADE 12

Modern Jewish History is a survey course in which students explore the major events in Jewish history from the early 17th through the mid-20th centuries. Special emphasis is placed on understanding the transmission of the *mesorah* in the context of the unique opportunities and challenges of the modern world. The course includes a lengthy unit on the Holocaust, with the dual goals of familiarizing students with the history of this most tragic period and guiding them in exploring the relevant religious and philosophical questions from a Torah perspective. The course also introduces students to the history of modern Israel, sensitizing them to *kedushas Eretz Yisrael*, and preparing them to be effective advocates for Israel in its struggle for survival.

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GENERAL STUDIES: HUMANITIES AND SOCIAL SCIENCES

HUMANITIES AND SOCIAL SCIENCES

IVRIT

GRADES 9, 10, AND 11, HONORS AND ACADEMIC

Ivrit is a three-year sequence in Modern Hebrew Language, with the option of a fourth-year elective. Two levels of instruction are offered, with a primary emphasis on the development of fluency in conversational Hebrew. Grammar, language usage, and language enrichment are emphasized as well, with the objective of improving reading comprehension and writing.

AP PSYCHOLOGY

GRADE 12

AP Psychology is a college-level course designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Topics include memory, intelligence, personality development, learning theories, and social development. Students design studies to explore their own behavior as well as research specific topics in the course. They also learn about the ethics and methods psychologists use in their science and practice.

ART: DESIGN AND TECHNIQUE AND VISUAL THINKING

GRADES 9 - 12

The study and application of art helps us navigate the visual world and enriches our visual experience. The KTA art curriculum encourages students to self motivate, self evaluate and work on constructive conceptual projects. This four-year, in-depth study of art and the visual world focuses on the elements and principles of art; application of art in various formats, mediums, and genres; and an overview of pictorial composition and historical artwork, including an exploration of visual art forms. Each year builds on techniques and concepts of the year before; the final senior project results in an extensive portfolio, a complete resource notebook, and a well-versed, discerning young woman.

CURRICULUM GUIDE 2019-2020

GENERAL STUDIES: FITNESS AND HEALTH

FITNESS AND HEALTH

FITNESS

GRADES 9-12

The KTA fitness program encourages students to develop lifelong habits that promote good health, physical activity, and an overall feeling of wellbeing. Fitness classes, which meet twice a week, engage students in a variety of physical fitness activities, including aerobic exercise (kickboxing and dance based aerobics), strength training (working with free weights and utilizing one's own body weight), and routines that promote flexibility (stretching, yoga). Recognizing that exercise enhances energy and alertness, and thereby improves concentration and learning, the Fitness program provides an opportunity for intense physical activity in the midst of the academic day.

Goals of the Fitness program are:

- to educate students about the underlying physiology of exercise and about how to exercise in a safe and effective way,
- to encourage a positive feeling about exercise and about the efficacy of physical activity as a healthy antidote to stress,
- to inspire students to exercise regularly throughout their lives,
- to make fitness pleasurable and fun.

HEALTH

GRADE 9

This course is designed to address health-related issues that are relevant to our students. A community physician teaches a series of lectures as part of this "Health and Wellness" course. Topics include Understanding Your Medical History; Diet, Nutrition and Eating Disorders; Understanding Your Endocrine System and Everything You Want to Know About Acne; Topics in Mental Health; and Jewish Genetic Diseases.



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