



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 are 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, identification with the Jewish people and our *mesorah*, attachment to Israel, and commitment to high standards of Torah observance and personal conduct. At KTA, girls are invited to take intellectual risks and to embark on a 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.

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.

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. In addition, students may request permission to expand their program by registering for an online course.

IS THERE ANY TIME FOR FUN?

KTA students enjoy a broad and varied menu of extra-curricular activities and programs. Once a week, there is a club activities period. Club offerings vary from year to year depending upon student interest. Student-run

activities include an 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 school newspaper, the annual literary journal, and the school yearbook. KTA offers four years of art instruction in our fully equipped art studio.

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. KTA competes in the Torah Bowl League and has been a division champion.

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, 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.
- 100% of KTA graduates continue with a **post-secondary school education**.
- 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.
- Kosloff Torah Academy students take **demanding Advanced Placement courses** such as US History, Psychology, English Language and Composition, and Calculus and earn college credit upon successful completion of the course.
- 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** our students have been exposed to the minds and personalities of scholars and authors such as:
 - Rav Shmuel Kamenetsky, *Rosh Yeshiva Philadelphia*
 - Rabbi Yitzchok Alderstein, *Simon Wiesenthal Center*
 - Dr. Adele Schneider, *Director of Clinical Genetics, Albert Einstein Medical Center*
 - Rabbi Daniel Frank, *MAP Seminars*
 - Rabbi Shmuel Klein, *Torah Umesorah*
 - Rabbi Elimelech Goldberg, *Kids Kicking Cancer*
 - Mrs. Yael Kaisman
 - Rebbetzin Tziporah Heller
 - Rabbi Dovid Orlofsky
 - Rebbi Yosef Mendeleovich
- **Extra-curricular activities** are exciting supplements to the academic program.
 - Annual Play
 - Basketball Team
 - Conventions
 - CPR/First Aid
 - Debate
 - Guitar and Music Theory
 - *Leyl Iyun*
 - Painting
 - Photography
 - *Rosh Chodesh Trips/Chagigos*
 - Sewing
 - Shabbaton
 - Torah Bowl

KTA GRADUATES

KTA GRADS

WHERE ARE THEY NOW?

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

- Afikei Torah
- Ateres Bnos Yehudah
- Bais Yaakov Intensive
- Be'er Miriam
- Beit Chana
- BJJ
- Bnos Chava
- Bnos Sarah
- Bnot Torah (Sharfman's)
- BYA
- Chemdas
- Darchei Binah
- Hadar
- Maalot
- Machon Raaya
- Masores Rochel
- Machon Shoshanat Yerushalayim
- Michlalah
- Midreshet Tehilla
- Midreshet Torah v'Avodah
- Me'ohr
- Nachlas
- Neimos
- Seminar
- Shaalvim
- Tiferes
- Tiferet
- Tomer Devorah
- Yavneh

KTA GRADS ARE 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)
- 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
- Court Reporting
- 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.

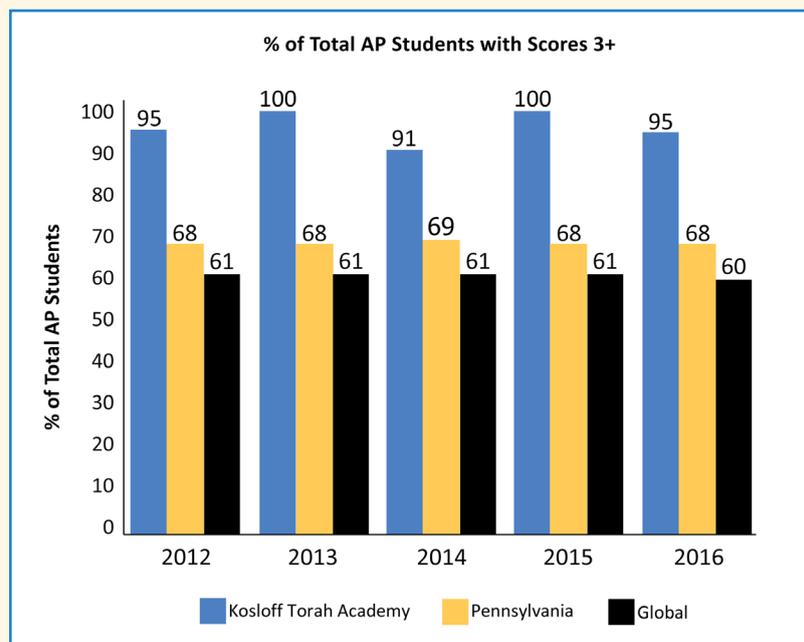
Torah Academy Girls High School offers AP courses in Calculus, English, Psychology, and United States History.

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, 86% of KTA students who took AP exams scored a 4 or 5, as compared with 40% 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 co-curricular activities that are fun and meaningful.

CLUBS

Photography, Guitar, CPR and First Aid, Culinary, *Chesed*, Sewing, Drama, Dance, Swimming, Walking...

TEAMS

Basketball, Torah Bowl...

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, all year long...

DISCOVERY

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

SPECIAL EVENTS

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

TRIPS

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

ADMINISTRATION PROFILE 2016-2017

RABBI BARUCH LICHTENSTEIN

MENAHUEL

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. BRENDY SIEV

ASSISTANT PRINCIPAL, GENERAL STUDIES

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 General Studies Principal at the Bais Yaakov of Boston High School and has been teaching English and mentoring teachers at Nova Southeastern University High School in Florida for the past four years. A graduate of Bnos Chava Teachers' Seminary and Barnard College, Mrs. Siev has recently completed a master's program in Curriculum and Instruction at Nova Southeastern University. Mrs. Siev 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 English to the 12th grade.

RABBI YAAKOV DEUTSCHER

EXECUTIVE DIRECTOR

Rabbi Deutscher earned his Masters' of Business Administration at the University of Connecticut. He has studied at Yeshiva Kol Torah and the Mirrer Yeshiva in

Jerusalem, and at Yeshiva Gedolah of Waterbury, CT. He came to Philadelphia in 2009 to join the Philadelphia Community Kollel, where he continues to learn part-time.

MRS. CHERYL EPSTEIN

DIRECTOR OF COLLEGE AND SEMINARY GUIDANCE

HISTORY

Mrs. Epstein earned her B.A. in History at Harvard University, and her M.S. in Social Work at Columbia University. She has been a member of the high school faculty since 1990, and has also worked as an Educational Consultant for Teacher Training at the Auerbach Central Agency for Jewish Education. Most recently, Mrs. Epstein was the Associate Principal of General Studies here at KTA. She teaches 11th grade US History and the 12th grade course in Modern Jewish History, and is responsible for Seminary and College Guidance.

MRS. SARAH LEAH GREENSPAN

DIRECTOR OF EDUCATIONAL SERVICES

CHUMASH

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 K'lolios. As Director of Educational Services at KTA, Mrs. Greenspan supervises the learning center, and provides support, direction, and coordination to students, parents, and teachers.

ADMINISTRATION PROFILE 2016-2017

MRS. JULIE KAMIN

DIRECTOR OF STUDENT ACTIVITIES

Mrs. Kamin earned a B.A. in Film and Media Arts from Temple University. After managing the KTA office for 3 years, she assumed the responsibilities of Director of Student Activities last year. Mrs. Kamin coordinates the extensive extracurricular, *chesed*, and co-curricular programs at KTA, and is the coach for the KTA Kobras basketball team.

REBBETZIN DR. ADINA SHMIDMAN

DIRECTOR OF EDUCATIONAL DEVELOPMENT

PSYCHOLOGY, NAVI

Dr. Shmidman earned her Ph.D. in Educational Psychology from the Graduate Center of the City University of New York. She holds a Teacher's Certificate from Beth Jacob Seminary in Jerusalem, a B.A. and M.A. in Psychology from Queens College, and an M.A. in Jewish Education from Azrieli Graduate Institute of Yeshiva University. She holds a Certificate in Educational Technology Integration from Yeshiva University Institute for University-School Partnership. In addition to her role as Rebbetzin of Lower Merion Synagogue, Dr. Shmidman teaches *Sefer Shmuel Alef*, *Haftoros*, and Advanced Placement Psychology. She is also responsible for the faculty professional development program at KTA.

MRS. ETTIE WACHS

DIRECTOR OF GUIDANCE

A licensed Clinical Social Worker, Mrs. Wachs attended Michlalah Jerusalem College for Women, received her B.A. in Jewish Studies and Social Work from Stern College for Women, and earned an MSW from the Wurzweiler School of Social Work of Yeshiva University. She received additional training in Family Therapy at the Philadelphia Child Guidance Center as well as Contextual Family

Therapy and Play and Sandtray Therapy at the Family and Play Therapy Center in Philadelphia. Mrs. Wachs has many years of experience as a psychotherapist, working with individuals, couples, families, children, and adolescents.

FACULTY PROFILE 2016-2017

FACULTY PROFILES

RABBI AVRAHAM BAUM

HALACHA

Rabbi Baum received his Rabbinic Ordination from Ner Israel Rabbinical College in Baltimore and he earned a Master's degree in Education from Johns Hopkins University. He is a *Halacha* Rebbe for grades 9 through 12. With over 20 years of teaching experience, Rabbi Baum strives to impart to his students a love of learning *Halacha*.

MRS. TESSA BELLUSCIO

HISTORY

Mrs. Belluscio teaches Modern European History in Grade 9, Academic and AP level US History I in Grade 10, and AP US History II in Grade 11. A graduate of Rowan University with a B.A. in History and a B.A. in 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, discussion, and project-based learning.

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* for adults. She teaches *Beur Tefilla*, *Historia*, *Neviim Rishonim*, *Mishlei*, *Tehillim*, Jewish Philosophy and *Chumash Bekius*, and is the 11th grade *Mechaneches*.

RABBI YECHIEL BIBERFELD

MACHSHAVA

Rabbi Biberfeld is the Rosh Kollel of the Philadelphia Community Kollel. He is a *musmach* of Beth Medrash Govoha of Lakewood, and is a noted speaker and author. An experienced teacher, Rabbi Biberfeld teaches the popular 12th grade "Foundations of Judaism" *Machsheves Yisroel* course at KTA.

MS. STEFANIE BLOOM

MATHEMATICS, SCIENCE

Ms. Bloom holds a B.A. in Elementary Education and an M.Ed. in Multicultural Education from Eastern University. She has spent most of her career teaching high school math in public and private schools. Ms. Bloom holds six Pennsylvania teaching certifications, including Secondary Mathematics and Secondary English. She has worked in professional development and teacher training in addition to her classroom experience. Ms. Bloom teaches Algebra II, Geometry, Pre-Calculus, and Physics.

MRS. ANN BROMBERG

OFFICE MANAGER

Mrs. Bromberg holds a B.A. in English and American Literature from Brandeis University. She manages the Education Office, helping the students, teachers, and administrators. Mrs. Bromberg's mission is to ensure that every KTA graduate can tell time from an analog clock. Hers is the voice that students and parents hear when they call the high school office.

MR. GLENN BROOKS

CHEMISTRY

Mr. Brooks earned his B.A. in Chemistry from Muhlenberg College, and received a Master's Degree in

FACULTY PROFILE 2016-2017

Inorganic Chemistry from Drexel University. He spent 18 years in the private sector before attending St. Joseph's University where he earned his teaching certificate. He has been teaching chemistry for the past 21 years, two years at Plymouth Whitmarsh High School and the last 19 years at Lower Merion High School. His love of chemistry and unique teaching style have endeared his classroom to our students.

MRS. CARLY CHODOSH

MADRICHA

Mrs. Carly Chodosh has a B.A. in Jewish Studies from Temple University. After spending one year studying at Shearim College for Jewish Studies in Har Nof, Israel, Mrs. Chodosh worked as the *eim bayit* at Baer Miriam, Mayanot Seminary, until she and her family returned to Bala Cynwyd. Aside from her work at KTA, Mrs. Chodosh is working on her Masters of Social Work at Bryn Mawr College.

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 at the Torah Academy middle and high school. Mrs. Davidoff now teaches exclusively at KTA, where her teaching responsibilities include all levels of mathematics from Algebra I through AP Calculus.

MRS. YAEL DAVIDOWITZ

FITNESS

Mrs. Davidowitz is a graduate of Torah Academy Girls High School. She earned her B.A. in Judaic Studies

from Stern College, her B.S.N. from Columbia School of Nursing, and her M.S.N from Rutgers University School of Nursing. She is a certified fitness instructor through the American Council of Exercise and founded her own full service movement and exercise studio in Queens, NY. She works part time as a primary care nurse practitioner and runs a lifestyle counseling service with a focus on weight loss coaching. 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.

MRS. RHONDA DEGATEGNO

ENGLISH

Mrs. deGategno earned her B.A. in English Education from the University of South Carolina and her M.A. in English from Pennsylvania State University. She holds teaching certificates in Pennsylvania, Delaware, and North Carolina and is a National Board Certified Teacher in Adolescent/Young Adult English/Language Arts. She had many years of experience teaching high school English in public schools before joining our faculty in 2007. Mrs. deGategno teaches Academic and Honors English in grades 9 through 12 at KTA.

RABBI YEHOSHUA DUSKIS

HALACHA

Rabbi Duskis is a musmach of Beth Medrash Govoha of Lakewood. He holds a B.A. in Liberal Arts and PreMed from Thomas Jefferson University. Rabbi Duskis has taught Grades 7 and 8 at Torah Academy and has several years teaching experience in many *kiruv* settings in the Philadelphia region. He is a *Halacha* Rebbe for grades 9 through 12. With his enthusiastic manner and effusive love of Torah, Rabbi Duskis hopes to increase his students' understanding of Torah Law and its value in their lives.

FACULTY PROFILE 2016-2017

MRS. MIRIAM GOLDSTEIN

CHUMASH

Miriam Goldstein received her teaching degree from Yavne Seminary in Cleveland. She holds a Master's degree 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 *Beur Tefilla* in grades 9 and 12 and *Shmuel Beis* in grade 12.

MRS. ABIGAIL GREENE

ART

Mrs. Greene holds a B.A. from N.Y.U. and a B.F.A. from Moore College of Art. She began teaching Art 18 years ago in nursery - 12th grades, and currently teaches K through 8 at Politz Hebrew Academy and grades 9 through 12 at KTA. Mrs. Greene strives to guide students toward in-depth investigation and understanding of our visual world, teaching students skills and techniques to manipulate various mediums.

MRS. FAIGE GROSS

CHUMASH

Mrs. Faige Gross received her teaching degree from Bnot Sara Seminary in Israel. She holds a B.A. degree in Psychology from Touro College and a Masters in Social Work from Adelphi University. Mrs. Gross joined the KTA faculty in 2016 after several years teaching in New York. She teaches the Academic level *Chumash* class in grades 9 and 10, and the Honors level *Chumash* class in grades 11 and 12.

DR. GILYA HODOS

MUSIC APPRECIATION

Pianist Gilya Hodos has concertized extensively both

as a soloist and collaborative artist in Israel, Germany, Australia, and throughout the United States. Certified by the Music Teachers National Association, Dr. Hodos maintains a vibrant and active piano studio and is currently on the faculty at Penn State Abington. Dr. Hodos has served on several panels specializing in working with teenage students and derives great satisfaction teaching Music Appreciation to the Seniors of KTA.

MRS. ZINA IOFFE

SCIENCE

Mrs. Ioffe earned her B.S. in Mathematics and her M.S. in Physics and Education at Riga University. She also completed two years of post-graduate studies. Since 1990 she has taught Physics, Mathematics, and Statistics for undergraduate and graduate students in the U.S. She also designed, implemented, and taught Physics programs for high school students. She currently teaches Physics at the University of Sciences. Mrs. Ioffe joined the KTA staff this year teaching Honors-level Physics.

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. Mrs. Isaacson has extensive experience producing plays and concerts and has been directing the KTA annual play for four years.

MRS. MIRIAM KAMENETSKY

CHUMASH

Mrs. Kamenetsky earned her teacher's degree from Bais Yaakov Seminary in New York. A veteran teacher

FACULTY PROFILE 2016-2017

with many years of experience, she has taught *Chumash* in our school for 20 years. Mrs. Kamenetsky teaches the Honors-Level *Chumash* class in Grades 9 and 10, and the Academic level in Grades 11 and 12. She is also the 9th grade *Mechaneches* (Faculty Advisor).

MR. LAWRENCE MCAFOOS

SCIENCE

In addition to teaching Honors Chemistry at KTA, Mr. 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 of Greater Philadelphia. 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 College 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 Academic and Foundation level courses in Pre-Algebra, Geometry, and Algebra I and II in all grades.

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 an M.A. 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 Academic-level English in Grades 9 and 11.

MRS. ELIZABETH NAGLE

ENGLISH

Mrs. Nagle graduated from Sarah Lawrence College with a B.A. in Liberal Arts with a Concentration in Religious Philosophy and Writing. She holds her M.F.A. in English/Writing from the University of Iowa. Mrs. Nagle has taught high school and college-level writing for over 10 years. She has also worked in book publishing, as a journalist, and as a communications writer and standardized test item writer. Mrs. Nagle teaches Grade 10 Honors-level English and Academic-level English in Grades 9 and 11.

MRS. SURI RABINOVICI

ENGLISH AS A SECOND LANGUAGE (ESL)

A graduate of Brooklyn College with a B.A. in Sociology/Psychology, Mrs. Rabinovici holds an M.A. in Sociology from New York University and an M.A. in English/American Literature from Northeastern University. She taught high school English at Maimonides School in Brookline, Massachusetts for 25 years, serving as English Department chair for several years. Mrs. Rabinovici taught literature courses in the Brookline Adult Education Program and English as a Second Language to adult immigrants from Russia. This is her second year at KTA.

DR. YECHIEL Y. SCHUR

IVRIT

Dr. Schur holds a B.A. in History from the Hebrew University

FACULTY PROFILE 2016-2017

in Jerusalem and a Ph.D. in Medieval Jewish History from New York University. Over the past 15 years, he taught Hebrew and Jewish Studies at New York University, Yale University, and the University of Pennsylvania. This is his second year at KTA. Dr. Schur shares with the students his love for Ivrit, making the study of the language challenging, inspiring, and enjoyable.

MRS. DEENA SCHWERSENSKI

DIRECTOR OF COMMUNICATIONS

Mrs. Schwersenski earned her B.S. in Graphic Design from the University of Baltimore. In addition to her work at KTA, Mrs. Schwersenski freelances as a Graphic Designer for many local organizations, primarily with print graphics and photos.

MRS. NETANYA SILVER

IVRIT ASSISTANT

Mrs. Silver earned her B.A. in Judaic Studies from Naaleh College. She also studied in Neve Yerushalayim and Yeshiva University. After teaching at the Maryland School for Jewish Education and The Mitzvah Factory, Mrs. Silver is very excited to teach at KTA.

MRS. LIEBA STURMAN

NEVIIM, KESUVIM

A graduate of Bais Yaakov Seminary, Mrs. Sturman has taught in the high school since its founding. She came to the school with a wealth of teaching experience and has been a beloved teacher to two generations of high school graduates. Mrs. Sturman teaches *Neviim Achronim* (*Yirmiyahu, Yeshayahu, and Trei Asar*) and *Kesuvim* (*Megillos*) in grades 9 through 12, and is the *Mechaneches* (Faculty Advisor) for the sophomore class.

REBBETZIN DVORAH SVEI

LIMUDEI KODESH

Rebbetzin Svei, a graduate of the Beth Jacob Teachers Seminary in New York, taught for many years in the Bais Yaakov educational system. Rebbetzin Svei has been a member of the high school faculty since its inception, and has taught *Neviim Rishonim* and *Historia* at various grade levels. This year, Rebbetzin Svei is supervising the *Shacharis* davening.

DR. PATRICIA TOWLER

HUMAN ANATOMY AND PHYSIOLOGY, BIOLOGY

Dr. Towler taught Biology for 10 years at Middlesex County College in New Jersey and science at Beit Chana High School for girls in New Haven, Connecticut. She 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. Dr. Towler is teaching Human Anatomy and Physiology to 12th grade for the second year at KTA, and both Honors- and Academic-level Biology to the 11th grade. The goal for each class is to encourage questions and to foster excitement, connecting concepts to everyday experiences and observations.

CURRICULUM GUIDE 2016-2017

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*, while giving them the textual proficiency necessary to become independent learners. Students study a different *sefer* each year: *Beraishis*, *Shemos*, *Bamidbar*, and *Devarim*. 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, which 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, the student develops 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 2016-2017

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: *Yehoshua*, *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 the 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 *hashkofos*. 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 2016-2017

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. Students are introduced to the four sections of *Shulchan Aruch*, with the goal of broadening their knowledge of everyday *Halacha* and deepening their understanding of the *Halachic* process. The four-year sequence addresses *halachos bein adam la'makom*, including topics such as Jewish holidays, Shabbos, *Brachos*, *Tefilla*, and *Kashrus*, and *halachos bein adam l'chavero*, including topics such as *Yichud*, *Tzedaka*, *Aveilus*, *Kibud Av V'eim*, *Kibud Harav*, *Gemilus Chasadim*, Business Ethics, and Medical Ethics. *Halacha* courses are text based, and *halacha* workbooks engage students in the study of the *Shulchan Aruch* and its commentaries. Student understanding of *Halachic* practice is enhanced by means of lecture, discussion, audio-visual demonstrations, and the study of texts in 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.

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.

CURRICULUM GUIDE 2016-2017

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 girls enthusiastically engage with these timeless ideas, deepening their appreciation for their role as a Jew.

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*, *Tznius*, and *Tefillah*. 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*.

CURRICULUM GUIDE 2016-2017

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 2016-2017

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.

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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 sequence, 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 the calculus include area and volume, fluid force, vertical motion, sophisticated graphing, length and surface area, growth and decay, max and minima, and related rates.

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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 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.

PHYSICS

GRADE 9 ACADEMIC AND HONORS

Physics introduces students to the principles that describe our physical universe, with an emphasis on conceptual reasoning and understanding. Topics include vibrations and waves, sound, light, color, electricity, magnetism, and selected topics in mechanics and special relativity. Learning is enhanced with many demonstrations, both live and on video, and each unit is accompanied by lab experiments that give students hands-on learning experience. The physics lab is equipped with Vernier data-gathering sensors and software that allows students to measure and collect data in real time and to analyze the data using the same software.

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.

SENIOR YEAR ELECTIVES

DEPENDING UPON STUDENT INTEREST

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GENERAL STUDIES - SCIENCE

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.

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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 2016-2017

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.

FUNDAMENTALS OF ART AND DESIGN

GRADES 9 AND 10

Fundamentals of Art and Design is a two-year sequence that introduces students to the basic elements and principles of art and design, which are the building blocks for any work of art. The course combines brief lectures

on art concepts and art history with considerable hands-on work, including the completion of 2D and 3D studio projects. Students create works of art by applying their knowledge of the elements and principles of Art using a variety of fine art media including acrylics, watercolor, printing, collage, and other multi-media materials.

ADVANCED FINE ART

GRADE 11

Advanced Fine Art is a fine arts course that builds on the concepts learned in Fundamentals of Art and Design. The course places an emphasis on Art History from the mid-19th to early 20th centuries. During the first semester, students work in groups to research one artist in depth and then use their knowledge of art and design to produce works of art representative of their artist. The second semester focuses on the study of important artistic movements from the 1870's until 1925. Students will work individually and use fine art media to create works of art that illustrate their knowledge of these movements.

PRACTICAL APPLICATIONS OF ART AND DESIGN

GRADE 12

This course will expose students to careers in Art and allow them brief hands-on experience in several fields such as fashion design, interior design, and studio art. The course will combine brief lectures with hands-on projects in each field studied. During the course, students will also gain exposure to post-World War II American Art

CURRICULUM GUIDE 2016-2017

GENERAL STUDIES - HUMANITIES AND SOCIAL SCIENCES

History through the study of artists of that period, field trips to view their art, and the completion of projects that illustrate a deep understanding of each artist.

MUSIC APPRECIATION

GRADE 12

This course has been designed to enrich the student's understanding of music by developing her listening skills, and increasing her knowledge of basic musical elements, compositional forms, and various stylistic periods. Students will study composers' lives, individual styles, and representative works, as well as the social, political, and instrumental adaptations that influenced their musical compositions.

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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.

4-YEAR CURRICULUM

AT A GLANCE

| JUDAIC STUDIES | | | | | | |
|---|---------------------------------|--------------------------------|---|---|---------------------------------|----------------------|
| כללי General Knowledge Electives | הלכה Jewish Law | תולדות ישראל Jewish History | נבאים אחרונים/ כתובים Later Prophets | נבאים ראשונים Early Prophets | חומש עיון ובקיאות Chumash | |
| מחשבת ישראל Jewish Philosophy *ידיעות כלליות* Yahadus | הלכה Practical Jewish Law | | ישעיהו Yeshayahu | מלכים ב' Melachim Beis | דברים Devarim | ט - 9 2016-2017 |
| באור תפילה Understanding Prayer *ידיעות כלליות* Yahadus | הלכה Practical Jewish Law | | משלי - Mishlei SPRING SEMESTER COURSE תרי עשר - Trei Asar FULL YEAR COURSE | יהושע Yehoshua FALL SEMESTER COURSE | במדבר Bamidbar | י - 10 2017-2018 |
| מחשבת ישראל Jewish Philosophy *ידיעות כלליות* Yahadus, Kivun | הלכה Practical Jewish Law | ראשונים וימי הבנים | ירמיהו Yirmiyahu | שמואל א' Shmuel Alef | שמות Shemos | יא - 11 2018-2019 |
| מחשבת ישראל Jewish Philosophy *ידיעות כלליות* Jewish Foundations | הלכה Practical Jewish Law | Modern Jewish History | תהלים Tehillim מגילות Megillos | שמואל ב' Shmuel Beis | בראשית Bereishis | 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 | Physics HO Physics AC | 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 Fund. 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 Fund. of Algebra | Biology HO Biology AC | Hebrew III | Art Fitness |
| 12 | AP English Language and Composition English 12 AC | Modern Jewish History | AP Calculus 12 Pre-Calculus 12 AC | Anatomy and Physiology | Hebrew IV Elective | Art Fitness Music AP Psychology |



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