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Middle School

Academic Program

At the core of Milken's Middle School is the rich and innovative academic program that creates the space where students grow and develop, while being challenged both intellectually and spiritually. Required core courses for Middle School students include: Math, Science, Humanities, Hebrew, Judaic Studies, and Advisory. Advanced level students may elect to apply for the Honors Program.

Honors Program

Milken's Middle School is dedicated to pursuing the highest academic standards and fostering learning for learning's sake. For students who have a desire to strengthen their depth of knowledge and development of skills in these subject areas, we offer an Honors Program in Humanities, Science, and Jewish Studies.

Elective Program

In addition to the academic program, Middle School students participate in an Exploratory rotation and a Center of Excellence program. These course offerings allow students to discover new interests and delve more deeply into their passions.

Mathematics Department

Pre-Algebra: Grade 7

This course begins with an overview of rational numbers, one and two step equation solving, inequalities and critical thinking problems involving fractions and decimals. Topics include relations, functions, ratio, proportion, plane geometry, probability, multi-step equations and inequalities. Students are exposed to systems of linear equations, right triangle applications and polynomials. Skills in working with variables and solving word problems are developed and reinforced. The curriculum emphasizes connections within mathematics and to other disciplines. The course develops concepts through real world applications, and encourages independent and cooperative learning. Calculator skills are also developed.

Prerequisite: Math 6 or comparable course

Algebra 1 MS: Grades 7- 8

This course includes all traditional topics from Algebra 1, but presents each in greater depth and concentrates on problem-solving skills and critical thinking. Topics include relations and functions, probability, linear and quadratic equations, polynomials and factoring, rational and irrational expressions, systems of linear equations and inequalities, right triangle trigonometry, algebraic applications in geometry, logic, and statistics. Students write math paragraphs to explain a mathematical algorithm, concept, or activity. The curriculum emphasizes connection within mathematics and to other disciplines, develops concepts through real-world applications, and encourages independent and cooperative learning. Students compete in local and national math contests.

Prerequisite: Pre-Algebra or comparable course; Mathematics Department Chair approval and/or teacher recommendation for rising seventh graders

Geometry MS: Grade 8

Students learn and discover the theorems, postulates and corollaries associated with Euclidean two and three dimensional geometry. Non-Euclidean geometry is also introduced. Topics include triangle congruency, properties of quadrilaterals, proportion and similarity, special right triangles, right triangle trigonometry, circles, polygonal areas, surface area and volume of solids, coordinate geometry, loci, coordinate transformations and topics in non-Euclidean geometry. Students use visualization, spatial reasoning, and geometric modeling to solve problems. Students see the power of deductive proof in establishing the validity of general results from given conditions. In addition to two column direct proofs, students also produce logical arguments by engaging in paragraph and flowchart proofs. Students write math journals to explain a mathematical algorithm or concept. Topics are presented in greater depth and concentrates on problem-solving skills and critical thinking.

Prerequisite: Algebra 1; Teacher recommendation and Mathematics Department Chair approval; Middle School students who meet the prerequisites are allowed in this course

Science Department

Science 7

Grade 7 science has at its foundation the acquisition of important science skills that are both studied in theory and practiced through activities and laboratory work. The development of skills is achieved through an integrated science program that includes: astronomy, earth science, biology, and environmental science that increase students' awareness of the nature of science and provides

valued sense of discovery and *Tikkun Olam*. Daily lessons, hands-on activities, and state of the art technology are used to enhance student learning in and out of the classroom. Students complete projects emphasizing student collaboration, the process of collecting and analyzing data, scientific research and the scientific method.

Concepts of Physics and Chemistry (CPC): Grade 8

In this course students explore the interactions between matter and energy through the lenses of physics and chemistry. Students will understand more fully motion, forces, energy, electricity, heat, atoms, chemical bonds, and the periodic table. This course has a large lab component and equips students with the necessary skills and knowledge to pursue advanced science classes.

Humanities Department

The American Experience: Grade 7

In year one, students examine the origins of our country through the study of American immigration. They learn not only about their own immigrant past but also about many other immigrant narratives that contribute to America's history and identity. Rich with literature, history, writings, music, art, and media, the course includes three units: Jewish immigration, Asian immigration, and Latino immigration. Texts include: *The Chosen* by Chaim Potok, *Funny in Farsi* (excerpts) by Firoozeh Dumas, *Jewish Americans* by Amy Stone, *Looking Like the Enemy: My Story of Imprisonment in Japanese American Internment Camps* by Mary Matsuda Gruenwald, *Chinese Americans* by Dale Anderson, *Japanese Americans* by Dale Anderson, *House on Mango Street* by Sandra Cisneros, as well as selected primary sources, short stories, current events, and poetry.

American Hopes and Dreams: Grade 8

Students continue to uncover America's rich history by focusing on the hopes and dreams of its citizens. This study, filled with literature, historical texts, writing, music, art, and media, includes three units: Founding Hopes and Dreams, which studies the beginnings of our country and the intentions of the founders; Hopes and Dreams Challenged, in which students explore the challenges of the Great Depression; and Hopes and Dreams Pursued, in which students are immersed in the exciting history of the Harlem Renaissance and the Civil Rights movement. Texts include: *Of Mice and Men* by John Steinbeck, *Grapes of Wrath* by John Steinbeck, *To Kill a Mockingbird* by Harper Lee, *Harlem Stomp!: A Cultural History of the Harlem Renaissance* by Laban Carrick Hill, *A Raisin in the Sun* by Lorraine Hansberry, *A History of Us* by Joy Hakim, *Freedom's Children* by Ellen Levine, as well as selected primary sources, short stories, current events, and poetry.

Jewish Studies Department

Introduction to Tanach: Grade 7

During the 7th grade year, students learn to study the foundational text of Jewish tradition, the Tanach. By engaging in close reading of some of Judaism's most beloved stories, students practice navigating the Tanach, raising penetrating questions (*kushiot*) and discussing insightful responses from tradition and their creative insights. By wrestling with the text, students tackle issues such as repentance (*teshuva*), theology, bullying, sibling rivalry, and leadership. Through this model, students sharpen their own perspectives and, at the same time they are informed by the perspectives of others. Units culminate with authentic, performance-based assessments that allow students to apply learning to their lives.

Introduction to Rabbinics: Grade 8

During the 8th grade year, students engage in the study of rabbinic texts as a vehicle for the cultivation of Jewish identity. In considering the question, “How does one walk through the world in a Jewish way?” students explore the mindset of informed decision-making. They consult rabbinic sources for answers to the moral and ethical dilemmas we encounter in our everyday lives. This course uses a problem-based learning model, in which students are presented with a challenge at the outset of each unit and must work collaboratively with their peers to meet that challenge. For example, students begin the year by acquiring the knowledge they need to build a creative, kosher *sukkah* and progress to the challenge of designing a model Jewish school. Students culminate their year of study by becoming experts in one section of the *Mishnah*, generating commentary about it and teaching it to their peers.

Hebrew Department

There is an appropriate level of Hebrew for all students enrolled at Milken. Students engage in increasingly complex topics as they advance through the curriculum. Students consider themes from philosophical, religious, legal, social, and psychological perspectives. Students expand their overall command of vocabulary, syntax, and grammar through the content presented. In the most advanced levels of Hebrew offered (if a student has mastered the NETA program), students read contemporary Hebrew literature and watch Hebrew movies with an emphasis on social and historical issues. Each course in the Hebrew program is also offered at the Honors level.

Beginner level	At level	Honors Level
Ulpan (no previous Hebrew experience required)	Hebrew 1	Hebrew Honors 1
Hebrew Middle School	Hebrew 2	Hebrew Honors 2
Hebrew Basic 1	Hebrew 3	Hebrew Honors 3
Hebrew Basic 2	Hebrew 4	Hebrew Honors 4
Hebrew Basic 2y	Hebrew 5	Hebrew Honors 5
		Hebrew Honors 6
		Hebrew Honors 7*
		Hebrew Honors 8*

*Hebrew Literature (college-level seminar)

Advisory Program

Advisory Design

Advisory at the Middle School is a two-year program. Students are in advisory groups of twelve to fifteen students. The advisory groups are multi-age, and students stay with the same advisor for two years. Advisories meet three times per week to grapple with the themes of normal adolescent academic and social development. Advisory is focused around four units: Community, Identity and Diversity, Relationships, and Wellness.

Service Learning is also a core part of the advisory design. Each year students participate in a service learning program off campus. Students participate in the Koreh L.A. program where they

travel to Sylvan Elementary school and partner with an elementary school buddy, or they travel to an assisted living facility where they are partnered with a senior friend.

Advisory Curriculum

Unit One – Community

The Community Unit focuses on creating a healthy Middle School environment. In this unit, students build trusting relationships with their advisory and advisor. Through our work at orientation and Camp Milken, students get to know members of the Milken Community. The text *Hope Was Here* by Joan Bauer frames our service learning project, explores themes of community, and introduces topics in subsequent units.

Unit Two—School Relationships

The School Relationships Unit focuses on communication. The unit helps students to understand that friendships need to be nurtured as we change and grow. Using the book *The Misfits* by James Howe, students also explore what it means to be part of a social group while maintaining individuality within the group. Examining what bullying is, advisories define what their role is in eradicating it from the Milken community. The curriculum raises students' awareness of social hierarchies while concurrently reinforcing their responsibility to work to create a just community.

Unit Three – Identity and Diversity

The Identity and Diversity Unit helps students to understand more about themselves and their world as they navigate their way through the many changes of adolescence. The unit focuses on students' awareness of how they learn. We use the text *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie to examine how expectations, behaviors, interests, and roles differ in various communities. The curriculum also gives students an opportunity to reflect on the choices they make about how to function as individuals and as members of these communities.

Unit Four – Wellness

In the Wellness Unit, students look at the intersection of physical, social, and emotional health. We look at the sources and effects of stress and begin to find ways to manage stress effectively. This unit also helps students to understand that life is unpredictable, and, while they cannot always control what happens, they can control their reactions. Students grapple with the idea that feeling good about themselves allows them to feel good about other things and other people.

Exploratory Program

The Middle School Exploratory Program exposes students to a range of programs in the arts. Exploratories are a place where students sample different disciplines and discover new interests. This program encourage Middle School students to step outside their comfort zone and learn new artistic skills and content.

One of the goals of the Middle School Exploratory Program is to create a bridge to the Upper School. When students attend the Upper School, they can choose from a myriad of electives in the arts. The Exploratory rotation helps students make informed decisions; they will have had a taste of all of the options available to Upper School students before committing to classes.

Every 7th grader is enrolled in the Exploratory Program. If an 8th grader who excels academically

would like to take Spanish, Chinese, or Latin, he or she may do so in place of Exploratories.

There are four Exploratory rotations; each student experiences three of the following rotations throughout the year:

Visual Arts

The Visual Arts Exploratory strives to allow students the opportunity to further their understanding and exploration of aesthetics, art history, art critique, and art production. Students discover new ways of seeing and interpreting their world by exploring the works of artists past and present and producing their own art. Various media and techniques are used including, drawing, painting, printmaking, sculpture, installation, and other 2-D and 3-D techniques. In addition, students use technology to share ideas and inspirations as well as bring in current events and articles about the art world. This expansive view of art provides students with the opportunity to tap into their own artistic identity and find themselves within the art community at school and in the world.

Media Studies

This course covers several elements of multimedia such as print, web, and interactive media. Students discuss and evaluate the aesthetics of multimedia and create projects using several multimedia tools (i.e. Macromedia Fireworks and Flash as well as Adobe Photoshop). Students use current digital editing tools to create graphics and interactive media. This course also covers topics such as copyright, piracy, ethical issues, design concepts, and media literacy. Finally, students have the opportunity to use such hardware as digital cameras and scanners.

Performing Arts: Music or Acting

Acting

This rotation of the Performing Arts Exploratory focuses on the human voice using both spoken and sung modalities. Students develop and refine skills in singing, reading and writing rhythm, as well as learn some fundamental elements of strong stage presence. Students perform in class and record themselves for digital portfolio purposes as well as evaluations.

Music

This rotation of Performing Arts Exploratory focuses on rhythm and instruments. Students develop skills in playing, reading and writing rhythm, as well as learn some fundamental pitch concepts through playing pitched instruments. Students perform in class and record themselves for web concerts and digital portfolio purposes as well as evaluations.

Performing Arts: Dance or Technical Theater

Dance

This Exploratory provides students with the opportunity to learn the basics and foundation of dance. The exploratory opens with an introduction to stretching and preparing one's body for intense physical exertion. After developing this skill set, students begin to explore various styles of dance including jazz, hip hop and contemporary.

Tech Theater

The Tech Theater Exploratory gives Middle School students an introductory look and hands-on experience in the fundamentals of stagecraft. Students examine the basics of working in theatrical spaces (safety, terminology, process, etc.) and explore scenic construction, theatrical lighting design and implementation, and sound design and implementation. They must work together as a team commonly referred to as a "Tech Crew" to accomplish assigned tasks. Students learn to use

construction tools and have a chance to build small scenery pieces. Students also learn how to focus and control theater lighting as well as set up basic sound equipment and use a computer to create custom sound effects.

Centers of Excellence

Middle School Centers of Excellence are an opportunity for students to continue to excel in an area of passion. Centers of Excellence are authentic learning environments in which students create real life products for real life audiences. By collaborating with like-minded peers, students have an experiential opportunity to apply the Middle School learning targets. Each student in a Center of Excellence builds a digital portfolio that includes samples of his or her work, reflections, and the learning target checklist that tracks their progress. Centers of Excellence support many of Milken's outstanding 7-12 programs.

Architecture

Architecture students have the opportunity to explore the world of architecture and design through hands-on experience. Students learn the elements of art and principles of design as they create two and three dimensional art projects. Students study historic and contemporary art history as it relates to space, form and design. They also participate in exciting community art projects.

Backstage Tech Crew

Students in the Backstage Tech Crew spend the year learning the basics of stagecraft through hands-on work building scenery and props, setting up and running sound and lighting equipment, and working backstage during live productions. Students are required to participate in after-school rehearsals and performances for the Middle School musical, as well as other smaller Performing Arts Events during the year.

Bridge to Yozma: Social Action

Bridge to *Yozma* ("*initiative*" in Hebrew) is for students who are passionate about *tikkun olam* and social justice. This Center of Excellence teaches students about leadership, communication skills and social action. In this course, students' ideas, students' creativity and students' visions are nurtured to enable students to become the social action voice of Milken Middle School. Students are also prepared for leadership positions in the Upper School and beyond. Together, the class dives into a year-long community service project to better our community and by extension, our world!

Creative Writing Experiences

Students engage in a wide range of writing experiences including generating ideas for fiction and poetry, experimenting with literary techniques, and studying their favorite works of literature. Students observe Writes of Passage readings, meet with literary magazine facilitators, and attend Sunday Word Play, Milken's great author series.

Debate

This Center of Excellence is aimed at students who are passionate about politics and public speaking. Students explore current day political issues and their historical roots. Students learn how to build an argument to support their position and counter the argument of the opposite side. With an emphasis on the art of democratic discourse, students develop the ability to effectively research and present their opinions.

Digital Photography

Students in this Center of Excellence learn the central principles of photography. They study lighting and composition and experiment with the styles of different renowned photographers. Students also visit photography exhibitions throughout Los Angeles, such as the Getty, LACMA and other smaller galleries.

Fitness Training

This Center of Excellence is designed for serious athletes. Students work towards maximizing their athletic capability through intense training. They learn about and practice the importance of strength, endurance, flexibility and nutrition.

Jazz Ensemble

Students in the Jazz Ensemble learn about performing jazz music in an ensemble setting. In this Center of Excellence, students learn to read music, play in group performances, and experiment with beginning improvisation. Students should have some musical experience, but they do not need to have their own instrument.

Laptop Orchestra and Recording Studio

Students in the Laptop Orchestra use midi controllers and laptops to create a digital orchestra. They learn to mix and engineer music in a digital environment.

Math Olympiad

Math Olympiad is for students who love engaging in math both independently and as team members. Students solve challenging math problems and puzzles, research and present new topics, and participate in several math leagues. Students also have the opportunity to participate in all after-school competitions throughout the year.

Milken Dance Crew

The Dance Crew covers an array of dance styles including hip hop and jazz. Students focus on technique, placement, and precision as they explore each style. The Milken Dance Crew is for serious dancers only. Previous dance experience is required.

Mitchell Academy of Science and Technology

The Mitchell Academy of Science and Technology (MAST) offers extraordinary science and research opportunities to students at Milken. Students are encouraged to think outside the box and use their creative imaginations to advance their scientific knowledge. This program engages, challenges, and inspires students in complex scientific discovery and understanding. The goals of MAST are to create and submit innovative projects to national competitions and tournaments. For more information, please visit www.MilkenSchool.org/MAST/

Performance Studio

In the Performance Studio Center of Excellence, students focus on learning the skills necessary to become stronger actors and singers. They also explore stage skills and techniques for live performance. Performance Studio is for serious performers who have previous stage or live performance experience.

Robotics

The Robotics Center of Excellence is designed as an interactive physical and technical environment. Students learn to create and control robotic devices through a technological interface, while using engineering and technology skills that inspire innovation. Throughout the year, students create an

exhibition of their work for others and compete in class challenges. For more information, please visit www.MilkenKnights.com and www.usfirst.org.

Student Judiciary

Students who join Student Judiciary serve as leaders in the Middle School community. This council considers cases relevant to the life of our students, our community and our world, as well as study relevant Jewish sources and issue legal decisions. Students who apply to the Student Judiciary must embody the mission of the school by exhibiting sharp minds, generous hearts and kind souls. Students must be prepared to deeply consider the ethical dimensions of many complex questions Middle School students face today. In addition, students are required to stay informed about current events, both at Milken and beyond, and to study a wide variety of sources on issues as they arise.

Video Production

This Center of Excellence teaches the basics of digital television production. Students learn the language of production and how to use digital video cameras and computer editing to tell stories. Students spend time deconstructing popular television and films to gain an understanding of television production. They produce short original video projects and are required and encouraged to videotape events around the Milken campuses for the Wildcat Weekly news magazine broadcasts.

Yearbook

Students in this Center of Excellence learn to produce a yearbook publication filled with wonderful memories. The students use Adobe Photoshop and Adobe Indesign to create the pages and layout of the yearbook. Students learn how to take exciting photos that capture emotion, special moments, actions that represent student life, academics, and sporting events. Student leaders blossom in this environment where everyone works both independently and as a team in order to meet deadlines. The students are contributing to create a book that holds school memories that last forever!

Upper School

Academic Program

The curriculum at Milken Community High School provides a rigorous liberal arts grounding closely integrated with an emphasis on the principles of ethical behavior, intellectual curiosity, and spiritual growth. Students pursue a challenging and varied course of study based on their abilities and developing interests. Milken's Upper School core curriculum consists of six central disciplines: English, Mathematics, Science, Social Science, Hebrew, and Judaic Studies.

Elective Program

Milken is committed to supporting students as they explore their interests and discover new passions. Milken's Upper School schedule allows students to enroll in as many as four elective courses per semester. Electives are offered in each of the core curriculum departments in addition to visual and performing arts, physical education, foreign languages, media and information studies, and service learning. Sixty percent of Milken students enroll in one of our three foreign language offerings.

Graduation Requirements

English--4 years	Mathematics--3 years (by end of Grade 11)*
Hebrew--4 years (or until curriculum is exhausted)	Science--3 years (by end of Grade 11)*
Jewish Studies--4 years	Social Science--4 years
Physical Education--2 years	Visual/Performing Arts--1 year
Electives--6 one-semester courses	Community Service--90 hours
Technology--1 semester with demonstrated fluency	Senior Sermon--preparation and oral delivery

*Students are required to take either a science or a math course in Grade 12; most students opt to take both.

Mathematics Department

Algebra 1: Grade 9

Algebra 1 is the foundation for all subsequent mathematics courses. This course is most important for its grounding in a complete understanding of linear and quadratic functions. Topics include relations and functions, probability, linear and quadratic equations, polynomials and factoring, rational and irrational expressions, systems of linear equations and inequalities, right triangle trigonometry, algebraic applications in geometry, logic and statistics. Students write math journals to explain a mathematical algorithm or concept. The curriculum emphasizes connections within mathematics and to other disciplines, develops concepts through real-world applications, and encourages independent and cooperative learning.

Prerequisite: Pre-Algebra or comparable course (Math 8)

Geometry: Grades 9-10

Also offered at the Honors level

Students explore the undefined terms (points, lines, planes) and learn the theorems, postulates and corollaries associated with Euclidean two and three dimensional geometry. Topics include triangle congruency, properties of quadrilaterals, proportion and similarity, special right triangles, right triangle trigonometry, circles, polygonal areas, surface area and volume of solids and coordinate geometry. Students use visualization, spatial reasoning, and geometric modeling to solve problems. Students see the power of deductive proof in establishing the validity of general results from given conditions. In addition to two column direct proofs, students also produce logical arguments by engaging in paragraph and flowchart proofs. Teachers review the algebraic concepts and skills necessary to solve geometric problems. Students write math journals to explain a mathematical algorithm or concept.

Prerequisite: Algebra 1; For Honors, teacher recommendation and Mathematics Department Head approval

Algebra 2: The Fundamentals: Grades 10-11

Students begin the course with an overview of the algebraic concepts learned in Algebra 1, focusing on multi-step equation-solving, inequalities with one variable, equations of lines and quadratics. Topics include linear relations and functions, systems of equations and inequalities, polynomial and radical expressions, complex numbers, exponential and logarithmic functions and rational expressions. Graphing calculator skills are developed. Class activities include team problem solving, cooperative learning activities, and student led presentations.

Prerequisite: Algebra 1 and Geometry

Algebra 2: Grades 9-11

Also offered at the Honors level

Students begin the course with an overview of the algebraic concepts learned in Algebra 1, but from a more mature perspective emphasizing applications of linear and quadratic functions. Topics include linear relations and functions, systems of equations and inequalities, polynomial and radical expressions, complex numbers, parabolas, circles, exponential and logarithmic functions, polynomial functions and rational expressions. Graphing calculator skills are developed.

Prerequisite: Algebra 1 and Geometry; For Honors, teacher recommendation and Department Head approval

Pre-Calculus: Trigonometry & Elementary Functions: Grades 11-12

Students begin the course with an overview of the real number system, integer and rational number exponents, polynomials, factoring, rational expressions and complex numbers. Students do an in-depth study of logarithms, matrices and conics. The trigonometry curriculum includes analyzing the

unit circle, graphs of trigonometric functions, inverses, using identities, and solving equations. Other topics include harmonic motion, vectors, and trigonometric form of complex numbers. Class activities include team problem solving, cooperative learning activities, and student led presentations.
Prerequisite: Algebra 2: The Fundamentals or Algebra 2

Pre-Calculus: Grades 9-12

Students explore topics such as linear relations and functions, systems of equations and inequalities, polynomial and rational functions from a theoretical perspective. The trigonometry unit includes analyzing the unit circle, graphs of trigonometric functions, inverse, using identities and solving equations. Other topics include polar coordinates, complex numbers, real-life applications of conics, logarithms, linear programming, sequences and series.
Prerequisite: Algebra 2: The Fundamentals or Algebra 2

Pre-Calculus Honors: Grades 9-12

Students continue their study of trigonometric functions with an emphasis on proving identities and applying trigonometry to real-life situations. Students engage in formal direct and indirect proofs of theorems and trigonometric identities. Other topics include systems of linear and quadratic equations, polar coordinates, complex numbers, sequences and series. Students have the opportunity to solve word problem applications of conics and logarithms. Topics are presented in greater depth and concentrate on problem-solving skills and critical thinking. Since the Honors course prepares students for entry into Advanced Placement Calculus, students are introduced to differential calculus, including derivatives of functions, the chain rule, using derivatives in graphing, concavity and the second derivative, and applied maxima and minima.
Prerequisite: Algebra 2; Teacher recommendation and Department Head approval

Calculus Honors: Grades 11-12

This course takes an intuitive approach to calculus and focuses on the application of methods to real-world problems. This course gives an early introduction to logarithms, exponentials, and the trigonometric functions. Wherever practical, concepts are developed from graphical, numerical, and algebraic perspectives. Topics include the derivative of a function, computation and applications of derivatives, definite and indefinite integrals, an introduction to differential equations, and the applications and methods of integration.
Prerequisite: Pre-Calculus; Teacher recommendation and Department Head approval

Advanced Placement Calculus AB: Grades 10-12

This course prepares the student for the Advanced Placement Calculus AB exam administered in May. Students study the meaning of the derivative in terms of rate of change and local linear approximation. The definite integral both as a limit of Riemann sums and as a net accumulation of a rate of change is also studied. Modeling problem situations with functions, differential equations or integrals is emphasized. Representing differential equations with slope fields, solving separable differential equations analytically, and solving differential equations using numerical methods such as Euler's method are topics of study.
Prerequisite: Pre-Calculus; Teacher recommendation and Department Head approval

Advanced Placement Calculus BC: Grades 10-12

This course prepares the student for the Advanced Placement Calculus BC exam administered in May. This course covers all topics in Advanced Placement AB as well as polynomial approximations and series. Students interpret convergence and divergence of series using technology. They represent functions with series and find the Lagrange error bound for Taylor Polynomials.

Prerequisite: Pre-Calculus; Teacher recommendation and Department Head approval

Statistics Honors: Grade 12

This course is designed to teach students the foundation of algebraically based statistics. Examples and exercises use real data and give enough background to allow students to consider the meaning of their calculations. The three main goals of this class are to emphasize statistical thinking, present more data and concepts with less theory and fewer recipes, and to foster active learning. Students select and use appropriate statistical methods to analyze data, develop and evaluate inferences and predictions that are based on data, and apply basic concepts of probability. Topics include means, standard deviation, normal distributions, discrete functions, continuous functions, sampling distributions, sampling means, experimental design, experimental simulations, and confidence intervals.

Prerequisite: Pre-Calculus: Trigonometry & Elementary Functions or Pre-Calculus; Teacher recommendation and Department Head approval

Advanced Placement Statistics: Grades 11-12

This course prepares the student for the Advanced Placement Statistics exam administered in May. Students first explore the topic of data analysis, including the study of normal distributions, scatter plots, correlation, least-squares regressions, modeling non-linear relationships and relations in categorical data. Students have the opportunity to design samples and experiments and as well as simulate experiments. The study of probability includes randomness, binomial and geometric distributions and sampling distributions. The course concludes with the study of inference for distributions, proportions, tables: chi-square procedures and regression. This is a calculus-based statistics course.

Prerequisite: AP Calculus AB/BC; Teacher recommendation and Mathematics Department Head approval

MATH DEPARTMENT ELECTIVES

Multivariable Calculus: Grade 12

Through activities, assignments and projects, students study the differentiation of functions of two and three variables and multiple integration. Topics include higher order partial derivatives, gradients, conservative vector fields, maxima and minima, the calculation of double integrals and triple integrals in cylindrical and spherical coordinates. Computing resources will be used in the exploration of these topics.

Prerequisite: AP Calculus BC, Teacher recommendation and Mathematics Department Head approval

Science Department

Chemistry: Grade 9

Also offered at the Honors level

The basic theme of Chemistry is the recognition of the properties of matter in relation to the chemical structure of matter. To that end, students are first presented an introduction to the language of chemistry, followed by a study of the structure of atoms and chemical bonding. Laboratory experiments are an integral part of the course. Students learn to perform experiments safely in the laboratory, and to analyze and interpret experimental data quantitatively.

Prerequisite: CPC, Algebra I

Biology: Grades 10-12

Also offered at the Honors level

This is a modern biology course that examines biology at many levels, from the microscopic, subcellular level to interactions between different species and the environment. This is a laboratory-based course.

Prerequisite: Chemistry or Honors Chemistry

Physics: Grades 10-12

Also offered at the Honors level

Concepts and principles in Newtonian mechanics, translation and rotational motion, energy interactions, oscillation phenomena, optics, magnetism, heat, light, sound and electricity are studied in great detail. Students are expected to apply these concepts to physical problems and laboratory investigations.

Prerequisite: CPC, Algebra II (concurrent)

Human Anatomy and Physiology: Grades 11-12

In this course students study the structure and function of the human body. Following introductory material and a unit on histology, students study the body in depth, one system at a time. There is a focus on wellness and what happens in a variety of common disease states. This course is accepted as a University of California laboratory science course.

Prerequisite: Biology or Honors Biology

AP Chemistry: Grades 10-12

Students gain an in depth knowledge of chemistry from theoretical and experimental points of view. Students acquire experimental skills in the laboratory, perform reactions, and interpret results based on the qualitative and quantitative data obtained. The Advanced Placement Chemistry exam administered in May is mandatory. Laboratory included.

Prerequisite: Algebra II; Chemistry is strongly recommended; Teacher recommendation and Department Head approval

AP Biology: Grades 11-12

Students gain a strong analytical and conceptual framework in this intensive, college-level course. Quantitative and qualitative skills are incorporated. Students cover a wide breadth and depth of material spanning the entire realm of biology. The Advanced Placement Biology exam administered in May is mandatory. Laboratory included.

Prerequisite: Biology or Honors Biology; Teacher recommendation and Department Head approval

AP Physics B: Grades 10-12

Students learn the concepts and principles of physics and their application to problem solving. The Advanced Placement Physics B exam administered in May is mandatory. There is a large lab component to the course.

Prerequisite: CPC, Pre-calculus (concurrent), Physics is strongly recommended; Teacher recommendation and Department Head approval

AP Physics C: Grades 11-12

Students deepen their knowledge of the concepts and principles studied in AP Physics B using calculus and advanced mathematics topics. Students prepare for the AP Physics C – Mechanics exam. This course is equivalent to the first semester calculus-based physics course taught to physics majors in college.

Prerequisite: AP Physics B, AP Calculus (concurrent); Teacher recommendation and Department Head approval

Science Research I, II, & III: Grades 10-12

The Science Research Course enables students to practice authentic and original scientific research in an independent manner. (Both class time and non-class time commitment are required.) This three-year program affords students the opportunity to participate in the community of scientific research and scholarship as part of their high school experiences. Students work in conjunction with research scientists and professionals within their field of research, performing independent research in mathematics, life sciences, physical sciences, psychology or the social sciences. All students are required to enter local, regional, national, and/or international scientific competitions. Students produce a publishable product.

Prerequisite: Teacher and Science Academy Director Permission.

English Department

FOUNDATIONAL COURSES

Grade 9

Also offered at the Honors level

English 9 focuses on analytical reading and writing while simultaneously familiarizing students with a variety of rhetorical modes and literary genres. Within this framework, students explore various themes within each literary work and genre. Works include *The Color of Water*, *The Catcher in the Rye*, *Lord of the Flies*, *Night*, a selection of works from Shakespeare, such as *A Midsummer Night's Dream* and *Julius Caesar*, as well as selections from poetry and short stories, grammar instruction, and the study of vocabulary from *Vocabulary for the College Bound*. Students spend significant time writing about the literature they read, and substantial class time is devoted to practicing and honing the essay-writing process.

Grade 10

Also offered at the Honors level

English 10 presents students with a thematic as well as a chronological overview of some of the world's literary classics. Students trace the development of Western Theater from classical Greece to the early 20th century, and integrate language skills, composition techniques, and practice in critical thinking through an analysis of these canonized works. Students read selections from Greek Mythology, *The Odyssey*, *Poetics*, *Oedipus Rex*, *Antigone*, *Macbeth*, *A Doll's House*, selections from Romantic and Victorian poetry, a grammar text, and *Vocabulary for the College Bound*.

Particular attention is paid to the development of increasingly sophisticated writing skills with a focused awareness of *purpose and audience*. Students explore the *process* of writing, including prewriting, freewriting, and multiple revisions, as a series of generative activities leading to final, polished *products*.

SEMINAR SYSTEM: GRADES 11-12

In Grades 11 and 12 students have the opportunity to choose amongst several semester seminar topics. While each seminar embraces a different set of authors, traditions, periods, or broad themes, all students experience consistent and systematic expectations around clarity and precision in their writing and speaking. Emphasis resides in the development of critical reading and writing skills, control of the mechanics of the English language, expansion of vocabulary, and evolution in syntactical complexity. Students write course specific essays, as well as “cross course” exercises. The overall writing spine throughout Grades 11 and 12 incorporates the multiple rhetorical modes—narration through complex argumentation and persuasion.

African American Literature (also offered at the Honors level)

The focus of this course is the emergence of the African American literary voice in the 20th Century as the central problem of race in American culture becomes an overt and explicit issue in art. The students first develop a set of perspectives upon the historical contexts of race in 18th and 19th century literature and then examine the development of the various movements in the 1900s including the Harlem Renaissance, the emergence of the Nation of Islam, and the political stridency of the 60s and 70s. The course concludes with an assessment of the tone and nature of contemporary black literary artists.

American Literature I

Also offered at the Honors level

What does it mean to be an American? What does America, as a country, stand for? In this course students attempt to answer these questions by exploring the foundations of American literature and American literary history. Grasping the origins of America through its literature assists students in forming a better understanding of who we are and where we are going as a nation. Students read selections from Emerson, Thoreau, Mary Rowlandson, Ben Franklin, Emily Dickinson, and Nathaniel Hawthorne's *The Scarlet Letter*.

American Literature II

Also offered at the Honors level

This course provides students with a comprehensive overview of the major literary movements and authors in 20th century America. The primary goal of the course is to familiarize the students with the century's key historical events as they are reflected in canonical literature of the period; however, the course also offers students a chance to explore the more popular literary and artistic works that emerge in twentieth-century America. The course examines how historical and social influences of the century are reflected and/or challenged in the literature of the period as well as explore rhetorical and literary developments occurring in genre. Students study literary movements such as Modernism, Post-Modernism, and the Beats as well as how the major wars political movements and civil rights movements of the twentieth century affected America.

British Literature

Also offered at the Honors level

British Literature concerns itself with the twentieth century and the transformations of certain literary foundations such as the hero and traditional forms of plot construction. The main purpose of the course is to intensively study pieces from the Modernist Period, World War II, and the Postmodern Era. The course texts provide the students a means with which to explore the changes and upheavals in British Literature as influenced by the century's historical, philosophical, and artistic influences.

Comparative Literature

Also offered at the Honors level

This course introduces literature that comes from European cultures, particularly French, German, and English. The skill of close reading and the disposition to make active connections both within and between texts are developed. Students are encouraged to recognize personal and cultural biases, foregone conclusions, and assumptions. In so doing, students develop an essential understanding of other people's view-points and read texts through various lenses or literary theories.

Modern Non-Fiction

This class addresses the often neglected literary form of non-fiction in which the world and its ideas are examined through the rhetorical forms of analysis, argumentation, personal observation and description. The focus includes history, biography, and various iterations of the personal essay. The course establishes aspects of the form's classical origins and then considers modern writers. Students write their own personal narratives as well as more analytical/ argumentative essays. Students read selections from *The Norton Reader* (Peterson, Brereton, Hartman) 10th edition, Didion's *Slouching Towards Bethlehem*, Capote's *In Cold Blood*, and Lapote's *The Art of the Personal Essay*.

Modern / Post-Modern City

This course examines various representations in literature of the city of Los Angeles. Students explore how, in changing times, the character of the city is presented as a utopian or dystopian space, a place of pleasure, excitement, opportunity, alienation, or danger. The course furthermore introduces and explores notions of 'modernity' and 'post-modernity'. The course focuses on poetry, drama and prose from authors both native to Los Angeles, and commenting thereon from outside. Contextual illustrations are provided from films, from the silent era to the present, and by references to art history, architecture and critical theory.

Origins of Satire

Origins of Satire examines the classical development and uses of satire in literature and other media, focusing on the 17th century to the present, but beginning with the Roman writer Juvenal. Students consider definitions of satire, and a variety of rhetorical techniques, as well as the associated category of parody. Students also construct original examples of artistic, political and social satire, in a variety of creative media. Authors for the course include Juvenal, Sheridan, Johnson, Swift, West, Waugh, Melville, and Heller.

Shakespeare

Also offered at the Honors level

This course examines the major Shakespearean works, drawing from comedy, tragedy, and history. The life of Shakespeare and the historical context of his time are incorporated in order to provide the necessary background to appreciate the poet's grasp of social and political satire. Shakespeare's innovations in the fields of character, plot construction and language are also studied in depth, as are the redefinitions of genres he undertook in areas such as revenge tragedy.

Women's Voices

History has shown us that many of the same voices dismissed by Nathaniel Hawthorne as a "mob of scribbling women" have given rise to revolutionary changes in both the form and content of literature. Along the way, women authors have also raised and revised the collective consciousness of the West and now increasingly the gender – conservative East. This course traces the emergence and effect of women's literary voices in literary thought and form through the novels, short stories, essays and poetry of American, South American, European, Asian and Middle Eastern writers. Students in this course should expect to read, question, analyze, synthesize, discuss, write and above all, think about the legacy of this "scribbling mob."

INTEGRATED SEMINARS: GRADES 11-12

American Studies Integrated: Grade 11

This course is an Integrated class among English 11 Honors, U.S. History Honors and Jewish Law Honors. Students enrolled in this program are expected to take the AP Language Exam in May.

How do we define ourselves as Americans and as Jews? Which part of our identity comes first or takes precedence? How are these two world views alike? How are they in conflict with one another? In Jonathan Sarna's words, how do we negotiate our way in the American maze?

One central philosophical tension that both Judaism and the American experience share is, on one hand, developing a sense of who we are as individuals and, on the other, understanding the responsibilities, commonalities, histories, and narratives we share as a community. This course studies these concepts and tensions through the integration of three disciplines (literature, Jewish ethics and history). The central claim of the seminar is that by bringing these courses together, both thematically and experientially, students can enhance and deepen their understandings of both their role as American citizens and as members of the Jewish people, understandings and connections which could not be made otherwise.

Within the literature component students read Hawthorne's *The Scarlet Letter*, *Studies in Classic American Literature*, *The Great Short Works of H. Melville*, Chopin's *The Awakening*, Twain's *The Adventures of Huckleberry Finn*, *Collection of Poetry* by Emma Lazarus, *The Book of Daniel* by E.L. Doctorow, Nathaniel West's *Novels and Other Works*, several selections from the *Norton Anthology of American Literature*, and entries from *The Handbook to Literature*.

AP Literature: Grade 12

Integrated class between AP Literature and High Honors Jewish Thought

Through the coupling of these two courses, Milken seeks to create a new type of learning which is both intellectually rigorous and spiritually demanding -- a dynamic experience of integration and interaction. One of the first premises of this course is that Jewish experience can be greatly enriched by an honest, open, and critical encounter with wisdom or *wisdom* from surrounding cultures (i.e. literature, philosophy, art, science). The class is college preparatory not only in its degree of rigor but also in the way it prepares students to participate in a sophisticated multicultural conversation. One of the goals of the learning is to foster students capable of listening and challenging, trusting and contending. Students also cultivate the ability to interpret, apply, criticize, synthesize, integrate and interact. In English, students read such works as *Prometheus Bound*, *As a Driven Leaf*, *Jane Eyre*, *The Return of the Native*, *Metamorphosis*, *King Lear*, *The Counterlife*, *The Plague*, selections of poetry, and selections of short stories.

CREATIVE WRITING PROGRAM

Study of Fiction: Grades 11-12

Also offered at the Honors level

Through an intensely focused study of a variety of works of short fiction, this course provides students with opportunities to sharpen their skills in close reading and in analyzing, synthesizing, and critiquing the ideas and forms of the short story genre. The exposure to a variety of narrative voices contributes to increased student empathy for opposing perspectives and hones student abilities to frame their responses with sensitive and constructive objectivity. Additionally, through a variety of experiential and expository activities, students are given the opportunity to discover, refine, and revise their own narrative voices. This course is also designed to provide the fiction writer an opportunity to study the art and craft of narrative writing within a supportive environment.

Study of Poetry: Grades 11-12

Also offered at the Honors level

Through an intensely focused study of a variety of poems, this course provides students with opportunities to sharpen their skills in close reading and in analyzing, synthesizing, and critiquing the

ideas and emphasis of the poetic form. The exposure to a variety of poetic approaches contributes to increased student empathy for opposing perspectives and hones student abilities to frame their responses with sensitive and constructive objectivity. Additionally, through a variety of experiential and expository activities, the students are given the opportunity to discover, refine, and revise their own poetic voices.

Writes of Passage

Writes of Passage is the public showcase component of the Creative Writing Program at Milken. Students interested in writing/reading their own fiction or poetry come together once a month to share their work with their peers. *Writes of Passage* has grown and evolved over the years into a real writing community at Milken. Faculty Advisor Melody Mansfield enlists the aid of talented and committed students each year to co-lead *Writes of Passage*. The ever-growing Writes of Passage club now sponsors a monthly “Spotlight Poet,” as well as hosts an annual celebratory evening event to honor the Spotlight Poets and all of the talented student writers at Milken. The “Spotlight Poet” is chosen for her/his talent and demonstrated passion for and commitment to creative writing. This writer is featured at the *Writes of Passage* meeting, where he/she shares his/her writing with the group as well as writing inspiration and process. At the year-end celebration, the Spotlight Poets invite family and friends to hear them read selected pieces and to celebrate with them, their emergence into the writing world.

The Creative Writing program also includes the UC approved courses, “Study of Fiction” and “Study of Poetry”, the *Writes of Passage* club, the guest-author series, *Sunday WordPlay*, an online blog of student work, and Milken’s own Literary Magazine, overseen by Ms. Jane St. Clair.

ENGLISH DEPARTMENT ELECTIVES

Journalism

The Journalism course at Milken is more than an academic elective class. It requires a commitment to becoming a vital part of a school newsroom team. As members of *The Roar* staff, students have the responsibility of reporting the news of the Milken community to its members and uphold the highest standards of young journalists. Being serious about this time-consuming, yet rewarding commitment is the first essential step to being a member of this class. Students learn the skills to produce a comprehensive newspaper—news features, editorial commentary, sports stories, reviews, photography and display ads. Most critically, students continue to develop their capacities to write clearly, as they assume the responsibilities for all aspects of reporting, editing and designing a major publication.

Speech and Debate

Speech and Debate is a semester long introduction to the events in which the Milken Debate Team compete: namely Lincoln-Douglas and Public Forum debate, and Original Oratory and Dramatic Interpretation speech events. No prior experience is required, though a willingness to develop and display public speaking techniques is essential. Enrollment in Speech and Debate is not mandatory for Milken Debate Team members, nor are Speech and Debate students required to participate competitively outside the classroom. Instead, the Speech and Debate class can be seen as excellent practice in achieving such skills as evidence appraisal, resource finding and detecting weak points in others’ arguments. Hence, this class will develop skills useful for Debate, Theater, English, Social Sciences and Religious Discussion.

Social Science Department

Modern World / Jewish History I: Grade 9

Also offered at the Honors level

This course begins a two year sequence in World and Jewish history covering the political, social, economic, cultural, intellectual and religious history of the Western and non-Western world. In grade 9, students focus on two concepts: the fundamental beliefs and core stories of Judaism, Christianity and Islam and the development of the modern West in the Renaissances, Reformations and revolutions from 1300 through 1800. Integrated into this is also a study of the Jewish experience as it changes and adapts to the modern world. Emphasis is on causes and effects of historical events and on major trends in history. Basic skills in geography, research, and writing are also incorporated. Students learn to use both primary and secondary source materials. Current events are an integral part of the curriculum. Modern World/Jewish History I Honors covers the same content as Modern World/Jewish History I but with increased depth and breadth. Research and writing skills are stressed. Outside reading is required, as is the ability to think critically and analytically.

Modern World / Jewish History II: Grade 10

Also offered at the Honors level

This course covers the political, social, cultural, economic and religious history of the Western and non-Western world from the Industrial Revolution to the present. The focus is on causes and effects of historical events and on major trends in history. Basic skills in geography, research, and writing are also emphasized. Jewish History is integrated throughout including a major unit on modern day Israel. Students learn to use primary and secondary source materials. Modern World/Jewish History II Honors covers the same content as the World/Jewish History course, but with increased depth and breadth. Research and writing skills are stressed. Outside reading is required of the students as well as demonstration of skill in critical thinking and analysis.

United States History: Grade 11

This United States History class presents an integrated survey of the historical development of the United States, emphasizing the 20th century beginning with the Progressive Era. A thematic approach gives students a broad view of the development of democracy in the United States and of the growing role of the United States in world affairs. This course is chronological in sequence with recurring themes, events, and concepts such as reaction and revolt, reform movements, national character, nationalism, and the many causes and consequences of American political, economic, and social change. History content is enhanced by oral presentations, research papers, and required outside readings.

American Studies Integrated: Grade 11

This course is an Integrated class among English 11 Honors, U.S. History Honors and Jewish Law Honors. Students enrolled in this program are expected to take the AP Language Exam in May.

American Studies is part of the integrated Grade 11 program which combines the study of American History with the study of American Literature and Jewish Law. The history component presents an integrated survey of the political, social, intellectual, and economic development of the United States from pre-Columbian times to the present. A thematic approach gives students a broad view of the development of democracy in the United States and of the growing role of the United States in world affairs. History content is enhanced by oral presentations, research papers, and required outside readings.

AP United States History: Grade 11

This course is designed to provide students with the analytic skills and factual knowledge necessary to pass the Advanced Placement examination in United States History. The class prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students learn to weigh the evidence and interpretations presented in historical scholarship and to present their own informed judgments clearly and persuasively in essay format. The class begins with the period of initial European settlement and concludes with recent events.

AP United States Government: Grade 12

This course is designed to help students prepare for the Advanced Placement Examination in American Government and Politics administered in May. This is a college-level course that gives students a critical perspective of government and politics in the United States. The course involves the study of general concepts and facts about the form of government of the United States that is used to interpret its politics and policies. It also develops a familiarity with the various institutions, groups, beliefs, and ideas that make up the political reality of the United States. The major focus of the exam, and therefore of this course, is politics, rather than the fundamental ideas behind our system of government. Current events are a major focus of the course.

Israel Seminar: Grade 12

A course designed for seniors to have an in-depth learning experience about Israel. Taught in large group presentations by worldwide experts and small faculty-led discussion groups, the Senior Seminar aims to expose students to a variety of opinions on the history, culture, and politics of Israel. Over the course of a semester, students interact with scholars in the field and debrief these experiences with Milken teachers. In doing so, seniors reflect on their own connection to Israel and their understanding of the current political situation. A continuing focus is preparing for life on college campuses, teaching tools of advocacy and understanding bias.

AP Psychology: Grades 11-12

This course, equivalent to a college-level introductory Psychology course, prepares students to take the Advanced Placement Exam administered in May. Students are introduced to the systematic and scientific study of the behavior and mental processes of human beings. Students are exposed to psychological facts, principles, and phenomena associated with each of the major fields within psychology.

AP Art History: Grades 11-12

This course is designed to help students prepare for the Advanced Placement Examination in Art History administered in May. Its content includes an in-depth exploration of Western art and Non-Western art from pre-history to the present, with an emphasis on the historical, social and political forces that shaped each art movement.

AP Micro/Macro Economics: Grades 11-12

AP Economics is a first-year college level course that prepares students for the Micro and Macro Economics AP exams administered in May. Economics is the study of how societies allocate scarce resources among competing needs and wants. Students are taught analytical tools with which to examine the forces of competition, and various industry structures including monopoly, oligopoly and pure competition. Students are expected to read and understand a college level text in Economics, as well as supplemental primary and secondary source materials. Papers and presentations are expected throughout the course of the year.

America 3.0: Grade 12

America 3.0 is an advanced seminar for seniors on the contemporary history of the United States. Students in this course explore the notion that the United States has entered a third era in its history, an era marked by the rapid expansions of both technology and information which are transforming fundamental ideas of what it means to be an American. In addition to social and cultural change, students consider the roles and responsibilities of the United States on the global stage in the context of globalization.

AP World History

This course is designed to help students prepare for the Advanced Placement Examination in World History administered in May. The purpose of the AP World History Course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. This course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. Focused primarily on the past thousand years of the global experience, the course builds on an understanding of cultural, institutional, and technological precedents that, along with geography set the human stage prior to 1000 CE. Periodization, explicitly discussed, forms the organizing principle for dealing with change and continuity from that point to the present.

SOCIAL SCIENCE DEPARTMENT ELECTIVES

Art History I and II: Grades 9-12

This course serves as an introduction to Western art from prehistory to the present. Emphasis is placed on the effect both patronage and history have on each historical period. The course is taught at a college level with the same text as that used on University of California campuses.

Holocaust

This one-semester course provides a more developed survey of Holocaust studies than is possible during Modern World / Jewish History II. It includes attention to Jewish life in Europe prior to the rise of Nazism, causes of the rise of Nazism, the three progressive components of Nazi anti-Jewish policy leading up to annihilation, the place of the Holocaust in genocide studies, and the on-going question of what it means to “live with the Holocaust” as a part of our past both for Jews in particular and for humanity in general. A key component in learning is consideration of personal narratives as a means of approaching the experience of victims, perpetrators, bystanders, and rescuers. While these topics are explored jointly by the class, students also pursue their own questions and interests through individualized projects.

Mock Trial: Grades 9-12

Mock Trial is an elective, which prepares students to participate in the Mock Trial competition run by the Constitutional Rights Foundation each year. Students learn the basics of trial law, develop their public speaking skills and learn to think on their feet. In addition to class time, students are expected to participate in the competition which occurs after school hours.

Model United Nations: Grades 9-12

Model United Nations is a class designed to prepare students to compete in Model United Nations competitions with other schools. Students focus on in-depth research, resolution writing and presentation skills. In addition, students learn the basics of parliamentary procedure and debating. Students are expected to participate in at least one Model United Nations competition during the year where they compete with their peers.

Philosophy: Grades 10-12

In this course, students study the major questions in the western philosophical tradition: rationalism, relativism, certainty, utilitarianism, ethics, empiricism and the understanding of reality in a postmodern context. Students use the Socratic method to ask questions, answer them and use the answers to generate new questions.

Psychology: Grades 9-12

The purpose of this one-semester elective course is to introduce students to the subject matter of the field of psychology, to become familiar with the major concepts, issues, and vocabulary of psychology, and to learn about some of the research findings upon which our knowledge of human thought and behavior is based. In addition, this course emphasizes the enhancement of critical thinking skills. By reading the text and relevant articles, engaging in class discussion and daily activities, each student gains insight into human behavior.

Race, Class and Gender: Grades 9-12

This course allows for the study of a range of topics within the content areas of Race, Class and Gender. Its emphasis is on Race, Class and Gender across time and space, not just during a specific moment in time or in an individual location. These areas of focus are primarily chosen by the students and facilitated or guided by the teacher. The class culminates with a creative project independently researched and created by the student.

Hebrew Department

There is an appropriate level of Hebrew for all students enrolled at Milken. Students engage in increasingly complex topics as they advance through the curriculum. Students consider themes from philosophical, religious, legal, social, and psychological perspectives. Students expand their overall command of vocabulary, syntax, and grammar through the content presented. In the most advanced levels of Hebrew offered (if a student has mastered the NETA program), students read contemporary Hebrew literature and watch Hebrew movies with an emphasis on social and historical issues. Each course in the Hebrew program is also offered at the Honors level.

Beginner level	At level	Honors Level
Ulpan (no previous Hebrew experience required)	Hebrew 1	Hebrew Honors 1
Hebrew Basic 1	Hebrew 2	Hebrew Honors 2
Hebrew Basic 2	Hebrew 3	Hebrew Honors 3
Hebrew Basic 2y	Hebrew 4	Hebrew Honors 4
	Hebrew 5	Hebrew Honors 5
		Hebrew Honors 6
		Hebrew Honors 7*
		Hebrew Honors 8*

*Hebrew Literature (college-level seminar)

Judaic Studies Department

Halachah and Aggadah: Building Sacred Community: Grade 9

Also offered at the Honors level

“Turn it over, and turn it over, for everything is in it.” -Pirkei Avot

This class is a highly participatory, rigorous study of the development of Jewish law. Students enter the centuries-old conversation about the ethics, rules, and reasons for living within a community. In and outside of class, students develop text-study skills and use traditional texts as a lens through which to look at our lives today. The class explores the following topics: The foundations and development of Jewish Law and Lore, Parents and Children, the Value of Life, Ethical Speech and Community Life, Caring for the Environment, Shabbat, and Prayer. While texts are studied primarily in English in the grade-level course, at the Honors level most texts are studied from the original Hebrew text.

Chumash with Commentaries: The Moral and Spiritual Quest of the Jew: Grade 10

Also offered at the Honors level

The course is built upon the following narrative arc. After briefly exploring the universal foundations of humanity and human nature (Genesis 1-11), students examine in great depth the family origins and development of the Jewish people. Students explore the dual challenge of building sacred community and building a model nation and continue to explore the tension between the ideal and the real (Sinai and the Golden Calf).

In navigating the above journey, the course focuses on the following dimensions: human nature; particularism and universalism; the relationship between the individual, the family, the community, God, and Israel; freedom, slavery, and the role of law. Within thematic study, the emphasis is on developing textual skills by analyzing a large variety of traditional and modern commentaries, including the classic commentators of Rashi, Ramban, Ibn Ezra and others, while deepening student appreciation of the issues and language of biblical text. Students explore the worldview of the Rabbis, both medieval and modern. In addition, the class investigates various art forms as textual interpretation (for example, film, literature, poetry, music, visual art, theater and dance). Students learn how to create their own commentaries based on close readings of the text.

Foundations of Jewish Law II: Ethics and Practice: Grade 11

*Also offered at the High Honors Level**

Ethics and Practice is a text course which focuses on three levels of study: skills, analysis, and application. The course begins by developing a conceptual understanding of how Jewish law works, how different movements approach Jewish law, and how *halachah* (law) and *aggadah* (lore) are related. This class traces topics from the Tanakh to contemporary *she'elot u-teshuvot* (responsa or modern Rabbinic legal decisions). Students study and question texts that illustrate how the Jewish path develops over time, how Jews have interpreted the books that make up Jewish tradition, and create their own contemporary Responsa.

**High Honors students may elect to receive college credit through the American Jewish University*

Integrated American Experience Honors: Grade 11

This course is an Integrated class among English 11 Honors, U.S. History Honors and Jewish Law Honors. Students enrolled in this program are expected to take the AP Language Exam in May.

The intention of this course is to use the lenses of Jewish Law and Ethics, literature and history to illuminate questions such as: What does it mean to be an American? What does it mean to be Jewish in America? What are the values that define us as Americans? Which part of our identity comes first or takes precedence? Students attempt to answer these questions in ways that enrich their understandings of their American and Jewish identities.

While the course is highly challenging from an intellectual perspective, the integrated experience also engages students in questions of personal identity and civic responsibility. Through integrated oral presentations, written assessments, experiential learning, and group study experiences, students bring together these three classes under one umbrella of intellectual and spiritual engagement.

Introduction to Jewish Thought: Grade 12

Also offered at the Honors level

The first half of this course focuses on classical issues in Jewish thought. Each topic is explored through classical (Biblical, Rabbinic, and Medieval) and modern sources; comparisons are made to existentialism and to Christianity. The second half of the course focuses on modern thinkers such as Buber, Rosenzweig, Soloveitchik, Kaplan, Borowitz, Heschel, Adler, Plaskow, and Hartman. Students develop personal philosophies of Judaism, plans for promoting Jewish renewal and lead sessions through independently developed lessons integrating textual analysis and contemporary application. Students also engage in extensive journal writing, research projects and multimedia presentations which explore the future of Judaism as they learn to define it.

High Honors Integrated Seminar: Jewish Thought/AP Literature: Grade 12

In this integrated senior seminar, students engage as an interpretive community in a new type of learning which is both intellectually rigorous and spiritually demanding. The course takes its thematic direction from the scope and sequence of the Jewish Thought curriculum exploring such areas, as Repentance (*T'shuvah*), The Jewish Story or Narrative (Midrash), Covenant (Brit), Theodicy/The Nature of Evil, and Death and Mourning. A third dimension consists of sources from intellectual history, general philosophy, cultural anthropology, hermeneutics, and literary theory which provide context for the overall discussion.

The second semester is framed by the challenges of Emancipation and Modernity, focusing on sources of Jewish renewal, the relationship between freedom and commitment, the individual and community, and the challenges of building an integrated Jewish self. In connection and confrontation with literature, students examine Modern Jewish thinkers in the West, Zionist thinkers in the East and the possibility of integration and synthesis.

The class emphasizes critical thinking, synthesis and application, as well as advanced essay writing skills with unified writing standards. Students are required to take the AP Literature and

Composition exam in May and are also prepared for the AP Language and Composition exam if they so choose. Students may receive college credit from the University of Judaism for completing the year's course of study.

The Beit Midrash Fellowship (Foundations: High Honors 9 and 10; Seminars/Independent work 11 and 12)

The Beit Midrash Fellowship program is built upon intensive Jewish learning, social action leadership, community building, and celebration. Its goals are:

- To develop highly capable, inspired, responsible Jewish learners and leaders.
- To build a sacred fellowship (*bavurah*) and enrich the larger Milken community.
- To *integrate* learning, spirituality, leadership, social justice, community building, and celebration.
- To develop *higher level textual skills* for independent learning of classical Jewish texts and their commentaries (Torah and commentaries, Mishnah, Talmud, Midrash, Codes).
- To prepare students, in their final year, to lead a highly sophisticated, original, integrated, text-based presentation (*Responsa*) on a burning contemporary social, political, ethical, or personal issue.
- To develop graduates who can contribute, as capable, committed, and responsible Jews, to the dorm room and dining hall, the classroom and the extracurricular arena.

The first two years of the program build foundations. Ninth and tenth graders learn together at two different levels of study. The program requires an additional class period in the schedule rotation and focuses primarily on increasing mastery of Rabbinic texts, as well as Chumash and classical commentaries. Three times a year, students engage in two week applied seminars on social action learning and leadership. Finally, throughout the year, Beit Midrash fellows participate in:

- Jewish leadership projects in areas such as social action, holidays, culture and arts, and spiritual practice
- Monthly Rosh Hodesh *celebrations*, accompanied by leading Jewish scholars, artists and activists.
- Two Shabbatonim during the course of the year.
- Significant time for independent or supervised work or free time.

The second two years of the program prepare students for integrated, text-based Responsa projects. Complementing their 11th grade Jewish law course, Beit Midrash students explore the methodology of Responsa (Jewish legal decision-making) with leading rabbinic scholars from multiple denominations. In their senior year, students work in small tutorials in order to prepare their final Responsa presentations.

JUDAIC STUDIES DEPARTMENT ELECTIVES

Comparative Religion

Students explore the multi-faceted relationships between Judaism and other religions as well as among the other traditions themselves. This course introduces students to ways of thinking about religion in the contemporary world. With a focus on Christianity, Islam, Buddhism, and Hinduism, students examine the ritual, mythical, doctrinal, ethical, social/organizational, material, experiential, and memorial dimensions of world religions, incorporating recent methods in religious studies.

Jewish Film

This course explores issues of Jewish identity through film. How do we tell our stories? Why do we lampoon the catastrophic? Is humor a legitimate form of empowerment? How do we transmit memory? The class examines thematic content, character development, cinematic elements, directorial choices, and all aspects of film-making with an eye toward the larger questions of Jewish identity.

Foreign Languages Department

CHINESE

Milken initiated the Chinese language program in 2007 and we are phasing in another level each academic year. Currently Milken offers Chinese I, II, III and IV. In the Chinese curriculum students learn Mandarin Chinese. The curriculum is communication-based and integrates the development of the four language skills into all phases of instruction. Through thematically-based units, grammar and phonetics are woven into all daily activities and assignments. Students also learn about Chinese culture and begin to learn the Chinese Pinyin system, (the Chinese character writing system), and sentence composition. In addition, computers are used as a learning technique to study Chinese.

LATIN

Milken currently offers Latin I, Latin II, Latin III, and AP Latin.

The Latin curriculum teaches students methods for comprehending increasingly challenging Latin passages through daily practice in reading, translation, and the study of Latin grammar and vocabulary. Frequent study of Latin derivations and cognates help develop English vocabulary skills in preparation for the SATs. Emphasis is placed on reading Latin aloud with proper pronunciation and intonation. Listening skills are developed through the dictation of Latin words, sentences and stories. Topics on Roman history, geography, mythology, cultural comparisons and classroom conversational Latin are interwoven throughout the course. Interdisciplinary topics relevant to Latin are introduced: quotes, mottos, phrases, and vocabulary related to music and the sciences. In the more advanced levels of Latin, students study original Latin texts. Authors include Virgil, Pliny, Martial and Ovid.

SPANISH

Milken currently offers Spanish I, Spanish II, Spanish III, Spanish III Honors, Spanish III Honors Mexican Exchange, Spanish IV, Spanish IV Honors, Spanish V, and AP Spanish.

The Spanish curriculum is communication-based and integrates the development of the four language skills into all phases of instruction. Students learn to communicate meaningfully with peers from the Spanish-speaking world. Through thematically-based units, vocabulary, grammar and phonetics are integrated into all daily activities and assignments. Emphasis is placed on modern Hispanic culture, history, literature and film. In the more advanced levels of Spanish, courses are designed thematically and students read modern and classical literature from Spain and Latin America. There is also a Mexico Exchange opportunity with a Jewish High School in Mexico City. AP Spanish prepares students to demonstrate Spanish proficiency across three communicative

modes: interpersonal (interactive communication), interpretive (receptive communication), presentational (productive communication), and the five goal areas outlined in the Standards for Foreign Language Learning in the 21st Century (Communication, Cultures, Connections, Comparisons, and Communities).

Information and Media Studies

DIGITAL MEDIA

New Media Design I: Grades 9-12

This course serves as an introduction to the main concepts in Multimedia design and production. Through project-based learning students explore existing “multimedia” titles in order to develop an understanding of multimedia design issues, hardware, and tools. Students gain experience in project planning, teamwork, graphics tools, editing tools, and multimedia presentation software. The course focuses on learning how to express individual and collective ideas using an interactive format.

New Media Design II: Grades 9-12

This course focuses on Flash and creating interactive media. Students work on long-term projects while going deeper into the Flash program and programming language.

Prerequisite: New Media Design I

Digital Imaging: Grades 9-12

This course provides the student with an introduction to digital imaging using the popular tool Adobe Photoshop. Photographic concepts, techniques and procedures, as they relate to digital technology, are covered in this introductory course. Students learn to scan, composite, create layers, select operating areas, and image adjustment, with an emphasis on output to print, screen, web, and photo-digital media. Students have the opportunity to discuss creative aspects of photography, experiment with the difference between analog and digital photography, and examine the pros and cons of each.

Computer Animation I: Grades 9-12

Computer Animation I is a hands on course designed to give students the opportunity to explore animation techniques through the use of current software titles. Students learn the basics of lighting, color, texture, and rendering while building landscapes and backgrounds. Students create short movies through the use of key frames and path animation. Students also learn about storyboarding and directing and work both individually and in small groups. This class is for students with little or no experience in computer animation.

Computer Animation II: Grades 9-12

Computer Animation II focuses on character animation. Students explore concepts such as lip synching and UV mapping. Industry tools such as Adobe Photoshop are utilized in creating original textures and colors to be applied to characters. Students combine tools from Computer Animation I and create a 30 second animation in production teams.

Prerequisite – Computer Animation I

VIDEO PRODUCTION

Introduction to Video Production: Grades 9-12

This introductory course teaches the basics of digital television production. Students learn the language of production and how to use digital video cameras and computer editing to tell stories.

Students spend time deconstructing popular television and films to gain an understanding of television production. Students produce short original video projects and are encouraged to videotape events around the Milken campuses for use in projects and for Wildcat Weekly news broadcasts.

Video Production I: Grades 9-12*

The purpose of this course is to provide opportunities for students to learn elements of media and visual literacy, and to further develop television production skills. Course content includes an overview of television and the television team, an orientation to writing for television, the history of mass communications with a special emphasis on radio and television history, and the use of basic television equipment with special emphasis on developing a visual awareness for the video medium. Students work individually and in production teams to produce several short projects. Students also begin pre-production work on their semester long ten-minute documentary or narrative film in Video Production II.

Prerequisite – Intro to Production or instructor approval

*Students may receive University of California Art credits for this course.

Video Production II: Grades 9–12*

The purpose of this course is to provide opportunities for students to continue learning elements of media and visual literacy, and to develop television production skills further, with a greater understanding of the production team as they work on one project for the entire semester. Students produce either a ten-minute documentary or narrative digital film.

Prerequisite—Visual Production I

*Students may receive University of California Art credits for this course.

Milken Video News: Grades 9-12

The purpose of this course is to provide opportunities for students to develop introductory skills in television production while producing a weekly newsmagazine live broadcast as well as a monthly news magazine show. Course content includes an understanding of the news production team; an introduction to television news writing; and an appreciation of the responsibilities that come with producing responsible news content. Students work in rotating teams writing and producing a five to eight minute newscast, elements of which come from class members and school wide submissions. The newscasts are shown on Milken's Cable Channel throughout the school day.

Prerequisite – Introduction to Video Production

PROGRAMMING AND ROBOTICS COURSES

Designing Games and Simulations: An Introduction to Programming: Grades 9-12

This course serves as an introduction to the use of programming languages to design and construct simulations and games. It places emphasis on developing the problem solving strategies necessary when writing successful programming procedures. Students study interactive game design and then go about creating their own interactive games. Students learn to incorporate “logo” programming procedures into multimedia projects. Students also gain experience in the use of scanners, digital cameras, video digitizing and editing software, and image editing software.

Robotics I: Grades 9-12

Robotics is designed as an interactive physical and technical course where students learn to create and control robotic devices through a technological interface. Students participate in the

construction of small robotic instruments and the programming of those instruments through a computer interface. Students create an exhibition of their work for others.

Robotics 2: Grades 9-12

Students work as a team to build a full size robot to compete in the National First USA robotics competition. Team organization, spirit, attire, and PR are handled by students as part of the competition.

TECHNOLOGY MENTORING

Technology Exploration and Mentoring: Grades 9-12

This unique course offers students the opportunity to participate in the Gen Yes Program, a national program for students to engage in the exploration of the newest multimedia technology and then teach a teacher how to use it. We are currently the only private school in California who offers this program. The Gen Yes courses provide a vehicle for students to use their technology expertise to benefit not only their school but also their community. The Gen Yes student develops a major project either within their school or with nonprofit organizations in their community. These projects typically use advanced technology skills such as video editing, sound editing, image editing, web building, and animation software. Topics covered include: Leadership in the 21st Century Personal Leadership Styles and Presentation Skills Community Leaders Community Service.

Visual Arts Department

Drawing I and II

The course introduces the discipline of drawing to the student. The course emphasizes the basic elements of art and principles of design as it relates to drawing. The student also learns how to create the illusion of form to a two dimensional object. Various drawing techniques are introduced to the student. The student has the opportunity create works in various mediums. Students also gain the ability to analyze and respond to various works, including their own. Furthermore, students are introduced to numerous cultural and historical styles and motifs. Through critiques, students display the ability to aesthetically value and appreciate works of art, as well as understand the relationship between art, culture and history.

Painting I and II

The course introduces the discipline of painting to the student. The student is introduced to basic color theory, perspective, composition, and various painting techniques. A variety of materials are used including acrylics and mixed media. Students gain the ability to analyze and respond to various works, including their own. Through critiques, students display the ability to aesthetically value and appreciate works of art, as well as understand the relationship between art, culture and history. The works of historical and contemporary artists are studied with each project. Students take time to visit museums and galleries and take part in class discussions describing artwork they see. Expanding on the lessons taught in Painting I, Painting II facilitates the study of visual experience by continuing to teach the use of form, color, composition and space. The subject areas explored are landscape, observational still life and abstraction. This course gradually shifts from formal techniques to experimental and individual expression.

Fine Arts Studio-2D

This course is designed to give the advanced art students the necessary technical and perceptual tools to increase their interest and depth in a specific subject area: Drawing and Painting. This

unique studio setting provides the student a rigorous creative environment to share the passion for art. The students continue to improve observation skills and explore a variety of materials, increasing their understanding of the human form and still life objects. In addition, students participate in critiques and self-reflection and work one-on-one with the teacher. The students expand their knowledge of the elements of art and principles of design through discussion, and application of materials. They refine their ability to describe and analyze works of art. A sketchbook/journal is an important element of the class and serves as an excellent resource. Each student is required to visit a museum or gallery one time per semester. Historic, cultural and religious references are studied and discussed through the use of slides, videos, classroom books, and the Internet. Throughout the year, students develop a final portfolio comprising their own body of artwork.

The class also coordinates a group Spotlight Artist Exhibition. Each student contributes a piece and an artist statement.

AP Studio Art

AP Studio Art is an advanced visual arts class intended for students with exceptional interest and abilities in art. This student should be committed and motivated to pursue serious study in the arts. The AP Drawing Portfolio is worked on throughout the year, and all students are expected to submit this portfolio to the College Board for evaluation at the end of the year. The portfolio is divided into three sections, which are designed to assess different aspects of student performance. The sections require the student to demonstrate quality, breadth, and in-depth engagement in the process of making art.

Students are encouraged to find a variety of solutions to visual problems, rather than being guided to preconceived outcomes. Emphasis is placed on drawing from observation, the application of color and design principles, the development of a body of work that is the students' own choosing, recognition of the history of art and its role in the development of visual ideas, and application of the critique process in written and oral form.

Computer Graphics I and II

This course is a first and second semester class where students explore and create computer generated artwork using the software programs Adobe Illustrator and Adobe Photoshop. Students learn how to incorporate successful elements and principles of design in order to solve a variety of graphic design problems. As students learn advanced techniques, they produce an individual portfolio of finished print work. A series of research library notebooks are created by each student, which help serve as a roadmap to develop their own creative style. Through individual and group critiques, students continue to fine-tune their ability to evaluate their designs. Students are encouraged to increase their ability to communicate ideas in a forum where a dialogue based on aesthetics is respected and encouraged. This class meets the VPA requirement for entrance to the UC and CSU system.

Sculpture I and II

This course is a first and second semester class that explores beginning to advanced technical and aesthetic three-dimensional design through the primary medium of wood, metal, stone, clay and plaster. The student participates in a wide range of experiences using additive and subtractive sculptural techniques, designed to build artistic and creative confidence. Students create original three-dimensional works of art, increasing complexity as their skill increases. Advanced concepts in sculpture are explored in the areas of realistic observational figure study, abstract figurative stone carving, mold making for bas-relief sculpture, and wood / metal integration to produce mixed media sculptures. The course also includes 2-dimensional basic drawing and concept development

skills. A research/sketchbook journal is an important element of the class. This journal serves as a roadmap to develop the path of the student's work. The student's growth, development and focus throughout the course is recorded in these workbooks. The student identifies art movements and styles through historical research, cultural investigation, and field trips in order to help them develop their projects. Through individual and group critiques, students fine-tune their ability to evaluate artwork. Students are encouraged to increase their ability to communicate ideas in a forum where a dialogue based on aesthetics is respected and encouraged. This class meets the VPA requirement for entrance to the UC and CSU system.

Mixed Media I and II

This introductory course instills a strong foundation of skills, technique, materials, and terms which students can build further art studies. By exploring the fundamentals of mixed media, and using diverse and unconventional medium to create, the student learns how to see in a new way. Students integrate discarded materials with traditional art materials, while learning novel techniques in order to create compelling two and three dimensional pieces of artworks. The entire year focuses on how inspiration leads to creation. Line, shape, form, values, composition and design are just a few art principles that are explored within realistic and abstract subject matter.

Architectural Design I and II

This is a year-long course. Students learn architecture and design through the examination and study of the elements of art and principles of design. Students research and study historic and contemporary architects and structures. They learn effective design skills, awareness of the environment and the use of green and sustainable building materials and practices. Traditional drafting skills and instruments are used. Students apply design concepts to two- and three-dimensional projects. Students learn perspective drawing as it relates to architectural design.

The sacredness of shelter and exploration into sacred spaces within public and private structures are also examined. The students create floor plans and elevations using tools such as scale, templates triangles and t-square. Ultimately, students design and build a model of an original residence following designated specifications. Construction is based on student's original plans, therefore accuracy in measurements on all plans are essential. Monthly drawing and current event writing assignments, discussions and critiques are included in this course. Students keep a sketchbook/journal. Guest presentations by a local architect or a field trip to an architectural firm, structure or exhibit are included. Each student is responsible for own model display at the Annual Student Art Show, May 16, 2011.

3D Studio-Advanced Architectural Design I and II

Upon completing foundation architecture courses at Milken, which incorporate essential skills and concepts for the built environment, students have the opportunity to continue in this unique studio setting. This course is designed to give advanced students the necessary technical and perceptual tools to increase their competency in architecture and design. It provides the student a rigorous creative environment to share their passion as individual designers and as part of a collective design team. Critiques and self-reflection are integrated throughout the year. The students apply the elements of art and principles of design as they create a commercial or residential structure that meets the requirements for energy conservation and ecological footprint. They continue to use traditional architectural instruments and materials to create plans and explore the three-dimensional modeling software Google Sketchup and Google Earth. A sketchbook/journal is required and serves as an excellent resource. The students research and study historic, cultural and religious structures, and building materials with emphasis on green and sustainable materials. The class takes advantage of resources such as local architects and a field trip to an architectural firm, structure or

exhibit. All students complete a model and oral presentations. As advanced students, they also participate in community outreach activities and participate in a community building program. The class will coordinate a Spotlight Artist event and display at the Annual Student Art Show. Each student will be responsible for his/her constructed model, display and supporting materials.

Ceramics I and II

In this Ceramics course, the students learn sculpting techniques and three-dimensional design using clay. The course also include two-dimensional drawing prior to creation of the form. The students learn to use the principles of art and design to develop three-dimensional art pieces. They learn proper treatment of greenware and preparation for final firing, and application procedures and techniques for successful underglazing and glazing. The students study the role of historic and contemporary ceramics learning to analyze and describe art pieces. In addition, they explore the decorative ceremonial objects created by Jewish artisans. Students participate in class discussions, relating their self-reflections and the views of the artists. Students research the Internet and the library, building their understanding of three-dimensional design. In addition to developing ceramic art pieces that reflect their individual styles, students prepare an essay detailing the ceramicist of their choice. Students form opinions and values by participating in class critiques and discussions, learning to analyze and describe art pieces.

Performing Arts Department

DANCE

Dance I and II

This class serves as an introduction to dance and helps students create an emotional, spiritual and physical connection to dance. Students study the fundamentals of ballet, jazz and hip hop and develop basic knowledge of stretching, technique and dance vocabulary. Emphasis is placed on body alignment, body placement, presentation and precision. This class serves as the precursor to Advanced Dance. Since dance is both artistic and athletic, dance classes are dedicated to developing both technique and creativity. Students perform their work at the end of each semester.

Advanced Dance

This advanced class will continue to develop physical awareness and proficiency in various dance forms. The class introduces dance as a world art form and emphasize the principles, practices and vocabulary of each genre studied. As dance is both artistic and athletic, dance classes will be dedicated to developing both technique and creativity. This class requires that each student fully dedicate his/herself both physically and mentally.

Israeli Dance I and II

Israeli Dance I is an introduction to the basics of dance movement set in a particular cultural context. Students learn how to participate in a variety of expressive movements and understand their significance as part and parcel and their own distinct cultural and religious heritage. They also gain a clear and deep understanding of the various dance's significance, interpretative meaning, and their own relationship to the heritage of Israeli dance.

Advance Israeli Dance

Advanced Israeli dance begins with the contemporary scene in Israeli dance and teaches students the more advanced, complex arrangements and their origins. Students progress from mastering a

vernacular of the dances to being communicators and teachers and future choreographers in Israeli dance sessions in the United States and around the world. Students also learn complex contemporary dances from other cultures (i.e. Greek, Turkish, Latin American) and see how their framework and steps originate from Israel.

TECHNICAL THEATER

Tech Theater I and II

This class is an exciting, fun, and practical elective that teaches students to build scenery, hang and focus lighting instruments, set up sound playback and amplification, and participate in a live performance as a member of a production crew. Students participate in the construction and installation of the scenery for the Fall high school theater production and for the middle school musical. Students are also required to participate to earn hourly credit outside of class as members of a Tech Crew during live performances put on by the Performing Arts Department.

Advanced Tech Theatre

This course is designed for dedicated leaders of Milken's Tech Crew. Students participate in the construction and installation of the scenery for all theater productions. Members of the Advanced Tech Theatre course are also required to take a leadership position on the Tech Crew for the Fall and Spring high school theater productions and the middle school musical.

DRAMA

Acting I

Acting I is a fun, challenging course that provides an opportunity for students to study basic acting. How do you step into another person's shoes through their circumstances, beliefs, bodies, and dreams? The course introduces students to games and exercises, essential acting skills and role preparation, and include performances of monologues and scenes. Acting I is also a wonderful way to gain confidence in speaking and performing before others.

Acting II

Acting II is an opportunity for students who have completed Acting I to apply their skills toward preparing a role for performance. The class is an open environment where actors can learn advanced acting techniques and experience the dynamics of rehearsal. Rehearsal techniques include: auditioning, text analysis, character research, on-camera acting, rehearsal relationships, communication and responsibilities, character choices and experimentation, motivation and action, specific advanced acting techniques, technical rehearsals, dress rehearsals, and performances.

Advanced Theater Projects

Advanced Theater Projects is an intensive course that allows experienced and motivated students to gain advanced skills in acting and/or directing, as well as work on special projects and/or performances for the public. Training includes advanced work in script analysis, dramaturgical research, rehearsal technique, vocal skills, psychological & physical theater, scenes, monologues, auditioning, short plays and short films. The class also attend at least one performance at a local theater.

Screenwriting

Students learn the basics of screenwriting, including: idea generation, the elimination of writer's block, story structure, plotting, screenplay format, specialized writing skills, the process of writing

the first draft, evaluation skills, and creative rewriting techniques. Each student writes at least one complete screenplay by the end of the semester.

VOCAL MUSIC

Beginning Voice I

Beginning Voice I is a course about discovery. Students explore the voice from a physical standpoint, understanding the parts that make up the singing system. Students learn techniques for good, healthy vocal production. Students sing solo and small ensemble works in order to practice the techniques they are learning. Students track their progress by recording their voice daily and by video recording 4 times each semester.

Beginning Voice II

Beginning Voice II is a continuation about how the voice works and how proper technique informs good musical choices. Students continue learning techniques for good, healthy vocal production. In this course, students concentrate on solos and duets, while improving live performance techniques and strategies to overcome stage fright. Students track their progress by recording their voice daily and by video recording 4 times each semester. The semester culminates with a live performance.

Vocal Repertoire

This class is for the serious singer who would like to build vocal repertoire. Songs learned in this class are appropriate for auditions into music schools, for scholarship considerations, and competitions. Students learn a minimum of four songs per semester, two of which must be in a foreign language other than Hebrew. Students develop historical and theoretical understanding of the songs they prepare and develop a deep understanding of the emotional impact their songs should make in a performance setting. Two performances per semester are required.

Kol Echad

This course is by audition and focuses on creating a featured performance group that specializes in Jewish a cappella singing. The model of this is groups like Pizmon and Shir Appeal, both college a cappella groups. The group sings mostly 4-part harmony, but sometimes 5-6 parts, including 1-2 vocal percussionists. Students perform in a variety of situations, including town meetings, concerts, tours and festivals. Students in Kol Echad represent Milken through performance and are expected to consider themselves as ambassadors of Milken wherever they go. The qualities of *menschlichkeit* and ambassadorship should be a part of the ethos of all members of Kol Echad.

INSTRUMENTAL MUSIC

Jazz Ensemble

This class focuses on ensemble playing in a larger format jazz band. Students learn the technical and interpretative skills needed to play and perform in a jazz context. Goals of the course are to develop sight reading skills, to develop technical skills, to improve listening skills, to develop and apply improvisational techniques, to understand jazz music's history and how it has influenced and helped shape all contemporary music regardless of genre or style.

Jazz Lab Combo

Students study Jazz from the focus of improvisation and "jamming." Students are challenged in improvisation techniques, including free jazz, be-bop and modal harmonies and are encouraged to

write and arrange their own compositions. Students in this class learn the basics of playing in a jazz ensemble. Concepts of keeping time, reading charts, basic improvisation and ensemble are discussed and practiced. Emphasis is placed on the Blues, Swing and some Be-bop styles. Students prepare music for performance in a variety of opportunities, including town meetings and community events.

Chamber Ensemble

Milken Community High School's Chamber Ensemble is a school-based performance group that emphasizes music from the classical repertoire, but also explores Jewish music and other ethnic and contemporary styles. All students must currently study weekly with a private teacher and agree to practice daily at home. The goals of class rehearsals are to deepen each student's musicianship by developing skills in phrasing, dynamics, ensemble playing, and interpretation. To achieve these goals, students master the notes, intonation, and rhythms outside of class.

Los Angeles Youth Orchestra

Grades 4-12, Fee required

The Los Angeles Youth Orchestra (LAYO) is a creative environment where young musicians throughout the Los Angeles area come together to perform symphonic music alongside professional musicians. Sponsored by Stephen S. Wise Temple and based at Milken Community High School, the orchestra presents young musicians with the chance to study established masterworks and the exciting opportunity to premiere new music. The orchestra also offers a variety of unique enrichment experiences, including working with guest artists and mentoring with major orchestras. Students with two years of instrumental experience may audition, regardless of school or religious affiliation. By providing an orchestra experience available to all students, the vision of the Los Angeles Youth Orchestra is realized as a musical voice that embraces the entire Los Angeles community. The orchestra gives two performances each semester, one at the Milken Community High School and the other at the Colburn School for the Performing Arts in downtown Los Angeles.

GENERAL STUDIES IN PERFORMING ARTS

Theory and Composition A and B

This composition course explores the universal choices composers make to create music through a series of fun, unusual exercises with innovative music software. Discussions begin with a focus on acoustics and the elements of sound, then continue to outline the primary musical elements—melody, harmony, rhythm, and texture—and how these are arranged into meaningful musical forms. This class is NOT a traditional music theory class. It emphasizes creative work immediately, regardless of compositional experience and experiments with new visual paradigms in today's music software that provide instant music creation rather than a traditional approach with paper and pencil exercises on harmony and voice leading.

These particular software applications—Xx, Metasynt, Live—use imaginative and extensive visual interfaces designed specifically to create interesting music without requiring extensive musical training. Xx and Metasynt present a visual canvas where music is metaphorically “painted.” Extensive editing options continue the metaphor, applying “Photoshop” procedures to traditional musical concepts. Live provides a laboratory for live performance improvisation by presenting an array of blocks that may be combined and ordered spontaneously in real time. Both of these approaches create interesting and sophisticated sounds without requiring musical expertise. The

challenge in this class is to apply traditional compositional concepts to these sounds in order to create meaningful musical narratives.

A final project is either an original electronic music composition or a work for acoustic instruments and/or for one of the school ensembles (Chamber Ensemble, Jazz Ensemble, or Choir).

AP Music Theory

AP Music Theory is a yearlong course taught similarly to a first year theory course at the university level. Its aim is to build a solid foundation in musical skills and knowledge for all types of musicians and sincere music lovers. The intensity of the course requires a serious commitment and maturity from every student. Music theory is actually a blanket term for several different disciplines that include musicianship skills, theory, and beginning composition. Musicianship skills cannot be "crammed." They must be practiced literally every day over the course of the year to show improvement. Musicianship skills include sight singing, listening, dictation, and keyboard practice. Sight singing means being able to sing music in any clef at sight using the Italian solfege (syllables). Listening means being able to follow the formal and harmonic structure of a piece of music from beginning to end. Dictation means being able to notate chord progressions, simple melodies, two part counterpoint, and four part chorales that are played on a keyboard. Keyboard skills include reading simple musical scores, managing different clefs, playing chord progressions, and playing figured bass. It is not important to have the technique of a pianist, but being able to get around the keyboard is a strong skill for increasing musical understanding. Theory and composition skills include mastering the rules of music notation, learning Roman numeral analysis of harmony, composing skillful four-part chord progressions, completing exercises in Baroque counterpoint, analyzing minuet and sonata forms, and beginning to write short compositions. In addition, students learn to follow orchestral scores and learn the basics of instrumentation and orchestration.

Prerequisites: 1) The ability to read music fluently in treble and bass clef 2) The ability to identify written intervals and triads 3) The ability to identify all key signatures 4) The ability to transpose a melody at a given interval 5) The ability to write a diatonic circle of fifths in all keys 6) The ability to play a I-IV-V progression on a keyboard in all keys.

Physical Education

Badminton

Students learn and review rules, basic strokes, and strategies of badminton. Conditioning and match play are combined with single and double tournaments.

Basketball Skills

The class is designed for those with a passion for the game of basketball who would like to refine their skills in some areas. This class covers basic fundamentals and strategies. Students hone their individual skills and are given many opportunities to improve their game in competitive play.

Lifeguarding

If you're 15 or older and looking for a great summer job or a challenging career, American Red Cross Lifeguarding is the best place to start. This course helps students develop skills and experience valued by colleges and future employers. Students learn how to deal effectively with people, fostering a "take charge" attitude. Students also receive a participant's manual and tips for securing a lifeguarding job. The new Lifeguarding course materials incorporate the most recent science applied to Lifeguarding skills, CPR for the Professional Rescuer and use of the Automated External Defibrillator as well as First Aid.

Multi-Sport

We offer a variety of sports and activities which include: Basketball, New Games, Kickball, Ultimate Frisbee and Badminton etc.. This course is designed to place an emphasis on fundamentals, skills, and techniques of each sport.

Swimming

Students learn the four competitive strokes, starts, turns, rules, and strategies applicable to each stroke. Conditioning to improve each individual's endurance is also stressed.

Water Polo

This course is designed to place an emphasis on fundamentals, skills, and techniques of water polo. Rules for water polo are taught along with good citizenship and positive and desirable attitudes. Strength, power, speed, and endurance are also stressed.

Weight Training

Students are given basic introductions to the relevant principles of physiology to begin a weight training program. Students are exposed to free weights and machines. Students are asked to chart their progress and will be tested on their major muscle groups and fitness principles at the end of the semester.