



URJ Heller High School in Israel
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OUR PHILOSOPHY

We are pleased to present the URJ Heller High School in Israel (Heller High) (*formerly NFTY-EIE*) as the URJ's premier program for Jewish education and leadership for high school aged youth. The Movement needs young leaders with a significant understanding of the Jewish past, a global view of contemporary Jewish issues, and a creative approach to the relationship between modern Judaism in Israel and North America.

Heller High provides content with commitment. It seeks to inculcate in its participants not only joy in Jewish learning for its own sake, but an understanding that the education and experience that they receive carries with it the responsibility to return to their community to take their place as role models and youth leaders. Heller High experience enhances the Reform Jewish self-esteem of its participants and develops a love of Progressive Judaism. Our goal is to help our youth develop a vision for a Jewish future and the will to realize it.

OUR HISTORY

The URJ Heller High: Isaac and Helaine Heller EIE High School in Israel (*formerly NFTY-EIE*), is named in honor of extraordinary benefactors, Isaac z'l and Helaine Heller, whose generous endowment will provide significant annual scholarship funding for greater program participation for many years to come. The gift celebrates the program's 55th anniversary and honors the family connection with EIE, which began with their daughter's transformation experience as a participant.

Heller High began as the NFTY High School in Israel - Eisendrath International Experience, named for the late Rabbi Maurice N. Eisendrath, past president of the World Union of Progressive Judaism and, for over a quarter of a century, president of the Union of American Hebrew Congregations, now the Union for Reform Judaism, the congregational body of Reform Judaism in the United States and Canada. The initial program was established in 1961 by the youth arm of the Reform movement, the North American Federation of Temple Youth (NFTY). Many of the leaders of Reform Judaism today are alumni of this program.

GENERAL DESCRIPTION

Heller High is for Jewish young people in grades 10 through 12. Since its inception, over two thousand high school students from the United States and Canada have participated in the program. Their high schools warmly endorsed the program and welcomed the opportunity to have their students participate in a high quality, international academic and cultural experience.

Heller High is an intensive academic program and is fully accredited by the Middle States Association of Colleges and Schools. All instruction is conducted in English except for the Hebrew Ulpan (language instruction). Through a partnership between Heller High and [Gratz College](#), Fall and Spring semester students are eligible to participate in a concurrent enrollment program and earn up to 15 college credits, up to 12 college credits for Summer program, in their Jewish History and Hebrew courses.

The educational structure of Heller High includes small classes and small group tutorials ensuring that students fulfill the requirements of their home high schools while immersed in the study of the history, culture and land of Israel. After the program, students receive an official transcript that is recognized by their home high schools. The NFTY staff works closely with parents and schools to plan a special curriculum that fits into every participant's academic schedule of required courses. Students can arrange to take all the Advanced Placement, PSAT, SAT Subject Tests, SAT and ACT examinations at Kibbutz Tzuba while in Israel, which is an official testing site.

Students interested in Heller High may choose to participate in either the Fall Semester (September - December) or the Spring Semester (January - May). During each semester, students are housed on beautiful Kibbutz Tzuba. Students also visit other kibbutzim, hike in the Negev desert, participate in an IDF (Israeli army) experience, walk the width of Israel in the Sea to Sea adventure and spend a week on a field trip to Poland. A description of each experience follows in this catalogue.

OUR GOALS

The purpose of Heller High is to provide an opportunity for outstanding high school students to spend a semester in Israel under the sponsorship of the Reform Movement. This experience is intended to develop young leadership and to increase Jewish knowledge and commitment to Jewish life and learning. The goals of Heller High for our students are:

- to complete rigorous general studies, college prep courses to set students up for success when they return to their home schools
- to prepare students for standardized testing such as the PSAT, SAT, SAT subject tests, ACT and AP
- to develop a love of Jewish learning and to teach and strengthen feelings towards Judaism, Jewish History and the Jewish people
- to build their Jewish self-esteem and to enhance their personal identities as Reform Jews
- to give them a better understanding of and appreciation for Israel, Zionism, and Progressive Judaism in Israel
- to assist them in developing Hebrew language skills
- to sharpen their awareness of international issues
- to foster independence and maturity while living away from their home environment
- to immerse them in Israeli society by living with and meeting Israelis involved in the Reform Movement in Israel
- to enable them to develop leadership skills that will serve them as they become role models for their temples, youth groups, URJ camps and the Jewish community in general

SELECTION OF STUDENTS

Heller High seeks the following qualities in selecting candidates:

- bright, capable Jewish young people who have achieved a high level of academic success at school and are highly motivated to learn;
- personal qualities of leadership that have earned them the respect of both peers and adults;
- self-confidence, self-reliance, emotional maturity and an ability to establish warm, friendly relationships with diverse kinds of people in new surroundings;
- active involvement in Reform congregations, religious schools, youth groups and Jewish camps;
- good physical and emotional health; and
- a desire to be a part of Israeli society, to travel the country, to speak Hebrew and to be a part of the Jewish people in our ancient homeland.

REFORM JEWISH COMMUNITY

Much of the joy of exploring ancient and modern Israel is in sharing this experience with peers from Reform temples across North America. This special group of Reform Jewish teens creates a dynamic Jewish community while together in Israel. The celebration of Shabbat and special events of the Jewish calendar enhances their sense of togetherness and highlights the value of Jewish life in the Jewish homeland. Taking time to stop, think, feel, and be thankful through *tefillah* (prayer) contributes to the growth of the individual and the *kehillah* (community). It is intended that the unparalleled experience that Heller High has to offer will encourage active involvement in congregational synagogue and Jewish life for years to come.

STAFF SUPERVISION

Heller High participants are thoughtfully supervised and compassionately cared for by the experienced supervisory staff. The staff includes the Heller High Principal, Assistant Principal, Director of Student Services, madrichim (counselors), as well as full-time and part-time faculty members.

KIBBUTZ TZUBA

Heller High is based at Kibbutz Tzuba located in the Judean Hills outside of Jerusalem. Students live in the kibbutz guest suites, three or four students per suite, with a private bathroom shared by the students in each two-room suite. The guest house facilities include lounges for relaxation, a snack bar, a kibbutz store and full recreational facilities including a swimming pool, basketball courts, and tennis courts. Our students eat in Kibbutz Tzuba's kosher dining room and for snacking, each bedroom has a refrigerator, an electric hotpot to boil water, and a microwave. There is a student lounge with comfortable furniture and three desktop computers. The kibbutz is surrounded by a security fence and the entrance gate is staffed 24/7.

Upon arrival in Israel, students transfer to the campus at Kibbutz Tzuba. The first few days are spent in orientation to Israel, the general themes of the program and an initial touring experience. Students then begin their academic studies which include:

- Israel: Land, Culture and People (the Core Course): Intensive course in the history of the Jewish people and related field trips (taught at a college level)
- Hebrew Ulpan (taught at a college level)
- General studies in English, Math, Science, Social Studies, Foreign Language and other subjects as required by students' high schools.

THE KIBBUTZ EXPERIENCE

Students visit together as a group at either Kibbutz Yahel or Lotan, the Reform Movement's kibbutzim, located in the Arava, 50 miles north of Eilat. During their visit students have an opportunity to see the various branches of the kibbutz (agriculture, livestock, dining room, factories, etc.). The students will observe and discuss the issues of an organic religious Reform community in action and development.

IDF EXPERIENCE

The IDF (Israel Defense Force), the army of Israel, has defended the people and land of Israel since its inception. All Israeli teens prepare for service to their country in a special program called Gadna. This is a great opportunity for Heller High students to join with their Israeli peers to gain insight into an essential element of Israeli life. While living on an Israeli army base, students meet military commanders, learn about the history and culture of the IDF and join in army exercises, working, hiking and training.

YAM L'YAM (SEA TO SEA) EXPEDITION

The Galilee is one of Israel's most beautiful natural landscapes. To its west lies the Mediterranean Sea and to its east the Sea of Galilee. Students participate in an exciting and challenging hike from one sea to the other. They camp under the stars, swim in the various natural streams and waterways and bike the terrain all while getting to know the land of Israel.

URJ HELLER HIGH POLAND PILGRIMAGE

Following the study of the Jewish experience in Europe during the Middle Ages and the Modern Period, Heller High students will travel together on a special NFTY Pilgrimage to Krakow, Lublin and Warsaw, Poland including a moving and meaningful visit to the Auschwitz-Birkenau concentration camps. The nearly week long excursion is designed to acquaint the student with the rich, though precarious, life of the Jews of Europe in the Middle Ages. In Krakow we will delve into the Jewish experience in Poland in the late Middle Ages and the Modern Period leading up to the tragedy of the Holocaust. We also visit the Ghetto area of Krakow and the concentration and death camps at Auschwitz-Birkenau and Majdanek. Prior to returning to Israel, participants visit Warsaw, Poland and see the remnants of the Warsaw Ghetto.

RELIGIOUS OBSERVANCE

Heller High students interact with North American and Israeli students studying to be Reform rabbis, cantors and educators. This adds additional opportunities for spiritual and leadership growth during the Heller High experience. Students contribute to building a strong Reform Jewish community on the Kibbutz. Religious observance is incorporated into daily life through spiritual development, rituals and social action projects. *Tefilla* (prayer) is a gateway to spiritual growth. Services are usually student led and serve as an opportunity for students to take initiative and be creative. *Birkat Hamazon* is recited after meals. Shabbat services on the Kibbutz Tzuba campus or at various Jerusalem synagogues allow students to experience the unique Shabbat atmosphere in Jerusalem. Each semester students will have the opportunity to celebrate one Jewish holiday with carefully selected Israeli families, always under the URJ stringent security guidelines.

TZEDAKA

Community and acts of loving kindness are encouraged throughout the semester through volunteer projects and special visits to old age homes, residential hostels for developmentally disabled adults, a battered women's shelter, an afternoon play center for severely handicapped children, Reform Movement pre-schools and synagogues and new immigrant absorption centers. Students learn the unique Jewish approach to giving of themselves as they engage in these projects; visits often conclude with lively song sessions that bring joy into the lives of others. Students may receive credit from their home high schools and synagogues for their participation in this community service.

THE JEWISH NATIONAL FUND

Students have opportunities during the semester to personally experience the miracle of the "rebirth" of the Land of Israel through forestation work in the NFTY JNF Youth Forest near Beit Shemesh, clearing new forests and beaches and establishing outdoor recreation sites.

ACADEMIC PROGRAM

Heller High provides accredited courses in both Israel and general studies. For descriptions of the general studies courses, please see below. The ongoing supervision of Heller High is under the auspices of the URJ International Education Department staff based in Israel and the United States. The program is fully accredited by the **Middle States Association of Colleges and Schools**. The Middle States Association is one of five organizations which accredits public and private secondary schools throughout the United States. All accreditation decisions are made by the Commission on Secondary Schools. Those decisions are based on input from the visiting team, recommendations by the staff, and recommendations of the various advisory committees. URJ Heller High School (*formerly NFTY-EIE High school in Israel*) has been accredited for over 20 years.

THE CORE COURSES

Israel: Land, Cultures and People:

Required for all students, 15 hours per week, College Level

Throughout the semester our goal is to thoroughly acquaint our students with the history of the Jewish people, its culture, and its land. Israel as the birthplace and the center of that history throughout the ages is the ideal place to teach and demonstrate the development of the people, culture, and land. By combining classroom and field study, students witness in a "hands on" manner the flow of Jewish history.

The method employed for this course is an interdisciplinary core curriculum in which students study history during 70 class days, 25 of which are spent at sites which reflect the period of history under investigation. All classes and field trips are based on the reading of primary source material from the appropriate period and group discussions. Students are expected to take notes during hikes and are examined on the presented material.

A core curriculum teacher is appointed to guide students through all of Jewish history. Classes are small, never exceeding 20 students, thus allowing for the maximum participation of all students. The content of the class draws upon the following disciplines: Archeology, World Literature, Comparative Literature, English Composition, History, Sociology, Geography, Comparative Religion, Western Civilization, Political Science and Physical Education. As Israel: Land, Cultures and People covers many disciplines a student's transcript may reflect the grades and credits earned in these subjects under either a reciprocal or specific course heading. The historical periods covered by the core curriculum are:

- **Pre-Biblical and Biblical:**
This unit encompasses historical material from the Canaanite period (pre-Biblical) through the end of the Bible (TaNaKh) as well as the period of the Babylonian exile until the return to the land of Israel in the time of Ezra. Sites include: Tel Gezer, Sataf, Nebi Samuel, City of David, Meggido, Keren HaCarmel
- **Hellenistic and Roman**
The historical scope of this period begins with the rise of the Greek empire in the time of Alexander the Great and concludes with the fall of the Roman Empire and the emergence of the Byzantine Empire. Sites include: Old City of Jerusalem, Israel Museum, Shrine of the Book, Massada, Amatzia, Bar Kochba Caves and Christian sites in Jerusalem
- **Oral Law and Its Development**
The Oral Law, otherwise known as the Mishna, Gemarah and Talmud, had its earliest beginnings in the Babylonian exile and was ultimately redacted between the 3rd and 6th centuries C.E. This historical period was one of the most productive and creative in Jewish history and set the foundations for the further development of Judaism. This period also established parameters for Jewish life in the Diaspora in a post statehood era. Sites include: Beit She'arim, Sachne and Beit Alfa

- **Islamic and Middle Ages**

The 7th to 15th centuries saw the rise of Islam in the Arabian Peninsula and its subsequent expansion to much of the east and part of the west, as well as the Crusades to the Holy Land through Europe. During this period, the focus is placed upon Islam as a religion and its relationship with Judaism and Jews, the Crusades and their relationship with Israel and the Jewish people and Jewish life in Moslem and Christian Spain. Sites include: Moslem sites in Jerusalem, Belvoir Crusader Castle, Old City of Tsfat, Meah She'arim neighborhood

- **Emancipation (Haskala) and the Early Zionist Movements**

The French Revolution was a catalyst for the new concepts of the individual and society that emerged in the 18th and 19th centuries. The birth of modern anti-Semitism and the subsequent emergence of Zionist thought and efforts are a reflection of this period as well. Sites include: Kibbutz Degania, Kinneret Training Farm, the grave of Rachel the Poetess, Tiberias, Old Jaffa, Rubin Museum of Israeli Art, Tel Aviv neighborhoods

- **World War II and the Holocaust**

The pre-World War II period, with the emergence of Nazism, the war itself, and the implications for the Jewish people is the scope of this section. The Holocaust is also a central emphasis for this section. Sites include: Yad VaShem Memorial, Atlit Illegal Immigration Museum, Ghetto Fighters Kibbutz, Underground prison

- **Israel's Establishment and Statehood**

From the end of World War II until 1948, the Jewish people actively struggled for the establishment of an independent state. With the birth of the State of Israel new challenges emerged that continue to demand attention until this very day. Sites include: Independence Hall in Tel Aviv, Machon Ayalon, Kibbutz Yad Mordechai, and Ammunition Hill

- **Modern Israel and Israeli Society**

After the Holocaust, the Jewish people grappled both with the trauma of enormous losses and the challenges of trying to create a state. With the agreement of the United Nations, the British Mandatory Forces left Palestine in May 1948 and the Jews were faced with sovereignty and war. To what extent do these two issues remain central challenges over 50 years later? This unit looks closely at Israeli politics, the nature of an immigrant society, the socio-economic gap and the impact of numerous wars on the civilian population, the role of religion, the position of minorities and the possibilities of achieving peace in the Middle East. Maximum use is made of Jerusalem as the center of political tensions, sociological issues and theological passions. Sites include: Northern border, Good Fence in Metulla, Golan Heights, Jerusalem Supreme Court, Knesset, and Mt. Herzl.

During this portion of the program, a variety of themes are addressed in seminars and extensive field trip experiences. Students explore a range of critical issues facing Israel and the Jewish people. Students meet personalities representing a wide range of positions and are challenged to understand the complexities of these issues. Issues explored include the Arab-Israel conflict (Jewish and Arab perspectives), peace plans and possibilities; Religion and State: the origin of modern Israel and its religious implications, the position of Orthodox, Conservative and Reform Judaism in Israel, the Moslem and Christian communities; the Ingathering of the Exiles: Israel as a Jewish

homeland: Sephardic, Ashkenazic, Yemenite, Ethiopian and Russian Jewry; New directions in Zionism: what does the future hold? Israel-Diaspora relations; the political nature of Israel and developments in the Middle East.

Reform Jewish Studies

The Heller High program is well grounded in Reform ideology, belief and practice. Throughout the semester, students participate in workshops and a course of study about the history, philosophy, and ideology of Reform Judaism. Jewish holidays and festivals are examined and celebrated from a liberal perspective. Issues of social justice in Israel are investigated. Students meet with prominent Reform rabbis and community leaders and visit significant sights of Reform Judaism in Israel.

Hebrew Ulpan (Language Instruction)

Required for all students, 10 hours per week (College Level)

The study of Hebrew is a crucial tool in understanding both ancient and modern Israeli History and culture. Students study Biblical phrases in their original Hebrew as well as learn to converse with their Israeli peers. Students are tested and placed in Hebrew classes based on their level of Hebrew knowledge. Students need not have previous knowledge of Hebrew. Students are encouraged to utilize their Hebrew skills as they meet Israelis and travel throughout Israel.

Up to five different levels of Hebrew language instruction are offered. A formal textbook including workbooks and readers are used in the Beginner and Intermediate levels. The advanced level(s) employ various resources such as Hebrew newspapers. An anthology of contemporary Hebrew literature containing songs, poetry and short stories is integrated into the course instruction. Emphasis is placed on the acquisition of language skills that will facilitate students' ability to communicate within contemporary Israeli society. Taped radio broadcasts and television programs with supplementary printed materials specifically designed for the teaching of oral and reading comprehension development are employed.

Hebrew Instruction is 130 hours per semester, comprised of 100 classroom hours, 30 field hours.

GENERAL STUDIES

In consultation with guidance counselors and teachers, students enroll in appropriate courses which are designed to meet their needs and to ensure an easy re-entry into high school academic courses upon returning home. This program is designed to provide a full semester of high school credit. Our Director of Admissions works closely with the students, parents and high schools to assure a proper individual program design and accreditation. Following below are the course descriptions for the courses offered by Heller High. All textbooks listed, unless specifically noted, are provided by Heller High. We reserve the right to use alternate texts that cover the same topics if necessary. All courses are on a college preparatory level.

Students are required to provide Heller High with copies of their syllabi from their home high school for each course that the student will take in Israel. We require this because we review syllabi and

place students into courses with students not only taking the same subject, but with students who must study the same topics within a subject. When we are provided with syllabi, we can ensure that each student is learning exactly what he/she would have learned at home. We can also get students ahead to ease the transition back into their home schools.

Arrangements can be made for private tutoring at the student's expense for courses not appearing below. Requests for such tutoring must be noted on the applicant's **Study Authorization Form** and **Appendix A** in the Program Application. All courses are subject to a minimum enrollment. A private tutorial can be arranged if the minimum class size is not met. AP and Honors level classes can be undertaken in any course that is offered. To participate in the program, students must submit a completed and signed Study Authorization Form.

Since 2012, Heller High offers several general studies courses online. These are conducted with a teacher and use online conference facilities to ensure effective interaction between teacher and student. The platform used includes a whiteboard which both teachers and students can write on with the results immediately visible to all. It also has a facility for both sides to upload assignments, reading material, homework, etc. which teacher and student can access simultaneously and discuss. The courses given online are one-on-one or one-on-two, which means that the students are always actively engaged in the lesson and there is meaningful dialogue between student and teacher. Another advantage is that all lessons are recorded and available to the students afterwards for review. This also means that if a student is ill or misses a lesson for any other reason, they can view the lesson as soon as it is convenient. The students report that after an initial period of getting used to the online courses, they have proved to be highly successful.

Students receive individual attention in small classes in each subject. Teachers will assist students outside of class at designated study hall time. Labs are offered on a limited basis. Any student who requires help over and above the class time is given extra assistance. If there is significant help required there may be a charge for tutoring. General studies teachers have a minimum of a B.A. or B.S. in their special area of instruction and many have Masters or Ph.D. degrees.

All students are required to complete daily homework and class work assignments. In addition, there are weekly quizzes or tests and a mandatory final exam at the end of the semester. Final grades are based upon class participation, homework assignments, and scores from quizzes, tests and the final exam. Two copies of the final official transcript for all work completed in Israel will be sent directly to the students' home in sealed envelopes within 10 days of the semester end. One copy is for the student and one is to be delivered by the student unopened to the home high school. Heller High transcript becomes a part of the students' permanent records and can be sent to universities and colleges upon request in writing. Students should withdraw from school in advance of departure and return to school at the start of the new semester. Students should follow their own local school procedure for withdrawal from their school prior to leaving for Heller High.

HELLER HIGH GENERAL STUDIES COURSE OFFERINGS

English 10 / 11/ 12 (Honors)

Required for all students
(Five hours per week)

This writing workshop is designed to develop the students' skills in literary analysis and to use these skills to improve their writing. Students are required to critically read and analyze various genres of literature and to express their comprehension of the material through assignments which focus on expository, persuasive, descriptive writing. In small group and individual tutorials, students meet with the English faculty to review their written assignments with an eye to improving their grammar, vocabulary and writing skills as well as critical thinking.

The class requirements and goals are modified to consider the grade level of the students and whether or not they are taking the course on the honors level.

Literary works studied vary from semester to semester, depending on what the students have studied in their home schools. Considering the unique living experience that the students have in Israel, Israeli literature is read in additions to works by American and British authors. This may include essays by Zionist philosophers, Israeli short stories and a novel by an Israeli author in translation.

AP English Language and Composition

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

Foreign Languages

Spanish II (Honors)

(Five hours per week)

Textbook: En Espanol 2 by Atkins, et.al. Houghton Mifflin, 2004

The Level II course includes a review of basic Spanish and the introduction of more advanced grammatical structures along with considerable vocabulary. The course is designed to increase the students' command of Spanish with particular attention to the everyday language of the student.

The fall semester covers the following topics: *ser* vs. *estar*, *estar* and *hay*, regular and irregular verbs in the present indicative, root changing verbs, personal pronouns, reflexive verbs with direct and indirect objectives, the preterit and imperfect with regular and irregular verbs, gerunds and participles.

The spring semester covers the conditional, commands and the subjunctive. Other grammatical points include negatives, *por* vs. *para*, comparisons, relative pronouns, reflexives with "se" and prepositions of location.

Spanish III (Honors)

(Five hours per week)

Textbook: En Espanol 3 by Atkins, et.al. Houghton Mifflin, 2004

The fall semester covers conversational, grammar, writing and reading skills as well as cultural aspects of Latin America and Spain. The topics covered during the fall semester are: describing people and things; activities; personal care and grooming; chores and transportation. Grammar topics include review of gender and number of nouns, articles and adjectives; *ser* vs. *esta*; reflexive verbs; progressive constructions; subjunctive tense; adverbs and prepositions of place; and *por* vs. *para*.

The spring semester covers perfect tenses, subjunctive, comparative and superlative constructions, subject/object pronouns, demonstrative adjectives and pronouns, possessive adjectives and pronouns, future, conditional, passive voice and reflexive pronouns. Vocabulary topics include: food and meals; medical care; clothing and fashion; the working world; travel; hotels and lodging; housing; services and repairs.

Writing drills and composition work through literature and vocabulary development are implemented. Literary reading sections may be supplemented by a reader appropriate for the class level to be purchased by the student at his/her own expense.

Spanish IV (Honors)

(Five hours per week)

Textbook: En Espanol 4 by Atkins, et.al. Houghton Mifflin, 2004,

Newspapers *La Nacion*, Baires; *Exelsior*, Mexico; *El Pais*, Madrid.

Short Stories: (partial list of authors) Ana Maria Martute, Juan Gotisolo, Jorge Luis Borges, Jose Domoso, Juan Jose Areolas, Alejo Carpentier.

The prerequisite for this course is three years of Spanish. The course reviews relevant grammar topics and stresses the subjunctive mood, subordinate sentences, connectors, comprehension of complex structures, current vocabulary and idioms. It also includes practice in writing, speaking and reading literature and the newspaper.

Spanish V (Honors)

(Five hours per week)

Textbook: En Espanol 4 by Atkins, et.al. Houghton Mifflin, 2004

Galeria de Arte Y Vida by Glencoe, McGraw Hill, 1997

The prerequisite for this course is four years of Spanish. The fifth year of Spanish further develops the students' ability to read original selections from many genres of Spanish literature. Attention is also given to increasing fluency with the language. The students complete their study of the major grammatical structures and verb tenses as well as review those previously learned. The course is conducted in Spanish. The teacher will select the literary material to be studied.

AP Spanish

(Five hours per week)

Textbook: En Espanol 4 by Atkins, et.al. Houghton Mifflin, 2004,

The Barons Guide to AP Spanish

The prerequisite for this course is four years of Spanish. The prerequisite for this course is four years of Spanish. The fifth year of Spanish further develops the students' ability to read original selections from many genres of Spanish literature. Attention is also given to increasing fluency with the language. The students complete their study of the major grammatical structures and verb tenses as well as review those previously learned. The course is conducted in Spanish. The teacher will select the literary material to be studied.

French II (Honors)

(Five hours per week)

Textbook: Discovering French, Blanc 2 by Valette, McDougal Little, 2004

The second year of French expands the aural, oral, reading and written skills developed in French I. Emphasis is placed on conversation as the majority of the class is conducted in French.

Topics covered during the fall semester include: the verbs *dire, ecrire, lire*, use of the present tense, *passee compose* with *avoir*, the verbs *pouvoir, vouloir, devoir, connaitre* and *savoir*, complementary pronouns with direct and indirect objects, the pronouns *en* and *lequel*, the subjunctive, the verb *mettre*, comparative adjectives and adverbs, the verbs *repetir, acheter, jeter, voir, croire, boire*, verbs such as *recevoir* and the imperfect.

Topics covered during the spring semester include: *se* and the imperfect, relative pronouns, the future tense, the verb *conduire, quel* and *lequel*, demonstrative pronouns, the subjunctive, the conditional, the verbs *suivre* and *vivre*, the past conditional, the *futur anterior*, the past subjunctive and the uses of the subjunctive following *pour que, a condition que, avant que, quoique* and *sans que*. The teacher will select a French reader appropriate for the class level which will be purchased by the student.

French III (Honors)

(Five hours per week)

Textbook: Discovering French, Rouge 3 by Valette, McDougal Little, 2004

Vocabulary and oral language development are integral parts of the overall French program. The fall semester of French III covers the *passé composé* with *être* and pronominal verbs, the imperfect, the difference between the imperfect and the *passé composé*, the verbs *rire, sourire, plaire*, the imperfect with pronominal verbs, conditional of *vouloir, pouvoir, devoir*, demonstrative pronouns, the verb *peindre*, the future tense of irregular verbs, *c'est* and *il est, qui* and *que, dont*, relative pronouns with *ce*, the subjunctive of *aller, faire, prendre, venir, avoir, être, pouvoir, savoir* and *vouloir*.

Topics covered during the spring semester include: the pluperfect, present participles, the use of the infinitive, various uses of the subjunctive, the conditional, phrases with *si, il y a* and *ça fait, depuis, depuis quand* and *depuis combien de temps*, the future tense after *quand, lorsque, dès que* and *aussitôt que*, the verbs *vaincre* and *convaincre*, indefinite pronouns, the past conditional and the past subjunctive. A supplementary literature text, *U Mystérieuse Disparition*, by Huguette Zahler (Amsco School Publication Inc., 1989) is read as a means to cultural understanding.

French IV (Honors)

(Five hours per week)

Textbook: Discovering French, Rouge 3 by Valette, McDougal Little, 2004

The fourth year of French further develops the students' ability to read original selections from many genres of French literature. Attention is also given to increasing fluency with the language. The students complete their study of the major grammatical structures and verb tenses as well as review those previously learned. The course is conducted in French. The teacher will select the literary material to be studied.

French V (Honors)

(Five hours per week)

Textbook: La Passerelle by Beeching, et.al, Cambridge

Une Pais pour routes by Sturges, et.al. Prentice Hall

The fifth year of French further develops the students' ability to read original selections from many genres of French literature. Attention is also given to increasing fluency with the language. The students complete their study of the major grammatical structures and verb tenses as well as review those previously learned. The course is conducted in French. The teacher will select the literary material to be studied.

AP French Language/Literature

(Five hours per week)

Assorted texts and AP Guides

This AP course in French further develops the students' ability to read original selections from many

genres of French literature. Attention is also given to increasing fluency with the language. The students complete their study of the major grammatical structures and verb tenses as well as review those previously learned. The course is conducted in French. The teacher will select the literary material to be studied.

Social Studies

World History (Honors)

(Five hours per week)

Textbook: The Human Experience by Farah, Karls (Glencoe/ McGraw Hill)

The fall semester of this survey course begins with the study of early human civilizations from prehistoric times through the first ancient civilizations in Mesopotamia, Egypt and China. The age of the classical civilizations (Greek and Roman) and the era leading to the formation of Europe are the focus of the second quarter of the grading period.

The spring semester focuses on the Industrial Revolution and its impact on society, socialism and utopian solutions, unification and nationalism in France, Germany, Italy, the Ottoman Empire, the Balkans and Russia, western imperialism in Africa, the Far East, the Pacific Islands and Latin America, World War I and World War II, the rise of communism and dictatorships, the Cold War, and the changing world since 1945.

U.S. History (AP, Honors)

(Five hours per week)

Textbook: The Americans by Danzer, et.al. Houghton Mifflin, 2005

The fall semester investigates the history of the United States from exploration and early settlement until the Civil War. Emphasis is placed upon the study of the U.S. Constitution along with the following topics: the European settlement of the New World, the Native Americans, the Mayflower Compact and the original 13 colonies, the Salem witch trials, the French and Indian war, the Boston massacre, the Boston Tea Party, the American Revolution and the Declaration of Independence, the first presidency, the Bill of Rights, the Louisiana Purchase, the war of 1812, the Alamo, slavery and the Underground Railroad, secession and the Civil War and its aftermath .

The spring semester covers the period following the Civil War until the present and includes the following topics: the Spanish American War, World War I, post war isolation, Prohibition, women's suffrage, the jazz age, economic boom, the market crash of 1929 and the Depression, the New Deal, Fascism, Pearl Harbor, World War II, the Yalta conference, Hiroshima and Nagasaki, communism and the Cold War, the Korean Conflict, the civil rights movement, the Vietnam War, space exploration, the Kennedy Presidency and the end of Camelot, Watergate, OPEC, the Reagan Years, the Iran contra scandal, the Clinton presidency, current events and America heading into the 21st century.

The **AP US History** class uses America: Past and Present by Divine, et.al, Longman, 2003; to United States History: Preparing for the Advanced Placement Examination (Newman, John J. ISBN-13: 978-0789189042) AMSCO, 2015 edition

U.S. Government (AP, Honors)

(Five hours per week).

Textbook: American Govt. and Politics Today by Schmidt, et.al. Thomson Wadsworth, 2005

This course introduces the student to the study of our national, state and local governments, provides the basic concepts of our government and explores areas of political interests to all citizens. The course includes consideration of the political process and democratic ideology, such as equality, liberty and justice and stresses the process by which political decisions are made. The course also examines how decisions that are made at the national and state levels impact the local level and, conversely, how local issues affect state and national policy. The differences between liberal and conservative political thought is also examined.

The AP US Government class uses the same book.

AP European History

(Five hours per week)

Textbook: A History of the Modern World by R.R. Palmer, Joel Colton and Lloyd Kramer. New York: Knopf, 9th edition.

This course introduces students to cultural, economic, political and social developments that played a fundamental role in shaping the world in which they live. The goals include the development of an understanding of some of the principal themes in modern European history and an ability to analyze historical evidence and historical interpretation and an ability to express historical understanding in writing.

AP World History

(Five hours per week)

Textbooks: Bentley, Jerry H. and Herbert F. Ziegler. Traditions and Encounters. McGraw Hill, 2008; Spodek, Howard. World's History, Prentice Hall, 1998; Will, Anne M., and Barbara Mobury. Traditions and Encounters: A Global Perspective on the Past. Volume I and II. 2nd ed. Boston: McGraw~Hill, 2002

AP World History focuses on developing students' abilities to think conceptually about world history from approximately 8000 BCE to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance – focusing on the environment, cultures, state-building, economic systems, and social structures – provide areas of historical inquiry for investigation throughout the course. AP World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions.

Economics, Macro or Micro (AP, Honors)

(Five hours per week)

Textbook: Foundations of Economics by Bade, Parkin. Addison Wesley, 2007

The first half of the course introduces the basic principles of economics as a social science; topics such as scarcity, supply and demand and bureaucratic organization make up this microeconomic section of the course. The second half of the course examines topics related to the total economy, macroeconomics. Economic performance, taxes, banking, inflation, unemployment and trade are emphasized. This course leads students to a more comprehensive understanding of current events and helps them prepare for college economics courses.

Mathematics

The objectives of the Math Department are to provide students with a strong foundation of mathematical concepts, techniques and applications in order to prepare them to advance in their math studies, to use technology to facilitate learning, to encourage students to become actively involved in learning, to develop students' quantitative reasoning and problem solving skills and to prepare them to return to their home classrooms.

NOTE: Students taking Algebra II or higher must bring a graphing calculator with them to Israel.

Geometry (Honors)

(Five hours per week)

Textbook: Geometry by Ulrich, et.al. HBJ Mathematics, 1978

The fall semester of this course covers the following topics: the characteristics of lines, rays, angles, segments, bisectors, adjacent and supplementary angles; proofs; parallel lines; indirect proofs, parallel postulate, angles of a triangle, exterior and remote interior angles of a triangle, congruent triangles; congruence of isosceles, overlapping and right triangles, polygons and parallelograms.

The spring semester includes quadrilaterals, characteristics of rectangles, rhombi, squares, kites and trapezoids; ratio and proportions, similar polygons and triangles, right angles, basic trigonometric relationships, coordinate geometry, circles, the formulas for the area of various polygons and the volume and surface of three dimensional figures.

Algebra II (Honors)

(Five hours per week)

Textbook: Alg & Trig: Structure & Method 2 by Brown, et.al. Houghton Mifflin, 1994

This integrated course is designed for students who have mastered the facts and concepts of Algebra I and plane geometry. The fall semester covers chapters 2-7 of the above text. Topics include: basic concept of algebra and inequalities, linear equations and functions, slopes and equations of lines, relations and functions, products and factors of polynomials, exponents, rational expressions and equations, roots, radicals, real, irrational and complex numbers.

The spring semester covers quadratic equations and functions, variation and polynomial equations, analytic geometry, conic sections, ellipses, hyperbolas, systems of equations, exponential and logarithmic functions, sequences, series, binomial expansions, matrices and determinants.

Trigonometry (Honors)

(Five hours per week)

Textbook: Trigonometry by Hayden, Hall. Prentice Hall, 1993

The topics covered in this semester course include: trigonometric functions, radians and degrees, angular and linear velocity, sine and cosine functions, graphing trigonometric functions, right triangle trigonometry and basic identities, angles of elevation, depression and bearing, oblique triangles, introduction to vectors, sum and difference identities, half angle and double angle identities, product/sum identities, inverse trigonometric functions, complex numbers and polar coordinates.

Pre-Calculus (Honors)

(Five hours per week)

Textbook: Advanced Mathematics: Pre-Calculus with Discrete Mathematics and Data Analysis by Richard G. Brown (McDougal Littell/Houghton Mifflin) 1997

The topics included in the fall semester are: polynomial functions, remainder and factor theorems, graphing polynomial functions, maximum and minimum points, operations on functions, graphs and inverses of functions, integral and rational exponents, growth and decay problems, laws of logarithms base changes, curve fitting and models and matrices.

The spring semester covers: polar coordinates, vectors and determinants, finite and infinite sequences and series, Venn diagrams, principals of combinations, permutations, binomial theorem, limits, series, derivatives and extreme value problems as well as an introduction to Calculus.

AP Calculus AB/BC

(Five hours per week)

Prerequisite: Consent of the principal.

Textbook: Calculus: Early Transcendentals, 7th Ed. by Anton, et.al. John Wiley & Sons, 2002

Barons Guide to AP Calculus

Topics covered during the fall semester include: limit and their properties differentiation, tangent line problem, chain rule, implicit differentiation, and related rates, extreme, mean value theorem, increasing and decreasing functions, second derivative test, curve sketching, optimization problems, integration formula, sigma notation, Riemann sums, integration by substitution, fundamental theorem of Calculus, manipulating the natural logarithmic function, integration and differentiation of exponential function, inverse trigonometric functions and hyperbolic functions.

Topics covered during the spring semester include: integration problems, area of a region between two curves, volume, work, fluid pressure and force, arc length surfaces of revolution, integration techniques, L'Hopital's Rule, improper integrals, integration by parts, trigonometric integrals and substitution, partial fractions, indeterminate forms, Taylor series, convergence of series, integral test and p-Series, comparisons of series, alternating series, ratio and root test, Power series, conics, parabolas, ellipses, hyperbolas, rotation, general second degree equation, plane curves, parametric equations and polar coordinates. Students complete the AP Calculus exam in May.

Sciences

Biology (AP, Honors)

(Five hours per week)

Textbook: Modern Biology by Holt, et.al. Harcourt Brace Jovanovich, 1993

The fall semester covers an overview of the scientific method and notation, the composition of matter and mass, energy and chemical reaction, water and organic compounds, the structure and function of cells, homeostasis and transport, diffusion and osmosis, photosynthesis and respiration, DNA, RNA, proteins, organization of nuclear acids in chromosomes, mitosis and meiosis, genetics, evolutionary theory, taxonomy, microorganisms such as viruses, bacteria, protozoa, algae and fungi.

The spring semester covers botany: the evolution, classification, structure and reproduction of plants; zoology: invertebrates and vertebrates and human biology: skeletal and muscular systems, circulatory and respiratory systems, digestion and excretory systems, the nervous system, sensory organs and endocrine and reproductive systems: and ecology: biosphere and biomes, ecosystems, populations and conservation and human evolution.

PLEASE NOTE: Laboratory experiments will be available on a limited basis.

The **AP Biology** course uses Biology, 5th Edition by Campbell, Reece, Mitchell, Addison Wesley Longman, Inc. 1999 and the Barons Guide to AP Biology.

Chemistry (AP, Honors)

(Five hours per week)

Textbook: Chemistry by Herron, et.al. D.C. Heath & Co. 1993

The fall semester begins with the study of fundamental concepts of Chemistry as an experimental science. The metric system is reviewed. Major topics to be studied include: measurement and calculation, classification of matter, atomic structure, electron clouds and probability molecular geometry, states of matter, condensed states, phase changes, gases and kinetic theory, solutions, energy and disorder, reaction rate and chemical equilibrium, acids and bases

Topics included during the spring semester are the periodic table and periodic properties, general trends and organization, chemical formulas and reactions, chemical bonding, and time permitting,

oxidation and reduction reactions, electrochemistry, organic and nuclear chemistry.

PLEASE NOTE: Laboratory experiments will be available on a limited basis.

The **AP Chemistry** course uses Zumdahl Chemistry by Zumdahl. Houghton Mifflin Company, 2003 and The Barons Guide to AP Chemistry

Physics (AP 1/2, Honors)

(Five hours per week)

Textbook: Physics, Principles and Problems by Zitzewitz. (Glencoe McGraw Hill, 1999).

Topics covered during the fall semester include an introduction to Physics; measurement; concepts of motion; dynamics; energy; the theory of relativity; kinetic theory of matter, the nature of liquid and thermodynamics.

Topics covered during the spring semester include wave phenomena; electricity and magnetism, light and selected topics in atomic and nuclear physics.

PLEASE NOTE: Laboratory experiments will be available on a limited basis.

The **AP Physics 1** course uses AP Physics 1 Essentials: An APlus Physics Guide by Dan Fullerton and The Barrons Guide to AP Physics

The **AP Physics 2** course uses Physics by Giancoli. Prentics Hall. 2005 and The Barrons Guide to AP Physics

Environmental Science (AP, Honors)

(Five Hours per week)

Textbook: Environmental Science: A Study of Interrelationships. 11th Edition. Enger and Smith. McGraw-Hill.

The goal of the Environmental Science courses is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them.

Physical Education

Physical Education

(Required, 10 hours per week)

Students earn a full year of credit for physical education on the basis of the following activities:

- Weekly field trips
On average, the students have two field trips per week, one half day and one full day. Each of these has a significant hiking component.
- Use of kibbutz facilities
The students use the facilities on the kibbutz. These include tennis and basketball courts and a swimming pool (in season).
- The Negev - Eilat Desert Adventure
The Negev – Eilat Desert adventure is four days exploring the Negev desert and Eilat. This includes hiking through the ravines and mountains of the Negev desert. While visiting Eilat, students snorkel the clear blue waters of the Red Sea and have a Bedouin experience. They will visit either Kibbutz Lotan or Kibbutz Yahel, Reform kibbutzim in the Arava.
- Yam L'Yam (Sea to Sea) Expedition
The Galilee is one of Israel's most beautiful natural landscapes. To its west lies the Mediterranean Sea and to its east the Sea of Galilee. Students participate in an exciting and challenging 5 day hike from one sea to the other. They camp under the stars, swim in the various natural streams and waterways and hike and bike the terrain while getting to know the land of Israel and learning survival skills such as navigation.
- Gadna (Army Experience)
The students attend a 5 day “boot camp” at which they undergo 5 days of basic training. This includes physical exercises, route marches, running and work/training in field craft.

IB (International Baccalaureate) Courses

URJ Heller High offers short-term tutoring to students enrolled in an International Baccalaureate programme elsewhere while they attend the program. Our experienced IB teachers use the IB curriculum and syllabus supplied by your school at home. IB Tutoring (offered at SL or HL) is available in the following subjects: IB English A, IB English B, IB French, IB Spanish, IB Hebrew, IB Economics, IB Biology, IB Chemistry, IB Physics, IB Mathematics, Theory of Knowledge.

Standardized Testing Information

SAT Preparation

Prior to the SAT exam that is administered at Kibbutz Tzuba, (November for the fall semester and May for the spring semester); students may register to take an intensive 30-hour preparatory course including 15 hours of Verbal preparation and 15 hours of Math preparation. Students can opt to participate in either Math or Verbal preparation or both. SAT prep course for English and Math (approximately 30 hours) is \$200 per student. SAT prep course for English OR Math (15 hours) is \$100 per student. **All students participating in the SAT prep course are required to bring a copy of the Barron's SAT Prep book.** Please note that SAT registration is done in the US before students leave for Israel. Families will receive instructions on how to register, including the school code and test center.

PSAT Preparation (Fall Semester Only)

In addition to the SAT, we also offer PSAT test in October and a prep course is available to students for the PSAT exam. The PSAT exam can be crucial to a student's academic career. If students start with our PSAT prep course and take the exam at Heller High and then continue on to SAT prep either at Heller High or at home, the increase in a student's score can be quite significant. In addition, if a student chooses to take the PSAT in his/her junior year it may influence his/her grade which could be high enough to receive a National Merit Scholarship award. Colleges like to get in touch with the students who receive the high scores on the PSAT. We can help raise their score when our students put in the effort. If a student has the potential for high scores we can help push it higher if the student is committed. One should begin his/her preparation at the beginning level by starting with PSAT preparation and move onto SAT preparation during the spring semester at home. The more familiarity one has with these tests, the better the score. The Fall PSAT prep course (15 hours) is \$100 per student.

All students participating in the PSAT prep course are required to bring a copy of the Barron's PSAT Prep book. Please note that PSAT registration is done at Heller High and through Heller High once you have arrived in Israel. Do not register for these exams in the US.

ACT Preparation

In addition to the SAT and PSAT, we also offer the ACT exam in both the Fall and Spring semesters. We will have a prep class available to students for the ACT exam. By helping students familiarize themselves with ACT they will do better on the exam. The ACT prep course (approximately 30 hours) is \$200. Please note that ACT registration is done in the US before students leave for Israel. Families will receive information on how to do this, including the school code and test center.

NY State Regents Exam

Heller High will be happy to help students from New York State prepare for the Regent Examinations. Students must bring a copy of the appropriate textbook, syllabus and practice book with them to Israel.

Advanced Placement and Honors Credit

Students may enroll in honors and advanced placement levels of any of the regular college prep levels that we offer, **if they have a B or above in that specific subject in their home high schools and/or are approved by the Heller High Academic Advisor.** These include: AP Calculus, AP English Language, AP English Literature, AP US History, AP US Government, AP Economics, AP Biology, AP Chemistry, AP Environmental Science, AP Physics 1 or 2, AP French and AP Spanish. Students may arrange for AP instruction in courses that are not included by a private course at an additional expense. AP classes are designed to cover material that will be presented in the AP examinations in May. **Students are required to have a B- or above by the mid-semester evaluation period in order to take the AP exam. Students are required to bring a copy of the AP study guide in their chosen subject(s).**

College Counseling

Heller High has a college counselor to assist students in the various aspects of the application process. The counselor is available to advise students on their college application essays, to proofread them before submission, and to advise students on the technical side of the process. In addition, any forms or essays which need to be submitted while a student is at Heller High can be sent from the Heller High office.

B'rit Kehillah

Code of Conduct

Every participant, together with a parent(s) will sign the Heller High B'rit Kehillah - Code of Conduct. These guidelines for behavior establish clear expectations of participants. Heller High has spent much time and effort evolving what we believe to be the most appropriate policies to insure the health and safety of each youngster participating in our programs. We expect and understand that as with all recreation/travel programs, young people run, jump, climb and "act up" as teenagers do with the expected consequences. However, because we are involved with international travel and all that implies, there are proscribed limits beyond which we cannot allow anyone to go. This means that there is a behavior code which will be strictly enforced. Although it is a rare happening, individuals have been expelled from the program. Such expulsion is at the sole discretion of the Heller High principal in consultation with the Director of the URJ Youth Division. Should a participant be expelled from the program, everyone should understand that there is absolutely no refund of any

monies paid and any expenses which may result from expenditures incurred in the process of separating the child from the program are due and payable.

Disciplinary action is not arbitrary and an attempt is made to be progressive in our approach. However, specific activities such as, but not limited to the possession or use of drugs, nicotine or alcohol, unexcused absence from the program, violation of curfew, security infractions, acts threatening to other participants, possession of a knife or any other item that can be construed as a weapon, destruction of property and theft are considered dangerous enough to warrant expulsion. Every effort is made to avoid this extreme action. The Code of Conduct is part of the application process and it is to be read, discussed and signed by both the participant and his or her parents.

Safety and Security

Security

Heller High places our students' safety and security first. We are extremely cautious and conservative about the care of students and the places that we take them within Israel. Daily trips are approved by the Ministry of Education and the IDF which is the standard for all school trips throughout Israel. Security infractions on the part of the participants will not be tolerated and can lead to expulsion.

Safety and Security Protocols

- Heller High has always been very cautious and conservative.
- Itineraries are reviewed daily to determine if the route and destination provide the highest level of safety. We are always prepared to make changes in our summer itinerary if need be.
- With appropriate safety protocols in place, Heller High can provide a comprehensive touring and learning program in Ancient and Modern Israel.
- Heller High senior staff (education and logistics professionals) consult daily with the Security Department of the Jewish Agency for Israel who are in constant contact with the government, police and military authorities.
- URJ groups, including Heller High, do not travel in the territories controlled by the Palestinian Authority, or in or near the Gaza Strip.
- Parents can reach Heller High staff in Israel 24 hours a day during the program. Group leaders on each bus have a cell phone and can be reached 24 hours a day in case of an emergency.
- Heller High has contingency plans to, if need be, move groups to safety or bring groups home if called for.
- Heller High participants and parents sign the B'rit Kehillah - Code of Conduct – expressing their willingness to abide by all rules, regulations and safety guidelines.
- Heller High staff members and participants receive a thorough orientation regarding expectations for appropriate behavior and safety and security procedures and protocols.

Health Insurance

While in Israel, participants are covered by an Israeli health insurance carrier (i.e. Shiloach). This entitles participants to clinic facilities (doctors), medicines, and hospitalizations which do not arise from a pre-existing condition. Often students may wish to see a private physician which can be arranged by our staff in Israel, but will require payment by the participant. The cost of such visits approximates the cost in the U.S. Most of these may be covered by your own health insurance policy in the U.S. Although students are covered as described above, it is strongly recommended that students continue to be covered on their own or their family's medical plan. Dental, orthodontic treatments and physiotherapy need to be arranged privately and at the student's expense. The Jerusalem staff will be happy to arrange for such visits.

Health Requirements

Each participant will be asked to submit detailed health forms to be signed by the family physician and the parents, indicating that he or she is in general good health and showing any limitations in activities.

Each participant is **REQUIRED** to have the following:

- **MENACTRA**: This vaccine protects against meningococcal disease. Virtually every college and university requires that entering students be vaccinated against meningococcal meningitis. Since Heller High involves college like dormitory living, we are now requiring this vaccination for participation. This vaccine was approved a number of years ago for children 11 or 12 years of age and older. While meningococcal disease is very rare, we think that requiring this vaccination is common sense especially since our students will need it prior to college anyway.
- **UTD TETANUS**: If you need an update we would encourage the ADACEL (Tdap, ie tetanus-diphtheria-whooping cough version for adolescents/adults)
- **POLIO BOOSTER AND MMR**: Each student should have received 2 doses of this vaccine during childhood prior to entering school. Please make sure your child had them.
- **HEPATITIS A**: This vaccine is now part of the American Academy of Pediatrics NATIONAL immunization schedule, as of 2007. There are two shots in this series, one at time zero followed by the second in 6-12 months.

We **RECOMMEND** the following for each participant in a Heller High **Spring** semester:

- **FLU** shot

Your physician might recommend additional immunizations as well. It is imperative that each participant provide an accurate and full report of his/her past, current, and potential physical or emotional health problems. An applicant is not necessarily disqualified due to a disability as each applicant is considered on his or her individual merits. Whenever possible, every attempt will be made to accommodate students with health challenges. Lack of pertinent information on a student's emotional or physical health can be detrimental to the participant and hinder the staff in properly supporting and helping the student.

A nurse is regularly available to the Heller High students. The health of the students is monitored

and doctor's appointments with specialists are secured if necessary.

Program Fee

The program fee is subject to change and can be easily located on the URJ Heller High website.

This includes the following: round-trip airfare New York-Tel Aviv-New York, tuition, room and board, all field trips, Pilgrimage to Poland (including airfare, room and board, and ground travel) and medical insurance (except for pre-existing conditions). **All Heller High applicants whose families do not belong to a Union for Reform Judaism Congregation will be subject to a \$200 surcharge.**

Limited partial scholarships are available. The Director of Admissions will be happy to assist you in locating scholarship funds. **A \$200 deposit is required with your application.** Final payments of all costs are due by August 1 or January 1, depending upon the semester. In case of cancellation, if written notice is received prior to August 1 or January 1, the full amount of payments will be refunded. After August 1 or January 1, the amount of refund will depend upon refunds allowed to the program by transportation companies, institutions, hotels, etc. affected by the cancellation. The URJ reserves the right to terminate the participation of any individual member if, in their judgment, this becomes necessary for the safety and well-being of the individual concerned or of the group.

No refunds are made once the program has begun. The following are not included in the cost of the program:

- private tutoring for courses not general offered (approximately 30 hours per semester, approximately \$35 per hour);
- private tutoring needed in a specific subject area (above and beyond what our teachers provide for no extra fee);
- passport costs;
- pocket money for personal incidentals, in-between meal snacks, postage, dry cleaning, laundry, public transportation, etc.;
- cost of domestic travel to New York and back to the hometown of the participant;
- additional transportation costs which occur if a participant does not fly with the group;
- baggage and theft insurance;
- expenses associated with chronic disease or sickness or continuing medication such as allergy shots are not included under the health insurance plan in which you are automatically enrolled, nor are dental care and eye glasses;
- costs incurred through damage to or loss of any personal property (The URJ is not liable for the cost of any property or money while on kibbutz or while traveling to, from or around Israel.);
- fees for standardized exams such as the SAT Exam, SAT Subject Tests, PSAT, ACT and AP;
- upon arrival in Israel each student should have \$125 in cash for:
 - \$50.00 for the security deposit which will be refunded on the last day of the program if there is no damage to the dorm room or outstanding charges.
 - \$75.00 for the group *kupah* (fund) for parties, birthday celebrations, group t-shirt etc.

Financial Assistance

While overseas academic program expenses are usually quite high, we are committed to providing access to our program. Applying for financial aid will not jeopardize an applicant's chances for admission. Scholarships based on need are available through Heller High and the scholarship application is available to you once you have registered. We also strongly urge you to contact your rabbi, local Jewish Federation, Jewish Welfare Board, Bureau of Jewish Education and your synagogue for information on available scholarships. We will be happy to put you in touch with these organizations.

Recipients of Heller High scholarship funds will be informed of their awards one month prior to the start of the program.

Parents' Pilgrimage

Each semester Heller High is pleased to offer a Parents' Pilgrimage for the parents and family members of participants to travel to Israel together for an exciting program of activities with their children and touring. Although parents are welcome to visit their children at any time, the pilgrimage is the official visitation period. We encourage all parents who plan to travel to Israel while their child is participating in Heller High to consider joining the Parents' Pilgrimage. Details will be sent out before the academic semester begins.

Israeli Citizenship

Students who have ever had Israeli citizenship or who have a parent who has ever had Israeli citizenship are required to have a valid Israeli passport upon entering Israel to participate in Heller High. Please contact your local Israeli Consulate or Aliyah Office for details.

Contact Information

Heller High – United States

- Paul J. Reichenbach, Director, Camping and Israel Programs
- Robin Kulwin, Director of Admissions
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- Denise Bulnes, Bursar
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Heller High – Jerusalem

- Rabbi Loren Sykes, Principal
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- David Solomon, Assistant Principal
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Heller High
Kibbutz Tzuba
D.N. Harei Yehuda
90870
ISRAEL
011 972 2 567-3103

**Alumni of URJ Heller High School in Israel (*formerly NFTY-EIE High School in Israel*)
have gone on to attend the following Colleges and Universities**

Alfred University
 American University
 Amherst College
 Bard College
 Bates College
 Ben Gurion University
 Binghamton University
 Boston University
 Brandeis University
 Brown University
 Bryn Mawr College
 California Polytechnic State University
 Carleton College
 Clark University
 Cleveland State University
 Colorado College
 Columbia University
 Cornell University
 Dalhousie University
 Dartmouth College
 Embry-Riddle Aeronautical University
 Emory University
 Evergreen State College
 Fordham University
 George Mason University
 George Washington University
 Goucher College
 Hampshire College
 Hebrew University
 Indiana University
 Ithaca College
 Lewis and Clark College
 Macalester College
 Mc Gill University
 Michigan State University
 Muhlenberg College
 New School
 New York University
 Northeastern University
 Northwestern University
 Oberlin College

Pennsylvania State University
 Philadelphia University
 Rensselaer Polytechnic Institute
 Rochester Institute of Technology
 Rutgers University
 San Diego State University
 School of the Museum of Fine Arts, Boston
 Sonoma College
 Stanford University
 SUNY Buffalo
 SUNY New Paltz
 Syracuse University
 Tel Aviv University
 Texas A&M University
 Tufts University
 Tulane University
 University of Arizona
 University of California, Berkeley
 University of California, Davis
 University of California, Los Angeles
 University of California, San Diego
 University of Central Florida
 University of Colorado
 University of Delaware
 University of Denver
 University of Florida
 University of Georgia
 University of Hartford
 University of Illinois
 University of Kansas
 University of Maine
 University of Maryland
 University of Massachusetts
 University of Miami
 University of Michigan

University of Minnesota
 University of New Hampshire
 University of North Carolina
 University of Oregon
 University of Pennsylvania
 University of Pittsburgh
 University of Rhode Island
 University of San Francisco
 University of Toronto
 University of Vermont
 University of Washington
 University of Western Ontario
 University of Wisconsin
 Vassar College
 Washington University
 Wellesley College
 Wells College
 Wesleyan University
 Yeshiva University

Heller High (Sample weekly schedule)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7:15am Breakfast	3:00am Wakeup	7:15am Breakfast	7:15am Breakfast	7:15am Breakfast	7:15am Breakfast	Late wakeup
8:15 Hebrew Language Class	3:30 Depart for Masada Field Trip	7:45am Current Events/Services	8:15 Hebrew Language Class	7:45am Current Events/Services	7:45am Hebrew Language Class	11:30am Shabbat Torah Study
9:45 Break	5:00 ascent	8:15 Hebrew Language Class	9:45 Break	8:15am Depart for field trip to the Israeli Supreme Court. (box lunch)	8:15am-12:45pm General Studies	1:00pm Lunch
10:00 am-1:00pm Israel: Land, Cultures and People	6:00 breakfast (box breakfast)	9:45 Break	10:00am-1:00 pm Israel: Land, Cultures and People	1:45pm-7:00pm General Studies	Tzedakah Projects	Free Afternoon
1:05 or 1:55 pm Lunch	7:00-11:00 Tour and Study	10:00am-1:00pm Israel: Land, Cultures and People	1:05 or 1:55 pm Lunch	7:15pm Dinner	1:00pm Lunch	7:00pm Havdalah Service
1:45pm-7:00pm General Studies*	11:30 Lunch at Oasis	1:05 or 1:55 pm Lunch	1:45pm-7:00pm General Studies		Free Afternoon	Dinner and free evening
7:05pm Dinner	12:30pm-2:30pm Dead Sea	1:45pm-7:00pm General Studies	7:15pm Dinner		6:00pm Services	
8:00pm Evening Services	2:30 Depart for Jerusalem	7:05pm Dinner			7:15 Shabbat Dinner	
	Free evening				Late Curfew	

- **General Studies:** During these five and a half hours the student is scheduled for English, Math, Science, Social Studies or Foreign language requirements that he/she may have. The schedule can accommodate no more than 5 General Studies courses.
- **SAT/ACT/PSAT prep** is scheduled into the afternoon as a regular class during the 7-period day.
- **Daily Worship** experience may differ in time, location or style.
- **Lunch:** All students have either 1st or 2nd period to eat lunch, 1:05 – 1:50 or from 1:55 – 2:40.