



# **PROGRAM COURSE CATALOGUE**

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*Subject to Change*

**PROGRAM COURSE CATALOGUE  
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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 55<sup>th</sup> 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.

### Our Mission:

To Inspire in our students, the future leaders and members of Reform Judaism, a commitment to and deep love of North American Judaism, the Jewish People and the State of Israel.

## Our Vision

URJ Heller High achieves this mission by elevating and deepening our students' knowledge of and connection to Jewish history, Judaism, Zionism and the modern State of Israel. With Israel as our classroom, we build a dynamic learning environment where formal instruction, experiential learning and travel combine to bring Jewish living and learning to life. Our skilled and engaging teachers create an inclusive community that fosters the development of future lay and professional leaders for Reform Judaism.

## Our Core Values

- **Zikaron** – Jewish History – A vibrant Jewish future depends on the next generation possessing a greater awareness of their past and present. We take a cultural literacy approach, imparting facts and knowledge to teach Jewish history and Judaism at its source, so that our students form opinions and visions grounded in evidence.
- **Ivrit** – Hebrew - Spoken Modern Hebrew is the key to an immersive religious, cultural and social experience in Israel. Our students leave Israel with a love for and desire to continue learning Hebrew.
- **Tzionut** - Zionism – We are committed to the fact that the Jewish People has justly exercised our right to self-determination and fulfillment in a nation-state located in our ancestral homeland.
- **Am and Eretz Yisrael** – The Land and People of Israel - We take an experiential approach to Jewish and Israel education by encountering the land, Reform Jews and other people of all faiths.
- **Kehilla Kedosha b'Tselem Elohim** – We build sacred, Inclusive community that recognizes the Divine Image in every person we encounter. Together, we celebrate the Jewish calendar, build an energized prayer community in the style of Reform Judaism, and enable students to take ownership of these observances in their own lives.
- **Tikkun Olam** – Through our social service and *chessed* activities, we increase the amount of justice, compassion, and peace in Israel while deepening student awareness of a variety of challenges facing contemporary Israeli society.
- **Hitztaynut – Excellence** – Excellence, in preparation and execution of our formal and informal educational programs and in our Jewish and General studies subject areas, is the key to success in achieving all our goals. Excellence inspires interest and triggers increased curiosity in our students.

## 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 in their Jewish History and Hebrew courses. There is no extra work involved. The deadline to enroll to earn college credit through Gratz is two weeks after the beginning of the semester.

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 Director of Admissions 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 at Kibbutz Tzuba which is an official testing site. Students can take ACT examinations at an ACT test site in Jerusalem. We encourage those who plan on being IB students to come during the fall or spring semester of their sophomore year.

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 an intensive week in 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 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. At the small market on the kibbutz students may purchase snacks, essentials such as shampoo, and basic school supplies. There is a student lounge with comfortable furniture.

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 pilgrimage to Krakow, Lublin and Warsaw, Poland including a moving and meaningful visit to the Auschwitz-Birkenau concentration camps. The 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 experience home hospitality and celebrate one Jewish holiday (Sukkot in the Fall and Pesach in the Spring) 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.



## 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**. 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, 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: a visit to Ein Rafa, the Israeli Arab village that sits in the valley below Kibbutz Tzuba, Belvoir Crusader Castle, Old City of Tsfat, and the Nahalaot neighborhood of Jerusalem.

- **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. During this portion of the curriculum, we travel to Poland to learn about the Jewish community that existed there for 1,000 years and which was destroyed during the Holocaust. Sites include: Yad VaShem prior to our journey, Warsaw's Jewish Cemetery; the Ghetto Wall, and the Walk of Heroes; The shtetl of Tykocin; Lublin and Majdanek death camp; Krakow and the Auschwitz-Birkenau death camp.

- **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: Ammunition Hill, the Jerusalem Supreme Court, the Knesset, Mt. Herzl, the Hebrew University, and the Golan Heights.

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 real-time, live, 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 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 addition 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.

### **AP English Literature and Composition**

The AP English Literature and Composition course is an introductory college literature course. It comprises an intensive study of works of recognized literary merit from various genres, time periods, and cultures. In this course students learn rhetorical techniques in order to evaluate, interpret and compare works of literature. Students learn to produce writing that focuses on the critical analysis of literature and includes expository, analytical, and argumentative essays. The course teaches the student to develop and organize ideas in clear, coherent, and persuasive language that demonstrates an extensive vocabulary and variety of sentence structure. The student learns to make inferences that lead to an interpretive conclusion about the text's meaning. Throughout the course, students will engage in extended, thought-provoking class discussions and oral analyses of pieces of literature.

# 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.

### **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 *repeteter, 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 *passee compose* with *etre* and pronominal verbs, the imperfect, the difference between the imperfect and the *passee compose*, 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, etre, 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*, *des 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.

### **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 21<sup>st</sup> century.

**The AP US History class uses** America: Past and Present by Divine, et.al, Longman, 2003; United States History: Preparing for the Advanced Placement Examination (Newman, John J. ISBN-13: 978-1531113278) 2018 edition

## **U.S. Government (AP, Honors)**

(Five hours per week).

Textbook: American Govt. and Politics Today: Essentials 2017-2018 Edition by Schmidt, et.al. Thomson Wadsworth, 19<sup>th</sup> Edition

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.

## **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

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, ration 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 has a significant hiking component.
- Use of Kibbutz Facilities  
The students use the facilities on the kibbutz. These include tennis and basketball courts, an outdoor workout area, 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 “boot camp” at which they undergo up to 5 days of basic training. This includes physical exercises, route marches, running and work/training in field craft.

## Standardized Testing Information

### PSAT – Fall Semester Only

The PSAT will be given on campus in October. There is nothing you need to do in advance. You will register for the PSAT upon arrival in Israel. Our staff in Israel will do this with you. Heller High is a PSAT testing center and administers the exam on campus. The exam fee can be paid in Israel in dollars or shekels prior to the exam or your parents will be billed later. As the results need to be sent to your home high school, please make certain that you bring your home school's test code number to Israel as well as your social security number. If you have any special accommodations, please make sure to speak with your home high school guidance counselor and inform the College Board in advance, and the Heller High Director of Admissions.

## **SAT Exam and SAT Subject Tests**

The SAT Exam and SAT Subject Tests are given in Israel at Kibbutz Tzuba on Sundays rather than Saturdays. Students on the Fall semester generally take the SAT on the November testing date while students on the Spring semester generally take it in May.

If you plan to take either the SAT or SAT Subject Tests while in Israel, you must register directly with the College Board before you leave for Israel.

**FOLLOW THESE INSTRUCTIONS TO REGISTER FOR THE SAT:** To register you will need to sign in to your College Board account, go to your account setting and change your home address to: Kibbutz Tzuba, D. N. Harei Yehuda 90872, Israel. Choose “Register Now” at the extreme right and fill in the required information. We are listed under URJ Heller High School in Israel, Testing Center Code 74423. Once you have COMPLETED registration for the December (Fall students) or May (Spring students) test date, then go back into your account and change your home address from Kibbutz Tzuba to your actual home address.

Please remember that students cannot take the SAT and the SAT subject tests on the same day. (However, it is possible to take several SAT subject tests on the same day).

## **ACT**

If you would like to take the ACT exam you can do so in Israel. We will provide detailed information well in advance, so you can sign up prior to your departure for the semester.

**IMPORTANT re EXTENDED TIME ACCOMODATIONS FOR SAT, ACT, OR PSAT :** If you are eligible for an extended time accommodation, you must make those arrangements with the College Board or ACT in advance. **It is your responsibility to provide Heller High with the letter from the College Board or the ACT approving the accommodation at least three weeks prior to the test date in Israel.**

## **Advanced Placement (AP)**

The AP exams are offered on campus in May. Effective for the 2019 – 2020 school year, the College Board requires that students planning to take the AP exam must register by November 15. If you are a Fall semester student, our staff will assist you in registering for the AP exam. At the end of the semester, our staff will notify the College Board to move the registration from Heller High to your home high school. Spring students should register for the AP exam at their home high school before the November 15 deadline. Our staff will work directly with the College Board to transfer your registration so you can take the AP exam in Israel at Heller High. Heller High is an AP testing center and administers the exam on campus. Our bursar will bill you for the cost of the exam.

Heller High will be happy to help students from New York State prepare for the Regent Examinations and Virginia students for the Standards of Learning tests. 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 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.

## **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 (Harel Clalit). This entitles participants to clinic facilities (doctors), medicines, and hospitalizations (which do not arise from a pre-existing condition) at Kibbutz Tzuba and throughout Israel. The clinic at Kibbutz Tzuba has a full-time nurse and doctors are present two days a week. When a student needs to see a doctor while at Tzuba, appointments are made at the major clinic at Mevasseret Zion, a fifteen-minute drive from the kibbutz.

Students, in consultation with their parents, may wish to see a private physician. This can be arranged by our staff in Israel but will require payment by the participant both for the medical fees and the cost of transportation. The cost of such visits approximates the cost in the U.S. These visits

may be covered by your own health insurance policy in the U.S.; however, you will want to check with your own insurance provider to determine coverage and required documentation for reimbursements as the cost of the visit will need to be paid by the student at the time of service. Health providers in Israel typically accept US debit and credit cards; if not, we will take the student to an ATM so they can pay in cash.

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. Heller High has ready access to a wide range of reputable, English speaking practitioners (orthodontists, dentists, psychologists, psychiatrists, etc.) who can be consulted privately for conditions not covered by the Israeli health plan. The staff in Israel will be happy to arrange for such visits.

For those students with pre-existing conditions, we can provide an additional insurance rider for "worsening of pre-existing conditions." This rider does NOT cover the cost of regular treatments for chronic conditions, such as growth hormone shots, etc. It does, however, cover treatments and, if necessary, hospitalization, if there is a worsening of a pre-existing condition that has been stable or in remission for the six months prior to attending URJ Heller High. The current cost of the insurance rider is \$200 for the entire semester. If you are interested in and in need of such coverage, please get in touch with the Director of Admissions at (212) 650-4073 right away.

The URJ and Heller High are not responsible for medical fees incurred from pre-trip chronic or pre-existing conditions or complications related to these conditions.

## **Immunizations, Drugs, Allergy Shots, and Medications**

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.

ALL Heller High students are required to have completed the age-appropriate vaccine schedule recommended by the American Academy of Pediatrics (AAP), the Canadian Pediatric Society, and the Center for Disease Control (CDC). Please note that some of these vaccines are provided as combined doses rather than individually, such as *Pediarix* or *ProQuad*. Ask your health care provider if you are not sure which vaccines you or your child(ren) have received.

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

- HiB (Haemophilus Type B)
- IPV (Polio)
- PCV13 (Pneumococcus)
- DTaP/DT/TDaP (Diphtheria, Pertussis, Tetanus) – 5 doses
- Varicella (Chicken Pox) – 2 doses

- MMR (Measles-Mumps-Rubella) – 2 doses
- Meningococcal (Menactra or Menveo) – 1 dose, second booster dose at age 16
- This vaccine protects against meningococcal disease.
  - Virtually every college and university require that entering students be vaccinated against meningococcal meningitis. Since Heller High involves college like dormitory living, we are now requiring this vaccination for participation.
- TDaP Booster (Pertussis, Tetanus) - 1 dose between ages 11–12
  - Booster doses are given every 10 years after the dose given in early adolescence, please ensure you are up to date.
- Pneumococcus, Meningococcus, Shingles - If you are over the age of 18, please review your eligibility for these vaccines with your health care provider.

### Highly Recommended for Everyone

- Hepatitis A – 2 doses
- Hepatitis B – 3 doses
- Influenza – 1 dose (2 if never previously immunized)

### About the Gardasil HPV (Human Papillomavirus) vaccine

This vaccination provides long-lasting protection from cancers caused by HPV with two doses between ages 11-12 and is strongly endorsed by the American Cancer Society as a primary cancer prevention strategy. While this is not a vaccine that prevents the spread of an illness that directly affects the health of Heller High participants, it is a safe and effective vaccine that significantly decreases the risk of a very serious and life-threatening cancer. For this reason, the URJ Youth Division strongly endorses and recommends completion of this component of the childhood vaccination schedule. For more information, please refer to the CDC website “[6 Reasons To Get HPV Vaccine For Your Child](#)”.

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. For more information regarding the Vaccination Policy of the URJ Youth Division, please contact the Robin Kulwin, Director of Admissions, [rkulwin@urj.org](mailto:rkulwin@urj.org).

## Program Tuition and Fees

**The program tuition and fees are subject to change and can be found on the URJ Heller High website.** Tuition and fees include 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. A \$200 deposit is required with your application and refundable up to 45 days prior to departure.

Limited partial scholarships are available through Heller High. Final payments of all costs are due by the first business day or August 1 for the Fall semester and the first business day after January 1 for the Spring semester. In case of cancellation, if written notice is received prior to the purchase of plane tickets, the full amount of payments will be refunded. After the August or January deadline, the refundable amount 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;
- second bag fees
- 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 approximately 6 weeks 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

- Robin Kulwin, Director of Admissions  
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### Heller High – Jerusalem

- Rabbi Loren Sykes, Principal  
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- David Solomon, Assistant Principal  
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- Judy Goldstein, Director of Student Services  
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Heller High  
Kibbutz Tzuba  
D.N. Harei Yehuda  
90870  
ISRAEL

**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	Oberlin College	University of Michigan
American University	Pennsylvania State University	University of Minnesota
Amherst College	Philadelphia University	University of New Hampshire
Bard College	Rensselaer Polytechnic Institute	University of North Carolina
Bates College	Rochester Institute of Technology	University of Oregon
Ben Gurion University	Rutgers University	University of Pennsylvania
Binghamton University	San Diego State University	University of Pittsburgh
Boston University	School of the Museum of Fine Arts, Boston	University of Rhode Island
Brandeis University	Sonoma College	University of San Francisco
Brown University	Stanford University	University of Toronto
Bryn Mawr College	SUNY Buffalo	University of Vermont
California Polytechnic State University	SUNY New Paltz	University of Washington
Carleton College	Syracuse University	University of Western Ontario
Clark University	Tel Aviv University	University of Wisconsin
Cleveland State University	Texas A&M University	Vanderbilt University
Colorado College	Tufts University	Vassar College
Columbia University	Tulane University	Washington University
Cornell University	University of Arizona	Wellesley College
Dalhousie University	University of California, Berkeley	Wells College
Dartmouth College	University of California, Davis	Wesleyan University
Elon University	University of California, Los Angeles	Yeshiva University
Embry-Riddle Aeronautical University	University of California, San Diego	
Emory University	University of Central Florida	
Evergreen State College	University of Colorado	
Fordham University	University of Delaware	
George Mason University	University of Denver	
George Washington University	University of Florida	
Goucher College	University of Georgia	
Hampshire College	University of Hartford	
Hebrew University	University of Illinois	
Indiana University	University of Kansas	
Ithaca College	University of Maine	
Lewis and Clark College	University of Maryland	
Macalester College	University of Massachusetts	
Mc Gill University	University of Miami	
Michigan State University		
Muhlenberg College		
New School		
New York University		
Northeastern University		
Northwestern University		

## URJ Heller High School in Israel - Sample Weekly Schedule

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7:15am Breakfast	7:15am Breakfast	7:15am Breakfast	7:15am Breakfast	7:15am Breakfast	8:15am Breakfast	Late wakeup
8:15 Hebrew Language Class	8:00 Depart for Bar Kokhba Tiyyul	8:15 Hebrew Language Class	8:15 Hebrew Language Class	8:15 Depart for field trip to the Israeli Supreme Court.	9:30 -12:00pm Tzedakah Project (cleaning beach in Tel Aviv, visiting the elderly, making gifts for disadvantaged children, and more...)	11:30 Shabbat Torah Study
9:45 Break	9:00-12:00 Hirvat Midras (exploring 2 <sup>nd</sup> century caves)	9:45 Break	9:45 Break			
10:00 am-1:00pm Israel: Land, Cultures and People	12:30 Lunch and Tefilah in the field	10:00am-1:00pm Israel: Land, Cultures and People	10:00am-1:00 pm Israel: Land, Cultures and People			
1:05 or 1:55 pm Lunch	1:30 Beit Guvrin (ancient Roman amphitheater)	1:05 or 1:55 pm Lunch	1:05 or 1:55 pm Lunch	1:05 or 1:55 pm Lunch	1:00 pm -4:00 pm Lunch + Free time in Tel Aviv Shuk	1:00pm Lunch
1:05pm-7:15pm General Studies	4:00-5:00 Class Discussions	1:05pm-7:15pm General Studies	1:05pm-7:15pm General Studies	1:05pm-7:15pm General Studies	6:30 Services	Free Afternoon
6:30 – 7:45 pm Dinner	7:30 pm Dinner	6:30 – 7:45 pm Dinner	6:30 – 7:45 pm Dinner	6:30 – 7:45 pm Dinner	7:45 Shabbat Dinner	5:00 Beit Midrash
				8:00pm – 10:00 pm Night out in Jerusalem	Late Rooms In	7:00 Havdalah Service
						Dinner and Free Time

- **General Studies:** English, Math, Science, Social Studies or Foreign language classes. The schedule can accommodate no more than 5 General Studies courses.
- **Lunch:** All students have either 1<sup>st</sup> or 2<sup>nd</sup> lunch period, 1:05 – 1:50 or 1:55 – 2:40.
- **Dinner:** Students may eat as early as 6:30 or go directly after class at 7:15 if they have a 7<sup>th</sup> period.