





When you think of your child graduating high school, what **skills, knowledge, spiritual connections** do you hope they have? What kind of **opportunities** do you want available to them? What type of **community** do you hope they surround themselves with as they become adults?

At Berman Hebrew Academy, our graduates go on to be leaders in their chosen fields, and engaged in their religious communities. Our students develop the habits of mind to be able to learn and the habits of heart to find joy in the learning process. Having been given voice and autonomy during their school years, our graduates are confident in their abilities, know where their passions lie and have access to the seminaries, yeshivot, colleges and universities of their choice. They have the character to work well with others, and the compassion to care for their community.

This book was designed to help you discover how our educational philosophy and values shape the Upper School academic and co-curricular experience. Find out how Berman gives your child options, opportunities and prepares your child for a lifetime of learning.

Welcome to Upper School!
We look forward to learning with your child.

Rabbi Dr. Hillel Broder, Head of School
Rabbi Allan Houben, Upper School Principal
Mrs. Malkie Hametz, Upper School Dean of Students

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QUICK FACTS
FROM THE
CLASS OF 2023

MEAN **SAT**
1370

NUMBER OF **AP**
COURSES OFFERED

11

% of SCORES **3 OR ABOVE**

84%

NUMBER OF **AP**
EXAMS TAKEN

144

UPPER SCHOOL
ENROLLMENT
FOR THE 2022-23
SCHOOL YEAR

190
STUDENTS

NATIONAL
MERIT
SCHOLAR

1

NATIONAL
MERIT
SEMIFINALISTS

2

NATIONAL MERIT
COMMENDED
STUDENTS

5

AVERAGE
GRADE SIZE

48
STUDENTS

JUDAIC STUDIES



Beyond the skills of being able to read through various Jewish texts with understanding, our students must gain an appreciation that they are part of, and in relationship with, something bigger than themselves. Namely, Hashem, the Jewish people as a nation, and the land and state of Israel.

Our Judaic Studies curriculum highlights explicit relevance to the world around us and leaves space for students to find meaning based on their own experiences.

Halacha and Machshava

Our new *Halacha* curriculum begins with an introductory unit on how the halacha system works. While our students have been exposed previously to the basics of the system, this unit explores the nuance, sophistication, and in depth specifics of the process. We discuss "hot button" topics through this lens, including medical ethics, war, and intellectual property.

Through our Machshava curriculum, students will explore the concepts of Jewish philosophy, including free will, the chosen nation, belief in G-d, and missionaries and the Jewish Bible.

Hebrew Language

Our Hebrew program aims to build a community of Hebrew speakers proficient in both casual conversations and in-depth discussions. Participants can engage with Hebrew lectures, books, articles, and write about personal, cultural, social, political, and global topics. The curriculum covers Speaking, Reading, Listening, and Writing, fostering critical thinking through step-by-step language advancement integrated with relevant themes. Aligned with the ACTFL (American Council on the Teaching of Foreign Languages) standards, the program utilizes the Bishvil Halvrit curriculum, emphasizing language mastery for understanding history, culture, tradition, and strengthening ties to Jewish identity and Israel. Additionally, classes undertake Project Based Language Learning projects, using learned vocabulary and grammar to explore and solve issues, enhancing language skills and confidence.

Courses include: Hebrew 9 (Essentials, Grade-Level, Plus, Honors), Hebrew 10 (Grade-Level, Plus, Honors), Hebrew 11/12 (Grade-Level, Plus), Hebrew 11/12 Hebrew Literature Honors

Talmud

Our Talmud program is designed for students to acquire the skills necessary to become lifelong learners of Gemara (Talmud) while at the same time developing the love for learning that inspires the students in their Judaism and Jewish lives. With these goals in mind, courses *masechtot* (tractates) and *sugyot* (topic areas) are selected in order to engage students in skill building, critical and analytical thinking, with an emphasis on the implications for our religious lives. Students will also study *bekiut*, which will include *mishnayot* of the tractate being studied or *halachot* relevant to the material being learned to cultivate a breadth of knowledge and exposure to rabbinic texts. The Talmud department offers different types of courses, each one engaging with rabbinic tradition, but with different areas of focus and emphasis.

Courses include: Torah She-be'al Peh 9/10 Foundations, Grade-Level, Plus, Honors
Torah She-be'al Peh 11/12 Grade-Level, Plus

Tanakh

The *Tanakh* department provides two annual courses in *Chumash* and *Nakh*, aiming to foster students' understanding of *Tanakh* as a divine life guide, explore religious themes through its text and commentary, and apply its teachings to their lives. Our goal is to nurture a love for *Tanakh* as part of their spiritual heritage, cultivating a lifelong passion for its study. These courses focus on skill development tailored to students' levels, including textual translation, analysis, structure identification, main idea extraction, literary device recognition, commentator analysis, and differentiation between *pshat* and *midrash*, all while accommodating students at various skill levels.

Courses include: Chumash (Grade-Level, Plus, Honors), Nakh (Grade-Level, Plus, Honors)

Kollel Midrasha (11th-12th Grade)

The Torah MiTzion Kollel has been a beacon of high level Torah learning in our Upper School. Our Kollel and Midrasha classes, taught by our Rosh Kollel and Bachurim, have been designed to prepare our students for mastery in Gemara in a Hebrew immersive classroom. Furthermore, this program is designed to create an avira of Eretz Israel at Berman.

Courses include: Kollel/Midrasha

GENERAL STUDIES



English

The Upper School's English curriculum fulfills two primary functions: to expose students to a body of literature and to foster writing skills and strategies. The central assumptions of the literature component are that reading, analyzing, and writing about literature fosters critical thinking skills, exposes students to a body of literature important to our national and global culture, and develops empathy for characters, and by extension, for other people. We want literature's depth, variety, and relevance to awaken students' curiosity and delight. Finally, literature has asked humanity's toughest questions. We expect the literature and writing we teach to engage students in an ongoing dialogue about our past, present, and future.

Since written expression is so vital to academic and professional success, we require our students to write frequently and fluently. We vary the type of assignments throughout the four-year curriculum because different forms of writing necessitate different skills and rhetorical strategies. Technical skills are necessary for clarity, but they do not ensure it; an awareness of the rhetorical situation is as critical to effective writing as is knowledge of basic grammar.

Courses include: English 9, English 10, English Seminar: Dystopian Lit (11/12), AP Language and Composition (11/12), AP Literature (11/12)

History

The Upper School's history department introduces students to cultural, economic, political, and social developments that play a fundamental role in shaping the world in which they live. Through careful examinations of the events, lives, and historical events and trends, students develop the context to understand the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. Through the spiraled curriculum, students engage with history in order to understand their role in the world, and how attitudes have evolved over time.

As a student of history, students read and comprehend primary and secondary texts, engage critically and constructively in the exchange of ideas, and write effective historical arguments. The educational "time travel" serves to further excite and enlighten students to a deeper, more comprehensive understanding of the relationship between past and present.

Courses include: American Studies I, American Studies II (Grade-Level, Honors), Modern World History (Grade-Level, Honors), AP European History, Jewish History

Mathematics

The goal of the math department is to engage in the teaching and learning of mathematics that challenges students to be independent learners and develop sound reasoning, problem-solving, and critical thinking skills necessary to compete in a global society. A variety of resources, including different instructional delivery methods, activities, technology supplements, and assessments are employed in order to reach all students and encourage them to become confident in their abilities. In our increasingly data-driven world, particular emphasis is placed on studying real life applications of mathematical concepts. In the more advanced math courses, students study how to model important phenomena in fields such as physics, chemistry, architecture, and economics. Additional learning goals include the ability to interpret data and graphs, to present data-based evidence in written, mathematical and visual forms, and to understand the essential nature of mathematics in everyday life.

Courses include: Algebra I/Geometry, Geometry (Grade-Level, Plus, Honors), Pre-Calculus (Honors), Functions & Trigonometry, AP Statistics (10-12), Statistics, Calculus, Pre-Calculus (Plus)

GENERAL STUDIES

continued

Science

The goal of the science department is to encourage creativity and innovation through scientific inquiry, develop a curiosity and appreciation for the complexity of the world around us by the systematic gathering of data, and learn that science is an approach to problem solving based on logical and critical thinking. Through various methods of observation and experimentation, our students will experience a critical thinking approach to problem solving.

The school's interdisciplinary approach connects topics in science in relevant and applicable curricula. Students will learn practical and analytical skills which will be used in other disciplines and throughout everyday life.

Courses include: Biology, Chemistry (Grade-Level, Honors), AP Psychology (11-12), Physics, AP Biology, AP Physics I, AP Physics II, Anatomy & Physiology



Ava, 9th grade

My parents and I were considering two schools last fall, and they were leaning toward, one, and I toward Berman, mostly because it was more similar to the environment that I was coming from. Once I visited both I really enjoyed my time at Berman, mainly because everyone was so nice: the kids, the teachers and the administrators. Everyone has been so nice in general and on my first day of school, everyone in the building was so helpful and I felt taken care of. I continue to feel this way in the fast responses the parents and staff have had to us on our grade Whatsapp group as well. I was drawn to Berman for the variety of the academic program and extra-curricular offerings. I now write for Hamodia, our school paper, and am I member of the Mock Trial and Debate teams. I feel very welcomed and am so happy to be at Berman!



ELECTIVES

Art

The mission of the Helene Berman Seindenfeld art department is to provide an arts education that encourages exploration, critical thinking and hands on learning, ultimately fostering a lifelong relationship with the arts.

Students are encouraged to explore their interests and passions, cultivating their creative minds, through various media. Therefore, a variety of courses are offered in order for students to gain exposure to and experience in the arts.

Courses include: Art Studio (I, II, Honors), Painting (I, Honors), AP Painting, Ceramics (I, II, Honors), AP Ceramics, Photography (I, II, Honors), AP Photography, Mixed Media, Play Writing

STEM Education

As we continue to graduate our students into an evolving 21st century world, one thing is clear: our world is less concerned with what our students know (especially in this information age), and is much more concerned with what our students can DO with what they know. Therefore, it is imperative that we continue to build a strong STEM program that goes beyond the



content. The focus of our STEM program is to challenge our students to apply their learning through hands-on labs and activities, to build and test hypotheses, to learn how things work and design ideas and improvements to current ideas - all with the goal of using our skills and talents to make the world a better place.

Courses include: Principles of Engineering, Advanced Engineering, Survey of Biomedical Engineering (I, II), AP Computer Science, Intro to Game & Toy Design

Humanities

Our Humanities electives help our students develop a well-rounded education and become more well-informed citizens. They help our students develop critical thinking and problem-solving skills, communication skills, and a global perspective.

Courses include: Economics, Journalism, Creative Writing

Judaics

Our Judaics electives, taught by our Rosh Kollel and Torah MiTzion, allow our students to take a deeper dive into their religious understanding.

TORAH תורה
מציון MITZION
WASHINGTON



Courses include: Gemara Bekiut, Studies in Nach, Studies in Jewish Thought and Practice, Independent Torah Learning

EXTRA AND CO-CURRICULAR OFFERINGS

We offer our students various clubs, extracurriculars, academic teams, and publications.

Arts

Digital Arts | HADAS

Academic Teams

Chidon HaTanach | Coding | Debate | Mock Trial
Model UN | Robotics

Athletic Teams

Baseball | Basketball | Cross Country
Soccer | Softball | Tennis | Track | Volleyball

Chesed

Friendship Circle | Shalva | Smart Sacks

Clubs

3-D Printing Club | Broadcast Club | Climbing Club
IAC (Israel Action Committee) | Medical Club | Medical Ethics Club
Pickleball | Slam Poetry Club | Spikeball Club

Publications

Hamodiya (Newspaper) | New Leaves (Literary Magazine) | Yearbook

Student Leadership

Grade Council | Student Council

GUIDANCE

High School is a time of significant social and emotional growth for our students. Our goal is to provide a variety of support structures and opportunities for guidance as they can navigate through high school.

Our Upper School Guidance Counselor supports our students individually and collectively as they mature throughout high school. The guidance office is a space for students to drop in and chat, have weekly check-ins or just relax in a calm space for a few minutes during the day.

Our Guidance Counselor works closely with our Dean of Students to create, implement, and oversee our Advisory Program. Advisory, is an opportunity for students to come together in small groups (approx. 8-10) with a faculty advisor to meet bi-monthly. Conversations surround teen mental health, stigma, managing stress, and other topics relevant to adolescent development. The advisor, who may or may not be a student's teacher that year, is one of many adults that students form valuable out of class connections with.

Our Upper School faculty comes together throughout the year check in on how students are doing academically, behaviorally and emotionally. Having this formal time and space to come together as a grade level team ensures that our faculty has the full picture of how each student is doing and the ability to work as a team to support each student.

Our Educational Support Services (ESS) team provides a variety of services and support to students in the Upper School. Students can work one on one or in a small group with a dedicated ESS teacher on executive function skills, skill development, or academic support. Our ESS team also serves as advocates to help students access learning.

College Guidance

The Berman College Counseling program works closely with students to examine college options and to find colleges with the right fit for a student's academic, social, and religious needs. The college counselor advises and supports students and families throughout the entire college exploration and application process. Starting in 9th grade with grade-wide presentations, the process moves towards individual and family meetings by beginning in 11th grade. Along with discussion of college options, advising includes discussions about Upper School course selection, summer internship and program options, SAT/ACT testing options, Naviance and application processes, assistance with financial aid and scholarship resources, essay writing support, and guidance through the deferral process for students planning a gap year.

Benjamin, 12th Grade

I was on the cross country, track, and JV basketball teams. I have also participated in math leagues and fundraising by running the Jerusalem marathon for Shalva. I've been a member of the student council both for my grade and for the whole school (which is happening this year!). My favorite classes have been physics, both honors last year and AP2 this year. We had an incredible teacher with a huge depth of knowledge who explained things clearly and pushed me to learn and excel in the subject. The other class have been my Gemara classes, it's my 3rd year with R' Grosberg and he has be influential of how to live as a Orthodox Jew in terms of practice and textual skill building. This balance of general and judaic studies is what I appreciate most about Berman; we have been taught and given a strong foundation in both Judaic and general studies knowledge, with an intense workload that will prepare us for college and beyond.

COLLEGE ACCEPTANCES AND MATRICULATIONS

2017-2022

(**Bold** indicates colleges where one or more students matriculated.)

American University
Barnard College
Binghamton University
Boston University
Brandeis University
Brown University
California College of the Arts
Champlain College
College of Charleston
Columbia University in the City of New York
Community College of Baltimore County
Cornell University
CUNY Bernard M Baruch College
CUNY Brooklyn College
CUNY Queens College
Drexel University
Emory University
Fashion Institute of Technology
George Mason University
George Washington University
**Germanna Community College -
Fredericksburg**
Goucher College
Indiana University-Bloomington
Lander College for Women
List College - JTS
Loyola University New Orleans
Maryland Institute College of Art
Massachusetts Institute of Technology
McGill University
Michigan State University



Montgomery College
Muhlenberg College
New York University
Northeastern University
Pace University, New York City
Campus
**Pennsylvania State University-
Penn State Main Campus**
Princeton University
Purdue University-Main Campus
Reichman University (IDC Herzliya)
Rutgers University-Camden
Rutgers University-New Brunswick
School of Visual Arts
Syracuse University
Temple University
The Catholic University of America
The University of North Carolina at
Chapel Hill
Toronto Metropolitan University
Touro College
Towson University
University of Alabama
**University of California-
Los Angeles**

University of Chicago
University of Colorado Boulder
University of Delaware
University of Hartford
University of Hawaii at Manoa
University of Maryland Eastern Shore
**University of Maryland-Baltimore
County**
University of Maryland-College Park
University of Massachusetts-Amherst
University of Miami
University of Michigan-Ann Arbor
University of Pennsylvania
University of Pittsburgh-Greensburg
**University of Pittsburgh-Pittsburgh
Campus**
University of Toronto
University of Vermont
**University of Washington-Seattle
Campus**
Virginia Commonwealth University
Washington University in St Louis
**Yeshiva University (Yeshiva College
and Stern College)**
York University



ISRAEL



One of our core values is to inspire students who are deeply committed to the land and state of Israel, its history, culture, people and language. This value not only guides our curriculum and programming but we graduate students with a deep connection to *eretz yisrael* and *am yisrael*.

We intentionally teach Hebrew language with the goal of fluency but also as a means to connect to the people and culture in Israel. One hallmark of our Israel programming is the our Mission to Israel where our Upper School students and Judaic Studies faculty travel to Israel for 10 days learning, exploring and immersing themselves in the culture and history of Israel. The mission takes place every four years and we eagerly await Mission 2026!

Through our Israel Advocacy Club and AIPAC involvement, our students stay up to date on the happenings in Israel and learn skills to advocate for Israel. Our students produce a Yom HaAtzmaut celebration complete with student performances, music and dancing that brings families from the DC Metro area to celebrate Israel at Berman.

We are fortunate to welcome many Israeli families to Berman each year and embrace the connections and culture they bring with them.

After graduation, 90% of our students have a gap year at a yeshiva or seminary program. Some students opt for service in the IDF and eventually make Aaliyah. Our goal is to help our students in finding the right Israel program and ensure they have the skills to be successful.



GAP YEAR PROGRAMS



Amudim | Darchei Binah | Eretz Hatzvi | IDF | Lev HaTorah | Machon Maayan
Midreshet Amit | Midreshet Emunah | V'Omanut | Midreshet HaRova
Midreshet Lindenbaum | Midreshet Mevaseret Yerushalayim | Midreshet Moriah
Midreshet Torat Chesed | Migdal Hatorah | Migdal Oz | Netiv Aryeh
Nishmat | Orayta | Sha'alvim for Women | MTVA | Tiferet
Yeshivat HaKotel | Yeshivat Har Etzion (Gush) | Yeshivat Reishit
Yeshivat Shaarei Mevaseret Zion | Yeshivat Torat Shraga



ATHLETICS

The Berman Hebrew Academy is committed to offering a robust athletics program that will create positive experiences for our student athletes and foster a life-long commitment to health and fitness. We believe that athletics is a conduit to teaching our students many important life lessons: teamwork, sportsmanship, commitment, and discipline. Athletics can also help students to develop a strong sense of self and bolster confidence and self-worth. A quality athletics program also helps to foster a sense of school and community pride.

As a member of the Potomac Valley Athletic Conference, The Berman Hebrew Academy competes against other area private schools in a variety of competitive sports. Our teams compete at the highest levels of league play and maintain a level of excellence. We hold our student athletes to high standards and attending practice/training is an important component of our program as well.

The Berman Hebrew Academy offers the following interscholastic sports for boys and girls:

Fall Season (September-October)

- Soccer (Middle School and Varsity)
- Cross Country (Middle School and Varsity)
- Girls Volleyball (Middle School and Varsity)
- Girls Varsity Tennis

Winter Season (November-February)

- Basketball (Middle School, Junior Varsity and Varsity)

Spring Season (March-May)

- Baseball (Middle School and Varsity)
- Softball (Middle School and Varsity)
- Boys Volleyball (Middle School and Varsity)
- Track and Field (Middle School and Varsity)
- Boys Varsity Tennis

